



NTNU – Trondheim
Norwegian University of
Science and Technology

Department of psychology

Examination paper for PSY2014/PSYPRO4314 – Social Psychology II

Academic contact during examination: Ute Gabriel

Phone: 73 59 19 60

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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.

What are the main ideas underlying the self-categorization theory (Turner and colleagues)?

Question 3.

Describe the main elements (background/hypotheses, methods/results) of the studies by Rhodes, Leslie and Tworek (2012).

Question 4.

Principles of (social) influence in action: The three screenshots below show examples of how the principles presented by Cialdini and Griskevicius (2014) have been adapted to Internet marketing. For each screenshot, name and briefly describe the principle that it is linked to.

Screenshot 1:



Screenshot 2:

Grab Our Free Online Marketing Course

Screenshot 3:

2,574,731 <small>PEOPLE USE BUFFER TO BE AWESOME ON SOCIAL MEDIA</small>	382,551,533 <small>TOTAL POSTS SCHEDULED TO- DATE WITH BUFFER</small>	30 <small>HAPPY PEOPLE BUILDING BUFFER AND SUPPORTING YOU</small>
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PART B

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

Question 5. The West-Eastern Divan Orchestra

The appendix ("The West-Eastern Divan Orchestra") provides an excerpt from the homepage of the West-Eastern Divan Orchestra, a youth orchestra that evolved from a workshop for Israeli, Palestinian and other Arab musicians. The orchestra was founded by Argentine-Israeli conductor Daniel Barenboim and the Palestinian-American academic Edward Said. Discuss and evaluate this initiative based on social psychological theories and findings (presented in Social Psychology II).

Question 6.

From a University's homepage: *"As members of the University community, we have a responsibility to do our part to reduce excessive photocopies and printouts."*

Based on readings from Social Psychology II: suggest three different interventions to change university employees' photocopying behaviour and explain for each of the suggested interventions how and why it will work. Discuss the strengths and limitations of your suggestions.

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/>

APPENDIX

Excerpt from:

The West-Eastern Divan Orchestra (<http://www.west-eastern-divan.org/>; accessed April 2016)

In 1999, Daniel Barenboim and Edward Said founded the West-Eastern Divan as a workshop for Israeli, Palestinian and other Arab musicians. Meeting in Weimar, Germany – a place where the humanistic ideals of the Enlightenment are overshadowed by the Holocaust – they materialized a hope to replace ignorance with education, knowledge and understanding; to humanize the other; to imagine a better future. Within the workshop, individuals who had only interacted with each other through the prism of war found themselves living and working together as equals. As they listened to each other during rehearsals and discussions, they traversed deep political and ideological divides. Though this experiment in coexistence was intended as a one-time event, it quickly evolved into a legendary orchestra.

The West-Eastern Divan is nearly impossible. By bringing together Arab and Israeli musicians, it defies fierce political divides in the Middle East. Three years after it was established, the orchestra was given a home in Seville by the regional Spanish government of Andalusia. The area's history as a center for sustained coexistence among Muslims, Christians and Jews in Europe continues in the West-Eastern Divan's rehearsals and discussions.

The origins of the West-Eastern Divan lie in the conversations between its founders, Edward Said and Daniel Barenboim. Over the course of their great friendship, the Palestinian author/scholar and Israeli conductor/pianist discussed ideas on music, culture and humanity. In their exchanges, they realized the urgent need for an alternative way to address the Israeli-Palestinian conflict. The opportunity to do this came when Barenboim and Said initiated the first workshop using their experience as a model. This evolved into the West-Eastern Divan Orchestra that global audiences know today.

In 2005, the West-Eastern Divan performed in Ramallah, marking the orchestra's first event in the Occupied Territories. For many Palestinians in the audience, this was the first time they encountered Israelis in a non-military setting. One young girl remarked to Daniel Barenboim, "You are the first thing I've seen from Israel that is not a soldier or a tank."

Because of the Lebanon War in 2006 some musicians could not attend the orchestra's rehearsals. Those who did hotly debated and discussed what was happening. Emotions ran high, and the orchestra's very existence and continuity seemed at stake. While there was ultimately no agreement on any one position, there was meaningful exchange and mutual respect. For individuals who were positioned as enemies, this was an extraordinary achievement.

When open war broke out again in Gaza in 2009, Barenboim began the Divan's performances by reading a shared statement of the orchestra which said: "We aspire to total freedom and equality between Israelis and Palestinians, and it is on this basis that we come together today to play music."

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:

In Part A, students are expected to provide clear, concise and focused answers. (They are NOT expected to count/to have counted their words.)

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) <94 words>

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.

What are the main ideas underlying the self-categorization theory (Turner and colleagues)?

*(Part of a social identity perspective on the relationship between self and group behaviour.)
Self categorization (= social categorization of self) **depersonalizes** self-perception in terms of ingroup or outgroup **prototypes**: When a category becomes salient, people come to see themselves and other category members less as individuals and more as interchangeable exemplars of the group prototype (self-stereotyping, depersonalisation as central process underlying group phenomena)*

*Three levels of self-categorization : **human, social, and personal identity***

*What particular identity will become the basis for categorization depends on both **accessibility** and **fit** (normative fit / comparative fit). <94 words>*

Relevant course material:

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

Question 3.

Describe the main elements (background/hypotheses, methods/results) of the studies by Rhodes, Leslie and Tworek (2012).

Background: How does (generic) language contribute to the transmission of stereotypes? (Belief that social categories (e.g. gender, race, ethnicity, nationality, religion) mark fundamentally distinct kinds of people (social essentialism) has consequences, supporting social stereotyping / prejudice.)

Hypothesis: Generic language (in comparison to specific language) facilitates the cultural transmission of social essentialism (stereotypes).

Methods/Results: In two studies a picture book was read by adults or presented to children (4-year-olds). Both studies found that hearing generic language about a novel social category ("Zarpies"; generic language: "Zarpies like to eat flowers" vs. specific language: "This Zarpie likes to eat flowers") led 4-y-olds and adults to develop essentialist beliefs about that social category. A third study revealed that experimentally inducing/manipulating parents to hold essentialist beliefs about a novel social category led them to produce more generic language when discussing the category with their children. <140 words>

Relevant course material:

*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.*

<http://doi.org/10.1073/pnas.1208951109>

Question 4.

Principles of (social) influence in action: The three screenshots below show examples of how the principles presented by Cialdini and Griskevicius (2014) have been adapted to Internet marketing. For each screenshot, name and briefly describe the principle that it is linked to.

Screenshot 1:



Screenshot 2:

Grab Our Free Online Marketing Course

Screenshot 3:



Added after exam (May 27, 2016)

On the print out for the exam the text on screenshot 3 was not readable. Therefore students were provided with the following text:

Question 4, screenshot 3

2,574,731 people use Buffer to be awesome on social media

382,551,533 total posts scheduled to date with Buffer

30 happy people building Buffer and supporting you

Screenshot 1: Scarcity: People evaluate opportunities based on their availability (the less available the higher the value).

Screenshot 2: Reciprocity: Ubiquitous norm of reciprocity which obligates individuals to return the form of behaviour that they have received from others (offer the present of a “free online marketing course”).

Screenshot 3: 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. (2 million people use “Buffer”)

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. The West-Eastern Divan Orchestra

The appendix ("The West-Eastern Divan Orchestra") provides an excerpt from the homepage of the West-Eastern Divan Orchestra, a youth orchestra that evolved from a workshop for Israeli, Palestinian and other Arab musicians. The orchestra was founded by Argentine-Israeli conductor Daniel Barenboim and the Palestinian-American academic Edward Said. Discuss and evaluate this initiative based on social psychological theories and findings (presented in Social Psychology II).

For CONTENT:

*Students are expected to present Allport's **contact hypothesis** and **conditions for optimal contact** (equal status, common goal, intergroup cooperation, support of authorities, law, custom); they are expected to present findings from Ramiah and Hewstone's (2013) literature review that can be used to evaluate the West-Eastern Divan Orchestra, such as **Generalisation of contact effects** if contact with a prototypical member of out-group and if intergroup boundaries are salient; particularly effective if contact experience is relatively **novel in a person's life** (particularly effective for highly prejudiced participants); (eventually: Group status effects and Intergroup Ideologies)*

*Students might present Ramiah and Hewstone's (2013) criteria for **application in conflict resolution interventions** (Allport's conditions for optimal contact, participants who are sufficiently typical of their group, contact of a personalized nature, contact should be repeated and prolonged, group membership made salient without making it threatening).
Students might present the **mechanisms** by which contact reduces prejudice (Intergroup anxiety / Empathy / Knowledge).*

Students might discuss the Palestinian-Israeli-conflict from the perspective of the **social identity approach** (social categorization, social identity, social comparison, social distinctiveness - positive distinctiveness, ingroup favouritism).

Students are expected to **describe the West-Eastern Divan Orchestra within the theoretical framework of the contact hypothesis / intergroup contact.**

Relevant from course material:

Ramiah, A., & Hewstone, M. (2013). Intergroup contact as a tool for reducing, resolving, and preventing intergroup conflict: Evidence, limitations, and potential. *American Psychologist*, 68(7), 527–542. doi:10.1037/a0032603

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

(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.

From a University's homepage: "As members of the University community, we have a responsibility to do our part to reduce excessive photocopies and printouts."

Based on readings from Social Psychology II: suggest three different interventions to change university employees' photocopying behaviour and explain for each of the suggested interventions how and why it will work. Discuss the strengths and limitations of your suggestions.

For CONTENT:

Students can select from any of the following options:

Students can suggest three interventions based on the Theory of Planned Behaviour (Ajzen, 2012), targeting attitudes, social norms and perceived behavioural control (as well as actual behavioural control).

Students can approach the topic from the perspective of the Associative-Propositional Evaluation Model (APE, Gawronski & Bodenhausen, 2007), suggesting interventions that target association activation/affective reactions, propositional reasoning/evaluative judgment and strategies to achieve consistency)

Students can suggest interventions based on the principles of social influence presented by

Cialdini and Griskevicius (2014). (reciprocity – consistency – social proof/validation – liking – authority – scarcity).

Students are expected present one of these theoretical approaches and to suggest interventions that are based on different theoretical concepts/variables. Students are expected to explain how the intervention should work in close connection to the theoretical approach chosen and to argue for the intervention based on the theoretical approach chosen.

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.

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

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 two options:

Students present the issue of police brutality as a form of aggressive behaviour (hostile or instrumental) and present theories (social role theory / theory of sexual selection) and research on sex differences in aggression (Meta-analysis by Archer, sex differences in aggression larger for physical / verbal aggression than for indirect aggression; intra-sex aggression vs. inter-sex aggression: men are more aggressive towards men than women are towards women; men are less aggressive towards women than women are towards men; peak in aggressive behaviour (18-30 years))

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 as well 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. List of essential readings did not include material specifically addressing conformity / diversity)

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. (1996). Sex differences in social behavior: Are the social role and evolutionary explanations compatible? *American Psychologist*, 51(9), 909–917. doi: 10.1037/0003-066X.51.9.909*

*Comment: Eagly, A. H. (1997). Sex differences in social behavior: Comparing social role theory and evolutionary psychology. *American Psychologist*, 52(12), 1380–1383. Doi: 10.1037/0003-066X.52.12.1380.b*

*Reply: Archer, J. (1997). On the origins of sex differences in social behavior: Darwinian and non-Darwinian accounts. *American Psychologist*, 52(12), 1383–1384. doi: 10.1037/0003-*

066X.52.12.1383

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

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