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**Psyc 363 (Intergroup Relations)**  
**Summer 2014**

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Class time: Thursdays 11:30-2:30

Location: AQ 3181

<b>Instructor:</b>	<b>Teaching Assistants:</b>	
Lisa Droogendyk	Scott Neufeld	Lisa Giamo
ldroogen@sfu.ca	sdn2@sfu.ca	lgiamo@sfu.ca
Office hours: Thursdays 2:30-4:30 pm	Office hours: Wednesday 3:00-4:00 pm	Office hours: by appointment (please email)
RCB 6242	RCB 5231	RCB 5231

### Course Description

The course will provide you with a basic understanding of the social psychological study of intergroup relations—how people of different groups relate to one another. In particular, we will focus on contexts of inequality, and explore ways in which the social psychological study of intergroup relations can inform attempts at social change.

### Intended Learning Outcomes

*By the end of the course, students will be able to...*

1. Approach intergroup relations and related issues with a scientific lens
2. Make connections between systems of privilege and oppression (as laid out in the course text) and the empirical social psychological data (as discussed in lecture)
3. Understand their place in a system of privilege and oppression
4. Understand their role in shaping social change
5. Critically assess interpretations of the media regarding intergroup relations

### Assignments

Midterm Exam	= 25%
Final Exam	= 25%
Short Writing Assignment 1	= 15%
Short Writing Assignment 2	= 20%
In-class Activities	= 9%
Twitter Participation	= 6%

### Related Learning Outcomes

Learning Outcome #1,2
Learning Outcome #1,2
Learning Outcome #3
Learning Outcome #4
Learning Outcomes #1,2,3,4,5
Learning Outcome #5

### Required Readings

Johnson, A.G. (2005). *Privilege, Power, and Difference*. (2nd ed.). McGraw Hill.

Additional readings are listed below. *Note: you can download these articles by clicking on the article citations. They should automatically open if you are using an SFU computer or are connected to the SFU wireless network on your own device. If you are off-campus and/or using a device that is not connected to the SFU network, you will need to log into the SFU library website in order for the links to work. Alternatively, you can search for the articles yourself using the library's [electronic journal database](#).*

### Description of Assignments & Due Dates

#### Midterm Exam (25%) – June 19, 11:30-12:45 pm

The midterm will consist of both multiple choice and short answer questions. The exam will cover material covered in Lisa's lectures, the guest lectures, in-class discussions and activities, and assigned readings (whether material appeared in only one or in all of these sources).

#### Final Exam (25%) – Tuesday August 5, 12:00-2:00 pm (location TBA)

The final is cumulative and will consist of multiple choice questions. The exam will cover material covered in Lisa's lectures, the guest lectures, in-class discussions and activities, and assigned readings (whether material appeared in only one or in all of these sources).

#### Short Writing Assignment 1 (15%) – due on CANVAS June 4 by 11:59 pm

For this short paper (not to exceed 1200 words), you will reflect on your own cross-group experiences, using a social psychological lens. More details will be given in class three weeks before the paper due date.

#### Short Writing Assignment 2 (20%) – due on Canvas July 23 by 11:59 pm

For this short paper (not to exceed 1200 words), you will reflect on a movement for social change. More details will be given in class three weeks before the paper due date.

#### In-class Activities (9%)

There will be a number of in-class activities. For some of these activities, you will have the opportunity to hand in a written response to the activity. They will be graded on a Complete/Not Complete basis. There will be at least 10 of these opportunities and you will receive 1% towards your final grade for each Complete response, up to a maximum of 9% (i.e., if you hand in 9 or more responses you will receive 9% toward your final grade). These activities will not be announced in advance, and you must be present in class to complete them (if you are not in class, you will automatically receive a Not Complete on that activity).

Note: In addition to the 10 in-class activities listed above, there will be a number of other participatory activities which are **not graded**, but which are required as part of course completion.

#### Twitter Participation (6%)

You can earn participation marks by using Twitter (a social media platform – twitter.com). I've started the hashtag #psyc363s2014. Keep an eye out for online news articles that relate to the course content. When you see one, tweet a link to the article along with this hashtag, as well as a word or phrase from the psychology of intergroup relations (e.g., "stereotyping") that you believe the news story illustrates. You are encouraged to contribute weekly. ☺ To earn the 6% participation mark, you will be expected to tweet 6 weeks out of 13. The deadline to participate for marks each week is **Wednesday at 10 pm**.

*Note: You will need to set up a Twitter account (if you don't have one) and provide me with your full name, student number, and associated Twitter account. Please do so by filling out the short questionnaire I've created at this webpage: <http://tinyurl.com/psyc363s2014>. We will also go over this in the first week of class.*

## Other Course Information

### Lecture slides

Lecture slides will be posted on Canvas. I will do my best to post lecture slides by 10 pm the evening before the lecture. However, my final slides may sometimes differ from those posted on Canvas. Also, my lecture slides do not provide enough information to be considered “lecture notes,” and thus should not be viewed as a substitute for attending class. They are meant to provide summary points, which you need to supplement with more expansive notes of your own.

### Reading Recaps

Most weeks, I will provide a “Reading Recap” in lecture, in which I will clarify the main points of the assigned readings and answer any questions. These slides will NOT be posted online. If you have a question about the readings you would like answered in class, please email me by **10 pm Wednesday evening**.

### Inclusiveness and accommodations

I will strive to make course material accessible to all students, and to provide students with different abilities the opportunity to perform at their highest potential. If you have a disability that might require accommodations, please notify me as soon as possible. The Centre for Students with Disabilities (<http://students.sfu.ca/disabilityaccess/>) exists to ensure that fair and reasonable accommodations are made for students who need them.

### Course Climate

We will discuss topics that are emotionally charged for many people. You may find yourself feeling uncomfortable, sad, angry, annoyed... At all times you are expected to strive to show respect toward other people in the class, even if you disagree with them. It is important to remember that hearing a diversity of opinions—even those you find offensive—can be an important learning opportunity. If you ever have concerns regarding the course climate, please schedule a meeting with Lisa.

If you are struggling with feelings of sadness or anxiety, consider contacting Health and Counselling Services (<http://students.sfu.ca/health/counselling/services.html>, 778.782.4615). Outside of regular operating hours (9am to 4:30pm), please call SFU Nightline at 604.857.7148 to speak to a trained volunteer.

### Email Policy

Please use the phrase “Psyc 363” in your email subject line, and allow at least 48 hours for a response (not counting weekends). Always use our **SFU email addresses**. Please **DO NOT** send the instructor or the TAs messages via Canvas. We will not be checking these messages on a regular basis and therefore you are unlikely to receive a timely response.

Because of the size of this class, we cannot respond at length to emails. Email correspondence should be kept to short questions that can be answered with a “yes” or “no”. Except for very minor questions that can be quickly addressed via email, visit us during office hours. If you need to set up a meeting outside of office hours, please email all of your available times over at least a 1-week period. If you have been absent, please do not email to ask me or the TAs what you missed—consult your classmates.

### Late papers, missed exams, and requests for “special circumstances”

Papers that are not submitted on Canvas by 11:59 pm on the due date will not be considered for marking (there may be a grace period of a *few* minutes, but don't push it!). Late papers will not be accepted, and make-up exams will not be arranged unless there is a valid excuse (e.g., medical issue) and documentation is provided.

If you must miss an exam or paper deadline for **medical reasons**, please:

- contact Lisa as soon as possible to let her know that you will be making a request for accommodation (this should be done **prior to the test date or paper deadline** whenever possible).
- complete a Health Care Provider Statement Form available on the Canvas page

If you believe that you have a **legitimate non-medical reason** why you must miss an exam or a paper deadline, please:

- Contact Lisa as soon as possible to let her know that you will be making a request for accommodation (this should be done **prior to the test date or paper deadline** whenever possible).
- Recognize that you will need to provide supporting documentation.
- Absences due to athletics, family obligations, vacations, work scheduling, or other similar commitments **WILL NOT** receive special accommodation. Additionally, other than mandated accommodation for final exam hardship (see: <http://students.sfu.ca/exams.html>), it is not possible to provide accommodation because of too much other work or too many other deadlines.

### Grade appeals

You are requested to meet with the TAs or Lisa if you have questions or concerns about a particular mark. If you believe there has been an error in the marking on particular assignment or exam, you can appeal your grade by notifying the professor *in writing* within two weeks from the release of the marks for that assignment. Your assignment will be re-graded using the same assignment criteria by another grader, with the possibility that your grade will **increase or decrease**.

### Academic Honesty

My expectation is that we are all here to learn and enjoy the process of acquiring and sharing knowledge. Academic dishonesty undermines this basic purpose. You should be aware that all acts of intellectual dishonesty will be handled in accordance with the SFU Academic Honesty and Student Conduct Policies ( <http://www.sfu.ca/policies/Students/index.html>). Students are also encouraged to read the School's policy information page (<http://www.cs.sfu.ca/undergrad/Policies/>).

### Grade Distribution

A – 85%+  
 B – 75-84%  
 C – 65-74%  
 D – 55-64%  
 F – less than 55%

**Notes:** The range for “+” and “-” within each letter grade will be determined when final grades are being calculated. Please ignore any other grade distributions that Canvas may display by default; these do not reflect how grades will be distributed in this course.

### Topic Schedule & Readings

Week 1	May 8
	Introduction; Key theories of intergroup relations
	<b>Optional</b> Reading: <a href="#">Aron, A., Melinat, E., Aron, E. N., Vallone, R. D., &amp; Bator, R. J. (1997). The experimental generation of interpersonal closeness: A procedure and some preliminary findings. <i>Personality and Social Psychology Bulletin</i>, 23(4), 363-377.</a>
Week 2	May 15
	Stereotyping & prejudice I
	Reading: <a href="#">Taylor, V. J., &amp; Walton, G. M. (2011). Stereotype threat undermines academic learning. <i>Personality and Social Psychology Bulletin</i>, 37(8), 1055-1067.</a>
Week 3	May 22
	Stereotyping & prejudice II Disadvantaged Group Memberships I <i>Guest Contribution – Scott Neufeld</i>
	Readings: Course text - Chapters 1-4 <a href="#">Chandler, M.J. &amp; Lalonde, C. (1998). Cultural continuity as a hedge against suicide in Canada's First Nations. <i>Transcultural psychiatry</i>, 35, 191-219.</a>
Week 4	May 29
	Privilege
	Reading: Course text - Chapters 5-9
Week 5	June 5
	Disadvantaged Group Memberships II <i>Guest contribution – Lisa Giamo</i>
	Reading: <a href="#">Shih, M., &amp; Sanchez, D. T. (2009). When race becomes even more complex: Toward understanding the landscape of multiracial identity and experiences. <i>Journal of Social Issues</i>, 65(1), 1-11.</a>
Week 6	June 12
	Disadvantaged Group Memberships III
	Readings: <a href="#">Glick, P., &amp; Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. <i>American Psychologist</i>, 56(2), 109.</a>
Week 7	June 19
	Reducing Prejudice I: Multiculturalism <i>Guest Contribution – Odilia Dys-Steenbergen</i>
	Reading: <a href="#">Verkuyten, M. (2006). Multicultural recognition and ethnic minority rights: A social identity perspective. <i>European Review of Social Psychology</i>, 17, 148-184.</a> <i>*this article will be covered on the final exam but NOT the midterm*</i>

Week 8	June 26
	Reducing Prejudice 2: Cross-group Contact <i>Guest Contribution – Joseph Comeau</i>
	Reading: <a href="#">Wright, S. C., Aron, A., McLaughlin-Volpe, T., &amp; Ropp, S. A. (1997). The extended contact effect: Knowledge of cross-group friendships and prejudice. <i>Journal of Personality and Social Psychology</i>, 73(1), 73.</a>
Week 9	July 3
	Cross-group Interactions <i>Guest Contribution: Clint Thomson</i>
	Reading: <a href="#">Bergsieker, H.B., Shelton, J.N., Richeson, J.A., (2010). To be liked versus respected: Divergent goals in interracial interactions. <i>Journal of Personality and Social Psychology</i>, 99, 248-264.</a>
Week 10	July 10
	Collective action/Resistance I
	Reading: <a href="#">Saguy, T., Tausch, N., Dovidio, J. F., &amp; Pratto, F. (2009). The irony of harmony intergroup contact can produce false expectations for equality. <i>Psychological Science</i>, 20(1), 114-121.</a>
Week 11	July 17
	Collective action/Resistance II
	Reading: <a href="#">Haslam, S. A., &amp; Reicher, S. D. (2012). When prisoners take over the prison: A social psychology of resistance. <i>Personality and Social Psychology Review</i>, 16(2), 154-179.</a>
Week 12	July 24
	Confronting/Challenging Prejudice
	Readings: Review course text - Chapter 9 <a href="#">Rattan, A., &amp; Ambady, N. (2014). How “It Gets Better”: Effectively Communicating Support to Targets of Prejudice. <i>Personality and Social Psychology Bulletin</i>, 40, 555-566.</a>
Week 13	July 31
	Conclusions/Unfinished Business/Review

**Final Exam: Tuesday, August 5, 12:00-2:00**

**Location: TBA**