

**PSYC 4020, SECTION M  
WINTER 2024  
SEMINAR IN SOCIAL PSYCHOLOGY:  
INTERGROUP BIAS**

**Section M Meeting Times and Location**

Wednesdays, 11:30 – 2:30 pm

Location – Founders College (FC) 203

**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](mailto:kawakami@yorku.ca)

**Course Prerequisite(s): Course prerequisites are strictly enforced**

HH/PSYC 1010 6.00 (Introduction to Psychology),

HH/PSYC 2021 3.0 (Statistical Methods I),

HH/PSYC 2030 3.0 (Introduction to Research Methods,

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 4<sup>th</sup> 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 theoretical and empirical articles, 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 submit a written research proposal and present this research proposal in class.

**Program Learning Outcomes**

Upon completion of this course, students should be able to:

1. Demonstrate in-depth knowledge in social psychology.
2. Synthesize and critically evaluate empirical 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 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 written research proposal and research proposal presentation. Given that this is a seminar course, you will be graded on class participation. You cannot earn participation marks if you do not attend class and participate in class discussions – class attendance is mandatory.

Weekly reading assignments will consist of two journal articles for the first 11 weeks of class. You must 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 critical discussion, but it must be respectful. **You will earn 2 marks for participation in each class you attend and join in the discussion (Weeks 2-13, not including Reading Week and Week 5). 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 for each reading. 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 an initial paragraph that summarizes the first reading, followed by your analysis of the reading. You would repeat this format for the second reading. In total, your analysis of both articles should not exceed 2 pages and must be typed, in APA Style (7th Edition), double-spaced, Times, Font 12, and with 1 inch margins. Please remember to include a title page with your name, course title, student number, article titles, and date.

In your analysis 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. In your analysis, I would recommend focusing on just one or two topics in depth. The ideas expressed in your

article critique should be clear, concise, and thoughtful. They should not be a simple summary of the readings.

The purpose of this paper is not only to ensure that you complete the readings, but that you also 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 1.5 marks and an analysis of the second article is worth 1.5 marks, 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 are expected to hand in 7 papers in total (Weeks 2-11, not including Reading Week, Week 5, and one week that you can miss without penalty. This week can be used when you are a Discussion Leader – see below or when you are ill or not able to make the paper deadline) for a total of 21 marks for analysis papers. Analysis papers must be submitted on the eClass website each week by Monday at 11:59 pm.**

As part of your analysis, you must also post a thoughtful question related to each article to potentially be used in the class discussion. **The two discussion questions (one for each article) must 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 second 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 or theoretical article related to the day's readings. You can divide up the article in a number of ways.

For example, for empirical articles, 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. For theoretical articles, you may consider dividing the article up by subheadings. Another way to split up an article may be by important topics/conclusions in the article.

Regardless of the strategy you choose, it is important that a week before you are a discussion leader, together with your article presentation partner, you discuss how to coordinate the presentation and who will take responsibility for which parts of the article. You do not need to summarize all parts of the article (i.e., every experiment or every issue raised) but just the most important aspects. The length of the presentation should be 10 minutes per presenter (for a total of 20 minutes per article). A presentation should include powerpoint slides and, if relevant, graphs or tables of the results (you can copy and paste from the article). **Please bring your presentations on a USB key** to download on the class computer. 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. You will not be able to discuss all the suggested questions and so you must make a selection. It is also useful to provide your classmates with a chance to raise new questions in class. The length of the discussion will be 20 minutes. Following the presentation and discussion of the first article, two new discussion leaders will present and discuss the second article in the same manner.

The goal of this assignment is 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 other weeks), 5) engages their classmates in discussion, and 6) strikes a balance between letting the class shape the discussion and keeping the discussion on-topic. Keep in mind that 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 and issues. **You can earn up to 20 marks as a discussion leader. Marks will be based on individual performance in these roles.**

### **Written Research Proposal on Strategies to Reduce Intergroup Bias**

Each student will complete a 6 page (not counting the title page, 100 word abstract, and references) proposal. This research proposal will focus on one strategy to reduce intergroup bias. In class IV, students will report the specific strategy for their research proposal. The written research proposal will include the following sections: Title page, Abstract, Introduction (e.g., brief literature review, statement of the issue, specific research question), Methods including key variables to be manipulated or measured (e.g., independent variables and dependent variables), the design of the experiment, participants, specific procedures, Expected Results (i.e., describe pattern of predicted effects and include graphs), and References. The written research proposal must be typed, in APA Style (7th Edition), double-spaced, Times, Font 12, and with 1 inch margins. **You can earn up to 19 marks for the written research proposal. The due date for this paper, to be submitted on the eClass website, is 11:59 pm on February 16, 2024. All students are granted a 10 day extension on this assignment.**

This allows students to structure their time, plan for breaks, and/or to assess their need for extra time on this task. Those that require flexibility with deadlines can self-accommodate and need not make any special arrangements. No late submissions will be accepted beyond this automatic extension policy for any reason. **The extension deadline is 11:59 pm on February 26, 2024.**

### **Presentation of Research Proposal**

Each student will make a 10 minute presentation based on their research proposal on a strategy to reduce intergroup bias. Presentations will include powerpoint slides related to the following topics: description of past research on the specific strategy, a specific research question, methods, and expected results (see above). After each presentation, a short period will be allotted for the class to ask questions about the research. **You can earn up to 20 marks for the research proposal presentation.**

### Summary of Grade Components

<u>Assessment</u>	<u>Due Date/Date of Evaluation</u>	<u>Weight</u>
<b>Weekly Class participation</b>	<b>Each class</b>	<b>20%</b>
<b>Weekly Analysis Papers/ Post 2 discussion questions</b>	<b>Both papers and questions should be posted Mondays before class, 11:59 pm</b>	<b>21%</b>
<b>Discussion Leader</b>	<b>Date assigned in class</b>	<b>20%</b>
<b>Written Research Proposal</b>	<b>February 16, 2024, 11:59 pm</b>  <b>Extension February 26, 2024, 11:59 pm</b>	<b>19%</b>
<b>Research Proposal Presentation</b>	<b>Date assigned in class</b>	<b>20%</b>
<b>Total</b>		<b>100%</b>

### Missed and Late Assignments

**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.

**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 the due date to account for possible technical difficulties, etc. Please consider submitting assignments early. The official due date for this paper is 11:59 pm on February 16, 2024. However, all students are granted a 10 day extension and can submit the paper until 11:59 pm on February 26, 2024, with no penalty. No papers will be accepted after this date and if not submitted by February 26, 2024, you will receive a grade of zero on the assignment.

**Missed presentation of research proposal.** 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.

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 2023-24](#)).

### Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2023-24 Important Dates](#)

	Fall (Term F)	Year (Term Y)	Winter (Term W)
Last date to add a course <b>without permission</b> of instructor (also see Financial Deadlines)	Sept. 20	Sept. 20	Jan. 22
Last date to add a course <b>with permission</b> of instructor (also see Financial Deadlines)	Sept. 28	Sept. 28	Jan. 31
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 8	Feb. 8	Mar. 11
Course Withdrawal Period (withdraw from a course and receive a grade of "W" on transcript – see note below)	Nov. 9 - Dec. 5	Feb. 8 - April 8	March 12 - April 8

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 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.

### 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 watch videos at <https://www.yorku.ca/health/academic-honesty-3/>

### **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. Please ensure that your assignments are written in your own words and are your own original ideas and thoughts.

### **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. For more information, please refer to:

<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 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 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, so it is important to keep in mind the following tips for email etiquette:

- Include your **full name, student number, and the specific course**.
- Check course materials, including the syllabus, to see if the information is included in this material.
- Use correct spelling, grammar, and punctuation.
- Think carefully about your question first. Then explain it clearly and succinctly.
- Try 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
I. Jan. 10, 2024	Introduction and Course Overview	Optional Readings 1-2
II. Jan. 17, 2024	Social Categorization I  <b>Assigned Discussion Leader Date</b>	Readings 3-4
III. Jan. 24, 2024	Social Categorization II	Readings 5-6
IV. Jan. 31, 2024	Social Identity Theory  <b>Report Strategy for Research Proposal</b>	Readings 7-8
V. Feb 7, 2024	<b>No class but individual meetings on proposal</b>	Proposal Readings
VI. Feb. 14, 2024	Identification and Belonging  <b>Research Proposal Due - Feb. 16, 2024 Extension Deadline - Feb. 26, 2024</b>	Readings 9-10
VII. Feb. 21, 2024	Reading Week	No readings
VIII. Feb. 28, 2024	Stereotyping	Readings 11-12
IX. Mar. 6, 2024	Prejudice	Readings 13-14
X. Mar. 13, 2024	Emotion Identification	Readings 15-16
XI. Mar. 20, 2024	Empathy and Responses to Bias	Readings 17-18
XII. Mar. 27, 2024	Research Proposal Presentations Day 1	No readings
XIII. Apr. 3, 2024	Research Proposal Presentations Da	No readings

## Class Readings

### I. January 10, 2024: Introduction and Course Overview

#### Optional readings:

- 1) Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial inequality in psychological research: Trends of the past and recommendations for the future. *Perspectives on Psychological Science*, 15, 1295–1309.
- 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.

### II. January 17, 2024: Social Categorization I

#### Readings:

- 3) Freeman, J. B., & Ambady, N. (2011). A dynamic interactive theory of person construal. *Psychological review*, 118, 247–279.
- 4) 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.

#### Assigned Discussion Leader Date

### III. January 24, 2024: Social Categorization II

#### Readings:

- 5) Hugenberg, K., Young, S. G., Bernstein, M. J., & Sacco, D. F. (2010). The categorization-individuation model: An integrative account of the other-race recognition deficit. *Psychological Review*, 117(4), 1168–1187.
- 6) 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.

### IV. January 31, 2024: Social Identity Theory

#### Readings:

- 7) 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.
- 8) 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.

### **In Class Report Strategy for Research Proposal**

#### **V. February 7, 2024: No class but set up individual meetings on research proposal**

##### Readings:

Readings relevant to research proposal

#### **VI. February 14, 2024: Identification and Belonging**

##### Readings:

- 9) Walton, G.M., & Cohen, G. L. (2011). A brief social-belonging intervention improves academic and health outcomes of minority students. *Science*, 331, 1447–1451.
- 10) 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, 131–144.

### **Research Proposal Due - Feb. 16, 2024**

#### **VII. February 21, 2024: Reading Week**

No Readings

#### **VIII. February 28, 2024: Stereotyping**

### **Research Proposal Final Extension Deadline - Feb. 26, 2024**

##### Readings:

- 11) Zou, L. X., & Cheryan, S. (2017). Two axes of subordination: A new model of racial position. *Journal of Personality and Social Psychology*, 112, 696–717.
- 12) Goff, P. A., Jackson, M. C., Di Leone, B. A. L., Culotta, C. M., & DiTomaso, N. A. (2014). The essence of innocence: Consequences of dehumanizing Black children. *Journal of Personality and Social Psychology*, 106, 526–545.

#### **IX. March 6, 2024: Prejudice**

##### Readings:

- 13) Amodio, D. (2014). The neuroscience of prejudice and stereotyping. *Nature Reviews Neuroscience*, 15, 670–682.
- 14) Vuletich, H. A., & Payne, B. K. (2019). Stability and change in implicit bias. *Psychological Science*, 30, 854–862.

**Do the Age IAT:** <https://implicit.harvard.edu/implicit/>

X. March 13, 2024: Emotion Identification

Readings:

- 15) Stoler, R. M., & Freeman, J. B. (2016). Neural pattern similarity reveals the inherent intersection of social categories. *Nature Neuroscience*, 19, 795-797.
- 16) 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.

XI. March 20, 2024: Outgroup Empathy and Responses to Bias

Readings:

- 17) 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.
- 18) Kawakami, K., Dunn, E., Karmali, F., & Dovidio, J. F. (2009). Mispredicting affective and behavioral responses to racism. *Science*, 323, 276-278.

XII. March 27, 2024: Research Proposal Presentations Day 1

XIII. April 3, 2024: Research Proposal Presentations Day 2