Theories of Intergroup Relations

Psychology 9234
Theories of Intergroup Relations
Time: Tue 16:00-18:00
Office hours: by appointment

Fall, 2015
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Substance:
This course includes an introduction to and comparison of most extant theories of intergroup relations: those theories that explain how human groups form and relate to one another. It may be of relevance to students in psychology, sociology, political science, communications, history, anthropology, economics, or to anyone interested in group conflict, diplomacy, oppression, discrimination, society, or culture. One of the major questions we will consider is whether different kinds of theories are required to explain intergroup relations based on different kinds of group definitions, including nationality (the nation-state), gender, race, ethnicity, sexual orientation, and class. We will also consider the type of phenomena and level of analysis each theory addresses, that is, whether theories concern mainly the psychological state of an individual, the social-cultural context, the social-structural context, the economics of social arrangements, collective behavior, institutionalized patterns, and so forth. Because of the theoretical abstractness of some of the works, I have also provided a "concrete" reading dealing with each topic for each subject (e.g., works of autobiography, fiction, commentary, history, etc.). Such readings are indented on the reading list below. Original readings and important writers are emphasized in the readings selected, but research concerning elaborating on each theory will also be read.

Objectives:
Students will learn to recognize the level of analysis theories use, the kind of process or mechanisms they prescribe, the family of theories to which the theory belongs, as well as the basic tenets and assumptions of each theory. They will gain practice in weighing a variety of kinds of evidence in the social sciences used to test theories. They will also acquire expertise in a variety of forms of intergroup relations, the problems that can arise therein, and what solutions have been proposed for such problems. They will also learn what kinds of research each theory has generated and the kinds of phenomena each theory describes and ignores.

Requirements:
This course requires the active participation on the part of students. It will also require a fairly heavy load of reading original sources. Each week, students will submit a 1 page written commentary of the readings for that week to the instructor cite by 9 a.m. on Monday. These summaries should state what each student felt the most important and most interesting points of the readings were, as well as reactions and questions. The instructor will use these commentaries to guide the contents of the discussion. Each week, each student is expected to read all the non-starred readings, which will be posted on IstSehrNet (except the S&P book). Students will each present one or more of the single-starred readings (or another relevant reading on the topic the student finds, with instructor's approval) to the class once during the semester. The final graded assignment can be done in ONE of three ways: A 10 page review paper on a relevant topic, a Wikipedia page on an intergroup theory, or a research proposal for a study the student intends to conduct. This assignment is due on Nov. 29. The final assignment comprises 30% of the course grade, regular class participation (including thought-provoking written and verbal commentaries) comprises 50% of the course grade, and starred presentations comprise the remaining 20%.
Text:


<table>
<thead>
<tr>
<th>Assigned and Optional Readings by Topic and Date</th>
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<tr>
<td>* indicates a reading a student may choose to present in class; ** indicates a content reading for interest. If presented, readings with ** should be compared &amp; contrasted with assigned readings.</td>
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1. **Introduction & Overview of course** (30.08. 2015)

Sidanius & Pratto (2001). Chapter 1


Intergroup Structural Relations and Psychology

2. **Realistic Group Conflict Theory** (06.09.2015)


3. **Roles, Hierarchies, and Inequality (13.09.2015)**


Note: Amiry is a middle-aged educated Lebanese woman who is trying to cross from the West Bank into Israel for day-labor with young men she sometimes employs and who are in the habit of making this journey daily.

4. **Social Structure and Group Identities (20.09.2015)**


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5. **Intergroup Segregation and Contact (27.09.2015)**


**Pamuk, O. (1998).** I am your beloved uncle. *My name is Red*. London: Faber & Faber. (pp. 26-32). This is a chapter from Nobel-prize winner Orhan Pamuk’s novel. To me it represents an interesting moment of cross-cultural contact.


**Maalouf, A. (1989/2006).** *The crusades through Arab eyes.* London: Saqi Essentials. [Could present any of this book to the class, not the whole thing.]

**Nerburn, K. (2005).** *A harvest for the Lord.* (pp. 13-25) or *We thought they might be descended from dogs.* (pp. 3-12). *Chief Joseph and the flight of the Nez Perce.* New York: Harper One. *These chapters tell how the American tribe the French call Nez Perce first encountered Whites (Lewis & Clark and their party) and then White Christian missionaries 20 years later.*

**Prashad, V. (2000).** Of the oriental menagerie. In *The karma of brown folk.* Minneapolis: University of Minnesota Press. (pp. 21-45).


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**Processes Producing Social Structure**

6.  **Need and Expropriation (04.10.2015)**


*Marcus, A., Riggs, R., Horning, A., Rivera, S., Curtis, R., & Thompson, E. (2012).* Is child to adult as victim is to criminal? Social policy and street-based sex work in the USA. *Sex Research and Social Policy,* 9, 153-166.


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7.  **Cultural Transmission, Socialization, & Communication (11.10.2015)**


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8. Violence, Coercion, & Terror (18.10.2015)

Sidanius & Pratto (2001). Chapter 8


OR


9. **Institutional Discrimination (25.10.2015)**


One of Sidanius & Pratto (2001). Chapters 5, 6, or 7.


*Singletony, S. L. & Hebl, M. R. (2009).* Compensatory practices for reducing interpersonal discrimination: The effectiveness of acknowledgements, increased positivity, and


10. **Ideology (01.11.2015)**


Sidanius & Pratto (1999). Chapter 4


11. **Dynamics in Intergroup Relations (08.11.2015)**


12. Dominance and the Psychology of Potential Loss (15.11.2015)


**Sidanius & Pratto (1999).** Chapter 3


13. **Subordination and the Psychology of Potential Gain (29.11.2015)**

**Sidanius & Pratto (1999).** Chapter 9


**Haddad, J. (2010).** *I killed Scheherezade: Confessions of an angry Arab woman.* (pp. 17-32, 137-140).


**Wedeen, L. (1999).** Signs of transgression. In *Ambiguities of domination*. Chicago: University of Chicago Press. (pp. 87-142). *This book is about how Syrians exist under the oppressive government of Al-Asad. She shows that surviving is not capitulating and resistance can occur in ways other than armed revolt.*


**Crenshaw Hutchinson, M. (1972).** The concept of revolutionary terrorism. *The Journal of Conflict Resolution, 16*, 383-396. *Dr. Crenshaw is the first contemporary theorist that “terrorism” is a national liberation movement; her dissertation argued this. She remains an active scholar.*


*Hook, D. (2005). The critical psychology of the post-colonial. Theory and Psychology, 15, 475-503. Professor Hook briefly introduces why the important writers Steven Biko (a South Africa who was a leader of the Black Consciousness movement and was murdered by the apartheid government) and Franz Fanon (a Martiniquian whose indictment of French colonial rule and activism against French colonization in Algeria helped turn the tide against European colonization in Africa) have been influential in theorizing.


**Joya, M. (2009). Another Malalai, another Mainwand'. Raising my voice. London: Ryder. (pp. 73-91). This is the autobiography of an Afghan woman who became a member of the national parliament (Jurga) and spoke forcibly for women and against rape and its tolerance and other constraints.


**Steinbeck, J. (1939). The grapes of wrath (pp. 385-388). New York: The Modern Library. This is a chapter from the end of U.S. author John Steinbeck’s very famous book about the people of Oklahoma who were driven by the Dust Bowl (an earlier human-made environmental disaster) west to California to pick produce, how they were treated by the farm owners and other Californians. This important novel opened the eyes of many wealthy people of what is was like to be poor. It subtly acknowledges the sympathy with communism that was present among some Americans.