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Editorial

Dear colleagues and friends,

It is my pleasure to introduce you to a new volume of the European Bulletin of Social Psychology, which is at the same time the last one that I have been editing – together with Sibylle Classen, of course. During the General Meeting, four of the current EC-members will end their term, and four new members will be elected. And as much as I enjoyed being a member of the Executive Committee for the last (nearly) six years, I am also happy that new members will get the chance to contribute to our Association with new ideas and different perspectives. But, of course, the forthcoming General Meeting will entail much more than just the Members Meeting and the election of new members of the Executive Committee. In fact, in Amsterdam we will have the biggest meeting our Association has hosted so far. The two local organizers, Agneta Fischer and Kai Jonas, are doing an impressive and wonderful job to prepare this huge event; I am convinced we need not worry that it will not only be a big success academically, but also a lot of pleasure and fun for all participants. Similarly, the Program Committee, headed by Jean-Claude Croizet, deserves our respect and many thanks for the huge and difficult task it has been handling. For more details, please see the news on the Program and Organizing Committees' work in this Bulletin (pp. 18f.).

I really hope you will take the time to read through this volume. I think it is really worth your attention. Once again, there is a very interesting contribution to our Opinions & Perspectives section (O & P) titled *“Turning to the Blind Spot of European Social Psychology: Culture”*. I am very grateful to Ayse Uskul and Batja Mesquita for writing this piece. But besides pointing to the current O & P-contribution, let me also say a few general words about this section, which the Executive Committee decided to establish shortly before the last General Meeting in Stockholm. The idea was to offer our member a forum in which they can easily and freely express their ideas on topics they consider relevant within EASP. ‘Unplugged’, so to say. Unexpectedly, the first two first volumes including the O & P-section were dominated by the fraud committed by Diederik Stapel and the consequences it had (or should have) for the field of Social Psychology. I am really grateful to Amelie Mummendey, Fritz Strack, and Wolfgang Stroebe, who offered thoughtful and constructive contributions to this debate; their contributions are still very valuable and up to date. But besides these pieces, there were other, very relevant contributions, which brought up new ideas or alerted us to blind spots we – the Executive Committee, but also the members as a whole – may have. This volume's contribution clearly belongs to this latter category (i.e., the blind spots in our field). Analyzing evidence from past activities sponsored by the Association and from publications in the EJSP, Ayse Uskul and Batja Mesquita make us aware the fact that something so very social as ‘culture’ has received surprisingly little attention in Social Psychology in Europe.

Of course, there is much more in this Bulletin than the O & P section. For example, the inspiring reports on past meetings supported by EASP, or on members' activities that were supported by grants from the Association. Moreover, our journal officer in the Executive Committee, Alex Haslam, provides interesting information about the three EASP outlets, the grant officer, Mara Cadinu, reports on a new grant scheme the Association is planning to launch, and our treasurer, Daniël Wigboldus, reports on the first - very positive! - experiences with EASP's new fee structure.

I wish you a great spring and summer season.
Hopefully "tot ziens" in Amsterdam!

Sabine Otten

President's Corner

Dear colleagues and friends,

As I write my last President's Corner, I am torn between two sentiments of contrasting valence. On the one hand, I feel under pressure because the Executive Committee is working tirelessly on many fronts that still deserve so much more work and time; and my term is coming to an end. On the other hand, I have witnessed how the present Executive Committee has worked seamlessly on the endeavours initiated by the previous EC, and how the on-going EC members are ready to carry the present endeavours on to the attention of the next EC; in this respect, I feel confident that our system ensures a great deal of continuity in the work of the EC.

Thus, let me talk about some of this work, and in particular two important issues that you will find in the "News from the Executive Committee" of this Bulletin; we have devoted a lot of thinking to them and we are very proud of the outcome. The first is the new fees structure. We had announced it last year and our Treasurer had explained why we need it. In this issue, the Treasurer reports on the first figures available and remarks that "a substantial number of members from countries that used to pay a reduced fee have now chosen to pay the full fee, whereas a comparable number of members from countries that used to pay the full fee have now opted for a reduced fee." Without being too optimistic - we still need to monitor the evolution of this trend over the next few years - I would dare saying that this is a sign that the change in fees structure indeed corresponds to a change in needs and opportunities of our members. Our observation that the distribution of research opportunities has changed over the past few years, and that something needed to be done to adapt the practices of our association, finds some confirmation in these figures. The Treasurer's remark also points to another important element: how responsible, generous and solidary our members are. I take this opportunity to thank you all.

The second issue I would like to comment is presented by the Grants Officer, also in the "News from the Executive Committee". As you will see, we decided to launch a new grant called Research Knowledge Transfer Scheme (RKTS). The idea is to sponsor the visit of a knowledgeable scholar to an institution in Europe "in order to promote the transfer of research-relevant knowledge. The scheme is designed to assist groups of researchers who have difficulty accessing such knowledge by other means (e.g., due to lack of infrastructure and especially lack of funding)." This new scheme is another token of the EC's commitment to compensate with solidarity for the inequalities in resources and opportunities that curse research in Europe.

I would like to conclude by thanking my fellow EC members for their hard work and high spirits; working with you was a pleasure and a privilege. I would also like to thank Sibylle Classen for being not only the extremely efficient Executive Officer of our Association, but also its pulsing heart; working with you was inspiring. Finally, I am grateful to the European Association of Social Psychology for providing the intellectual and institutional framework in which I have worked during my entire career. I humbly hope to have returned some of my inextinguishable debt by being, in the past six years, its obliged servant.

Yours sincerely,

Fabrizio Butera
President, EASP

Opinions and Perspectives

Turning to the Blind Spot of European Social Psychology: Culture Ayse Uskul¹ & Batja Mesquita²

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(Note: The two authors have equally contributed to this piece.)

The history of the study of culture in psychology can be traced back to early 20th century Europe with Wilhelm Wundt's 10-volume opus on *Völkerpsychologie* where he argued that cultural artefacts such as religion, language, and myth are important for understanding individual consciousness. Since then, a large number of empirical studies have demonstrated considerable cross-cultural variations in psychological processes, demonstrating the possibility that many psychological processes might be linked systematically to certain features of socio-cultural contexts (for reviews see Benet-Martinez & Oishi, 2008; Markus & Kitayama 1991; Triandis 1989; Kitayama & Cohen, 2007; Kitayama & Uskul, 2011; Oishi, 2014).

Many of the phenomena that we used to think of as 'basic' social psychology turn out to be culture-bound. At the *person level*, there are significant cultural differences in self-concept (e.g. Markus & Kitayama, 1991); consistently, people do not universally strive to improve their self-esteem, self-enhancement is not a universal tendency, and self-maintenance does not occur universally (e.g., Heine, Lehman, Markus, & Kitayama, 1999). But there are also dramatic differences in person perception: The fundamental attribution error appears to be 'fundamental' in Western cultures only (e.g., Choi, Nisbett, & Norenzayan, 1999); in other cultures, people turn out to be much more susceptible to situational explanations. Spontaneous trait inference is not automatic everywhere; instead, behaviors in many cultures are thought to provide information about the context (Na & Kitayama, 2011). Similarly, personal control –once thought to be an essential condition of health and wellbeing (e.g., Rodin, 1986), is beneficial and sought after only in some cultures and milieus (Snibbe & Markus, 2005). At the *interpersonal level*, attraction and intimacy are cross-culturally guided by different principles (Dion & Dion, 1993; Heine, Foster, & Spina, 2009), and so are social support (Kim, Sherman, & Taylor, 2008) and trust (Yuki, Maddux, Brewer, & Takemura, 2005). Finally, *group level* processes vary substantially across cultures as well (e.g., Yuki & Brewer, 2014). This list is by no means exhaustive, but it does illustrate how cultural context shapes social psychological phenomena at all levels of description, many of which were not originally thought to be culture-bound.

Much of the accumulated evidence showing cultural variation in human psychology has come from comparative work conducted with North American and East Asian cultures. The general hypothesis guiding this work is that the social orientation of independence versus interdependence or individualism versus collectivism is a key dimension underlying cultural variation in psychological phenomena (Markus & Kitayama 1991; Triandis 1989). The hypothesis led to the tacit assumption that the results from research with North American and East

Asian cultures would generalize to other independent and interdependent cultures, respectively. European cultures were assumed to be just like North American culture.

In recent years, social psychologists have started to include a larger range of cultures (Adams, 2005; Boiger, Güngör, Karasawa, & Mesquita, 2014; Colzato et al., 2010; Kitayama, Park, Sevincer, Karasawa, & Uskul, 2011), testing similarities and differences between independent and interdependent cultures. In this growing diversity, however, research on cultural variation in human psychology that originates from Europe still remains relatively limited. Moreover, existing research that has focused on cultural variation in Europe or how European cultures compare to other cultural contexts has not always made its way to mainstream European social psychology (e.g., research by Heidi Keller, Ype Poortinga, Peter Smith, Fons van de Vijver just to name a few). Since the era of Wundt, European psychology has clearly lost sight of culture.

We think that focusing on culture comparative work outside of the commonly examined West-East comparisons in general and in the European context in particular has important theoretical implications. Let us focus on why and how research conducted within Europe may contribute to theory. First, cultural groups in Europe are situated within different historical, political, and economic circumstances and have been shown to exhibit different psychological characteristics compared to North American and East Asian counterparts (e.g., Boiger, De Deyne, & Mesquita, 2013; Kitayama, et al., 2009; Sagiv & Schwartz, 2007). Thus research based on East-West comparisons has limited generalizability and is likely to provide limited insight into understanding the cultural dynamics within the European context. Therefore exploring the role of culture in the European context has the potential to advance existing theoretical perspectives on culture and psychology by discovering novel dimensions or cultural syndromes that explain cultural variation or identifying psychological processes that show variation that have not been demonstrated before. Second, intercultural experiences in Europe differ from those commonly examined in the literature. For example, minority groups in Europe originate from cultural backgrounds (e.g., Middle-Eastern, North-African, Eastern-European) different from minority groups typically examined in the mainstream (i.e., US-focused) social psychological literature (e.g., African-Americans, Hispanics, Asians). Further, the traditionally immigrant-receiving social context of North America differs in very meaningful ways from the European context, where immigration is historically more recent and where the notions of cultural diversity and multiculturalism are not obvious components of past and present collective identities (Benet-Martinez, 2012). By way of focusing on different minority groups situated in a very different historical and political context, research in Europe can contribute to the introduction of cultural elements that may shape intergroup interactions in unique ways. Third, highlighting the presence of culture and psychology research within Europe would encourage researchers who typically do not consider culture as an important factor shaping human psychology to have a revised look at their own work (Henrich, Heine, & Norenzayan, 2010). For example a recent book on how culture shapes group processes edited by Masaki Yuki and Marilyn Brewer (Yuki & Brewer, 2014)

collates research clearly demonstrating how a topic that sits at the center of European social psychology (i.e., group processes) is clearly susceptible to cultural influences (as other types of psychological processes including social cognition or motivation/emotion).

What is the presence of a cultural perspective in the activities of the EASP?

We sought an answer to this question by screening four major activities supported by the EASP: small group and medium size meetings, the summer school, the general meeting, and the *European Journal of Social Psychology*. In screening these activities, we kept our search criteria narrow, thus results may not give a full picture. Still, we think that they are useful in providing a glimpse of where cultural issues stand in the European social psychology.

A crude categorization of topics of EASP-funded small-group and medium-sized meetings as found on the EASP website suggested that about 45% of these meetings were organized around a topic in the area of intergroup relations (e.g., intergroup conflict, collective emotions) and about 17% targeted a topic in the area of social cognition (e.g., social cognition and communication, information processing), followed by approximately 9% focusing on identity processes. We located only two meetings that contained the terms 'cultural' or 'cross-cultural' in their title, one including cultural perspectives on social cognition (in addition to evolutionary perspectives) and one including cross-cultural aspects of social identity (in addition to motivational and affective aspects). In addition, an EASP funded small group meeting to take place this July is designed to specifically target research conducted within the European context with a goal to gain further insight into the cultural dynamics of Europe and how these may shape different social psychological processes. Thus, although some meetings might have included talks that use cultural or cross-cultural approaches to the topic at hand, there were only three meetings (out of 71 meetings in total) that specifically aimed to target such approaches as part of their program.

Our screening of workshops covered by EASP-funded summer schools since 2000 (8 summer schools in total including 35 workshops) revealed two workshops that contained topics relevant to culture. One of these workshops was titled 'Language, Cognition, and Culture' led by Anne Maass and Gün Semin in the 2006 summer school in Padova, Italy. The other one was titled 'Intergroup Relations: Different Identities – Different Psychologies for Ethnic Groups and National Majorities' led by Karen Phalet and Anca Murescu in the 2012 summer school held in Limerick, Ireland.

We also screened the abstract books from the last three EASP General Meetings (2005, 2008, and 2011) by focusing on the title of accepted symposia and thematic sessions. This resulted in three culture-relevant session titles in the 2011 general meeting, down from six session titles in both the 2005 and 2008 general meetings. This year's general meeting has only three symposium sessions (and no thematic session) devoted to cultural psychological topics.

Finally, we searched for the terms 'culture, cultural, and cross-cultural' in the *titles* of the published articles in the *EJSP*. The search resulted in 47 articles published between 1978 and 2011 (out of 2163 articles published since *EJSP* was

established in 1971, thus about 2%), with only 10 of those published since 2000. Extending our search to *abstracts* that included terms 'cultural or cross-cultural' resulted in 84 articles published between 1971 and 2012 (not even 4%). Of course this information is limited to published papers and we have no access to information on submitted but not ultimately accepted manuscripts to appear in *EJSP* (the same limitation applies to conference submissions).

In line with the limited coverage of cultural or cross-cultural topics in *EJSP*, an inspection of the associate editors of the *EJSP* to date also reveals very few names whose research includes culture as a topic. The first Editorial Board in 1971 included Gustav Jahoda, and the current Editorial Board includes Patricia Rodriguez Mosquera. Very few editors in between had affinity with culture. This is in stark contrast to other mainstream social psychology journals that originate from North America (e.g., *PSPB*, *JPSJ*) that regularly have cultural psychologists on their editorial boards.

This quick review suggests that culture as a topic is underrepresented in EASP's diverse array of activities. Implicit in the observations we made in this review is also the underrepresentation of certain approaches and specific methods typically used in culture-comparative research. One important aspect of this research is that, like any intrinsic human characteristic, participants cannot be randomly assigned to different cultural groups. This inevitably restricts the use of experimental methods in understanding the causal roots of cultural influence on human psychology. This has led cultural psychologists to use other approaches (e.g., just minimal difference approach – matching cultural groups as closely as possible, so the only difference left is the difference in the (cultural) variable of interest – or choosing groups on theoretically justifiable grounds) to limit the possibility of factors other than the cultural variable of interest to act as confounding variables.

Moreover, to examine the mutual constitution of cultural context and human mind/behavior, researchers in this area typically use methodological approaches that may be seen outside of the typical methodological toolbox of experimental social psychologists (Cohen, 2007). For example, it is not uncommon for cultural psychologists to use methods that help understand culture-mind interactions. One of the methods used is situation-sampling, a two-step procedure that can tell us how participants would respond if they were exposed to other group's cultural worlds. In the first step of situation-sampling, participants from different cultures report situations which they typically encounter; at the second step, different groups of participants are asked to imagine encountering situations that were generated by all cultures of comparison, and report how they would feel, think, or act in those situations (Kitayama, Markus, Matsumoto, & Norasakkunkit, 1997). Typically, situation-sampling studies find that both the situation and the cultural mindset of the person contribute to cultural differences in psychological phenomena, but more importantly, researchers find interactions between the two. The most pronounced cultural profile of psychological tendencies is found when people respond to same-culture situations.

Cultural psychologists also follow up on Wilhelm Wundt's suggestion that cultural artefacts such as religion, language, and myth are important for

understanding individual consciousness. They often analyze the themes as found in cultural products (e.g., media, children's books, song lyrics, newspaper advertisements, college invitation letters, sports coverage), and examine how these themes take hold in the mind. Thus, the coherence between cultural product themes and psychological themes is taken as evidence for culture-mind interactions. An example is research that combined content analysis of advertisements in Western and Eastern cultures with an experiment on choice, and found that a relative emphasis on uniqueness in US advertisements paralleled an American preference for being unique in a controlled experiment, whereas the relative emphasis on fitting in in Korean advertisement was consistent with East Asian's preference for fitting in (Kim & Markus, 1999).

What these approaches have in common is the idea that different levels of culture (the psychological, the social, the symbolic, the structural) interact with each other to yield an emerging system. Culture is *not* considered the independent variable that causes psychological behavior, but rather psychological processes are thought to represent one level of cultural expression.

There are other distinguishing features of (cross-)cultural research, for example having to engage with such labor-intensive and time consuming practices as translating research materials into multiple languages, aiming for different types of equivalence (e.g., construct, measurement, procedural equivalence), and collaborating across languages and distinct academic cultural practices. All these aspects of conducting research comparatively remain unknown and under-acknowledged to the extent that cultural research remains underrepresented in the European social psychology.

By turning to our blind spot, European social psychology would not only place itself back on the world map of cultural psychology, we would also start to appreciate the vast diversity within Europe. Europe is not a homogenous cultural unit: It hosts within its boundaries multiple languages, religious groups, economic systems and conditions, government policies, and is vastly diverse in its physical geography. These are factors that are bound to lead to cultural diversity in all possible psychological processes that are there to study within Europe. Moreover, psychological diversity will be even more pronounced when we include minority groups of wider European origin (e.g., Polish, Kurdish, Moroccan). Studying specific minorities, and their relations with particular majority groups, will inform us about contextual dimensions that affect social psychological processes.

Turning to our blind spot also means to abandon the idea that social psychological processes in our own culture are the default. We have to acknowledge that it is very hard to see our own cultural biases, because our own cultural reality seems 'natural'. If we want to make transparent how (our) culture shapes psychological processes, we need to sample diverse cultural groups and collaborate with researchers and students who have different cultural sensitivities. This means that we need to team up with researchers from other cultural groups or regions in Europe. Insight in the role of culture will not just jump out from the data: We will need to turn to our blind spot and carefully examine how European cultures shape the social psychological phenomena of interest.

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New Publications by Members

The Social Psychology of Aggression, 2nd Edition

By Barbara Krahé

Psychology Press – 2013 – 400 pages

<http://www.psypress.com/books/details/9781841698755/>

The second edition of this textbook provides a thoroughly revised, updated and expanded overview of social psychological research on aggression.

The first part of the book covers the definition and measurement of aggression, presents major theories and examines the development of aggression. It also covers the role of situational factors in eliciting aggression, and the impact of using violent media.

The second part of the book focuses on specific forms and manifestations of aggression. It includes chapters on aggression in everyday life, sexual aggression and domestic violence against children, intimate partners and elders. There are two new chapters in this part addressing intergroup aggression and terrorism. The concluding chapter explores strategies for reducing and preventing aggression.

The book will be essential reading for students and researchers in psychology and related disciplines. It will also be of interest to practitioners working with aggressive individuals and groups, and to policy makers dealing with aggression as a social problem.

Contents:

1. Defining and Measuring Aggression 2. Theories of Aggression 3. Development of Aggression and Individual Differences 4. Situational Elicitation of Aggressive Behavior 5. Media Violence and Aggression 6. Aggression as Part of Everyday Life 7. Aggression in the Family 8. Sexual Aggression 9. Aggression between Social Groups 10. Terrorism 11. Preventing and Reducing Aggressive Behaviour

*The second edition of *The Social Psychology of Aggression* offers an illuminating scientific reflection on pressing societal problems. The book is well-balanced because basic research and applied research on social aggression are emphasized equally. It is revealing, fascinating and passionate and represents a significant and unparalleled contribution to the aggression literature. - Hans-Werner Bierhoff, Faculty of Psychology, Ruhr-University Bochum, Germany*

Krahe has done an excellent job of organizing and explaining current social psychological research on aggression. Her careful examination of factors that

influence aggression in a variety of contexts provides a solid introduction to the field. - Jeff Bryson, Department of Psychology, San Diego State University, USA

This edition is a wonderful update to the excellent 1st edition. It accurately and clearly portrays the current state of knowledge about the social psychology of human aggression, and does so in an engaging way. Students will love it. - Craig A. Anderson, Department of Psychology, Iowa State University, USA

Barbara Krahe presents a thorough and engaging overview of the social psychological literature on human aggression... I felt compelled to stop at several points per chapter to take notes and ponder the ideas Dr. Krahe presents. - Kevin M. Swartout, *The Bulletin of the International Society for Research in Aggression*, Volume 35 (1), June 2013

Psaltis, C. & Zapiti, A. (2014). *Interaction, Communication and Development: Psychological Development as a social Process*. UK: Routledge.

Series: Cultural Dynamics of Social Representation

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For decades there has been considerable interest in the ways that interactions between children can provide a beneficial context for the study of cognitive and social development. In this book Psaltis and Zapiti use both theoretical and empirical research to build on the perspectives of Piaget, Vygotsky, Moscovici, and others including the legacy of Gerard Duveen, to offer a state of the art account of research on the themes of social interaction and cognitive development.

Interaction Communication and Development discusses the significance of social identities for social interaction and cognitive development. The empirical set of studies presented and discussed focus on patterns of communication between children as they work together to solve problems. Communications are examined in detail with a focus on:

- Socio-cognitive conflict, conversational moves and conversation types
- The way the different forms of the interactions relate to different sources of asymmetry in the classroom
- The way social representations and social identities of gender are negotiated in the interaction

This book provides an important account of how children develop through different kinds of social interactions. It will have considerable appeal for researchers in the fields of developmental psychology, socio-cultural psychology, social representations theory and education who wish to gain a deeper understanding of development and its relation to socio-cultural processes.

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Explicit Recognition interaction
From one task to another: The “village task”
The outcome measures
The role of academic reputation, popularity and children’s evaluation

5. From one interaction to another: From microgenesis to ontogenesis

Introduction
Conversational features
The results
The interactions
First interaction
Second interaction

6. Peer interaction and cognitive development: The role of gender at 6-7 and 10-11 years old

Towards the study of the social psychological subject
Results for the younger children
Results for the older children
Discussion for the younger children group
Discussion for the older children group
Discussion on comparisons across age

7. Conclusions: Towards a Genetic Social Psychology

The phenomena revealed through empirical evidence
The social psychological subject
The older children
Implications for education
Other sources of asymmetry in the classroom
Towards a genetic social psychology: Piaget, Vygotsky and beyond
Operativity in context
Beyond microgenesis and ontogenesis: sociogenetic change
Implications for the epistemology of social representations

Appendix

Humanness and dehumanization

Bain, G. P., Vaes, J., & Leyens, J. Ph. (2014).

New York: Psychology Press.

<http://routledge-ny.com/books/details/9781848726901/>

What does it mean to be human? Why do people dehumanize others (and sometimes themselves)? These questions have only recently begun to be investigated in earnest within psychology. This volume presents the latest thinking about these and related questions from research leaders in the field of humanness and dehumanization in social psychology and related disciplines. Contributions provide new insights into the history of dehumanization, its different types, and new theories are proposed for when and why dehumanization occurs. While people's views about what humanness is, and who has it, have long been known as important in understanding ethnic conflict, contributors demonstrate its relevance in other domains, including medical practice, policing, gender relations, and our relationship with the natural environment. Cultural differences and similarities in beliefs about humanness are explored, along with strategies to overcome dehumanization.

In highlighting emerging ideas and theoretical perspectives, describing current theoretical issues and controversies and ways to resolve them, and in extending research to new areas, this volume will influence research on humanness and dehumanization for many years.

Reviews:

"This timely and thought-provoking volume introduces the reader to the brave new world of systematic psychological research on our implicit theories of what it means to be human and the subtle (and not-so-subtle) ways in which we dehumanize the Other. In addition to a state-of-the-art review of theory and research in this fascinating domain, the various chapters in the volume draw links to other areas of basic and applied significance. Highly recommended." --*Marilynn B. Brewer, Ph.D., University of New South Wales, Australia*

"This book sheds an original, comprehensive, and wide scope of light on the concepts of humanness and dehumanization. The editors assembled very knowledgeable experts who cover numerous aspects, and in the analysis of each context they offer a coherent illumination of how these concepts are used, their meaning, and their consequences. The book is a must-have for those who want to understand how individuals and groups interact with each other and how they explain their interaction." --*Daniel Bar-Tal, Ph.D., Tel Aviv University*

"In this important volume, the editors have assembled leading international scholars to consider the past, present, and the future of research in this area. The volume is unusually expansive: It includes an impressive range of theoretical perspectives to understand the causes and consequences of humanization and

dehumanization, defining the topic in the present and setting the scholarly agenda into the future." --*John Dovidio, Ph.D., Yale University*

Social Dilemmas: Understanding Human Cooperation

Paul A. M. Van Lange, Daniel Balliet, Craig D. Parks, and Mark van Vugt
Oxford University Press, 2014

For more information:

http://www.amazon.com/Social-Dilemmas-Understanding-Human-Cooperation/dp/0199897611/ref=la_B00GSKF7XQ_1_1?s=books&ie=UTF8&qid=1387461893&sr=1-1

One of the key scientific challenges is the puzzle of human cooperation. Why do people cooperate? Why do people help strangers, even sometimes at a major cost to themselves? Why do people want to punish people who violate norms and undermine collective interests?

This book is inspired by the fact that social dilemmas, defined in terms of conflicts between (often short-term) self-interest and (often longer-term) collective interest, are omnipresent. The book centers on two major themes. The first theme centers on the theoretical understanding of human cooperation: are people indeed other-regarding? The second theme is more practical, and perhaps normative: how can cooperation be promoted? This question is at the heart of the functioning of relationships, organizations, as well as the society as a whole.

- Provides an up-to-date review on scholarship in social dilemmas with a focus on psychology.
- Discusses applications in domains as diverse (and important) as management and organizations, environment and sustainable development, national security, and health.
- Covers the history of social dilemmas and prospects for future avenues of research that seem especially promising or important.
- Discusses social dilemmas from a psychological perspective, an evolutionary perspective, and a cultural perspective.

Social Dilemmas is strongly inspired by the notion that science is never finished. Each chapter therefore concludes with a discussion of two (or more) basic issues that are often inherently intriguing, and often need more research and theory. The concluding chapter outlines avenues for future directions.

Future EASP Meetings

17th General Meeting of the EASP

Amsterdam, The Netherlands, July 9-12, 2014

<http://www.easp2014.com>

News from the Program and Organizing Committees

The 17th General Meeting of the European Association of Social Psychology will be held this July (9-12). The meeting is hosted by the University of Amsterdam.

We received a record number of submissions, including 153 symposia (each including either 4 or 5 talks), 628 individual oral presentations, and 261 posters. This reflects a total of 1623 abstracts, which constitutes a large increase relative to Stockholm. The quality of the proposals was very high. All abstracts were submitted to thorough peer review: Each symposium proposal was evaluated by two external reviewers and a member of the program committee, while individual talks and posters were evaluated by one external reviewer and a member of the program committee. The criteria used for abstract evaluation were the interest of the topic for social psychology, research quality, research novelty, and clarity. Selection involved a 2-step process. A first screening based on reviewers' and sub-chairs' independent grading allowed each sub chair to constitute three sets of scientific evaluations: highly rated, well-rated and less well rated submissions. Sub-chairs for each panel made pre-decisions regarding submissions in their panel. Final decisions regarding acceptance versus rejection were made last January at a meeting held by the program committee in Amsterdam. The first set of highly rated proposals was accepted and the second set of well-rated proposals was short listed taking into account several criteria like geographical origin, seniority or gender. To maximize the number of symposia and talks that could be accepted we added a 12th parallel session to the program (in contrast to 11 in Stockholm).

As always, it was not possible to accept all abstracts, and due to the record number of submissions, many accepted abstracts could not be retained in the format in which they were initially submitted (i.e., as symposia or talks). We were able to accept more than 70% of all symposia and 41% of all submitted individual oral presentations. All the proposals that were not accepted in the requested format were offered the possibility to present a poster (there are few exceptions of proposals having been initially submitted as symposia that were converted to talks).

The General Meeting will hold 168 scientific sessions divided in 109 symposia and 59 thematic sessions (of 5 talks each), 726 posters organized in 6 poster sessions

and four roundtables. This will be the largest General Meeting of the EASP and we are anticipating a very exciting and challenging scientific conference.

The scientific program will start on Wednesday at 9:00 and will occupy most of Wednesday, Thursday, and Saturday until 19:00, while on Friday scientific sessions will only take place during the morning. Friday afternoon will be dedicated to the awards session (including the Tajfel lecture), as well as the members meeting. The poster sessions will be held in a spacious area close to where food and drinks can be found, and close to the area where the talks will be held.

The program is thus rather full, but there is still time for some special social events, such as the opening reception on the evening of the first day of the General Meeting (Wednesday July 9, 19-20h), the farewell dinner (Saturday, July 12, at Grand Hotel Krasnapolski, from 19:30 onwards), and the traditional football game on Friday evening.

The registration desk for the main conference will open on Tuesday July 6 at 15:00, and again on Wednesday morning at 8:30, at the UvA Atrium. Note also that, at least 12 pre-conferences will be held at the university conference location on Tuesday, July 8. Please consult the conference website www.easp2014.com for exact locations and program updates. On the website and our Facebook group, we are also going to post updates regarding opportunities on how to enjoy Amsterdam (from bike tours to cheese tasting), restaurant suggestions and travel information.

We look forward to seeing you in Amsterdam!

*Jean-Claude Croizet (chair of the program committee),
Agneta Fischer and Kai J. Jonas (co-chairs of the organizing committee).*

Reports of Previous Meetings

Report from the SASP summer school 2014 February 3rd - 9th at the Hideaway Retreat Wentworth Falls in the Blue Mountains, NSW, Australia

10,500 miles travelled; 1000 laughs; 42 social psychology doctoral students; 7 days; 7 teachers; 3 streams; 1 awesome location. Combined with a whole lot of work and a whole lot of fun, this all adds up to an amazing experience.

In early February 2014, five social psychology graduate students at European Universities attended the Society for Australasian Social Psychologists' (SASP) Summer School in the Blue Mountains, Australia. This was an exhausting – and amazing – week.

Acceptance

The European Association for Social Psychologists (EASP) has a bilateral agreement with SASP, providing scholarships for just 5 doctoral students in psychology at European Universities to attend each summer school. Signifying the diverse nature of Europe, students from five different countries were chosen: Jim AC Everett, English and studying at Oxford; Maja Kutlaca, Serbian and studying at Groningen; Arin Ayanin, Lebanese and studying at St Andrews; Malgorzata Mikolajczak, Polish and studying at Warsaw; and Thekla Morgenroth, German and studying at Exeter.

The Location

The Summer School this year was held at the Hideaway Retreat in Wentworth Falls, a small town in the Australian Blue Mountains. To say that this place was beautiful is perhaps an understatement. Located in the mountains, we had stunning views across them, with the changing light and weather coming together to create a seemingly endless series of different views. Sometimes it seemed that every time we sat and looked over the view while having breakfast or reading, we were looking at a different scene. We can certainly understand why people love the Blue Mountains.

The Hideaway Retreat was wonderful, with beautiful views from the bedrooms, a pool, and a wonderful collection of hens and very vocal roosters. The staff were wonderfully helpful, with the family's young children being a particular cute-factor. Perhaps the real hidden star of the location, however, was the elusive big white dog Tundra: an energetically friendly and beautiful dog that would come out occasionally to be petted.

The 'School'

When we applied to the school, we applied to one of three streams that we would work in for the week. The three streams were: the 'Social Identity and Collective Action' stream, taught by Andrew Livingstone and Emma Thomas; the 'Experimental and Mundane Realism' stream taught by Kip Williams and Blake McKimmie; and the 'Motivation and Emotion' stream taught by Jon Maner, Eddie Harmon-Jones, and Cindy Harmon-Jones. In each stream we first reviewed and discussed existing literature critically, before forming small groups in which we formulated and developed a research project to further our understanding in that particular area of research.

We all agree was a wonderful experience, and working with such intelligent people led to us all having a much better understanding of current gaps in literature, as well as providing some very important and general principles about research design and formulation of research ideas.

The Fun

Of course, it wasn't all work. Perhaps just as importantly was the opportunity to make real and lasting friendships with other young social psychologists – a task in which we succeeded. It was an inspiring experience to be with a collection of such bright minds, and we all think that we have made some real and lasting friendships. We had a lot of fun – often facilitated by drinks and the game of 'Werewolf' ('Mafia') – a game which social psychologists seem to love. We can't think why.

Overall, this was a fantastic week: if any of the other attendees are reading this: thank you!



Jim Everett, Arin Ayanin, Malgorzata Mikolajczak, Maja Kutlaca, Thekla Morgenroth

A photo of the group is also available on:

http://www.easp.eu/gallery/photos/events/summerschool/2014_SASP/1.html

more photos of SASP summer school from Jim Everett:

<https://www.dropbox.com/sh/c10znzn7x2ml6s0/BVdSebVhX7>

News about Members

New Members of the Association

The following applications for membership were approved by the Executive Committee in March 2014. Names of members providing letters of support are in parentheses:

Full Membership

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Rennes, France
(P. Morchain, N. Lepastourel)

Dr. Markus BARTH
Leipzig, Germany
(S. Stürmer, A. Rohmann)

Dr. Robin BERGH
Uppsala, Sweden
(N. Akrami, T. Lindholm)

Dr. Erik BIJLEVELD
Utrecht, The Netherlands
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Grants

Cristina Aeleni (travel grant)
Arin Ayanian (SASP travel grant)
Antonin Carrier (travel grant)
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Thekla Morgenroth (SASP travel grant)
Katerina Tsantila (travel grant)
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Anna van't Veer (travel grant)

Grant reports

Edita Fino
(University of Bologna)
Travel grant

I was accepted to participate in the International Summer School in Affective Science (ISSAS) organized by the Geneva Center for Affective Science on 5 – 13 July, 2013. I applied for and was awarded a travel grant of 800 Euro by EASP's travel grant committee which allowed me to take part in this important international scientific event. The summer school focused on the relation between emotions, judgments and morality by proposing fundamental theories, major research paradigms, cutting-edge methodologies and results from different disciplines.

As a PhD student with University of Bologna conducting research on psychophysiological reactions to emotion language and intergroup cognition I was particularly interested in attending this summer school. In my research I investigate automatic facial reactions (Electromyographically measured) in response to verbs referring directly to emotion expressions and attributed to members of different political groups. Given the particular focus on this years' ISSAS on emotions and their impact on political orientations I considered that participating in this event would be particularly relevant to my research interests.

Indeed, the experience proved very positive and insightful. First of all, it was very useful in terms of the exchange of expertise with other professionals in the field of affective science. Secondly, I had a chance to develop an original research project in collaboration with other participants of the school as part of the instruction

program. At the start of the school, we were divided into six groups depending on our research interests and were asked to develop an original project to be presented in the end of the school as part of a competition amongst groups. My group and I won the first prize of the school for developing the best research project titled 'Emotion and Morality in Interpersonal Relations'. Lastly, participating in ISSAS was a wonderful occasion to make important contacts with other experts and researchers working in the field of affective science as a stepping stone for initiating interesting collaborations.

Alina S. Hernandez Bark
(Goethe University Frankfurt)
Travel grant

From October to December 2013, I visited Prof. Alice H. Eagly at Northwestern University in Evanston (Illinois).

The aim of my visit was to discuss my research with Prof. Alice Eagly as one of the outstanding experts in my field of study, namely gender and leadership. We discussed my research on gender and leadership motivation, and my research on gender and authentic leadership, and the role of prototypicality in this relation. Further, I presented her the results of my studies on gender and leadership roles. In these studies, I varied the exposure material (female vs. male leaders) and assessed the association between women vs. men and leadership via the Implicit Association Test. During our meetings and discussions, Prof. Eagly provided me very interesting and supportive suggestions. An additional aim of my research stay was to establish the basis for a joint paper with Prof. Eagly. She was very kind and invited me to all interesting and relevant research meetings and talks at the Northwestern University. Additionally, she provided me with all necessary information regarding the formalities, contact person, and so on for my stay. Further, in prior to my arrival, she organized office space at Northwestern and all necessary equipment.

During my stay, I met several times with Alice Eagly, and we discussed my ongoing research, possible future cooperation, and the possibility about a collaborative paper. Further, I met with Prof. J. Keith Murnighan from the Kellogg School of Management, and we talked about ongoing research projects. I also had the pleasure to attend the weekly brown-bag meetings of the Social Psychology Department of the Northwestern University, and I attended a wide range of talks organized by either the Psychology faculty or the Institute for Policy Research. I also gained information and experience during my participation at the weekly professional issues course for the graduate students that was organized by the Social Psychology Department. Every week there was a different topic that is of interest for junior researchers and graduate students. For example, one session

focused on good writing, taught by Prof. Eagly. Another session focused on how to become a reviewer, and what makes a good reviewer. This session was taught by Prof. Bodenhausen. Another session organized by Prof. Richeson focused on the daily work of a professor and the challenges PhD students might face when becoming a professor. Moreover, I also had the possibility to take part in informal meetings like the fall party of the Social Psychology department.

This research stay offered me the priceless opportunity (1) to exchange with experts in my field of research, (2) to get to know the US university system first hand, and to see the differences to the German system, (3) to establish an international cooperation, and (4) last but not least, to practice my English.

Therefore, I want to thank the EASP for their support that made my stay possible!

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Ana Leite
(University of Kent, Canterbury)
Travel Grant

Fifteenth Annual Meeting of the Society for Personality and Social Psychology,
Austin, Texas, February 13-15, 2014

The EASP travel grant allowed me to travel to Austin, Texas, in order to attend and present my work at the 15th Annual Meeting of the Society for Personality and Social Psychology. I presented research I conducted as part of my PhD, together with Professor Isabel R. Pinto and Professor José Marques, at the University of Porto, Portugal. I have recently finished my PhD, and therefore attending to this meeting was ideal timing. It allowed me to achieve the three main goals I have set for disseminating my research and for the conference: (1) discussing my results with a diverse audience, (2) being inspired by the most recent research in Social Psychology, and (3) expanding my professional network by meeting social psychology researchers from different Universities and countries. It can be challenging to keep track of all the current topics, and these international meetings certainly make the difference, as they provide the opportunity to get in touch with the most recent and ground-breaking research.

I confess that in the first day of the conference I was overwhelmed with the size and scale of the audience! However, I was very surprised by how many new people I was able to meet and how easy was to find all my friends/colleagues.

I presented a poster entitled "Group reactions to deviance: Ingroup deviants are not rejected if they are useful". This poster included two studies in which we have demonstrated that, under specific circumstances, the group might strategically accept ingroup deviant members that are perceived as useful to validate ingroup's positive distinctiveness, especially when social identity is a high priority.

Last, but not least, attending this conference allowed me to meet the colleagues (and friends!) I have made in the last edition of the EASP Summer School that took place in Limerick in 2012. Although we have been in touch via email and Skype, meeting face-to-face has certainly encouraged us to resume some research plans and projects.

Having the opportunity to attend this meeting encouraged me to further explore new research ideas that we have been developing, as well as taking a new and fresh perspective at the phenomenon of the acceptance of deviant ingroup members in intergroup contexts. I am very thankful to everyone by the comments and feedback on my work.

I am very grateful to the EASP for this opportunity and in particular to Sibylle Classen for her help and kindness.

Liesbeth Mann

Amsterdam, The Netherlands

Travel grant

With help of the EASP postgraduate travel grant I was able to visit Professor Alex Haslam and Professor Jolanda Jetten at the University of Queensland (UQ) in Brisbane, Australia. I stayed in Brisbane from beginning of September until end of December 2013.

The purpose of my visit was to discuss and design a new line of research as part of my PhD-project on humiliation. Up until then I had studied humiliation mainly from an interpersonal perspective. For example, we analysed some of the antecedents and consequences of experiences of interpersonal humiliation (Mann, Feddes, Leiser, Doosje, & Fischer, 2014). However, the hypothesized relationship between collective humiliation and aggression and revenge (e.g., Baumeister, 2002; Lickel, 2006) would be a fruitful avenue to complement the interpersonal perspective. Supervised by Professor Haslam and Professor Jetten, I thus switched the focus from the interpersonal to the group-based level of humiliation and could benefit from the rich theory-driven social identity perspective of both Professors and their labgroup. More specifically, we hypothesized that the experience of humiliation of one's group motivates extreme and aggressive action in particular when one considers this group to be of high status. In that case, we reasoned, individuals have a stronger motivation to repair the damaged status of their group, much more so than when the group-status is low to begin with.

I collected data for several studies. Three of these were online studies with data collected in the United States, but we also conducted a study in the School of Psychology lab with Australian participants. Our first results were promising. We found a relationship between group-based humiliation and outgroup directed aggression, but only when participants were primed with high group-status (as opposed to neutral group-status).

Apart from being able to benefit from the great expertise of Professor Haslam and Professor Jetten, and to collect multiple datasets, I got the opportunity to experience several aspects of UQ academic and social life. This ranged from attending labgroups, seminars and discussion groups to joining departmental lunches, Aussie barbecues and watching the famous annual 'Melbourne Cup', also known as "the race that stops a nation", an interesting cultural experience! Both Professor Haslam and Professor Jetten as well as the members of their SIGN labgroup were very welcoming and they greatly contributed to the success of my visit. I was given the opportunity to participate in the SIGN and the CRiSP labgroups and presented some of the research ideas we were working on, as well as research in progress in Amsterdam. Furthermore, I had the opportunity to join the annual CRiSP writing retreat on North Stradbroke Island. Although one would think writing is not the first priority on this subtropical paradise, I got a lot of

work done and the discussions with other PhD-students and post docs were very helpful in structuring my own work.

I want to thank Professor Haslam and Professor Jetten as well as the members of the SIGN and CRiSP labgroups for their warm welcome to UQ and their insightful thoughts and feedback to my research. I considered the experience of another academic setting than my own extremely valuable. In combination with a great atmosphere, this made my stay in Brisbane unforgettable. I am very grateful to the EASP for making this visit possible.

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Lisa Pagotto, PhD
University of Verona (Italy)
Seedcorn grant

"Prosocial effects of perspective taking in relation to different target's needs"

Thanks to Seedcorn grant that the *European Association for Social Psychology* awarded me in April 2013, I had the opportunity to develop a project to study whether different target's needs can influence the effects of perspective taking on prosocial responses. In this report, I will briefly describe the theoretical background, two studies that I conducted and some initial results.

The potential of perspective taking for improving intergroup attitudes and promoting prosocial responses is well documented in literature. In the last 15 years, a growing number of studies have provided support for the effectiveness of this strategy on a variety of outcomes, including explicit and implicit prejudice, stereotyping, and helping, and for a wide range of target groups (for a review, see Batson & Ahmad, 2009). In general, these studies have demonstrated that assuming the perspective of an individual, member of a disadvantaged group, can lead to reduced prejudice toward the group as a whole and increased motivation for providing some help or support to the group. However, the underlying affective and cognitive processes seem to vary notably as a function of the target's group and, presumably, the need situation. On the one hand, research that considered

socially stigmatized groups (such as people with AIDS, the homeless, and drug addicts) has shown that empathic concern – an affective state deriving from a genuine interest for the other’s welfare – was the primary mediator (e.g., Batson et al., 1997; 2002). On the other hand, research that involved racial or ethnic minority as target group has found that feelings associated with perceived injustice, such as empathic anger and outrage, played a crucial role (Dovidio et al., 2004; Finlay & Stephan, 2000), as well as external causal attributions for the target’s plight (Vescio et al., 2003). Finally, research that employed target belonging to stigmatized groups but not explicitly described as suffering has demonstrated that social projection, and specifically the merging of cognitive representations of the self and of the outgroup, is the key mechanism (Galinsky & Moskowitz, 2000). It is possible that these differences depend on how the target and his/her need situation has been described: for stigmatized groups, the focus has typically been on troubles and general difficulties, whereas for minority ethnic groups research has highlighted discrimination and unfair treatment as a source of suffering. However, to my knowledge, there exists no prior research testing this idea by directly comparing different plights that individuals of all types of disadvantaged groups may experience.

In this research project, I wanted to investigate whether presenting differently the target’s suffering can influence the effects of perspective taking on different forms of empathic feelings, on causal attribution, and finally on attitudes toward the group and endorsement of prosocial policies. The general hypothesis was that describing the target as suffering from generic hardships would elicit more strongly feelings of compassion and concern, while depicting the target as suffering explicitly from discrimination would elicit or more strongly empathic feelings of anger and injustice, and would increase external causal attribution for the target’s plight. Furthermore, building on the literature on intergroup emotions and collective action (e.g., Iyer & Leach, 2008; Thomas, McGarthy, & Mavor, 2009), it is possible to hypothesize that the effects of perspective taking on intergroup attitudes and support for policy would be mediated by different mechanisms. I expected that empathic feelings of compassion would predict more paternalistic attitudes, while empathic anger and external attributions should be associated with greater endorsement of prosocial policies aimed at social change, as these mechanisms are related to the recognition of structural social inequality. To test these hypotheses, I conducted two studies in which perspective taking and the target’s need were manipulated (2 x 2 between-subjects design).

The first study considered immigrants in Italy as target group, and data were collected through a online questionnaire. Participants (Italian nationals) were presented with short text narrating the story of a needy individual, i.e., an immigrant woman who lives in difficult conditions in Italy. Before reading the story, participants were asked to take a specific perspective: in the experimental condition they will be asked to take the target’s perspective and imagine her feelings, while in the control condition they will be asked to remain objective and detached (e.g., Batson et al., 1997; Dovidio et al., 2004). The second manipulation

regarded the content of the story. In the generic suffering condition, the target person described the hardships she was facing in everyday life as an immigrant and in that particular moment, without reference to episodes of discrimination or unfair treatment (e.g., she felt lonely; she lost her job because the company had not work to offer anymore). In the discrimination condition, the target immigrant described her difficult plight, suggesting that she was victim of unfair treatment (e.g., she felt not welcomed; she lost her job, but then found out that the company hired an Italian at her place). Subsequently, participants were asked to report their emotional reactions, their explanation of the target's plight (i.e., dispositional vs. situational attributions), their attitudes toward immigrants in general, and their support for several prosocial policies benefiting immigrants (e.g., Jackson & Esses, 2000). Initial results were partially consistent with the hypotheses. As expected, participants that took the perspective of the target, compared to those who remained objective, reported higher levels of empathic concern and feelings of empathic anger, and they also expressed more positive attitudes toward immigrants in general and greater support to prosocial policies benefiting immigrants. Perspective taking, however, did not affect causal attributions. Interestingly, results of the regression analyses indicated that the effect of perspective taking on outgroup attitudes was mediated by both empathic concern and anger, while the effects on endorsement of policies was mediated only by empathic anger. The manipulation of the target's need, however, did not yield the expected effects neither on emotional responses nor on causal attribution: participants reported high level of empathic anger both when the target suffered from generic need and when discriminated, and in general attributed her plight to external factors more strongly than to internal factors. One possible reason for this lack of effects is that the discrimination was not sufficiently clear and evident to participants (as some comments seemed to suggest).

In the second study, currently ongoing, people with physical disabilities were employed as target group. Some data have already been collected through an online questionnaire, other data through a paper questionnaire administered to university students. The experimental procedure was similar to the first study: perspective taking was manipulated through written instructions to participants and the target's need through the content of his story. The target, a person on a wheelchair, described his difficult plight either referring only to hardships related to his physical condition (generic suffering condition) or emphasizing unfair treatment he had been victim of (discrimination condition). Importantly, in this study, I tried to implement this manipulation by making more explicit and undeniable the injustice that the target was subjected to in the discrimination condition. Initial results seem to replicate the findings of Study 1 concerning the effects of perspective taking. In addition, in the perspective taking conditions, there was a tendency for participants to report greater empathic concern for the target in the generic suffering condition, and greater empathic anger when the target was discriminated. More data will be collected and further analyses are to be conducted in the next weeks.

Although preliminary, the results of these studies seem to be encouraging. Indeed, I believe that they can offer some useful hints for identifying different affective mechanisms (i.e., empathic concern vs. empathic anger) that may underlie the effects of perspective taking on intergroup attitudes, and most importantly, on the endorsement of prosocial policies benefiting members of disadvantaged groups. I also think that it would be extremely important to further investigate the factors that, by differently framing the need situation, hinder or facilitate the benefits of perspective taking. For instance, it would be interesting to examine the role of perceptions of the social context as zero-sum (e.g., members of different groups compete for the same resources such as jobs and housing). I hope I will have the opportunity to develop this line of research in the future and I am looking forward to continue this work.

To conclude, I would like to express my gratitude to the *European Association of Social Psychology* for the opportunity of holding the *Seedcorn Grant* that allowed me to carry out this project. I would also like to thank the FISPPA Department (Applied Psychology Section) and the SPECOLA Lab at the University of Padova for the support and for having provided access to essential research facilities and tools.

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Sana Sheikh
St. Andrews, UK
Seedcorn grant

A Relational Account on the Variations in the Consequences of Shame: A Life-Story Narrative Study

I was awarded an EASP Postdoctoral Seedcorn Grant to conduct an interview study on the adaptive versus maladaptive consequences of shame. Shame is a painful self-conscious emotion, and a plethora of research has established links between shame and depressive symptoms, academic underachievement, anti-social behaviour, domestic violence, and intergroup conflict (for a review, see Tangney & Dearing, 2002). These findings are so widespread that researchers have called shame an "ugly" emotion (Tangney, 1991). In stark contrast, more recent studies have found the emotion to promote restorative tendencies such as self-improvement and prosocial tendencies (e.g., Gausel, Leach, Vignoles & Brown, 2012), suggesting more complexity in the behavioural tendencies of shame.

Given these vastly different findings on the consequences of shame, it is surprising that little research on the mechanisms promoting shame's destructive versus constructive tendencies has been conducted. The funded study is part of a series of tests investigating shame's behavioural responses. In particular, the study investigated the role of crucial components previously identified in the phenomenology of shame—the role of *relational objects*—on the emotion's behavioural tendencies. Significant others are profoundly important to individuals' sense of self (Andersen & Chen, 2002) and serve self-regulatory functions as important objects or end-states guiding behaviour (Carver & Scheier, 2008). Shame is a social emotion in which evaluations of oneself and others are particularly prominent (Tangney & Dearing, 2002), and a presence (real or imagined) of relational objects in the phenomenology of shame is a central motivator of behavioural tendencies. Although the presence of others has been identified as a key characteristic of shame, no research to date has systematically tested their motivational relevance.

With the seedcorn funding, I was able to conduct detailed interviews on the role of others in people's responses to shame. Following McAdams and colleagues' (e.g., McAdams, 1985; McAdams et al., 2004) Life-Story Narrative technique, 25

participants were asked by the interviewer to describe "scenes" of personal shame from his or her life, including one from childhood, one from adulthood, and an imagined future scene. A scene is a particular episode or event in one's life that involves important or memorable sequence of behaviours, thoughts, and feelings (McAdams, 1985). For each scene, the interviewer asked the participant to describe in detail what happened, who was involved and their relation to the participant, what the participant was thinking and feeling, what the participant did (or felt like doing), and the scene's significance in the context of his or her life.

To determine the role of others in the responses to shame, coding of the interviews has taken place and revealed the presence of a "disapproving other" during shame events, in which other(s) were believed to be judging and disapproving. Preliminary tests found that the presence of a disapproving other predicts anger during the shame event. This is in line with the past suggestions by researchers: Tangney and Dearing (2002) have suggested that a "disapproving other" likely fosters externalizing tendencies such as resentment, anger, and even hostility, but this study provides the first empirical support for this relationship. Analyses has also supported the most prevalent perspective on shame as a negative evaluation one's global self (Tangney, 1991). Interviewees often reported negative evaluations of themselves, using adjectives rather than verbs (e.g., "I was incompetent"; "I felt like a failure"). And these reports of feeling like a bad person predicted withdrawal tendencies, but not anger or self-improvement (see also Sheikh & Janoff-Bulman, 2010).

Analyses also looked for the role of others who were either let down or hurt as a consequence of the shameful event, including the presence of shamed others. Ethnographic studies in collectivist contexts have suggested the existence of shame-sharing, a practice in which others (e.g., parents; partners) are shamed because of one's transgression (e.g., Fung & Chen, 2001). Reports of others let down or disappointed predicted restorative tendencies, including self-improvement, helping others, and reparative actions. However, the presence of guilt, which is often correlated with shame (Tangney & Dearing, 2002), is still unclear in these interviews and subsequent analyses still need to be conducted to disentangle reports of guilt and shame. The presence of shamed others were minimally reported by the interviewees so no conclusions regarding their motivational relevance can be made in this study.

Overall, there is much more to be uncovered in the rich narrative data collected with the help of the EASP Postdoctoral Seedcorn Grant. In addition to the promising results of the preliminary analyses, I have found the opportunity to conduct such intimate interviews on people's experiences of shame to be inspiring and incredibly informative for my larger project on shame's adaptive versus maladaptive consequences.

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Jellie Sierksma

The European Research Centre on Migration and Ethnic Relations (ERCOMER),
Utrecht University, The Netherlands
Travel grant

Thanks to the EASP travel grant I had the opportunity to visit Kristina Olson's lab at the University of Washington in Seattle from September to November 2013.

In my PhD-project I examine intergroup helping behavior in children, integrating insights from developmental- and social psychology. Kristina Olson is an expert in the development of social cognition and has published high impact articles on prosocial behavior as well as intergroup behavior in children. Visiting her Social Cognitive Development Lab provided me with a unique opportunity to learn more about their research, present my own work and start up future collaborations.

During my time at the lab I collaborated with Kristina Olson on a project about children's perception of receiving intergroup help. Children's prosocial tendencies and behavior have been examined predominantly in terms of individual predispositions and little attention has been paid to the intergroup context. However, helping behavior might also depend on who the other is and – in particular – to which group the other belongs. Whereas recent studies have started to take the intergroup context into account (e.g. Fehr, Bernhard, & Rockenbach, 2008; Moore, 2009; Sierksma, Thijs, & Verkuyten, 2014), how children perceive *being the recipient of help* by in-group as compared to out-group members has not

been examined yet. Moreover, no studies have looked at the implications of receiving help on children's subsequent motivation to reciprocate that help. Real-life helping often is reciprocal and understanding it in the formative years of middle- to late childhood is essential for attempts to promote prosociality across group boundaries. I collected data for a first study in the Netherlands. During my stay at UW I analyzed this data and had fruitful discussions with Kristina Olson on how to develop this research further. I am currently in the process of collecting data for a second study.

In addition to working on this project, I had the opportunity to participate in the lab meetings of both social psychology and developmental psychology at UW, visit the departmental talks and participate in a course on effort supervised by Jessica Sommerville. Moreover, I was able to visit the conference of the Cognitive Development Society in Memphis and present my work there.

My visit to UW has been of great value to my time as a PhD student and my development as a researcher. In addition, I met many great people and my host Kristina has been outstanding in making me feel at home. I am grateful to everyone at the Social Cognitive Development lab, and I wish to thank EASP very much for this opportunity!

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Anne Marthe van der Bles
(University of Groningen, The Netherlands)
Travel Grant

Thanks to the EASP Travel Grant, I had the opportunity to visit Prof. Jolanda Jetten, Dr. Frank Mols, and Prof. Alex Haslam at the University of Queensland in Brisbane, Australia. From August to December 2013, I thoroughly enjoyed working with them and other members of the SIGN-lab and CRiSP-group at UQ. Spending time in a different research environment was a very valuable experience to me; I returned to Groningen with many new interesting perspectives and insights on my own research as well as on social psychology in general.

The main purpose of my visit was to start new research lines in my PhD together with Prof. Jetten and Dr. Mols. In my project, I study collective perceptions of the state of society; for example perceptions of (problems with) immigration, law and order, or social cohesion. Paradoxically, these collective perceptions can be markedly different and independent from personal perceptions of the same issues: while we collectively might be unhappy with society, most individuals can be happy with their lives in that society (or vice versa). To gain a better understanding of this paradox, our research focusses on understanding these collectively shared perceptions about society. Thus we developed a social psychological conceptualization of *Zeitgeist*, defined as a collective global-level evaluation of the state (and future) of society. The first line of research in my PhD project focused on designing a method to measure this *Zeitgeist* as latent factor Z (see Van der Bles, Postmes & Meijer, 2014). Together with Prof. Jetten and Dr. Mols, I have now started working on second line of research. We conducted a longitudinal study to explore how and when *Zeitgeist* might change. Using the 2013 Australian federal election as a natural manipulation of an important change in society, we investigated change in *Zeitgeist* over time, before and after the elections. Furthermore, we looked at the role of consensus about these shared perceptions of society in this change.

In addition, together with Prof. Jetten, Ali Teymoori, Dr. Mols, and Prof. Tom Postmes, I started a third research line in my PhD. We set up an international comparison study that broadly focusses on how collective perceptions of the state of society affect individual-level outcomes. With collaborators in 32 countries collecting data for this project, it will offer me the opportunity to validate our theoretical model of *Zeitgeist* across societies that vary on multiple dimensions, culturally as well as in economic situation and inequality levels. Data collection is ongoing at this moment and I will continue working on this project from Groningen, collecting data in the Netherlands.

Together with Prof. Haslam I worked on extending research from a previous collaboration with Dr. Thomas Morton (Morton, Van der Bles & Haslam, 2014), that investigated the role of social identity in the restorative effects of exposure to nature. During my visit at UQ, we designed a project extending these ideas of this research to investigate the influence of social identity processes on the effects of space more generally. In particular, we are interested in the experience of feeling excluded from a public space, which we expect to have negative effects on (psychological) well-being. We designed an experiment to explore these ideas, of which the data collection will soon be finished.

I have experienced my visit at UQ as very valuable for the development of my PhD and my development as a researcher. I am very grateful to all those I worked with at UQ, in particular my supervisors Prof. Jetten, Dr. Mols and Prof. Haslam: their expertise was profoundly beneficial for my project and very inspiring to me as a young academic. In addition, I found that working in a research group in which so many diverse interests are combined was very valuable. I feel privileged to have

been given the opportunity to profit from this great combined knowledge by discussing my PhD research in the CRiSP research meeting. I received thoughtful and constructive feedback that was very beneficial for the development of my research, and immensely enjoyed all other discussions about social psychological research more generally. But above all, I am most grateful for the warm welcome I received by Prof. Jetten, Dr. Mols, Prof. Haslam and their colleagues of the SIGN lab and CRiSP-group. Their great hospitality made me truly feel included in the various research and social groups, and made my visit not only a valuable academic experience, but also lots of fun.

I wish to thank the EASP for their generosity in facilitating my visit by offering me a Postgraduate Travel Grant. And as a final note to my fellow European postgraduate students: I strongly encourage everyone to apply for this grant as well, as it is an accessible way to help you have a fantastic experience abroad.

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Félice van Nunspeet
Leiden University, The Netherlands
Travel Grant

Thanks to the EASP travel grant I was able to visit Dr. David Amodio at New York University for six weeks. During my stay, I continued analyzing behavioral and fMRI data concerning a joint project that we started at Leiden University, the Netherlands.

The research project is based upon previous research that has shown that morality traits are perceived as more important characteristics of people's personal and social identity than traits concerning competence and sociability (Leach, Ellemers, & Barreto, 2007). This can be explained by the findings of Skowronski and Carlston (1987) who examined positive and negative extremity biases for morality and competence judgments during impression formation. Specifically, they revealed that immoral behavior is thought of as more informative about someone's character than incompetent behavior, whereas competent behavior is thought of as more informative than moral behavior. This could also imply that people are more concerned with keeping up their moral image rather than their competent image. In our previous research, we already revealed that when an Implicit Association

Test was presented as a test of participants' moral values, this caused them to inhibit their social bias and to (unconsciously) increase their perceptual attention and response monitoring during the task (Van Nunspeet, Ellemers, Derks, & Nieuwenhuis, 2012). However, why people are that motivated to perform in line with their moral values, and whether this is associated with their desire to uphold a moral image remained unclear. In the current project we therefore set out to examine the (emotional) impact of confrontation with negative versus positive indicators of one's own morality (as compared to competence). Specifically, we conducted a study in which we confronted participants with positive or negative feedback related to their moral or competent task performance. While participants received this information, we measured their physiological arousal by measuring skin conductance responses (SCRs). Afterwards, we examined their self-reported emotions. Moreover, we conducted an fMRI study to examine whether participants perceived or processed the (positive or negative) information concerning their own morality and competence as more relevant to their self-concept (see also Moran, Macrae, Heatherton, Wyland, & Kelley, 2006; Korn, Prehn, Park, Walter, & Heekeren, 2012).

During my stay at the Social Neuroscience Lab at NYU, I could directly discuss the findings with Dr. Amodio and conduct additional behavioral and fMRI analyses to further explore and analyze the data. Moreover, I presented my data during interactive lab meetings in both Dr. Amodio's Social Neuroscience Lab and Dr. Jay van Bavel's Social Perception and Evaluation Lab. Besides presenting myself, I got the opportunity to attend inspiring talks in both labs, as well as during several colloquia at the Psychology Department.

Overall, my visit to NYU was a great experience and a success because it enabled me to learn from Dr. Amodio himself as well as from his bright students and post-doc, which also enriched my network in social neuroscience research. I thus would like to express my gratitude to Dr. Amodio, Dr. Van Bavel, and all the members of their labs. Additionally, I would like to thank the EASP for making this trip possible and to Sibylle Classen for her kind assistance.

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News from the Executive Committee

Report from the EASP Journals Officer

There are several important pieces of news to report relating to the Association's three flagship journals.



 *European Journal of Social Psychology*

The three-year term of EJSP's current editorial team, ably led by Tom Postmes and Ernestine Gordijn, will come to an end at the end of 2014. Supported by a great team of Associate Editors — Stéphanie Demoulin, Gerald Echterhoff, Tobias Greitemeyer, Aarti Iyer, Dominique Muller, Radmila Prislin, Patricia Rodriguez Mosquera, Kai Sassenberg, Vivian Vignoles, Thomas Webb — Tom and Ernestine have dealt constructively and capably with the range of challenges that the journal has had to face in recent years. Most obviously, these have resulted from increased demands for data assurance and research integrity in the wake of the Levelt report, and a very sharp increase in submissions. The journal now receives in excess of 400 manuscripts a year and the process of handling these professionally is one that has become ever-more challenging. Nevertheless, it is one that the editorial team has risen to enthusiastically and in a way that has consolidated the journal's place at the forefront of the discipline. Although a far from perfect indicator, this is reflected in the journal's impact factor which has risen steadily in recent years and is now 1.67.

We are happy to announce that at the end of the current team's term, Radmila Prislin and Viv Vignoles will take over at the journal's helm. Details of their editorial team will emerge in due course, but Radmila and Viv's experience — not least as current Associate Editors — puts them in a very good position to take the journal forward, and the Executive Committee is very pleased that they have put themselves forward for this task.



European Review of Social Psychology

At the General Meeting in Amsterdam Wolfgang Stroebe will step down as Editor of *ERSP*, after 25 years in this role — a period that has taken the journal from its inception in 1980 to a position as one of social psychology's premier outlets for thoroughgoing scholarly treatments of core topics in the field. It is clear that in this role Wolfgang has performed a massive service for both the journal and the Association. As co-founder of the journal with Miles Hewstone, he has created a magnificent legacy, and we all owe him a massive debt of thanks.

The good news is that Wolfgang will be replaced as editor of *ERSP* by Tony Manstead. As former President of the Association and a previous editor of a number of leading journals, Tony is well known to EASP members and will bring a wealth of experience to this position. The plan is for Tony to serve a six-year term — taking him up to the 2020 General Meeting.

Miles meanwhile will continue his role as editor for another three years, stepping down in 2017. With this succession plan, it is clear that the journal will remain in very capable hands and that its continued upward trajectory is assured. This is signalled, inter alia, by the fact that *ERSP*'s impact factor has been above 2 for the past three years.

Alongside these developments in the editorial team, we have also negotiated a new four-year contract with Routledge. Significantly, this provides the Association with a guaranteed revenue stream for the next four years that is appreciably more attractive than the one that was previously in place. At the same time, this does not fully offset the costs of providing all Association members with hard copies of the journal, and when we renegotiate the contract in 2017 our clear goal is to be able to make this a revenue-neutral activity.



Social Psychological and Personality Science

Under the stewardship of Allen McConnell, *SPPS* continues to perform very strongly. Allen heads a large team of Associate editors including two EASP members — Rob Holland (Radboud U, Nijmegen) and Gerben Van Kleef (U.

Amsterdam). SPPS received over 700 manuscripts during the calendar year 2013, approximately 17% of which came from Europe. As with EASP, the appeal of the journal as an outlet puts a lot of pressure on space, and, at present the acceptance rate is around 20%. Going forward, the editorial team's priorities are to increase the visibility of the journal and of the research that it publishes. It is also hoped that the journal will get an official impact factor from Thomson Reuters in the very near future.

Alex Haslam, Journals' Officer

Social Psychology in Europe – Report from the European Liaison Officer

We have continued our efforts to make social psychology more visible so as to ensure we are taken into account when European funds are awarded. Our efforts have already shown some concrete results, with members of the EASP being asked to sit on ERC panels, and a new ERC panel being created specifically for Social Psychology. This is a great achievement but above all a great opportunity for our members whose excellent work now stands a chance of being funded by such a prestigious funding body.

Members of the association have also been asked to join expert review panels and advisory panels, the latter of which is responsible for defining priorities within each call for proposals. We know that some have joined, but this is an ongoing process so you are always in time to enrol. Even if we do not get selected, the more social psychologists join, the more visible we become to those making the selections!

If you are unsure about whether European funds are something for you, come and join us at a round table session during the EASP conference this coming July. Some of our members will be telling you how they attracted European funding for fellowships, collaborative projects, collaborative networks, and training networks, and you will be able to ask their advice on the benefits and the steps to be taken to achieve a similar success.

A few months ago the EC informed you that a report was being put together around the Conference 'Horizons for the Social Sciences and Humanities', that took place last September in Vilnius, Lithuania. An email was sent to the association's mailing list informing that the organizers were soliciting the views of European researchers in the social sciences and humanities, beyond those present in Vilnius. The EC responded to this consultation on behalf of the association, but any individual researcher could respond, on behalf of themselves or their local group.

The conference committee has now released the report, which you can access on the links below:

Online version of conference report: <http://horizons.mruni.eu/conference-report/>

PDF Version online: http://horizons.mruni.eu/wp-content/uploads/2014/02/ssh_mru_conference_report_final.pdf

You can also take a look at the section where recommendations to better integrate the social sciences and humanities into Horizon 2020 are shared:

<http://horizons.mruni.eu/recommendations/>

Manuela Barreto, European Liaison Officer

Report from the Treasurer

Dear EASP members,

As you know, up until recently our association had quite a complicated membership fee structure. There used to be different types of reduced membership fees depending not only on the type of membership but also on the country a member is located. There were two main problems with the old membership structure. First, it was too complicated from an administrative point of view. Second, due to economical and political changes in Europe, the list with reduced membership countries did not seem up to date anymore. This was also clear from the requests for waivers that we received from members from countries other than the reduced membership countries.

For 2014, we introduced a new membership fee structure. We now have five types of membership fees: Full membership regular; Full membership reduced; Postgraduate membership regular; Postgraduate membership reduced; and Affiliate membership. Moreover, the option for a one-year full waiver remained. Importantly, individual members may opt for the regular or the reduced membership fee. A reduced fee means that the EASP is sponsoring the membership. This is not, and should not be a problem, as long as only those that need it use reduced membership.

When introducing the new scheme we promised to monitor this closely. After all, if too many members need to make use of a reduced membership fee, we need to rethink our membership fee structure and costs. What is the current state of affairs?

As of April 2014 we have received 938 membership fees for 2014 (out of 1285 which is a good number for April). From the other 347 members, membership fees for 2014 or membership fees from 2013 and 2014 are outstanding. If you read this and have not paid for your membership yet, feel free to consider this a reminder. Out of the 938 paying members, 128 have opted for the reduced membership fee. In 2013, a total of 199 members paid a reduced membership fee. The April 2014 numbers exclude the current non-payers (some of whom may choose to pay a reduced membership fee for 2014). Nevertheless, it seems that as yet, the new payment scheme does not cause a loss compared to the old scheme. Of course we will monitor this closely in the future.

Interestingly, a substantial number of members from countries that used to pay a reduced fee have now chosen to pay the full fee, whereas a comparable number of members from countries that used to pay the full fee have now opted for a reduced fee. It seems that the new fee structure results in a somewhat different distribution of reduced membership fees across our members, while at the same time the total number of reduced fees has not increased. Given that especially

those members that need it opt for a reduced fee, we think that this is an improvement.

Best regards on behalf of the executive committee,

Daniël Wigboldus (your treasurer)

Report from the Grant Officer

Dear members,

I would like to provide an update of the current situation in our Association concerning grants. As diversity is one of the goals of EASP, the grants' distribution for 2013 has been in line with our effort to provide high-level training to excellent students coming from a variety of backgrounds. In 2013, the Association has been able to provide 23 travel grants to PhD students and 4 Seedcorn grants to post-doctoral scholars. The applicants (20 female, 7 male) came from eight different European countries. Importantly, we were able to grant all applications submitted by young scholars from underprivileged countries. At the same time, however, we still get too few applications from such countries, and therefore can only encourage further applications in the future. Moreover, as announced in a previous issue of the Bulletin, we have granted two of the Seedcorn grants to include part of the scholar's living expenses, justified by financial need. This "flexibility" is the result of our continuous effort to cope with financial hardship due to the current economic crisis, while we study more sustainable ways to mitigate inequalities of opportunities.

Last, but not least, we would like to announce that the Executive Committee has decided to introduce a new financial scheme: The Research Knowledge Transfer Scheme (RKTS) designed to promote research knowledge to groups of researchers who have difficulty accessing such knowledge in their home institution (e.g., due to lack of infrastructure and especially lack of funding). A description of the new scheme follows below. Please note that this description is in parts still tentative and will be finalized during the first meeting of the new Executive Committee in fall 2014. The exact and definite details about the procedure and especially the finances will be made public in the next issue of the Bulletin.

Research Knowledge Transfer Scheme (RKTS)

General information

The scheme supports visits that promote research knowledge transfer in Europe. In particular, the scheme is designed to pay the travel expenses for a scholar (at any level and from any institution) to travel to an institution in Europe in order to promote the transfer of research-relevant knowledge. The scheme is designed to assist groups of researchers who have difficulty accessing such knowledge by other means (e.g., due to lack of infrastructure and especially lack of funding). Inter alia, this may relate to processes of (a) conducting research, (b) analyzing data, or (c) writing up research for publication. Applications are welcome at any time. Up to two awards under the scheme will be made in any one year.

The aims of this scheme are:

- to provide an opportunity to build links between groups of researchers and research institutions within Europe;
- to facilitate the transfer of research knowledge in Europe — particularly with a view to promoting research (and research outcomes) in regions where such knowledge is hard to obtain by other means;
- to provide an opportunity for groups of scholars to receive intensive specialist training from an academic expert (the instructor on the scheme).

The scheme operates as follows. A host institution (e.g. a university psychology department in a European country) arranges an invitation for an instructor (an expert in a relevant aspect of research from Europe or elsewhere) to provide some form of training to a group of scholars. These can be scholars at any level, and they need not come from just one institution.

In addition to providing official backing and coordination for this scheme, EASP will provide support to travel costs.

The host institution need only have a few junior and/or senior scholars who participate, but should also arrange for scholars from other neighbouring institutions to participate. The total number of scholars who benefit from the activity should be no less than 6. The organisation of activities is flexible but should ensure that as many EASP members as possible are able to gain from relevant interaction. Ideally each visit should last at least three days. Effort should be made to ensure that links and communications among the participants continue beyond the end of the visit and sustain longer-term collaborations.

Procedure for applications

Up to two RKTS awards will be made annually. The host institution organiser must be a member of EASP. The visiting scholar must also be a member of EASP.

The host organiser should prepare a two-page application that provides an explanation of how the expertise offered by the visiting instructor will provide training in an aspect of research in social psychology that is not normally covered by scholars already working at the host institution or nearby. The application should describe how many scholars will participate, what level they are at (e.g., post-graduate student, lecturer), and from which departments or institutions. It should also clarify what steps will be taken to ensure that the network of participating scholars is sustained after the conclusion of the visit. The application must include a copy of the proposed instructor's Curriculum Vitae, and a letter from the proposed instructor stating that, if the award is successful, he or she will accept the invitation. The application should also include a letter from the host institution attesting that the scholars applying for the scheme would have difficulty accessing such knowledge by other means.

Priority will be given to proposals that best meet the criteria of promoting the dissemination of research knowledge to groups of scholars for whom that knowledge is otherwise hard to obtain. It is expected that applications will primarily be made by institutions that have limited resources or access to such expertise.

The application should be submitted by email to the [EASP executive officer](#). Applications will be considered by the Executive Committee's Grants Officer, and should allow time for the visit to be advertised and so ensure optimal levels of participation (e.g., in the *European Bulletin*). Deadlines for applications are **March 15th** and **September 15th**. The first upcoming application deadline is March 15th, 2015.

After the visit has taken place, the host organiser must provide a brief report summarising the activities that were undertaken on the visit and the list of participants, for publication in the *European Bulletin*.

Mara Cadinu (Grant Officer)

Announcements

Election of New Executive Committee Members

Four members of the current Executive Committee will have served their term of office and are due to be replaced on the General Meeting this year in Amsterdam. **Fabrizio Butera, Xenia Chrysochoou, Alex Haslam, and Sabine Otten** will leave the Executive Committee in July 2014.

Manuela Barreto, Mara Cadinu and Daniël Wigboldus will stay for another 3-year term.

9 members have been nominated and declared their willingness to serve as candidates for the 4 new positions in the Executive Committee: **Dinka Čorkalo Biruški, Jean-Claude Croizet, Ernestine Gordijn, Vera Hoorens, Torun Lindholm, Orla Muldoon, Stephen Reicher, Rosa Rodríguez-Bailón, and Kai Sassenberg**

Ballot forms will be sent to all full members by regular mail prior to the General Meeting in Amsterdam.

Please find in the following statements from the 9 candidates:

Dinka Čorkalo Biruški
Department of Psychology, University of Zagreb, Croatia
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I studied (diploma degree in 1990) and received my MA (1993) and PhD in Psychology (1997) from University of Zagreb. In 2000 I was appointed as an Assistant Professor at the University of Zagreb, in 2005 as an Associate Professor and in 2010 as a Full Professor of social psychology.

In 2004 I stayed at the University of Massachusetts at Amherst as a Fulbright visiting fellow, and in 2014 I spent spring semester at the University of Notre Dame, Kroc Institute for International Peace Studies. I am a member of editorial boards of two professional journals: *Peace and Conflict: Journal of Peace Psychology* and *Journal of Social and Political Psychology*.

My administrative experiences include: Head of the Doctoral Program in Psychology at the University of Zagreb (2005-present), Chair of the Ethical Review Board at the Department of Psychology, University of Zagreb (2009-2013), member of the Executive Board of the Croatian Society for Traumatic Stress (2011-

), vice-president of the Executive Board of the Society for Psychological Assistance (NGO) (2013-). In 2008 I served as the chair of the local organizing committee for the 15th General Meeting of the European Association for (Experimental) Social Psychology in Opatija, Croatia.

My research interests have been heavily influenced by the 1991-1995 war in Croatia. Since then I have been studying group dynamics and inter-group relations, with emphasis on divided communities and post-war social recovery. I am interested in minority/majority identity issues and the role that ethnic minority rights practices may have in the post-war social reconstruction. In this area I am particularly interested in ethnic minority education and its role in social integration processes of minority and majority children. In studying post-conflict communities I advocate and practice multi-method approach, including qualitative methodology and longitudinal designs. My recent research interests are in ethical issues in qualitative research.

My perspective of relevant issues for EASP: I believe that an effort should be made to enlarge membership from South-and-East European countries by reaching out proactively towards national psychology departments and national psychological organizations. I also believe that the EASP should encourage and promote multiple perspectives in studying social phenomena that go beyond experimental and quasi-experimental methods. As a potential member of the EASP Executive Committee I would like to help in building up the image of the EASP as a truly unifying and an overarching organization for all European (and not only European) social psychologists working on variety of social issues and applying a variety of methods. In order to accomplish this I believe that EC should be more proactive in influencing European research policies within European Research Area and in helping in networking of social psychologists from different European and neighboring regions in order to enhance collaboration in responding to new social challenges (as expressed clearly in Horizont 2020). In the next mandate of the Executive Committee an effort should be made in order to make social psychology more visible as a discipline truly relevant for a real-life world (e.g. by popularizing relevant research findings directly applicable in solving challenging issues).

Three representative publications:

1. Spini, D., Elcheroth, D. & Corkalo Biruski, D. (Eds). (2014). *War, community, and social change: Collective experiences in the Former Yugoslavia* New York: Springer.
2. Corkalo Biruski, D. (2012). Lessons learned from the former Yugoslavia: The case of Croatia. In D. Landis & R. Albert (Eds.), *Handbook of Ethnopolitical Conflict* (pp. 327-348). New York: Springer Verlag.
3. Ajduković, D. & Corkalo Biruski D. (2008). Caught between the ethnic sides: inter-ethnic relations of children and parents in the post-war community. *International Journal of Behavioral Development*, 32 (4), 337-347.

Jean-Claude Croizet
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I studied and received my PhD in social psychology at the University of Grenoble, France. I then spent a year abroad as a postdoctoral researcher at the University of Massachusetts at Amherst. In 1995, I got an Assistant Professor position at the University Blaise Pascal in Clermont-Ferrand. I received in 2001 my habilitation degree then I moved to Poitiers in 2005 as Professor of Social Psychology at the Research Center on Learning and Cognition (associated with the Centre National de la Recherche Scientifique, CNRS). In 2008, I spent a sabbatical year as a Fellow at the Center for Advanced Study in the Behavioral Sciences, Stanford University. Early on in my career I had the chance to benefit from several mentors, Jean-Léon Beauvois, Susan T. Fiske and Jacques-Philippe Leyens who each in their own way communicated their passion for social psychology to me.

My research investigates the psychological processes involved in the reproduction and legitimation of social inequality. More precisely, I examine the impact of social hierarchy on intellectual performance in evaluative settings (e.g., exams, standardized tests). I have been investigating stereotype threat related to social class and implicit social cognition. In my most recent research, I try to understand how evaluative pressure, conceptualized as symbolic violence and disqualification, undermines (boosts) cognition among the low (high) status groups.

As a member of the EASP Executive Committee I would help the Association continue to successfully promote European Social Psychology. The Association has been very efficient in developing international networking of its members; it has a strong focus on supporting junior researchers and facilitating the participation of Eastern and Southern colleagues and their students. Maintaining these high standards would be my main concern as a Committee Member. Moreover, I would encourage and facilitate research cooperation, especially collaborative projects that could compete for European funding and those involving PhD-students' mobility and training at different European sites.

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Ernestine Gordijn
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I received my master's degree from the University of Amsterdam in 1994, and also studied one year at the University Exeter. I received my PhD from the University of Amsterdam in 1998, and worked there for a few years as a postdoc. I became an assistant professor at the University of Groningen in 2001. I was eventually promoted to associate professor, and in 2010 to full professor. Currently, I am the director of research of the psychology department in Groningen. I have been a member of the EASP since 1994, and attended many of the association's conferences. I co-organized a small and a medium sized group meeting as well as the 2004 Summer School in Groningen. Currently, I serve as the Editor in Chief of the European Journal of Social Psychology together with Tom Postmes.

Most of my research focusses on group-based emotions, (meta-) stereotyping, and intergroup conflict. I'm interested in how intergroup conflict emerges and develops as a function of the way in which group members perceive themselves and others. I examine how such perceptions influence how people feel, think and communicate by means of different research methods, as I think that both highly controlled experimental research and field research are important for understanding human behavior.

As a member of the EASP Executive Committee, my main aim would be to find ways to stimulate and facilitate high quality social psychological research in Europe. Moreover, I think we also need to focus on what happens outside of Europe, especially in countries such as China and India. As an editor of EJSF I notice an increasing number of submissions from these countries, and think it is

important for European researchers to collaborate with researchers in Europe as well as in other parts of the world, as we can learn a lot from each other.

Representative publications

- De Vos, B., Van Zomeren, M., Gordijn, E.H., & Postmes, T. (2013). The communication of 'pure' anger reduces intergroup conflict because it increases empathy. *Personality and Social Psychology Bulletin*, *39*, 1043-1052.
- Gordijn, E.H. (2010). When thinking that you are fat makes you feel worthless: Activation and application of meta-stereotypes when appearance matters. *Social Cognition*, *28*, 20-39.
- Gordijn, E.H., Yzerbyt, V. Y., Wigboldus, D., Dumont, M. (2006). Emotional reactions to harmful intergroup behavior. *European Journal of Social Psychology*, *36*, 15-30.
- Koudenburg, N., Postmes, T., & Gordijn, E.H. (2013). Conversational flow promotes social unity. *PlosOne* 8(11).
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After studying at the University of Leuven (Belgium) I received my PhD in Psychology (in 1990) at the same university. My supervisor was Jef Nuttin, a co-founder of the EASP (then called the EAESP) who taught me the importance and the joys of studying and teaching social psychology, doing research, and collaborating with and learning from colleagues. After obtaining my PhD I spent several months as a postdoc at the University of Leuven and Oxford University (Wolfson College and Department of Psychology, UK) until I in early 1991 became an Assistant Professor at the University of Groningen and in mid-1993 an Associate Professor at the University of Tilburg (both in The Netherlands). In October 1998 I moved back to Leuven where I am now a Professor of Social Psychology. In the period 2001-2003 I spent a few months a Guest Professor at the Université de Savoie (Chambéry, France). I served as an Associate Editor of *International Review of Social Psychology/Revue Internationale de Psychologie Sociale* (2002-2010). Since January 2012 I am an Associate Editor of *Self and Identity*. I have also served as Honorary Secretary of the International Association for Research in Economic Psychology (1997-1998) and as Deputy Secretary (1999) and Secretary General (1999-2002) of the Belgian Association for Psychological Science. My current research focuses verbal communication and on self-other and intergroup comparisons (including the self as a particular object of attachment).

These interests that naturally come together in my research on how people communicate about the outcome of interpersonal and intergroup comparisons.

As a member of the EASP Executive Committee I would like to try to help the Association to continue to further social psychological research and foster a real academic community by creating opportunities for collaboration and for mutual inspiration and support. I support the EASP's focus on the training and career development of young researchers and efforts to enhance the opportunities for academic exchange. As a member of the EASP Executive Committee, moreover, I would like to explore opportunities to support senior social psychologists whose research career has been temporarily inhibited (e.g. by extensive teaching duties) to successfully reintegrate in European research cooperation, as well as approaches that facilitate possibilities for retired colleagues to keep contributing to the field and the social psychological community by sharing their knowledge and experience. I furthermore very much would like to help exploring how good and ethically sound research practices can be encouraged and safeguarded without imposing excessive administrative burdens on researchers.

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- Hoorens, V.; Nuttin, J.M. (Jr.); Erdélyi-Herman, I. & Pavakanun, U. (1990). Mastery pleasure versus mere ownership : A quasi-experimental, cross-cultural and cross-alphabetical test of the name letter effect. *European Journal of Social Psychology*, 20, 181-205.
- Hoorens, V., Pandelaere, M., Oldersma, F., & Sedikides, C. (2012). The hubris hypothesis: You can self- enhance if you want, but you'd better not show it. *Journal of Personality*, 80, 1237-1275.
- Maris, S., & Hoorens, V. (2012). The ISI Change Phenomenon: When contradicting one stereotype changes another. *Journal of Experimental Social Psychology*, 48, 624-633.

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Since 2013, I am a professor in Social Psychology at Stockholm University, where I also studied and received my PhD. Social psychology has long been scarce in Scandinavia, and there were no senior scholars in the field in Stockholm during my time as a PhD student. Participating in the EASP Summer school in my final PhD year was a dream, and the first time I met scholars who actually read the same papers as I did.

My research is primarily based in social cognition, and a central theme has been the importance of social groups (e.g., ethnicity, gender, age) in human interactions,

perceptions, judgments, and in decision-making. I have several ongoing projects; on emotion regulation and aggression, on warmth and competence in impression management, on communicative cues to eyewitness accuracy. More recently, I have also focused on the role of language in the creation of and maintenance of prejudice, using latent semantic analysis. I have extensive experience both in management (university faculty- and departmental executive boards, head of PhD-programs, etc.) and research administration (PI of several projects financed by the Swedish Research Council). I was the chair of the local organization committee of the 16th General Meeting of the EASP in Stockholm 2011.

The activities provided by the EASP have been of outmost importance in promoting a strong and successful European Social Psychology. As a member of the EASP Executive Committee, a main concern for me is to continue this tradition of building excellence through facilitating and supporting a rich array of opportunities for networking and cooperation between European scholars. A key to the Association's success in building a strong European research in the field has been the emphasis on providing junior scholars and PhD-students with opportunities to network and learn from the field's most distinguished names. A particularly relevant issue for me as a member of the Executive Committee would be to further develop structures for supporting educational exchanges across Europe. Research in social psychology has long been scarce in Scandinavia, and the international literature in the area is surprisingly unknown here, both within and outside the academy. I also see it as an important task for me to contribute to the development of research in the field in Scandinavia.

A sample of publications

Eriksson, K., & Lindholm, T. (2007). Making gender matter: The role of gender-based expectancies and gender identification on women's and men's math performance in Sweden. *Scandinavian Journal of Psychology, 48, 329-338.*

Lindholm, T. (2008). Validity in judgments of high- and low- accurate witnesses of own and other ethnic groups. *Legal and Criminological Psychology, 13, 107-120.*

Bäck, E., Esaiasson, P., Gilljam, M., & Lindholm, T. (2010). Biased attributions regarding the

origins of preferences in a group decision situation. *European Journal of Social Psychology, 40, 270-281.*

Hirvikoski, T., Lindholm, T., Lajic, S, & Nordenström, A. (2011). Gender role behaviour in prenatally dexamethasone treated children at risk for congenital adrenal hyperplasia. *Acta Paediatrica, 100, 112-119.*

Kusterer, H. L., Lindholm, T., & Montgomery, H. (2013). Gender typing in stereotypes and evaluations of actual managers. *Journal of Managerial Psychology, 28, 561-579.*

- Gustafsson-Sendén, M., Lindholm, T., & Sikström, S. (2014). Selection bias as reflected by choice of words: The evaluations of "I" and "We" differ between communication contexts, but "They" are always worse. *Journal of Language and Social Psychology, 33*, 47-65.
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- Gustafsson-Sendén, M., Lindholm, T., & Sikström, S. (in press). Biases in news media as reflected by personal pronouns in evaluative contexts. *Social Psychology*.

Orla Muldoon

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Since graduating in psychology from Queens University Belfast, with a Bachelor's degree and subsequently with a PhD in 1996, I have been engaged in teaching and research in the area of applied social psychology. On securing a John F Kennedy Scholarship, I attended the University of Michigan, Ann Arbor to complete the ICPSR research methods programme. I also took up my first academic position in late 1996 at University of Ulster (Northern Ireland). I moved back to Queens University Belfast (Northern Ireland) as a Lecturer (assistant prof) in 1998 and then Senior Lecturer (associate prof 2003) and Director of Health and Social Issues Research Cluster at Queen's University Belfast. I joined University of Limerick in August 2007 as the founding Chair and first head of the department in the new Department of Psychology.

I have previously served on Governing Authority of International Society of Political Psychology (ISPP) and Standing Conference Committee of the British Psychological Society (BPS) accumulating relevant expertise in management, financial decision making and hosting conferences within professional organizations. I am one of the incoming editorial team for Political Psychology. I am a member of the editorial board for British Journal of Social Psychology and Political Psychology. In 2011 it was my great privilege to be part of the organizational and teaching team that hosted the EASP Summer School at University of Limerick.

My research interests are at the intersection of social, developmental and clinical psychology. My particular interest is in the application of the social identity paradigm, a tool that allows psychologists to understand how contextual factors, such as social class or race, are internalised psychologically. Often these group processes are hidden or implicit and the range of methods that are employed in my work goes beyond many traditionally associated with psychology. My interest is

in models that have real world application to the solution of real world problems. My work seeks to understand the cultural imperatives that drive group behaviour in an open and methodologically eclectic manner. This perspective orients to the subjective nature of human experience and as such is useful for working in partnership with community organizations and those affected by the phenomena to reveal hidden group level processes.

As a researcher I am committed and indeed fascinated by social psychology and believe theoretically grounded and methodologically sound social psychological research can be a powerful and positive force for social change. As a member of the EASP Executive Committee I would hope to promote the value of discipline within and outwith our disciplinary boundaries. I have made many great friends and found great collaborators amongst our networks of international colleagues and believe EASP is an important force for connecting those of us committed to social psychology. Indeed friends and collaborators, be they junior or senior researchers, are for me an important and nourishing force in my working life. In short, my interest in serving on EASP is linked to maintaining the breadth of the discipline within EASP, maximizing the visibility and value of social psychology and ensuring a strong network of professional collegiality across Europe is continued.

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For 30 years and more now, EASP has central to my development as a social psychologist. From the mid-1970's I studied in Bristol with Henri Tajfel and then with John Turner as my Ph.d. supervisor. They both embodied the values of the Association for me: a social psychology which is sensitive to social context; a discipline which addresses issues of collectivity of power and of inequality; an approach which doesn't just study inequalities but which is committed to challenging them; and - above all - an organisation which puts its money where its mouth is and seeks to develop a truly diverse and equal social psychology across the whole of Europe, North and South, East and West.

These concerns have guided the topics I have studied throughout my career. My work centres on the relationship between social identities, collective action and social change. I am interested in how people are mobilised, when they conform or else when they resist structural inequalities. I have studied such phenomena as crowd behaviour, national identity, leadership and political rhetoric, the mobilisation of hatred and of solidarity, the psychology of tyranny, and, latterly, the nature of 'obedience'. To date I have over 200 publications covering these various topics and others.

During my career I have been committed to promoting the discipline as well as developing my own work. I speak for social psychology as a *Fellow of the Royal Society of Edinburgh* and an *Academician of the Social Sciences*. I am a Scientific Consultant to *Scientific American Mind*, I have edited the *British Journal of Social Psychology* and served on numerous editorial committees. I have also served on several grant awarding bodies in the UK, across Europe, in Australia and South Africa. I have reviewed or mentored psychology departments in the UK, Australia, New Zealand and Serbia (the last as a George Soros fellow). As this record indicates I am particularly committed to developing social psychology both inside and beyond Europe. I currently collaborate with colleagues and supervise postgraduates from Switzerland, Italy, Albania, Belgium, Germany, India, Pakistan, Australia, the US and South Africa. But I am also committed to increasing the influence of psychology in the public domain. Hence I have advised the EC on public order, the UK Government and Scottish Governments on a variety of topics, the Equalities and Human Rights Commission in the UK. I have also done a considerable amount of work for the media in the UK and internationally.

Should I be elected to the EC of EASP, I will have two clear priorities. The first is to pursue the objective of making the Association an open, diverse and truly pan-European organisation. Much work has been done on this already, but there is clearly still a long way to go. My second priority will be to use my contacts and my experience in order to promote social psychology in society. Far too often, when such issues as social protest, social inequality, immigration and discrimination are discussed by politicians and the media, the psychological dimension is forgotten. In a period of general austerity, where specific doubts have been cast on the probity and the significance of social psychology, it is more important than ever to assert the relevance of our discipline.

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I received my PhD in Psychology in 2000 at the University of Granada (Spain). In 2003, I got the 'habilitation' degree to become an Associate Professor at this same university. Although I have been affiliate to the University of Granada throughout my career, I am well acquainted with how social psychology is done elsewhere in Europe. As a PhD student, I carried out several research visits, for some months to other European labs in the UK, and several times at the Catholic University of Louvain (Belgium), where in 2004, I also stayed a year as a visiting researcher. Recently, in 2011-2012 I spent one academic year at York University (Canada). I collaborate with colleagues from various countries, within Europe (from Spain to Italy, Belgium, UK, etc.) and outside Europe. Throughout these years, first as PhD supervisor and then as a colleague, I have been working together with Miguel Moya, from the University of Granada, who has been a great model for what it means to be a good social psychologist.

My research interests relate to the domain of power relations, and its effects on some cognitive, emotional, and behavioural processes. Also, I was especially interested in showing how power legitimacy intervenes in these power relations and cause some of its effects. I have also been working and collaborating in some research projects on stereotyping and attentional control, implicit prejudice, and dehumanization. Recently, I started investigating the consequences of social inequality and how ideological variables moderate its impact on the self and other cognitive processes.

As a member of the EAESP Executive Committee I would be keen to help the association to continue promoting the work of social psychologists internationally. I am particularly aware of, and concerned with, the difficulties experienced in countries undergoing severe economic shortages, particularly by junior researchers. I would thus be particularly keen to support these communities and promote the visibility of their work by supporting junior researchers to establish international collaborations, encouraging the organization of workshops and meetings in less advantaged regions, and encouraging international publications across groups. I am also especially keen to support the career of women in social psychology and would remain attentive to what the association can do in this regard.

Selected references

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I completed my undergraduate degree in psychology at the University of Mannheim, Germany, in 1996 and received a PhD in psychology from the University of Göttingen, Germany, in 1999. Between 2000 and 2006, I worked as a postdoctoral researcher and assistant professor at the University of Jena, Germany. In 2002, I spent a semester at Lehigh University, Bethlehem, PA, USA. After a year at the University of Groningen, the Netherlands, as an associate professor, I moved back to Germany, where I am full professor at the University of Tübingen and head of the Social Processes Lab at the Knowledge Media Research Center – a public research institution dedicated to basic research with applied implications in the domain of knowledge and digital media.

I have been a member of EASP since 1998 and have ever since enjoyed participating in many of the association's activities: the EASP Summer School (Leuven, 1998), all EASP General Meetings since 1999, and several small group and medium size meetings. In addition, I have (co-)organized four small group meetings. I am currently serving as Associate Editor of the European Journal of Social Psychology (2012-2014 term).

My research focuses on the impact of social contexts on individual self-regulation as a means to understand social influence and social behavior. Within the scope of this general research question, I have studied numerous phenomena, including prejudice and discrimination, responses to rejection and stigmatization, group decision making, and perspective taking. One focus of my current research in this line has been on the responsible use of social power. Recently, I have also started to study the impact of threat on information search and learning. My research has

been supported among others by the German Science Foundation and the Netherlands Organization for Scientific Research.

As a member of the executive committee, I would do my very best to further improve the quality of social psychological research in Europe with two foci. First, in response to the current discussions about research practices, EASP should in my opinion state clear standards supporting the reliability of findings and scientific progress. As a member of the executive committee, I would contribute to the discussion and documentation of standards applicable to different types of research. Second, having graduated from a very small, mostly nationally oriented PhD program, I have benefited a great deal from the association (e.g., from the summer school and from numerous meetings providing the opportunity to discuss research). In my opinion, EASP should even further increase their effort to build bridges and provide means to achieve that young researchers with different origins and backgrounds will be able to contribute to and receive attention in current discussions.

Selected publications:

- Hamstra, M.R.W., Sassenberg, K., Van Yperen, N.W., & Wisse, B. (2014). Followers feel valued – When leaders' regulatory focus makes leaders exhibit behavior that fits followers' regulatory focus. *Journal of Experimental Social Psychology, 51*, 34-40.
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Deadlines for Contributions

Please make sure that applications for meetings and applications for membership are received by the Executive Officer by **September, 15th, 2014** latest. Applications for grants and for the International Teaching Fellowship Scheme can be received by the deadlines end of March, June, September, and December. The deadline for the next issue of the Bulletin is **September, 15th, 2014**.

The next Executive Committee Meeting will take place in October 2014.

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