

PSY322H1 F

Intergroup Relations

Fall 2024 Syllabus

Course Meetings

PSY322H1 F

Section	Day & Time	Delivery Mode & Location
LEC5101	Thursday, 6:00 PM - 9:00 PM	In Person: UC 85

Refer to ACORN for the most up-to-date information about the location of the course meetings.

Course Contacts

Course Website: <https://q.utoronto.ca/courses/357254>

Instructor: Emily Schwartzman

Email: emily.schwartzman@mail.utoronto.ca

Office Hours and Location: Mondays at 1pm, Wednesdays at 3pm. Room SS90 (sub-ground floor of Sid Smith).

Additional Notes: Please include the course code in the subject line of all emails to the course instructor or TA. Allow 48 hours for a response (not including weekends/holidays).

Teaching Assistant: Louisa You

Email: louisa.you@mail.utoronto.ca

Office Hours and Location: By appointment (email to arrange time).

Course Overview

An in-depth examination of theories and research in intergroup relations; focuses on stereotyping, prejudice, discrimination, and stigma.

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Course 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 real-world contexts
3. Discuss these ideas from a scientific perspective

Prerequisites: PSY201H1/ ECO220Y1/ EEB225H1/ GGR270H1/ IRW220H1/ POL222H1/ SOC202H1/ STA220H1/ STA238H1/ STA248H1/ STA288H1/ ECO220Y5/ PSY201H5/ STA215H5/ STA220H5/ PSYB07H3/ STAB22H3/ STAB23H3/ STAB57H3, **and** PSY220H1/ PSY220H5/ PSYB10H3/ SOC213H1

Corequisites: None

Exclusions: PSYC12H3

Recommended Preparation: None

Credit Value: 0.5

Course Materials

There is no textbook for this course, but you will be assigned weekly readings which will be made available on the Quercus course page under the Library Course Reserves tab. The readings for the first few weeks will be posted directly to Quercus until the library reserves are assembled.

Marking Scheme

Assessment	Percent	Details	Due Date
Term Test 1	25%	Term test including content from lectures 1-5. The test will consist of multiple choice, short answer, and long answer questions.	2024-10-10
Term Test 2	25%	Term test including content from lectures 6-10. The test will consist of multiple choice, short answer, and long answer questions.	2024-11-28
Assignment Plan	5%	One-page plan for the final assignment (see following). Identify the real-world issue or event you will discuss for your final assignment and provide a news article discussing this event. Suggest at least one theory from class that can help explain why this issue occurs.	2024-10-03

Assessment	Percent	Details	Due Date
Term Paper	30%	Write an essay (no more than 7 double-spaced pages) discussing your chosen real world event. Explain the relevant incident(s) and apply course theories and relevant empirical research to explain why this behaviour or issue persists.	2024-11-14
Real-World Response	15%	The research explored in this course can have real impact on the lives of others. Therefore, in addition to writing the essay which is meant for an academic audience, you will also prepare a “real-world response” for a specific, non-expert audience that might benefit from your analysis. The real-world response must be on the same incident/series of incidents that you discuss in your final essay. This could take the form of a website, online petition, brochure, blog, and so on. The response should use accessible language and should include at least one visual aid or graphic feature.	2024-11-21

Late Assessment Submissions Policy

A late penalty of 10% per day will be applied.

Course Schedule

Week	Lecture	Topic	Assignments Due	Readings
Week 1 September 5	1	Coures introduction, research methods review		Syllabus; How To Read a Psychology Journal Article; APA Guidelines for Bias-Free Language (General Principles, Participation in

				Research, Historical Context)
Week 2 September 12	2	Definitions, history, and Social Identity Theory		Hornsey (2008); Molina et al. (2016); APA Guidelines (Racial & Ethnic Identity)
Week 3 September 19	3	Stereotypes I		Fiske (2018); APA Guidelines (Gender, Sexual Orientation)
Week 4 September 26	4	Stereotypes II		Ghavami & Peplau (2013); Purdie-Vaughns & Eibach (2008); APA Guidelines (Intersectionality)
Week 5 October 3	5	Functional and threat-based approaches	Assignment Plan (5%)	Helman et al. (2019); APA Guidelines (Age, Disability, Socioeconomic Status)
Week 6 October 10		Term Test 1 (25%)		
Week 7 October 17	6	Norms, structures, and media		Pennell & Behm-Morawitz (2015); Rucker & Richeson (2021)
Week 8 October 24	7	Experiencing stigmatization and discrimination		Craig & Richeson (2016); Major et al. (2003)
Reading Week				
Week 9 November 7	8	Privilege and power		Bogart et al. (2019)
Week 10 November 14	9	Identifying and regulating prejudice and inequality	Term Paper (30%)	Okonofua et al. (2022); Sue et al. (2019)
Week 11 November 21	10	Interventions to reduce prejudice and support diversity	Real-World Response (15%)	Dixon et al. (2010); Mousa (2020)
Week 12 November		Term Test 2 (25%)		

Policies & Statements

Use of Generative AI

Generative AI is a new tool with interesting implications for academic writing and research. Like any other tool, its role should be to supplement—not replace—the development of your own independent knowledge and skills. As such, generative AI may be used for certain purposes in this course, but not for others.

You **may** use generative AI for some aspects of the final paper. These include:

- Brainstorming ideas
- Outlining your paper
- Proofreading and editing

You may **NOT** use generative AI to produce new text that you include in your final paper--only to edit existing text that you have written. The purpose of the paper is for you to develop your own critical thinking and insights, and to demonstrate your ability to apply course concepts, so it is important for you to write a complete draft of the paper yourself.

If you do use generative AI in any capacity in your final paper, you are required to document your process thoroughly by saving all your prompts and outputs and submitting them as a supplement to your final paper; missing or incomplete documentation will be considered academic dishonesty (just like failing to properly cite the source of a quote, research finding, or idea), and will be subject to the same procedures as other academic integrity issues (see below). Moreover, you will remain fully accountable for any AI-generated content in your paper: If you include AI-edited text that features faults such as unsound claims, improper citations, plagiarized writing, etc., you will be subject to the same grade penalties and/or academic dishonesty procedures as if you had written the text yourself.

Make-Up Test Policy

If you are unable to write the term tests on October 10th or November 28th, notify the instructor as soon as possible, and no later than 7 days after the test. Be prepared to provide appropriate documentation (Absence Declaration, VOI, Registrar's letter, or equivalent). Depending on the circumstances, you may have the opportunity to write a make-up test, or your final grade may be re-weighted to omit the test.

Re-marking Policy - Timeline and Protocol

Please think carefully before contesting your grade for an assignment or test. Your course instructors and TAs work very hard to mark course assignments and tests as fairly as possible. If you have concerns about how an assignment was graded, you must first meet with the TA who graded your term work during that TA's office hours. If after your meeting you still would like to have your term work re-graded, you must contact the instructor within 2 weeks of the

return of the term work. If your request is granted, the instructor will re-grade an item of term work once. Re-grading may result in an increase in grade, a decrease in grade or no change in grade; the instructor's regrade will be final.

The 48-Hour Late Ticket

Each student in this class gets one late ticket to receive a 48-hour extension on an assignment of their choosing, no questions asked. If you would like to use your late ticket, please comment "late ticket" on your Quercus submission for that assignment. Although Quercus may automatically flag your assignment as late, no points will be deducted from your mark. You may not use the late ticket for the term tests, because they are evaluations rather than assignments.

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>).

Student Lecture Recordings

Please let me know via email if you would like to record any lectures in this course--you may use recording devices in class, but only with my written permission (see the CTSI guidelines on recording lectures: <http://teaching.utoronto.ca/ed-tech/audio-video/>). Likewise, if you will be sharing any lecture recordings with your classmates, let me know who else will have access to your recording(s). The lecture content is my intellectual property and is protected by copyright, so recordings must not be shared with anyone outside of this course section.

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.

Students with Disabilities or Accommodation Requirements

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

Academic Integrity

All suspected cases of academic dishonesty will be investigated following procedures outlined in the [Code of Behaviour on Academic Matters \(https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019\)](https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019). If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out to me. Note that you are expected to seek out additional information on academic integrity from me or from other institutional resources. For example, 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 [A&S Student Academic Integrity \(https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity\)](https://www.artsci.utoronto.ca/current/academic-advising-and-support/student-academic-integrity) and the [University of Toronto Website on Academic Integrity \(https://www.academicintegrity.utoronto.ca\)](https://www.academicintegrity.utoronto.ca).

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. If you cannot submit a VOI due to limits on terms of use, 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 (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://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.

Accommodation for Personal Reasons

There may be times when you are unable to complete course work on time due to non-medical reasons. If you have concerns, 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 other forms of academic consideration. They may be able to email your instructors directly to provide a College Registrar's letter of support and connect you with other helpful resources on campus.

Late Assignment Policy

A penalty of 10% per day will be applied to unexcused late submissions.

Departmental Guidance for Undergraduate Students in Psychology

The Department of Psychology recognizes that, as a student, you may experience disruptions to your learning that are out of your control, and that there may be circumstances when you need extra support. Accordingly, the department has provided a [helpful guide](#) to clarify your and your instructor's responsibilities when navigating these situations. This guide consolidates Arts & Science Policies for undergraduate students in one place for your convenience. As an instructor in the department, I will frequently consult with these recommendations when providing you with support, and I recommend that you also consult it to learn more about your rights and responsibilities before reaching out to me.

Additional Content

Course Readings

Lecture 1

- Syllabus
- How to Read a Psychology Journal Article (<https://www.verywellmind.com/how-to-read-and-understand-a-psychology-journal-article-2795709>)
- APA Guidelines for Bias-Free Language:
 - General Principles (<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/general-principles>)
 - Participation in Research (<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/research-participation>)
 - Historical Context (<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/historical-context>)

Lecture 2

- Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. *Social and Personality Psychology Compass*, 2(1), 204-222.
- Molina, L. E., Tropp, L. R., & Goode, C. (2016). Reflections on prejudice and intergroup relations. *Current Opinion in Psychology*, 11, 120-124.
- APA Guidelines for Bias-Free Language:
 - Racial and Ethnic Identity (<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/racial-ethnic-minorities>)

Lecture 3

- Fiske, S. T. (2018). Stereotype content: Warmth and competence endure. *Current Directions in Psychological Science*, 27, 67-73.
- APA Guidelines for Bias-Free Language:
 - Gender (<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/gender>)
 - Sexual Orientation (<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/sexual-orientation>)

Lecture 4

- Ghavami, N., & Peplau, L. A. (2013). An intersectional analysis of gender and ethnic stereotypes: Testing three hypotheses. *Psychology of Women Quarterly*, 37(1), 113-127.
- Purdie-Vaughns, V., & Eibach, R. P. (2008). Intersectional invisibility: The distinctive advantages and disadvantages of multiple subordinate-group identities. *Sex roles*, 59(5), 377-391.
- APA Guidelines for Bias-Free Language:
 - Intersectionality (<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/intersectionality>)

Lecture 5

- Hehman, E., Calanchini, J., Flake, J. K., & Leitner, J. B. (2019). Establishing construct validity evidence for regional measures of explicit and implicit racial bias. *Journal of Experimental Psychology: General*, 148(6), 1022.
- APA Guidelines for Bias-Free Language:
 - Age (<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/age>)
 - Disability (<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/disability>)
 - Socioeconomic Status (<https://apastyle.apa.org/style-grammar-guidelines/bias-free-language/socioeconomic-status>)

Lecture 6

- Pennell, H. & Behm-Morawitz, E. (2015). The empowering (super) heroine? The effects of sexualized female characters in superhero films on women. *Sex Roles*, 72, 211-220.
- Rucker, J. M., & Richeson, J. A. (2021). Toward an understanding of structural racism: Implications for criminal justice. *Science*, 374(6565), 286-290.

Lecture 7

- Craig, M. A., & Richeson, J. A. (2016). Stigma-Based Solidarity: Understanding the psychological foundations of conflict and coalition among members of different stigmatized groups. *Current Directions in Psychological Science*, 25(1), 21–27.
- 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, 220-331.

Lecture 8

- Bogart, K. R., Rosa, N. M., & Slepian, M. L. (2019). Born that way or became that way: Stigma toward congenital versus acquired disability. *Group Processes & Intergroup Relations*, 22(4), 594-612.

Lecture 9

- Okonofua, J. A., Harris, L. T., & Walton, G. M. (2022). Sideline bias: A situationist approach to reduce the consequences of bias in real-world contexts. *Current Directions in Psychological Science*, 31(5), 395-404.

- Sue, D. W., Alsaïdi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist, 74*, 128-142.

Lecture 10

- Dixon, J., Tropp, L. R., Durrheim, K., & Tredoux, C. (2010). "Let them eat harmony" prejudice-reduction strategies and attitudes of historically disadvantaged groups. *Current Directions in Psychological Science, 19*(2), 76-80.
- Mousa, S. (2020). Building social cohesion between Christians and Muslims through soccer in post-ISIS Iraq. *Science, 369*(6505), 866-870.