

PSY322

Intergroup Relations

Course overview

The goal of this course is to develop an understanding of intergroup relations. Specifically, you will learn about stereotyping, prejudice, and discrimination. We will explore these concepts through examining social psychological theories and research. You will develop an understanding of the frameworks through which we study intergroup relations, the impact of prejudice and discrimination on targeted

group members, and the strategies that can be used to reduce prejudice and discrimination. We will explore various forms of prejudice, such as racism, sexism, ageism, and homophobia among others. By the end of this course, you will have a better understanding of the causes and consequences of prejudice and be able to translate what you learn in this course to understand events happening around the world.



Prerequisites

All students must have the prerequisites **PSY201H1** (or ECO220Y1/EEB225H1/GGR270H1/POL222H1/SOC202H1/STA220H1/STA238H1/STA248H1/STA288H1/PSY201H5/STA215H5/STA220H5/PSYB07H3/STAB22H3/STAB23H3/STAB57H3, and PSY220H1) and **PSY220H1** (or PSY220H5/PSYB10H3/SOC213H1). **Exclusion:** PSYC12H3

Visiting students from other universities should have the equivalent prerequisites from their home institution. Students who do not have the proper prerequisites will be removed from the course.

How will this course work?

At the time of writing this syllabus, in-person instruction is paused until at least January 31. PSY322 will resume on February 2 **in-person*** on **Wednesdays from 4-7pm** in **Sidney Smith Hall, room 2105**. Assignments will be submitted virtually on Quercus. Office hours will take place virtually.

*Subject to change based on University and provincial COVID-19 guidelines.

Instructor info

Jordana Schiralli

Who am I?: A PhD candidate in Social Psychology with a passion for research and teaching.

Please call me: Jordana (pronouns: she/her). Please *don't* call me Miss/Ms/Mrs.

Ask me about: Anything related to the class, real-world applications of psychology, being in the psychology program, getting involved in research, graduate school and other psychology-related careers, being a first-generation university student.

E-mail: jordana.schiralli@mail.utoronto.ca

Office hours: Mondays 3-4pm ET and Thursdays 10-11am ET, bookable on [Calendly](#). To schedule a different time, please e-mail me.

TA info

Reem Ayad

Who am I?: A PhD student in Social Psychology

Please call me: Reem (pronouns: she/her)

Ask me about: Course concepts, assessments

E-mail: reem.ayad@mail.utoronto.ca

Office hours: By appointment

Required materials

You will need a computer with Microsoft Office or an equivalent (e.g., Google Docs) and reliable Internet access for this course. The course website is based on Quercus and can be found at <http://q.utoronto.ca>. Please take the course tour prior to the start of the course to familiarize yourself

There is no textbook for this course.

Instead, you will be reading empirical research articles and other online sources. Reading empirical papers will help you become comfortable with understanding peer-reviewed research papers and will allow you to develop skills to critically evaluate research and arguments.

You will need to check your University of Toronto email account **daily** for relevant updates. These can be personal emails from the instructor or TA or class-wide announcements. Please only communicate with your instructor and TA through your mail.utoronto.ca email address.

ACADEMIC INTEGRITY

Students, faculty, and staff at UofT are expected to follow the university's [guidelines](#) and policies on academic integrity. For students, this means adhering to standards of academic honesty when writing assignments, citing and using source materials appropriately, collaborating with fellow students, and writing tests/exams. Ensure that the work you submit 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 are serious offences that will have consequences. All instructors and TAs have a mandatory duty to report cases of suspected cheating and plagiarism through official university channels. Consequences for these offences are severe.

Course communication and support

If you have a question, there are several ways to get help in addition to asking in class. Given that students often have the same questions, we will make use of discussion boards so that everyone can benefit from seeing the answers to questions. Students are also encouraged to answer each other's questions on the discussion board to help build our classroom community.



- 1. General Questions (Discussion Board):** This should be your go-to board for general course-related questions. This includes questions about the logistics of the course and the course content.
- 2. Assignment Questions (Discussion Board):** This should be your go-to board for questions related to assignments and tests.
- 3. For longer questions:** Students can attend the course instructor's office hours to ask more detailed or specific questions. Students can also email the course instructor or TA to set up a one-on-one meeting.
- 4. For questions of a personal nature:** For questions about extensions, concerns, accessibility, or illness, students should e-mail the course instructor and set up a one-on-one meeting if needed.

Discussion Board Etiquette

Everyone can see what you post on the discussion board, so all posts should be respectful and professional. Despite our intentions, it is sometimes easy to misunderstand or misread the tone of something written online. For this reason, I've compiled a list of tips for writing posts online, whether you are creating a new post or replying to someone else's post.

- Avoid making personal comments about other individuals
- Use only language and wording that you would say to someone face-to-face
- Avoid using all caps or exclamation points, which can sometimes convey an angry or sarcastic tone
- Avoid using sarcasm or humour in your writing, which can be misunderstood as rude or making fun of someone else
- Use full sentences and correct spelling

Grading and Evaluations

	Evaluative Component	Due Date	Grader	Weight
Tests (in class)				
	Test 1	February 9	Reem	20%
	Test 2	April 6	Reem	25%
Mini Assignments				
	1: Theories of Prejudice	February 2	Reem	10%
	2: Types of Prejudice	March 16	Reem	10%
Final Assignment				
	Part A: Discussion Board - The PSY322 Post	January 12 - March 2	Jordana	5%
	Part B: Assignment Plan (Optional)	February 23	Jordana	0%
	Part C: Essay	March 30	Reem	30%

All assignments are due by 11:59pm EST on Quercus. Different rules may apply for tests, depending on the format in which tests are administered.

Tests: 1 (20%) and 2 (25%)

Each test will be **2 hours** long and will take place in-person during regularly scheduled class time (i.e., 4:10-6:10pm; no lecture afterwards). Tests will rely primarily on medium and long answer questions but may also include short answer, multiple choice and/or fill-in-the-blanks. Tests will be based equally on lectures and readings. 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 (e.g., in their 2002 paper on social norms and prejudice, Crandall and colleagues found...). Medium and long answer questions may require you to integrate information from multiple studies and lectures without being explicitly prompted about specific studies.

Missed Test Policy

Appropriate documentation must be submitted within 1-week (i.e., ACORN absence declaration) for missed test policies to apply. Otherwise, a missed test will result in a grade of zero.

Missed Test 1: Your other work will be reweighed, such that the second test will be worth 40% and the essay will be worth 35%.

Missed Test 2: You must schedule a (new) make-up test with the instructor.

Missed both tests: If you miss both tests, you must schedule a time with the instructor to write a cumulative make-up test worth 45%.

Mini Assignments 1 and 2 (20%)

There will be two mini assignments, each worth 10%, due at different times in the semester. Mini assignment 1 will cover topics from Lectures 2-3 (Theories of Prejudice) and Mini assignment 2 will cover topics from Lectures 5-7 (Types of Prejudice). The goal of these assignments is to create content that can be understood by a non-academic audience.

In Mini assignment 1, you will showcase your critical thinking skills and what you have learned about the development of prejudice using clear and concise writing. In Mini assignment 2, you will showcase what you have learned and what you can teach others about a specific prejudice type using a creative format (e.g., an infographic, Tik Tok, Instagram Reel, or other creative format).

Final Assignment (Parts A, B, and C)

Despite important progress with equality over recent years, there are still conflicts between social groups including instances of stereotyping, prejudice, and discrimination. For your final assignment, you will apply theories and research from the course (and beyond) to understanding a real-life event/phenomenon. You will do this by A) looking for events related to intergroup relations in the real world and B) planning out your ideas, and C) writing an essay for an academic audience (assume your audience has not taken PSY322 or social psychology before). Detailed instructions for the essay will be posted on Quercus.

Part A: Discussion Board: The PSY322 Post (5%)

The goal of the PSY322 Post is for us to consider and discuss current cases of stereotyping, prejudice, discrimination, and intergroup conflict happening in the real world. Preparing your posts for this discussion board is an excellent opportunity for you to get a head start on thinking about current events that might be appropriate for the focus of your essay. Full instructions on creating posts and replies can be found on the discussion board itself.

The graded requirement for the discussion board is to post a minimum of **two original posts** and **two replies to someone else's post** between January 12 and March 2. If you complete this minimum requirement (and do it relatively well), you may receive a grade of a B- to B (70-76%). To be considered for an A grade, you must demonstrate continuous engagement by creating additional thoughtful posts/replies throughout the period that the discussion board is open to facilitate an ongoing conversation (i.e., across multiple days/weeks). There is no limit to the number of posts you can create, but please do not spam the page. Due to the large time window for this assignment, late submissions will not be considered and extension requests may not be granted. Late tickets cannot be applied to the PSY322 Post.

Part B: Assignment Plan (Optional; 0% of final grade)

You are invited to submit a one-page plan for your essay by **February 23rd at 11:59pm ET** to receive feedback about your ideas from me prior to moving ahead with the full essay. This can include full sentences or point form to communicate what you plan to focus on in your final assignment. The plan must include a brief summary of the specific incident/series of incidents you intend to focus on (including the news article).

It is entirely up to you to decide whether you complete the assignment plan and how much detail you would like to focus on within the one-page limit. This assignment is completely optional and will not be graded. However, it is a chance for you to get feedback from me about what you plan to do before investing a lot of time into actually doing it. Please keep in mind that submitting an assignment plan and receiving feedback from me does not guarantee a “good” grade on the essay.

Completing the assignment plan is one way to receive focused feedback from me, but you are still more than welcome to schedule additional appointments with your TA or I for feedback on your ideas or to follow-up on feedback given in the assignment plan.

Part C: Essay (30% of final grade)

For the essay, you will:

- Pick a specific incident(s) related to prejudice, stereotyping, and discrimination to discuss and cite a news article that discusses these events (Note: Picking your specific incident is the most important step in your final assignment and some events will allow for a more engaging and fruitful essay than others. You must pick an incident that has detailed information about the who/what/when/where of the situation). Event must be from 2019-onwards.
- Write a 5 page essay (not including a title page or references) that explains the incident and your topic as well as applies course theories and other psychological empirical research beyond what was covered in the course to provide an explanation for *why* this behaviour happened and why it continues to happen.
- Use at least 8 empirical and peer-reviewed sources, 4 of which must be from 2015 onwards.
- Adhere to formatting requirements — the essay will be double-spaced, use 12-point Times New Roman font, have 1-inch margins, and use APA 7 style. Deviations will result in deductions.
- Avoid going over the page limit. The TA will not read beyond this point and deductions may apply.
- Submit a completed essay by **March 30 at 11:59pm ET**

Lecture Schedule

Lecture	Date	Topic	Readings
1	Jan 12	Course Introduction, Key Terms, Basic Statistics, Historical Trends, and Implicit Bias	a. How to read a psychology journal article b. Molina et al., 2016 c. Take an Implicit Association Test
2	Jan 19	The Sociocultural Approach	a. Crandall et al., 2002 (studies 1-3 + general discussion) b. Davidson & Farquhar, 2020
3	Jan 26	The Cognitive Approach and Person Perception	a. Freeman & Ambady, 2011
4	Feb 2	The Motivational Approach and Stereotype Content Model	a. Lassetter et al., 2021 b. Fiske, 2018
	Feb 9	Test 1	
5	Feb 16	Types of Prejudice 1: Weight Stigma, Ageism, Anti-Faith Bias, Ableism	a. Haslam, 2006 b. Major et al., 2014
	Feb 23	Reading Week	
6	Mar 2	Types of Prejudice 2: Sexism, Heterosexism, Transphobia	a. Glick & Fiske, 2001 (pp. 115-123) b. Hayes & Reiman, 2021
7	Mar 9	Types of Prejudice 3: Racism	a. Zou & Cheryan, 2017 b. Goff et al., 2014
8	Mar 16	Intersectionality	a. Galinsky et al., 2013 b. Petsko et al., in press
9	Mar 23	Experiencing Prejudice and Best Research Practices	a. Major et al., 2003 b. Spencer et al., 2016
10	Mar 30	Improving Intergroup Relations	a. Dovidio et al., 2017
11	Apr 6	Test 2	

Note: The lecture schedule and proposed content are subject to change in the case that the instructor contracts COVID-19. In this case, one of three outcomes may happen (in order of likelihood): 1) assuming we resume in-person instruction in February, the instructor will lead the class virtually on Zoom at the regularly scheduled class time, 2) the instructor will provide lecture recordings from past iterations of this course, which may slightly differ from the content proposed here, or 3) the class will be cancelled and content will be made up in a following lecture or excluded from the course and assessments altogether.

Reading List

Lecture 1: Course Introduction, Key Terms, Basic Statistics, Historical Trends, and Implicit Bias

- a. How to read a Psychology journal article: http://psychology.about.com/od/psychologystudytips/p/read_articles.htm
- b. Molina, L. E., Tropp, L. R., & Goode, C. (2016). Reflections on prejudice and intergroup relations. *Current Opinion in Psychology*, 11, 120-124.
- c. Take an IAT on Project Implicit. <https://implicit.harvard.edu/implicit/>

Lecture 2: The Sociocultural Approach

- a. Crandall, C. S., Eshleman, A., & O'Brien, L. (2002). Social norms and the expression and suppression of prejudice: The struggle for internalization. *Journal of Personality and Social Psychology*, 82, 359-378. ***Studies 1-3 and General Discussion required only.**
- b. Davidson T. & Farquhar L. (2020) Prejudice and Social Media: Attitudes Toward Illegal Immigrants, Refugees, and Transgender People. In: Farris D., Compton D., Herrera A. (eds) *Gender, Sexuality and Race in the Digital Age*. Springer, Cham. 151-167.

Lecture 3: The Cognitive Approach and Person Perception

- a. Freeman, J. B., & Ambady, N. (2011). A dynamic interactive theory of person construal. *Psychological review*, 118(2), 247.

Lecture 4: The Motivational Approach and Stereotype Content Model

- a. Lassetter, B., Hehman, E., & Neel, R. (2021). The relevance appraisal matrix: Evaluating others' relevance. *Journal of Personality and Social Psychology*.
- b. Fiske, S. T. (2018) Stereotype Content: Warmth and Competence Endure. *Current Directions in Psychological Science*, 27, 67-73.

Test 1 (Lectures 1-4 & readings)

Lecture 5: Types of Prejudice 1: Weight stigma, Ageism, Anti-faith bias, Ableism

- a. Haslam, N. (2006). Dehumanization: An Integrative Review. *Personality and Social Psychology Review*, 10(3), 252-264.
- b. Major, B., Hunger, J. M., Bunyan, D. P., & Miller, C. T. (2014). The ironic effects of weight stigma. *Journal of Experimental Social Psychology*, 51, 74-80.

Lecture 6: Types of Prejudice 2: Sexism, Heterosexism, and Transphobia

- a. Glick, P., & Fiske, S. T. (2001). Ambivalent sexism. *Advances in Experimental Social Psychology*, 33, 115-188. ***Pages 115-125 required only.**
- b. Hayes, T. R., & Reiman, A. K. (2021). Evoking gender distinctiveness threat in cisgender women lowers their support for gender-inclusive bathroom policies. *Group Processes & Intergroup Relations*, 1-21.

Lecture 7: Types of Prejudice 3: Racism

- a. Zou, L. X. & Cheryan, S. (2017). Two axes of subordination: A new model of racial position. *Journal of Personality and Social Psychology*, 112, 696-717.
- b. Goff, P. A., Jackson, M. C., Di Leone, B. A. L., Culotta, C. M., & DiTomasso, N. A. (2014). The Essence of Innocence: Consequences of Dehumanizing Black children. *Journal of Personality and Social Psychology*, 106(4), 526-542.

Lecture 8: Intersectional Identities

- a. Galinsky, A. D., Hall, E. V., & Cuddy, A. J. C. (2013). Gendered races: Implications for interracial marriage, leadership selection, and athletic participation. *Psychological Science*, 24, 498-506.
- b. Petsko, C. D., Rosette, A. S., & Bodenhausen, G. V. (in press). Through the Looking Glass: A Lens-Based Account of Intersectional Stereotyping. *Journal of Personality and Social Psychology*. 1-31. Volume information not yet available.

Lecture 9: Experiencing Prejudice and Best Research Practices

- a. Major, B., Quinton, W.J., & Schmader, T. (2003). Attributions to discrimination and self-esteem: Impact of group identification and situational ambiguity. *Journal of Experimental Social Psychology*, 39, 220-231.
- b. Spencer, S. J., Logel, C., & Davies, P. G. (2016). Stereotype Threat. *Annual Review of Psychology*, 67, 415-437.

Lecture 10: Improving Intergroup Relations

- a. Dovidio, J. F., Love, A., Schellhaas, F. M., & Hewstone, M. (2017). Reducing intergroup bias through intergroup contact: Twenty years of progress and future directions. *Group Processes & Intergroup Relations*, 20(5), 606-620.

Test 2 (Lectures 5-10 & readings)

Course Policies

Concerns or Questions about Marking

I understand the concern and anxiety that surrounds grades and I know it can be disappointing to receive a grade that is lower than you anticipated. Please keep in mind that grades are only one piece of evaluative feedback regarding your performance on a particular assessment. Grades are not representative of your overall intelligence, understanding, or worth as a person. All of this considered, I understand that there may be times when you have concerns or questions about a mark you have received. When this occurs, please remember to be respectful, kind, and patient in your communication with the your TA and I. Please do not send us messages that are aggressive, hurtful, or hostile. Grading your work fairly is just as important to us as it is to you.

The mini assignments, essay, and tests will be marked by the TA. Any questions or concerns about these assessments should be addressed with the TA first. Please keep in mind that the TA spends time carefully considering every grade, and the feedback they provide is intended to help you learn and improve for future assignments. We seek to be as objective and fair as possible in our grading, though there is a holistic component to grading as well. Your TA and I have seen hundreds of examples of essays and other assignments and we have a strong grasp of what is considered to be high quality work that exceeds expectations and what work could use significant improvements.

Requesting an additional explanation beyond the feedback already provided on an assignment is not to be used as a negotiation strategy for a higher grade. Only if there is an obvious error or clear misunderstanding should I be approached about a mark assigned by the TA. It is extremely rare for there to be a large discrepancy between the mark decided upon by a TA and an instructor. In such cases where a student requests a re-grade, I will evaluate the assignment in its entirety and decide on a final mark. This final mark could be lower, higher, or equivalent to the original mark and is not open to further appeals to the department or I. Re-grade requests must be made no later than 2 weeks from the date of receiving a grade back. After this period, re-grade requests will not be considered.

Mask and Vaccination Policy

All students are required to comply with the [University of Toronto's policies on masking and vaccination](#) to reduce the spread of COVID-19. Non-medical masks are required in all indoor, common-use spaces at the university. Masks with exhalation valves are not recommended. Students with mask exemptions are expected to show their exemption letter to the instructor. I strongly recommend wearing a Health Canada approved N95 or KN94/95 mask.

Full vaccination against COVID-19 or an approved exemption is required to come to campus. Students should be prepared to present their daily health screening from UCheck and photo identification in order to be admitted to class. Please do not come to class if you are feeling unwell.

Our classroom will contain extra masks and hand sanitizer for your safety and convenience.

Email Policy

We will respond to emails within 48 hours, not including weekends. If we have not answered your email within 48 hours (excluding weekends), please send a follow-up email.

When writing an email to your course instructor or TA, please remember the following:

- Only send emails from your mail.utoronto.ca address (other emails may go to junk mail)
- Include the course code “PSY322” and a specific description of the email content in the subject line
- Email communication should be respectful and professional: begin your emails with a greeting (e.g., “Hi Jordana”, “Dear Jordana”) and include a sign-off (Sincerely, your name)
- Check the syllabus and Quercus page for answers to your questions before sending an email
- To request a meeting, please include a variety of dates and times that work for you and allow us up to 48 hours to get back to you. If you want to meet about an assignment, you should request an appointment well in advance of the deadline.

Late Submissions

It is up to you to manage your schedule and complete coursework on time. Late assignments will receive a **5% penalty for each day they are late including weekends**. The penalty applies *before* a full 24 hours has passed. For example, if an assignment is due at 11:59pm ET and is submitted at 10:30am ET the next day, this submission is one day late and will receive a 5% deduction.

You are expected to understand the online submission procedures, to back-up your work in case of computer complications or theft, and to give yourself enough time to submit assignments in case of internet connectivity issues or glitches. All assignments must be submitted through Quercus. Assignments sent as attachments to email cannot be accepted. Need an extension? Do your best to let me know in advance of the deadline or use one of your Late Tickets (described below).

Late Tickets

I will provide **two** late tickets, good for two individual 24-hour grace periods or one combined 48-hour grace period for any required assignment* during the term, no questions asked. Use the ticket wisely because it cannot be transferred to a different assignment once it is used. **To use the late ticket, you must fill out this [form](#) within 24-hours of the original assignment deadline.**

*Late tickets cannot be applied to tests or the PSY322 Post discussion board.

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.

Course Feedback

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. You may submit feedback about the course anonymously throughout the semester by completing a brief feedback form. This form can be found in the “Questions, Comments, and Feedback” module on Quercus. You may submit feedback as many times as you would like throughout the semester.

Submitting feedback is a way to keep in touch with me and share things such as:

- Difficulties with understanding content covered in class
- Insights or reflections about content covered in class
- Any other 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

I will read all of the feedback submitted by students weekly. However, it may sometimes be impossible to reply to or incorporate all of the feedback received in a given semester depending on the nature of the request. I will not consider feedback that is disrespectful or irrelevant to the course.

I will follow up on the most impactful, important, and practical pieces of feedback by anonymously addressing them with the class each week. Your comments are important and appreciated, and you can (and should) always communicate directly with me should you feel that you have an issue that requires immediate attention.

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.

Copyright

Lecture materials (including but not limited to slides and recordings) are my intellectual property and are covered by the Canadian Copyright Act. These materials are provided for the exclusive use of students enrolled in this course. Do not share these materials with others without explicit permission from me. 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.

Frequently Asked Questions (FAQs)

Is it a requirement to attend class in person?

Online instruction: As per university health guidelines, in-person instruction is paused until January 31. **During the month of January, lectures will be delivered synchronously on Zoom.** Lectures delivered online will be recorded and shared on the class Quercus page within 48 hours after class.

In-person instruction: In-person lectures will be delivered live. If you need to record an in-person class (audio), please ask me for permission before recording. Lectures are my intellectual property and are protected by the Canadian Copyright Act. Audio recordings and slides cannot be posted online or shared with anyone outside of PSY322. Video recordings are not permitted.

While attending class is not mandatory for your grade, the learning experience provided by attending lectures will prepare you for tests and assignments significantly more than only reviewing slides. For both formats of teaching, lecture slides will be provided to students in advance of each class.

Do I need to wear my mask for the entire in-person lecture?

Yes. I understand that wearing a mask can be annoying or feel uncomfortable after long periods of time, but I believe it is our joint responsibility to reduce the transmission of COVID-19 as much as possible. You may lower your mask to take a drink, but the mask should be worn properly between sips. We will take at least one 10-15 minute break in the middle of class to give students the opportunity to go outside for fresh air, get a snack, or use the washroom.

How can I succeed in this course?

There are many ways to set yourself up for success! These strategies include but are not limited to:

- 1. Attend lectures.** Downloading the slides and reading them is not enough to do well in this course. The lectures go into much greater depth than the slides and they connect concepts across different weeks. This is critical for doing well on tests and the final assignments.
- 2. Check Quercus and email regularly.** Stay connected and on top of all course announcements by attending class, checking Quercus, and checking your utoronto email. I will use class time and class announcements on Quercus to address common questions/concerns, share reminders about deadlines, and share other relevant updates about the course or assignments.
- 3. Plan ahead.** Work backwards from course deadlines to plan when you should get started on assignments or begin preparing for tests. Consider using an [assignment planner](#) for suggestions on how to budget your time. Tip: schedule appointments with the instructor or TA in advance to hold yourself accountable for being prepared to start early.
- 4. Ask for help.** Please ask for help whenever you need it. Your TA and I are available to answer questions about your assignments during student hours, on discussion boards, and over e-mail. You do not need to be registered with accessibility to ask for an extension. Please let me know if you are experiencing any form of hardship and I will do my best to provide a reasonable accommodation.

How will office hour meetings work?

One-on-one office hour meetings can take place virtually on Zoom. I will have two-hours of designated office hours each week; within those hours, you can book a 15-minute slot with me using [Calendly](#). If you need more time or need to meet at a different time, please send me an e-mail and we can arrange a separate meeting. To start your meeting, join the Zoom link 1-2 minutes before your designated meeting time. You will be added to a waiting room until I am ready to meet. To help facilitate a clear conversation, please use your mic to speak (video optional but appreciated).

Zoom room: <https://utoronto.zoom.us/j/87504927776> **Password:** PSY322

Office hours will take place by appointment only with the TA and will use a different Zoom link.

Will the instructor or TA read drafts of my work before I submit it?

Unfortunately, we cannot read full drafts of any assignment before the submission deadline because it would be impossible to commit to reading a full draft and offering useful feedback for every student. However, we are happy to answer specific questions about your writing or the assignment. Examples of specific questions might be whether your sources are appropriate, whether results have been interpreted correctly, or whether your main argument/thesis is specific enough. An example of a non-specific question you should *not* ask is, “what do you think of my paper?”.

What should I do if illness or other extenuating circumstances are impacting my ability to complete coursework?

Please let me know if you are experiencing an illness or other extenuating circumstances. This includes but is not limited to falling ill with COVID-19 or another illness, taking care of sick family members, or experiencing mental health concerns. I want you to feel supported in this course and I will do my best to provide appropriate accommodations. You may also want to reach out to your registrar and check out the [absence declaration tool](#) on ACORN. I understand how debilitating anxiety, depression, and other mental health concerns can be. If you are looking for mental health resources, consult [U of T's Health and Wellness services](#) or check out a list of [affordable psychotherapy services](#).

What should I do if I won't be in Toronto to attend this class in-person in February?

The delivery of this class is in-person according to the official university timetable. If we return to in-person instruction in February and you anticipate you won't be in Toronto, please contact your college registrar and I as soon as possible.

I have a question that's not answered here. What should I do?

Please post your question to the course discussion board or email me if it is personal in nature.