PSYC12. Psychology of Prejudice and Oppression

Course Information

Course name: PSYC12H3 The Psychology of Prejudice.

Prerequisites: PSYB10H3 and [(PSYB01H3) or (PSYB04H3) or PSYB70H3] and [PSYB07H3 or STAB22H3 or STAB23H3]

Exclusions: PSY322H

Delivery: This is an online course that is offered **asynchronously**. What this means is that most of the learning content for the course (e.g., readings and lectures) can be completed on your own within a particular block of time (usually a week). **However**, the online tests and final exam for the course may require your online presence for specific dates and times. In addition, this course includes an active learning requirement. Several of the options for completing this requirement involve attending an online workshop or dialogue that meet at a specific time (see page 4 for more information).

Course Instructor: Dr. Kosha Bramesfeld

See Quercus to learn more about your teaching team

Contact me: See "Contact Us" on Quercus for details

Course email: kosha.bramesfeld@utoronto.ca

Office hours: 'Virtual' office hours via Blackboard Collaborate

Teaching Assistants (TAs): Nina Wang and Stephanie Schwartz

*Correspondence with us must occur via your University of Toronto email address. To facilitate communication, you are strongly advised to use the Quercus inbox.

Textbook
Readings for the course will include journal article readings (available on library course reserves) and chapters from the following textbook. The textbook can be purchased as an eBook or as a paperback.

David, E. J. R, & Derthick, A. O. *The Psychology of Oppression*. Springer Publishing Co
- eBook ISBN: 9780826178176 (bookstore price: $64.99)
- Paperback ISBN: 9780826178169 (bookstore price: $71.50)

Course website, readings, and materials
Materials for the course, including, course announcements, the link to the Library Course Reserves page (to access the readings), active learning opportunities, and other resources will be posted on our course website on Quercus. The course website should be your first stop for most course questions and inquiries. Please make arrangements to access the materials on Quercus at least twice per week. https://q.utoronto.ca

Course Description

Psychological research has found that our human brains quickly and efficiently sort information into categories (e.g., like me/not like me; safe/dangerous). This categorization process most likely evolved because it offered our earliest ancestors a mechanism to quickly differentiate between friend versus foe. But in our current lives this rapid and automatic categorization process can result in the development of biased beliefs (stereotypes), attitudes (prejudice), and behaviours (discrimination) against other social groups. When these psychological processes are amplified within the context of societal power structures that grant special favour to some (privilege), while denying rights and dignity to others (marginalization), then oppression occurs.

This course will provide an examination of (a) the social categorization processes that pre-dispose people to prejudice, (b) the social-cultural factors that turn prejudice into oppression, (c) the psychological consequences of prejudice and oppression, and (e) the steps that can be taken to reduce privilege, power, oppression, and prejudice.

Learning Objectives

By the end of this course you should be able to:

1. Differentiate between prejudice and oppression; and recognize the various ways in which prejudice and oppression are experienced and expressed at the individual, interpersonal, and institutional levels.

2. Recognize the various ways that prejudice and oppression are studied from within a psychological framework and discuss the ethical considerations of this research.

3. Use Haye's (2003) ADDRESSING framework to identity categories of oppression; and explore which social groups are experiencing oppression in Canada today.

4. Recognize and be able to identify, discuss, and differentiate major psychological explanations for why prejudice and oppression occur.

5. Recognize and be able to produce examples of the many ways that prejudice and oppression impact individuals.

6. Discuss how psychological knowledge can be used to reduce prejudice and oppression and critically evaluate existing methods from a psychological standpoint.

7. Recognize the potential sources of privilege, power, oppression, and prejudice in your own life and reflect on how your social identities impact the ways that you interact with the world.

8. Reflect on how you can become a change agent to directly address issues of privilege, power, oppression, and prejudice in your own communities.

Diversity Statement

It is my intention that students' learning needs be addressed both in and out of the classroom, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intention to present materials and activities that are respectful of diversity, including, but not limited to diversity related to Indigenous culture, race, ethnicity, country of origin, gender, sexuality, dis/ability, age, religion, and social class. Your contributions to the course are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups[1]. Importantly, if you anticipate needing accommodations in this course for any reason (including, but not limited to, disability/health considerations, religious/cultural accommodation, and/or economic, work, or family realities), please contact me as soon as possible so that we can work together to determine the best course of action.

Acknowledgement of Traditional Land

In recognition of the diverse history of this land, and the peoples who live and have lived on it, I wish to acknowledge this land on which the University of Toronto operates. It has been a site of human activity for thousands of years. This land is the territory of the Huron-Wendat and Petun First Nations, the Seneca, and most recently, the Mississaugas of the Credit River. The territory was the subject of the Dish With One Spoon Wampum Belt Covenant, an agreement between the Iroquois Confederacy and Confederacy of the Ojibwe and allied nations to peaceably share and care for the resources around the Great Lakes. Today, the meeting place of Toronto is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work in the community, on this territory.

AccessAbility statement

Students with diverse learning needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services as soon as possible. AccessAbility Services staff (located in Rm SW302, Science Wing) are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations. You can contact AccessAbility Services at 416-287-7560 or email ability@utsc.utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.
https://www.utsc.utoronto.ca/~ability/

Self-care

This course addresses issues around identity, poverty, violence, prejudice, oppression, and other forms of loss. The topics can be difficult to learn about and discuss. Students are encouraged to engage in self-care throughout the course. Resources are available on our course website on Quercus and through the UTSC Health and Wellness Centre.

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[1] This diversity statement uses language borrowed directly from the diversity statement example provided by the University of Iowa College of Education, https://www.cmu.edu/teaching/designteach/syllabus/checklist/diversitystatement.html.

Course Assessments

Marks for the course will be determined based on two midterm tests, a final, and your general engagement in the course.

Marks for the course will be distributed as follows:

Assessment category	Points	Percent
Engagement and participation	100	10%
Midterm test 1 (around week 4)	300	30%
Midterm test 2 (around week 8)	300	30%
Final exam (during the final exam period, April 13-23)	300	30%
Maximum Total Points / Percent	**1000**	**100%**

Note: Grades will be assessed based on the UTSC Grading Scheme for undergraduate courses. Please be aware that in a C-level course (e.g., PSY**C**12), the bar for "excellent" is set very high. Please also be aware that as a C-level course, this course requires more independent work and critical evaluation than what might be expected in a typical A-level or B-level course (e.g., PSYA01, PSYA2, or PSYB10).

Midterm tests and final exam

Your grade in the course will be determined primarily by your performance on two midterm tests and a final exam. The dates and times of the midterm tests and final exam will be scheduled by the registrar's office. Each of these assessments will be administered online. The tests may include a combination of multiple choice, short answer, and essay questions. The exact format of each test and the exam will be announced at least one week in advance of the scheduled test/exam.

Engagement and participation

To provide opportunities for intergroup dialogues and self-reflection, I will make available a number of different engagement opportunities throughout the term. There will be approximately 40 points offered for each of the three "parts" of the course (e.g., Part A: Units 1-4; Part B: Units 5-8; and Part C: Units 9-12). Within those options, you are free to "choose your own adventure" in terms of which activities you want to complete versus not to earn up to a maximum of 100 points. Options will include:

- **Reflection activities**. All of the reflection activities can be completed on your own time up until the last day of the term (April 12). Most are worth 1-5 points each.
- **Live intergroup dialogues**. Some of the opportunities for intergroup dialogue will occur in real time (talks, discussions, workshops). Most are worth 15-20 points each.
- **Asynchronous dialogues**. Some of the opportunities for intergroup activity will occur in a "jigsaw" fashion where you will work together with peers asynchronously on a common project over a set period of time. Points vary based on the activity.
- **No make-ups / extensions**: There will be at least 120 points offered throughout the term. At least 100 of them will be offered in an asynchronous fashion. You can miss up to 20 points without it hurting your grade. If you have extenuating circumstances and need to defer the weight of the activities on to the complete, follow the department's missed term work policy to request accommodation.

Course Schedule

Please see Quercus for week-by-week details.

PART A: PREJUDICE AND OPPRESSION DEFINED

Week 1: Why study prejudice and oppression?
- Readings: Chapter 1

Week 2: What is prejudice and oppression? How is it expressed?
- Readings: Chapters 4 & 5

Week 3: How do we view ourselves and others?
- Readings: Hogg et al. (2017); Cole (2009); Fiske (2018)

Week 4: Who is oppressed?
- Readings: Chapters 2 & 3

MIDTERM TEST 1 (to be scheduled by the registrar's office)

PART B: EXPLANATIONS FOR WHY PREJDUCE AND OPPRESSION OCCUR

Week 5: Person perception, categorization, and implicit bias
- Readings: Kawakami et al. (2017)

Week 6: Ideology, privilege, oppression, and power
- Readings: Chapter 7; Major & Kaiser (2017); Black & Stone (2005)

Week 7: Developmental processes and socialization
- Readings: Elenbaas et al. (2020)

Week 8: System justification and dominant cultural narratives
- Readings: Case & Hunter (2012); Hasford (2016)

MIDTERM TEST 2 (to be scheduled by the registrar's office)

PART C: IMPACT AND INTERVENTION

Weeks 9: What are the consequence of privilege and oppression?
- Readings: Chapter 6, Kang et al. (2016)

Weeks 10, 11, & 12: How can prejudice and oppression be reduced?
- Readings: Chapters 8, 9, & 10;
- Readings: Lai et al., 2013; Dovidio et al., 2017; Radke et al. (2020)

FINAL EXAM (to be scheduled by the registrar's office)

Psychology Department's Missed Term Work Policy

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below. **Notes:**

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: http://www.utsc.utoronto.ca/registrar/missing-examination
- Instructors cannot accept term work any later than five business days after the last day of class**.** Beyond this date, you would need to file a petition with the Registrar's Office: https://www.utsc.utoronto.ca/registrar/term-work

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, please complete the following **two-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form** and email it to Keely Hicks at keely.hicks@utoronto.ca , ***and***
2. **Declare your absence** on ACORN (Profile & Settings > Absence Declaration)

   Deadline: You must complete the above steps **within 3 business day**s of the missed work.

   Note: For this semester, we do not require any additional supporting documentation (ex. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two quizzes or tests scheduled at the same time), please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form**, choosing "Other" as your reason for missed work and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity,** or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form**, choosing "Other" as your reason for missed work and noting "Religious conflict" in the space provided.

2. Email the form to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity,** or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in your local time, please complete the following process:

1. Complete the **Time Zone Conflict Form** (https://uoft.me/PSY-TimeZone), and

2. Email the form to Keely Hicks (keely.hicks@utoronto.ca)

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity,** or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" and you need 3 days):
  1. Complete the **Request for Missed Term Work Accommodations Form**.
  2. Email the form and your **Accommodation Letter** to Keely Hicks (keely.hicks@utoronto.ca).

- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter includes "extensions of up to 7 days" but you need more time than that):

  1. **Contact your AccessAbility consultant** and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.

After submitting your documentation:

Within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does not guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form and declare your extended absence on ACORN.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances.**

Questions?

If you have any questions about this Missed Term Work policy, please contact Keely Hicks (keely.hicks@utoronto.ca) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.

Writing Support

Writing Centre
This course requires the submission of two term papers. Among other criterion, your papers will be assessed on their comprehensiveness, organization, and communication of ideas. For this reason, you are strongly encouraged to utilize the services of the UTSC Writing Centre: https:t//www.utsc.utoronto.ca/twc/welcome

The Writing Centre supports student learning at any stage in the writing process, from planning an outline to polishing a final draft. During the term, they offer appointments, drop-in hours, and writing groups. Please plan ahead to utilize these services.

English Language Development Centre
Because of its emphasis on written and oral communication, all students in this course are expected to exhibit a high level of "Academic English". Developing these skills can be challenging for every student, no matter their language or origin. The English Language Development Centre supports all students in developing better Academic English and critical thinking skills needed in academic and professional communication. Make use of the personalized support offered via academic writing skills development and Communication Café sessions to enhance your ability to do better in the various components of this course. Details and sign-up information can be found at:
http://www.utsc.utoronto.ca/eld/

Note on academic integrity and paper writing services:
You may see advertisements for services offering grammar help, essay editing, and proof-reading. Be very careful. If these services take a draft of your work and significantly change the content and/or language, you may be committing an academic offence (unauthorized assistance) under the Code of Behaviour on Academic Matters.

It is much better and safer to take your draft to the Writing Centre as early as you can. They will give you guidance you can trust. Students for whom English is not their first language should go to the English Language Development Centre.

If you decide to use a writing service in spite of this caution, you must keep a draft of your work and any notes you made before you got help and be prepared to give it to your instructor on request. (These are wise steps to take to document your work in any course, even if you do not plan on using a writing service).

Plagiarism Prevention Tutorial
The *Plagiarism Prevention Tutorial* posted on our course website provides information on how to paraphrase, cite, and reference sources using APA-style citations and references. You are expected to know the content of this tutorial and to properly paraphrase and cite your sources in all assignments, papers, and presentations.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.

Potential violations of academic integrity include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement;
- Submitting your own work in more than one course without the permission of the instructor;
- Making up sources or facts;
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids;
- Looking at someone else's answers during an exam or test;
- Misrepresenting your identity; and
- When you knew or ought to have known you were doing it.

In academic work:

- Falsifying institutional documents or grades;
- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes; and
- When you knew or ought to have known you were doing so.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If students have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, they are expected to seek out additional information on academic integrity from their instructors or from other institutional resources.

Please see the *Plagiarism Prevention Tutorial* posted on Quercus.

Turnitin

Normally, students will required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

Useful Resources for Student Success

Our course website will provide a running list of resources specific to the content of the course. In addition, you may find the following resources helpful for your general professional development as a social psychology scholar.

Social Psychology

UTSC Psychology Department Website: https://www.utsc.utoronto.ca/psych

University of Toronto's Social and Personality Research Group: http://www.sprgtoronto.org/

Psychology research laboratory opportunities: http://tinyurl.com/jjq25t7

Canadian Psychological Association, Social and Personality Section: https://www.cpa.ca/aboutcpa/cpasections/socialandpersonality/

Social Psychology Network: https://www.socialpsychology.org/

Society for Personality and Social Psychology: http://www.spsp.org/

Academics[2]

USTC Student Policies: https://www.utsc.utoronto.ca/studentaffairs/student-policies

UTSC Dates and Deadlines: https://www.utsc.utoronto.ca/registrar/dates-and-deadlines

Writing Services: http://www.utsc.utoronto.ca/twc/

English Language Development Centre: http://www.utsc.utoronto.ca/eld/

Presentation Skills: http://www.utsc.utoronto.ca/ctl/presentation-skills

AccessAbility: http://www.utsc.utoronto.ca/~ability/

Health and Wellness: http://www.utsc.utoronto.ca/hwc/

Skill building, future planning, Academic Advising, Career Centre: http://www.utsc.utoronto.ca/aacc/

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[2] I extend my thanks to Dr. Michael Souza, who compiled this list of student resources and graciously agreed to let me use them in this syllabus.