

<b>Course Code</b>	HP4243
<b>Course Title</b>	Intergroup Relations
<b>Pre-requisites</b>	HP1000 Introduction to Psychology HP1100 Fundamentals of Social Science Research HP2100 Research Design and Data Analysis in Psychology HP2400 Social Psychology
<b>No of AUs</b>	4

### Course Aims

This course covers the social and psychological processes that influence how people perceive, categorize, and behave towards others based on group membership (ingroups or outgroups). The course content will focus especially on psychological and behavioral manifestations of problematic intergroup relations, such as stereotyping, prejudice, discrimination, and intergroup conflict. While prejudice and discrimination are typically associated with groups defined based on race and ethnicity, this course will also explore the psychology of intergroup relations in other domains, such as nationality, immigrant/local status, gender, religion, disability/illness status, and stigmatized traits. In addition to attending lectures, reading research articles, and preparing presentations of empirical papers, students will also be encouraged to develop their own research questions through class discussion and writing assignments. The final project of the course will involve the application of knowledge gained through course activities to the preparation of group research proposals.

### Intended Learning Outcomes (ILO)

By the end of this course, you (as a student) would be able to:

1. Describe central concepts, theories, methodologies and studies related to human intergroup psychological and behavioral processes, such as ingroup favoritism, stereotyping, prejudice, discrimination, and intergroup cooperation/competition.
2. Clearly communicate and explain psychological origins and mechanisms underlying various intergroup processes by applying various psychological theories and frameworks.
3. Critique concepts learned in the course through class discussions and written responses (i.e., thought papers).
4. Design research projects to test hypotheses regarding intergroup processes or how intergroup relations could be improved.

### Course Content

See *Weekly Schedule* section for list of major course topics and themes.

### Assessment (includes both continuous and summative assessment)

Component	ILO Tested	Related Programme LO or Graduate Attributes	Weighting	Team/Individual
1. Continuous Assessment 1 (CA1): Discussion participation and discussion questions	1, 2, 3	Competence, communication	25%	Individual

2. Continuous Assessment 2 (CA2): Discussion leadership	1, 2, 3	Competence, creativity, communication	15%	Team
3. Continuous Assessment 3 (CA3): Thought papers	2, 3	Competence, creativity	10%	Individual
4. Continuous Assessment 4 (CA4): Research paper presentation	1, 2, 3	Competence, communication	10%	Team
5. Continuous Assessment 5 (CA5) Research Proposal	1, 2, 3, 4	Competence, creativity, communication	40% (30% Written & 10% presentation)	Team
Total			100%	

#### Formative feedback

You will be given feedback on their continuous assessment items.

#### Learning and Teaching approach

Approach	How does this approach support you in achieving the learning outcomes?
<b>Discussion Participation and Discussion Questions</b>	Given that this is a discussion-based course, you will be evaluated on the quality of your contributions to class discussions. Also, before each class, you are expected to read the assigned articles and submit two discussion questions based on the readings. Discussion questions can be uploaded to the discussion forum on NTU Learn by 2:00pm on the day prior to the respective class. The purpose of these discussion questions is to promote critical consideration of the readings and to facilitate discussions during class. Discussion questions may pertain to the theoretical background of the article, implications of the findings, unanswered research questions, or relate the topics to real-world phenomena and events (e.g., how the processes being studied may apply to intergroup relations in Singapore or current events). Discussion questions and participation will be evaluated on depth, reflection of understanding of the readings, and potential for generating productive in-class discussions.
<b>Discussion Leadership</b>	You will serve as a discussion leader for one class during the semester with a group of 2 to 3 students. Discussion leaders are responsible for the following:

	<p>1) Receiving and compiling discussion questions for the upcoming class. Discussion leaders will email me a copy of the submitted discussion questions before the day of class. During class, discussion leaders will refer to a selection of submitted discussion questions to stimulate discussion of the articles and themes.</p> <p>2) Preparing summary presentations of the week's assigned articles. These presentations are not intended to be comprehensive reviews of entire articles. Instead, the summaries should seek to highlight and remind the class of the key points of the readings and serve as a basis for initiating discussion.</p> <p>3) Finally, discussion leaders will be responsible for facilitating and guiding thought-provoking discussions around the week's topics and readings during class.</p>
<b>Thought Papers</b>	<p>During the semester, you will be responsible for submitting one short paper (4-5 double-spaced pages) on one of the class topics of your choosing. The short paper should present your thoughts and reflections on the content of the week's readings. For example, you may extend the theories and findings of the readings to discuss how they may apply to other phenomena, link the readings to real-world intergroup conflicts and issues, explore some missing element or concepts in the readings, or briefly propose a study to examine a key question inspired by the readings.</p> <p>Short papers for the readings on a given week will be due to me (via Turnitin or NTU Learn) <i>before</i> the next class. For instance, if you choose to write a thought paper for the readings on Week 4, that paper would be due before we meet for class to discuss those readings.</p>
<b>Research Paper Presentation</b>	<p>Once during the semester, you and a partner will provide a 15-minute conference-style presentation of an empirical research paper to the class. You will be responsible for reading the paper, designing the presentation, and delivering the presentation to the class. You will be evaluated on the presentation's clarity, organization, and accuracy in summarizing the theoretical background, methods, key findings, and implications of the paper.</p>
<b>Research Proposal</b>	<p>You will write a group research proposal (3 to 4 students per group) of an empirical research study on a topic pertaining to intergroup relations. The proposal should consist of a clearly defined research question, an introduction to motivate the proposal and support the hypotheses, a methods section, and description of anticipated results. You should also explain how the proposed research would contribute to theory and knowledge pertaining to your topic, and its practical implications (e.g., how could this knowledge help to address some intergroup problem or conflict?). The length of the written proposal should be approximately 15 double-spaced pages (excluding cover page and references).</p> <p>On the last day of class (Week 13), each group will give a presentation of their proposal to the class (approximately 15 minutes for each group). Each member of the group will be required to present a section of the proposal.</p>

**Reading and References**

All assigned readings should be completed before we meet for their assigned date of class, since we will be discussing the readings that day.

You will also be assigned original research papers to read throughout the course, which can be accessed from the course's NTU Learn site.

---

### **Course Policies and Student Responsibilities**

---

#### **Attendance/Absenteeism**

This course revolves around class discussions. Accordingly, class attendance and participation in discussions are critical for success in the course.

If you expect to miss a class, please inform me and the discussion leaders for that week's class as earliest as possible. If you already foresee that you will be missing numerous classes during the semester, you should consider enrolling in this class in another semester instead.

#### **Late Assignments**

Late assignments will not be accepted. Exceptions will be considered (but not guaranteed) for extraordinary health and personal circumstances. A doctor's note recommending a few days of leave is not sufficient since you have ample time throughout the semester to prepare for major assignments.

#### **Readings for the Course**

To ensure that you can get the most out of class discussions, please complete all assigned readings before class. For example, please complete the assigned readings for Week 3 before we meet at a class for Week 3 to discuss these readings and related topics.

#### **Respectful Discussions**

This course involves explorations and discussions of some issues and topics that may be sensitive in nature, such as stereotypes, prejudice, discrimination, social inequalities, and conflicts based on race, nationality, religion and political ideologies. These are complicated issues that do not lend themselves to simple explanations or solutions. Furthermore, other people's personal experiences around these issues may be very different from your own. As such, please be respectful and open-minded of the opinions and perspectives of your classmates. You should seek to approach disagreements in a constructive and scientific manner.

#### **Mutual Communication**

I expect you to be open in communicating to me challenges you may be having in the course. If you are having difficulties with the course requirements or have concerns regarding your performance, please talk to me as soon as possible. The longer you delay, the less opportunities we will have to try to address your concerns.

#### **Office Hours**

Office hours will be scheduled by appointment. Please email me or approach me before/after class to set up a time to meet for office hours.

---

### **Academic Integrity**

---

Good academic work depends on honesty and ethical behaviour. The quality of your work as a student relies on adhering to the principles of academic integrity and to the NTU Honour Code, a

set of values shared by the whole university community. Truth, Trust and Justice are at the core of NTU's shared values.

As a student, it is important that you recognize your responsibilities in understanding and applying the principles of academic integrity in all the work you do at NTU. Not knowing what is involved in maintaining academic integrity does not excuse academic dishonesty. You need to actively equip yourself with strategies to avoid all forms of academic dishonesty, including plagiarism, academic fraud, collusion and cheating. If you are uncertain of the definitions of any of these terms, you should go to the [academic integrity website](#) for more information. Consult your instructor(s) if you need any clarification about the requirements of academic integrity in the course.

### Plagiarism/Academic Dishonesty

Plagiarism and academic dishonesty will not be tolerated. For written assignments, do not simply copy or paraphrase other people's ideas and words as your own. Be sure to cite and quote other people's work that you refer to in your own writing. Your written assignments will be screened for plagiarism.

### Peer Assessments for Group Assignments

For major group assignments (e.g., research proposal project, discussion leadership and paper presentations), each group member will be expected to submit an independent report of other members' contributions. Copies of these peer evaluation forms are available in the appendix. The ratings from these peer assessments will be used to moderate (increase or decrease) the individual mark you received for the assignment. If your peers report that you exceeded expectations and played a positive role in progressing the project, then you may receive additional marks proportional to how much your average ratings exceed the overall middle rating of '3'. Conversely, if your peers report that you failed to meet expectations or even hindered the project, then you may receive lower marks proportional to how much your average ratings fell below the overall middle rating of '3'. Please contact me earlier during the project if you encounter conflicts or challenges working with peers in your group. If it appears that a group may be singling out an individual member for blame on the peer assessments, I will get in touch with the group members. Thus, please provide clear rationale and examples for poor assessments you assign to peers.

### Planned Weekly Schedule

Week	Topic	Course LO	Readings/ Activities
1	Introduction and basic concepts	1, 2, 3, 4	Introduction to the course. Lecture on foundational concepts and theories related to intergroup processes.
2	Origins of intergroup bias	1, 2, 3, 4	Brewer, M. B. (1999). The psychology of prejudice: Ingroup love or outgroup hate? <i>Journal of Social Issues</i> , 55, 429-444. Miller, S. L., Maner, J. K., & Becker, D. V. (2010). Self-protective biases in group categorization: Threat cues shape the psychological boundary between "us" and "them". <i>Journal of Personality and Social Psychology</i> , 99(1), 62-77. Alves, H., Koch, A., & Unkelbach, C. (2018). A cognitive-ecological explanation of intergroup

			<p>biases. <i>Psychological Science</i>, 29(7), 1126-1133.</p> <p><u>Article for Presentation:</u>  Huang, J. Y., Sedlovskaya, A., Ackerman, J. M., &amp; Bargh, J. A. (2011). Immunizing against prejudice: Effects of disease protection on attitudes toward out-groups. <i>Psychological Science</i>, 22(12), 1550-1556.  Lecture, class discussion, and paper presentations.</p>
3	Us and them: Intergroup perception and categorization	1, 2, 3, 4	<p>Bernstein, M. J., Young, S. G., &amp; Hugenberg, K. (2007). The cross-category effect: Mere social categorization is sufficient to elicit an own-group bias in face recognition. <i>Psychological Science</i>, 18(8), 706-712.</p> <p>Chen, J. M., de Paula Couto, M. C. P., Sacco, A. M., &amp; Dunham, Y. (2018). To be or not to be (black or multiracial or white) cultural variation in racial boundaries. <i>Social Psychological and Personality Science</i>, 9(7), 763-772.</p> <p>Devos, T., &amp; Banaji, M. R. (2005). American=White? <i>Journal of Personality and Social Psychology</i>, 88(3), 447-466.</p> <p><u>Article for Presentation:</u>  Krosch, A. R., &amp; Amodio, D. M. (2014). Economic scarcity alters the perception of race. <i>Proceedings of the National Academy of Sciences</i>, 111(25), 9079-9084.  Mahajan, N., &amp; Wynn, K. (2012). Origins of “us” versus “them”: Prelinguistic infants prefer similar others. <i>Cognition</i>, 124(2), 227-233.  Lecture, class discussion, and paper presentations.</p>
4	Stereotypes: Acquisition and application	1, 2, 3, 4	<p>Becker, S. W., &amp; Eagly, A. H. (2004). The heroism of women and men. <i>American Psychologist</i>, 59(3), 163-178.</p> <p>Henderson-King, E. I., &amp; Nisbett, R. E. (1996). Anti-black prejudice as a function of exposure to the negative behavior of a single black person. <i>Journal of Personality and Social Psychology</i>, 71(4), 654-664.</p> <p>Macrae, C. N., Milne, A. B., &amp; Bodenhausen, G. V. (1994). Stereotypes as energy-saving devices: a peek inside the cognitive toolbox. <i>Journal of Personality and Social Psychology</i>, 66(1), 37-47.</p> <p><u>Articles for Presentation</u>  Hester, N., &amp; Gray, K. (2018). For Black men, being tall increases threat stereotyping and</p>

			<p>police stops. <i>Proceedings of the National Academy of Sciences</i>, 115(11), 2711-2715.</p> <p>Lecture, class discussion, and paper presentations.</p>
5	Motivational bases of intergroup bias	1, 2, 3, 4	<p>Fein, S., &amp; Spencer, S. J. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. <i>Journal of Personality and Social Psychology</i>, 73(1), 31-44.</p> <p>Greenberg, J., Pyszczynski, T., Solomon, S., Rosenblatt, A., Veeder, M., Kirkland, S., &amp; Lyon, D. (1990). Evidence for terror management theory II: The effects of mortality salience on reactions to those who threaten or bolster the cultural worldview. <i>Journal of Personality and Social Psychology</i>, 58(2), 308-318.</p> <p>Hogg, M. A., Sherman, D. K., Dierselhuis, J., Maitner, A. T., &amp; Moffitt, G. (2007). Uncertainty, entitativity, and group identification. <i>Journal of Experimental Social Psychology</i>, 43(1), 135-142.</p> <p><u>Articles for Presentation</u></p> <p>Hayes, J., Schimel, J., &amp; Williams, T. J. (2008). Fighting death with death: The buffering effects of learning that worldview violators have died. <i>Psychological Science</i>, 19(5), 501-507.</p> <p>Monin, B., &amp; Miller, D. T. (2001). Moral credentials and the expression of prejudice. <i>Journal of Personality and Social Psychology</i>, 81(1), 33.</p> <p>Lecture, class discussion, and paper presentations.</p>
6	Belief systems and ideologies	1, 2, 3, 4	<p>Chao, M. M., Hong, Y. Y., &amp; Chiu, C. Y. (2013). Essentializing race: Its implications on racial categorization. <i>Journal of Personality and Social Psychology</i>, 104(4), 619-634.</p> <p>McCoy, S. K., &amp; Major, B. (2007). Priming meritocracy and the psychological justification of inequality. <i>Journal of Experimental Social Psychology</i>, 43(3), 341-351.</p> <p>Richeson, J. A., &amp; Nussbaum, R. J. (2004). The impact of multiculturalism versus color-blindness on racial bias. <i>Journal of Experimental Social Psychology</i>, 40(3), 417-423.</p> <p><u>Articles for Presentation</u></p> <p>Halperin, E., Russell, A. G., Trzesniewski, K. H., Gross, J. J., &amp; Dweck, C. S. (2011). Promoting the Middle East peace process by changing</p>

			<p>beliefs about group malleability. <i>Science</i>, 333(6050), 1767-1769.</p> <p>Wilton, L. S., Apfelbaum, E. P., &amp; Good, J. J. (2019). Valuing differences and reinforcing them: Multiculturalism increases race essentialism. <i>Social Psychological and Personality Science</i>, 10(5), 681-689.</p> <p>Lecture, class discussion, and paper presentations.</p>
7	A prejudiced personality? The role of individual differences	1, 2, 3, 4	<p>Gollwitzer, A., Marshall, J., Wang, Y., &amp; Bargh, J. A. (2017). Relating pattern deviancy aversion to stigma and prejudice. <i>Nature Human Behaviour</i>, 1(12), 920-927.</p> <p>Livingston, R. W., &amp; Drwecki, B. B. (2007). Why are some individuals not racially biased? Susceptibility to affective conditioning predicts nonprejudice toward Blacks. <i>Psychological Science</i>, 18(9), 816-823.</p> <p>Thomsen, L., Green, E. G., &amp; Sidanius, J. (2008). We will hunt them down: How Social Dominance Orientation and Right-Wing Authoritarianism fuel ethnic persecution of immigrants in fundamentally different ways. <i>Journal of Experimental Social Psychology</i>, 44(6), 1455-1464.</p> <p><u>Articles for Presentation</u></p> <p>Miller, S. L., Zielaskowski, K., &amp; Plant, E. A. (2012). The basis of shooter biases: Beyond cultural stereotypes. <i>Personality and Social Psychology Bulletin</i>, 38(10), 1358-1366.</p> <p>Lecture, class discussion, and paper presentations.</p>
	Recess Week (NO CLASS)		
8	The neural and biological bases of intergroup processes	1, 2, 3, 4	<p>Cheon, B. K., Livingston, R. W., Hong, Y. Y., &amp; Chiao, J. Y. (2014). Gene x environment interaction on intergroup bias: The role of 5-HTTLPR and perceived outgroup threat. <i>Social Cognitive and Affective Neuroscience</i>, 9(9), 1268-1275.</p> <p>De Dreu, C. K., Greer, L. L., Van Kleef, G. A., Shalvi, S., &amp; Handgraaf, M. J. (2011). Oxytocin promotes human ethnocentrism. <i>Proceedings of the National Academy of Sciences</i>, 108(4), 1262-1266.</p> <p>Hughes, B. L., Ambady, N., &amp; Zaki, J. (2017). Trusting outgroup, but not ingroup members, requires control: neural and behavioral evidence. <i>Social cognitive and affective neuroscience</i>, 12(3), 372-381.</p> <p><u>Articles for Presentation</u></p>

			<p>McDonald, M. M., Asher, B. D., Kerr, N. L., &amp; Navarrete, C. D. (2011). Fertility and intergroup bias in racial and minimal-group contexts: Evidence for shared architecture. <i>Psychological Science</i>, 22, 860-865.</p> <p>Harris, L. T., &amp; Fiske, S. T. (2006). Dehumanizing the lowest of the low neuroimaging responses to extreme outgroups. <i>Psychological Science</i>, 17(10), 847-853.</p> <p>Lecture, class discussion, and paper presentations.</p>
9	Cultural influences on intergroup processes	1, 2, 3, 4	<p>Falk, C. F., Heine, S. J., &amp; Takemura, K. (2014). Cultural variation in the minimal group effect. <i>Journal of Cross-Cultural Psychology</i>, 45(2), 265-281.</p> <p>Roets, A., Au, E. W., &amp; Van Hiel, A. (2015). Can authoritarianism lead to greater liking of outgroups? The intriguing case of Singapore. <i>Psychological Science</i>, 26(12), 1972-1974.</p> <p>Yang, L. H., Purdie-Vaughns, V., Kotabe, H., Link, B. G., Saw, A., Wong, G., &amp; Phelan, J. C. (2013). Culture, threat, and mental illness stigma: identifying culture-specific threat among Chinese-American groups. <i>Social Science &amp; Medicine</i>, 88, 56-67.</p> <p>Yuki, M., Maddux, W. W., Brewer, M. B., &amp; Takemura, K. (2005). Cross-cultural differences in relationship- and group-based trust. <i>Personality and Social Psychology Bulletin</i>, 31(1), 48-62.</p> <p><u>Articles for Presentation</u></p> <p>Wong, R. Y. M., &amp; Hong, Y. Y. (2005). Dynamic influences of culture on cooperation in the prisoner's dilemma. <i>Psychological Science</i>, 16(6), 429-434.</p> <p>Lecture, class discussion, and paper presentations.</p>
10	Coming face to face: Intergroup interactions	1, 2, 3, 4	<p>Richeson, J. A., &amp; Trawalter, S. (2005). Why do interracial interactions impair executive function? A resource depletion account. <i>Journal of Personality and Social Psychology</i>, 88(6), 934-947.</p> <p>Saguy, T., Dovidio, J. F., &amp; Pratto, F. (2008). Beyond contact: Intergroup contact in the context of power relations. <i>Personality and Social Psychology Bulletin</i>, 34(3), 432-445.</p> <p>Wölfer, R., Christ, O., Schmid, K., Tausch, N., Buchalik, F. M., Vertovec, S., &amp; Hewstone, M. (2019). Indirect contact predicts direct contact: Longitudinal evidence and the</p>

			<p>mediating role of intergroup anxiety. <i>Journal of Personality and Social Psychology</i>, 116(2), 277-295.</p> <p><u>Article for Presentation:</u>  Vorauer, J. D., &amp; Sasaki, S. J. (2009). Helpful only in the abstract? Ironic effects of empathy in intergroup interaction. <i>Psychological Science</i>, 20(2), 191-197.</p> <p>Lecture, class discussion, and paper presentations.</p>
11	Perspectives from the receiving end: Experiencing stereotypes and discrimination	1, 2, 3, 4	<p>Cheryan, S., &amp; Bodenhausen, G. V. (2000). When positive stereotypes threaten intellectual performance: The psychological hazards of “model minority” status. <i>Psychological Science</i>, 11(5), 399-402.</p> <p>Cole, S. W., Kemeny, M. E., &amp; Taylor, S. E. (1997). Social identity and physical health: accelerated HIV progression in rejection-sensitive gay men. <i>Journal of Personality and Social Psychology</i>, 72(2), 320-335.</p> <p>Crocker, J., Cornwell, B., &amp; Major, B. (1993). The stigma of overweight: affective consequences of attributional ambiguity. <i>Journal of Personality and Social Psychology</i>, 64(1), 60-70.</p> <p><u>Articles for Presentation:</u>  Salvatore, J., &amp; Shelton, J. N. (2007). Cognitive costs of exposure to racial prejudice. <i>Psychological Science</i>, 18(9), 810-815.</p> <p>Lecture, class discussion, and paper presentations.</p>
12	How do we improve intergroup relations?	1, 2, 3, 4	<p>Paluck, E. L. (2009). Reducing intergroup prejudice and conflict using the media: a field experiment in Rwanda. <i>Journal of Personality and Social Psychology</i>, 96(3), 574-587.</p> <p>Prati, F., Crisp, R. J., &amp; Rubini, M. (2015). Counter-stereotypes reduce emotional intergroup bias by eliciting surprise in the face of unexpected category combinations. <i>Journal of Experimental Social Psychology</i>, 61, 31-43.</p> <p>Wang, C. S., Kenneth, T., Ku, G., &amp; Galinsky, A. D. (2014). Perspective-taking increases willingness to engage in intergroup contact. <i>PLoS one</i>, 9(1), e85681.</p> <p><u>Articles for Presentation:</u>  Birtel, M. D., &amp; Crisp, R. J. (2012). “Treating” prejudice: An exposure-therapy approach to reducing negative reactions toward stigmatized groups. <i>Psychological Science</i>, 23(11), 1379-1386.</p>

			Class discussion and paper presentations, but NO lecture. Second half of class will be open for students to work on research proposals.
13	Research proposal presentations	1, 2, 3, 4	Presentation of research proposals by each group of students. Written research proposals due to me before class today.