

Psychology 363 (Cultural and Ethnic Conflict)

Professor: Michael Ross

Office: PAS 3053

Phone: Ext 3047

Email: mross@uwaterloo.ca

Course Website: accessible via <http://uwace>

Office Hours: By appointment, scheduled in class or by email

Class Schedule: 9:30-12:20 Friday in HH 334 (previously DWE 3516)

Class Format

The classes include lectures, research demonstrations, and pop quizzes. The pop quizzes will be a snap if you have done the readings. The lectures complement the readings. I expand on material that is not in the readings. I expect you to read the relevant readings (see below) prior to each class and to participate in the discussion.

Course grades

Seminar participation: 20 points (grade reflects both the frequency and quality of your participation)

Pop quizzes on the readings: 10 points

Assignments: 40 points

Final Open-book Exam: 40 points

Pop Quizzes on the Readings

For the pop quizzes, you will be responsible for assigned reading material (articles with asterisks).

Therefore, doing the assigned readings before coming to class is essential. The pop quizzes will usually be two or three short answer or multiple-choice questions.

Overview

We classify people according to their ethnicity, that is, their racial, national, religious, linguistic, or cultural origins. Ethnic similarities bring people together. We tend to associate with and value individuals who share our background characteristics. The flip side is that ethnic differences drive people apart. We often seem to disrespect and derogate members of other ethnic groups (outgroups). Worse, we sometimes cheat, maim, or kill members of outgroups. Of course, we harm members of our own groups with alarming frequency too, but we seem to preserve a special savagery for members of outgroups. Examples are easy to come by. Suicide bombers kill thousands by blowing themselves up or flying airplanes into buildings. American soldiers abuse prisoners in Iraq. In 1994, soldiers and volunteers controlled by the Hutu government in the African nation of Rwanda killed over 850,000 Tutsis and moderate Hutus while UN soldiers looked on or away (see Dallaire, 2003). Between December 1937 and March 1938, Japanese soldiers killed more than 300,000 Chinese civilians and prisoners of war in the city of Nanking. About 80,000 women and girls were raped. Thousands of victims were beheaded, burned, bayoneted, buried alive, or disemboweled. At about the same time, Germany was engaging in deliberate efforts at genocide, targeting Jews, gypsies, and gays in particular. In Canada and many other countries, non-aboriginal majorities deliberately and accidentally harm(ed) indigenous peoples for centuries.

This course will have something to say about the origins of ethnic conflict, but more to say about how groups remember and come to terms with their histories. For the first month or so, we survey relevant social psychological theory and research to provide a background for analyzing historical injustices. We then shift our focus directly to the study of historical harms. In calling attention to their past, groups often congratulate themselves for their achievements (e.g. Canada's "Heritage Moments"). But one group's triumphs are sometimes another group's tragedies (arrival of Columbus to North America, completion of the transcontinental railway in Canada in 1885 etc.). Today, more and more groups are demanding apology and reparation for past harms and they sometimes achieve their goals. Groups in Canada that have recently demanded reparation for historical wrongs include blacks in Nova Scotia, aboriginals, and people of Acadian, Chinese, and Italian heritage. We examine why "victim" groups (or some members of those groups) persist in demanding a response to past injustices and the reactions of "perpetrator" groups to such demands. Many legal scholars suggest that a collective response to such demands is necessary to heal the wounds caused by past injustices (Minnow, 2002). Legal scholars often assume that in the absence of a collective response the "wounds" from the injustice continue to "fester," causing resentment and conflict. As evidence, scholars note that Japan's unwillingness to apologize officially for war crimes it committed during WWII has prevented reconciliation with the harmed groups, whereas Germany's provision of compensation to some victim groups has facilitated favorable relations with former enemies and harmed groups (Barkan, 2000). In this course, we discuss the *psychological* consequences of remembering and forgetting past harms for members of "victim groups" and members of "perpetrator groups." We also examine why members of perpetrator groups favor or oppose offering apologies and reparations. As part of this discussion, we consider the impact of remembering and reparations on group identity, group cohesion, and intergroup relations. We will address these issues by drawing on research and theory from social psychology and other disciplines including, sociology, history, and law. In discussing the contributions of nonpsychologists, I have three interrelated goals: 1. To learn what these scholars have to say about historical injustice. 2. To examine their psychological assumptions; they couch some of their arguments in psychological terms. 3. To consider how social psychology might help clarify the issues they raise. Clearly some aspects of ethnic conflict and historical injustice are political, economic, or legal and psychology is secondary. But other aspects of ethnic conflict are profoundly psychological, centering on "issues of identity, symbols, legitimacy, memory, fairness, and justice" (Mays et al., 1998). Psychological factors often influence the intensity, tractability, and resolution of ethnic conflict.

Assignments

(Note: Due dates are provided for all assignments. In the absence of doctor's note, you will be penalized 4 points per day for late assignments.)

1. Due: January 14. (Contributes to participation grade)

Describe a demand for apology and/or reparations for an unresolved injustice that happened at least 25 years ago. The claim should have occurred in the last 5 years and you should find it in the media or on the internet. Present your responses to the questions below orally in class. Be prepared to talk for about 2 minutes and to answer questions.

1. What was the injustice and who is making the claim?
2. Who does the claimant think should receive the apology or reparations?
3. What if any evidence is presented in support of the claim?
4. What do *you* think should be done and why?

2. Due by 4 PM January 21. (10 points)

Select a *research* article on **Social Identity Theory** that I do **not** present in class. You can choose an article from my reading list or from a psychology journal. Provide a citation for the study in APA style (authors, year, title, journal, volume, and page numbers). Be accurate. Note: if the article describes more than one study, choose the most interesting study and answer the questions below with respect to this one study. Indicate which study (e.g., Study 3) you are using. Answer the questions below using your own words; you can paraphrase what the authors say. Use headings so that I know what questions you are answering. Maximum length: two double-spaced typed pages.

1. What was the purpose of the study? Distinguish where you can between general purposes (e.g., why people think their own group is superior) and specific purposes (e.g., to study the impact of level of identification with the Canadian ingroup on evaluations of new immigrants). Write the general and specific purpose(s) as a question or set of questions: e.g., Is increasing ingroup identification associated with more negative evaluations of an outgroup?
2. Authors set their studies in the context of prior studies. They explain how their study adds new knowledge. How does answering the research questions add something new to what is already known?
3. Who were the research participants?
4. What are the independent variable(s)?
5. What are the major dependent variable(s)?
6. What are the major findings?
7. What cautions do the authors raise about interpreting the study or generalizing its results to other populations?
8. Do you have any additional reservations?
9. What is the most important or valuable thing you learned from reading the article?

3. Due by 4 PM February 4. (10 points)

As above, but select a research on article on **The Social Psychology of Justice**.

4. Due by 4 PM on February 18. (10 points)

As above, but select a research on article on **Reactions to Harm (I or II)**.

5. Due by 4 PM on March 4. (10 points)

As above, but select a research on article on **Remembering Harms (I)**

Readings (until Reading Week)

Note: Articles with asterisks are required reading.

January 7: Ethnocentrism, Sherif's Camp studies and Tajfels's Social Identity Theory

Sherif, M. (1998). Experiments in group conflict. In J. Jenkins & K. Oatley (EDs), *Human emotions: A reader* (pp. 245-252). Malden, MA: Blackwell Publishers.

- Tajfel, H. & Turner, J.C. (1976). The social identity theory of intergroup behavior. In W.G. Austin & S. Worchel (Eds.), *The social psychology of intergroup relations* (pp. 7-24). Chicago, IL: Nelson Hall. Brown.
- Rupert (2000). Social identity theory: Past achievements, current problems and future challenges. *European Journal of Social Psychology*, 30, 745-778.
- Tropp, L. R. & Wright, S.C. (2001). Ingroup identification as the inclusion of the ingroup in the self. *Personality and Social Psychology Bulletin*, 27, 585-600.
- Elsbach, K. D. & Kramer, R.M. (1996). Members responses to organizational identity threats: Encountering and Countering the Business Week Rankings. *Administrative Science Quarterly*, 41, 442-476.
- Ellemers, N. Kortekaas, P. & Ouwerkerk, J.W. (1999). Self-categorization, commitment to the group and group self-esteem we related but distinctive aspects of social identity. *European Journal of Experimental Social Psychology*, 29, 371-389.
- Ellemers, N. van den heuval, H., de Guilder, D., Maas, A., Bonvini, A. (2004). The underrepresentation of women in science: Differential commitment or the queen bee syndrome? *British Journal of Social Psychology*, 43, 315-338.
- Spears, R., Doosje, B. & Ellemers, N. (1997). Self-stereotyping in the face of threats to group status and distinctiveness: The role of group identification. *Personality and Social Psychology Bulletin*, 23, 538-553.
- Ellemers, N. Rijswijk, W. Roefs, M. Simons, C. (1997). Bias in intergroup perceptions: Balancing group identity with social reality. *Personality and Social Psychology Bulletin*, 23, 186-198.
- Mlicki, P.P. & Ellemers, N. (1996). Being different or being better? National identifications of Polish and Dutch students. *European Journal of Social Psychology*, 26, 97-114.
- Ellemers, N. Wilke, H., Van Knipnberg, A. (1993). Effects of the legitimacy of low group or individual status on individual and collective status-enhancement strategies. *Journal of Personality and Social Psychology*, 64, 766-778.
- Norton, M.I., Vandello, J.A., & Darley, J.M. (2004). Cauuistry and social category bias. *Journal of Personality and Social Psychology*, 87, 817-831.
- Hodson, G. Dovidio, J.F., Esses, V.M. (2003). Ingroup identification as a moderator of positive-negative asymmetry in social discrimination. *European Journal of Social Psychology*, 33, 215-233.
- Rudman, L.A. & Goodwin, S.A. (2004). Gender differences in autotic in-group bias: Why do women like women more than men like men? *Journal of Personality & Social Psychology*, 87, 494-509.
- Reed II, A. & Aquino, K.F. (2001). Moral identity and the expanding circle of moral regard toward outgroups. *Journal of Personality and Social Psychology*, 84, 1270-1286.

January 14: The Social Psychology of Justice

- *Lerner, J.M. (1977). The justice motive: Some hypotheses as to its origins and forms. *Journal of Personality*, 45, 1-52. [**Required reading: pages 1-8, 17-22 (Justice theory and parallel competition), 28-36 (Threats to the personal contract), 38-45 (Psychological bases of forms of justice)**]
- *Kaiser, C.R., Vick, S.B., & Major, B. A (2004). A prospective investigation of the relationship between just-world beliefs and the desire for revenge after Septemeber 11, 2001. *Psychological Science*, 15, 503-506.
- Tyler , T.R. & Blader (2003). The group engagement model: procedural justice, social identity, and cooperative behavior. *Personality and Social Psychology Review*, 7, 349-361.

- Crosby F. & Franco, J.L. (2003). Connections between the ivory tower and the multicultural world: Linking abstract theories of social justice to the rough and tumble of affirmative action. *Personality and Social Psychology Review*, 7, 362-373.
- Lerner, M.J. (2003). The justice motive: Where psychologists found it, how they lost it and why they might not find it again. *Personality and Social Psychology Review*, 7, 388-389.
- Miller, D.T. (1977). Deserving versus justice for others: An exploration of the justice motive. *Journal of Experimental Social Psychology*, 13, 1-13.
- Holmes, J.G., Miller, D.T. & Lerner, M.J. (2002). Committing altruism under the cloak of self-interest: The exchange fiction. *Journal of Experimental Social Psychology*, 38, 144-151.
- Hafer, C.L. (2000). Do innocent victims threaten the belief in a just world? Evidence from a modified stroop task. *Journal of Personality and Social Psychology*, 79, 165-173.
- Hafer, C.L. (2000). Investment in long-term goals and commitment to just means drive the need to believe in a just world. *Personality and Social Psychology Bulletin*, 26, 1059-1073.
- Hafer, C.L. & Olson, J.M. (2004). An analysis of empirical research on the scope of justice. *Personality & Social Psychology Review*, 7, 2003,311-323.
- Hafer, C.L. Experimental research on just world theory: Problems, developments, and future challenges. *Psychological Bulletin*, 131, 128-167.
- Mikula, G., Athenstaedt, U., Herschgl, S., & Heimgartner, A. (1998). Does it only depend on point of view? Perspective-related differences in justice evaluations of negative incidents in personal relationships. *European Journal of Social Psychology*, 28, 931-962.
- Kay, A. & Jost, J.T. (2003). Complementary Justice: Effects of "Poor but Happy" and "Poor but Honest" Stereotype Exemplars on System Justification and Implicit Activation of the Justice Motive. *Journal of Personality and Social Psychology*, 85, 823-837.

January 21: Social Evaluation Theories

"It is the mind that maketh good or ill, that maketh wretch or happy, rich or poor." - Edmund Spenser
 "Some people are always grumbling because roses have thorns. I am thankful that thorns have roses."
 Allophones Karr

- *Pettigrew, T.F. (1967) Social Evaluation theory: convergences and applications. Nebraska Symposium on Motivation, 241-311. **[required reading 243-273]**
- Wilson, A.E., Hoshino Browne, E., & Ross, M. (2002). Spontaneous temporal and social comparisons in children's narratives. In I. Walker, I. & H. Smith (Eds), *Relative deprivation: Specification, Development, and Integration*. Cambridge: Cambridge University Press.
- Wilson, A. & Ross, M. (2000). The frequency of temporal-self and social comparisons in people's personal appraisals. *Journal of Personality and Social Psychology*, 78, 928-942.
- Hodson, & Esses, V.M. (2002). Distancing oneself from negative attributes and the personal group discrimination discrepancy. *Journal of Experimental Social Psychology*, 38, 500-507.
- Leach, C. W., Snider, N. & Iyer, A.. (2002). Poisoning the consciences of the fortunate: The experience of relative advantage and support for social equality. In I. Walker, I. & H. Smith (Eds), *Relative deprivation: Specification, Development, and Integration* (pp. 136-163). Cambridge: Cambridge University Press.
- Ellemers, N. Bos, A. (1998). Social identity, relative deprivation and coping with the threat of position loss: A field study among native shopkeepers in Amsterdam. *Journal of Applied Social Psychology*, 28, 1987-2006.

- Ellemers, N. (2002). Social identity and relative deprivation. In I. Walker, I. & H. Smith (Eds), *Relative deprivation: Specification, Development, and Integration*(pp. 239-264). Cambridge: Cambridge University Press.
- Iyer, A., Leach, C. W., Crosby, F. J. (2003). White guilt and racial compensation: The benefits and limits of self-focus. *Personality & Social Psychology Bulletin*, 29, 117-129.
- Olson, J. & Ross, M. (1984). Perceived qualifications, resource abundance, and resentment about deprivation. *Journal of Experimental Social Psychology*, 20, 425-444.
- Jost, J.T. (2004). Relative deprivation: Specification, development, and integration. *Political Psychology*, 25, 668-674. (Review of Walker and Smith's book).

January 28: Reactions to Harm I: Apologies and Forgiveness

- *Scher, S.J. & Darley, J.M. (1997). How effective are the things people say to apologize? Effects of the realization of the speech act. *Journal of Psycholinguistic Research*, 26, 127-140.
- *Petrucci, C.J.P. (2002). (2002). Apology in the criminal justice setting: Evidence for including apology as an additional component in the legal system. *Behavioral Sciences and the Law*, 20, 337-362.
- Tavuchis, N. (1991). *Mea Culpa: A sociology of apology and reconciliation*. Stanford: Stanford University press.
- McCullough, M. E., Rachal, K.C., Sandage, S.J., Worthington Jr., E.L., Brown, S.W., Hight, T.L. (1998). Interpersonal forgiving in close relationships II: Theoretical elaboration and measurement. *Journal of Personality and Social Psychology*, 75, 1586-1603.
- McCullough, M. E., Fincham, F.D., & Tsang, J. (2003). Forgiveness, forbearance, and time: The temporal unfolding of transgression-related interpersonal motivations. *Journal of Personality & Social Psychology*, 84, 540-557
- Exline, J.J., Worthington Jr., E.L., Hill, P. & McCullough, M.E. (2003). Forgiveness and justice: A research agenda for social and personality psychology. *Personality and Social Psychology Review*, 7, 337-348.
- Tomlinson, E.C., Dineen, B.R., & Lewicki R.J. (2004). The road to reconciliation: Antecedents of victim willingness to reconcile following a broken promise. *Journal of Management*, 30, 165-187.
- Davidow, M. (2003). Organization responses to customer complaints: What works and what doesn't. *Journal of Service Research*, 5, 225-250.
- Schneider, C.D. (2000). What it means to be sorry: The power of apology in mediation. *Mediation Quarterly*, 17, 265-280.
- Haley, J. O. (1998). Apology and pardon: learning from Japan. *The American Behavioral Scientist*, 41, 842-867.
- Sugimoto, N. (1998). Norms of apology depicted in U.S. American and Japanese literature on manners and etiquette. *International Journal of Intercultural Relations*, 22, 25-276.
- Hui, M.K. & Au, K. (2001). Justice perceptions of complaint handling: A cross-cultural comparison between PRC and Canadian customers. *Journal of Business Research*, 52, 161-173.
- Exline, J.J. Baumeister, R.F., Bushman, B.J., Campbell, W.K., & Finkel, E.J. (2004). Too proud to let go: Narcissistic Entitlement as a barrier to forgiveness. *Journal of Personality & Social Psychology*, 87, 894-912.

February 4: Reactions to Harm II: Excuses, punishment, Revenge, Enemyship

- *Crombag, H., Rassin, E., & Horselenberg, R. (2003). On vengeance. *Psychology, Crime and Law*, 9, 333-344.
- *Batson, C.D., Bowers, M.J., Leonard, E.A., Smith, E.C. (2000). Does morality exacerbate or restrain retaliation after being harmed? *Personality and Social Psychology Bulletin*, 26, 35-45.
- Schlenker, B.R., Pontari, B.A., & Christopher, A.N. (2001). Excuses and character: Personal and social implications of excuses. *Personality and Social Psychology review*, 5, 15-32.
- Vandello, J.A. & Cohen, D. (2003). Male honor and female fidelity: Implicit cultural scripts that perpetuate domestic violence. *Journal of Personality & Social Psychology*, 84, 997-1010.
- Cohen, D. & Nisbett, R.E. (1997). Field experiments examining the culture of honor: The role of institutions in perpetuating norms about violence. *Personality & Social Psychology Bulletin*, 23, 1188-1199.
- Cohen, D. & Nisbett, R.E., Bowdle, B.F. & Schwarz, N. Insult, aggression, and the southern culture of honor: An "experimental ethnography." *Journal of Personality & Social Psychology*, 70, 945-960.
- Figuerdo, A.J., Tal, I.R., McNeil, P., & Guillen, A. (2004). Farmers, herders, and fishers: The ecology of revenge. *Evolution and Human Behavior*, 25, 336-353.
- Eisenberger, R. Lynch, P. Aselage, J., Rohdieck, S. (2004). Who takes the most revenge? Individual differences in negative reciprocity norm endorsement. *Personality and Social Psychology Bulletin*, 30, 787-799.
- McCullough, M.E., Bellah, C.G., Kilpatrick, S.D., & Johnson, J.L. (2001). Vengfulness: Relationships with forgiveness, rumination, well being and the big five. *Personality and Social psychology Bulletin*, 27, 601-610.
- McCullough, M.E. & Hoyt, W.T. Transgression-related motivational dispositions: Personality substrates of forgiveness and their links to the big 5. *Personality and Social Psychology Bulletin*, 28, 1556-1573.
- Adams, G. (in press). The cultural grounding of personal relationship: Enemyship in North American and West African Worlds. *Journal of Personality and Social psychology*.
- van Amstel, H. & van der Geest, S. (2004). Doctors and retribution: The hospitalisation of compensation claims in the Highlands of Papua New Guinea. *Social Science and Medicine*, 59, 2087-2094.
- Kramer, R. M. (1994). The sinister attribution error: Paranoid cognition and collective distrust in organizations. *Motivation and Emotion*, 18, 199-230.
- Kramer, R.M. (1998). Paranoid cognition in social systems: Thinking and acting in the shadow of doubt. *Personality and Social Psychology Review*, 2, 251-275.
- Silverstein, B. & Holt, R.R. (1989). Research on enemy images: Present status and future prospects. *Journal of Social Issues*, 45, 159-175.
- Sternberg, R.J. (2003). A duplex theory of hate: Development and application to terrorism, massacres, and genocide. *Review of General Psychology*, 7, 299-328.
- Suedfeld, P. (2001). Theories of the Holocaust: Trying to explain the unimaginable. In D. Chirot & M. E. P. Seligman (Eds.), *Ethnopolitical warfare: Causes, consequences and possible solutions*. Washington, D.C.: American Psychological Association.
- Wiseman, J.P. & Duck, S. (1995). Having and managing enemies: A very challenging relationship. In S. Duck and J.T. Wood (Eds.), *Confronting relationship challenges* (Understanding relationship processes series, Vol. 5, pp. 43-72). Thousand Oaks, CA: Sage.
- Pennington, J. & Schlenker, B.R. (1999). Accountability for consequential decisions: Justifying ethical judgments to audiences. *Personality and Social Psychology Bulletin*, 25, 1076-1081.

February 11: Remembering Harms I

Social Psychology

- *Greenwald, A. G. (1980). The totalitarian ego: Fabrication and revision of personal history. *American Psychologist*, **35**, 603-618.
- Baumeister, R. F., Stillwell, A., & Wotman, S. R. (1990). Victim and perpetrator accounts of interpersonal conflict: Autobiographical narratives about anger. *Journal of Personality and Social Psychology*, **59**, 994-1005.
- Wilson, A. & Ross, M. (2001). From chump to champ: People's appraisals of their earlier and present selves. *Journal of Personality and Social Psychology*, **80**, 572-584.
- Ross, M. & Wilson, A. E. (2002). It Feels Like Yesterday: Self-Esteem, valence of personal past experiences, and judgments of subjective distance. *Journal of Personality and Social Psychology*, **82**, 792-803.
- Doosje, B., Branscombe, N.R., Spears, R. & Manstead, A.S.R. (1998). Guilty by association: When one's group has a negative history. *Journal of Personality and Social Psychology*, **75**, 872-886.
- Wohl, M. J. A. & Branscombe, N. R. (in press). Forgiveness and collective guilt assignment to historical perpetrator groups depend on level of social category inclusiveness. *Journal of Personality and Social Psychology*.
- Ross & Blatz (2004). Unpublished.

Feb 18: Remembering Harms II

- *Minnow, M. (2002). Breaking the cycles of hatred (pp. 14-30). Princeton: Princeton University Press.
- *Cairns, A. (2003). Coming to terms with the past. In J. Torpey (Ed.), *Politics and the past: On repairing historical injustices* (pp. 63-91). Lanham, MD: Rowman & Littlefield.
- Loewen, J.W. (1999). *Lies across America* (pp. 385-389). New York: touchstone.
- McCormick, G. (2000). The Japanese movement to correct history. In L. Hein and M. Selden (Eds), *Censoring history: Citizenship and memory in Japan, Germany, and the United States*(53-73). Armonk NY: M.E. Sharpe.
- Loewen, J.W. (2000). The Vietnam was in high school American history. In L. Hein and M. Selden (Eds), *Censoring history: Citizenship and memory in Japan, Germany, and the United States* (pp. 150-172) . Armonk NY: M.E. Sharpe.
- Novick, P. (1999). *The Holocaust in American Life*. New York: Houghton Mifflin.