PSY 420S LEC0101 SEMINAR IN SOCIAL PSYCHOLOGY: STEREOTYPING, PREJUDICE, AND STIGMA
University of Toronto
Spring 2018

Instructor: Professor Alison Chasteen
Office: Sidney Smith Hall, Room 4057
Phone: (416) 978-3398
E-mail: chasteen@psych.utoronto.ca
Office Hours: By appointment
Web site: www.psych.utoronto.ca/~chasteen

Meeting Time and Location: Tuesdays 12:00-2:00 P.M., SS 2101

Course Overview: 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.

Course Requirements:

Thought Papers – 25%. Over the course of the term, you will submit 4 (four) 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 2 dates prior to March 6th and for 2 dates including and after March 6th. 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
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).

**Participation – 10%.** This course will follow a seminar format. As such, it is crucial that students attend class, read the assigned articles and participate in the weekly discussions in order to receive full participation marks.

**Research Proposal – 35%.** All students will write a research proposal-style paper in which they develop an idea for a novel study on a topic related to stereotyping, prejudice, and discrimination. You can write the proposal on any topic related to the focus of the course, and that can include a topic you covered for your presentation or for a thought paper. You should include an abstract, an introduction in which you present your research question and discuss how it builds upon existing research in the area, a brief method section, and a presentation of predicted results (preferably with tables or figures). You should also include a discussion section in which you describe the potential implications of your predicted findings, possible limitations of your study, and future research directions.

Papers will not be accepted over e-mail. Research papers should be no more than 8-10 pages of text (excluding abstract, title page, figures, and references), in 12-point font, double-spaced, with margins of at least one inch. The paper should be in APA format. The paper is due **April 3rd at the start of class** and the late penalty is 5% per day. You must have your topic approved by me by **March 13th**.

**Other Course Information:**

**E-mail Policy:** I will reply to email inquiries from students usually within 48 hours of their e-mail (excepting weekends). Please use your UTORmail email account (see [www.utorid.utoronto.ca](http://www.utorid.utoronto.ca)) for all correspondence. **Due to the potential for viruses and spyware, no e-mails will be opened if they contain attachments. No assignments will be accepted as attachments to e-mail ---all assignments must be printed and brought to class.**

Note that all communications (verbal, email, discussion board, etc.) should be respectful in language and tone and constructive in nature. This includes communications with me and with your fellow students.

**Course Website: Blackboard portal (available only to students registered in the course)**

I am using the U of T Blackboard Courseware Portal. To access your course website, or any other Blackboard-based course website, go to the U of T portal login page at [http://portal.utoronto.ca](http://portal.utoronto.ca) and login using your UTORid and Password. I will be sending out course communication via Blackboard, so be sure to check your UTORmail account regularly.
**Academic Integrity and Plagiarism:** 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 very seriously. The University of Toronto’s Code of Behavior on Academic Matters (www.governingcouncil.utoronto.ca/policies/behaveac.htm) outlines the behaviors that constitute academic dishonesty and the processes for addressing academic offenses.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behavior on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behavior or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see www.utoronto.ca/academicintegrity/resourcesforstudents.html).

**Use of Course Materials:** Materials provided to you by your instructor (including the syllabus, slides, writing tips, any lecture recordings, journal articles, etc.) are for the use of you and your classmates only. They are not to be posted in any public access forum or otherwise distributed without explicit permission from your instructor. Non-compliance with these terms violates an instructor’s intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.

**Resources for Students**
- **Accessibility Needs:** Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or Accessibility Services at (416-978-8060) or at accessibility.utoronto.ca. The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, please visit http://studentlife.utoronto.ca/accessibility as soon as possible.

- **Student Life Programs and Services** (http://www.studentlife.utoronto.ca/)
- **Academic Success Services** (http://www.asc.utoronto.ca/)
- **Counselling and Psychological Services** (http://www.caps.utoronto.ca/main.htm)

**Course Schedule and Readings**

**All of the readings can be downloaded from the course Blackboard site.**

**January 9 - Organizational Meeting, Prepare for Science Discussion!**
January 16 – Critiquing Journal Articles, Preparing Presentations & Thought Papers, Issues in Psychological Science


**UNDERSTANDING THE PERCEIVER’S PERSPECTIVE**

January 23 - The Complexity of Person Perception I: Racial Categorization


January 30 - The Complexity of Person Perception II: Intersecting Group Identities


February 6 – Interventions for Perceivers I: Training, Claiming & Confronting


February 13 – Interventions for Perceivers II: Perspective-taking & Diversity


February 20 – READING WEEK: NO CLASS

February 27 – Intergroup Interactions


UNDERSTANDING THE TARGET’S PERSPECTIVE

March 6 – Experiencing & Coping with Stigma I: Immigrants, Model Minorities


**March 13 – Experiencing & Coping with Stigma II: Weight, LGBT**

*RESEARCH PROPOSAL TOPIC DUE*  
Guest Instructor: Maria Iankilevitch


**March 20 – Experiencing & Coping with Stigma III: Stigma Transfer, Inter-Minority Bias, Illness**


**March 27 – Experiencing & Coping with Stigma IV: Gender**


**April 3 – Experiencing & Coping with Stigma V: Age**


**April 3 – PAPER DUE IN CLASS**