

SOCPSY 2E03: PSYCHOLOGY OF INTERGROUP RELATIONS **Summer 2022**

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Lecture: Synchronous online delivery on Zoom; Tuesdays and Thursdays 7 to 9pm

Office Hours: Thursdays 4:30 to 5:30pm

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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 on bi-weekly discussion boards

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 (participation boards) 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

- Students will be encouraged to deeply engage with their class readings and incorporate their understanding of methodologies used within their Learning Process Reflection Paper

Materials and Texts

- All Readings are Outlined Below

Class Format

Lectures will be delivered synchronously over Zoom on Tuesdays and Thursdays from 7 to 9pm. Recordings will be posted before or during the morning after each lecture. Synchronous attendance is not mandatory, but strongly encouraged. Lecture slides will be posted before 7pm each Tuesday and Thursday. Class participation will be evaluated through weekly Discussion Board posts (see more below).

Course Evaluation – Overview

1. Discussion Board Participation (5%), One post for each lecture due every Sunday by 8pm
2. Test 1 (25%), Tuesday, July 5 at 7pm
3. Test 2 (25%), Tuesday, July 19 at 7pm
4. Learning Process Reflection Paper (20%), Due Friday, July 29 at 8pm
5. Final Exam (25%), Thursday, August 4 at 7pm

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

Discussion Board Participation (5% total), due Sundays by 8pm

After each lecture, students will be prompted with a question or topic to explore on the course discussion board in a submission of at least 5 sentences. Learners will be invited to create their own post or respond to the post of another student in the class. All submissions should be respectful and crafted with academic language. Posts will be submitted to the corresponding Discussion Boards on Avenue to Learn. One or two posts (depending on the number of lectures that week) will be due every Sunday at 8pm. Posts will be not required for days that tests fall on (see Weekly Course Schedule for more details). Each post will be worth 0.5% for a total of 5% at the end of the term.

Test 1 (25%), Tuesday, July 5 at 7pm

Test 1 will be held virtually on Avenue to Learn during the allotted class time, using Respondus proctoring software. This assessment will cover course content from Lectures 1 to 3 and will include T/F, multiple choice, and short answer questions.

Test 2 (25%), Tuesday, July 19 at 7pm

Test 2 will be held virtually on Avenue to Learn during the allotted class time, using Respondus proctoring software. This assessment will cover course content from Lectures 4 to 6 and will include T/F, multiple choice, and short answer questions.

Learning Process Reflection Paper (20%), due Friday, July 29 at 8pm

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 either journal entries, a podcast, or a vlog. Extractions of these materials will then be combined with a short, written 'roadmap' of the student's exemplified understanding and active engagement with course content.

Test 3 (25%), Thursday, August 4 at 7pm

The final exam will be held virtually on Avenue to Learn during the allotted class time, using Respondus proctoring software. This assessment will cover course content from Lectures 7 to 9 and will include T/F, multiple choice, and short answer questions.

As the tests are worth 25%, they are not eligible for an online MSAF. If one or more of the tests are 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.

Weekly Course Schedule and Required Readings

Week 1

Tues, June 21 – Course Introduction

Thurs, June 23 – Lecture 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]

Notes: Two Discussion Board posts Due Sunday, June 26 by 8pm

Week 2

Tues, June 28 – Lecture 2: Basics of Categorization and Stereotyping

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

Thurs, June 30 – Lecture 3: Ingroup-Outgroup Categorization

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

Notes: Two Discussion Board posts Due Sunday, July 3 by 8pm

Week 3

Tues, July 5 – TEST 1 DURING CLASS TIME

Thurs, July 7 – Lecture 4: More on Stereotyping: Cognitive Efficiency and Stereotype Threat

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

Notes: One Discussion Board post Due Sunday, July 10 by 8pm

Week 4

Tues, July 12 – Lecture 5: Origins of Stereotype Content and Stereotype Maintenance

Readings: Dunham, Y., Chen, E. E., & Banaji, M. R. (2013). Two signatures of implicit intergroup attitudes: developmental invariance and early enculturation. *Psychological Science*, 24(6), 860–868.

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.

Thurs, July 14 – Lecture 6: Factors Associated with Stereotype Use

Readings: Bodenhausen, G. V., Kramer, G. P., & Süsler, K. (1994). Happiness and stereotypic thinking in social judgment. *Journal of Personality and Social Psychology*, 66(4), 621–632.

Notes: Two Discussion Board posts Due Sunday, July 17 by 8pm

Week 5

Tues, July 19 – TEST 2 DURING CLASS TIME

Thurs, July 21 – Lecture 7: Basics of Prejudice and 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.

Notes: One Discussion Board post Due Sunday, July 24 by 8pm

Week 6

Tues, July 26 – Lecture 8: Social Identity Theory and Relative Deprivation Theory

Readings: Scheepers, D., Ellemers, N., & Sintemaartensdijk, 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.

Thurs, July 28 – Lecture 9: 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]

Notes: Two Discussion Board posts Due Sunday, July 31 by 8pm; Learning Process Reflection Paper due Friday, July 29 at 8pm

Week 7

Tues, August 2 – Final Review Session

Thurs, August 4 – FINAL EXAM DURING CLASS TIME

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+

MARK	GRADE
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 TAs 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](#), 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.