



**PSYCHOLOGY 3725F (570)**  
**The Psychology of Prejudice**  
**Fall/Winter 2025-2026**

Instructor: Dr. Graeme Haynes  
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**Course Information**

**Course Description:**

In this course, we will examine and critique psychological theory and research related to prejudice and intergroup relations. Topics to be addressed include the causes and forms of prejudice and discrimination, experiences of disadvantage and privilege, approaches to improving intergroup attitudes, and fostering intergroup equality and social justice.

**Prerequisite(s):** [Psychology 2840F/G](#) (or Psychology 2800E, Psychology 2820E, [Psychology 2830A/B](#), [Psychology 2855F/G](#) or [Psychology 2856F/G](#)) and registration in the third or fourth year of Honours Specialization, Honours Double Major, Major or Specialization in Psychology, Honours Specialization in Applied Psychology, or permission of the Department.

**Antirequisite(s):**

**Extra Information:** 3 seminar hours.

**Course Weight:** 0.50

**Breadth:** Category A

**Subject Code:** PSYCHOL

Notice: Unless you have either the requisites for this course, or special permission from your Dean to enrol in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

**PSY 3725F (570): THE PSYCHOLOGY OF PREJUDICE  
KING'S UNIVERSITY COLLEGE AT THE UNIVERSITY OF WESTERN ONTARIO  
FALL 2025**

### **1.0 CONTACT INFORMATION**

**Professor:** Dr. Graeme Haynes

**Email:** [ghaynes@uwo.ca](mailto:ghaynes@uwo.ca)

**Office Hours:** TBA

### **2.0 COURSE DESCRIPTION**

This course will consider the many forms that prejudice takes, how it relates to social inequality, and how we can work toward social justice and the mending of relationships.

### **3.0 REQUIRED READING**

1) Jackson, L.M. (2020). *Psychology of prejudice: From attitudes to social action (2<sup>nd</sup> edition)*. Washington, DC: American Psychological Association. (\$120.90)

2) Lodzinski, A., Motomura M.S., & Schneider F.W. (2017). Intervention and Evaluation. In J.A. Gruman, F.W. Schneider & L.M. Coutts (Eds.), *Applied Social Psychology: Understanding and Addressing Social and Practical Problems* (3<sup>rd</sup> ed., pp. 69-93). Sage Publications, Inc.

The textbook is available free of charge through the King's library (electronic and hard copy). The Lodzinski et al. reading is accessible free of charge through the King's / Western library website.

### **4.0 COURSE LEARNING OBJECTIVES**

By engaging successfully in this course, you will:

- Develop an informed understanding of how psychology can work for and against social justice.
- Recognize, describe, and understand the myriad ways that prejudice and interpersonal bias manifests.
- Understand key theories of the causes of prejudice and their implications for preventing bias and promoting social justice.
- Understand the impacts of prejudice and interpersonal discrimination on targeted groups and individuals.
- Reflect on your background, experiences and responsibilities in relation to prejudice and inequality, and build on your insights to cultivate constructive intergroup relationship

### **5.0 MODE OF INSTRUCTION & CLASSROOM ETIQUETTE**

Lectures are intended to complement the textbook. Thus, I will present some material that

is not in the book, and will be tested on the exams. Class attendance will significantly increase how much you get out of this course. I post the lecture slides in advance with blanks that you are expected to fill in during class, and then post the completed slides within a few days following a lecture.

This course will use a mixture of lectures and seminar discussions. Students will do a substantive reading before class each week. Everyone's preparation (doing assigned readings) is critical. Participation in discussions is both a welcome and essential element of a positive group learning environment. Please come to class prepared and ready to engage! We will strive to create a welcoming, equitable, inclusive, and respectful environment in which we support one another's learning.

During class, you are encouraged to ask questions about concepts that are unclear; I'm also happy to answer questions during the 10-minute break or at the end of the lecture. Outside of class, I encourage you to set an appointment to meet with me during office hours to discuss any questions or concerns. **E-mail** is the best way to contact me outside of class.

When sending me an email, please make sure to use proper email etiquette (e.g., start with a greeting), and include the following information: your name, the course you are in (I'm teaching several different courses this semester), and your question.

Sample email:

Hi Prof. Haynes,

This is [insert name here] from your Psychology 3725 class. After reading the textbook chapter on [insert topic here], I was wondering if you could explain [insert concept here] in greater detail?

Sincerely,

[Name]

If you adhere to these guidelines, I promise to reply to all emails within 24 hours.

## 6.0 EVALUATION FORMAT AND TEST SCHEDULE

Grades will be based on the scale presented below.

<b>Component</b>	<b>Value</b>	<b>Date</b>
Midterm exam	30%	October 20
Intervention Project	30%	December 8
Final exam	40%	TBD (exam period)

### **a) Exams (30% and 40%)**

For the exams, you are responsible for material assigned in the textbook, as well as material covered in lectures. The exams will consist of definitions and short answer questions.

The midterm exam, covering material from September 8<sup>th</sup> – October 6<sup>th</sup> will take place during class time on **Monday, October 20<sup>th</sup>, from 11:30 A.M. – 1:30 P.M.**

The makeup exam for the midterm will take place on **Friday, October 31<sup>st</sup> from 2:30 P.M – 4:30 P.M.**

The final examination, covering material from October 27<sup>th</sup> to December 1<sup>st</sup> will take place during the December exam period (**Dec. 11 – 22, specific time TBA**).

### **a) Group project (25%)**

**Goal:** To design a campaign / intervention aimed at educating members of a target group about a specific form of prejudice and discrimination and/or diversity.

**Task:** In groups of four or five (depending on the size of the class), your task will be to choose a specific form of prejudice / discrimination which you wish to raise awareness about and deter people from engaging in or a specific form of diversity you wish to educate people about and promote. Then, using your knowledge of social psychological theories and models of reducing prejudice that you have learned in this class, you will be designing a campaign that is targeted at a **specific** audience (e.g., elementary school students, high school students, university students, some other group) to promote your cause. Your group will be making a 20-minute presentation to the class (during December) of the details of your campaign. Your presentation should consist of a detailed explanation of:

- a) the problem / issue, the purpose of your campaign, and to whom it's directed (the target audience)
- b) the content of the intervention campaign (e.g., the source, the messages) and techniques that you would use to convince your audience to accept the message, and why you think they would be effective
  - this might include the content of posters, signs, TV ads / short Tik Tok videos or Reels, social media apps, pamphlets, in person presentations to groups / interactive seminars, or whatever means you can think of to disseminate your message to the particular target audience... be creative!

After the presentation, there will be a 5 minute question period during which your classmates, the teaching assistant, and I will have the opportunity to ask questions.

**I will be assigning people to groups in class on Monday, September 29<sup>th</sup>.** (If there are

classmates you want to be in a group with, have each person notify me after class on the 8<sup>th</sup>, 15<sup>th</sup>, or 22<sup>nd</sup> of September). It is your responsibility to keep in touch with your group members and ensure that you are attending all meetings to plan and work on your project. I will be allotting some class time to work on this project, but you will also need to meet outside of class. It is important that each member of the group treats their fellow group members respectfully and makes a meaningful contribution to the intervention project. If you are concerned that one of your group members is not making an effort to contribute, please let me know so we can discuss how to address the situation.

Your grade for this assignment will be based on:

- a) Your proposal, consisting of a brief (1-2 page) outline of your topic and ideas and an annotated bibliography (a list of 6-8 references and a brief (1 paragraph) description of why **each** reference is relevant to your topic), which will be due on Brightspace OWL by the beginning of class on **Monday, October 27<sup>th</sup>**. Additional information about the content of this proposal will be posted on OWL Brightspace. Feedback on your proposals will be provided by Monday, November 10<sup>th</sup>); (10 points)
- b) The content of your group’s presentation (clear and logical applications of social psychology / prejudice-related research; plausibility of campaign; all steps of an intervention covered; proper citations; supplementary materials; creativity of ideas; approximately 2500 words total); (20 points)
- c) The delivery / style of your presentation (pace, clarity, enthusiasm; clear font; slides not overcrowded with information; smooth transitions; use of visual aids; equal amount of time talking; clarity of answers to questions) (10 points)

Total: 40 points

**To ensure fairness, please be aware that final grades in this course are based exclusively on students’ performance on the two exams and essay assignment.** Exams may not be rewritten, nor will any course component be reweighted in calculating final grades. Grades will not be adjusted on the basis of need or a subjective evaluation of effort, and students will not be able to improve their marks by completing additional assignments.

## 7.0 CLASS SCHEDULE

Date	Topic	Read
Sept. 8	Introduction	
Sept. 15	Defining Prejudice	Chapter 1 & 2
Sept. 22	Intervention & Evaluation	Lodzinski, Motomura & Schneider
Sept. 29	Creating Change	Chapter 9

Oct. 6	Ideology & Prejudice	Chapter 5
Oct. 13	No class - Thanksgiving	
<b>Oct. 20</b>	<b>Midterm</b>	
Oct. 27	Prejudice & Discrimination in the Workplace	Article to be posted on OWL
Nov. 3	No class – Fall Reading Week	
Nov. 10	Intergroup Relations	Chapter 6
Nov. 17	The Development of Prejudice	Chapter 7
Nov. 24	Guest lecture: Dynamics and Impact of Anti-Immigrant Prejudice	Chapter 8
Dec. 1	Dynamics of Prejudice / A Wider Lens	Chapter 10
Dec. 8	Group Project Presentations	
<b>Dec. 11-22</b>	<b>FINAL EXAM</b>	

## 8.0: OTHER COURSE POLICIES

All university policies apply to this course (see attached). Please note in addition:

**Intellectual property:** Course content created by the course instructor is the instructor's intellectual property. It must not be distributed, shared in any public domain, or sold by a student or other third party without prior written consent of the faculty member.

**Use of generative AI tools:** The Department of Psychology expects that students will submit work that is truly their own, completed without external assistance (human or artificial). The use of generative AI tools (such as ChatGPT), is not permitted for any submitted course work. Students should not have AI tools write any part of their assignments or papers, either by copying and pasting or by paraphrasing the output. Unauthorized use of AI constitutes an academic offence and will be subject to academic discipline.

Students may use AI tools to clarify questions they have about course content (e.g., you can ask chat GPT about a course concept to help with your understanding), but students should be aware that the response may be inaccurate or inconsistent with the course content. Asking your instructor is a more effective strategy. Students should note that information provided by AI tools such as ChatGPT can include mistakes, inaccuracies, biases, and out-dated information. Whenever these tools are used, students should cross-verify the information provided to them. This means verifying that the sources used by AI exist and have been accurately summarized, consulting multiple original and reputable up-to-date sources to verify information, and being cautious of bias that could be present in the information provided.

## Department of Psychology Policies Related to AI Tools

### 1. Policy on the Use of Generative AI Tools

**The Department of Psychology expects that students will submit work that is truly their own, completed without external assistance (human or artificial).**

**The use of generative AI tools (such as ChatGPT) is not permitted for any submitted coursework unless express permission has been granted by your instructor.**

Students **should not have AI tools write any part of their assignments or papers, either by copying and pasting or by paraphrasing the output.** Unauthorized use of AI constitutes an academic offence and will be subject to academic discipline.

**Additional information:** Students can use AI tools to clarify questions they have about course content (e.g., you can ask ChatGPT about a course concept to help with your understanding), but students should be aware that the response may be inaccurate or inconsistent with the course content. Asking your instructor is a more effective strategy. Students should note that information provided by AI tools such as ChatGPT can include mistakes, inaccuracies, biases, and outdated information. Whenever these tools are used, students should cross-verify the information provided to them. This means verifying that the sources used by AI exist and have been accurately summarized, consulting multiple original and reputable up-to-date sources to verify information, and being cautious of bias that could be present in the information provided.

### 2. Policy on Use of Translation Tools\*

**The Department of Psychology views the unapproved use of translation or language applications as an academic offence.**

Any usage of translation applications or language generation by students to complete specific assigned work for this course **must be approved** by the instructor **prior** to submitting the work **and noted by the student in the submitted work** itself.

Writing text and then feeding it into a computer application to improve or translate your own words, changing a few words, and then submitting this text as if it was your own **constitutes plagiarism.** You must compose text, choose words, construct logic flow, structure sentences and paragraphs to organize, synthesize, interpret information with your own mind. When you borrow language or ideas from another person or from a machine this must be acknowledged with quotation marks and/or citations.

#### **Why do we have this policy?**

- Translation is intellectual work and produces intellectual property, thus any text which is translated must cite the translator.
- Psychology endeavors to advance students' linguistic, analytic, and reasoning competencies – this can not happen outside of specific language competencies.
- Earning a university degree signals that an individual has advanced literacy and communicative skill in the language of instruction at the university; this is English at King's University College at Western University. If translation machines are used by students without regulation, we will have no way of certifying whether these competencies exist and fewer mechanism for encouraging students to do the hard work to develop them.

\* *Based on the policy developed by the Department of Child and Youth Studies*

# KING'S UNIVERSITY COLLEGE

## GENERAL COURSE POLICIES

2025-2026

### 1. Academic Accommodations, Consideration for Absences

#### **Academic Accommodation (Accessibility)**

Accessibility Services works to ensure that academic programs are accessible to all students, and supports students who may have a condition related to, but not limited to, vision, hearing, mobility, different ways of learning, mental health, chronic illnesses, chronic pain, autism spectrum disorder, ADD/ADHD, and temporary conditions (beyond short-term academic consideration). Accessibility Services provides recommendations for accommodation based on medical documentation or psychological and cognitive assessment. The accommodation policy can be found here [Academic Accommodation for Students with Disabilities](#). Information on Accessibility Services at King's can be found [here](#).

#### **Academic Consideration for Student Absence**

If a student is unable to meet a course requirement due to substantial but temporary extenuating circumstances (medical or compassionate), they should follow the procedures below.

In some cases, where instructors have built flexibility into their assessments, this flexibility will already address consideration needs.

Requests for academic consideration should be directed to the Academic Advising Office of your faculty/college of registration. Requests must be made as soon as possible and no later than 48 hours after the missed assessment.

As a rule, documentation is required for academic consideration. For academic consideration requests on medical grounds, the Student Medical Certificate is available at [https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses\\_enrollment/exams\\_and\\_tests/SMC-Feb-2025.pdf](https://www.kings.uwo.ca/kings/assets/File/currentStudents/courses_enrollment/exams_and_tests/SMC-Feb-2025.pdf).

Students are permitted one academic consideration request without supporting documentation per term per course.

Instructors may designate one assessment per half-course weight as requiring formal supporting documentation. Please refer to the course outline for each course.

For further information, please see:

[https://uwo.ca/univsec/pdf/academic\\_policies/appeals/academic\\_consideration\\_Sep24.pdf](https://uwo.ca/univsec/pdf/academic_policies/appeals/academic_consideration_Sep24.pdf)

#### **Absences from Final Examinations**

If you miss the Final Exam, contact the Academic Advising Office of your faculty/college of registration as soon as

you are able to do so. They will assess your eligibility to write the Special Examination (the name given by the University to a makeup Final Exam).

You may also be eligible to write the Special Exam if you are in a “Multiple Exam Situation” (e.g., more than 2 exams in 23-hour period, or more than 3 exams in a 47-hour period).

If a student fails to write a scheduled Special Examination, the date of the next Special Examination (if granted) normally will be the scheduled date for the final exam the next time this course is offered. The maximum course load for that term will be reduced by the credit of the course(s) for which the final examination has been deferred. See the Academic Calendar for details (under [Special Examinations](#)).

## **Religious Accommodation**

Students should consult the University's list of recognized religious holidays, and should give notice in writing to the instructor and Academic Advising Office if a course requirement will be affected by a religious holiday/observance. Notice must be given as early as possible, and no later than two weeks prior to an examination, and one week prior to a midterm test date. It is the responsibility of such students to inform themselves concerning the work done in classes from which they are absent and to take appropriate action.

## **2. Support Services**

Accessibility, Counselling and Student Development at King's University College:

<https://www.kings.uwo.ca/current-students/student-services/>

Students experiencing emotional or mental health distress can access services at King's University College:

<http://www.kings.uwo.ca/current-students/campus-services/student-support-services/personal-counselling/>

Good2talk is a good online and phone 24/7 resource for students and is available in English, Mandarin, and French: <https://good2talk.ca>, 1-866-925-5454

MentalHealth@Western provides a complete list of options about how to obtain help:

[https://www.uwo.ca/health/mental\\_wellbeing/](https://www.uwo.ca/health/mental_wellbeing/)

Academic Support Services at King's University College:

<https://www.kings.uwo.ca/current-students/academic-resources/>

### **GBSV Support:**

King's is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

You can reach someone supports at Kings by emailing [Care@kings.uwo.ca](mailto:Care@kings.uwo.ca) or calling 519-930-4640 to reach a social worker who can offer help.

You can also reach Western's Gender-Based Violence & Survivor Support Case Manager by [email](#) or by calling 519-661-3568.

Further supports can be found on this website: <https://www.kings.uwo.ca/about-kings/safe-campus/gender-and-sexual-violence/>

See also [https://www.uwo.ca/health/student\\_support/survivor\\_support/get-help.html](https://www.uwo.ca/health/student_support/survivor_support/get-help.html)

University Students' Council offers many valuable support services for students, including the health insurance plan: <http://westernusc.ca/services/>

### 3. Statement on Use of Electronic Devices

**Use of Electronic Devices:** Unless explicitly stated otherwise, you are not allowed to have a cell phone, or any other electronic device, with you during tests or examinations. Unauthorized possession of such a device during a test or examination constitutes an academic offence.

**Use of Laptops, Tablets, and Smartphones in the Classroom:** King's University College at Western University acknowledges the integration of new technologies and learning methods into the curriculum. The use of electronic devices such as laptop computers, tablets, or smartphones can contribute to student engagement and effective learning. At the same time, King's recognizes that instructors and students share jointly the responsibility to establish and maintain a respectful classroom environment conducive to learning.

The use of electronic devices by students during lectures, seminars, labs, etc., shall be for matters related to the course at hand only. Students found to be using electronic devices for purposes not directly related to the class may be subject to sanctions under the Student Code of Conduct; see <https://www.kings.uwo.ca/current-students/student-affairs/code-of-student-conduct1/>

Inappropriate use of electronics (e.g., laptops, tablets, smartphones) during lectures, seminars, labs, etc., creates a significant disruption. As a consequence, instructors may choose to limit the use of electronic devices in these settings. In addition, in order to provide a safe classroom environment, students attending in-person class sessions are strongly advised to operate laptops with batteries rather than power cords.

### 4. Statement on Academic Offences

King's is committed to academic integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, is posted at [http://www.uwo.ca/univsec/pdf/academic\\_policies/appeals/scholastic\\_discipline\\_undergrad.pdf](http://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf)

It is expected that students will submit work that is truly their own, completed without external assistance (human or artificial) except as explicitly permitted by the course instructor. Check with your instructor on what tools, including generative AI (ChatGPT, translation tools, grammar-checking tools) are permitted in the course. Because a tool is permitted in one course, that does not mean it is permitted in other courses.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system; see [https://elearningtoolkit.uwo.ca/tools/Originality\\_Reports - TurnItIn.html](https://elearningtoolkit.uwo.ca/tools/Originality_Reports - TurnItIn.html).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

### **5. Copyright of Course Material**

Lectures and course materials, including PowerPoint presentations, tests, outlines, and similar materials are protected by copyright. Faculty members are the exclusive owner of copyright in those materials they create. Students may take notes and make copies for their own use. Students may not allow others to reproduce or distribute lecture notes and course materials publicly (whether or not a fee is charged) without the express written consent of a faculty member. Unauthorized sharing of class content is subject to academic discipline.

Similarly, students own copyright in their own original papers and exam essays. If a faculty member wishes to post a student's answers or papers on the course website, they should ask for the student's written permission.

### **6. Use of Recordings**

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation and/or the participant has the prior written permission of the instructor. Unauthorized recording and/or sharing of class content is subject to academic discipline.

### **7. Policy on Attendance**

Any student who, in the opinion of the instructor, is absent too frequently from class or laboratory periods in any course, will be reported to the Dean of the Faculty offering the course, after due warning has been given. On the recommendation of the department concerned, and with the permission of the Dean of that Faculty, the student will be debarred from taking the regular examination in the course.