**NTNU**
Kunnskap for en bedre verden

Institute of Psychology

# Examination paper in PSY2014/PSYPRO4314 – Social psychology II

**Academic contact during examination: Mons Bendixen**

**Phone: 73 59 19 60**

**Examination date: 14. desember 2015**

**Examination time (from-to): 09:00 – 13:00**

**Permitted examination support material: None**

**Other information:**

**Language: English**

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**Kontrollert av:**

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**Instructions:**

There are four questions in Part A. Answer all four (max 300 words per answer).

There are three questions in Part B. Answer one of them in an essay-like format.

Each part (Part A, Part B) has to be marked as "passed" (grade of E or better) for the exam to be passed.

Each part (Part A, Part B) counts 50% of your final mark.

## PART A

*There are four questions in Part A. Answer all four (max 300 words per answer).*

### Question 1.
What is the background for developing a *taxonomy of social situations*?

### Question 2.
Describe and briefly evaluate one of the (experimental) research paradigms that have been used to study ostracism (social exclusion).

### Question 3.
What is the "cultural accommodation hypothesis"?

### Question 4.
Name and briefly describe the six principles of social influence presented by Cialdini and Griskevicius (2014).

**PART B**

*There are three questions in Part B. Answer one of them in an essay-like format.*

**Question 5.** Immigrants - "illegal" or "undocumented"?
The appendix ("The student government of a California university ...") provides an excerpt from a report on a student government that has committed itself to no longer use the term "illegal immigrant" when referring to foreign nationals who reside in a country illegally. Based on social psychological theory and findings, discuss and evaluate this commitment.

**Question 6.** Attitudes
Based on readings from Social Psychology II: If we succeeded in changing individuals' attitudes toward a specific behaviour, would this attitudinal change also produce behavioural change?

**Question 7.** More female police officers?

*"Over the last year, America has finally begun to acknowledge that it has a police brutality problem. The conversation about solutions has focused on body cameras, better training or stricter use-of-force policies, along with a need for community engagement. But a critical idea is being overlooked: increasing the numbers of women in police ranks. [...]"* writes Katherine Spillar in her post, entitled "Hire more female cops" (from July 12, 2015, Source: http://www.post-gazette.com/opinion/Op-Ed/2015/07/12/Hire-more-female-cops/stories/201507120034)

Based on readings from Social Psychology II, discuss the claim that increasing the numbers of women in police ranks can solve the police brutality problem. A definition of "police brutality" is presented below for your information.

**Definition:** <u>Police brutality</u> is the use of excessive and/or unnecessary force by police when dealing with civilians. "Excessive use of force" means a force well beyond what would be necessary in order to handle a situation. Police brutality can be present in a number of ways. The most obvious form of police brutality is a physical form. Police officers can use nerve gas, batons, pepper spray, and guns in order to physically intimidate or even intentionally hurt civilians. Police brutality can also take the form of false arrests, verbal abuse, psychological intimidation, sexual abuse, police corruption, racial profiling, political repression and the improper use of Tasers.

Source: http://thelawdictionary.org/article/what-is-police-brutality/

APPENDIX

Excerpt from:
**The student government of a California university vowed to drop the term "illegal immigrant" last week** (http://www.huffingtonpost.com/2013/09/03/ucla-illegal-immigrant_n_3862671.html; published in September 2013)

The Undergraduate Students Association at the University of California at Los Angeles unanimously passed a resolution last week endorsing the "Drop the I-Word" campaign launched by [...].

"[T]he racially derogatory I-Word endangers basic human rights including the presumption of innocence and the right to due process guaranteed by the U.S. Constitution," the resolution reads. It continues: "Human beings need to be central in immigration discussions in order to move toward a more civilized and humane tone in public discourse and policies on immigration."

The decision was influenced in part by the campus' diversity and out of respect to the school's undocumented students, according to the college newspaper Daily Bruin. [...]

The Associated Press removed the term "illegal immigrant" from its style guide in April, marking a major shift in how the U.S. news media writes about the undocumented. The National Association of Hispanic Journalists and immigrant rights activists have long contended that the term is inaccurate and offensive because it criminalizes the people described rather than their actions.
Many media companies, particularly those that serve heavily Hispanic markets, including the Miami Herald, Univision and the San Antonio Express-News, had eschewed the term long ago.
The Huffington Post uses the term "undocumented immigrants" to refer to people residing without authorization in the United States.

**Instructions:**

There are four questions in Part A. Answer all four (max 300 words per answer).

There are three questions in Part B. Answer one of them in an essay-like format.

Each part (Part A, Part B) has to be marked as "passed" (grade of E or better) for the exam to be passed.

Each part (Part A, Part B) counts 50% of your final mark.

***General remarks:***
*Students are expected to explicitly address all sub-questions; student may - but do not have to - break their answers into sub-answers (i.e., a) b) c) …).*
*Students may – but do not have to – use sub-headers when answering the PART B question.*

**PART A**

*There are four questions in Part A. Answer all four (max 300 words per answer).*

**Question 1.**

What is the background for developing a *taxonomy of social situations*?

*Relevant background is the situation-person debate, i.e. the question of whether the person or the situation is more influential in determining a person's behaviour. With reference to person characteristics several widely accepted taxonomies have been developed (e.g. Big Five) and the psychology of personality is relatively advanced. In contrast, research on identifying the psychologically important characteristics of situations is not as developed. Rauthmann and colleagues argue, that if situations cannot be described and taxonomized, persons and their behaviour cannot be fully understood (as "all action, cognition, motivation, and emotion is embedded in context", p.2)*

*Relevant course material:*

Rauthmann, J. F., Gallardo-Pujol, D., Guillaume, E. M., Todd, E., Nave, C. S., Sherman, R. A., … Funder, D. C. (2014). The Situational Eight DIAMONDS: A Taxonomy of Major Dimensions of Situation Characteristics. Journal of Personality and Social Psychology, Advance Online Publication. doi:10.1037/a0037250 PAGE 1-6 only
Fleeson, W. (2004). Moving Personality Beyond the Person-Situation Debate The Challenge and the Opportunity of Within-Person Variability. Current Directions in Psychological Science, 13(2), 83–87.

**Question 2.**

Describe and briefly evaluate one of the (experimental) research paradigms that have been used to study ostracism (social exclusion).

*Research paradigms presented in the essential readings (Williams 2007 p. 430-431) include:*

*Ball tossing paradigm / Cyberball paradigm*

*Future alone paradigm*

*Get acquainted paradigm (different variations exist)*

*Relevant course material:*

Williams, K. D. (2007). Ostracism. Annual Review of Psychology, 58, 425-452.

**Question 3.**

What is the "cultural accommodation hypothesis"?

*Cultural accommodation hypothesis suggests that language creates a "**response bias**" in the direction of what is valued/desired by the culture the language is associated with.*

*For example:  If there are differences in how **bilingual** individuals describe themselves in the different languages, this might be explained by individuals providing responses deemed desirable in the respective culture in which the language is used. Put differently, an individual responds in a manner that accommodates (adjusts) the corresponding culture. This can be a **conscious** self-presentation or the result of **unconscious** and automatic associations.A necessary **presumption** is that an individual not only acquires the language but also cultural values, knowledge, beliefs and attitudes associated with the language.(This approach can be contrasted with a socio-cognitive approach that explains language-based differences in bilinguals' responses by differences in the accessibility of self-relevant information.)*

*Relevant course material:*
Wang, Q., Shao, Y., & Li, Y. J. (2010). "My way or mom's way?" The bilingual and bicultural self in Hong Kong Chinese children and adolescents. Child Development, 81(2), 555–567. http://doi.org/10.1111/j.1467-8624.2009.01415.x

*((Holtgraves, T. M., & Kashima, Y. (2008). Language, Meaning, and Social Cognition. Personality and Social Psychology Review, 12(1), 73 –94. doi:10.1177/1088868307309605))*

## Question 4.

Name and briefly describe the six principles of social influence presented by Cialdini and Griskevicius (2014).

*The six principles of influence presented by Cialdini and Griskevicius, 2010) are:*

***Reciprocity****: Ubiquitous norm of reciprocity which obligates individuals to return the form of behaviour that they have received from others.*

***Consistency:*** *Once a person has made a commitment, she or he will more likely comply with behaviours that are consistent with the commitment*

***Social validation:*** *People use the beliefs, attitudes, and actions of (preferably similar) others as standard of comparison for the correctness of their own beliefs, attitudes, and actions.*

***Liking:*** *People are more willing to comply with the requests of individuals they like.*

***Authority:*** *People are more willing to follow suggestions from legitimate authorities.*

***Scarcity:*** *People evaluate opportunities based on their availability (the less available the higher the value).*

*Relevant course material:*
*Cialdini, R.B. & Griskevicius, V. (2010). Social influence. In: Baumeister, Roy F., and Finkel, Eli J..*
*Advanced Social Psychology : The State of the Science. Cary, NC, USA: Oxford University Press, USA,*
*2010. ProQuest ebrary. Web. 7 October 2014. 394-426*

## PART B

*There are three questions in Part B. Answer one of them in an essay-like format.*

*Students have been provided with the following evaluation scheme by the course coordinator via NTNU's web-based learning platform (itslearning):*

The essay exam question will be used to evaluate the learning outcome (Study Handbook):

The student is able to present and use central ideas and theories within the area as well as able to independently reflect on individual's and group's behaviors and the behaviors' developments and origins.

In the Part B question you are expected to **present** material, to formulate a **thesis** that answers the question and to **argue** for your thesis.

Depending on the specific question there might be no right answers, but more or less persuasive answers. The persuasiveness of your argument depends on the clarity of the thesis, the evidence provided and the clarity in presentation.

Your answer should be made up of an introduction, a main part and a conclusion.

The Part B answer will be evaluated on four dimensions, namely content, argument, organization and style/format. The questions below are given as a guideline. As a general rule, more emphasis will be put on content (ca. 40%) and argument (ca. 30%) than on organization (ca. 25%) and style/format (ca. 5%) when assigning the grade.

1. CONTENT
Does the student present relevant material selected from the course literature?
Is the material presented correctly?
*In general, students are expected to identify central theories, concepts, methodological approaches, results and authors.*
Does the student integrate the material?
Does the student critically evaluate the material?
Does the student demonstrate an understanding of the topic area?

2. ARGUMENT
Was an argument developed and critically analyzed?
Is the argument logically consistent?
Are major counter arguments taken into account?

3. ORGANIZATION
Is there a systematic exposition of ideas, not straying from the topic and leading to a conclusion?
Is the answer well structured and understandable?

4. STYLE/FORMAT
(Intelligibility of expression, literacy and grammar)
Evaluation of style/format should mainly focus on intelligibility of expression.

**Question 5.** Immigrants - "illegal" or "undocumented"?
The appendix ("The student government of a California university ...") provides an excerpt from a report on a student government that has committed itself to no longer use the term "illegal immigrant" when referring to foreign nationals who reside in a

country illegally. Based on social psychological theory and findings, discuss and evaluate this commitment.

**For CONTENT:**

*Students are expected to discuss the terms "illegal" vs. "undocumented" within the framework that producing and comprehending language can (significantly) alter speakers' and recipients' individual mental representations (e.g. Holtgraves & Kashima, 2008, p.76 and p. 78) as well as collective representations (p. 81). This may happen unintentionally; people may not even be aware of it.*

*Students are expected to present empirical evidence for these claims – e.g. the study by Rhodes, Leslie and Tworek (2012) on how the use of generic language contributes to the transmission of stereotypes. Holtgraves and Kashima (2008) and Vaes and colleagues (2012) provide further examples.*

*Students are expected to provide arguments for/against reflected language use in general and to sketch the potential and limitations of collective commitments concerning the use of specific terms. (With reference to the latter, students may incorporate course material on social influence, attitude change, etc.)*

*Relevant from course material:*

*Holtgraves, T. M., & Kashima, Y. (2008). Language, Meaning, and Social Cognition. Personality and Social Psychology Review, 12(1), 73 –94. doi:10.1177/1088868307309605*
*Rhodes, M., Leslie, S.-J., & Tworek, C. M. (2012). Cultural transmission of social essentialism. Proceedings of the National Academy of Sciences, 109(34), 13526–13531. doi:10.1073/pnas.1208951109*

*Also:*

*Vaes, J., Leyens, J.-P., Paola Paladino, M., & Pires Miranda, M. (2012). We are human, they are not: Driving forces behind outgroup dehumanisation and the humanisation of the ingroup. European Review of Social Psychology, 23(1), 64–106. doi:10.1080/10463283.2012.665250*

**Question 6.** Attitudes

Based on readings from Social Psychology II: If we succeeded in changing individuals' attitudes toward a specific behaviour, would this attitudinal change also produce behavioural change?

*For CONTENT:*

*Students are expected to present the **attitude-behaviour link** as conceptualised in the Theory of planned behaviour (Ajzen, 2012) and the Associative-Propositional Evaluation Model (APE, Gawronski & Bodenhausen, 2007).*

*Students are expected to specify - for each theoretical approach - the **conditions** under which attitudinal change would be considered sufficient to produce a behavioural change.*

*A very good answer also includes a comparison of these two theoretical approaches based on the attitude-behaviour link (APE – dual process model – automatic/deliberate behaviour; ToPB – behavioural intentions/deliberate (planned) behaviour).*

*Relevant from course material:*

*Ajzen, I. (2012). The Theory of Planned Behavior, in : Lange, Paul, A.M. Van, and Kruglanski, Arie W.. Handbook of Theories of Social Psychology, Volume 1. London, GBR: SAGE, 2011. ProQuest ebrary. Web. 7 October 2014. Pp. 438-459*
*Armitage, C. J., & Conner, M. (2001). Efficacy of the Theory of Planned Behaviour: A meta-analytic review. British Journal of Social Psychology, 40(4), 471–499. doi:10.1348/014466601164939*
*Gawronski, B., & Bodenhausen, G. V. (2007). Unraveling the Processes Underlying Evaluation: Attitudes from the Perspective of the Ape Model. Social Cognition, 25(5), 687–717.*

## Question 7. More female police officers?

*"Over the last year, America has finally begun to acknowledge that it has a police brutality problem. The conversation about solutions has focused on body cameras, better training or stricter use-of-force policies, along with a need for community engagement. But a critical idea is being overlooked: increasing the numbers of women in police ranks. […]"* writes Katherine Spillar in her post, entitled "Hire more female cops" (from July 12, 2015, Source: http://www.post-gazette.com/opinion/Op-Ed/2015/07/12/Hire-more-female-cops/stories/201507120034)

Based on readings from Social Psychology II, discuss the claim that increasing the numbers of women in police ranks can solve the police brutality problem. A definition of "police brutality" is presented below for your information.

**Definition:** Police brutality is the use of excessive and/or unnecessary force by police when dealing with civilians. "Excessive use of force" means a force well beyond what would be necessary in order to handle a situation. Police brutality can be present in a number of ways. The most obvious form of police brutality is a physical form. Police officers can use nerve gas, batons, pepper spray, and guns in order to physically intimidate or even intentionally hurt civilians. Police brutality can also take the form of false arrests, verbal abuse, psychological intimidation, sexual abuse, police corruption, racial profiling, political repression and the improper use of Tasers.
Source: http://thelawdictionary.org/article/what-is-police-brutality/

*For CONTENT:*

*In principal, students can choose between at least three options:*
*Students present the issue of police brutality as a form of aggressive behaviour (hostile or instrumental) and present theories and research on sex differences in aggression.*

*Students conceptualize and discuss police brutality as a form of intergroup behaviour (as the victims of police brutality seem to be more likely members of social groups with less power). The issue of "hire more female cops" would then have to be discussed concerning police officers' social identity.*

*Students may discuss the issue of "hire more female cops" from the perspective that the hierarchical structures of the police organization lead to conformity. Hiring more female cops would then be one out of several possibilities to contribute to diversity and openness.*

*Based on the approach chosen, students are expected to name the central concepts, assumptions and key findings and to link them to the issue of police brutality. Students are expected to provide arguments for why increasing the share of female police officers would or would not contribute to a decrease of police brutality.*

*Relevant from course material:*

*Archer, J. (2004). Sex differences in aggression in real-world settings: a meta-analytic review. Review of General Psychology, 8, 291-322.*

*Archer, J., & Coyne, S. M. (2005). An integrated review of indirect, relational, and social aggression. Personality and Social Psychology Review, 9, 212-230.*

*Campbell, A. (2013). The evolutionary psychology of women's aggression. Philosophical Transactions of the Royal Society B: Biological Sciences, 368(, 20130078. doi:10.1098/rstb.2013.0078*

*Hornsey, M. J. (2008). Social identity theory and self-categorization theory: A historical review. Social and Personality Psychology Compass, 2, 204-222*

*Also:*

*Cialdini, R.B. & Griskevicius, V. (2010). Social influence. In: Baumeister, Roy F., and Finkel, Eli J. Advanced Social Psychology : The State of the Science. Cary, NC, USA: Oxford University Press, USA, 2010. ProQuest ebrary. Web. 7 October 2014. 394-426*

*Pyszczynski, T., Motyl, M., & Abdollahi, A. (2009). Righteous violence: killing for God, country, freedom and justice. Behavioral Sciences of Terrorism and Political Aggression, 1(1), 12–39. doi:10.1080/19434470802482118*

*Vaes, J., Leyens, J.-P., Paola Paladino, M., & Pires Miranda, M. (2012). We are human, they are not: Driving forces behind outgroup dehumanisation and the humanisation of the ingroup. European Review of Social Psychology, 23(1), 64–106. doi:10.1080/10463283.2012.665250*

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