

Psychology GA.3404: Intergroup Relations

FALL 2011 | Monday 2-4pm | Meyer 771

Instructor: Dr. Jay J. Van Bavel

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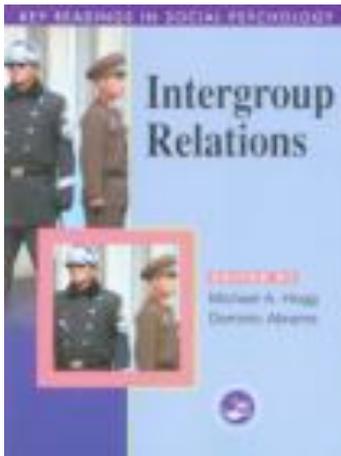
Office: Room 752, 6 Washington Place

Office Hours: By appointment

Course Website: *on Blackboard* (via your NYU Home account)

Readings: You are responsible for the assigned readings each week (not the additional readings). Most of them will be available on Blackboard or on-line.

Additional Reading:



- Hogg, M. (2001). Intergroup relations: Key Readings.
- Abrams, D. & Hogg, M. A. (1988). Social Identifications: A Social Psychology of Intergroup Relations and Group Processes.
- Abrams, D., & Hogg, M. A. (1999) Social Identity and Social Cognition.
- Brown, R., & Capozza, D. (2006). Social Identities: Motivational, Emotional, Cultural Influences.
- Ellemers, N., Spears, R., & Doosje, B. (1999) Social Identity: Context, Commitment, Content.
- Otten, S., Sassenberg, K., & Kessler, T. (2008). Intergroup Relations: The Role of Motivation and Emotion.

Course Description

The study of intergroup relations involves the influence of group memberships of cognition and behavior. This seminar will review theory and research on intergroup relations, with a focus on social identity. The course will focus on the relationship between the self and collective identity, social motivation and intragroup and intergroup behavior. The course will have direct relevance to social psychology, as well as clinical, organizational, and political psychology.

This course will provide an overview of the major theoretical debates and empirical developments in the area of intergroup relations. Students in this class will be directly exposed to many of the core ideas in the field by reading many of the classic articles. The readings will provide an in-depth exploration of key empirical and theoretical developments.

Course format and grades

The work in this course includes active participation, leading discussion, a class presentation, and a term paper. Class assignments are designed to develop your ability to think critically and creatively, moderate discussion, present ideas and write—fundamental skills for your research career. Your assignments should be theory-driven, clear, and concise.

Participation (10%): Each student is expected to read the assigned articles each week and participate in discussion of those readings during the class meeting. Students are graded on their ability to understand and integrate the material. I am especially interested in your ability to add to the dialogue, either by challenging your peers or building on a discussion. Although I am looking for your critical perspectives on the course material, I am equally interested in your ability to understand the historical and contemporary value in the literature. You will also be graded on your ability to help your classmates by providing useful suggestions during their presentations.

Leading discussion (10%): One or two students will be assigned to lead discussion each week. Discussion leaders will be responsible for facilitating discussion of the assigned readings. Discussion leaders will prepare and distribute a list of ~10 questions and talking points design to provoke discussion to the class at least 24 hours before the class meeting. The questions can focus on specific articles or on themes that connect the articles. Discussion leader assignments will be determined during the first class session.

Hypothesis generation (20%): Each student will complete McGuire's creative hypothesis generation steps and develop five potential term paper ideas for my consideration (**due October 31st**). Each idea should be described succinctly (< 200 words with spaces—please provide word count). I will provide feedback on the ideas and tell you if any (or all) are approved for your presentation and term paper. ***All ideas for presentation/term paper must be approved.***

Presentation (20%): Each student will briefly present a theory or research proposal (15-20 minutes) on the last two weeks of class (**December 5th and 12th**). This will provide you with an opportunity to share your ideas with the class and receive critical feedback before you submit your term paper. Standard presentation format involves Keynote/PowerPoint, but you are free to use any format necessary to communicate your proposal. You will be graded on your ability to clearly and elegantly communicate the main points of the theory or research proposal.

Term paper (40%): Each student will write a 5000 word (includes title page, figures,, footnotes, references, etc.—please provide word count) original theoretical or research proposal in a particular area of intergroup relations research due on the last day of exams at NYU (**December 23rd**). The paper will be a review of some specific topic or research issue, grounded in one of the topics and/or references in the course. Following a conceptual review of previous research on the selected topic, the paper will either (a) present a proposal for future research addressing some specific

question arising from the literature review (specifying the research question and purpose of the study, followed by design and general method), or (b) present a novel theoretical proposal. Paper formatting should follow APA guidelines (e.g., papers must be typed in a double-spaced format, have one-inch left, right, top, and bottom margins, etc). The paper is an opportunity to study a topic of interest in great depth and go beyond the course material. Papers must be submitted **by email** (jay.vanbavel@nyu.edu). Late papers will be deducted 5% for every day they are late. Please contact me at least a week before the due date if you require an extension.

If you have questions or concerns about your grades you should meet with me after class to discuss them. I am happy to meet with you to discuss your exam and why you received any grade. To have your assignment *re-graded* you need to submit a brief one-page typed description of your concerns and why you deserve a better mark. I will re-grade the **entire** assignment and your grade on any part can go up or down.

Topic and Assignment Schedule

September 12: Introduction and overview

Tajfel, H., Billig, M. G., Bundy, R. P. & Flament, C. (1971). Social categorization and intergroup behaviour. *European Journal of Social Psychology*, 2, 149-178.

Ashmore, R.D., Deaux, K., & McLaughlin-Volpe, T. (2004). An organizing framework for collective identity: Articulation and significance of multidimensionality. *Psychological Bulletin*, 130, 80-114.

Abrams, D., & Hogg, M. A. (2004). Metatheory: Lessons from social identity research. *Personality and Social Psychology Review*, 8, 98-106.

Additional reading:

Brewer, M.B. (2001). The many faces of social identity: Implications for political psychology. *Political Psychology*, 22, 115-125.

Messick, D. M., & Mackie, D. M. (1989). Intergroup relations. *Annual Review of Psychology*, 40, 45-81.

September 19: Origins of Social Identity: Cognitive and Epistemic Theories

Turner, J. C., Oakes., P. J., Haslam, S. A., & McGarty, C. (1994). Self and collective: Cognition and social context. *Personality and Social Psychology Bulletin*, 20, 454-463.

Hogg, M. (2007). Uncertainty-identity theory. In M. Zanna (Ed.), *Advances in Experimental Social Psychology* (Vol. 39, pp. 69-126). Academic Press.

Kruglanski, A. W., Pierro, A., Mannetti, L., & De Grada, E. (2006). Groups as epistemic providers: Need for closure and the unfolding of group-centrism. *Psychological Review*, 113, 84-100.

Additional reading:

Turner, J.C. (1987). A self-categorization theory. In J.C. Turner et al. *Rediscovering the social group* (pp. 42-67). Oxford: Basil Blackwell.

September 26: Origins of Social Identity: Motivational Theories

Brewer, M.B. (1991). The social self: On being the same and different at the same time. *Personality and Social Psychology Bulletin*, 17, 475-482.

Correll, J., & Park, B. (2005). A model of the ingroup as a social resource. *Personality and Social Psychology Review*, 9, 341-359.

Castano, E., & Dechesne, M. (2005). On defeating death: Group reification and social identification as immortality strategies. *European Review of Social Psychology*, 16, 221-255.

Additional reading:

Hogg, M. A. (2007). Uncertainty-Identity Theory. *Advances in Experimental Social Psychology*, 39, 69-126.

October 3: Culture and Self-construal (Levels of social identity)

Markus, H.R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.

Brewer, M.B., & Gardner, W. (1996). Who is this "we"? Levels of collective identity and self representations. *Journal of Personality and Social Psychology*, 71, 83-93.

Yuki, M., Maddux, W., Brewer, M., & Kosuke, T. (2005). Cross-cultural differences in depersonalized trust. *Personality and Social Psychology Bulletin*, 31, 48-62.

Additional reading:

Seeley, E., Gardner, W., Pennington, G., & Gabriel, S. (2003). Circle of friends or members of a group? Sex differences in relational and collective attachment to groups. *Group Processes and Intergroup Relations*, 6, 251-263.

October 10: NO CLASS - FALL BREAK

October 17: Self-categorization, Self-stereotyping, and In-group Projection

Smith, E.R., & Henry, S. (1996). An in-group becomes part of the self: Response time evidence. *Personality and Social Psychology Bulletin*, 22, 635-642.

Gramzow, R., Sedikides, C., & Gaertner, L. (2001). Memory for in-group and out-group information in a minimal group context: The self as an informational base. *Journal of Personality and Social Psychology*, 80, 188-205.

Otten, S., & Epstude, K. (2006). Overlapping mental representations of self, ingroup, and outgroup: Unraveling self-stereotyping and self-anchoring. *Personality and Social Psychology Bulletin*, 32, 957-969.

Additional reading:

Simon, B., Hastedt, C., & Aufderheide, B. (1997). When self-categorization makes sense: The role of meaningful social categorization in minority and majority members' self-perception. *Journal of Personality and Social Psychology*, 73, 310-320.

October 24: Group-based Emotion

Smith, E. R., Seger, C. R., & Mackie, D. M. (2007). Can emotions be truly group level? Evidence regarding four conceptual criteria. *Journal of Personality and Social Psychology*, 93, 431-446.

Yzerbyt, V., Dumont, M., Wigboldus, & Cordijn, E. (2003). I feel for us: The impact of categorization and identification on emotions and action tendencies. *British Journal of Social Psychology*, 42, 533-549.

Wohl, M., Branscombe, N., & Klar, Y. (2006). Collective guilt: Emotional reactions when one's group has done wrong or been wronged. *European Review of Social Psychology*, 17, 1-37 (Issue 1)

Additional reading:

Lickel, B., et al. (2005). Vicarious shame and guilt. *Group Processes and Intergroup Relations*, 8, 145-157.

Mackie, D. M., Devos, T. & Smith E. R. (2000). Intergroup emotions: Explaining offensive action tendencies in an intergroup context. *Journal of Personality and Social Psychology*, 79, 602-616.

October 31: Minority Identity, Stigma, and Well-Being

Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review*, *90*, 608-630.

Branscombe, N. R., Schmitt, M. T., & Harvey, R. D. (1999). Perceiving pervasive discrimination among African Americans: Implications for group identification and well-being. *Journal of Personality and Social Psychology*, *77*, 135-149.

Leonardelli, G., & Brewer, M. B. (2001). Minority and majority discrimination: When and why. *Journal of Experimental Social Psychology*, *37*, 468-485.

Additional reading:

Jetten, J., Schmitt, M. T., Branscombe, N. R., & McKimmie, B. M. (2005). Suppressing the negative effect of devaluation on group identification: The role of intergroup differentiation and intragroup respect. *Journal of Experimental Social Psychology*, *41*, 208-215.

November 7: Motivation: Identity Threat and Identity Management

Tajfel, H., & Turner, J.C. (1986). The social identity theory of intergroup behavior. In S. Worchel & W. Austin (Eds.) *Psychology of intergroup relations* (pp. 7-24). Chicago: Nelson.

Branscombe, N. R., Ellemers, N., Spears, R., & Doosje, B. (1999). The context and content of social identity threat. In N. Ellemers, R. Spears, & B. Doosje (Eds.), *Social identity: Context, commitment, content* (pp. 35-58). Oxford: Blackwell.

Castano, E., & Giner-Sorolla, R. (2006). Not quite human: Infrahumanization in response to collective responsibility for intergroup killing. *Journal of Personality and Social Psychology*, *90*, 804-819.

Additional reading:

Pickett, C.L., Bonner, B., & Coleman, J. (2002). Motivated self-stereotyping: Heightened assimilation and differentiation needs result in increased levels of positive and negative self-stereotyping. *Journal of Personality and Social Psychology*, *82*, 543-562.

November 14: In-group Bias, Ethnocentrism, and Loyalty

Brewer, M. B. (2007). The importance of being we: Human nature and intergroup relations. *American Psychologist*, *62*, 728-738.

Shah, J. Y., Brazy, P. C., & Higgins, E. T. (2004). Promoting us or preventing them: Regulatory focus and manifestations of intergroup bias. *Personality and Social Psychology Bulletin*, *30*, 433-446.

Leach, C. W., Ellemers, N., & Barreto, M. (2007). Group virtue: The importance of morality (vs. competence and sociability) in the positive evaluation of in-groups. *Journal of Personality and Social Psychology*, *93*, 234-249.

Additional reading:

Brewer, M. B. (1999). The psychology of prejudice: Ingroup love or outgroup hate? *Journal of Social Issues*, *55*, 429-444.

Scheepers, D., Spears, R., Doosje, B., & Manstead, A. S. R. (2006). Diversity in in-group bias: Structural factors, situational features, and social functions. *Journal of Personality and Social Psychology*, *90*, 944-960.

November 21: Multiple Social Identities: Convergent, Nested, or Cross-cutting

Roccas, S., & Brewer, M. B. (2002). Social identity complexity. *Personality and Social Psychology Review*, *6*, 88-106.

Crisp, R., & Hewstone, M. (2000). Multiple social categorization. In M. Zanna (Ed.), *Advances in Experimental Social Psychology* (Vol. 39, pp. 163-254). Academic Press.

Van Bavel, J. J. & Cunningham, W. A. (2010). A social neuroscience approach to self and social categorisation: A new look at an old issue. *European Review of Social Psychology*, *21*, 237-284.

Additional Reading:

Mummendey, A., & Wenzel, M. (1999). Social discrimination and tolerance in intergroup relations. *Personality and Social Psychology Review*, *3*, 158-174.

November 28: Special topics

Based on your interests we will dedicate this week to a special topic in intergroup relations (e.g., social neuroscience, political psychology, organization behavior, advances in intergroup relations, individual differences, etc). This will also serve as a flex date if anything arises that forces us to cancel class (for instance, my wife is due to deliver a baby girl on or around this date).

December 5: Research Presentations

December 12: Research Presentations

Course website

Log in and you should see this course. If you don't, please let me know. Readings, grades, assignments and handouts will be posted online. There is also a discussion board for questions. If you have a question you can email me, or post it online. If several people email me a similar question I will post it on the website. Please treat the website as a collective resource to ask questions of common interest and share ideas with one another. If you have a dispute or concern with another member of the class, please email me directly and do not try to deal with it on the course website.

Academic Conduct

All work must be your own. Cheating or plagiarism will be reported through official university channels, and the consequences will be severe. If you are unwise enough to plagiarize, the minimum punishment is usually failure in the course. If the case of plagiarism or cheating is especially blatant, you may be expelled from the university. The papers and assignments are designed for what you can do based on what we are covering in this class and the skills you have already learned.