

PSY322 Intergroup Relations
Fall 2023 LEC5101 – SS 2125
Thursdays 5pm-8pm

Instructor: Rebecca Neel (she/her)
Please address me as: Prof. Neel
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Office: SS 4011

TA: Louisa You (she/her)
Please address me as: Louisa
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Louisa's Office Hours: Drop-in on zoom, Tuesdays 11am-12pm.

<https://utoronto.zoom.us/j/5680402961> Passcode: pass

During my drop-in office hours each week, I will briefly review some content from the course at the beginning but the rest of the time is for you. No appointments needed, unless you can't make the time (email me). Things we can talk about during office hours include: any ideas about the lectures or readings, best baked goods around Toronto, why intergroup psychology is important, which is the best season of Brooklyn 99 etc.

Prof. Neel Office Hours: Thursdays 2-3pm, or by appointment.

Schedule your 15-minute office hours appointment with Prof. Neel here (up to 20 minutes before the start time of available time slots): <https://calendly.com/beccaneel/office-hours>

You have two options for how to meet with Prof. Neel:

- a. **Zoom:** Calendly will send a link automatically when you schedule the appointment
- b. **In person:** Prof. Neel's office, Sidney Smith room 4011

Use office hours to ask your course related questions. Some questions are easily answered via email whereas others require a conversation that is better held in-person. For example, shorter questions are best asked via email. Keep this in mind when deciding to email or attend office hours.

Course overview: The goal of this course is to develop an understanding of intergroup relations from a psychological perspective. Specifically, we examine the science of intergroup contact and conflict, stigma, prejudice, stereotyping, and discrimination. We explore such questions as:

What are stereotypes, prejudice, stigma, and discrimination?

Where do stereotypes, prejudices, and stigmatization come from?

Who is stigmatized or targeted with others' stereotypes and prejudices, and why? What are the effects of being stigmatized, and how do people manage or cope with being stigmatized?

Which prejudices do we seek to regulate, in ourselves and others, and how successfully do we do so?

How can prejudice and stereotyping be reduced? How can intergroup relations be improved, and what are the effects of improved relations on those from marginalized and dominant groups?

Intended Learning Outcomes

By the end of this course you should be able to:

1. Understand the psychological theory, methods, and findings on stigma, prejudice, stereotyping, discrimination, and intergroup relations
2. Apply these ideas and findings to your everyday life
3. Discuss these ideas from a scientific perspective

The purpose of this class is to investigate these topics from a scientific perspective. This is not a class about political or moral values. Of course, values are relevant to our decisions about what to study and what to do with our findings: Many of you wouldn't be taking this course if you didn't think the subject matter important (or at least interesting), and I certainly wouldn't be teaching it if I didn't believe so. It is important, however, that these values be less central to our evaluations of both the logical arguments and the gathered data. **If you desire a science-based insight into how stereotyping, prejudices, and discrimination "work," why they happen, and with what consequences, this is the class for you.** If, however, you are interested in having an arena to express and discuss social-political ideologies, you will be happier elsewhere. This does not mean that our personal experiences are unimportant. To the contrary, such experiences are one form of data, and we will discuss them when appropriate and use them to help us contemplate the issues at hand. The above does mean, however, that this class is not the place to act upon or debate ideological agendas.

Course Website:

This course uses the University's learning management system, Quercus, to post information about the course, and the website can be found at <http://q.utoronto.ca>. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. The site is dynamic and new information and resources will be posted regularly as we move through the term, so please make it a habit to log in to the site on a regular, even daily, basis.

NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Course Format and Requirements:

Readings:

There is no textbook for this course. All of the required readings can be accessed through the course site on Quercus. These readings will consist of empirical journal articles, as well as chapters or sections of texts, and potentially other media like podcasts. Reading empirical research will help you develop a skill you can apply in the future for academic purposes and to help you critically evaluate research and arguments in general.

The readings for each Quiz are listed on Quercus. They are a supplement to the lecture content, and you are expected to complete the readings over the course of the two weeks before the Quiz. I recommend you plan out your readings so you do not leave them all until the night before the Quiz. There will be time in the class session the week before the Quiz to discuss the assigned readings for that Quiz.

Reading guides for most readings will be provided. Reading guides are located on Quercus.

I may occasionally assign additional readings (or videos or podcasts) when I lecture on a given topic. This additional material will be announced or included in the PowerPoint slides for a given day. You don't need to review that newly added material until sometime after class, not before. Assume that any assigned material is testable, unless I explicitly indicated otherwise.

You are expected to complete all assigned readings and over the semester you will be tested equally on lecture and assigned journal article materials.

Lectures:

Lecture slides will be posted on Quercus (in PDF format) before lecture each week. **These notes are meant to support your learning and do not contain the level of detail that is required to do well in this class.** Be sure to attend lectures and borrow notes from a classmate if you simply cannot avoid missing a class. Neither the professor nor the TA is responsible for providing you with this information if you did not attend lecture.

Lectures will consist of lecture, video clips, and class activities/discussion. Class discussions will occur regularly and you will need to be comfortable discussing your ideas in small groups with your classmates. At times, each group will be asked to present their thoughts for a discussion amongst the full class.

Lectures will be recorded via zoom and uploaded after class. This is provided as an aid to your learning, but not a replacement for attending in person. Viewing the lecture online will likely not provide the same quality of learning experience as attending and participating in person.

Notice of video recording and sharing (Download and re-use prohibited)

- This course, including your participation, will be recorded on video and will be available to students in the course for viewing after each session.
- Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright.
- Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.
- For questions about recording and use of videos in which you appear please contact your instructor.

Copyright: Keep in mind: Lectures and lecture materials are the intellectual property of the instructor.

- Lecture recordings are only for the exclusive use of enrolled students, for their personal learning. Lecture recordings are not to be shared in any way beyond enrolled students.
- You may not independently record any part of the lectures unless you receive explicit permission from the instructor.
- If you are given permission to record a lecture, the recordings cannot be distributed to anyone (including other students in the course) or posted online. Remember that the recording is only for you to use for the purposes of studying for this course.
- I do not want to discover that a student has posted any of my materials onto a public domain, has sold my materials, or has given my materials to a person or company that is using them to earn money. The University will support course instructors in asserting and pursuing their copyrights in such manners.

Prerequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, and PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1 Exclusion PSYC12H3. The professor does not have the authority to override the prerequisites to grant waivers. Thus, waivers

will not be considered at any time and students will be removed from the course if proof of possessing the prerequisites is not presented.

Course communication and email policy: Some questions are best answered in person (i.e., in online meetings) and some are best answered via email. If you have a complex question, I am happy to meet with you to discuss it. Having face-to-face discussions, whether in person or online, about complex questions or issues is generally more effective. If you have a short/simple question, email might be the most efficient way to ask it. If you don't know, send an email with your question and I'll let you know if I think it would be better to meet.

When communicating via email please adhere to the following protocols:

- Students can expect an **email response within 48 hours not including weekends** (do not email the night before an assignment is due with a question about the assignment, we might not see your email in time to send a helpful reply). If I have not answered your email in two business days, feel free to send a follow-up email.
- Please consult the course outline, other handouts, and the course website BEFORE submitting inquiries by email.
- If you want to meet with Louisa, attend her drop-in office hours or email her to set up an appointment if you cannot attend. For briefer questions, please email Louisa directly at louisa.you@mail.utoronto.ca.
- **In the subject line indicate the course code and the topic of your email (e.g., PSY322 essay question).**
- Begin your emails by greeting the person you are writing to (e.g., "Hello Prof. Neel", "Dear Prof. Neel")
- Emails should come from your utoronto email account to communicate with the professor and the TA (otherwise they may get marked as spam).
- All communications (verbal, email) should be respectful in language and tone and constructive in nature. This includes communications with me, with the TA, or with your fellow students.

Academic integrity: All students, faculty and staff are expected to follow the University's guidelines and policies on academic integrity. For students, this means following the standards of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see <https://www.artsci.utoronto.ca/current/academicadvising-and-support/student-academicintegrity> and <http://academicintegrity.utoronto.ca>

Technology in the classroom: Technology can support student learning, but it can also become a distraction. Research indicates that multi-tasking (texting or going online) during class time can have a negative impact on learning. Out of respect for your fellow students in this class, please refrain from using laptops or mobile phones for entertainment during class. Do not display any material on a laptop which may be distracting or offensive to your fellow students. Laptops may be used only for legitimate

classroom purposes, such as taking notes, downloading course information from Quercus, or working on an assigned in-class exercise. Checking social media, email, texting, games, and other online activities are not legitimate classroom purposes. Such inappropriate laptop and mobile phone use is distracting to those seated around you.

Privacy/FIPPA statement: Personal information is collected pursuant to section 2(14) of the University of Toronto Act, 1971 and at all times it will be protected in accordance with the Freedom of Information and Protection of Privacy Act. Please note that this course requires presentations of one's work to the group. For more information, please refer to <http://www.utoronto.ca/privacy>.

Policies for Late and Missed Class Assignments and Tests

Late submissions: Late Essays or Projects will receive a **10% penalty** for each day they are late including weekends. You are expected to familiarize yourself with the submission procedures and to adequately back-up your work in case of computer complications. An assignment is considered late as soon as the due date and time passes (i.e., one minute past the stated deadline), so you are strongly encouraged to submit your assignments early in order to avoid any technical delays. Difficulties with the Quercus portal will not be accepted as a legitimate reason for a late assignment. If you have legitimate documentation to explain your late assignment, you must follow the policy outlined below.

Extensions on Essay or Project assignments will only be given in **exceptional circumstances**, and must be requested **as soon as possible**. Extensions will only be provided with appropriate documentation. For 2023-2024, students can register their absence once per course, per semester on ACORN, otherwise they need to complete a verification of illness form if the absence is due to illness (see <https://www.artsci.utoronto.ca/current/academics/student-absences> for the full U of T Arts & Sciences policy, and the section below on “specific medical circumstances”). Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should record their absence following these procedures. **You are expected to request an extension from the professor AND TA one week prior to the submission deadline.**

Note that **no Essays or Projects will be accepted as attachments to email**. All submissions must be made through the Quercus website.

There is no possibility of late submission for Worksheets. For these, you have one “freebie” built in to your grade – only 8 of the 9 worksheets will count.

Excused Missed Quiz Policy:

- 1) You already have one “freebie” built into your Quiz grade, as only the top four of five Quiz grades are retained.

Please note that the options indicated below will only be granted if the instructor receives appropriate documentation in the form of the ACORN online absence declaration. If the absence is foreseeable, send Dr. Neel an email at least **2 days prior** to the absence to inform her that you will not be able to attend class for a sanctioned reason. If the absence is not foreseeable, send Dr. Neel an email **within one week of** the class in which you missed the Quiz, and report your

absence on ACORN or with a Verification of Illness form (see information under “Specific Medical Circumstances”). Emails sent more than one week after the missed Quiz will not be accepted.

- If you miss one Quiz **without documentation**, this will count as your “freebie” and your four other Quiz grades will be retained.
- If you miss one Quiz **with documentation**, this will still count as your “freebie” and your four other Quiz grades will be retained.
- If you miss two Quizzes **with documentation**, your other work will be reweighed: your three Quiz grades will each be weighted 20% (rather than 15% each).
- If you miss three Quizzes **with documentation**, your two Quiz grades will each be weighted 20%, and you will write a **cumulative** make-up Quiz worth 20% of your final grade. This Quiz may take a different format than the regular Quizzes (e.g., all essay questions). You must schedule a time with the instructor to write this make-up test.
- If you miss four Quizzes **with documentation**, your one Quiz grade will be weighted 20%, and you will write a **cumulative** make-up Quiz worth 40% of your final grade. This Quiz may take a different format than the regular Quizzes (e.g., all essay questions). You must schedule a time with the instructor to write this make-up test.
- If you miss more than one Quiz **without documentation**, your top four Quiz grades will still be retained for your total Quiz score (i.e., no reweighting). So, if you miss two Quizzes without documentation, your grade will be an average that includes zeroes – so please provide documentation for any absences.

Note on class sections:

I am teaching two sections of this course this semester. You may attend only the section for which you are enrolled - you are not permitted to attend the other section. Attending the other section will lead to confusion and extra administrative hassle for the teaching assistants grading your work. There will be no exceptions to this policy.

Resources for Students

Writing Centre: As a student here at the University of Toronto, you are expected to write well. The university provides its students with a number of resources to help them achieve this. For more information on campus writing centres and writing courses, please visit <http://www.writing.utoronto.ca/>

Student Life Programs and Services (<http://www.studentlife.utoronto.ca/>)

Academic Success Services (<http://www.asc.utoronto.ca/>)

Counselling and Psychological Services (<http://www.caps.utoronto.ca/main.htm>)

Grades

Assignment	Date	Grader	Weight
Quiz 1 Classes 1-2 & readings through Sept 14th	September 21st	Louisa	15% (only top 4 Quiz grades count)
Quiz 2 Classes 3-4 & readings through Sept 28th	October 5th	Louisa	15% (only top 4 Quiz grades count)
Quiz 3 Classes 5-6 & readings through Oct 12th	October 19th	Louisa	15% (only top 4 Quiz grades count)
Quiz 4 Classes 7-8 & readings through Oct 26th	November 2nd	Louisa	15% (only top 4 Quiz grades count)
Quiz 5 Classes 9-10 & readings through Nov 16th	November 23rd	Louisa	15% (only top 4 Quiz grades count)
Worksheets	Weeks 3-11	Prof. Neel	8% (1 point each, max 8 points of 9 worksheets)
Essay proposal (optional)	Oct 20th	Prof. Neel	0%
Essay	November 17th	Louisa	15%
Project	November 30th	Louisa	17%

Quizzes (60%): There will be 5 quizzes, starting in Week 3, each covering the all material from the prior weeks (non-cumulative), including the assigned readings (i.e., the readings listed on Quercus, not readings mentioned in PowerPoint slides). Quizzes will take place during regular lecture hours, typically at the very beginning of class, and will be composed of multiple choice, fill-in-the-blank, short, medium, and/or long answer questions. You will not need to recognize studies only from the authors and dates, but you will need to recognize studies based on brief, summary information (i.e., in 1995 authors X, Y, and Z conducted a study that examined phenomenon Q, ...). You will need to recognize relevant studies from this summary information. Medium and long answer questions will require you to integrate information from multiple studies/lectures and think critically about that information. Each Quiz will cover information presented in class and/or assigned material since the previous Quiz (i.e., the Quizzes are not cumulative/comprehensive). Note that for readings, doing well on these Quizzes requires thinking very carefully as you are reading; it doesn't necessarily require that you have a perfect understanding of the entire paper. Reading guides will be provided and further discussed in your discussion groups.

Each Quiz is worth 15 points. I will only count your top 4 quiz scores when calculating grades.

Worksheets (1% each, 9 worksheets for total 8% - 1 "freebie"): Each week starting in Week 3 and going through Week 11, a worksheet will be posted to Quercus, to be completed at the end of class

(during designated time), or within 24 hours of class ending. These worksheets encourage you to consider more deeply the content from the day's lecture. You are welcome to complete them with classmates, or to complete them yourself (but each person needs to fill out a distinct worksheet). They are to be turned in on Quercus within 24 hours of class ending. Turning in a completed worksheet will count for that worksheet's 1% grade (i.e., there is no further grading of the worksheets). Note that to be considered complete, all components need to be filled out – for some worksheet sections, short or one-word answers will be fine, but usually they will require more thought (usually 1-3 sentences, or several bullet points). Note that worksheets that do not reflect clear effort may not receive credit. Because there is one freebie worksheet, and you have 24 hours to upload the worksheet after class ends, no late worksheets will be accepted.

Essay (15%): You will write a final essay of 4.5-5 pages. More information will be provided in a separate handout.

Outreach Project (17%): The purpose of this project is for you to produce an infographic, video, or other presentation for the public on the topic of your final essay. More information will be provided in a separate handout. Your project will count for 15% of your grade. Your attendance and participation at the final class day's Project fair will count for 2% of your grade.

Assignment plan (Optional; 0%): If you would like, you can submit a one-page plan for your essay and/or project by October 20th at 11:59pm ET to receive feedback about your ideas from me prior to moving ahead with the full essay and project. This plan can include full sentences or point form to convey what you plan to focus on in your final assignment(s). More information will be given about this option when we discuss the essay and project in greater detail.

Bonus Feedback Tickets (.5% each, max. 1% added to course total 100%):

At the end of each class beginning in Week 2, you may submit a ticket on which you will share a short thought or question on the content covered in the day's lecture or on the course thus far. You may submit tickets in as many classes as you would like, however, only the first two will be counted towards your grade.

- Blank tickets will be available for pickup at the start of each lecture, and only collected at the end of that lecture. Students are only allowed to hand in their own ticket and can only hand in one ticket per class.

This is a way to keep in touch with the instructor and share with me:

- Difficulties that may arise with the comprehension of the subject matter
- Insights on the various topics and critical reflections
- Any other positive or negative feedback that is relevant, constructive, respectful, and would serve to improve the content or the delivery of the lectures and make them a better learning experience

Informative feedback is the cornerstone of a positive learning environment. I care deeply about your experience in this course and I am happy to take constructive suggestions of what could be improved to help students learn better. Though every ticket will be read by the instructor before the following class, it will be impossible to reply to and incorporate all of the feedback received in such a way. The instructor will follow up on the more impactful or important feedback tickets by anonymously sharing them with the entire class at the start of the following lecture. This will be a way to address recurring concerns or to

come back on the previous week's content. As long as you write something thoughtful, respectful, constructive, and useful, you will get your mark, even if your ticket is not selected to be featured in the following week's lecture. Your comments are important and appreciated, and you can (and should) always communicate directly with the instructor or the TA should you feel that you require immediate attention.

Concerns or Questions about Test or Proposal Marking: Quizzes, Essay, and Project will be marked by the TA. Any concerns or questions about individual marks for these assignments should be taken up with the TA first. Please be advised that the TA is spending a lot of time carefully considering every grade. Therefore, you should read the feedback keeping in mind that it is there to help you learn which you should embrace. Furthermore, the grading is as objective and fair as possible, however grades are given holistically. The TA has seen many assignments, presentations, and tests and has an excellent grasp on what is considered clear, in depth, effective, precise, and logical submissions versus what is not. You may ask for an explanation of your result if you wish to learn from your mistakes at any time.

Only if there is a well-founded allegation of bias/prejudice or obvious mistake or error of judgment should the instructor be approached about a mark assigned by the TA. In such cases, the instructor will evaluate the test or assignment in its entirety independently and decide on a final mark. You have two weeks from the time you received your grade to request a regrade, and in doing so, your grade may go down, stay the same, or go up, and is not open to further appeals from the instructor.

Online submission of course work (e.g., essays):

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Specific Medical Circumstances:

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN, allowed once per course, per semester) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. Documentation should be submitted within one week of your absence. For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

Equity, Diversity, and Inclusion:

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. Cultivating such an environment is important in all courses, and especially so when discussing topics like intergroup relations, stigma, and discrimination. As your instructor, I aim to create a

classroom environment that supports the learning and growth of all students. Neither I nor the U of T condones discrimination or harassment against any persons or communities.

Accessibility Needs:

Students with diverse learning styles and needs are welcome in this course. If you have an acute or ongoing disability issue or accommodation need, you should register with Accessibility Services (AS) at the beginning of the academic year by visiting <http://www.studentlife.utoronto.ca/as/new-registration>. Without registration, you will not be able to verify your situation with your instructors, and instructors will not be advised about your accommodation needs. AS will assess your situation, develop an accommodation plan with you, and support you in requesting accommodation for your course work. Remember that the process of accommodation is private: AS will not share details of your needs or condition with any instructor, and your instructors will not reveal that you are registered with AS.

Religious Accommodations:

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students and faculty from a wide range of cultural and religious traditions. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (such as a test or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (at least two to three weeks), so that we can work together to make alternate arrangements.

Mental Health and Well-Being:

As a student, you may experience challenges that can interfere with learning, such as strained relationships, increased anxiety, substance use, feeling down, difficulty concentrating and/or lack of motivation, financial concerns, family worries and so forth. These factors may affect your academic performance and/or reduce your ability to participate fully in daily activities. Everyone feels stressed now and then – it is a normal part of university life. Some days are better than others, and there is no wrong time to reach out. There are resources for every situation and every level of stress. There are many helpful resources available through your College Registrar or through Student Life (<http://studentlife.utoronto.ca> and <http://www.studentlife.utoronto.ca/feelingdistressed>).

An important part of the University experience is learning how and when to ask for help. Please take the time to inform yourself of available resources.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation.

Course schedule

Note: The lecture topics are guidelines about what topics we will cover over the course of the term. Some lectures might be longer than expected and run into the following week, whereas others will be shorter and will allow us to get ahead on the following week's lecture. Lectures are 2 hours, 50 minutes with one 10-15 minute break.

WEEK #	CLASS DATE	TOPIC (tentative – likely to be revised)	Other assignments
1	Sept 7th	Introducing the course	
2	Sept 14th	Definitions History Social identity	
3	Sept 21st	Stereotypes part 1	Quiz 1
4	Sept 28th	Stereotypes part 2	
5	Oct 5th	Functional and threat-based approaches	Quiz 2
6	Oct 12th	Norms, structures, and media	
7	Oct 19th	Experiencing stigmatization and discrimination	Quiz 3 Assignment plan due (optional) – Oct 20 th at 11:59 (on Quercus)
8	Oct 26th	Privilege and power	
9	Nov 2nd	Identifying and regulating prejudice and inequality	Quiz 4
<i>Nov 9th – Reading week</i>			
10	Nov 16th	Interventions to reduce prejudice and support diversity: What do we know?	Essay due – Nov 17 th at 11:59 (on Quercus)
11	Nov 23rd	Catch-up day	Quiz 5
12	Nov 30th	Project fair	Project due Nov 30 th at 11:59 (on Quercus)