

PSY322: Intergroup Relations

Winter 2023 LEC0201

Contact Info

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Course Info

Classes Meet: Wednesdays, 11am-2pm	Room: UC 179 (University College)
Course Website: https://q.utoronto.ca/courses/298583	
Reading(s): There is no textbook for this course. We will focus on empirical journal articles. All readings and other assigned material will be made available to you on Quercus.	

Course Overview & Goals

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 will explore scientific questions such 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

Prerequisites

It is your responsibility to ensure that you have met all prerequisites listed in the Psychology section of the A&S Calendar for this course. If you lack any prerequisites, you will be removed. No waivers will be granted.

Course Structure & Requirements

Course Webpage: Quercus

This course will use the University's learning management system, Quercus, to post course information including readings, assignments, grades, and important announcements. You will also be submitting assignments and participating in online assessments on Quercus. I will rely on this resource heavily throughout the semester so make sure you check it regularly and/or your email is set up correctly.

Preparation (Readings)

You will be required to read assigned material regularly throughout the semester. Readings will consist of empirical journal articles, as well as chapters or sections of texts, and potentially other media like podcasts or videos. 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.

Lectures and in-class activities will typically draw from and expand on material in the readings. You are expected to complete all assigned readings even if they aren't directly discussed in lecture. Over the semester, you will be tested equally on lecture and assigned journal article materials. Although the readings are organized by Quiz and not necessarily by class meeting date, I will give suggestions on which papers to focus on for a specific class as we go. There will be group discussions frequently (more info below) so getting used to coming prepared with at least reading some of the material before class will greatly help you succeed in the course.

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 two weeks before the Quiz. I recommend you plan out your reading schedule, so you don't 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 on Quercus.

I may occasionally provide additional readings (or videos or podcasts) when I lecture on a given topic. This additional material will be added on a rolling basis as we work through the semester in the Supplemental Material module on Quercus. Although material from these readings will not directly be tested, expanding your understanding on topics from the course will help you understand the material more deeply.

Engagement and Participation

Your active engagement with the course material by participating in discussions and activities, taking notes, and thinking deeply about the questions that are posed helps us build a positive learning environment and enhances your understanding of the course concepts. There will also be several opportunities to participate outside the classroom such as discussion boards and journals. Your participation and engagement will be evaluated for effort (i.e., reading material before class, contributing to discussions) and quality (i.e., insightfulness, respectfulness).

Although attendance does not directly contribute to your grade, you will miss out on important class discussions and activities if you do not attend regularly. Please let me know if you will be unable to participate in class discussions for any reason. Your level of engagement will be apparent more directly in assignments such as Discussion Facilitation but will also be reflected in the

quality of your work. More engagement means deeper thinking into the course content.

Lectures

Almost every class meeting will involve some time for lecture. Lectures will review and synthesize material from the readings and other assigned material as well as introduce additional material *not* covered in the readings to expand on important points or ideas. Lecture slides will be provided in PDF format before each class period. These slides are meant to support your learning and do not contain the level of detail that is required to do well in this class. Thus, keep in mind reading the slides is not a substitute for attending class. If you are going to miss a class, you are responsible for borrowing notes from a classmate or scheduling office hours to review missed material.

Lectures will not be recorded. 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 any part of 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 the use of studying for the course (see *Use of Course Material* policy below).

Discussion Groups (10%)

To keep you engaged with the material and to give you a chance to discuss the implications of the material we are covering, you will participate in small group discussions frequently in this course. Groups will vary throughout the semester. For each discussion, you will complete a discussion guide with your group. These guides will comprise 7% of your final grade. You will also facilitate one discussion during the semester (3% of final grade). More details on these will be posted on Quercus and reviewed in class. There will also be chances for larger group discussions as a class and out-of-class discussions on Quercus; however, participation in these does not directly contribute to your grade.

Worksheets (8%)

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 if we have it), or at the end of the day *after* the class meets. See Quercus calendar or the calendar below for all due dates. These worksheets encourage you to consider the course content more deeply. You are welcome to complete them yourself or with classmates, but each person needs to fill out and submit their own distinct worksheet. Turning in a completed worksheet will count for 1% of your grade, 8 worksheets total. **Note:** For a worksheet to be considered

complete, all components needs to be thoughtfully filled out (i.e., usually 1-3 sentences, several bullet points). Worksheets that do not reflect clear effort may not receive credit. No late worksheets will be accepted unless prior arrangements are made.

Quizzes (50%)

There will be 5 quizzes, starting in Week 3, each covering all material from the prior weeks (non-cumulative), including the assigned readings (i.e., the readings posted on Quercus, not readings mentioned in the PowerPoint slides). Each Quiz is worth 10% of your final grade. Quizzes will take place during regular class hours, typically at the very beginning of class. They will be comprised 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 Maple and Molasses conducted a study that examined the effects of X on Y...). 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.

	Assigned Readings	Date
Quiz 1	Glick & Fiske (2001): pgs: 115-123 only Hornsey (2008) Ktiely & Bruneau (2017) APA sections: General Principles for Reducing Bias, Historical Context, Participation in Research	Jan 25
Quiz 2	Fiske (2018) Purdie-Vaughns & Eibach (2008) Ghavami & Peplau (2013) APA sections: Gender, Intersectionality, Sexual Orientation	Feb 8
Quiz 3	Pennell & Bhém-Morawitz (2015) Rucker & Richeson (2021)	March 1

	Podcast with Tessa Charlesworth APA sections: Age, Racial and Ethnic Identity	
Quiz 4	Bogart et al (2019) Craig & Richeson (2016) Frost et al (2022) APA sections: Disability, Socioeconomic Status	March 15
Quiz 5	Mousa (2020) Sue et al (2019) Dixon et al (2010) Okonofua et al (2022)	March 29 (online)

Essay and Outreach Project (32%)

You will write a final essay of no longer than 5 pages. More information on the prompt, style, and other important instructions will be provided separately later in the semester. The topic of your essay will also be applied to your Outreach Project.

The Outreach Project will have you produce an infographic, video, social media post, website, or other presentation for the public on the topic of your final essay. More information and more detailed instructions will be provided separately later in the semester. The breakdown of each of the elements of this project and their contribution to your final grade is below.

	Description	Due Date
Part 1	<u>Assignment Plan (5%)</u> A brief description (1 page) of your paper topic, an annotated list of at least 6 references you plan to include, and a general explanation of your plan for the Outreach Project (0.5-1 page).	March 10
Part 2	<u>Essay (15%)</u> A formal essay (no longer than 5 pages excluding references) where you respond to a given prompt. You will use empirical research and evidence to support your claims and develop arguments to support your ideas.	March 24
Part 3	<u>Outreach Project (10%)</u> You will create an infographic, video, social media post, website, or other presentation to be used as a real-world intervention to address the issue in your final essay.	April 4

Part 4	<u>Project Faire (2%)</u> You will present (1%) and comment/reflect (1%) on one of the presentations of your classmates. Keep in mind that if an extension is granted for the final project you will not be able to present at the Project Faire.	April 5
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Grading/Marking Scheme

Your final grade in this course will be calculated based on the breakdown below:

	Weight (%)
Discussion Groups	10%
Worksheets	8%
Quizzes	50%
Essay and Outreach Project	32%

Note: Any grades posted in the Quercus gradebook are posted for your information only, so you can view and track your progress through the course. No grades are considered official, included any posted in Quercus at any point in the term, until they have been formally approved by me at the end of the course.

Course Policies

Late Assignments & Extensions

Late assignments (those turned in after the due date without prior discussion with me) will incur a 5% penalty for each day it is late up to 25% (5 days after the due date). Late work will not be accepted more than 5 days after the due date unless you have formal accommodations or prior arrangements have been made.

I am generally flexible to grant extensions if they are requested at least 2 days prior to the due date of the assignment. Any requests for extensions on the Essay and Outreach Project that are not made 2 days before on the actual due date may not be granted. If you anticipate turning in an assignment late, please

contact Dr. Sanchez via email *before* the due date to request a maximum 48-hour extension. I will not grant extensions longer than these unless you have formal accommodations. Extensions will not be granted for Quizzes.

Missed Quiz Policy

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. Sanchez 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. Sanchez an email *within one week of the class in which you missed* the Quiz, and report your absence on ACORN. Emails sent more than one week after the missed Quiz will not be accepted.

If you miss a Quiz *with documentation*, your other work will be reweighed. See below for a more detailed breakdown:

- If you miss one Quiz, the other four quizzes will be weighted at 12.5% each.
- If you miss two Quizzes, the other three quizzes will be weighted at 16.7% each.
- If you miss three Quizzes, the other two quizzes will each be weighted 20%, and you will write a cumulative make-up Quiz worth 10% of your final grade. This Quiz may take a different format than the regular Quizzes (e.g., all essay questions). You must reach out to Dr. Sanchez to schedule a time to write this make-up Quiz within one week of your third missed Quiz.
- If you miss four Quizzes, your one Quiz grade will be weighted 25%, and you will write a cumulative make-up Quiz worth 25% of your final grade. This Quiz may take a different format than the regular Quizzes (e.g., all essay questions). You must reach out to Dr. Sanchez to schedule a time to write this make-up Quiz within one week of your fourth missed Quiz.

If you miss one or more Quizzes *without documentation*, your other Quiz grades will be retained for your total Quiz score with no reweighting. In other words, if you miss a Quiz without documentation, it will get a score of zero which will be included in your final Quiz grade.

Course Communication and Email Policy

Some questions are best answered in person or in an online meeting and some are best answered via email. If you have a complex question (i.e., you want to further discuss an idea from the course), 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 to either me or the TA and we'll let you know if a meeting would be better.

When communicating via email please adhere to the following:

- Students can expect an email response within 48 hours not including weekends (do not email the day of the due date with a question about the assignment, we might not see your email in time to send a helpful reply).
- Please consult the course syllabus, schedule, other handouts, and announcements on Quercus *before* submitting inquiries by email.
- 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 Professor Sanchez”, “Dear Prof. Sanchez,”)
- Emails should come from your utoronto email account to communicate with the professor and 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, the TA, and your fellow students.

Regrade Requests

If you think an assignment has been incorrectly marked or if you believe you should have received more points on a specific assignment or question, you can request a regrade 24 hours after the feedback is returned. Please email me with a short paragraph *identifying the distinct element of the assignment of concern* and *with clear reasoning for why the work deserves a regrade*. I will only consider regrade requests submitted to me within 2 weeks of getting the grade. Importantly, submitting a regrade request does not guarantee a grade change. Keep in mind that regrading your assignment may result in a *lower* grade.

Specific Medical Circumstances

If you become ill and it affects your ability to do your academic work, please email me to let me know and complete the ACORN self-declaration of illness tool as soon as possible.

Religious Accommodation

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 backgrounds, cultural traditions, and spiritual beliefs. I will make every reasonable effort to avoid scheduling assessments or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you cannot complete a component of the course or meet a course deadline due to a religious observance, please let me know as early in the course as possible, so that we can work together to make alternate arrangements.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical or non-religious reasons. If you have concerns about your ability to complete an assignment, please reach out to me. You do not need to tell me any details about your situation that you are not comfortable sharing, but I need to know about the issue to appropriately accommodate you. It may also be a good idea to speak with an advisor in your College Registrar's office; they can support you in requesting extensions or accommodations, and importantly, connect you with other resources on campus for help with many situations and concerns.

Academic Integrity and Plagiarism

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 with writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism (i.e., representing someone else's work as your own or submitting work that you have previously submitted for marks in another course) very seriously. All writing assignments will be submitted to the University's plagiarism detection tool. If you have any questions about this policy, the University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty (<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity>).

Use of Course Material

Keep in mind that lectures and lecture materials are the intellectual property of the instructor, and the slides and related materials should be respected thus. Students are free to use all lecture slides and lecture material for their own use. Students are, however, not permitted to share lecture slides or materials with others not enrolled in this course without my approval. Uploading course materials to the Internet or shared server is expressly prohibited. Specifically, 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 instructors in asserting and pursuing their rights, and their copyrights, in such matters.

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 those grading your work. There will be no exceptions to this policy.

Instructor Policy Statement

I intend to treat you with respect, to have empathy for your struggles (in and outside of this course), to assess your progress in a reasonable and thoughtful manner, and to offer you constructive feedback. I am available to discuss any concerns you have. I strongly encourage you to ask questions in class, book a visit with me during office hours, and/or email me to discuss any concerns or questions. With all issues, I encourage you to contact me as early as possible so we can work together on a solution. You may email me at any time, and I will do my best to respond within 2 business days. Emails received on the weekends or holidays may need extra time. I will also do my best to refrain from sending out course announcements or emails on the weekends or on holidays. I value work-life balance and believe in rest!

Student Resources and Support

Accessibility Services (AS)

Students with diverse learning styles and needs are welcome in this course. If you have an ongoing disability issue or accommodation need, you should register with Accessibility Services (AS)(<http://accessibility.utoronto.ca>) at the beginning of the academic year. 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 then assess your medical 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 condition with any instructor, and your instructors will not reveal that you are registered with AS.

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, engaged 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 University of Toronto condones discrimination or harassment against any persons or communities.

Mental Health & 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. There are many helpful resources available through Student Life

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

An important part of the University experience is learning how and when to ask for help. There are many resources available to you here at the University. Feel free to visit the Academic Success Centre

(<https://www.studentlife.utoronto.ca/asc/about-us>) for more information on navigating through the university experience.

Writing

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

English Language Resources

For anyone who would like to advance their understanding and command of English, there are many supports available at UofT:

<http://www.artsci.utoronto.ca/current/advising/ell/resources-for-students>

Course Schedule

Note: This schedule is subject to change and adjustments. Students will be advised of all updates promptly on Quercus. The lecture topics below are guidelines of what will be covered 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 allow us more time for discussion or in-class activities.

Week	Class Date	Topic	In-Class Assignment	Assignment Due
1	1/11	Introduction to course		
2	1/18	Definitions, History, & Social Identity		
3	1/25	Stereotypes Part 1	Quiz 1	Worksheet 1 due Thurs, 1/26
4	2/1	Stereotypes Part 2	Discussion Groups 1	Worksheet 2 due Thurs, 2/2
5	2/8	Functional and threat-based approaches	Quiz 2	Worksheet 3 due Thurs, 2/9
6	2/15	Norms, structures, and media	Discussion Groups 2	Worksheet 4 due Thurs, 2/16
7	2/22	READING WEEK		
8	3/1	Experiencing stigmatization and discrimination	Quiz 3 Discussion Groups 3	Worksheet 5 due Thurs, 3/2
9	3/8	Privilege and power	Discussion Groups 4	Assignment Plan due Fri, March 10 th Worksheet 6 due Thurs, 3/9
10	3/15	Identifying and regulating prejudice and inequality	Quiz 4	Worksheet 7 due Thurs, 3/16
11	3/22	Interventions to reduce prejudice and support diversity: What do we know?	Discussion Groups 5	Essay due Fri, March 24 th Worksheet 8 due Thurs, 3/23
12	3/29	Catch-up day (more info to	Quiz 5 (online)	

		come)		
13	4/5	Project Faire		Project due Tues, April 4 th

All assignments are due at 11:59pm EST on their scheduled due date unless otherwise stated. Worksheets are due at the end of the day after class.