**Title of the course:** Intergroup relations

**Course code:** PSYM21-SO-102

**Head of the course:** Kende Anna

**Academic degree:** PhD

**Position:** Habil. associate professor

**MAB Status:** A (T)

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| **Az oktatás célja angolul** |

**Aim of the course:**

The aim of the course is to present social psychological explanations for intergroup relations, from the emergence of intergroup conflict to its resolution. We discuss the processes of social cognition, the motivations of intergroup distinction, the role of identity and emotions.

A further goal of the course is to present the methodological questions of measuring prejudice. We discuss targets of prejudice, and what it means to be a member of a minority group. We look at the similarities and differences between targets of prejudice. Finally, we look at the ways in which social psychology addressed intergroup conflicts and prejudice, and established the structural conditions of engagement in collective action.

**Learning outcome, competences**

knowledge:

* Basic concepts, famous experiments, theories of intergroup relations (conflicts, prejudice, prejudice reduction, collective action)
* Designing research in the area of intergroup relations
* Knowledge and application of methods in the area of intergroup relations

attitude:

* Openness to social psychological analysis of societal phenomena related to intergroup relations

skills:

* Conceptual and methodological knowledge and their applications

autonomy, responsibility:

* Students are able to form an opinion related to intergroup relations.
* When representing their opinion, they intend to reduce social exclusion and support tolerance, acceptance and empathy.

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| **Az oktatás tartalma angolul** |

**Topics of the course**

* Introduction: approaches to intergroup relations
* Social identity
* Motivated social cognition
* Stereotyping
* Prejudice expression
* Anti-Roma, anti-Semitic, and anti-Muslim attitudes
* Intergroup relations within organizations
* Intergroup contact theory
* Social interventions
* Attempts to reduce prejudice via harmony and political activism
* Intergroup helping and reconciliation

**Learning activities, learning methods**

Interactive classroom exercises

Critical reading of the literature

Group presentation in class

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| **A számonkérés és értékelés rendszere angolul** |

**Learning requirements, mode of evaluation, criteria of evaluation:**

requirements

* Active participation in class
* Reading of compulsory literature (50%)
* Group presentation (50%)

mode of evaluation: exam mark

criteria of evaluation:

* Quality and timely submission of assignments and presentation

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| **Idegen nyelven történő indítás esetén az adott idegen nyelvű irodalom:** |

**Compulsory reading list**

* Haslam, S. A., Powell, C., & Turner, J. (2000). Social identity, self‐categorization, and work motivation: rethinking the contribution of the group to positive and sustainable organisational outcomes. Applied Psychology, 49, 319-339.
* Duckitt, J., & Sibley, C. G. (2007). Right wing authoritarianism, social dominance orientation and the dimensions of generalized prejudice. European Journal of Personality, 21, 113–130.
* Brewer, M. B. (1999). The psychology of prejudice: Ingroup love and outgroup hate?. Journal of Social Issues, 55, 429-444.
* Crandall, C. S., & Eshleman, A. (2003). A justification-suppression model of the expression and experience of prejudice. Psychological Bulletin, 129, 414 - 446.
* Doosje, B., Zimmermann, A., Küpper, B., Zick, A., & Meertens, R. (2010). Terrorist threat and perceived Islamic support for terrorist attacks as predictors of personal and institutional out-group discrimination and support for anti-immigration policies–Evidence from 9 European countries. Revue Internationale de Psychologie Sociale, 22, 203-233
* Hogg, M. A., Van Knippenberg, D., & Rast, D. E. (2012). Intergroup leadership in organizations: Leading across group and organizational boundaries. Academy of Management Review, 37, 232-255
* Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. Journal of Personality and Social Psychology, 90, 751-783.
* Paluck, E. L., & Green, D. P. (2009). Prejudice reduction: What works? A review and assessment of research and practice. Annual review of psychology, 60, 339-367.
* van Zomeren, M. (2013). Four Core Social‐Psychological Motivations to Undertake Collective Action. Social and Personality Psychology Compass, 7, 378-388. doi: 10.1111/spc3.12031
* Nadler, A., & Halabi, S. (2006). Intergroup helping as status relations: Effects of status stability, identification, and type of help on receptivity to high-status group's help. Journal of Personality and Social Psychology, 91, 97.
* Shnabel, N., & Nadler, A. (2008). A needs-based model of reconciliation: satisfying the differential emotional needs of victim and perpetrator as a key to promoting reconciliation. Journal of Personality and Social Psychology, 94, 116 – 132

**Course-specific information (specific to a given lecture or seminar)**

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| **General data** |

**Specific (sub)title of the course (if relevant):**

**Specific (sub)code of the course (if relevant):**

**Date and place of the course:**

**Name of the lecturer:**

**Department of the lecturer:**

**Email of the lecturer:**

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| **Specific syllabus/schedule of the lecture/seminar (if relevant)** |



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| **Further specific information (eg. requirements) (if relevant)** |