NTNU – Trondheim
Norwegian University of Science and Technology

Department of Psychology

Examination paper PSY2014/PSYPRO4314 – Social psychology II

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Date   Signature

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.
Gawronski, LeBel og Peters (2007) challenge three common assumptions in research using implicit measures.
      a) What are these assumptions?
      b) Choose one of them and sketch Gawronski et al.'s argument.

Ref:
Gawronski, B., LeBel, E. P., & Peters, K. R. (2007). What Do Implicit Measures Tell
      Us?: Scrutinizing the Validity of Three Common Assumptions. *Perspectives on*
      Psychological Science, *2*(2), 181–193.

Question 2.
What is referred to by the "cultural accommodation hypothesis"?
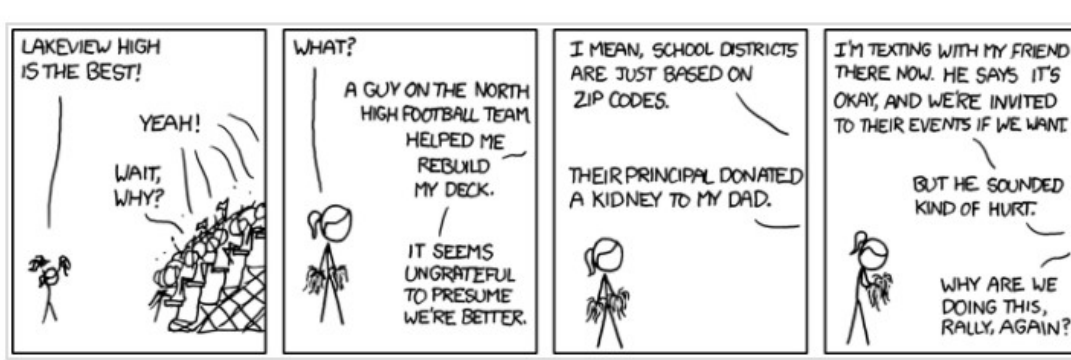

Question 3.
Name and briefly describe the six principles of social influence presented by Cialdini and Griskevicius (2010).

Ref:
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 4.
Read the cartoon below. Name and briefly describe three concepts or principles addressed in the essential reading in Social Psychology II that can be linked to this cartoon.

Source: https://eclecticgrounds.wordpress.com/tag/social-psychology/

PART B
There are three questions in Part B.
Answer <u>one of them</u> in an essay-like format.

There are no restrictions on word counts for your Part B answer.

You are expected to present material from the readings, to formulate your main idea(s) that answer(s) the question and to argue for your idea(s).

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

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 your main idea(s), the evidence provided and the clarity in presentation.

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.
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 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:
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.
Gawronski, LeBel og Peters (2007) challenge three common assumptions in research using implicit measures.
a) What are these assumptions?
b) Choose **one of them** and sketch Gawronski et al.'s argument.

Ref:
Gawronski, B., LeBel, E. P., & Peters, K. R. (2007). What Do Implicit Measures Tell Us?: Scrutinizing the
        Validity of Three Common Assumptions. *Perspectives on Psychological Science*, *2*(2), 181–193.

*With reference to question **1a)***: *It is sufficient if the student presents each assumption in key words.*

*To achieve a passing grade (E) for question 1, the student should either have named all three assumptions in question 1a **or** presented the core idea(s) for question 1b.*

The three assumptions Gawronski et al. discuss are:
*(1) Implicit measures **reflect unconscious or introspectively inaccessible representations** (Argumentation: **A:** Implicit measures do not require introspection for the assessment of mental representations. but "**does not require" is not equal to "does not have"**. The latter is an empirical claim. An empirical finding often referred to as supporting the notion of implicit measures reflecting unconscious or introspectively inaccessible representations is **the low correlation between self-reports and implicit measures**. **Alternative explanations** for this low correlation are measurement error; lack of conceptual correspondence/overlap. Evidence suggests that correlations between self-reports and implicit measures are **substantial** when these factors are taken into account.)*

*(2) Implicit measures **are resistant/less susceptible to social desirability** (Argumentation: **B:** Social-desirability argument implies that correlations between self-reports and implicit measures are **moderated by social desirability**. Empirical evidence for general social desirability measures is ambiguous, but there is evidence that more **specific motivations** (motivation to control prejudiced reactions) moderate the relationship. There is however also evidence that **non-motivational, cognitive factors** (focus of introspection) can be sufficient to moderate the relationship, suggesting that **motivational factors are not necessary**. There is also some evidence that motivational factors are **not even sufficient**.*
*C: Social-desirability argument implies that **deliberate attempts** to influence responses on implicit measures are **less effective** than attempts to influence responses on self-report measures. Assumption of **lack of proactive control** (i.e. activation of unwanted response tendencies is uncontrollable) has been challenged for example by research using mental imagery ("think of a stereotypical (vs. counterstereotypical) woman" before completing implicit measure). Assumption of **lack of retroactive control** (i.e. once activated, unwanted response tendencies cannot be suppressed) has been challenged by research showing that –under conditions of sufficient cognitive capacity - retroactive attempts to control for the impact of unwanted responses are effective.*

With reference to question 1b): If the student chooses assumption (2), the correct description of one of the argumentations (B or C) will be sufficient.

*(3) Implicit measures are **highly stable, older representations** that have their roots in long-term socialisation experiences. (Argumentation: **D:** Matching of implicit measures with "old" versus self-report measures with "new" attitudes implies that **implicitly measured attitudes should be more robust against (experimental) attempts to change attitudes**. Empirical findings that are in line with this assumption are: (1) attempts leading to change in self-reported attitude but not in implicitly measured attitude and (2) attempts leading to change in self-reported and implicitly measured attitude. There is however also empirical evidence (e.g. evaluative conditioning; category-valence pairings; exemplar-exposure admired Blacks/disliked Whites) prior to implicit measure) that is not in line with this assumption, namely: (3) attempts leading to **change in implicitly measure attitude but not in self-reported attitude**. Furthermore, there is research demonstrating that implicit measures are **sensitive to context effects** (e.g. background context, relative salience of social categories, social roles, mood states).*

Question 2.
What is referred to by 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 3.
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*

Question 4.
Read the cartoon below. Name and briefly describe three concepts or principles addressed in
the essential reading in Social Psychology II that can be linked to this cartoon.

Source: https://eclecticgrounds.wordpress.com/tag/social-psychology/
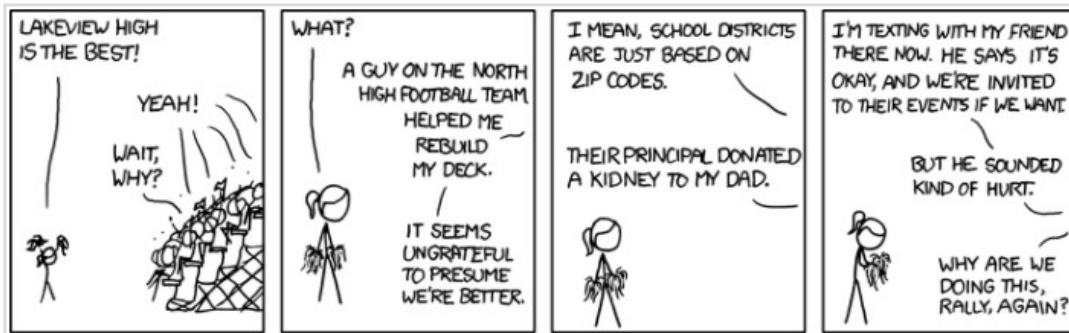
Cartoon is linked to intergroup relations, students might nominate concepts form SIT/SCT such as social categorization, social identity, ingroup/outgroup, ingroup favoritism/humanization, outgroup derogation/dehumanization, social comparison, social/positive distinctiveness.

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

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

There are no restrictions on word counts for your Part B answer.

You are expected to present material from the readings, to formulate your main idea(s) that answer(s) the question and to argue for your idea(s).

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

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 your main idea(s), the evidence provided and the clarity in presentation

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.
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 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
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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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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. […]

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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.