

COUN 220: CROSS-CULTURAL PERSPECTIVES ON PREJUDICE AND DISCRIMINATION

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2026
Credits:	3
Total Contact Hours:	54
Lecture Hours :	54
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	108
Total Student Learning Hours:	162
District General Education:	D1. Social Science, E4. Counseling
Transferable to CSU:	Yes
Transferable to UC:	Yes - Proposed
Grading Method:	Standard Letter, Pass/No Pass

Catalog Course Description

This course provides a social-scientific examination of prejudice, discrimination, and intergroup relations across diverse cultural contexts. Students analyze how cognitive, social, motivational, and cultural factors contribute to the development and maintenance of bias and inequality, as well as the psychological and societal consequences of these processes. The course applies theoretical frameworks such as Social Identity Theory, Social Learning Theory, and Attribution Theory to explore how prejudice and discrimination emerge in individuals and institutions and how they shape behavior, perception, and opportunity. Students will engage with empirical research, comparative studies, and cross-cultural analyses, applying established social-science research methods to evaluate evidence-based strategies for reducing prejudice and promoting equity within global and societal systems. 54 lecture hours.

Course Objectives

- Define and apply psychological concepts and research methods\employed to study the biological and socio-cultural construction of \race and ethnicity.
- Analyze and articulate concepts such as race and racism,\racialization, ethnicity, equity, ethno-centrism, eurocentrism, white\supremacy, self-determination, liberation, decolonization, \sovereignty, imperialism, settler colonialism, and anti-racism as \analyzed in any one or more of the following: Native American\Studies, African American Studies, Asian American Studies, and\Latina and Latino American Studies.
- Apply theory and knowledge produced by Native American, African\American, Asian American, and/or Latina and Latino American\communities to describe the critical events, histories, cultures,\intellectual traditions, contributions, lived-experiences and social \struggles of those groups with a particular emphasis on agency\and group-affirmation.
- Evaluate how race and ethnicity are influenced by other dimensions\of stratification, such as gender and class.
- Examine the experiences of historically marginalized groups due to\their race and the ethnicity, particularly Native American, African\American, Latina/o, and Asian American populations.
- Assess theoretical and evidence-based approaches for reducing discrimination and promoting equity across diverse cultural and global contexts.
- Compare and contrast methods and techniques to reduce\prejudice and discrimination.
- Interpret empirical research and cross-cultural studies to understand the psychological and societal consequences of prejudice and inequality.
- Evaluate how cognitive, social, motivational, and cultural factors shape bias, stereotypes, and intergroup behavior in individuals and institutions.
- Explain major social-scientific theories that analyze the origins, persistence, and reduction of prejudice, discrimination, and intergroup conflict.

Major Course Content

1. Foundations of the Social-Scientific Study of Prejudice, Discrimination, and Intergroup Relations

1. Definitions and distinctions among prejudice, discrimination, and bias
2. Overview of social and behavioral science approaches to studying inequality
3. The importance of theory and research in understanding intergroup behavior

2. Major theoretical frameworks: Social Identity Theory, Social Learning Theory, Attribution Theory, System Justification Theory, and Intersectionality

1. Key concepts and assumptions of each theory
2. Application of theoretical models to intergroup relations and power structures
3. Comparative strengths and limitations of different frameworks

3. Social Categorization and Stereotypes

1. Social categorization and its consequences
2. Origins and transmission of stereotypes
3. Social construction of race - Angela Willig's "Race and Racial Identity are Social Constructs"

4. Dynamics of Hierarchy and Oppression

1. Perceived value differences (e.g., religious fundamentalism, political orientation)
2. Authoritarianism
3. Social dominance orientation
4. Emotions and stereotyping
5. Intergroup anxiety
6. Empathy

5. Gender-based Stereotypes, Prejudice, and Discrimination

1. Hostile and benevolent sexism
2. Sexual harassment
3. Toxic masculinity

6. Cognitive Processes and The Formation and Maintenance of Stereotypes

1. Role of perception, categorization, and schema in shaping bias
2. Automaticity, implicit bias, and stereotype activation
3. Research on stereotype persistence and change

7. Reducing Individual and Institutional Prejudice and Discrimination

1. Stereotype suppression
2. Conditions necessary for successful intergroup conflict
3. Educational and workplace Intervention
4. Embracing diversity

8. Socialization and The Development of Prejudice Across the Lifespan

1. Early learning, modeling, and family influences on bias formation
2. Media and education as transmitters of cultural stereotypes
3. Developmental studies of prejudice in childhood and adolescence

9. Motivational, Personality, and Emotional Factors Influencing Bias and Group Behavior

1. Social dominance orientation, authoritarianism, and need for closure
2. Emotional drivers such as fear, threat, and empathy
3. The psychology of in-group favoritism and out-group hostility

10. Cultural Norms, Values, and Communication Patterns Shaping Intergroup Dynamics

1. Individualism vs. collectivism and their effects on social perception
2. The influence of language, symbolism, and cultural scripts on bias
3. Intercultural communication and misinterpretation in diverse societies

11. Institutional and Structural Dimensions of Discrimination in Education, Work, Media, and Policy

1. Structural inequality in schools, workplaces, and justice systems
2. Media representation and its role in maintaining stereotypes
3. Intersection of class, gender, ability, and institutional power

12. Psychological and Societal Consequences of Prejudice and Inequality

1. Effects of discrimination on identity, self-esteem, and mental health
2. Stereotype threat, marginalization, and internalized oppression

3. Collective and social impacts of systemic bias

13. Empirical Research Methods and Cross-Cultural Approaches to Studying Prejudice and Discrimination

1. Quantitative and qualitative designs used in social research
2. Cross-cultural sampling, measurement, and interpretation challenges
3. Ethical issues in researching marginalized or vulnerable groups

14. Global Perspectives on Equity, Inclusion, and Social Change

1. International human rights frameworks addressing discrimination
2. Global case studies of reconciliation, truth commissions, and policy reform
3. Emerging models of multicultural citizenship and intercultural dialogue

Suggested Reading Other Than Required Textbook

The SAGE Handbook of Prejudice, Stereotyping and Discrimination, Edited by Russell Spears, Penelope G. E. Nelson, Sarah Strang (SAGE Publications).

Examples of Required Writing Assignments

Comparative Reflection Essay: Students will write a 2–3 page reflection comparing their own cultural assumptions with those presented in course readings or lectures. Essays must incorporate at least one theoretical concept (e.g., Intersectionality, Attribution Theory) and one research finding from assigned materials. For selected weeks, students will submit 250–300 word reflections connecting key readings to real-world examples of bias, discrimination, or social change. Entries will include a brief explanation of how a theoretical framework helps interpret the example.

Examples of Outside Assignments

Research Reflection Paper: Students will select a scholarly journal article or OER reading related to prejudice, discrimination, or intergroup relations. After summarizing the research question, theoretical framework, and findings, students will critically analyze how the study contributes to understanding social inequality across cultural contexts. Media Analysis Assignment: Students will analyze a film, advertisement, or social media campaign that portrays issues of prejudice or social bias. They will identify underlying stereotypes, cultural assumptions, and messages about power and privilege, and connect these to empirical research or theoretical models studied in class.

Instruction Type(s)

Lecture, Online Education Lecture