

SOCPSY 2E03: PSYCHOLOGY OF INTERGROUP RELATIONS

Fall 2022

Instructor: Dr. Taigan MacGowan

Email: macgowat@mcmaster.ca

Pronouns: she/her

You can call me: Dr. Mac / MacGowan

Lecture: Synchronous online delivery on Zoom; Tuesdays 2:30-4:30pm

Tutorial: Synchronous online delivery on Zoom; Thursdays 2:30-3:30pm

Office Hours: Available upon request

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Course Description

This course explores social psychological theories and research on intergroup attitudes and behaviour. Topics include stereotyping, prejudice, discrimination, conflict, and cooperation.

Course Objectives

The Honours Social Psychology Program has 6 program learning objectives. This course meets the following 4 objectives in the following ways:

- 1. Appreciate the interdisciplinary nature of Social Psychology and evaluate the contributions that different disciplines contribute to the field**
 - Students will examine class material through social, cognitive, and developmental lenses
 - Learners will engage with both empirical evidence and pragmatic problems in the field of intergroup relations

- 2. Understand critically the major theoretical perspectives and debates in the field and be able to articulate a position**
 - Students will engage in weekly readings that grant direct exposure to empirical studies in the field of psychology
 - Learners will be exposed to multiple psychological theories of prejudice and intergroup conflict
 - Students will have the opportunity to articulate their position regarding these perspectives in class discussions and during regular peer check ins

- 3. Demonstrate effective oral and written communication skills through participation in class discussions, debates, activities, presentations, course papers and assignments**
 - Students will have the opportunity to exchange thoughts and ideas with one another during informal (class discussions) and formal (peer check-ins) discussions
 - Students will further refine communication skills by thoroughly reflecting on their understanding of course content in the Learning Process Reflection Paper

- 4. Understand and apply a range of qualitative and quantitative research methods relevant to the field**
 - Learners will participate in a Research Methods tutorial at the outset of the semester and apply this knowledge to their weekly readings
 - Students will be encouraged to deeply engage with their paper and video readings and incorporate their understanding of methodologies used within their Learning Process Reflection Paper

Materials and Texts

- Each week, students will complete one paper reading and a set of video readings
- All Paper Readings are Outlined Below – most are available through the McMaster Library, those that are not will be posted to A2L
- Video Readings will be available on A2L

Class Format

Lectures will be delivered synchronously over Zoom on Tuesdays from 2:30 to 4:30pm. Tutorials will be delivered synchronously over Zoom on Thursdays from 2:30 to 3:30pm. Recordings for lectures and tutorials will be posted Tuesday and Thursday evenings, respectively. Synchronous attendance for each is not mandatory, but strongly encouraged. Lecture slides will be posted before 2:30pm each Tuesday. Class participation will be evaluated through weekly Precis submissions (see more below).

Course Evaluation – Overview

1. Precis Participation (9%), One post for each lecture due every Friday by 8pm
2. Quizzes (10%), Due Sunday, Oct 2 and Sunday, Nov 20 at 8pm
3. Peer Check Ins (16.5%)
4. Midterm (25%), Thursday, Oct 27 at 2:30pm
5. Learning Process Reflection Paper (14.5%), Due Sunday, Dec 4 at 8pm
6. Final Exam (25%), TBD by Registrar

Specifications for these evaluations, including instructions and rubrics, will be posted on Avenue and discussed in class well before their due dates. Please note that all course requirements will be governed by McMaster's policies on academic misconduct.

Course Evaluation – Details

Weekly Precis Participation (9% total), due Fridays by 8pm

Each week, students will write a precis of 150 words that captures the most important takeaway(s) of that week's lecture. This assignment will not be marked every week but instead serve as a participation mark. However, the instructional team will provide some qualitative feedback within the first half of the semester. Precis submissions will be due every Friday at 8pm to an Avenue dropbox. Each precis will be worth 1% for a total of 9% at the end of the term. See the weekly course schedule for due dates. See 'How to Write a Precis' handout available on Avenue.

Quizzes (2 at 5% each), due Sunday, Oct 2 and Sunday, Nov 20

Two online, open-book quizzes will be available for four-day intervals on Avenue to Learn. These assignments are to be completed independently.

Peer Check Ins (16.5% total)

Throughout the term, students will actively document continued reflection on their own understanding of provided readings, class discussions, and lecture content. Evidence of course reflection will be recorded in journal entries. At three timepoints throughout the term, students will draw from their most convincing evidence of their learning and craft a persuasive paragraph that justifies their understanding and engagement. Learners will then be required to provide constructive feedback on 1-3 of their peer's submissions.

First Check In due Friday, Sept 23 at 8pm	3.0%
Frist Peer Feedback due Friday, Sept 30 at 8pm	2.5%
Second Check In due Monday, Oct 17 at 8pm	3.0%
Second Peer Feedback due Monday, Oct 24 at 8pm	2.5%
Third Check In due Friday, Nov 11 at 8pm	3.0%
Third Peer Feedback due Friday, Nov 18 at 8pm	2.5%

Midterm (25%), Thursday, October 27 at 2:30pm

The midterm will be held virtually on Avenue to Learn during the allotted class time, using Respondus proctoring software. This assessment will cover course content drawn from lectures, tutorials, and readings that were presented from Weeks 1 to 7 and will include T/F, multiple choice, and short answer questions.

As the midterm is worth 25%, it is not eligible for an online MSAF. If the midterm is missed, please email me and reach out to the Faculty of Social Science for relief.

Where appropriate, you will be granted an accommodation. There is no make-up test for a missed midterm.

Learning Process Reflection Paper (14.5%), due Sunday, Dec 4 at 8pm

Extractions of Learning Process reflections from throughout the semester will be compiled with a short, written 'roadmap' of the student's exemplified understanding and active engagement with course content.

Final Exam (25%), Time and Location TBD

This assessment will cover course content drawn from lectures, tutorials, and readings and will include T/F, multiple choice, and short answer questions. This assessment will be cumulative, but with a focus on content covered during Weeks 9 to 13.

The Final Exam is not eligible for an online MSAF. If the exam is missed, please email your respective Faculty office with appropriate documentation for review.

Weekly Course Schedule and Required Readings

Week 1

Lecture (Sept 6) – Course Introduction

Tutorial (Sept 8) – Navigating Academic Articles

Week 2

Lecture (Sept 13) – Topic 1: Definitions and the Big Picture

Readings: ‘Key Concepts’ section (p. 5-11) of Dovidio, Hewstone, Glick, & Esses. (2010). Ch 1: Prejudice, Stereotyping and Discrimination: Theoretical and Empirical Overview. In *The SAGE Handbook of Prejudice, Stereotyping and Discrimination*. [Available on Avenue]

Tutorial (Sept 15) – Research Methods

Notes: Precis 1 Due Friday, Sept 16 at 8pm

Week 3

Lecture (Sept 20) Topic 2: Basics of Categorization and Stereotyping

Readings: Section 12.1 of *Principles of Social Psychology* [Available on Avenue]

Tutorial (Sept 22) – Illusory Correlation

Notes: Precis 2 Due Friday, Sept 23 at 8pm

Week 4

Lecture (Sept 27) – Topic 3: Cognitive Efficiency in Categorization

Readings: Pendry, L.F. (1998). When the mind is otherwise engaged: Resource depletion and social stereotyping. *European Journal of Social Psychology*, 28, 293-299.

Tutorial (Sept 29) – The Implicit Association Test

Notes: Precis 3 Due Friday, Sept 30 at 8pm; Quiz 1 due Sunday, Oct 2 at 8pm

Week 5

Lecture (Oct 3) – Topic 4: Stereotype Maintenance

Readings: Moreno, K. N., & Bodenhausen, G. V. (1999). Resisting stereotype change: The role of motivation and attentional capacity in defending social beliefs. *Group Processes & Intergroup Relations*, 2, 5–16.

Tutorial (Oct 5) – Individual Differences in Stereotype Use

Notes: Precis 4 Due Friday, Oct 7 at 8pm

Week 6

READING WEEK – NO CLASS

Week 7

Lecture (Oct 18) – Topic 5: Stereotype Threat

Readings: Inzlicht, M., Tullett, A. M., Legault, L., & Kang, S. K. (2011). Lingered effects: Stereotype threat hurts more than you think. *Social Issues and Policy Review*, 5, 227-256.

Tutorial (Oct 20) – TBA

Notes: Precis 5 Due Friday, Oct 21 at 8pm

Week 8

Lecture (Oct 25) – Midterm Review Session

Tutorial (Oct 27) – MIDTERM ON AVENUE

Week 9

Lecture (Nov 1) – Topic 6: Ingroup-Outgroup Categorization

Readings: Section 12.2 of *Principles of Social Psychology* [Available on Avenue]

Tutorial (Nov 3) – Midterm Re-Visit

Notes: Precis 6 Due Friday, Nov 4 at 8pm

Week 10

Lecture (Nov 8) – Topic 7: Development of Intergroup Reasoning

Readings: Rhodes, M., & Baron, A. (2019). The Development of Social Categorization. *Annual Review of Developmental Psychology*, 359–386.

Tutorial (Nov 10) – Is prejudice a personality?

Notes: Precis 7 Due Friday, Nov 11 at 8pm

Week 11

Lecture (Nov 15) – Topic 8: Realistic Group Conflict Theory

Readings: Gaertner, S. L., Dovidio, J. F., Banker, B. S., Houlette, M., Johnson, K. M., & McGlynn, E. A. (2000). Reducing intergroup conflict: From superordinate

goals to decategorization, recategorization, and mutual differentiation. *Group Dynamics: Theory, Research, and Practice*, 4, 98–114.

Tutorial (Nov 17) – Can you Avoid Segregation?

Notes: Precis 8 Due Friday, Nov 18 at 8pm; Quiz due Sunday, Nov 20 at 8pm

Week 12

Lecture (Nov 22) – Topic 9: Social Identity Theory

Readings: Scheepers, D., Ellemers, N., & Sijm, N. (2009). Suffering from the possibility of status loss: Physiological responses to social identity threat in high status groups. *European Journal of Social Psychology*, 39(6), 1075–1092.

Tutorial (Nov 24) – Relative Deprivation Theory

Notes: Precis 8 Due Friday, Nov 25 at 8pm

Week 13

Lecture (Nov 29) – Topic 10: Modern Prejudice and Discrimination

Readings: ‘*Microaggressions: What we Know and Should Know*’ [Podcast available at https://www.podbean.com/media/share/pb-uqbhs-10dd223?utm_campaign=w_share_ep&utm_medium=dlink&utm_source=w_share]

Tutorial (Dec 1) – NO TUTORIAL

Notes: Final Learning Process Submission due Sunday, Dec 4 at 8pm

Week 14

Lecture (Dec 6) – FINAL EXAM REVIEW SESSION

Tutorial (Nov 24) – NO TUTORIAL

Course Policies

Submission of Assignments

Specifications for these evaluations, including instructions and rubrics, will be posted on Avenue and discussed in class well before their due dates. Please note that all course requirements will be governed by McMaster’s policies on academic misconduct.

Documents will be submitted to Avenue to Learn under ‘Assignments’ in 12 pt. Times New Roman, double spaced, with 1-inch margins, a title page, and APA reference style.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

The instructor reserves the right to adjust final marks up or down on an individual basis in the case of special circumstances. Final grades may also be adjusted up or down on a class-wide basis depending on overall performance.

Late Assignments

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work” www.mcmaster.ca/msaf. Valid MSAF requests received by the instructor within 24 hours (including weekends) of the missed evaluation(s) will be accommodated. In the event of an MSAFed assignment, the student will be given a three-day extension. I do not require the disclosure of any personal, family, or medical details, but you may need to provide documentation to the Faculty in the case of an MSAF for evaluations worth 25% or more.

If you are planning to obtain a Faculty-approved absence for any evaluation, you must alert me as soon as possible, ideally before the due date. Do not simply wait for the paperwork to come through to me, as this can take many days.

Requests to ‘bump’ final grades to the next grade level or earn extra credit will not be granted in this course to maintain fairness among students. If you are struggling with any material, please reach out to your instructor or TA as soon as possible so that we can best help you.

Course Modification

The instructor reserves the right to modify elements of the course during the term. If any modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is

the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.

University Policies

Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.**

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. **All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Courses with an On-line Element

Some courses may use on-line elements (e.g., e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware

that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

Academic Accommodation of Students With Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

Requests For Relief For Missed Academic Term Work

[McMaster Student Absence Form \(MSAF\)](#): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

Copyright And Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.