SYLLABUS
HUMBEHV 4HB3: SEMINAR ON THE PSYCHOLOGY OF INTERGROUP RELATIONS
Department of Psychology, Neuroscience, and Behaviour
McMaster University
Fall, 2019

CLASS TIME AND LOCATION: Mondays 2:30-5:20 in PC 335.

<table>
<thead>
<tr>
<th>PROFESSOR</th>
<th>TEACHING ASSISTANT</th>
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<tbody>
<tr>
<td>Dr. Jennifer M. Ostovich</td>
<td>Brendan Stanley</td>
</tr>
<tr>
<td>Email: <a href="mailto:imostovich@mcmaster.ca">imostovich@mcmaster.ca</a></td>
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</tr>
<tr>
<td>Office: PC-415A</td>
<td>Office hours: By appointment</td>
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COURSE DESCRIPTION. The purpose of this seminar is to expose students to an intensive analysis of theory and research in psychological research on intergroup relations. We will discuss the main theoretical arguments and related research attempting to explain the persistence of prejudice, stereotyping, and discrimination in the 21st Century, and we will apply that work to current events.

Required readings. There is no textbook for this course. However, you will be given a reading list of articles that are available for free through the McMaster Libraries.

Note: This syllabus has two parts. Part I includes a description of the academic aspects of this course (basic course requirements, readings, and important dates); Part II (beginning page 9) includes a description of the various administrative aspects of this course (email, website, academic integrity, student accessibility, and missed assessment policies).

PART I: COURSE REQUIREMENTS

In this course, you will be expected to read and think about assigned readings, attend and be actively engaged in classes, give a brief presentation, write several reflection papers, and write a term paper. Please see below for more information.

ASSESSMENT STRATEGY. As is the case with most seminar courses, there will be no tests or exams in this course. Instead, you will be assessed based on the criteria discussed below.

1. Participation. Participation will be marked using a penalty system. That is, you will lose points for failures at participation, rather than gain points for participation.

For the purposes of this course, participation refers to whether you are present in both mind and body. You are expected to:

(1) Show up to class on time. Obviously, an absence would result in a penalty. However, being late could also result in a penalty, particularly if your lateness is habitual and/or disruptive.
(2) Be actively engaged in class. If we see you use your cell phone or other electronic device, or if you are sleeping or chatting off-topic during class, then you will receive a penalty.

Please note: This syllabus — including scheduling, topic order, topics themselves, and my evaluation strategy — is subject to change if circumstances warrant (e.g., TA loss, "snow days").
Optimally, all students would contribute to class discussions. However, I am aware that some people experience anxiety when trying to speak in class, and hence you will not be heavily penalized for not speaking up. However, there will be a 1% penalty (on top of penalties for the two criteria listed above) for not saying something in at least two of the 11 classes scheduled this term. My hope is that, having participated a couple of times early in the term, you feel more confident about participating as the term progresses. In service of that hope, please try to participate at least once (more is better, of course) before Fall Break; if you wait much longer than that, it will be increasingly difficult to participate.

If participating in class discussions is something that feels impossible to you, then please meet with me or with Brendan for help.

Finally, everyone gets sick (or sick and tired) sometimes, and this has been factored into the participation assessment strategy. The maximum participation penalty is 10%, but there are 11 classes scheduled. Thus, you are being given one free bad participation day before you start racking up penalty points.

2. Reflection Papers (4 papers @ 10% each = 40%): Your learning experience in this course depends heavily on class discussions. To facilitate your participation in these discussions, you will be required to produce four (4) reflection papers this term, based on lectures, class discussions, and/or readings (either assigned by me, or found by you). These reflection papers must be handed in on four different days (you can’t hand in two the last week because you forgot to hand it in earlier in the term).

Because it is sometimes difficult to plan when you’ll hand in an assignment when there is no set due-date, I have decided that you must hand in at least one reflection paper in each of September, October, and November; you can hand in your fourth paper any other week during those three months. We will not accept reflection papers in December, because of other plans for the last day of class.

If you miss a month, but still hand in 4 papers, then you will receive a 10% penalty on whatever you earn on this section of the course. There is no accommodation for this requirement: there are typically 4 Mondays in a month, and that is 4 opportunities to hand in a paper; being sick is (usually) no excuse for missing all 4 chances.

By the same token, if you do not hand in 4 papers this term, then you will receive a mark of zero for the missing paper, with no accommodation possible, except in exceptional circumstances.

More About Reflection Papers

Please see the document “Reflection Papers” on our Avenue to Learn (A2L) website for information on my expectations for these assignments. It is important that you meet these expectations, because marking will be based largely on the extent to which you have fulfilled them.

The best papers will show good depth of thought and understanding, and will be well written (Word can check your spelling and grammar – let it!). Papers that read as though they were jotted down at the last second, that show little thought or understanding, or are poorly written (especially if to the extent that we cannot understand your argument), will receive a failing grade.

What does well-written mean? It means that you’ve made a cohesive, logical argument and laid it out in a way that makes sense. It also means that your grammar and spelling are adequate (perfection is good, but a step below perfection is okay as long as we can understand, the first time through, the words you’ve put on the page in the order/combination you’ve used).
I would suggest that you bring a copy of your reflection paper (or notes about things you’d like to discuss from it) to class so that you can use it to help you participate in discussions.

3. Article Presentations (15%).

Each of you will give a talk describing and discussing articles from our reading list (see pages 5+) beginning on Sept 16th and ending on Nov 11th.

Choosing your article. You will be invited to a sign-up sheet on Google Drive (through a link on A2L) on Sept 9th after class. There, you will choose your preferred date and article, with the caveat that we will have a maximum of 3 presentations per class (thus even if there are more than 3 possible articles listed on a given day, if 3 people have already signed up for that day, you are out of luck), and only one presentation per article. You must complete the sign-up process before midnight on Sept 10th. Presentations will begin on Sept 16th and end on Nov 11th.

Expectations. The presentations are meant to be about 10 minutes long and supported by 2-4 Powerpoint slides. Powerpoint slides should include brief bullet points (not sentences) that will keep you organized, pictures if you like to use them, and, if possible, graphs or flow charts depicting critical content from your article. I recommend creating graphs/flow charts using the Powerpoint software, rather than copy-pasting the ones from your article into your slides – this shows some extra effort, usually acts as a learning exercise for you (to make the graphic, you must understand what it’s representing), and also allows you to control (using animations) the manner of its presentation.

There will be too much information in your article for you to present it all. You task is to decide what the important (“take-home”) points of the article are, and present those. For example, if your article contains four experiments, you might decide to present details of only one of them, while briefly explaining what happened in the other three. Or if your article contains a great deal of background, you will have to make decisions about how much of that background is necessary in order for you to give a cogent discussion of your article.

Some of the articles in the reading list are empirical articles (you will recognize these because they contain original research, with clear methods and results sections). For these, you should describe the purpose, methods, and results of the described research. Graphs are typically the most useful illustrations for this type of article.

Other articles are theoretical articles (you will recognize these because they do not contain any original research, but instead describe and critically assess a field of study). For these, you should describe the purpose of the article, and its basic arguments and conclusions. Flow charts are typically the most useful illustrations for this type of article.

Regardless of article type, students must draw connections between their article, other readings and/or course content, and current events.

Your presentations will be integrated into my lectures, so there will be no set time for each presentation. Make sure that you bring a copy of your presentation on a thumb drive: you can either use your own laptop for the presentation, or a laptop provided by us.

If you are worried that you don’t understand the requirements for this project, please ask for help!

Finally, missed presentations must be made up (the value of the presentations cannot be placed elsewhere). If you have warning that you might miss your presentation (and can properly document your absence, see Part II
of this syllabus), then get in touch with me before your presentation date, and we’ll see what we can do. If you’ve had no warning, then you’ll have to prepare another presentation for later in the term.

4. Debate Arguments (10%). On the last day of class, December 2nd, we will have a debate on some topic or topics of interest to the class (which we will come up with the previous Monday). “Debate” makes this sound contentious, but my hope is that we will have a friendly, interesting discussion of course content, aided by prepared arguments.

Expectations. You are expected to hand in a set of arguments over A2L on Sunday December 1st before 11:59pm. Late assignments will receive a 15% penalty if they arrive before Monday’s class; if they arrive after class, then they will receive an additional 15% penalty, plus 15% more for each additional day they are late.

Although you may chat with your friends about your arguments, you must turn in your own, independently produced write-up. Your mark will be based on two aspects of your write-up: (a) the quality of your arguments, and (b) how well you’ve articulated them.

I expect you to use these arguments in-class during the debate(s), though you can also (of course) bring up arguments not in your document. Your performance in-class will not be used to assess your debate mark, because sometimes not everyone gets to speak up (or wants to), but it is my hope that we’ll have a lively, informative discussion of whatever topics we come up with.

5. Research Paper (35%).

Select a topic (subject to my approval; see “due-dates” below) relevant to intergroup relations, and write an 8-10 page double-spaced paper about it (page requirement is somewhat flexible, and does not include your cover page or works cited lists). You can choose a topic we discussed in class, or some topic you felt was missing from the course. If the former, be sure to add something new to our discussion (you cannot simply rehash what we did in class). Either way, your topic must be approved by Dr. Ostovich (see below).

Your research paper must include a minimum of 5 peer-reviewed journal articles that you find yourself (i.e., not previously discussed in class or listed on your syllabus), and a minimum of 8 references total. This is where the “research” is occurring. Note that you cannot use webpages (e.g. Wikipedia) or textbooks as references for a paper of this sort. If you refer to current events, you should include links to the websites that described these events – as I’m sure you know, different news sources tell different stories about the same events. (I usually recommend the New York Times or Washington Post, but those newspapers would tend to reflect my own biases.) Current events links do not count as references for the purposes of this paper.

Research papers are written in a standard academic essay format: introduction, at least three good supporting arguments, conclusion. But because this course is part of your Human Behaviour B.A.Sc. capstone experience, I am requiring that you include some sort of applied component. For example, in your conclusion, you might outline some guidelines or public policy suggestions (or mention then briefly, and then create an Appendix listing them in detail), or propose an app that might help solve whatever problem you have chosen to tackle (again, you could get creative and write an Appendix describing your app in more detail). How you present your applied component (including whether you use an Appendix to elaborate on it) is up to you, but it must be included.

Note that, as with all other handed-in assignments for this course, Turnitin will be turned on in your A2L folder.
Many students feel a bit nervous about writing a formal research paper. Therefore, I have found two web resources that I think will help you write the best paper you can.

- **This resource**, from Purdue University, seems (in the section titled “Research Papers”) to give a decent outline of what is expected in a paper of this sort (it doesn’t talk about the applied component, but it does talk you through the process of coming up with a topic, researching it, and writing about it). It seems to me that you could write either an argumentative or an analytical research paper for this course, depending on your topic and personal preference.

- **This resource** is also pretty helpful – I agree with most of what it recommends, particularly when it comes to the writing itself (my doctoral advisor used to tell his students “words are your enemy”, and encourage them to use only as many as absolutely necessary; I tend to add “semi-colons are your enemy”, because no one knows how to use them properly, and improperly used semi-colons are a crime).

Moreover, most students don’t know APA Style, which is required for this project. **This resource** is an excellent APA Style guide.

Because some (most?) people find it difficult to get themselves going on a major project such as this, I have come up with the following **due-dates**. If you miss one of the first three due-dates, you will lose out on the points associated that that due-date. If you hand in your actual paper late, you will incur a 15% penalty per day late.

1. **Proposal (2%)**. You are expected to hand in a topic proposal by November 4th. This proposal should be brief. It must include a statement of your topic, with a short paragraph (about 3 sentences should suffice) describing, in general terms, what topic you plan to tackle in your paper.

2. **Annotated Reading List (3%)**. This is due by November 18th. Provide a list of five of the articles you plan to use in your term paper, that you have found yourself (i.e., they’re not in the syllabus or discussed in class). Give the reference information for each paper in APA format (author, date, title, journal), and a brief paragraph, in your own words, of what that article will contribute to your final paper.

3. **Outline (5%)**. Hand in a brief outline by November 25th. The outline must include a statement of your topic (what is your research question?) and a list of at least 3 arguments you plan to make (one or two sentences per) in the service of answering that question, with an indication of which articles you intend to use for each argument. You must also indicate your plans for the applied component of the term paper.

4. **The Paper Itself (25%)**. Due December 9th.

I must remind you to meticulously follow the rules of academic integrity during the process of writing this paper. We will be using Turnitin to check your paper for originality (even without Turnitin, it is relatively easy to discover unoriginal work; unoriginal sentences, paragraphs, or turns of phrase usually jump right out at an experienced marker), so please be careful!

The best way to avoid plagiarizing by accident is to **always take notes in your own words** – not even paraphrased, but instead entirely in your own words (Turnitin recognizes paraphrasing, and considers it unoriginal; I override this decision if paraphrasing is rare and cited, but otherwise, even paraphrasing can cause you grief). Never copy-paste something from one document into another: that’s just begging for trouble.
TOPICS AND READINGS

The schedule below is speculative, as I have never taught this course as a seminar. I expect us the get off-course at some point, and therefore it’s possible (but I hope unlikely) that some article presentations may occur at a different date than originally planned.

More about your readings. You will find a list of required readings beginning on page 6-8 of this syllabus. Most weeks, you will be expected to read 3 articles. These readings, along with lectures by me, will be the basis for class discussions; you are therefore expected to complete and think about all assigned readings prior to classes.

If you find it overwhelming to do these readings, consider the following advice. These readings are not going to be tested in their smallest details, but instead are meant to give you some knowledge so that you can (a) better understand lectures, and (b) help generate discussions. You should read them for understanding, not for memorization. Note down things that interest or puzzle you as you go, or perhaps briefly outline theories or results, but do not be concerned about memorizing every word – that’s not the point of readings in this course, and doing the readings with that goal in mind will be onerous.

How to find your readings. The easiest way to find your readings is to use Google Scholar. Go to Scholar’s homepage. At the top of the page, you will find a link to “Settings”. Select that. This will take you to a page with a menu along its left-hand side: select “Library links”. Type McMaster University into the textbox. Now that you’ve done this, articles available at Mac will have the tag “get it @ Mac” next to them; sometimes articles are available in the public domain – these links will also be visible. Sometimes, Scholar fails you. When that happens, it’s time to go to the McMaster Library, and find the PsychInfo database, and search for the article there. PsychInfo almost never fails you.

NB. Keep an eye on A2L for any changes to the readings (we will probably not get to all of these)

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<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
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### 23 Sept
**Stereotyping is Harmful (duh)**


### 30 Sept
**Stereotyping is Helpful (huh??!)**


### 7 Oct
**Stereotype Maintenance: Will we ever stop using stereotypes?**


### PART II: PREJUDICE

**Topic Overviews:**


PART III: PUTTING IT ALL TOGETHER


**PART II: ADMINISTRATIVE POLICIES AND PROCEDURES**

**Cell Phones & Classroom Etiquette:** This should all be obvious to you, as graduating seniors, but because any deviations from good etiquette could have a more significant impact on a seminar than in a large lecture room, I will outline a few important expectations here:

1. **Be punctual.** Late arrivals and early departures are disruptive.
2. **Pay attention when others are speaking (not just me; your peers as well).**
3. **Put your cell phone away.** I love my cell phone too, but please keep your phone in your bag during class. Using your phone during class is distracting, and disruptive both to the speaker (whether a fellow student or your professor) and to the students around you. I do understand that special circumstances may arise. In those cases, please make arrangements with me at the beginning of class.

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

If you have accommodations that are relevant to any of HUMBEHV 4HB3’s evaluation strategies, then please get in touch with Dr. Ostovich (and Brendan, if you are comfortable with your TA’s involvement in any accommodations we can make for you) at the **beginning of term** so that we can discuss how best to accommodate you. Don’t wait until disaster has struck please: contact me on day one if you can.

**Academic Integrity.** You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. 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 behavior can result in serious consequences, e.g., a grade of zero (0) on an assignment, loss of course credit with a notation on the transcript (“grade F assigned for academic dishonesty”), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on academic dishonesty, please refer to Mac’s Academic Integrity Policy, at [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity)

**Missed Work Policy.** In the event of an absence for medical or other reasons, students should carefully review and follow the regulations outlined in the undergraduate calendar under “Requests for Relief for Missed Academic Term Work”. Any deviation from these regulations will result in a mark of “0” for the missed work.
Once you’ve complied with university regulations, I will receive an official university notification indicating that you’ve requested an accommodation for missed work. I must receive that request, as well as a personal email from you, within 48 hours of the missed work. I need not see medical notes or other documentation: the university will see those things, and pass on their confirmation of receipt to me.

For some aspects of this course, I will not accommodate missed or late work. This includes the requirement that you hand in one reflection paper in each of September, October, and November, and four reflected papers total (to fail to hand in any of these papers on time would require an enduring illness or other catastrophe (i.e., being out of commission for an entire calendar month). It also includes the first three components of your final paper.

For other aspects, I will accommodate properly documented absences or late submissions. In order to be accommodated, remember to contact me immediately.

**E-mail Policy:** E-mails must originate from a valid McMaster account, and be sent to the teaching staff’s McMaster accounts. Please never send an email from the Avenue system: I don’t check my Avenue mail, and your TAs do not either.

Email sent from third-party providers (e.g., hotmail, cogeco, google) will be ignored. McMaster University has this policy for two important reasons: (1) to ensure that we know with whom we are communicating; and (2) to teach the professional use of e-mail. Note that e-mails to your professors are professional communications. They should (1) include correct spelling and punctuation, (2) have an informative subject line, and (3) be brief. If you want to write an e-mail and you’re also angry, do everyone a favour: take a deep breath, go on with your day, and send an e-mail hours or days later (whatever it takes), when you are no longer angry.

**Website Policy:** You are expected to check our course website on Avenue to Learn regularly for announcements and updates. It is your responsibility to keep up with the information provided on this site.

**Final Grade Calculations.** Your final grade will be calculated according to the following scheme:

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<tr>
<th>Percentage (Grade)</th>
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<tbody>
<tr>
<td>90-100 (A+)</td>
<td>77-79 (B+)</td>
<td>67-69 (C+)</td>
<td>57-59 (D+)</td>
</tr>
<tr>
<td>85-89 (A)</td>
<td>73-76 (B)</td>
<td>63-66 (C)</td>
<td>53-56 (D)</td>
</tr>
<tr>
<td>80-84 (A-)</td>
<td>70-72 (B-)</td>
<td>60-62 (C-)</td>
<td>50-52 (D-)</td>
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3. Students should be aware that, when they access the electronic components of this course, 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 this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

4. The instructor reserves the right to adjust final marks up or down, depending on overall performance in the course.