PSYC 466: The Psychology of Intergroup Relations

0.1250 EFTS
19 February 2018 – 24 June 2018

Lecturer & Course Coordinator
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Office Hours: By appointment (email to schedule a meeting time)

Class
Wednesday 9:00am – 11:00pm - Psychology-Sociology Room 251
(Please check Course Information System and/or My Timetable for any possible changes to day/time/venue.)

Course Description
This course is designed to provide an advanced overview of theories and empirical research on the psychology of intergroup relations. Over the course of the semester, the course will investigate five related themes from this increasingly popular area within psychology. First, we will explore the blatant, subtle, and unconscious ways in which biases manifest themselves and discuss the tools used to study these biases (e.g., self-report, reaction times, brain imaging, etc.). Second, we will examine the motivational, cognitive, affective, ideological, and evolutionary factors that underlie intergroup bias and conflict. The course will then transition to discussing research on how intergroup biases impact the identity and self-conceptions of members of stigmatized social groups. The course will then offer insight into the ways in which intergroup bias and conflict can be reduced in nation states to achieve greater social harmony in an increasingly multicultural world. And finally, we will examine how the psychology of intergroup relations can be applied to areas as diverse as business, education, law, and politics.

Course Format
Since this is a postgraduate level class, attendance and participation in group discussion is essential. The value of our class and what you get out of it depends a lot on what you bring to it. Each member of the class is personally responsible for the quality of our time together, and I welcome your contributions to the course. To participate fully, please: (1) complete all readings before we meet; (2) submit your discussion questions before class; and (3) come prepared to share your thoughts with others in a respectful manner. It is through the process of discussion and debate that one’s critical thinking skills become defined and sharpened. Therefore, beyond learning new and exciting material on the science of intergroup relations, another major goal of this class is to help you develop your critical thinking skills and research ideas. These skills are best developed by expressing your ideas in writing and in class discussions.
Course Assessment
The assessment criteria will be as follows:

Weekly Reaction Papers (4 out of 9): 5% x 4 = 20%
Weekly Discussion Questions (8 out of 10): 2% x 8 = 16%
Application Paper: = 7%
Discussion Leader Role: = 2%
In-Class Participation: = 5%
Research Proposal – Oral Presentation: = 8%
Research Proposal – Paper: = 42%

Total: = 100%

Discussion Questions and Comments: During most weeks of the semester (8 of 10 weeks), students will be asked to generate at least one discussion question or comment based on the assigned readings. These questions or comments should be generative of class discussion and thereby rather big picture about theory or data from the week’s readings. Discussion questions and comments can also be applied to real world events you have heard or read about. These questions or comments should be sent to the discussion leader for the week (copy me on these emails so I can keep track of it) by 6pm the previous day (Tuesday).

Reaction Papers: Students will also be asked to complete several reaction papers (approximately 2-3 pages long) based on the readings throughout the semester. These papers should not simply summarize the assigned readings, but more importantly provide an integrated perspective and insight into the topic of discussion. You can include new research questions with proposed ways to test the question, possible applications to the real world, extensions to theory and research, alternative explanations, or a synthesis with other research. This assignment is purposely broad to give you room to focus on different aspects of the material each week. The goal of these papers is to make sure that students not only complete the readings but put some degree of thought into the implications and meaning of the readings before class begins. You must integrate elements from each of the assigned readings or at least offer some insight into each reading independently. These papers should be submitted electronically by class time each week.

Application Paper: On May 23rd, we will discuss the ways in which the science of intergroup relations has implications in areas as diverse as communication, business, health, education, law, and politics. During this particular week, instead of the standard reaction paper, you will be asked to communicate psychological research on intergroup relations to any other area of interest (in a 3-4 page paper). Further instructions will be provided on this assignment closer to the due date.

Discussion Leader: The discussion leader for the week will be responsible for compiling questions and facilitating discussion during class. The goal of facilitation here is to provide structure and direction for fellow students during discussion, not be the discussion. I will provide a broad overview of the topic for the week, but then you are expected to actively engage in discussion with your thoughts and questions on the topic.

Research Proposal: While the in-class readings and discussions will focus on providing you with breadth of knowledge in the field, the final assessment in the course will involve gaining an in-depth understanding of a specific topic of interest within the field of intergroup relations. Specifically, this major assessment will include a research proposal where you will do a literature review on a specific topic of interest within the area and generate a novel research question that builds on existing work in the field. Students will then be asked to design a study or two to test this research question and outline their predictions before describing the importance of such work to the real world. You will be asked to write a 15-page paper on the topic at the end of the semester and
present the idea to your class during the final week of class. More detailed guidelines will be provided at a later time.

You should start thinking about the topic for this assignment early enough in the semester so that you are able to discuss it with the course coordinator not too late in the semester. You will need to discuss or submit a short description of the idea you wish to focus on for your proposal before May 9th and present your proposal as an oral presentation on May 30th. The due date for the final version of the research proposal will be June 19, 11:59pm via Learn.

**Course Reading**

There is no set textbook for the course, but a reading list of empirical and review articles will be provided for each topic. Students are expected to read the assigned readings before each class.

**Course Plan**

February 21: Course Introduction and Planning  
February 28: Manifestations and Measurement of Intergroup Bias  
March 7: Factors Underlying Intergroup Bias: Economic, Motivational, and Cognitive Factors  
March 14: Factors Underlying Intergroup Bias: Affective, Evolutionary, and Ideological Factors  
March 21: Intergroup Bias on the Self-Concept: Stereotype Threat and Other Situational Factors  
March 28: Intergroup Bias on the Self-Concept: Self-Esteem and Health  
April 23-27: Reducing Intergroup Bias: Contact and Counterstereotypes  
May 2: Reducing Intergroup Bias: Social Norms, Suppression, and Categorization  
May 9: Identity and Cultural Diversity: National Identity & Acculturation  
May 16: Identity and Cultural Diversity: Ideology & Expression  
May 23: Applying Intergroup Relations to the Real World  
May 30: Class Presentations
General Department of Psychology Information

IT Services: [http://www.canterbury.ac.nz/its/](http://www.canterbury.ac.nz/its/)
Learn (online learning): [http://learn.canterbury.ac.nz/](http://learn.canterbury.ac.nz/)
UC Library Subject Guide: [http://canterbury.libguides.com/psyc](http://canterbury.libguides.com/psyc)

Assessment Cover Sheets
Please attach cover sheets to the front of all your assignments. Hard copies can be found in the ground floor of the Psychology building where the assignment drop boxes are located, and electronic copies are available on LEARN.

Academic Liaison
If you have any concerns about a course, please contact the Course Coordinator in the first instance. The Department of Psychology has a Staff/Student Liaison Committee and each Semester students voluntarily represent courses from each level. Postgraduate students are represented for both Part 1 paper years and Part 2 thesis years for the whole year. A request for volunteers is sent early in the first semester.

Students with Disabilities
Please refer to the Disability Resource Service for information on study support services: [http://www.canterbury.ac.nz/disability/](http://www.canterbury.ac.nz/disability/)

Policy on Dishonest Practice
Plagiarism, collusion, copying and ghost writing are unacceptable and dishonest practices.

- Plagiarism is the presentation of any material (text, data, figures or drawings, on any medium including computer files) from any other source without clear and adequate acknowledgement of the source.
- Collusion is the presentation of work performed in conjunction with another person or persons, but submitted as if it has been completed only by the named author(s).
- Copying is the use of material (in any medium, including computer files) produced by another person(s) with or without their knowledge and approval.
- Ghost writing is the use of another person(s) (with or without payment) to prepare all or part of an item submitted for assessment.

In cases where dishonest practice is involved in tests or other work submitted for credit, the student will be referred to the University Proctor. The instructor may choose to not mark the work.

The Department reserves the right to require work to be submitted in electronic format so that it can be submitted to plagiarism detection websites.

Special Considerations
Special Consideration for assessments is for students who have covered the work of a course but have been prevented from demonstrating their knowledge or skills at the time of the assessment due to unforeseen circumstances. Students should consult the Special Considerations website for information, and contact them directly with any queries. [http://www.canterbury.ac.nz/study/special-consideration/](http://www.canterbury.ac.nz/study/special-consideration/)

Also on the Examinations webpage is information about Results and Appeals for final grades. The Department of Psychology policy of “substantial part of assessment” for all courses is set at 50% of all coursework. Unless a minimum of 50% of coursework is completed, final special consideration will not be given.

Marks and Grades
You will get a mark and/or a grade for each piece of assessment during the course and a final grade at the end of the course. For more information on the University regulations for credit see: [http://www.canterbury.ac.nz/regulations/general-regulations/general-conditions-for-credit-regulations/](http://www.canterbury.ac.nz/regulations/general-regulations/general-conditions-for-credit-regulations/)
Reconsideration of Grades
Students can appeal any decision made on their final grade, and should, in the first instance, speak to the course coordinator about their grade. Students can apply through Student Services to appeal for up to four weeks after the release of results:
http://www.canterbury.ac.nz/study/examinations/result-dates-and-appeals/.

For more information see General Course and Examination Regulations in the University Calendar:
http://www.canterbury.ac.nz/publications/brochure-gallery/.

Complaints and Grievances
If a student encounters any problems regarding any aspect of the course, they should in the first instance approach the lecturer concerned. Failing that, they can approach the course coordinator. For more information, please see the Psychology Handbook.

Missed Tests
In rare cases a student will not be able to sit a test. In such cases, the student should consult with the course coordinator to discuss if alternative arrangements are available. This must be done well in advance of the set date of the test. The criteria used for approving a special sitting are the same as the UC policy used for end-of-semester examinations, which are outlined below:

- Clash with another test from other UC courses
- Religious (Conflicting religious day or event)
- Bereavement (family member or close friend)
- Study (overseas study, must be a tertiary institute)
- Sporting or cultural event (Representing NZ, Canterbury or the University of Canterbury)
- Wedding (immediate family member or part of a bridal party)
- Business (travel)

With the exception of the above criteria, tests will only be given at the regularly scheduled time and place. Missed tests will result in a score of 0% for that test.

Emergency Assembly Area
Please gather in the Psychology car park on the grassed area away from the cars and buildings.

Health & Safety Information
See the Department of Psychology webpage: http://www.canterbury.ac.nz/science/schools-and-departments/psychology/about-us/