

**SYLLABUS<sup>1</sup>**  
**PSYCHOLOGY 3CD3: INTERGROUP RELATIONS**  
Department of Psychology, Neuroscience, and Behaviour  
McMaster University  
Winter, 2017

**CLASS TIME:**

Monday/Thursday 3:30pm; Tuesday 4:30pm

**LOCATIONS:**

Monday and Tuesday lectures: BSB 117

Thursday lectures: BSB 120 (on January 5<sup>th</sup> & 12<sup>th</sup>, March 30<sup>th</sup>, and April 6<sup>th</sup>)

Thursday tutorials: one of BSB B139, BSB B140, and BSB B142, TBA.

Midterm: BSB 106 (on 16 Feb during class time)

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PROFESSOR	TEACHING ASSISTANTS
Dr. Jennifer M. Ostovich Email: <a href="mailto:jmostovich@mcmaster.ca">jmostovich@mcmaster.ca</a> Phone: <i>Do not phone me.</i> Office: PC-415A Office hours: TBA; watch <i>Avenue</i>	Mike Galang ( <a href="mailto:galangc@mcmaster.ca">galangc@mcmaster.ca</a> ): Tutorial in BSB B139 Tammy Rosner ( <a href="mailto:rosnertm@mcmaster.ca">rosnertm@mcmaster.ca</a> ): Tutorial in BSB B140 Taigan MacGowan ( <a href="mailto:macgowat@mcmaster.ca">macgowat@mcmaster.ca</a> ): Tutorial in BSB B142

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**COURSE DESCRIPTION.** We all belong to a multitude of groups. These groups reflect our race, our ethnicity, our religious beliefs, our political beliefs, our gender, our socioeconomic status, and any other number of variables we use to define “us” and “them”. The purpose of this course is to use social psychology research and theory to help us better understand why “us” tend not to get along with “them”. To that end, we will discuss the three main processes underpinning intergroup relations: stereotyping, prejudice, and discrimination.

Note: This syllabus is divided into two parts. **Part I** includes a description of the academic aspects of this course (basic course requirements, readings, and important dates); **Part II** (page 9) includes a description of the various administrative aspects of this course (policies re. emails, *Avenue to Learn*, recording lectures, and absences).

### PART I: COURSE REQUIREMENTS

**READINGS.** You will find a list of required readings beginning on page 5 of this syllabus. These readings are meant to supplement lectures and to stimulate class discussion (through their use in seminars run by you). You should complete all assigned readings *prior* to attending lecture, and *prior* to attending a tutorial session. This will ensure that you get the most out of the lectures and seminars.

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.

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<sup>1</sup> **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”).

Please think of *all* information provided on the course website (*Avenue to Learn*) as *required* reading. Everything posted on *Avenue* is fair game for tests, including the syllabus, the course FAQ (which gives tips on how to perform optimally on tests, among many other things), and a handful of articles I have posted on note-taking and studying. It is your responsibility to read and study these resources.

**EVALUATION.** Your final mark will be based on your performance in tutorials (@ 30%), and on two tests (one midterm @ 30%, and one cumulative final @ 40%).

**Tutorials.** Your weekly tutorials are designed to give you a chance to direct your own learning. There are two assessment elements involved here: first, there is a participation component worth 10% of your mark in the course; second, you and a group of three to four other students will lead a seminar on two separate occasions, worth, in total, 20% of your mark in the course.

**A. Participation.** Your participation mark will reflect your discussion inputs on days when you are *not* leading a seminar. This mark will be based on two things

1. Non-seminar leaders must submit, by 11:59pm the night before each seminar, at least one *thoughtful* discussion comment or question relevant to the next day's seminar (more information is provided below) . This is worth *half* of your participation mark (or 5% of your total mark in 3CD3).
2. Non-seminar leaders must also attend and participate in seminar discussions. This participation can take on any number of forms: asking the question they submitted the night before, commenting on others' inputs, and/or generating new questions that come up for you as you listen to the seminar presentation (for more information on how this aspect of your participation will be evaluated, see "participation rubric", under "course documents" on *Avenue to Learn*). This is worth the other half of your participation mark (or 5% of your total mark in 3CD3).

*More on Discussion Comments/Questions:*

The primary goals of discussion comments/questions (hereafter referred to as "questions") are:

1. to help you engage with the readings
2. to help the seminar leaders with their presentations
3. to help your tutorial leader get a sense of the extent to which you have thought about the papers

You should submit a minimum of one substantive question per seminar day. Your questions can take many forms, but in all cases, they are going to be a short paragraph (not one sentence; aim for about 200 words), and are going to be thoughtful. Here are a few examples:

1. You might want to comment on methodology. For example, you might wonder whether a different manipulation (IV) or measure (DV) might change things, or whether a different participant pool would react in the same way as did the participant pool used by the authors.
2. You might have spotted flaws in an article. For example, you might believe that the authors' conclusions are not warranted because they did not control for some important variable.
3. You might think that an article's methodology or theoretical stance was particularly unique and clever, and you can comment on why you the authors are ingenious.
4. You might want to tie an article in to some current or historical event (news, history, politics, etc.).
5. You might have noticed that an article has contradicted something from another assigned reading, or from lecture.
6. You might have a clarification question – though you should strive not to ask these too often, because they tend not to move discussion forward very much.

*Discussion questions grading:* Your tutorial leader will assess your comments/questions based on the extent to which they show thought and engagement with the readings and with class materials. Does the question make it clear that you've given the readings (and class materials) some thought? Or does it seem likely that you started reading the paper 10 minutes before the submission deadline? (if at all). Students who consistently submit thoughtful, engaged questions and comments will tend to do very well on this aspect of the course. Given the purpose of these discussion questions, anything submitted beyond class time will not be accepted, and will receive a mark of zero. (MSAFs not accepted for this component – you would have to have had a week-long documentable illness in order for an MSAF to be valid for one of these.)

**B. Seminars.** Together with three to four other students, you will lead a discussion of the readings assigned for your seminar date, on two separate occasions. In addition to the assigned readings, you and your partners will find and incorporate into your seminar at least 2 current events (news) articles.

Your seminar presentation should take between 20 and 30 minutes (the other 20 to 30 minutes will be used for discussion). Your presentation should go beyond merely summarizing the articles (whether assigned readings or the current events articles you have chosen to discuss); instead, you should incorporate and integrate the articles into a coherent presentation and discussion. In other words: How does the collection of articles you've presented on help us gain insight into intergroup relations?

When preparing your seminar, bear in mind that your peers may not have read your current events links, or heard about the event(s) discussed in them. Therefore, you should include sufficient detail on them for your peers to understand what's going on. You may show video (or similar) in your presentation if you would like, but these cannot take up more than 5 minutes of your 20-30 minute presentation.

Partners will be assigned randomly, with the proviso that you are teamed with different people for each presentation. You are free to switch teams or dates with another student, but please let your tutorial leader know if you do.

*Some pointers for generating discussion:* At the end of your presentation, you will be expected to get a discussion going. You should come prepared with a question or two to get things rolling. Note that questions like "What do you guys think?" and "Does anyone want to share their opinion?" are rarely useful for generating discussions. Try to be specific. For example, ask your peers whether they are aware of (other) current or historical events (or music, film, television, literature) relevant to your presentation – we all come into this course with different knowledge, interests, and backgrounds, and this could generate truly interesting discussions. Or, if some theory or experiment was discussed in lecture *after* you put together your presentation, and you think it relevant to your presentation, ask your peers to comment on it. If you don't get a response, try rephrasing the question. Don't rush to give the answer yourself – it often takes people some time to formulate their responses. It may feel like an eternity when you're waiting for someone to respond, but be patient.

*What you must hand in:* Please hand in the script for your presentation (in whatever form it exists, whether fully scripted or bullets) on *Avenue*, under "Assessments", and then "Assignments", the night before your presentation (i.e., Wednesday night) by 11:59pm. The Assignments folder uses an originality checker; be sure to follow Academic Integrity guidelines in the script of your seminar! The script should include the names of all group members, and a brief description of who did what. It should also include links to the news articles you used in your presentation. One member of your group will manage the upload of this document (choose wisely!).

*Grading:* Your presentation grade will be based on

1. Your ability to integrate your assigned readings into a cohesive presentation that helps your classmates comprehend all procedural aspects of the studies

2. Your understanding of the material
3. Your ability to generate an interesting and lively discussion
4. The appropriateness of the current events you've included
5. Your presentation style (including slides)

The seminars are worth a combined 20% of your final grade in PSYCH 3CD3: Seminar 1 is worth 8%, and Seminar 2 is worth 12%. You will receive a group mark from your TA and classmates, but this mark will be modified in line with peer evaluations (including the "who did what" section of your script) given by you and your group on one another's input into the final product.

I have prepared a separate document with more information on presentation format and grading, available under "course documents" on *Avenue to Learn*. Please make yourself familiar with that document.

**Tests.** Tests will combine multiple-choice and very short answer items (definitions, brief explanations, fill in the blanks). They will assess your knowledge of details (key terms, definitions, data/results of studies and experiments), but will focus primarily on your conceptual understanding of, and ability to apply, research and theories presented in the course. Rote memorization of the material will be not enough for most students to get more than a D or C in the course.

Check out our *Avenue to Learn* website for an **FAQ** with more details on what you can do to optimize your performance on tests.

### **IMPORTANT DATES<sup>2</sup>**

**Tests.**

*Midterm:* 16 February, during class time, location TBA

*Final Exam:* To be scheduled by the Registrar

**Thursday Lectures.** We will have lectures on four Thursdays this term, to be held in BSB 120. These are January 5<sup>th</sup>, January 12<sup>th</sup>, March 30<sup>th</sup>, and April 6<sup>th</sup>.

**Seminars.**

Round 1	Round 2
Seminar 1: 19 January	Seminar 5: 2 March
Seminar 2: 26 January	Seminar 6: 9 March
Seminar 3: 2 February	Seminar 7: 16 March
Seminar 4: 9 February	Seminar 8: 23 March

**Topics and Readings.** See next page.

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<sup>2</sup> **A note on dates and deadlines.** The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If a modification becomes necessary, reasonable notice and communication with the students will be given with an explanation and the opportunity to comment on changes. It is the responsibility of the student to check their McMaster email and course websites weekly during the term and to note any changes.

## TOPICS AND READINGS

**A note on the readings.** Plan carefully so that you do not find yourself “cramming” the readings at the last minute. Most of the time, lecture will be more interesting (and seminar discussions more productive) if you choose to read ahead. Please note that I will not always explicitly discuss a given reading (and nor will you, in seminars). *Read and learn all readings anyway.* Note as well that our readings list is incomplete: I will add readings to Part III as we get closer to when I’ll be discussing those topics.

**A note on date and topics.** I haven’t taught this course as two-lectures, one-tutorial since about 2008. Hence, I have no idea how long things will take. I *may be off by a week or more* at various points: think of the dates (below, left-hand column) as approximate and likely wrong!

You’ll note that the seminar dates for a given topic are planned for well after the (guessed at) lecture dates. This is so that I can stay ahead of you, and not leave you (I hope) in a situation in which you’re telling the class about something I’ve not yet introduced. This is actually good for you: you’ll get what is called “distributed practice” on these topics, at least to some extent, which is very good for encoding.

Date	TOPIC	READINGS (SEMINAR READINGS IN BLUE)	SEMINAR
Jan 5	Introductory Comments	<ol style="list-style-type: none"> <li>Dovidio, Hewstone, Glick, &amp; Esses. (2010). Ch 1: Prejudice, Stereotyping and Discrimination: Theoretical and Empirical Overview. In <i>The SAGE Handbook of Prejudice, Stereotyping and Discrimination</i>. Available on Avenue to Learn.</li> </ol>	
	<b>PART I: STEREOTYPING</b>	<p><i>Overviews:</i></p> <ol style="list-style-type: none"> <li>Bodenhausen, G. V., Macrae, C. N., &amp; Sherman, J. W. (2016). On the dialectics of discrimination: Dual processes in social stereotyping. Find at: <a href="http://escholarship.org/uc/item/3rm7v8wk">http://escholarship.org/uc/item/3rm7v8wk</a></li> <li>Hilton, J. L., &amp; Von Hippel, W. (1996). Stereotypes. <i>Annual Review of Psychology</i>, 47, 237-271.</li> </ol>	
Jan 9	Origins of Stereotypes 1: Categorization	<ol style="list-style-type: none"> <li>Tajfel, H. (1970). Experiments in intergroup discrimination. <i>Scientific American</i>, 223(5), 96-102.</li> <li>Lepore, L., &amp; Brown, R. (1997). Category and stereotype activation: Is prejudice inevitable? <i>Journal of Personality and Social Psychology</i>, 72(2), 275-287.</li> <li>Macrae, C. N., Mitchell, J. P., &amp; Pendry, L. F. (2002). What's in a forename? Cue familiarity and stereotypical thinking. <i>Journal of Experimental Social Psychology</i>, 38(2), 186-193.</li> <li>Rhodes, M. (2013). How two intuitive theories shape the development of social</li> </ol>	Seminar 1 (19 Jan)

		categorization. <i>Child Development Perspectives</i> , 7(1), 12-16.	
Jan 17	Origins of Stereotypes 2: Family, Media, & Personal Experience	<ol style="list-style-type: none"> <li>1. Dunham, Y., Chen, E. E., &amp; Banaji, M. R. (2013). Two signatures of implicit intergroup attitudes: Developmental invariance and early enculturation. <i>Psychological Science</i>, 24(6), 860-868.</li> <li>2. Gaither, S. E., &amp; Sommers, S. R. (2013). Living with an other-race roommate shapes Whites' behavior in subsequent diverse settings. <i>Journal of Experimental Social Psychology</i>, 49(2), 272-276.</li> <li>3. Hamilton, D. L., Dugan, P. M., &amp; Troler, T. K. (1985). The formation of stereotypic beliefs: Further evidence for distinctiveness-based illusory correlations. <i>Journal of Personality and Social Psychology</i>, 48(1), 5-17.</li> <li>4. McConnell, A. R., Sherman, S. J., &amp; Hamilton, D. L. (1994). Illusory correlation in the perception of groups: An extension of the distinctiveness-based account. <i>Journal of Personality and Social Psychology</i>, 67(3), 414-429.</li> <li>5. Risen, J. L., Gilovich, T., &amp; Dunning, D. (2007). One-shot illusory correlations and stereotype formation. <i>Personality and Social Psychology Bulletin</i>, 33(11), 1492-1502.</li> </ol>	Seminar 2 (26 Jan) Use article 5 and either of 3 or 4.
Jan 24	Effects of Stereotypes: Stereotype Threat	<ol style="list-style-type: none"> <li>1. Steele, C. M., &amp; Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. <i>Journal of Personality and Social Psychology</i>, 69(5), 797-811.</li> <li>2. Walton &amp; Spencer. (2009). Latent ability: Grades and test scores systematically underestimate the intellectual ability of negatively stereotyped students. <i>Psychological Science</i>, 20(9), 1132-1139.</li> <li>3. Inzlicht, M., Tullett, A. M., Legault, L., &amp; Kang, S. K. (2011). Lingering effects: Stereotype threat hurts more than you think. <i>Social Issues and Policy Review</i>, 5(1), 227-256.</li> <li>4. Elsaadawy, N. (2016) PNB4Q03 (<i>Library Project</i>): Stereotype Threat in Academic and Workplace Settings. Available on <i>Avenue</i>.</li> <li>5. Inzlicht, M., &amp; Kang, S. K. (2010). Stereotype threat spillover: how coping with threats to social identity affects aggression, eating, decision making, and attention. <i>Journal of personality and social psychology</i>, 99(3), 467-481.</li> <li>6. Pronin, E., Steele, C. M., &amp; Ross, L. (2004). Identity bifurcation in response to stereotype threat: Women and mathematics. <i>Journal of Experimental Social Psychology</i>, 40(2), 152-168.</li> </ol>	Seminar 3 (2 Feb)

Jan 31	Benefits of Stereotype Use: Efficiency	<ol style="list-style-type: none"> <li>Pendry, L. (1998). When the mind is otherwise engaged: Resource depletion and social stereotyping. <i>European Journal of Social Psychology, 28</i>(2), 293-299.</li> <li>Sherman, J. W., Lee, A. Y., Bessenoff, G. R., &amp; Frost, L. A. (1998). Stereotype efficiency reconsidered: Encoding flexibility under cognitive load. <i>Journal of Personality and Social Psychology, 75</i>(3), 589-606.</li> <li>Van Knippenberg, A. D., Dijksterhuis, A. P., &amp; Vermeulen, D. (1999). Judgement and memory of a criminal act: The effects of stereotypes and cognitive load. <i>European Journal of Social Psychology, 29</i>, 191-201.</li> <li>Sherman, J. W., Macrae, C. N., &amp; Bodenhausen, G. V. (2000). Attention and stereotyping: Cognitive constraints on the construction of meaningful social impressions. <i>European Review of Social Psychology, 11</i>(1), 145-175.</li> </ol>	Seminar 4 (9 Feb)
Feb 6	Stereotype Maintenance	<ol style="list-style-type: none"> <li>Moreno, K. N., &amp; Bodenhausen, G. V. (1999). Resisting stereotype change: The role of motivation and attentional capacity in defending social beliefs. <i>Group Processes and Intergroup Relations, 2</i>(1), 5-16.</li> <li>Richards, Z., &amp; Hewstone, M. (2001). Subtyping and subgrouping: Processes for the prevention and promotion of stereotype change. <i>Personality and Social Psychology Review, 5</i>(1), 52-73.</li> <li>Wigboldus, D. H., Dijksterhuis, A., &amp; Van Knippenberg, A. (2003). When stereotypes get in the way: Stereotypes obstruct stereotype-inconsistent trait inferences. <i>Journal of Personality and Social Psychology, 84</i>(3), 470-484.</li> </ol>	No Seminar
<b>PART II: PREJUDICE</b>		<p><i>Overviews:</i></p> <ol style="list-style-type: none"> <li>Duckitt, J. H. (1992). Psychology and prejudice: A historical analysis and integrative framework. <i>American psychologist, 47</i>(10), 1182-1193.</li> <li>Gawronski, Brochu, Sritharan, &amp; Strack. (2012). Cognitive consistency in prejudice-related belief systems: Integrating old-fashioned, modern, aversive and implicit forms of prejudice. In <i>Cognitive Consistency: A Fundamental Principle In Social Cognition</i>. Available on Avenue to Learn.</li> </ol>	
Feb 13	Group-Based Theories of Prejudice	<p><i>Note: Readings will sometimes discuss more than one theory at a time.</i></p> <p><i>Seminar Note: Use Article 2 under Relative Deprivation Theory (Anier et al.), and any one of the three other articles in blue (under Social Identity Theory).</i></p>	Seminar 5 (2 Mar)
	1. Realistic Group Conflict Theory	<ol style="list-style-type: none"> <li>Sherif, M., Harvey, O.J., White, J., Hood, W. R., Sherif, C. W. (1954/1961). <i>Intergroup Conflict and</i></li> </ol>	

		<p><i>Cooperation: The Robbers Cave Experiment.</i> Available at <a href="http://psychclassics.yorku.ca/Sherif/">http://psychclassics.yorku.ca/Sherif/</a></p> <p>2. Gaertner, S. L., Dovidio, J. F., Banker, B. S., Houlette, M., Johnson, K. M., &amp; McGlynn, E. A. (2000). Reducing intergroup conflict: From superordinate goals to decategorization, recategorization, and mutual differentiation. <i>Group Dynamics: Theory, Research, and Practice</i>, 4(1), 98-114.</p>	
	2. Social Identity Theory	<p>1. Taifei, H., &amp; Turner, J. (1979). An Integrative Theory of Intergroup Conflict. Available on <i>Avenue</i>.</p> <p>2. Brewer, M. B., &amp; Gardner, W. (1996). Who is this "We"? Levels of collective identity and self representations. <i>Journal of Personality And Social Psychology</i>, 71(1), 83-93.</p> <p>3. Fein, S., &amp; Spencer, S. J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. <i>Journal of Personality and Social Psychology</i>, 73(1), 31-44.</p> <p>4. Scheepers, D., Ellemers, N., &amp; Sintemaartensdijk, N. (2009). Suffering from the possibility of status loss: Physiological responses to social identity threat in high status groups. <i>European Journal of Social Psychology</i>, 39(6), 1075-1092.</p> <p>5. Wilkins, C. L., &amp; Kaiser, C. R. (2014). Racial progress as threat to the status hierarchy: Implications for perceptions of anti-White bias. <i>Psychological Science</i>, 25(2), 439-446.</p>	
	3. Relative Deprivation Theory	<p>1. Olson, J. M., Roese, N. J., Meen, J., &amp; Robertson, D. J. (1995). The preconditions and consequences of relative deprivation: Two field studies. <i>Journal of Applied Social Psychology</i>, 25(11), 944-964.</p> <p>2. Anier, N., Guimond, S., &amp; Dambrun, M. (2016). Relative deprivation and gratification elicit prejudice: Research on the v-curve hypothesis. <i>Current Opinion in Psychology</i>, 11, 96-99.</p>	
	<b>PART III: PUTTING IT ALL TOGETHER</b>		
Mar 6	Effects of Affect, Cognition, and Motivation on the Activation and Use of Stereotypes	TBA	Seminar 6 (9 Mar)
Mar 13	Personality and Prejudice	TBA	Seminar 7 (16 Mar)
Mar 20	Modern Theories of Prejudice	TBA	Seminar 8 (20 Mar)



Mar 27	War, Genocide, and Post-Atrocity Healing	<ol style="list-style-type: none"> <li>1. Staub (1999). The origins and prevention of genocide, mass killing, and other collective violence. <i>Peace and Conflict: Journal of Peace Psychology</i>, 5, 303-336.</li> </ol> <p>MORE READINGS TBA</p>
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## **PART II: ADMINISTRATIVE POLICIES AND PROCEDURES**

**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, updates, discussion board postings, and other valuable information. It is *your responsibility* to keep up with the information provided on this site.

Use of the website's **discussion boards** to ask content-related questions is strongly encouraged, first, because asking these questions in a public forum gives all students access to their answers, and second, because your peers might decide to attempt answers themselves, which is an excellent form of studying and knowledge checking.

Please see the top of each discussion board for directions on how to use the board. Posts that ignore these directions will be deleted. The professor reserves the right to *ban* students from the course website if they use the board inappropriately (e.g., posting inappropriate comments).

Finally, 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.

**Policy re. the Recording of Lectures:** If you feel that recording lectures will help you perform optimally in the course, then feel free to do so. You are especially encouraged to record lectures if you find my pacing a bit fast. HOWEVER: Consider the lectures **copyrighted material**: you **cannot post recordings anywhere online**, including on our *Avenue* website.

**Cell Phones & Classroom Etiquette:** First, please be punctual. Late arrivals and early departures are very disruptive.

Second, I love my cell phone as much as you do, but please keep your phone *in your bag* during classes and tutorials. Be considerate of your fellow classmates and your professor –refrain from using your phone while in class, and do not leave class to take a phone call. This type of behavior is distracting, and disruptive both to the speaker (whether a fellow student or your professor) and to the students around you. With that said, I do understand that special circumstances may arise. In those cases, please make arrangements with me at the beginning of class.

Third, laptops may be used during class. However, do not use anything other than note-taking programs (e.g., Word) during class. Using anything but note-taking programs distracts and disrupts your classmates, interfering substantially with their learning. Moreover, note-taking with laptops is known to have a negative impact on learning; taking notes by hand is a better form of learning support, which you might benefit from (particularly if you can't help but check *Facebook* during class).

You will find empirical articles, under “learning support” in the “Content” section of *Avenue to Learn* that go into what I've said here in more detail. It is your responsibility to read and understand these articles.

**Test-Taking Policy.** Electronics must stay in your bag, turned off. If a phone rings or vibrates during a test, you will be penalized **5%** off your *final grade in the course*. The only things allowed on your desk and/or outside of your bag during testing sessions are pens, pencils, erasers, something to eat or drink if needed, tissues if needed, and your student ID.

**Missed Tests:** Report your absence to McMaster and to Dr. Ostovich **within 2 days of the missed test**. Failure to comply with the **two-days rule** could result in your earning a mark of zero on the missed test. Make-up tests are usually held during class time, on a day and location TBA.

In order to receive any sort of accommodation (e.g., makeup test), I must receive an official university email indicating that you've complied with university regulations, as well as your personal email requesting accommodation. I need not see medical notes or other documentation: the university will see those things, and pass on their confirmation of receipt to me.

**How to report an absence to McMaster:** In the event of an absence for medical or other reasons, students should *carefully* review and follow the regulations outlined in the undergraduate calendar, “[Requests for Relief for Missed Academic Term Work](#)”. Any deviation from these regulations will result in a mark of “0” for the missed work. Note that you cannot simply “MSAF” the midterm in this course: the midterm is worth more than the maximum allowed for simple MSAFs without supporting documentation; any absence will require a visit to your Associate Dean's office before it can be accommodated.

**How to report an absence to Dr. Ostovich:** Send an email to Dr. Ostovich that does the following: (a) *briefly* explains why you've been forced to miss the test (less detail is best!); (b) requests relief for the missed work, and (c) indicates whether you have submitted documentation to the university, and if not, when that will be happening. The content of your email will be kept confidential.

**What if you miss the make-up test?** If you miss the make-up test, then you must document the absence (for the day of the official makeup, which will be announced on the *Avenue* website); once you have done that, you will be given a 70% final exam. Think carefully before missing a make-up test!

**Missed Tutorials.** It is best never to miss these, particularly on a presentation day. We will deal with tutorial absences on a case by case basis. You must notify your tutorial leader *immediately* if you must miss tutorial, particularly if on a seminar day. If you do not get in touch with us within 24 hours of the missed tutorial, then we will not accommodate your absence.

**SAS Students.** Please discuss your accommodations with Dr. Ostovich *early in the term* (the earlier the better), particularly if your accommodations are relevant to your participation in the tutorials aspect of this course.

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

<u>Percentage (Grade)</u>	<u>Percentage (Grade)</u>	<u>Percentage (Grade)</u>	<u>Percentage (Grade)</u>
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)

**Note:** The instructor reserves the right to adjust final marks up or down, depending on overall performance in the course. Students *who do not pass the cumulative final*, or whose final exam mark is their *lowest mark* in the course, will *not* have their mark adjusted up under any circumstances.

**Note as Well:** Your final mark is your final mark, unless a marking or mathematical error has been made. Special favours to one student are unfair to the multitude of students who neither ask for nor get those same favours. Therefore, if you are concerned about your final mark, it is your responsibility to visit with me or with one of your TA's, *well in the advance of the final exam*, for study help.

**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>.