

University of Waterloo
Department of Psychology
Psychology 355
Intergroup Relations
Fall 2014

Mondays & Wednesdays 10:00-11:20am in Arts Lecture Hall 208

Instructor and T.A. Information

Instructor: Dr. Hilary Bergsieker

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Please include “355” in the subject line of all course-related emails for a faster response. For any questions or requests regarding exam absences or assignments, please email both the teaching assistants and me.

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Course Description

This course reviews social psychological theory and research on intergroup relations—how groups of people and people from different groups interact, as well as when and why diversity can pose challenges or cause conflict. The course examines stereotyping, prejudice, discrimination, and stigma (e.g., racism, sexism, ageism, weight or sexual prejudice) from both majority- and minority-group members’ perspectives. The course discusses implications for promoting intergroup trust, reducing inequality, and resolving real-world conflict.

Course Goals

This course is designed to help you:

- A. Gain an understanding of basic social psychological concepts and theories in intergroup relations
- B. Critically evaluate competing social psychological research methods and theories
- C. Improve your ability to read and critique primary source material
- D. Develop your skill in critiquing and creating research design
- E. See connections between intergroup relations and yourself, your relationships, and your social world
- F. Understand the challenges and opportunities of diversity in schools, workplaces, and communities

Required Reading

- Jones, J. M., Dovidio, J. F., & Vietze, D. L. (2014). *The psychology of diversity: Beyond prejudice and racism*.
- Book chapters and journal articles posted on LEARN (see Course Outline):
 - Aboud, F. E., Mendelson, M. J., & Purdy, K. T. (2003). Cross-race peer relations and friendship quality. *International Journal of Behavioral Development*, 27, 165-173.
 - Fleras, A. (2012). *Unequal relations: An introduction to race, ethnic, and aboriginal dynamics in Canada* (7th ed.). Toronto, ON: Pearson. (Excerpt: pp. 47-75.)
 - Jost, J.T., & Hunyady, O. (2005). Antecedents and consequences of system-justifying ideologies. *Current Directions in Psychological Science*, 14, 260-265.

- Kawakami, K., Dunn, E., Karmali, F., & Dovidio, J. F. (2009). Mispredicting affective and behavioral responses to racism. *Science*, 323, 276-278.
- Mendoza-Denton, R., & Page-Gould, E. (2008). Can cross-group friendships influence minority students' well-being at historically white universities? *Psychological Science*, 19, 933-939.
- Prentice, D. A., & Miller, D. T. (2006). Essentializing the differences between women and men. *Psychological Science*, 17, 129-135.
- Richeson, J. A., & Shelton, J. N. (2007). Negotiating interracial interactions: Costs, consequences, and possibilities. *Current Directions in Psychological Science*, 16, 316-320.
- Saguy, T., Tausch, N., Dovidio, J. F., & Pratto, F. (2009). The irony of harmony: Intergroup contact can produce false expectations for equality. *Psychological Science*, 20, 114-121.
- Shnabel, N., Nadler, A., Ullrich, J., Dovidio, J. F., & Carmi, D. (2009). Promoting reconciliation through the satisfaction of the emotional needs of victimized and perpetrating group members: The needs-based model of reconciliation. *Personality and Social Psychology Bulletin*, 35, 1021-1030.
- Singletary, S. L., & Hebl, M. R. (2009). Compensatory strategies for reducing interpersonal discrimination: The effectiveness of acknowledgments, increased positivity, and individuating information. *Journal of Applied Psychology*, 94, 797-805.
- Taylor, D. M., Wright, S. C., Moghaddam, F. M., & Lalonde, R. N. (1990). The personal/group discrimination discrepancy: Perceiving my group, but not myself, to be a target for discrimination. *Personality and Social Psychology Bulletin*, 16, 254-262.
- Van Bavel, J. J., Packer, D. J., & Cunningham, W. A. (2008). The neural substrates of in-group bias a functional magnetic resonance imaging investigation. *Psychological Science*, 19, 1131-1139.
- Vorauer, J. D., Gagnon, A., & Sasaki, S. J. (2009). Salient intergroup ideology and intergroup interaction. *Psychological Science*, 20, 838-845.

Course Website (LEARN) and Email

Lecture slides, course dates, and announcements will be posted on LEARN (<https://learn.uwaterloo.ca>). Full lecture slides will only be posted *after* each lecture. Any changes to the schedule of lectures and assigned readings will be posted on LEARN. It is your responsibility to check LEARN and your official university email address regularly for course updates. See the University email policy: <https://uwaterloo.ca/information-systems-technology/about/policies-standards-and-guidelines/email/statement-official-student-email-address>

Course Requirements and Assessment

Assessment	Dates	Weighting
Midterm tests	Sep. 29 and Nov. 3	40%
Final exam	In final exam period (Dec. 4-19)	30%
Application papers 1 & 2	Due Nov. 14	6%
Application papers 3 & 4	Due Nov. 21	6%
Research proposal	Due Nov. 28	13%
Class participation	Sep. 8-Dec. 1	5%
Research participation (bonus marks)	Sep. 8-Dec. 1	(3%)
Total		100%

Graded tests for this course will be stored for a maximum of 16 months after final grades have been submitted to the Registrar and then will be destroyed in compliance with UW's confidential shredding procedures.

Midterm tests (40%)

Your lower midterm will count 15% and your higher midterm will count 25% toward your final mark. With this weighting, if you do well on the first midterm it takes some pressure off the next one, and if you don't do as well as you would have liked you get a chance to "redeem yourself" on the next midterm. Midterm tests will include multiple-choice and short-answer questions on material from lectures and assigned readings.

Final exam (30%)

The cumulative final exam will include multiple-choice and short-answer questions covering material from lectures and assigned readings. A review session will be scheduled beforehand. The final exam is not optional.

Applications of Intergroup Relations (12%)

Four brief Application Papers provide an opportunity for you to creatively apply what you are learning in this course to what you encounter out in the world. Two are due on Nov. 14 and two are due on Nov. 21.

Each of the 4 Applications Papers will include a real-life examples of phenomena that you have learned about in this course. At least 3 examples must come from the media (TV, newspapers, magazines, internet) and 1 may come from your own life (it is also okay if all four come from the media). Each example must illustrate a different phenomenon. A few samples will be posted on Learn.

Each Application Paper must include the full citation of the source (or description of personal event) and a brief write-up that includes a description of the psychological phenomenon and how your example illustrates it. Papers should be no longer than 1.5 typed pages of text (double-spaced, 12-pt font, 1 inch margins), plus references. For print media examples, your portfolio must include an electronic copy (e.g., a PDF or scan) of the relevant newspaper, magazine, or internet articles. Other media examples (e.g., movies, television shows) must include complete information about the source and specific reference to the relevant scene(s). When possible, include links to video content available online. It is your responsibility to ensure that your Application Papers and supporting documentation are uploaded together and readable on LEARN.

Research Proposal (13%)

Select a topic that we will cover this term (e.g., implicit prejudice, coping with stigma, intergroup contact), find at least one recent (2010 onwards) empirical paper that is relevant to the issue, and propose a new study that advances the exploration of the issue in some interesting way. Your proposal should be no more than 4 pages of text (double-spaced, 12-pt font, 1 inch margins), plus references. You should spend no more than 2 pages summarizing the general question, the target paper, and any other relevant research. The remainder of your paper will describe your proposed study. Your proposed study description should include clear articulation of how it advances current knowledge, identification of your independent and dependent variables, description of your methods, and predicted results. Your paper should follow APA 6th edition formatting and citation/reference guidelines. Please upload your research proposal to LEARN.

Class participation (5%)

This course encourages students to engage in interactive learning using Top Hat, a classroom response system comparable to clickers, but that allows you to participate in class polls and discussions using your own devices. You can submit responses using a laptop, web-enabled smartphone, tablet, or cell phone with text messaging. On <http://www.tophat.com> you can enrol in this course (code: 609688) and track your participation points. Each student's lowest 5 lecture participation scores will be dropped. If you prefer to buy a Top Hat hardware clicker (instead of software, per the ancillary fees policy), email the instructor by Sep. 15 for more information.

Research participation (3%)

Experiential learning is considered an integral part of the undergraduate program in Psychology. Research participation is one example of this, article review is another. A number of undergraduate courses have been expanded to include opportunities for Psychology students to earn grades while gaining research experience.

Since experiential learning is highly valued in the Department of Psychology, students may earn a **“bonus” grade of up to 3%** in this course through research experience. Coursework will make up 100% of the final mark and a "bonus" of up to 3% may be earned and will be added to the final grade if/as needed.

The two options for earning research experience grades (participation in research and article review) are described below. Students may complete any combination of these options for research experience grades.

Option 1: Participation in Psychology Research

Research participation is coordinated by the Research Experiences Group (REG). Psychology students may volunteer as research participants in lab and/or online (web-based) studies conducted by students and faculty in the Department of Psychology. Participation enables students to learn first-hand about psychology research and related concepts. Many students report that participation in research is both an educational and interesting experience. Please be assured that all Psychology studies have undergone prior ethics review and clearance through the Office of Research Ethics.

Educational focus of participation in research

To maximize the educational benefits of participating in research, students will receive feedback information following their participation in each study detailing the following elements: purpose or objectives of the study, dependent and independent variables, expected results, references for at least two related research articles, provisions to ensure confidentiality of data, contact information of the researcher should the student have further questions about the study, and contact information for the Director of the Office of Research Ethics.

Participation in LAB studies is worth 0.5 participation credits (grade percentage points) for each 30 minutes of participation. Participation in ONLINE studies is worth .25 credits for each 15 minutes of participation. Researchers will record student’s participation and report the credits earned by each student in this term.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students in this course have been set up with a SONA account. You must get started early in the term.

[INSTRUCTIONS/DATES/DEADLINES: How to log in to Sona and sign up for studies](#)

***** Please read this website carefully before asking the instructor or REG Coordinator about REG.*****

More information about the REG program is available at: [REG Participants' Homepage](#)

Option 2: Article Review as an alternative to participation in research

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to write short reviews (1½ to 2 pages) of research articles relevant to the course. Each acceptable review article counts as one percentage point. Articles must come from one of these journals:

- *Journal of Personality and Social Psychology*
- *Journal of Experimental Social Psychology*

- *Personality and Social Psychology Bulletin*

To receive credit, you must follow specific guidelines. The article review must:

- Be submitted by Dec. 1, 2014. Late submissions will **NOT** be accepted under **ANY** circumstances.
- Be typed and submitted to the appropriate dropbox on LEARN.
- Fully identify the article's title, author(s), source and date. A copy of the article must be uploaded.
- Identify psychological concepts in the article and indicate pages in the textbook that are applicable.
- Clearly evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect (e.g., misleading headings, faulty research procedures, alternative explanations that are ignored, failures to distinguish factual findings from opinions, faulty statements of cause-effect relations, errors in reasoning), identify the error and its implications for the validity of the article.

Course Outline

JDV = Jones, Dovidio, & Vietze (2014)

Week	Date	Topic	Readings Due
1	Sep. 8 Sep. 10	Defining & Researching Diversity	Course syllabus; JDV chapters 1 & 2
2	Sep. 15 Sep. 17	Influence of Individual Variation & Personality	JDV chapter 4; Fleras (2012) pp. 47-75
3	Sep. 22 Sep. 24	Social Cognition & Categorization	JDV chapter 5; Prentice & Miller (2006)
4	Sep. 29 Oct. 1	Midterm 1 Guest Lecture	Reading TBA (to be posted on LEARN)
5	Oct. 6 Oct. 8	Social Identity, Roles, & Relations	JDV chapter 6; Jost & Hunyady (2005)
6	Oct. 13 Oct. 15	No class (Thanksgiving) Bias in the Brain?	JDV chapter 7; Van Bavel, Packer, & Cunningham (2008)
7	Oct. 20 Oct. 22	Coping with Stigma & Difference	JDV chapter 8; Taylor, Wright, Moghaddam, & Lalonde (1990)
8	Oct. 29 Oct. 31	Intergroup Interactions	JDV chapter 9; Richeson & Shelton (2007)
9	Nov. 3 Nov. 5	Midterm 2 Intergroup Friendship	Aboud, Mendelson, & Purdy (2003); Mendoza-Denton & Page-Gould (2008)
10	Nov. 10 Nov. 12 Nov. 14 (11:50pm)	Cultural Diversity Application papers 1, 2 due	JDV chapter 10; Vorauer, Gagnon, & Sasaki (2009)
11	Nov. 17 Nov. 19 Nov. 21 (11:50pm)	Power, Social Roles, & Asymmetries Application papers 3, 4 due	JDV chapter 11; Saguy, Tausch, Dovidio, & Pratto (2009)
12	Nov. 24 Nov. 26 Nov. 28 (11:50pm)	Interventions & Applications Research proposal due	Kawakami, Dunn, Karmali, & Dovidio (2009); Shnabel, Nadler, Ullrich, Dovidio, & Carmi (2009); Singletary & Hebl (2009)
13	Dec. 1 TBD: Dec. 4-19	Principles & Prospects Final exam	JDV chapter 13

Late Work

If illness, bereavement, or an emergency affects exam attendance or book review/quiz submission, students must inform the instructor by the respective exam date or book review/quiz due date (preferably), and

provide documentation in a timely manner. For illness, please seek medical treatment as soon as possible, obtain a completed UW Verification of Illness Form (<http://uwaterloo.ca/health-services/student-medical-clinic/services/verification-illness>), and then submit that form to the instructor within 48 hours.

Consistent with UW policy on missed assessments and assignments, if there is undue delay or insufficient documentation, the instructor reserves the right to refuse an extension or makeup. Student travel plans are not considered acceptable grounds for granting an alternative examination time. With appropriate documentation, the following accommodations are possible, at the instructor's discretion:

1. For a missed midterm or written assignment, the instructor will either provide an extension or re-weight remaining work as she deems fit according to circumstances and the course goals.
2. For a missed final exam, the instructor and student will negotiate an extension for the final exam that will typically be written as soon as possible, but no later than the next offering of the course.

Information on Plagiarism Detection

Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all material and sources in assignments is documented. In the first week of the term, details will be provided about the arrangements for the use of Turnitin in this course. To opt out of Turnitin, you must notify the instructor by Oct. 1, 2014, so that alternative arrangements can be made.

Electronic Device Policy

Electronic devices should be used only for class participation via Top Hat or note taking and should be silenced. Students disrupting others' classroom experience may be re-seated at the instructor's discretion.

Attendance Policy

Attendance is not required but strongly encouraged. Posted slides are just an outline for lectures and won't make much sense without lecture to put them in perspective.

Institutional-Required Statements for Undergraduate Course Outlines

Academic integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the [UWaterloo Academic Integrity Webpage \(https://uwaterloo.ca/academic-integrity/\)](https://uwaterloo.ca/academic-integrity/) and the [Arts Academic Integrity Office Webpage \(http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility\)](http://arts.uwaterloo.ca/current-undergraduates/academic-responsibility) for more information.

Discipline

A student is expected to know what constitutes academic integrity to avoid committing academic offenses and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the undergraduate associate dean. For information on categories of offenses and types of penalties, students should refer to [Policy 71, Student Discipline \(http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm\)](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm). For typical penalties check [Guidelines for the Assessment of Penalties \(http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm\)](http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70). When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Appeals

A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72, Student Appeals](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm) (<http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm>).

Note for students with disabilities

I strongly support all of the university policies for accommodating students with physical or learning disabilities. The AccessAbility Services (AS) Office, located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the AS Office at the beginning of each academic term. Please provide me with necessary documentation as soon as possible.

Concerns about the instructor (informal stage)

We in the Psychology Department take great pride in the high quality of our program and our instructors. If problems arise, the Associate Chair for Undergraduate Studies (Richard Eibach: reibach@uwaterloo.ca or extension 38790) is available for consultation and to mediate a resolution between the student and instructor.