

# **KURT LEWIN INSTITUTE**

## **TEACHING PROGRAM**

**2006-2007**

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## Preface

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This teaching program lists and describes the courses offered by the Kurt Lewin Institute (KLI) 2006-2007 academic year. Also included are general information about the KLI, regulations, and listings of participating universities and KLI faculty.

As you will see, the KLI offers a varied teaching program including several required basic courses, courses on methodology and practical skills, research group meetings, and workshops. New methodology and practical courses this year are a course on programming experiments in Authorware and two courses on Structural Equation Modeling, one using AMOS and the other using EQS.

All four thematic groups will, besides organizing a regular research group meeting, invite an international expert in the field to organize a workshop. Furthermore, we were fortunate to receive and honour four new workshops and three joint seminars: on reflective and impulsive determinants of behavior, keys to understanding social interaction, perception and action, motivation and self-regulation in group contexts, the disadvantages of self-regulation, virtual reality and on how EEG measurements can be employed in research on stigma and social identity. We hope that we managed to arrange a high-quality program, and that all KLI members will benefit from the courses and workshops that are organized and hosted by the KLI staff.

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

Henk Aarts  
Teaching Director

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

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The Kurt Lewin Institute (KLI) is a center for graduate training and research focusing on the analysis of the psychological factors contributing to the shaping of social behavior. The KLI is based on the collaborative input of psychologists working in five Dutch universities, namely: Vrije Universiteit Amsterdam (VU), Universiteit van Amsterdam (UvA), Rijksuniversiteit Groningen (RuG), Universiteit Leiden (UL) and the Universiteit Utrecht (UU).

The goal of the Kurt Lewin Institute is to stimulate and strengthen research in social psychology and its applications. The institute offers an inter-university graduate teaching and training program of four years. The aim of the KLI is to offer Ph.D. students the possibility of attending both specialist and general courses throughout their graduate career.

### **Structure of the KLI**

#### *Executive Committee*

Prof.dr. C.K.W. de Dreu (General Director)

Prof.dr. E. van Dijk (Research Director)

Prof.dr. H. Aarts (Teaching Director)

#### *General Board*

Prof.dr. N. Ellemers (chair)

Prof.dr. K. van den Bos

Prof.dr. K.A. Jehn-den Hartog

Prof.dr. G. Kok (external member)

Prof.dr. P.A.M. van Lange

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

Prof.dr. N. van Yperen

#### *Teaching Committee*

Prof.dr. H. Aarts (chair)

Dr. W.W. van Dijk

Dr. E. Gordijn

Drs. K. Stroebe (representative of Ph.D. students)

*Research Committee*

Prof.dr. E. van Dijk (chair)

Dr. I. van Beest

Dr. B. Doosje

Dr. C. Finkenauer

Prof.dr. W. Stroebe

*Representative of Ph.D. students*

The Representative of Ph.D. students within the KLI is drs. Katherine Stroebe (Department of Social and Organizational Psychology, Leiden University), contact T: 071 - 527 5343, E: [kestroebe@fsw.leidenuniv.nl](mailto:kestroebe@fsw.leidenuniv.nl).

*Participating Universities*

Vrije Universiteit Amsterdam (VU)

Universiteit van Amsterdam (UvA)

Rijksuniversiteit Groningen (RuG)

Universiteit Leiden (UL)

Universiteit Utrecht (UU)

*Office Manager*

Drs. Anouk K. Evers

Universiteit van Amsterdam

Kurt Lewin Institute

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**Person of Confidence**

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

- Prof.dr. Ivo. Molenaar (emeritus, Department of Psychology, University of Groningen), contact T: 050 - 503 2535, E: [ivomolenaar@wanadoo.nl](mailto:ivomolenaar@wanadoo.nl)
- Prof.dr. Tineke Willemsen (emeritus, Department of Psychology and Society, University of Tilburg), contact T: 013 - 466 3390, E: [T.M.Willemsen@uvt.nl](mailto:T.M.Willemsen@uvt.nl)

## Teaching staff in 2006–2007

Name	Course/workshop
Prof.dr. H. Aarts	<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Perception and Action, Joint Action</li> <li>- Social Cognition Research Meetings</li> <li>- State-of-the-Art Lecture</li> </ul>
Dr. R.B. van Baaren	<ul style="list-style-type: none"> <li>- On the Dark Side of Self-Regulation</li> </ul>
Drs. J. Baas	<ul style="list-style-type: none"> <li>- Pursuing a Career in Science</li> </ul>
Dr. M. Barreto	<ul style="list-style-type: none"> <li>- Motivation and self-regulation</li> </ul>
Dr. B. Beersma	<ul style="list-style-type: none"> <li>- How to Present</li> </ul>
Prof.dr. H. Bekkering	<ul style="list-style-type: none"> <li>- Perception and Action, Joint Action</li> </ul>
Prof. dr. K. van den Bos	<ul style="list-style-type: none"> <li>- Interpersonal Processes Research Meetings</li> <li>- Reflective and impulsive determinants of behavior</li> </ul>
Dr.ir. R. Custers	<ul style="list-style-type: none"> <li>- Virtual Reality</li> </ul>
Drs. B. Derks	<ul style="list-style-type: none"> <li>- Stigma, stereotype threat and EEG</li> </ul>
Prof.dr. E. van Dijk	<ul style="list-style-type: none"> <li>- Introduction</li> <li>- Social Interaction</li> </ul>
Dr. W.W. van Dijk	<ul style="list-style-type: none"> <li>- Authorware</li> <li>- Methodological Seminars</li> </ul>
Dr. E.J. Doosje	<ul style="list-style-type: none"> <li>- Group Processes and Intergroup Relations Research Meetings</li> <li>- SEM using EQS</li> </ul>
Drs. R. Dotsch	<ul style="list-style-type: none"> <li>- Virtual Reality</li> </ul>
Prof.dr. C.K.W. de Dreu	<ul style="list-style-type: none"> <li>- Introduction</li> </ul>
Prof.dr. N. Ellemers	<ul style="list-style-type: none"> <li>- Group Processes and Intergroup Relations Research Meetings</li> <li>- Motivation and self-regulation</li> <li>- Pursuing a Career in Science</li> <li>- Stigma, stereotype threat and EEG</li> </ul>
Dr. C. Finkenauer	<ul style="list-style-type: none"> <li>- Interpersonal Processes Research Meetings</li> <li>- Reflective and impulsive determinants of behavior</li> </ul>
Dr. M. Gallucci	<ul style="list-style-type: none"> <li>- Methodological Seminars</li> </ul>

<b>Name</b>	<b>Course/workshop</b>
Dr. E. Gordijn	- Reading and Reviewing
Dr. F. Harinck	- How to Present
Prof.dr. B. Hommel	- Perception and Action, Joint Action
Prof.dr. M. Inzlicht	- Stigma, stereotype threat and EEG
Prof.dr. K.A. Jehn-den Hartog	- State-of-the-Art Lecture
Dr. S. Koole	- On the Dark Side of Self-Regulation
Dr. C. van Laar	- Motivation and self-regulation
	- Stigma, stereotype threat and EEG
	- Writing English for Publication
Drs. D. Lakens	- Authorware
Prof.dr. P.A.M. van Lange	- How to Publish/APA
	- Social Interaction
Prof.dr. L. Martin	- On the Dark Side of Self-Regulation
Dr. B. Nijstad	- Group and Organizational Processes
	Research Meetings
Dr. S. Otten	- Group Processes and Intergroup
	Relations Research Meetings
	- Reading and Reviewing
Drs. C. Reinders Folmer	- Authorware
Dr. M. Rotteveel	- Psychophysiological Measures
Prof.dr. C.E. Rusbult	- How to Publish/APA
Dr. D.T. Scheepers	- Motivation and self-regulation
	- Psychophysiological Measures
Prof.dr. G.R. Semin	- Perception and Action, Joint Action
	- Social Cognition Research Meetings
Dr. W. Steinel	- Group and Organizational Processes
	Research Meetings
Prof.dr. F. Strack	- Reflective and impulsive determinants of
	behavior
Dr. R.E. de Vries	- SEM using AMOS
Prof.dr. D.H.J. Wigboldus	- Virtual Reality

## Addresses of participating universities

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### Vrije Universiteit Amsterdam

Van der Boechorststraat 1  
1081 BT Amsterdam

- Department of Social Psychology  
T: 020 - 598 8865 F: 020 - 598 8921
- Department of Work & Organizational Psychology  
T: 020 - 598 8700 F: 020 - 598 8702

### Universiteit van Amsterdam

Roetersstraat 15  
1018 WB Amsterdam

- Department of Social Psychology  
T: 020 - 525 6890 F: 020 - 639 1896
- Department of Work & Organizational Psychology  
T: 020 - 525 6860 F: 020 - 639 0531

### Rijksuniversiteit Groningen

Grote Kruisstraat 2/1  
9712 TS Groningen

- Department of Social & Organizational Psychology  
T: 050 - 363 6386 F: 050 - 363 4581
- Department of Personality Psychology  
T: 050 - 363 6340 F: 050 - 363 6304

### Universiteit Leiden

Postbus 9555  
2300 RB Leiden

- Department of Social & Organizational Psychology  
T: 071 - 527 3705 F: 071 - 527 3619

### Universiteit Utrecht

Postbus 80140  
3508 TC Utrecht

- Department of Social & Organizational Psychology  
T: 035 - 253 4794 F: 035 - 253 7584



## General information

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### Enrollment

Ph.D. students can enroll in KLI-courses two times a year: for courses in the first semester (September-December) until August 15, 2006 and for the second semester (January-June) until December 15, 2006. New Ph.D. students can also enroll during the rest of the year. All KLI members will receive a call for enrollment by email and an overview of all enrollments after the deadline for registration. Note: *non-members* will be notified about whether they can participate *one month prior to the course/workshop* they enrolled in.

Participation in all courses is in principle free of charge for Ph.D. students who are formally members of the KLI. Others pay a standard course fee of 75 Euro per day, for which an invoice will be sent at the end of each semester.

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

In case of later cancelation or not participating without notifying the KLI office or teacher(s), a warning will be sent. In case of 3 instances of late cancelation or not participating without notification, exclusion from the KLI teaching program will follow and no KLI certificate will be obtained. Cancelations because of illness or other special circumstances will of course be accepted without consequences.

Five types of teaching activities are offered in the 2006-2007 academic year: basic courses, methodology and practical skills courses, research group meetings, and theory-oriented workshops.

### Basic Courses

Ph.D. students of the KLI are obliged to participate in all basic courses: the introductory courses in the first year of the Ph.D. program and the advanced courses in the second through fourth year of the Ph.D. program. These basic courses are intended to improve communication skills in academic publishing, presenting, writing and reading.

### Methodology and Practical Courses

These courses are given by the KLI faculty who have specialist knowledge of specific methodological and practical techniques or data analysis procedures. The goal is to provide a broad and intensive training in these techniques and procedures.

### **Research Group Meetings**

Research meetings are planned for each of the four thematic groups: 1. Social Cognition, 2. Interpersonal Processes, 3. Group and Organizational Processes and 4. Group Processes and Intergroup Relations. These research meetings are excellent opportunities for exchanging information and ideas between the faculty and Ph.D. students.

During the regular meetings Ph.D. students are expected to present their own research and to receive feedback from KLI faculty and fellow Ph.D. students.

### **Theory-oriented Workshops**

Theory-oriented workshops are given by KLI faculty and other experts in a particular research field.

### **Joint Seminars**

In a joint seminar one of the five constituent departments invites a social psychologist of international standing. The invitee will organize a one- or two-day workshop that is open to all KLI Ph.D. students. The organizing department and the KLI share the costs.

### **KLI Conference**

Every two years a two-day KLI conference is held in which all KLI faculty and Ph.D. students can participate. The next KLI conference will be organized in 2008.

### **Certificate**

Ph.D. students of the KLI receive a certificate on completion of the entire regular KLI curriculum. The regular KLI curriculum in 4 years comprises:

- The basic courses (introductory and advanced courses);
- 10 theory-oriented and/or methodology and practical skills courses;
- Supervision by a member of the KLI faculty;
- Completion and successful defense of the Ph.D. thesis.

### **Request for further information**

Questions about courses should be addressed to Anouk Evers:

a.k.evers@uva.nl.

## Basic Courses

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### *Introductory Courses*

For first-year Ph.D. students

**Title:** **Introduction to the Kurt Lewin Institute**

**Teaching staff:** Prof.dr. C.K.W. de Dreu (UvA), prof.dr. E. van Dijk (UL) and prof.dr. H. Aarts (UU)

**Type of course:** Basic course

**Date:** January 18, 2007

**Duration:** 11.00-12.00 am

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

**Location:** University of Amsterdam

**Content:** The Executive Committee of the KLI will inform the new Ph.D. students about the Kurt Lewin Institute.

**Title:** **State-of-the-Art Lectures**

**Teaching staff:** Prof.dr. K.A. Jehn-den Hartog (UL) and prof.dr. H. Aarts (UU)

**Type of course:** Basic course

**Date:** January 18, 2007

**Duration:** 1.30 - 4.30 p.m.

**Language:** English

**Location:** University of Amsterdam

**Program:** 1.30 - 2.45: 1<sup>st</sup> lecture - prof.dr. K.A. Jehn-den Hartog:  
 “Asymmetrical Perceptions in Workgroups: The Antecedents and Effects of Conflict Asymmetry”  
 2.45 - 3.15: Break  
 3.15 - 4.30: 2<sup>nd</sup> lecture - prof.dr. H. Aarts: “Non-conscious Goal Pursuit”  
 4.30: Drinks

**Content:** Each year meetings are organized in which several State-of-the-Art lectures (SOFA's) are given by members of the KLI. The aim of these SOFA's is to provide all Ph.D. students with the opportunity during their four-year project to gain insight in the different research areas covered by the KLI. In the SOFA's a theoretical overview of a specific field of research is given.

**Title:** **How to Publish/APA Style Guidelines**

**Teaching staff:** Prof.dr. P.A.M. van Lange and prof.dr. C.E. Rusbult (VU)

**Type of course:** Basic course

**Date:** April 17, 2007

**Duration:** 1 day

**Language:** English

**Location:** Vrije Universiteit Amsterdam

**Content:** The objective is to present and discuss all important aspects of the process of getting one's work published in international refereed journals. The two staff members have experience of editing such journals. The main topics that will be addressed are as follows:

1. Strategic issues in publishing
2. Submitting a paper
3. The review process and reacting to reviews

There will also be ample opportunity for participants in the workshop to ask questions and to engage in discussion.

**Literature:** To be announced.

### *Advanced Courses*

For second/third/fourth year Ph.D. students

**Title:** **How to Present**

**Teaching staff:** Dr. F. Harinck (UL) and dr. B. Beersma (UvA)

**Type of course:** Basic course

**Date:** Once or twice a year - first course on November 21-22, 2006

**Duration:** 2 days

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

**Location:** University of Amsterdam

**Content:** The course will focus on a training in the presentation of papers for international audiences e.g. oral presentation and the use of (media) facilities.

**Literature:** To be announced.

<i>Title:</i>	<b>Writing English for Publication</b>
<i>Teaching staff:</i>	Dr. C. van Laar (UL)
<i>Type of course:</i>	Basic course
<i>Date:</i>	May 25, 2007
<i>Duration:</i>	1 day
<i>Language:</i>	English
<i>Location:</i>	Leiden University
<i>Content:</i>	Key problem areas in written English for Dutch academics (e.g., verb-tense conventions in scientific writing, verb forms, word order, vocabulary, Dutch-English differences in punctuation and paragraph structure).
<i>Literature:</i>	To be announced.

## Methodology and Practical Skills Courses

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<i>Title:</i>	<b>Programming Experiments in Authorware</b>
<i>Teaching staff:</i>	Drs. D. Lakens, drs. C. Reinders Folmer and dr. W.W. van Dijk (VU)
<i>Type of course:</i>	Methodology course
<i>Date:</i>	September 8, 2006
<i>Duration:</i>	One 1-day meeting and two weeks of self-study
<i>Language:</i>	English
<i>Location:</i>	Vrije Universiteit Amsterdam
<i>Content:</i>	<p>Nowadays the computer has become an indispensable tool for research in social psychology. Allowing unprecedented experimental control and ease of data collection, most experiments are administered through a computer. Programming experiments, however, can be problematic – both for graduates and for more experienced researchers. The present course will teach participants how to make the experiment you want to make, and be limited by your imagination instead of your programming skills. This workshop is intended for students who use or expect to use Authorware to administer their experiments in a lab environment and are interested in improving their programming skills. The workshop consists of two parts: a plenary workshop meeting and a self-study part with online help. During the first part of the meeting participants are introduced to the program and its interface, how to create interactivity, use functions and variables, and how to debug experiments. During the second part of the meeting advanced possibilities of the program will be shown, such as enabling communication between cubicles, advanced visual interfaces, using E-Prime and Authorware together and the benefits of using more advanced functions and variables. Furthermore, participants are invited to contact the teachers with specific questions encountered in their own programming, or make known any wishes they have for future experiments on which they need some help with programming.</p>

Following the introductory meeting there will be two weeks where participants can work through the workbook and complete exercises depending on their current skill level. By working through the workbook and completing exercises, novice programmers learn the basics of Authorware and more advanced users will expand the possibilities for future experiments. During this self-study period, the teaching staff will be available for any questions through e-mail and instant messenger.

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

*Title:* **Methodological Seminars**

*Teaching staff:* Dr. M. Gallucci (University of Milano-Bicocca, Italy) and dr. W.W. van Dijk (VU)

*Type of course:* Methodology courses

*Date:* September 20 and 21, 2006

*Duration:* 2 days: 10.00 am - 1.00 pm (seminars 1 and 2) and 2.00-5.00 pm (seminar 3)

*Language:* English

*Location:* University of Amsterdam

*Content:* The seminar consists of three meetings in two days, with three different subjects:

**1. When in doubt, Regress: Using regression to analyze experimental designs with nominal and continuous independent variables, covariates, and interaction effects.**

Date: September 20, 2006

In this class we review the regression approach to various research designs and problems. We then discuss how regression can solve these problems when properly used. We discuss a general way to use regression to obtain effect sizes and hypothesis testing for ANOVA and ANCOVA, path analysis, and model with interactions between continuous and nominal variables.

**2. Hidden Behind the Dummy: All the tests to establish differences between means in ANOVA and linear models involving categorical independent variables.**

Date: September 21, 2006

In this class we address different techniques to establish which means are different and which means are not. We discuss simple effects analysis, simple slope analysis, planned comparisons, orthogonal contrasts, and post-hoc tests, for between- and within-subjects designs. Both the ANOVA approach and the regression with dummy variables are reviewed.

**3. All the Small Things Reviewers Seem to Love: Real problems with realistic solutions**

Date: September 21, 2006

In this class we review statistical and methodological problems submitted by KLI Ph.D students of particular importance, relevance, or interest. Participants are kindly requested to contact the teacher to present their statistical problems and/or solutions met in their own research activity.

*Title:* **Pursuing a Career in Science**

*Teaching staff:* Prof.dr. N. Ellemers (UL) and drs. J. Baas (Management coaching)

*Type of course:* Practical course

*Date:* November 15, 2006 (this course is organized once every two years)

*Duration:* 1 day (theory and data, analysis of own development goals). In the case of sufficient interest from participants, follow-up coaching can be provided 1 half day after 6 weeks.

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

*Location:* Leiden University

*Content:* The Ph.D. trajectory often constitutes the first step of a further career in science. Accordingly, during this first career stage, Ph.D. students are further socialized as scientific researchers, and are in the process of learning what is the best way for them to function effectively in the scientific environment. For many if not all Ph.D. students there is a stage when they even wonder whether this is what they actually want in their professional career.



This course is intended to explicitly address this aspect of personal development for Ph.D. students. Specific topics of concern include dealing with feedback on scientific work, coping with the organizational culture at the university, establishing an effective relationship with your supervisor, achieving scientific authority vis-a-vis colleagues and students, etc. Based on statistical data, social psychological theory, and results from scientific research, participants will first be reminded of the psychological processes that are also relevant for the development of their own academic career. In doing this, special attention will be devoted to the ways these processes can work differently for men and for women. Subsequently, the participants will work together and with the management coach to find out what is the best way for them to achieve optimal effectiveness and satisfaction in their own work-related interactions.

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

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

*Type of course:* Methodology course

*Date:* Fall 2006 (exact date to be announced)

*Duration:* 1 day

*Location:* University of Amsterdam

*Language:* English

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

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

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

Literature:

To be read BEFORE the workshop:

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

Hox, J. J., & Bechger, T. M. (1998). Introduction to SEM. *Family Science Review*, 11, 354-373.

Field, A. (2006). SEM. From his website.

*Title:*

**Reading and Reviewing the Empirical Journal Article**

*Teaching staff:*

Dr. S. Otten and dr. E. Gordijn (RuG)

*Type of course:*

Practical course

*Date:*

Friday, Feb. 16, 2007, 12.00-5.00 pm

Friday, March 16, 2007, 12.00-5.00 pm

*Duration:*

2 times during 2 months

*Language:*

English

*Location:*

University of Groningen

*Content:*

Competent and critical reading of the literature in one's field is an integral part of being or becoming a successful researcher. Identifying an article's merits and flaws, estimating its overall significance in the given domain, and finally summarizing the main message (e.g. for the introduction of an own article) are highly relevant competencies when it comes to developing, pursuing, and eventually writing up own research ideas.

Reading gets a somewhat (though not dramatically) different focus when researchers are asked by journal editors to review articles and to help decide whether publication is warranted. First, your reading is less concerned with estimating whether the article is helpful within your very specific research context. Second, you need to elaborate on and to properly communicate your criticism. Moreover, you should criticize in a constructive way (e.g. add ideas for data analysis or for additional study designs).

In this class, participants will be trained to read journal articles with a critical mind, and with the purpose of identifying theoretical and methodological weaknesses, inconsistencies, ambiguities, and whether the article contains interesting perspectives for future research. In the

end they should be able to argue confidently whether an article is publishable in a scientific journal or not.

There will be two meetings within two months. Each meeting we will discuss empirical journal articles that were read and reviewed by the participants beforehand. During the meetings participants will have the opportunity to present and discuss their summaries and reviews.

*Format:* Participants are expected to actively participate in each meeting. It is important to realize that each meeting will require considerable preparation time. Each participant has to send his or her written summaries and reviews to the teachers in advance.

*Literature:* To be announced.

*Title:* **Structural Equation Modeling using AMOS**

*Teaching staff:* Dr. R.E. de Vries (VU)

*Type of course:* Methodology course

*Date:* February 22 and March 1, 2007

*Duration:* 2 days, 1 week apart, from 10.00 am – 5.00 pm

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

*Location:* Vrije Universiteit Amsterdam

*Content:* AMOS (Analysis of MOment Structures) is a Structural Equation Modeling (SEM) program, designed to fit causal models with multiple dependent and independent manifest and latent variables. It is similar to LISREL and EQS in most aspects, but it has, at least compared to LISREL, a much more user-friendly interface (AMOS Graphics) and it allows direct access and use of SPSS data. The workshop is meant to familiarize researchers, who are knowledgeable of multivariate statistics, such as factor analysis and regression analysis, with the theory behind SEM and the use of AMOS.

*Program:* Day 1: Morning: Introduction: Causal Models  
(Co-)Variance algebra  
Identification  
Afternoon: Introduction 'How to AMOS'  
Exercises

Day 2: Morning: Scaling & Constraints  
 Fitting & Fit Indices  
 Afternoon: How to AMOS Nested Models  
 How to AMOS Multiple Groups  
 Exercises  
 Own data

*Literature:* Boomsma, A. (2000). Reporting Analyses of Covariance Structures. *Structural Equation Modeling*, 7(3), 461-483.  
 Byrne, B.M. (1998). Structural Equation Models: The Basics. In: Byrne, B.M. (ed.). *Structural Equation Modeling with LISREL, PRELIS, and SIMPLIS. Basic Concepts, Applications, and Programming*. Mahwah, NJ: Lawrence Erlbaum.  
 Salanova, M., Agut, S., & Peiro, J.M. (2005). Linking organizational resources and work engagement to employee performance and customer loyalty: The mediation of service climate. *Journal of Applied Psychology*, 90(6), 1217-1227.

*Title:* **Applying psychophysiological measures to social psychological research**

*Teaching staff:* Dr. M. Rotteveel (UvA) and dr. D.T. Scheepers (UL)

*Type of course:* Methodology course

*Date:* 2<sup>nd</sup> semester (date to be announced)

*Duration:* 2 days

*Language:* Dutch or English

*Location:* Leiden University

*Content:* The aims with the current workshop are two-fold. The first is to make the participants actively think about what psychophysiology can add to their research. More specifically, the focus will be on what kind of measure (e.g., ECG vs. EEG) fits best with what kind of research question. The second aim is to get a flavour of what it is to work with psychophysiological measures (e.g., participant preparation, data-acquisition, filtering, analysis). To this end we will go into the lab to take measurements (ECG, EMG, GSR, EEG, and ERP) after which we will learn about the basics of data-analysis. Although after the workshop the participant will not be a full-trained psychophysiologicalist, he or she should have a clear insight in what social psychophysiology can add to his

or her project, as well as an impression of all practicalities around taking psychophysiological measurements.

*Literature:*

Blascovich, J. (2000). Psychophysiological methods. In H.T. Reis, H., & C.M. Judd (Eds.). Handbook of research methods in social psychology (pp. 117-137). Cambridge UK: Cambridge University Press.

Additional readings will be announced in due course.

## Research Group Meetings

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**Title:** **Social Cognition Research Meetings**

**Teaching staff:** Prof.dr. G.R. Semin (VU) and prof.dr. H. Aarts (UU)

**Type of course:** Thematic Research Meeting

**Date:** 2 times a year - first meeting in November 2006, week 48 (exact date to be announced); second meeting on April 20, 2007 (see page 28)

**Duration:** 1 or 2 days per meeting, 10.00 am - 5.00 pm

**Language:** Dutch or English

**Location:** First meeting Utrecht University, second meeting Vrije Universiteit Amsterdam

**Content:** Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to give a lecture or to organize a workshop.

**Title:** **Interpersonal Processes Research Meetings**

**Teaching staff:** Prof. dr. K. van den Bos (UU) and dr. C. Finkenauer (VU)

**Type of course:** Thematic Research Meeting

**Date:** 2 times a year - first meeting on November 9-10, 2006 (see page 24) second meeting in spring 2007 (exact date to be announced)

**Duration:** 1 or 2 days, 10.00 am - 5.00 pm

**Language:** Dutch or English

**Location:** Utrecht University

**Content:** Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to give a lecture or to organize a workshop.

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

**Teaching staff:** Dr. B. Nijstad (UvA) and dr. W. Steinel (UL)  
**Type of course:** Thematic Research Meeting  
**Date:** 2 times a year - first meeting on November 3, 2006  
**Duration:** 1 day per meeting, 11.00 am – 5.00 pm  
**Language:** Dutch or English  
**Location:** First meeting University of Amsterdam  
**Content:** Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to give a lecture or to organize a workshop.

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

**Teaching staff:** Coordinators: prof.dr. N. Ellemers (UL), dr. B.J. Doosje (UvA), dr. S. Otten (RuG) and research faculty  
**Type of course:** Thematic Research Meeting  
**Date:** One meeting in spring 2007 (exact date to be announced) (see page 28)  
 In addition to the official Teaching Program this Research Group organizes bi-monthly progress meetings. More information can be obtained from the coordinators.  
**Location:** Rotating  
**Language:** English  
**Content:** Ph.D. students are expected to give a presentation of their research projects. They will get feedback from their fellow Ph.D. students and staff members. Occasionally (national and international) experts in the field will be invited to give a lecture or to organize a workshop.  
 The purpose of the bi-monthly progress meetings is to discuss recent advances in the area of group processes and intergroup relations. The meetings have mixed agenda, in the sense that they are partly devoted to participants presenting and discussing their own research in progress (in oral or written form) and partly to discussion around novel theoretical developments or empirical advances in this area of research based on recent relevant publications.  
**Literature:** To be announced

## Theory-oriented Workshops

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- Title:* **Interpersonal processes: Reflective and impulsive determinants of behavior**
- Teaching staff:* Prof.dr. F. Strack (University of Würzburg, Germany), prof.dr. K. van den Bos (UU) and dr. C. Finkenauer (VU)
- Type of course:* Workshop research group 'Interpersonal Processes'
- Date:* November 9 and 10, 2006
- Duration:* 2 days
- Language:* English
- Location:* Utrecht University
- Content:* A large part of the literature on interpersonal processes focuses on the issue of how behavior in interpersonal contexts should be understood, explained, and predicted. Building and extending on this literature, the current workshop focuses on recent insights into the determinants of behavior. More specifically, in the workshop we will study social behavior as a joint function of reflective and impulsive processes. In studying this issue, it is argued, the parallel and interactive working of reflective and impulsive systems is critical for understanding social behavior, and this workshop in the interpersonal processes track of the KLI will focus on recent advances in this intriguing area of modern social psychology. In doing so, the workshop will address core topics in the literature on interpersonal processes, such as rationalistic and intuitive determinants of interpersonal behavior, the influence of facial feedback on the experience of emotions, and the role of anchoring effects and social comparison processes in interpersonal contexts. The workshop also has clear relevance for other research interests present in the KLI, such as research on automaticity and the literature on dual versus parallel processes. The goal of this workshop is also to provide both theoretical and methodological suggestions for participants' own research.
- Format:* Day 1: After a brief introduction of participants and teachers, Professor Fritz Strack (University of Würzburg) will present some of his recent research regarding reflective and impulsive determinants of social behavior (see, e.g., Strack



& Deutsch, 2004; see also Strack & Deutsch, 2003, 2005). The tentative title of this first talk will be "Reflection and Impulse: The Dual Determination of Human Behavior." This talk will also include a discussion of research on facial feedback and emotions (see, e.g., Strack, Martin, & Stepper, 1988; Strack & Neumann, 2000). In the afternoon, students will give presentations. Beforehand, students are asked to submit a brief abstract of their research. Based on these abstracts, students whose research is most closely related to the topics of this day of the workshop will be invited to give a presentation. Students may comment on the relationship between their own work and Professor Strack's work if it makes sense to do so. Participants will get detailed feedback from Professor Strack and the other participants of the workshop.

Day 2: The second day will address anchoring effects in interpersonal and other social contexts (see, e.g., Strack & Mussweiler, 2001, 2003; see also Strack & Hannover, 1996). On this day, we will focus on such issues as how people can resist social influence, how they can correct judgmental anchoring effects, and what type of heuristic strategies people may use when making estimations under conditions of uncertainty. The tentative title of the presentation with which Professor Strack will kick off the second day is: "Cognitive Consequence of Forced (or Unforced) Comparison." The afternoon of this day will include active student presentations as well as a discussion and brainstorm session focusing on what participants can learn from the workshop for their own research projects. Based on students' abstracts of their research projects, students whose research is most closely related to the topics of this day of the workshop will be invited to give a presentation and to comment on the relationship between their own work and Professor Strack's work. Participants will get detailed feedback from Professor Strack and the other participants of the workshop. After this, all participants of the workshop will discuss how the presented research may be applicable to their own research. This will be followed with a brainstorm session on the applied and basic implications of the ideas discussed in the workshop and on what

participants can learn from this for their own research endeavors.

*Literature:*

Obligatory

Strack, F., & Deutsch, R. (2004). Reflective and impulsive determinants of social behavior. *Personality and Social Psychology Review*, 8, 220-247.

Recommended

Strack, F., & Deutsch, R. (2003). The two sides of social behavior: Modern classics and overlooked gems on the interplay between automatic and controlled processes. *Psychological Inquiry*, 14, 209-215.

Strack, F., & Deutsch, R. (2005). Reflection and impulse as determinants of conscious and unconscious motivation. In J. P. Forgas, K. D. Williams, & S. M. Laham (Eds.), *Social motivation: Conscious and unconscious processes* (pp. 91-112). Cambridge, UK: Cambridge University Press.

Strack, F., & Hannover, B. (1996). Awareness of influence as a precondition for implementing correctional goals. In P. M. Gollwitzer & J. A. Bargh (Eds.), *The psychology of action: Linking cognition and motivation to behavior* (pp. ). New York: Guilford.

Strack, F., Martin, L. L., & Stepper, S. (1988). Inhibiting and facilitating conditions of the human smile: A nonobstrusive test of the facial feedback hypothesis. *Journal of Personality and Social Psychology*, 54, 768-777.

Strack, F., & Mussweiler, T. (2001). Resisting influence: Judgmental correction and its goals. In J. P. Forgas & K. Williams (Eds.), *Social influence* (pp. 199-212). Cambridge, UK: Cambridge University Press.

Strack, F., & Mussweiler, T. (2003). Heuristic strategies for estimation under uncertainty: The enigmatic case of anchoring. In G. Bodenhausen & A. Lambert (Eds.). *Foundations of social cognition* (pp.79-95). Mahwah, NJ: Erlbaum.

Strack, F., & Neumann, R. (2000). Furrowing the brow may undermine perceived fame: The role of facial feedback in judgments of celebrity. *Personality and Social Psychology Bulletin*, 26, 762-768.

- Title:** **Social Interaction: Understanding Empathy, Trust, and Fairness**
- Teaching staff:** Prof.dr. P.A.M. van Lange (VU) and prof.dr. E. van Dijk (UL)
- Type of course:** Workshop
- Date:** March 22, 2007
- Duration:** 1 day
- Language:** English
- Location:** Vrije Universiteit Amsterdam
- Content:** To understand social interaction, one must understand the motives, cognitions, and emotions that affect others positively or negatively. This workshop focuses on three concepts that key to understanding social interaction: Empathy, trust, and fairness: Empathy promotes relatively unselfish forms of prosocial behavior in interpersonal contexts, even when the other is a relative stranger. Trust is important because it often seems to serve as prerequisite for cooperative behavior. And fairness is important because it provides a principle (and justification) for allocating resources in ways that may also strongly deviate from self-interest. The present workshop seeks to increase our understanding of empathy, trust, and fairness as powerful routes to unselfish behavior. The workshop focuses on presentations of own research and exercises. Specifically, there will be a paper by a keynote speaker, along with paper presentations by graduate students, thereby reserving considerable time for discussion and exchange of ideas.
- Literature:** Preston, S. D., & De Waal, F. B. M. (2002). Empathy: It is ultimate and proximate bases. *Behavior and Brain Sciences*, 25, 1-72.
- Singer, T. et al. (2006). Empathic neural responses are modulated by the perceived fairness of others. *Nature*.
- Van Dijk, E., & De Cremer, D. (2006). Tacit coordination and social dilemmas: On the importance of self-interest and fairness. In D. De Cremer, M. Zeelenberg, & J. K. Murnighan (Eds.), *Social psychology and economics*. Erlbaum, Mahwah.

Van Lange, P. A. M., De Cremer, D., & Van Dijk, E., & Van Vugt, M. (in press). From aggression to altruism: Basic principles of social interaction. In E.T. Higgins & A. W. Kruglanski (Eds), *Social Psychology: Handbook of Basic Principles*. New York: Guilford.

*Title:* **Perception and Action, Joint Action**

*Teaching staff:* Keynote speakers: prof.dr. H. Bekkering (RU) and prof.dr. B. Hommel (UL). Course organizers: prof.dr. G.R. Semin (VU) and prof.dr. H. Aarts (UU)

*Type of course:* Workshop research group 'Social Cognition'

*Date:* April 20, 2007

*Duration:* 1 day

*Language:* English

*Location:* Vrije Universiteit Amsterdam

*Content:* Perception and Action, Joint Action. Presentations of own research by Keynote Speaker's. Research presentations only by participants whose research is related to 'Joint Action, Perception and Action'.

More information on the contents will be announced later.

*Literature:* Relevant literature to be send to students subscribing to the course nearer the date.

*Title:* **Motivation and self-regulation in group contexts**

*Teaching staff:* Prof.dr. N. Ellemers, dr. M. Barreto, dr. D.T. Scheepers and dr. C. van Laar (UL)

*Type of course:* Workshop research group 'Group Processes and Intergroup Relations'

*Date:* Spring 2007 (exact date to be announced)

*Duration:* 2 days

*Location:* Leiden University

*Language:* English

*Content:* This workshop focuses on the role of motivational processes in group contexts. While motivation in group contexts has in the past been applied to questions such as why persons want to belong to a group or the origins of ingroup favoritism, the present workshop will primarily consider the role of self regulation in group contexts. Higgins' Regulatory Focus Theory has inspired a large body of empirical research.

However, so far the main emphasis of this work has been on interpersonal and situational variations in regulatory focus, and on the question of how the fit between task requirements and individual regulatory focus may affect task motivation and performance. Only recently have researchers begun to examine self regulation as a motivational factor in group contexts. Relevant questions that are currently being addressed include how different aspects of interdependence affect people's regulatory focus, whether a group or collective can also have a regulatory focus, whether different group roles or responsibilities affect people's regulatory focus and how this affects individual and collective task performance, how the regulatory preferences held by different individuals affect the way they interact with each other in a group, and how regulatory focus preferences affect the way people deal with group-based discrimination. These and other questions will be addressed in this two-day workshop. On the first day, a number of senior and more junior invited speakers will present their recent research in this area. On the second day, participating PhD students have the opportunity to present their own research related to motivation in group contexts. Additionally, there will be an exchange of insights and experiences on some recurring methodological difficulties associated with manipulating and measuring motivation and regulatory focus in general, and the complications that arise when examining these issues in group contexts in particular.

*Literature:*

Shah, J. Y., Brazy, P. B., & Higgins, E. T. (2002).

Regulatory focus and forms of ingroup bias. In: D. Mackie & E. Smith (Eds.) *From prejudice to intergroup emotions: Differentiated reactions to social groups* (pp 31-48). New York: Psychology Press.

Sassenberg, K., & Hansen, N. (in press). The impact of regulatory focus on affective responses to social discrimination. *European Journal of Social Psychology*  
Additional literature to be announced nearer the date.

## Joint Seminars

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- Title:* **On the Dark Side of Self-Regulation: Losing and Finding the Self in a Cultural World**
- Teaching staff:* Prof.dr. L. Martin (University of Georgia, USA), dr. S. Koole (VU) and dr. R.B. van Baaren (RU)
- Type of course:* Joint seminar
- Date:* May 2007 (exact date to be announced)
- Duration:* 2 days
- Language:* English
- Location:* Vrije Universiteit Amsterdam
- Content:* Research on self-regulation has exploded over the past decade. Most of this work has emphasized the adaptive advantages of self-regulation for the individual and society at large. However, self-regulation may also have disadvantages. Research by Dr Martin has shown that some forms of self-regulation can lead individuals to lose contact with their own genuine preferences and emotions. Based on these and related findings, Dr Martin suggests that self-regulation can foster cultural adaptations that lead individuals away from their basic human nature. Dr Martin will also present research showing that reminders of death can serve as a "wake-up call" that lead people to decrease their reliance on cultural norms and increase their mindfulness and present-orientation.
- Form:* In the morning sessions, Dr Martin will provide an overview of his work. In the afternoon sessions, (a priori selected) participants will present their work and engage in discussions. About two weeks in advance, the written (preliminary) version or abstract of each student's presentation will be sent to a discussant. Martin, Koole, and van Baaren will receive all written contributions. The number of presentations in the afternoon will be limited in order to have enough time for interaction with the attendees.

- Title:** **Virtual Reality as a Tool for Psychological Research**
- Teaching staff:** Prof.dr. D.H.J. Wigboldus (BSI), drs. R. Dotsch (BSI), prof.dr. H. Aarts (KLI) and dr.ir. R. Custers (KLI)
- Type of course:** Joint seminar. This workshop is a collaboration between the BSI and KLI.
- Date:** May 2007 (exact date to be announced)
- Location:** Radboud University Nijmegen, Behavioural Science Institute (BSI)
- Duration:** 2 days
- Language:** Dutch or English
- Content:** The aims of this workshop are: (1) To get acquainted with the possibilities that Virtual Reality (VR) technology has to offer for research in behavioral sciences (including social psychology). (2) To critically assess the use of this technology for this kind of research. (3) To discover what possibilities VR technology offers for your own research.
- Format:** On Day 1, an overview will be presented of research in psychology in which VR technology is used. A critical assessment of the possibilities will be based on the paper of Blascovich et al. (2002, Psychological Inquiry) and the reactions on this paper by participants (participants are requested to read this paper before the workshop). The morning program will be a mixture of lectures and small group discussions. In the afternoon, participants will briefly present their research and will indicate how VR technology can be used to improve the research in question. The staff will comment on presented ideas, mainly focusing on feasibility of the presented solution and the question of whether VR technology is really necessary to tackle the particular research question.
- On Day 2, Ron Dotsch will give a detailed description of the technological possibilities of VR. He will focus on questions such as: What are currently the possibilities in the Netherlands in general and Nijmegen in particular? What kind of research can be conducted? What has to be programmed and how does this work? One of the BSI modellers will show how three-dimensional models are built. The morning will end with a demonstration of the current possibilities and examples of research conducted in the RIVERlab in Nijmegen.

In the afternoon, participants will be divided in small groups to design an experiment in which VR technology is employed in a useful way. Participants have to take into account the current possibilities and limitations of the technology. At the end of the afternoon, the groups will present their research ideas and each idea will be critically examined by the rest of the group.

*Subscription:* The workshop is able to accommodate a maximum of 20 participants. Accordingly, there will be room for 10 participants from each institute (KLI and BSI). If the number of subscriptions exceed this limitation, then the teaching staff will apply a selection rule.

*Literature:* Blascovich, J., Loomis, J., Beall, A. C., Swinth, K. R., Hoyt, C. L., & Bailenson, J. N. (2002). Immersive virtual environment technology as a methodological tool for social psychology. *Psychological Inquiry*, 13, 103-124.

*Title:* **Stigma, stereotype threat and EEG**

*Teaching staff:* Prof.dr. M. Inzlicht (University of Toronto), drs. B. Derks, prof.dr. N. Ellemers, dr. C. van Laar (UL)

*Type of course:* Joint seminar

*Date:* Spring 2007 (date to be announced)

*Duration:* 2 days

*Location:* Leiden University

*Language:* English

*Content:* This two-day workshop explores how research on stigma, stereotype threat and intergroup relations can benefit from measuring brain activity with the electroencephalogram (EEG). Hereto, this workshop explores the new field of social psychological research that relates EEG measurements to psychological processes and discusses how EEG measurements can be employed in research on stigma and social identity. The first line of research that will be discussed, measures asymmetries in activity in the left and right frontal cortex. For example, Harmon-Jones (2004) has related increased relative left frontal cortical activity to approach-related emotions (i.e., anger, happiness) and the behavioral approach system. Amodio and colleagues (2004) have related greater right frontal brain activity to prevention focus and greater left frontal activity to promotion focus. A



second interesting application of EEG measurements that will be discussed is the measurement of evoked brain potentials in reaction to specific experimental stimuli and responses (event-related potentials, ERP). For example, different ERP's to Black and White targets have been related to cultural stereotypes and behavioral racial bias (Correl, Urland & Ito, 2006). Furthermore, specific ERP's have been related to prejudice and the motivation to control prejudice (Amodio, et al., 2003).

*Format:*

On the first day, Michael Inzlicht will present his research on the effects of stereotype threat on self-regulation, self-control and ego-depletion. Moreover, he will give an overview of research in social psychology employing EEG measurements. In his seminar, he will discuss how using EEG to study brain asymmetries and derive ERP's can contribute to research in intergroup relations. Then, Belle Derks will present a new research project that relates the experience of stereotype threat to lateralized asymmetrical brain activity in the frontal cortex. Based on these talks and the literature assigned, there will be further discussion about the research presented. Also, a demonstration of the EEG equipment will give participants insight into the practical issues concerning measuring EEG in social psychological experiments. At the end of the first day, small groups will be formed in which participants discuss the possibilities of EEG in their research. On the second day, these groups will design research that employs EEG measurements. At the end of the second day, each group will present their research ideas.

*Literature:*

To be announced.

## Faculty of the KLI

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<b>Name</b>	<b>Institute</b>	<b>Department</b>
Prof.dr. H. Aarts	UU	S&O Psychology
Dr. R.B. van Baaren	UvA	Social Psychology
Dr. B. Beersma	UvA	W&O Psychology
Dr. I. van Beest	UL	S&O Psychology
Dr. M.Ph. Born	EUR	Psychology
Prof.dr. K. van den Bos	UU	S&O Psychology
Prof.dr. A.P. Buunk	RuG	S&O Psychology
Dr. D. de Cremer	UvT	Psychology & Society
Dr. E. Deros	EUR	Psychology
Prof.dr. E. van Dijk	UL	S&O Psychology
Dr. W.W. van Dijk	VU	Social Psychology
Dr. A. Dijker	UM	Health Psychology
Prof.dr. A.J. Dijksterhuis	UvA	Social Psychology
Dr. A. Dijkstra	RuG	S&O Psychology
Dr. E.J. Doosje	UvA	Social Psychology
Prof.dr. C.K.W. de Dreu	UvA	W&O Psychology
Prof.dr. N. Ellemers	UL	S&O Psychology
Dr. J.A. Feij	VU	W&O Psychology
Dr. C. Finkenauer	VU	Social Psychology
Prof.dr. A.H. Fischer	UvA	Social Psychology
Prof.dr. H. van der Flier	VU	W&O Psychology
Dr. E. Giebels	RuG	S&O Psychology
Dr. E. Gordijn	RuG	S&O Psychology
Dr. M.J.J. Handgraaf	UvA	W&O Psychology
Dr. F. Harinck	UL	S&O Psychology
Dr. O. Janssen	RuG	HRM
Prof.dr. K.A. Jehn-den Hartog	UL	S&O Psychology
Prof.dr. H. Kelderman	VU	W&O Psychology
Prof.dr. P.G. Klandermans	VU	Social Sciences
Dr. G.A. van Kleef	UvA	Social Psychology
Dr. E. Kluwer	UU	S&O Psychology
Dr. B. van Knippenberg	VU	W&O Psychology
Dr. S. Koole	VU	Social Psychology
Prof.dr. P.L. Koopman	VU	W&O Psychology
Dr. C. van Laar	UL	S&O Psychology

<b>Name</b>	<b>Institute</b>	<b>Department</b>
Prof.dr. P.A.M. van Lange	VU	Social Psychology
Prof.dr. R.W. Meertens	UvA	Social Psychology
Dr. B.A. Nijstad	UvA	W&O Psychology
Dr. S. Otten	RuG	S&O Psychology
Prof.dr. J.P.L.M. van Oudenhoven	RuG	S&O Psychology
Prof.dr. K.I. van Oudenhoven-van der Zee	RuG	S&O Psychology
Prof.dr. J. van der Pligt	UvA	Social Psychology
Prof.dr. Y.H. Poortinga	UvT	Psychology & Society
Dr. J.W. van Prooijen	VU	Social Psychology
Dr. B. de Raad	RuG	Psychology, DPMG
Dr. M. Rotteveel	UvA	Social Psychology
Dr. R.A.C. Ruiter	UM	Experimental Psychology
Prof.dr. C.E. Rusbult	VU	Social Psychology
Dr. D.T. Scheepers	UL	S&O Psychology
Prof.dr. G.R. Semin	VU	Social Psychology
Dr. F. Siero	RuG	Psychology, DPMG
Prof.dr. R. Spears	UvA	Social Psychology
Dr. H. Staats	UL	S&O Psychology
Prof.dr. D.A. Stapel	RuG	S&O Psychology
Dr. H. Steensma	UL	S&O Psychology
Prof.dr. W. Stroebe	UU	S&O Psychology
Dr. G.S. van der Vegt	RuG	HRM
Dr. R. Vermunt	UL	S&O Psychology
Prof.dr. A.E.M. van Vianen	UvA	W&O Psychology
Prof.dr. F. van de Vijver	UvT	Psychology & Society
Prof.dr. E. van de Vliert	RuG	S&O Psychology
Prof.dr. H. de Vries	UM	Health Psychology
Prof.dr. N. de Vries	UM	Health Psychology
Prof.dr. N.W. van Yperen	RuG	S&O Psychology
Prof.dr. M. Zeelenberg	UvT	Psychology & Society



## Appendix - Overview teaching program 2006-2007

	2006				2007							
	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	
<b>Introductory courses</b>												
Introduction					18							
SOFA's					18							
How to publish/APA								17				
<b>Advanced courses</b>												
How to present			20-21									
Writing English									25			
<b>Methodo. and pract.</b>												
Authorware	8											
Methodological seminars	20-21											
Pursuing a Career in Science			15									
SEM using EQS												
Reading and reviewing						16	16					
SEM using AMOS						22	1					
Psychophysiol. Measurements												
<b>Theory-oriented</b>												
Social Cognition			x/xx									
- Perception and Action								20				
Interpersonal Processes												
- Determinants of behavior			9-10									
Group and Organizational Proc.			3									
Group Proc. and Intergroup Rel.												
- Motivation and self-regulation												
Social Interaction							22					
<b>Joint seminars</b>												
Stigma, stereotype threat, EEG												
Self-Regulation									xx			
Virtual Reality									xx			

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

