

# 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

**Class time:** Tuesdays, 9:10am-11:00am, online (see note below)

**Online delivery:** This is an online course. We meet **synchronously** (at the same time) once per week on Tuesdays from 9:10am-11:00am (see Quercus for the link to the online class meeting). Class time will be used for discussion and activities. As such, it is important that you make arrangements to attend the online class meeting each week.

## 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 after class; and by appointment

**Teaching Assistants (TAs):** Stephanie Schwartz, Shreya Jagtap, and Jeff Kates.

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

## Course website

Key information about the course, including course announcements, engagement activities, 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 one per week. <https://q.utoronto.ca>

## Textbook and readings

Readings for the course will come from the following two short textbooks. The textbooks can be purchased as an eBook or as a paperback from the bookstore, or your retailer of choice. Copies are also available on library course reserve. Occasionally, other readings (e.g., journal articles, websites, media articles) will be assigned. These can be accessed via Quercus.

Jackson, L. M. *The Psychology of Prejudice: From Attitudes to Social Action*. American Psychological Association.

David, E. J. R., & Derthick, A. O. *The Psychology of Oppression*. Springer Publishing Co.

## Engagement tracking: Acadly

New this term, I will be pilot testing Acadly, an online tool and app designed to increase student engagement by allowing for live polls, discussions, surveys, and activities. You will require a **free** student account to participate. To sign up for a free student account, please go to Acadly ([weblink](#), or find the app on your phone) and use the join code: **MVEFCE**.

## Course Description

Psychological research has found that our 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), even when no real threat is present. When these psychological processes are amplified within the context of unequal 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 psychological processes that pre-dispose people to prejudice, (b) the social-cultural factors that turn prejudice into oppression, (c) the devastating 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. Identify common 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.

## Course Assessments

Marks for the course will be determined based a midterm test and final exam (cumulative), an essay assignment, and your general engagement in the course.

**Marks for the course will be distributed as follows:**

Assessment category	Points	Percent
Engagement and participation (ongoing, units 1-12)	10	10%
Midterm Test 1 (online, Feb. 15 @ 9:00am, 75 minutes long)	30	30%
Essay assignment (due April 3 at 11:59pm)	30	30%
Final exam (during the final exam period, April 13-29)	30	30%
<b>Maximum Total Points / Percent</b>	<b>100</b>	<b>100%</b>

**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., PSYC12), 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 (e.g., PSYA01, PSYA02) or B-level course (e.g., PSYB10).

### Midterm test

The midterm test will occur **online** on Tuesday, February 15 during our normally scheduled class time (e.g., 9:00am-11:00am). The timed test will include multiple choice and short essay questions and be administered via Quercus quizzes. You will have 75 minutes to complete the test. Details about the test will be announced at least one week in advance. (Students with an eligible reason for missing the test date can submit a make-up test request [using this form](#)).

### Final exam

The final exam will be scheduled by the registrar’s office during the final exam period (April 13-29). Given the ongoing uncertainty of the pandemic, **the final exam could occur in-person or online**. The exact date and format of the exam will be announced nearer the end of the term.

### Essay assignment

Midway through the term, you will be assigned a set of essay questions. Your written responses to those questions will be due no later than Sunday, April 3 at 11:59pm. Details about the essay assignment will be posted on Quercus at least one week in advance of this deadline. (Students with an eligible reason for needing an extension should submit [this form](#)).

### Engagement and participation

Throughout the term, I will make a number of different engagement opportunities available. For example, you can earn 0.5 points per class by attending our online course on Tuesdays and participating in the in-class activities using Acadly (free). Other opportunities for self-reflection and out-of-class engagement will be posted regularly (worth 0.25 to 2.0 points each). You can earn up to 10 points by completing these opportunities in any combination that you like. (See Quercus for details). **There are no make-ups or extensions for missed opportunities**, but there will be at least 12 points worth of opportunities offered throughout the term. If you have AccessAbility concerns or extenuating circumstances that are preventing you from completing these activities, please email Dr. B (kosha.bramesfeld@utoronto.ca) to determine if it will be possible to transfer some or all the weight of the engagement component on to the final exam.

## Tentative Course Schedule

To help you prepare for class each week, a **tentative** schedule of topics and readings is presented below. The date provided represents the date of our class meeting (Tuesdays 9:10am-11:00am). You should view this as a **flexible** list of topics. Please see Quercus for week-by-week details.

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### **PART A: PREJUDICE AND OPPRESSION DEFINED**

#### **Jan. 11: Defining prejudice and oppression**

- Readings: David & Derthick (Chapter 1); Jackson (Chapter 1)

#### **Jan. 18: Engaging in intergroup dialogues**

- Readings: David & Derthick (Chapter 1); Jackson (Chapter 1)

#### **Jan. 25: Defining differences**

- Readings: David & Derthick (Chapters 2 & 3); Jackson (Chapter 2)

#### **Feb. 1: Understanding how prejudice and oppression are expressed**

- Readings: David & Derthick (Chapters 4 & 5); Jackson (Chapter 1, pp. 94-104; 114-121)

#### **Feb. 8: Understanding how prejudice and oppression are expressed**

- Readings: Review David & Derthick (Chapters 1-5); Jackson (Chapters 1 & 2)

**Midterm Test: February 15, 9:00AM – 11:00AM (75 minute test)**

**Reading Week: February 21-25 (no class meeting, no readings, no assignments)**

### **PART B: CAUSES AND CONSEQUENCES OF PREJUDICE AND OPPRESSION**

#### **March 1: Are prejudice and oppression inevitable?**

- Readings: Jackson (pp. 27-31 and Chapters 3 & 6)

#### **March 8: Why do prejudice and oppression persist?**

- Readings: Jackson (Chapters 4 & 5); David & Derthick (Chapter 7)

#### **March 15: The development of prejudice**

- Readings: Jackson (Chapters 7 & 8)

#### **March 22: The costs of privilege and oppression**

- Readings: Jackson (Chapter 8); David & Derthick (Chapter 6)

#### **March 29: Addressing privilege and oppression**

- Readings: Jackson (Chapter 9); David & Derthick (Chapter 8 & 9)

**Essay Assignment Due April 3, 11:59pm (see Quercus for details)**

#### **April 5: Addressing privilege and oppression**

- Readings: Review David & Derthick (Chapters 1-9); Jackson (Chapters 1-9)

**Final Exam (Date, time, and format to be determined)**

## 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<sup>1</sup>. 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](mailto: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.

## 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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<sup>1</sup> 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>.

## Psychology Department Missed Term Work Policy, Winter 2021

For missed term work (midterm test or essay assignment) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

- 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.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.utoronto.ca/registrar/term-work>

### **Accommodations for Illness or Emergency:**

For missed work due to ILLNESS OR EMERGENCY, **WITHIN 2 BUSINESS DAYS** of the missed work:

1. Complete the [PSYC12 Missed Term Work Form](#); select illness/emergency as the reason.
2. **Declare your absence** on [ACORN](#) (Profile & Settings > Absence Declaration). Upload a screenshot of your Self-Declared Absence on [ACORN](#) on the Missed Term Work Form.

**Note:** If you are unable to submit your documents within 2-business days, **you must still email your instructor within the 2-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**.

**Note:** For this semester, we do not require any additional supporting documentation (e.g. 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 midterms scheduled at the same time), please complete the following process **10 BUSINESS DAYS before the Midterm Test:**

1. Complete the [PSYC12 Missed Term Work Form](#); select academic conflict as the reason.
2. Answer the question prompts on the Missed Term Work Form.
3. Upload a screenshot of your course homepage that demonstrates the conflict.

**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 **10 BUSINESS DAYS before the missed assessment:**

1. Complete the [PSYC12 Missed Term Work Form](#); select religious observance as the reason.
2. Answer the question prompts on the Missed Term Work Form.



**Accommodations for Students Registered with AccessAbility Services:**

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

- **Contact your AccessAbility consultant** and have them email your instructor detailing accommodations required.

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

- If your desired accommodation is **within the scope** of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
  - Complete the [PSYC12 Missed Term Work Form](#); select AccessAbility as the reason.
- If your desired accommodation is **outside the scope** of your Accommodation Letter (e.g. 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 your instructor detailing the accommodations required.

**Accommodation Procedure:**

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. **You are responsible for checking your official U of T email and Quercus course announcements daily**, as accommodations may be time-critical.

For missed assignments, **do not wait for an instructor response to resume work on your assignment**. Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.

For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. **Declare your future absence on ACORN (absences can be declared up to 14 days in the future).**

**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. **Please make it clear in your subject line that you are requesting a second accommodation**. For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request ‘Missed Term Work Accommodations’ form and declare your extended absence on ACORN. \*\*\*Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

## 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 be 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.utoronto.ca/psych>

**University of Toronto's Social and Personality Research Group:** <http://www.sprgutoronto.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<sup>2</sup>

**UTSC Student Policies:** <https://www.utoronto.ca/studentaffairs/student-policies>

**UTSC Dates and Deadlines:** <https://www.utoronto.ca/registrar/dates-and-deadlines>

**Writing Services:** <http://www.utoronto.ca/twc/>

**English Language Development Centre:** <http://www.utoronto.ca/eld/>

**Presentation Skills:** <http://www.utoronto.ca/ctl/presentation-skills>

**AccessAbility:** <http://www.utoronto.ca/~ability/>

**Health and Wellness:** <http://www.utoronto.ca/hwc/>

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

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<sup>2</sup> 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.