

HDFS 3141: Developmental Approaches to Intergroup Relations and Victimization
Undergraduate Building 209
Tues. 4:00-6:30pm

Instructor: Dr. Alaina Brenick
Office: 516 Hartford Times Building
Office Hours: Tues. 3:15-4:00pm, or by appointment
Email: alaina.brenick@uconn.edu

Course Description and Goal: This course addresses the critical issues of diversity and social justice in the lives of children and families. The overall goal of this course is to strengthen students' critical thinking skills and to expand their knowledge base on issues pertaining to the relations between diverse groups of youth. The materials covered in this course will explore the theoretical and empirical underpinnings of intergroup inequalities through victimization, discrimination, bullying, and exclusion. Further, they will address the various social-ecological influences (e.g., identity development, parent and society norms, diversity density) that work to facilitate such inequalities or to combat them. The course has an established theoretical framework and concepts that will help to create a dialogue between students and instructor and between other students. Course instruction includes lectures, readings, group activities, media, homework, and other activities.

Course Objectives:

- To gain a better understanding of the developmental and social psychological theories of the fundamental processes involved in intergroup relations.
- To understand the cognitive, affective, and social underpinnings of intergroup dynamics.
- To explore experiences of intergroup inequalities- discrimination, victimization, bullying, and exclusion.
- To examine the theoretical approaches to improving intergroup relations and tolerance.
- To have students develop a plan of action to promote positive intergroup relations through their expanded knowledge of and sensitivity to issues related to human diversity, multiculturalism, and systems of oppression.

Assigned Readings:

- There is no text for this class- only assigned readings, which you will find on Husky CT. <https://lms.uconn.edu/>. You will need your NetID and password to log into both websites.
- Additional readings may be assigned throughout the semester and will be made available on HuskyCT as well.

Course Requirements and Grading:

Reading Assignments

The reading assignments for each week are listed on the attached course calendar. Readings are to be completed for the day indicated. Be prepared to discuss the readings on the day they are due, so be prepared by doing the reading prior to class.

COURSE GRADING/REQUIREMENTS:

- 25% Class Leadership (your choice of topic)
- 20% Class Participation & Discussion Questions
- 35% Intervention Proposal (5-7 pages)
- 20% Article Review (2-3 pages)

CLASS LEADERSHIP (25%)

On your assigned day, you will have responsibility for leading the class in activities and discussion of the topic material. You may review the chapter readings, articles, lead discussion, analyze a case study, argue appropriate policy actions, show some relevant web sites or a short film clip, etc. This time should be **interactive**. You may break the class into smaller groups for activities and exercises. Know that your classmates will have read the assigned chapter readings for the week. Please coordinate your plan for the class (as well as any technological needs) with the instructor at least one week in advance. You will be graded on the basis of preparation and the outcome of your classes (i.e., Did you engage your classmates? Was there good critique of the readings? Did we learn something?). Be creative!

CLASS PARTICIPATION & DISCUSSION QUESTIONS (20%)

This is an honors seminar course, and therefore will entail a highly interactive classroom setting. Students are expected to attend all classes, be on time, come prepared (i.e., having completed all readings and considered how to discuss them), and participate actively and constructively. All students who are not leading class should bring 2 written discussion questions on the assigned reading for the day (submitted online by Friday night prior to class).

Throughout the semester various assessments will be conducted during class time. Assessments may take the form of quizzes, worksheets, peer reviews, in-class debates and discussions, etc. You must be present in order to participate in the in-class activities. The majority of in-class activities will be based off lectures or the assigned readings for that day, so make sure to read prior to class. In-class activities cannot be made up.

INTERVENTION PROPOSAL (35%)

The paper should be approximately **5-7 double-spaced**, typed pages (plus references). Follow APA format in your writing, as outlined in the APA (2010; 6th ed.) *Publication Manual*. The topic is up to you, but it should provide a review (at least 5 primary journal articles) of an area of intergroup relations in youth and justify the proposed intervention.

The paper will require you to conduct a literature search and become familiar with the UConn library resources: <http://www.lib.uconn.edu/> **ALL PAPERS MUST BE HARD COPY – NO EMAILED PAPERS ACCEPTED.**

ARTICLE REVIEW (20%)

This assignment will be approximately **2-3 pages (double spaced)** in length. You may critique an article from the assigned readings list or you may select a foundational theoretical (primary source only) or empirical article in your field of interest (must be approved in advance by the professor).

All written assignments must be turned in through "Safe Assign" (under course tools on HuskyCT and receive a rating of less than 15% non-original material BEFORE they can be turned in to me in hard copy format. Thus, all papers must first clear the 15% mark and THEN a hard copy of the paper should be turned in with me in class.

NOTE: a rating of 15% non-original material in your paper does NOT mean that your paper is free from plagiarism, this is simply a first step to help you identify areas of your writing that require additional editing.

GRADES AND REQUIREMENTS

This is a 3-credit, letter-graded course, based on the following grade scale:

A+	=97-100%	B+	=87-89%	C+	=77-79%	D+	=67-69%	F	≤59%
A	=93-96%	B	=83-86%	C	=73-76%	D	=63-66%		
A-	=90-92%	B-	=80-82%	C-	=70-72%	D-	=60-62%		

Be sure to address any concerns with your assignment grades in a timely manner (e.g., not after the semester has ended).

NOTE: This is an Honors seminar. All students enrolled in the course, regardless of whether they are in the Honors Program, will receive Honors credit if they earn a B- or above, so all will be held to the same high level of expectations.

COURSE POLICIES

Students with Disabilities. If you are a student with a documented physical or learning disability that requires accommodation, please provide me with the appropriate documentation from Student Support Services by **TUESDAY, SEPTEMBER 6th** so that we can make the necessary arrangements. If you have a disability and have not yet registered with the University, please contact Student Support Services promptly.
<http://hartford.uconn.edu/sss/index.html>

Religious Observances. Students should not be penalized for participation in religious observances. If religious observances during the semester conflict with class attendance or assignment completion, please contact me by **TUESDAY, SEPTEMBER 6th** so that we can make the necessary arrangements.

Attendance and Make-up Exams/Assignments. Exam questions may be taken from class lectures and discussions. It is up to the individual student to attend each class session, and to obtain class notes and information from other class members when class is missed. *Note that you may **NOT** make up classroom activities or exams for which you are absent unless you notify the instructor **PRIOR** to class, **AND, within 1 week, provide written documentation that your absence complies with the University of Connecticut policy.** In exceptional circumstances, the prior notification requirement may be waived.*

Paper Format. APA format is required for all papers. Information about APA format is available at: <http://www.apastyle.org>. A good crib sheet can be found here: <http://www.wooster.edu/psychology/apa->

crib.html, but it is not all-inclusive. If you are unfamiliar with APA format, I suggest you go to the library and look at the APA Publication Manual (6th ed.).

Paper Submission/Late Assignments. All assignments are to be printed and turned in at the start (i.e. the first 5 minutes) of class the day the assignment is due. I do not accept email submission of assignments. Computer problems, errors, etc. do not count as a legitimate excuse for failing to turn in your assignment on time.

- Late assignments will be penalized 5% for each day beyond the deadline

Writing Assistance. Good writing skills are an essential part of a college education. I will be grading your assignments with the expectation that you are able to clearly convey your message. All UConn students are invited to visit the University Writing Center for individualized tutorials. The Writing Center staff work with writers at any stage of the writing process, from exploring ideas to polishing final drafts. For hours, locations, and more information, please go to writingcenter.uconn.edu.

Extra Credit. Extra credit opportunities will be announced to the class as they arise. These opportunities are not guaranteed. If these opportunities arise, in addition to participating in the study, you must write a 1-2 page reflection paper about the experience. Students may only complete **ONE** extra credit assignment during the semester. Details of these opportunities will be announced in class **if** and when they arise.

Technology. All cell phones must be turned off while in class. Laptops/tablets may not be used in class. Texting, browsing, emailing, etc., on your phone and laptop is a distraction to the learning environment.

Emails. Emails to the instructor should be written professionally. You should include a salutation that addresses me by name (e.g. Hello Prof. Brenick,) and a closing that clearly identifies who you are.

ACADEMIC INTEGRITY

In this course we aim to conduct ourselves as a community of scholars, recognizing that academic study is both an intellectual and ethical enterprise. You are encouraged to build on the ideas and texts of others; that is a vital part of academic life. You are also obligated to document every occasion when you use another's ideas, language, or syntax. You are encouraged to study together, discuss readings outside of class, share your drafts during peer review and outside of class, and go to the Writing Center with your drafts. In this course, those activities are well within the bounds of academic honesty. However, when you *use* another's ideas or language—whether through direct quotation, summary, or paraphrase—you must formally acknowledge that debt by signaling it with a standard form of academic citation. Even one occasion of academic dishonesty, large or small, on *any* assignment, large or small, will result in failure for the entire course and referral to Student Judicial Affairs. For University policies on academic honesty, please see UConn's *Responsibilities of Community Life: The Student Code* and the Office of Community Standards: <http://www.community.uconn.edu>

Tentative Schedule

Subject to change.

Week of	Topic	Readings Due for this Class
8/28	Introduction to Course, APA, Theoretical Approaches	
9/4	Introduction to Course, APA, Developmental and Social Theoretical Approaches to Intergroup Relations	Durkin, 1995 Garcia Coll, 1995
9/11	NO CLASS	
9/18	Developmental and Social Theoretical Approaches to Intergroup Relations	Durkin, 1995 Garcia Coll, 1995
9/25	Cognitive Processes	Bigler & Liben, 2007 Liben & Signorella, 1980 Dunham, Baron, Carey, 2011
10/2	Social Identity Development and Groups	Nesdale, 2004 Brenick & Killen, 2014 Knisfeld & Juvonen, 2015
10/9	Group Dynamics and Group Norms	Abrams, 2011 Degner & Dalege, 2013 Brenick & Romano, 2016
10/16	Bullying, Exclusion, and Victimization	Killen, Mulvey, Hitti, 2013 Elamé, 2013 Horn, 2008
10/23	Threat and Anxiety	Riek, Mania, Gaertner, 2006 Durkin et al, 2012 Swart, Hewstone, Christ, & Voci, 2011
10/30	Empathy	Stephan & Finlay, 1999 Masten, Gillen-O'Neel, & Spears Brown, 2010 Sierksma, Thijs, Verkuyten, 2014
11/6	Context & Minority/Majority Experiences	Kinket & Verkuyten, 1999 Brenick et al., 2012 Verkuyten, 2014
11/13	Improving Intergroup Relations	Pettigrew, Tropp, Wagner, & Christ, 2011 Guerra, et al, 2010 Rutland & Killen, 2015 Berger, Brenick, & Tarrasch, 2018
11/20	NO CLASS	BREAK
11/27	Improving Intergroup Relations	Verkuyten & Thijs, 2013 Beelman & Heinemann, 2014 Hawley, 1995 Livingston, 2011
12/4	Final Reflections on Moving Forward	Intervention Presentations

References by Course Topic

Developmental and Social Theoretical Approaches to Intergroup Relations

- Durkin, K. (1995). Introduction. In K. Durkin, *Developmental social psychology* (pp. 1-37). Malden, MA: Blackwell Publishing Ltd.
- Garcia Coll, C. T. (1995). Developmental processes and their influence on interethnic and interracial relations. In W. D. Hawley & A. W. Jackson (Ed.), *Toward a common destiny: improving race and ethnic relations in America* (pp. 103-130). San Francisco, CA: Jossey-Bass.

Cognitive Processes

- Bigler, R. S., & Liben, L. S. (2007). Developmental intergroup theory: explaining and reducing children's social stereotyping and prejudice. *Current Directions in Psychological Science*, *16*(3), 162-166.
- Liben, L. S., & Signorella, M. L. (1980). Gender-related schemata and constructive memory in children. *Child Development*, *51*, 11-18.
- Dunham, Y., Baron, A. S., & Carey, S. (2011). Consequences of "minimal" group affiliations in children. *Child Development*, *82*, 793-811.

Social Identity Development and Groups

- Nesdale, D. (2004). Social identity processes and children's ethnic prejudice. In M. Bennett & F. Sani, *The development of the social self* (pp. 219-245). New York, NY: Psychology Press.
- Brenick, A., & Killen, M. (2014). Moral judgments about Jewish-Arab intergroup exclusion: the role of cultural identity and contact. *Developmental Psychology*, *50*(1), 86-99.
- Knisfeld, C. A. & Juvonen, J. (2014). Social identity complexity, cross-ethnic friendships, and intergroup attitudes in urban middle schools. *Child Development*, *85*, 709-721.

Group Dynamics and Group Norms

- Abrams, D. (2011). Wherein lies children's intergroup bias? Egocentrism, social understanding, and social projection. *Child Development*, *82*(5), 1579-1593.
- Degner, J., & Dalege, J. (2013). The apple does not fall far from the tree, or does it? A meta-analysis of parent-child similarity in intergroup attitudes. *Psychological Bulletin*, *139*(6), 1270-1304.
- Brenick, A., & Romano, K. (in press). Perceived peer and parent outgroup norms, cultural identity, and adolescents' reasoning about peer intergroup exclusion. *Child Development*.

Bullying, Exclusion, and Victimization

- Killen, M., Mulvey, K. L., & Hitti, A. (2013). Social exclusion in childhood: a developmental intergroup perspective. *Child Development*, *84*(3), 772-790.
- Elamé, E. (2013). *Discriminatory bullying*. Italia: Springer-Verlag.
- Horn, S. S. (2008). The multifaceted nature of sexual prejudice: how adolescents reason about sexual orientation and sexual prejudice. In S. R. Levy & M. Killen (Ed.), *Intergroup attitudes and relations in childhood through adulthood* (pp. 173-188). Oxford, UK: Oxford University Press.

Threat and Anxiety

- Riek, B. M., Mania, E. W., & Gaertner S. L. (2006). Intergroup threat and outgroup attitudes: a meta-analytic review. *Personality and Social Psychology Review*, *10*(4), 336-353.
- Durkin, K., Nesdale, D., Dempsey, G., & McLean, A. (2012). Young children's responses to media representations of intergroup threat and ethnicity. *British Journal of Developmental Psychology*, *30*, 459-476.
- Swart, H., Hewstone, M., Christ, O., & Voci, A. (2011). Affective mediators of intergroup contact: a three-wave longitudinal study in South Africa. *Journal of Personality and Social Psychology*, *101*(6), 1221-1238.

Empathy

- Stephan, W. G., & Finlay, K. (1999). The role of empathy in improving intergroup relations. *Journal of Social Issues*, *55*(4), 729-743.

Masten, C. L., Gillen-O'Neel, C., & Spears Brown, C. (2010). Children's intergroup empathic processing: the roles of novel ingroup identification, situation distress, and social anxiety. *Journal of Experimental Child Psychology, 106*, 115-128.

Sierksma, J., Thijs, J., & Verkuyten, M. (2014). Children's intergroup helping: the role of empathy and peer group norms. *Journal of Experimental Child Psychology, 126*, 369-383.

Context & Minority/Majority Experiences

Kinket, B., & Verkuyten, M. (1999). Intergroup evaluations and social context: a multilevel approach. *European Journal of Social Psychology, 29*, 219-237.

Brenick, A., Titzmann, P. F., Michel, A., & Silbereisen, R. K. (2012). Perceptions of discrimination by young Diaspora migrants. *European Psychologist, 17*(2), 105-119.

Verkuyten, M. (2014). Ethnic discrimination and social validation. In M. Verkuyten, *Identity and cultural diversity: what social psychology can teach us* (pp. 67-86). New York, NY: Routledge.

Improving Intergroup Relations I

Pettigrew, T. F., Tropp, L. R., Wagner, U., & Christ, O. (2011). Recent advances in intergroup contact theory. *International Journal of Intercultural Relations, 35*, 271-280.

Berger, R., Brenick, A., & Tarrasch, R. (2018). Reducing stereotyping and prejudiced attitudes in Israeli-Jewish elementary school children with a mindfulness and compassion-based social-emotional program. *Mindfulness*. <https://doi.org/10.1007/s12671-018-0919-y>

Guerra, R., Rebelo, M., Monteiro, M. B., Riek, B. M., Mania, E. W., Gaertner, S. L., & Dovidio, J. F. (2010). How should intergroup contact be structured to reduce bias among majority and minority group children? *Group Processes & Intergroup Relations, 13*(4), 445-460.

Rutland, A., & Killen, M. (2015). A developmental science approach to reducing prejudice and social exclusion: intergroup processes, social-cognitive development, and moral reasoning. *Social Issues and Policy Review, 9*(1), 121-154.

Improving Intergroup Relations II

Verkuyten, M., & Thijs, J. (2013). Multicultural education and inter-ethnic attitudes: an intergroup perspective. *European Psychologist, 18*(3), 179-190.

Beelman, A. & Heinemann, K. S. (2014). Preventing prejudice and improving intergroup attitudes: A meta-analysis of child and adolescent training programs. *Journal of Applied Developmental Psychology, 35*, 10-24.

Hawley, W. D., Banks, J. A., Padilla, A. M., Pope-Davis, D. B., & Schofield, J. W. (1995). Strategies for reducing racial and ethnic prejudice: Essential principles for program design. In W. D. Hawley & A. W. Jackson (eds.), *Toward a common destiny: improving race and ethnic relations in America*. (pp. 423-433). San Francisco, CA: Jossey-Bass/Wiley.

Livingston, R. (2011). What can tolerance teach us about prejudice? Profiles of the nonprejudiced. In L. R. Tropp & R. K. Mallett (eds.) *Moving beyond prejudice reduction: pathways to positive intergroup relations*. (pp. 21-40). Washington, DC: American Psychological Association.

Copyright Notice

Course materials provided to you, including presentations, PowerPoints, lectures, tests, outlines, study guides, and similar materials, are copyright protected by the faculty member teaching this course. You may make copies of course materials solely for your own use. You may NOT copy, reproduce, or electronically transmit any course materials to any person or company for commercial or other purposes without the faculty member's express

permission. Violation of this prohibition may subject the student to discipline under the University of Connecticut Student Code of Conduct and Academic Integrity Policy.