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**Psyc 363 (Intergroup Relations)**  
**Summer 2015**

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Class time: Thursdays 2:30-5:20

Location: K9500

**Instructor**

Dr. Lisa Droogendyk

ldroogen@sfu.ca

**Teaching Assistants:**

Greg Boese

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Lisa Giamo

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Please use email to contact the instructor and the TAs. **Please do not send messages via Canvas. We will not be checking these messages and therefore you are unlikely to receive a response.**

**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.

**Student Hour with Dr. Droogendyk (RCB 6242)**

My student hour (Thursdays 5:30-6:30) is a dedicated time I have set aside each week for spending time with students outside of class. I would like to...

- **Get to know you!** Please stop by, say hello, and introduce yourself.
- **Answer your questions!** Attended class but didn't understand an example, or missed a definition? Befuddled by the textbook or readings? Want feedback on your paper topic? Need writing help? Please stop by!

If you need to see me, but cannot make the student hour due to your schedule, I am available for meetings at the Burnaby campus at other times during the week. If you wish to set up a meeting, please email all of your available times over at least a 1-week period.

**Prep and Review Sessions with Your Teaching Assistants**

Lisa G. and Greg (your teaching assistants) will offer Prep and Review sessions throughout the semester.

***The dates, times, and locations for these sessions are listed on the schedule at the end of this syllabus.***

The purpose of these sessions is as follows:

Assignment Prep Sessions: Go over the assignment expectations; make sure you are on the right track (e.g., go over an outline of your planned submission)

Assignment Review Sessions: Review your graded assignment to help you improve for next time and understand your mark

Exam Prep Sessions: Go over the exam expectations; ask questions about any in-class material that confused you, or you are having trouble remembering

Exam Review Sessions: Review your graded exam to help you improve for next time and understand your mark

**Assignments****Related Learning Outcomes (see below)**

Midterm Exam	= 25%	Learning Outcome #1,2
Final Exam	= 25%	Learning Outcome #1,2
Short Writing Assignment 1	= 15%	Learning Outcome #3
Short Writing Assignment 2	= 20%	Learning Outcome #4
Participation	= 10%	Learning Outcomes #1,2,3,4,5
Twitter Participation	= 5%	Learning Outcome #5

**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

**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 25, 2:30-3:45 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 18, 3:30-5:30 pm (location TBA)

The final 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 10 by 11:59 pm

For this short paper, 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 22 by 11:59 pm

For this short paper, you will reflect on a movement for social change. More details will be given in class three weeks before the paper due date.

### Participation (10%)

I value your attendance and engagement in this class. As such, you will receive marks for attending class and participating in activities. These marks will be earned in two ways:

- 1) Completing Lesson Comprehension Checks (LCCs) – an opportunity will be provided at the end of most classes.
- 2) Completing in-class activities – frequent opportunities to participate in activities will be offered in class. You can hand in your written response to the activity for course credit (usually by the end of class, although some activities may have a take-home or online component). Note: occasionally, we may have more than one activity on the same day - for logistical reasons, only *one activity per class* will be counted toward your grade.

Your **participation grade** will be determined as a *percentage of the total number of activities and lesson comprehension checks that you complete*. For example:

- Hypothetically, imagine that we have 10 activities and 12 Lesson Comprehension checks (total 22 points). Sarah completes 9 of the activities and 10 of the Lesson Compression Checks (total 19 points).  $19/22 = 86\%$ .  $86\%$  of 10 points = 8.6 points towards Sarah's final grade.

Participation marks will be updated on a spreadsheet on Canvas within 24 hours of the end of class. It is your responsibility to contact the TA **within 1 week** if you see any errors.

### Twitter Participation (5%)

You can earn participation marks by using Twitter (a social media platform – twitter.com). I've started the hashtag #psyc363s2015. 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 5% participation mark, you will be expected to tweet 5 weeks out of 13. The deadline to participate for marks each week is **Wednesday at 11:59 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/psyc363twitter>. 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 will often 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.

### 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.

### Possibility of a strike

The Teaching Support Staff Union (TSSU) is attempting to reach a new contract with SFU. If the negotiations are not successful, there is a possibility that a strike or job action will occur this summer if these negotiations are not successful. This would affect your TAs as well as your professor (who is a member of the TSSU as a sessional instructor). Depending on the nature of the job action or strike, the course material, assignments, and marking scheme could be affected. If so, I will provide you with as much as advance notice as possible, and do everything I can to ensure that you continue to have a positive learning experience in the class.

### Class Schedule, Topics, & Readings

<b>Week 1</b> <i>May 11- 15</i>	May 14 Lesson: 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>
<b>Week 2</b> <i>May 18-22</i>	May 21 Lesson: 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>
<b>Week 3</b> <i>May 25-29</i>	May 28 Lesson: Stereotyping & prejudice II Disadvantaged Group Memberships 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>
Prep & Review Sessions	Paper Prep with Greg: May 27 1:30-2:30 (RCB 5231) Paper Prep with Lisa G: May 28 1-2 pm (RCB 5231)
<b>Week 4</b> <i>June 1- 5</i>	June 4 Lesson: Privilege
	Reading: Course text - Chapters 5-9
Prep & Review Sessions	Paper Prep with Greg: June 3 1:30-2:30 (RCB 5231) Paper Prep with Lisa G: June 4 1-2pm (RCB 5231)
<b>Week 5</b> <i>June 8-12</i>	<b>* 1<sup>st</sup> Reflection Paper Due 11:59 pm June 10*</b>
	June 11 Lesson: Disadvantaged group memberships II (Guest contribution: Lisa Giamo); Helping Outgroups (Guest contribution: Greg Boese) 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>
<b>Week 6</b> <i>June 15-19</i>	June 18 Lesson: 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>
Prep & Review Sessions	Paper Review and Midterm Prep with Greg: June 17 1:30-2:30 (RCB 5231) Paper Review and Midterm Prep with Lisa G: June 18 1-2 pm (RCB 5231)
<b>Week 7</b> <i>June 22-26</i>	<b>*Mid-term June 25 2:30-3:45*</b>
	June 25 Lesson: 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> <i>*this article will be covered on the final exam but NOT the midterm</i>

<b>Week 8</b> <i>June 29-July 3</i>	July 2 Lesson: 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>
Prep & Review Sessions	Midterm Review with Greg: <b>Tuesday</b> June 30 1:30-2:30 (RCB 7322 **note different time and location)
	Midterm Review with Lisa G: July 2 1-2pm (RCB 7322 **note different location)
<b>Week 9</b> <i>July 6-10</i>	July 9 Lesson: Reducing Prejudice I: Multiculturalism
	Reading: Dys-Steenbergen, O., Wright, S.C., & Aron, A. (in press). Self-expansion motivation improves cross-group interactions and enhances self-growth. <i>Group Processes and Intergroup Relations</i> . *Will be posted on Canvas.
Prep & Review Sessions	Midterm Review and Paper Prep with Greg: July 8 1:30-2:30 (RCB 5231)
	Midterm Review and Paper Prep with Lisa G: July 9 1-2pm (RCB 5231)
<b>Week 10</b> <i>July 13-17</i>	July 16 Lesson: Reducing Prejudice 2: Cross-group Contact
	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>
Prep & Review Sessions	Paper Prep with Greg: July 15 1:30-2:30 (RCB 5231)
	Paper Prep with Lisa G: July 16 1-2pm (RCB 5231)
<b>Week 11</b> <i>July 20-24</i>	<b>*2<sup>nd</sup> Reflection Paper Due 11:59 pm July 22*</b>
	July 23 Lesson: Cross-group Interactions
	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>
<b>Week 12</b> <i>July 27-31</i>	July 30 Lesson: 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>
Prep & Review Sessions	Paper Review with Greg: July 29 1:30-2:30 (RCB 5231)
	Paper Review with Lisa G: July 30 1-2 pm (RCB 5231)
<b>Week 13</b> <i>August 3-7</i>	August 6 Lesson: Conclusions/Unfinished Business/Review

**Final Exam: Tuesday, August 18, 3:30-5:30**

**Location: TBA**