

# *European Bulletin of Social Psychology*

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*Language Matters: Communication, Culture, and Identity* (2004) by Sik Hung Ng, C. N. Candlin & Chie Yue Chiu

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Dear Colleagues,

In terms of size the present issue of the Bulletin is definitely worth at least two issues. We hope it will also be worth two issues in terms of content and body. In any case, the great number of activities and initiatives described in this issue testify to the busy busi-ness of the membership.

This issue features descriptions of a host of new books by members, reviews of books, announcements of future meetings and reports of past meetings, grant reports and a long list of announcements from the Executive Committee.

Amongst all the above we draw your special attention to the lead article (p. 4). If you always wanted to know where heaven is, we now know for sure that heaven, at least in the Summer of 2004, was to be found in Groningen, the Netherlands, where the EAESP Summer School took place. A reading of the accounts by organizers, teachers and students alike leaves no room for another conclusion: heaven (academically and otherwise, or vice versa) was indeed in Groningen.

Also take a look at two announcements regarding the upcoming General Meeting at Würzburg (p. 46). The deadline of November 15 is very near, if you still have to make a submission. And, for members from Eastern European countries, contributions towards covering the cost of participating in the General Meeting are available via a grant from the Deutsche Forschungsgemeinschaft, owing to the efforts of Fritz Strack (Thank you, Fritz).

Unless you will be too tired after having gotten that far in this issue, please also pay attention to a series of announcements from the Executive Committee (p. 83). Some call on your assistance (we are searching a new EJSP editor, candidates for the 2005 Executive Committee elections, and nominees for the Kurt Lewin awards). Another announces the 2005 SISP

Summer School in Ann Arbor, Michigan (5 spots available for EAESP doctoral students), and yet another – so sorry, folks – reminds you to pay your 2005 fees. And then there is an overview of a series of proposals discussed and decisions made on the occasion of the recent meeting of the Executive Committee (October, 15-17).

We hope that all the above does convince you that EAESP is truly alive and kicking. As editors of this Bulletin and as an Executive Committee we can only be happy about this state of affairs. Keep up the good work!

The editors of the Bulletin and the Executive Committee of the EAESP take this (early) November opportunity to already extend their best wishes for a successful 2005, the year of Würzburg.

*Eddy Van Avermaet and Sibylle Classen*

## **The EAESP Summer School 2004 Accounts from Heaven (in Groningen, The Netherlands)**

### **The Organizers' View**

Can you have post Summer School separation anxiety? Although not included in the DSM-IVR, this new type of separation anxiety has been recently documented in Groningen, particularly on the 4th floor of the Heyman's Building. For instance, over the past few months the organizers have suffered from an overpowering need to meet new people from all over the world, figure out how to get 80 people to the countryside to play old-fashioned Dutch games, take photos of people playing volleyball and drinking beer, wondering how to ensure that the notoriously unstable Dutch weather would become stable (and maybe even warm during the Summer School), arrange classrooms, transportation, and accommodations, etc. Seriously, as we reflect back on the Summer School and all the work that we did to organize such an event, we all feel that it was a tremendously rewarding and enjoyable experience. But, what can we possibly say about the two weeks in August 2004 that had such a profoundly positive affect on the participants, teachers, and us? Perhaps the best way is to start at the beginning.

The Summer School started with the arrival of the participants and teachers and with a welcome reception in a lovely restaurant located in the centre of Groningen. It was there that we had a chance to witness all that we had created: students and teachers from all over the world convening in our fair city to discuss and learn about experimental social psychological research for two weeks. Oh my, what have we done? Did we get in over our heads? Fortunately, this anxiety soon transformed into excitement and anticipation about the coming weeks. Indeed, from the first evening onwards we all felt like we had created something special and that many wonderful things would come out of the Summer School. This hunch was confirmed ( $p < .05$ ). The following day the Summer School officially opened with some inspirational remarks from "the dean" followed by the students breaking up into their respective workgroups. In addition to discussions within the individual workgroup each teacher presented their research during plenary morning sessions. This provided an opportunity for all students and teachers to get insights into the work of

the ten experts teaching in the Summer School. As a complement to the teachers' lectures we were fortunate to have a number of guest speakers (Karen van Oudenhoven-van der Zee, Kees van den Bos, Rob Holland, Marcello Galucci, and Catrin Finkenauer) discuss areas of work that were not strongly covered in the Summer School. Also, special thanks should be made to Vincent Yzerbyt (EAESP President) who came to talk to us about the EAESP and the history of the Summer School.

But, of course, the Summer School would not have occurred without the work of our tireless teachers, who all rose to the challenge of teaching students from a variety of countries (e.g., Spain, America, Germany, Israel) and experiences. It is here that we would like to applaud their efforts and say a "heel erg bedankt" to the Automaticity and Goals Workgroup starring Henk "Shower Curtain" Aarts and Ap "Raw Herring" Dijksterhuis, The Self Workgroup starring Diederik "The Dean" Stapel and Brett "Hidden Sound System" Pelham, The Intergroup Relations Workgroup starring Sabine "Zebean" Otten and Russell "Postal Code Lottery" Spears, The Stereotyping Workgroup starring Bernd "Don't Shoot" Wittenbrink and Olivier "Party Pants" Corneille, and the Emotions, Motivation, and Decision Making Workgroup starring Marcel "Hawaiian Shirt" Zeelenberg and Nira "Construal Theory" Liberman.

Okay, so what did we do and see during those eventful weeks? After all we had fulfilled our responsibilities: that is, we had suckered everyone into coming to Groningen for two weeks. Well, we saw students working all day in their classes or out in the sunny weather (yes, we even arranged for a record breaking heat wave during the Summer School). We saw them working in the computer lab and in our offices. We saw them conducting experiments on a variety of topics ranging from implicit associations between specific teachers and beer to whether Figo is really a soccer player or a social psychologist. And finally we saw them presenting their work and ideas on the final day, which underscored just how accomplished and knowledgeable the Summer School students were and how successful they will become.

The Summer School was not all work, however. Indeed, we think that our teachers and students took to the extracurricular activities (e.g., volleyball at lunch, beers at the "Pintelier", day trips to Amsterdam or Schiermonnikoog) with unparalleled energy, talent, and focus. We applaud such dedication. And then one day it happened. It was the last night of

the Summer School. Yes, all good things must come to end. The farewell dinner took place at a restaurant on the shores of a lake just south of Groningen, where we ate, drank, danced (some of us better than others), and watched a slideshow presentation late into the night. In closing we just want to express our deepest gratitude to EAESP and SPSP. It was only with their generous funding that our dream of hosting the Summer School could be realized. And what a dream it was.

*Ernestine Gordijn, David Marx, Sabine Otten, Annemarie Pieterman-van den Burg, Saskia Schwinghammer, and Diederik Stapel*

### **Teachers' impressions**

The 2004 Summer School was in many ways a unique experience for me. Partly, this had to do with the other teachers. Five of us were students at the 1994 Summer School in Seroc, Poland (i.e., Henk Aarts, Olivier Corneille, Nira Liberman, Diederik Stapel and myself) and hence it felt like a very pleasant reunion. Together with the other five teachers, I think, we had a very nice, young and enthusiastic team. A Summer School, however, is there mostly for the students, and they comprise an other large part of making this a unique experience. The students (most of them) were well prepared, eager to learn, and very pleasant to interact with. It was interesting to see people with very diverse backgrounds successfully cooperate, and even more interesting to see a group that will produce future summer school teachers (I think I can predict some and I am willing to put some money on my predictions). A third contributor was the very nice weather. I think we will remember the summer of 2004 as one of the worst of this decade (in fact, my only recollection of the two weeks vacation directly after the summer school is that of rain). The two weeks of the summer school were the exception; we had lots of hot and sunny days. This came in handy, especially for the daily volleyball games! Finally, but crucially, the experience was unique because of the well-setup form of the summer school and the good balance between work and social events. We started and ended each day with a lecture of one of the teachers, or an invited speaker from elsewhere in the Netherlands. This set of lectures was extremely useful to me (and from what I have heard, also to others) since they gave a very up to date review of what is going on in current social psychology. In addition there were a number of social events that created some long lasted memories (I think of the climbing of the Martini

Tower—a large church tower in the centre of town—that was followed by a raw herring [a Dutch speciality] tasting accompanied by Jenever [a Dutch type of Gin]).

Most memories, however, will come from the interaction with the students in the group that Nira Liberman and I taught. Nira and I focused on the role of emotional and motivational processes in the psychology of decision making. The students had prepared for this by reading a list of 17 articles. We discussed these articles, and more generally, the recent developments in the field. The students were well-prepared and took a very active role in this. Soon subgroups were formed and students started working on ideas developed during our discussions. This proved to be stimulating and rewarding, since two of the three groups actually collected data during the second week of the summer school. At the final day, all groups presented their ideas in a large plenary session. This was the most remarkable of the whole summer school, in my view. It was astonishing to see that, without exception, all groups had managed to come up with original ideas and testable predictions. I am sure that some of them will be carried out at the home universities and that we will hear more from them in the near future. Taken together, this summer school has brought me more than I expected, and I think that this applies to most of us (students and teachers). It was a wonderful experience. I hope that the EAESP will continue funding this and that organizers will continue to volunteer organizing this.

*Marcel Zeelenberg*

It is a cool, rainy day in mid September as I sit in Washington, DC, and write this report on the EAESP Summer School. The heat, the 'Hefeweizen', the Dutch bicycles, the engaging intellectual discussions, and even the intense taste of what seemed like several kg of raw herring now seem very far away. However, I will long remember the faces and voices of the many teachers and students who came together in early August for the 2004 EAESP Summer School in Groningen. I can only speak for myself, but there in Groningen, for two weeks, I had the privilege each day of learning about cutting edge research in social cognition, emotion, and intergroup behavior. I not only enjoyed enlightening lectures from each of my fellow summer school teachers but also learned about the recent work of eminent and energetic European

social psychologists who graciously offered plenary lectures in topics that included cultural psychology, justice, statistical methods, close relationships, and implicit attitudes.

What did I take away from the summer school? First, I met or became better acquainted with a small army of brilliant scholars, and I was delighted and inspired by their work. As a result, I can no longer make decisions without worrying about whether I construed these decisions optimally (or gave them too much conscious thought). I can no longer take pleasure in the downfall of my enemies without thinking about Schadenfreude (or how it relates to ingroup allegiances). To make matters worse, I can no longer experience positive affect of any kind without asking about the particular qualities of my discrete emotional responses. I even find myself categorizing the cashier at my local bank as 80% female and wondering if this will bias my memory of her voice. Worst of all, I worry that if an African American man walks into the bank and pulls out his cell phone, I will briefly mistake it for a gun. In short, my intellectual world has been greatly enriched.

Second, in the Self working group, I had the opportunity to work very closely with twelve brilliant, hardworking graduate students, who all reminded me of what I love so much about social psychology. The passion for research that our students demonstrated energized and inspired me every day. I had forgotten what it was like to assign students a group task and have them ask for more time to think, discuss, and debate before reconvening into a larger group. I had forgotten how easily classroom discussions spilled over into dinner conversations – or 2 a.m. discussions at the pub. Our students' eagerness to learn and their willingness to teach served as a model that will continue to inspire me in my own teaching and research. Of course, the icing on the cake is that I was able to co-teach this group of delightful students with a Dutch psychologist whose stature in our field is truly unrivaled. Moreover, in addition to being an extremely tall person, my co-teacher, Diederik Stapel, also proved to be a moderately competent teacher and, at times, a pretty clear thinker. Best of all, he and I were able to trade annoying barbs such as these for hours, both in and out of the classroom. Of course, the three students who laughed obligingly at these and other attempts at humor will be remembered even more fondly than the rest. To translate this from the Dutch, my co-instructor and our group of 12 wonderful students

taught me a great deal about the self-concept and about our shared passion for social psychological research. I feel very lucky to have been able to work with Dean Stapel and with these twelve gifted students.

Finally, my life was also enriched as I learned about the cultures, the lives and the research endeavors of the larger groups of summer school students. Like the students in my own work group, the larger group of students inspired me with their commitment to research on important social psychological topics ranging from extremely subtle forms of dehumanization (“my group feels indignant; your group just feels mad”) to unconscious goal pursuit (now, whenever I want someone to do something for me, I simply give them a list of sentences to unscramble). It was inspiring to observe the camaraderie students shared as they worked together both in and out of their formal groups. I am sure that they learned much more from each other than they could have possibly learned from those of us on the other side of the lectern. I am also sure that for the large majority of these students, the collaborations and friendships they began with each other in Groningen will grow and prosper in the decades to come. Because of this, social psychology will be a richer, better integrated discipline, and those of us who were lucky enough to be involved in the 2004 summer school will all be richer, better integrated people.

*Brett Pelham*

### **Impressions from participating PhD-students**

#### ***Group 1: Automaticity and Goals (Ap Dijksterhuis & Henk Aarts)***

What can I say about the automaticity and goals workgroup? Well, the words that immediately spring into my conscious mind include – deep, intriguing, rewarding and fun. The group was comprised of 13 knowledge-hungry students and a comedy duo in the form of Dutch Professors, Ap Dijksterhuis and Henk Aarts. Day one and we all sheepishly flock into our small workgroup room and re-arrange the tables into a very diplomatic looking rectangle. Next came the ever so cliché, yet ultimately very interesting, ‘introductions’ phase. It was fascinating to hear about the diversity of research interests held by the individual group members. Some of the students’ projects seemed very akin to those of Ap and Henk whilst others seemed to merely brush upon elements of automaticity

and/or goals. Despite such variety in the 'surface applicability' of the workshop to people's projects, one thing was clearly evident; everyone in the room was highly motivated to learn and to draw the most from the fortnight as possible. A motivation further fuelled by the approachable nature of the Professors. The first week was, well I guess, the most regimented of the two. In the mornings we would sit around the diplomatic table and listen to lecture from either Ap or Henk, a lecture often interrupted by the arrival of the coffee trolley. In the afternoons the 16 of us were split into smaller groups of 3 or 4 and set to work on a question emergent from the morning lecture and subsequent discussion. At around 3 o'clock the 13 of us would reunite, fight over a small jug of coffee and disseminate our findings. The afternoon group work was, for me, the most absorbing part of the day. The level of productivity and the quality of many of the ideas developed within these sessions were, at times, amazing.

The second week took a little more of an abstract form. Based upon brief personal research proposals the group was split into four sub-groups, each with its own broad research question relating to a topic covered by Ap and Henk's lectures. For example, my sub-group focused upon aspects of goal contagion, the phenomenon by which we automatically adopt and pursue the goals of others. It was the task of each sub-group to, over the second week, refine this question and plan a series of studies through which to answer it. Thankfully both Ap and Henk were on hand throughout the week to help with the methodological and theoretical quagmires that we inevitably found ourselves in from time to time. The week culminated in each sub-group performing a brief presentation of their proposed studies in front of all 60 or so summer schoolers and the learned Professors. This 'mini-conference' highlighted to me two major things; the diversity of themes covered in social psychology, and the strength in depth of the next generation of social psychologists.

We as a group would like to thank each and every one of the organizers, lecturers and supervisors of this summer school. Further, I am sure that I am not alone in saying that it was one of the most worthwhile things I have done and I feel very privileged to have been a part of it.

*Christopher R. Jones*

**Group 2: Stereotyping (Bernd Wittenbrink & Olivier Corneille)**

The workshop on Stereotypes was lead by Bernd Wittenbrink and Olivier Corneille. I still remember the shock when receiving their reading list: How would I ever find the time to read all this? Actually we spent the whole first week of the summer school reading, re-reading and discussing all these papers in small groups, guided by the questions of our teachers but also developing our own ideas on the topics. Thereby we did not only get a deeper access to the issues of stereotyping research proposed by our teachers but also got to know the ideas, perspectives and interests of the other group members. This was a very fruitful base to start with. We spent the second week in small groups, developing our own thoughts, gathering, explaining and discussing ideas about future research projects. Our teachers gave us the freedom to choose which topic to focus on and were helpful by offering feedback and advice. The whole group met once a day for presentation of ideas and progress. Finally every subgroup was able to develop its research project; each is going to be pursued in the weeks and month to come.

Additionally we conducted a less severe experiment on the development of stereotypes in the heads of summer school participants towards members of the high-status, high-interest minority group of teachers under the conditions of the two-week load and positive mood manipulation of the summer school. Main results were a strong positivity bias towards all our teachers and the surprising effect that participants associated most of the teachers as strong with a scientific paper as with a bottle of beer in their hand...

The summer school was not only hard work. We spent long nights in the Groningen Pubs, chatting and dancing and having fun. I am sure that we will all remember the look of Bernd and Olivier dancing dressed in green and orange party-shirts specifically designed for this event.

Throughout the Groningen summer school a cooperative network of European, American and Australian PhD-Students started to develop. I look forward to meeting everybody at the next conferences.

*Juliane Degner*

**Group 3: Intergroup Relations (Russell Spears & Sabine Otten)**

On the first day, after getting somewhat acquainted with each other, we decided how to proceed. Namely, during the first week we would discuss the literature we had read concerning four main topics in the morning – negative behavior towards outgroups or outgroup derogation, prototypicality and identity as a group member, group based emotions and finally automatic processes in intergroup relations – and split up into small groups in the afternoons.

In the first week, each morning we reviewed the reading that Sabine and Russell had proposed months before the actual time in Groningen. Individual members summarized the main ideas and their understanding of the literature and proposed criticisms and implications. This always led us into a discussion in the large group and already raised some issues and research ideas to be pursued further.

In the afternoons, we split up into smaller groups of 4 or 5 (different groups for each day according to Russell's intricate and sophisticated matrix system of group composition) and elaborated ideas that had come up in the morning session or developed research ideas not raised so far. Each group prepared a broad design which was then presented to the whole group later in the afternoon.

At night, following the summer school's dean's advise, we mostly went to the “Pintelier”, a local academia club, to study some more. Indeed, they had some exquisite drinks there that inspired us greatly. Intellectually that is.

In the second week, we split up in fixed groups for the rest of the summer school and focused on one single research idea we wanted to pursue, maybe even after the summer school. While other tracks already collected data, our option was to think deeply in designs mostly ready to put into action during this year. Our designs were at times so complicated (we're talking 24) that we still had to come clean with our own hypotheses in the morning and in the afternoon. But on the last day, when everybody presented their two weeks' work, our track presented three research plans that were (note that modesty is slipping away), well thought out and mostly ready to be put into action.

During the second week, we also went to the “Pintelier” at nights, or to clubs that offered an opportunity to ruminate our research ideas in a more

experiential way and expressed the designs dancing to the most ridiculous tunes.

A special "Big it up for yourselves" goes to Sabine and Russell who inspired us greatly by showing us how exciting and worthwhile it is to think about things not twice but even thrice, were always there for our questions, and stopped us from introducing another factor in our designs that would have added four cells for which we couldn't come up with sensible predictions anyway.

*Johann Jacoby*

***Group 4: Emotions, Motivation, & Decision Making (Nira Liberman & Marcel Zeelenberg)***

The EAESP Summer School was an amazing and stimulating experience for the diverse group of 64 students who attended. The Emotions, Motivation, & Decision Making workgroup was no exception: including thirteen graduate students from nine different countries, seven males, six females, with research interests ranging from the more applied (e.g., consumer attitudes to new products) to the more theoretical (e.g., basic psychological needs and emotions). Our fearless leaders, Nira Liberman and Marcel Zeelenberg, moderated discussion and debate, offering at times both pointed critique and insightful guidance.

Discussion of the suggested readings was both interesting and helpful in improving our grasp of the literature and encouraging us to question and theorise about the different topics. This led to many interesting research possibilities although three main areas eventually became the focus of the subgroups. Two of these groups managed to collect some data while in Groningen, and many of us look forward to continued collaboration on projects started at the summer school.

Now we have all returned to our homes and as psychological distance (both temporal and physical) has accumulated between us and Groningen, we look back with a broader perspective, a summary assessment with few, if any, regrets, and think of an inspiring and rewarding experience. We are sure that we speak for all of the summer schoolers when we thank the organizers and the EAESP for an experience that stands out as one of the richest and most enthralling of our graduate careers.

*Arlen Moller & John-Mark Frost*

**Group 5: The Self (Brett Pelham & Diederik Stapel)**

What an amazing two weeks! When Diederik asked us to write a report about our summer school experience, quite honestly, we didn't really know where to start. Was it worth travelling for 10 hours on the train (one-way!), even for those, who only came from "the next country down on the map"? Not to mention waiting for all the delayed planes and trying to catch the right trains for those who came from countries "a little bit further down the map"? Definitely a yes. Was it worth getting up early every morning, after doing little personal research on the quality of Dutch beer almost every night? Another definite yes. How do you comment on how fabulous something was, if it was exactly that: all around – fabulous!? Well, we could simply go ahead and describe, but since social psychologists have pretty much all times been suspicious of only descriptive research, let's take a look at the potentially underlying reasons:

First of all, obviously, what a great honor to be taught by "the amazingly intelligent DEAN" (quote by the DEAN) and his wonderfully knowledgeable, yet submissive (or was it the other way 'round?) Co-Teacher BWP (his initials seem to be important enough to him to justify using this abbreviation....)! What did we learn from them? Well, first of all, we now all know that DEAN's (and their wife's) are apparently extremely well versed at predicting the tropical weather in Holland, that accompanied us almost the entire two weeks, and that BWP would probably argue, that our DEAN liked being the DEAN so much, because of the configuration of letters, in particular the first one. Also, one could identify potential causes of their mutual liking: Not only did BWP actually teach the DEAN how to juggle (has he ever learned how to do it with more than 2 balls?), but also, the DEAN repeatedly wore shirts confirming his liking for BWP's state of birth – what better bond of friendship can you possibly form?!

But no, no, we not only learned about friendship and the weather, and about why the DEAN liked being the DEAN: We also learned some actually useful things. E.g. we learned how many people choose with their professions, their mates, the names for their children, or even how they come up with their own names. For example, we now know that there is many more dentists named Dennis than anything else, that people tend to prefer potential mates who have the same first letters in their names, that they tend to name their kids Virginia more so, if they live in Virginia, and

that one can easily create a celebrity alias by lumping together the name of a family-pet with the name of the street one lived in when one was a kid.

Even more seriously, we also benefited a whole lot from our teachers' expertise and their excellent way of conveying information to us. The reading list was available months before the actual summer school so that everyone arrived in Groningen well prepared to discuss 8 broader topics within the self-literature over the course of the first and parts of the second week. BWP and the DEAN managed to present the work that we were to do during our time at the summer school as a serious challenge and even got us to do homework after dinner during the first couple of days. (Later we learned some more implicit ways of enhancing our self-esteem or we simply switched focus from academic to relational self - it works!). They always encouraged us to take our work during the two weeks seriously and made very clear that we should (and are capable) of coming up with great, realistic research ideas. This might seem like a threat. However, the two perfectly managed to keep us calm and focused on the bigger picture, and gave us the confidence to play "get-to-know-each-other"-games in the backyard of the Psychology Department up until the third day of the last week, while the other groups already had the panicked expressions on their faces (the game was about fooling people by saying that you did something you had actually never done before, so it was really useful!). And you can trust us on this one: It's a skill worth mentioning, if teachers can keep you calm and confident that you can handle the challenge of presenting a new research proposal, even when finding an article a day before the final presentation, that tested the same ideas you've come up with!

Aside from all of the presentations at the summer school being a great success and research projects definitely worth pursuing, we think that BWP's, the DEAN's, and all the other teachers' efforts are worth a great big THANK YOU!!! We all had a wonderful time, learned a lot, and will surely be greatly influenced (professionally as well as personally) by this inspiring experience. Professionally, in that we will hopefully pursue some of the research projects, that were outlined during the two weeks in Groningen, and at some point meet again and look over or maybe even present the results together. Personally, in that dancing until the morning hours (one of those long nights with special guest Fluffy St.-Martin) was the ultimate kicker of these two weeks, and – in our opinion – the

probably nicest addition to having formed a close network of fellow PhD-students AND our teachers! But other experiences like eating raw fish and having free cocktails together while dancing salsa, or either winning together with your teacher, or (maybe even better) beating your teacher at volleyball (“HIDDEM, HIDDEM”), really helps to create bonds between people... And after all: Once you know that your teachers can give their talks on less than an hour of sleep (some of them none at all!), why would you not be able to do it yourself?!

All this being said - again, all of the parties involved, and especially the organizing committee: Great job, we had the time of our lives!

*Aneka Flamm and Margareta Jelic*

## New Books by Members

*The Social Psychology of Inclusion and Exclusion*

Edited by **Dominic Abrams**, University of Kent at Canterbury, **Michael A. Hogg**, University of Queensland, and **José M. Marques**, University of Porto

November 2004: Psychology Press, 392 pp.

ISBN Hb: 1 84169 073 2: \$75.00/ £37.99

For further information and ordering of the book, please visit

[www.psypress.com](http://www.psypress.com) or [www.psypress.co.uk](http://www.psypress.co.uk)

*The Social Psychology of Inclusion and Exclusion* examines the psychology of inclusion and exclusion within relationships between individuals, small groups, and large scale social categories such as nationality and ethnicity. Leading international experts in social psychology explore the impact of being excluded on people's emotions, actions, and reactions. They examine the circumstances that surround social exclusion, the conditions that lead people to exclude others from their groups, and ways that the negative impact of social exclusion can be reduced. As well as setting out the latest theories and evidence, the contributors also address the practical and policy implications of their work. The coverage ranges from the ostracism of individuals within small groups; the impact of not belonging on emotions, thoughts and actions; the stigmatization of individuals who are rejected by society; the analysis of intergroup segregation and exclusion in Northern Ireland; the way that communication affects our images and openness to inclusion of ethnic outgroups; the way deviants are dealt with by other group members; and the role of social exclusion in delinquency.

The volume will be of interest to social psychology researchers, as well as final year undergraduate students and graduate students on a variety of social psychology courses. Its breadth will also appeal to students of intercultural relations, sociology, political science, and even social and public policy. It will also serve as a useful resource for decision makers and social policy officials, and as a tool for social scientists who conduct research on social inclusion and exclusion.

I especially like the focus on social inclusion and exclusion at all three levels of analysis – micro-individual, meso-group, and macro-societal. In short, this volume can be highly recommended for all who are concerned with intergroup phenomena. *Thomas F. Pettigrew, University of California at Santa Cruz*

Policy implications leap out from every chapter. A crucial book for all of us concerned with the current, unprecedented intergroup challenges to the human social condition. *Susan T. Fiske, Princeton University*

#### Contents:

*D. Abrams, M.A. Hogg, J.M. Marques, A Social Psychological Framework for Understanding Social Inclusion and Exclusion.*

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**Part 2: Group Dynamics of Inclusion and Exclusion.** *J.M. Levine, R.L. Moreland, L.R. M. Hausmann, Managing Group Composition: Inclusive and Exclusive Role Transitions. D. Abrams, G. Randsley de Moura, P. Hutchison, G. Tendayi Viki, When Bad Becomes Good (and Vice Versa): Why Social Exclusion Is Not Based on Difference. M.A. Hogg, K.S. Fielding, J. Darley, Fringe Dwellers: Processes of Deviance and Marginalization in Groups. N. Emler, S. Reicher, Delinquency: Cause or Consequence of Social Exclusion?*

**Part 3: Intergroup Inclusion and Exclusion.** *J.F. Dovidio, S.L. Gaertner, G. Hodson, M.A. Houlette, K.M. Johnson, Social Inclusion and Exclusion: Recategorization and the Perception of Intergroup Boundaries. M. Hewstone, E. Cairns, A. Voci, S. Paolini, F. McLernon, R.J. Crisp, U. Niens, J. Craig, Intergroup Contact in a Divided Society: Challenging Segregation in Northern Ireland. D.R. Rice, B. Mullen, Cognitive Representations and Exclusion of Immigrants: Why Red-Nosed Reindeer Don't Play Games. V.M. Esses, J.F. Dovidio, A. Semanya, L. M. Jackson, Attitudes toward Immigrants and Immigration: The Role of National and International Identity.*

*Handbook for analyzing the social strategies of everyday life.*

**Bernard Guerin**

Reno, Nevada: Context Press, 2004, 348 pages

Available from: [www.contextpress.com](http://www.contextpress.com)

**Description:**

The Social Sciences are becoming increasingly multidisciplinary. In the future, students will be expected to know something about all social science approaches. Knowing only one perspective, from social psychology, social anthropology, geography or sociology, will not be enough. Social scientists are long overdue to stand back from their isolated disciplines and look at the bigger picture of analyzing the contexts of social behavior.

This book brings together for the first time all the social science research showing how to analyze the social behaviors of everyday life. The topics of social psychology are all included although placed in a new taxonomy. For example, most of social cognition is found in a chapter on the subtle uses of language; game theory and social dilemmas are in a broad section on analyzing the strategic consequences of resource allocation that includes much social anthropology. The overall approach is to pursue the social, cultural, historical, economic and environmental contexts from which our social behavior emerges.

The book has been left purposely open so that teachers from different social science backgrounds can adapt examples and context to their own teaching requirements. Social psychologists, for example, will spend more time in the sections on non-kin-based social relationships and on the effects of group size on social behavior than would social anthropologists. The material derives from Guerin's experience of teaching a 2<sup>nd</sup> Year course on "Social Behaviour for the Social Sciences" and a 3<sup>rd</sup> Year course on analyzing the uses of language in social interaction.

A very original aspect of this book for social psychologists is the inclusion of non-western social groups and not just those living in typical western societies. This includes a whole chapter on analysing the social effects of colonisation, oppression and westernisation on social behaviour, and

examples throughout the book from indigenous, minority and under-represented groups. The book is also a practical one, with an Appendix of examples for practical analysis when teaching.

**Outline:**

1. The Starting Point: Resources and Populations
  2. Analyzing Groups and Communities
  3. From Subsistence to Shopping: Obtaining and Allocating Resources
  4. Secrecy, Monitoring and Trust: Social Strategies of Visibility and Invisibility
  5. Language and its Power
  6. Analyzing Social Contexts through Time: The Example of Colonialism and Oppression
  7. Epilogue: Doing Analysis
- Cases for Analysis  
References

*L'Autre : Regards psychosociaux (The Other : Psychosocial outlook)*

**Margarita Sanchez-Mazas** and **Laurent Licata** (Université Libre de Bruxelles)

Grenoble : Presses Universitaires de Grenoble (available November, 2004)

**Description**

Social psychologists often assume that perceptions of and behaviours towards outgroups can be understood using the same theoretical principles. But can phenomena such as racism, sexism, or ethnic conflict be framed within a single approach? The Other is not just an outgroup: through processes of othering (infra-humanisation, essentialisation, delegitimation, etc.), the outgroup becomes a distinct figure. This book confronts multiple perspectives on othering and otherness within contemporary social psychology. It includes both theoretical developments and empirical contributions on current societal issues such as racism, xenophobia, sexism, the memory of the colonial past, the relationships between the West and the rest of the world, the Israeli Palestinian conflict, European citizenship or collective reactions in times of crisis: Many polemical questions which invite social psychology to broaden its conceptual horizons.

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*Willem Doise* : Préface

*Laurent Licata et Margarita Sanchez-Mazas* : Prologue - Pour une psychologie sociale de l'altérité

*Denise Jodelet* : Formes et figures de l'altérité

[http://www.ulb.ac.be/psycho/psysoc/livre\\_autre/Jodelet.htm](http://www.ulb.ac.be/psycho/psysoc/livre_autre/Jodelet.htm)

*Gustav Jahoda* : De l'antagonisme envers "les Autres"

[http://www.ulb.ac.be/psycho/psysoc/livre\\_autre/Jahoda.htm](http://www.ulb.ac.be/psycho/psysoc/livre_autre/Jahoda.htm)

*Stéphanie Demoulin et Jacques-Philippe Leyens* : Le cas de l'infra-humanisation

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*Christian Staerklé* : L'idéal démocratique perverti: représentations antagonistes dans la mise en altérité du non-Occident

[http://www.ulb.ac.be/psycho/psysoc/livre\\_autre/Staerkle.htm](http://www.ulb.ac.be/psycho/psysoc/livre_autre/Staerkle.htm)

*Eva G. T. Green* : L'Autre collectiviste: processus de mise en altérité dans la psychologie interculturelle

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*Neta Oren et Daniel Bar-Tal* : La délégitimation: un obstacle au processus de paix

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[http://www.ulb.ac.be/psycho/psysoc/livre\\_autre/Volpato.htm](http://www.ulb.ac.be/psycho/psysoc/livre_autre/Volpato.htm)

*Laurent Licata et Olivier Klein* : Regards croisés sur un passé commun: anciens colonisés et anciens coloniaux face à l'action belge au Congo

[http://www.ulb.ac.be/psycho/psysoc/livre\\_autre/Licata\\_&\\_Klein.htm](http://www.ulb.ac.be/psycho/psysoc/livre_autre/Licata_&_Klein.htm)

*Fabio Lorenzi-Cioldi et Fabrice Buschini* : Vaut-il mieux être une femme qualifiée ou être qualifiée de femme? Effets paradoxaux de la catégorisation dans la discrimination positive

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*Margarita Sanchez-Mazas, Frédéric Van Humskerken et Raphaël Gély* : La citoyenneté européenne et l'"Autre du dedans"

[http://www.ulb.ac.be/psycho/psysoc/livre\\_autre/SAnchez\\_Mazas.htm](http://www.ulb.ac.be/psycho/psysoc/livre_autre/SAnchez_Mazas.htm)

*Margarita Sanchez-Mazas et Laurent Licata* : Epilogue - Altérité et changement social

**Foreword by Willem Doise and the chapter's abstracts are available at <http://www.ulb.ac.be/psycho/psysoc/Autre.htm>**

*Language Matters: Communication, Culture, and Identity*

**Sik Hung Ng** (City University of Hong Kong), **Christopher N. Candlin** (Macquarie University) and **Chi Yue Chiu** (University of Illinois, Urbana-Champaign)

Hong Kong: City University of Hong Kong Press, list price US\$27, xv+519 pages, ISBN: 962-937-107-3, Publication date: June, 2004

For further information and ordering of book, please email City University of Hong Kong Press [upress@cityu.edu.hk](mailto:upress@cityu.edu.hk)

### **Description**

Language matters greatly in almost every aspect of human behavior and experience. Neurally and culturally humans are powerfully equipped to acquire language and use it for a variety of cognitive and social purposes. While the stress of this volume is more on the social purpose of language use, its cognitive development will also be discussed.

This book comprises 20 chapters which are an extension of the interflow of ideas at the 8<sup>th</sup> *International Conference on Language and Social Psychology* held in Hong Kong. Most of the chapters herein are selected from the 100 Conference presentations that have been screened by reviewers. Key issues are explored in four areas: I) Communication, II) Cultural Processes, III) Social Identity, and IV) Communicating Culture and Identity in Natural Social Settings.

This volume covers a diverse set of topics. Many real-life illustrations of the interaction of culture, identity and communication could be found. They include gender and intergenerational communication; language and ethnic identity; social identity within a multigenerational community of women; language, tourism and globalization; and communicating in mentoring programs and family conflicts.

### **Contents**

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- Marie Y. Savundranayagam and Mary Lee Hummert: Creating caregiver identity: The role of communication problems associated with dementia
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- Angel M.Y. Lin and Tit Wing Lo: Discursive construction of knowledge and narratives about gangster youth: A critical discourse analysis of social work research interviews

- Jacky Chau-kiu Cheung: Rap lyrics and antisocial effects on young people in Hong Kong
- Patricia Noller and Judith A. Feenay: Conflict in families with adolescents: How family relationships affect each other

*Carnefici e vittime. Le radici psicologiche della Shoah e delle atrocità sociali*  
**Marcella Ravenna**

Bologna, Italy, Il Mulino, 2004, 396 pages  
ISBN: 88-15-09596-9

How can it be that the norms that generally lead us to help and protect our fellow humans lose their function of guiding individual and group actions, and in what conditions does this occur? The idea underpinning this book is to reconstruct the psychological processes and factors which by generating moral exclusion in social exchanges make various forms of mistreatment and atrocities possible. The contribution of social psychologists in more than half a century of research into destructive social phenomena has certainly been considerable, though little known to the non-specialist. These studies as a whole have demonstrated that moral exclusion and ill treatment do not depend on the irrationality and the psychopathology of their perpetrators but are instead the result of a series of "normal" psychological processes characteristic of how people function in ordinary social life.

This book examines the causes of destructiveness in relation to the qualities and the personal orientations of the social actors, the interpersonal dynamics in conditions of influence and threat, pre-existing group membership and adherence to certain norms and beliefs. It also illustrates the principle conceptions of evil to be found in culture and the cognitive and motivational processes regulating the perception and evaluation of the harmful conduct. Lastly, it considers the consequences of the interweaving of moral exclusion and ill treatment on the psychological functioning of the perpetrators and the victims in extreme situations.

**CONTENTS.** Introduction - Part One: Psychological processes generating moral exclusion and enabling others to be harmed, - I. Focus on the social actor of the damage, - II. The role of social influence – III. When individuals and groups are seen as a source of threat, - IV. Social difficulties and socio-cultural factors.- Part Two: The course and consequences of exclusion, - V. Conceptions and representations of "evil", - VI. Wicked actions and modifications in self-experience, - VII. The effects of violent actions on the mind and body of the victims, - Conclusion.

*Language in Social Worlds*

**W. Peter Robinson**

Oxford, UK: Blackwell Publishing, 2003 (pp368)  
ISBN 0-780631-193364 (14.99 pounds sterling)

What is the structure of language and how does it operate as a system and as human resource? In use, how does articulate with non-verbal features to effect communication and to influence experience and behaviour? What functions does it serve and how? 'Language in Social Worlds' offers some turn-of-the-century answers to these and similar questions, mostly from a social psychological perspective, and attempts to comment on the methodological conditions for further advances.

Although historically, the representational function of language has attracted attention as a uniquely human accomplishment, this is but one of uses. Language functions to mark and regulate settings, encounters, social relations, social identity, personal identity, and emotional/motivational states. Representation as representation has however been necessary for the construction, discovery, accumulation, and communication, and dissemination of knowledge and beliefs. Restriction, rationing, and misrepresentation of socially relevant knowledge is argued to have been a continuing endeavour of the powerful to regulate the weak.

*The Psychology of Group Perception: Perceived Variability, Entitativity, and Essentialism*

edited by **Vincent Yzerbyt, Charles M. Judd, Olivier Corneille**

Psychology Press, 2004, 512 pages, Hardback £ 39.95  
ISBN: 1841690619

The Psychology of Group Perception is focused on a central issue in social psychology, namely how social groups are perceived and thought about. The contributors are leading social psychologists who have all contributed in important ways to the psychology of group perception, focusing in particular on three interrelated issues: (1) whether groups are seen to be diverse or relatively homogeneous; (2) whether groups are seen as real and stable or only transitory and ephemeral; and (3) whether group membership derives from some essential quality of the members or rather is based on social constructions. These three issues are fundamental to group perception, as inferences from group membership are fundamentally affected by the perceived variability, entitativity, and essentialism of those groups. The chapters in the volume are divided into two major sections, with those in the first focusing on the relations among perceived variability, entitativity, and essentialism, and those in the second focusing more on the origins of variability, entitativity, and essentialism. This volume should be of interest to social psychologists and to those in other disciplines fundamentally interested in how we think about the groups to which we do and do not belong.

**Book Reviews**

*Analysing identity: Cross-cultural, societal and clinical contexts* by **Peter Weinreich and Wendy Saunderson** (Eds.)

London: Routledge & Psychology Press (Taylor & Francis): 2003  
ISBN 0-415-29897-0 416pp. £35.00 hbk

Review by **Willem Doise** (Université de Genève)

**Welcoming complexity.**

A review of Peter Weinreich and Wendy Saunderson (2003)

The book edited by Weinreich and Saunderson carries a more coherent content than most edited books do. In a third of the 387-page volume, Peter Weinreich presents the theoretical foundations of Identity Structure Analysis (ISA) and the methods for studying this structure. The other two thirds of the volume illustrate the relevance of the ISA theory and its operationalization in different settings.

For decades, Social Identity Theory, as initially conceived by Tajfel and Turner, has been a landmark in social psychology, the equivalent of a Matterhorn in the Alpine landscape. The ISA conceptualization is more complex as it aims to assess the general structures of the many representations that an individual, or group of individuals, may form of relationships with others as well as the changes of these structures as a function of new experiences. In this sense the ISA theory is not unlike the ego-ecological theory presented by Zavalloni and Louis-Guérin in 1984. When presenting both theories some years ago, I hoped that in a non too distant future, both theories would at some day cross-fertilize each other. But at the best of my knowledge this did not happen<sup>1</sup>.

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<sup>1</sup> Maybe this missed opportunity is a consequence of a situation described by Rom Harré in the Foreword of the volume under review: "For all sorts of reasons English has become the language of psychology as an academic discipline and as a field for intervention in the lives of troubled people." (p. xvii). This assertion puzzles me as I have to ask myself if an

In the limited space available for this review I chose to highlight the rich variety of empirical studies presented in the book and which were all carried out in the frame of ISA theory.

In a study with students of the University of Ulster and faculty members of the Slovak Academy of Science, Peter Weinreich, Viera Bacova and Nathalie Rougier illustrate the relevance of distinguishing between primordialist and situationalist discourses on ethnic identity, the former stressing “essential continuity from group ancestry to progeny” and the latter referring to conceptions implying a more “instrumental and socially constructed nature of the group”. Gabriel Horenczyk and Salim Munayer investigate complex patterns of cultural allegiances in Israel as reflected in the ethnic identity of six female and four male Palestinian Christian Arab adolescents. Four cases are illustrated: one whose “primary, and largely preemptive, cultural self-categorisation appears to be national, namely Arabic; her Christian identity tends to play a rather minor role...”; two other cases exhibiting “strong Christian identity” but locally restricted as respondents identify less with Christians living outside Israel; finally another identity pattern is considered to be an “example for the development of authentic pluralistic and multicultural identities, even within highly troubled and volatile intergroup contexts” (p. 187).

Five studies in different societal contexts bear on issues related more or less directly to gender identity defined “..as that part of the totality of one’s self-construal made up of those dimensions that express the continuity between one’s construal of one’s past gender and one’s future aspirations in relation to gender.” (p. 191). Karyn Stapleton and John Wilson study the gender identity of one female student expressed in recorded informal conversations with friends. Maaret Wager deals more directly with the links between gender and professional identity of academic women in Finland. Wendy Saunderson investigates the nature of identification with the urban environment of male and female architects

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academic addressing his or her main readership in a language other than English still behaves as an academic in doing so, and if non-English speaking psychotherapists using their own language and relying on professional literature in such languages as Russian, French, Italian, or Spanish should be prevented from intervening “in the lives of troubled people”?

or city planners, considered to be “producers”, as well as of other men and women living in Belfast and considered to be “consumers”. One conclusion of her study is that “Planning and design interventions that recognise *and respond to* the complexity of women’s psychology in the city, and the ‘symbiotic relationship between urban institutions and urban women’s lives’, appear equally unlikely.” (p.250-1). Identity concerns of adults returning to education are investigated by Helen Irvine who considers that “identity issues and self-evaluation are important aspects of the complex processes involved in the adult’s decision to pursue his or her education. ... Adult returners see themselves as having characteristics in common with low status groups and individuals (...) and, simultaneously, have strong inclinations to dissociate from them (...). (p. 264). Such a pattern of identification tends to be accentuated for women returning to education. The sample of Anita MacNabb’s study consists of aspiring or current small business owners in Northern Ireland. She highlights the specific identity patterns of women business owners “... trying to give parity of priority to both family and business. This presents women entrepreneurs with considerable identity problems...” (p. 293).

Finally, a last section of the book groups three studies carried out in a clinical setting. Paul D. G. Harris uses and illustrates a time-series methodology for replicating and evaluating repeated ISA assessments of single patients. He describes in a detailed way the evolution of current self and past self evaluations of an anorexia patient over six years during the course of a psychotherapy. Wendy Saunderson and Maria O’Kane also study anorexia nervosa patients using an identity instrument piloted with three patients and adopted for two further patients. The instrument allows for the exploration of: “.. first, *in-situ self* (‘me as I am now’ ...); second, *depressed self* (‘me when I am depressed’); third, *out-of-control self* (‘me when I am out of control’ ...), and lastly, *controlled self* (‘me when I am in control of myself’ ...).” (p. 319). Again a case study is described and shows how a patient “.. rather than attempting successfully to face up to her conflicting identifications, .. had mounted a strong defensive against acknowledging such conflicts, and was operating in a foreclosed identity state paralleled by extremely high self-evaluation.” (p. 330). Selwyn Black and Peter Weinreich’s research is directed to analysing identity aspects of counsellors who intervened after a car bomb exploded in a town of Northern Ireland and killed twenty eight people while injuring more than

200 people. The method implies a comparison between ten target group counsellors and ten control group counsellors. Target group counsellors especially “.. ascribe to themselves more of the characteristics which their clients are experiencing as a result of being traumatised.” (p. 350). Such an increase would suggest evidence of a “vicarious traumatisation” which persists after the counselling episode.

One cannot be but impressed by the wide range of issues the ISA theory of Peter Weinreich very successfully encompasses. There are two principal explanations for the adaptability of the ISA framework. First of all the extended definition of personal identity that is at the core of ISA theory: *“A person’s identity is defined as the totality of one’s self-construal, in which how one construes oneself in the present expresses the **continuity** between how one construes oneself as one was in the past and how one construes one-self as one aspires to be in the future.”* (p. 26). Secondly the high variety of operationalisations that the Identity Exploration computer software proposed by the author makes possible. The operationalisations are mainly based on bipolar ratings of the self, significant others, membership groups and other groups on a set of scales which may bear on past, present as well as future aspects of the described targets. A multiplicity of patterns of possible relationships in these descriptions are singled out and are theoretically defined.

For which reasons then is the ISA approach not more often exhaustively presented in textbooks and handbooks of social psychology<sup>1</sup>. Is it because theories that involve a plurality of complex operationalisations are not considered appropriate for our discipline? The least one can say is that, even if the use of English may be considered a necessary condition to be accepted in current academic psychology (see note 1), there are certainly other issues at stake in social psychology which may explain a relative marginalisation of excellent research published in English. Such issues may be related to the contemporary domination of the experimental method as well as to the limitations of prototypical research paradigms in social psychology which are blind to possible contributions of personality theorists.

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<sup>1</sup> For instance, in the 1996 edition of the Social Psychology Handbook edited by Higgins and Kruglanski there is one sentence referring to a Weinrich (sic) publication.

*Social beings: A core motives approach to Social Psychology* by **Susan T. Fiske**

Hoboken, N.J.: Wiley 2004  
ISBN 0-471-14529-7, 646pp.

Review by **Jacques-Philippe Leyens** (University of Louvain-la-Neuve)

This is a book of introductory social psychology for undergraduate students. Its title (“Social Beings”) is unusual. Its size (normal) is unusual. Its presentation (no hard cover, no cartoons, and no pictures) is unusual. Is this an idiosyncratic book like those of Asch, Brown, Jones and Gerard, Secord and Backman? Not at all. To ease the work of teachers with their ready-to-use material, the author covers classical chapters in expected sequence, from intra-individual processes to (inter)-group relations. Like other textbooks, the present one covers a lot of material. Similarly to other introductions, “Social Beings” is replete with references (about 2.000). Is the originality of this book only a question of make-up? Not at all.

First of all, Susan Fiske tries as much as possible to relate the material to five core motives: belonging (the *sine qua non* condition for social psychology), understanding, controlling (two cognitive motives), self-enhancing, and trusting (two motivational motives). Second, she is not afraid to use the first person pronoun “I” and she constantly refers to previous classroom experiences so that her novice readers will be able to follow her theoretical developments. Third, and as much as possible, Susan Fiske grounds her statements with results of meta-analyses. These are some of the innovations highlighted by the author in her introduction.

Shall I dare to say that these innovations are not what impressed me most with this book? Here is a list of my “coups de foudre”, and because everyone knows that “coups de foudre” cannot be scaled, I will report them without special order.

1. Apparently, Susan Fiske is not aware of how good she is at unifying (not reducing) theoretical lines that have always been treated separately; it is an invaluable talent when covering so much material.

2. Also, she will not resist presenting experiments in ways alien to their authors' intentions, but in a manner that makes the field much more coherent than it appears.
3. All the time, we are reminded of theories developed in previous chapters, and thus encouraged to find and make links. Have you ever made the link between self-schemas and the actor-observer bias? I never did.
4. As is usual with Susan Fiske, her references are not limited to North-American journals, and her text is also filled with cautionary remarks that a given phenomenon may appear differently in another culture (and not only in East Asia, reduced to Japan!).
5. The book is undoubtedly written for a North American public, but it would need less adaptation for French students, for instance, than all the North American and French Canadian textbooks that I know.
6. As said earlier, cartoons are absent, and literary excerpts replace them. I take this substitution for a sign of respect towards the readers. Fed up by the fashion of cartoons, the late Jos Jaspars once threatened to write an introductory text only with cartoons.
7. The book is full of easy exercises to try in class; they are compelling and worth trying because their lessons can replace dozens of data-tables from well-controlled experiments.

Obviously, the book has some weaknesses. I had at least one criticism throughout the book. Most of the suggestions for further readings at the end of each chapter seem to me much too difficult for undergraduates. For instance, who is the genius for appreciating Eliot Smith's chapter on mental representation and memory in the Handbook?

*Jacques-Philippe Leyens,*

Citizen of an incompetent and un-warm country according to German respondents (p.418).

P.S. I found one mistake! It speaks to the belonging, understanding, controlling, and trusting (at least) motives: Heider was not a refugee running away from Nazi Austria; he was a dilettante who traveled to the States where he found his Grace.

*Psicología Social, Cultura y Educación* by **Darío Páez, Itziar Fernández, Silvia Ubillos & Elena Zubieta**

Madrid, Pearson Prentice Hall, 2004  
ISBN 84-205-3724-1

Review by **Maria Ros** (Universidad Complutense de Madrid, Spain)

The book is a textbook on Social Psychology, Culture and Education. It aims at reviewing the main theories and findings of social psychology through the lenses of cross-cultural theory and through its application to education. The book is divided in the following eight sections: Social Psychology and Culture; Identity, Self-Concept and Self-Esteem; Social Cognition, Attitudes and Culture; Communication, Social Beliefs and Emotion; Interpersonal Relations; Group Processes; Socialization and Learning and Psychosocial Factors and Health. Each section begins with an introduction to the issues covered in the different chapters that make up the section. Each chapter itself ends with a summary of its main contents and most of them provide practical exercises and cues to correction.

The editors provide an original perspective by integrating the developments of classic and contemporary Social Psychology findings with the main cross-cultural theories on cultural values at the macro-level and with the results at the individual level. These three axes allow them to compare social psychological theory, when knowledge is available, in four different cultures (Latin-American, Anglo-Saxon, Asian and European). Most of the chapters pay attention to the instruments used in knowledge development, making the book quite attractive for teaching. For those interested in the message of social psychology for the theory and practice of education, the chapters on sexism in class, intrinsic motivation and reinforcement, group productivity, prejudice and managing conflict in classroom, and stress coping for children and adolescence at school are the main chapters to focus on.

Written by thirty eight academic professionals from Argentina, Brazil, Portugal, Spain, and Venezuela the book offers a new perspective, for the Spanish speaking world, on the contemporary accomplishments of Social Psychology across cultures. This new perspective, developed in a masterly fashion by the editors, speaks to the commonalities of social behavior as well as to their contextual differences in a very fertilizing theoretical integration.

*Identity in Modern Society: A Social Psychological Perspective* by **Bernd Simon**

Oxford, UK: Blackwell Publishing 2004

ISBN 0-631-222746-6

Review by **Filip Boen** (Department of Sport and Movement Sciences/  
Department of Psychology, K.U. Leuven)

In this inspiring book Bernd Simon tries to integrate sociological and psychological perspectives on self and identity in his Self-Aspect Model of Identity (SAMI). SAMI presumes that people engage in self-interpretation, implying that we try to understand ourselves by actively construing coherence and meaning in our relations with the physical and social environment. This self-interpretation would rely on a varying number of so-called self-aspects. Self-aspects are presented as cognitive categories that help us organize information about ourselves in various domains, ranging from physical features (e.g., wearing glasses) over psychological traits (e.g., being conscientious) to group memberships (e.g., belonging to the association of professional accountants). These self-aspects would serve as mini-theories on which we rely to deal with our experiences (i.e. the data) but which can also be transformed by these experiences or even shape these experiences. For example, a person might attribute the fact that she is good with numbers to her conscientiousness. At the same time this belief of being conscientious will stimulate her to check her calculations several times, which decreases her chances of making a mistake and which is thus likely to result in another experience of 'being good with numbers'.

The characteristics attributed by Simon to these self-aspects (e.g., social-cognitive, relational, simultaneously activated, interrelated, context-dependent, and complex) would also apply to people's identities. SAMI combines both a psychological and a sociological approach because identity is considered as the outcome of a self-interpretation process that is situated at the meso-level, integrating both micro-level psychological experiences and macro-level societal processes. What is particularly noteworthy about this model is the proposed difference between the two most relevant identities from a social-psychological viewpoint: the collective and individual identity. SAMI states that a collective identity implies that self-interpretation is based on a single self-aspect that is shared with some other people in a relevant social context (e.g., "We are all accountants" at a conference of the professional association). The crucial process underlying collective identity is the *concentration* on a particular shared social-aspect. By contrast, individual identity implies that self-interpretation is based on a more elaborated set of distinct self-aspects (e.g., "I am a woman, I wear glasses, I like Indian food, I am an accountant, I live in the centre of the city, I play backgammon, etc. " when meeting someone on a blind date). The more complex and elaborated these self-aspects, the more a person's distinctiveness is emphasized and the more the individual identity is activated. The crucial process underlying individual identity is therefore the *decentration* of a person's self-interpretation. It should be noted that collective and individual identity are not assumed to be two opposites, but as variants of the same types of self-aspects. Their relationship is dialectical in the sense that there is a constant dynamic dialogue between them, and that when one identity is activated, the other remains as the background, but still has an impact.

In an intriguing chapter on the antecedents of collective and individual identity, Simon takes the reader on a journey through a number of ingenious studies to obtain evidence for the concentration/ decentration assumption associated with both kinds of identities. However, not all these studies produced the expected results. For example, only partial support was found with respect to the impact of the number of salient self-aspects on the readiness to adopt an individual versus collective identity. More specifically, SAMI would predict that a very low number of

self-aspects would increase the probability of engaging in collective identification. However, it was found that participants were less likely to embrace a collective identity both when a very high number of self-aspects were made salient as well as when a very low number of self-aspects were made salient. In order to incorporate these incongruent findings, Simon argues that the focus on individuality as cultural ideal in the postmodern Western society has to be taken into account.

In the next chapters, Simon looks at some under-investigated topics in the intergroup literature from an (adapted) SAMI-perspective: minority-majority relations, intercultural relations, and mobilization/participation in movements. Although SAMI can be considered as an offspring of the social identity and self-categorization theories, it nevertheless offers new some new and exciting pathways for studying these topics. For example, in his chapter on mobilization and participation, Simon not only shows the existence of two separate pathways to predict participation in a social movement, i.e., a cost-benefit pathway and a social identification pathway. In addition, he also uncovers how the salience of an individual identity can lead to pro-social actions in favor of outgroup members that are usually discriminated against (e.g., volunteerism towards Aids-victims).

Overall, I found this to be a thought-provoking manuscript. At times however, the specific contribution of SAMI compared with the self-categorization/social identity theories, could have been elaborated more thoroughly, especially with respect to the 'applied' topics. One particular merit of this book is that it opens the traditional social identity and social categorization framework familiar to social psychologist by placing it in context with various other perspectives on identity. Moreover, the fact that the author did not avoid mentioning the obstacles that were met by SAM during its empirical test phase, gives the story-line a flair of the scientific excitement, without diminishing its didactic qualities.

*An Atlas of Interpersonal Situations*, by **Kelley, H.H., Holmes, J.G., Kerr, N.L., Reis, H.T., Rusbult, C.E. & van Lange, P.A.M.**

Cambridge University Press, 2003.

Review by **Janusz L. Grzelak** (Warsaw University, Poland)

**On Social Interdependence:** A review of Kelley, H. H., Holmes, J. G., Kerr, N. L., Reis, H. T., Rusbult, C. E., & van Lange P. A. M. (2003)

*An Atlas of Interpersonal Situations*, is, as the title indicates, a book about social situations. In this fact, alone, it is unique.

It may seem surprising, but one can say that social situations are not the main focus of social psychological research. Research questions more typically concern how particular selected situational factors, and not entire situations, influence behavior, emotions and cognitions. There are a few reasons for this, but probably the most important one is that social psychology lacks (with very few exceptions) a good conceptualization of the situation, thus we have no theoretical tool for the analysis of whole situations. I should have written these words in past tense. Kelley and Thibaut<sup>1</sup> introduced this kind of theory over a quarter century ago. Unfortunately, that theory attracted less attention among social psychologists than it deserved. I hope that this time will be different.

The authors of this atlas propose that what is most important in each interpersonal situation is the structure of interdependence among interaction actors. Interpersonal relations are characterized in terms of (1) outcome distribution and (2) outcome controls. The latter is defined by sources of variance (me, partner, both) in each person's outcomes (my outcomes, partner's outcomes). The three sources of control over each one's outcomes allow us to distinguish situations in which, for example, each actor controls only his own outcomes but not his partner's, or vice versa – his partner's but not his own, or those in which the actors mutually control each other's outcomes. Additionally, it is important what

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<sup>1</sup> Kelley, H. H. & Thibaut, J. (1978). *Interpersonal relations: A theory of social interdependence*. New York: Wiley.

each partner knows (his information resources), and whether and how his behavior affects the behavior of his partner. For example, my choice of available actions may limit (or not) the options available to my partner. Essentially, then, we have three kinds of interdependence: in outcomes, in information and in behavioral options, where the first of these is considered the core of interdependence and forms the basis of situation classification. Finally, the last important distinction is whether the interdependence of outcomes is of corresponding or conflicting character, that is, whether a profitable action of one party yields positive outcomes to the other or the opposite. Despite minor terminological discrepancies, the reader can easily recognize a continuation of Kelley and Thibaut's analysis of interdependence, through Kelley's conceptualization of social orientations<sup>1</sup>, to the present book.

This book stands out because it refines a tool of analysis for social situations and makes this tool more elegant, it demonstrates the usefulness of such a tool for understanding complex social situations, it organizes the considerable existing empirical literature about interdependence, and, through its form, as an atlas, it inspires and provokes further journeys into interpersonal space, or rather, I should say, into interpersonal space and time.

In the vast majority of laboratory experiments on social behavior we, in one way or another, force our participants to do something (administer a shock to another person, rate the attractiveness of a partner, obey the request of an authority figure, conform to social demands) and not to leave the experiment before its end. In other words, taking part in the interaction proposed by the experimenter, as well as abandoning the experiment before it is over, is not a subject of choice for the research participants. Participants' freedom of choice is violated in two ways: they are not free in choosing the experimental situation, and then not free in leaving it on the one hand, and not free in reacting beyond a restricted range of reactions provided by the experimenter on the other. In Kelley and others' approach there is room for "exit" and "change" options.

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<sup>1</sup> Kelley, H. H. (1997). Expanding the analysis of social orientations by reference to the sequential-temporal structures of situations. *European Journal of Social Psychology*, 27, 373-404.

There is no need to argue that the rules of social locomotion is one of the most important and frequently neglected issues in social psychology. Kelley and others' atlas, similarly to earlier works, provides a good tool to trace individuals' choices within as well as between situations.

The atlas contains a review of theory and an acute analysis of 21 situations, or rather 21 families of situations, differing in the basis and intensity of interdependence, correspondence of interests, and also in time perspective, completeness of available information, number of parties involved, and locomotion possibilities whenever the issue of movement is relevant. The atlas contains all those situations that have kept psychologists intrigued for the past several decades, including two- and n-person prisoner's dilemma, chicken, hero, threat games and others. Chapters concerning different kinds of interpersonal relations are introduced with vivid and persuasive examples of real-life situations. These examples are followed by an analysis of the prototypical aspects of those situations and a description of the variants that make up that family, or group, of situations. This leads to a discussion of contextual factors, interpersonal factors, and possible interactions of both kinds of factors that can influence choice behavior (accompanied by elaborations of relevant research). Chapters in most cases conclude with an abstract game matrix and/or transition list.

In essence, each chapter is a case study of the specific group of situations it concerns.

Of course, the monograph has its limitations, of which the authors are aware. For example, the book concerns mainly dyadic interactions; only two chapters unlock the gate to the rich field of n-person situations. Is this a great defect? Let us note that the logic, at least, of many symmetrical situations does not change substantially as a function of the number of participants. One can also say that relatively little attention was spent here on intergroup relations, etc. But the book after all is about interpersonal relations. Yes, the book is about basically rational individuals making reasonable decisions. But this work is, in principle, work about rational behavior -- or behavior that has rationality at its roots -- not about automatism, nor about impulsive and impetuous behavior. It would be difficult to fault a book for not being about everything.

The geographic atlas metaphor, used by the authors with some relish, should not belie an easy stroll through interpersonal space. Without a doubt, this is a great and challenging book.

Some will find it a taste of intellectual adventure and a source of inspiration, though in some others it may elicit nightmares of matrices and serpentine transition lists. It is worth trying. The reader has a good chance of finding himself in the former group.

*A Sociocognitive Approach to Social Norms*, edited by **Nicole Dubois**

London: Routledge, 2003.

Hardback ISBN 0-415-04687-4, Paperback ISBN: 0-415-25726-3

Review by **Guido Peeters** (Katholieke Universiteit Leuven, Belgium)

When we admire the sun downing in the sea, we ignore for a while our Copernican world view. For a moment we are Ptolemaics who do not see the earth spinning on its axis, but the sun moving down as it orbits around the earth. Thereby we hardly realise that both, the Copernican and the Ptolemaic approaches, are suited to describe the orbits of the heavenly bodies adequately. For instance, both enable to predict eclipses, although the Ptolemaic approach may require more arithmetic work.

Ptolemaic and Copernican approaches represent two ways of looking at the same set of phenomena that concern the orbits of the heavenly bodies. When reading the present book, I felt confronted with an analogous duality with respect to cognitive social psychology. I even had the impression that instead of "A sociocognitive approach to social norms", a more appropriate title would have been: "A socationormative approach to social cognition". Indeed, while, in line with the American tradition, mainstream Western social psychology approaches social psychological phenomena from the perspective of the individual involved in those

processes, the present book continues the French Durkheimian tradition looking at social psychological phenomena from a societal rather than individual perspective. I use the term "societal" rather than "social" because the latter term is adopted and integrated by the individual approach, sociality being advanced as an individual attribute and part and parcel of the individual's implicit personality theory (e.g.: Rosenberg & Sedlak, 1972).

The difference between the individual and societal perspective may be best illustrated by a central theme of the book, which is a well-known phenomenon referred to by individual-oriented social psychologists as the "fundamental attribution error". However, what may be a judgmental "error" from the epistemological perspective of the individual processor of information, is conceived from the societal perspective as the manifestation of a social norm referred to as the "norm of internality".

Actually "norm" is the key concept stressed by the editor in the introductory chapter and by the various contributors who provided the subsequent chapters. It is through prescriptive behavioral and judgmental norms that the society impacts on the individual. Another key concept is "social utility", advanced as the ground on which the norms are founded. At the same time, the authors, who call their approach "socio-cognitive" rather than "socio-normative", are fully alive for what's going on at the level of individual cognitive functioning. So it may not surprise to find a chapter (by Floch and Somat) relating the norm of internality and its social utility to cognitive functioning. In this respect the book fits in with the familiar individual-oriented approach. It offers a series of reviews of theory and hardcore experimental social psychological research dealing with familiar issues that, however, are framed in an unfamiliar, perhaps surprising, but certainly refreshing, way.

As it was mentioned yet, the norm of internality forms a central theme. Dubois, Loose, Matteucci and Selleri devote a full chapter to its acquisition and development. In another chapter, Pansu, Bressoux and Louche review and discuss research on the norm of internality in education and organizations. Other chapters deal with methodological issues such as research paradigms (Gilibert and Cambon) and procedures of measure (Jouffre). Testé has taken care of a chapter on conformity and deviance,

after all obvious themes in a book on social norms. Meanwhile the sociocognitive--or societal--approach has generated a differential psychological variable: normative clearheadedness or knowledge of the normative (or counternormative) character of particular types of behavior and judgment. Although Py and Ginet conclude their chapter on that topic with the consideration that a lot remains to be done, they also report some interesting results such as about the way clearheaded subjects deal with forced compliance.

The most intriguing contributions may be the chapters "Judgment norms, social utility and individualism" (Beauvois), and "Normativity and evaluative knowledge" (Tarquinio, Leonova, Robert, and Guingouain). In these chapters the societal approach has been extended to issues that are pre-eminently associated with the individual-oriented approach. Hence it may not surprise that in those chapters the societal approach faces particular difficulties (in Beauvois' words: "enigmas" or "contradictions"). I have the paradoxical feeling that many difficulties follow from the authors' reluctance to think through the ultimate implications of their approach. At present it looks like they want to divide the social psychological cake between the individual-oriented and societal oriented approaches rather than to consider both approaches as two angles to look from at the same cake. This may be illustrated by the way the concepts of social desirability and social utility have been handled.

"Social desirability" has been assigned to the individual oriented province. It concerns the approach-avoidance related affective meaning represented by the evaluative factor of the semantic differential and social perceptual dimensions related to likeability such as the social good-bad dimension underlying implicit personality theory (Rosenberb & Sedlak, 1972). It involves properties such as nice, pleasant, honest, etc. that make for an attractive partner in an interpersonal relationship. One may wonder, however, whether social desirability can be confined to the individual-oriented approach. Some problems pointed out by Beauvois follow from research outcomes suggesting links between social desirability and social utility. Similar observations argue for a theoretical distinction between two concepts of social desirability, one defined from the individual perspective, the other from the societal perspective. The societal variant of desirability would not coincide with social utility. While the individual-

oriented variant may concern honesty, generosity, etc. with respect to one's neighbour, also the societal variant may concern honesty, generosity, etc., but with respect to the group or society one belongs to. Individual and societal evaluation may be highly correlated, but I would not be surprised if, for instance, "friendly" would be more desirable from the individual perspective than from the societal perspective, while "honest" would be highly desirable from any perspective.

Distinguishing between individual and societal variants of desirability, we may deal with a particular difficulty I encountered in the chapter on normativity and evaluative knowledge. The authors review research regarding Beauvois and Dubois' conception of evaluative trait meaning in terms of OB (others' behavior). OBs are "social affordances" or potential behaviors others can or must have with possessors of the traits (e.g., honest: one can lend them money). Reviewed evidence confirms that the OBs associated with traits reflect the traits' evaluative meaning. At this point the question arises which evaluative meaning variant is involved: individual-oriented social desirability or society-oriented social utility. The authors of the chapter have opted for the latter societal variant. However, in a recent study, published after the book, it was found that the OBs vary along an approach-avoidance dimension whereby the approach-avoidance values of the OBs are highly correlated with the social desirability values of the traits the OBs are associated with (Peeters, Cornelissen, & Pandelaere, 2003). At a first glance this outcome contradicts the authors' societal interpretation of OB related evaluative meaning unless we would assume that societal rather than the individual desirability is involved. In this way the contradiction mentioned may be reduced, although there remains the problem that the "societal" desirability is still to be distinguished from the societal "utility" advanced by the authors. Fortunately, the approach-avoidance component does not exhaust the meaning of the OBs, and it is feasible that future research will demonstrate the presence of an "utility" component as well.

"Social utility" is the evaluative meaning variant associated with the societal perspective. It involves individual properties that enable the individual to contribute to the well-functioning of society. Those properties are related to combined activity and potency (dynamism) of the semantic differential and to power-related social perceptual dimensions

such as the intellectual good-bad dimension of implicit personality theory (Rosenberg & Sedlak, 1972). Examples are: ambitious, intelligent, hard-working, etc. It may be evident that these traits represent a high potential of utility, but the question remains if the possessors of the traits are inclined to use that potential for the benefit of society rather than for their own benefit. In this respect, also the concept of "utility" seems to involve an individual and a societal variant. In that case societal "desirability" could be related to the degree that possessors of a high utility potential are expected to use their potential in a way that beneficial (versus harmful) for society.

So far some comments. The conclusion to be drawn is that this is a fascinating and thought provoking book that I can only recommend. As mentioned, it looks at a number of social psychological phenomena from a different "societal" perspective that may complete the individual-oriented mainstream perspective. However, also readers who stick to the individual-oriented perspective may appreciate the extensive review of studies that so far were only available in French. Many research outcomes are reported that can be looked at also from the individual-oriented perspective, in the way the orbits mapped by Ptolemaic astronomers can also be looked at from the Copernican perspective. And as to the question which approach, either the societal or the individual-oriented one, deserves the flattering epithet "Copernican", I leave the decision to the reader.

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*Group Creativity: Innovation Through Collaboration*, by **Paulus, P.B. & Nijstad, B.A.**

Oxford: Oxford University Press, 2003.

ISBN: 0-19-514730-8

Review by **Jef Syroit** (Open University, The Netherlands)

As stated in the Preface to this edited work, the editors, Paul Paulus and Bernard Nijstad, have brought together contributions by scholars of creativity from a variety of fields and disciplines. These contributions are organized in two sections. The first section deals with intra- and interpersonal processes in (small) groups affecting the creative performance of individuals and groups. The second section focuses on contextual factors that foster or inhibit creativity in individuals, groups and organizations, and in society at large. The first chapter offers a good review of the book; in the final chapter the editors summarize some recurring themes thereby referring to the different chapters. These two chapters helped me a great deal in detecting interesting links between different contributions.

I have read the book with great interest, and only now and then I felt inclined to skip some paragraphs enumerating factors that might – or might not – foster or inhibit creative thinking. After studying this work, I wondered whether the subtitle “Innovation through collaboration” should have a question mark? Several authors present evidence that at least the generation of creative ideas is hampered by being a member of a group due to cognitive interference processes or to group dynamic processes (chapter 2, 3, 4, 5,6 and 7) unless certain additional conditions are fulfilled or some measures are undertaken. “Groups” seem to do as good as individuals – and sometimes better than individuals - : if interaction among group members is reduced e.g. by using electronic brain storming devices or applying the nominal group technique if there is a genuine minority dissent; if groups take a break; if groups become self-reflexive, and appoint facilitators or leaders to manage the process...

The idea that groups performing creative tasks are not operating in a vacuum is one of the overarching ideas of the contributions in the second part of this book. The way group members interact and groups are composed co-determine the intrinsic motivation to perform creatively. And even the definition of creativity is an intersubjective matter (Chapter 9). Groups are not stable entities. Members leave the group and others join it. Newcomers (Chapter 10) can be conceived of as sources of innovation, much like a genuine dissenting minority (Chapter 4). High performing individuals in jobs that demand creativity owe a lot to their mentors and peers (Chapter 11) who by giving them support, responsibility, and trust raise their social capital. Generating novel ideas is one thing; selling them is another (Chapter 12). Individual, group, and organizational characteristics can foster the implementation of new ideas and make it easier for organizations to learn from own and other's experience (Chapter 13).

The brilliant minds of scientist, artists and the like are not only shaped by nature, nor by nurturing influences of their immediate environments. They are also the product of the broader cultural environment (Ortgeist) or nation in which they grew up and live, as is argued in Chapter 14.

I started to say that I read the book with great interest. One of the major strengths of this collection of papers is that it brings together a wealth of ideas about fostering and inhibiting conditions of creativity in individuals and groups. In many chapters, practical recommendations are given to avoid inhibiting factors or to increase facilitating conditions for creativity. By its wealth and its diversity, the book mainly triggers divergent thinking in the individual reader, and thereby contributes to his or her scientific creativity in this interesting field of study.

## Future EAESP Meetings - Calendar

June 8-10, 2005, Leiden University, The Netherlands

**Medium Size Meeting on Social Identity in Organizations**

*Organisers:* Naomi Ellemers, Etty Jehn, Fieke Harinck, Floor Rink

*Contact:* Naomi Ellemers

July 13-15, 2005, Exeter, UK

**Small Group Meeting on 18 Years On: Progress in Social Identity Research**

*Organisers:* Alex Haslam, Jolanda Jetten, Thomas Morton, Anne O'Brien, Tom Postmes, Michelle Ryan

*Contact:* Jolanda Jetten (J.Jetten@ex.ac.uk)

July 19-23, 2005, Würzburg, Germany

**14<sup>th</sup> General Meeting**

*Organisers:* Fritz Strack

*Meeting website:* <http://eaesp2005.uni-wuerzburg.de>

July 24-28, 2005, Kraków, Poland

**Medium Size Meeting: XI International Conference on Social Dilemmas**

*Organisers:* Janusz Grzelak, Grazyna Wieczorkowska, Marzena Mazur, Andrzej Nowak

*Contact:* Janusz Grzelak (januszg@uw.edu.pl; icsd@psych.uw.edu.pl)

*website:* <http://www.come.uw.edu.pl/icsd2005>

September 21-25, 2005, Lisbon, Portugal

**Small Group Meeting on Justice and Intergroup Conflict**

*Organisers:* Jorge Vala & Isabel Correia (ISCTE Lisboa, Portugal)

*Contact:* Jorge Vala (jorge.vala@ics.ul.pt) & Isabel Correia

(isabel.correia@iscte.pt)

## Future EAESP Meetings

### General Meeting

Würzburg, Germany, July 19-23, 2005

### Second and Final Call for Submissions

I would like to remind you of the deadline of **15 November** for Submitting Symposia, Papers, or Posters to the 14<sup>th</sup> General Meeting of the EAESP conference at Würzburg at Germany (July 19 – 23, 2005).

On the basis of questions that I received, I would like to emphasize or clarify the following:

- (1) Each participant can be a first author for only one oral presentation at the Meeting (although a participant can present a paper and be a discussant in the same or other symposium).
- (2) Although the conference is organized by the European Association of Experimental Social Psychology (EAESP), one does not need to be a member of EAESP to present a symposium, paper, or poster. (At the same time, it may be wise to become a member, in that the costs of registration are much lower, and because of several other benefits of membership, such as receiving European Journal of Social Psychology, and European Review of Social Psychology. However, your membership application must be received by December 2004).
- (3) Also, it does not matter in which country the participant is born, raised, worked in the past or works at present. Indeed, we explicitly invite colleagues from all over the world to submit their high quality research in the form of symposia, papers, or posters to us.
- (4) Again, do not forget the **deadline of 15 November**, as we cannot consider submissions that we receive too late.

We are looking forward to a truly inspiring conference. For more information on conference and submissions please check the website: <http://eaesp2005.uni-wuerzburg.de/> or use the link on the EAESP website ([www.eaesp.org](http://www.eaesp.org))

Hope to see you at Würzburg!

*Paul Van Lange  
Chair Scientific Committee*

### **Financial assistance for participants from East-European countries**

We would be particularly pleased to welcome a substantial number of participants from Eastern European countries. To facilitate their participation, the German Science Foundation (DFG) has announced some limited funds to contribute to the expenses for accommodation and registration. For participants from Russia and the Ukraine, travel support is also available. These funds are contingent on being part of the scientific program. The EAESP will also try to support participants from Eastern European countries in case of financial hardships.

Applications should be directed to the local organizer ([frizlen@psychologie.uni-wuerzburg.de](mailto:frizlen@psychologie.uni-wuerzburg.de)). They should include information about

- the participant's country of origin,
- the accepted contribution to the program of the conference and
- the expected expenses for travel, accommodation and registration..

Strongly hoping to see you at Würzburg,

*Fritz Strack and Rita Frizlen, local organisers*

## Medium Size Meeting

### XI International Conference on Social Dilemmas

July 24-28, 2005, Kraków, Poland

[Organisers: Janusz Grzelak, Grazyna Wieczorkowska, Marzena Mazur (Warsaw University) & Andrzej Nowak (Warsaw University & Florida Atlantic University)]

There are numerous situations in which an individual faces a conflict between his/her own short run interest and a long run interest of all members of group, community, society, including the individual him/herself. In some situations it is a problem of exploiting limited natural resources (water, fish, clean air...), in others it is a problem of provision goods or services to the common pool. Individuals involved in the conflict may choose one of strategies available in conflict situation: Overuse the pool of limited resources or save more for others, give more to the common pool or give less than others, if anything. They may change the situation, its control structure (like electing and passing control to a leader, or privatising the pool). Finally they may try to withdraw themselves from the situation and move to a better one.

The problem of how people manage the conflict between individual and common interest have been approached from various theoretical perspectives (e.g. decision making, personality dispositions, evolutionary approach), and with the use of different methodologies (experiments, field studies, surveys, computer simulations).

Social psychological research on dilemmas are mainly experimental and they are mostly focused on motivational (social value orientations) and cognitive (perception of partners and social context) determinants of behaviour in social dilemmas. Recently, more and more attention have been paid to the development and maintenance of trust, group identity, and to dynamics of actions undertaken in conflict situations.

The field of social dilemmas is, however, interdisciplinary. Substantial contributions to research and theory have been made by sociologists, economists, anthropologists. The conference, organized by Warsaw

University, provides a unique opportunity to acknowledge and discuss progress made in the field and to discuss prospects for future research.

The Association provides a financial support for young scholars. For details on the Conference see our web site:

<http://www.come.uw.edu.pl/icsd2005>

### **Small Group Meeting**

#### **On Justice and Intergroup Conflict**

**September 21-25, 2005, Lisbon, Portugal**

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[Organisers: Jorge Vala & Isabel Correia (ISCTE Lisboa, Portugal)]

Research on social justice and on intergroup conflict has a long history within social psychology. However, research relating social justice concerns and intergroup conflict has been reduced until now. One major goal of this meeting will be to systematically explore how people's desire for justice appears in the creation and possible reduction of intergroup conflict and how to articulate the justice motive in interpersonal and intergroup contexts. If justice matters deeply to people, addressing justice issues might help to understand different types of intergroup conflict (for instance, ethnic, gender, religious, regional or organizational conflicts involving realistic or symbolic resources) and their "mild" and strong expressions, like dehumanisation and aggression.

This meeting intends to bring together researchers on social justice and on intergroup relations and will cover a wide range of theoretical, empirical and practical issues.

The number of participants will be limited to 25. Applications should be received by January 21, 2005.

Contact: Jorge Vala ([jorge.vala@ics.ul.pt](mailto:jorge.vala@ics.ul.pt)) & Isabel Correia ([isabel.correia@iscte.pt](mailto:isabel.correia@iscte.pt)), ISCTE, LISBOA

## Reports of Previous Meetings

### **Small Group Meeting On Social Cognition: Cultural and Evolutionary Approaches**

**At Buda Castle, Budapest, 17<sup>th</sup>-20<sup>th</sup> July 2003**

**Organisers: Joseph P. Forgas, Janos Laszlo & Csaba Pleh**

The Small Group Meeting “Social Cognition: Cultural and Evolutionary Approaches” was held in July 17-20, 2003 in a beautiful location in historic Buda Castle in the centre of Budapest. Its aim was to explore the relevance of recent developments in evolutionary and cultural psychology to the study of social cognition. Social cognition has become one of the dominant paradigms within experimental social psychology during the past two decades. In the early 1980s, the emergence of the social cognitive approach was strongly influenced by the application of research methods and approaches borrowed from cognitive psychology to the social domain. The initial impact of the social cognitive approach was somewhat limited by the fact that it was widely perceived to be insensitive to the social and cultural context within which social thinking occurs, and also failed to encompass more fundamental and evolutionarily determined aspects of human behavior.

We believe that the last few years saw a significant expansion of the social cognitive approach. One emerging influence has been the increasing acceptance of evolutionary principles as having an important influence on social thinking and behavior. The second major extension is the result of incorporating ideas from research on language and culture into the social cognitive paradigm. The objective of this Special Issue is to bring together leading researchers from these fields, in order to produce a comprehensive overview and integration of the cultural and evolutionary approaches to social cognition.

The social cognitive paradigm has undergone major changes in recent years, characterized by growing interest in the social and cultural context within which social thinking occurs, and the role of evolutionary influences on social thinking. Many recent social cognitive theories explicitly recognize that social thinking involves subtle choices between

multiple information processing strategies and are highly sensitive to various social and cultural variables. We believe that the last several decades saw a further significant – albeit latent – expansion of the social cognitive approach.

One emerging influence has been the increasing acceptance of evolutionary principles as having an important influence on social thinking and behavior. Although the idea that many social behaviors are shaped and influenced by evolutionary mechanisms goes back to Darwin's original work on emotional communication, it was recent research by David Buss and others who placed evolutionary ideas on the agenda within social psychology. Buss and his colleagues argue that many complex social behaviors – especially behaviors linked to sexual choices, partner selection, and related gender-based behaviors – can be best understood in terms of evolutionary influences.

More recently, this approach has been further extended to explain cognitive and judgmental processes as well. For example, researchers like Martie Haselton and David Buss recently argued that men and women employ fundamentally different judgmental strategies when interpreting behaviors potentially indicative of sexual interest, or trustworthiness. Their data suggest that men tend to over-interpret ambiguous behaviors by women as indicating sexual interest, and women tend to under-interpret behaviors by men as indicating reliability and trustworthiness, because of built-in evolutionary influences.

We believe that an expansion of the social cognitive approach to incorporate the latest insights from evolutionary social psychology will make a major influence to the progress of the field. We were able to invite leading evolutionary and cultural psychologists, in addition to researchers working within the field of social cognition to accomplish this objective in this Special Issue.

The second major extension of the social cognitive approach should come from incorporating ideas from contemporary research on language and culture into the paradigm. Since the 1980's, it has been often argued that the study of language and the cultural customs, values, norms and ideas it embodies should be an important part of social cognitive research. In recent years, research on how language is used in different social context has produced important new insight, and we hope to invite leading researchers from within this field to participate.

The meeting involved a truly international group of 21 researchers, coming from Europe, the USA and Australia, and it also represented a genuinely constructive collaboration between the organizers who themselves come from very different backgrounds. The edited versions of the presentations were and will be published in two special issues of in the *Journal of Cultural and Evolutionary Psychology*.

*Joseph P. Forgas, Janos Laszlo, Csaba Pleh*

**Small Group Meeting On Collective Remembering,  
Collective Emotions and Shared Representations of  
History: Functions and Dynamics**

**At Aix-en-Provence, France, 16<sup>th</sup>-19<sup>th</sup> June 2004**

**Organisers: Denis Hilton, James Liu, Bernard Rimé & Wolfgang  
Wagner**

When my supervisor, James Liu, told me that he was going to Aix-en-Provence for a conference on Social Representations, I begged him to take me along in a suitcase. Months later, seeing that social representations played a key role in the framework of my new PhD, James suggested that I book my own ticket from wintery New Zealand, to sun-soaked France.

The following report details the events of the Small Group Meeting on Collective remembering, collective emotions and shared representations of history, convened in June 2004. Surrounded by ripe fields of golden wheat, La Baume is a former Jesuit seminary that had been converted into a convention centre in the 1970's. On Wednesday June 16, informal encounters with individuals, pre-conference sightseeing and French food-eating were followed by the official welcome and personal introductions in the garden courtyard. This conference brought together 35 psychologists from 12 different countries, from Austria and Belgium to Japan, Spain and the United States. The first presentations by postgraduate students and fellow psychologists were five-minute tastes of research in progress, detailed in the posters up on display. These included research on the social representations of history among European, African, and Asian-Pacific

people: from the collective narratives of history among Bosnian refugees in the U.S. (Bikmen), historical explanatory bias among Polish youth (Bilewicz), and collective memory of freedom and equality in France and Portugal, to intergroup forgiveness in the Democratic Republic of Congo (Mullet), the role of social representations of history in predicting protest participation in the Philippines (Gastardo-Conaco & Liu), and the role of social representations of history in ethnic continuity and endogamy of minority groups in New Zealand (Gezentsvey).

The first symposium on Thursday was on Event-driven Remembering. Research was presented on the use of language and images in the collective remembrance of significant social events, in particular September 11, 2001. Methods for recording and analyzing real-time interactions were presented by Pennebaker. Given the linguistic nature of the social sharing of events, the use of computer text analysis of function words such as pronouns and emotional words was advocated in order to reveal changes in group dynamics after a traumatic event. The next presentation by Echterhoff also relied on verbal recall in the examination of memory quality judgments of people in Germany and in New York City regarding the events of September 11. In contrast, Silvana de Rosa presented research on the role of iconic representations, using media images of September 11. Narrative construction by individuals and focus groups of the event was revealed through a process of selecting images in a specific order, and examining the evoked emotions. Finally, Rimé examined the sharing process of both societal events and individual emotional episodes, emphasizing intergroup and interpersonal consequences of reproduction and propagation of event-related information.

In the second symposium on the Social Dynamics of Construction and Remembering, Atsumi critically appraised collective remembering of historical events in Japan, where reconstruction of social events has only recently begun. Emphasis was placed on the findings that Japanese youth did not anchor history to the current society, and the need for active involvement in collective remembering. In contrast, the presentation by Leone examined the explicit relationships between history and the personal lives of Italians.

The third and final symposium of the day focused on History as a Resource in Identity Politics. Liu and Hilton presented a framework for understanding how social representations of past historical events,

particularly those relating to politics and warfare (such as September 11), influence the stance that nations adopt regarding current events (for example, the invasion of Iraq). Similarly, Liu, and Sibley presented studies in which individual differences in the perceived relevance of the February 28<sup>th</sup> incident in Taiwan and the Treaty of Waitangi in New Zealand predicted attitudes towards current national issues (unification with China and biculturalism in New Zealand, respectively) above and beyond that explained by the more “traditional” constructs such as social dominance orientation, social identity, and realistic conflict. Ending on a different note, Sen and Wagner examined the hetero-referentiality of iconic representations of historical events related to the Hindu-Muslim conflict in India, where politicians draw upon images that have nationally-shared cognitive content but ethnically opposed affective representations, to stir mass action and promulgate inter-ethnic conflict.

Friday began with the fourth symposium on Social Representations and the Remembrance of Colonization, centering on Brazil and the Belgian Congo. Castro began by presenting research analyzing secondary school history books, written press and surveys of people in Portugal and Brazil, on the occasion of the commemoration of 500 years since the discovery of Brazil on April 22, 2000. Hegemonic representations of a “sweet” colonization and encounters between Indians and Portuguese (sustained by avoidance mechanisms), predominated school texts and press articles in both Portugal and Brazil before the commemoration date, giving way to emancipated and polemic representations (such as economic exploitation) in Brazil during and after commemorations. De Sá continued the presentations, contrasting hegemonic emotions among Portuguese (pride) and polemic emotions among Brazilians (revolt, indifference and shame), and the preference of Portuguese to re-label the 500-year old event as an “Encounter between two peoples”, and the “Invasion/Conquest” label preferred by Brazilians. From a different angle, Cabecinhas compared Portuguese and Brazilian representations of world historical events, demonstrating that although both consider the Portuguese discoveries to be some of the most important historical events in the world, these representations are linked with positive emotions for Portuguese people and negative emotions for Brazilians. Regarding Belgium’s colonial past in Congo, Licata described paternalistic representations of colonialism among Belgians and some Congolese, and how accusations of forced labour and

abuse pose a threat to colonist identity and are linked to less guilt and moral outrage in the older compared to the younger generation.

László began the fifth symposium entitled Narrative Construction of Identity, emphasizing the role of historical narratives in preserving group identity and enabling intergroup cooperation (the role of historical narratives, for example, in Hungary's relation with the European Union). Sani highlighted the temporal dimension of historical narratives, presenting an original measure of Perceived Group Historical Continuity composed of two subscales: causal interconnectedness between events and transgenerational norms transmission. Differences in narratives of the Spanish Civil War were examined by Páez and Valencia, with regard to individual political ideology and generation. Finally, Castano described the development of dehumanizing narratives of outgroups when individuals become aware of violence committed by their ingroup towards the outgroup.

After two demanding days, a lavish dinner at Les Deux Garçons in the heart of Aix was in order. Smiles and contact details were exchanged and wineglasses refilled with only one day remaining. After all, Collective Guilt was not merely the title of the last symposium... Branscombe examined ingroup identification as White Americans and responsibility for inequality as antecedents of collective guilt, the latter mediating the effects of perceived ingroup responsibility on prejudice against Black Americans. A distinction between ingroup attachment and glorification was proposed by Klar, with high attachment and low glorification among Israeli people related to feelings of collective guilt and moral outrage for violent ingroup behaviour. Finally, Zimmerman demonstrated that the relation between German collective guilt and the expression of anti-Semitic stereotypes was mediated by ingroup identification, and Randsley de Moura emphasized the importance of perceived outgroup entitativity and essentialism when attributing individual and collective responsibility for violent actions conducted by men against women, and by Hutu against Tutsi in Rwanda.

In my room the shutters were wide open to the night sky of the provencale countryside. This was the last night I would hear the snoring lullaby next door. I reflected at once on the beauty and calm of our surroundings, the kind faces I had come to know, and the horrific conflict-centred content of most presentations. I felt the negative weight of the

past on the present. How could I have listened to all the presentations with a detached, scientific perspective? The research at this conference dealt with national and global events that touched all of us personally and emotionally. In the end, this is what makes our work meaningful. Was there a moral to *this story*? That real-life investigations like these presented at the conference are important, and more attention is needed in psychology to the impact that history has on our lives

*Michelle Gezentsvey* (Victoria University of Wellington)

**Medium Size Meeting On Change in Intergroup Relations (7<sup>th</sup> Jena Workshop on Intergroup Processes) At Oppurg Castle, Germany, 16<sup>th</sup>-20<sup>th</sup> June 2004  
Organisers: Immo Fritsche & Amélie Mummendey**

The 7<sup>th</sup> Jena Workshop on Intergroup Processes took place from June 16 to 20 in Oppurg Castle, Germany. All talks revolved around this year's main topic "Change in Intergroup Relations". Two invited talks were held by Alex Haslam (University of Exeter, UK) and Gary Bornstein (The Hebrew University of Jerusalem, Israel), providing a social identity as well as an interdependence perspective on change in intergroup relations. Alex Haslam reflected on the link between stress and social change as well as on the role social identity plays for this causal relationship. Gary Bornstein enlarged the perspective to the dynamic interplay of intra- and intergroup resource conflicts.

22 talks were held within common sessions. Specifically, the first session dealt with social identity processes in face of changing intergroup relations. Here, e.g. Minescu & Poppe reported on types of identification and intergroup differentiation in the Russian Federation and Barreto, Cihangir & Stroebe presented research on how societal changes have led to new forms of prejudice expression and how prejudiced individuals might cope with modern prejudice. In the second session, the effects and causes of changing group boundaries were discussed, containing e.g. talks by O'Brien & Terry on the development of a common identity following an

organizational merger as well as by Hart & van Vugt who focussed on mechanisms involved in the dissolution of small task groups. Mummendey, Neumann, Kessler & Waldzus reported on research, identifying the application of either minimum or maximum standards by groups as a determinant of outgroup exclusion from a superordinate group. Explicitly positive changes in intergroup relations were the topic of the third session. Here, e.g. Machunsky talked about whether outgroup evaluations might be improved by changing ingroup representations, supporting an ingroup projection perspective. González et al. reported on the effects of common ingroup identity and intergroup contact in political attitude change in Chile. Finally, the last session was on collective and individual responses to changing intergroup relations. Here, e.g., Wright & Lubensky as well as van Zomeren, Spears & Leach presented their perspective on the antecedents of collective action and Jetten, Haslam, Postmes & Humphrey identified group identification as a strategy to cope with identity change.

As the speakers had 50 minutes each to present and discuss their research, most of the discussions were very detailed, lively and thorough. They were still continued on the corridors inside the castle as well as outside on the extensive castle grounds.

### **Small Group Meeting On Social Connectionism**

sponsored by the EAESP and the Flemish and Walloon Funds for Scientific Research (FWO & FNRS)

At Genval, 16<sup>th</sup>-19<sup>th</sup> June 2004

Organiser: Frank van Overwalle

Before coming to the conference, I was only aware of a few (not more than half a dozen) modelling papers. Of course I was familiar with my advisor's [Stephen Read] work on causal learning, and so most of how I thought of using connectionist networks related to figuring out constraint-based reasoning problems. This approach seems to this day a very elegant way to examine reasoning problems. And there were several

talks on reasoning, such as attitudes. Being exposed to a couple new approaches to attitude change problems (and how information in a network can influence other cognitions) strengthened my grasp of how I can improve some of the projects that I am currently working on. But in addition to the applications for networks that I was familiar with, I was introduced to new approaches to solving problems like distributed cognition, and how information moves through a social network. Within these presentations, concepts that I hadn't thought of before were represented with the parameters of the network. Things like trust, likeability, and imitation all show up as emergent properties if the network is constructed appropriately. If I had to pick one thing that helped me the most in my development, it was just learning that you can use these networks to solve a wider array of problems than I had thought of. These networks are quite powerful tools after all, even more so than I knew! I particularly enjoyed the talks by Tulys, Toma, Eiser, and Van Duynslaeger as I remember them, and I'm probably leaving out a few.

And since the number of researchers actually using these methods is still quite small, it was nice to meet the other researchers and students who are using similar methods. Hopefully this will facilitate the advancement of the methods as well as exchange of ideas in our small community.

Social cognition and social behavior are, from a standard viewpoint, a chaotic system. But this chaos can be understood as conforming to predictable patterns or rules when the system is analyzed at the appropriate level. The constraint and influence which come with the network approach make sense to me as the right level to analyze a wealth of phenomena in a useful way. Still being a student, my experience at the conference definitely helped me in the development of my approach to looking at social phenomena and will continue to guide my research interests and hopefully prove to make my work a productive and rewarding enterprise.

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Four invited keynote talks were included in schedule. First, Prof. Robert French (U. de Liege, Belgium) presented problems with connectionist models (especially catastrophic forgetting) and proposed a connectionist architecture that would seem to solve the problem using pseudopatterns. Second keynote speaker – Prof. Yoshi Kashima (U. of Melbourne,

Australia) spoke about folk psychology, distributed connectionism and categories of the mind. Third talk given by Prof. Stephen Read (U. of Southern California, USA) concerned the problem of cue competition for causes and effects. All the above keynote lectures provoked vivid discussions and offered an inspiration for future studies.

The fourth keynote lecture was especially interesting from cognitive science of consciousness point of view. It was given by Prof. Axel Cleeremans (ULB, Belgium) who presented connectionist models of implicit learning. Theoretical approaches to the problem of knowledge representation were also proposed. The dynamic perspective on consciousness which was presented by the author relies on three qualities of mental representations, namely their strength, stability over time, and distinctiveness. Those qualities determine availability of the representations to phenomenal consciousness, cognitive control, and access consciousness. Cleeremans analyzed the relative contribution of those representational properties to implicit and explicit cognitive processes as well as automaticity in general. Although certain claims are still controversial - for example, the notion that implicit representations are weak and unstable over time - this theory poses extremely interesting alternative to more "classical" approaches to consciousness for several reasons, one of them being the relative easiness to operationalize and test it, among others.

The conference schedule included 15 regular and successful presentations covering various aspects of modelling different social phenomena, but also models of cognitive processes as well as individual differences. One of the most interesting talks was given by Marijke Van Duynslaeger & Frank Van Overwalle (VUB, Belgium) on a recent connectionist model of attitude formation. In two subsequent experiments using priming procedures the authors convincingly demonstrated that a change in attitude does not necessarily require the activation of explicit rules. Instead, implicit processing of particular exemplars may activate certain heuristics and thus lead to attitude change. Another talk worth mentioning was given by Bert Timmermans (VUB, Belgium) about making social judgments based on processing summarized information. He assumed the same connectionist mechanism underlying on-line processing of novel and summary information. Several experiments showed that social judgments based on summary information can be influenced by the

number of activated exemplars of relevant categories. The conclusion was that it is possible that summary information about social categories is transformed to several specific (and implicitly held) examples which are subsequently processed in the same fashion as concrete exemplars. Both talks seem to represent much of an advance in respective fields of connectionist models of attitude formation and processing rule-like general information.

Most of the regular conference talks were given by Ph.D. students. This allowed them with excellent opportunity to present their own research and discuss it with other participants with psychological and computer science backgrounds. It thus constituted the interdisciplinary character of the meeting that resulted in profitable formal and informal discussions among its participants.

Conference attendees came from different EU countries (including Belgium, Great Britain, France and Poland), Australia and USA. Such meetings offer the opportunity to establish future collaboration between researchers from different academic centres. Informal discussions during coffee breaks, lunches and social events can only help in growing new ideas and starting new lines of studies. In general, the meeting was a very successful event that we seek to attend in the future

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In June 2004, I participated in the small group meeting on Social Connectionism. The aim of this meeting was to present current research and simulations of the possible connectionist processes that underlie social thinking, and to make a sort of state-of-the-art of the present situation. We had the pleasure to listen to renowned researchers such as Bob French who told us about solutions to overcome some limits of neural network. Particularly, he presented a new technique of learning sequences of patterns in a dual network. Axel Cleeremans gave us some explanations about the use of connectionist models in implicit learning. These talks were very relevant for my own work. They gave me some solutions to use similar techniques in my studies on implicit learning of motor sequences by observation. Yoshi Kashima presented the tensor product model that

treats folk psychology as a category that represents an implicit theory of the mind and gave a way of interpreting human action. Stephen Read focused on a series of experiments using social stimuli testing a recurrent neural network for cue competition for causes and effects. After a discussion on delta rule based model, he presented other learning rules relevant to this type of simulations. After these speakers, we were treated on simulations of social aspects of human agency such as communication between agents (Heylighen, F., van Overwalle, F., van Rooy, D., Gershenson, C., Tuyls, K., Timmermans, B.), group processes (Vallée-Tourangeau, F., Vanhoomissen, T., Toma, C.), attitudes (Eiser, D., van Duynslaeger, M.), implicit learning (Wierzchon, M.) and new models of social theory (Monroe, B., Paignon, A.).

All the presentations were very interesting and the discussions as well. The exchange of ideas and all the advice and suggestions given by the others participants were welcome and gave new ways of thinking about the use of techniques, models, and more generally, the use of connectionist models in social psychology. This was an extraordinary experience of thinking about connectionism by discussing about different ways to use it and understanding the strength of this approach.

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**GRANT REPORTS****Martin Bruder**

(University of Cambridge, UK)

*Postgraduate Travel Grant*

An EAESP postgraduate travel grant allowed me to spend 7 weeks at the Department of Psychology at the University of Freiburg, Germany, during June and July 2004. The members of the unit "Cognition – Emotion – Communication" led by Prof. Hans Spada welcomed me warmly and shared with me an atmosphere that was both academically stimulating and very friendly and hospitable.

Prior to my research visit, Dr Josef Nerb and I had planned a joint project and acquired funds for two studies from the DFG (German National Science Foundation). The goal was to empirically examine hypotheses derived from social appraisal theory, a theoretical framework put forth by Prof. Antony Manstead, my supervisor in the UK, and his colleagues in Amsterdam (e.g. Manstead & Fischer, 2001). It is centrally claimed that people "appraise the way in which other people judge, evaluate, or behave in response to an emotional situation." Thus, emotions are regarded as fundamentally social phenomena that are shared and communicated. Investigating these interactive social processes rather than focussing on the individual mind and body is one of the central goals of our joint project.

The idea was to pre-test the experimental material and run one study during my visit at Freiburg as a first step of the one-year project. We started by running a Web survey to establish the validity of our translations of two personality scales that we later used (Interpersonal Reactivity Index, Davis, 1994; Emotional Contagion Scale, Doherty, 1997). We also obtained dubbed German video excerpts of twelve films that I had already used in previous research. A pre-test established congruent effects of the German version of each film and the English-language original. Six of the 12 films (taken from Gross & Levenson, 1995) were pre-tested to distinctly elicit one of six basic emotions. The other six excerpts were selected to induce more ambiguous responses.

For the actual experiment, 130 participants arrived in pairs of either friends or strangers at the laboratory and were seated in two separate cubicles. Each participant had two screens in front of her, one of which was a mute video-conference between the participants, with the other screen displaying the 12 stimulus films. After each film, participants rated their emotional responses and cognitive appraisals. In addition, the non-verbal behaviour was recorded.

As the coding and the analysis of the video-recordings of participants' nonverbal reactions and interactions are very time-consuming, final results are not yet available. Dr Marco Costa (University of Bologna, Italy) will soon visit Freiburg to contribute his expertise in investigating non-verbal communication. Being part of such an international enterprise with several people sharing their specific technical or academic expertise to address a common question is a big step not only towards the completion of my PhD project but also in my broader career development.

There are a number of people and institutions I would like to thank for making this experience possible. First, I am grateful to the EAESP in general for providing financial support and to Sibylle Classen in particular for her always friendly and rapid assistance. Equally, I want to thank the research and support staff of the Department of Psychology at Freiburg who not only went out of their way to make a technically challenging project possible, but also provided plenty of opportunity for academic and social exchange. I am indebted to our participants for supporting our research in spite of the high demands that the rather unpleasant stimulus material put on them. Lastly, I want to thank Josef Nerb and our student assistants for the invaluable experience of being part of a productive and

friendly team – I am looking forward to continuing working with them on this and potential future projects.

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### Dr. Rachel Taylor

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*Seedcorn Grant*

### Overview

Findings from previous research about believed cues to deception suggested that people were unaware of what these cues actually were. However, there were some flaws in the way that information about these beliefs was obtained. Following arguments by Heath (2000) and previous research suggesting that participants were aware of situational effects on the cues to deception (e.g. Lakhani and Taylor, 2003); I decided a different approach was needed. I was awarded an EAESP Seedcorn Grant to pilot a semi-structured interview about believed cues to deception in different situations. Twenty-seven people were interviewed about serious and trivial lying situations which would be easy or difficult to achieve. The target of the lie was also manipulated. At the time of producing this report, a preliminary thematic analysis is in the process of being conducted. Overall, it appears as though the use of a semi-structured interview is a good way of obtaining data on believed cues to deception and a more substantial programme of research is planned using this method.

## Background

Research on beliefs about the cues to deception has been conducted for almost thirty years (e.g. Zuckerman, Koestner and Driver, 1981; Vrij, 2000). In this time, participants have generally expressed the belief that liars behave nervously. For example, Gordon, Baxter, Rozelle and Druckman (1987) found that liars were believed to engage in evasive behaviour, including speech errors and speech hesitations and an avoidance of eye contact. Liars are also generally believed to show an increase in the movements that they make compared to truth tellers, especially with regard to so-called "nervous" movements such as shifts in position and self-manipulations (e.g. Vrij and Semin, 1996). Taken together, these findings suggest that people believe that liars can be betrayed because they fear being caught or because they feel guilty about lying, as both of these reasons would explain the signs of nervousness (e.g. Ekman, 2001).

In contrast to this, research on actual cues to deception (see e.g. DePaulo, Lindsay, Malone, Muhlenbruck, Charlton and Cooper, 2003 for a review) shows little support for the belief that liars behave nervously. When taken across studies, effect sizes for cues to deception are generally small and, where significant, tend to support a view of lying as a deliberate act of self-presentation, perhaps hampered by cognitive demands of the deception situation. Signs of cognitive load can be seen primarily in verbal cues such as the production of a less detailed account lacking in logical consistency and perceptual information (Vrij, Edward, Roberts and Bull, 2000) as well as a tendency to use fewer "exclusive" words (e.g. "but" and "without") and more motion verbs (Newman, Pennebaker, Berry and Richards, 2003).

The simple explanation for this contrast would be that people do not know what cues to look for when detecting deceit because they do not know how liars behave compared to truth tellers. This could perhaps explain the generally poor rates of accuracy in lie detection studies, even for those who have some professional experience of deception (e.g. Kassin and Fong, 1999; Meissner and Kassin, 2002; Vrij, 1993 but see e.g. Ekman, O'Sullivan and Frank, 1999 for exceptions). However, before we accept this simple explanation, we need to ask ourselves whether the studies on believed cues to deception actually reflect what people think. Previous research (Hick and Taylor, submitted; Lakhani and Taylor, 2003; Taylor

and Hill-Davies, 2004; Taylor and Vrij, 2000) has suggested that people's beliefs about the cues to deception may alter depending on the seriousness of the situation under consideration. This immediately suggests that the simple explanation may not be sufficient.

While our previous results were promising, we have worked within the constraints of structured questionnaire studies. However, there are reasons to believe that there may be other ways to approach this question. Early research by Heath (2000) presents a convincing argument against the use of structured questionnaires to determine people's beliefs. She found a much wider range of believed cues to deception, rather than just nervous behaviours, when participants were cued to think more deeply about verbal and non-verbal behaviour in a number of everyday situations (e.g. breaking bad news to someone) and in an open-ended format. If we add to this the general move towards understanding deception and its detection in a more realistic context (e.g. Mann, Vrij and Bull, 2002, Park, Levine, McCornack, Morrison and Ferrara, 2002) combined with an awareness of the importance of flexibility in the detection of deception (e.g. O'Sullivan, 2003), we can see the value in developing more innovative ways to determine what people think the cues to deception are. In addition, our previous research has suggested that varying the deception situation is a promising line of enquiry.

In the current study, I have tried to combine both of these considerations. I decided against the use of an open-ended questionnaire based on previous experience. In my PhD thesis (Taylor, 2001), I used open-ended questions following a detection task to find out how people had made their decisions. Using these questions did not allow me to probe ambiguous responses and follow-up interesting points nor would it have been feasible to request information about a number of different situations because of time constraints. Therefore I decided that a semi-structured interview would be a more appropriate method to investigate a wider range of deception situations and to allow for flexibility in information gathering. The EAESP seedcorn grant was awarded to me in order to pilot this semi-structured interview method with a view to using this as the basis of a more substantial programme of research.

### **Method**

A semi-structured interview schedule was drawn up. Participants were asked about high and low stake lies which were either easy or difficult to tell. The target of the lie was also manipulated, with this being a stranger, a friend or an acquaintance. All participants also answered questions about which behaviours would be displayed, which would be noticed by a potential detector and which would be interpreted as deceptive if noticed. This was to enable us to explore people's beliefs about the entire deception process. Twenty-seven participants were interviewed and all interviews were recorded and transcribed. Currently I am in the process of conducting a thematic analysis of the data obtained. However, participants clearly show more flexibility in their beliefs and an insight into the deception process which is not evident from traditional questionnaire studies.

### **Future Outcomes**

This pilot study has been extremely successful in terms of developing a new methodology to explore believed cues to deception. I am currently planning a more substantial programme of research and am using the current findings as a base to produce an application for funding. Without the EAESP Seedcorn Grant, I would not have had the freedom to fully test this method and to discover its potential uses. I am extremely grateful to EAESP for giving me the opportunity to do this.

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**Dr. Rob Thomson**  
(University of Glamorgan, UK)  
*Seedcorn Grant*

### **The similarity hypothesis and on-line attraction**

An interesting recent phenomenon has been people using the Internet to form and develop romances. This is interesting because one of the most important factors in interpersonal attraction is the physical attractiveness of the target (e.g., Langlois et al, 2000; Rowatt et al, 1999), which is not apparent in on-line interaction. Despite this, several studies have shown that it is common for people to develop relationships with other Internet users (McKenna, et al., 2002; Parks & Floyd, 1996; Utz, 2000). For example Utz, (2000) found that 74 percent of a sample of Multiuser Dimensions (MUDs) formed on-line relationships, and 25 percent formed romantic relationships with other users.

Several possible reasons have been forwarded to explain why attraction on the Internet occurs. As physical attractiveness is less important in this context, it might be that similarity of interests, beliefs and shared identity has a greater influence on attraction than in face-to-face interactions (Joinson, 2003). This idea is supported by Jacobson's (1999) findings that people on-line construct images of others based on stereotypes such as occupation or gender. Other reasons include more strategic self-presentation (Walther, 1996) and increased self-disclosure on-line (McKenna, et al., 2002), but similarity appears to be the largest predictor of attraction.

The purpose of this grant was to develop a computer program to investigate the similarity hypothesis explanation for interpersonal attraction. This research methodology was based on the 'constant discrepancy' method used by Byrne (1971), where attitude similarity between a participant and the target is manipulated through a fictitious questionnaire completed by the stranger. Unlike previous research where descriptions are generated and participants tested in a follow-up session, this methodology allows the data to be collected in one session. This is not only advantageous for attrition, but will ensure that the matching of attitudes is accurate. In previous studies participants' attitudes may have changed during the period between sessions, so the manipulation of similarity might not have been accurate. Furthermore, as this

methodology will be able to be used on-line, it will allow access to a much wider population than samples to date.

### **Research questions**

1. What factors influence interpersonal attraction to people on-line?
2. Are people more attracted to others on-line that are similar to themselves than those that are dissimilar?
3. Are similarities in attitudes more important in predicting interpersonal attraction than similarity in identity?

### **Methodology**

Participants were asked to take part in a study piloting an Internet site to meet people. Once they agreed they were presented with statements (both positive and negative) regarding six attitudes that have been indicated as important to the target population in a previous pilot study. For each of these statements, participants were asked to indicate their agreement with the statement, and how important that particular issue is to them personally. They were then presented with descriptions of three other participants and asked to read the three personal descriptions and make ratings on the attraction measures. The target descriptions however, were not of participants, but were fictitious. These were generated using templates in which each person introduces him or herself and states their position on the six attitudes. Based on the participant's own positions, the directions of attitudes were manipulated so that one of the descriptions agreed with all of the attitudes, one disagreed with all, and the last description agreed with half of the statements. The descriptions also gave the gender (female, male, not stated) and the occupation (student, non-student, not stated) of the person. The attraction was measured using a similar method to that employed by Singh & Ho (2000) who used a modified version of Byrne's (1971) Interpersonal Judgement Scale. This gave a measure of both intellectual and social attraction.

### **Findings and current directions**

It was found that participants rated the 'same' target much higher on the measures of attraction than both the 'different' and 'mixed' targets. There were no effects of gender or social categories. These findings support previous research demonstrating that similarity of attitudes is an

important determinant of interpersonal attraction (e.g., Byrne, 1971; Clore & Byrne, 1974). The results from this study have demonstrated that this methodology is a useful tool for examining interpersonal attraction, and as such, current research is attempting to investigate this further, and tease out dimensions of similarity and interpersonal attraction. I am very grateful for this grant, as it has allowed me to develop a programme of research that had been limited by my ability as a programmer!

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**Marielle Stel**

(University of Nijmegen, The Netherlands)

*Travel grant*

Thanks to the EAESP travel grant I had the opportunity to visit the department of Psychology at the University of California in Santa Barbara, from January, 8<sup>th</sup> till March 8<sup>th</sup> of this year. The reason of my visit was to collaborate with Jim Blascovich in Santa Barbara, which allowed me to use psychophysiological devices, like Virtual Reality and Facial Tracking, we do not yet have in the Netherlands, and which are very useful for studies concerning facial mimicry.

The subject of my dissertation research is consequences of facial mimicry. People constantly mimic, for instance each other's postures, behaviours, facial expressions and speech manner. Mimicry has a lot of positive consequences for us as human beings; it plays an important role in emotional processes, in understanding each other and in social bonding.

But what happens when we dislike someone? Do we still mimic disliked people, although it is such an automatic process? And if we do mimic them, does mimicry have the same consequences compared with when you mimic people you do not dislike? These were the questions I wanted to investigate in Santa Barbara

We used the facial tracking device to measure the amount of mimicking a person who is liked or disliked. The results confirm what we expected; people mimicked facial expressions more when they liked the person than when they disliked this same person.

But what happens if the amount of mimicking a disliked person equals the amount of the liked person? Does mimicking disliked people have the same positive consequences we usually demonstrate? As in study 1, we used the facial tracking device. To measure liking, participants engaged in a virtual shooting game. We expected that when the liked person is mimicked, people shoot her less, and will avoid her bullets less compared to no mimicry and when the person is disliked, people who mimicked her will shoot her more and avoid her bullets more compared to no mimicry. Our expectations were confirmed; Mimicry enhances liking, except when the person being mimicked is disliked.

This trip was a great professional, as well as a personal experience for me, so I want to thank EAESP again for giving me this opportunity. Collaborating with Jim and being able to make use of Virtual Reality and Facial Tracking was a great experience. On the whole, my visit was very beneficial for my dissertation and has a big influence on my further developments.

**Orsolya Vincze**

(University of Pecs, Hungary)

*Regional support grant*

Thanks to the EAESP regional support grant I had the opportunity to participate in a Small Group Meeting entitled: "Collective remembering, collective emotions, and shared representations of history: Functions and dynamics", which was held on June 16-19, 2004 in Aix-en-Provence. The meeting was organised by Denis Hilton, James Liu, Bernard Rimé, and Wolfgang Wagner. The conference was aimed at understanding the function of shared representations of history in establishing of group identity and its function to cope with the negative events. Several perspectives were presented like how people react to collective traumatic events and commemorate events that are important to their group. Some presentation concerned the emotions such as collective guilt and shame, while some focussed to a cognitive perspective. The main goal of discussions was to integrate these perspectives into a dynamic whole.

I decided to take part in this meeting because social representation of history and collective memory are part of my scientific interest. Under the supervision of Prof. János László I study the narrative form of history through the popular Hungarian historical novels. As a Marie Curie fellow in the university of Basque Country I also worked with Prof. Dario Paez and Prof. José Valencia on collective memory of negative historical events and the effects of group membership on transmission of negative historical events.

This conference gave me the opportunity to extend my knowledge and also was a great experience to meet with famous specialists of this topic.

To sum up, attending the Small Group Meeting was very useful and inspiring. I would like to thank the EAESP for providing the grant that made my trip possible. I also wish to thank for the helpfulness of Sibylle Classen during the grant application process.

## New Members of the Association

The following applications for membership were approved by the Executive Committee at its meeting in October, 2004. Names of members providing letters of support are in parentheses:

### *Full Membership*

<p>Dr. Rainer <b>BANSE</b> York, UK (P. Bull, U. Gabriel)</p>	<p>Dr. Johan <b>KARREMANS</b> Utrecht, The Netherlands (P.A.M. van Lange, K. van den Bos)</p>
<p>Dr. Massimo <b>BERTACCO</b> Louvain-la-Neuve, Belgium (J.-Ph. Leyens, V. Yzerbyt)</p>	<p>Karina <b>KOROSTELINA</b> Simferopol, Ukraine (D. Abrams, V. Yzerbyt)</p>
<p>Dr. Stéphanie <b>DEMOULIN</b> Louvain-la-Neuve, Belgium (J.-P. Leyens, V. Yzerbyt)</p>	<p>Dr. Alison <b>LENTON</b> Edinburgh, UK (C. Sedikides, T. Manstead)</p>
<p>Dr. Nicolas <b>GEERAERT</b> Essex, UK (J.-P. Leyens, V. Yzerbyt)</p>	<p>Dr. Orazio <b>LICCIARDELLO</b> Catania, Italy (D. Capozza, M. Hewstone)</p>
<p>Dr. Steffen <b>GIESSNER</b> Rotterdam, The Netherlands (D. van Knippenberg, A. Mummendey)</p>	<p>Dr. Jukka <b>LIPPONEN</b> Helsinki, Finland (A.-M. Pirttilä-Backman, R. Myllyniemi)</p>
<p>Dr. Eva <b>GREEN</b> Geneva, Switzerland (J.-C. Deschamps, A. Clémence)</p>	<p>Dr. Stefano <b>LIVI</b> Rome, Italy (L. Mannetti, M. Bonaiuto)</p>
<p>Dr. Jaap <b>HAM</b> Utrecht, The Netherlands (R. Vonk, K. van den Bos)</p>	<p>Dr. Rob <b>LOWE</b> Swansea, UK (G. Haddock, C. Armitage)</p>

Dr. Vladimir **NESIC**  
Niss, Serbia and Montenegro  
(N. Rot, G. Mikula)

Dr. Grzegorz **POCHWATKO**  
Warsaw, Poland  
(M. Jarymowicz, R. Ohme)

Dr. Claudia **PÖHLMANN**  
Berlin, Germany  
(U. Kühnen, B. Hannover)

Dr. Susana **PUERTAS**  
Jaen, Spain  
(J.F. Morales, M. Moya)

Dr. Georgina **RANDSLEY DE  
MOURA**  
Canterbury, UK  
(D. Abrams, R. Brown)

Dr. Kirsten **RUYS**  
Amsterdam, The Netherlands  
(E. Gordijn, R. Spears)

Dr. Katja **RÜTER**  
Würzburg, Germany  
(F. Strack, T. Mussweiler)

Dr. Thomas **SCHUBERT**  
Jena, Germany  
(K. Sassenberg, T. Kessler)

Dr. Wolfgang **STEINEL**  
Leiden, The Netherlands  
(E. van Dijk, N. Ellemers)

Dr. Rick **VAN BAAREN**  
Nijmegen, The Netherlands  
(A. van Knippenberg, R.  
Holland)

Dr. Pepijn **VAN EMPELEN**  
Leiden, The Netherlands  
(D. de Cremer, A. Bos)

Dr. Gerben **VAN KLEEF**  
Amsterdam, The Netherlands  
(C. de Dreu, T. Manstead)

Dr. Lioba **WERTH**  
Würzburg, Germany  
(R. Neumann, T. Mussweiler)

#### *Affiliate Membership*

Dr. Ran **HASSIN**  
Jerusalem, Israel  
(H. Aarts, R. Spears)

Dr. Blair T. **JOHNSON**  
Connecticut, USA  
(C. Sedikides, R. Spears)

Dr. Piotr **WINKIELMAN**  
San Diego, USA  
(D. Stapel, V. Yzerbyt)

**Postgraduate Membership**

Joana **ALEXANDRE**  
Lisbon, Portugal  
(J. Vala, S. Waldzus)

Mauro **BIANCI**  
Jena, Germany  
(M. Cadinu, A. Mummendey)

Antonio **BUSTILLOS**  
Madrid, Spain  
(C. Huici, J.F. Morales)

Christine **DOBBS**  
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(R. Spears, U. von Hecker)

Krispijn **FADDEGON**  
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(K. Lachowicz-Tabaczek, D.  
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Roberto **GUI TERREZ**  
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Lisbon, Portugal  
(L. Garcia-Marques, J. Vala)

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Mariana **KOUZAKOWA**  
Nijmegen, The Netherlands  
(R. van Baaren, A. van  
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Dominika **KUKIELKA-PUCHER**,  
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(M. Smieja, M. Drogosz)

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(J. Plichtova, E. Drozda-  
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(L. Myyry, K. Helkama)

Michal **OLSZANOWSKI**  
Warsaw, Poland  
(M. Jarymowicz, R. Ohme)

Afroditi **PINA**  
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Felix **PFEIFFER**  
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Marijke **VAN PUTTEN**  
Tilburg, The Netherlands  
(M. Zeelenberg, E. Igou)

Dimitrios **XENIAS**  
Hull, UK  
(A. Kappas, B. Parkinson)

**Announcements****INTERNATIONAL JOURNAL OF PSYCHOLOGY  
Editor Search**

The International Union of Psychological Science (IUPsyS) announces a search for the editor of the International Journal of Psychology (IJP). The term of office of the editor is to begin in January 2006 for a four-year term. The editor is expected to receive and process manuscripts as of July 2005. The editor will have very good mastery of English, a publication record in recognised journals, and preferably have prior editorial experience. Because the IJP publishes articles from around the globe in a broad range of topics in psychological science, recruiting international peer reviews forms an important part of the editor's tasks. In addition to English, abstracts of the IJP papers are published in French and Spanish. The editor's fluency in one or both of these languages would be an asset.

Please send inquiries and applications/nominations to the Chair of the IUPsyS Standing Committee on Communication and Publications:

Michel Denis  
Groupe Cognition Humaine  
LIMSI-CNRS  
Université de Paris-Sud  
BP 133  
91403 Orsay Cedex  
France  
Fax: +33 1 69 85 80 88  
E-mail: [denis@limsi.fr](mailto:denis@limsi.fr)  
by 15 December 2004.

Application should include a CV, list of publications, and a short statement of interest.

**AASP's 2005 Conference in Wellington**

Dear Colleagues,

We are happy to announce that the 6<sup>th</sup> biennial conference of the Asian Association of Social Psychology's (AASP) will be in Wellington, New Zealand, April 2-5, 2005. Wellington is the capital and arts centre of NZ, a ferry trip away from the South Island and generally a beautiful location. Registration and abstract submission are now available on-line. Deadline for abstract submission is Dec 3, 2004.

<http://www.vuw.ac.nz/cacr/aasp/programme/index.aspx>

We would like to extend a special invitation to EAESPers to consider how European research on social identity and groups might profitably interface with Asian research on cultures and collectivity. The conference will be hosted by the School of Psychology and the Centre for Applied Cross Cultural Research at Victoria University of Wellington. See the website at: <http://www.vuw.ac.nz/cacr/>

While submissions for the conference will range across the wide range of topics across and around social psychology, the plenary theme of the conference is "Global perspectives on Asian Social Psychology". Six distinguished speakers will be invited to comment on Global perspectives on Asian Social Psychology as follows:

The past decade and a half has witnessed the development of a social psychology that could be described as distinctly Asian Social Psychology. Markus & Kitayama's seminal 1991 Psych Review paper was an exclamation point to a long term trend in cross-cultural psychology to see East Asians as having a socio-cognitive-motivational viewpoint not easily subsumed within mainstream American individualism. Such figures as K.S. Yang, D. Sinha, V.G. Enriquez, S.C. Choi, U. Kim, and S. Yamaguchi have gone beyond a comparative framework and examined the indigenous psychological functioning of Chinese, Indian, Korean, Pilipino and Japanese populations.

The founding of the Asian Association of Social Psychology (AASP) in 1995 and its publications *Progress in Asian Social Psychology* (selected conference proceedings) and *Asian Journal of Social Psychology* (AJSP) has provided an organizational structure for these developments.

Given that the 2005 conference will be the tenth anniversary of the founding of AASP, we thought it appropriate to take stock of (1) what contributions Asian Social Psychology (including research by Asians, for Asians, or using Asian populations) as made to global social psychology including other regional psychologies, (2) the current status of Asian Social Psychology in the global and regional marketplaces of ideas, and (3) the future of Asian Social Psychology.

We are inviting distinguished scholars from different parts of the world to comment on these issues, taking a standpoint from their regional community and from a larger global perspective.

Confirmed keynote speakers thus far:

Professor Colleen Ward, AASP Presidential Address  
<http://www.vuw.ac.nz/cacr/people/bio/colleen-ward.aspx>

Professor Kwok Leung, City University of Hong Kong  
<http://www.cityu.edu.hk/cityu/about/professors/fb-mgt-kleung.htm>

Professor Janak Pandey, University of Islamabad

Professor Tomohide Atsumi, Osaka University

Professor Kai-ping Peng, University of California, Berkeley

Hope to see you there!

Best wishes  
Organizing committee for AASP 2005

**ARCS -- New Section of Psychometrika**

Beginning in 2004 *Psychometrika* has started a new section, called *Application Reviews and Case Studies (ARCS)*. The aim of the new section is to highlight the essential connection between psychometric methodology and its application to behavioral data analysis in psychology, educational sciences, and related areas in the social sciences and marketing.

*Application Reviews and Case Studies* is intended to be an intellectual crossroads: The history of psychometrics is rich with examples in which psychometric methodology has inspired substantive theory and research protocols, substantive research has inspired new psychometric theory and methodology, or psychometrics and substantive work have evolved together. In *Application Reviews and Case Studies* we hope to provide fertile ground for this synergy between psychometrics and its applications in psychology, educational sciences, and related fields.

For more information see the journal website at <http://www.psychometrika.org/>, and the website of the Psychometric Society, at <http://www.psychometricsociety.org/>.

## Announcements from the Executive Committee

### Executive Committee decisions and proposals following its October 15-17, 2004 meeting

#### Membership and participation in General Meetings at a member's rate

To enhance clarity regarding the time by which one has to be accepted as a member in order to enjoy the (lower) member registration fee for a General Meeting, the EC decided that – for the 2008 General Meeting and thereafter – **affiliate and full membership applications** should be made **before September 30** of the year preceding the General Meeting. Decisions about acceptance of the application will be made during the October meeting of the Executive Committee. Only the affiliate and full members accepted by that date will enjoy the reduced member registration fee. They will still have to pay the membership fee (for EAESP) for the year in which they are accepted.

**Applications for postgraduate membership** should be made **before December 31** of the year preceding a General Meeting. Decisions about acceptance in this category will be made during the following April meeting of the Executive Committee. Only those applications submitted before December 31 (and later accepted) will qualify for the postgraduate student registration fee at the General Meeting.

#### The EAESP website

In the near future the EAESP website will be restructured. The Executive Committee decided to use the structure of the ProFile as the basis for the structure of the renewed website. It is hoped that the website will be in operation in January 2005.

The website will also contain all the information now printed in the membership list, made available each year (in December), with the

exception of the email addresses (to avoid abuse by 'externals' of the email addresses). However, a contact button will be available to send email to members, without their address being shown.

As a consequence of these decisions, neither the ProFile nor the membership list will still be available in printed form. All the documents on the website will be downloadable as PDF-files.

**A call for help:** in the **website** we intend to create an entry called '**resources**'. It will contain links to other websites that provide demonstrations of experiments and the like. The Executive Committee would also appreciate its members making available whatever demonstrations, exercises, statistical packages that they developed themselves and which they want to share. **Please send your suggestions and contributions regarding 'resources' to Eddy.VanAvermaet@psy.kuleuven.ac.be**

### **Support for small and medium size meetings**

Members, whose applications towards obtaining support for a small or a medium size meeting have been approved by the Executive Committee, will in the future receive 50% of the support money up front. The remaining 50% will be paid after the meeting, pending a report by the organizers which shows that they have in fact met all the conditions for support, as laid down in the EAESP rules. A form to this effect will be made available to organizers of future meetings.

The Executive Committee made this decision, because in the past it was sometimes unclear (from the application) whether the conditions for support were or would be met, requiring additional exchanges of questions and answers between the Executive Committee and the organizers.

### **European Union Funding sought**

The Executive Committee will submit an application with the European Union towards obtaining a Marie Curie Grant for 2006-2009 (category SCF-Series of Events). The grant, if awarded, would allow EAESP to cover a good deal of the costs of 2 EAESP summer schools (2006 and 2008) and of about 6 small or medium size meetings.

### **Broadening the EAESP base in Scandinavia and Eastern Europe**

Following up on a recent similar initiative in Scandinavia, the Executive Committee decided to set up an exploratory meeting (early Spring 2005) with 2 representative social psychologists from each of 5 Eastern European countries from which we have only very few members (Bulgaria, Czechia, Croatia, Hungary and Romania). In addition, and based on a website search, an email letter explaining the what and how and why of EAESP will be sent to individuals, institutions and associations linked with social psychology in all the Eastern European countries from which we have few or no members.

### **EAESP Summer School 2006**

The Executive Committee is happy to announce that a more than excellent location has been found for the 2006 Summer School. Luciano Arcuri and his colleagues will host the Summer School in Padova (Italy) August 20 – September 2, 2006.

### **Summer Institute in Social Psychology (SISP): Applications invited to the SPSP summer school of 2005**

Modelled on the bi-annual EAESP summer schools, which are held in even-numbered years, the Society of Personality and Social Psychology (SPSP) offers comparable two-week intensive summer schools for US/Canadian doctoral students, to be held in the United States in odd-numbered years, beginning in 2003. The first Summer Institute in Social Psychology (SISP) will have taken place at the University of Colorado, Boulder, July 13-26, 2003. **The second SISP will be held at the University of Michigan, Ann Arbor, on July 24-August 6, 2005.**

EAESP schools are set up primarily for European students, but the organisers also always accept five US-students, selected and sponsored by SPSP. The SPSP schools are similarly set up primarily for USA/ Canadian students, but the organisers will also **accept five European students, selected and sponsored by EAESP.**

Format of SISP.

Each student will enrol in one of five full-length courses, each taught by two prominent instructors. For 2005, the instructors and courses are:

- Nick Epley (Harvard University), Reid Hastie (Univ. of Chicago): Judgment and Decision Making
- Shinobu Kitayama (Univ. of Michigan), Hazel Markus (Stanford University): Culture and Social Psychology
- Sander Koole (Free University, Amsterdam), Abraham Tesser (Univ. of Georgia): The Self
- Robert Krauss (Columbia University), Gün R. Semin (Free University, Amsterdam): Communication, Language and Cognition
- Linda Skitka (Univ. of Illinois, Chicago), Tom Tyler (New York University): Social Justice

One day workshops:

- Deborah Kashy (Michigan State University): Analysis of non-independent data
- Norbert Schwarz (Univ. of Michigan): The psychology of self-reports: Implications for data collection and questionnaire construction

SISP website.

For details, see the 2005 SISP website at [www.siiisp.org](http://www.siiisp.org) (Note, there are two i's in this url.). **Because the five European students will be selected and sponsored by EAESP, they should follow the instructions listed below (and not those described on the website).**

Application procedure for European students.

1. Interested European students should submit a Curriculum Vitae and they should fill out an application form. The application form can be found on the website of EAESP (<http://www.eaesp.org>) by clicking 'Activities' first, followed by clicking 'SISP application' in the left field. The form can then be filled out on line and be submitted directly (it gets sent automatically to Sibylle Classen). The Curriculum Vitae however should be sent separately via email to Sibylle ([Sibylle@eaesp.org](mailto:Sibylle@eaesp.org))

2. The application should be supported by the student's Ph.D. supervisor. Supervisors are therefore asked to write a **letter of support**, explaining why they feel their student could benefit from and add to this summer school. Supervisors are asked to email their letter directly to Sibylle Classen, mentioning the name of the applicant supported.
3. The deadline for applications (and the support letters) is **January 31 2005**. Applications and letters of support received after January 31 2003 will not be considered.

The selection procedure.

1. Among the candidates five students will be selected for participation by the Executive Committee of EAESP.
2. In making this selection the Executive Committee will rely on the following criteria:
  - at least in the second year of the Ph.D. programme;
  - a sufficient level of (self espoused) proficiency at English;
  - active in an area sufficiently close to a topic of SISP;
  - strength of the supervisor's letter of support;
  - not having participated in an EAESP summer school
  - definitely not more than one student per institution;
  - a reasonable distribution over countries.
3. **Decisions** will be made and communicated to those selected and not selected by February 28 2005.

Cost and sponsoring.

1. EAESP will sponsor **travel expenses** to Michigan (and back) for the five selected students, for a maximum of **600 Euro** per student. Selected students will be informed regarding the details of payment.
2. Each student is expected to **contribute 200 US-Dollars** towards local expenses at Ann Arbor. This fee covers tuition, housing in shared dorm-style rooms and meals. The Executive Committee hopes that the selected students' home departments will assist in paying this fee. Details about mode of payment will be communicated to selected students.

In concluding.

The Executive Committee hopes that many full members will encourage their doctoral students to submit an application to participate. The participation of US-students in our summer schools has in the past always turned out to be an enriching experience for them as well as for their now European friends. We have every reason to believe that the same will be true for the summer schools on the other side of the Atlantic.

**New Editorship EJSP - Call for Nominations**

The four-year term of the current editors of the European Journal of Social Psychology will end by December 2005. The Editor Alex Haslam, and his Associate Editors Fabrizio Butera, Mara Cadinu, Ap Dijksterhuis, Kenneth L. Dion, Thomas Mussweiler, Sabine Otten, Heather Smith, Deborah Terry, and Bogdan Wojciszke have succeeded in further increasing the reputation of the journal, the number of submissions, and the overall quality of the reviewing process and resulting contributions. So the development of EJSP is certainly a story of continuing success.

As you may know, nomination and appointment of editors is within our Association's responsibility. Of course, the EAESP is interested in maintaining and fostering standards and quality of its journal. With this goal in mind, the Executive Committee is seeking for a new panel of editors who are willing and able to take over the Journal in January 2006.

It is important to note that the term of the editorial team has been changed and is now set at three years. This means that the new editorial team will be in charge of the Journal from January 2006 to December 2008. This three-year term has been decided by the Executive Committee in order to better match the cycle of the general meeting of our Association as well as the term of the members of the Executive Committee.

Your proposal, which should be addressed to the Secretary of EAESP, Eddy Van Avermaet, should only nominate a Chief Editor. It is customary that the Editor himself or herself chooses his or her Associate Editors. Apart from the organisational and logistic preconditions that are necessary to

edit an international journal like EJSP, nominees should themselves be respected for their own scientific contributions and their own experience in the peer-reviewing process.

If you would like to nominate a person who has the qualifications required for this role, simply submit his/her name (and university affiliation) to Eddy Van Avermaet, secretary of EAESP, with a brief statement of the reasons why this person might be considered eligible to act as chief editor of EJSP. Please note that current members of the Executive Committee will not be permitted to be nominators or nominees.

Needless to say that nominations will be treated confidentially until a decision has been made. Only the name of the new Chief Editor will then be published but not the names of other nominees.

Your nomination should reach Eddy Van Avermaet not later than **March 31 2005**.

*Address for contact:*

Eddy Van Avermaet (Secretary), Laboratory of Experimental Social Psychology, University of Leuven, Tiensestraat 102, B-3000 Leuven, Belgium, e-mail: Eddy.VanAvermaet@psy.kuleuven.ac.be

### **Kurt Lewin Awards - Second and Final Call for Nominations**

**Criteria and application procedure for the Kurt Lewin Awards for a significant research contribution.**

The Kurt Lewin awards are designed to recognize significant research contributions made by any full member of the Association who has passed beyond the age/time criteria of the Jos Jaspars award. This can be seen as similar to mid-career contribution awards in other associations although no age-limit is placed on the recipient: it is their contribution to the field

through a particular research program or area of research that is being recognized.

The procedure for this award is that candidates are nominated by two full members of the Association, who motivate in their letters why, in their view, the candidate deserves this award. Nominators should inform the proposed candidate of their intention to nominate in order to coordinate the procedure (e.g., ensure a minimum of two nominations being proffered). Both nominators should state in writing that they have permission of the candidates as their official nominators (i.e. to ensure that no more than two "official" nominations are considered per candidate by the panel). These nominations including the curriculum vitae of the candidate should be received before the end of the year that precedes the next General meeting (i.e. postmarked before **31<sup>st</sup> of December 2004**).

Recipients of the Kurt Lewin Award will be decided by a five-person panel comprising one member of the Executive Committee and 4 external members [Vincent Yzerbyt (Chair), Tony Manstead, Amélie Mummendey, Janusz Grzelak, José F. Morales]

Address for correspondence:

Sibylle Classen, P.O. Box 420 143, D-48161 Muenster, Germany, e-mail: [sibylle@eaesp.org](mailto:sibylle@eaesp.org)

### **Election of New Executive Committee Members - Second and Final Call for Nominations-**

As most members know, Dominic Abrams, Carmen Huici, and Vincent Yzerbyt have come to the end of their 6 year term of office on the Association's Executive Committee. They are now due to be replaced by three new members, to be elected in Würzburg. Together with the remaining four members, Patricia Catellani, Russell Spears, Fritz Strack, and Eddy Van Avermaet, they will form the new EC of the Association

According to the Standing Orders of the Association, the nomination procedure is as follows:

- (1) At least four months before the election, full members are asked for nominations.
- (2) Each nomination must be supported by two full members and addressed to the Secretary Eddy Van Avermaet (Lab. of Experimental Social Psychology, University of Leuven, Tiensestraat 102, B-3000 Leuven, Belgium, e-mail: Eddy.vanAvermaet@psy.kuleuven.ac.be) at least three month before the members' meeting. Thus, the deadline for receiving nominations is **March, 21<sup>st</sup>, 2005**.
- (3) Each nomination packet has to contain:
  - ◆ A letter from the nominee, agreeing to serve on the Executive Committee, if elected
  - ◆ Letters of support from two full members of the Association
  - ◆ To ensure that the membership is provided with equivalent information about each nominee, each nominee must provide a biographical statement. These statements must follow the same format to ensure comparability in the information about candidates' academic background, research interests, what they would do for the EAESP, and some sample publications. The sequence and format for each section of this statement, which should be written in the first person, should be as follows:  
The nominee's current institutional affiliation, job title and contact details.
    - CV and research interests: Between 250 and 300 words.
    - A paragraph that begins "As a member of the EAESP Executive Committee I would.....". This should be not more than 100 words that explain why the nominee wishes to serve on the EC and what the nominee will aim to do/offer in terms of expertise, experience, skills or other relevant capacities.
    - Selected publications section: List up to 5 publications or other 'outputs' (e.g. reports, keynote addresses etc.) that illustrate the nominee's interests and most important or current work

**Membership fee for 2005 is due now**

Last not least it is time to renew your EAESP membership. Please pay your membership fee for 2005 before December, 31<sup>st</sup>, 2004. Only timely renewal will assure uninterrupted receipt of the *European Journal of Social Psychology* and will save administration costs.

For details regarding modes of payment we refer you to our website [www.eaesp.org](http://www.eaesp.org) (Membership / Fees). You can submit (or print) a credit card authorisation form directly from the website. Alternatively, the website provides information about the account of the Association should you prefer to pay by bank transfer. If you choose the latter option, please make sure that no bank charges are involved for the receiver.

Payment by credit card is the easiest and cheapest way for both sides.

**If you already submitted your credit card authorisation and your card number and expiration date are still valid and unchanged, dues for 2005 will automatically be charged in December 2004** (on your credit card statement you will find the amount in Euro charged by Adm. Office Classen).

In all the above mentioned cases, **you will receive a receipt** of your payment **by regular mail** within two weeks.

Please note that your subscription of the *European Journal of Social Psychology* for 2005 will be cancelled, if we don't receive your fee or your credit card authorisation by **December 31<sup>st</sup>, 2004**.

I thank you in advance for your friendly cooperation.

*Sibylle Classen*

### **Deadlines for Contributions**

Please make sure that applications for meetings and applications for membership are received by the Administrative Secretary by **March, 15<sup>th</sup>, 2005** latest. Applications for personal grants and for the International Teaching Fellowship Scheme can be received at any time. The deadline for the next issue of the Bulletin is **March, 1<sup>st</sup>, 2005**.

**Executive Committee**

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**web site of the EAESP:**

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