



Program & Additional Information

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Program Overview

Thursday, Sep 8

20.00— Informal get together at "[Wald](#)" bar, Großneumarkt, 20459 Hamburg

Friday, Sep 9

09.30—10.00 Welcome address
10.00—11.00 Keynote 1 – Dominique Muller
11.00—11.30 Coffee break
11.30—12.00 Getting together in the small-groups
12.00—13.30 Group session 1
13.30—15.00 Lunch
15.00—16.30 Group session 2
16.30—17.00 Coffee break
17.00—18.00 Keynote 2 – Julia Becker
18.15—19.30 *Optional: Walk through HafenCity & Speicherstadt. Walk starts from the venue.*
19.30— Dinner at "[Kaiser's](#)", Am Kaiserkai 23, 20457

Saturday, Sep 10

10.00—11.00 Keynote 3 – Anne Maass
11.00—11.30 Coffee break
11.30—13.00 Group session 3
13.00—14.30 Lunch
14.30—16.00 Group session 4
16.00—16.30 Coffee break
16.30—18.00 Group session 5
18.15—19.30 *Optional: Walk through "Planten un Blomen" park. Walk starts from the venue*
19.30— Dinner at "[Rocco](#)", Wohlwillstraße 29, 20359 Hamburg

Sunday, Sep 11

10.30—11.30 Keynote 4 – Roland Imhoff
11.30—12.00 Coffee break
12.00—13.15 Discussion with teachers (ask the expert)
13.15—13.30 Parting words + end of workshop

Additional Information

Presentation Format

Each participant will have 45 minutes to present and discuss work from his or her ongoing PhD project. There are five parallel small-group sessions, each taking 90 minutes and holding timeslots for two individual presentations (see Workshop Schedules and Timeslots for details).

Presentation time is 20 minutes and presentations will be given in English. After your presentation, you will have an extended period of *25 minutes to discuss* and receive feedback on your work.

Workshop Rooms & Equipment

Small group sessions and keynote talks will take place at Edmund-Siemers-Allee 1, Flügel West (ESA W; see Map & Locations below). Workshop rooms are located closely together on the 2nd floor and are accessible by elevator.

Laptops and presenters will be provided for keynote and small group sessions. Nevertheless, you are welcome to bring your own equipment if you like to do so. Within all rooms there will be several possibilities to charge your laptops and mobile devices.

Internet & WiFi

University of Hamburg is part of the [eduroam](#) network, allowing guests to access the WiFi via their institution's login data. Eduroam is an easy way to access the internet on campus, so please check if you have an eduroam userID provided by your university.

Furthermore, we will arrange internet access for all participants. Information regarding login data will be handed out on Friday morning at the venue.

Accommodation

The SoDoc workshop is rapidly approaching and **we recommend booking your accommodation early**, because a large maritime convention will take place in Hamburg in the same period. This means that especially mid-priced hotels will be booked out soon.

For budget accommodation, we suggest staying at [A&O hostel](#), [Generator hostel](#), or [instant sleep Backpacker hostel](#), which are inexpensive and located not more than 20 minutes from the venue.

Another option is booking via [airbnb](#).

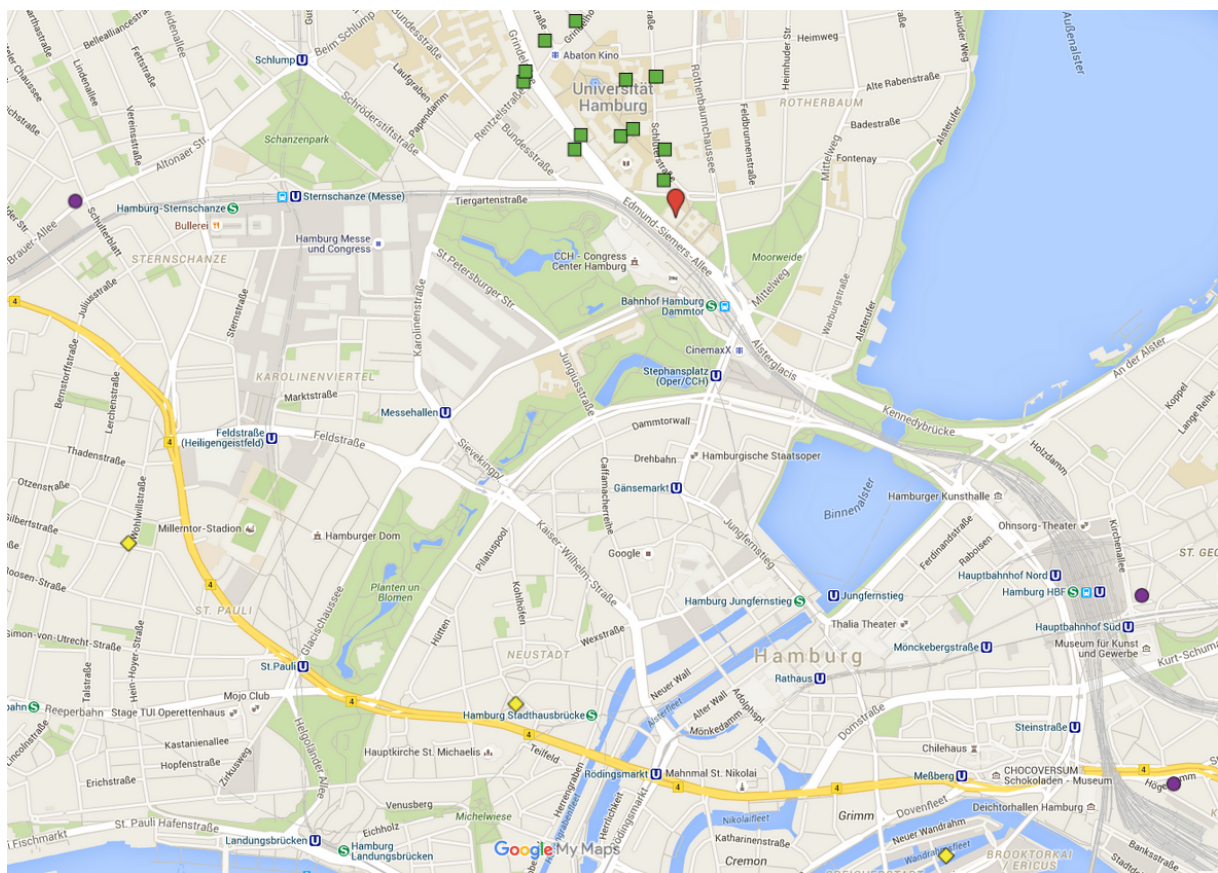
Map & Locations

The SoDoc workshop will take place at

Hamburg University
Edmund-Siemers-Allee 1, Flügel West (ESA W)
20146 Hamburg

We have created a [google map](#), which will hopefully help you find your way to and from the venue and to near-by restaurants. The map also includes locations and times for the social events.

You can find the map under http://tiny.cc/sodoc_map



Keynote Lectures

09. September, 10:00 Uhr, ESA-M

Prof. Dr. Dominique Muller: “Subliminal priming in social psychology: To be or not to be subliminal, that is the question.”

Social psychologists often want to argue that the processes they are studying do not require consciousness. As a first illustration, I will present our recent studies notably showing that one’s first name captures attention unconsciously (Alexopoulos, Muller, Ric, & Marendaz, 2012). As a second illustration, I will present another line of research where we showed that people can do additions without knowing they do and without seeing consciously the digits they are adding (Ric & Muller, 2012). While presenting these studies, I will discuss how we tried to ensure that those effects were indeed unconscious. By doing so, I will show, using our studies, how these tests can be more or less stringent. Extending this discussion, I will present a literature review on how we, as social psychologists, ensure that the processes we are studying really are unconscious. This will enable to point out the strengths and weaknesses of the tests we rely on for that purpose and how these tests convincingly allow arguing that our processes are indeed subliminal.

09. September, 17:00 Uhr, ESA-M

Prof. Dr. Julia Becker: “The Benefits and The Burdens Of Benevolence”

At first glance, benevolent sexist behaviors seem to be beneficial for women. In this talk, I present results of different studies showing that benevolent sexist behaviors are not particularly flattering. Moreover, I present a series of studies asking why men engage in benevolent sexist behaviors in first place. In these studies, we tested its positive and negative implications of benevolent sexist behavior from a men’s perspective. Results show that benevolent behavior can be rewarding for men by increasing positive emotions, self-esteem and feelings of masculinity and attractiveness. However, results also show potential burdens of engaging in BS behavior: Men perceived women as being less competent and were less willing to engage in collective action for more gender equality. Implications of these findings are discussed.

10. September, 10:00 Uhr, ESA-M

Prof. Dr. Anne Maass: “The case of auditory gaydar”

It is a widespread urban myth that people are able to detect other people’s sexual orientation from vocal information alone (auditory gaydar). I will argue that auditory gaydar, although often inaccurate, leads to stereotyping, avoidance and discrimination of gay/lesbian-sounding speakers. Just like “social vision”, voice-based inferences seem to be driven by two distinct processes, a direct feature-based path and an indirect path mediated by categorization. Together, recent research on auditory gaydar confirms the idea that voice contains considerable (and generally underestimated) social information that drives inferences in a largely automatic fashion.

11. September, 10:30 Uhr, ESA-M

Prof. Dr. Roland Imhoff: “The ABC of Stereotypes - a data-driven approach to dimensions of stereotype content”

It is almost a truism that the two most fundamental dimensions on which we judge and compare individuals and social groups refer to the expected benevolence and kindness (warmth or communion) and their estimated ability and assertiveness (agency or competence). Despite the wide-spread reliance on these two presumably orthogonal dimensions, evidence for the claim that they are indeed most fundamental is scarce. In the present talk I will use this example of stereotype content to exemplify the downfalls of an exclusively top-down research process in which participants are constrained to give a rating on dimensions the researcher previously chose for them. As an alternative, I will present a data-driven approach that not only allowed the identification of two different fundamental dimensions that people employ spontaneously (high vs. low agency/ socioeconomic status; conservative vs. progressive beliefs) but also enabled a fresh look at the relation between warmth/ communion and other pre-evaluative dimensions. The implications of this model will be spelled out in showing the perceived relevance of a group's position on the beliefs dimension for its exploration vs. exploitation behavior as well as a general curvilinear relation between agency and communion in the perception of groups, individuals and animal species.

Participants & Small Groups

Group 1: Anne Maass

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|-------------------|-------------------------------------|
| Anslinger, Julian | Bielefeld University |
| Becker, Manuel | Albert-Ludwigs-Universität Freiburg |
| Bernotat, Jasmin | Bielefeld University |
| Brückner, Nina | University of Osnabrück |
| Flade, Felicitas | University of Cologne |
| Hässler, Tabea | University of Zurich |
| Marker, Caroline | University of Koblenz-Landau |
| Redzio, Anna | University of Warsaw |
| Soral, Wiktor | University of Warsaw |
| Speckmann, Felix | Cologne University |

Group 2: Dominique Muller

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|------------------------|---|
| Bauer, Christina | Stanford University / University Koblenz-Landau |
| Biella, Marco | University of Milano - Bicocca |
| Blatz, Lisa | University of Cologne |
| Buttlar, Benjamin | Trier University |
| Domachowska, Irena | TU Dresden |
| Fleischmann, Alexandra | University of Cologne |
| Giesen, Anna | University of Muenster |
| Haasova, Simona | University of Vienna |
| Theelen, Maik | RWTH Aachen University |

Group 3: Julia Becker

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|---------------------|------------------------------------|
| Coskan, Canan | University of Leuven |
| Ebbeler, Christine | University of Bonn |
| Essien, Iniobong | University of Hamburg |
| Górska, Paulina | University of Warsaw |
| Hopkins-Doyle, Aife | University of Kent |
| Lantos, Nóra Anna | Eötvös Loránd University, Budapest |
| Munder, Anja | FernUniversität in Hagen |
| Neji, Sybille | FernUniversity Hagen |
| Van Grootel, Sanne | University of Leuven |
| Veldman, Jenny | University of Leuven |

Group 4: Roland Imhoff

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|-----------------------|------------------------------|
| Boege, Ronja M. J. | Bielefeld University |
| Garrido Macías, Marta | University of Granada, Spain |
| Isemann, Simon David | Trier University |
| Knausenberger, Judith | University of Muenster |
| Kuhn, Sascha | University of Heidelberg |
| Linne, Roman | Bielefeld University |
| Methner, Nicole | University Koblenz-Landau |
| Petak, Flora | University of Mannheim |
| Stelter, Marleen | University of Hamburg |

Workshop Schedule (Proposal)

Below you can find a proposal for workshop schedules for each of the four small groups. The order within each group is alphabetical. This is only a suggestion and you are, of course, free to rearrange the order of presentations within your groups (e.g., by topic etc.) if you like.

Anne Maass

Session 1

- Fr 12.00—12.45 Functions and implicit measurement of sexual objectification
Anslinger, Julian *Bielefeld University*
- Fr 12.45—13.30 Social categorization and evaluation in prejudice reduction interventions
Becker, Manuel *Albert-Ludwigs-Universität Freiburg*

Session 2

- Fr 15.00—15.45 Social Psychology meets psycholinguistics to improve human-robot interaction: Do gender-stereotypical sentences influence gaze direction?
Bernotat, Jasmin *Bielefeld University*
- Fr 15.45—16.30 Entwicklung eines Modells zur Vorhersage sexistischer Verhaltensweisen unter Berücksichtigung von Personen- und Situationsmerkmalen
Brückner, Nina *University of Osnabrück*

Session 3

- Sa 11.30—12.15 The Influence of Intergroup Context on Automatic Social Categorization
Flade, Felicitas *University of Cologne*
- Sa 12.15—13.00 Cooperation between advantaged and disadvantaged groups towards social change
Hässler, Tabea *University of Zurich*

Session 4

- Sa 14.30—15.15 Consequences and correlates of Internet use: A meta-analytic appraisal
Marker, Caroline *University of Koblenz-Landau*
- Sa 15.15—16.00 Stereotype Threat or Stereotype Boost? Paradoxical Reaction to Negative Gender Stereotypes Among Female Math Olympiads Participants
Redzio, Anna *University of Warsaw*

Session 5

- Sa 16.30—17.15 Agency and communion as determinants of positive self-evaluation at individual and collective levels
Soral, Wiktor *University of Warsaw*
- Sa 17.15—18.00 A social cognitive perspective on islamophobia and integration of refugees
Speckmann, Felix *Cologne University*

Dominique Muller

Session 1

Fr 12.00—12.45 Who is German- and who not? National identity and Acculturation Strategies in Germany
Bauer, Christina *Stanford University / University Koblenz-Landau*

Fr 12.45—13.30 Adapting to the environment using social information as decisional cues
Biella, Marco *University of Milano - Bicocca*

Session 2

Fr 15.00—15.45 Important For Me or Important For You: How Individual and Social Values Predict Social Emotions
Blatz, Lisa *University of Cologne*

Fr 15.45—16.30 Mortality Salience and Habits
Buttlar, Benjamin *Trier University*

Session 3

Sa 11.30—12.15 Affective modulation of cognitive control: how positive primes influence attention
Domachowska, Irena *TU Dresden*

Sa 12.15—13.00 Social comparisons and moral decisions
Fleischmann, Alexandra *University of Cologne*

Session 4

Sa 14.30—15.15 Reactions to ostracizers – Subtle behaviors of excluded individuals towards the perpetrators
Giesen, Anna *University of Muenster*

Sa 15.15—16.00 Regulation of Consumer Experiences: the Case of Price Promotions
Haasova, Simona *University of Vienna*

Session 5

Sa 16.30—17.15 Cooperation in Social Dilemmas
Theelen, Maik *Theelen, Maik*

Sa 17.15—18.00 N. N.

Julia Becker

Session 1

- Fr 12.00—12.45 Related and Autonomous: Cultural Self-Patterns, Acculturation of Self, and Adjustment: Comparing Turkish, Belgian, and Turkish-Belgian Youth
Coskan, Canan *University of Leuven*
- Fr 12.45—13.30 Moderators of prejudice generalization: The influence of contact, individual differences and group similarity
Ebbeler, Christine *University of Bonn*

Session 2

- Fr 15.00—15.45 Reactive and proactive collective action
Górska, Paulina *University of Warsaw*
- Fr 15.45—16.30 A wolf in sheep's clothing? Studying perceptions of benevolent sexism and their implications for gender relations
Hopkins-Doyle, Aife *University of Kent*

Session 3

- Sa 11.30—12.15 Collective action and contact-based prejudice reduction: Contradictory or supplementary ways of social change?
Lantos, Nóra Anna *Eötvös Loránd University, Budapest*
- Sa 12.15—13.00 Confronting Discrimination as Collective Action
Munder, Anja *FernUniversität in Hagen*

Session 4

- Sa 14.30—15.15 Intergroup contact effects for minorities / low status groups
Neji, Sybille *FernUniversity Hagen*
- Sa 15.15—16.00 Limits of stereotypes on and the role of supportive factors in increasing men's engagement in communal career and domestic roles
Van Grootel, Sanne *University of Leuven*

Session 5

- Sa 16.30—17.15 Protecting women's upward mobility: Self-regulation in identity-threatening fields
Veldman, Jenny *University of Leuven*
- Sa 17.15—18.00 Implicit Ingroup Evaluation in Negatively Stigmatized Minorities
Essien, Iniobong *University of Hamburg*

Roland Imhoff

Session 1

Fr 12.00—12.45 Psychological Distance and Lateral Attitude Change
Boege, Ronja M. J. Bielefeld University

Fr 12.45—13.30 Abusive relationships maintenance and decision making
Garrido Macías, Marta University of Granada, Spain

Session 2

Fr 15.00—15.45 A General Process Model of Crime-Related Radicalization
Isemann, Simon David Trier University

Fr 15.45—16.30 The Influence of Facebook on Coping with Negative Experiences
Knausenberger, Judith University of Muenster

Session 3

Sa 11.30—12.15 Defaults and social Norms: on the persistence and generalizability of "nudges" - Interventions to promote sustainable behavior
Kuhn, Sascha University of Heidelberg

Sa 12.15—13.00 Lateral attitude change, misinformation and conspiracy theory
Linne, Roman Bielefeld University

Session 4

Sa 14.30—15.15 N.N.

Sa 15.15—16.00 A Social Psychological Perspective on Trust in and Distrust of Politicians
Methner, Nicole University Koblenz-Landau

Session 5

Sa 16.30—17.15 Remembering "us" vs. "them": Investigating the Other-Race Effect in Working Memory
Stelter, Marleen University of Hamburg

Sa 17.15—18.00 Does uncertainty make us more conservative or more extreme? Effects of uncertainty salience on political attitudes
Petak, Flora University of Mannheim

Abstracts

Functions and implicit measurement of sexual objectification

Julian Anslinger (Bielefeld University)

Current studies on sexual objectification specify the process of objectification either as treating someone (1) as an object or (2) not as a subject (Holland & Haslam, 2013). While treating someone as an object particularly implies the instrumentalization of another person (LaCroix & Pratto, 2015), not treating someone not as a subject resembles dehumanization (Loughnan et al., 2010). Though the conceptualizations and subsequent interpretations of objectification are rich in variety, the question of why people objectify others has fairly been neglected in psychology. However, sociologists point towards two main reasons for sexual objectification: The maintenance of male/heterosexual identities and power (Bird, 1996; Connell, 2005). To study those functions on a psychological level without triggering social desirability, it is conducive to use implicit measures. The goal of my dissertation-project is therefore three-fold: (1) to develop valid methods to measure objectification on an implicit level, which will help (2) to investigate the functions of sexual objectification using (3) both conceptualizations, the tendency of treating someone as an object and not as a subject together. I will pursue to those aims in a set of studies. The first studies are dedicated to the development of a valid implicit measurement. Inspired by Cikara, Eberhardt, and Fiske (2011) it is planned to contrast reaction times in a lexical decision task for the recognition of first- and third-person-verbs varying in instrumentality subsequent to a priming with pictures of objects and persons. It is predicted that objectifiers will display a relatively high association of women with instrumental verbs (i.e. reflecting instrumentalization) and a relatively low association with third person verbs (i.e. reflecting dehumanization). Subsequent research will investigate the influence of power manipulations and gender identity threats on implicit and explicit objectification.

Who is German- and who not? National identity and Acculturation Strategies in Germany

Christina Bauer (Stanford University / University Koblenz-Landau)

"Who counts as German- and who does not? And how do Germans with migration background conceptualize their own identity? In my PhD project, I examine these two different perspectives on national identity. In the first part of the project, I work with Prof. Carol Dweck at Stanford to develop an intervention aiming to alter Germans' beliefs about "what it means to be German" to a belief-system that is more inclusive for people with migration backgrounds. Previous research has found that in Germany, national identity is primarily defined over shared heritage, and culture (Ditlmann et al., 2011). This heritage-based account of national identity is often very narrowly defined and fixed, which may hinder migrants with a different heritage to be seen as a full part of German society. In our intervention we aim to lift this barrier by presenting German identity as malleable – being able to develop and grow over time- rather than fixed. In the second part of the project, I work with Prof. Greg Walton at Stanford on an intervention aiming to improve Turkish minorities' educational outcomes by changing Turkish minorities' conceptualization of their own identity in terms of acculturation strategies. Considering the educational disparities, Turkish-origin students form the most disadvantaged minority group in Germany (e.g., Klieme et al., 2010) and psychological barriers posed by identity threat are have been shown to contribute to these disparities. Combining research on identity threat and acculturation strategies, we hypothesize that an integrated acculturation strategy with high ethnic and residence culture identification would be most beneficial to ethnic minorities' educational performance. Based on this hypothesis, an intervention aiming to encourage students to identify with both ethnic and residence culture is conducted."

Social categorization and evaluation in prejudice reduction interventions

Manuel Becker (Albert-Ludwigs-Universität Freiburg)

Due to the ongoing tensions and conflicts among people of different ethnicities all over the world, there has been continued interest in the development of methods that reduce interethnic prejudice. One persistent debate in this field is whether it is necessary or even desirable to reduce social categorization in order to attenuate prejudice, as in the case of 'colorblind' or egalitarian interventions, or whether people can instead be convinced of the value of having multiple social groups within a society (multicultural interventions). A number of recent articles have shown the usefulness and possible superiority of multicultural interventions (e.g., Park & Judd, 2005); however, there are several concerns with the intervention vignettes mostly used in these studies (developed by Wolsko, Park, Judd, & Wittenbrink, 2000). Specifically, the colorblind intervention might not be successful at reducing categorization, and it might be framed more negatively towards minorities. We have conducted several studies that examine the effects of both original manipulations on social categorization and prejudice, developed a new colorblind intervention that should put its principles to a fairer test, and have planned several studies to compare the effects of this new colorblind intervention with multicultural interventions and interventions that emphasize individuation. To this end, we developed a modified version of the "Who Said What?" (WSW) paradigm. Instead of seeing discussion statements, participants are presented with valenced behaviors that Turkish and German males have shown. Beyond allowing us to measure participants' social categorization, the modified WSW paradigm is supposed to subtly measure prejudice as well. In addition, we employ self-report measures and an Evaluative Priming Task to measure prejudice.

Social Psychology meets psycholinguistics to improve human-robot interaction: Do gender-stereotypical sentences influence gaze direction?

Jasmin Bernotat (Bielefeld University)

People don't look to what they listen, but to what they (stereotypically) expect. Using the eye tracking method, my doctoral project explores the effect of simultaneously presented verbal and visual stimuli on the activation of gender and ethnic stereotypes and their influence on people's capacity to predict incoming linguistic information. Moreover, I investigate if participants' eye movements are modulated by their values on ambivalent sexism, normative gender role orientation, anthropomorphism and personality traits. In my preliminary study, pictures of human target persons (members of a gender-stereotypical profession) were simultaneously presented with spoken language (targets performed a gender-stereotypical action). As soon as participants heard the action, their eye movements shifted toward the stereotypical character before it was mentioned. This indicates that gender-stereotypical actions activate stereotypes (toward humans). Since robots become increasingly important interaction partners, following studies explore if these effects apply to robots. For my doctoral project, I will extend the previous findings by examining the effects with new stimuli, namely, gendered robots referring to 1. stereotypical male vs. female actions and 2. stereotypical male vs. female attributes (Berger & Krahe, 2013). A second set of studies investigates whether these findings replicate in the context of ethnic stereotypes: Hence, an ingroup robot vs. an outgroup robot (see Eyssel & Loughnan, 2013) will be depicted referring to 1. actions highly vs. lowly regarded and 2. uniquely human and human nature traits (Haslam, 2006) associated with in- vs. outgroup members. People tend to enhance their ingroup. Thus, they see ingroups as more human and cultivated than outgroups (Haslam, 2006). Consequently, I expect that ingroup enhancement goes together with a stronger association of highly regarded actions with ingroups which can be revealed by people's anticipatory eye movements.

Adapting to the environment using social information as decisional cues

Marco Biella (University of Milano – Bicocca)

My PhD project aims to investigate how the social environment shapes cognitive processes that influence behavior. Always relying on an adaptive perspective, I investigate how situational and agents' features influence behavior. These two foci are bounded by the common evolutionary fingerprint leaved on human development by the advantage given to individuals with greater ability to process or greater sensitivity to such information. The latter focus concerns how information about the social environment is used as decisional cues that cannot be ignored even if they are irrelevant to the decision. For example I investigate how group membership of the utility's targets can alleviate unfairness aversion in economic decision making and I gathered evidence of an heuristic processing of fairness. In the same vein, I'm exploring how impression of the interaction partners influences joint tasks. In this case the perceived threat can lead to a tendency to be unpredictable and it may erodes the performance on the task by avoiding the possibility to be predicted, necessary to dynamically coordinate with the others. The former focus concerns how reactions to social information are modulated by situational features. My work endeavors how the phenomena above can be modulated as function of the environment. For example the tendency to be unpredicted versus predicted depends on the competition versus cooperation frame of the situations. In the case of cooperation it is adaptive to be predicted whether in the case of competition it is adaptive to mislead the interaction partner by being unpredictable. Both lines of research take the assumption that we evolved in a social environment where the sensitivity to social cues and differential tendencies depending on such cues are rewarded with survival. Henceforth, my research investigates how our cognitive processes and behavioral tendencies are adaptively shaped not only by the physical environment but also by the social one.

Important For Me or Important For You: How Individual and Social Values Predict Social Emotions

Lisa Blatz (University of Cologne)

Upward social comparisons elicit certain emotions, such as envy or admiration. Envy occurs when the envied person possesses or accomplished something that is highly relevant to the person. But what is a relevant comparison dimension for a person? On the one hand, it can be assumed that the dimensions that are of special importance for the individual elicit more intense emotions. On the other hand, envious feelings arise when the envied person has a higher societal status, i.e. accomplished a goal that indicates importance and value in society. Thus, it remains unclear whether envy is elicited because the envied person possesses or accomplished something that is personally important or perceived as important in society. Other social emotions, such as admiration, are more strongly linked to a person's individual ideals and should therefore occur for comparison dimensions that more are personally important compared to socially important. The importance of comparison dimensions can be defined by a person's basic values. Values are transsituational goals that guide our behavior and emotions.

The question arises whether people differentiate between individual and social values and whether they distinctly elicit envy and admiration. In two experimental studies we confronted participants with a person that perfectly embodied certain values and measured participants' emotional reaction to that standard. Emotional reactions (envy vs. admiration) differed depending on the importance of that value for the self or for the society. Data also revealed interaction effects between personal and social importance of some basic values. Results indicate that people distinguish between individual and social values and that individual and social values distinctly influence envy and admiration. Future research will investigate how

personal and social values direct our emotional reactions in social situations and what might happen if personal and social values are conflicting.

Psychological Distance and Lateral Attitude Change

Ronja M. J. Boege (Bielefeld University)

This PhD project investigates whether psychological distance impacts lateral attitude change (LAC). Attempting to change an attitude can result in two LAC effects: (a) generalization, where the evaluation towards a focal attitude object X as well as the evaluation towards a related but non-targeted object Y changes, or (b) displacement, where changing the evaluation of X fails but the evaluation of Y still changes. In the LAC framework, Glaser et al. (2015) explain generalization and displacement effects in terms of a combination of associative and propositional evaluation processes. Initially, the activation of the evaluation of X automatically spreads onto an associated but non-targeted object Y. The activated evaluation of X is propositionally processed. This results in generalization, if the evaluation is affirmed, and in displacement if it is rejected. It is unclear, however, which factors determine whether the propositional process results in affirmation vs. rejection. One such factor may be the psychological distance to X. Construal-level theory (CLT) claims that an increased psychological distance results in more abstract, less detailed information processing (Trope & Liberman, 2000). Therefore, I hypothesize that increased psychological distance limits the examination of activated evaluations. The level of abstraction of X and Y due to psychological distance might impact whether generalization or displacement occurs. A persuasive message could reduce the psychological distance towards X and towards Y. The resulting increase of concrete in contrast to abstract processing might lead to focal attitude change and generalization. However, if psychological distance towards X is maintained, e.g., due to reactance, it still might be reduced concerning Y, and lead to displacement effects. Theoretical assumptions and ideas for the first empirical studies of the PhD project will be discussed.

Entwicklung eines Modells zur Vorhersage sexistischer Verhaltensweisen unter Berücksichtigung von Personen- und Situationsmerkmalen (DFG Projekt)

Nina Brückner (University of Osnabrück)

Stepping in to the DFG project (Entwicklung eines Modells zur Vorhersage sexistischer Verhaltensweisen unter Berücksichtigung von Personen- und Situationsmerkmalen) in its' 3rd year I am conducting experiments analyzing a double dissociation hypothesis of implicit and explicit attitudes of benevolent and hostile sexist behavior. Since this is the projects last year I will make the double dissociation of sexist behavior the first part of my PhD project and will then develop methods designed to counteract or even prevent benevolent and hostile sexist behavior. I am leaning towards the implementation of mindfulness based interventions inspired by aspects comparable to e.g. the ReSource-project (<https://www.resource-project.org>) in order to increase empathy and decrease egoistic tendencies in actors (Batson, 2014; Boag & Carnelley, 2015) and hopefully decrease and ideally prevent not only sexist but also discriminatory attitudes and behavior.

Batson, C. D. (2014). *The altruism question: Toward a social-psychological answer*. Psychology Press. Retrieved from <https://books.google.de/books?hl=de&lr=&id=KI57AgAAQBAJ&oi=fnd&pg=PP1&dq=batson&ots=a2N8JEw99I&sig=k0Xd8j70Hf1dOWgIVMM-RBv59VM>

Boag, E. M., & Carnelley, K. B. (2015). Attachment and prejudice: The mediating role of empathy. *British Journal of Social Psychology*, n/a–n/a. <http://doi.org/10.1111/bjso.12132>

Mortality Salience and Habits

Benjamin Buttlar (Trier University)

Terror management theory (TMT; Greenberg, Solomon, & Pyszczynski, 1997) states that the awareness of one's demise (mortality salience; MS) increases the tendency to execute behaviors that conform with cultural norms and values. Furthermore it can be assumed that MS increases either pro or anti-environmental behavior depending on the salience of an individuals' norms and values in the context of pro-environmental behavior (Jonas, Martens, Kayser, Fritsche, Sullivan, & Greenberg, 2008; Fritsche, Jonas, Kayser, & Koranyi, 2010). However a discrepancy between attitudes and actual behavior, called 'value action gap', exists in societies which uphold pro-environmental norms, meaning that people tend to neglect their own values and do not engage in behavior in line with their objectives (e.g. Chung & Leung, 2007). In this project we address the question of why threats in real life such as major accidents at nuclear power plants do not promote pro-environmental behavioral change, at least in a society that upholds strong pro-environmental norms? It is hypothesized that MS may enhance the execution of all kinds' of over-learned behavior (i.e., habits) and that the impact of MS is thus not conditional upon conformation with cultural norms. The investigation of our hypothesis was realized in field studies, which support the assumption that MS, instead of increasing the tendency towards behavioral change, can make people fall back into their (bad) habits. Additionally laboratory experiments were conducted in which experimentally induced (e.g. motor sequences) or already existing habits (e.g. the SNARC-Effect) were investigated. Again preliminary results suggest that the induction of MS might facilitate behavior consistent with the established habits. All in all these findings suggest that MS may act as a motivational force that facilitates any over-learned behavior. Implications for TMT and understanding of the effects of existential threat will be discussed.

Related and Autonomous: Cultural Self-Patterns, Acculturation of Self, and Adjustment: Comparing Turkish, Belgian, and Turkish-Belgian Youth

Canan Coskan (University of Leuven)

Self-construals differ across cultures in line with cultural expectations. The current dissertation suggests a social and cultural psychological approach to the study of self and extends it for an understanding of acculturation processes from an integrational framework. My research envisions 1) establishing distinct self-construals across different cultural and relational contexts, 2) extending cultural self-construals to the acculturation context, 3) investigating the psychological consequences of self-construals. For the first aim, I compare Turkish and Belgian students' self-construals (i.e., relatedness and autonomy) with teacher and mother. Turkish students are more related and less autonomous in general; they also display a compatible self-pattern against the conflicting Belgian pattern. More importantly, Turkish and Belgian youth differ only in relationship with teacher in terms of levels. For the second aim, I compare Turkish minority and Belgian majority self-construals. In a community sample, Turkish minority is more related and less autonomous than Belgian majority. Next, I investigate how self-construals are associated with acculturation strategies as well as cultural exposure. Assimilation strategies yield the most and separation strategies yield the least dissimilar self-patterns to Belgian self-patterns; integrationist strategy falls in between. In a large national sample of Turkish minority pupils, increased opportunity for cultural exposure as well as Dutch mastery longitudinally predicts higher autonomy. Finally, I examine how relatedness and autonomy of Turkish minority and Belgian majority pupils contribute to school adjustment. Relatedness with teacher is associated with higher emotional adjustment for both cultural groups but more so for Turkish minority. Autonomy from teacher is associated with higher achievement only for

Belgian majority pupils. Most critically, Turkish minority pupils perform best when they combine autonomy with relatedness

Affective modulation of cognitive control: how positive primes influence attention

Irena Domachowska (TU Dresden)

In my PhD project, I investigate how positive affect modulates the balance between complementary control processes: focused attention vs. background monitoring. I also look at the underlying neural mechanisms, specifically the dopaminergic projections between the limbic system and the prefrontal cortex. While cognitive control is often studied separately from emotions, there is increasing evidence that emotions modulate the balance between complementary control functions. In particular, positive affect has been associated with increased cognitive flexibility and an expanded breadth of attention, but at the cost of higher distractibility. In my research, I use different positive primes (social and non-social, e.g. pictures of appetitive food or romantic couples) to induce positive affect and test its influence on attention. Additionally, in cooperation with Peter Gollwitzer, I tested the influence of smoking-related cues and their interaction with induced cigarette craving on the effectiveness of implementation intentions in breaking smoking habits.

Moderators of prejudice generalization: The influence of contact, individual differences and group similarity.

Christine Ebbeler (University of Bonn)

In my PhD project I investigate the generalization of prejudice. I am especially interested in the influence of group similarity on prejudice generalization and how direct or indirect contact experiences (also via the media) influence the evaluation of social groups. Based on the Lateral Attitude Change model (Glaser et al., 2015) two types of attitude change are investigated: generalization and displacement effects. Generalization effects refer to attitude changes towards a lateral object after contact with, or information about a focal object. An example could be a more negative evaluation of Bulgarian people after negative information about Sinti and Roma. A displacement effect appears if information about a focal object does not affect the evaluation of the focal object itself, but of the lateral object only. Although explicit attitude changes towards the focal object might not be observable in some cases, implicit measures might still show an automatic activation of the focal object and possibly a spreading effect on the lateral object. In a first experiment, the effect of stereotype activation on the evaluation of this group, a similar and a dissimilar group was assessed. For this purpose, 107 Norwegian students were asked to write down three positive or negative associations with "Germans" (or "students", in the control condition) and evaluate Germans afterwards, using explicit and implicit measures (a single target IAT). In addition, a group rated as similar to Germans in a pretest (Austrians) and a dissimilar group (Greeks) were evaluated. Initial analysis suggest that a negative stereotype activation regarding Germans might have positive effects on the evaluation of Greeks. Moreover, explicit ratings appear to be associated with the motivation to control prejudiced reactions (MCPR; Banse & Gawronski, 2003; Dunton & Fazio, 1997). Additional experiments further examine possible moderators of prejudice generalization and the role of group similarity.

Implicit Ingroup Evaluation in Negatively Stigmatized Minorities

Inibong Essien (Hamburg University)

My research investigates how individuals belonging to disadvantaged groups (i.e., minorities) evaluate their ingroup when group identity is threatened. System Justification Theory (SJT) suggests that members of low-status groups unknowingly or implicitly prefer higher-status

outgroups over their ingroup. The evidence regarding this issue is, however, highly inconsistent. Some studies yield results in line with SJT; others document null effects or even contrary effects. For example, two quasi-experimental studies, conducted as part of my PhD, indicate that members of two different minority groups in Germany—Muslims and participants with Turkish ethnicity—display implicit ingroup favoritism (Essien & Degner, 2016a). These inconsistencies highlight the need for and the importance of a meta-analysis—which I conduct as part of my PhD (Essien & Degner, 2016b). The meta-analysis integrates findings from more than 100 independent studies with participants from different minority groups. Results of a sub-sample of IAT studies indicate that, overall, members of low-status groups do not display implicit ingroup favoritism or outgroup favoritism. Furthermore, I performed moderator analyses, which provide the basis for my experimental research, focusing on inter-individual differences in implicit ingroup evaluations in minority groups. Specifically, I investigate how the strength of ingroup identification and perceptions of own group status independently and interactively influence implicit intergroup evaluations. To complete my PhD, I am currently conducting experiments with novel and real-life groups, in which I manipulate social identification and group status and measure implicit ingroup and outgroup evaluations using the Affect Misattribution Paradigm.

The Influence of Intergroup Context on Automatic Social Categorization

Felicitas Flade (University of Cologne)

Does inducing an inclusive context attenuate intergroup boundaries already at the early stage of (automatic) social categorization? Various ways have been proposed to dissolve social categorization: The personalization perspective aims for decategorization through individualization of outgroup members (Brewer & Miller, 1984), while crossing categories can attenuate target category boundaries (e.g. Klauer, 2014). While threat augments category boundaries (Derks et al., 2015, Maner et al., 2012), we suggest that threat in the form of a “common enemy” might also attenuate them (Sherif, 1958). While Sherif refrains from using the common-enemy approach in his Robbers Cave Experiments on ethical grounds, its use in more large-scale conflicts might provide a useful tool for easing social categorization. We measure automatic social categorization by means of the “Who said what”-Paradigm (Taylor & Fiske, 1978, analysis according to Klauer & Wegener, 1998). Accessibility of an inclusive category and threat is manipulated within the discussion phase of the task. So far, we found support for this effect in three studies. In Study 1, participants saw Blacks and Whites, represented by typical names, discuss Islamist Threat to the US (experimental condition) or race relations (control). While categorization by ethnicity occurred for black speakers in the control condition, it receded in the threat condition. In Study 2, names were replaced by faces, and the speakers in the control condition engaged in small talk. Categorization was reduced substantially in the common threat condition. In Study 3, Israeli students saw a discussion between Jews and Arabs. While categorization was stronger in the context of the Israeli-Palestinian Conflict (separating, under threat) relative to the baseline neutral condition, measured categorization receded in a common goal context (unifying, no threat), and more so in the common enemy condition (unifying, under threat).

Social comparisons and moral decisions

Alexandra Fleischmann (University of Cologne)

Normally, people prefer moral others, and judge immoral people negatively. But are there situations when this preference changes? Based on the theory of motivated downward comparisons (Wills, 1981), we test in five studies whether people look for downward comparisons when they feel immoral. In all studies, participants first recalled a memory about

acting moral or immoral. In Studies 1 to 4, participants then read the headings of six everyday stories, three moral and three immoral. They indicated their interest to read each story and chose one story to read. Study 1 (N = 134) shows that people express more interest in and choose more immoral stories when they are reminded of their own immoral actions (compared to their moral actions). Studies 2 to 4 test whether people are willing to incur costs to avoid moral comparisons. In Study 2 (N = 242), participants who felt immoral were willing to invest more time to avoid moral stories. In Study 3 (N=239) and Study 4 (N = 242), participants could earn more lottery tickets or more money for moral than immoral stories. Even though participants overall preferred moral stories, this effect was smaller when participants were reminded of their immorality. Study 5 (N = 242) transferred the choice from reading about moral or immoral actions to everyday choices, such as which series to watch. Instead of stories, participants read the headings of three moral and three immoral videos from the series “Game of Thrones”. Again, participants who felt immoral expressed more interest in the immoral stories compared to participants who felt moral. All in all, people who feel immoral seem to look for downward comparisons, are willing to incur costs to achieve this goal, and apply this to everyday choices.

Abusive relationships maintenance and decision making

Marta Garrido Macías (University of Granada, Spain)

Across this thesis our main goal is to analyze the variables that play an important role in the decision of leaving an abusive romantic relationship where the sexual coercion is taking place. To do this, our first purpose is to validate the Accommodation among Romantic Couples Scale (Rusbult & Zembrodt, 1983) into Spanish population to explore the strategies that men and women use to face and coping conflicts as well as to identify what response patterns lead to maintenance or to leave the relationship. Moreover, we will test the relation between the above mention strategies and dependence, gender, sexism, investment, commitment, quality of alternatives and satisfaction. Secondly, we was interested in the relation between the type of transgressions which people suffer and their decision of leaving or keeping the relationship, and how the dependence, gender, sexism, and investment, commitment, quality of alternatives and satisfaction could affect to their decision. The next aim is to explore how the sexual coercion is perceived into a relationship and to check the important role of the sexist ideology, gender, sexual assertiveness, investment, commitment, quality of alternatives, satisfaction and dependence in the blame’s perception of the target of sexual coercion and the perpetrator. Additionally, in other studies the target will be the victim of sexual coercion and our aim will be to study their making decision about leaving or keeping the relationship compare with a not sexual coercion victim. Moreover, we will analyze factors that could be influencing their decision to maintenance their abusive relationship. In conclusion this thesis has an important practical involvement because it can provide useful information about factors that could play a role in the acceptance of the abusive relationships and their maintenance.

Reactions to ostracizers – Subtle behaviors of excluded individuals towards the perpetrators

Anna Giesen (University of Muenster)

Plenty of research has shown that ostracism (i.e., being excluded and ignored) is very painful (see e.g., Williams, 2007). This is not only true for experiencing rejection over a long period of time (Williams & Zadro, 2001) but also when ostracism merely lasts for several minutes and even when the perpetrators are strangers (Williams, 2007) or members of a disliked group (Gonsalkorale & Williams, 2007). It was shown that being ostracized threatens fundamental human needs, such as the need to belong, the need for control, self-esteem and a meaningful

existence (see e.g., Williams, 2007; Williams & Nida, 2011). Previous research has demonstrated that excluded individuals show different responses to reestablish their threatened needs: They tend to aggress against others to regain control (Gaertner, Iuzzini, & O'Mara, 2008) or engage in affiliative behavior to reestablish their threatened need to belong (e.g., DeWall, 2010; Maner, DeWall, Baumeister, & Schaller, 2007). In my PhD project I am contributing to this line of research by investigating more subtle behavioral and cognitive responses of ostracized individuals towards their perpetrators that might implicitly help to regain inclusion, prevent further rejection and/or to satisfy their need to belong: For example, do ostracized individuals form a shared reality with their ostracizers (i.e., experience a subjective commonality of inner states with them about a target referent; Echterhoff, Higgins, & Levine, 2009)? Do they unconsciously imitate their behavior (i.e., display mimicry; Chartrand & Bargh, 1999)? Do they socially tune to information simultaneously processed by the ostracizers (i.e., show an enhanced accessibility of these stimuli; Shteynberg, 2010)? Whether ostracized individuals engage in these subtle behaviors as well as their exact underlying motivations will be studied in my PhD project.

Reactive and proactive collective action

Paulina Górska (University of Warsaw)

The main goal of my project is to test psychological soundness of distinction between reactive and proactive collective action. This typology, introduced by historical sociologist Charles Tilly (1976), was only mentioned within psychology. Reactive collective action refers to activities intended to restore or protect the in-group status which was lost or questioned before. Actual or potential loss constitutes a catalyst for this type of engagement. Proactive collective action is aimed to gain a good position which in-group has never had. This type of engagement is preceded by the period of stable in-group status. Specific hypotheses involved within the project were formulated on the basis of time perspective concept, prospect theory, dual pathway model of collective action and model of radical collective action. These theories and concepts allow to assume that reactive and proactive collective action exhibit different patterns of moderators and mechanisms. Time perspective is hypothesized to moderate the impact of in-group situation (loss/stability) on intentions to engage in collective action. For example, facing stable in-group status individuals high in future time orientation are supposed to declare higher willingness to act comparing to individuals with low level of this trait. Change in perceived action-related risk, group efficacy and outgroup-directed emotions are hypothesized to mediate the relation between in-group situation and engagement intentions. Positive relation between loss and willingness to act on behalf of the in-group is expected to be mediated by change in perceived risk associated with engagement. Furthermore, group efficacy is hypothesized to be a better predictor of collective action in the situation of stability comparing to the conditions of loss.

Regulation of Consumer Experiences: the Case of Price Promotions

Simona Haasova (University of Vienna)

Price promotions are the number one marketing strategy for sales increase. Indeed, researchers have established that consumers are notoriously susceptible to price promotions, representing an immediate monetary incentive that even leads to elevated consumption enjoyment (Lee & Tsai, 2014). Despite their effectiveness however, consumers also demonstrate skepticism towards price promotions (Liefeld & Heslop, 1985) and perceive them to be lower (Kukar-Kinney & Carlson, 2015) or lead to negative product judgments (Yang et al., 2015). My dissertation therefore focuses on when and how consumers counter-act the influence of price promotions. Contrary to the longstanding assumption that price promotions positively influence product

perception and purchase likelihood through conscious cognitive processes (Chandon et al., 2000), recent research indicates that their influence relies on evoking immediate positive affect, decreasing motivated information processing and leaving the affective reactions to lead the decisions (Aydinli, et al., 2014). Yet, it remains unclear, when the affective and when the cognitive processing outweighs and impacts judgments and decisions about discounted products stronger. In my research I concentrate on systematic uncovering of contextual factors determining whether price promotions increase or decrease motivated information processing, when they lead to positive or negative affective responses and how these translate into judgments and shopping behavior. Further, I am applying the concept of affective counter-regulation, a mechanism that prevents intensive emotional states from escalating (Rothermund et al., 2008) by automatically allocating attention to information opposite to current motivational state. I hypothesize that consumers might use the mechanism to control their affective responses to price promotions. Then, price promotions that are supposed to appear positive and convenient would instead trigger the opposite, vigilant, reaction.

Cooperation between advantaged and disadvantaged groups towards social change

Tabea Hässler (University of Zurich)

Positive intergroup contact has been shown to reduce prejudice and promote positive intergroup relations amongst a multitude of ethnical, racial, and other social groups. Yet, contact is less effective in improving intergroup relations for disadvantaged groups and might even undermine their motivation for social change towards more social justice. These findings underline the importance of considering asymmetric power-relations and divergent needs of members of advantaged versus disadvantaged groups. Whereas the former are motivated to protect the status quo, the latter might strive to change it. Thus, my thesis will address one of the most relevant questions in current research on intergroup relations: How can intergroup contact situations be improved so that they motivate members of both advantaged and disadvantaged groups to collaborate on achieving greater social equality? My research focuses on the processes that promote or prevent cooperation between advantaged and disadvantaged groups towards social change. I submitted my first paper for my doctoral thesis. In two studies using contexts of inequality along the lines of sexual minorities and gender we could show that system justification moderates power and morality needs in disadvantaged and advantaged groups. Our results reveal that taking into account individual differences in SJ is crucial for a better understanding of the motivations aroused among members of advantaged and disadvantaged groups due to structural inequality.

A wolf in sheep's clothing? Studying perceptions of benevolent sexism and their implications for gender relations.

Aife Hopkins-Doyle (University of Kent)

Hostile sexism (HS) is a misogynistic portrayal of women as devious and manipulative. In contrast, benevolent sexism (BS) is a positive evaluation of women as the more virtuous sex (Glick & Fiske, 1996). Ambivalent sexism theory considers HS and BS as complementary facets of an ideological system of social control (Glick et al., 2000). Recent research has established that although HS and BS are positively correlated, people wrongly assume that they are negatively correlated – a misperception that has been labelled the “illusion of antagonism” (Rudman & Fetterolf, 2014). My research offers the first direct examination of the psychological processes that lead people to misunderstand sexism in this way. Across five studies, we have shown that 1) men who exhibit BS (attitudinally or behaviourally, e.g., providing unsolicited help to women carrying heavy bags) are perceived as low in HS, and vice-versa, 2) high-BS men are seen as pro-feminist and willing to take collective action in support of gender equality, 3)

consistent with evidence that valence is a fundamental organising principle in social cognition (Asch, 1946), these effects are statistically mediated by the perceived warmth of benevolent sexist's attitudes to women, and 4) the illusion of antagonism is heightened when the warmth (v. coldness) of targets' attitudes to women is manipulated, but reduced when their ideological support for or opposition to gender equality is manipulated. In sum my present work demonstrates that the warm affective tone of BS leads people to misunderstand its relation to HS. Future research will examine other aspects of BS including people's intuitive understanding of the consequences and undesirable correlates of BS (e.g. reduced support for gender equality measures, Becker & Wright, 2011); and the barriers to raising conscientiousness and reducing endorsement of BS. Currently we are examining if the positive tone of BS causes people to resent and resist efforts to try to change.

A General Process Model of Crime-Related Radicalization

Simon David Isemann (Trier University)

The Madrid train bombings, the 7 July London bombings, the Charlie Hebdo massacre, and the November 2015 Paris attacks transformed middle-eastern conflicts into a very concrete and noticeable threat for western societies. Hence, social scientists as well as security agencies have proposed several frameworks trying to explain the psychological process of radicalization into violent extremism (Borum, 2011). Most of these frameworks (e.g., Kruglanski, Chen, Dechesne, Fishman, & Oherok, 2009; McCauley & Moskalenko, 2008; Moghaddam, 2005) argue that personal as well as group grievances lead to an unpleasant motivational state, leaving individuals vulnerable to the lures of radical groups. Yet, most of the frameworks fail to address an important issue: individuals who share the same motivational state but pursue non-extreme forms of conflict solution. In this project we address the question of why some individuals join radical groups while others express their anger in political action. Adopting Hirschman's (1970) concept of Exit-Voice-Loyalty (EVL) a new radicalization model is proposed that describes different possibilities to act based on system loyalty. In a first experiment, we manipulated group grievance and system loyalty. The results suggest positive influences of group grievance as well as low system loyalty on an individual's protest orientation. Furthermore, low system loyalty seems to foster the acceptance of extreme rather than moderate protest forms.

The Influence of Facebook on Coping with Negative Experiences

Judith Knausenberger (University of Muenster)

In my PhD project I plan to examine the influence of social networking sites (SNS) on negative experiences. The first part consists of studies examining how reminders of Facebook, the largest SNS, change people's reactions to social exclusion. After an exclusion (vs. inclusion) experience, participants shall be exposed to a subtle reminder of Facebook (vs. Flash Player or Word in the control condition) by displaying the respective icon in a corner of the computer screen. In the control condition, excluded participants are expected to show a typical reaction to social exclusion, i.e. a larger interest in social contact compared to included participants. However, participants in the Facebook condition should not have a stronger interest in social contact after exclusion than after inclusion. I also plan to examine the assumed underlying process that a reminder of Facebook can fulfill the need to belong which is threatened by social exclusion. In the second part of my PhD project I'm planning to conduct studies that examine whether reminders of SNSs influence reactions to another threatening situation other than exclusion, i.e. mortality salience. I also want to compare the influence of Facebook to that of an online communication service (i.e. Whatsapp) to examine whether there are differences

between pure communication services and SNSs in the potential to cope with negative experiences.

Defaults and social Norms: on the persistence and generalizability of "nudges" - Interventions to promote sustainable behavior

Sascha Kuhn (University of Heidelberg)

Given the rise of different ecological crises the regulation of behavior gains more importance. Traditional approaches like economic measures (taxes, subsidies, fee structures) and legal regulation as well as information campaigns seem to have their limits and are not always successful to promote sustainability. In recent years policies that aim to improve individuals' decision making without coercion by changing the decision context are becoming more popular. One example for such a contextual intervention that has been proven effective in areas as varied as insurance decisions, organ donation, retirement savings and consumer choice are defaults (i.e., preselected options that become effective without active choice) and social norms. Despite increasing popularity, little is known about the persistence and generalizability of default and social norm effects over time. During my PhD I am planning to conduct at least four lab studies and at least one field study. Based on a self-perception theory perspective (Bem, 1972), I propose in my first study that perceived freedom of choice moderates whether defaults will spill-over to subsequent, non-defaulted choices. Only defaults that are subtle enough to create a feeling of free choice should reflect in subsequent choices. Besides that I am planning a field study in cooperation with a hotel where it is the goal to get people to save energy by not opening their window in the summer while the air conditioner is running. I will use appeals similar to Goldstein, Cialdini, and Griskevicius (2008) employing descriptive norms (e.g., "the majority of guests reuse their towels") that proved to be superior to a traditional appeal widely used by hotels that focused solely on environmental protection. I furthermore will examine if the effect of the social norms will spill-over to other behavior (e.g. saving water). Implications for the use of defaults as a means for policymakers to promote sustainable behavior will be discussed.

Collective action and contact-based prejudice reduction: Contradictory or supplementary ways of social change?

Nóra Anna Lantos (Eötvös Loránd University, Budapest)

My research topic concerns the "demobilisation effect" of intergroup contact among disadvantaged group members, and the efficient ways of mobilization for ally action among advantaged group members. I'm primarily interested in the factors of positive intergroup contact in which collective action intentions increase, i.e., in which the demobilization effect is countered. I conduct experiments in the lab, and also test these constructs in the real-life setting of an anti-Roma prejudice intervention program, as a field experiment. I compare prejudice-reduction interventions to awareness raising programs in reaching the goals of prejudice reduction and mobilizing for collective action among majority group members. I'm also investigating the demobilisation effect in the context of gender. I spent a semester in my second year of PhD studies as an Erasmus student at the University of Groningen under the supervision of Professor Russell Spears where I worked out an experimental design to compare how different messages by ingroup and outgroup members can influence collective action intentions among disadvantaged group members. In my present, third year, I am working on both my experimental study and the intervention analysis, and concentrating on both minority and majority perspectives. I plan to finish my dissertation by 2018.

Lateral attitude change, misinformation and conspiracy theory

Roman Linne (Bielefeld University)

My Ph.D. Thesis is embedded in the framework of the Lateral Attitude Change (LAC)-model (Glaser et al., 2015). The LAC-model describes changes in the evaluation of attitude objects which are not the actual (focal) target of a manipulation or persuasion attempt but are associated with that focal attitude object. Two types of LAC effects are being proposed and studied, generalization and displacement. The former depicts an effect where focal attitude change transfers to related objects while in the latter the focal attitude remains unchanged but there is a change in associated attitudes. Within attitude change research, I am especially interested in social influence via misinformation, myths and conspiracy theory that is increasingly prevalent in the digital age. On an applied level, I plan to examine whether the mechanisms of LAC might help to explain the spreading and acceptance of these phenomena. Furthermore, LAC might also be relevant for the falsification of misinformation. For instance, the LAC-Model allows not only to investigate the continued influence of misinformation on focal attitudes but also to examine in what way lateral attitudes are influenced by attempts to correct previous misinformation. Thus, I also plan to extend the LAC-model in order to incorporate contrast effects that can be described as attitude change of a lateral object in the opposite direction to that of the syllogistically opposed focal object. The inclusion of contrast effects in the model might provide further insights into conspiracy-related aspects such as the rejection of mainstream media. To sum up, in my Ph.D. thesis I intend to test and extend the proposals of the LAC Model within the domain of misinformation, myths, and conspiracy theory by using experimental designs as well as a quasi-experimental approach in order to study online and social media debates.

Consequences and correlates of Internet use: A meta-analytic appraisal

Caroline Marker (University of Koblenz-Landau)

The use of computers and the Internet has steadily grown, and most of the people in Western nations spend a substantial amount of time online. This raises questions about possible antecedents, correlates, and consequences of using the Internet more generally, and social networking sites specifically. A closer look into previous research shows a heterogeneous picture, and to date, meta-analyses are rare in this field. This cumulative dissertation aims at summing up previous research within the field and aggregating it into several meta-analyses about different correlates and consequences of Internet use patterns. All meta-analyses will be conducted according to the guidelines of the PRISMA statement (Moher, Liberati, Tetzlaff, Altman, & The PRISMA Group, 2009). The focus will be on five topics that attracted the attention of scholars and the general public, but yielded heterogeneous findings in past research: (1) academic achievement, (2) social and political commitment, (3) social interactions and loneliness, (4) extraversion and big five, and (5) overweight and obesity. For each of these topics the previous findings will be reviewed and scrutinized through meta-analytical methods. In addition to the identification of a meta-analytic effect (including analyses of publication bias), I will conduct several moderator analyses. With this method I will be able to identify relevant factors that cause the heterogeneous findings of previous research. Thus, I will be able to provide a clearer picture on heterogeneous effects. My aim is to publish the results in the leading journals in the field (PPS; PSPR; PSPB).

A Social Psychological Perspective on Trust in and Distrust of Politicians

Nicole Methner (University Koblenz-Landau)

Only few Germans trust in politicians. In fact, most are rather skeptical and distrust politicians. Since a certain level of political trust is essential for the maintenance of the democratic system,

the identification of determinants of trust and distrust as well as of involved processes is crucial. However, research into (dis-)trust is interdisciplinary: Political science, communication science, sociology, economics, and psychology have developed different concepts of and perspectives on (dis-)trust. The first part of my PhD project, a literature review, integrates those different concepts and research results on (political) trust and distrust. Importantly, a social psychological perspective on this research has the potential to explain seemingly contradictory findings and to identify new determinants of (dis-)trust. In the review, I will integrate various concepts that have emerged in different disciplines (i.e., (dis-)trust, attitude, political cynicism, political alienation) and will identify determinants of (dis-)trust, involved processes, as well as research gaps. The second part of my PhD project empirically investigates determinants of political (dis-)trust and possible processes that can reduce political distrust. Applying a social psychological perspective, I conceptualize (dis-)trust as an attitude and politicians as a social group. Consequently, I apply research on person perception, stereotypes, and attitude change to identify promising factors influencing (dis-)trust in politicians. Two series of experiments will test these possible factors. The first series examines effects of a politicians action against their self-interest. The second series investigates how perceived heterogeneity of the group 'politicians' affects stereotypes of politicians. As underlying processes, I hypothesize that both factors influence citizens' perception of politicians' communion/warmth and agency/competence, which, in turn, influence (dis-)trust in/of politicians.

Confronting Discrimination as Collective Action

Anja Munder (FernUniversity Hagen)

My PhD project investigates the underlying motivation for people who have experienced social discrimination to directly confront the discrimination's perpetrator about the prejudicial character of their action. Specifically, it tests the hypothesis that under certain circumstances an act of confrontation is more likely to be predicted by group-based motives (Collective Action). On the one hand, there is a broad psychological research strand focusing on the targets' individual experience and coping with discrimination by confrontation. This research has identified individual factors that influence the likelihood of a target confronting their perpetrator as well as potential beneficial and costly consequences of confrontation. On the other hand, there is a broad psychological research strand that focuses on targets' collective action against injustice and discrimination. While research also indicates that some targets pursue collective goals when confronting, psychological models of collective action have not been utilized to predict confrontation. In accordance with Social Identity Approach, the strength of the identification with the group that is relevant for the discrimination should predict whether a confrontation is an act of a psychological individual or group member. When discrimination targets are more strongly identified with the respective social group, the association between group-based motives and the likelihood of confrontation is stronger, which means that the act of confrontation is an act of collective action. This main hypothesis will be tested with a series of studies (correlational retrospective online study, experimental online studies, experimental lab or field studies).

Intergroup contact effects for minorities / low status groups

Sybille Neji (FernUniversity Hagen)

The contact hypothesis (Allport, 1954) proposes that intergroup contact can reduce negative intergroup relations, especially under conditions such as equal status contact, common goals, intergroup cooperation, and institutional support. Following decades of research, there now exists extensive empirical evidence supporting this hypothesis (Pettigrew & Tropp, 2006), and contact effects occur even if the optimal conditions proposed by Allport (1954) aren't met.

Contact also affects other processes beyond intergroup attitudes; for example, more positive contact is associated with greater perceived outgroup variability. The reduction of prejudices and stereotyping towards the outgroup is more effective, if group membership is salient and the outgroup member is perceived as a typical member of the outgroup (e.g., Hewstone & Brown, 1986). Pettigrew and Tropp (2006) found that contact effects are usually higher for members of majorities ($r = -.23$) than for members of the minorities ($r = -.18$). Above the positive effects of intergroup contact previous research has demonstrated that contact between majority and minority can also have negative effects, especially for the members of the minority. Research in the field of collective action demonstrated that positive contact can lead to a reduced perception of inequality for/ of the disadvantaged group and resulted in less support for collective action. Furthermore perceived injustice, efficacy, and identity causally affected collective action. Up to now little is known about the conditions under which contact does not lead to reduced support of collective action for social change. The goal of my research is on the one hand to examine why contact generally has higher effects for majority members compared to minority members and on the other hand to explore necessary conditions for avoiding negative consequences of intergroup contact, especially for minority members.

Does uncertainty make us more conservative or more extreme? Effects of uncertainty salience on political attitudes

Flora Petak (University of Mannheim)

The present research aims to investigate the effects of uncertainty on people's political preferences. Social psychology models make contradicting predictions concerning the effects of uncertainty salience: The uncertainty-threat model of political conservatism (Jost & Napier, 2012) predicts a conservative shift, while the uncertainty management model (van den Bos & Loseman, 2012) predicts a radicalization effect, leading to increased adherence to prevailing political attitudes. In a series of studies, the effects of uncertainty on political preferences will be investigated. In the first study, uncertainty (vs certainty) was made salient experimentally. After a short delay, participants were presented with photos of unknown political candidates, and were asked to indicate voting intentions. Furthermore, it was investigated whether effects of uncertainty salience on preferences for candidates perceived as left- or right-wing are mediated through the perceived warmth and dominance of the candidates. Results so far point toward differing effects of uncertainty salience on candidate preferences, depending on participants' prevailing political orientation and gender. Under uncertainty, men show increased liking for conservative candidates, while women show increased preference for liberal candidates. Similar effects were found for the perceived warmth of the candidates. In the next steps, results will be replicated and moderator variables further investigated, identifying the underlying psychological mechanisms for the gender effect. Later on, results can be extended to include different types of uncertainty, distinguishing between personal and social uncertainty.

Stereotype Threat or Stereotype Boost? Paradoxical Reaction to Negative Gender Stereotypes Among Female Math Olympiads Participants

Anna Redzio (University of Warsaw)

My research concerns the problem of stereotype threat, which is a situation when one is afraid of confirming a negative stereotype about the social group he or she belongs to or being perceived through the lens of a negative stereotype. I would like to investigate high school female students who are successful in Math and/or Physics Olympiads. One line of reasoning makes us to expect them to be especially vulnerable to stereotype threat, since they are strongly identified with domains that, due to gender stereotypes, are not good for women. In

consequence, their math and/or physics performances in threat situations should be impaired. On the other hand, however, as suggested by the transactional model of stress and coping by Lazarus and challenge and threat theory by Blascovich & Mendes, people in a threat situation who have enough resources to cope with it, experience challenge rather than threat. They mobilize all their cognitive, motivational, and emotional resources and, as a consequence, are likely to function better than without any pressure. It is therefore possible that the Math and Physics Olympiads participants when stereotype threatened would perform better than their counterparts in the control condition. I'm now developing research project intended to examine whether such paradoxical reaction to stereotype threat among mathematically talented girls appears only when the tasks are easy or, when they are difficult, too. I also wish to examine what cognitive and personality traits are predictors or moderators of the paradoxical improvement reaction. I consider the role of math anxiety, intellectual helplessness experienced on math classes, and working memory capacity). I also plan to make a series of interviews with talented female participants to reveal the kind of personal experiences and social support which appeared helpful in the development of their mastery attitude toward mathematics.

Agency and communion as determinants of positive self-evaluation at individual and collective levels

Soral Wiktor (University of Warsaw)

The question, which components of self-knowledge are critical to positive self-evaluation, still poses a significant challenge for scholars trying investigate the nature of self and identity. In my research I am asking which dimensions of social perception decide about self-esteem at individual and collective levels: those related to agency (competence, control) or those related to communion (morality, sociability). Whereas several authors suggest that experience of (collective) agency is essential to goal attaining and maintaining positive self-worth, works by e.g. Leach et al. (2007) have revealed that the communion dimension is the most important for positive self-evaluation. My hypothesis is that this controversy can be resolved within the framework of the dual perspective model (Abele & Wojciszke, 2014). When one is focusing on an individual part of the self, agent perspective is activated and therefore positive self-esteem is determined by perceiving oneself as competent. However, when one is focusing on a collective part of the self, recipient perspective is activated and positive self-esteem is determined by perceiving one's group as moral and/or warm. In four studies I have found considerable support for these expectations. In Study 1 & 2 (on Polish and American samples), I found that when focus is directed at individual self, agency is a single significant predictor of positive self-esteem, whereas when the focus is directed at collective self community emerges as significant predictor of positive (collective) self-esteem. In Study 3 I found that recalling competence related events increases self-esteem, but only at individual level; in fact recalling events related to collective competence decreases collective self-esteem. Finally, in Study 4 I found that when one is induced to take a perspective of a collective agent, cognitive accessibility of positive collective self-related traits increases, but only in the case of agency dimension.

A social cognitive perspective on islamophobia and integration of refugees

Felix Speckmann (Cologne University)

My dissertation aims to investigate theory-based interventions for the successful integration of refugees. We have identified two obstacles to successful integration. First, there is an association between being a refugee and being Muslim; and the latter identity is a cue for terrorist threats and aggressive activities. Second, refugees are by default portrayed as in need

of help. While this might elicit empathy, we hypothesize that it hinders integration. We are currently collecting first data for a pre-registered experiment (aimed for $n = 200$) to examine how people perceive the relation of being Muslim and being a refugee and how presenting Muslims as in need of help shapes responses toward this group. To this end, participants report on both conditional probabilities of being a Muslim and being a refugee. Then, we condition typical Muslim headgear with words either related to neediness or control words. Following this conditioning, half of the participants perform a shooter task that presents Muslim or non-Muslim targets holding guns or harmless objects. The other half do a job application task in which they are asked to quickly approve participants or reject them based on their academic grades. The grades are presented together with pictures. All applicants are female and sometimes wear headscarves. The relative ratio of reject decision offers an index for the acceptance of women with Muslim identity. We predict that people report a strong association between being a refugee and being a Muslim and that the main effect of Muslim headgear leads to more “shoot” and “reject” decisions. This main effect should be amplified for participants who saw the pairings of Muslim clothing and words related to neediness. Together, this will provide first evidence that a) people perceive Muslim identity as a cue to aggression and lower acceptance of Muslim women, and b) that this pattern is amplified for refugees, despite, or because of their state of being in need of help.

Remembering “us” vs. “them”: Investigating the Other-Race Effect in Working Memory

Marleen Stelter (Hamburg University)

People have great difficulties in remembering other-race faces. This so-called other-race effect (ORE) is a highly robust memory effect, which has been frequently replicated in old/new recognition tasks. According to recent theories, the effect is caused by the interplay of perceptual expertise and motivational factors, which lead to different processing mechanisms of own- and other-race faces. It is assumed that different processing mechanisms occur already during encoding (e.g., categorization vs. individuation). If this holds true, we should be able to find evidence of the ORE already during earlier stages of information processing, preceding the standard ORE in long-term memory. Thus, we should, for example, observe a performance deficit for other-race faces in working memory. In order to test this hypothesis, I will explore (1) if Caucasian participants show decreased performance for Oriental faces compared to Caucasian faces in working memory tasks, and (2) whether and to what extent potential performance differences in working memory can be related to the ORE in recognition memory. In a first series of studies, I will measure working memory performance for Oriental and Caucasian faces in three different working memory paradigms: a self-ordered pointing task, an adaptive N-Back task and a Change Detection task. In a second series of studies, I will explore whether potential differences for Oriental and Caucasian faces in working memory tasks are correlated with the ORE in recognition memory. In a third series of studies?, I will manipulate different levels of cognitive load during encoding in order to investigate how this influences the ORE in both, working memory and recognition memory. My research thereby aims at extending our knowledge about the cognitive processes underlying the other-race recognition deficit.

A Developmental Perspective on the Linguistic Intergroup Bias

Mirja Storck (Hamburg University)

The linguistic intergroup bias (Maass, Salvi, Arcuri & Semin, 1989) describes systematic differences in language use in social group contexts that are related to underlying intergroup attitudes: Individuals tend to describe desirable behaviors of ingroup members in abstract linguistic terms and undesirable behaviors of ingroup members in more concrete terms. For

reports on behavior of outgroup members this pattern reverses. This systematic difference of concrete and abstract language use has consequences for the perception and representation of ingroup and outgroup: If abstractly represented, positive ingroup behavior and negative outgroup behavior are perceived as more informative about the nature of the actor and their social group, indicating temporal stable and less verifiable qualities. On the other hand, concretely described negative ingroup behavior and positive outgroup behavior are seen as less representative. Such subtle linguistic differences facilitate the transmission of stereotypes and perpetuate stereotype-congruent inferences. It has been assumed that such subtly biased language is an important factor in the transmission and socialization of stereotypical thinking to children. However, empirical support for this assumption is rather scarce and we lack a clear developmental perspective on the emergence and consequences of linguistic intergroup biases. We present a series of studies in which we investigated whether and to what extent pre-school and primary children are susceptible to these linguistic biases. Therefore, we presented children with storybooks in which agents belonging to two social groups demonstrated desired and undesired behaviors while we manipulated the degree of abstractness of the behavioral descriptions. Our results demonstrate under what circumstances linguistic variation influences group evaluation, interaction preferences, attributions and interpretations of ambiguous behavior in children. We discuss implications for the formation and development of intergroup stereotypes during early and middle childhood.

Cooperation in Social Dilemmas

Maik Theelen (RWTH Aachen University)

My PhD thesis will consist of various projects related to cooperation in social dilemmas. Below two of these projects are explained in more detail. Project 1 (Böhm & Theelen, under review). Contributions in the standard public good game are actions with a positive externality on others that generate a positive outcome (i.e., a positive public good). However, many real-life social dilemmas are characterized by cooperating on the reduction of public costs, that is, a negative outcome (e.g., reductions and restrictions in environmental and climate protection). In this research project we investigated the influence of a positive vs. negative outcomes on player's willingness to cooperate in a repeated public good game. Additionally, we orthogonally manipulated the positive vs. negative externality of players' contributions as a moderator (e.g., Andreoni, 1995). Project 2 (Mill & Theelen, work in progress). Real world social dilemmas usually come with uncertainty. This is often ignored in standard experimental games that try to model social dilemmas (e.g., public good game, prisoner's dilemma game, common resource dilemma game). In this study we try to gain more insight into the effect of uncertainty on information processing and cooperation behavior in social dilemmas. More specifically, we investigate the influence of social preferences on the interpretation of contribution feedback under group-size uncertainty in public good games. We expect that uncertainty about others' behavior enables people to interpret the feedback in such a way that it matches their own social preferences. We theorize that this can be explained by social projection and a stronger confirmation bias under uncertainty (e.g., Krueger, 2007; Nickerson, 1998).

Limits of stereotypes on and the role of supportive factors in increasing men's engagement in communal career and domestic roles.

Sanne VanGrootel (University of Leuven)

Men's engagement in roles more communal in nature has not only proven to be beneficial for their own wellbeing, but also that of their children as well as the upward mobility of their partners (Croft, Schmader & Block, 2015). However, since communal roles are often perceived as having lower societal status this can threaten masculinity. Masculinity has been described

as a precarious state in which constant (social) validation is required (see e.g. Vandello et al., 2008). I am interested in unfolding the complex underlying processes which dampen and increase men's engagement in communal roles. More specifically, in this research I focus on different kinds of support that can buffer negative backlash, lift possible masculinity threat created by these lower societal status roles, and encourage men to engage in these communal roles. For example, I am interested in how inevitability of social change (the idea that progressive change will happen regardless) could act as a buffer and stepping stone for men to engage more in communal roles, whether it be domestic or occupational. Additionally, I look at the role of rewards; does encouragement from others create an even bigger sense that communal roles are discrepant from their masculine identity hence negatively impacting their communal engagement, or does it create a positive reinforcement in which men increasingly engage in these communal roles? Two further areas that I am exploring are a) the role of maternal gatekeeping in men's reluctance or interest in domestic communal roles (e.g. Allen & Hawkins, 1999) and b) the effects of backlash and how both can be understood in order to decrease threat and increase engagement. The first sets of studies are being conducted on these processes among university students. For example, we are currently running a study in our physiology lab regarding the challenge and threat elicited by masculinity threats and affirmations and its effect on attitudes towards communal roles.

Protecting women's upward mobility: Self-regulation in identity-threatening fields

Jenny Veldman (University of Leuven)

"I am interested in how social inequality is maintained or challenged in education and work fields in which certain social groups have traditionally been underrepresented and often have lower status. In my PhD research I investigate how women actively deal with being a numerical minority and negative stereotypes in such fields. I investigate how they regulate their emotions and behavior (e.g., in-group distancing or support-seeking) in the service of belonging and achievement goals that are of more concern in such identity-threatening environments. A key focus is how this affects their work- or study-related well-being, motivation, and performance – and ultimately the choices they make regarding their work or education. Increasingly, the question is not why women are prevented from working or studying in domains or positions traditionally dominated by men, but why they often choose otherwise (see e.g., Barreto & Ellemers, 2010). I aim to increase our understanding of how women come to such choices, and consequently increase our understanding of women's underrepresentation in these fields. Moreover, I investigate when in- and outgroup members are supportive of women's upward mobility or defend the status quo, and how such support can protect women's outcomes in these areas – and hence challenge existing social inequalities. These processes are investigated in a number of education and work fields, using a combination of experimental and correlational/field research methods. Currently, 7 studies are in different stages of completion. For example, I am writing up a study among female police officers and setting up a field experiment among female and male students at the military academy. A longitudinal study among high school girls in relation to science, technology, engineering, and math (STEM) is currently running, as well as a lab experiment among female STEM students."