

University of Waterloo
Department of Psychology
PSYCH 470
Applied Topics: Intergroup Relations
Spring 2020

Instructor and T.A. Information

Instructor: Dr. Harrison Oakes

Preferred Pronouns: he/him/his or they/them/theirs

Office Hours: **Tuesdays & Thursdays, 10:30am – 11:30am EST**

Email: hoakes@uwaterloo.ca

Please include course code (PSYCH 470) in subject line.

T.A.	Christopher Lok
Preferred Pronouns	he/him/his
Email	cblok@uwaterloo.ca
Office Hours	Mon, 2pm – 3pm

Territorial Acknowledgment

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes six miles on each side of the Grand River.

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 reducing inequality and resolving real-world conflict.

Course Goals and Learning Outcomes

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. Identify connections between intergroup relationships and your social world
 - a. Apply concepts and theories from Learning Outcome A to those connections
- F. Understand the challenges and opportunities of diversity in different settings

Required Text

- Jones, J. M., Dovidio, J. F., & Vietze, D. L. (2014). *The psychology of diversity: Beyond prejudice and racism*. Malden, MA: John Wiley & Sons.

- **The text is available for FREE via Course Reserves.**

Supplemental Materials Available on LEARN

- I will provide a number of supplemental materials on LEARN in addition to each week’s readings from the textbook.

Course Information Available on LEARN

The course web page can be found on [LEARN](#). Here, you will find links to the syllabus, assignments, discussion forums, and important announcements. It is your responsibility to check LEARN and your official university email address regularly for course updates. See the University [email policy](#).

Course Requirements and Assessment

Assignments will be based on material covered in the readings, videos, and audiofiles.

Assessment	Date of Evaluation (if known)	Weighting
Discussions	Ongoing	20%
Assignments	Ongoing	15%
RWAP: Issue Summary	Fri, Jun 12, 11:59pm	20%
RWAP: Critical Analysis	Fri, Jul 03, 11:59pm	20%
RWAP: Poster Presentation	Aug 03-07	25%
Research Participation	Ongoing	3%
Total		103%

Discussions

Discussion marks are based on students engaging in discussions related to weekly readings, videos, and audiofiles on LEARN. Students will be assigned to discussion groups (~10 people/group). Each week, students will be expected to **make at least 2 thoughtful posts (i.e., threads)** of their own about the content of the relevant material (i.e., reading, video, audiofile), and to **respond thoughtfully to at least 2 comments** from other group members. I will drop the lowest week’s mark from students’ overall grade. This allows you some flexibility in missing a week during the term, should you need it.

Comments should show critical engagement with the material by linking it to other material in this course, to real-world events, or by posing a constructive critique of a point being made. You may also earn marks for asking clarification questions about something in the reading/video/audiofile you do not understand. Only asking questions, however, will not result in full marks for engagement, nor will responses to other students that only voice agreement with what has already been said (e.g., “I agree”). Responses are expected to create or further dialogue, which in turn improves our collective learning.

Assignments

Periodically throughout the course, there will be assignments associated with the topics being examined in each week’s module. Specific information regarding each assignment will be provided in the module description on LEARN. Assignments will be worth a collective total of 15% of your grade.

Real-World Analysis Project (RWAP)

One of the goals of this course is to encourage students to apply the information learned in the course to important real-world issues. Consequently, a major component of the course involves the analysis of a real-world intergroup-related event, issue, and/or conflict that is unique to, situated within, or involves groups from Canada, and that is **directly relevant to your future career/work domain**. You will be able to choose any issue that you'd like, but you should pick one that is meaningful to you, as you will be thinking and writing about it for the entire term.

I must approve all issues. You will submit your proposed issue (on LEARN) no later than Friday, May 22, 11:59pm.

Three course requirements will stem from the RWAP:

- 1) one issue summary;
- 2) one critical analysis report; and
- 3) one academic poster presentation.

Issue summary. In this brief summary (2 pages, double-spaced) of the issue you will focus on throughout the course, you will (a) identify your future career/work domain (e.g., education, social work, nursing), (b) briefly introduce the issue and how it directly relates to your future career/work domain, and (c) provide a summary of that issue. Your summary should include a description of the issue in its current form, as well as provide some background on how the issue arose. This summary is not meant to be exhaustive; instead, it is meant to test your ability to distill the features of an intergroup-related issue into its core components and to communicate them succinctly. Feedback on this course requirement will inform the background information component of your final academic poster. More details will be posted on LEARN.

Critical analysis report. In this short paper (no more than 5 double-spaced pages, not counting references), you will report on how our readings and discussions shed light on the issue that you are analyzing. In other words, you will identify ways to integrate academic theories and findings into your understanding of a real-world issue that exists in your future career/work domain. This course requirement is designed to inform your academic poster presentation. More details will be posted on LEARN.

Academic poster presentation. For your final assignment, you will prepare and present an academic poster on the real-world issue you have studied throughout the term. This course requirement is designed to simulate a presentation at a conference or an important meeting in your future career/work domain. Therefore, the focus is on your ability to effectively communicate important information about a real-world issue and to propose an evidence-based solution for this issue in such a way that promotes buy-in from your audience (i.e., convinces the audience that your proposed intervention is both the correct intervention and that it will work). Your poster should include a brief summary of the issue, a critical analysis of the issue in which you use one or more theories from class to

inform your understanding of the issue, and finally, a proposed intervention to address the issue. This final component (i.e., the proposed intervention) should make up the bulk of your academic poster, be evidence-based (i.e., supported by academic research suggesting the intervention is effective), include information about the methods/materials and procedure(s) of the intervention, provide an expected outcomes section (e.g., figures with hypothetical data; intended behavioral outcomes), and have a concluding section. In addition, you will submit your References for the academic poster in APA style via the appropriate Dropbox on LEARN. More information about and resources for the academic poster will be available on LEARN.

Research Participation

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. Course work 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 to bring your final grade up to 100%. 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 to earn 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 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 a University of Waterloo Research Ethics Committee.

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

- Contact information for the Office of Research Ethics should the student wish to learn more about the general ethical issues surrounding research with human participants, or specific questions or concerns about the study in which s/he|they participated.

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 will advise the course instructor of the total credits earned by each student at the end of the term.

How to participate?

Study scheduling, participation and grade assignment is managed using the SONA online system. All students enrolled 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 do not ask the Course Instructor or REG Coordinator for information unless you have first thoroughly read the information provided on this website.****

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

Option 2

Students are not required to participate in research, and not all students wish to do so. As an alternative, students may opt to gain research experience by writing short reviews (1½ to 2 pages) of research articles (i.e., scientific journal articles) relevant to the course. You must contact your TA to get approval for the article you have chosen before writing the review. Each review article counts as one percentage point. To receive credit, you must follow specific guidelines. The article review must:

- **Be submitted before the last lecture. Late submissions will NOT be accepted under ANY circumstances.**
- Be typed
- Fully identify the title, author(s), source and date of the article. A copy of the article must be attached.
- Identify the statistical concepts in the article and critically evaluate the application or treatment of those concepts in the article. If inappropriate or incorrect, identify the error and its implications for the validity of the article. You may find, for example, 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, etc. Provide examples whenever possible.
- Clearly evaluate the application or treatment of those concepts in the article.
- Keep a copy of your review in the unlikely event we misplace the original.

Final Examination Policy

This course does not have a final exam.

Course Outline

JDV = Jones, Dovidio, & Vietze (2014)

Week	Date	Topic	Textbook Reading
May 11: Classes Begin			
1	May 11-15	The Psychology of Diversity	JDV chapter 1
2	May 18-22	Central Concepts Issue Proposal: Due May 22, 11:59pm	JDV chapter 2
3	May 25-29	Individual Variation & Personality	JDV chapter 4
4	June 01-05	Social Cognition & Categorization	JDV chapter 5
5	June 08-12	Social Identity, Roles, & Relations Issue Summary: Due June 12, 11:59pm	JDV chapter 6
6	June 15-19	Bias in the Brain?	JDV chapter 7
7	June 22-26	Coping with Stigma & Difference	JDV chapter 8
8	June 29- July 03	Intergroup Interactions Critical Analysis: Due July 03, 11:59pm	JDV chapter 9
9	July 06-10	Cultural Diversity	JDV chapter 10
10	July 13-17	Power, Social Roles, & Asymmetries	JDV chapter 11
11	July 20-24	Interventions & Applications	See LEARN
12	July 27-31	Principles & Prospects	JDV chapter 13
13	Aug 03-05	August 05: LAST DAY OF CLASSES	
Academic Poster Presentations: Aug 03-07			

Late Work

Please note that all assignments/discussion posts are expected to be submitted/completed on time. If you encounter circumstances that you feel may cause you to be late in submitting any particular assignment or weekly discussion post, you should contact me immediately, explain the circumstances, and we may negotiate an extension. To do so, you must be in contact with me **at least 24 hours prior to the deadline** to request an extension. No last minute extensions will be granted.

Assignments more than 1 week late will not be accepted for any reason except those outlined in the UW calendar (e.g., medical or family emergencies; some other such event) and will receive a grade of 0%. If an extension is granted, students are expected to submit their assignment at the agreed upon time and date, with the appropriate documentation. Please review the UW policy regarding accommodation for illness for unforeseen circumstances.

Assignments will be due on Friday of the associated week, by 11:59pm. All late assignments will be penalized. For every day an assignment is late—including weekends—5% will be deducted from your assignment grade. For example, if you received 100% on

your Analysis Report but handed it in one class late, 5% would be deducted from your final grade.

Discussion topics will be available each week from 12am on the Monday to 11:59pm the following Sunday (e.g., Week 1: Available @ 12am, Mon, May 11 – 11:59pm, Sun, May 17). Late posts will not be accepted for any reason except those outlined in the UW calendar (e.g., medical or family emergencies; some other such event) and will receive a grade of 0%.

Accommodation for Illness or Unforeseen Circumstances:

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [Accommodation Policies](#).

Chosen/Preferred First Name

Do you want professors and interviewers to call you by a different first name? Take a minute now to verify or tell UW your chosen/preferred first name by logging into WatIAM. Why? Starting in winter 2020, your chosen/preferred first name listed in WatIAM will be used broadly across campus (e.g., LEARN, Quest, WaterlooWorks, WatCard, etc). **Note:** Your legal first name will always be used on certain official documents. For more details, visit [Updating Personal Information](#).

Important notes

- If you included a preferred name on your OUAC application, it will be used as your chosen/preferred name unless you make a change now.
- If you don't provide a chosen/preferred name, your legal first name will continue to be used.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. See the [Office of Academic Integrity webpage](#) for more information.

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. Check [the Office of Academic Integrity](#) for more information. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (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. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check [Guidelines for the Assessment of Penalties](#).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. Waterloo's policy on Fair Dealing is available here: [Fair Dealing policy](#). Violation of Canada's Copyright Act is a punishable academic offence under Policy 71 – Student Discipline.

Concerns about a Course Policy or Decision

Informal Stage. We in the Psychology Department take great pride in the high quality of our program and our instructors. Though infrequent, we know that students occasionally find themselves in situations of conflict with their instructors over course policies or grade assessments. If such a conflict arises, the Associate Chair for Undergraduate Affairs (Richard Eibach) is available for consultation and to mediate a resolution between the student and instructor: Email: reibach@uwaterloo.ca; Ph 519-888-4567 ext. 38790

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. When in doubt, please be certain to contact Richard Eibach, the Associate Chair for Undergraduate Affairs who will provide further assistance; reibach@uwaterloo.ca.

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](#).

Note for Students with Disabilities

The [AccessAbility Services](#) office, located on the first floor of the Needles Hall extension (NH 1401), 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.

Accommodation for course requirements for Psychology courses.

Policies of the Psychology department pertaining to course requirements are available on the [department website](#).

Turnitin.com

Turnitin.com and alternatives: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are

provided, about arrangements and alternatives for the use of Turnitin in this course. It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

Mental Health Services

Mental Health Services aims to provide holistic programming and services to help you lead a healthy and balanced life. We strive to provide a secure, supportive environment for students of all orientations and backgrounds.

Students suffering from problems with anxiety, depression, problems with sleep, attention, obsessions or compulsions, relationship difficulties, severe winter blues, etc., may make an appointment by phone or in person. Appointments are usually available within two days of initial contact with one of our medical doctors. All contacts are completely confidential.

On Campus

Due to COVID-19 and campus closures, services are available only online or by phone.

- [Counselling Services](#): Email: counselling.services@uwaterloo.ca or call 519-888-4567 ext. 32655
- [MATES](#): One-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services

Off campus, 24/7

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Grand River Hospital](#): Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 ext. 213

Full details can be found online at the Faculty of ARTS [website](#).

Download [UWaterloo and regional mental health resources \(PDF\)](#).

Download the [WatSafe app](#) to your phone to quickly access mental health support information.

A respectful living and learning environment for all

1. It is expected that everyone in this class will contribute to an environment of tolerance and respect by treating others with sensitivity and civility.
2. Harassment is unwanted attention in the form of jokes, insults, gestures, gossip, or other behaviours that are meant to intimidate. Some instances of harassment are against the law in addition to University of Waterloo policy.
3. Discrimination is treating people differently because of their race, disability, sex, sexual orientation, ancestry, colour, age, creed, marital status, or other personal characteristics. The Ontario Human Rights Code considers actions and behaviours rather than intentions.