

## PSY322H1F Intergroup Relations

Summer 2022

Tuesdays & Thursdays 1-4 pm

Instructor: Dr. Reeshma Haji (she/her)

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Office Hours by appointment booked by email.

**Dr. Haji's Email Policy:** For quick questions, you can email me. **In all emails, please include the course title and your full name. Please use only my mail.utoronto.ca email address (and not Quercus) for all email correspondence, and similarly please email me from your mail.utoronto.ca email address.** For long questions, please book an appointment to see me during office hours.

### Course Description:

An in-depth examination of theories and research in intergroup relations; focuses on stereotyping, prejudice, discrimination, and stigma.

More specifically, this course will provide an examination of classic theories in intergroup relations and a survey of more recent theoretical and methodological developments. We will delve into the roots of prejudice and discrimination and interventions aimed at promoting more harmonious intergroup relations.

Hours: 36L

## 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

**Course Objectives:** Students will have a foundational understanding of key theories in intergroup relations. They will be able to analyze novel intergroup contexts by applying their understandings of these theories. They will also be able to critically evaluate research literature relevant to intergroup relations. Finally, based on what they have learned about the psychological processes relevant to intergroup relations and the empirical evidence to date, they will be able to suggest future research directions and interventions to improve relations between groups in our society.

**Minimum Technological Requirements:** High speed internet connection, access to Zoom, access to Quercus, remote access to U of T library, and access to word processing software.

**Textbook:** McKeown, S., Haji, R., Ferguson, N. (2016). *Understanding Peace and Conflict through Social Identity Theory: Theoretical, contemporary, and worldwide perspectives*. Springer.

## Course Schedule

	Lecture	Reading/ Preparation
May 10	Social Identity Theories	Tajfel & Turner (1979) Chapter 1 (Hogg, 2016)
May 12	Distinctiveness & Self-Esteem	Chapter 2 (Martiny & Rubin, 2016) Brewer (1991)
May 17	Intergroup Threat	Rieck et al. (2006) Chapter 3 (Luders et al., 2016)
May 19	Individual Differences	Pratto et al. (1994) Altemeyer (2006; Chapter 1)
May 24	Religion & Intergroup Relations Annotated Bibliography Due	Hunsberger & Jackson (2005) Interreligious Communication (Haji & Lalonde, 2012)

<b>May 26</b>	Intergroup Relations in Canada Intergroup Conflict Simulation	Chapter 17 (Lalonde et al., 2016) Chapter 4 (Stathi & Roscini, 2016)
<b>May 31</b>	Midterm Test	
<b>June 2</b>	Categorization Approaches	Gaertner et al. (1993) Roccas & Brewer (2002)
<b>June 7</b>	Intergroup Contact Presentations Early Submission Deadline	Pettigrew & Tropp (2006) McKeown & Dixon (2017)
<b>June 9</b>	Indirect Intergroup Contact Presentations	Haji & Noguchi (2020) Miles & Crisp (2014)
<b>June 14</b>	Peace Psychology I Presentations Ultimate Deadline	Christie, Wagner, & Winter (2001) book: Introduction Chapter 17 McKeown, Cavdar & Taylor (2020)
<b>June 16</b>	Peace Psychology II Presentations	Christie, Wagner, & Winter (2001) book: Chapter 23 Chapter 30
	Online Final Assessment	Instructions to follow.

**Note:** The sequence and content of this syllabus may change due to unanticipated opportunities or challenges, or to accommodate the learning styles of the students.

### Readings

**Keeping up with the required reading is essential to doing well in this course.**

Chapters from the Christie, Wagner, and Winter (2001) book can be downloaded for free from this site:

<http://u.osu.edu/christie/about/peace-conflict-and-violence-peace-psychology-for-the-21st-century/>  
and readings with the 2020 publication date are available open access at this link:  
<https://link.springer.com/book/10.1007/978-3-030-22176-8>

The 2016 chapters are from my co-edited book, which you can purchase from Indigo, Amazon, or from the publisher's website. It is available in an electronic format and I have seen used copies for sale. It will also be available to borrow from the library on reserve.

The readings listed below will be available through Quercus:

#### Other References (Not from the above books)

- 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. <https://doi.org/10.1177/0146167291175001>
- Gaertner, S. L., Dovidio, J. F., Anastasio, P. A., Bachman, B. A., & Rust, M. C. (1993) The common ingroup identity model: Recategorization and the reduction of intergroup bias. *European Review of Social Psychology*, 4, 1-26, DOI: 10.1080/14792779343000004
- Haji, R., & Lalonde, R. N. (2012). Interreligious Communication. In H. Giles (Ed.) *The Handbook of Intergroup Communication*. New York, NY: Taylor & Francis/Routledge.
- Hunsberger, B., & Jackson, L. M. (2005). Religion, meaning, and prejudice. *Journal of Social Issues*, 61, 807-826.
- McKeown, S., and Dixon, J. (2017). The “contact hypothesis”: Critical reflections and future directions, *Social & Personality Psychology Compass*, 11, e12295. doi: [10.1111/spc3.12295](https://doi.org/10.1111/spc3.12295).
- Miles, E. & Crisp, R. J. (2014). A meta-analytic test of the imagined contact hypothesis. *Group Processes & Intergroup Relations*, 17(1), 3-26. doi:10.1177/1368430213510573
- Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, 90(5), 751–783. doi:10.1037/0022-3514.90.5.751
- Pratto, F., Sidanius, J., Stallworth, L. M., & Malle, B. F. (1994). Social dominance orientation: A personality variable predicting social and political attitudes. *Journal of Personality and Social Psychology*, 67(4), 741–763. <https://doi.org/10.1037/0022-3514.67.4.741>
- Riek, B. M., Mania, E. W., & Gaertner, S. L. (2006). Intergroup threat and outgroup attitudes: A meta-analytic review. *Personality and Social Psychology Review*, 10, 336-353. [https://doi.org/10.1207/s15327957pspr1004\\_4](https://doi.org/10.1207/s15327957pspr1004_4)
- Roccas, S. & Brewer, M. B. (2002). Social identity complexity. *Personality and Social Psychology Review*, 6, 88-106.
- Tajfel, H., & Turner, J. C. (1979). An integrative theory of intergroup conflict. In W. G. Austin & S. Worchel (Eds.), *The Social Psychology of Intergroup Relations*. Brooks-Cole.

## Attendance

Regular attendance is essential to doing well in this course. Participation in class discussions will be evaluated.

## Marking Scheme

- In-Class Discussion Contributions 5 %
- Annotated Bibliography 10 %
- Midterm Test 25 %
- Literature Review Presentation 5 %
- Literature Review Written Assignment 25 %
- Online Final Assessment 30 %
- Bonus 1% for early assignment submission

**Instructions on the assignments will follow.**

## Additional Reading

The article below is required reading for the completion of the literature review assignment. It can easily be found online and a copy will be posted on Quercus.

Jordan, C. H., & Zanna, M. (1999). How to Read a Journal Article in Social Psychology.

In R. F. Baumeister (Ed.), *The Self in Social Psychology* (pp. 461-470). Philadelphia: Psychology Press.

## Lecture Recordings

**Recording of lectures is not permitted.** Students are encouraged to download the slides and to take additional notes on the lecture material.

## Course Materials

**Course materials are for the exclusive use of enrolled students, and are not to be shared with others.** I do not want to discover that a student has put any of my materials into the 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 me in asserting and pursuing my rights, and my copyrights, in such matters.

## Late Policy

Unless otherwise stated by the instructor, assignments are due in **the Quercus dropbox on the due date. Late submissions will not be accepted. It is highly recommended that you plan to complete your**

**work by the early submission deadline. That way even if you miss the early deadline, you should have no problems completing the assignment by the final deadline. Email or hard copy submissions will not be accepted.** Technological issues are not an acceptable excuse for late work.

### **Missed Test Policy**

If, due to extenuating circumstances, you must miss a test, **please notify me prior to the start of the test, if possible.** Otherwise you should contact me no more than one week from missing the test, to show documentation (showing your submission through ACORN) and to confirm the arrangement for making up your marks. **There will be no make-up tests.** Instead, the weight for the test will be added to other course components, including the literature review and the online final assessment.

Scheduling conflicts regarding the timing of tests should be brought to my attention early, so that alternate arrangements can be made when necessary.

### **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 report their absence through the online absence declaration. The declaration is available on ACORN under the Profile and Settings menu. Students should also advise me, their instructor, of their absence.

If an absence extends beyond 14 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

### **Remarking Policy**

Any requests for remarking of your work must be made to the person who originally marked the work **within two weeks of receipt of your mark.** Such requests should only be made if students believe that the work has been incorrectly or unfairly graded. If a TA originally marked the work, the remarking request should go first to the TA and any appeal of that should go to the course instructor (me). When remarking is requested, it is with acceptance that **the mark may go up or down or stay the same.**

### **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.

## **Students with Accommodations**

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.

## **Quercus**

This course uses the University's learning management system, Quercus, to post information about the course. 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. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. Once you have logged in to Quercus using your UTORid and password, you should see the link or "card" for PSY322H1F. You may need to scroll through other cards to find this. Click on the PSY322H1F link to open our course area, view the latest announcements and access your course resources. There are Quercus help guides for students that you can access by clicking on the "?" icon in the left side column.

**SPECIAL 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.

## **Class Etiquette**

Our class is intended to be a safe space. Discussions, questions, and comments are encouraged. All interaction, whether "live" online or via email or Quercus, should be respectful of others. Discrimination or harassment will not be tolerated. Please also be mindful of sharing airtime so others in the class have a chance to participate.

## **Mental Health & Wellbeing**

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/feeling-distressed>). 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.