



## Learning Goals

By the end of the course, students should be able to...	
Understand	Explain the various theoretical approaches covered in the course to the study of stereotyping, prejudice, and discrimination. Describe and interpret the research methods and results used in relevant articles.
Apply	Apply course material to real-world experiences and events.
Analyze	Examine, compare, and contrast different types of



## Course Assessments

Assessment	Due Date	Grader	Weight
Lecture Participation			

Below are the options you have for completing the reflection assignments:

**WRITING-BASED**

Complete three from the list below

**CREATIVE WORKS**

Complete one

The minimum requirement for the discussion board is to post a minimum of one original post and one reply between January 8<sup>th</sup> and February 16<sup>th</sup>. If you complete this minimum requirement and do it relatively well, you may earn up to a maximum grade of 70%. To be considered for a higher grade, you

ask me (Dr. Iankilevitch) or the TA if you can use your two late tickets. Therefore, please do not email me

## Tentative Course Outline and Schedule



Broussard, K. A., & Warner, R. H. (2018). Gender nonconformity is perceived differently for cisgender and transgender targets. (7-8), 409–

428. <https://doi.org/10.1007/s11199-018-0947-z>

Cherry, K. (2020). Reading articles in psychology journals. .

[http://psychology.about.com/od/psychologystudytips/p/read\\_articles.htm](http://psychology.about.com/od/psychologystudytips/p/read_articles.htm)

Crandall, C. S., Eshleman, A., & O'Brien, L. (2002). Social norms and the expression and suppression of prejudice: The struggle for internalization.

, 359-378. <https://doi.org/10.1037/0022-3514.82.3.359>

Haslam, N. (2006). Dehumanization: An Integrative Review. *Personality and Social Psychology*

Review, 10(3), 252-264. [https://doi.org/10.1207/s15327957pspr1003\\_4](https://doi.org/10.1207/s15327957pspr1003_4)

Macrae, C.N., Milne, A.B., & Bodenhausen, G.V. (1994). Stereotypes as energy-saving devices: A peek inside the cognitive toolbox.

37-47. <https://doi.org/10.1037/0022-3514.66.1.37>



UNIVERSITY OF VICTORIA  
Department of Psychology  
Important Course Policy Information  
Spring Session 2024

Accessible Learning

The University of Victoria is committed to creating a learning experience that is as accessible as possible.

## Copyright

All course content and materials are made available by instructors for educational purposes and for the exclusive use of students registered in their class<sup>1</sup>. The material is protected under copyright law, even if not marked with ©. Any further use or distribution of materials to others requires the written permission of the instructor, except under fair dealing or another exception in the Copyright Act. Violations may result in disciplinary action under the [Resolution of Non -Academic Misconduct Allegations policy \(AC1300\)](#) or the [Academic Integrity Policy](#), whichever is more appropriate for the situation.

## Course Experience Survey (CES)

I value your feedback on this course. Toward the end of term, you will have the opportunity to complete a confidential course experience survey (CES) regarding your learning experience. The survey is vital to providing feedback to the instructor regarding the course and their teaching, as well as to help the department improve the overall program for students in the future. When it is time for you to complete the



responsibilities. The Ombudsperson can also clarify information, help navigate procedures, assist with problem-solving, facilitate communication, provide feedback on an appeal, investigate and make recommendations. Phone: 250-721-8357; Email: [ombuddy@uvic.ca](mailto:ombuddy@uvic.ca); Web: [uvicombudsperson.ca](http://uvicombudsperson.ca).

2. UVic Library Resources: <http://www.uvic.ca/library/research/citation/plagiarism/>
3. UVic Library Document on [Avoiding Plagiarism](#)

#### Prerequisites

Students who remain in courses for which they do not have the prerequisites do so at their own risk. Students who complete courses without prerequisites **ARE NOT** exempt from having to complete the prerequisite course(s) if such courses are required for the degree program.

#### Program Requirements

For more information see the [UVic Calendar](#).

#### Registration Status

Students are responsible for verifying their registration status. Registration status may be verified using My Page, View Schedule. Course adds and drops will not be processed after the [deadlines](#) set out in the current UVic Calendar.

Students who do not attend classes must not assume that they have been dropped from a course by an

## Student Support Services

[Learn Anywhere](#) is the student support portal for a full range of student academic and support services.

Services include: [Centre for Academic Communication](#), [Math & Stats Assistance Centre](#), [Counselling Services](#), [Health Services](#), [Library](#), [Ombudsperson](#), and [Computer Help Desk](#)

This classroom is a trans- inclusive space

Please indicate if you have a preferred name and pronoun that you'd like to be used in the classroom.

Please e-mail your instructor or your TA if you would like to discuss the climate of this classroom for trans students. Gender neutral bathrooms are available at UVic.