

KURT LEWIN INSTITUTE

TEACHING PROGRAM

2005-2006

Kurt Lewin Institute
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Preface

This teaching program lists and describes the courses offered by the Kurt Lewin Institute (KLI) 2005-2006 academic year. Also included are general information about the KLI, regulations, and listings of participating universities and KLI faculty.

As you will see, the KLI offers a varied teaching program including several required basic courses, courses on methodology and practical skills, research group meetings, and workshops. The farewell course 'How to Write a Research Proposal' is withdrawn from the basic courses and will possibly be integrated with the bi-annual course 'Pursuing a Career in Science'. New this year is the course 'Taking Psychophysiological Measures using the Biopac System' for students who are using (or are planning to use) *Biopac*-equipment. The regular course 'Physiological Measurements in Social Psychology' will be organized again in the next academic year.

All four thematic groups will, besides organizing a regular research group meeting, invite an international expert in the field to organize a workshop. Furthermore, we were fortunate to receive and honour seven new workshops and two joint seminars: on the interplay between cognitive and emotional processes, intuitive mind-reading, recent developments in group diversity research, social identities and intergroup relations, implicit motivation, motivational versus cognitive processes, evolutionary social psychology, different sources of self-conscious emotions and on social psychology and culture. We hope that we managed to arrange a high-quality program, and that all KLI members will benefit from the courses and workshops that are organized and hosted by the KLI staff.

We are happy to announce that this academic year a KLI conference will be organized again. The conference will take place on June 8-9, 2006. More details about the conference will be announced later, and appear on the KLI website: www.kurtlewininstitute.nl.

The Teaching Committee and the Executive Committee of the Kurt Lewin Institute wish you all a successful academic year.

Henk Aarts
Teaching Director

Introduction to the Kurt Lewin Institute

The Kurt Lewin Institute (KLI) is a center for graduate training and research focusing on the analysis of the psychological factors contributing to the shaping of social behavior. The KLI is based on the collaborative input of psychologists working in five Dutch universities, namely: Vrije Universiteit Amsterdam (VU), Universiteit van Amsterdam (UvA), Rijksuniversiteit Groningen (RuG), Universiteit Leiden (UL) and the Universiteit Utrecht (UU).

The goal of the Kurt Lewin Institute is to stimulate and strengthen research in social psychology and its applications. The institute offers an inter-university graduate teaching and training program of four years. The aim of the KLI is to offer Ph.D. students the possibility of attending both specialist and general courses throughout their graduate career.

Structure of the KLI

Executive Committee

Prof.dr. C.K.W. de Dreu (General Director)

Prof.dr. D.A. Stapel (Research Director)

Prof.dr. H. Aarts (Teaching Director)

General Board

Prof.dr. N. Ellemers (chair)

Prof.dr. K. van den Bos

Prof.dr. B. Buunk

Prof.dr. E. van Dijk

Prof.dr. A. Dijksterhuis

Prof.dr. G. Kok (external member)

Prof.dr. P.A.M. van Lange

Drs. K. Stroebe (non-voting Ph.D. student member)

Teaching Committee

Prof.dr. H. Aarts (chair)

Dr. W.W. van Dijk

Dr. E. Gordijn

Drs. K. Stroebe (representative of Ph.D. students)

Research Committee

Prof.dr. D.A. Stapel (chair)

Dr. I. van Beest

Dr. B. Doosje

Dr. C. Finkenauer

Participating Universities

Vrije Universiteit Amsterdam (VU)

Universiteit van Amsterdam (UvA)

Rijksuniversiteit Groningen (RuG)

Universiteit Leiden (UL)

Universiteit Utrecht (UU)

Office Manager

Drs. A.K. Evers

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Teaching staff in 2005–2006

Name	Course/workshop
Aarts, H.	- Introduction - Social Cognition Research Meeting - Advances in implicit motivation
Beersma, B.	- How to present
Bond, M.	- Social psychology and culture
Bos, K. van den	- Interpersonal Processes Research Meeting - Intuitive mind-reading
Brewer, M.	- Multiple social identities
Buunk, B.	- Evolutionary social psychology
Custers, R.	- Advances in implicit motivation
Dijksterhuis, A.	- Social Cognition Research Meeting
Doosje, B.	- Group Processes and Intergroup Relations Research Meeting - Self-conscious emotions
Dreu, C.K.W. de	- Introduction
Ellemers, E.	- Group Processes and Intergroup Relations Research Meeting - Self-conscious emotions
Epley, N.	- Intuitive mind-reading
Findlay, F.	- Biopac
Finkenauer, C.	- Interpersonal Processes Research Meeting - Intuitive mind-reading
Förster, J.	- The motivation cognition interface
Gallucci, M.	- Methodological seminars
Gangestad, S.	- Evolutionary social psychology
Gordijn, E.	- Reading and reviewing
Häfner, M.	- The motivation cognition interface
Harinck, F.	- How to present
Kluwer, E.	- How to present
Koole, S.	- State-of-the-Art Lecture
Leach, C.	- Self-conscious emotions
Moskowitz, G.	- Advances in implicit motivation

Name	Course/workshop
Niedenthal, P.M.	- Emotions in cognitions
Nijstad, B.	- Group and Organizational Processes Research Meeting
Otten, S.	- Group diversity research - State-of-the-Art Lecture - How to publish/APA - Reading and reviewing - Multiple social identities - The motivation cognition interface
Oudenhoven, J.P. van	- Social psychology and culture
Oudenhoven-van der Zee, K. van	- Social psychology and culture
Polzer, J.T.	- Group diversity research
Scheepers, D.	- Biopac
Semin, G.R.	- Social Cognition Research Meeting
Smith, P.	- Social psychology and culture
Spears, R.	- Self-conscious emotions
Stapel, D.A.	- Introduction - How to publish/APA - Social Cognition Research Meeting - Emotions in cognitions - The motivation cognition interface
Steinel, W.	- Group and Organizational Processes Research Meeting - Group diversity research
Sweeney-ter Doest, L.	- Writing English for publication
Tangney, J.	- Self-conscious emotions
Vegt, G. van der	- Group diversity research
Zebel, S.	- Self-conscious emotions

Addresses of participating universities

Vrije Universiteit Amsterdam

Van der Boechorststraat 1
1081 BT Amsterdam

- Department of Social Psychology
T: 020 - 598 8865 F: 020 - 598 8921
- Department of Work & Organizational Psychology
T: 020 - 598 8700 F: 020 - 598 8702

Universiteit van Amsterdam

Roetersstraat 15
1018 WB Amsterdam

- Department of Social Psychology
T: 020 - 525 6890 F: 020 - 639 1896
- Department of Work & Organizational Psychology
T: 020 - 525 6860 F: 020 - 639 0531

Rijksuniversiteit Groningen

Grote Kruisstraat 2/1
9712 TS Groningen

- Department of Social & Organizational Psychology
T: 050 - 363 6386 F: 050 - 363 4581
- Department of Personality Psychology
T: 050 - 363 6340 F: 050 - 363 6304

Universiteit Leiden

Postbus 9555
2300 RB Leiden

- Department of Social & Organizational Psychology
T: 071 - 527 3705 F: 071 - 527 3619

Universiteit Utrecht

Postbus 80140
3508 TC Utrecht

- Department of Social & Organizational Psychology
T: 035 - 253 4794 F: 035 - 253 7584

General information

Enrollment

Ph.D. students can enroll in the courses and workshops of the KLI two times a year: for courses in the first semester (September-December) until August 15, 2005 and for the second semester (January-June) until December 15, 2005. New Ph.D. students can also enrol during the rest of the year. All KLI members will receive a call for enrolment by email.

Participation in all courses is in principle free of charge for Ph.D. students who are formally members of the KLI. Others pay a standard course fee of 50 Euro payable in advance to the KLI secretariat.

Withdrawal is possible until a week before the course or workshop starts.

In case of later cancelation or not participating without notifying the KLI office or teacher(s), a warning will be sent. In case of 3 instances of late cancelation or not participating without notification, exclusion from the KLI teaching program will follow and no KLI certificate will be obtained. Cancelations because of illness or other special circumstances will of course be accepted without consequences.

Five types of teaching activities are offered in the 2005-2006 academic year: basic courses, methodology and practical skills courses, research group meetings, and theory-oriented workshops.

Basic Courses

Ph.D. students of the KLI are obliged to participate in all basic courses: the introductory courses in the first year of the Ph.D. program and the advanced courses in the second through fourth year of the Ph.D. program. These basic courses are intended to improve communication skills in academic publishing, presenting, writing and reading.

Methodology and Practical Courses

These courses are given by the KLI faculty who have specialist knowledge of specific methodological and practical techniques or data analysis procedures. The goal is to provide a broad and intensive training in these techniques and procedures.

Research Group Meetings

Research meetings are planned for each of the four thematic groups: 1. Social Cognition, 2. Interpersonal Processes, 3. Group and Organizational Processes and 4. Group Processes and Intergroup Relations. These research meetings are excellent opportunities for exchanging information and ideas between the faculty and Ph.D. students.

During the regular meetings Ph.D. students are expected to present their own research and to receive feedback from KLI faculty and fellow Ph.D. students.

Theory-oriented Workshops

Theory-oriented workshops are given by KLI faculty and other experts in a particular research field.

Joint Seminars

In a joint seminar one of the five constituent departments invites a social psychologist of international standing. The invitee will organize a one- or two-day workshop that is open to all KLI Ph.D. students. The organizing department and the KLI share the costs.

KLI Conference

Every two years a two-day KLI conference is held in which all KLI faculty and Ph.D. students can participate. In the current academic year the KLI conference will be held in Zeist on June 8-9, 2006. More information about this event will be provided nearer the time.

Certificate

Ph.D. students of the KLI receive a certificate on completion of the entire regular KLI curriculum. The regular KLI curriculum in 4 years comprises:

- The basic courses (introductory and advanced courses);
- 10 theory-oriented and/or methodology and practical skills courses;
- Supervision by a member of the KLI faculty;
- Completion and successful defense of the Ph.D. thesis.

Request for further information

Questions about courses should be addressed to Anouk Evers:
a.k.evers@uva.nl.

Basic Courses

Introductory Courses

For first-year Ph.D. students

Title: **Introduction to the Kurt Lewin Institute**

Teaching staff: Prof.dr. C.K.W. de Dreu (UvA), prof.dr. D. Stapel (RuG) and prof.dr. H. Aarts (UU)

Type of course: Basic course

Date: February 10, 2005

Duration: 11.00-12.00 am

Language: Dutch

Location: University of Amsterdam

Content: The Executive Committee of the KLI will inform the new Ph.D. students about the Kurt Lewin Institute.

Title: **State-of-the-Art Lectures**

Teaching staff: Dr. S. Otten (RuG) and dr. S. Koole (VU)

Type of course: Basic course

Date: February 10, 2005

Duration: 1.30-4.30 p.m.

Language: English

Program: 1.30-2.45: 1st lecture: dr. S. Otten: "Ingroup favoritism and outgroup derogation: Two sides of the same coin?"
2.45-3.15: Break
3.15-4.30: 2nd lecture: dr. S. Koole: "Dealing with unwanted feelings: The role of affect regulation in volitional action control"
4.30: Drinks

Location: University of Amsterdam

Content: Each year meetings are organized in which several State-of-the-Art lectures (SOFA's) are given by members of the KLI. The aim of these SOFA's is to provide all Ph.D. students with the opportunity during their four-year project to gain insight in the different research areas covered by the KLI. In the SOFA's a theoretical overview of a specific field of research is given.

Title: **How to Publish/APA Style Guidelines**

Teaching staff: Dr. S. Otten (RuG) and prof.dr. D.A. Stapel (RuG)

Type of course: Basic course

Date: October 14, 2005

Duration: 1 day

Language: English

Location: University of Groningen

Content: The objective is to present and discuss all important aspects of the process of getting one's work published in international refereed journals. The three staff members all have experience of editing such journals. The main topics that will be addressed are as follows:

1. Strategic issues in publishing
2. Submitting a paper
3. The review process and reacting to reviews

There will also be ample opportunity for participants in the workshop to ask questions and to engage in discussion.

Literature: To be announced.

Advanced Courses

For second/third/fourth year Ph.D. students

Title: **Writing English for Publication**

Teaching staff: Dr. L. Sweeney (UL) (*to be confirmed*)

Type of course: Basic course

Date: Once or twice a year, to be announced

Duration: 1 day

Language: Dutch and English

Location: University of Amsterdam

Content: Key problem areas in written English for Dutch academics (e.g., verb-tense conventions in scientific writing, verb forms, word order, vocabulary, Dutch-English differences in punctuation and paragraph structure).

Literature: To be announced.

<i>Title:</i>	How to Present
<i>Teaching staff:</i>	Dr. E. Kluwer (UU), dr. F. Harinck (UL) and dr. B. Beersma (UvA)
<i>Type of course:</i>	Basic course
<i>Date:</i>	Twice a year - first course October 4-5, 2005, second course in December 2005 (exact dates to be announced)
<i>Duration:</i>	2 days
<i>Language:</i>	Dutch
<i>Location:</i>	University of Utrecht
<i>Content:</i>	The course will focus on a training in the presentation of papers for international audiences e.g. oral presentation and the use of (media) facilities.
<i>Literature:</i>	To be announced.

Methodology and Practical Skills Courses

<i>Title:</i>	Methodological Seminars
<i>Teaching staff:</i>	Dr. M. Gallucci (VU)
<i>Type of course:</i>	Methodological courses
<i>Date:</i>	September 21 and 22, 2005
<i>Duration:</i>	10.00 am - 1.00 pm (seminars 1 and 2) and 2.00-5.00 pm (seminar 3)
<i>Language:</i>	English
<i>Location</i>	University of Amsterdam
<i>Content:</i>	The seminar consists of three meetings in two days, with three different subjects:

1. When in doubt, Regress: Using regression to analyze experimental designs with nominal and continuous independent variables, covariates, and interaction effects.

Date: September 21, 2005

In this class we review the regression approach to various research designs and problems. We discuss how regression can solve these problems when properly used. We discuss a general way to use regression to obtain effect sizes and hypothesis testing for ANOVA and ANCOVA, path analysis, and model with interactions between continuous and nominal variables.

2. Hidden Behind the Dummy: All the tests to establish differences between means in ANOVA and linear models involving categorical independent variables.

Date: September 22, 2005

In this class we address different techniques to establish which means are different and which means are not. We discuss simple effects analysis, simple slope analysis, planned comparisons, orthogonal contrasts, and post-hoc tests, for between- and within-subjects designs. Both the ANOVA approach and the regression with dummy variables are reviewed.

3. All the Small Things Reviewers Seem to Love: Real problems with realistic solutions

Date: September 22, 2005

In this class we review statistical and methodological problems of particular importance, relevance, or interest, submitted by KLI Ph.D. students. Participants are kindly requested to contact the teacher to present their statistical problems and/or solutions met in their own research activity.

<i>Title:</i>	Reading and Reviewing the Empirical Journal Article
<i>Teaching staff:</i>	Dr. S. Otten (RuG) and dr. E. Gordijn (RuG)
<i>Type of course:</i>	Practical course
<i>Date:</i>	Friday, Jan. 20, 2005, 12.00-5.00 pm Friday, Feb. 17, 2005, 12.00-5.00 pm
<i>Duration:</i>	2 times during 2 months
<i>Language:</i>	English
<i>Location:</i>	University of Groningen
<i>Content:</i>	Competent and critical reading of the literature in one's field is an integral part of being or becoming a successful researcher. Identifying an article's merits and flaws, estimating its overall significance in the given domain, and finally summarizing the main message (e.g. for the introduction of an own article) are highly relevant competencies when it comes to developing, pursuing, and eventually writing up own research ideas. Reading gets a somewhat (though not dramatically) different focus when researchers are asked by journal editors to review articles and to help decide whether publication is warranted. First, your reading is less concerned with estimating whether the article is helpful within your very specific research context. Second, you need to elaborate on and to properly communicate your criticism. Moreover, you should criticize in a constructive way (e.g. add ideas for data analysis or for additional study designs).

In this class, participants will be trained to read journal articles with a critical mind, and with the purpose of identifying theoretical and methodological weaknesses, inconsistencies, ambiguities, and whether the article contains interesting perspectives for future research. In the end they should be able to argue confidently whether an article is publishable in a scientific journal or not.

There will be two meetings within two months. Each meeting we will discuss empirical journal articles that were read and reviewed by the participants beforehand. During the meetings participants will have the opportunity to present and discuss their summaries and reviews.

Format: Participants are expected to actively participate in each meeting. It is important to realize that each meeting will require considerable preparation time. Each participant has to send his or her written summaries and reviews to the teachers in advance.

Literature: To be announced.

Title: **Taking Psychophysiological Measures using the Biopac System**

Teaching staff: F. Findlay (*Biopac*) and dr. D. Scheepers (UL)

Type of course: Methodological course

Date: Spring 2006 (exact date to be announced)

Duration: 1 day

Language: English

Location: University of Leiden

Content: In this workshop, Frazer Findlay from *Biopac* will address all the different issues that are involved in taking psychophysiological measurements (participant preparations, data sampling, signal editing/filtering, analyzes using *Acqknowledge* and other software). The workshop is especially intended for students who are using (or are planning to use) *Biopac*-equipment. The character of the workshop will be quite practical. Participants are encouraged to think about the application of psychophysiological methods in their research, and will be able to raise questions about the specific problems they encounter when working with these methods.

Research Group Meetings

Title: **Social Cognition Research Meetings**

Teaching staff: Prof.dr. A. Dijksterhuis (UvA), prof.dr. G.R. Semin (VU), prof. dr. D.A. Stapel (RuG) and prof.dr. H. Aarts (UU)

Type of course: Thematic Research Meeting

Dates: 2 times a year - first meeting in November 2005

Duration: 1 or 2 days per meeting, 10.00 am - 5.00 pm

Language: Dutch or English

Location: First meeting University of Utrecht

Content: Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to give a lecture or to organize a workshop.

Title: **Interpersonal Processes Research Meeting**

Teaching staff: Prof. dr. K. van den Bos (UU) and dr. C. Finkenauer (VU)

Type of course: Thematic Research Meeting

Date: 2 times a year - first meeting on September 13-14, 2005 (see page 19); second meeting in March or April, 2006 (exact dates to be announced)

Duration: 1 or 2 days, 10.00 am - 5.00 pm

Language: Dutch or English

Location: University of Utrecht

Content: Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to give a lecture or to organize a workshop.

Title: **Group and Organizational Processes Research Meetings**

Teaching staff: Dr. B. Nijstad (UvA) and dr. W. Steinel (UL)

Type of course: Thematic Research Meeting

Date: 2 times a year - first meeting on September 29, 2005

Duration: 1 day per meeting, 11.00 am – 5.00 pm

Language: Dutch or English

Location: First meeting University of Amsterdam

Content: Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to give a lecture or to organize a workshop.

Title: **Group Processes and Intergroup Relations
Research Meetings**

Teaching staff: Coordinators: prof.dr. N. Ellemers (UL), dr. B.J. Doosje (UvA) and research faculty

Type of course: Thematic Research Meeting

Date: Bi-monthly progress meetings - first meeting on September 6, 2005

Location: Rotating, first meeting in Amsterdam

Language: English

Content: The purpose of these meetings is to discuss recent advances in the area of group processes and intergroup relations. The meetings have mixed agenda, in the sense that they are partly devoted to participants presenting and discussing their own research in progress (in oral or written form) and partly to discussion around novel theoretical developments or empirical advances in this area of research based on recent relevant publications.

Literature: To be announced

Theory-oriented Workshops

- Title:** **Interpersonal Processes: Intuitive Mind-reading: How, and How Well, People Understand Others' Minds**
- Teaching staff:** Prof.dr. Nicholas Epley (University of Chicago), dr. C. Finkenauer (VU) and prof. dr. K. van den Bos (UU)
- Type of course:** Workshop research group 'Interpersonal Processes'
- Date:** September 13 and 14, 2005
- Duration:** 2 days, 10.00 am - 5.00 pm
- Language:** English
- Location:** Free University, Amsterdam
- Content:** Psychologists attempt to understand how people's minds work, and use scientific methods to do so. People in their daily lives attempt to do the same thing as well, but do so using intuitions rather than science. Such intuitive mind-reading is critical for understanding social interaction, and this workshop in the interpersonal processes track of the KLI will focus on recent advances in how, and how well, people make inferences about other people's thoughts, feelings, impressions, and attitudes. The goal of this workshop is to provide both theoretical and methodological suggestions for participants' own research.
- Format:** *Day 1:*
After a brief introduction of participants and teachers, professor Epley (University of Chicago) will present some of his recent research regarding how, and how well, people intuit other people's impressions of them (e.g., Savitsky, Epley & Gilovich, 2001; Epley, Savitsky, & Gilovich, 2002). The tentative title of this first talk will be "Impression Detection: Understanding Others' Thoughts about Us". In the afternoon, students will give presentations. Beforehand, students are asked to submit a brief abstract of their research. Based on these abstracts, students whose research is most closely related to the topic of the workshop will be invited to give a presentation. Students may comment on the relationship between their own work and professor Epley's work if it makes sense to do so. Participants will get detailed feedback from professor Epley and the other participants of the workshop.

Day 2:

The second day will address attempts to increase the accuracy of intuitive mind-reading by overcoming some of the major biases that emerge when people make inferences about others' thoughts and feelings. The tentative title of this presentation is: "The good, the bad, and the ugly of perspective taking in social interaction". This presentation will also involve a negotiation exercise in which workshop participants will participate to highlight the issues raised in the presentation and to promote active learning of the material. After this presentation, participants of the workshop will discuss in small groups how the presented research may be applicable to their own research. Based on this discussion, each group will present a research idea relevant to the material presented in the workshop presented research. This will be followed by a brainstorm session on the applied and basic implications of the ideas discussed in the workshop and on what participants can learn from this for their own research endeavors.

Literature:

Recommended:

Epley, N., Keysar, B., Van Boven, L., & Gilovich, T. (2004). Perspective taking as egocentric anchoring and adjustment. *Journal of Personality and Social Psychology*, *87*, 327-339.

Epley, N., Savitsky, K., & Gilovich, T. (2002). Empathy neglect: Reconciling the spotlight effect and the correspondence bias. *Journal of Personality and Social Psychology*, *83*, 300-312.

Savitsky, K., Epley, N., & Gilovich, T. (2001). Do others judge us as harshly as we think? Overestimating the impact of our failures, shortcomings, and mishaps. *Journal of Personality and Social Psychology*, *81*, 44-56.

About the staff:

Professor Epley is interested in how people make inferences about themselves and others. Such mind-reading is a central feature of planning for the future, of social interaction, and of strategic self-presentation. Much of this research suggests that people are overly egocentric when reasoning about their own mind in the future, or when reasoning about other people's minds in the present. Often this egocentric bias is the byproduct of insufficient adjustment from an even more egocentric assessment, and

intuitive mind-reading is therefore improved when people are motivated or able to think harder. Such egocentric assessments look to be constant across the life span, with differences in egocentrism arising due to differences in the ability to adjust an egocentric perspective, rather than on the automatic tendency to make one. Recent research investigates how to overcome these egocentric biases in social judgment, but suggests that doing so may come with unexpected and unfortunate costs.

- Title:** **Advances in Implicit Motivation**
- Teaching staff:** Prof.dr. G. Moskowitz (Lehigh University) and prof.dr. H. Aarts (UU). Coordinator: drs. R. Custers (UU).
- Type of course:** Workshop
- Date:** February 21-22, 2006
- Duration:** 2 days, 10:00 am - 5:00 pm
- Language:** English
- Location:** University of Utrecht
- Content:** Motivation has played a central role in Social Psychology and related areas during the first half of the 20th century. However, with the cognitive revolution, research on motivation declined. The past 15 years have witnessed a comeback of motivation, not in small part due to the interest in the mechanics and effects of automatic goal pursuit, or implicit motivation. This approach helps dissolving the spell of motivation by examining the basic building blocks and cognitive processes that underlie it. The current workshop will focus on recent findings regarding the structure and nature of automatic goal pursuit. The lessons from this workshop, we hope, teach us not only on automatic goal pursuit, but also on controlled, conscious motivation.
- Format:** *Day 1:*
After introduction of participants and teachers, Gordon Moskowitz will present his Implicit Volition model (Moskowitz et al., 2004). This presentation will cover and integrate most of the current literature on processes of (nonconscious) goal-pursuit. In the afternoon, students will give presentations about their own work. Beforehand, students are asked to submit a brief abstract of their research. Based on these abstracts, students whose research is most closely related to

the topic of the workshop will be invited to give a presentation. Students and teaching staff will discuss the relation between their own work and professor Moskowitz's model.

Day 2:

On the second day, the teaching staff will address more specific topics concerning nonconscious goal-pursuit based on their recent research. In the afternoon, participants are invited to work in small groups relating the work presented in the workshop to their own research. Each group is expected to come up with one research idea, that will be presented at the end of the afternoon. The aim of this exercise is to make students aware of the potential applications of the theory presented in the workshop.

Literature:

Recommended:

Moskowitz, G. B., Li, P., & Kirk, E. R. (2004). The implicit volition model: On the preconscious regulation of temporarily adopted goals. In M. P. Zanna (Ed.), *Advances in Experimental Social Psychology* (Vol. 36, pp. 317-404). New York: Academic Press.

Title:

Evolutionary Social Psychology

Teaching staff:

Prof.dr. A.P. Buunk (Akademiehoogleraar KNAW), prof.dr. S. Gangestad (University of New Mexico) and soon to be appointed lecturer (RuG)

Type of course:

Workshop

Date:

March 3-4, 2006

Duration:

2 days

Location:

University of Groningen

Language:

English

Content:

An overview will be given of evolutionary social psychology, an approach that examines hypotheses derived from the theory of evolution to explain current human behavior. A number of theoretical approaches and phenomena based upon neo-Darwinist approaches will be presented in this workshop, including inclusive fitness (how one's genes may have survived through helping kin), sexual selection (how characteristics may have developed as a result of competition with same-sex members, or as a result of being chosen by opposite sex members), the handicap principle

(how seemingly unadaptive characteristics such as musical talent may have evolved because they were in the course of evolution preferred by the opposite sex), ancestral background of prejudice (such as disease avoidance), social rank and involuntary submissiveness (how for example being defeated in status struggles may lead to depression), cognition and reciprocal altruism (how cooperation may stem from the expectation of long-term benefits, and be fostered by mechanisms of cheater detection). Attention will also be paid to the influence on social psychological phenomena of biological features and processes such as ovulatory cycle, fluctuating asymmetry, androgen exposure in uterus (as apparent in the two-to-four digit ratio), and testosterone level.

The workshop will consist of a number of lectures, and next students will work in groups to develop proposals in which evolutionary thinking is applied to their own research.

Literature:

Recommended:

Barrett, L., Dunbar, R. & Lycett, J. (2002). *Human evolutionary psychology*. New York: Palgrave MacMillan.

Title:

Emotions in Cognitions, Cognition in Emotions

Teaching staff:

Prof.dr. D.A. Stapel (RuG) and Prof.dr. P.M. Niedenthal (Centre National de la Reserche Scientifique / University of Clermont-Ferrand)

Type of course:

Workshop research group 'Social Cognition'

Date:

March 13-14, 2006

Duration:

2 days

Location:

University of Groningen

Contact info:

Diederik A. Stapel, d.a.stapel@ppsw.rug.nl

Content:

This two-day workshop explores the interplay between cognitive and emotional processes, which is one of the most active and rapidly developing areas within psychological science. Drawing on the latest empirical discoveries and theoretical insights of social cognitive research, this workshop addresses issues such as the role of affect priming in social judgments, descriptive aspects of emotional experience; the effects of emotional states on attention, perception, and categorization.

Format: To this end, we are pleased that Paula Niedenthal has agreed to participate in the workshop and to give a lecture on her latest research findings on the effects of emotional states and emotion concepts on social judgments and categorization (cf. Innes-Ker & Niedenthal, 2002), and about her theorizing concerning the modality versus amodality of human memory and experience (Niedenthal, Rohman, & Dalle, 2003). Also Diederik Stapel from the University of Groningen will give a talk about his research program “Making sense of hot cognition”, which tries to explicate the role of description in affective processing. Major issues will be: affect and survival; when and why descriptions influence our feelings, and unconscious or implicit aspects of emotional experience (Stapel, Koomen, Ruys, 2002). The central aim of the lectures is to provide students a better understanding of the interface between emotional and cognitive processing. Both speakers are considered to be experts on this topic. The “Emotion and Cognition” workshop especially tries to attract researchers fascinated with research in the fields of emotion research, cognitive psychology, and social cognition. PhD students *and* (!) faculty members working in these fields are invited to participate in this workshop and to give brief presentations of their research projects related to emotions and the emotion-cognition interface. There will be plenty of time for discussing these projects in light of the workshop theme.

Literature: Recommended literature to be announced.

Title: **Multiple Social Identities and Intergroup Relations**

Teaching staff: Prof.dr. M. Brewer (Ohio State University) and dr. S. Otten (RuG)

Type of course: Workshop research group ‘Group Processes and Intergroup Relations’

Dates: Late June / early July 2006 (exact date to be announced)

Duration: 2 days

Location: University of Groningen

Language: English

- Content:* Research on the effects of social identifications and social categorization has a long tradition in intergroup research. The distinctive processes operating when people see the world in terms of us versus them are well documented, revealing such phenomena as ingroup favoritism, outgroup derogation, polarization, outgroup homogeneity etc. More recently, the theoretical and empirical interest in the complexities of intergroup relations has increased. For one, this has brought more attention to the interplay of intrapersonal, interpersonal and intergroup processes. Moreover, research has been focusing on multiple social identities and intergroup relations. Marilynn Brewer is one of the key players in both areas of research. Therefore, her expertise should help us placing future intergroup research more appropriately into its social context.
- Format:* During the first day of the workshop, Professor Brewer will give a seminar about her recent work on multiple social identities and intergroup relations which combines the intrapersonal level (social cognition) with the intergroup level of analysis. Subsequently, based on her talk and previous reading of the literature, there will be further discussion on the theme, both in small groups and in a plenary session. Especially on day 2, participants will get a chance to present and discuss own research relating to the topic of the workshop.
- Literature:* Roccas, S., & Brewer, M.B. (2002). Social identity complexity. *Personality and Social Psychology Review*, 6, 88-106.
- Brewer, M.B., & Pierce, K.P. (2005). Social identity complexity and outgroup tolerance. *Personality and Social Psychology Bulletin*, 31, 428-437.
- (more reading recommendations will be given closer to the workshop)*

- Title:** **The Motivation Cognition Interface: Empirical findings and theoretical considerations on self regulation processes**
- Teaching staff:** Prof.dr. J. Förster (International University Bremen, Germany), dr. M. Häfner (RuG), dr. S. Otten (RuG) and prof.dr. D.A. Stapel (RuG)
- Type of course:** Workshop
- Date:** To be announced
- Duration:** 1 day
- Location:** University of Groningen
- Language:** English
- Content:** Social psychologists became interested in behavior, goals, needs, and other “hot issues“. In fact it seems that currently everybody is doing “self regulation“. However, at times it seems that the tag “self regulation” is used just as a seller. Are we reinventing the wheel? Is this research really different from good old sister social cognition? Is it different from motivation psychology? For answering these questions it is important to see whether one can theoretically distinguish motivational from cognitive processes. What is the blueprint of motivation? Which processes can and should be called motivational and which cognitive? What are the underlying principles of motivational vs. cognitive effects? Which effects in social psychology can be reinterpreted in terms of self regulation effects and which are over interpreted as such? Only if we can make a reasonable distinction we can examine motivation X cognition interactions. And if we can we should be able to come up with exciting new research questions that go beyond what we already know.
- Format:** The one-day workshop will start off with a review on current research and theory in the field of self-regulation by Prof. Förster, one of the leading figures in the field. Thereafter, students will be assigned to one of two groups in which specific research questions will be discussed at greater detail. Furthermore, the groups will try to find possible definitions and delineations to other fields of research. Students will present the results of the group sessions in the final plenary session.

In conclusion, it will be the goal of the workshop to outline contemporary research on self-regulation and to delineate it from related fields of research. Ideally, as a result participants are not only provided with new knowledge but with interesting new research questions.

Literature: To be announced.

Title: **Recent Developments in Group Diversity Research**

Teaching staff: Dr. J.T. Polzer (Harvard Business School), dr. B. Nijstad (UvA), dr. W. Steinel (UL) and dr. G. van der Vegt (RuG)

Type of course: Workshop research group 'Group and Organizational Processes'

Date: To be announced

Location: University of Amsterdam

Language: English

Contact info: Bernard Nijstad, b.a.nijstad@uva.nl

Content: This two-day workshop is part of the group and organizational processes track. It aims to provide students (and faculty) with in-depth knowledge about recent developments in the group diversity literature. There is much unclear about the effects of diversity on group processes and performance. On the one hand, most researchers agree that diverse groups often have the potential to perform better than homogeneous groups. On the other hand, researchers also agree that diversity often has negative effects, such as decreased liking for the group, distrust, and conflict, which hinders group performance. The question, of course, is when positive or negative effects can be expected. This workshop aims to give a broad overview of the recent literature on group diversity issues. Special attention is given to issues of subgroup formation and the development of fault lines within a group. Attention is also devoted to issues of knowledge or skill complementarity.

Format: Students will actively participate in this workshop. After an introduction by Jeffrey Polzer, students will have the opportunity to present their own work. Participants are further expected to participate in small group discussions in which they develop specific research ideas. Much time is also devoted to discussion of these ideas and the recent literature.

Literature: Polzer, J., L., Milton, P., & Swann W. B. Jr. (2002). Capitalizing on diversity: Interpersonal congruence in small work groups. *Administrative Science Quarterly*, 47, 296-324. Further literature will be announced later.

Joint Seminars

<i>Title:</i>	Social Psychology and Culture
<i>Teaching staff:</i>	Prof.dr. P. Smith (University of Sussex), prof.dr. M. Bond (Chinese University of Hong Kong), prof.dr. K. van Oudenhoven-van der Zee (RuG) and prof.dr. J.P. van Oudenhoven (RuG)
<i>Type of course:</i>	Joint seminar
<i>Date:</i>	November 7-8, 2005
<i>Duration:</i>	2 days
<i>Location:</i>	University of Groningen
<i>Content:</i>	<p>Social psychology has through most of its history been a predominantly Western enterprise. For a long time the fact has largely been neglected that its theories may not necessarily hold for the entire globe. Recent research has clearly demonstrated that processes such as self-perception, attribution, communication, conformity, leadership, and decision making occur differently in collective cultures than in individualistic cultures. The implications of these differences are crucial to a clear understanding of intergroup behavior, cross-cultural negotiation, immigration and acculturation. This two-day workshop aims to attract students and faculty members who are interested in cultural influences on social psychological processes and the implications of such cultural differences on intercultural interactions. Following introductions by Peter Smith and Michael Bond on the general topic of the workshop, students will present papers on their own research in this area, and they will receive feedback on their papers by the guest experts. On the second day we continue with student presentations. This is followed by a commentary of the workshop organizers who will try to integrate the student papers and link their contributions to the major viewpoints of Smith and Bond. In this way they provide points for a general discussion on directions for the future of this area of research. The workshop will end with short presentations by Peter Smith and Michael Bond in which they will give an overview of specific research they are concurrently involved in.</p>

- Title:** **The Individual and Group Bases of Self-conscious Emotions (such as shame, guilt, regret, pride etc.)**
- Teaching staf:** Organizers: drs. S. Zebel (UvA), dr. B. Doosje (UvA), prof.dr. N. Ellemers (UL) and prof.dr. R. Spears (U. Cardiff/UvA).
Speakers: prof.dr. J. Tangney (George Mason University, USA) and dr. C. Leach (University of Sussex, England), and contributions of Ph.D. students, post-docs or staff.
- Type of course:** Joint seminar
- Date:** November 2005 (exact dates to be announced)
- Duration:** 2 days
- Location:** University of Amsterdam
- Content:** Self-conscious emotions such as regret, shame and guilt are important emotions that can arise when people experience a discrepancy between their actual behavior and their norms. In this workshop we focus on different sources of these emotions: you can experience them as an individual or as a group member. As an individual, you can feel shamed about the way you have treated your mother, but as a group member, you can also experience shame when confronted with the role of the Dutch in Sebrenica during the ethnic cleansing. This workshop includes several long presentations by the keynote speakers and some shorter presentations by PhD-students, post-docs or staff (with feedback from the keynote speakers). The joint seminar also includes some small group interaction and discussion.
- Literature:** Two or three articles to be read before joint seminar - to be announced later.

Faculty of the KLI

Name	Institute	Department
Prof.dr. H. Aarts	UU	S&O Psychology
Prof.dr. N. Anderson	UvA	W&O Psychology
Dr. B. Beersma	UvA	W&O Psychology
Dr. I. van Beest	UL	S&O Psychology
Dr. M. Born	EUR	Psychology
Prof.dr. K. van den Bos	UU	S&O Psychology
Prof.dr. A.P. Buunk	RuG	S&O Psychology
Dr. D. de Cremer	UvT	Psychology & Society
Dr. D. van Dierendonck	EUR	O&P Management
Prof.dr. E. van Dijk	UL	S&O Psychology
Dr. W.W. van Dijk	VU	Social Psychology
Dr. A.J. Dijker	UM	Health Promotion
Prof.dr. A. Dijksterhuis	UvA	Social Psychology
Dr. B. Doosje	UvA	Social Psychology
Prof.dr. C. de Dreu	UvA	W&O Psychology
Prof.dr. N. Ellemers	UL	S&O Psychology
Dr. J. Feij	VU	W&O Psychology
Dr. C. Finkenauer	VU	Social Psychology
Prof.dr. A.H. Fischer	UvA	Social Psychology
Prof.dr. H.v.d. Flier	VU	W&O Psychology
Prof.dr. M. Frese	Univ Giessen	W&O Psychology
Dr. E. Gordijn	RuG	S&O Psychology
Dr. F. Harinck	UL	S&O Psychology
Dr. O. Janssen	RuG	HRM
Prof.dr. K. Jehn-den Hartog	UL	S&O Psychology
Prof.dr. H. Kelderman	VU	W&O Psychology
Prof.dr. P.G. Klandermans	VU	Social Sciences
Dr. E. Kluwer	UU	S&O Psychology
Dr. B. van Knippenberg	VU	W&O Psychology
Dr. S. Koole	VU	Social Psychology
Prof.dr. P.L. Koopman	VU	W&O Psychology
Prof.dr. P.A.M. van Lange	VU	Social Psychology
Prof.dr. R.W. Meertens	UvA	Social Psychology
Dr. B. Nijstad	UvA	W&O Psychology
Dr. S. Otten	RuG	S&O Psychology

Name	Institute	Department
Prof.dr. J.P.L.M. van Oudenhoven	RuG	S&O Psychology
Prof.dr. K. v. Oudenhoven-v.d. Zee	RuG	S&O Psychology
Prof.dr. J. v.d. Pligt	UvA	Social Psychology
Prof.dr. Y. Poortinga	UvT	Psychology & Society
Dr. M.A.M. Poppe	UvT	Psychology & Society
Dr. J.W. van Prooijen	VU	Social Psychology
Dr. B. de Raad	RuG	Pers. Psychology
Prof.dr. G.R. Semin	VU	Social Psychology
Dr. F.W. Siero	RuG	S&O Psychology
Prof.dr. R. Spears	UvA	Social Psychology
Dr. H. Staats	UL	S&O Psychology
Prof.dr. D.A. Stapel	RuG	S&O Psychology
Dr. H. Steensma	UL	S&O Psychology
Prof.dr. W. Stroebe	UU	S&O Psychology
Dr. G. van der Vegt	RuG	HRM
Dr. R. Vermunt	UL	S&O Psychology
Dr. A.E.M. v. Vianen	UvA	W&O Psychology
Prof.dr. F. van de Vijver	UvT	Psychology & Society
Prof.dr. E.v.d. Vliert	RuG	S&O Psychology
Prof.dr. H. de Vries	UM	Health Promotion
Prof.dr. N. de Vries	UM	Health Promotion
Prof.dr. N.W. van Yperen	RuG	S&O Psychology
Prof.dr. M. Zeelenberg	UvT	Psychology & Society

Appendix - Overview teaching program 2005-2006

	2005				2006							
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	
Introductory courses												
Introduction						10						
SOFA's						10						
How to publish/APA		14										
Advanced courses												
Writing English												
How to present		4-5										
Methodo. and pract.												
Methodological seminars	21-22											
Reading and reviewing					20	17						
Biopac												
Theory-oriented												
Social Cognition			xx									
- Emotions in cognitions							13-14					
Interpersonal Processes							x/	x				
- Intuitive mind-reading	13-14											
Group and Organizational P.	29											
- Group diversity research												
Group Proc. and Intergroup Rel.	6											
- Social identities										xx/	xx	
Advances in implicit motivation						21-22						
The motivation cognition interface												
Evolutionary social psychology							3-4					
Joint seminars												
Self-conscious emotions			xx									
Social psychology and culture			7-8									

xx = month is known, but specific date is to be announced