

## PSY322: Intergroup Relations

### Winter 2024 LEC0101

#### Contact Info

<b>Instructor:</b> Dr. Patricia Y. Sanchez (she/her)	<b>Teaching Assistant:</b> Colin Li
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<b>Office Info:</b> Room 4051 in Sid Smith <b>Zoom Room Info:</b> Meeting ID: 797 294 4734 Passcode: 102046	<b>Zoom Room Info:</b> See Quercus page.
<b>Office Hours:</b> By appointment (email me)	<b>Office Hours:</b> See Quercus page.

#### Course Info

<b>Classes Meet:</b> Mondays, 2-5pm	<b>Room:</b> SS 2105 (Sidney Smith)
<b>Course Website:</b> <a href="https://q.utoronto.ca/courses/339191">https://q.utoronto.ca/courses/339191</a>	
<b>Reading(s):</b> 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 to 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

PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1

Exclusion: PSYC12H3

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 Communication

- *General inquiries related to course content, policies, or assessments* should first be posted to the relevant Quercus Discussion Board. The TA and Dr. Sanchez will monitor the board, but you are welcome to respond to and support your peers as well.
- *Scheduling appointments to review content, get study advice, or view tests* should be done by emailing the TA directly at [kcolin.li@mail.utoronto.ca](mailto:kcolin.li@mail.utoronto.ca)
- *Personal questions related to illness, accessibility, accommodations, or other class concerns* should be addressed directly to the instructor, Dr. Sanchez at [patricia.sanchez@utoronto.ca](mailto:patricia.sanchez@utoronto.ca)

- **FOR ALL EMAILS:** Please include a descriptive subject line, a greeting, complete sentences, and a signature with your full name. Please also include “PSY322” in the subject line with the topic of your email! Make sure though that your subject is still descriptive (i.e., “PSY322 lecture question” is not descriptive enough). We will try to respond to all emails within 2 business days. Emails received after 6pm or on the weekends may not be looked at until the next business day.

### **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.

### **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).

### **Engagement and Participation**

Your active engagement with the course material by participating in discussions (both in person in Discussions and on the online discussion boards where applicable) and in-class 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. Your

participation and engagement will be evaluated for effort (i.e., reading material before class, contributing to discussions, thinking deeply about the material) and quality (i.e., insightfulness, respectfulness).

Although attendance in and of itself does not directly contribute to your grade, you will miss out on graded (and ungraded) in-class discussions and activities if you do not attend regularly. There will be several in-class activities throughout the semester (all of which are important for your full grasping of the course material, even if not directly graded). Further, quizzes will take place in-person and makeups will not be issued (see *Missed Quiz Policy* below). 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 Discussions but will also be reflected in the quality of your work overall. More engagement means deeper thinking into the course content.

### **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 is a skill you will develop that you can apply in the future for academic purposes and will 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 and below. 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. Reading guides will be provided on Quercus. 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, but you can always use the Discussion boards to ask questions about the assigned readings at any time. You are all highly encouraged to be

active on these Discussion boards, which includes answering someone's question if you know the answer!

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.

## Assessment & Evaluation

### Discussion Groups (5%)

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. *Before* each class on discussion days, you will submit a 3-2-1 breakdown of the reading to be discussed (more info on Quercus). After each discussion, you will submit a discussion reflection where you report on how discussion went (e.g., Was everyone prepared? Was there a specific question that really stumped the group? Was there something that a group member shared that was particularly insightful?). More info on this assignment will be discussed in class.

### 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 need 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 and extensions will not be granted 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) and lecture content. These quizzes are closed book/closed note. 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...). Medium and long answer questions will require you to integrate information from multiple studies/lectures and think critically about that information.

Note that 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. Use the reading guides provided and your discussion groups to help you gain deeper understanding of the readings *and* make connections between readings and lecture.

	<b>Assigned Readings</b>	<b>Date</b>
<b>Quiz 1</b>	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 22
<b>Quiz 2</b>	Fiske (2018) Purdie-Vaughns & Eibach (2008) Ghavami & Peplau (2013) APA sections: Gender, Intersectionality, Sexual Orientation	Feb 5
<b>Quiz 3</b>	Pennell & Bhem-Morawitz (2015) Rucker & Richeson (2021) Podcast with Tessa Charlesworth APA sections: Age, Racial and Ethnic Identity	Feb 26
<b>Quiz 4</b>	Bogart et al (2019) Craig & Richeson (2016) Frost et al (2022) APA sections: Disability, Socioeconomic Status	March 11
<b>Quiz 5</b>	Mousa (2020) Sue et al (2019) Dixon et al (2010) Okonofua et al (2022)	March 25

### Outreach Project and Essay (32%)

The Outreach assignment is designed for you to create something for the public. Empirical research often stays behind paywalls and in the “ivory tower” and I believe everyone could benefit from learning a bit of social psychology. Thus, you will write a final essay where you apply what we’ve learned in the course to a social issue of your choice. Most importantly, you will write this essay with a lay audience in mind. In other words, you should be able to explain complex phenomena that we discuss in class in a way that someone who has never taken a psychology class could understand. 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, brochure, 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
<b>Part 1</b>	<u>Assignment Plan (7.5%)</u> A brief description 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.	Mon, Feb 26
<b>Part 2</b>	<u>Essay (20%)</u> A formal essay 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. Most importantly, although this is a formal essay, you must write this essay for a lay, non-scientific audience.	Fri, Mar 22
<b>Part 3</b>	<u>Outreach Project (7.5%)</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.	Mon, Apr 1
<b>Part 4</b>	<u>Project Faire (2%)</u>	Mon, Apr 1

	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 and you will forfeit these two points.	
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## Grading/Marking Scheme

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

	Weight (%)
Discussion Groups	5%
Worksheets	8%
Quizzes	50%
Essay and Outreach Project	37%

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. Extensions will not be granted on Worksheets or Discussion assignments without appropriate documentation. There will be no extensions granted for Quizzes (see *Missed Quiz Policy* below).

I am typically willing to grant 48-hour extensions on the other course work (e.g., the Outreach Project assignments) if the extension request is received at least 48 hours before the assignment due date of the assignment (via email directly



to Dr. Sanchez). Any requests for extensions made less than 48 hours before the due date will not be granted. I will not grant extensions longer than 48 hours or accept work after the extended due date except in the case of registered accommodations or extraordinary circumstances. If you will be unable to submit work by the extended due date, please let Dr. Sanchez know within 12 hours of the missed extended deadline (or as soon as you can), and we can discuss your case.

Note: If you are granted an extension on the Outreach Project, you cannot present at the Project Faire on the last class day and therefore you forfeit those points. See *Outreach Essay and Project* above for more detailed breakdown of the points.

### **Missed Quiz Policy**

Makeup quizzes will not be issued. Below are your options if are not able to take a quiz. Please note that the options indicated below will only be granted if you submit documentation to Dr. Sanchez that demonstrates your inability to be present for the quiz (i.e., the ACORN illness self-declaration tool, UofT Verification of Illness or Injury form (VOI), a letter from your College Registrar or Accessibility Counselor). If the absence is foreseeable, send Dr. Sanchez the documentation *at least 2 days prior* to the quiz. If the absence is not foreseeable, send Dr. Sanchez an email *within one week* of the missed Quiz. Requests to excuse a Quiz sent more than one week after the missed Quiz will not be accepted.

If you miss a Quiz *with proper 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 will 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 will 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.

### University's Plagiarism Detection Tool

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>).

### Online Communication 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), me or your TA will be happy to meet with you to discuss it (see *Course Communication* above). 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 2 business days. Emails received after 5pm will count as being received the following business day. 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, discussion board, other handouts, and announcements on Quercus before submitting inquiries by email. There's a chance there is an answer to your question somewhere in these materials.
- In the subject line indicate the course code and the topic of your email (e.g., PSY322 Outreach Assignment Plan question).
- Begin your emails by greeting the person you are writing to (e.g., "Hello Dr. Sanchez", "Dear Prof. Sanchez,"). Make sure to address the person you are emailing in your greeting.

- 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.

### **Grade Dispute Policy**

If you believe an assignment has been incorrectly or unfairly marked, you can request a re-evaluation from the grader. You must wait 24 hours after the feedback is returned to bring up a grade concern. Grade concerns received within 24 hours of receiving the feedback will not be considered. Additionally, grade concerns must be brought to either mine or your TA's attention within 14 days of the return of the assignment or they won't be considered.

If you have concerns about how an assignment or test was graded, please first meet with your TA who graded your work. If, after your meeting, you still would like to submit your work for re-evaluation, please submit the request to Dr. Sanchez. In your request, please email me with a short paragraph detailing your grade concern including: 1) the question(s) to be re-evaluated, 2) why you provided the answer you did and where in the course materials you learned this content, and 3) why you think the grade is incorrect or incomplete and what in the course materials would support your request. Only reasonable and well-justified concerns will be considered, and all decisions are final.

Please consider very carefully before contesting your grade for an assignment or test. Course instructors and TAs work very hard to mark course assignments and tests as fairly as possible. By submitting a grade dispute, you are consenting to a full re-evaluation of the assignment. This means your grade may go up, go down, or stay the same. If a re-evaluation is granted, **you must accept the resulting mark as the new mark.**

### **Specific Medical Circumstances**

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. You can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI. For more information on the VOI, please see [www.illnessverification.utoronto.ca](http://www.illnessverification.utoronto.ca). For

information on Absence Declaration Tool for A&S students, please see [www.artsci.utoronto.ca/absence](http://www.artsci.utoronto.ca/absence). If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services as soon as possible.

### **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 anticipate being absent from class or missing a major course activity (such as a test) 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.

### **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 speak to me or to an advisor in your College Registrar's office; they can help you to decide if you want to request an extension or accommodation. They may be able to provide you with a College Registrar's letter of support to give to your instructors, and importantly, connect you with other resources on campus for help with your situation. Regardless of the situation, it is always best to reach out about the issue as soon as possible.

### **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. Plagiarism—representing someone else's work as your own or submitting work that you have previously submitted for marks in another class or program—is a serious offence that can result in sanctions. Speak to me or your TA for advice on anything that you find unclear. To learn more about how to cite and use source material appropriately and for other writing support, see the U of T writing support website at <http://www.writing.utoronto.ca>. Consult the Code of Behaviour on Academic Matters for a complete outline of the University's policy and expectations. For more information, please see

<https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity> and <http://academicintegrity.utoronto.ca>.

### **Use of Generative AI Tools**

The use of generative artificial intelligence tools or apps for assignments in this course, including tools like ChatGPT and other AI writing or coding assistants, is allowed in this course only for very specific purposes. Students may not use these tools to write or complete course assignments (e.g., Outreach assignments, Discussions). However, these tools may be useful when gathering information across sources and assimilating it for understanding. Some assignments may require an AI use declaration which would include what tool(s) were used, how they were used, and how results from the AI were incorporated into your submitted work.

Students may not copy or paraphrase from any generative AI applications for the purpose of completing assignments in this course. Representing as one's own idea, or expression of an idea, that was AI-generated may be considered an academic offense in this course. This course policy is designed to promote your learning and intellectual development and to help you reach course learning outcomes.

### **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, but are 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. 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.

### **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 an office hour visit with me, 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. I will also do my best to refrain from sending out course announcements or emails on the weekends or on holidays.

## **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) 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 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.

### **Recognized Study Groups**

I encourage everyone to strongly consider joining or leading a study group. The Faculty of Arts and Science has a Recognized Study Groups program that can help you facilitate this (particularly useful if you don't know anyone else in the class!). If you become a study group leader, you can also receive co-curricular credit. To learn more about the program and join or start a study group visit: <https://sidneymithcommons.artsci.utoronto.ca/recognized-study-groups/>

### **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](http://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

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	1/8	Introduction to course		Read syllabus
2	1/15	Definitions, History, & Social Identity		
3	1/22	Stereotypes Part 1	Quiz 1	Worksheet 1 due Tues, 1/23
4	1/29	Stereotypes Part 2	Discussion Groups 1	Worksheet 2 due Tues, 1/30
5	2/5	Functional and threat-based approaches	Quiz 2	Worksheet 3 due Tues, 2/6
6	2/12	Norms, structures, and media	Discussion Groups 2	Worksheet 4 due Tues, 2/13
	2/19	<b>NO CLASS - READING WEEK</b>		
7	2/26	Experiencing stigmatization and discrimination	Quiz 3 Discussion Groups 3	Assignment Plan due Mon, 2/26 Worksheet 5 due Tues, 2/27
8	3/4	Privilege and power	Discussion Groups 4	Worksheet 6 due Tues, 3/5
9	3/11	Identifying and regulating prejudice and inequality	Quiz 4	Worksheet 7 due Tues, 3/12
10	3/18	Interventions to reduce prejudice and support diversity: What do we know?	Discussion Groups 5	Worksheet 8 due Tues, 3/19 Outreach Essay due Fri, 3/22
11	3/25	Catch-up day (more info to come)	Quiz 5	



12	4/1	Project Faire		Outreach Project due Mon, 4/1
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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.