

PSY 630
Seminar in Social Psychology: Intergroup Relations
Fall 2004

Dr. Amanda Diekman
email: diekmaa@muohio.edu
Office hours: Tuesday, 1:45 – 3:45,
or by appointment

Office: 110B Benton
Phone: 529-2402

This seminar will explore intergroup relations from a social psychological perspective. We will examine motivational, cognitive, and sociostructural factors that contribute to intergroup harmony and conflict. In addition, we will explore factors that influence groups' mobility within a social structure, and we will evaluate efforts to reduce intergroup conflict. The primary goal of the course is to cultivate students' abilities to use and contribute to the theory and research within the area of intergroup relations.

Materials

Any readings that are in electronic format are available on the PSY630 Blackboard website (under assignments). All other readings will be located in a box labeled PSY630 in the grad lab. Please return these originals when you are finished making copies. You must bring hard copies of the readings to class with you.

Policies

Respect for others: I respect each of you as a student who can bring a unique perspective to the study of intergroup relations. I expect that you will respect my goals, and I expect that similar respect will be given to your fellow students. Because of the nature of this class, we will be discussing some controversial topics that are potentially challenging to people's beliefs and values. Everyone has the right to express his or her opinion, and this right will be strictly upheld in all class-related activities. At the same time, we will maintain an atmosphere of intellectual respect for the opinions of others, no matter how they might differ from our own.

Attendance: Your attendance is expected at each class, and participation points can only be earned by being present in class. Any behavior that disrupts the ability of the class to learn (e.g., late arrival, cell phone ringing, etc.) will detract from your grade.

Late assignments: No makeup exams will be given, and discussion questions will not be accepted after class. Other work will be penalized 5% for every business day late.

Academic honesty: Cooperative work will be part of this class; however, it is expected that anything you specify as your own work is truly your own work. Dishonesty in academic work and the penalties for such dishonesty are outlined in the Student Handbook. Please review the policy:

http://www.miami.muohio.edu/documents_and_policies/handbook/academic_regulations/acadregspv.cfm

Academic dishonesty may result in a failing grade for this course, as well as the AD designation on your transcript.

Overview of Course Schedule

8/24	Introductions
8/31 – 9/28	Conflict & cooperation; proposal #1 due on 9/28
10/5 – 10/19	Social identity
10/26	Midterm exam
11/2 – 11/23	Mechanisms; proposal #2 due on 11/16
11/30 – 12/7	Social change
Finals week	Final exam

Assignments

Participation (50 points)

An important part of conducting quality research, teaching others, or engaging in a scientific community is learning to express your ideas (even those ideas that are still in the formation stage). If you do not participate by sharing your reactions to the articles we are discussing, you will not earn points for this component of the course.

Discussion Questions (50 points)

Each week, you should pose one or two questions that reflect your careful reading and consideration of the papers for that week. These questions should be emailed to me and to the discussion leader for that week by 7:00 p.m. Monday evening before class. You are free, of course, to email your discussion questions earlier.

Leading Class Discussions (25 points each; 50 points total)

You will be asked to lead two class discussions throughout the semester. It is not your responsibility to summarize the readings or to teach others about them. Instead, you should come up with a plan to guide the discussion for that day: What are the important contributions of these papers, how do they relate to each other, and how do they relate to other topics we have discussed? How do they relate to other research or to current events? If the papers relate to your own work or area of expertise, you should certainly share that with the class.

Brief Research Proposals (25 points each; 50 points total)

You are required to turn in 2 brief (no more than 5 pages) research proposals on September 28 and November 16. For each proposal, you should choose the topics that are most interesting to you or relevant to your own work. In these proposals, you should very briefly explain the problem and why your question is interesting, give your hypotheses, sketch the methodology you will use, explain your predicted results, and summarize what the implications of your projected findings. Part of your grade will include a brief presentation (no more than 5 minutes) to the class.

Exams (125 points total)

You will complete a midterm exam (50 points; October 26) and a cumulative final exam (75 points; scheduled final time for the course). These closed-book, in-class exams will consist of short answer and essay questions.

There are 325 points possible in the course. If you wish to protest a grade that you receive, you need to turn in a written proposal explaining the question or assignment, your answer, and why you should receive credit. This proposal must be turned in within 3 weeks of the due date of the assignment. No grades will be revised after this time period.

Weekly Topics and Readings

Readings marked with an asterisk are available on the Blackboard website (under Assignments). All other readings are available for copying in the PSY630 box in the grad lab.

Section 1: Conflict and Cooperation

Week 1 Introduction (August 24)

Week 2 Historical roots (August 31)

Allport, G. W. (1954). *The Nature of Prejudice*. Reading, MA: Addison-Wesley.

Chapter 1 "What is the problem?"

Chapter 2 "The normality of prejudgment"

Sherif, M. (1966). The experiments. *In common predicament: Social psychology of intergroup conflict and cooperation*. (pp. 71-93). New York: Houghton Mifflin.

King, M. L., Jr. (1968). The role of the behavioral scientist in the Civil Rights Movement. *American Psychologist*, 23, 180-186.

*Fiske, S. T. (in press). Social cognition and the normality of prejudgment. In J. F. Dovidio, P. Glick & L. A. Rudman (Eds.), *Reflecting on the Nature of Prejudice*. Malden, MA: Blackwell.

application:

*Lee, K. S. (2002). Building intergroup relations after September 11. *Analyses of Social Issues and Public Policy*, 2, 131-141.

Week 3 Conflict (September 14)

*Green, D. P., Glaser, J., & Rich, A. (1998). From lynching to gay bashing: The elusive connection between economic conditions and hate crime. *Journal of Personality & Social Psychology*, 75, 82-92.

Stephan, W. G., & Stephan, C. W. (2000). An integrated threat theory of prejudice. In S. Oskamp (Ed.), *Reducing prejudice and discrimination*. Mahwah, NJ: Erlbaum.

*Pettigrew, T. F. (2003). Peoples under threat: Americans, Arabs, and Israelis. *Peace & Conflict: Journal of Peace Psychology*, 9, 69-90.

*Esses, V. M., Jackson, L. M., Dovidio, J. F., & Hodson, G. (in press). Instrumental relations among groups: Group competition, conflict, and prejudice. In J. F. Dovidio, P. Glick & L. A. Rudman (Eds.), *Reflecting on The Nature of Prejudice*. Malden, MA: Blackwell.

application:

*Gerstenfeld, P. B. (2002). A time to hate: Situational antecedents of intergroup bias. *Analyses of Social Issues and Public Policy*, 2, 61-67.

Week 4 Contact hypothesis (September 21)

Rothbart, M., & John, O. P. (1985). Social categorization and behavioral episodes: A cognitive analysis of the effects of intergroup contact. *Journal of Social Issues*, 41, 81-104.

*Wright, S. C., Aron, A., McLaughlin-Volpe, T., & Ropp, S. A. (1997). The extended contact effect: Knowledge of cross-group friendships and prejudice. *Journal of Personality & Social Psychology*, 73, 73-90.

*Gaertner, S. L., Dovidio, J. F., Rust, M. C., Nier, J. A., Banker, B. S., Ward, C. M., et al. (1999). Reducing intergroup bias: Elements of intergroup cooperation. *Journal of Personality & Social Psychology*, 76, 388-402.

Pettigrew, T. F., & Tropp, L. (2000). Does intergroup contact reduce prejudice? Recent meta-analytic findings. In S. Oskamp (Ed.), *Reducing prejudice and discrimination*. Mahwah, NJ: Erlbaum.

application:

Aronson, E. (1979). Jigsaw groups and the desegregated classroom: In pursuit of common goals. *Personality & Social Psychology Bulletin*, 5, 438-446.

Week 5 Nonconflictual but unequal relations (September 28)

- *Glick, P., & Fiske, S. T. (2001). An ambivalent alliance: Hostile and benevolent sexism as complementary justifications for gender inequality. *American Psychologist*, 56, 109-118.
- *commentary by Petrocelli, Sax, Glick & Fiske
- *Kay, A. C., & Jost, J. T. (2003). Complementary justice: Effects of the "poor but happy" and "poor but honest" stereotype exemplars on system justification and implicit activation of the justice motive. *Journal of Personality and Social Psychology*, 85, 823-837.
- *Jackman, M. R. (in press). Rejection or inclusion of out-groups? In J. F. Dovidio, P. Glick & L. A. Rudman (Eds.), *Reflections on The Nature of Prejudice*. Malden, MA: Blackwell.

application:

- *Dovidio, J. F., & Gaertner, S. L. (2000). Aversive racism and selection decisions: 1989 and 1999. *Psychological Science*, 11, 315-319.

Section 2: Social Identity

Week 6 Social identity (October 5)

- Rabbie, J. M., & Horwitz, M. (1969). Arousal of ingroup-outgroup bias by a chance win or loss. *Journal of Personality & Social Psychology*, 13, 269-277.
- Turner, J. C. (1982). Towards a cognitive redefinition of the social group. In H. Tajfel (Ed.), *Social identity and intergroup relations* (pp. 15-40). Cambridge: Cambridge University Press.
- *Grieve, P. G., & Hogg, M. A. (1999). Subjective uncertainty and intergroup discrimination in the minimal group situation. *Personality & Social Psychology Bulletin*, 25, 926-940.
- *Gaertner, L., & Insko, C. A. (2000). Intergroup discrimination in the minimal group paradigm: Categorization, reciprocation, or fear? *Journal of Personality & Social Psychology*, 79, 77-94.

application:

- *Suleiman, R. (2004). Planned encounters between Jewish and Palestinian Israelis: A social-psychological perspective. *Journal of Social Issues*, 60, 323-337.

Week 7 Categorization (October 12)

- *Gaertner, S. L., Mann, J., Murrell, A., & Dovidio, J. F. (1989). Reducing intergroup bias: The benefits of recategorization. *Journal of Personality & Social Psychology*, 57, 239-249.
- *Dovidio, J. F., Gaertner, S. L., & Validzic, A. (1998). Intergroup bias: Status, differentiation, and a common in-group identity. *Journal of Personality & Social Psychology*, 75, 109-120.
- *Hugenberg, K., & Bodenhausen, G. V. (2004). Ambiguity in social categorization: The role of prejudice and facial affect in race categorization. *Psychological Science*, 15, 342-345.
- *Vescio, T. K., Judd, C. M., & Kwan, V. S. Y. (2004). The crossed-categorization hypothesis: Evidence of reductions in the strength of categorization, but not intergroup bias. *Journal of Experimental Social Psychology*, 40, 478-496.

application:

- *Houlette, M. A., Gaertner, S. L., Johnson, K. M., Banker, B. S., Riek, B. M., & Dovidio, J. F. (2004). Developing a more inclusive social identity: An elementary school intervention. *Journal of Social Issues*, 60, 35-55.

Week 8 Ingroup favoritism/outgroup derogation (October 19)

- *Mullen, B., Brown, R., & Smith, C. (1992). Ingroup bias as a function of salience, relevance, and status: An integration. *European Journal of Social Psychology*, 22, 103-122.
- *Otten, S., & Moskowitz, G. B. (2000). Evidence for implicit evaluative in-group bias: Affect-biased spontaneous trait inference in a minimal group paradigm. *Journal of Experimental Social Psychology*, 36, 77-89.
- Brewer, M. B. (2001). Ingroup identification and intergroup conflict: When does ingroup love become outgroup hate? In R. D. Ashmore, L. Jussim & D. Wilder (Eds.), *Social identity, intergroup conflict, and conflict reduction*. (pp. 17-41). New York: Oxford University Press.
- *Dasgupta, N. (2004). Implicit ingroup favoritism, outgroup favoritism, and their behavioral manifestations. *Social Justice Research*, 17, 143-169.

application:

- *Tatum, B. D. (2004). Family life and school experience: Factors in the racial identity development of black youth in white communities. *Journal of Social Issues*, 60, 117-135.

Week 9 Midterm exam (October 26)

Section 3: Mechanisms

Week 10 Developmental processes (November 2)

- *Bigler, R. S., Spears, C. B., & Markell, M. (2001). When groups are not created equal: Effects of group status on the formation of intergroup attitudes in children. *Child Development, 72*, 1151-1162.
- *Abrams, D., Rutland, A., & Cameron, L. (2003). The development of subjective group dynamics: Children's judgments of normative and deviant in-group and out-group individuals. *Child Development, 74*, 1840-1856.
- *Aboud, F. E. (2003). The formation of in-group favoritism and out-group prejudice in young children: Are they distinct attitudes? *Developmental Psychology, 39*, 48-60.
- *Aboud, F. E. (in press). The development of prejudice in childhood and adolescence. In J. F. Dovidio, P. Glick & L. A. Rudman (Eds.), *Reflecting on the Nature of Prejudice*. Malden, MA: Blackwell.

application:

- *Graves, S. B. (1999). Television and prejudice reduction: When does television as a vicarious experience make a difference? *Journal of Social Issues, 55*, 707-727.

or

- *Bigler, R. S. (1999). The use of multicultural curricula and materials to counter racism in children. *Journal of Social Issues, 55*, 687-705.

Week 11 Personality and individual differences (November 9)

- *Pratto, F., Sidanius, J., Stallworth, L. M., & Malle, B. F. (1994). Social dominance orientation: A personality variable predicting social and political attitudes. *Journal of Personality & Social Psychology, 67*, 741-763.
- *Altemeyer, B. (2003). What happens when authoritarians inherit the earth? A simulation. *Analyses of Social Issues and Public Policy, 3*, 161-169.
- *Schmitt, M. T., Branscombe, N. R., & Kappen, D. M. (2003). Attitudes toward group-based inequality: Social dominance or social identity? *British Journal of Social Psychology, 42*, 161-186.
- *Commentary by Sidanius & Pratto; Schmitt & Branscombe

application:

- *Unger, R. K. (2002). Them and us: Hidden ideologies - differences in degree or kind? *Analyses of Social Issues and Public Policy, 2*, 43-52.

Week 12 Cognitive processes (November 16)

- *Devine, P. G. (1989). Stereotypes and prejudice: Their automatic and controlled components. *Journal of Personality & Social Psychology, 56*, 5-18.
- Rothbart, M., & Lewis, S. (1994). Cognitive processes and intergroup relations: A historical perspective. In P. G. Devine, D. L. Hamilton & T. M. Ostrom (Eds.), *Social cognition: Impact on social psychology*. San Diego, CA: Academic Press.
- *Dovidio, J. F., Kawakami, K., & Gaertner, S. L. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality & Social Psychology, 82*, 62-68.
- *Spears, R., Gordijn, E., Dijksterhuis, A., & Stapel, D. A. (2004). Reaction in action: Intergroup contrast in automatic behavior. *Personality & Social Psychology Bulletin, 30*, 605-616.

application:

- *Richeson, J. A., & Shelton, J. N. (2003). When prejudice does not pay: Effects of interracial contact on executive function. *Psychological Science, 14*, 287-290.

Week 13 Affective processes (November 23)

- *Bodenhausen, G. V., Mussweiler, T., Gabriel, S., & Moreno, K. (2001). Affective influences on stereotyping and intergroup relations. In J. P. Forgas (Ed.), *Handbook of affect and social cognition* (pp. 319-343). Mahwah, NJ: Erlbaum.
- Devos, T., Silver, L. A., Mackie, D. M., & Smith, E. R. (2002). Experiencing intergroup emotions. In D. M. Mackie & E. R. Smith (Eds.), *From prejudice to intergroup emotions*. (pp. 111-134). New York: Psychology Press.
- *Schmitt, M. T., Branscombe, N. R., & Brehm, J. (in press). Gender inequality and the intensity of men's collective guilt. In N. R. Branscombe & B. Doosje (Eds.), *Collective guilt: International perspectives*. New York: Cambridge University Press.
- *DeSteno, D., Dasgupta, N., Bartlett, M. Y., & Caidric, A. (2004). Prejudice from thin air: The effect of emotion on automatic intergroup attitudes. *Psychological Science, 15*, 319-324.

application:

- *Dumont, M., Yzerbyt, V., Wigboldus, D., & Gordijn, E. H. (2003). Social categorization and fear reactions to the September 11th terrorist attacks. *Personality & Social Psychology Bulletin, 29*, 1509-1520.

Section 4: Social Change

Week 14 Responses to inequality (November 30)

- *Wright, S. C., Taylor, D. M., & Moghaddam, F. M. (1990). Responding to membership in a disadvantaged group: From acceptance to collective protest. *Journal of Personality & Social Psychology, 58*, 994-1003.
- *Crocker, J., Voelkl, K., Testa, M., & Major, B. (1991). Social stigma: The affective consequences of attributional ambiguity. *Journal of Personality & Social Psychology, 60*, 218-228.
- *Swim, J. K., & Hyers, L. L. (1999). Excuse me--What did you just say?!: Women's public and private responses to sexist remarks. *Journal of Experimental Social Psychology, 35*, 68-88.
- *Schmitt, M. T., Ellemers, N., & Branscombe, N. (2003). Perceiving and responding to gender discrimination in organizations. In S. A. Haslam, D. Van Knippenberg, M. J. Platow & N. Ellemers (Eds.), *Social identity at work: Developing theory for organizational practice*. Philadelphia, PA: Psychology Press.

application:

- Pettigrew, T. F. (1998). Prejudice and discrimination on the college campus. In J. L. Eberhardt & S. T. Fiske (Eds.), *Confronting racism: The problem and the response*. (pp. 263-279). Thousand Oaks, CA: Sage.

Week 15 Race relations in the U.S. (December 7)

- Devine, P. G., & Vasquez, K. A. (1998). The rocky road to positive intergroup relations. In J. L. Eberhardt & S. T. Fiske (Eds.), *Confronting racism: The problem and the response*. (pp. 234-262). Thousand Oaks, CA: Sage.
- *Pratkanis, A. R., & Turner, M. E. (1999). The significance of affirmative action for the souls of white folk: Further implications of a helping model. *Journal of Social Issues, 55*, 787-815.
- *Wolsko, C., Park, B., Judd, C. M., & Wittenbrink, B. (2000). Framing interethnic ideology: Effects of multicultural and color-blind perspectives on judgments of groups and individuals. *Journal of Personality and Social Psychology, 78*, 635-654.
- *Richeson, J. A., & Nussbaum, R. J. (2004). The impact of multiculturalism versus color-blindness on racial bias. *Journal of Experimental Social Psychology, 40*, 417-423.

application:

- Oskamp, S., & Jones, J. M. (2000). Promising practices in reducing prejudice: A report from the President's Initiative on Race. In S. Oskamp (Ed.), *Reducing prejudice and discrimination* (pp. 319-334). Mahwah, NJ: Erlbaum.