Research in Developmental Intergroup Relations

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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:

  - **Moral**
    - fairness
    - equality
    - rights
  
  - **Social conventional**
    - societal norms
    - group functioning
    - traditions
    - stereotyping

  - **Psychological**
    - personal choice
    - autonomy

(Killen, Margie, & Sinno, 2006; Smetana, 2006; Turiel, 2002)
Rechov Sumsum/Shara’a Simsim & Sesame Stories in the Middle-East

(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
• 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)