



#31-10-11GE

The College at  
**BROCKPORT**  
STATE UNIVERSITY OF NEW YORK

Office of the Vice Provost for Academic Affairs

TO: Melissa Brown, Chair  
Department of Psychology

FROM: Debbie Lamphron  
Academic Affairs

RE: General Education Codes

DATE: March 10, 2011

COLLEGE SENATE  
THE COLLEGE AT BROCKPORT

APR - 6 2011

SUNY - 350 NEW CAMPUS DRIVE  
BROCKPORT, NY 14420-2925

The courses your department submitted to the General Education Committee have been reviewed and the Committee's action follows:

COURSES	CODES APPROVED	CODES NOT APPROVED
PSH 488 – Psychology of Prejudice and Discrimination	(I) Contemporary Issues and (W) Perspectives on Women	(D) Diversity

**\* It is necessary for our office to request approval from Systems Administration in Albany before this General Education code can be awarded and listed.**

If you wish further clarification of the Committee's decisions, you may contact

**Anne Macpherson, Chair of the General Education Committee**  
Department of History  
Email – [amacpher@brockport.edu](mailto:amacpher@brockport.edu)

Copy: Stuart Appelle, Dean  
School of Science and Mathematics

Peter Dowe  
Registration and Records

Anne Macpherson, Chair  
General Education Committee

Adair Korn  
Faculty Senate

Janice Stewart  
Registration and Records

**COLLEGE SENATE OFFICE  
RESOLUTION PROPOSAL COVER PAGE  
DEADLINE FOR SUBMISSIONS: FEBRUARY 28**

Incomplete proposals may be returned and proposals received after the deadline may not be reviewed until next semester.

<b>Routing Number</b> <i>Routing # assigned by Senate Office</i>	#31_10-11GE <i>Use routing number and title in all reference to this proposal.</i>
<b>This Proposal Replaces Resolution</b>	

**INSTRUCTIONS – please, no multiple attachments – submit each proposal electronically as one Word document.**

- Submit only complete proposals with this cover page, attachments and support letters from your department chair and dean merged into one Word document.
- Signed documents may be submitted as hard copies.
- Use committee guidelines available at [brockport.edu/collegesenate/proposal.html](http://brockport.edu/collegesenate/proposal.html).
- **Locate the Resolution # and date this proposal will replace at our “Approved Resolutions” page on our Web site.**
- Do not send your proposal as a .pdf file.
- Email your proposal as one attachment to [senate@brockport.edu](mailto:senate@brockport.edu). Signed pages can be sent/faxed as hard copies.
- All revisions must be resubmitted to [senate@brockport.edu](mailto:senate@brockport.edu) with the original cover page including routing number.
- Questions? Call the Senate office at 395-2586 or the appropriate committee chairperson.

**1. PROPOSAL TITLE:** Please be somewhat descriptive, ie. *Graduate Probation/Dismissal Proposal* rather than *Graduate Proposal*.

PSH 488 The Psychology of Prejudice and Discrimination request for I, W, and D Codes

**2. BRIEF DESCRIPTION OF PROPOSAL:**

A proposal for a new course with General Education Codes of “I” Contemporary Issues, “W” Perspectives on Women and “D” Diversity.

**3. WILL ADDITIONAL RESOURCES AFFECTING BUDGET BE NEEDED?  NO  YES** EXPLAIN YES

**4. DESCRIBE ANY DATA RELATED TO STUDENT LEARNING OUTCOMES ASSESSMENT USED AS PART OF THE RATIONALE FOR THE REQUESTED SENATE ACTION.**

**5. HOW WILL THIS EFFECT TRANSFER STUDENTS:**

N/A

**6. ANTICIPATED EFFECTIVE DATE:**

Fall 2011

**7. SUBMISSION & REVISION DATES:** PLEASE DATE ALL REVISED DOCUMENTS TO AVOID CONFUSION.

<i>First Submission</i>	<i>Updated on</i>	<i>Updated on</i>	<i>Updated on</i>
12/10/11			

**8. SUBMITTED BY: (contact person)**

<i>Name</i>	<i>Department</i>	<i>Phone</i>	<i>Email</i>
Jennifer Ratcliff	Psychology	2685	jrattclif@brockport.edu

**9. COMMITTEES TO COPY: (Senate office use only)**

<b>Standing Committee</b>	<b>Forwarded To</b>	<b>Dates Forwarded</b>
<input type="checkbox"/> Bylaws Committee	Standing Committee	2/10/11
<input type="checkbox"/> Enrollment Planning & Policies	Executive Committee	2/21/11
<input type="checkbox"/> Faculty & Professional Staff Policies	Passed GED’s to Vice Provost	2/16/11 PASSEDIN COMMITTEE
<input checked="" type="checkbox"/> General Education & Curriculum Policies	Senate	2/28/11 announce
<input type="checkbox"/> Graduate Curriculum & Policies	College President	
<input type="checkbox"/> Student Policies	OTHER	
<input type="checkbox"/> Undergraduate Curriculum & Policies	REJECTED -WITHDRAWN	

**NOTES:**

Approved for I Contemporary Issues and W Perspectives on Women. Denied D Diversity.

FEB 17 2011

SUNY - 350 NEW CAMPUS DRIVE  
BROCKPORT, NY 14420-2925

GENERAL EDUCATION PROGRAM  
SUPPLEMENTAL COURSE REGISTRATION FORM  
OCTOBER 2008 VERSION

COURSE NUMBER: <sup>488</sup> ~~PSH 430X~~ COURSE TITLE: Psychology of Prejudice and Discrimination  
COURSE NUMBERS FOR ANY CROSSLISTINGS: \_\_\_\_\_  
SUBMITTED BY: Dr. Jennifer Ratcliff DEPARTMENT/PROGRAM: PSH DATE: 9/30/10  
ESTIMATED SEATS/SEMESTER? \_\_\_\_\_  
NEW COURSE?  YES  NO  
RE-REGISTRATION OF EXISTING COURSE?  YES  NO  
UPPER-DIVISION "KNOWLEDGE AREA" EXCEPTION FOR TRANSFERS  YES  NO

DEPARTMENT CHAIR'S APPROVAL Melissa M... DATE: 2/11/11  
Required before General Education Committee Approval  
SCHOOL DEAN'S ACKNOWLEDGEMENT Simon... DATE: 2/2/11  
Required before General Education Committee Approval  
GENERAL EDUCATION COMMITTEE APPROVAL A... DATE: 2/16/11  
Required after General Education Committee Approval  
ACADEMIC AFFAIRS ACKNOWLEDGEMENT \_\_\_\_\_ DATE: 1/1  
Required after General Education Committee Approval

A...  
3/30/11

\* All items listed below must be received in order for the committee to act on the proposed course (Please check what you are submitting). NOTE: All materials submitted must be typed or printed.

- copy of standard *Course Registration Form* signed by chair and dean.
- completed Student Learning Outcomes Checklist(s) as appropriate
- updated bibliography (if applicable) with full bibliographic citations
- 10 copies submitted

\* Attach completed Student Learning Outcomes Checklist(s) for one or more of the following (check ones submitted for this course):

- |  |   |
|--|---|
| <input type="checkbox"/> Fine Arts ("F")                   | <input type="checkbox"/> Social Sciences ("S")                          |
| <input type="checkbox"/> Fine Arts Performance ("P")       | <input type="checkbox"/> American History ("V")                         |
| <input type="checkbox"/> Humanities ("H")                  | <input type="checkbox"/> World Civilization (Non-Western) ("O")         |
| <input type="checkbox"/> Western Civilization ("C")        | <input checked="" type="checkbox"/> Contemporary Issues ("I")           |
| <input type="checkbox"/> Natural Sciences ("N")            | <input checked="" type="checkbox"/> Perspectives on Women ("W" or "WY") |
| <input type="checkbox"/> Natural Sciences Laboratory ("L") | <input checked="" type="checkbox"/> Diversity ("D")                     |

Committee Action

- Approved as requested - course will be filed with Registration Office
- Not approved - If not approved for inclusion in General Education Program at this time, please see comments below:

- Approved for I  
- D can no longer be attached to an I course

PLEASE NOTE: After SUNY Brockport's General Education has approved a course, the additional approval of the SUNY Provost's office is required for any course submitted for one of the "SUNY 10" outcomes. This includes all of Brockport's General Education Knowledge Area courses.

- Please indicate what readings would focus on women/gender so we can reconsider your request for W. Now approved for W (3/30/11)

GENERAL EDUCATION PROGRAM  
SUPPLEMENTAL COURSE REGISTRATION FORM  
(OCTOBER 2008 VERSION)

COURSE NUMBER: <sup>488</sup> PSH 4XX COURSE TITLE: Psychology of Prejudice and Discrimination  
COURSE NUMBERS FOR ANY CROSSLISTINGS: \_\_\_\_\_  
SUBMITTED BY: Dr. Jennifer Ratchiff DEPARTMENT/PROGRAM: PSH DATE: 9/30/10  
ESTIMATED SEATS/SEMESTER? \_\_\_\_\_  
NEW COURSE?  YES  NO  
RE-REGISTRATION OF EXISTING COURSE?  YES  NO  
UPPER-DIVISION "KNOWLEDGE AREA" EXCEPTION FOR TRANSFERS  YES  NO

DEPARTMENT CHAIR'S APPROVAL Melina [Signature] DATE: 2/1/11  
Required before General Education Committee Action

SCHOOL DEAN'S ACKNOWLEDGEMENT [Signature] DATE: 2/2/11  
Required before General Education Committee Action

GENERAL EDUCATION COMMITTEE APPROVAL [Signature] DATE: 3/7/11  
Required after General Education Committee Approval

ACADEMIC AFFAIRS ACKNOWLEDGEMENT Michelle Fox DATE: 3/9/11  
Required after General Education Committee Approval

All items listed below must be received in order for the committee to act on the proposed course (Please check what you are submitting). NOTE: All materials submitted must be typed or printed.

- copy of standard Course Registration Form signed by chair and dean.
- completed Student Learning Outcomes Checklist(s) as appropriate
- updated bibliography (if applicable) with full bibliographic citations
- 10 copies submitted

Attach completed Student Learning Outcomes Checklist(s) for one or more of the following (check ones submitted for this course):

- |  |   |
|--|---|
| <input type="checkbox"/> Fine Arts ("F")                   | <input type="checkbox"/> Social Sciences ("S")                          |
| <input type="checkbox"/> Fine Arts Performance ("P")       | <input type="checkbox"/> American History ("V")                         |
| <input type="checkbox"/> Humanities ("H")                  | <input type="checkbox"/> World Civilization (Non-Western) ("C")         |
| <input type="checkbox"/> Western Civilization ("C")        | <input checked="" type="checkbox"/> Contemporary Issues ("I")           |
| <input type="checkbox"/> Natural Sciences ("N")            | <input checked="" type="checkbox"/> Perspectives on Women ("W" or "WY") |
| <input type="checkbox"/> Natural Sciences Laboratory ("L") | <input checked="" type="checkbox"/> Diversity ("D")                     |

Committee Action

- Approved as requested - course will be filed with Registration Office
- Not approved - If not approved for inclusion in General Education Program at this time, please see comments below

Approved for I and W. Not approved for D because not allowed in new program.

PLEASE NOTE: After SUNY Brockport's General Education has approved a course, the additional approval of the SUNY Provost's office is required for any course submitted for one of the "SUNY 10" outcomes. This includes all of Brockport's General Education Knowledge Area courses.

## Psychology Course Registration Attachment

for

### 488 PSY ~~488~~ – Psychology of Prejudice and Discrimination

#### 16. Course Description

Examines basic psychological research on intergroup relations, prejudice, stereotyping, and discrimination. Particular attention will be given to social groups based on race/ethnicity, gender, and sexual orientation. In this writing intensive course, students will research, develop, and organize ideas toward composing a major research paper, or an equivalent amount of writing in a number of smaller papers, with the opportunity to receive feedback to inform future writing.

#### 17.

##### a) Major Course Objectives

1. To provide an overview of the current state of scientific literature related to intergroup relations, prejudice, stereotyping, and discrimination
2. To expose students to research from a wide variety of sub-disciplines within psychology and/or across related disciplines
3. To develop students' abilities to critically evaluate both theories and research findings
4. To develop connections between the psychological phenomena and their real world manifestations
5. To expose students to diversity and ethical issues pertaining to intergroup relations
6. To encourage critical analysis and synthesis of knowledge and experiences
7. In this writing intensive course, students will research, develop, and organize ideas toward composing a major research paper, or an equivalent amount of writing in a number of smaller papers, with the opportunity to receive feedback to inform future writing.

##### b) Topical Course Outline

1. Introduction
  - a. What is the Psychology of Prejudice and Discrimination
  - b. Description of scientific approach to be used
2. The origins of prejudice
  - a. Motivational origins
  - b. Personality and prejudice
  - c. Ego threat
  - d. Values and prejudice
3. Cognitive approaches to stereotyping and prejudice
  - a. Categorization and stereotyping
  - b. Implicit stereotyping, prejudice, and discrimination

4. Reducing stereotyping and prejudice
    - a. Prejudice reduction
    - b. Collective action
  5. Stigma and the effects of stereotypes on members of disadvantaged groups
    - a. Concealed vs. visible stigma
    - b. Impact of stereotypes on self-esteem
    - c. Impact of stereotypes on academic performance
    - d. Impact of stereotypes on body image
    - e. Impact of stereotypes on health
- c) Methods to Evaluate Student Performance
1. Participation in class discussions and attendance
  2. Unit exams throughout the semester
  3. Several integration papers and/or reaction papers
- d) Instructional Materials
- Journal articles and/or one mainstream textbook and potential supplemental books will be used, possibly from this list:
- Psychology journal articles/chapters provided by the instructor related to the topic
- Griffin, John Howard (1960). *Black like me*. New York, NY: Signet. **JHG**
- Wilensky, Amy, S. (1999). *Passing for normal*. Broadway Books, New York, NY. **ASW**
- e) Course Syllabus
- See attached
- f) Additional Work for "Swing Course"
- Graduate Students will complete an additional research proposal, and will give one presentation to the class
- g) Supplemental General Education Course Registration Form
- See attached
- h) Student Learning Outcomes Checklist
- See attached
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# CONTEMPORARY ISSUES STUDENT LEARNING OUTCOMES CHECKLIST

(Also "I" with "W", "Y", "D", and/or "O" codes) (October, 2008 Version)

## General requirements for Contemporary Issues courses

- All Contemporary Issues courses must be upper division courses.
- Students are required to have junior class standing (min. 54 cr.) and have completed all General Education Knowledge Area requirements. Although Contemporary Issues courses should not have specific prerequisites, a lower division Knowledge Area course in the same discipline that is available to all students may be required with the approval of the General Education committee.

## Students in Contemporary Issues courses must achieve all the following student learning outcomes

*In the spaces provided below each checked outcome describe how course instruction will be designed to achieve and assess these outcomes. You may append additional information if needed. **Contemporary Issues courses are coded "I" if approved in Fall 2003 or later.***

- Analyze a major issue with contemporary and enduring human significance, bringing in perspectives that have an important bearing on the issue(s) from more than one of the following Knowledge Areas: Fine Arts, Humanities, Natural Sciences and Social Sciences.

This course will analyze the contemporary issue of prejudice, discrimination, stereotyping, and intergroup relations from a social psychological perspective, as well as from a historical perspective. This course is designed to familiarize students with basic psychological research on intergroup relations, prejudice, stereotyping, and discrimination, so that they can: (1) evaluate and analyze the scientific merit of this research, and (2) apply this research to real world situations—e.g., reflect on the effect of cultural identity on achievement, performance, mental health, physical health, etc. In order to connect the psychological phenomena with their real world manifestations, students will read about them in the scientific literature as well as in popular media.

In this class we will use a broad definition of social/cultural groups, although particular attention will be given to social groups based on race/ethnicity, gender, and sexual orientation. The first part of this course will examine how people's own group membership and the environment in which they live influence their attitudes, beliefs, and behavior toward others who are dissimilar versus similar. The second part of this course will focus on the different ways in which cultural stereotypes affect members of disadvantaged groups (e.g., in terms of their mental health, physical health, performance, achievement, self-esteem etc.). In this section of the course, we will also pay attention to the different ways in which individuals from various disadvantaged groups protect themselves and show psychological resilience. The final part of this course will identify interventions that may help alleviate inter-group prejudice, stereotypes, and discrimination that arise during social interactions among people of differing cultural backgrounds.

These goals will be achieved via: a) contemporary readings related to prejudice, discrimination, stigma, and prejudice reduction interventions; b) assignments in which students apply this knowledge; c) class discussions integrating readings and assignments. These outcomes will be assessed via the classroom discussions, papers demonstrating an ability to analyze the scientific research and to apply research findings to real world situations, and two exams.

- Recognize and articulate relationships between different Knowledge Areas.

Classroom discussions and lectures will be designed to help students connect social psychological perspectives with current and historical perspectives on intergroup relations and prejudice and discrimination. The paper assignments will assess students' ability to articulate, in writing, these relationships.

- Locate, evaluate and synthesize information from a variety of sources (outcome II.3).

The class papers will be designed to challenge students to synthesize information from a variety of sources, including the class readings, media, and outside literature reviews.

- Develop and defend well-reasoned arguments.

The papers will require that students are capable of presenting arguments for their position, as well as backing up their arguments with research.

- Write a major research paper with at least one opportunity for feedback and revision OR demonstrate mastery of the course issue(s) in some equivalent manner as determined by the instructor.

Students will write several papers designed to integrate classroom readings and discussions with both media and current research on the topic of prejudice, discrimination, stereotyping, and intergroup relations.

**Contemporary Issues course instructors are encouraged to include instruction in one or two (maximum) of the following three student learning outcomes.**

*Please check below any outcomes for which you are requesting approval and describe how the course will provide instruction in and assess that/ those particular outcome(s).*

### **1. Perspectives on Women:**

**NOTE:** As of Fall 2009, there will be two types of courses in the Perspectives on Women area. The "WY" courses will provide instruction in oral communication and meet the outcomes for this area. The courses coded "W" will not provide instruction in oral communications but will meet the Perspectives on Women outcomes and requirement. SLN and other on-line courses can bear the "W" code but not the "Y" code.

X W1 Perspectives on Women courses allow students to demonstrate knowledge of scholarship on women within a relevant knowledge area, with such scholarship constituting a central or major theme of the course, as opposed to a peripheral or occasional consideration. Scholarship on women is defined as a critical awareness of gender issues within the knowledge area. **Courses are coded either "W" or "WY".**

This course will address perspectives on women by focusing on several aspects of gender differences in prejudice and discrimination. First, we will focus on the role of societal prescriptions for gender roles in the development of prejudiced attitudes, beliefs, and personality characteristics in the individual. We will also explore gender differences in the experience of prejudice, including the types of prejudice and stigma experienced. We will particularly focus on the experience of sexism and sexual prejudice. These outcomes will be assessed via the classroom discussions, papers written by the students integrating these topics, and through exams.

Check one of the two boxes immediately below:

For "W" courses – Instruction in Oral Communications outcomes is not required. Courses already coded "Y" must have approval of the General Education Committee to switch to the "W" code.

For "WY" courses -- Oral communication outcomes: In addition to the above outcomes, all courses coded "Y" are required to meet the oral communication outcomes. Please describe how this course will provide students with the opportunity to develop proficiency in oral discourse AND evaluate an oral presentation according to established criteria.

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## 2. Diversity:

RE1 analyze social conflicts, prejudices, and/or intolerance relevant to a contemporary setting, and arising from such issues as racism, ethnicity, religious affiliation, sexual orientation, class, etc. These concerns shall constitute a major or central theme of the course, as opposed to a peripheral or occasional consideration. **Courses are coded "D."**

This course will analyze the contemporary issue of prejudice, discrimination, stereotyping, and intergroup relations from a social psychological perspective, as well as from a historical perspective. In this class we will use a broad definition of social/cultural groups, although particular attention will be given to social groups based on race/ethnicity, gender, and sexual orientation. The first part of this course will examine how people's own group membership and the environment in which they live influence their attitudes, beliefs, and behavior toward others who are dissimilar versus similar. The second part of this course will focus on the different ways in which cultural stereotypes affect members of disadvantaged groups (e.g., in terms of their mental health, physical health, performance, achievement, self-esteem etc.). In this section of the course, we will also pay attention to the different ways in which individuals from various disadvantaged groups protect themselves and show psychological resilience. The final part of this course will identify interventions that may help alleviate inter-group prejudice, stereotypes, and discrimination that arise during social interactions among people of differing cultural backgrounds. These outcomes will be assessed via the classroom discussions, papers written by the students integrating these topics, and through exams.

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*Please check any student learning outcomes for which you are requesting approval. In the space provided below that/those checked outcome(s), describe how course instruction will be designed to achieve these outcomes. Also, state briefly how you will assess that particular student learning outcome in your course. You may append additional information if needed. The following student learning outcomes may be included in any General Education course (except American History and Western Civilization). Any course approved for "O" can also be counted as a "C" course for students on older General Education Programs.*

## 3. Other World Civilizations (Non-Western):

O1 demonstrate knowledge of either a broad outline of world history OR the distinctive features of the history, institutions, economy, society and culture of one non-Western civilization

AND

O2 compare the perspective of at least one non-Western, third world or developing society with their own. **Courses coded "O."**