

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	PSYCHOLOGY		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	ΨX2401	SEMESTER	3rd
COURSE TITLE	Social Identity and Intergroup Relations		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>	WEEKLY TEACHING HOURS	CREDITS	
Lectures, video presentations, discussions/debates, analysis of texts and sources	3	4	
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	SPECIALISED GENERAL KNOWLEDGE (ELECTIVE COURSE)		
PREREQUISITE COURSES:	SOCIAL PSYCHOLOGY I, SOCIAL PSYCHOLOGY II		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES (weekly tasks, essays and final exams in English)		
COURSE WEBSITE (URL)	https://elearn.uoc.gr/course/view.php?id=3152		

(2) LEARNING OUTCOMES

<p>Learning outcomes</p> <p><i>The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.</i></p> <p><i>Consult Appendix A</i></p> <ul style="list-style-type: none"> • <i>Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area</i> • <i>Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B</i> • <i>Guidelines for writing Learning Outcomes</i>
<p>In this course, students will engage with the analysis and interpretation of intergroup relations and phenomena, adopting a social psychological perspective. The course builds on fundamental theoretical approaches from the field of social psychology, which were taught in the general background courses of Social Psychology I and Social Psychology II. Specifically, the course focuses on and delves into areas of study in Social Psychology related to social identity, intergroup behavior, prejudice, and discrimination.</p> <p>Specifically, there will be an in-depth study of Social Identity Theory and Self-Categorization Theory, as well as other related theories such as Relative Deprivation Theory and Realistic Conflict Theory. Additionally, we will explore socio-psychological theories for improving intergroup relations, such as the Contact Hypothesis.</p> <p>In addition to the lectures, during the course, students will have the opportunity to work in smaller or</p>

larger groups, analyzing sources (e.g., films and documentaries, articles from Greek and international news), and they will participate in organized discussions and debates.

Upon successful completion of the course, students are expected to:

- Become familiar with both the classic and contemporary literature on the social psychology of intergroup relations.
- Be able to use the aforementioned theories to explain the factors that promote social change and to interpret phenomena such as prejudice and discrimination.
- Acquire knowledge about the application of theoretical concepts in the fields of migration and multicultural societies, and be able to explain how members of advantaged and disadvantaged groups manage their identities.
- Gain knowledge regarding the application of these theoretical concepts in the development of social policies aimed at reducing social inequalities and fostering harmonious social coexistence.

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i>	<i>Project planning and management</i>
<i>Adapting to new situations</i>	<i>Respect for difference and multiculturalism</i>
<i>Decision-making</i>	<i>Respect for the natural environment</i>
<i>Working independently</i>	<i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i>
<i>Team work</i>	<i>Criticism and self-criticism</i>
<i>Working in an international environment</i>	<i>Production of free, creative and inductive thinking</i>
<i>Working in an interdisciplinary environment</i>	<i>.....</i>
<i>Production of new research ideas</i>	<i>Others...</i>
	<i>.....</i>

- search for, analysis and synthesis of data and information, with the use of the necessary technology
- working independently
- team work
- respect for difference and multiculturalism
- showing social, professional and ethical responsibility and sensitivity to gender issues
- criticism and self-criticism
- production of free, creative and inductive thinking

(3) SYLLABUS

The course content is linked to the five core pillars of the curriculum: **Scientific Foundations [1], Scientific Research and Critical Thinking [2], Ethics and Social Responsibility [3], Communication Skills [4], Basic Preparation for Career Decisions and Professional Development [5].**

Week 1: Introduction

Week 2: Main theories of intergroup relations [1, 2, 3, 4]

- Realistic Conflict Theory

<ul style="list-style-type: none"> Relative Deprivation <p>Week 3: Social Identity approach [1, 2, 3, 4]</p> <ul style="list-style-type: none"> Social Identity theory Self-Categorization Theory <p>Week 4: Acculturation [1, 2, 3, 4]</p> <p>Week 5: biculturalism [1, 2, 3, 4]</p> <p>Week 6: Identity threat [1, 2, 3, 4]</p> <p>Week 7: Collective Action and Social change [1, 2, 3, 4]</p> <p>Week 8: Intergroup emotions [1, 2, 3, 4]</p> <p>Week 9: Prejudice [1, 2, 3, 4]</p> <p>Week 10: New forms of racism [1, 2, 3, 4, 5]</p> <p>Week 11: Improvement of intergroup relations [1, 2, 3, 4, 5]</p> <ul style="list-style-type: none"> Contact Theory Decategorization/ Recategorization /Dual identity <p>Week 12: Ideologies of Diversity [1, 2, 3, 4, 5]</p> <ul style="list-style-type: none"> multiculturalism Color-Blindness Polyculturalism <p>Week 13: Conclusions, Feedback, Questions</p>

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face to Face	
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	Use of ICT in teaching, laboratory education, communication with students	
TEACHING METHODS <i>The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</i>	Activity	Semester workload
	Lectures	39 h/ 1,56 ECTS
	Students study hours	58h/ 2.32 ECTS
	Final Exam	3 h/ .12
	Course total	100hours / 4ECTS
STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-</i>	Final Exams 100% (for the Erasmus students the final exams will be supplemented by activities throughout the semester)	

<p>ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other</p> <p>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</p>	<p>The evaluation for Erasmus students is in English.</p> <p>The evaluation criteria are presented during the first lecture and are posted on the course's webpage</p>
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(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:

Hogg, M.A. & Vaughan, G.M. (2010). *Social Psychology*.

Agostini, M., & van Zomeren, M. (2021). Toward a comprehensive and potentially cross-cultural model of why people engage in collective action: A quantitative research synthesis of four motivations and structural constraints. *Psychological Bulletin*, 147(7), 667–700. <https://doi.org/10.1037/bul0000256>

Benet-Martínez, V. & Haritatos, J. (2005) Bicultural identity integration (BII): components and psychosocial antecedents. *Journal of Personality*, 73(4), 1015-49. doi: 10.1111/j.1467-6494.2005.00337.x. PMID: 15958143

Bettencourt, L., Dixon, J., & Castro, P. (2019). Understanding How and Why Spatial Segregation Endures: A Systematic Review of Recent Research on Intergroup Relations at a Micro-Ecological Scale. *Social Psychological Bulletin*, 14(2), 1-24. <https://doi.org/10.32872/spb.v14i2.33482>

Dovidio, J. F., Gaertner, S. L., Ufkes, E. G., Saguy, T., & Pearson, A. R. (2016). Included but Invisible? Subtle Bias, Common Identity, and the Darker Side of “We.” *Social Issues and Policy Review*, 10, 6–46.

Ellemers, N., Spears, R., & Doosje, B. (2002). Self and social identity. *Annual Review of Psychology*, 53, 161-186.

Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. *Social and Personality Psychology Compass*, 2, 204-222.

McKeown, S. & Dixon, J. (2017). The ‘contact hypothesis’: Critical reflections and future directions. *Social and Personality Psychology Compass*, 11. Doi: 10.1111/spc3.12295

Petkanopoulou, K., Wildschut, T., & Sedikides, C. (2021). Nostalgia and Biculturalism: Host-Culture Nostalgia Fosters Bicultural Identity Integration. *Journal of Cross-Cultural Psychology*. 52, 184-191. <https://doi.org/10.1177/0022022120988345>

Saguy, T., Tausch, N., Dovidio, J. F., & Pratto, F. (2009). The irony of harmony: Intergroup contact can produce false expectations for equality. *Psychological Science*, 20,114–121.

Van Zomeren, M., Leach, C. W., & Spears, R. (2012). Protesters as “Passionate Economists”: A Dynamic Dual Pathway Model of Approach Coping With Collective Disadvantage. *Personality and Social Psychology Review*, 16, 180–199.

- *Related academic journals:*

Current Opinion in Psychology

European Journal of Social Psychology

Journal of Experimental Social Psychology

Personality and Social Psychology Bulletin

Political Psychology

Journal of Cross-Cultural Psychology