

The Psychology of Prejudice

PSYC 191

Spring 2026 Section 02 In Person 3 Unit(s) 01/22/2026 to 05/11/2026 Modified 01/26/2026

Contact Information

The best way to contact me is via email @ desiree.ryan@sjsu.edu.

I will do my best to reply to emails within 48 hours, but response times may take longer at the beginning of the semester and during finals.

Office Hours: Tuesdays, 9 am - 10:30 am, DMH 316, or by appointment

Phone: 408-924-5653

Course Information

Course Time: TR 3:00 PM - 4:00 PM

Classroom: HB 407

Course Description and Requisites

Provides an examination of psychological theory and research related to prejudice and discrimination from the perspectives of both the holders and targets of prejudice. Includes individual and small group exercises to provide experiential learning.

Satisfies UD Area: 4. Self, Society, and Equality in the U.S. (Formerly Area S).

Prerequisite(s): Completion of Core General Education and upper division standing are prerequisites to all UD GE courses. Completion of, or co-registration in, 100W is strongly recommended.

Grading: Letter Graded

Sustainability Related - SDG 16: Peace, Justice and Strong Institutions 

Classroom Protocols

Inclusivity and Engagement Principles: Together, we will co-create a classroom environment that is inclusive and welcoming to everyone. In this course, we will respectfully discuss diverse experiences related to gender identity, race and ethnicity, and socioeconomic status, among others. To ensure that everyone's identities and experiences are valued and heard, I expect each of you to regard one another with the utmost respect. If you feel these principles are not being met by me or your peers, please let me know immediately.

Note on Device Use: To ensure the environment is marked by respect and inclusivity, I ask that you please refrain from texting, browsing the internet, and/or using social media. I understand some of you may need to check your texts or phones for family emergencies, etc., so I ask that you please do so quietly and mindfully. *If you are becoming distracted and not listening to or engaging with the course material, me, or your peers, I will ask to speak to you privately. If the behavior continues, I will ask you to leave the classroom.*

Accessibility: I aim to make our learning community as accessible as possible. This means that I will provide accessible materials and create opportunities for different kinds of classroom engagement (i.e., traditional test taking, written assignments, group discussions, personal reflections, take-home assignments). If course materials are inaccessible, or you experience a barrier to participating in class, please bring this to my attention immediately, and I will gladly work with you to ensure accessibility. If you are a student with a disability who requires accommodations to achieve equal access to this course, please visit the [Accessible Education Center \(https://www.sjsu.edu/aec/\)](https://www.sjsu.edu/aec/). Additionally, please get in touch with me privately during my office hours or by appointment, preferably during the first few weeks of the semester, so I can ensure your needs are being met and I am doing all I can to support you.

Academic Integrity: All submitted work must be your own original work and produced exclusively for this course. Academic integrity includes following exam and paper rules, using only permitted materials during an exam, keeping what you know about an exam to yourself, incorporating proper citation of all sources of information, and only submitting your own original work. The use of sources (ideas, quotations, paraphrases) must be properly acknowledged and documented.

The use of AI (e.g., ChatGPT) at any stage of course assessments is prohibited. For example, students may not use AI to generate ideas, guide paper writing, or construct sentences, paragraphs, or full papers. Violations will be taken seriously and may result in a **failing grade for the assignment and/or the course**. I cannot guide you in developing your critical thinking and writing skills if you use AI during this course.

Academic misconduct includes, but is not limited to, disclosing exam content during or after you have taken an exam, accessing exam materials without permission, copying/purchasing any material from another student, or from another source, that is submitted for grading as your own, and plagiarism such as using internet material without proper citation.

Violations will be taken seriously and may result in a failing grade for the assignment and/or the course. If you have any questions, please talk with me before completing an assignment.

Distribution of Lecture Notes and Other Course Materials: All materials in this course are the intellectual property of their creators. As a student, you have access to many of the materials in the course for the purpose of learning, engaging with your classmates, and completing assignments. You have a moral and

legal obligation to respect the rights of others by only using course materials for purposes associated with the course. You are not permitted to share, upload, stream, sell, republish, share the login information for, or otherwise disseminate any of the course materials, including video and audio files, assignment prompts, slides, notes, syllabus, simulations, datasets, discussion threads.

Please note that teaching and learning is an iterative process, and as such, the course schedule and other syllabus content (e.g., exam question format) may shift as we progress through the semester.

Program Information

Welcome to this General Education course.

SJSU's General Education Program establishes a strong foundation of versatile skills, fosters curiosity about the world, promotes ethical judgment, and prepares students to engage and contribute responsibly and cooperatively in a multicultural, information-rich society. General education classes integrate areas of study and encourage progressively more complex and creative analysis, expression, and problem solving.

The General Education Program has three goals:

Goal 1: To develop students' core competencies for academic, personal, creative, and professional pursuits.

Goal 2: To enact the university's commitment to diversity, inclusion, and justice by ensuring that students have the knowledge and skills to serve and contribute to the well-being of local and global communities and the environment.

Goal 3: To offer students integrated, multidisciplinary, and innovative study in which they pose challenging questions, address complex issues, and develop cooperative and creative responses.

More information about the General Education Program Learning Outcomes (PLOs) can be found on the [GE website \(https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php\)](https://sjsu.edu/general-education/ge-requirements/overview/learning-outcomes.php).

Program learning outcomes (PLOs) are skills and knowledge that students will have achieved upon completion of the Psychology BA degree. Each course in our curriculum contributes to one or more of these PLOs. The PLOs for the Psychology BA degree are:

1. Knowledge Base of Psychology. Students will be able to demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology.
 2. Research Methods in Psychology. Students will be able to design, implement, and communicate basic research methods in psychology, including research design, data analysis, and interpretations.
 3. Critical Thinking Skills. Students will be able to use critical and creative thinking, skeptical inquiry, and a scientific approach to address issues related to behavior and mental processes.
 4. Applications of Psychology. Students will be able to apply psychological principles to individual, interpersonal, group, and societal issues.
- Values in Psychology. Students will value empirical evidence, tolerate ambiguity, act ethically, and recognize their role and responsibility as a member of society.

Course Learning Outcomes (CLOs)

Course Learning Outcomes (CLOs): Upon successful completion of the Psychology of Prejudice (Psyc 191) course, students will be able to:

CLO1: Recognize and describe how prejudice shapes the experiences of people who are most often the targets of prejudice in the U.S. (i.e., racial ethnic, gender, age, sexual orientation, etc.).

CLO 2: Recognize and describe the underlying psychological processes which, in conjunction with societal forces, lead to the development and maintenance of stereotypes and prejudice.

CLO 3: Apply critical thinking skills to identify and analyze prejudicial beliefs and behaviors

CLO 4: Articulate the effects of stereotypes and prejudice in their own experiences.

GE UD Area 4: Self, Society, and Equality in the U.S.

In UD Area 4 courses, students study the interrelationships of individuals, racial groups, and cultural groups to understand and appreciate issues of diversity, inclusion, inequalities, and justice in the United States. By exploring different perspectives and helping students articulate and discuss their own values, UD Area 4 courses prepare students to live and work responsibly and cooperatively in a multicultural society.

GE UD Area 4 Learning Outcomes

Upon successful completion of an UD Area 4 course, students should be able to:

1. describe how identities are shaped by cultural and societal influences within contexts of equality and inequality. Examples include, but are not limited to, race, ethnicity, gender identity, gender expression, sexual orientation, religion, disability status, age, generation, regional origin, national identity, language, and intersectionalities;
2. analyze historical, economic, political, or social processes that shape diversity, equality, and structured inequalities in the U.S. and reflect on one's own identities and positions within these structures;
3. evaluate social actions which have or have not led to greater equality and social justice in the U.S.; and
4. engage in constructive interactions about social issues in the U.S. within the framework of equality and inequalities.

Content

1. Courses shall focus on issues or present perspectives from different academic disciplines and include an integrative assignment appropriate to the course content.
2. Courses shall require students to apply basic skills (reading, writing, speaking, critical thinking, research, and mathematics/quantitative reasoning) gained in Core General Education courses.
3. Assignments must utilize library research and oral and written communication skills.
4. Courses shall promote reflective processes and critical analysis of the civic relevance and ethical dimensions of course topics.
5. Materials must include primary sources appropriate to the disciplinary approaches used in the course (Examples include, but are not limited to, original creative works, scholarly journal articles, interviews,

oral histories, historical documents).

Writing requirement

The minimum writing requirement is 3,000 words in a language and style appropriate to the discipline.

Course Materials

Textbook: Kite, Mary E. (2023, Fourth Edition). Psychology of Prejudice and Discrimination. Paperback OR ebook.

Please paste the link to order the textbook:

[https://sjsu.bncollege.com/webapp/wcs/stores/servlet/TBLListView?](https://sjsu.bncollege.com/webapp/wcs/stores/servlet/TBLListView?catalogId=10001&storeId=65133&langId=-1&courseXml=<textbookorder xmlns=)

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catalogId=10001&storeId=65133&langId=-1&courseXml=<textbookorder xmlns=""><courses><course dept="PSYC" num="107" sect="01" term="W26"></course></courses></textbookorder>
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Additional required readings (no purchase needed): To supplement the textbook, which provides broad overviews of each content area, additional required readings are assigned to provide more in-depth analyses of specific topics. These journal articles and book chapters are listed on the schedule by author name and available as PDFs in CANVAS. You are expected to bring these readings to class to inform class discussions and in-class writing exercises either by printing and bringing a hardcopy or having access to it on a device.

A note about the readings: As the semester unfolds, our reading schedule may need to be adjusted to meet student needs and interests. Articles may be removed or rescheduled to accommodate a pacing that works for everybody. For this reason, you are advised not to read ahead by more than a week, and to check the course schedule regularly for updates (changes will also be announced during class).

Course Requirements and Assignments

How to Demonstrate Your Learning in this Course

1. Exit tickets x 5 (3 pts each): 5% (15 pts in total)
2. Textbook chapter questions x 10 (13, 3 dropped, 3 pts each): 10% (30 pts in total)
3. Journal entries x 10 (13, 3 dropped, 6 pts each): 20% (60 pts in total)
4. Exams x 2 (60 pts each): 40% (120 pts in total)
5. Public education project: 25% (75 points in total)

TOTAL: 100% (300 points)

Exit tickets (7, 2 dropped) – 5%

At the end of some randomly chosen classes, you'll be asked to submit an "exit ticket" (3 points each) based on a particular prompt to gauge your understanding of course content, challenge you to apply what we are learning to your personal experiences, and provide space for you to ask questions about anything that feels unclear. Some may ask specific questions about the readings. Exit tickets are graded for effort and/or completion.

You will not know in advance when an exit ticket is going to be collected. Since only 5 out of 7 will count towards your final grade, **exit tickets cannot be made up regardless of the reason class is missed** (including sports and illness). If you happen to have *excused* absences on days when exit tickets are collected, talk to me and we'll work something out!

Textbook chapter questions (13, 3 dropped) – 10%

Each chapter of the textbook includes a series of "A Pause to Reflect" questions. You must choose one set and answer each bullet point. For example, in Chapter 1, there are 5 sets. You will choose one of the 5 sets and address each bullet point in the set. Regardless of how many sets are in the question, you must write a minimum of 250 words per set. **You have until the end of the week to complete the associated questions for credit.** After that, no credit will be given. You will have until Sunday, 11:59 pm to complete the chapter questions.

Keeping up with the readings is crucial for your learning and ability to fully participate in class discussions. This assignment not only encourages you to do the readings, but provides important practice for the exams (exam questions will be worded similarly) and allows you to identify which concepts may need further review.

Each chapter is worth 3 points, and the lowest 3 scores will be dropped.

Journal entries (13, 3 dropped) – 20%

Journal entries are brief writing exercises (**minimum of 250 words, double-spaced, 12-point font**) that encourage you to reflect on course material and make connections to your everyday experiences, interests, and the broader social context. Some weeks may have specific prompts you will respond to, and others are open-ended. For open-ended prompts, you might write about a surprising research finding, a relevant news event, a conversation you had with a friend or family member, or a book or TV show that illustrates core concepts. However, you must write about a topic we examined that week. The strongest entries will reference specific arguments, theories, or study findings from lectures and readings.

Please carefully proofread your work– typos and organizational issues that make it difficult for me to understand your writing may result in lower scores. I will provide feedback on your journal entries in Canvas, which may include sentence-level suggestions that are intended to help strengthen writing skills and clarity. Please read my comments and do your best to incorporate suggestions on future entries. If you feel that the feedback you received is unclear or unwarranted, I hope you will let me know by responding to my comments in Moodle or by coming to office hours!

Each journal entry is worth 6 points. **Only 10 out of 13 journal entries are required**, so you should plan to skip the weeks where your schedule is particularly full. Importantly, you can only submit one entry per week. The submission window opens on Monday mornings and closes on Sundays at 11:59 pm. Late submissions will not be accepted.

Exams (2) – 40%

Exams may include multiple-choice, fill-in-the-blank, and open-ended questions. Content from the textbook, additional assigned readings, and lectures will be included.

No makeup exams will be given unless you have an emergency (e.g., severe illness, death of a family member, car accident). Please note that working late the night before, not studying to keep up pace in another class, mental health challenges of partners, family members, or yourself, sleeping in accidentally, work or volunteer work, a birthday (even if it's a milestone birthday!), or a family event will be accepted as an "emergency." You must email me before the test to notify me of an emergency.

✓ Grading Information

Grading Breakdown:

93-100% A	87-89% B+	80-82% B-	70-76% C
90-92% A-	83-86% B	77-79% C+	60-69% D

University Policies

Per [University Policy S16-9 \(PDF\)](http://www.sjsu.edu/senate/docs/S16-9.pdf) (<http://www.sjsu.edu/senate/docs/S16-9.pdf>), relevant university policy concerning all courses, such as student responsibilities, academic integrity, accommodations, dropping and adding, consent for recording of class, etc. and available student services (e.g. learning assistance, counseling, and other resources) are listed on the [Syllabus Information](https://www.sjsu.edu/curriculum/courses/syllabus-info.php) (<https://www.sjsu.edu/curriculum/courses/syllabus-info.php>) web page. Make sure to visit this page to review and be aware of these university policies and resources.

Course Schedule

WEEK	DATE	TOPICS AND READINGS	ASSIGNMENTS
1	TR 1/22	COURSE OVERVIEW (NO READINGS)	

2	T 1/27	INTRODUCING THE CONCEPTS OF STEREOTYPING, PREJUDICE, AND DISCRIMINATION ● KITE ET AL. (CH. 1)	● CHAPTER 1 QUESTIONS (SUN, 11:59 PM) ● CHAPTER 2 QUESTIONS (SUN, 11:59 PM) ● JOURNAL ENTRY 1 (SUN, 11:59 PM)
	TR 1/29	HOW PSYCHOLOGISTS STUDY PREJUDICE AND DISCRIMINATION ● KITE ET AL. (CH. 2)	
3	TUES 2/3	SOCIAL CATEGORIZATION AND STEREOTYPES ● KITE ET AL. (CH. 3)	● CHAPTER 3 QUESTIONS (SUN, 11:59 PM) ● JOURNAL ENTRY 2 (SUN, 11:59 PM)
	TR 2/5	STEREOTYPING ACTIVATION AND APPLICATION ● KITE ET AL. (CH. 4)	
4	T 2/10	STEREOTYPING ACTIVATION AND APPLICATION ● KITE ET AL. (CH. 4)	● CHAPTER 4 QUESTIONS (SUN, 11:59 PM) ● JOURNAL ENTRY 3 (SUN, 11:59 PM)
	TR 2/12	OLD-FASHIONED AND CONTEMPORARY FORMS OF PREJUDICE ● KITE ET AL. (CH. 5)	

5	T 2/17	<p>OLD-FASHIONED AND CONTEMPORARY FORMS OF PREJUDICE</p> <ul style="list-style-type: none"> ● KITE ET AL. (CH. 5) 	<ul style="list-style-type: none"> ● CHAPTER 5 QUESTIONS (SUN, 11:59 PM) ● JOURNAL ENTRY 4 (SUN, 11:59 PM) ● PUBLIC EDUCATION PROJECT IDEAS DUE (SUN, 11:59 PM)
	TR 2/19	<p>INDIVIDUAL DIFFERENCES AND PREJUDICE</p> <ul style="list-style-type: none"> ● KITE ET AL. (CH. 6) 	<p>LAST DAY TO DROP WITHOUT A "W" (2/17)</p> <p>LAST DAY TO ADD/DROP VIA MySJSU (2/17)</p>
6	T 2/24	<p>INDIVIDUAL DIFFERENCES AND PREJUDICE</p> <ul style="list-style-type: none"> ● KITE ET AL. (CH. 6) 	<ul style="list-style-type: none"> ● CHAPTER 6 QUESTIONS (SUN, 11:59 PM) ● JOURNAL ENTRY 5 (SUN, 11:59 PM)
	TR 2/26	<p>THE DEVELOPMENT OF PREJUDICE IN CHILDREN</p> <ul style="list-style-type: none"> ● KITE ET AL. (CH. 7) 	
7	T 3/3	<p>THE DEVELOPMENT OF PREJUDICE IN CHILDREN</p> <ul style="list-style-type: none"> ● KITE ET AL. (CH. 7) 	<ul style="list-style-type: none"> ● CHAPTER 7 QUESTIONS (SUN, 11:59 PM) ● JOURNAL ENTRY 6 (SUN, 11:59 PM)
	TR 3/5	EXAM 1	

8	T 3/10	THE SOCIAL CONTEXT OF PREJUDICE ● KITE ET AL. (CH. 8)	● CHAPTER 8 QUESTIONS (SUN, 11:59 PM) ● JOURNAL ENTRY 7 (SUN, 11:59 PM)
	TR 3/12	THE SOCIAL CONTEXT OF PREJUDICE ● KITE ET AL. (CH. 8)	
9	T 3/17	FROM PREJUDICE TO DISCRIMINATION ● KITE (CH. 9)	● CHAPTER 9 QUESTIONS (SUN, 11:59 PM) ● JOURNAL ENTRY 8 (SUN, 11:59 PM)
	TR 3/19	FROM PREJUDICE TO DISCRIMINATION ● KITE (CH. 9)	● PUBLIC EDUCATION PROJECT DRAFTS DUE (SUN, 11:59 PM)
10	T 3/24	THE EXPERIENCE OF DISCRIMINATION ● KITE ET AL. (CH. 10)	● CHAPTER 10 QUESTIONS (SUN, 11:59 PM) ● JOURNAL ENTRY 9 (SUN, 11:59 PM)
	TR 3/26	THE EXPERIENCE OF DISCRIMINATION ● KITE ET AL. (CH. 10)	
11	T 3/31	SPRING BREAK - NO CLASS	
	TR 4/2		
12	T 4/7	GENDER, GENDER IDENTITY, AND SEXUAL ORIENTATION ● KITE ET AL.(CH. 11)	● CHAPTER 11 QUESTIONS (SUN, 11:59 PM) ● JOURNAL ENTRY 10 (SUN, 11:59 PM)
	TR 4/9	GENDER, GENDER IDENTITY, AND SEXUAL ORIENTATION ● KITE ET AL.(CH. 11)	

13	T 4/14	AGE, ABILITY, AND APPEARANCE ● KITE ET AL. (CH. 12)	● CHAPTER 12 QUESTIONS (SUN, 11:59 PM) ● JOURNAL ENTRY 11 (SUN, 11:59 PM)
	TR 4/16	AGE, ABILITY, AND APPEARANCE ● KITE ET AL. (CH. 12)	LAST DAY TO FILE LATE DROP/SEMESTER WITHDRAWAL PETITION
14	T 4/21	DOCUMENTARY	● JOURNAL ENTRY 12 (SUN, 11:59 PM)
	TR 4/23	EXAM 2	
15	T 4/28	REDUCING PREJUDICE AND DISCRIMINATION ● KITE ET AL. (CH. 13)	
	TR 4/30	REDUCING PREJUDICE AND DISCRIMINATION ● KITE ET AL. (CH. 13)	
16	T 5/5	PAPER WORKSHOP DAY	● CHAPTER 13 QUESTIONS (SUN, 11:59 PM) ● JOURNAL ENTRY 13 (SUN, 11:59 PM)
	TR 5/7	COURSE WRAP-UP	LAST DAY OF INSTRUCTION FOR OUR CLASS

17	TR 5/14	PUBLIC EDUCATION PROJECT PRESENTATIONS (2 MIN, 30 SEC EACH)	1:00 PM - 3:00 PM (IN OUR REGULAR CLASSROOM FINAL PROJECTS DUE ON PRESENTATION DAY BEFORE CLASS
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