

PSY322 Intergroup Relations
Fall 2021 LEC0101 - SS 2125
Wednesdays 10am-1pm

Instructor: Rebecca Neel (she/her)
Please address me as: Prof. Neel
E-mail: becca.neel@utoronto.ca

TA: Carolyn Guay (she/her)
Please address me as: Carolyn
E-mail: carolyn.guay@mail.utoronto.ca

Carolyn's Office Hours: By appointment.

1. To schedule go to: <https://calendly.com/carolyn-davison/office-hours>
2. Meeting link information will be provided to you.

Prof. Neel Office Hours: Wednesdays 2-4pm (online)

1. Schedule your office hours appointment with Prof. Neel here (up to 10 minutes before the start time of available time slots): <https://calendly.com/beccaneel/office-hours>
2. Meet for office hours with Prof. Neel here:
<https://us02web.zoom.us/j/83504373931?pwd=Q20rRy8xNTNnTWxROG92NINvd3FYUT09>
Meeting ID: 835 0437 3931
Passcode: 250691

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. Specifically, we examine the science of stigma, prejudice, stereotyping, and discrimination. We explore such questions as:

- Where do stereotypes and prejudices come from?
- What are the psychological mechanisms through which people obtain them?
- What functions do prejudice and stereotypes serve for the people who hold them?
- Who is stigmatized, and why?
- How are different stigmatized groups' experiences of prejudice similar and different?
- What are the psychological and material costs of stereotypes and prejudices for those targeted by them? For those who hold them?
- Which prejudices do we seek to regulate, and how successfully do we do so?
- How can prejudice and stereotyping be reduced?

We will consider these questions throughout the course. My aim for you is to understand and thoughtfully evaluate psychological theory, methods, and findings on stigma, prejudice, stereotyping, and discrimination; to be able to apply these ideas and findings to your everyday life; and to continue to develop your research and psychological science skills.

The purpose of this class is to investigate stereotyping, prejudice, and discrimination 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 similarly. 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 format and requirements: 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. 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 listed on this syllabus are the readings you should do before coming to class on the respective day. Readings will typically be tested in Quizzes *after* the day they are due (I will inform you ahead of time of any exceptions).

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. References for all articles are available on the last pages of this document. You can find the articles on Quercus.

The course website: This course uses **Quercus** and the website can be found at <http://q.utoronto.ca>. Lecture slides will be posted on Quercus (in PDF format) after 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.

The first two weeks lectures (online) only will be recorded and posted to Quercus.

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.

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

- You may not share these materials with anyone not enrolled in this course or post them on the Internet without the explicit approval of the course instructor.
- You may not 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.

For Online class sessions only (Weeks 1 and 2, and potentially any other weeks we end up holding online):

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 remotely and 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.

Prerequisites: All students must have the stated University of Toronto St. George Campus prerequisites (PSY201H1 (or equivalent), PSY220H1) or their UTM/UTSC equivalents. Visiting students from other universities should have the equivalent prerequisites from their home institutions. 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 set an appointment with Carolyn for office hours, go to <https://calendly.com/carolyn-davison/office-hours>. For briefer questions, please email her directly at carolyn.guay@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 misconduct: 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, citing and using source materials appropriately, 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 words as your own, or submitting work that you have previously submitted for marks in another class or program is a serious offense that will result in sanctions. Please take the time to familiarize yourself with the guidelines regarding plagiarism and methods to avoid plagiarism (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>). Cheating and plagiarism will be reported through official university channels and consequences will be severe.

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 2021-22, the Verification of Illness (or “doctor’s note”) is not required. 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 through the ACORN online absence declaration. **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 48 hours of** the class in which you missed the Quiz. Emails sent more than 48 hours 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 after the first week.

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 22nd	September 29th	Carolyn	15% (only top 4 Quiz grades count)
Quiz 2 Classes 3-4 & readings through Sept 29th	October 13th	Carolyn	15% (only top 4 Quiz grades count)
Quiz 3 Classes 5-6 & readings through Oct 20th	Oct 27th	Carolyn	15% (only top 4 Quiz grades count)
Quiz 4 Classes 7-8 & readings through Nov 3rd	Nov 17th	Carolyn	15% (only top 4 Quiz grades count)
Quiz 5 Classes 9-11 & readings through Nov 24th	Dec 1st	Carolyn	15% (only top 4 Quiz grades count)
Worksheets	Weeks 3-11	Dr. Neel	8% (1 point each, max 8 points of 9 worksheets)
Essay proposal (optional)	Oct 28th	Dr. Neel	0%
Essay	Nov 25th	Carolyn	20%
Project	Dec 6th	Carolyn	12%

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 in this syllabus, 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.

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, you will be given a worksheet to complete at the end of class. These worksheets encourage you to consider more deeply the content from the day's lecture. They are to be turned in at the

end of class. Turning in a completed worksheet at the end of class will count for that worksheet's 1% grade (i.e., there is no further grading of the worksheets).

Essay (20%): You will write a final essay of 4.5-5 pages. More information will be provided in a separate handout.

End-of-Semester Project (12%): 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 10% 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 28th 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.

- For Week 2:
 - Email me at becca.neel@utoronto.ca within 24 hours of class ending
 - Use subject line: "**PSY322 [Morning/Evening] class: Feedback ticket**"
- Beginning Week 3:
 - 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 her either:

- 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. This final mark may be lower than, higher than, or the same as the original mark and is not open to further appeals to 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>)

Health policies and attendance:

If you feel sick with potential COVID-19 symptoms:

- Go home
- Email me (becca.neel@utoronto.ca) and your TA
- Email U of T's Occupational Health Nurse at ehs.occhealth@utoronto.ca who will conduct a remote assessment, contact tracing and provide further direction
- Complete the ACORN absence declaration

In-class protocols:

- Remember to complete a U-check before each time you come to campus
- University policy requires non-medical masks or face coverings to be worn indoors in all common-use spaces on University property, including by instructors in classrooms. Certain activities and individuals, including individuals with an underlying medical condition that inhibits their ability to wear a mask/face covering, are exempt from this policy.
- We will take regular breaks during each class session.

For 2021-22, the Verification of Illness (or "doctor's note") is not required. If you are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and you require consideration for missed academic work, you should record your absence through the ACORN online absence declaration. Please advise myself and your TA of your absence as soon as possible, and within 48 hours of the class you missed.

Accessibility Needs:

Students with diverse learning needs are welcome in PSY322. If you have an acute or ongoing accessibility need, you should contact Accessibility Services (AS). AS will assess your needs, develop an

accommodation plan with you, and support and advocate for you in requesting accommodations for your coursework. Remember that the process of accommodation is private: AS will not share details of your condition with me, and I will not unnecessarily reveal to others that you are registered with AS. Please note that it can take time to register with AS; if you anticipate that you will need accommodations, I encourage you to register as soon as possible.

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 3 hours with one 10-15 minute break.

WEEK #	CLASS DATE	TOPIC	READINGS – Due day of class	Other assignments
1	Sept 15th	Introducing the course		
2	Sept 22nd	Methods Social categorization and identification	How to read a psychology journal article: https://www.verywellmind.com/how-to-read-and-understand-a-psychology-journal-article-2795709 Brewer (1991) Hornsey (2008)	
3	Sept 29th	Stereotypes and intersectionality	Fiske (2018) Macrae et al. (1994) Ghavami & Peplau (2013)	Quiz 1
4	Oct 6th	Norms Implicit vs. explicit	TBD	
5	Oct 13th	Structures and representation	TBD	Quiz 2
6	Oct 20th	Prejudice	TBD	
7	Oct 27th	The target perspective, part 1	TBD	Quiz 3 Assignment plan due (optional) – Oct 28 th at 11:59 (on Quercus)
8	Nov 3rd	The target perspective, part 2	TBD	
<i>No class: Reading week November 10th</i>				
9	Nov 17th	Identifying and regulating prejudice	TBD	Quiz 4
10	Nov 24th	Intergroup interactions	TBD	Essay due – Nov 25 th at 11:59 (on Quercus)
11	Dec 1st	Reducing prejudice & stigma	<i>No readings</i>	Quiz 5
12	Dec 8th	Project fair	<i>No readings</i>	Project due Dec 6 th at 11:59 (on Quercus)

Readings

**all are available on Quercus **

Week 2 (Sept 22):

1. How to read a psychology journal article: <https://www.verywellmind.com/how-to-read-and-understand-a-psychology-journal-article-2795709> (Links to an external site.)
2. [Brewer, M. B. \(1991\). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin*, 17\(5\), 475-482.](#)
3. [Hornsey, M. J. \(2008\). Social Identity Theory and Self-Categorization Theory: A Historical Review. \(2008\). *Social and Personality Psychology Compass*, 2\(1\), 204-222.](#)

Week 3 (Sept 29):

1. [Fiske, S. T. \(2018\) Stereotype Content: Warmth and Competence Endure. *Current Directions in Psychological Science*, 27, 67-73.](#)
2. [Macrae, C.N., Milne, A.B., & Bodenhausen, G.V. \(1994\). Stereotypes as energy-saving devices: A peek inside the cognitive toolbox. *Journal of Personality and Social Psychology*, 66, 37-47.](#)
3. [Ghavami, N., & Peplau, L. A. \(2013\). An intersectional analysis of gender and ethnic stereotypes: Testing three hypotheses. *Psychology of Women Quarterly*, 37\(1\), 113-127.](#)