

***TENTATIVE* SYLLABUS**
PSYCHOLOGY 3CD3: INTERGROUP RELATIONS
Department of Psychology, Neuroscience, and Behaviour
McMaster University
Winter Term 2009

Please note: This syllabus is subject to change if circumstances warrant.

Course time: TRF 2:30

Course location: JHE-264

Tutorials: Every other F on a rolling basis, 2:30, locations TBA (see course website)

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Professor:

Dr. J. M. Ostovich

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Office hours: TBA, see website for more information

Teaching Assistants:

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Course Description: The purpose of this course is to use social psychology research and theory to help us better understand intergroup relations. We will focus on stereotyping, prejudice, and discrimination, the three major components of poor intergroup relations.

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Readings (required):

Jones, M. (2002). *Social Psychology of Prejudice*.

Intergroup Relations readings book (packaged with the Jones textbook)

Website: This course has a Blackboard website. You are responsible for all information posted on the website. You are expected to check the website regularly for announcements, changes to our schedule, discussion board postings, and other valuable information.

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Assessment: Your final mark will be based on the following.

(1) Tutorial Participation = 10%

(2) Tutorial Assignments = 20%

(3) Midterm (24 Feb) = 30%

(4) Final Exam (to be scheduled by the Registrar) = 40%

The midterm will test material covered during the first half of the course. The final exam will be cumulative, and will be held during the examination period. The midterm and final will be written (short and/or longer essays), with no multiple choice.

Note: The instructor reserves the right to alter the evaluation scheme if circumstances warrant it (e.g., TA loss, inability to hold tutorials).

Tutorials: You will be assigned to Friday tutorials (see our website for assignments). Tutorials will meet during class time, every other week, on a rotating basis, in rooms TBA. Thus, each student will attend five (5) Friday tutorials. Please see the course calendar for reminders of when you are meant to meet.

Participation: Participation will be marked by your tutorial leader. Please see the course website, under “Important Information” for the scoring rubric and for details on effective participation.

Participation in tutorials will enhance your learning experience and your enjoyment of the course. Because we all have bad days, your participation mark will be based on your performance in your 4 best (out of 5) sessions.

Assignments: You are required to hand in 3 short “seed papers” this term. You may hand in *one* extra paper (i.e., a 4th paper) if you would like to try to improve your mark (your best 3 papers will go towards your final mark). If you hand in a 5th paper, though, *it will be ignored*, no matter how good it is.

Seed papers are due at the *beginning* of each tutorial. If you hand in the paper after tutorial, even if you hand it in on Friday, you will be docked for lateness. *Late assignments* will be docked a partial letter grade per day, beginning Friday after 2:30pm (so, if you hand in your paper late Friday afternoon, an A paper becomes an A- paper; if you hand it in on Saturday, then an A paper becomes a B+ paper; etc.). If you must miss tutorial, then you must email your paper to your TA (in Word or PDF format), with an explanation of your absence, *by noon on Friday*.

You will sign up for 3 assignment due-dates during your first tutorial session. You must hand papers in on these due-dates, or you will receive a zero on the missed paper.

Please see the course website, under “Important Information”, for details on these assignments (from format to content to marking considerations).

Missed Tests and Assignments: You are strongly encouraged never to miss an assessment. If something comes up that will interfere with your ability to write a test or to hand in an assignment, then you must immediately contact me (for tests) or your tutorial leader (for assignments) – before the fact, if at all possible. If you do not contact us in a timely manner, then your mark in the course will suffer.

If you miss a test and/or makeup test, then you must provide a doctor’s certificate (or equivalent for non-medical situations) to your Dean’s office, or you will receive a grade of zero on that test and/or makeup test. Makeup test information will be provided on the course website. Makeups always occur during class time, a week to the day after the original test.

Final Grade Calculations: Your final grade will be converted to a letter grade, according to the following scheme:

Percentage (Grade)	Percentage (Grade)	Percentage (Grade)	Percentage (Grade)
90-100 (A+)	77-79 (B+)	67-69 (C+)	57-59 (D+)
85-89 (A)	73-76 (B)	63-66 (C)	53-56 (D)
80-84 (A-)	70-72 (B-)	60-62 (C-)	50-52 (D-)
			0-49 (F)

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 <http://www.mcmaster.ca/academicintegrity>.

SCHEDULE AND READINGS

A note on the readings: Extra readings may be assigned as we go. These will be announced on WebCT; it is your responsibility to keep track of extra materials.

Course Outline and Readings

- Please note: This is a new course, and so exact dates are not given. The amount of interest and discussion generated by each topic will affect how long we spend on it. Please keep up with the readings; they will help you in lecture and in tutorials.

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Origin and Maintenance of Stereotypes and Prejudice
Effects of Feeling vs. Thinking on Activation and Use of Stereotypes

Read Jones Ch's 1, 4, and 6

Read Sherif, "Experiments in group conflict" (readings book)

Read Wittenbrink et al., "Evidence for racial prejudice at the implicit level..."

Personality and Prejudice

Read Jones Ch 5

Old-Fashioned vs. Modern Prejudice

Read Jones Ch 3

Read Dovidio, "On the nature of contemporary prejudice..." (readings book)

Effects of Prejudice on Targets of Prejudice

Read Jones Ch's 2 and 7

Discrimination at its Worst: Genocide

Read Einstein & Freud, "Why war?" (readings book)

Read Milgram, "The dilemma of obedience" (readings book)

Reducing Prejudice

Read Jones Ch 8

Read Gilbert, "No one left to hate..." (readings book)

Read Aronson & Bridgeman, "Jigsaw groups and the desegregated classroom..." (readings book)

Read Burnette, "Talking openly about race thwarts racism in children" (readings book)

Read Dovidio & Gaertner, "Reducing prejudice..." (readings book)