1. **Temporal Differences in Trait Self-Ascription: When the Self Is Seen as an Other.**
   By Pronin, Emily; Ross, Lee
   Journal of Personality and Social Psychology. 2006 Feb Vol 90(2) 197-209

   Seven studies exploring people's tendency to make observer-like attributions about their past and future selves are presented. Studies 1 and 2 showed temporal differences in trait assessments that paralleled the classic actor-observer difference. Study 3 provided evidence against a motivational account of these differences. Studies 4-7 explored underlying mechanisms involving differences in the focus of attention of the sort linked to the classic actor-observer difference. In Study 4, people perceived past and future selves from a more observer-like perspective than present selves. In Studies 5 and 6, manipulating attention to internal states (vs. observable behavior) of past and future selves led people to ascribe fewer traits to those selves. Study 7 showed an inverse relationship for past and present selves between observer-like visual focus and salience of internal information. (PsycINFO Database Record (c) 2006 APA, all rights reserved)

2. **Being Bad Isn't Always Good: Affective Context Moderates the Attention Bias Toward Negative Information.**
   By Smith, N. Kyle; Larsen, Jeff T.; Chartrand, Tanya L.; Cacioppo, John T.; Katafiasz, Heather A.; Moran, Kathleen E.
   Journal of Personality and Social Psychology. 2006 Feb Vol 90(2) 210-220

   Research has demonstrated that people automatically devote more attention to negative information than to positive information. The authors conducted 3 experiments to test whether this bias is attenuated by a person's affective context. Specifically, the authors primed participants with positive and negative information using traditional (e.g., subliminal semantic priming) and nontraditional (e.g., social interactions) means and measured the amount of attention they allocated to positive and negative information. With both event-related brain potentials (Experiment 1) and the Stroop task (Experiments 2 and 3), results suggest that the attention bias to negative information is attenuated or eliminated when positive constructs are made accessible. The implications of this result for other biases to negative information and for the self-reinforcing nature of emotional disorders are discussed (PsycINFO Database Record (c) 2006 APA, all rights reserved)
3. **Social Comparison, Self-Stereotyping, and Gender Differences in Self-Construals.**
By Guimond, Serge; Chatard, Armand; Martinot, Delphine; Crisp, Richard J.; Redersdorff, Sandrine
Journal of Personality and Social Psychology. 2006 Feb Vol 90(2) 221-242

Four studies examined gender differences in self-construals and the role of social comparison in generating these differences. Consistent with previous research, Study 1 (N=461) showed that women define themselves as higher in relational interdependence than men, and men define themselves as higher in independence/agency than women. Study 2 (N=301) showed that within-gender social comparison decreases gender differences in self-construals relative to a control condition, whereas between-genders comparison increases gender differences on both relational interdependence and independence/agency. Studies 3 (N=169) and 4 (N=278) confirmed these findings and showed that changing self-construal changes gender differences in social dominance orientation. Across the 4 studies, strong evidence for the role of in-group stereotyping as mediator of the effect of gender on self-construal was observed on the relational dimension but not on the agentic dimension. (PsycINFO Database Record (c) 2006 APA, all rights reserved)

4. **Seeing I to I: A Pathway to Interpersonal Connectedness.**
By Pinel, Elizabeth C.; Long, Anson E.; Landau, Mark J.; Alexander, Kira; Pyszczynski, Tom
Journal of Personality and Social Psychology. 2006 Feb Vol 90(2) 243-257

The authors introduce the construct of I-sharing—the belief that one shares an identical subjective experience with another person—and the role it plays in liking. In Studies 1-3, participants indicated their liking for an objectively similar and an objectively dissimilar person, one of whom I-shared with them and the other of whom did not. Participants preferred the objectively similar person but only when that person I-shared with them. Studies 4 and 5 highlight the role that feelings of existential isolation and the need for closeness play in people's attraction to I-sharers. In Study 4, people with high needs for interpersonal closeness responded to I-sharers and non-I-sharers with great intensity. In Study 5, priming participants with feelings of existential isolation increased their liking for I-sharers over objectively similar others. The results highlight the importance of shared subjective experience and have implications for interpersonal and intergroup processes. (PsycINFO Database Record (c) 2006 APA, all rights reserved)

5. **The Self Salience Model of Other-to-Self Effects: Integrating Principles of Self-Enhancement, Complementarity, and Imitation.**
By Stapel, Diederik A.; Van der Zee, Karen I.
Journal of Personality and Social Psychology. 2006 Feb Vol 90(2) 258-271

In a series of studies the Self Salience Model of other-to-self effects is tested. This model posits that self-construal salience is an important determinant of whether other-to-self effects follow the principles of self-enhancement, imitation, or complementarity. Participants imagined interactions (Studies 1 and 2) or were confronted (Studies 3 to 5) with dominant, submissive, agreeable, or quarrelsome person targets. Findings support the prediction that subsequent self-evaluations (Studies 1 to 3) and behaviors (Studies 4 and 5) follow the principles of self-enhancement when the personal self is activated (contrast away from undesirable targets, assimilation toward desirable targets); the principles of complementarity when the relational self is activated (contrast on the dominant-submissive dimension, assimilation on the agreeable-quarrelsome dimension); and the principles of imitation when the collective self is activated (assimilation regardless of desirability or dimension). (PsycINFO Database Record (c) 2006 APA, all rights reserved)

6. **Stereotype Activation and Control of Race Bias: Cognitive Control of Inhibition and Its Impairment by Alcohol.**
By Bartholow, Bruce D.; Dickter, Cheryl L.; Sestir, Marc A.
Journal of Personality and Social Psychology. 2006 Feb Vol 90(2) 272-287

Two experiments tested the hypothesis that alcohol increases race-biased responding via impairment of self-regulatory cognitive control. Participants consumed either a placebo or alcohol and then made speeded responses to stereotypic trait words presented after White and Black face primes while behavioral and event-related brain potential (ERP) data were recorded. Alcohol did not affect stereotype activation in either experiment. Experiment 2 showed that alcohol significantly impaired the ability to inhibit race-biased responses but did not reliably influence control of counterstereotypic responses. This disinhibition appears driven by impairment of regulative cognitive control, as indexed by amplitude of the negative slow wave ERP component. These findings suggest that controlling racial bias can be a function of effective implementation of basic self-regulatory processes in addition to the motivational processes identified in other research. (PsycINFO Database Record (c) 2006 APA, all rights reserved)
7. Cultural Variation in Affect Valuation.
By Tsai, Jeanne L.; Knutson, Brian; Fung, Helene H.

The authors propose that how people want to feel ("ideal affect") differs from how they actually feel ("actual affect") and that cultural factors influence ideal more than actual affect. In 2 studies, controlling for actual affect, the authors found that European American (EA) and Asian American (AA) individuals value high-arousal positive affect (e.g., excitement) more than do Hong Kong Chinese (CH). On the other hand, CH and AA individuals value low-arousal positive affect (e.g., calm) more than do EA individuals. For all groups, the discrepancy between ideal and actual affect correlates with depression. These findings illustrate the distinctiveness of ideal and actual affect, show that culture influences ideal affect more than actual affect, and indicate that both play a role in mental health. (PsycINFO Database Record (c) 2006 APA, all rights reserved)

By Vignoles, Vivian L.; Regalia, Camillo; Manzi, Claudia; Golledge, Jen; Scabini, Eugenia
Journal of Personality and Social Psychology. 2006 Feb Vol 90(2) 308-333

Diverse theories suggest that people are motivated to maintain or enhance feelings of self-esteem, continuity, distinctiveness, belonging, efficacy, and meaning in their identities. Four studies tested the influence of these motives on identity construction, by using a multilevel regression design. Participants perceived as more central those identity elements that provided a greater sense of self-esteem, continuity, distinctiveness, and meaning; this was found for individual, relational, and group levels of identity, among various populations, and by using a prospective design. Motives for belonging and efficacy influenced identity definition indirectly through their direct influences on identity enactment and through their contributions to self-esteem. Participants were happiest about those identity elements that best satisfied motives for self-esteem and efficacy. These findings point to the need for an integrated theory of identity motivation. (PsycINFO Database Record (c) 2006 APA, all rights reserved)

By Trautwein, Ulrich; Lüdtke, Oliver; Köller, Olaf; Baumert, Jürgen
Journal of Personality and Social Psychology. 2006 Feb Vol 90(2) 334-349

The authors examine the directionality of effects between global self-esteem, domain-specific academic self-concepts, and academic achievement. Special emphasis is placed on learning environments as potential moderators of the direction of these effects. According to the meritocracy principle presented here, so-called bottom-up effects (i.e., self-esteem is influenced by academic self-concept) are more pronounced in meritocratic learning environments than in ego-protective learning environments. This hypothesis was examined using a three-wave cross-lagged panel design with a large sample of 7th graders from East and West Germany, a total of 5,648 students who were tested shortly after German reunification. Reciprocal effects were found between self-esteem, academic self-concept, and academic achievement. In conformance with the meritocracy principle, support for bottom-up effects was stronger in the meritocratic learning environment. (PsycINFO Database Record (c) 2006 APA, all rights reserved)