
**Faculty of Health
Department of Psychology
PSYC 4020 3.0: Section N
SEMINAR IN SOCIAL PSYCHOLOGY
Focus: Intergroup Bias
Wednesdays from 2:30-5:30pm in SC222
Fall/Winter 2023-2024**

Instructor: Dr. Jennifer Steele
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Course Time & Location: Wednesdays 2:30-5:30 in person in SC222. Classes are discussion based and are not recorded. While some information covered in class will be available online through eclass, students are expected to attend each class in person.

Course Prerequisite(s): Course prerequisites are strictly enforced

HH/PSYC 1010 6.00 (Introduction to Psychology)

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 Website: <https://eclass.yorku.ca>

Course Description

This course provides an in depth consideration of contemporary issues in social psychology, with a focus on a topic of speciality for the instructor. For this section of the course, students will have the opportunity to enhance their knowledge and understanding of psychological theory and research relevant to the study of intergroup bias, with a focus on what is commonly referred to as “unconscious” bias, how intersecting identities influence bias, as well as whether and how interventions can be designed to combat bias in both children and adults. In this course we will read, discuss, and critically evaluate current literature in this field, with the majority of research taking an experimental social cognitive approach. Readings taken from developmental journals will primarily be from research teams with a background and training in social psychology, social cognition, and/or social cognitive development.

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 show critical thinking about research findings in psychology.
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

By the end of this seminar, students should be able to:

1. Demonstrate in-depth knowledge of social psychological research examining intergroup bias.
2. Critically evaluate and synthesize findings in the area of intergroup bias.
3. Express knowledge of the psychology of intergroup bias in writing, as well as through presentations and discussion.

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 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 2023-24](#)).

Add/Drop Deadlines

For a list of all important dates please refer to [Undergraduate Fall/Winter 2023-2024 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)	September 20	September 20	January 22
Last date to add a course with permission of instructor (also see Financial Deadlines)	September 28	September 28	January 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	November 8	February 8	March 11
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	November 9 – December 5	February 9- April 8	March 12- April 8

Add and Drop Deadline Information

There are deadlines for adding and dropping courses, both academic and financial. Since, for the most part, the dates are **different**, 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 enrol 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.

Information on Plagiarism Detection

You will be asked to submit your assignments using plagiarism detecting software (i.e., Turnitin). If you are not sure whether your writing may have elements that could be seen as plagiarism, I would encourage you to reach out to me to clarify, or book an appointment with [the writing centre](#) to be sure. If plagiarism is detected, this could result in a grade of zero and ultimately could lead to you failing the course. It should go without saying that you are also expected to write your own assignments. While you are welcome to receive inspiration from a variety of additional sources, and are encouraged to reach out to the writing centre for support and assistance, you are responsible for the main aspects of writing. The bottom line – please do your own work and do not plagiarise.

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](#)

Course Materials Copyright Information

These course materials are designed for use as part of the PSYC 4020 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 (see [Intellectual Property Rights Statement](#)).

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.

<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](#).

Calumet and Stong Colleges' Student Success Programming:

[Calumet](#) and [Stong](#) Colleges aim to support the success of Faculty of Health students through a variety of **free programs** throughout their university career. As a senior student, if you have not yet contributed to one or more of these programs, you might consider getting involved.

- [Orientation](#) helps new students transition into university, discover campus resources, and establish social and academic networks.
- [Peer Mentoring](#) connects well-trained upper-year students with first year and transfer students to help them transition into university.
- [Course Representative Program](#) supports the academic success and resourcefulness of students in core program courses through in-class announcements.
- [Peer-Assisted Study Sessions \(PASS\)](#) involve upper-level academically successful and well-trained students who facilitate study sessions in courses that are historically challenging.
- [Peer Tutoring](#) offers one-on-one academic support by well-trained Peer Tutors.
- Please connect with your Course Director about any specific academic resources for this class.
- Calumet and Stong Colleges also support students' [Health & Wellness](#), [leadership and professional skills development](#), [student/community engagement and wellbeing](#), [Career Exploration](#), [Indigenous Circle](#), [awards and recognition](#), and [provide opportunities to students to work or volunteer](#).
- For additional resources/information about Calumet and Stong Colleges' Student Success Programs, please consult our websites ([Calumet College](#); [Stong College](#)), email scchelp@yorku.ca, and/or follow us on Instagram ([Calumet College](#); [Stong College](#)), Facebook ([Calumet College](#); [Stong College](#)) and [LinkedIn](#).
- Are you receiving our weekly email (Subject: "Calumet and Stong Colleges - Upcoming events")? If not, please check your Inbox and Junk folders, and if it's not there then please contact ccscadm@yorku.ca, and request to be added to the listserv. Also, make sure to add your 'preferred email' to your Passport York personal profile to make sure you receive important news and information.

Course Requirements and Assessment:

Seminar Participation (28%):

Each Week (up to 3% per class; 2% for presentation weeks)

This is a discussion-based class and in order to take part in the discussion it is important that you attend class and come prepared to actively engage in conversation about the readings. In addition to learning about the topic, you will also gain new insight into the expectations for the assignments. As such, it is important that you attend class regularly. You will also need to come prepared to discuss the assigned articles through a critical lens. Research studies are not facts to be learned, but instead provide evidence to be considered. We will spend the class critically evaluating the readings and discussing how the findings resonate with lived experiences as well as the societal implications of the findings. The learning from these readings will form the foundation for a variety of assessments in this course, so you will want to do these readings.

Attendance each week will provide partial marks toward participation; higher grades will be earned through meaningful contributions to the class discussion that demonstrates good knowledge, understanding, and reflection on the readings. In addition, you will be asked to answer a **reflection question** at the end of each class. This will be used as an additional opportunity for participation and to reflect on what you have learned from the readings and from class discussion.

When reading through empirical articles, you will want to consider each aspect of the article. This includes, (a) **Introduction**. How and why do the authors argue the importance of the research that they are conducting in their introduction? What do you like and agree with about their arguments? Are there aspects that you question or find surprising?, (b) **Method**. What method do the researchers use to test their hypotheses? What do you find compelling about their materials and approach? What could they have done differently?, (c) **Results**. What statistical approach do they take to address their questions? Although you might not be familiar with this approach, take a close look at the means, correlations, and other aspects of their results. Do you agree with their interpretations? Do you have lingering questions or lack of clarity based on the results sections?, and (d) **Discussion**. Do you agree that their conclusions are supported by their approach to the research? What do you think about the broader implications; do you find these interesting, thought provoking, or limited – and how so?

When reading theoretical papers, please consider - through a critical lens - what evidence they present to support their arguments. What do you like about the theory? Are there aspects that you are not convinced of or that you find confusing? What new questions does the paper elicit for you? What new studies would you want researcher to conduct to provide new evidence in support of this theory?

Please come with concrete points and questions that you would like to discuss from the readings. These questions and points should demonstrate deep understanding and reflection on the articles.

Weekly Discussion Questions (12%) – due Tuesday before class by 8pm:

Each week readings are assigned (except the week you are leading discussion)

Each week, you will post some of your reflections on each of the readings on the course website, ending with one clear discussion question. Please see the Seminar Participation above for what you might include in your post. There will be a separate discussion thread for each of the two main readings and you will be required to post for each reading on each week (except for the week when you are the discussion leader). For each reading write a brief (3 - 5 sentences) reflection about something you found interesting, thought-provoking, and/or curious about the research or findings. Follow this with a related question that you believe would be worthwhile to discuss in class. When completing the reflection question at the end of class, you will want to try not to replicate what you wrote previously, but instead raise new points, especially ones that you might not have had time to mention in class. To facilitate discussion, you are encouraged to bring to class a device (e.g., laptop, tablet) with the readings open, or a hardcopy of the readings.

Article Presentation and Discussion Leader (10%):

On your assigned week

Two students will be assigned to each of the weekly readings. As a team you will have three main responsibilities, all of which should make use of a powerpoint (or canva, google slides, etc.) presentation. ***Please bring all presentations on a USB stick and submit your slides through the eclass portal before class.** You are welcome to share the responsibility of presenting this in any way that you feel works best. You will want to meet at least one week in advance to decide how you will share these responsibilities. You should also meet in advance of your presentation day to verify and contribute to each other's work. You are welcome to be creative with this presentation and how you divide the responsibilities. For example, for longer articles, you might each contribute to all of the pieces outlined below – or one person might provide the article overview, with the other providing a critique and coordinating the discussion questions. You will receive one joint grade unless there is a compelling reason for you to each be graded separately.

The three responsibilities include:

1. **Article Overview (4-6 minutes).** Provide a brief summary of the article, with longer articles taking more time (no more than 10 minutes). This presentation should include (a) the goals of the research, (b) how the research or theory fits with previous research and why the research is important (this can also connect to previous readings and/or a “bigger picture”), (c) the method, (d) the main results, (e) their conclusions, keeping in mind that everyone will have read the article. This is meant as a quick reminder. Please also acknowledge the authors of the articles, and include a picture (found online) of the main authors (underlined in the syllabus).
2. **Critique of the articles (3 minutes).** The presenters should then outline what they perceive to be the strengths and weaknesses of the paper. This can also connect to

previous class readings, a broader topics. Please see the seminar participation section for elements to consider.

3. **Lead an initial class discussion on this article (20 minutes).** Review the posted discussion questions for the week and select up to five questions (and at least three) from the posts that you think will lead to a meaningful and interesting discussion. You are also welcome to add one or two of your own.

The total presentation and class discussion should take roughly 30 minutes, although in some cases the discussion might evolve naturally and be longer. In other cases, I will move to lead the discussion and raise questions that I feel are most relevant. We will have a total of 1 hour and 10 minutes to discuss each reading.

Midterm Assignment (20%):

Details on this will be provided by Wednesday February 7th. There will be no class that day and instead you should use that time to start into this assignment. Part of this assignment will be making connections with the readings that we have completed to date; you will also be expected to find additional relevant articles. **This assignment is due by 11:59pm on Monday February 12th.** All students are granted an additional three day extension on this assignment. This extension is provided for any student who would benefit from additional time to structure their thoughts and plan, or who might need additional time to complete tasks. This is also provided for anyone who might fall ill or have a family situation arise close to the due date. If you require this flexibility with deadlines you do not need make any special arrangements. No late submissions will be accepted beyond this automatic extension policy. As such, it is highly recommended that you plan to complete and submit the assignment by Monday February 12th and only use the extension if absolutely necessary. **The extension deadline is 11:59pm on Thursday February 15th.**

Research Proposal (10% presentation; 20% paper)

Each student will be expected to present on, and write, a research proposal that expands on one of the topics/readings that we have covered in class. Additional details will be provided in class. You will be assigned to give a brief powerpoint (or comparable) presentation in one of the last two weeks of class. **Please bring your presentation on a USB and submit your slides through eclass.** **The written assignment is due by 11:59pm on Wednesday April 10th** and will also be submitted through eclass. All students are granted a seven day extension on this assignment. This extension is provided for any student who would benefit from additional time to structure their thoughts and plan, or who might need additional time to complete tasks. This is also provided for anyone who might fall ill or have a family situation arise close to the due date. If you require this flexibility you do not need make any special arrangements. No late submissions will be accepted beyond this automatic extension policy. As such, it is highly recommended that you plan to complete and submit the assignment by the due date and only use the extension if absolutely necessary. **The extension deadline is 11:59pm on Wednesday April 17th.**

Summary of grade breakdown:

Seminar Participation	28%	Weekly (10 weeks each worth up to 3%; 2% for the last two weeks)
Weekly Discussion Questions	12%	Due each Tuesday by 8pm (each worth up to 1%)
Article Presentation	10%	In-class presentation
Midterm Assignment	20%	Assigned Wednesday February 7 th ; Due Monday Feb 12 th (11:59pm); Extension deadline Thursday Feb 15 th (11:59pm)
Research Proposal Presentation	10%	Proposal topic due Friday March 1 st at noon Presentations during last two weeks of classes
Research Proposal (Paper)	20%	Wednesday April 10 th (11:59pm) Extension deadline April 17 th (11:59pm)

CLASS SCHEDULE (Fall)

Week 1: Wednesday January 10th - Introduction

No assigned readings

Week 2: Wednesday January 17th – Racial Bias and Racial Bias Development

Roberts, S. O., & Rizzo, M. T. (2021). The psychology of American racism. *American Psychologist*, 76(3), 475–487. <https://doi.org/10.1037/amp0000642>

Baron, A., & Banaji, M. R. (2006). The development of implicit attitudes. Evidence of race evaluations from ages 6 and 10 and adulthood. *Psychological Science*, 17(1), 35-38. <https://doi.org/10.1111/j.1467-9280.2005.01664.x>

Week 3: Wednesday January 24th – Parental Influence on Racial Bias

Scott, K. E., Ash, T. L., Immel, B., Libeck, M. A., Devine, P. G., & Shutts, K. (2020). Engaging White parents to address their White children's racial biases in the Black-White context. *Child Development*, 94(1), 74-92. <https://doi.org/10.1111/cdev.13840>

Perry, S. P., Skinner, A. L., & Abaiad, J. L. (2019). Bias awareness predicts color conscious racial socialization methods among White parents. *Journal of Social Issues*, 1075, 1035-1056. <https://doi.org/10.1111/josi.12348>

Week 4: Wednesday January 31st – Race, Police Interactions, and Criminal Justice

Voigt, R., Camp, N. P., Prabhakaran, V., Hamilton, W. L., Hetey, R. C., Griffiths, C. M., Jurgens, D., Jurafsky, D., & Eberhardt, J. L. (2017). Language from police body camera footage shows racial disparities in officer respect. *PNAS Proceedings of the National Academy of Sciences of the United States of America*, 114(25), 6521–6526. <https://doi.org/10.1073/pnas.1702413114>

Rucker, J.M., & Richeson, J.A. (2021). Toward an understanding of structural racism: Implications for criminal justice. *Science*. <https://doi.org/10.1126/science.abi7779>

Week 5: Wednesday February 7th – No class this week; midterm assigned

Due Monday Feb 12th (midnight); Extension deadline Thursday Feb 15th (midnight)

Week 6: Wednesday February 14th – Bias and Social Categorization

Ho, A. K., Roberts, S. O., & Gelman, S. A. (2015). Essentialism and racial bias jointly contribute to the categorization of multiracial individuals. *Psychological Science*, 26(10), 1639–1645. <https://doi.org/10.1177/0956797615596436>

Zou, L. X., & Cheryan, S. (2017). Two axes of subordination: A new model of racial position. *Journal of Personality and Social Psychology*, 112(5), 696–717. <https://doi.org/10.1037/pspa0000080>

Wednesday February 21st – Reading week (no class)

Week 7: Wednesday February 28th – Biases Based on Luck; Social Belonging and SES

Olson, K. R., Dunham, Y., Dweck, C. S., Spelke, E. S., & Banaji, M. R. (2008). Judgments of the lucky across development and culture. *Journal of Personality and Social Psychology, 94*(5), 757–776. <https://doi.org/10.1037/0022-3514.94.5.757>

Trawalter, S., Hoffman, K., & Palmer, L. (2021). Out of place: Socioeconomic status, use of public space, and belonging in higher education. *Journal of Personality and Social Psychology, 120*(1), 131–144. <https://doi.org/10.1037/pspi0000248>

Post your research proposal topic (3-5 sentences) on eclass by Friday March 1st at 12noon

Week 8: Wednesday March 6th - Intervening to Increase Sense of Belonging

Killen, M., Burkholder, A. R., D’Esterre, A. P., Sims, R. N., Glidden, J., Yee, K. M., Luken Raz, K. V., Elenbaas, L., Rizzo, M. T., Woodward, B., Samuelson, A., Sweet, T. M., & Stapleton, L. M. (2022). Testing the effectiveness of the Developing Inclusive Youth program: A multi-site randomized control trial. *Child Development, 93*(3), 732-750. <https://doi.org/10.1111/cdev.13785>

Murphy, M.C., Gopalan, M., Carter, E., Emerson, K., Bottoms, B., Walton, G. (2020). A customized belonging intervention improves retention of socially disadvantaged students at a broad-access university. *Science Advances, 6*(29), <http://doi.10.1126/sciadv.aba4677>

Week 9: Wednesday March 13th - Increasing Inclusion and Decreasing Gender Bias in STEM

Dasgupta, N. (2011). Ingroup experts and peers as social vaccines who inoculate the self-concept: The stereotype inoculation model. *Psychological Inquiry, 22*(4), 231–246. <https://doi.org/10.1080/1047840X.2011.607313>

Devine, P. G., Forscher, P. S., Cox, W. T. L., Kaatz, A., Sheridan, J., Carnes, M. (2017). A gender habit-breaking intervention led to increased hiring of female faculty in STEM departments. *Journal of Experimental Social Psychology, 73*, 211-215. <https://doi.org/10.1016/j.jesp.2017.07.002>

Week 10: Wednesday March 20th – Intervening on Race and Gender Bias

Onyeador, I. N., Hudson, S. T. J., & Lewis, Jr., N. A. (2020). Moving beyond implicit bias training: Policy insights for increasing organizational diversity. *Policy Insights for the Brain and Behavioral Sciences, 8*(1), 19-26. <https://doi.org/10.1177/2372732220983840>

Schmader, T., *Dennehy, T., & Baron, A. (2022). Why antibias interventions (need not) fail. *Perspectives in Psychological Science, 17*(5) 1381-1403. <https://doi.org/10.1177/17456916211057>

Week 11: Wednesday March 27th – Proposal Presentations

Week 12: Wednesday April 3rd – Proposal Presentations

Late Work/Missed Tests or Exams

Typically if you miss a deadline without adequate justification, you will receive a grade of zero for that component. If you have a reason for missing a deadline or presentation (e.g., illness), you may request accommodation. **You also need to complete the [Missed Tests/Assignment Form](#)** before or within 48 hours after the original deadline or you will receive a grade of zero. Please see below for specifics.

Missed class. If you need to miss a class for illness or emergency, please contact me, ideally in advance or within 48 hours. If you are still able to post the discussion questions, please do and these will be assessed. There are no opportunities for make-up assignments, but you will not be penalized for one absence due to illness or emergency. Because of the nature of this class, if there are repeated absences, learning will be diminished. Please reach out if you are facing challenges so that we can devise a solution – absences without an email will result in a grade of 0 for that day.

Missed discussion leader. If you anticipate that you will not be able to present on the day that you have been assigned, please contact me as soon as possible. If this is known well in advance, you will be responsible for finding someone to swap with. If you are too ill to present or have a family emergency, please contact me as soon as possible so that we can ideally find someone to fill the role. If you have an unexcused absence, you will receive a grade of 0 for this component.

Late midterm assignments or proposal. Time management is an important skill. As such, you should plan to complete your assignment with sufficient time that if you encounter technical difficulties or face an unexpected event, you are still able to submit your work on time. You are welcome to submit your work early, but should plan to submit no later than the due dates. Because students occasionally face unexpected challenges, and given that some people have additional accommodations, I have provided an automatic extension date. You do not need to contact me if you plan to submit by this later date, or anytime in between the original due date or the extension date. I will assume that you have accommodations or have reason for needing the extension. I will still accept these assignments for 3 days after the extension due date – however, these will receive 10% less each day. After those additional 3 days, you will receive a grade of 0.

Missed proposal presentation. If you are not able to present your proposal on the two final days of class, please contact me as soon as possible. If I have not heard from you within 48 hours, you will receive a grade of 0.

A final thought on the nature of the material covered in this class. We will, at times, be addressing topics that can be difficult for some people to discuss. If you are feeling uncomfortable speaking up or have concerns about points raised in class, please feel free to raise them with me and we will look for a way to address it. This should be an engaging learning opportunity and I look forward to having you in class.