

Teaching and Learning Guide for: Imagined Intergroup Contact: Theory, Paradigm, and Practice

Sofia Stathi and Richard J Crisp
University of Kent

This guide accompanies the following article: Crisp, R. J., Stathi, S., Turner, R. N., & Husnu, S. (2008). Imagined Intergroup Contact: Theory, Paradigm, and Practice. *Social and Personality Psychology Compass*, 2, 1–18 xxxxx

Author’s Introduction

A goal shared enthusiastically amongst many social psychologists is the improvement of intergroup relations. Conflict between groups is usually related to distinct, and in many cases opposing, identities, based on (for example) ethnicity, nationality, and religion, but also gender, age, sexual orientation and political or individual preferences. Our research has developed a new intervention for improving intergroup relations based on an integration of theory and empirical work on social cognition and intergroup relations. We’ve called the technique *Imagined Contact* because it is based on the mental simulation of intergroup contact experiences. Collectively, our research has focused on refining and evaluating *Imagined Contact* as an effective tool for the enhancement of intergroup relations.

Our article in *Social and Personality Psychology Compass* provides a summary of the basic theory underlying *Imagined Contact*, a review of empirical findings to date, and a framework for developing practical applications of the intervention (in particular as a ~~classroom~~-based intervention). We wanted to offer a teaching and learning guide for this article because we believe that the *Imagined Contact* task provides a flexible, effective, and easy-to-use tool for teachers, seminar leaders, students, and practitioners. The task can be used as a basis for encouraging more positive and open attitudes towards other groups, a way of preparing people for future intergroup encounters, a stimulus for discussions about the value in experiencing social diversity, and a way of illustrating the power of mental processes in forming and challenging attitudes about others.

Author Recommends

On mental imagery

Blair, I. V., Ma, J. E., & Lenton, A. P. (2001). Imagining stereotypes away: The moderation of implicit stereotypes through mental imagery. *Journal of Personality and Social Psychology*, 81, 828–841.

The results from five studies in this paper show that people who engaged in counter-stereotypic mental imagery (e.g., imagining a strong woman) demonstrated less implicit stereotyping compared with participants who engaged in neutral or stereotypic mental imagery, or who had not engaged in any mental imagery at all.

Garcia, S. M., Weaver, K., Moskowitz, G. B., & Darley, J. M. (2002). Crowded minds: The implicit bystander effect. *Journal of Personality and Social Psychology*, 83, 843–853.

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1 The authors of this paper proposed that imagining particular social scenarios can evoke
2 the same mental processes (and consequences for behavior) as experiencing the real thing.
3 Evidence from five studies show that when people simply imagined being in the presence
4 of others they were subsequently less inclined to engage in helping behavior – the same
5 ‘bystander apathy’ effect that has been observed when people are actually in the physical
6 presence of others.

7 Marks, D. F. (1999). Consciousness, mental imagery and action. *British Journal of Psy-*
8 *chology*, 90, 567–585.

9 This paper reviews the literature on the function of mental imagery more generally,
10 mostly from an experiential perspective. The author concludes that mental imagery facili-
11 tates perceptual and cognitive tasks, especially when the imagined scenario is particularly
12 vivid.

13 On intergroup contact

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16 Brown, R., & Hewstone, M. (2005). An integrative theory of intergroup contact. In M.
17 P. Zanna (Ed.), *Advances in Experimental Social Psychology* (Vol. 37, pp. 255–343). San
18 Diego, CA: Elsevier Academic Press.

19 This is an up-to-date account of Intergroup Contact Theory. The authors summarized
20 a large number of studies that tested the effectiveness of intergroup contact for reducing
21 prejudice. Based on the findings of these studies they argue that as well as contact that
22 enables generalization of positive feelings from the individual to the group as a whole,
23 future research should place more emphasis on the interpersonal aspects of contact (i.e.,
24 building cross-group friendships).

25 Paolini, S., Hewstone, M., Cairns, E., & Voci, A. (2004). Effects of direct and indirect
26 cross-group friendships on judgments of Catholics and Protestants in Northern Ireland:
27 The mediating role of anxiety-reduction mechanism. *Personality and Social Psychology Bul-*
28 *letin*, 30, 770–786.

29 This paper focused on the relations between Catholics and Protestants in Northern Ire-
30 land, and how direct and indirect cross-group friendships affected prejudice between the
31 two groups. Using structural equation modeling, the beneficial role of cross-group friend-
32 ships on prejudice-reduction was revealed, an effect that was mediated by reductions in
33 intergroup anxiety.

34 Pettigrew, T. F. (1998). Intergroup contact theory. *Annual Review of Psychology*, 49,
35 65–85.

36 This is a highly influential review of Allport’s (1954) Contact Hypothesis written by
37 Thomas Pettigrew. The chapter addresses critical issues for the theory’s development and
38 outlines a longitudinal intergroup contact theory. Importantly, Pettigrew argues that a dis-
39 tinction should be made between conditions that are essential for contact to be effective,
40 and conditions that facilitate contact’s positive effects.

41 Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact
42 theory. *Journal of Personality and Social Psychology*, 90, 751–783.

43 This paper reports an extensive meta-analysis of studies carried out on intergroup con-
44 tact between 1940 and 2000. The authors demonstrate that intergroup contact is signifi-
45 cantly associated with reduced prejudice even when Allport’s pre-requisite conditions
46 were not met (although the reduction of prejudice was greater if they were). Importantly,
47 the authors suggest that the optimal conditions should not be regarded as mutually inde-
48 pendent but as functioning together in order to reduce prejudice.

1 Tropp, L. R., & Pettigrew, T. F. (2005). Relationships between intergroup contact and
2 prejudice between majority and minority groups. *Psychological Research*, 16 (12), 951–957.

3 This meta-analysis examined the differences in the effects of intergroup contact on
4 majority and minority groups. According to the meta-analytic findings, the relationship
5 between contact and prejudice was weaker among minority groups than among majority
6 groups and favorable contact conditions did not predict stronger contact–bias relationships
7 for minority groups.

8 Wright, S. C., Aron, A., McLaughlin-Volpe, T., & Ropp, S. A. (1997). The extended
9 contact effect: Knowledge of cross-group friendships and prejudice. *Journal of Personality
10 and Social Psychology*, 73, 73–90.

11 This is an engaging and influential paper in which the authors introduce the concept
12 of *Extended Contact* and explore how it can help improve intergroup relations. According
13 to the extended contact hypothesis, knowledge that an ingroup member has an outgroup
14 friend can help reduce bias toward the outgroup. In this paper, evidence from four stud-
15 ies confirmed the hypothesis. This approach has influenced the development of school-
16 based interventions that aim to tackle prejudice and discrimination.

17 On imagined contact

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20 Abrams, D., Crisp, R. J., Marques, S., Fagg, E., Bedford, L., & Provias, D. (2008). Threat
21 inoculation: Experienced and Imagined intergenerational contact prevent stereotype threat
22 effects on older people's math performance. *Psychology and Aging*, 23, 934–939.

23 In this paper, the authors integrated the literature on stereotype threat with the *Imagined
24 Contact* paradigm. According to the findings, intergenerational contact, both actual
25 and imagined, can reduce the negative effects of stereotype threat, partially by decreasing
26 test-related anxiety.

27 Crisp, R. J. & Turner, R. N. (2009). Can imagined interactions produce positive per-
28 ceptions? Reducing prejudice through simulated social contact. *American Psychologist*, 64,
29 231–240.

30 This article provides a theory-focused introduction and overview of the basic principles
31 underlying *Imagined Contact*. It particularly focuses on the similarities and differences
32 between actual, extended and imagined contact along a *continuum of contact* interventions.
33 The authors discuss how understanding the nature of these similarities and differences can
34 help determine which type of contact could be used most effectively in particular inter-
35 group contexts.

36 Stathi, S., & Crisp, R. J. (2008). Imagining intergroup contact promotes projection to
37 outgroups. *Journal of Experimental Social Psychology*, 44, 943–957.

38 This paper focused on examining the conditions under which *Imagined Contact* is
39 most effective, particularly with respect to encouraging the projection of positive traits to
40 outgroup members. The authors tested the paradigm with different populations and
41 *uncovered* an important role for self and identity processes in the successful application of
42 the intervention.

43 Turner, R. N., Crisp, R. J., & Lambert, E. (2007). Imagining intergroup contact can
44 improve intergroup attitudes. *Group Processes and Intergroup Relations*, 10, 427–441.

45 This was the first empirical paper to be published on *Imagined Contact*. The authors
46 tested the imagined contact hypothesis with various populations and evidence from three
47 studies illustrated the positive effects of imagined contact on attitudes toward the out-
48 group, stereotypes, and intergroup anxiety.

Online Materials

<http://www.arc.org/>

This website is managed by the Applied Research Center, a group looking into racial justice through media and activism. It offers a variety of links relating to issues of racial justice news, policies, and current research, as well as access to relevant blogs and videos. <http://archive.cabinetoffice.gov.uk/equalitiesreview/>

In particular:

<http://archive.cabinetoffice.gov.uk/equalitiesreview/upload/assets/www.theequalitiesreview.org.uk/kentequality.pdf>

This website provides information regarding the background of *The Equalities Review*, a thorough review on the causes of discrimination and equality in British society. The actual review, sponsored by the Equality Minister and the Minister for the Cabinet Office, can also be found here on PDF format.

<http://www.diversityweb.org/>

This website is managed by the Association of American Colleges and Universities. It presents issues that relate to students' academic life, such as educational practices, and domestic and global news on diversity and democracy.

<http://www.guardian.co.uk/world/race>

This is *The Guardian's* webpage with news articles on race issues from around the world.

<http://www.internationalpeaceandconflict.org/>

This is a networking site where professionals discuss peace, human rights, prejudice and other social issues. Furthermore, its members have the opportunity to share relevant resources such as videos, pictures, articles, etc.

http://www.ukcosa.org.uk/files/pdf/new_horizons_report.pdf

This is the United Kingdom Council for International Education's 2006 report on the experiences of International students in UK Universities. The report summarizes the findings of a large-scale study in four chapters. One of these chapters (Chapter 3) presents the findings about the role of social contact and cross-group friendships in International students' experiences.

<http://www.un.org/cyberschoolbus/index.shtml>

This is the United Nations Cyberschool bus website. The Cyberschool initiative is an online education element of the Global Teaching and Learning Project, which aims at enhancing awareness about international affairs. The website serves as channel to bring together teachers and students from around the world and communicate information about international issues.

<http://www.understandingprejudice.org/>

This website has links for a large number of prejudice-related issues. Also, it includes exercises to help gain a more thorough perspective on issues of prejudice and discrimination, along with a 'teacher's corner', with relevant teaching tips and materials.

Sample Syllabus

Overview

This teaching and learning guide can be used as a component of any syllabus that includes coverage of intergroup relations, stereotyping, prejudice and discrimination. The component will focus mainly on the role of intergroup contact for reducing prejudice, with particular emphasis on the latest developments of the theory and their practical implications.

This format can be introduced as a seminar, in which students read relevant papers using the focus questions suggested below for guided discussion.

The component could consist of the following themes:

1. The Contact Hypothesis: When and how it works

This theme could include the conditions facilitating, and the mediators explaining, the effects of intergroup contact on attitudes and behavior.

2. Indirect forms of contact

This theme could cover Extended and Imagined Contact. Specifically, it will focus on similarities and differences between the paradigms, and the benefits of indirect forms of contact along with their limitations.

3. Imagined Contact: Applications and interventions

This theme could focus on the practical application of the imagined contact idea. Students can create small groups and discuss the potential application of different forms of Imagined Contact in school and community settings.

Focus Questions

1. Is intergroup contact always effective in reducing prejudice and improving relations?
2. What are the psychological mechanisms that explain how Direct Contact, Extended Contact, and Imagined Contact reduce prejudice?
3. Would you expect majority and minority status groups to differ in the way they respond to contact-based interventions? Why?
4. What are the strengths and weaknesses of indirect forms of contact?
5. How can we develop a contact-based intervention in a school setting and target possible biases between children belonging to different ethnicities?

Seminar/Project Idea 1

For the assessment of this component students can be asked to develop a research proposal that will address a critical issue regarding Imagined Contact. The proposal can aim at either addressing a criticism of the theory or further developing it. The research proposal will need to include a critical literature review outlining the basic concepts, up-to-date findings and the rationale for designing a new study. The method section should include details about how the students plan to introduce Imagined Contact, recruit participants and what their dependent variables will be. Students should then conclude with the theoretical and practical implications of their proposed research.

Seminar/Project idea 2

Here, students can be asked to focus on a specific intergroup context that involves prejudice or intergroup conflict (e.g., attitudes of the young toward the elderly, homophobia, or anti-Muslim attitudes). Some example sources of information include:

Northern Ireland

<http://www.bbc.co.uk/history/recent/troubles/>

http://en.wikipedia.org/wiki/The_Troubles

Israel-Palestine

http://news.bbc.co.uk/1/hi/world/middle_east/country_profiles/803257.stm

http://en.wikipedia.org/wiki/Israeli-Palestinian_conflict

1 *Cyprus*

2 <http://news.bbc.co.uk/1/hi/world/europe/1760565.stm>

3 http://en.wikipedia.org/wiki/Cyprus_dispute

4 After reading some background information on the context, the students should con-
5 sider applying a contact intervention to help improve the relations between the groups.
6 Specifically, students should decide on the order that they would use the different forms
7 of contact (Direct Contact, Extended Contact, and Imagined Contact) in order to maxi-
8 mize the effectiveness of the combined intervention. For example, in a social context
9 where there is little opportunity for actual intergroup contact, or where anxiety levels are
10 high (so motivations to engage in contact are low), Imagined Contact could be used as a
11 preparatory measure. Its implementation prior to Direct (or Extended) Contact will
12 potentially boost interest in contact and/or buffer anxiety, such that people will be subse-
13 quently more inclined to engage in actual contact when future opportunities arise.
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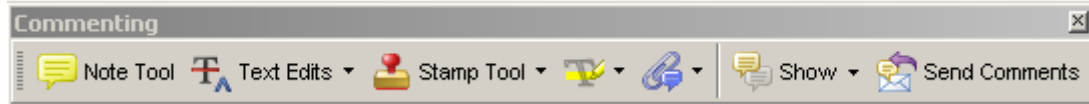
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USING E-ANNOTATION TOOLS FOR ELECTRONIC PROOF CORRECTION

Required Software

Adobe Acrobat Professional or Acrobat Reader (version 7.0 or above) is required to e-annotate PDFs. Acrobat 8 Reader is a free download: <http://www.adobe.com/products/acrobat/readstep2.html>

Once you have Acrobat Reader 8 on your PC and open the proof, you will see the Commenting Toolbar (if it does not appear automatically go to Tools>Commenting>Commenting Toolbar). The Commenting Toolbar looks like this:



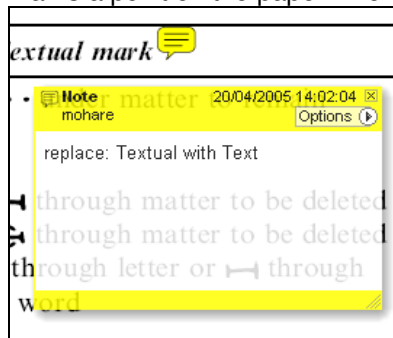
If you experience problems annotating files in Adobe Acrobat Reader 9 then you may need to change a preference setting in order to edit.

In the “Documents” category under “Edit – Preferences”, please select the category ‘Documents’ and change the setting “PDF/A mode:” to “Never”.



Note Tool — For making notes at specific points in the text

Marks a point on the paper where a note or question needs to be addressed.

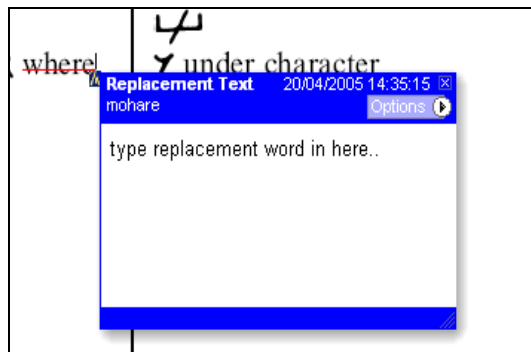


How to use it:

1. Right click into area of either inserted text or relevance to note
2. Select Add Note and a yellow speech bubble symbol and text box will appear
3. Type comment into the text box
4. Click the X in the top right hand corner of the note box to close.

Replacement text tool — For deleting one word/section of text and replacing it

Strikes red line through text and opens up a replacement text box.

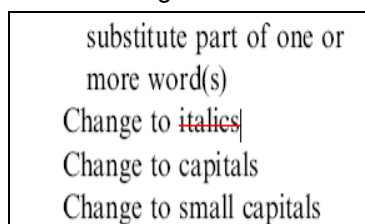


How to use it:

1. Select cursor from toolbar
2. Highlight word or sentence
3. Right click
4. Select Replace Text (Comment) option
5. Type replacement text in blue box
6. Click outside of the blue box to close

Cross out text tool — For deleting text when there is nothing to replace selection

Strikes through text in a red line.



How to use it:

1. Select cursor from toolbar
2. Highlight word or sentence
3. Right click
4. Select Cross Out Text

Approved tool — For approving a proof and that no corrections at all are required.

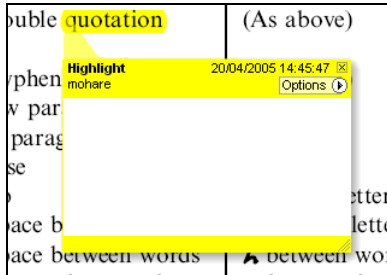


How to use it:

1. Click on the Stamp Tool in the toolbar
2. Select the Approved rubber stamp from the 'standard business' selection
3. Click on the text where you want to rubber stamp to appear (usually first page)

Highlight tool — For highlighting selection that should be changed to bold or italic.

Highlights text in yellow and opens up a text box.

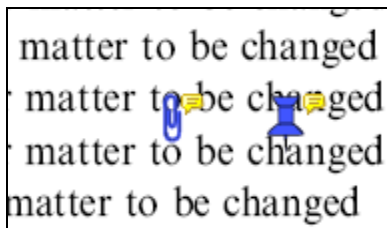


How to use it:

1. Select Highlighter Tool from the commenting toolbar
2. Highlight the desired text
3. Add a note detailing the required change

Attach File Tool — For inserting large amounts of text or replacement figures as a files.

Inserts symbol and speech bubble where a file has been inserted.

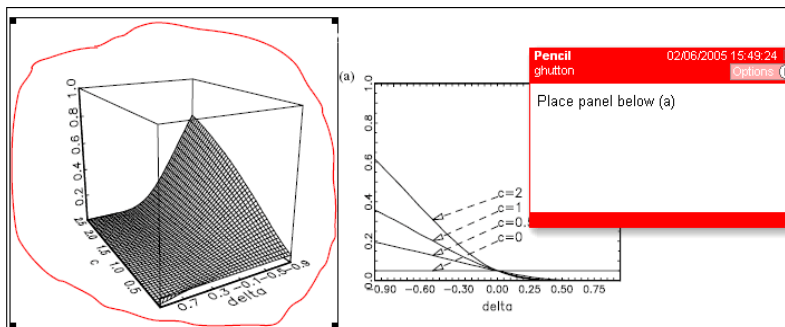


How to use it:

1. Click on paperclip icon in the commenting toolbar
2. Click where you want to insert the attachment
3. Select the saved file from your PC/network
4. Select appearance of icon (paperclip, graph, attachment or tag) and close

Pencil tool — For circling parts of figures or making freeform marks

Creates freeform shapes with a pencil tool. Particularly with graphics within the proof it may be useful to use the Drawing Markups toolbar. These tools allow you to draw circles, lines and comment on these marks.



How to use it:

1. Select Tools > Drawing Markups > Pencil Tool
2. Draw with the cursor
3. Multiple pieces of pencil annotation can be grouped together
4. Once finished, move the cursor over the shape until an arrowhead appears and right click
5. Select Open Pop-Up Note and type in a details of required change
6. Click the X in the top right hand corner of the note box to close.

Help

For further information on how to annotate proofs click on the Help button to activate a list of instructions:

