

Faculty of Health
Department of Psychology
PSYC 4020 Section C: Thursdays 11:30-2:30pm in VC 119
SEMINAR IN SOCIAL PSYCHOLOGY
Y (6.0) 2019–2020

Instructor Information

Instructor: Dr. Xia Fang
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Instructor: Dr. Chanel Meyers
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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 (excluding (EDUC) education courses)

Course Credit Exclusions

Please refer to [York Courses Website](#) for a listing of any course credit exclusions.

Course website: [Moodle](#)

Course Description

Your final grade in the course will be out of 100% and will be based on: your grade from the fall portion of the course taught by Xia Fang (50% of your final course grade) and Chanel Meyers (remaining 50% of your final course grade).

This course is a 4th year level seminar. The Fall semester will address seven different topics in the area of emotion: What is an emotion and how do we measure emotions? What are moral emotions? What is the function of smiles? Are emotional facial expressions universal or cultural specific? What is the relation between emotion and gender? What is the relation between emotion and context? How do we infer social information such as personality traits from emotional facial expressions? Students will read assigned theoretical and empirical articles, present summaries and critiques of these articles, discuss key issues in class, present a research proposal, and submit a written research proposal.

The Winter semester will examine contemporary issues in intergroup relations focused on the perspective of diversity. We will cover the phenomena and processes associated with diversity and intergroup outcomes such as prejudice, contact, and behavior. In order to explore these topics, we will primarily focus on large societal groups that differ on cultural dimensions of identity, with a focus on race and gender. 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. We will accomplish this through a combination of readings, student presentations, group discussions, and written assignments.

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

1. Understand theoretical and empirical evidence of the importance of social psychological research.
2. Gain experience reviewing literature and applying social psychology to other areas of research.

Format of Class Meetings:

The format of the course is a seminar. For the first 15-20 minutes of each class I will broadly cover the topic for that week, but class sessions will primarily revolve around group discussion of weekly reading assignments. Two or more students will be responsible for guiding class discussion each week, together with me, aimed at fostering meaningful understanding of the material.

Course Requirements and Grading:

Readings: Weekly reading assignments will consist of two empirical/theoretical journal articles. I expect you to complete all reading assignments prior to your class session so that you can participate in class discussion. To prepare for class you will also be asked to submit weekly discussion questions.

Discussion questions

You will be required to submit 2 discussion questions each week prior to your class. The discussion questions will be compiled and used (as appropriate) by each week's discussion leader. Good discussion questions 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. Questions should also contain sufficient context to allow a reader to follow your

thinking (i.e., where did the idea come from). Two discussion questions should be posted on Moodle on Wednesdays 8pm. Please post your questions as part of one thread for each week, rather than as separate threads. NOTE: You will not be expected to post discussion questions the week you lead seminar.

In-class Participation

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. Attendance only is insufficient for full credit. Aim for demonstrating integration and critical thinking about issues raised in the readings and by your classmates. 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 to the class. Please respect others' comments even if you disagree with their opinions; challenge the idea and not the person. I encourage debate and critical discussion, but it must be respectful at the same time.

Discussion Leadership

Each week there will be at least four people assigned as the discussion leaders. You will sign up for your preferred topic/week on the first day and will lead the class once during each semester. As a discussion leader you will have two responsibilities. First, you will present one research article related to the day's readings; you choose from those listed in the reading list. The discussion leader's job will begin by making a brief presentation to the class describing the theory and hypotheses for their article and giving a brief overview of the methods and key findings. Depending on the length of the article, this presentation should take around 20 minutes. After presenting the key findings of the article, we will then discuss the presentation articles and the required readings for the day as a class.

The discussion leader's second job will be to help the instructor facilitate discussion. With the help of your classmates' discussion questions posted on Moodle as a starting point, leaders must identify the core issues and organize them into a logical sequence of topics for group discussion and debate.

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) presents questions that cut across the readings for that week (and even other weeks), 3) critically evaluates the strengths and weakness of the readings, 4) reflects on the new knowledge gained by the research as well as its significance for the field and society, 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 leader should provide structure and direction for fellow students during discussion; it is not necessarily your responsibility to explain the readings to others. Instead, your primary responsibility is to ensure that the class discussion covers both broad theoretical concerns as well as 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.

Research Proposal Presentation

Each student will make a 10 minutes presentation of a research proposal each semester. This research proposal should be related to the topic discussed during the semester (Emotion or Diversity), which must be confirmed by me before your presentation. Your presentation will involve the use of powerpoint and will include the following topics: description of the problem or issue, a specific statement of the research question, theory, hypotheses, key variables to be manipulated or measures (e.g., independent variables and dependent variables), the design of the research, participants, procedures, and proposed statistical analysis. After each presentation, 10 minutes will be allotted for the class to ask questions about the research. Your powerpoint slides must be sent to Moodle at least 2 days before your presentation.

Written Research Proposal

Each student will submit a 10 page (excluding title page, abstract, references) proposal to Moodle as a word document. The written proposal will involve the following sections: Title page, Abstract, Introduction (e.g., literature review, statement of the issue, statement of the purpose of the research question, hypotheses), Methods (e.g., participants, design, materials, procedures, potential statistical analyses), and References. There is no results or discussion section for this paper. The paper must be type written in APA Style (6th Edition). Please submit the final papers to Moodle by 5:00 pm on December 12 (Fall) & April 16 (Winter).

Course Requirements and Assessment

Grades for the course will be based on the following components:

Assessment	Date of Evaluation (if known)	Weighting
Class participation	Weekly	20%
Discussion questions	Due Wednesdays at 8pm	15%
Leading discussion	Date assigned in class	25%
Research proposal presentation	Date assigned in class	20%
Written Research Proposal	Due December 12 & April 16 at 5pm	20%
Total		100%

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 89, B+ = 75 to 79, etc.)

(For a full description of York grading system see the York University Undergraduate Calendar - [Grading Scheme for 2018-19](#))

Late Work/Missed Tests or Exams

Missed class. Students who missed a class or assignment due to a documented reason, such as illness, compassionate grounds, etc., which is confirmed by supporting documentation (Attending Physician Statement which can be found at: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>), may request accommodation by emailing me as soon as you are safely

able to do so. Because of the nature of the discussion questions and presentations, there will be no make-ups for late discussion questions or discussion presentations. If you miss attendance of class that day, it is your responsibility to contact me about the possibility of an alternative assignment. Further extensions or accommodation will require students to submit a formal petition to the Faculty.

Late work. Because it is very important to turn in your assignments on time, you should plan to submit your assignments with enough time before a given deadline to account for possible technical difficulties, travel plans, etc. Remember that you can always submit assignments early. Late submissions for discussion questions will not receive credit. For the final research paper, there will be a 10% deduction from your grade per 24 hours or portion thereof past the deadline.

Important New Information Regarding Missed Tests

For any missed tests 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](#). Failure to complete the form within 48 hours of the original deadline will result in a grade of zero for the test/assignment.

Add/Drop Deadlines

For a list of all important dates please refer to: [Fall/Winter 2019-20 - Important Dates](#)

	FALL (F)	YEAR (Y)	WINTER (W)
Last date to add a course without permission of instructor (also see Financial Deadlines)	Sept. 18	Sept. 18	Jan. 16
Last date to add a course with permission of instructor (also see Financial Deadlines)	Oct. 2	Oct. 23	Jan. 30
Drop deadline: Last date to drop a course without receiving a grade (also see Financial Deadlines)	Nov. 9	Feb. 8	March 8
Course Withdrawal Period (withdraw from a course and receive a grade of “W” on transcript – see note below)	Nov. 10 - Dec. 4	Feb. 9 - Apr. 3	March 9 - Apr. 3

***Note:** *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

“Turn-it-in” software will be used via the course Moodle to detect possible plagiarism in assignments.

Electronic Device Policy

It is expected that you are attentive and respectful during class, which means not using your phone or looking at things unrelated to class on your laptop. The use of laptops is permitted only for taking notes and referring to assigned readings during class discussion.

Attendance Policy

Attendance for this seminar course is mandatory.

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 information [SPARK Academic Integrity modules](#). These modules explain principles of academic honesty.

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 [York University Accessibility Hub](#) is your online stop for accessibility on campus. The [Accessibility Hub](#) provides tools, assistance and resources. Policy Statement.

Policy: York University shall make reasonable and appropriate accommodations and adaptations in order to promote the ability of students with disabilities to fulfill the academic requirements of their programs.

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder.

For Further Information please refer to: [York university academic accommodation for students with disabilities policy](#).

Course Materials Copyright Information

These course materials are designed for use as part of the 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](#).

Emailing 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 these tips for emailing etiquette:

- Check course materials, including the syllabus, to see if the information you need is there.
- Try to avoid overly informal language.
- Use correct spelling, grammar, and punctuation.
- Think carefully about your question first, and then explain it clearly and succinctly.
- Do your best to email well ahead of when you need an answer.

- See the Career Centre’s “12 Tips for Writing Effective Emails” pdf posted on Moodle.

Example of appropriate email:

Hello Dr. Meyers/Fang,

I hope all is well and that you are enjoying your weekend. I have been looking over my past assignments, and I was wondering if I could make an appointment to see you during office hours to discuss how I can improve my presentation and final paper. Tuesdays and Wednesdays would be the best days for me. Looking forward to hearing from you.

- [Student’s name]

Example of inappropriate email:

hey prof, i was wondering if i could come and see you tmrw? i just started working on my presentation and ran into some problems and im kind of confused as to what i should do in regards to my topic.thx

Course Schedule

*Note: Course schedule/readings may change according to class needs. Please stay up to date with course announcements in class, via email, and the course website.

Fall Week 1,	Introductions and Emotion Theories and Methods 1
Fall Week 2,	Emotion Theories and Methods 2
Fall Week 3,	Emotion and Expressions
Fall Week 4,	Smiles
Fall Week 5,	Emotion and Culture
Fall Week 6,	Emotion and Gender
Fall Week 7,	No class or assignments (Reading week)
Fall Week 8,	Emotion and Context
Fall Week 9,	Emotion and Social Perception
Fall Week 10,	Research proposal presentation
Fall Week 11,	Research proposal presentation
Fall Week 12,	Research proposal presentation
Fall Week 13,	Research proposal presentation
Fall Examination Period	

Winter Week 1,	Introductions and course overview
Winter Week 2,	Racial diversity
Winter Week 3,	Diversity in institutions
Winter Week 4,	Intergroup prejudice
Winter Week 5,	Intergroup contact
Winter Week 6,	Intergroup interactions
Winter Week 7,	No class or assignments (Reading week)
Winter Week 8,	Diversity messaging
Winter Week 9,	Impact of diversity

Winter Week 10,	Research proposal presentation
Winter Week 11,	Research proposal presentation
Winter Week 12,	Research proposal presentation
Winter Week 13,	Research proposal presentation
Fall Examination Period	

Fall Week 1 – Introductions and Emotion Theories and Methods 1

Fall Week 2 – Emotion Theories and Methods 2

Barrett, L. F. (2006). Are emotions natural kinds? *Perspectives on Psychological Science, 1*, 28-58.

Moors, A. (2009). Theories of emotion causation: A review. *Cognition and Emotion, 23*, 625-662.

Optional readings:

Izard, C. E. (2010). The many meanings/aspects of emotion: Definitions, functions, activation, and regulation. *Emotion Review, 2*, 363-370.

Fall Week 3 – Emotion and Expressions

Barrett, L. F., Adolphs, R., Marsella, S., Martinez, A. M., & Pollak, S. D. (2019). Emotional expressions reconsidered: Challenges to inferring emotion from human facial movements. *Psychological Science in the Public Interest, 20*(1), 1-68.

Optional readings:

Fischer, A., & Giner-Sorolla, R. (2016). Contempt: Derogating others while keeping calm. *Emotion Review, 8*, 346-357.

Chapman, H. & Anderson, A. K. (2013). Trait physical disgust is related to moral judgments outside of the purity domain. *Emotion, 14*, 341-348.

Fall Week 4 – Smiles

Friesen, J. P., Kawakami, K., Vingilis-Jaremko, L., Caprara, R., Sidhu, D. M., Williams, A., ... & 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*(3), 375.

Rychlowska, M., Jack, R. E., Garrod, O. G., Schyns, P. G., Martin, J. D., & Niedenthal, P. M. (2017). Functional smiles: tools for love, sympathy, and war. *Psychological science, 28*, 1259-1270.

Optional readings:

Rychlowska, M., Miyamoto, Y., Matsumoto, D., Hess, U., Gilboa-Schechtman, E., Kamble, S., ... & Niedenthal, P. M. (2015). Heterogeneity of long-history migration explains cultural differences in reports of emotional expressivity and the functions of smiles. *Proceedings of the National Academy of Sciences*, 201413661.

Maringer, M., Krumhuber, E. G., Fischer, A. H., & Niedenthal, P. M. (2011). Beyond smile dynamics: mimicry and beliefs in judgments of smiles. *Emotion*, 11, 181.

Martin, J., Rychlowska, M., Wood, A., & Niedenthal, P. (2017). Smiles as multipurpose social signals. *Trends in Cognitive Sciences*.

Fall Week 5 – Emotion and Culture

Haidt, J., & Keltner, D. (1999). Culture and facial expression: Open-ended methods find more expressions and a gradient of recognition. *Cognition and Emotion*, 13(3), 225-266.

Cordaro, D. T., Sun, R., Keltner, D., Kamble, S., Huddar, N., & McNeil, G. (2018). Universals and cultural variations in 22 emotional expressions across five cultures. *Emotion*, 18(1), 75.

Optional readings:

Matsumoto, D., & Hwang, H. C. (2017). Methodological issues regarding cross-cultural studies of judgments of facial expressions. *Emotion Review*, 9, 375-382.

Elfenbein, H. A., Beaupré, M., Lévesque, M., & Hess, U. (2007). Toward a dialect theory: cultural differences in the expression and recognition of posed facial expressions. *Emotion*, 7, 131.

Fall Week 6 – Emotion and Gender

Fischer, A. H., Rodriguez Mosquera, P. M., Van Vianen, A. E., & Manstead, A. S. (2004). Gender and culture differences in emotion. *Emotion*, 4, 87.

Hoffmann, H., Kessler, H., Eppel, T., Rukavina, S., & Traue, H. C. (2010). Expression intensity, gender and facial emotion recognition: Women recognize only subtle facial emotions better than men. *Acta Psychologica*, 135, 278-283.

Optional readings:

Kring, A. M., & Gordon, A. H. (1998). Sex differences in emotion: expression, experience, and physiology. *Journal of Personality and Social Psychology*, 74, 686.

The Influence of Gender and Social Role on the Interpretation of Facial Expressions. Plant, E. A., Kling, K. C., & Smith, G. L. (2004). The influence of gender and social role on the interpretation of facial expressions. *Sex Roles*, 51, 187-196.

Fall Week 7 – Reading Week

Fall Week 8 – Emotion and Context

Thorstenson, C. A., Pazda, A. D., Young, S. G., & Elliot, A. J. (2018). Face color facilitates the disambiguation of confusing emotion expressions: Toward a social functional account of face color in emotion communication. *Emotion*.

Carroll, J. M., & Russell, J. A. (1996). Do facial expressions signal specific emotions? Judging emotion from the face in context. *Journal of Personality and Social Psychology*, 70, 205.

Optional readings:

Aviezer, H., Trope, Y., & Todorov, A. (2012). Body cues, not facial expressions, discriminate between intense positive and negative emotions. *Science*, 338, 1225-1229.

Masuda, T., Ellsworth, P. C., Mesquita, B., Leu, J., Tanida, S., & Van de Veerdonk, E. (2008). Placing the face in context: cultural differences in the perception of facial emotion. *Journal of Personality and Social Psychology*, 94, 365.

Aviezer, H., Trope, Y., & Todorov, A. (2012). Holistic person processing: faces with bodies tell the whole story. *Journal of Personality and Social Psychology*, 103, 20.

Fall Week 9 – Emotion and Social Perception

Knutson, B. (1996). Facial expressions of emotion influence interpersonal trait inferences. *Journal of Nonverbal Behavior*, 20, 165-182.

Adams Jr, R. B., Nelson, A. J., Soto, J. A., Hess, U., & Kleck, R. E. (2012). Emotion in the neutral face: A mechanism for impression formation?. *Cognition & emotion*, 26(3), 431-441.

Optional readings:

Fang, X., Van Kleef, G. A., & Sauter, D. A. (2018). Person perception from changing emotional expressions: primacy, recency, or averaging effect?. *Cognition and Emotion*, 1-14.

Van Kleef, G. A. (2009). How emotions regulate social life: The emotions as social information (EASI) model. *Current Directions in Psychological Science*, 18, 184-188.

Hess, U., Blairy, S., & Kleck, R. E. (2000). The influence of facial emotion displays, gender, and ethnicity on judgments of dominance and affiliation. *Journal of Nonverbal Behavior*, 24, 265-283.

Winter Week 1 – Introductions and course overview

Winter Week 2 – Racial diversity

Craig, M. A., & Richeson, J. A. (2014). More diverse yet less tolerant? How the increasingly diverse racial landscape affects White Americans' racial attitudes. *Personality and Social Psychology Bulletin*, 40(6), 750–761.

Nai, J., Narayanan, J., Hernandez, I., & Savani, K. (2018). People in more racially diverse neighborhoods are more prosocial. *Journal of Personality and Social Psychology*, 114(4), 497–515.

Optional readings:

Pauker, K., Carpinella, C., Meyers, C., Young, D. M., & Sanchez, D. T. (2018). The role of diversity exposure in Whites' reduction in race essentialism over time. *Social Psychological and Personality Science*, 6, 194855061773149–9.

Ramos, M. R., Bennett, M. R., Massey, D. S., & Hewstone, M. (2019). Humans adapt to social diversity over time. *Proceedings of the National Academy of Sciences*, 121, 201818884–6.

Winter Week 3 – Diversity in institutions

Chaney, K. E., Sanchez, D. T., & Remedios, J. D. (2016). Organizational identity safety cue transfers. *Personality and Social Psychology Bulletin*, 42(11), 1564–1576.

Wilton, L. S., Sanchez, D. T., Unzueta, M. M., Kaiser, C., & Caluori, N. (2019). In good company: When gender diversity boosts a company's reputation. *Psychology of Women Quarterly*, 43(1), 59-72.

Optional readings:

Murphy, M. C., Kroeper, K. M., & Ozier, E. M. (2017). Prejudiced places: How contexts shape inequality and how policy can change them. *Policy Insights From the Behavioral and Brain Sciences*, 5(1), 66–74.

Williams, W. M., Mahajan, A., Thoemmes, F., Barnett, S. M., Vermeulen, F., Cash, B. M., & Ceci, S. J. (2017). Does gender of administrator matter? National study explores U.S. University administrators' attitudes about retaining Women professors in STEM. *Frontiers in Psychology*, 8, 289–15.

Winter Week 4 – Intergroup prejudice

Sanchez, D. T., Chaney, K. E., Manuel, S. K., Wilton, L. S., & Remedios, J. D. (2017). Stigma by prejudice transfer: Racism threatens White Women and sexism threatens Men of Color. *Psychological Science*, 28(4), 445–461.

Eason, A. E., Kaiser, C. R., & Somerville, J. A. (2018). Underrepresentation and the perception of others' racial attitudes. *Social Psychological and Personality Science*, 80, 194855061878885–11.

Optional readings:

Payne, B. K., Vuletich, H. A., & Lundberg, K. B. (2017). The bias of crowds: How implicit bias bridges personal and systemic prejudice. *Psychological Inquiry*, 28(4), 233–248.

Shelton, J. N. (2016). A reconceptualization of how we study issues of racial prejudice. *Personality and Social Psychology Review*, 4(4), 374–390.

Winter Week 5 – Intergroup contact

Gaither, S. E., & Sommers, S. R. (2013). Living with an other-race roommate shapes Whites' behavior in subsequent diverse settings. *Journal of Experimental Social Psychology*, 49(2), 272–276.

Page-Gould, E., Mendoza-Denton, R., & Tropp, L. R. (2008). With a little help from my cross-group friend: Reducing anxiety in intergroup contexts through cross-group friendship. *Journal of Personality and Social Psychology*, 95(5), 1080–1094.

Optional readings:

Paluck, E. L., Green, S. A., & Green, D. P. (2018). The contact hypothesis re-evaluated. *Behavioural Public Policy*, 1-30.

Ioannou, M., Ramiah, A., & Hewstone, M. (2018). An experimental comparison of direct and indirect intergroup contact. *Journal of Experimental Social Psychology*, 76, 393–403.

Winter Week 6 – Intergroup interactions

Shelton, J. N., West, T. V., & Trail, T. E. (2010). Concerns about appearing prejudiced: Implications for anxiety during daily interracial interactions. *Group Processes & Intergroup Relations*, 13(3), 329–344.

Page-Gould, E., Mendoza-Denton, R., Alegre, J. M., & Siy, J. O. (2010). Understanding the impact of cross-group friendship on interactions with novel outgroup members. *Journal of Personality and Social Psychology*, 98(5), 775–793.

Optional readings:

Deegan, M. P., Hehman, E., Gaertner, S. L., & Dovidio, J. F. (2015). Positive expectations encourage generalization from a positive intergroup interaction to outgroup attitudes. *Personality and Social Psychology Bulletin*, 41(1), 52–65.

Vorauer, J. D., & Sasaki, S. J. (2011). In the worst rather than the best of times: Effects of salient intergroup ideology in threatening intergroup interactions. *Journal of Personality and Social Psychology*, 101(2), 307–320.

Winter Week 7 – No class or assignments (Reading week)

Winter Week 8 – Diversity messaging

Apfelbaum, E. P., Grunberg, R., Halevy, N., & Kang, S. (2017). From ignorance to intolerance: Perceived intentionality of racial discrimination shapes preferences for colorblindness versus multiculturalism. *Journal of Experimental Social Psychology*, 69, 86-101.

Dover, T. L., Major, B., & Kaiser, C. R. (2016). Members of high-status groups are threatened by pro-diversity organizational messages. *Journal of Experimental Social Psychology*, 62, 58-67.

Wilton, L. S., Bell, A. N., Carpinella, C. M., Young, D. M., Meyers, C., & Clapham, R. (2018). Lay Theories of Gender Influence Support for Women and Transgender People's Legal Rights. *Social Psychological and Personality Science*, 42, 194855061880360–12.

Option readings:

Rattan, A., & Ambady, N. (2013). Diversity ideologies and intergroup relations: An examination of colorblindness and multiculturalism. *European Journal of Social Psychology*, 43(1), 12–21.

Plaut, V. C. (2010). Diversity science: Why and how difference makes a difference. *Psychological Inquiry*, 21, 77-99.

Winter Week 9 – Impact of diversity

Kaiser, C. R., Major, B., Jurcevic, I., Dover, T. L., Brady, L. M., & Shapiro, J. R. (2013). Presumed fair: Ironic effects of organizational diversity structures. *Journal of Personality and Social Psychology*, 104(3), 504–519.

Sommers, S. R., Warp, L. S., & Mahoney, C. C. (2008). Cognitive effects of racial diversity: White individuals' information processing in heterogeneous groups. *Journal of Experimental Social Psychology*, 44, 1129–1136.

Optional readings:

Neville, H. A., Poteat, V. P., Lewis, J. A., & Spanierman, L. B. (2014). Changes in White college students' color-blind racial ideology over 4 years: Do diversity experiences make a difference? *Journal of Counseling Psychology*, 61(2), 179–190.

Apfelbaum, E. P., Phillips, K. W., & Richeson, J. A. (2014). Rethinking the baseline in diversity research: Should we be explaining the effects of homogeneity? *Perspectives on Psychological Science*, 9, 235–244.

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