

PSYC 442		Intergroup Relations		Fall 2019	
Instructor:	Dr. Cara MacInnis	Lecture Location:	TBA		
Phone:	403-220-4968	Lecture Days/Time:	MoWeFr 1:00PM - 1:50PM		
Email:	cara.macinnis@ucalgary.ca	TAs:	TBA		
Office:	AD 237A	TA emails:	TBA		
Office Hours:	By appointment				

Course Description

An in-depth exploration of intergroup relations from a social psychological perspective. Theory and research about the processes involved in stereotyping, prejudice, and discrimination. Students will learn about empirical research in the field of intergroup relations and will emerge from the course with an understanding of stereotyping, prejudice, and discrimination theory and research.

Course Learning Outcomes

The Department of Psychology is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate (see psyc.ucalgary.ca/undergraduate/program-learning-outcomes), and the expected level of achievement.

Course Learning Outcomes	Assessment Methods	PLO(s)	Level(s)
Evaluate and reflect on journal articles relating to prejudice	Discussion questions; Discussion questions participation	1, 2, 4	C
Apply theory and research on prejudice to one's own everyday experiences	Discussion questions; Discussion questions participation	1, 2, 4, 7	C
Describe how social psychological theory and methods have been employed to analyze and address issues related to prejudice	Midterm; Final exam	1	C
Describe major theories of and key empirical studies on prejudice, prejudice reduction, and related issues	Midterm; Final exam; Poster	1	A
Apply theory and research on prejudice to specific problems or situations	Midterm; Final exam; Poster	7	A
Develop an executable empirical investigation exploring how to reduce prejudice (research proposal)	Poster	1, 2, 3, 4, 7	A
Prepare and deliver an academic poster presentation	Poster	1, 2, 4	A
Assess 3 peers' research proposals	Poster peer grading	1, 4	C

Notes. PLOs = Program-Learning Outcomes: 1 = demonstrate knowledge of psychological sciences, 2 = think critically and solve problems, 3 = conduct research and analyze data, 4 = communicate effectively, 5 = demonstrate information literacy, 6 = understand and implement ethical principles, 7 = apply psychological knowledge and skills. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

Prerequisites

Psychology 312 (Experimental Design and Quantitative Methods for Psychology) or 300 and 301 (Research Methods and Data Analysis in Psychology I and II), 345 (Social Psychology), and admission to the Psychology major or Honours program.

Recommended Text

Whitley, B.E., Jr., & Kite, M.E. (2016). *The Psychology of Prejudice and Discrimination* (3rd edn). New York, NY: Routledge. (Available in bookstore)

Article readings

See course schedule for other weekly readings, which will be available on the D2L course site or online through the library. All of these readings are mandatory.

Assessment Methods

Component	Date	Weight
Discussion questions	Weekly	5%
Discussion participation	Weekly	10%
Midterm test	October 16	30%
Poster project	Nov 25, Nov 27, Nov 29, Dec 2, or Dec 4	25%
Final Exam	November 22	30%

Course structure: Each week, 2 classes will be dedicated to lecture and 1 class will involve discussion. Lecture topics are listed on the course schedule. The discussion component of the course will (aside from the first week) focus on a specific type of prejudice and each week discussion will center on one article. The article is meant as a starting point for discussion but going beyond the article in discussion is fine, so long as the focus remains on the particular type of prejudice. Students are to read the article before coming to class and prepare at least one discussion question related to the article. Students will discuss these questions in small groups and hand in their questions at the end of class for evaluation. A discussion with the entire class will take place following small group discussions.

Discussion questions: For each discussion, you are to bring at least one question related to the article that is likely to generate discussion. When you get into your small group for discussion you will lead the discussion of your question. You will submit your discussion question on D2L at the beginning of class (**it must be submitted by 1pm to be considered on time**) for evaluation. A good discussion question is one that does not have a simple answer and generates lively discussion. Discussion questions will be evaluated for evidence of understanding the article, critical thinking, creativity, and likelihood to generate discussion. Sometimes, a good way to think of a discussion question is to focus on things that surprised you or confused you about the paper. For the first week (and ONLY the first week), you are welcome to email to ask for feedback on your discussion question(s). It may be advantageous to you to think of more than one discussion question. Not only will this aid your understanding of the paper, but within groups each group member's passed in discussion question must be unique. To minimize the chance of repeats within a group, it may be a good idea to think of more than one discussion question.

Discussion participation: In class discussions you will have the opportunity to both express your opinion and learn your classmates' opinions on topics and readings. This provides an interactive component of the course that is meant to be engaging for students. It is to your benefit to participate in discussions. You will be observed and evaluated on your discussion participation each week. Evaluation will be based on

quantity of participation, quality of participation, and demonstration of listening to others' participation. Quantity matters (i.e., it is impossible to get a good participation grade without participating!) but quality matters more (i.e., making one well-thought out comment demonstrating critical thinking and consideration of the material under discussion is better than making a large quantity of superficial or off-topic comments). Good listening involves not interrupting others' comments and building on others' comments. Excellent participation involves participating at every opportunity (quantity), making insightful comments that reflect knowledge of the material and that are relevant (quality), and listening attentively (listening). **During discussions please be respectful in language and tone, and be respectful of opinions that may be different from your own.**

If a student misses a discussion class for a reason approved by the instructor a discussion question can be submitted for evaluation within one week of the missed class and participation for that day will be pro-rated. If instructor permission is not obtained a mark of 0 will be given for the discussion question and participation that week.

Midterm: The midterm will consist of short answer questions only. It will cover all material covered before the midterm. It will include material from lecture and discussion article readings. No personal electronic devices (e.g., iPads, cell phones), notes, or books are allowed during the midterm.

Final test: The final exam will consist of short answer questions only. It will cover all material covered after the midterm. It will include material from lecture and discussion article readings. No personal electronic devices (e.g., iPads, cell phones), notes, or books are allowed during the midterm.

There is no registrar scheduled final exam in this course.

Poster assignment: You will develop a research proposal and present it in digital poster format during the last weeks of class (see schedule for potential dates, your date will be scheduled early in the term). Both poster content as well as the ability to discuss poster contents and answer questions will be assessed. Posters are to be submitted to the D2L dropbox at the end of class on the day you present. If you miss class but submit your poster (due by the end of class) you will receive a 0 for the presentation component of the assignment; only the poster content will be assessed. If you miss class and do not submit your poster by the end of class you will receive a 0 for the assignment. Late assignments will not be accepted without approved documentation. See below for more details on this assignment.

Department of Psychology Criteria for Letter Grades

Psychology professors use the following criteria when assigning letter grades:

A+ grade: *Exceptional Performance.* An A+ grade indicates near perfect performance on multiple choice and short answer exams. For research papers/essays/course projects/presentations, an A+ grade is awarded for exceptional work deserving of special recognition and is therefore not a common grade.

A, A- Range: *Excellent Performance.* Superior understanding of course material. Written work is very strong in terms of critical and original thinking, content, organization, and the expression of ideas, and demonstrates student's thorough knowledge of subject matter.

B Range: *Good Performance*. Above average understanding of course material. Written work shows evidence of critical thinking and attention to organization and editing but could be improved in form and/or content.

C Range: *Satisfactory Performance*. Adequate understanding of course material. Knowledge of basic concepts and terminology is demonstrated. Written work is satisfactory and meets essential requirements but could be improved significantly in form and content. Note: All prerequisites for courses offered by the Faculty of Arts must be met with a minimum grade of C-.

D range: *Marginally meets standards*. Minimal understanding of subject matter. Written work is marginally acceptable and meets basic requirements but requires substantial improvements in form and content. Student has not mastered course material at a level sufficient for advancement into more senior courses in the same or related subjects.

F grade: *Course standards not met*. Inadequate understanding of subject matter. Written work does not meet basic requirements. Student has not demonstrated knowledge of course material at a level sufficient for course credit.

Grading Scale

A+	96-100%	B+	80-84%	C+	67-71%	D+	54-58%
A	90-95%	B	76-79%	C	63-66%	D	50-53%
A-	85-89%	B-	72-75%	C-	59-62%	F	0-49%

As stated in the University Calendar, it is at the instructor's discretion to round off either upward or downward to determine a final grade when the average of term work and final examinations is between two letter grades.

To determine final letter grades, final percentage grades will be rounded up or down to the nearest whole percentage (e.g., 89.5% will be rounded up to 90% = A but 89.4% will be rounded down to 89% = A-).

Tentative Lecture Schedule

Date	Lecture/ Discussion Topic	Reading
F Sep 6	University Lectures begin	
F Sep 6	Introduction	Chapters 1 and 2 (rec)
M Sep 9	Introduction /Responding to prejudice exercise	Chapters 1 and 2 (rec)
W Sep 11	Stereotypes	Chapters 3 and 4 (rec)
R Sep 12	Last day to drop a class without a penalty	
F Sep 13	Last day to add or swap a course	
F Sep 13	Stereotypes	Chapters 3 and 4 (rec)
M Sep 16	Discussion: Racism	Morrison et al., 2008 (req)
W Sep 18	Emotions and Prejudice	Chapter 6 pages 239-253 (rec)
F Sep 20	Fee payment deadline for Fall Term full and half courses	

F Sep 20	Emotions and Prejudice	Chapter 6 pages 239-253 (rec)
M Sep 23	Discussion: Sexism	Logel et al., 2009 (req)
W Sep 25	Old-fashioned and modern prejudice	Chapter 5 (rec)
F Sep 27	Old-fashioned and modern prejudice	Chapter 5 (rec)
M Sep 30	Discussion: Ageism	Nelson, 2005 (req)
W Oct 2	Implicit and Explicit prejudice	
F Oct 4	Implicit and Explicit prejudice	
M Oct 7	Discussion: Sexual minority prejudice	Patev et al., 2019 (req)
W Oct 9	Individual differences and prejudice	Chapter 6 (rec)
F Oct 11	Individual differences and prejudice + Discussion: Islamophobia	Chapter 6 (rec) + Bruneau et al., 2018 (req)
M Oct 14	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
W Oct 16	MIDTERM TEST	
F Oct 18	The development of prejudice	Chapter 7 (rec)
M Oct 21	The development of prejudice	Chapter 7 (rec)
W Oct 23	Discussion: Prejudice against animals and dehumanization	Plous, 2003 (req)
F Oct 25	The social context of prejudice	Chapter 8 (rec)
M Oct 28	The social context of prejudice	Chapter 8 (rec)
W Oct 30	Discussion: Weight bias	Puhl & Heuer, 2009 (req) plus excerpt from Crandall 1994 (req)
F Nov 1	Discrimination/ Being a Target of Prejudice	Chapters 9 and 10 (rec)
M Nov 4	Discrimination/ Being a Target of Prejudice	Chapters 9 and 10 (rec)
W Nov 6	Discussion: Prejudice against atheists	Gervais et al., 2011 (req)
F Nov 8	Reducing prejudice	Chapter 13 (rec)
Nov 10-16	Term Break No Classes	
M Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
M Nov 18	Reducing prejudice + Discussion: Singlism	Morris et al., 2007 (req)
W Nov 20	Test Review	
F Nov 22	FINAL TEST	
M Nov 25	Poster presentations	
W Nov 27	Poster presentations	
F Nov 29	Poster presentations	
M Dec 2	Poster presentations	
W Dec 4	Poster presentations	
F Dec 6	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	
Dec 9-19	Fall Final Exam Period	

Rec = recommended; Req = Required

Reappraisal of Graded Term Work <http://www.ucalgary.ca/pubs/calendar/current/i-2.html>

A student who feels that a piece of graded term work (term paper, essay, test, etc.) has been unfairly graded, may have the work reappraised as follows. The student shall discuss the work with the instructor **within ten business days** of being notified about the mark or of the item's return to the class.

If not satisfied, the student shall take the matter to the head of the department offering the course **within 2 business days of receiving the decision from the instructor**, who will arrange for a reappraisal of the work **within the next ten business days**. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected. Students in faculties without a departmental structure should take the matter to the dean, or designate, of the faculty offering the course. The result of that reappraisal will be given to the student in writing along with information about appealing the reappraisal.

The reappraisal of graded term work may cause the grade to be raised, lowered or to remain the same. There is no limit to the number of pieces of graded work that a student may request be reappraised, however a single piece of work may only be reappraised once.

Reappraisal of Final Grade <http://www.ucalgary.ca/pubs/calendar/current/i-3.html>

In the reappraisal of a final grade, the only element that will be considered is the grading of the final assessment that makes up the final mark (e.g., final examination, final project, final paper). An exception may occur when the Instructor of Record evaluates a piece of graded term work at the end of the term; that grade may also be considered in a reappraisal of final grade.

A student seeking a reappraisal of a final grade should first attempt to review the final assessment with the department or faculty offering the course. After which, the student shall obtain a Reappraisal of Final Grade form from ucalgary.ca/registrar (under Student Forms). The student must indicate exactly what error was made in marking the final assessment and/or in computing the final grade. The reappraisal will only be considered if the student provides a detailed rationale that outlines where and for what reason an error is suspected.

Students requesting a reappraisal of a final grade must submit their request by the following dates:

Fall Term – March 1

Winter Term – June 30

Spring Intersession – August 15

Summer Term – October 15

Supplemental Examinations: 30 calendar days from the date the examination was written

For information relating to Law, Veterinary Medicine and the Cumming School of Medicine (MD) courses, please refer to the faculty section.

The reappraisal form shall be submitted to Enrolment Services who will forward it to the department head or dean of the faculty offering the course. Reappraisals of final grades are dealt with by the head of the academic unit in consultation with members of academic staff. Normally, the department/faculty will respond to a reappraisal request within thirty calendar days of its initiation. After the reappraisal is completed, the department shall return the form to the Registrar's Office who shall inform the student in writing of the decision.

Students should be aware that the grade being reappraised may be raised, lowered or remain the same. A student may request a reappraisal of final for a maximum of two courses in one academic year (September 1 – August 31).

Plagiarism and Other Academic Misconduct

Intellectual honesty is the cornerstone of the development and acquisition of knowledge and requires that the contribution of others be acknowledged. Consequently, plagiarism or cheating on any assignment is regarded as an extremely serious academic offense. Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Students should examine sections of the University Calendar that present a Statement of Intellectual honesty and definitions and penalties associated with Plagiarism/Cheating/Other Academic Misconduct.

Academic Accommodations

The student accommodation policy can be found at: ucalgary.ca/access/accommodations/policy. Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities ucalgary.ca/policies/files/policies/student-accommodation-policy. Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor.

Seating During Exams

Instructors and exam invigilators are free to ask students to move seats before an exam begins or even during an exam. Students must comply with this request and refusal to do so may warrant a charge of academic misconduct.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. A student may be asked to provide supporting documentation for an exemption/special request for a make-up exam <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>. . Students who miss a test/exam have up to **48 hours** to contact the instructor to ask for a makeup test/exam. It's the instructor's discretion if they will allow a make-up exam. **Students who do not schedule a makeup test/exam with the instructor within this 48-hour period forfeit the right to a makeup test/exam.** At the instructor's discretion, a makeup test/exam may differ significantly (in form and/or content) from a regularly scheduled test/exam. Once approved by the instructor a makeup test/exam must be written within 2 weeks of the missed test/exam during exam make-up hours provided by the department <http://psychology.ucalgary.ca/undergraduate/exam-and-course-information#mues>.

If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>.

Travel During Exams

Consistent with University regulations, students are expected to be available to write scheduled exams at any time during the official December and April examination periods. Requests to write a make-up exam because of conflicting travel plans (e.g., flight bookings) will NOT be considered by the

department. Students are advised to wait until the final examination schedule is posted before making any travel arrangements. If a student cannot write their final exam on the date assigned by the Registrar's Office, they need to apply for a deferred exam <https://www.ucalgary.ca/registrar/exams/deferred-exams>. Students with an exceptional extenuating circumstance (e.g., a family emergency) should contact the Department of Psychology (psyugrd@ucalgary.ca).

Freedom of Information and Protection of Privacy (FOIP) Act

The FOIP legislation disallows the practice of having student's retrieve tests and assignments from a public place. Therefore, tests and assignments may be returned to students during class/lab, or during office hours, or will be made available only for viewing during exam review sessions scheduled by the Department. Tests and assignments will be shredded after one year. Instructors should take care to not link students' names with their grades, UCIDs, or other FOIP-sensitive information.

Acknowledgments and Respect for Diversity

Our classrooms view diversity of identity as a strength and resource. Your experiences and different perspectives are encouraged and add to a rich learning environment that fosters critical thought through respectful discussion and inclusion. The Department of Psychology would also like to acknowledge the traditional territories of the people of the Treaty 7 region in southern Alberta. The City of Calgary is also home to Métis Nation of Alberta, Region III.

Wellness and Mental Health Resources

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

Extra Research Participation Course Credit is Not Offered for this Course.

Evacuation Assembly Point

In case of an emergency evacuation during class, students must gather at the designated assembly point nearest to the classroom. The list of assembly points is found at <http://www.ucalgary.ca/emergencyplan/assemblypoints>
Please check this website and note the nearest assembly point for this course.

Student Organizations

Psychology students may wish to join the Psychology Undergraduate Students' Association (PSYCHS). They are located in Administration 130 and may be contacted at 403-220-5567.

Student Union VP Academic: Phone: 403-220-3911 suvpaca@ucalgary.ca

Student Union Faculty Rep.:

arts1@su.ucalgary.ca

Student Ombudsman's Office

The Office of the Student Ombudsmen provides independent, impartial and confidential support for students who require assistance and advice in addressing issues and concerns related to their academic careers. The office can be reached at 403-220-6420 or ombuds@ucalgary.ca (<http://www.ucalgary.ca/provost/students/ombuds>)

Safewalk

The safewalk program provides volunteers to walk students safely to their destination anywhere on campus. This service is free and available 24 hrs/day, 365 days a year.

Call 403-220-5333.

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund is Thursday, September 12, 2019.** Last day add/swap a course is **Friday, September 13, 2019.** The last day to withdraw from this course is **Friday, December 6, 2019.**

POSTER ASSIGNMENT

On Nov 25, Nov 27, Nov 29, Dec 2, and Dec 4 there will be no lecture/ discussion. Instead, during class time, students will display digital posters that they have created and give a 5 minute presentation of their poster. Often, academic and other types of conferences involve poster presentations. Thus, both presenting and viewing others' posters is great practice for the "real world" as well as a chance to apply and discuss ideas from the course.

Poster topic and content: Each poster will have the same topic: *Reducing prejudice and improving intergroup relations*. You will want to choose (a) a specific type of prejudice you want to reduce (e.g., racism, sexism, homophobia, ageism, Islamophobia, prejudice toward immigrants, prejudice toward the disabled, prejudice toward single mothers, etc.), (b) who you want to target (e.g., Canadians in general, students, police officers, doctors, teachers, politicians, children, parents), (c) a specific context (e.g., universities, workplace, the government, high-conflict areas [e.g., Northern Ireland], schools). The more specific the better. If you are unsure about your ideas regarding prejudice type, target, and/or context, you may ask the professor or TAs, but this is not necessary. You must provide evidence that this type of prejudice exists and that it is a problem, and a reason for choosing your specific target and context. Then, you will want to come up with a way of reducing this type of prejudice in this specific context based on theory and research. You must include a description of the intervention, a means to evaluate the intervention, and expected results of the intervention. Be sure to provide references where necessary. A reference list (in APA format) may be included on the poster or as a separate page.

Poster format: Posters should be made using presentation software (e.g., Powerpoint) but will only involve one slide and no animation. Please put a lot of effort into creating an attractive and professional poster, but note that content is what is most important.

Poster grading: Posters are to be worked on individually (not in teams). Grades will be assessed by the professor and TAs, based on the ability to discuss poster contents and answer questions (40% of mark) as well as on the contents of the poster itself (50% of mark). Students should prepare a 5 minute oral

“walk-through” of their poster to give to the class. The professor /TA / students will then ask the presenter questions. Posters will be submitted on D2L at the end of the session.

Peer grading: 10% of your poster mark will be based on peer grading. Each student audience member will evaluate the student presenters with a provided rubric (either on paper or on D2L). These rubrics are to be submitted by the end of class. The average of the peer grades will be computed and will make up 5% of your poster grade. Note that if there are large discrepancies between these grades or large discrepancies between these grades and the professor/TAs evaluations, the professor will reassess. Participating in peer grading will also make up 5% of your poster grade. You will be evaluated based on completeness (i.e., grading all posters), and appropriate/ well-reasoned grading.

Poster tips: The best posters will be well-organized and flow logically. Sub-headings may be helpful.

If a student misses class the day they are to present their poster for a reason that is approved by the instructor a time will be scheduled outside of class for the student to present the poster to the instructor and/or TA. Because peer grading will not be possible in this case, presentation will count for 50% instead of 40% of one’s mark. If a student misses poster day without documentation they will receive a grade of 0 for the poster.