

PSY322H1 S

Intergroup Relations

Winter 2025 Syllabus

Course Meetings

PSY322H1 S

Section	Day & Time	Delivery Mode & Location
LEC0101	Monday, 2:00 PM - 5:00 PM	In Person: SS 2106

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

Course Contacts

Teaching Assistant: Evi Myftaraj

Email: evi.myftaraj@mail.utoronto.ca

Office Hours and Location: To be announced

Instructor: Debanjan Borthakur

Email: debanjan.borthakur@utoronto.ca

Office Hours and Location: By appointment. Please arrange the meeting by sending an email to debanjan.borthakur@utoronto.ca

Course Overview

An in-depth examination of theories and research in intergroup relations; focuses on stereotyping, prejudice, discrimination, and stigma. This course is designed to foster a deep understanding of intergroup relations through a psychological lens. It delves into the science of intergroup contact and conflict, exploring key topics such as stigma, prejudice, stereotyping, discrimination, and strategies for improving intergroup relations.

Throughout the course, we will address thought-provoking questions, including:

Defining Key Concepts:

What are stereotypes, prejudice, stigma, and discrimination? How do these concepts manifest in everyday interactions and societal structures?

Origins and Mechanisms:

Where do stereotypes, prejudices, and stigmatization originate? What psychological, social, and cultural factors contribute to their development?

Experiencing Stigma:

Who is stigmatized or targeted by others' stereotypes and prejudices, and why? What are the psychological and social effects of being stigmatized? How do individuals manage or cope with these experiences? How do bullying and harassment fit into this framework?

Regulating Bias:

Which prejudices do individuals and societies attempt to regulate, and how effective are these efforts? What psychological strategies are used to combat bias, both internally and externally?

Reducing Prejudice and Improving Relations:

What strategies can reduce prejudice and stereotyping? How can intergroup relations be improved, and what are the broader effects of such improvements on members of both marginalized and dominant groups?

Through lectures, discussions, case studies, and empirical research, this course aims to equip students with the knowledge and tools to critically analyze intergroup dynamics and contribute to creating more inclusive and equitable environments.

Course Learning Outcomes

By the end of this course, you should be able to:

- 1) Understand the psychological theories, methods, and findings related to stigma, prejudice, stereotyping, discrimination, and intergroup relations.
- 2) Apply these concepts and research findings to real-world situations, including those in your personal and professional life.
- 3) Critically evaluate these topics from a scientific perspective, using evidence-based reasoning.

Course Purpose

The goal of this class is to explore the phenomena of stigma, prejudice, stereotyping, and discrimination through a scientific lens. We will investigate why these behaviors occur, how they manifest, and their consequences for individuals and groups. This course emphasizes understanding the psychological mechanisms behind these issues, guided by research and empirical evidence.

While we aim to remain grounded in science, your personal experiences are welcomed as part of the learning process. Lived experiences offer meaningful context and can complement empirical data.

Practical Skills

In addition to theoretical understanding, this course emphasizes practical applications. You will learn how to:

- 1) Recognize instances of bias and discrimination in your environment.
- 2) Develop strategies to reduce the impact of stereotypes and prejudice in social and professional contexts.
- 3) Foster better intergroup relations through informed decision-making and behavior.

This approach ensures that you leave the course not only with knowledge but also with actionable skills to create positive change in your interactions and communities.

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

OPTIONAL TEXT: Intergroup Relations by Walter G Stephan
and Cookie W Stephan

In addition, many course materials will be posted on the course website, including the syllabus, required readings/handouts, and links to external sources. Therefore, **internet access** is crucial to your performance in the class. Please make sure to check Quercus frequently for important announcements and reminders.

Marking Scheme

Assessment	Percent	Details	Due Date
Test1	20%	Each test will be 2.5 hours long and will take place in-person during regularly scheduled class time (no lecture afterwards). Tests will rely primarily on medium and might 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, X 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.	2025-02-10

Assessment	Percent	Details	Due Date
Test2	25%	<p>Each test will be 2.5 hours long and will take place in-person during regularly scheduled class time (no lecture afterwards). Tests will rely primarily on medium and might 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.</p>	2025-03-31

<p>Final Essay</p>	<p>30%</p>	<p>Final Writing Assignment Overview: For this course, you are required to complete a final writing assignment. Detailed instructions are available on Quercus. Your paper should be written in essay format, 5-6 double-spaced pages long (excluding the title and reference pages), using 12-point Times New Roman font. Instructions: For your final assignment, select a specific incident related to prejudice, stereotyping, or discrimination. Your chosen incident should be detailed enough to provide a comprehensive understanding of the who, what, when, and where of the situation. Finding a well-documented event is critical, as it will form the foundation of your analysis and allow for a more engaging and impactful essay. Be sure to cite a news article discussing the event to ground your analysis in real-world evidence.</p> <p>Write a 5-page essay (not including the title page or references) that achieves the following:</p> <p>Explain the incident: Provide a clear and concise description of the event, including relevant context and details.</p> <p>Apply course theories: Use the psychological theories and concepts learned in class to analyze the incident.</p> <p>Expand with research: Incorporate empirical psychological research, including at least 8 peer-reviewed sources (4 of which must be from 2015 onwards), to provide a deeper</p>	<p>2025-03-31</p>
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Assessment	Percent	Details	Due Date
		<p>explanation of why the behavior occurred and persists.</p> <p>Propose a solution: Using your analysis, suggest strategies or interventions to address the behavior, drawing from psychological insights and evidence. Adhere to the following formatting guidelines: double-spaced, 12-point Times New Roman font, 1-inch margins, and APA 7 style citation format. Ensure your essay stays within the 5-page limit, as content beyond this point will not be considered and may result in deductions. This assignment is your opportunity to apply discussed theories to real-world challenges, critically engage with the material, and propose evidence-based solutions. Choose your case wisely, and aim for depth and clarity in your analysis.</p>	

Assessment	Percent	Details	Due Date
QRCs	20%	Starting from the third week, we will discuss the assigned readings each week, and you are required to submit a Questions, Responses, and Comments (QRC) document via Quercus by Sunday at midnight. Your QRC should include at least two thoughtful questions that engage with all the week's readings, ideally drawing connections between them to explore overarching themes. Additionally, include responses or comments that critically analyze the material, highlighting key issues or insights. The total length should not exceed one single-spaced page (less is fine if concise). These QRCs will guide our in-class discussions, so ensure they are well thought out and reflective of your understanding. Please submit by Sunday midnight.	No Specific Date
class participation	5%	Every week starting from the third we will discuss the papers assigned for the week. Attendance is highly recommended.	No Specific Date

All final grades will be rounded to the nearest tenth of a percent. Your grade will then be determined by the official FAS grading scale. Final grades are non-negotiable. Grade changes will be made *only* to correct for grading errors.

Late Assessment Submissions Policy

For the Final paper and QRCs, 5% will be deducted for each day (including weekends) the assignment is late, unless an extension has been granted (See Quercus for extension policy). Any term work that will be handed in after the final exam period is subject to a petition for extension of term work. This petition should be filed with the student's College Registrar's Office.

Course Schedule

Week	Description
Week 1 Jan 06	Course Introduction, Key Terms, History and social identity.
Week 2 Jan 13	Stereotypes Part 1
Week 3 Jan 20	Stereotypes Part 2
Week 4 Jan 27	Prejudice and Discrimination 1
Week 5 Feb 03	Prejudice and Discrimination 2
Week 6 Feb 10	Test1
Week 7 Feb 17	No Class
Week 8 Feb 24	Privilege and power
Week 9 March 03	Intergroup Contact
Week 10 March 10	Intercultural relations
Week 11 March 17	Intergroup conflict and resolution 1
Week 12 March 24	Intergroup conflict and resolution 2
Week 12 March 31	Test2

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Policies & Statements

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.

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>).

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>).

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/departments/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.

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.

Quercus Info

This Course uses the University's learning management system, Quercus, to post information about the course. This includes posting readings and other materials required to complete class activities and course assignments, as well as sharing important announcements and updates. New information and resources will be posted regularly as we move through the term. To access the course website, go to the U of T Quercus log-in page at <https://q.utoronto.ca>. SPECIAL NOTE ABOUT GRADES POSTED ONLINE: Please also note that any grades posted are for your information only, so you can view and track your progress through the course. No grades are considered official, including any posted in Quercus at any point in the term, until they have been formally approved and posted on ACORN at the end of the course. Please contact me as soon as possible if you think there is an error in any grade posted on Quercus.

Late/Missed Assignments

For the discussion board assignment and final paper, 5% will be deducted for each day (including weekends) the assignment is late, unless an extension has been granted (See Quercus for extension policy). Any term work that will be handed in after the final exam period is subject to a petition for extension of term work. This petition should be filed with the student's College Registrar's Office.

Make-Up Quizzes/Tests

If you miss the midterm test, you must contact the instructor via the extension of term work form available on Quercus (See extension policy on Quercus) within 1 week of the missed test to request special consideration. 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 <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. If an absence extends beyond 7 consecutive days, or if you have a non-medical personal situation preventing you from completing your academic work, you should connect with your College Registrar. They can provide advice and assistance reaching out to instructors on your behalf. If your request is approved the weight of the missed midterm test will be redistributed equally between the final paper and the final exam (i.e., one-half of the weight of the missed midterm test will be redistributed to the final paper and the remaining half to the final exam). There is no make-up midterm test. Students who miss the final exam should file a petition for a deferred exam with their College Registrar's Office.

Mental Health and Well-Being

Your mental health is important. Throughout university life, there are many experiences that can impact your mental health and well-being. As a University of Toronto student, you can access free mental health and wellbeing services at Health & Wellness (<https://studentlife.utoronto.ca/departments/health-wellness/>) such as same day counselling, brief counselling, medical care, skill-building workshops, and drop-in peer support. You can also meet with a Wellness Navigation Advisor who can connect you with other campus and community services and support. Call the mental health clinic at 416-978-8030 ext. 5 to book an appointment or visit <https://uoft.me/mentalhealthcare> to learn about the services available to you. You can also visit your College Registrar to learn about the resources and supports available: <https://www.artsci.utoronto.ca/current/academic-advising-and-support/college-registrars-offices> If you're in distress, you can access immediate support: <https://uoft.me/feelingdistressed>

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, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Grade Disputes

You must wait for at least 24 hours following the return of an assignment before bringing a grade concern; use this time to reflect upon your performance and grade. If, after review, you are still concerned about the grading of a particular item or assignment, you may request a regrade by emailing the professor/TA. Regrade requests must be made within 14 business days of the return of the assignment or test. Regrade requests after this deadline cannot be considered. If there is a mistake in the grading, we need to address that in a timely manner. Note that in agreeing to resubmit your work for remarking, you are agreeing to a re-evaluation of the entirety of your work; your grade may go up, go down, or stay the same. Regrade requests that are based on proximity to a desired grades cannot be considered.

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 (<https://www.psych.utoronto.ca/current-program-students/guidance-undergraduate-students-psychology>) 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.