

PSYC 442	Intergroup Relations	Fall 2020
Instructor:	Dr. Cara MacInnis	Lecture Location: Online/Zoom
Phone:	403-220-4968	Lecture Days/Time: MWF 1-1:50pm
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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 <https://live-arts.ucalgary.ca/psychology/about#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, 8	C
Apply theory and research on prejudice to one's own everyday experiences	Discussion questions; Discussion questions participation; Paper	1, 2, 4, 7, 8	C
Describe how social psychological theory and methods have been employed to analyze and address issues related to prejudice	Midterm; Final exam	1, 4	C
Describe major theories of and key empirical studies on prejudice, prejudice reduction, and related issues	Midterm; Final exam; Paper	1, 4	A
Apply theory and research on prejudice to specific problems or situations	Midterm; Final exam; Paper	7, 8	A
Analyze a real life experience responding to prejudice and tie the experience to the research/ theoretical literature	Paper	1, 2, 4, 7, 8	A
Prepare an academic paper	Paper	1, 2, 4	A

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 in a diverse world, 7 = apply psychological knowledge and skills, 8 = Demonstrate multicultural competence and awareness of issues related to equity, diversity,* and inclusion. Level of PLO achievement facilitated by this course: I = introductory, C = competency, A = advanced.

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.

Course Format

Lectures will be taught live via Zoom during each scheduled class as per the course schedule below and will be recorded and posted to D2L after class.

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). This book is not mandatory but recommended.

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 (by 1pm), see schedule	5%
Discussion participation	Weekly (in class), see schedule	10%
Paper	November 24 th , 2021 (by midnight)	25%
Test 1	October 4 th , 2021	25%
Test 2	November 5 th , 2021	25%
Test 3	December 8 th , 2021	10%

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 typically (see schedule for exceptions) focus on a specific type of prejudice and each week discussion will center on one or two articles. These articles are 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 submit 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 on discussion day 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.

Tests: Tests will consist of short answer and essay questions. They will cover all material covered prior to the test but after the previous test (**i.e., they will not be cumulative**). Tests will include material from lecture and discussion article readings. Tests will be designed to take 50 minutes but you will also have additional time to account for technological issues for a total of 75 minutes. You will have a 24-hour period to start the test (and once you start you will have 75 minutes to complete it).

Tests in this course are open book. For this course, an open book exam means that the use of class notes and the textbook is permitted. The use of online resources and calculators is prohibited. Students may not communicate with others about course material or the exam either in person or electronically during exams.

Paper: In the first few classes, we will talk about responding to prejudice, including learning about empirically supported approaches to responding to prejudice. For your paper assignment, you will be asked to a) put this knowledge into practice, by responding to a prejudiced comment or situation you come across in your life, and b) write about your experience. Details of this assignment are posted on D2L. Late papers will not be accepted without instructor approval.

University of Calgary Academic Integrity Policy

Academic integrity is the foundation of the development and acquisition of knowledge and is based on values of honesty, trust, responsibility, and respect. We expect members of our community to act with integrity.

Research integrity, ethics, and principles of conduct are key to academic integrity. Members of our campus community are required to abide by our institutional code of conduct and promote academic integrity in upholding the University of Calgary's reputation of excellence. It is your responsibility to ensure that you have read and are familiar with the student academic misconduct policy: <https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>.

Department of Psychology Criteria for Letter Grades

Psychology course instructors 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%

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
W Sep 8	University Lectures begin.	
W Sep 8	Introduction	Chapters 1 and 2 (rec)
F Sep 10	Introduction/ Responding to Prejudice exercise	Chapters 1 and 2 (rec)
M Sep 13	Responding to prejudice/ Stereotypes	Chapters 3 and 4 (rec)
W Sep 15	Stereotypes	Chapters 3 and 4 (rec)
R Sep 16	Last day to drop a class without a penalty	
F Sep 17	Last day to add or swap a course	
F Sep 17	Discussion: Racism	Caouette & Taylor, 2015 (req)
M Sep 20	Emotions and Prejudice	Chapter 6 pages 239-253 (rec)
W Sep 22	Emotions and Prejudice	Chapter 6 pages 239-253 (rec)
F Sep 24	Fee payment deadline for Fall Term full and half courses.	
F Sep 24	Discussion: Ageism	Nelson, 2005; Ayalon et al., 2020
M Sep 27	Old-fashioned and modern prejudice	Chapter 5 (rec)
W Sep 29	Old-fashioned and modern prejudice	Chapter 5 (rec)
F Oct 1	Discussion: Sexism	Huang et al., 2020 (req)
M Oct 4	TEST #1	
W Oct 6	Implicit and Explicit prejudice	none
F Oct 8	Implicit and Explicit prejudice	none
M Oct 11	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
W Oct 13	Discussion: LGBTQA+ prejudice	Morrison et al., 2019
F Oct 15	Individual differences and prejudice	Chapter 6 (rec)
M Oct 18	Individual differences and prejudice	Chapter 6 (rec)
W Oct 20	Discussion: Prejudice against animals and dehumanization	Plous, 2003
F Oct 22	The development of prejudice	Chapter 7 (rec)
M Oct 25	The development of prejudice	Chapter 7 (rec)
W Oct 27	Discussion: Islamophobia	Bruneau et al., 2018
F Oct 29	The social context of prejudice	Chapter 8 (rec)
M Nov 1	The social context of prejudice	Chapter 8 (rec)
W Nov 3	Discussion: Weight bias	Puhl & Heuer, 2009 (req) plus excerpt from Crandall 1994 (req)
F Nov 5	TEST #2	

Nov 7-13	Term Break No Classes	
R Nov 11	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.	
M Nov 15	Discrimination	Chapter 9 (rec)
W Nov 17	Discrimination	Chapter 9 (rec)
F Nov 19	Discussion: Intersectionality	Rosette & Livingston, 2012
M Nov 22	Being a Target of Prejudice	Chapter 10 (rec)
W Nov 24	Being a Target of Prejudice	Chapter 10 (rec)
W Nov 24	PAPERS DUE	
F Nov 26	Discussion: Singlism	Morris et al., 2007 (req)
M Nov 29	Reducing Prejudice	Chapter 13 (rec)
W Dec 1	Reducing Prejudice	Chapter 13 (rec)
F Dec 3	Discussion: Your paper	Your paper
M Dec 6	Test Review	
W Dec 8	TEST #3	
R Dec 9	Fall Term Lectures End. Last day to withdraw with permission from Fall Term half courses.	
Dec 13-22	Fall Final Exam Period	

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

Supporting Documentation

Students may be asked to provide supporting documentation for an exemption/special request. This may include, but is not limited to, a prolonged absence from a course where participation is required, a missed course assessment, a deferred examination, or an appeal. Students are encouraged to submit documentation that will support their situation. Supporting documentation may be dependent on the reason noted in their personal statement/explanation provided to explain their situation. This could be medical certificate/documentation, references, police reports, invitation letter, or a statutory declaration, etc. The decision to provide supporting documentation that best suits the situation is at the discretion of the student. Students cannot be required to provide specific supporting documentation, such as a medical note.

Students can make a Statutory Declaration as their supporting documentation (available at ucalgary.ca/registrar). This requires students to make a declaration in the presence of a Commissioner for Oaths. It demonstrates the importance of honest and accurate information provided and is a legally binding declaration. Several registered Commissioners for Oaths are available to students at no charge, on campus, please see ucalgary.ca/registrar.

Falsification of any supporting documentation will be taken very seriously and may result in disciplinary action through the Academic Discipline regulations or the Student Non-Academic Misconduct policy.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without the approval of the instructor. 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 on a day/time scheduled by the instructor. 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).

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

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

Academic Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/accommodation-students-disabilities-procedure>.

Academic Misconduct

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Instructor Intellectual Property

Course materials created by professor(s) (including course outlines, presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom OF Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary

Student Support and Resources

<https://www.ucalgary.ca/registrar/registration/course-outlines>

Important Dates

The last day to drop this course with no "W" notation and **still receive a tuition fee refund** is **Thursday, September 16, 2021**. Last day add/swap a course is **Friday, September 17, 2021**. The last day to withdraw from this course is **Thursday, December 9, 2021**.

<https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html>