

College of San Mateo
Official Course Outline

1. **COURSE ID:** PSYC 106 **TITLE:** Psychology of Prejudice and Discrimination
Units: 3.0 units **Hours/Semester:** 48.0-54.0 Lecture hours; and 96.0-108.0 Homework hours
Method of Grading: Grade Option (Letter Grade or Pass/No Pass)
Recommended Preparation:
Eligibility for ENGL 838 or ENGL 848 or ESL 400.

2. **COURSE DESIGNATION:**

Degree Credit

Transfer credit: CSU

AA/AS Degree Requirements:

CSM - GENERAL EDUCATION REQUIREMENTS: E5b. Social Science

3. **COURSE DESCRIPTIONS:**

Catalog Description:

Exploration of the psychological underpinnings of prejudice and discrimination. Investigates fundamental aspects of the mind and society that can lead to prejudice, conditions that can trigger discrimination, and complex psychological patterns that develop among different majority and non-majority groups. Explores ethnic, racial, gender, and sexual prejudice and solutions for how to reduce prejudice among these groups and others.

4. **STUDENT LEARNING OUTCOME(S) (SLO'S):**

Upon successful completion of this course, a student will meet the following outcomes:

1. Demonstrate knowledge of principles and methods that reflect the culture and values of the five dominant ethnic groups: African American, Asian American, Hispanic, Native American and White/Non-Hispanic.
2. Demonstrate knowledge of psychological theories on the development of stereotyping, prejudice, and discrimination.
3. Demonstrate knowledge of how to reduce inter-group conflict, prejudice, and discrimination.

5. **SPECIFIC INSTRUCTIONAL OBJECTIVES:**

Upon successful completion of this course, a student will be able to:

1. Analyze psychological theories on the development of stereotyping, prejudice, and discrimination.
2. Evaluate and discuss the nature of discrimination and its relation to prejudice.
3. Compare and contrast research methods psychologists use to study prejudice and discrimination.
4. Analyze, evaluate, and understand the psychological and cognitive underpinnings of prejudice, the nature of stereotyping and conditions under which stereotypes influence responses to other people.
5. Critically evaluate individual and cultural differences between Americans of African, Asian, Hispanic, and Native American descent.
6. Describe concepts related to cognitive, personal, and societal aspects of prejudice and discrimination.
7. Evaluate old-fashioned and contemporary forms of prejudice.
8. Explain experiences of prejudice and discrimination of a variety of social groups.
9. Critically analyze theories of cognition, racism, sexism, and sexual prejudice.
10. Analyze process which can be used to alleviate inter-group conflict and reduce prejudice and discrimination.

6. **COURSE CONTENT:**

Lecture Content:

1. Introducing Concepts of Stereotyping, Prejudice and Discrimination
 - A. The social-cognitive definition of stereotypes
 - B. Defining prejudice and discrimination
 - C. The relationship among stereotyping, prejudice, and discrimination
 - D. Group privilege
 - E. Theories of prejudice and discrimination
 - a. Scientific racism
 - b. Psychodynamic theory
 - c. Sociocultural theory
 - d. Intergroup relations theory

- e. Cognitive consistency theories
 - f. Attribution theory
 - g. Evolutionary theory
- F. Racism, classism, sexism, sexual prejudice, age, ability, appearance
- 2. Research and the Study of Prejudice and Discrimination
 - A. Early perspective in stereotyping research
 - B. The scientific method & research process
 - C. Hypothesis
 - D. Theory
 - E. Research: correlational, ethnographic, content analysis, experimental design
 - F. Measurement: validity, reliability
 - a. Self-report
 - b. Observational
 - c. Behavioral
 - d. Physiological
- 3. Targets of Prejudice
 - A. Ethnicity and religion
 - B. Native Americans
 - C. African Americans
 - D. Hispanic Americans
 - E. Asian Americans
 - F. Immigrants to the United States
 - G. Age, sex, gender, appearance
- 4. Social Categorization and Stereotypes
 - A. Origin of stereotypes
 - B. Social cognition view
 - C. Outgroup homogeneity effect
 - D. Transmission of stereotypic beliefs
 - E. Function of stereotypes
 - F. Activation & application
 - G. Stereotype maintenance
 - H. Attitude formation and modification
- 5. Prejudice Personality
 - A. Relationship between personality types and prejudice
 - B. Right-wing authoritarianism
 - C. Social dominance orientation
 - D. The role of self-esteem in the development of prejudice
- 6. Old-Fashioned versus Modern Racism
 - A. Understand the transformation of prejudice from Jim Crow to present day
 - B. Transformation of prejudice and racism
 - C. Modern-symbolic prejudice
 - D. Subtle prejudice
 - E. Aversive/ambivalent Prejudice
- 7. Experiencing Prejudice and Discrimination
 - A. Social stigma
 - B. Stereotype threat
 - C. Group identification
 - D. Stress
 - E. Self-esteem
 - F. Intergroup interactions
 - G. Attributional ambiguity/coping with discrimination
- 8. Development of Prejudice in Children
 - A. Awareness of social categories
 - B. Theories of prejudice development
 - a. Social learning theory
 - b. Cognitive development theories
- 9. Prejudice Based on Gender, Sexual Orientation and Age
 - A. Ageism
 - B. Sexism
 - C. Gender

10. Reducing Prejudice
 - A. Self-regulation
 - B. Contact hypothesis
 - C. Educational interventions
 - D. Intergroup contact
 - E. Workplace interventions and affirmative action

7. REPRESENTATIVE METHODS OF INSTRUCTION:

Typical methods of instruction may include:

- A. Lecture
- B. Activity
- C. Critique
- D. Discussion
- E. Guest Speakers

8. REPRESENTATIVE ASSIGNMENTS

Representative assignments in this course may include, but are not limited to the following:

Writing Assignments:

- A. Reflective journal assignment in APA format where students will apply critical thinking, integrate a research perspective, and reflect on course concepts showing application of core theories and constructs.
- B. Written review and critical analysis of primary source articles in APA format.
- C. 8-10 page research paper in APA format investigating experiences of prejudice and discrimination in a specific population from a psychological perspective. Explore the cognitive, social, emotional impact of prejudice and discrimination on target group as well as research-based processes that may be used to alleviate inter-group and reduce prejudice and discrimination.

Reading Assignments:

- A. Weekly reading of the assigned text. Students will read approximately one chapter per week which are approximately 30 pages in length.
- B. Journal articles on empirical research in a psychological journal. Students will read approximately 2-3 scholarly journal articles throughout the course which vary between 8-25 pages in length.

Other Outside Assignments:

- A. Conducting library research to locate scholarly articles from psychological journals
- B. Location of scholarly research articles as well as location of current event articles to evaluate theoretical principles of prejudice and discrimination.

9. REPRESENTATIVE METHODS OF EVALUATION

Representative methods of evaluation may include:

- A. Class Participation
- B. Class Work
- C. Exams/Tests
- D. Group Projects
- E. Homework
- F. Oral Presentation
- G. Papers
- H. Quizzes
- I. Research Projects
- J. Written examination
- K. Reading Assignments: Students will be required to read scholarly journal articles from psychology sources and are expected to demonstrate comprehension of the readings through class discussion and submission of written work.

10. REPRESENTATIVE TEXT(S):

Possible textbooks include:

- A. Jackson, L.. *The Psychology of Prejudice: From Attitudes to Social Action*, ed. American Psychological Association, 2011
- B. Whitley, B. & Kite, M.. *Psychology of Prejudice and Discrimination*, 3rd ed. Routledge, 2016
- C. Nelson, T.. *The Psychology of Prejudice*, 2nd ed. Pearson, 2006
- D. Schaefer, R.. *Racial and Ethnic Groups*, 13th ed. Pearson, 2011

Other:

A. Supplemental Texts:

Allport, G. (1979). *The Nature of Prejudice*. Perseus Books.

Eberhardt, J. & Fiske, S. (1998). *Confronting Racism: The Problem and the Response*. SAGE.

Stangor, C. & Crandall, C. (2013). *Stereotyping and Prejudice (Frontiers of Social Psychology)*. Psychology Press.

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Course Originator: Michelle Mullane