



Psychology UNIVERSITY OF TORONTO

Social Psychology Seminar: Stereotyping, Prejudice, & Stigma

PSY420H1S Winter 2023

Instructor: Melissa Pavetich, PhD

m.pavetich@utoronto.ca

Office Hours: By appointment (Zoom)

Seminar: Thursdays 5-7 pm, Room: SS 2101

Prerequisite: [PSY202H1](#)/[ECO220Y1](#)/[SOC252H1](#)/[STA221H1](#)/[PSY202H5](#)/[STA221H5](#)/[PSYC08H3](#)/[STAB27H3](#)/[STAC32H3](#), and [PSY220H1](#)/[PSY220H5](#)/[PSYB10H3](#)/[SOC213H1](#)

Exclusion: [PSY420H5](#)/[PSYD12H3](#)/[PSYD15H3](#)/[PSYD16H3](#)

Distribution Requirements: Science

Breadth Requirements: Thought, Belief and Behaviour (2)

Mode of Delivery: In Class

COURSE DESCRIPTION, GOALS, PREREQUISITE

This course will examine contemporary issues in stereotyping, prejudice, and discrimination, both from the perceiver's and the target's perspective. The focus will be on understanding current trends in the field by focusing on what has been recently published over the past few years. Connections with classic issues and research will be made through weekly presentations and discussions led by discussion facilitators.

REQUIRED READINGS

There is no textbook for this course. Instead, we will be reading a selection of peer-reviewed journal articles. Weekly readings are listed at the end of this document.

ASSESSMENT

Thought Papers – 20%: Over the course of the term, you will submit 2 (two) 1-to-2 page papers. Papers must be submitted at the beginning of class. The papers should be double-spaced, with 12-point font and one-inch margins. In each paper, you will raise a question, discuss a critical issue, or present an idea for future research based on the readings assigned for that week. Thought papers must not be summaries of the readings. You must sign up for 1 date prior to March 2nd and for 1 date including and

after March 9th. You are responsible for keeping track of the dates on which your thought papers are due (to be determined through a sign-up process after the first class).

Presentation & Discussion Facilitator— 30%: Each student will be involved in presenting an analysis of research on one of the topic areas to be discussed in class. The focus of that analysis should be on work published prior to 2015 and should make connections to classic issues, theories, and papers in the area of stereotyping, prejudice, and discrimination. Thus, the discussion facilitator's presentation will provide a sense of the evolution of the current research that is being discussed in class. I highly recommend that you meet with me to discuss your ideas about what to include in your presentation either the Thursday or Friday prior to your talk. The number of presentations and type of presentations (individual vs. team; length) will depend on class size and composition (i.e., number of students). In general, presentations should not simply summarize sets of related findings, but rather, should provide an interesting, creative, integrative overview of work in the topic area. Presentations should not focus on readings assigned for the week. Presenters will also be responsible for leading the discussion for the 2 remainder of the class. To assist the rest of the class in their preparations, presenters should email a set of 8-10 discussion questions to the entire class on the Friday before they present. This will be done via the Blackboard system. You are responsible for keeping track of the date on which your presentation is due (to be determined through a sign-up process after the first class).

Discussion Participation (20%): After classes for which we have a class discussion (see schedule on page 4), I will assign everyone a participation grade out of 2 (see Quercus for grading rubric). Note, if you are absent from class you will not receive a participation mark, there are no exceptions to this or make-ups for marks lost.

Ideas for participation:

- Were you confused about any aspect of a reading (e.g., the justification of the research question, the study methodology, the analytical techniques)?
- Do you take issue with any assumptions/conclusions arrived at in one of the readings? - Do you have ideas for a follow-up research question for one of the readings?
- Do you have ideas for practical applications of a study finding from one of the readings?
- Have you recently read/listened to anything that relates to today's topic?

Poster Presentation (30%): You will submit an academic poster that outlines a research proposal on a topic you have chosen related to prejudice, stereotyping, and stigma. Your poster will include a summary of key theories underpinning the topic, important points about what is known about your topic so far that may help contextualize the ideas, and your ideas for future directions for research. Your presentation will be graded out of 100 (see Quercus for grading rubric and formatting details).

This is your chance to practice preparing a professional level APA style poster and therefore your assignment should use a professional APA poster template that I have provided on Quercus and have discussed in our seminar. You are expected to use the papers we discuss as a

guide or starting point for ideas for your research and poster, however additional research will be required to complete the assignment.

The format of this poster should be one slide (see APA poster template). See poster example and rubric for detailed instructions.

Presentations should aim to be MAX 5 minutes. This is a very brief presentation. You are not required to make slides as you will be using your poster as a guide for talking points. Please email your poster to m.pavetich@utoronto.ca in PDF format by 11pm July 24th so that Dr. Pavetich can have the presentations loaded to a single presentation to save time opening individual presentations on the day of class.

Missed Classes & Late Submissions: Any missed discussion will result in a participation grade of zero for that week. For all other submissions/assessments, extension requests must be made via email (m.pavetich@utoronto.ca), WITHIN 48 HOURS of the original deadline, and be accompanied by either an accessibility services letter OR a screenshot of your declaration of absence on ACORN. Written work submitted late will be penalized 5% per 24hrs (or part thereof) after the due date and time (including weekends). If an extension has been granted, late penalties begin to accrue in the same way after the extended due date. Presentations given late (either in class or submitted as a recording) will be penalized 10% per week (or part thereof) after the week in which the presentation was scheduled to be given.

Grades & Grade Disputes: I take student evaluation very seriously and am guided by the goal of providing assignments, that help students further their understanding of course material while also building their analytic research skills, and assessments that fairly evaluate a student's grasp of the material covered in lecture and the assigned readings. As per University guidelines, students have two weeks from the date they receive their grade to file a dispute. Please review the Arts and Science grading policy to understand what the grade you receive on an assignment or test means (<http://writing.utoronto.ca/advice/general/grading-policy>).

If you have concerns about the grade you received please contact Dr. Pavetich to arrange a virtual meeting where your work can be discussed in more detail.

Each student's final grade will be round to the nearest whole percentage using standard rounding practices. For instance, a final grade of 79.5% will rounded to 80% and a final grade of 79.4% will be rounded to 79%. ***Requests for a final grade to be changed in order to reach a higher GPA category will be ignored.***

GETTING HELP

QUESTIONS ABOUT COURSE CONTENT: During the term it is also likely that you'll need to get clarification on a topic covered in lecture or the readings or something about the course itself (e.g., questions about your poster presentation). When dealing with these types of

issues emailing Dr. Pavetich **SHOULD BE A LAST RESORT.**

Below are the steps you should take **BEFORE** emailing Dr. Pavetich

1. **Read the Syllabus:** Answers to questions like “when is the poster presentation due?” are found in the syllabus. *Emails that contain questions of this nature will be ignored.*
2. **Go to the Source Material:** In lecture Dr. Pavetich will cover a variety of different papers and studies. Lecture slides will always provide the reference for the material being discussed. If you didn’t quite understand a specific study Dr. Pavetich discussed, use the reference, look up the article, and read it for yourself. See if you can answer your own question using the primary text.
3. **Discussion Boards:** On Quercus there will be a discussion board for general FAQ’s as well as discussion boards for each lecture. All questions should be posted to the relevant discussion board. Dr. Pavetich will be monitoring these boards closely and will answer questions that have been posted ***Please allow up to two business days for responses to discussion board questions and note that the discussion boards will not be monitored during weekends or holidays. Emails with content questions that have not been posted to the discussion board will be ignored.***
4. **Email:** If you’ve completed all of these steps and you still require clarification then email Dr. Pavetich to arrange a virtual meeting via Zoom. In your email, please include 3 or 4 specific time slots when you’re able to connect with Dr. Pavetich. ***Please note email messages must come from a “utoronto” account and must have PSY420 in the subject line or else they will be ignored.***

PERSONAL MATTERS: Over the course of the semester, you may encounter a personal matter that impacts your participation in the course and requires you to get in touch with Dr. Pavetich. If this is the case, please don’t hesitate to send Dr. Pavetich an email. ***Please allow up to 48-hours for a response to your message and note the Dr. Pavetich does not read or respond to emails during the weekend.***

ACADEMIC RESOURCES

Accessibility Needs: 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; accessibility.utoronto.ca) at the beginning of the semester. 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 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.

Academic Integrity: All students, faculty and staff are expected to follow the University’s guidelines and policies on academic integrity. For students, this means following the standards

of academic honesty when writing assignments, collaborating with fellow students, and writing tests and exams. Ensure that the work you submit for grading represents your own honest efforts. Plagiarism (i.e., 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. 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 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, see <http://www.artsci.utoronto.ca/osai> and <http://academicintegrity.utoronto.ca/>

Mental Health: Everyone feels stressed or overwhelmed now and then – it’s a normal part of university life. If, however, you feel that the amount of stress or anxiety you have is preventing you from succeeding and/or enjoying your university experience, I encourage you to talk to someone about it. To find the right resource for you, visit UofT’s mental health wayfinder, Navi: <https://prod.virtualagent.utoronto.ca/>. If you are experiencing more acute distress, please visit: <http://safety.utoronto.ca/>.

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

REFERENCE LETTER REQUESTS

Please note that I **DO NOT** provide reference letters for students applying to graduate school programs. This is because simply participating in my course does not provide me with enough information to be able to accurately assess your potential suitability for graduate level studies. I apologize for any inconvenience this may cause.

COURSE SCHEDULE AND READINGS

DATE	TOPIC	READING/ASSIGNMENTS
January 12 (Week 1)	Seminar 1: Organizational meeting	
January 19 (Week 2)	Seminar 2: Critiquing Journal Articles, Preparing Presentations & Thought Papers, Issues in Psychological Science	Open Science Collaboration (2015); Funder et al. (2014)
January 26 (Week 3)	Seminar 3: The Complexity of Person Perception I: Racial Categorization	Cooley et al. (2017) ; Ho et al. (2017) ; Wilton et al. (2017) Chen et al. (2017)
February 2 (Week 4)	Seminar 4: The Complexity of Person Perception II: Intersecting Group Identities	Cooley et al. (2018); Smith et al. (2017); Chu & Gruhn (2017)

February 9 (Week 5)	Seminar 5: – Interventions for Perceivers I: Training, Claiming & Confronting	Forscher et al. (2017) ; Cadieux & Chasteen (2015) ; Carter & Murphy (2017)
February 16 (Week 6)	Seminar 6: – Interventions for Perceivers II: Perspective-taking & Diversity	Oh et al. (2016); Gaither et al. (2017); De Freitas & Cikara (2018)
February 23 (Week 7)	STUDY WEEK – NO CLASS	
March 2 (Week 8)	Seminar 7: – Intergroup interactions, meta-perceptions	Pavetich & Stathi (2020); Stathi et al. (2019); Kteily et al. (2018)
	UNDERSTANDING THE TARGET’S PERSPECTIVE	
March 9 (Week 9)	Seminar 8: Experiencing & Coping with Stigma I: Immigrants, Model Minorities	Trujillo et al. (2015); Tran & Curtin (2017); Handron et al. (2017)
March 16 (Week 10)	Seminar 9: – Experiencing & Coping with Stigma II: Weight, LGBT	Ruggs et al. (2015); Blodorn et al. (2016); Garrison et al. (2017)
March 23 (Week 11)	Seminar 10: Experiencing & Coping with Stigma III: Stigma Transfer, Inter-Minority Bias, Illness	Sanchez et al. (2017); Craig et al. (2017); Martinez et al. (2016)
March 30 (Week 12)	Seminar 11: Experiencing & Coping with Stigma IV: Gender & Age	Pavetich et al. (2022); Hammond et al. (2017); Hall et al. (2015); Bratt et al. (2018); Hehman & Brugental (2015)
April 6 (Week 13)	Seminar 12: Poster presentations	