

PSY 322F INTERGROUP RELATIONS

University of Toronto

Fall 2017

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Meeting Time and Location: Tuesdays 10 A.M. - 1 P.M., SS1072

Course Website: Blackboard portal <http://portal.utoronto.ca>

Course Overview: The purpose of this course is to develop an understanding of intergroup relations. Specifically, you will learn about stereotyping, prejudice, and discrimination. We will explore these concepts through examining social psychological theories and research. You will develop an understanding of the frameworks and methods we use to study intergroup relations, the effects of stereotypes and prejudice both from the perceiver's and the target's perspective, and strategies that can be used to reduce intergroup biases. Note that an emphasis will be placed on empirical research, such that students will have the opportunity to learn about experimental studies directly through the lectures and readings.

Prerequisites: 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 format and requirements: There is no textbook for this course. Empirical research will be used instead. You are expected to complete all assigned readings and you will be tested equally on lecture and assigned journal article materials. References for all articles are available on the last pages of this document. You are expected to follow the instructions to find the articles yourself. There will be varying levels of overlap between lecture and reading material and you are encouraged to complete readings prior to lecture. The material discussed in lecture will make more sense if you have read the material before class and you will be better equipped to integrate the lecture and reading material if you have done the readings prior to the lecture.

Lecture slides will be posted on Blackboard no later than 12 hours before lecture each week. ***These notes are meant to scaffold your learning and do not contain the level of detail that is required to do well in this class.*** Be sure to attend lectures and borrow notes from a classmate if you simply cannot avoid missing a class. Neither the professor nor the TA is responsible for providing you with this information if you did not attend lecture. Lectures will consist of lecture, video clips and class activities/discussion.

Resources for Students

Accessibility: 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.

Writing Centre: As a student here at the University of Toronto, you are expected to write well. The University provides its students with a number of resources to help them achieve this. For more information on campus writing centers and writing courses, please visit <http://www.writing.utoronto.ca/>

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>)

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).

Course Communications and E-mail Policy:

1. Emails need to come from a utoronto account so that they are not filtered as spam and left unread.
2. The **course code (PSY322)** should appear in the **subject-heading** of all emails, to prevent messages from being discarded as spam.
3. **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.**
4. Students can expect a response to a **legitimate inquiry** within **48 hours**, not including weekends. If you don't receive a reply in this time period, please resend your message. Please make sure you consult the course outline, other handouts, and the course website **BEFORE** submitting inquiries by email.
5. If you want to set an appointment for office hours, **include a variety of dates and times** that would work for you, and allow a few days for us to get back to you (as mentioned above). Please do not email the night before and expect us to be available on the next day.
6. Email should not be seen as an alternative to meeting with the instructor (or the TA). Nor should email be used as a mechanism to receive private tutorials (especially prior to tests) or to explain material that was covered in lectures you missed.

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

EVALUATION

ASSIGNMENT	DATE	CONTENT	WEIGHT
Thought papers	See schedule	See description	5%
Term Test #1	Oct 17	All material through Oct 13	25%
Idea for Proposal	Oct 24	1 page summary of idea for research proposal	10%
Term Test #2	Dec 5	All material after Oct 20	25%
Research Proposal	Nov 28	6 page research proposal	35%

Term Test Format: The two term tests will include short, medium, and long answer questions. There is no cumulative final exam. You will be tested on material from readings and lecture – material covered in the readings but not lectured on will be included so be sure to do the readings. You WILL need to learn authors and dates, but you will also be given keywords for each study to help you recognize them. Every question will include the authors, date, and keyword so that you understand which study I am asking about (e.g., in Kang and Chasteen’s (2009) study on multiply-categorizable targets...) You will need to recognize relevant studies from this information. Medium and long answer questions will require you to integrate information from multiple studies/lectures and think critically about that information. You will need to do more than memorization to do well on these tests.

Missed Term Test Policy: If one of the two term tests is missed and a prorating option is granted, then the remaining term test is worth 40% and the proposal worth 45% (quizzes & proposal idea remaining 15%). This prorating option will NOT be granted unless the instructor receives appropriate documentation, such as the Verification of Student Illness or Injury Form or college registrar’s note within one week of the missed exam (see Faculty of Arts and Science Calendar). Note that the medical documentation must show that the physician was consulted **within one day** of the missed term test.

Thought papers (5x 1%): At the end of the noted lectures, you will submit a ticket on which you will share a short thought or question on the content covered in that day’s lecture. This is a way to keep in touch with the instructor and share with her either:

- difficulties that may arise with the comprehension of the subject matter;
- insights on the various topics and critical reflections;
- any other positive or negative feedback that is relevant, constructive, respectful, and would serve to improve the content or the delivery of the lectures and make them a better learning experience.

Informative feedback is the cornerstone of a positive learning environment. Though every ticket will be read by the instructor before the following class, it will be impossible to reply to and incorporate all of the feedback received in such a way. The instructor will follow up on the more impactful or important thought papers by anonymously sharing them with the entire class at the start of the following lecture. This will be a way to address recurring concerns or to come back to the previous week’s content. As long as you write something thoughtful, respectful, constructive, and useful, you will get your mark, even if your paper is not selected to be featured in the following week’s lecture. Your comments are important and appreciated, and you can (and should) always communicate directly with the instructor or the TA should you feel that you require immediate attention.

The blank tickets will be available for pickup at the start of each lecture, and only collected at the end of that lecture. Students are only allowed to hand in their own ticket. Should you not be able to attend the full lecture, you would forfeit that lecture's thought paper and the mark (1%) that goes with it. Only a medical note, as you would submit for a test (see the Department Policy for Missed Tests above), would exempt you from these conditions. Should you receive proper exemption for one or more thought papers, the ones you submitted would be reweighted out of 5. There will NOT be thought papers on the final test day.

Proposal Idea: For this assignment you are to write a one-page summary of your idea for a research proposal. The point of this exercise is to ensure you are on the right track with your proposal and that you have sufficient time to complete the project. This should include some basic background information and an overview of your hypothesis and methods (you do not need to write an expected results section for this assignment because it is expected that they will align with your hypothesis – be sure to provide a clear hypothesis). I will use your idea summaries to provide you with feedback about your proposed paper. The one-page summary should be **double-spaced in 12-point font**. Note that this assignment will be marked. Clarity of writing, evidence of critical thinking, and creativity will be considered, in addition to the usual marks for grammar, spelling, etc. This assignment will be submitted through Blackboard.

Research proposal: You will submit a proposed research project that is relevant to the course content. Your proposed research can address any issue relevant to this course. For example, you can propose research to examine how targets are affected by prejudice or research to reduce prejudice. Your paper should be 5-6 pages (don't go over this limit – TAs will not read beyond this point) and should be structured like a formal psychological manuscript with the following sections.

Introduction: provide an overview of relevant research that has aided in the development of your proposed research idea and should include your hypothesis.

Methods: describe your expected sample (will they be university students, do you have a specific age range in mind, what about gender?) and everything participants will do. If you are using developed questionnaires you need to provide a reference for these. Write this section in the future tense – participants have not yet completed this study and your writing should reflect this.

Predicted results: What do you expect to find? Provide detailed results. Each variable you discuss in your methods section should have a purpose and this purpose should be reflected in your expected results. For example, if participants complete the Modern Racism Scale, you should detail what sort of variation you expect to see on this measure. As with the methods section, be careful with your language and make sure you write this as a **predicted** results section. Don't pretend to have run the study already.

Discussion & Implications: Provide an overview of the implications of your study. How does this study advance the field? Why do your predicted results matter? What is a limitation of your design, how might you correct this, and discuss a potential future study that builds on your proposal.

You will be marked on your ability to think critically, write clearly, and follow APA formatting standards. This assignment will be submitted through Blackboard.

Penalty for Lateness: The penalty for lateness is 5% per day. Note that this policy applies to both the research proposal idea assignment as well as to the research proposal. There is no late submission allowed for thought papers.

Concerns or Questions about Test Marking: The tests will be marked by the TA using a rubric developed by the instructor. Any concerns or questions about individual marks should be taken up with the TA first. You may ask for an explanation of your result if you wish to learn from your mistakes at any time. However, for any dispute over marking where you are asking for a better grade or to make changes to the marking, you

must use the form posted on Blackboard to file a request to have the marking reconsidered and send it to the TA along with a scan/clear picture of the marked item causing issues. The form requires you to:

1. Identify the problem area for which you are disputing the mark;
2. Provide a thorough justification as to why you think you deserve a different mark;
3. Include a reference (e.g. textbook, slides) that corroborates this justification.

Only if there is a well-founded allegation of bias/prejudice or obvious mistake or error of judgment should the instructor be approached about a mark assigned by the TA. In such cases, the instructor will evaluate the test or term paper independently and decide on a final mark. This final mark may be lower than, higher than, or the same as the original mark and is not open to further appeals to the instructor. The final research proposal marking will be split between the instructor and the TA. A similar procedure should be used for any disputes about marking – submit the form to the TA first.

COURSE SCHEDULE

DATE	TOPIC	READINGS	OTHER
Sep 12 Week 1	Introduction, Definitions, Concepts	How to read a Psychology journal article: http://psychology.about.com/od/psychologystudytips/p/read_articles.htm Take the IAT: Go to https://implicit.harvard.edu/implicit/demo/	
Sep 19 Week 2	Sociocultural Approach	Crandall, Eshleman, & O'Brien, 2002 (studies 1-3 & general discussion); Penell & Behm-Morawitz, 2015	
Sep 26 Week 3	Person Perception & the Cognitive Approach	Macrae, Milne, & Bodenhausen, 1994 Fiske & Neuberg, 1999	Thought Paper #1
Oct 3 Week 4	Motivational Approach	Tajfel, 1970 Cottrell & Neuberg, 2005	
Oct 10 Week 5	Implicit & Explicit Prejudice	Penner et al., 2010 Rudman & Ashmore, 2007	Thought Paper #2
Oct 17 Week 6	TERM TEST #1	Covers all material through Weeks 1-5	
Oct 24 Week 7	Racism, Ageism, & Weight Stigma PROPOSAL IDEA DUE IN CLASS	Correll, Park, Judd, & Wittenbrink, 2002 Major et al., 2014	
Oct 31 Week 8	Sexism, Heterosexism & Intersecting Identities	Glick et al., 2000 Johnson, Freeman, & Pauker, 2012	Thought Paper #3,
Nov 7	FALL BREAK – NO CLASS		
Nov 14 Week 9	Experiencing Prejudice	Major et al., 2003 Steele & Aronson, 1995	Thought Paper #4,

Nov 21 Week 10	Improving Intergroup Relations I	Czopp & Monteith, 2003 Todd & Galinsky, 2014 Silverstein, 2013 Page-Gould	
Nov 28 Week 11	Improving Intergroup Relations II PROPOSAL DUE IN CLASS	Richeson & Nussbaum, 2004 Pettigrew & Tropp, 2006 Take the IAT again: Go to https://implicit.harvard.edu/implicit/demo/	Thought Paper #5
Dec 5 Week 12	TERM TEST #2	Covers all material Weeks 7-11	

Note: The drop-date this term is Nov 6th.

Course Readings - References

Week 2:

Crandall, C. S., Eshleman, A., & O'Brien, L. (2002). Social norms and the expression and suppression of prejudice: The struggle for internalization. *Journal of Personality and Social Psychology*, 82(3), 359-378.

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. doi: 0.1007/s11199-015-0455-3

Week 3:

Macrae, C.N., Milne, A.B., & Bodenhausen, G.V. (1994). Stereotypes as energy-saving devices: A peek inside the cognitive toolbox. *Journal of Personality and Social Psychology*, 66, 37-47.

Fiske, S. T., Lin, M., Neuberg, S. L. (1999). The continuum model: Ten years later. Chaiken, Shelly (Ed); Trope, Yaacov (Ed). (1999). *Dual-process theories in social psychology*, (pp. 231-254). New York, NY, US: Guilford Press.

Week 4:

Tajfel, 1970. Experiments in Intergroup Discrimination, *Scientific American*, 223, 96 – 102. (<http://www.lucls.lu.se/wp-content/uploads/2015/02/tajfel-experiments-in-intergroup-discrimination-1970.pdf>)

Cottrell, C.A. & Neuberg, S.L. (2005). Different emotional reactions to different groups: A sociofunctional threat-based approach to "prejudice". *Journal of Personality and Social Psychology*, 88(5), 770-789.

Week 5:

Penner, L. A., Dovidio, J. F., West, T. V., Gaertner, S. L., Albrecht, T. L., Dailey, R. K., & Markova, T. (2010). Aversive racism and medical interactions with Black patients: A field study. *Journal of Experimental Social Psychology*, 46, 436-440.

Rudman, L. A. & Ashmore, R. D. (2007). Discrimination and the implicit association test. *Group Processes and Intergroup Relations*, 10(3), 359-372.

Week 6: No readings, Test 1**Week 7:**

Correll, J., Park, B., Judd, C. M., & Wittenbrink, B. (2002). The police officer's dilemma: using ethnicity to disambiguate potentially threatening individuals. *Journal of Personality and Social Psychology*, 83(6), 1314-1329.

Major, B., Hunger, J. M., Bunyan, D. P., & Miller, C. T. (2014). The ironic effects of weight stigma. *Journal of Experimental Social Psychology*, 51, 74-80.

Week 8:

Glick, P., Fiske, S. T., Mladinic, A., Saiz, J. L. Abrams, D., Masser, B.,...Lopez, W. L. (2000). Beyond prejudice as simple antipathy: Hostile and benevolent sexism across cultures. *Journal of Personality and Social Psychology*, 79(5), 763-775.

Johnson, K. L., Freeman, J.B., Pauker, K. (2012). Race is gendered: How covarying phenotypes and stereotypes bias sex categorization. *Journal of Personality and Social Psychology*, 102, 116-131.

Week 9:

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, 220-231.

Steele, C. M. & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Attitudes and Social Cognition*, 69(5), 797-811.

Week 10:

Czopp, A. M., & Monteith, M. J. (2003). Confronting prejudice (literally): Reactions to confrontations of racial and gender bias. *Personality and Social Psychology Bulletin*, 29, 532-544.

Todd, A. R. & Galinsky, A. D. (2014). Perspective-taking as a strategy for improving intergroup relations: Evidence, mechanisms, and qualifications. *Social and Personality Psychology Compass*, 8/7, 374-387.

Two short articles about the physiological effects of racism on targets of prejudice and racists:

Silverstein, J. (2013) How racism is bad for our bodies. *The Atlantic*. (Posted on BB).

Page-Gould, L. The unhealthy racist. (Posted on BB).

Week 11:

Richeson, J. A. & Nussbaum, R. J. (2004). The impact of multiculturalism versus color-blindness on racial bias. *Journal of Experimental Social Psychology*, 40, 417-423.

Pettigrew, T. F. & Tropp, L. R. (2006). A meta-analytic test of the contact theory. *Journal of Personality and Social Psychology*, 90(5), 751-783.

Week 12: No readings, Test 2