

PSYC 442		Intergroup Relations		Fall 2017	
Instructor:	Dr. Cara MacInnis	Lecture Location:	PF 110		
Phone:	403-220-4968	Lecture Days/Time:	TuTh 12:30 – 1:45		
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Course Description and Goals

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), 345 (Social Psychology), and admission to the Psychology major or Honours program.

Required Text

Whitley, B.E., Jr., & Kite, M.E. (2010). *The Psychology of Prejudice and Discrimination* (2nd edn). Belmont, CA: Wadsworth. (Available in bookstore)

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

Assessment Methods

Component	Date	Weight
Discussion questions	Weekly on Thursdays (except Sept.14 and Dec.7)	5%
Discussion participation	Weekly on Thursdays (except Sept.14 and Dec.7)	10%
Midterm test	Oct.24	30%
Poster project	Dec. 5 OR Dec. 7	25%
Final Exam	During Dec. exam period	30%

Course structure: Each week, Tuesday classes will be dedicated to lecture. Thursday classes will involve both lecture and 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. 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.

Readings: You are responsible for all assigned material, even if it is not covered or discussed in class.

Discussion questions: For each Thursday 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 pass in your discussion question at the end of class (it can either be typed or hand-written) 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 and can provide documentation (e.g., a completed Physician/Counselor Statement) 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 documentation is not provided a mark of 0 will be given for discussion question and participation that week.

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

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

Poster assignment: You will develop a research proposal and present it in poster format during the last week of class. Both poster content as well as the ability to discuss poster contents and answer questions will be assessed. Posters are to be submitted at the end of class (Dec. 5 or Dec. 7). 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. 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 TOPIC	DISCUSSION TOPIC	READING
M Sept. 11	University Lectures begin.		
T Sept.12	Introduction		Text Chapters 1 and 2
R Sept.14	Introduction	Responding to prejudice	No reading
T Sept.19	Stereotypes		Text Chapters 3 and 4
R Sept.21	Stereotypes	Racism	Wilson et al., 2017
F Sept.22	Last day to drop full courses (Multi-term) and Fall Term half courses. No refunds for full courses (Multi-term) or Fall Term half courses after this date.		
M Sept.25	Last day to add or swap full courses (Multi-term) and Fall Term half courses. Last day for change of registration from audit to credit or credit to audit.		
T Sept.26	Emotions and Prejudice		Text Chapter 5
R Sept.28	Emotions and Prejudice	Ageism	Nelson, 2005
F Sept.29	Fee payment deadline for Fall Term full and half courses.		
T Oct. 3	Old-fashioned and modern prejudice		Text Chapter 6
R Oct.5	Old-fashioned and modern prejudice	Sexism	Swim, Mallett, & Stangor, 2004
M Oct 9	Thanksgiving Day, University closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.		
T Oct.10	Meta-perceptions and prejudice		Frey & Tropp, 2006
R Oct.12	Meta-perceptions and prejudice	Prejudice toward sexual minorities	Cadieux & Chasteen, 2015
T Oct.17	Implicit and Explicit prejudice		
R Oct.19	Implicit and Explicit prejudice	Prejudice against people who are overweight	Crandall, 1994
T Oct.24	Midterm test (covers all material up to and including Oct.19)		
R Oct.26		Prejudice against animals and dehumanization	Plous, 2003

DATE	LECTURE TOPIC	DISCUSSION TOPIC	READING
T Oct.31	Individual differences and prejudice		Text Chapter 7
R Nov. 2	Individual differences and prejudice	Islamophobia	Van der Noll et al., 2017
T Nov.7	The development of prejudice		Text Chapter 8
R Nov.9	The development of prejudice	In Whose Honor Film	None
M Nov 13	Remembrance Day (Observed). University Closed (except Taylor Family Digital Library, Law, Medical, Gallagher and Business Libraries). No lectures.		
T Nov.14	The social context of prejudice		Text Chapter 9
R Nov.16	The social context of prejudice	Prejudice against those with multiple outgroup memberships	Rosette & Livingston, 2012
T Nov.21	Discrimination/ Being a Target of Prejudice		Text Chapter 10 and 11
R Nov.23	Discrimination/ Being a Target of Prejudice	Prejudice against atheists	Gervais, Shariff, & Norenzayan, 2011
T Nov.28	Reducing prejudice and improving intergroup relations		Text Chapter 14
R Nov.30	Reducing prejudice and improving intergroup relations	Singlism	Morris, Sinclair, & DePaulo, 2007
T Dec.5	POSTER DAY 1		
R Dec.7	POSTER DAY 2		
F. Dec.8	Fall term lectures end. Last day to withdraw with permission from Fall Term half courses.		
Dec. 11-21	FINAL EXAM PERIOD		

Reappraisal of Grades

A student who feels that a piece of graded term work (e.g., term paper, essay, test) has been unfairly graded, may have the work re-graded as follows. The student shall discuss the work with the instructor within 15 days of being notified about the mark or of the item's return to the class; no reappraisal of term work is permitted after the 15 days. If not satisfied, the student shall immediately take the matter to the Head of the department offering the course, who will arrange for a reassessment of the work within the next 15 days. The reappraisal of term work may cause the grade to be raised, lowered, or to remain the same. If the student is not satisfied with the decision and wishes to appeal, the student shall address a letter of appeal to the Dean of the faculty offering the course within 15 days of the unfavourable decision. In the letter, the student must clearly and fully state the decision being appealed, the grounds for appeal, and the remedies being sought, along with any special circumstances that warrant an appeal of the reappraisal. The student should include as much written documentation as possible.

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.

Absence From A Test/Exam

Makeup tests/exams are **NOT** an option without an official University medical excuse (see the University Calendar). A completed Physician/Counselor Statement will be required to confirm absence from a test/exam for health reasons; the student will be required to pay any cost associated with this Statement. Students who miss a test/exam have up to 48 hours to contact the instructor and to schedule a makeup test/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. Except in extenuating circumstances (documented by an official University medical excuse), 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 http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

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 http://www.ucalgary.ca/registrar/exams/deferred_final. Under no circumstances will this be accommodated by the department.

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.

Campus Mental Health Strategy

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/>).

Course Credits for Research Participation (Max 2% of final grade)

Students in most psychology courses are eligible to participate in Departmentally approved research and earn credits toward their final grades. **A maximum of two credits (2%) per course, including this course, may be applied to the student's final grade. Students earn 0.5% (0.5 credits) for each full 30 minutes of participation.** The demand for timeslots may exceed the supply in a given term. Thus, students are not guaranteed that there will be enough studies available to them to meet their credit requirements. Students should seek studies early in the term and should frequently check for open timeslots. Students can create an account and participate in Departmentally approved research studies at <http://ucalgary.sona-systems.com>. The last day to participate in studies and to assign or reassign earned credits to courses is **Dec 8, 2017**.

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 September 22, 2017**. Last day for registration/change of registration is **September 25, 2017**. The last day to withdraw from this course is **December 8, 2017**.

POSTER ASSIGNMENT

On Dec 5th and 7th there will be no lecture/ discussion as per usual. Instead, during class time, students will display posters they have created on the walls in the classroom. During this time, the professor and TA will circulate and ask questions of the presenter (these will largely involve the poster, but can also refer to lecture and readings, particularly as they apply to the poster). Half of the class will present their posters on the 5th, the other half will present their posters on the 7th (this will be determined randomly and posted ahead of time). Ten posters will be displayed at a time, so students who are not presenting that day/ who have already presented/ or who are waiting to present will circulate and view their classmates' posters ([see peer grading section](#)). This is how poster sessions operate at academic and other types of conferences. Thus, both presenting and viewing others' posters is great practice for the "real world" as well as a chance to mingle and chat in a low-stress context 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), (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 TA, 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 can be on bristol board/poster board or printed on one large paper (e.g., using a large format printing service such as Imagine, Staples, etc.). Posters should be no larger than 4' X 6' and no smaller than a standard piece of Bristol board. All text on posters should be printed from a computer (no handwriting) and in an easy to read font. If not using a professional printing service it may be best to print multiple pieces of paper, and then paste/staple them onto this single piece paper/poster board. Please put a lot of effort into creating an attractive and professional poster, but note that content is what is most important. You do not need to spend a lot of money to get a good mark. If you have another idea for the poster format, ask the professor or TA.

Poster grading: Posters are to be worked on individually (not in teams). Grades will be assessed by the professor and TA, based on the ability to discuss poster contents and answer questions (30% of mark) as well as on the contents of the poster itself (60% of mark). For the verbal component, each student will speak to the professor or TA for 5-5.5 minutes. Students should prepare a 3-4 minute oral "walk-through" of their poster to give to the professor/TA. The remaining time will be spent answering questions from the professor/TA. Posters will be submitted to the professor at the end of the session.

Peer grading: 10% of your poster mark will be based on peer grading. Each student will be assigned a list of 3 fellow students whose posters they are to view and assess. You will be provided a rubric and grade each student's poster you have been assigned to. These rubrics are to be submitted by the end of class. The average of the three peer grades will be computed and will make up 5% of your poster grade (e.g., if your peers give you an 8/10, a 9/10, and a 10/10 you will receive a 4.5/5 for this component). 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 you have been assigned to), 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 and can provide documentation (e.g., a completed

Physician/ Counselor Statement) 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 40% instead of 30% of one's mark. If a student misses poster day without documentation they will receive a grade of 0 for the poster.