

Research in Developmental Intergroup Relations

Alaina Brenick, Ph.D.

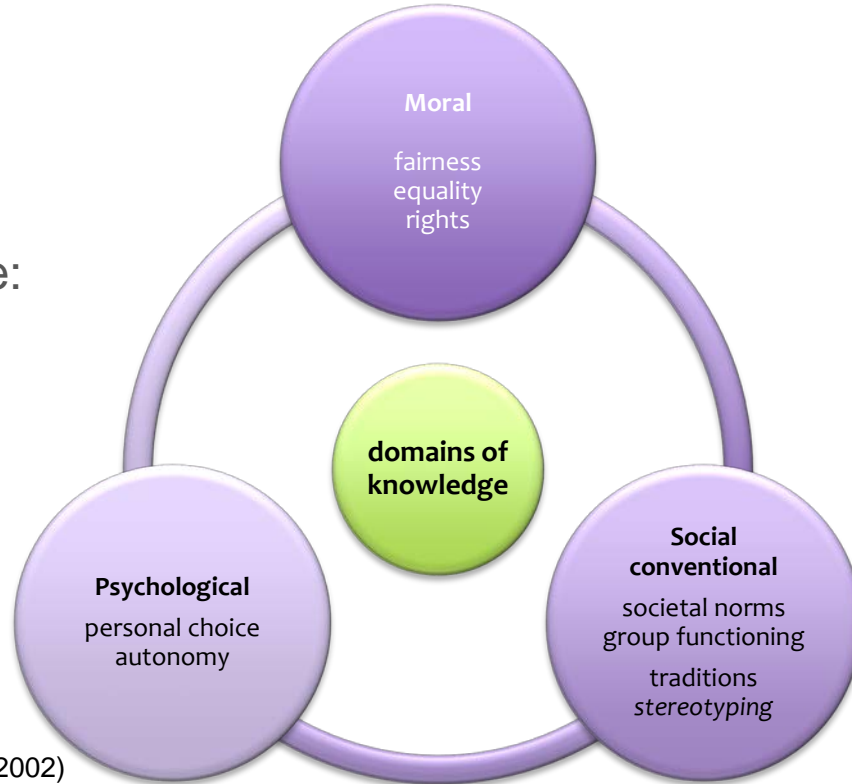
CHHD Retreat - Spring 2016

Overview

- Social and moral reasoning about intergroup victimization (discrimination, exclusion, bullying)
 - Group differences, e.g. minority versus majority groups
- Relation between cultural identity and intergroup relations
- Cross-group contact and multicultural environments as facilitators of positive intergroup relations

Social Cognitive Domain Model

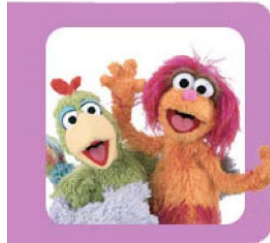
- Social reasoning applied to intergroup relations reflects three domains of knowledge:



(Killen, Margie, & Sinno, 2006; Smetana, 2006; Turiel, 2002)

Rechov Sumsum/Shara'a Simsim & Sesame Stories in the Middle-East

"Marhaba!"



"Shalom!"



"Marhaba!"



(Brenick et al., 2007; 2010)

Rechov Sumsum/Shara'a Simsim

Dafi and Haneen on Rechov Sumsum/Shara'a Simsim



Sesame Stories

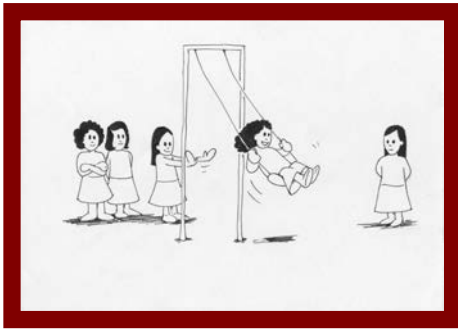
- The Kid, Butterfly and Fish
- The Balloon Man
- Party in the Mouse Garden
- Hassan and the Ghoul

Tolerance, mutual respect and understanding



Sesame Stories: Interview Instrument

- Children were shown picture cards representing each of the three vignettes



Different Country



Different Customs



Different Language

Intergroup Victimization

- Intergroup bullying
 - Attributions of Intent
 - Goals of victimizer
 - Victim response strategies
 - Goals of victim
 - Evaluations of actions
 - Varied by ethnic composition of dyad

(Brenick, Margie, Lawrence, & Veres, 2016, July; Brenick, Margie, Lawrence, & Zwarcyz, 2017, April; Margie, Brenick, Lawrence, & Veres, 2016, July)

Intergroup Exclusion and Identity

- Intergroup inclusion/exclusion of Arab and Jewish-American adolescents
 - Role of perceived group norms about the outgroup
 - Role of cultural identity development
 - Role of intergroup contact

(Brenick & Killen, 2014; Brenick & Romano, 2016)

Intergroup Friendships

- German Studies
- Cross-group friendships between:
 - Immigrants and Native German adolescents
 - Between different immigrant groups
- Role of multicultural diversity in the school
- Role of multicultural norms in schools
 - Inclusion in lessons
 - Attitudes of teachers
 - Attitudes of peers
 - Cross-group work in classes
- Acculturation expectations and orientations

(Brenick, Titzmann, Michel & Silbereisen, 2012; Schachner, Brenick, Heizmann, Van de Vijver, & Noack, 2015; Titzmann, Brenick, & Silbereisen, 2015)

Intergroup Contact in High Conflict

- Israeli Studies
- Cross-group contact intervention studies
 - Empathy building
 - Common language of art
 - Intergroup friendship development
 - Cultural identity development

(Berger, Brenick, & Tarrasch, revise & resubmit; Tadmor, Berger, Brenick, Abu-Raiya, & Benatov, under review)