

**SYLLABUS<sup>1</sup>**  
**PSYCHOLOGY 3CD3: INTERGROUP RELATIONS**  
**Department of Psychology, Neuroscience, and Behaviour**  
**McMaster University**  
**Winter, 2018**

**CLASS TIMES:**

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

**LOCATIONS:**

Lectures: ABB 164

Thursday Discussion Groups: one of PC 204, 311, and 316 (your room to be announced).

Midterm: February 15<sup>th</sup> during class time, location TBA

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<b>PROFESSOR</b>	<b>TEACHING ASSISTANTS</b>
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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 Thursday discussion group. 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. 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

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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”).

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 discussion groups (@ 35%), and on two tests (one midterm @ 30%, and one cumulative final exam @ 35%).

**1. Assignments.** (Value: 15%). At least 6 times this term, you will submit, to A2L's "assignments" folder, a document containing at least one *thoughtful* discussion comment or question relevant to that week's discussion group readings.

You can submit anywhere between 6 and 8 assignments (this is entirely up to you). We will use your best six submissions towards your final grade (with missed submissions and late submissions counting as a 0).

You cannot submit assignments on days when you are the presenter, and you may only submit one assignment per week, so choose your dates wisely.

Here are your group discussion meeting dates.

January	February	March
11 <sup>th</sup>	1 <sup>st</sup>	1 <sup>st</sup>
18 <sup>th</sup>	8 <sup>th</sup>	8 <sup>th</sup>
25 <sup>th</sup>		15 <sup>th</sup>
		22 <sup>nd</sup>
		29 <sup>th</sup>

The primary goals of these assignments are:

1. to help you engage with the readings
2. to support presenters' attempts to lead a discussion about their articles
3. to help your TA get a sense of the extent to which you have thought about and understood the readings

The questions/comments you present in your assignments can take many forms, but should always add something new to the picture (not just a rehashing of what's in the readings). 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 think 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 noted a tie between an article and some popular culture product (a movie, TV show, song, novel, etc.)
6. You might have noticed that an article has contradicted something from another assigned reading, or from lecture.
7. 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.

*Formatting and handing in your assignments.* Please follow these guidelines exactly.

1. Use 12 point font, single or double spaced (your preference).
2. Aim to produce somewhere between 200 and 300 words. Think of 200 words as a loose lower limit (meaning 150 words once or twice won't kill you), and 300 words as a *strict* upper limit.
3. Include a word count, along with your name, at the top of your document.
4. Hand in your submission as a Word document, and upload it to the appropriate "Assignments" folder (under the "Assessments" tab).
5. Your document should be named as follows: "YourLastName DiscX". So, for Discussion 2, I'd hand in "Ostovich Disc2".
6. Hand the document in over A2L<sup>2</sup> by 11:59pm on the night before each of the 10 dates listed above (e.g., Wednesday nights before 11:59pm).

*Grading:* Your TA will assess your assignments based on the extent to which they show thought and engagement with the readings and with class materials. Does the assignment 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 in this aspect of the course. Each submission will be marked on a 3 point scale (1, 2, 3), where 1 = acceptable, 2 = good, 3 = excellent. Note you will earn a zero (0) for unacceptable (little to no thought or coherence) and late submissions. (MSAFs will not be accepted for this component of the course.<sup>3</sup>)

**2. Participation.** (Value 5%) Your participation mark will reflect your discussion inputs on days when you are *not* presenting an article. This participation can take on any number of forms: bringing up something you wrote in your assignment, commenting on others' inputs, answering others' questions, and/or generating new questions 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 A2L).

**3. Article Presentations.** (Value 15%). You will present one article this term (possibly two if you would like to do two – notify a member of the teaching staff ASAP if you'd like to try two; if so, the best of your two presentations will count as your presentation mark, and we'll use the best five of your assignments for your assignments mark).

Presentation dates will be assigned randomly, by your TA, with 2-3 students presenting each week. However, you are free to switch dates with another student, if your assigned date is horrible for you. If you make a switch, please let your TA know about the switch immediately!

Although your presentation date will have been selected by your TA, you can select which article you wish to present. Please email your TA *at least* one week before your presentation date to indicate your preference (two or more weeks is better); article choice will be done on a first-come, first-served basis (i.e., if you request an article that someone else has already requested, then you are out of luck, and must choose a different article).

Each presenter will have about **10** minutes to present their article and answer clarification questions (you should therefore time your presentation to be about **8** minutes long). The last 20 or so minutes of class will be dedicated to a general discussion, meant to tie the articles together into a coherent story. The article presenters

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<sup>2</sup> Please note that the originality checker will be turned on in the assignments box – be sure to follow McMaster's Academic Integrity guidelines in producing these documents. You can find a blurb on these guidelines, plus a link to McMaster's policy, in Part II of this syllabus.

<sup>3</sup> There are so many opportunities to hand these in that you would have to MSAF about 4 of these dates in order to get an accommodation!

can choose to meet up before their presentations to discuss how they'd like to approach the general discussion, but this is not necessary (the choice is yours).

You should prepare some *Powerpoint* slides for your presentation. These should contain very little text (don't read your slides!), but are useful in keeping your presentation structured and easy (and interesting) to follow.

The presentations must do the following:

1. Summarize the main arguments and findings (where relevant) of the article.
2. Tie the article to class materials (when possible).
3. Tie the article to a current events (news) story. The news story you choose can come from any news source (e.g., a newspaper, a magazine/e-zine). Note that the news story has to be a description of a real occurrence in the real world (i.e., not a summary of research).

In other words, you will be telling us how your article can help us gain insight into some aspect of the psychology of intergroup relations, by incorporating the article with lectures and with the real world.

*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 any responses during your discussion period, 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 A2L<sup>4</sup>, under "Groups", and then "Assignments", the night before your presentation (i.e., Wednesday night) by 11:59pm. The script should include links to any news article(s) you used.

*Grading:* Your presentation grade will be based on

1. How well you summarized your article
  - a. Did you pick out relevant ideas and findings [good] or just summarize the whole article [bad]?
  - b. Did you present your information clearly and accurately?
2. How well you tied the article to class materials
3. How well you tied the article to current events
4. Your presentation style (including slides)
5. How well you answered questions

I have prepared a separate document with more information on presentation format and grading, available under "course documents" on A2L. Please make yourself familiar with that document.

**Tests.** Tests will consist mainly of written answer items (definitions, explanations, fill in the blanks), but may also include some multiple choice. 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

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<sup>4</sup> Ditto fn2 re. the originality checker and academic integrity.

students to earn more than a D or C on tests. Check out our A2L website for an **FAQ** with more details on what you can do to optimize your performance on tests.

### IMPORTANT DATES<sup>5</sup>

#### Tests.

*Midterm:* 15 February, during class time, location TBA

*Final Exam:* To be scheduled by the Registrar

**Discussion Group Meetings.** The “presentations” column, below, indicates group discussion dates.

### TOPICS AND READINGS

**A note on the readings.** Keep an eye on A2L for any changes to the readings.

**A note on dates.** The “date” column is *theoretical*: I am not sure how long things will take, and may be off by a week or more at various points. I will keep you updated on our progress in class. Regardless of my accuracy re. lecture dates, the presentation dates are solid.

DATE	TOPIC	READINGS	PRESENTATIONS
Jan 4	Introductory Comments	1. Dovidio, Hewstone, Glick, & 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.	
	<b>PART 1: STEREOTYPING</b>	<i>Overview:</i> Hilton, J. L., & Von Hippel, W. (1996). Stereotypes. <i>Annual Review of Psychology</i> , 47, 237-271.	
Jan 8	Origins of Stereotypes 1: Categorization	1. Lepore, L., & Brown, R. (1997). Category and stereotype activation: Is prejudice inevitable? <i>Journal of Personality and Social Psychology</i> , 72(2), 275-287. 2. Macrae, C. N., Mitchell, J. P., & 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.	Discussion 1 11 Jan <i>No presenter today.</i>
Jan 11	Origins of Stereotypes 2: Family, Media, & Personal Experience	1. Dunham, Y., Chen, E. E., & Banaji, M. R. (2013). Two signatures of implicit intergroup attitudes: Developmental invariance and early enculturation. <i>Psychological Science</i> , 24(6), 860-868. 2. Gaither, S. E., & Sommers, S. R. (2013). Living with an other-race roommate shapes Whites' behavior in subsequent diverse settings. <i>Journal</i>	Discussion 2 18 Jan

<sup>5</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.

		<p>of <i>Experimental Social Psychology</i>, 49(2), 272-276.</p> <ol style="list-style-type: none"> <li>Hamilton, D. L., Dugan, P. M., &amp; Trolier, 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>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>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>	
Jan 22	Effects of Stereotypes: Stereotype Threat	<ol style="list-style-type: none"> <li>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. <i>Not for use for presentations</i></li> <li>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>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>Elsaadawy, N. (2016) PNB4Q03 (<i>Library Project</i>): Stereotype Threat in Academic and Workplace Settings. Available on Avenue. <i>Not for use for presentations</i></li> <li>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>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>	Discussion 3 25 Jan
Jan 29	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</i>, 28(2), 293-299.</li> </ol>	Discussion 4 1 Feb

		<ol style="list-style-type: none"> <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</i>, 75(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</i>, 29, 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</i>, 11(1), 145-175.</li> </ol>	
Feb 5	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</i>, 2(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</i>, 5(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</i>, 84(3), 470-484.</li> </ol>	Discussion 5 8 Feb
Feb 12	<b>PART II: PREJUDICE</b>	<p>Overviews: <i>(not for use for presentations)</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</i>, 47(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>	
	<u>Old Fashioned Theories of Prejudice</u>		
	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 Cooperation: The Robbers Cave Experiment</i>. See <a href="http://psychclassics.yorku.ca/Sherif/">http://psychclassics.yorku.ca/Sherif/</a> <i>Not for use for presentations</i></li> <li>Gaertner, Dovidio, Banker, Houlette, Johnson, &amp; McGlynn, (2000). Reducing intergroup conflict:</li> </ol>	Discussion 6 1 Mar <i>Lots of readings for this one (all articles for RGCT, SIT, and RDT are on the</i>

		From superordinate goals to decategorization, recategorization, and mutual differentiation. <i>Group Dynamics: Theory, Research, and Practice</i> , 4(1), 98-114.	<i>table). Watch A2L for how we'll narrow this down.</i>
	2. Social Identity Theory	<ol style="list-style-type: none"> <li>1. Taifei, H., &amp; Turner, J. (1979). An Integrative Theory of Intergroup Conflict. Available on <i>Avenue</i>. <i>Not for use for presentations.</i></li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> </ol>	
	3. Relative Deprivation Theory	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> </ol>	
	<b>PART III: PUTTING IT ALL TOGETHER</b>		
Mar 6	Effects of Affect, Cognition, and Motivation on the Activation and Use of Stereotypes	<ol style="list-style-type: none"> <li>1. Ko, S. J., Muller, D., Judd, C. M., &amp; Stapel, D. A. (2008). Sneaking in through the back door: How category-based stereotype suppression leads to rebound in feature-based effects. <i>Journal of Experimental Social Psychology</i>, 44(3), 833-839.</li> <li>2. Ford, T. E., Teeter, S. R., Richardson, K., &amp; Woodzicka, J. A. (2016). Putting the brakes on prejudice rebound effects: An ironic effect of disparagement humor. <i>The Journal of Social Psychology</i>, 1-16.</li> <li>3. Guinote, A. (2007). Power and the suppression of unwanted thoughts: Does control over others</li> </ol>	Discussion 7 8 Mar

		decrease control over the self? <i>Journal of Experimental Social Psychology</i> , 43(3), 433-440.	
		4. Galinsky, A. D., & Moskowitz, G. B. (2007). Further ironies of suppression: Stereotype and counterstereotype accessibility. <i>Journal of Experimental Social Psychology</i> , 43(5), 833-841.	
Mar 13	Personality and Prejudice	<ol style="list-style-type: none"> <li>1. Brandt, M. J., &amp; Reyna, C. (2010). The role of prejudice and the need for closure in religious fundamentalism. <i>Personality and Social Psychology Bulletin</i>, 36(5), 715-725.</li> <li>2. Onraet, E., Van Hiel, A., &amp; Fontaine, J. R. (2017). The relationship of trait emotional intelligence with right-wing attitudes and subtle racial prejudice. <i>Personality and Individual Differences</i>, 110, 27-30.</li> <li>3. Dhont, K., Roets, A., &amp; Van Hiel, A. (2011). Opening closed minds: The combined effects of intergroup contact and need for closure on prejudice. <i>Personality and Social Psychology Bulletin</i>, 514-528.</li> <li>4. Brizi, A., Mannetti, L., &amp; Kruglanski, A. W. (2015). The closing of open minds: Need for closure moderates the impact of uncertainty salience on outgroup discrimination. <i>British Journal of Social Psychology</i>.</li> </ol>	Discussion 8 15 Mar
Mar 20	Modern Theories of Prejudice	<ol style="list-style-type: none"> <li>1. Wittenbrink, B., Judd, C. M., &amp; Park, B. (1997). Evidence for racial prejudice at the implicit level and its relationship with questionnaire measures. <i>Journal of personality and social psychology</i>, 72(2), 262.</li> <li>2. Morrison, T. G., Morrison, M. A., &amp; Borsa, T. (2014). A legacy of derogation: Prejudice toward Aboriginal persons in Canada. <i>Psychology</i>, 2014.</li> <li>3. LaCosse, J., Tuscherer, T., Kunstman, J. W., Plant, E. A., Trawalter, S., &amp; Major, B. (2015). Suspicion of White people's motives relates to relative accuracy in detecting external motivation to respond without prejudice. <i>Journal of Experimental Social Psychology</i>, 61, 1-4.</li> </ol>	Discussion 9 22 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>	Discussion 10 29 Mar <i>No presenter today</i>

## **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 love yours, but please keep your phone *in your bag* during classes and presentations. 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. Note that 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 Thursday Discussion Groups.** It is best never to miss these, particularly if you're presenting. We will deal with absences on a case by case basis. You must notify your TA *immediately* if you must miss your presentation. If you do not get in touch with us within 24 hours of the missed Thursday, 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 Monday discussions aspect of this course.

**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)

**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>.