

RECONCILING DIVIDED NATIONS

FROM CONFLICT TO CONTACT



Dr. Simon Lolliot
PSYC 208

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the xwməθkwəy'əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.



ABOUT PSYC 208

In this course, we will explore the nature of intergroup conflicts and their resolution. This course will take an in-depth look at intergroup conflict and the tools we have to combat it. We will discuss the central role that intergroup contact (and its different forms) can play when trying to (a) find solutions to intractable conflicts and (b) reconcile divided nations. Using the latest research, we will explore the interplay between negative contact and positive contact and discuss their relative influence on intergroup attitudes and behaviour. The course will use several real-world examples (e.g., Canada, South Africa, Northern Ireland and the like) as case studies for the material discussed in this course.

The course will primarily adopt a social psychological analysis, but will also draw from, and relate to, other fields of study, including human geography and sociology

LEARNING GOALS

In addition to the learning outcomes specified at the beginning of each lecture, by the end of the course, you should be able to:

1. Describe theoretical explanations for the beginnings of intergroup conflict.
2. Understand how group identities influence our attitudes and behaviours.
3. Describe the role that positive and negative intergroup contact plays in reconciling divided nations.
4. Comment on the relationship between diversity, contact, and intergroup prejudice.

YOUR TEACHING TEAM

INSTRUCTOR

Dr. Simon Lolliot (*he / him*)
KENN 1005
slolliot@psych.ubc.ca
Office Hours

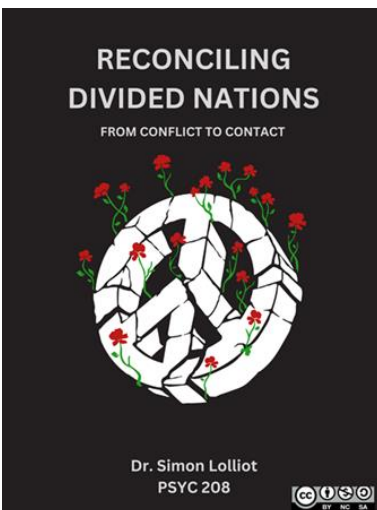


TEACHING ASSISTANT

Kiana Popplewell (*she / her*)
kikip123@student.ubc.ca
Office Hours
Tuesdays, 3 – 4pm (Zoom)



REQUIRED MATERIALS



For this course, we will be using a variety of course materials, all of which are freely available to you. For the first part of this course, we will use a textbook that I have written specifically for this course. You can find it here:

<https://pressbooks.bccampus.ca/conflict2contact/>

Please note: this book is a work in progress. Suggestions, found errors, or any further input is most welcome!

For the rest of the course, we will be using a variety of other texts which I will make available to you well in advance of each class.

No text in this class should cost you any money.

CONTACTING SIMON

E-MAIL

I am happy for you to e-mail me with questions that relate to course, graduate school and the like. If you have questions like “Will this be on the exam” – please do not e-mail me. Ask those questions on the discussion board so that everyone in the class can benefit from the answer. I will try to respond to e-mails within 48 hours during working days.

Please include **your name, student number, and class section** in the e-mail so that I know who is e-mailing.

Any course related questions, please post them to the class Canvas discussion board. That way, I can answer your question and your classmates can benefit from seeing the answer.

LECTURES – WHAT TO EXPECT

Classes:

Classes will primarily take the format of in-person lectures. I do record lectures and provide the recordings of the lectures for the times when you are sick and cannot make it to class. These recordings are no substitute for class attendance.

I strongly encourage this not only for the in-class activities, but also because it is what is best for you. Watching lecture recordings is only associated with better grades in the class if it is paired with attending classes (Bos et al., 2016; Nordmann et al., 2018; see also Vella et al., 2016). One of the most important aspects of your success in this (and any) class is attending lectures (Crede et al., 2010; Dobkin et al., 2010; Lin & Chen, 2006). The bottom line is please come to class (Bowman, 2009; Xu & Jagers, 2013; especially see the meta-analytic results from 69 studies with over 21 000 participants; Credé, Roch, & Kieszczynka, 2010).

Please note that we will be doing some synchronous activities during class time that may count towards your grade, so it is always best to attend class live when you can.

PowerPoints: I will do my best to post slides before class. I often leave blank spaces on the slides at strategic places. These are either because I (a) have something planned that I don't want to tip you off to or (b) want to give you chance to fill in important terms. I will upload the full version of the slides after every class. I do, however, encourage you to take detailed notes.

Now, this might sound weird, but if possible, I would encourage you to NOT use the slides during the class. There is a fair amount of research showing that using class slides is bad for your GPA

(e.g., Kim, 2018; León & García-Martínez, 2021; Worthington & Levasseur, 2015). These studies, however, do not take into consideration accessibility needs. As such, I will post (redacted) slides before lectures.

If you do use the PowerPoint slides to take notes, please make sure that you take notes using your own words as far as possible (e.g., not just copying what I am saying word-for-word) as verbatim note-taking is associated with worse performance (Mueller & Oppenheimer, 2014; Urry et al., 2019). I will post a video to the course outlining several note-taking strategies for you.

A note on class materials and exams: Classes are designed to cover and extend on what is in the textbook. My philosophy is that the textbook supplements the lectures, rather than the other way around. As such, we'll be covering some things that do not appear in the textbook. Similarly, we may not cover everything in the textbook. I will make it clear what will be on the midterms and finals.

And please note – unless otherwise stated, everything in the assigned chapters as well as what we cover in class is examinable.

PERSONAL EMERGENCIES

It is possible, if not likely, that you (and I) will fall sick sometime during the term. What happens then?

I ask you please to familiarize yourself with the resources available here: <https://students.ubc.ca/health>

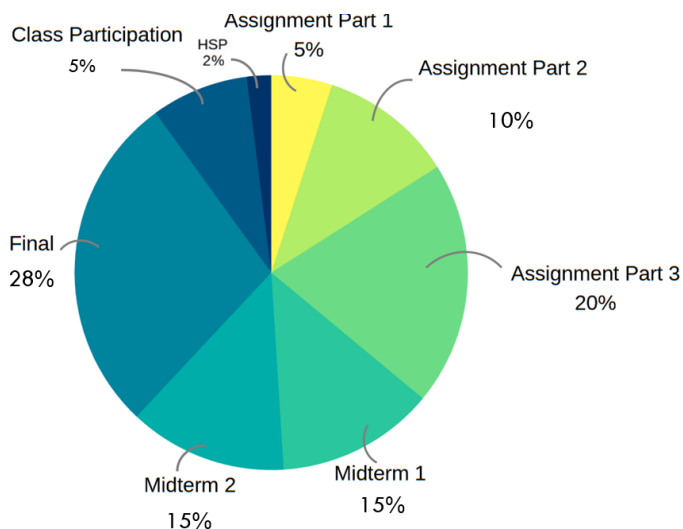
If you're sick, it's important that you stay home – no matter with what you think you may be sick (e.g., cold, flu, other). You do not need to provide me with a sick note. If you are sick and are not sure what to do, please check out the above link. If you are still unsure, please reach out to me.

Please note: your health always comes first. I cannot stress this enough. I even italicized, bolded, and underlined that sentence. First take care of yourself, and then reach out to me. If you are sick for a midterm or a final exam and it is the first time you will be missing an assessment piece for this class, please let me know as soon as you can. I will most likely ask you to complete a self-declaration form. You can find the form on our Canvas course shell. You can also find this form, here: <https://go.library.ubc.ca/B2ZR5H> If you are sick for a second major assessment (e.g., midterm) and have already completed the self-declaration form, please contact me first and we will make a plan together.

What happens if I (Simon) am sick? If I am sick but well enough to teach, I will most likely move class online. If this happens, you will receive an email and an announcement through Canvas telling you how to join the class. You can anticipate that this would very likely be a last-minute email. Our classroom will still be available for you to sit and attend an online session, in this (hopefully rare) instance.

If I am too ill to teach, I will do my best to see if a colleague can substitute for me. I will let you know about this via an e-mail and Canvas announcement.

GRADE COMPONENTS



MIDTERMS AND EXAMS

Midterm 1	8 February	15%
Midterm 2	14 March	15%
Final Exam	TBD	28%

Exam Info: There will be 2 midterms (counting 15% each) and a final exam (28% of your total grade). Please note that these dates are tentative at this point. I am unsure as to what will happen in the coming weeks regarding the pandemic. I fully intend for these to be the dates that we write the midterms, and for the midterms to be written in-person during class time. I do request some leniency from you as the pandemic unfolds.

The midterms will be a combination of multiple choice, fill-in-the-word, and short answers. They will also be *non-cumulative*. This means that the chapters covered by the first midterm will NOT be tested in the second midterm.

The final exam will also be a combination of multiple choice, fill-in-the-word, and short answers. It will also be cumulative. "Why, Simon?", you might ask. Fair question. Research shows that expecting a cumulative final exam results in better long-term retention of information (Szpunar, McDermott, & Roediger, 2007). That means that the hard work put in now will pay off later on in future courses and to your life in general! The material to appear on the final exam will be more heavily weighted to the material covered after the second midterm.

If you are sick / can't make a midterm: Sometimes you get sick. When that happens on or just before a midterm day, that is fine - let me know as soon as possible please. The earlier you let

me know that you are unwell, the easier it is to help you. If you miss marked coursework for the first time (assignment, exam, presentation, participation in class) and the course is still in-progress, immediately submit a Student Self-Declaration ([click here](#)) to me so that your in-term concession case can be evaluated.

If this is not the first time you have requested concession or classes are over, fill out Arts Academic Advising's online academic concession form immediately ([click here](#)), so that an advisor can evaluate your concession case.

If you are a student in a different Faculty, please consult your Faculty's webpage on academic concession ([click here](#)), and then contact me where appropriate.

You will be asked to write a make-up midterm which will take place **within one week** of the missed midterm.

Make-up exams will **not be allowed** for trips out of town or for sleeping late.



What if I am sick for the final exam? Because final exams are run more formally through the University, I have little control over timings and concessions. If you are unable to attend the final exam, please contact your faculty advising (e.g., ARTS / SCIENCE advising) and apply for academic concessions. Please do contact me as well if you are unable to make the final exam so that I know as well.

WRITTEN ASSIGNMENT

This assignment is a three-part assignment contributing 35% to your total grade.

This assignment has been designed to help you think more deeply about the course content. Moreover, it challenges you to apply concepts covered in class to a fictitious conflict that has been based on several real-world conflicts. The conflict takes place in the fictitious city-state of Konstanshia.

The assignment is broken up into three sections:

*** PART 1 ***

[5% of your total grade]

You will submit a short written piece (maximum 400 words) or make a short video (maximum 400 words) analysing the conflict from two theories introduced in our classes. You will complete Part 1 by yourself. You can choose to base your analysis on a real-world conflict or on the provided fictitious conflict.

*** PART 2 ***

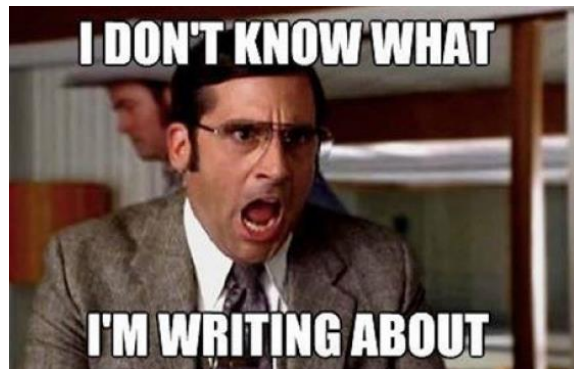
[10% of your total grade]

Building on your previous submission, Part 2 requires that you either (a) develop a theory-based intervention or (b) redesign an existing intervention to be used in Konstanshia or your chosen conflict from Part 1 (maximum 1000 words). You can work with a partner for Part 2 of the assignment.

*** PART 3 ***

[20% of the assignment grade]

For this part of the assignment, you will be required to write a white paper (1000 - 1500 words) consolidating all the information you have learned during the course to provide evidence-based analysis and possible solutions to the conflict in Konstanshia or your chosen conflict. You can work in groups of up to 4 for this part of the project.



NOTE: Unfortunately, due to the size of the class and the limited number of hours that your TAs are paid to work, you will not receive detailed written comments on your assignment. However, you can contact your section TA to discuss your mark on an activity assignment and to get general advice for improving your writing.

Handing in assignments: You will be asked to hand in assignments to both turnitin.com AND Canvas. This extra step saves us a lot of work in getting your assignments with comments back to you in a timely fashion.

What is Turnitin.com? It is a service that compares submitted papers to over 500 million papers, articles, and other manuscripts, and checks for evidence of plagiarism.

First, if you do not have a Turnitin account, create one at turnitin.com. Log in to your account and use the following details to find the class:

Class ID	42048974
Enrolment Key	psyc208_24!

Note: Turnitin's servers are located in the United States. Thus, information that is stored on their servers is subject to US law. If you would like to know how to set up an account anonymously, please see:

<https://lthub.ubc.ca/guides/turnitin/>

I have made a video that talks you through submitting your work to turnitin AND Canvas. I will include a link to this video on the assignment worksheet.

What happens if I don't hand in the third assignment? I understand that term gets busy. And as much as you may want to complete the final assignment, you might just run out of time to do so properly. One way in which I've tried to introduce some flexibility is with the following policy: If you do not hand in an assignment by the last day of term, I will automatically re-weight the 20% that the final exam. Once again, you do not need to let me know that you did not hand anything in. I will calculate this automatically for you.

Your assignment and Generative AI:

For the three assignments, the use of generative AI tools, including ChatGPT and other similar tools, to complete or support the completion of any form of assignment or assessment in this course is not allowed and would be considered academic misconduct.

Note: I do not grade your grammar. I am not interested in your English proficiency; I am interested in your ideas. If you are worried that you are doing something that might be against the course policy, please rather reach out to me before engaging in it. You will never get into trouble for asking honest questions early on.

Please note: the use of generative AI platforms is prohibited for completing any other aspect of this course (e.g., midterms, final exam, participation grade, and research credit). I would, however, encourage you to use the platform for things like reviewing materials, answering questions, generating practice questions and the like. These tools can be a powerful aid to your learning. Having said that, I would encourage a hefty dose of scepticism when looking at the output from these tools. For instance, generative AI platforms can reinforce racist stereotypes (s.g., Abid, Farooqi, & Zou, 2021), omit minority voices (Anderson, 2022), and can even make up information (Sabzalieva & Valentini, 2023). So, if you are using these tools to revise or to answer questions you might have, it is up to you to validate the information before accepting it. We will be looking over some of the ways in which generative AI learns and reproduces racial biases and stereotypes in this course (e.g., Caliskan, Bryson & Narayanan, 2017).

RESEARCH – HSP (2 – 5%)

HSP = The Human Subjects Pool

Psychology is an active and exciting scientific discipline. Many of the studies that you will learn about in this course were carried out at universities just like ours! As part of this course, you will be asked to complete a research experience component (REC) as way of introducing you, in a more hands on and interactive way, to cutting edge research in psychology. This REC will be worth 2% of your grade in the class and you are free to choose one of two options:

Most students will choose to earn their research experience component by spending two hours participating in psychology studies (worth 1% point for each hour) through the Department of Psychology's Human Subject Pool (HSP) system. You can locate, create an account, and sign up for studies by going to <https://hsp.psych.ubc.ca>. Please register in the system **by the end of the first month of classes** to have the opportunity to earn your first ½ hour credit with a brief online survey that will increase your eligibility for more studies.

Once registered in the system, you will be able to browse through and select which studies you wish to participate in, sign up for an available timeslot, and confirm your accumulated credits afterward. At the end of the last day of class for the term, the subject pool is closed. At that point, you will no longer be able to receive credits. I strongly urge you to participate in and confirm your credits long before the last week of class since many studies will not offer timeslots near the end of the term and you may be locked out before allocating your credits to your desired course. Further instruction on how to use the HSP online system can be found at <https://psych.ubc.ca/undergraduate/opportunities/human-subject-pool/> in the document entitled "Subject Pool Information for Participants."

Alternative assignment: The Library Option

As an alternative to participation in psychology subject pool experiments, you may complete a library-writing project. Such projects consist of reading and summarizing 1) the research question, 2) the methods and 3) the results (in written form) of a research article from the peer reviewed journal Psychological Science. You will receive one (1) research participation credit for each article summary that meets the following requirements.

Requirements:

- The article must have been published in the journal titled "Psychological Science"
- The article must have a publication date from the year 2000 to present (i.e. papers from 2001 are acceptable; those from 1999 or earlier are not)
- The article must be a research article; it cannot be a review article, a news item, a notice, or a letter to the editor, for example
- The summary should be approximately 500 words in length
- You must include your name, student number, course, section, instructor and email address on each summary
- You must log on to the Human Subject Pool (HSP) system (<http://hsp.psych.ubc.ca/>) and create an account before submitting your article summaries. Your credit is assigned using the online system.

For each course, you may obtain the same number of extra credits via the library option as specified in this syllabus (i.e. the same number of credits available for students who participate in research).

Summaries must be submitted **no later than 10 days before the end of classes.**

You are to submit your article and your summary to turnitin.com. If you don't have a turnitin account already (from a previous course), you will need to create a user account in Turnitin. For the library

assignment the class ID is 41815379, class name is " HSP W2 2023-2024" and password is "Research". See www.turnitin.com, and click on the "Training" link at the top of the page for detailed instructions on how to submit papers to Turnitin. Any student who is suspected of plagiarism will, at a minimum, not be granted credit, and their course instructor will be notified. Further action may be taken at a departmental or university level.

For more information please see: <https://psych.ubc.ca/wp-content/uploads/sites/2/2023/12/Info-for-Participants-W2-23-24.pdf>

Extra HSP credit (optional):

You may earn up to 3% extra credit that will be added to your final grade. These extra credit points can be earned by doing up to three additional hours of study participation in the HSP (or summarizing another three additional journal articles for the library option) as described above as the research experience component of the course.

HSP Online Study Credit Limit (NEW PILOT PROGRAM):

We will no longer have an online credit limit. Instead, students are free to receive their HSP bonus credits from any combination of "in-lab" and "online" studies. However, "in-lab" studies will offer a bonus 0.5 credits on top of the standard 0.5 credits per 30 minutes of participation (e.g., a 1 hour "in-lab" study will award 1.5 credits, while an equivalent "online" study will award 1 credit).

Academic Accommodation for Students with Disabilities:

Academic accommodations help students with a disability or ongoing medical condition overcome challenges that may affect their academic success. Students requiring academic accommodations must register with the Centre for Accessibility. The Centre will determine that student's eligibility for accommodations in accordance with Policy LR7: Academic Accommodation for Students with Disabilities. Academic accommodations are not determined by your instructors, and instructors should not ask you about the nature of your disability or ongoing medical condition, or request copies of your disability documentation. However, your instructor may consult with the Centre for Accessibility should the accommodations affect the essential learning outcomes of a course.

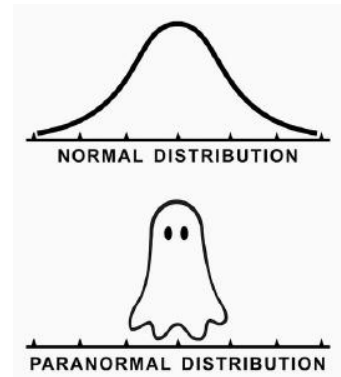
PARTICIPATION MARK – 5%

In this course, for class experiments and participation. I will be using a mixture of in-class participation (primarily through the website [menti.com](https://www.menti.com)), out-of-class participation (primarily through surveys announced on Canvas). The types of things that I run for participation are often my favourite things to include in the class. They are often mini experiments that help demonstrate the

material that we are learning about. This helps me achieve one of my main goals for this class – to demonstrate how applicable psychology is to your lives.

GRADES – IMPORTANT INFORMATION

Faculties, departments and schools reserve the right to scale grades in order to maintain equity among sections and conformity to university, faculty and department or school norms. Please note that the unofficial grades you will receive from me, the instructor, might be changed by the faculty, department or school. Grades are not official until they appear on the student’s academic record. If necessary, the grades from this course will be scaled (curved) to obtain an average between 68-72%, with an SD of 14%.



The Department of Psychology has adopted the following grad distributions for 100-level courses, and reserves the right to adjust final grades in this course if the distribution deviates substantially from the target.

Class Performance	Mean	SD
Strong Class	72%	14%
Average Class	70%	14%
Weak Class	68%	14%

Grade Letters	
A	80 – 100%
B	68 – 79%
C	55 – 67%
D	50 – 54%
F	< 50%

UNIVERSITY POLICIES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the

academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on the UBC Senate website [\[CLICK ON ME TO BE TAKEN TO THE UBC SENATE WEBSITE\]](#).

DIVERSITY AND INCLUSION

Diversity, equity, and inclusion are core principles that I (Simon) hold. One of my major goals for my classroom is for every student feel welcomed, included, and treated equitably. My class strives to be inclusive of gender identity, gender expression, sex, race, ethnicity, socioeconomic background, sexual orientation, political and religious affiliation, ability, health, and age*.

In this class, we will cover material that is controversial. Psychology has a history of being used to serve certain majority groups throughout history at the derogation of other groups. In this class, we will cover some of these uses and challenge them. We will also cover sensitive issues. It is my goal to engage in, foster, and encourage respectful discussion about these topics. I want students to be able to explore these topics free of judgement. We may not always agree on everything, but we can be civil and respectful in our disagreement without alienating others. It should be said, however, that if a statement or behaviour makes others feel threatened, derogated, or alienated in any way, it should not be shared with the class. You are welcome to share these thoughts with me, however, in office hours where we can discuss them.

I hold these values close to who I am. I am always learning about diverse perspectives and identities. If at any point, you feel as though I am failing to live up to creating an inclusive space in this course, I invite and encourage you to let me or the TA know.

* **Note:** This list is not exhaustive.

** **Note:** Portions of this diversity statement was inspired by Dr. Lily May's diversity statement.



ACADEMIC INTEGRITY

What is academic integrity?

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not use generative AI platforms other than outlined in this syllabus and in class

documents (e.g., worksheets), cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

Why is academic integrity important?

Myself, the course teaching team, UBC, and the scholarly community at large share an understanding of the ethical ways that we use to produce knowledge. A core practice of this shared value of academic integrity is that we acknowledge the contributions of others to our own work, but it also means we produce our own contributions that add to the scholarly conversation: we don't buy or copy papers or exams, or have someone else edit them. We also don't falsify data or sources, or hand in the same work in more than one course.

As a student, your number one task is to learn new things. Just like your professors, however, you are a member of a university scholarly community. As a part of this community, you are responsible for engaging with existing knowledge and contributing ideas of your own. Academics—including you!—build knowledge through rigorous research that expands on the contributions of others, both in the faraway past and around the world today. This is called scholarship. Academic integrity, in short, means being an honest, diligent, and responsible scholar. This includes:

- Accurately reporting the results of your research, e.g., when collecting data in a lab.
- Taking exams without cheating.
- Completing assignments independently or acknowledging collaboration when appropriate. Collaboration through group work is an effective way to learn. I will clearly indicate when you should collaborate, for example during in-class group work and on some online homework assignments.
- Creating and expressing your own original ideas.
- Engaging with the ideas of others, both past and present, in a variety of scholarly platforms such as research journals, books by academics, lectures, etc.
- Explicitly acknowledging the sources of your knowledge, especially through accurate citation practices.

What should I know about sharing course materials?

- We are working hard to provide all the materials you need to succeed in this course. In return, please respect our work. All assignment instructions, quiz questions and answers, discussion questions, announcements, PowerPoint slides, audio/video recordings, Canvas modules, and any other materials provided to you by the Teaching Team or in the textbook are for use in this course by students currently enrolled in PSYC 102 (001). It is *unacceptable* to share any of these materials beyond our course, including by posting on file-sharing websites (e.g., CourseHero, Google Docs). It is *unacceptable* to copy and paste sentences from the textbook (e.g., definitions) into for-profit software (e.g., Quizlet) for use in studying. Respect the Teaching Team and textbook authors' intellectual property, and follow [copyright law](#).

What happens when academic integrity is breached?

- Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred for consideration for academic discipline. Careful records are kept to monitor and prevent recurrences. Any instance of cheating or taking credit for someone else's work, whether intentionally or unintentionally, can and often will result in at minimum a grade of zero for the assignment, and these cases will be reported to the Head of the Department of Psychology and Associate Dean Academic of the Faculty of Arts.

What support is available?

- Feel free to ask me about academic integrity. Part of my job is to guide your growth as a scholar, and I would much rather you ask for clarification than unintentionally engage in academic misconduct, which has serious consequences. If you are unsure about what constitutes academic misconduct, please reach out to me via e-mail or contact me during Office Hours.
- If you feel too uncomfortable approaching me about this, you are welcome to reach out to our wonderful TAs via e-mail. They're students, too, and will be able to help!
- Sometimes students who are experiencing a lot of stress feel the only way to deal with a situation is to cheat. **Please do not do this.** Talk to me, and I am sure we can work something out together.
- To help you learn your responsibilities as a scholar, please read and understand UBC's expectations for academic honesty in the UBC Calendar: "[Academic Honesty](#)," "[Academic Misconduct](#)," and "[Disciplinary Measures](#),". Read and reflect on the [Student Declaration and Responsibility](#). There are resources to help you meet these expectations, for example the Chapman Learning Commons "[Understand Academic Integrity](#)".
- For written assignments and help with plagiarism and citation, see the [Centre for Writing and Scholarly Communication](#).
- Additional resources for learning with integrity can be found on the UBC [Academic Integrity Website](#).

NOTE: The wording for this section on Academic Integrity has been taken from and adapted from Dr. Catherin Rawn's Introduction to Psychology Part II Course Syllabus 2015 which is licenced under the Creative Commons Attribution NonCommercial-ShareAlike 4.0 International licence.

WELLNESS RESOURCES

WHERE CAN I FIND HELP?

The university has a lot of resources that are free to you. Here, you can find *some* of those resources.

Resource	Brief Description
<u>Academic and Learning Resources</u>	Find information on Academic Advising, Peer Coaches and Tutors, Study Spaces and the like.
<u>Chapmans Learning Commons</u>	Find where to borrow equipment, tutoring advice, writing advice, assignment calculators, events and workshops, even meditation spaces!
<u>Writing Consultants</u>	You can get help with your writing here. They also provide workshops and seminars on writing.
<u>More writing help – WriteAway</u>	eTutoring service that provides writing assistance (for free!)
<u>General Policy and Resources to Support Student Success</u>	Site with a lot of links from senate policy, to information on crisis support to religious observances and more!

The Kaleidoscope:

the-kaleidoscope.com

A confidential peer-run mental health support group that takes place on campus at least once a week. You may attend the group if you are experiencing any kind of mental health related challenges, or if you're just feeling stressed about school in general. Registration is not required to attend the group. See the website for meeting times and locations.

Counselling Services:

www.students.ubc.ca/livewell/services/counselling-services

Phone number: 604-822-3811

Counselling services offers a variety of resources to help you maintain your mental health while in school. You may see a counsellor on an individual basis, attend group counseling, or to document an illness if you should require academic concession.

SpeakEasy:

www.ams.ubc.ca/services/speakeasy/

Phone number: 604-822-9246

A student run service that offers confidential support for students experiencing crisis. Also a good resource for additional information and referrals within the UBC community.

SHARE:

www.vivreshare.org

Self Harm Anonymous Recovery and Education is a program designed to promote self care and educate about self harm. SHARE support groups meet biweekly; times and locations can be found on their website.

UBC Wellness Centre:

www.students.ubc.ca/livewell/services/wellness-centre

Phone number: 604-822-8450

Speak with other students about tips for managing stress, keeping healthy sleep and eating patterns, concerns about safe sex and more.

Access and Diversity:

www.students.ubc.ca/about/access

Phone number: 604-822-5844

Access and Diversity provides accommodations for students living with physical or mental disabilities.

Student Health Services:

www.students.ubc.ca/livewell/services/student-health-service

Phone number: 604- 822-7011S

Student health provides students with a variety of healthcare related services to help you maintain your health while studying. Access to doctors and registered nurses.

Mood Disorders Clinic UBC:

www.ubc-mooddisorders.vch.ca/

A psychiatric program designed specifically to treat individuals living with depression or bipolar disorder.

Mental Health Awareness Club:

www.ubcmhac.sites.olt.ubc.ca/

A club that offers opportunities to speak about mental health with others and strives to promote mental health awareness throughout the UBC community.

Pacific Spirit Addiction Services:

3rd Floor, 2110 West 43rd Ave Vancouver B.C. V6M 2E1

Phone number: 604-267-3970

A free and confidential service for youth and young adults up to the age of 24. Services include counseling, access to an addiction physician - including usage of a methadone maintenance program - and a drug education series.

AMS Food Bank:

www.ams.ubc.ca/services/food-bank/

If you are in a financial emergency AMS food bank can provide you with a food hamper. You are able to use the service up to 6 times each term.

UBC Psychology Clinic:

www.clinic.psych.ubc.ca

Professional psychological services provided to the community, including assessment & treatment for children, adults & families by clinical psychology trainees.

BC Crisis Center:

www.crisiscentre.bc.ca

Phone number: 604-872-3311

Non-profit, volunteer-driven organization that provides emotional support to youth, adults, and seniors in crisis in BC. Crisis line available 24/7.

Distress Line:

Phone number: 1-800-Suicide (784-2433)

If you are in distress or are worried about someone in distress who may hurt themselves, call 1-800-SUICIDE 24 hours a day to connect to a BC crisis line, without a wait or busy signal.

Empower Me

http://www.studentcare.ca/rte/en/UniversityofBritishColumbiaAMSGSS_EmpowerMe_EmpowerMe

Phone number: 1 884 741 6389

Toll-free and available 24/7. This phone service offers mental health and wellness resources from professional counselling to relationship advice (with a partner or parent). You can also find life coaching, financial planning, and nutritional counselling services here.

What Helps What Hurts

<https://whathelpswhathurts.com/>

Know someone who is depressed, anxious, or suffering from a mood / anxiety disorder but not quite sure how to help them? This website provides resources for you to know what hurts and what helps.

DRAFT COURSE OUTLINE

January 11	Lecture 1	Group Formation 1	Assignment 1 Announced
January 16	Lecture 2	Group Formation 2	
January 18	Lecture 3	Group Formation 3	
January 23	Lecture 4	Stereotyping 1	
January 25	Lecture 5	Stereotyping 2	Assignment 1 Due (28th)
January 30	Lecture 6	Racism 1	
February 1	Lecture 7	Racism 2	
February 6	Lecture 8	Interventions 1	Assignment 2 Announced
February 8	Midterm 1	Midterm 1	Midterm 1
February 13	Lecture 9	Interventions 2	
February 15	Lecture 10	Intergroup Contact 1	
February 23	READING WEEK	READING WEEK	READING WEEK
February 27	Lecture 11	Intergroup Contact 2	
February 29	Lecture 12	Intergroup Contact 3	
March 5	Lecture 13	Intergroup Contact 4	
March 7	Lecture 14	Indirect Contact	
March 12	Lecture 15	Intergroup Contact Minorities	
March 14	Midterm 2	Midterm 2	Midterm 2

DRAFT COURSE OUTLINE

March 19	Lecture 16	Collective Action	Part 2 Due / Part 3 Announced
March 21	Lecture 17	Negative Contact	
March 26	Lecture 18	Intergroup Contact and the Ideologically Intolerant	
March 28	Lecture 19	Contextual Effects of Intergroup Contact	
April 2	Lecture 20	Segregation	
April 4	Lecture 21	Reconciliation	
April 9	Lecture 22	Reconciliation	Part 3 due (12 April)
April 11	Lecture 23	Buffer Lecture	