

# **KURT LEWIN INSTITUTE**

## **TEACHING PROGRAM**

**2010-2011**

Kurt Lewin Instituut  
Universiteit van Amsterdam  
Roetersstraat 15  
1018 WB Amsterdam  
T: +31 (0)20 525 6747  
F: +31 (0)20 639 0531  
E: [kurtlewininstituut@uva.nl](mailto:kurtlewininstituut@uva.nl)  
W: <http://www.kurtlewininstituut.nl/>



## Table of contents

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Preface	4
Introduction to the Kurt Lewin Institute	5
Teaching staff 2010-2011	7
General information	9
Addresses of participating universities	12
Basic Courses (obligatory)	13
Methodology and Practical Skills Courses	15
Research Group Meetings	23
Theory-oriented Workshops	25
Faculty of the KLI	36
Appendix - Overview teaching program 2010-2011	38

## Preface

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This teaching program includes general information about the Kurt Lewin Institute (KLI), regulations, and listings of participating universities and KLI faculty. Most importantly, however, it presents an overview of the courses and workshops offered by the KLI in the academic year 2010-2011.

The KLI offers 2 basic courses, several courses on methodology and practical skills, research group meetings and several theory oriented workshops. To name a few, there will be workshops on social regulation of emotions, creativity, evolutionary Social and Organizational Psychology, the role of the motivational system in positive and negative emotions, recent developments in affective science, and on conducting field experiments. We are fortunate to have many (international) experts as teachers such as Gerald Clore and James Coan from the University of Virginia, Eddie Harmon-Jones from Texas A&M University, and Wesley Schultz from California State University in our courses and workshops.

With these workshops, meetings and courses we hope to manage a high quality program. We believe that both Ph.D. students as well as postdocs and faculty will benefit from the courses and workshops that are organized and hosted by the KLI faculty.

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

Ernestine Gordijn  
Teaching Director

## **Introduction to the Kurt Lewin Institute**

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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: VU University Amsterdam (VU), University of Amsterdam (UvA), University of Groningen (RuG), Leiden University (UL) and Utrecht University (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. Jens A. Förster (General Director)

Prof.dr. Eric van Dijk (Research Director)

Prof.dr. Ernestine H. Gordijn (Teaching Director)

#### *General Board*

Prof.dr. Naomi Ellemers (chair)

Prof.dr. Kees van den Bos

Prof.dr. Agneta H. Fischer

Prof.dr. Paul A.M. van Lange

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

Prof.dr. Nico van Yperen

Prof.dr. Daniël H.J. Wigboldus (external member)

#### *Teaching Committee*

Prof.dr. Ernestine H. Gordijn (chair)

Dr. Wilco W. van Dijk

Dr. Daan T. Scheepers

Drs. Iris K. Schneider (representative of Ph.D. students)

*Research Committee*

Prof.dr. Eric van Dijk (chair)

Dr. Belle Derks

Dr. Gerben A. van Kleef

Prof.dr. Wolfgang Stroebe

Prof.dr. Barbara M. Wisse

*Representative of Ph.D. students*

The Representative of Ph.D. students within the KLI is drs. Iris Schneider (Department of Social Psychology, University of Amsterdam), contact T: 020 - 525 6886, E: i.k.schneider@uva.nl.

*Participating Universities*

VU University Amsterdam (VU)

University of Amsterdam (UvA)

University of Groningen (RuG)

Leiden University (UL)

Utrecht University (UU)

*Office Manager*

Drs. Anouk K. Evers

University of Amsterdam

Kurt Lewin Institute

Roetersstraat 15

1018 WB Amsterdam

T: +31 (0)20 525 6747

F: +31 (0)20 639 0531

E: kurtlewininstituut@uva.nl

**Confidential Advisors**

The KLI has appointed two confidential advisors (vertrouwenspersonen), to whom students can turn to confidentially ask advice about problems they may encounter with their supervisor or host institution:

- Dr. Jose Heesink (Assistant Professor Organizational Psychology, University of Groningen), contact T: 050 – 363 6424, E: J.A.M.Heesink@rug.nl
- Prof.dr. Tineke Willemsen (emeritus, Department of Psychology and Society, University of Tilburg), contact T: 020 – 330 7395, E: T.M.Willemsen@uvt.nl

## Teaching staff in 2010–2011

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<b>Name</b>	<b>Course/workshop</b>
Prof.dr. H. Aarts	- SC Research Meetings Affective Science-Recent developments (SC) Approach and Avoidance Motivation
Drs. J. Baas	- Pursuing a career
Drs. J-W. Bolderdijk	- Conducting Field Experiments
Prof.dr. J. Coan	- Our Social Baseline (IP)
Dr. B. Derks	- GP&IR Research Meetings
Prof.dr. E. van Dijk	- Introduction to the KLI
Dr. B. Doosje	- Introduction to SEM (using EQS) - GP&IR Research Meetings
Prof.dr. C.K.W. de Dreu	- How to Publish and Review
Prof.dr. N. Ellemers	- Pursuing a career
Dr. C. Finkenauer	- Our Social Baseline (IP) - Hierarchical Linear Modeling - IP Research Meetings
Prof.dr. J.A. Förster	- Introduction to the KLI - SC Research Meetings - Affective Science-Recent developments (SC)
Dr. M. Gallucci	- Methodological Seminars
Prof.dr. E.H. Gordijn	- SC Research Meetings - Affective Science-Recent developments (SC)
Dr. L.L. Greer	- G&OP Research Meetings
Dr. M. Häfner	- Our Social Baseline (IP) - IP Research Meetings
Prof.dr. E. Harmon-Jones	- Approach and Avoidance Motivation
Dr. E. Kamans	- Introduction to the KLI
Dr. J. Karremans	- IP Research Meetings
Drs. K. Keizer	- Conducting Field Experiments
Drs. D. Lakens	- Authorware
Prof.dr. P.A.M. van Lange	- How to Publish and Review
Dr. J.-W. van Prooijen	- Authorware
Dr. C.P. Reinders Folmer	- Authorware
Dr. E. Rietzschel	- Creativity Research in Action
Dr. M. Rotteveel	- Psychophysiological Measures
Dr. D. Rus	- Creativity Research in Action
Dr. K.I. Ruys	- Approach and Avoidance Motivation
Dr. D. Scheepers	- Psychophysiological Measures
Prof.dr. W. Schultz	- Conducting Field Experiments
Prof.dr. G.R. Semin	- SC Research Meetings - Affective Science-Recent developments (SC)

**Name**

**Course/workshop**

Prof.dr. L. Steg

- Conducting Field Experiments

Dr. W. Steinel

- G&OP Research Meetings

Dr. H. Veling

- Affective Science-Recent developments (SC)

Prof.dr. M. van Vugt

- Approach and Avoidance Motivation

Dr. L. Wijngaards-de Meij

- Evolutionary Social and Organizational Psychology

Dr. M. van Zomeren

- Hierarchical Linear Modeling

Drs. I.K. Schneider

- GP&IR Research Meetings

- Introduction to the KLI

## General information

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### Enrollment

Ph.D. students can enroll in KLI-courses by registering with the KLI-office two times a year: for courses in the first semester (September-December) until August 15, 2010 and for the second semester (January-June) until December 15, 2010. New Ph.D. students can also enroll during the rest of the year. All KLI members will receive a call for enrollment by e-mail and an overview of all enrollments after the deadline for registration. Note: *non-members* will be notified about whether they can participate *one month prior to the course/workshop* they enrolled in.

KLI-members can also enroll in courses/workshops online in the member section on the website. Members will be informed about the procedure and receive login information by e-mail.

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

If you are unable to attend a course or workshop please cancel your enrollment at the KLI-office at least a week prior to the course. In case of later cancelation, or not participating without notifying the KLI-office, 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.

### Costs

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 75 Euro per day, for which an invoice will be sent at the end of each semester.

### Types of teaching

The KLI offers five types of teaching: basic courses, methodology and practical skills courses, research group meetings, theory-oriented workshops and joint seminars.

#### *Basic Courses*

Ph.D. students of the KLI are obliged to participate in the basic courses. These courses are intended to improve communication skills in academic publishing, reviewing and presenting, and for new Ph.D. student members to get acquainted with the KLI and each other.

### *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 (SC) 2. Interpersonal Processes (IP) 3. Group and Organizational Processes (G&OP) and 4. Group Processes and Intergroup Relations (GP&IR). These research meetings are excellent opportunities for exchanging information and ideas between the faculty and Ph.D. students. In principle each research group organizes two meetings each year. Ph.D. students are expected to (informally) present their own research once a year if possible, and they will receive feedback from KLI faculty and fellow Ph.D. students. Participants can for example practice a presentation they will give at a conference, present research ideas, preliminary data, or discuss a paper they are currently writing and get feedback from colleagues. Occasionally (national and international) experts in the field will be invited to organize a workshop.

All KLI PhD student members are expected to join at least one of the research groups and attend both meetings.

### *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 two-day workshop that is open to all KLI Ph.D. students. The organizing department and the KLI share the costs.

### **KLI Conference**

Every other year a two-day KLI conference is held in which all KLI faculty and Ph.D. students can participate. The next KLI conference will be organized in 2012.

## 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 'Introduction to the KLI', 'How to Present'<sup>1</sup>, 'Writing English for Publication'<sup>1</sup> and 'How to Publish and Review'<sup>2</sup>
- 10 theory-oriented and/or methodology and practical skills courses;
- Supervision of dissertation by a member of the KLI faculty;
- Completion and successful defense of the Ph.D. thesis.

*For Ph.D. students who became a KLI member after September 1<sup>st</sup> 2008, the courses 'How to Present' and 'Writing English for Publication' are no longer a prerequisite to obtain the KLI-certificate.*

*For Ph.D. students who were already a KLI member prior to September 1<sup>st</sup> 2008, completion of a course in writing scientific English and presenting research remains a prerequisite to obtain the KLI certificate. Dispensation can be asked for at the KLI-office, on the basis of one of the following:*

- a. a completed Research Master at one of the institutes participating in the KLI (UvA, VU, RuG, UL and UU);
- b. a completed Research Master at another institute, on the condition that teaching in writing scientific English and presenting research was part of the curriculum;
- c. for writing scientific English: a completed English language Master;
- d. establishing in some other way that the Ph.D. student has acquired these skills, for example, by means of:
  - a certificate of participation in a relevant course on at least the level of a Research Master
  - with respect to writing scientific English: an English language manuscript written (mostly) by the Ph.D. student, with a statement of one of the supervisors that the Ph.D. student masters these skills.

<sup>1</sup> As of the academic year 2008-2009 the basic courses 'How to Present' and 'Writing English for Publication' are no longer offered in the KLI teaching program. All institutes participating in the KLI (UVA, VU, RuG, UL and UU) now offer a research master program in which students have sufficient opportunities to learn these skills. Most new Ph.D. students of the KLI are expected to have completed a research master.

<sup>2</sup> KLI members who have completed the KLI course 'How to Publish/APA' and/or 'Reading and Reviewing the Empirical Journal Article' can request for an exemption for one or both days of this course at the KLI office.

## Addresses of participating universities

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### **VU University Amsterdam**

Van der Boechorststraat 1  
1081 BT Amsterdam

- Department of Social & Organizational Psychology  
T: +31 (0)20 598 8700 F: +31 (0)20 598 8702

### **University of Amsterdam**

Roetersstraat 15  
1018 WB Amsterdam

- Department of Social Psychology  
T: +31 (0)20 525 6890 F: +31 (0)20 639 1896
- Department of Work & Organizational Psychology  
T: +31 (0)20 525 6860 F: +31 (0)20 639 0531

### **University of Groningen**

Grote Kruisstraat 2/1  
9712 TS Groningen

- Department of Social & Organizational Psychology  
T: +31 (0)50 363 6386 F: +31 (0)50 363 4581

### **Leiden University**

P.O. Box 9555  
2300 RB Leiden

- Department of Social & Organizational Psychology  
T: +31 (0)71 527 3705 F: +31 (0)71 527 3619

### **Utrecht University**

P.O. Box 80140  
3508 TC Utrecht

- Department of Social & Organizational Psychology  
T: +31 (0)35 253 4794 F: +31 (0)35 253 7584

## Basic Courses

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### *Introductory Courses for first-year Ph.D. students*

<i>Title:</i>	<b>Introduction to the Kurt Lewin Institute</b>
<i>Teaching staff:</i>	Prof.dr. Jens A. Förster (UvA), prof.dr. Eric van Dijk (UL), prof.dr. Ernestine H. Gordijn (RuG), drs. Iris K. Schneider (UvA), dr. Elanor Kamans (RuG)
<i>Type of course:</i>	Basic course
<i>Date:</i>	November 5, 2010
<i>Duration:</i>	11.00 am - 16.30 pm (drinks afterwards)
<i>Location:</i>	University of Amsterdam
<i>Language:</i>	Dutch or English (depending on participants)
<i>Content:</i>	The aim of this introduction is two-fold. First, new Ph.D. students are familiarized with the Kurt Lewin Institute. In addition, the management and opportunities of the Ph.D. research program and the KLI teaching program will be outlined. The second purpose of this meeting is to introduce your own Ph.D.-project and to exchange ideas with other new Ph.D. students.
<i>Format:</i>	In the morning the Executive Committee of the KLI will offer an insight into the scope, management, history and future of the KLI. After lunch senior Ph.D. students in different stages of their project will share their research and project management experiences and their plans for the future. In the afternoon, participants are asked to introduce their own research projects and will prepare a brief presentation in small groups. Here, we will focus on the introduction of research programs to scientific and laymen audiences.

<i>Title:</i>	<b>How to Publish and Review</b>
<i>Teaching staff:</i>	Prof.dr. Tom Postmes, dr. Martijn van Zomeren (RuG)
<i>Type of course:</i>	Basic course
<i>Date:</i>	April 11-12, 2011
<i>Duration:</i>	2 days
<i>Location:</i>	University of Groningen
<i>Language:</i>	English
<i>Enrollment:</i>	Maximum 25 participants
<i>Content:</i>	<p>The focus of Day 1 is on how to publish research articles. The objective is to present and discuss all important aspects of the process of getting one's work published in international refereed journals. The main topics for publishing are (1) manuscript preparation, form and content; and (2) strategic issues in publishing (such as choice of journal, how to react to reviews).</p> <p>The focus of Day 2 is on how to review a paper that is submitted for publication. The main topics are (1) how to structure and write a review; (2) when to accept or decline an invitation to review; and (3) what happens after you wrote your review. During both days, there will be ample opportunity for participants in the workshop to ask questions and to engage in discussion.</p> <p>Note: KLI members who have completed the course 'How to Publish/APA' and/or 'Reading and Reviewing the Empirical Journal Article' can request for an exemption for one or both days of this course at the KLI office.</p>
<i>Format:</i>	Participants are expected to actively participate in each meeting. Day 1 (publishing) asks each participant to write part of an introduction to be discussed during the course, and Day 2 (reviewing) asks each participant to write and submit a review of a manuscript prior to the meeting.
<i>Literature:</i>	To be announced.

## Methodology and Practical Skills Courses

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<i>Title:</i>	<b>Methodological Seminars</b>
<i>Teaching staff:</i>	Dr. Marcello Gallucci (University of Milano-Bicocca, Italy)
<i>Type of course:</i>	Methodology courses
<i>Date:</i>	September 29-30, 2010
<i>Duration:</i>	2 days: 10.00 am - 1.00 pm (seminars 1 and 2) and 2.00 - 5.00 pm (seminar 3)
<i>Location:</i>	University of Amsterdam
<i>Language:</i>	English
<i>Content:</i>	The seminars consist of the following three meetings:

### **1. A Moderated View of Regression: The general linear model and its applications to mediation and moderation**

Date: September 29, 2010

In this class we review the general linear model as applied to various research designs and problems, with particular emphasis on mediation and moderation models. We discuss a general approach to obtain effect sizes and hypothesis testing for regression, ANOVA and ANCOVA, path analysis, and models with continuous and nominal mediator and moderator variables.

### **2. Repetita Juvant: GLM, mixed models, and hierarchical linear models applied to within-subject and repeated measures designs**

Date: September 30, 2010

In this class we review theory and applications of the general mixed model, with fixed and random effects, applied to different repeated measure designs. The student will get familiar with the classical toolbox associated with the regression/ANOVA approach (i.e. simple effects analysis, simple slope analysis, planned comparisons, orthogonal contrasts), as it applies to clustered data in a repeated measures form. Differences and similarities between classical repeated measures ANOVA and HLM will be discussed.

### **3. Count On Me: The generalized linear model and other techniques to model non-normal, non-linear variables**

Date: September 30, 2010

In this class we review theory and applications of the generalized linear model, useful to analyze experimental data when the dependent variable cannot follow a normal distribution, such as nominal, categorical, counts, percentages, frequencies and response time kind of variables. Techniques such as logistic regression, Poisson regression, loglinear models are also discussed.

- Title:** **Programming Experiments in Authorware**
- Teaching staff:** Dr. Daniël Lakens (TUE), dr. Chris P. Reinders Folmer (EUR), dr. Jan-Willem van Prooijen (VU)
- Type of course:** Methodology course
- Date:** October 5, 2010
- Duration:** 1-day meeting preceded by four hours of preparation
- Location:** VU University Amsterdam
- Language:** English
- Enrollment:** Maximum 30 participants, of which 50 percent reserved for KLI members
- Content:** Nowadays the computer has become an indispensable tool for research in social psychology. Allowing experimental control and ease of data collection, most experiments are administered through a computer. Programming experiments, however, can be problematic – both for graduates and for more experienced researchers. The present course will teach participants how to make the experiment you want to make, and be limited by your imagination instead of your programming skills. This workshop is intended for students who use or expect to use Authorware to administer their experiments in a lab environment and are interested in learning the possibilities of Authorware and/or improving their programming skills. The workshop consists of two parts: a plenary workshop meeting and a self-study part before the meeting. During the first part of the meeting participants are introduced to the program and its interface, how to create interactivity, use functions and variables, and how to debug experiments.

During the second part of the meeting advanced possibilities of the program will be shown, such as enabling communication between cubicles, advanced visual interfaces, using E-Prime and Authorware together and the benefits of using more advanced functions and variables. Furthermore, participants are invited to contact the teachers with specific questions encountered in their own programming, or make known any wishes they have for future experiments on which they need some help with programming.

A workbook and goodie bag is given after attending the workshop. By working through the workbook and completing exercises, novice programmers learn the basics of Authorware and more advanced users will expand the possibilities for future experiments. The teaching staff will be available for any questions through e-mail and instant messenger for people who chose to work through the workbook after the workshop.

*Literature:* Lakens, D. (2005). Authorware Guide for Experiments. Available online from the author's website.

*Title:* **Pursuing a career in or outside science**

*Teaching staff:* Prof.dr. Naomi Ellemers (UL), drs. Joost Baas (Management coaching) and a guest teacher (to be announced)

*Type of course:* Practical course

*Date:* Day 1: November 30, 2010. Day 2: January 11, 2011.

*Duration:* 2 days. First part: 1 day (theory and data, analysis of own career development goals, assignments for second part)  
Second part: 1 day (preparing a cv for 'external' use, how to present yourself to different employers)

*Location:* Leiden University

*Language:* Dutch or English (depending on participants)

*Enrollment:* Please note: The two parts are integrated into a single course. It is not possible to participate in one of the two parts only. Maximum number of participants: 25.

*Content:* The Ph.D. trajectory often constitutes the first step of a further career as a social/organizational psychologist, in or outside science. Accordingly, during this first career stage, Ph.D. students are further socialized as scientific researchers, and are in the process of learning what is the best way for them to function effectively in a research environment. An important decision to make during this period is what it is they actually want in their professional career, and what is the best way for them to realize their ambitions.

*Format:* This course consists of two parts.

*Day 1:* The first part is intended to explicitly address the question of what students want to get out of their professional careers, to consider the possibilities and consequences of pursuing a career as a scientific psychologist, and to become aware of the choices that can be (and need to be!) made. Specific topics of concern include setting career goals and dealing with feedback on scientific work, coping with the organizational culture and office politics, establishing effective working relationships with other researchers, etc. Based on statistical data, social psychological theory, and results from scientific research, participants will first be reminded of the psychological processes that are also relevant for the development of their own professional careers. In doing this, special attention will be devoted to the ways these processes can work differently for men and for women. The aim of this part of the course is for students to find out what is the best way for them to achieve optimal effectiveness and satisfaction in their own work-related interactions, during their Ph.D. and later in their professional careers.

*Day 2:* The second part of the course takes place a few weeks later, after students have had time to further consider their own career goals in view of what they have learned during the first part of the course. The second part more explicitly addresses different career possibilities inside and outside science. This part of the course focuses on how the skills acquired during their Ph.D. trajectory may be valued in different types of careers.

In this part of the course students practice how to present their skills and achievements to others, and how this can help them find a job outside the university. Practicing this orally and in writing, and receiving feedback from the course teachers and other students will help learn more about the things to consider when pursuing a professional career in different types of organizations.

<i>Title:</i>	<b>Hierarchical Linear Modeling: A guided tour</b>
<i>Teaching staff:</i>	Dr. Leoniek Wijngaards-de Meij and colleague (UU), dr. Catrin Finkenauer (VU)
<i>Type of course:</i>	Methodology course
<i>Date:</i>	March 24-25, 2011
<i>Duration:</i>	2 days, 10.00 am - 5.00 pm
<i>Location:</i>	VU University Amsterdam
<i>Language:</i>	English
<i>Enrollment:</i>	Maximum 30 participants
<i>Content:</i>	<p>In social psychological research researchers are increasingly confronted with different levels of nesting. People can be nested in dyads or groups, individual responses may be nested in individuals, and to make matters even more complicated, answers may be nested in individuals and individuals may be nested in dyads or groups. These types of data require Hierarchical Linear Modeling (HLM), also known as multilevel analysis. HLM not only corrects for the dependency of the data (avoiding spurious significant results), it also enables the researcher with numerous possibilities (e.g., the inclusion of predictors of multiple levels, studying individual patterns of change over time, and studying actor and partner effects all in one design).</p> <p>In social science research, HLM is increasingly the standard for dealing with nested data. Researchers typically do not realize how often data is nested: HLM can be applied on all data with interdependence issues, including group research, research on dyads, repeated measures and time-lagged analyses (where it can handle missing values more effectively than other methods) and even meta-analyses.</p> <p>As HLM increases in popularity, it increasingly becomes part of the standard skills of social psychology researchers.</p>

This workshop is designed to give participants a practical introduction to the main concepts and principles of HLM, including hands-on experience of conducting various multilevel analyses using HLM software (mostly SPSS). During the two-day workshop participants will learn to translate a social scientific theory involving different levels of nesting into a statistical model and to analyze whether the model fits the data. The emphasis of this workshop is on the methodology of HLM rather than on its statistical backgrounds, and on the use of SPSS (and potential other software) for HLM analyses. To get most out of the workshop, participants should have a reasonable working knowledge of multiple regression and/or general linear model analyses, but no previous experience of HLM is required.

*Format:* Day 1&2: Morning: Conceptual issues. Afternoon: Exercises.

*Title:* **Introduction to Structural Equation Modelling (using EQS)**

*Teaching staff:* Dr. Bertjan Doosje (UvA)

*Type of course:* Methodology course

*Date:* May 16, 2011

*Duration:* 1 day

*Location:* Leiden University

*Language:* English

*Enrollment:* Maximum 25 participants

*Content:* Structural equation modelling (SEM) has become an important new statistical tool to analyze (social) psychological data. It can be used to analyze large correlational datasets. However, it is also possible to test different models in experimental research (given a large sample size per cell).

This one-day workshop provides an introduction to SEM. In the first part of the workshop, we will outline the conditions under which to use and not to use SEM. As such, we discuss the benefits and limitations of SEM. In the 2nd part of the workshop, we will briefly introduce one of the computer programs that is available to run SEM-analyses, namely EQS.

In the third and final part of this workshop, each participant will have access to a computer, and receives a dataset and an assignment to run some EQS-analyses themselves.

*Literature:*

To be read BEFORE the workshop:

Doosje, B. (2006). EQS-manual for beginners, Version 1.

Field, A. (2006). Structural Equation Modelling (SEM). From his website.

Pennekamp, S.F., Doosje, B., Zebel S. and Fischer, A.H. (2007). The Past and the Pending: The Antecedents and Consequences of Group-Based Anger in Historically and Currently Disadvantaged Groups. *Group Processes & Intergroup Relations*, 10(1), 41–55.

*Title:*

**Applying Psychophysiological Measures to Social Psychological Research**

*Teaching staff:*

Dr. Mark Rotteveel (UvA), dr. Daan Scheepers (UL)

*Type of course:*

Methodology course

*Date:*

June 6-7, 2011

*Duration:*

2 days

*Location:*

University of Amsterdam

*Language:*

Dutch or English (depending on participants)

*Enrollment:*

Maximum 15 participants

*Content:*

The aims with the current workshop are two-fold. The first is to make the participants actively think about what psychophysiology can add to their research. To this end we there will be a general introduction of a range of measures that might be of interest to social psychologists (cardiovascular measures, EMG, GSR, EEG, ERP, fMRI). In addition, participants will work in subgroups to design a research proposal involving physiological measures. The second aim is to get a flavour of how it is to work with physiological measures. To this end there will be (basic) practica on EMG and blood pressure measurements. Although after the workshop the participant will not be a full-trained psychophysiologicalist, he or she should have a clear insight in what social psychophysiology can add to his or her project, as well as an impression of the practicalities around taking psychophysiological measurements.

- Literature:*
- Amodio, D.M., Harmon-Jones, E., Devine, P.G., Curtin, J.J., Hartley, S.L., Covert, A.E. (2004). Neural signals for the detection of unintentional race bias, *Psychological Science*, 15, 88–93.
- Blascovich, J. (2000). Psychophysiological methods. In H.T. Reis, H., & C.M. Judd (Eds.). *Handbook of research methods in social psychology* (pp. 117-137). Cambridge UK: Cambridge University Press.
- Cacioppo, J.T. (2002). Social neuroscience: Understanding the pieces fosters understanding the whole and vice versa. *The American Psychologist*, 57(11), 819-830.
- Vrana, S. R., & Rollock, D. (1998). Physiological response to a minimal social encounter: Effects of gender, ethnicity, and social context. *Psychophysiology*, 35, 462 – 469.
- Winkielman P. & Cacioppo, J. T. (2001). Mind at ease puts a smile on the face: Psychophysiological evidence that processing facilitation elicits positive affect. *Journal of Personality and Social Psychology*, 81, 989–1000.

## Research Group Meetings

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- Title:** **Social Cognition Research Meetings**
- Teaching staff:** Coordinators: prof.dr. Gün R. Semin, prof.dr. Henk Aarts (UU), prof.dr. Ernestine H. Gordijn (RuG), prof.dr. Jens A. Förster (UvA)
- Type of course:** Thematic Research Meeting
- Date:** 2 times a year. First meeting on November 25-26, 2010. Second meeting on April 28-29, 2011 (see page 25)
- Duration:** 2 days per meeting, 10.00 am - 5.00 pm
- Location:** First meeting at University of Amsterdam, second meeting at Utrecht University
- Language:** English
- 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 organize a workshop. For further general information on these meetings also see page 10 of this Teaching Program.
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- Title:** **Interpersonal Processes Research Meetings**
- Teaching staff:** Coordinators: dr. Catrin Finkenauer (VU), dr. Michael Häfner (UU), dr. Johan Karremans (RU) as invited speaker and additional teacher
- Type of course:** Thematic Research Meeting
- Date:** 2 times a year. First meeting on September 16, 2010. Second meeting on March 7-8, 2011 (see page 26).
- Duration:** 1 or 2 days per meeting, 10.00 am - 5.00 pm
- Location:** First meeting at Utrecht University, second meeting at VU University Amsterdam.
- Language:** Dutch or English (depending on participants)
- 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 organize a workshop. For further general information on these meetings also see page 10 of this Teaching Program.

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

**Teaching staff:** Coordinators: dr. Wolfgang Steinel (UL), dr. Lindy Greer (UvA)

**Type of course:** Thematic Research Meeting

**Date:** 2 times a year. First meeting on September 24, 2010. Second meeting on February 18, 2011.

**Duration:** 1 day per meeting, 10.00/11.00 am – 5.00 pm

**Location:** First meeting at Leiden University. Second meeting at University of Amsterdam.

**Language:** Dutch or English (depending on participants)

**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 organize a workshop. For further general information on these meetings also see page 10 of this Teaching Program.

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

**Teaching staff:** Coordinators: dr. Bertjan Doosje (UvA), dr. Martijn van Zomeren (RuG), dr. Belle Derks (UL)

**Type of course:** Thematic Research Meeting

**Date:** 2 times a year. First meeting on October 11-12, 2010. Second meeting to be announced – 2 days in spring 2011.

**Duration:** 2 days per meeting

**Location:** Rotating, first meeting at University of Amsterdam

**Language:** English

**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 organize a workshop. For further general information on these meetings also see page 10 of this Teaching Program.

## Theory-oriented Workshops

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<i>Title:</i>	<b>Social Cognition: Affective Science – Recent developments</b>
<i>Teaching staff:</i>	Prof.dr. Gerald Clore (University of Virginia), prof.dr. Gün Semin (UU), prof.dr. Henk Aarts (UU), prof.dr. Jens Förster (UvA), prof.dr. Ernestine Gordijn (RuG)
<i>Type of course:</i>	Workshop Research Group “Social Cognition”
<i>Date:</i>	April 28-29, 2011
<i>Duration:</i>	2 days, 10.00 a.m. - 5.00 p.m.
<i>Location:</i>	Utrecht University
<i>Language:</i>	English
<i>Enrollment:</i>	Maximum 25 participants
<i>Content:</i>	Prof.dr. Gerald L. Clore (University of Virginia) will provide a detailed and insightful overview of two central developments in affective science.

### *Day 1: How the Object of Affect Guides its Impact*

I elaborate the idea that the impact of an emotion depends on its object. Impact depends also on which emotion is involved, of course. But what makes an emotion specific in the first place is the class of objects that defines it. That is, emotions differ from each other basically in terms of the kinds of situations that each takes as an object. I present research asking whether the impact of mood also depends on its object, a view that is contrary to most current theorizing. If affect is essentially embodied information about value, then it should increase or decrease the apparent value of whatever is in mind at the time. Although emotion is always about the here and now, our capacity for abstract thought means that the human here and now includes anticipation and imagination as well as perception. I conclude by asking about the curious power conferred by uncertain, abstract, and unconstrained emotional objects.

### *Day 2: Emotion and Perception: A New “New Look”*

I briefly review the “New Look” in perception from 60 years ago and discuss current work examining related issues. I propose that both perception and emotion are organized around the need to manage bodily resources of energy.

Research shows that perception of the physical world is sensitive to changes in the available resources for action, raising the possibility that emotion might serve a similar function. In addition to research implicating physical resources, new research makes a similar argument for social resources. Thus, I sketch an interpretation of emotion that emphasizes the information and motivation it provides about personal and social resources.

Both sessions will be during the mornings with ample time for discussion. The afternoon session will be devoted to student presentations.

*Literature:* To be announced.

*Title:* **Our Social Baseline: The Social Regulation of Emotion and its Impact on Health, Well-Being, and the Management of Neural Resources**

*Teaching staff:* Prof.dr. James Coan (University of Virginia), dr. Catrin Finkenauer (VU), dr. Michael Häfner (UU)

*Type of course:* Workshop Research Group "Interpersonal Processes"

*Date:* March 7-8, 2011

*Duration:* 2 days, 10.00 am - 5.00 pm

*Location:* VU University Amsterdam

*Language:* English

*Content:* Psychologists and health professionals have known for decades that human health and well being is powerfully linked to our emotion regulation capabilities and the quality of the relationships we inhabit. In recent years, a great deal of work has been done to uncover some of the neural mechanisms responsible for these links. For this workshop, we will explore the how humans utilize social proximity and behavior to economize emotion-regulation needs at both the intra- and inter- personal level.

*Format:* *Day 1: Tentative Title: Emotional Behavior and the Social Regulation of Emotion*

After a brief introduction of participants and teachers, Professor Coan (University of Virginia) will present some of his past and present research on emotional behavior between couples, and how couples utilize emotional behavior to regulate emotion - even pain - in themselves and each other (Gottman, Coan, Carerre & Swanson, 1998;

Coan, Allen & Harmon-Jones, 2001; Coan, Schaefer & Davidson, 2006, Coan, 2008). In the afternoon, students will give presentations. Beforehand, students will submit a brief abstract of their research. 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 Coan's work if it makes sense to do so. Participants will get detailed feedback from Professor Coan and the other participants of the workshop.

*Day 2: Tentative Title: Individual Emotion Regulation Capabilities and their Interaction with Social Resources*

The second day will address individual differences in self-regulation capabilities that may serve as protective or risk factors in the face of situational stressors (Coan & Allen, 2004; Coan, Allen & McKnight, 2006). We'll discuss how these individual capabilities interact with prevailing social resources to determine adjustment outcomes. Again, after this presentation, workshop participants will be invited to present their own research. Beforehand, students will submit a brief abstract of their research. Students whose research is most closely related to the morning's presentation will be asked to present their own work and receive feedback from Prof. Coan and fellow students. Afterward, students will discuss in groups how the day's topic may apply to their own research. Each group will present a research idea relevant to the material presented in the workshop. This will be followed with a brainstorm session on the implications of the ideas discussed in the workshop and on what students can learn from this for their own research endeavors.

*Literature:*

- Coan, J.A. (2010). Adult attachment and the brain. *Journal of Social and Personal Relationships*, 27, 210-217.
- Coan, J. A. (2008). Toward a neuroscience of attachment. In J. Cassidy and P. R. Shaver (Eds.) *Handbook of attachment: Theory, research, and clinical applications*, 2nd edition. (pp. 241-265). New York: Guilford Press.
- Coan, J.A., Schaefer, H. S. & Davidson, R. J. (2006). Lending a hand: Social regulation of the neural response to threat. *Psychological Science*, 17, 1032-1039.

- Coan, J. A., Allen, J. J. B. & McKnight, P. E. (2006). A capability model of individual differences in frontal EEG asymmetry. *Biological Psychology*, 72, 198-207.
- Coan, J. A. & Allen, J. J. B. (2004). Frontal EEG asymmetry as a moderator and mediator of emotion. *Biological Psychology*, 67, 7-49.
- Coan, J.A., Allen, J.J.B., & Harmon-Jones, E. (2001). Voluntary facial expression and hemispheric asymmetry over the frontal cortex. *Psychophysiology*, 38, 912-925.
- Gottman, J.M., Coan, J.A., Carrere, S., & Swanson, C. (1998). Predicting marital happiness and stability from newlywed interactions. *Journal of Marriage and the Family*, 60, 5-22.

*Title:* **Approach and Avoidance Motivation in Positive and Negative Affect**

*Teaching staff:* Prof.dr. Eddie Harmon-Jones (Texas A&M University), dr. Harm Veling, dr. Kirsten Ruys, prof.dr. Henk Aarts (UU)

*Type of course:* Workshop

*Date:* November 11-12, 2010

*Duration:* 2 days, 10.00 am - 5.00 pm

*Location:* Utrecht University

*Language:* English

*Enrollment:* Maximum 25 participants

*Content:* To predict the behavioral and cognitive consequences of emotions that emerge, emotions are often categorized on a valence dimension, based on the positive or negative feelings that they elicit. Recent research indicates however that the motivational dimension of emotions is even more important in determining the behavioral and cognitive consequences of emotions. In this workshop, Dr. Eddie Harmon-Jones (Texas A&M University) will provide a detailed and insightful overview of his research showing experimental, physiological, and neurological evidence for the role of the motivational system in positive and negative emotions. Dr. Harmon-Jones is a leading researcher on the interface of emotion and motivation and publishes widely in top-tier journals in the domain of emotion, motivation, and social neuroscience.

*Format:* *Day 1:* After introducing participants and teachers, dr. Harmon-Jones will present a range of evidence concerning the motivational underpinnings of anger as an affect, with particular reference to the relationship between anger and anxiety or fear. The evidence supports the view that anger relates to an appetitive or approach motivational system, whereas anxiety relates to an aversive or avoidance motivational system. In the afternoon, KLI students will be given the opportunity to present their research related to motivation and emotion. Beforehand, students are asked to submit a brief outline of their research. Based on these outlines, students whose research is most closely related to the topics of the workshop will be invited to give a presentation.

*Day 2:* In the morning, dr. Harmon-Jones will talk about research on the cognitive consequences of positive affect. He will present a motivational dimension model of affect that expands understanding of how affective states influence attentional and cognitive breadth. He will discuss research that has varied the motivational intensity of positive and negative affect and found that affect of low motivational intensity broadens cognitive processes, whereas affect of high motivational intensity narrows cognitive processes. After the presentation, students and teaching staff will engage in a plenary discussion on pressing issues in the literature concerning the relation between motivation and emotion. Students have to prepare an assignment for this at home. In the afternoon, students will be given the opportunity to present their research related to motivation and emotion. The workshop will be closed with a discussion and general conclusions.

*Literature:* Gable, P., & Harmon-Jones, E. (2010). The motivational dimensional model of affect: Implications for breadth of attention, memory, and cognitive categorization.

Carver, C. S., & Harmon-Jones, E. (2009). Anger is approach-related affect: Evidence and implications. *Psychological Bulletin*, 135, 183-204.

<i>Title:</i>	<b>Conducting Field Experiments</b>
<i>Teaching staff:</i>	Prof.dr. Wesley Schultz (California State University), prof.dr. Linda Steg, drs. Kees Keizer, drs. Jan Willem Bolderdijk (RuG)
<i>Type of course:</i>	Workshop
<i>Date:</i>	May 17-18, 2011
<i>Duration:</i>	2 days, 10.00 am - 5.00 pm
<i>Location:</i>	University of Groningen
<i>Language:</i>	English
<i>Enrollment:</i>	Maximum 20 participants
<i>Content:</i>	<p>One of the first methodological issues that confronts behavioral researchers is whether to conduct their studies in the laboratory or in the field. Often researchers rely on studies in the lab, because it is believed that lab studies allow researchers to have more control over the study. Another, maybe even more important reason, is that researchers are often far more familiar with designing and executing lab studies. But in recent years, there has been a resurgent interest among behavioral scientists in using field experiments, and there is a growing recognition of their importance in understanding human behavior. First, field experiments have high external validity, that is, the results and conclusions of field experiments are often more easily generalized to the population at large than results from lab studies. Second, a field experiment and its results are often more insightful, compelling and convincing to a broad audience. Due to this appealing factor, field researchers have managed to attract attention and resources from practitioners, policy makers and media.</p> <p>This workshop will provide the participants with training in field experiments. The workshop will focus on determining when to use a field experiment, key methodological considerations, and the scope, limitations and merits of field experiments. Students will learn and practice which issues to consider when designing and conducting field experiments, and can make use of the expertise of the lecturers. The lecturers have considerable experience in designing and conducting field experiments, and will share their expertise and experiences with the students.</p>

The lectures are highly interactive. Students are expected to be actively involved and respond to the topics being discussed, and to actively apply the knowledge gained by designing their own field experiments.

*Format:*

### Day 1

*Part 1:* General introductions by teachers

- Examples of recent field experiments
- Rationale for using field experiments
  - Social impact
  - External validity
- Scope and limitations of field experiments
  - Practical implications
  - Scientific rigor
  - Manipulations
- Guidelines for designing and conducting field experiments
  - Control
  - Research design
- Observational studies (Kees Keizer)
- Data gathering technology and research designs (Jan Willem Bolderdijk)

*Part 2:* Participants will design their own field experiments in detail, applying the knowledge and insights gained during the introductory talks.

### Day 2

*Part 1:* Presentations by teachers

- Collaborating with practitioners
  - Translate research questions into research designs
  - Translate results to practice
  - Possible conflicting interests
- The need for organizational support in conducting field experiments (Wesley Schultz)
- Interdisciplinary studies (Linda Steg)

*Part 2:* Participants will further develop the design of their own field experiments in detail, applying the knowledge and insights gained. Next, participants will give a brief presentation of the field experiment they designed. Other participants provide feedback on the field experiments, thereby focusing on whether the proposed research design allows to answer the research questions and enable a rigorous test of the hypotheses (be attentive of alternative explanations, etc.).

*Preparation:* Each participant will read the provided articles and develop a basic field experiment addressing his or her main research questions.

*Literature:* Examples of field experiments:

Abrahamse, W., Steg, L., Vlek, Ch., Rothengatter, T. (2007).

The effect of tailored information, goal setting and tailored feedback on household energy use, energy-related behaviors and behavioral antecedents. *Journal of Environmental Psychology*, 27, 265-276.

Bator, R., Bryan, A., & Schultz, P. W. (in press). Who gives a hoot? Intercept surveys of litterers and disposers. *Environment and Behavior*.

Keizer, K., Lindenberg, S., & Steg, L. (2008). The spreading of disorder. *Science*, 322, 1681-1685.

Nolan, J., Schultz, P. W., Cialdini, R. B., Griskevicius, V., & Goldstein, N. (2008). Normative social influence is underdetected. *Personality and Social Psychology Bulletin*, 34, 913-923.

Schultz, P. W., Khazian, A., & Zaleski, A. (2008). Using normative social influence to promote conservation among hotel guests. *Social Influence*, 3, 4-23.

*Title:* **Creativity research in action**

*Teaching staff:* Dr. Eric Rietzschel (RuG), dr. Diana Rus (RuG)

*Type of course:* Workshop

*Date:* Day 1 and 2: November 18-19, 2010

Day 3: May 26, 2011

*Duration:* 3 days, 10.00 am - 5.00 pm

*Location:* University of Groningen

*Language:* English

*Enrollment:* Maximum 15 participants

*Content:* Creativity is a highly valued, yet elusive performance dimension. Organizations covet it, because they need to innovate in order to survive; scientists and artists strive for it, because creativity can lead to excellence; ordinary people need it whenever routine solutions or procedures do not work. However, although everybody appreciates the importance of creativity, it is not always clear what exactly creativity is, or how it can be fruitfully studied. This workshop is intended for students who would like to study creativity, but are not sure how to do it.

Going beyond the typical course in which research ideas are discussed but not executed, this workshop is explicitly intended to lead to (publishable) research results. That is, the first two days of the workshop will be devoted to gaining a grounded understanding of creativity, and generating and refining research ideas. At the end of these two days, participants will form three groups, each of which will conduct a small creativity study during the following months. On the third day, the three projects and their results are presented and discussed. The goal is for each project to lead to a collaboratively written research article that can be submitted to a journal before or during the summer of 2011. Thus, the workshop will require more of an investment than the typical course, but in return participants will gain a much deeper understanding of the topic, plus (if all goes well) co-authorship on a new publication.

*Literature:* To be announced

*Title:* **Evolutionary Social and Organizational Psychology**

*Teaching staff:* Prof.dr. Mark van Vugt (VU)

*Type of course:* Workshop

*Date:* June 23, 2011

*Duration:* 1 day, 10.00 am - 5.00 pm

*Location:* VU University Amsterdam

*Language:* English

- Content:* This 1-day workshop will provide an introduction into the fast-grown field of evolutionary psychology, which is labeled by some theorists as the "new science of the mind (Buss, 2007; Pinker, 2002)." Evolutionary psychology, which has its roots in evolutionary biology, assumes that the human mind and human behavior are products of evolution through natural selection. Evolutionary thinking has now permeated virtually all areas of psychological science, from cognitive to developmental and from social to organizational psychology. In this 1-day workshop students will get an introduction into the historical and theoretical development of this field with a particular emphasis on theories and applications in the domain of interpersonal, group, and intergroup relationships. The aim of the workshop are three-fold: (a) introduction of the core theories and assumptions of evolutionary psychology; (b) increase understanding of the relevance of evolutionary theorizing for interpersonal, group and intergroup phenomena; (c) offer practical suggestions how to use evolutionary thinking to generate hypotheses and conduct research in social and organizational psychology.
- Format:* After a welcome, the workshop teacher will give an introduction into the field of evolutionary psychology by discussing relevant theories (such as parental investment theory and costly signaling theory), relevant concepts (such as fitness, selection pressures, adaptive problems etc), relevant methodologies for studying evolutionary hypotheses (from genetics and neuroscience to psychological survey and experiment) and potential criticisms. There will be a particular focus on applications relevant to social and organizational processes.
- Subsequently, workshop participants will work together in small groups to come up with evolutionary hypotheses about different key topics such as mating, status, altruism, morality, prejudice, intergroup relations etc. Their ideas will be discussed in the plenary session.
- In the afternoon session the teacher will talk about his own research on evolutionary approaches to different group phenomena such as leadership, mating, cooperation and intergroup relations.

Thereafter, the students will give short informal presentations about how their PhD-research could potentially benefit (or not benefit) from adopting an evolutionary approach.

*Literature:*

Buss, D. (1995). Evolutionary psychology: A new paradigm for Psychological Science. *Psychological Inquiry*, 6, 1-30

Van Vugt, M., De Cremer, D., & Janssen, D. (2007). Gender differences in cooperation and competition: The male warrior hypothesis. *Psychological Science*, 18, 19-23.

## Faculty of the KLI (full members)

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<b>Name</b>	<b>Institute</b>	<b>Department</b>
Prof.dr. H. Aarts	UU	Psychology, S&O
Dr. B. Beersma	UvA	Psychology, W&O
Prof.dr. K. van den Bos	UU	Psychology, S&O
Prof.dr. A.P. Buunk	RuG	Psychology, S&O
Dr. R. Custers	UU	Psychology, S&O
Dr. J. Degner	UvA	Psychology, Social
Dr. B. Derks	UL	Psychology, S&O
Prof.dr. E. van Dijk	UL	Psychology, S&O
Dr. W.W. van Dijk	UL	Psychology, S&O
Prof.dr. A. Dijkstra	RuG	Psychology, S&O
Dr. B. Doosje	UvA	Psychology, Social
Prof.dr. C.K.W. de Dreu	UvA	Psychology, W&O
Prof.dr. N. Ellemers	UL	Psychology, S&O
Dr. C. Finkenauer	VU	Psychology, S&O
Prof.dr. A.H. Fischer	UvA	Psychology, Social
Prof.dr. H. van der Flier	VU	Psychology, S&O
Prof.dr. J.A. Forster	UvA	Psychology, Social
Prof.dr. E.H. Gordijn	RuG	Psychology, S&O
Dr. M. Hafner	UU	Psychology, S&O
Dr. M.J.J. Handgraaf	UvA	Psychology, W&O
Dr. F. Harinck	UL	Psychology, S&O
Dr. F. van Harreveld	UvA	Psychology, Social
Dr. E.A.J. van Hooff	UvA	Psychology, W&O
Dr. A.H.B. de Hoogh	UvA	Psychology, W&O
Dr. K.J. Jonas	UvA	Psychology, Social
Dr. G.A. van Kleef	UvA	Psychology, Social
Dr. U.-C. Klehe	UvA	Psychology, W&O
Dr. E.S. Kluwer	UU	Psychology, S&O
Dr. S.L. Koole	VU	Psychology, S&O
Dr. C. van Laar	UL	Psychology, S&O
Dr. A.H. de Lange	RuG	Psychology, S&O
Prof.dr. P.A.M. van Lange	VU	Psychology, S&O
Prof.dr. R.W. Meertens	UvA	Psychology, Social
Prof.dr. A. Nauta	UvA	Psychology, W&O
Prof.dr. S. Otten	RuG	Psychology, S&O
Prof.dr. J.P.L.M. van Oudenhoven	RuG	Psychology, S&O
Prof.dr. K.I. van Oudenhoven-van der Zee	RuG	Psychology, S&O
Dr. E.K. Papies	UU	Psychology, S&O

<b>Name</b>	<b>Institute</b>	<b>Department</b>
Dr.ing. I.E. de Pater	UvA	Psychology, W&O
Prof.dr. J. van der Plicht	UvA	Psychology, Social
Dr. T.V. Pollet	RuG	Psychology, S&O
Prof.dr. T. Postmes	RuG	Psychology, S&O
Dr. J.-W. van Prooijen	VU	Psychology, S&O
Dr. M. Rotteveel	UvA	Psychology, Social
Dr. D.T. Scheepers	UL	Psychology, S&O
Prof.dr. G.R. Semin	UU	Psychology, S&O
Dr. H.J.A.M. Staats	UL	Psychology, S&O
Dr. T.K. Stahl	UL	Psychology, S&O
Dr. L. Steg	RuG	Psychology, E&A
Dr. W. Steinel	UL	Psychology, S&O
Dr. M. Stel	UL	Psychology, S&O
Prof.dr. W. Stroebe	UL	Psychology, S&O
Prof.dr. A.E.M. van Vianen	UvA	Psychology, W&O
Prof.dr. E. van de Vliert	RuG	Psychology, S&O
Dr. R.E. de Vries	VU	Psychology, S&O
Prof.dr. M. van Vugt	VU	Psychology, S&O
Dr. B.M. Wisse	RuG	Psychology, S&O
Prof.dr. N.W. van Yperen	RuG	Psychology, S&O
Dr. M. van Zomeren	RuG	Psychology, S&O

## Appendix - Overview teaching program 2010-2011

	2010				2011						
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
<b>Basic courses</b>											
Introduction			5								
How to Publish and Review								11-12			
<b>Methodo. and pract.</b>											
Methodological Seminars	29-30										
Authorware		5									
Pursuing a Career			30		11						
Hierarchical Linear Modeling							24-25				
SEM using EQS									16		
Psychophysiol. Measurements										6-7	
<b>Theory-oriented</b>											
Social Cognition			25-26								
- Affective Science								28-29			
Interpersonal Processes	16										
- Our Social Baseline							7-8				
Group & Organizational Proc.	24					18					
Group Proc. & Intergroup Rel.		11-12									
- workshop GP&IR							2 days in spring				
Approach & Avoidance Motivation			11-12								
Conducting Field Experiments									17-18		
Creativity Research in Action			18-19						26		
Evolutionary S&O Psychology										23	

xx = month is known, specific date to be announced (x = 1 day xx = 2 days)