Faculty of Health
Department of Psychology
PSYC 4020 3.0M & N, WINTER 2022
SEMINAR IN SOCIAL PSYCHOLOGY:
INTERGROUP BIAS

Although this course was originally intended to be taught in class, it will be delivered online using eClass and Zoom until January 31, 2022 or further notice. A zoom link is provided below and will also be posted on eClass. Once health restrictions are lifted, in class learning will resume. The course will always be taught synchronously. That means that every seminar will be delivered in real time during the scheduled course day and time.

Section M Meeting Times and Location
Wednesdays, 11:30 – 2:30 pm, scheduled to be in-person in BSB 164, but currently online via Zoom until January 31, 2022 or further notice.
Zoom link
https://yorku.zoom.us/j/96479785384?pwd=WXhVbzZNUjlBbVRMVTBFSFR4Z2tiUT09
Passcode: 191568

Section N Meeting Times and Location
Wednesdays, 2:30 – 5:30 pm, scheduled to be in-person in VH 1154, but currently online via Zoom until January 31, 2022 or further notice.
Zoom link
https://yorku.zoom.us/j/94190228206?pwd=Qk4vMHpiRmdNSEtvUXpmTm01aWVQZz09
Passcode: 015142

Course Website
https://eclass.yorku.ca

Instructor Information
Instructor: Dr. Kerry Kawakami
Office: BSB 327
Office hours: Set up appointment via email
Email: kawakami@yorku.ca

Course Prerequisite(s): Course prerequisites are strictly enforced
HH/PSYC 1010 6.00 (Introduction to Psychology), with a minimum grade of C.
HH/PSYC 2021 3.00 (Statistical Methods I) or HH/PSYC 2020 6.00 (Statistical Methods I and II)
HH/PSYC 2030 3.00 (Introduction to Research Methods) or substitutes
HH/PSYC 2120 3.00 (Social Psychology)
Students must be in an Honours program in Psychology and have completed at least 84 credits

Course Credit Exclusions
Please refer to York Courses Website for a listing of any course credit exclusions.

Course Overview
This course is a 4th year seminar. The focus of this seminar is on contemporary issues in intergroup bias. We will cover a diversity of phenomena and processes associated with intergroup relations, such as categorization, prejudice, stereotyping and discrimination. Although we will explore these topics primarily by examining bias against racial/ethnic and gender groups, the theorizing and research is relevant to a wide variety of social categories. The goal of the course is to provide an overview of social psychological frameworks used to study intergroup relations and to stimulate creative thinking and research on this topic. You will read assigned empirical articles and write a short analysis of these papers and discuss key issues in class. As discussion leaders, you will present summaries and critiques of these articles. You will also present a research proposal and submit a written research proposal.

Program Learning Outcomes
Upon completion of this course, students should be able to:
1. Demonstrate in-depth knowledge in social psychology.
2. Critically evaluate, synthesize, and resolve conflicting results in social psychology.
3. Articulate trends in social psychology.
4. Locate research articles and conduct a literature search.
5. Express knowledge of social psychology in written form.
6. Engage in evidence-based dialogue with course director and peers.
7. Demonstrate an ability to work with others.

Specific Learning Objectives
1. Understand the importance of theoretical and empirical evidence in social psychological research for understanding intergroup bias.
2. Gain experience reviewing literature and applying social psychology to the study of intergroup bias.

Course Requirements and Grading
Attendance and In-Class Participation
It is important that you attend all seminars. A great deal of important information is provided in each class. For example, you will learn about important topics that will form the foundation of your research proposal presentation and written research proposal. Given that this is a seminar course, you will be graded on class participation. You will not earn participation marks if you do not attend class – attendance is mandatory.

Weekly reading assignments will consist of two empirical journal articles for the first 9 weeks of class. You <u>must</u> read all assigned articles prior to each class and come to class prepared to discuss the readings. Participation is essential in a seminar class. It is through the process of discussion and debate that one's research acumen becomes defined and sharpened. Members of the seminar owe it to one another to come prepared to discuss the assigned reading. To receive full participation credit, you must be prepared to discuss the readings in each seminar. Effective class participation may address questions raised by others, integrate material from this and other courses, draw on real-world experiences and observations, or pose new questions. Please respect others' comments even if you disagree. I encourage debate and critical discussion, but it must be respectful. You will earn 2 marks for participation in each class you attend and join in the discussion. *Classes in which you are leading the discussion are not included.* You can, therefore, receive 2 marks for ten classes for a total of 20 marks for in-class participation.

Weekly Analysis Papers
To prepare for the weekly discussions you will also be asked to submit a one page analysis each week related to both readings. This analysis will also include one discussion question for each reading. This paper should analyze and critique the week's reading assignments. Your critique will ideally facilitate appreciation for how empirical research is conducted and encourage careful consideration of how theory informs methods of data collection and analysis. You should include two initial sentences that summarize the first reading, followed by your analysis of the reading, and your discussion question. You would repeat this format for the second reading. In total, your analysis of both articles should not exceed 1 page and must be typed, in APA Style (7th Edition), double-spaced, Times, Font 12, and with 1 inch margins.

In your <u>analysis</u> you can discuss what you found interesting or uninteresting, flaws in the reasoning of the papers, your assessment of the conclusions drawn and whether the data actually support the theory, issues that the author did not consider, synthesis of opposing viewpoints presented across several papers, an idea for future research, etc. The ideas expressed in your article critique should be clear, concise, and thoughtful. They should not be a simple summary of the readings.

Good <u>discussion questions</u> often 1) involve problems and ideas that tie together several readings/perspectives, 2) meaningfully criticize some aspect of the readings, 3) discuss how the ideas under study pertain to real world phenomena, or 4) suggest future research or novel insights. Try to come up with thoughtful questions that we can discuss in class.

The purpose of this paper is not only to ensure that you complete the readings, but that you also put consider the implications of and interconnections among the readings before class begins. An analysis of only one of the articles will receive partial marks. Specifically, an analysis of the first article is worth 1 mark, an analysis of the second article is worth 1 mark, and the inclusion of 2 discussion questions (one for each article) is worth 1 mark, for a total of 3 marks. Given that article critiques contribute significantly to the organization of the discussion, late submissions will not be accepted. *You will NOT be expected to hand in an article analysis paper in the week you lead the seminar (see Discussion Leadership below).* Therefore, you are expected to hand in 6 papers in total. If you submit all 6 papers on time, you will receive 2 bonus marks for a total of 20 marks for analysis papers. **Analysis papers must be submitted on the eClass website each week by Monday at 11:59 pm. The two discussion questions are to be posted each week on the appropriate forum on eClass by Monday at 11:59 pm.**

Discussion Leader
Each week there will be four people assigned as discussion leaders. In the first class you will be assigned an article. As a discussion leader you will have two responsibilities. First, together with a partner, you will present part of one research article related to the day's readings. You can divide up the article in a number of ways. For example, one way is to have the first discussion leader make a brief presentation of the assigned article to the class that describes the theory and hypotheses for the article and gives an overview of the methods. The second discussion leaders's job for the same article may be to describe the key findings and how the findings either support or do not support the main hypotheses and theorizing. Another way is to divide up the article by experiments. For example, the first discussion leader could describe the introduction and Experiments 1 and 2. The second discussion leader could describe Experiments 3 and 4 and the general discussion. Together with your article presentation

partner, you need to discuss how to coordinate the presentation and who will take responsibility for which parts of the article. The length of this part of the presentation should be 10 minutes per presenter (for a total of 20 minutes per article). A presentation should include powerpoint slides and graphs of the results. After presenting a summary of the article, we will then discuss the articles. Both discussion leaders' second job will be to facilitate discussion. With the help of your classmates' discussion questions submitted to the specific article forum, leaders must identify the core issues and organize them into a logical sequence of topics for group discussion and debate. You therefore also need to coordinate this task with your discussion partner before your presentation day. The length of the discussion will be approximately 20 minutes. Following the presentation and discussion of the first article, two new discussion leaders will present and discuss the second article in this same manner.

The goal of this task is for you to improve your communication skills and gain experience leading a small discussion. A successful discussion leader 1) frames the week's readings around big questions and theoretical issues guiding the work, 2) critically evaluates the strengths and weakness of the readings, 3) reflects on the new knowledge gained by the research as well as its significance and implications for the field and society, 4) presents questions that cut across the readings for that week (and even other weeks), 5) engages their classmates in the discussion, and 6) strikes a balance between letting the class shape the discussion and keeping the discussion on-topic. Keep in mind the discussion leaders should provide structure and direction for fellow students during discussion. Their primary responsibility is to ensure that the class discussion covers both broad theoretical concerns as well as an analysis of specific experiments. The final period of each discussion should focus on identifying issues for future research, including brainstorming about possible experiments that could be done to address these issues. You can earn up to 20 marks as a discussion leader.

Research Proposal Presentation on Strategies to Reduce Intergroup Bias
Each student will make a 10 minute presentation of a research proposal. This research proposal will focus on one strategy to reduce intergroup bias. In class 4, the specific strategies for the presentations will be chosen. Presentations will include powerpoint slides related to the following topics: description of past research on the specific strategy, a specific research question and hypotheses, key variables to be manipulated or measures (e.g., independent variables and dependent variables), the design of the experiment, participants, and specific procedures. After each presentation, 5 minutes will be allotted for the class to ask questions about the research. You can earn up to 20 marks for the research proposal presentation. **Powerpoint slides must be submitted on the eClass website by 11:59 pm the day before the presentation.**

Written Research Proposal Related to the Research Proposal Presentation
Each student will complete a 10 page (including a 250 word abstract and references) proposal. This word document will involve the following sections: Title page, Abstract, Introduction (e.g., literature review, statement of the issue, specific research question, hypotheses), Methods (e.g., participants, design, materials, procedures), and References. There is no results or discussion section for this paper but you must describe hypotheses (see Introduction). The written research proposal must be typed, in APA Style (7th Edition), double-spaced, Times, Font 12, and with1 inch margins. You can earn up to 20 marks for the written research proposal. **The paper must be submitted on the eClass website by 11:59 pm on April 11, 2022.**

Summary of Grade Components

Assessment	Due Date/Date of Evaluation	Weight
Weekly Class participation	Each class	20%
Weekly Analysis Papers/ Post 2 discussion questions	Due Mondays before class, 11:59 pm	20%
Discussion Leader	Date assigned in class	20%
Research Proposal Presentation	Due day before presentation, 11:59 pm	20%
Written Research Proposal	Due April 11, 2022, 11:59 pm	20%
Total		100%

Missed and Late Assignments
Late Work/Missed Tests or Exams
Missed class. Students, who miss a class or do not hand in an analysis paper on time, must email me within 48 hours and provide a reason for the missed assignment. If you do not contact me within 48 hours of the missed assignment or class, you will receive a grade of zero. Because of the nature of the analysis papers and participation marks, there will be no make-ups for late analysis papers or participation marks.

Missed discussion leader class. If you cannot attend class on the day that you are a discussion leader, please email me as soon as possible, preferably 2 days before class. If you miss the class, it is your responsibility to email me within 48 hours and provide a reason for missing this assignment. If you do not contact me within 48 hours of the missed assignment, you will receive a grade of zero on the assignment. If notified on time, there is a possibility of an alternative assignment (e.g., written makeup paper or presentation), depending on course circumstances.

Missed research proposal class. If you do not attend class on the day that you are presenting your research proposal, it is your responsibility to email me within 48 hours and provide a reason for missing this assignment. If you do not contact me within 48 hours of the missed assignment, you will receive a grade of zero on the assignment. If notified on time, there is a possibility of an alternative assignment (e.g., written makeup paper or presentation), depending on course circumstances. Students who do not submit their research proposal presentation to me on time will lose 5 marks from the 20 available marks.

Late written research proposal. Because it is very important to turn in assignments in a timely manner, you should plan to submit your written research proposal with enough time before a given deadline to account for possible technical difficulties, etc. Please consider submitting assignments early. For late submissions of the written research proposal, 2 marks will be deducted from the 20 available marks per 24 hours or portion thereof past the deadline. Written research proposals later than 5 days will be given 0 marks.

For all missed or late assignments, students MUST complete the following online form which will be received and reviewed in the Psychology undergraduate office - HH PSYC: Missed Tests/Exams Form.

Grading as per Senate Policy
The grading scheme for the course conforms to the 9-point grading system used in undergraduate programs at York (e.g., A+ = 9, A = 8, B+ - 7, C+ = 5, etc.). Assignments and tests* will bear either a letter grade designation or a corresponding number grade (e.g. A+ = 90 to 100, A = 80 to 90, B+ = 75 to

79, etc.). (For a full description of York grading system see the York University Undergraduate Calendar - Grading Scheme for 2021-22

Add/Drop Deadlines

For a list of all important dates please refer to: Fall/Winter 2021-22 Important Dates

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course **without permission** of instructor (also see Financial Deadlines)	Sept. 21	Sept. 21	Jan. 23
Last date to add a course **with permission** of instructor (also see Financial Deadlines)	Oct. 5	Oct. 26	Feb. 7
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 12	Feb. 11	18-Mar
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 13 - Dec. 7	Feb. 12 - April 10	March 19 - April 10

There are deadlines for adding and dropping courses, both academic and financial. Be sure to read the information carefully so that you understand the differences between the sessional dates below and the Refund Tables.

You are strongly advised to pay close attention to the "Last date to enroll without permission of course instructor" deadlines. These deadlines represent the last date students have unrestricted access to the registration and enrolment system. After that date, you must contact the professor/department offering the course to arrange permission. You can drop courses using the registration and enrolment system up until the last date to drop a course without receiving a grade (drop deadline). You may withdraw from a course using the registration and enrolment system after the drop deadline until the last day of class for the term associated with the course. When you withdraw from a course, the course remains on your transcript without a grade and is notated as 'W'. The withdrawal will not affect your grade point average or count towards the credits required for your degree.

Academic Integrity for Students

York University takes academic integrity very seriously; please familiarize yourself with Information about the Senate Policy on Academic Honesty. It is recommended that you review Academic Integrity by completing the Academic Integrity Tutorial and Academic Honesty Quiz.

Information on Plagiarism Detection

All submitted work may be subjected to plagiarism detection screening, which includes but is not limited to Turn-it-in, manual online searches, and automatic text-matching software.

Academic Accommodation for Students with Disabilities

While all individuals are expected to satisfy the requirements of their program of study and to aspire to do so at a level of excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to do so. The university encourages students with disabilities to register with *Student Accessibility Services (SAS)* to discuss their accommodation needs as early as possible in the term to establish the recommended academic accommodations that will be communicated

to Course Directors as necessary. **Please let me know as early as possible in the term if you anticipate requiring academic accommodation so that we can discuss how to consider your accommodation needs within the context of this course.** Sufficient notice is needed so that reasonable steps for accommodation can be discussed.
https://accessibility.students.yorku.ca/

Excerpt from Senate Policy on Academic Accommodation for Students with Disabilities:
1. Pursuant to its commitment to sustaining an inclusive, equitable community in which all members are treated with respect and dignity, and consistent with applicable accessibility legislation, York University shall make reasonable and appropriate accommodations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs. This policy aims to eliminate systemic barriers to participation in academic activities by students with disabilities.

All students are expected to satisfy the essential learning outcomes of courses. Accommodations shall be consistent with, support and preserve the academic integrity of the curriculum and the academic standards of courses and programs. For further information please refer to: York University Academic Accommodation for Students with Disabilities Policy.

Electronic Device Policy
This course will be delivered in an online and in-class format. Electronic devices (e.g., tablets, laptops) are permitted during class time for course-related purposes. It is expected, however, that you are attentive and respectful during class, which means not using your phone or looking at things unrelated to class on your laptop.

Course Materials Copyright Information
These course materials are designed for use as part of the HH PSYC 4020 3.0 Section M and N course at York University and are the property of the instructor unless otherwise stated. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course or fall under an exception or limitation in Canadian Copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website) may lead to a violation of Copyright law. Intellectual Property Rights Statement.

Email Etiquette
When writing emails to professors and others within an academic setting, please remember that there are general norms for how to write them appropriately. Your email correspondence can leave a lasting impression at times, so it is important to keep in mind the following tips for email etiquette:
● Check course materials, including the syllabus, to see if the information is included in this material.
● Include your full name, student number, the course, and the section.
● Use correct spelling, grammar, and punctuation.
● Think carefully about your question first. Then explain it clearly and succinctly.
● Do your best to email well ahead of when you need an answer.

Course Schedule
Course schedule/readings may change according to class needs and current health advisories. Please stay up to date with course announcements in class, via email, and the course website.

Week/Date	Seminar Topic	Articles
1) Jan. 12/22	Introduction and Course Overview	Optional Reference Readings 1-2
2) Jan. 19/22	Social Categorization I	Readings 3-4
3) Jan. 26/22	Social Categorization II	Readings 5-6
4) Feb. 2/22	Implicit Identification/ Choice of strategy for research proposal	Readings 7-8
5) Feb. 9/22	Implicit Stereotyping	Readings 9-10
6) Feb. 16/22	Implicit Prejudice and Discrimination	Readings 11-12
7) Feb. 23/22	Reading Week	No readings
8) Mar. 2/22	Emotion Identification	Readings 13-14
9) Mar. 9/22	Empathy and Responses to Bias	Readings 15-16
10) Mar. 16/22	Research Proposal Presentations I	No readings
11) Mar. 23/22	Research Proposal Presentations II	No readings
12) Mar. 30/22	Research Proposal Presentations III	No readings
13) Apr. 6/22	Research Proposal Presentations IV	No readings

Class Readings
1) January 12, 2022: Introduction and Course Overview

Optional readings to scan or use as reference throughout course:
1. Kawakami, K., Amodio, D. M., & Hugenberg, K. (2017). Intergroup perception and cognition: An integrative framework for understanding the causes and consequences of social categorization. *Advances in Experimental Social Psychology*, *55*, 1-80.

2. Gruber, J., Mendle, J., Lindquist, K. A., Schmader, T., Clark, L. A., Bliss-Moreau, E., Akinola, M., Atlas, L., Barch, D. M., Barrett, L. F., Borelli, J. L., Brannon, T. N., Bunge, S. A., Campos, B., Cantlon, J., Carter, R., Carter-Sowell, A. R., Chen, S., Craske, M. G., … Williams, L. A. (2021). The future of women in psychological science. *Perspectives on Psychological Science*, *16*, 483–516.

2) January 19, 2022: Social Categorization I

Readings:
3. Ito, T. A., & Urland, G. R. (2003). Race and gender on the brain: Electrocortical measures of attention to the race and gender of multiply categorizable individuals. *Journal of Personality and Social Psychology, 85*, 616-626.

4. Johnson, K. L., Freeman, J. B., & Pauker, K. (2012). Race is gendered: How covarying phenotypes and stereotypes bias sex categorization. *Journal of Personality and Social Psychology, 102*, 116–131.

3) January 26, 2022: Social Categorization II

Readings:
5. Kteily, N., Bruneau, E., Waytz, A., & Cotterill, S. (2015). The ascent of man: Theoretical and empirical evidence for blatant dehumanization. *Journal of Personality and Social Psychology, 109,* 901-931.

6. Van Bavel, J. J., & Cunningham, W. A. (2012). A social identity approach to person memory: Group membership, collective identification, and social role shape attention and memory. *Personality and Social Psychology Bulletin*, *38*, 1566–1578.

4) February 2, 2022: Implicit Identification

Readings:
7. Walton, G.M., Cohen, G.L., Cwir, D., & Spencer, S.J. (2012). Mere belonging: The power of social connections. *Journal of Personality and Social Psychology, 102*, 513-532 .

8. Phills, C. E., Kawakami, K., Tabi, E., Nadolny, D., & Inzlicht, M. (2011). Mind the gap: Increasing associations between the self and Blacks with approach behaviors. *Journal of Personality and Social Psychology, 100,* 197-210.

5) February 9, 2022: Implicit Stereotyping

Readings:
9. Ratner, K. G., Dotsch, R., Wigboldus, D. H., van Knippenberg, A., & Amodio, D. M. (2014). Visualizing minimal ingroup and outgroup faces: Implications for impressions, attitudes, and behavior. *Journal of Personality and Social Psychology*, *106*, 897–911.

10. Goff, P. A., Jackson, M. C., Di Leone, B. A. L., Culotta, C. M., & DiTomasso, N. A. (2014). The essence of innocence: Consequences of dehumanizing Black children. *Journal of Personality and Social Psychology*, *106*, 526-545.

6) February 16, 2022: Implicit Prejudice and Discrimination

Readings:
11. Amodio, D. (2014).The neuroscience of prejudice and stereotyping. *Nature Reviews Neuroscience, 15,* 670–682.

12. Word, C. O., Zanna, M. P., & Cooper, J. (1974). The nonverbal mediation of self-fulfilling prophecies in interracial interaction. *Journal of Experimental Social Psychology, 10*, 109–120.

7) February 23, 2022: Reading Week

No Readings

8) March 2, 2022: Emotion Identification

Readings:
13. Hugenberg, K., & Bodenhausen, G. V. (2003). Facing prejudice: Implicit prejudice and the perception of facial threat. *Psychological Science, 14*, 640-643.

14. Friesen, J., Kawakami, K., Vingilis-Jaremko, L., Caprara, R., Sidhu, D., Williams, A., Hugenberg, K., Rodriguez-Bailon, R., Canadas, E., & Niedenthal, P. (2019). Perceiving happiness in an intergroup context: The role of race and attention to the eyes in differentiating between true and false smiles. *Journal of Personality and Social Psychology, 116,* 375-395.

9) March 9, 2022: Outgroup Empathy and Responses to Bias

Readings:
15. Cikara, M., Bruneau, E. G., Van Bavel, J. J., & Saxe, R. (2014). Their pain gives us pleasure: How intergroup dynamics shape empathic failures and counter-empathic responses. *Journal of Experimental Social Psychology, 55*, 110-125**.**

16. Kawakami, K., Dunn, E., Karmali, F., & Dovidio, J. F. (2009). Mispredicting affective and behavioral responses to racism. *Science, 323,* 276-278.

10) March16, 2022: Research Proposal Presentations I

11) March 23, 2022: Research Proposal Presentations II

12) March 30, 2022: Research Proposal Presentations III

13) April 6, 2022: Research Proposal Presentations IV