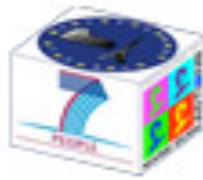




European/International Joint PhD in Social Representations and Communication International Summer School 2015



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**Mapping the impact and dissemination of the social
representation theory across different geo-cultural contexts
around the world: from Europe towards other continents**

**at the European/International Joint PhD in Social Representations & Communication
Research Center and Multimedia LAB**

18th - 25th July 2015



SAPIENZA
UNIVERSITÀ DI ROMA

Anchoring the Dissemination of the Social Representations Theory in China

Jian GUAN

Department of Social Psychology

NanKai University

July 15-25, Rome

OUTLINE

1. Knowledge of Chinese Psychology: Production and Transfer

2. Western Psychology: Can it Take Root in China?

3. Social Representation: Anchoring and Dissemination in China

1. KNOWLEDGE OF CHINESE PSYCHOLOGY: PRODUCTION AND TRANSFER

1.1 Psychology has a long history in China

- China has experienced/accumulated/observed a wealth of psychological thought.
- Psychological issues had a long history in ancient China. Early psychological thinking in China not only was contained in diverse philosophical, political, military, and other literature but was also expressed through various practices in education, medicine, and human resource management.

As U.S. psychologist G. Murphy notes, “China is the native place of psychology in the world”.



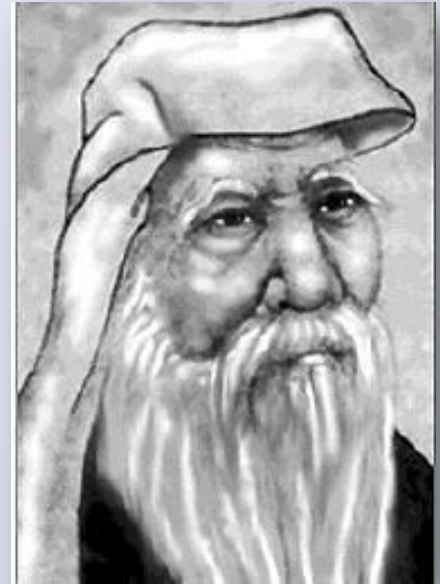
1.1.1 Confucius

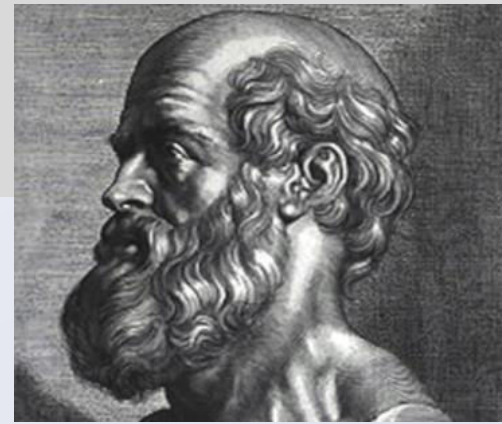
- In China a rich body of psychological thought existed in the writings of the ancient Chinese philosophers. Confucius teaching has, for centuries, exerted a profound influence on the development of China's cultural history.
- Confucian thinking emphasized the discussion of human nature, education, human development, and interpersonal relationships.



1.1.2 Lao Tzu

- The reputed founder of Taoism, nature keeps a proper balance in all its working. If any activity moves to an extreme in one direction, sooner or later a change occurs to swing it back toward the opposite.
- This thinking may have influenced Jungian psychology, for “Jung discovered the self from Eastern philosophy and characterized it ‘as a kind of compensation for the conflict between inside and outside’”.





Hippocrates (460–377BC)

- Psychology was brought from the West in the late 1800s, but the study and discussion of psychological issues had a long history in ancient China.
- The influence of Chinese culture on world psychology has been widely recognized in current literature in the field and is attracting more and more attention.

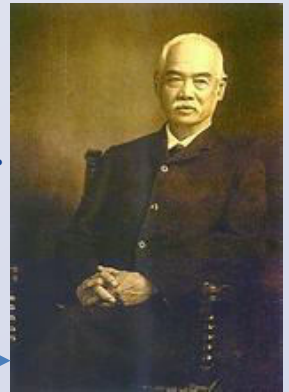
1.2 The Birth of Psychology in China: Prior to 1949

- At the beginning of the 20th century, some early Chinese psychologists had adopted the Western ideas of behaviorism, psychoanalysis, and Gestalt psychology, and the works of Pavlov, Bekhterev, and Komilov were translated from Russian.



← Qing government send 30 children to USA in 1872.

Rong Hong: My life in China and America (1901)





Students graduation thesis



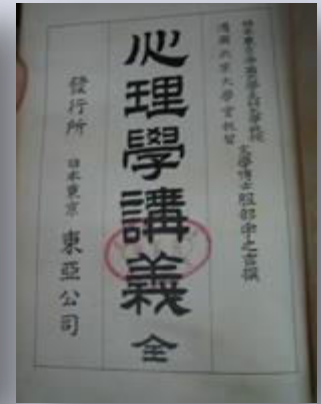
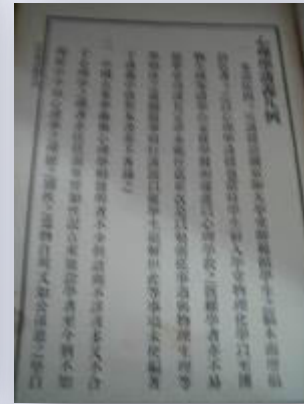
陈仲庚
(1950年学士)



张厚燾
(1948年学士)



荆其诚
(1947年学士)



Handout of Psychology 1903

Prof. Yaoxiang Zhang found psychological lab in 1920.

- **Psychology as a scientific discipline has existed in China for 90 years since the establishment of the first psychological laboratory in Beijing University in 1917.**



- As in many European countries, China's academic psychology can be traced back to German laboratories.
- One of its senior initiators was **Professor Yuanpei Cai** who studied at the University of Leipzig in 1908-1911, and took eight courses of psychology, including three lectured by Wilhelm Wundt on experimental psychology.
- He was appointed President of Peking University, and it was he who supported the establishment of the first Chinese psychological laboratory in 1917 by Professor Daqi Chen (1886–1983).



- From the 1920s through the 1940s, Chinese psychology was oriented mainly toward Western psychology.
- Experimental approaches were emphasized, and Chinese psychologists were strongly influenced by the schools of functionalism, behaviorism, and the Freudians.
- Psychology was basically an imported product whose general development was slow because of the unstable social environment in China during this period.





- The attention paid to Western science in the 1920s spread the seeds for China's receptiveness to many Western subjects and led to their becoming disciplines taught in institutions of higher education.
- By the end of the 1920s and 1930s, not only universities but also many teacher colleges were instructing their pupils in the ideas of **Freud**, **Watson**, **McDougall**, **Piaget**, **Lewin**, and **Köhler** using translated texts and essays.



- Chinese students who had studied in the West brought back ideas fundamental to modern psychology and translated Western books.
- Some Chinese scholars finished their studies in Western universities and returned to China to teach and do research in psychology. They played important roles in laying the foundation for the development of modern Chinese psychology.



Shu Pan



Yusheng Huang

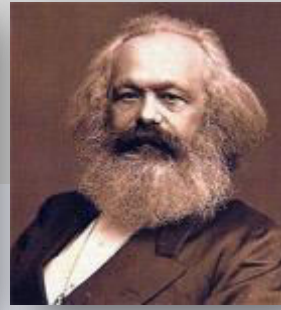


Juefu Gao



Renyuan Guo

- In this period, **Shu Pan**, **Juefu Gao**, **Zeru Lu** and **Yicen Guo** wrote articles or books introducing Soviet psychology to the Chinese. Guo's **Outlines of Modern Psychology**, published in 1937, and was the first book written under the guise of dialectical materialism in China.



- After the founding of the People's Republic in 1949, psychology was reestablished under the auspices of the Communist Party. The new psychology took **Marxism-Leninism** and **Mao's thought** as the basic philosophy underlying its psychological theory.
- For a brief period, **Pavlovian** dimensions of Soviet psychology were imported into China. Throughout the 1950s there was a strong emphasis on **Soviet psychology** and, consequently, waves of students went to the Soviet Union to study psychology.



- In the 1950's, some psychology periodicals were published. The publication of three important Chinese textbooks in the early 1960s reflected a significant development of teaching and research during that period: **General Psychology**, **Educational Psychology**, and **Child Psychology**.
- Psychology had a preliminary development in the 1950s and early 1960s and carried out a great deal of theoretical and applied research related to China's social, economic and cultural development.

1.3 Cultural Revolution, 1966-1976

- Similarly to Soviet psychology fate, the development of psychology in China was not smooth because of the ebb and flow of political movements. In the case of the sciences this is not as difficult as in psychology, because within the history of the People's Republic the academic discipline of psychology has been attacked twice: once within the Maoist “Great Leap Forward” in 1958 and again in the so-called “Cultural Revolution.” Within the latter movement a ban was enforced against all social sciences, including psychology.



- This ban was disastrous because no psychological research or teaching was allowed for the long period between 1966 and 1976. All organizations of psychology were completely abolished. Teachers and researchers were dismissed and investigative work was stopped completely. Some psychologists were sent to other workplaces or work camps. The only social psychology articles then published were criticisms of the bourgeois and idealist values of Western psychology.

1.4 Multiple Rebirths of Psychology: 1976-2000

- In 1976, the study of psychology in China entered a period of rapid development. Chinese economic reform launched an open-door policy to the outside world in the late 1970s, and psychology was rehabilitated as a scientific discipline.



Master Opening Ceremony of Social Psychology in 1983, Nankai University

- **Meanwhile, many Chinese psychologists visited other countries, and psychologists from abroad visited China and lectured in China's universities.**
- **Since 1979, large numbers of scholars and students from mainland China were sent to the West for study or research. China's psychological research team has been growing rapidly over the last thirty years and is beginning to take its place in international psychology.**
- **With the development of China's economy, the study of psychology is becoming increasingly important.**



- The Chinese Psychological Society (CPS), as one of the earliest established academic societies in China, was founded in 1921. Since becoming a member of the International Union of Psychological Science in 1980, the CPS has been taking an active part in the international arena.
- At present, the CPS has 20 professional branches that cover a wide range of specialties, including **General and Experimental Psychology**, **Educational Psychology**, **Forensic Psychology**, **Industrial Psychology**, **Medical Psychology**, **Military Psychology**, **Personality Psychology**, **Physiological Psychology**, **Psychological Measurement**, **School Psychology**, **Social Psychology**, **Sports Psychology**, **Developmental Psychology** and **Counseling Psychology** etc..

1.5 Oriented Towards Social Need and Practical Applications: 2000-Present

- Psychologists have reached a consensus on building psychology with Chinese characteristics. The need for Chinese psychologists to strengthen their theoretical roots and bind their work closely to life in China.
- Much recent Chinese psychological research has been closely linked with economic and social reform, technological developments, and applications of psychology.
- Most research projects are therefore oriented toward society's need and practical applications.





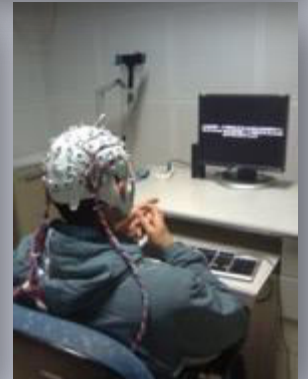
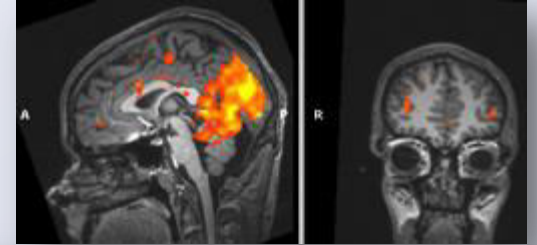
- **Social transformation in China poses serious challenges to social psychologists and at the same time offers them valuable opportunities.**
- **It involves not only the reform of the political, economic and legal systems and profound changes in social structure, social stratification and social mobility, but also the relative weakening and strengthening of different social forces.**
- **Looking squarely at social transformation in China, we are full of hope and confidence: Chinese social psychology is on the road to rational revival.**

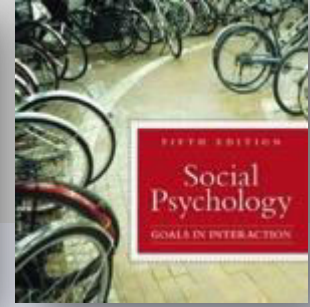
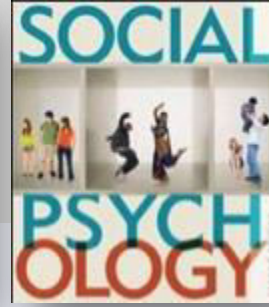
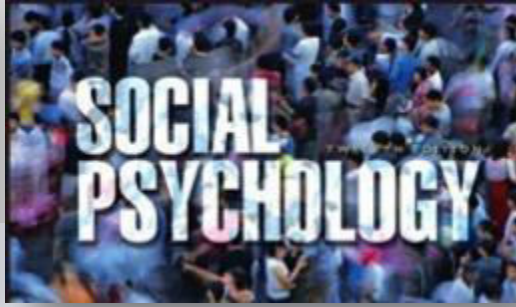
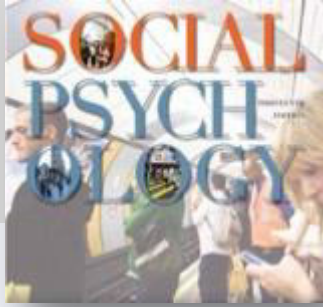
2. WESTERN PSYCHOLOGY: CAN IT TAKE ROOT IN CHINA?

2.1 Social Transformation in China: Challenges and Opportunities for Social Psychology

- **China's social transformation since reform and opening up in 1978 has provided a unique social laboratory for Chinese researchers of social psychology.**
- **Social transformation in China poses serious challenges to social psychologists and at the same time offers them valuable opportunities. It involves not only the reform of the political, economic and legal systems and profound changes in social structure, social stratification and social mobility, but also the relative weakening and strengthening of different social forces.**

- As we know, the methodological premise of North American social psychology may be characterized as individualist, and so is known as “methodological individualism.”





- From the 1970s onward, mainstream social psychology research has encountered ever greater challenges. It is seen as an “Americanized” social psychology, unable to explain what human beings have in common.
- **See the trees without seeing the forest.**
- Within this paradigm, the putting forward of social representations theory has been the most significant research achievement.

3. SOCIAL REPRESENTATION: ANCHORING AND DISSEMINATION IN CHINA

3.1 Core character of Social Representation in China



3.1.1 Prof. Li Liu

- **Professor of Social Psychology, School of Psychology, Beijing Normal University**



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Introduction - Faculty

The team at the Institute involves full time academic faculty, [visiting academics](#), tutorial fellows, [administrative support](#), [technical multimedia production](#) and [graduate teaching assistants](#). The team at the Institute comprises 14 [full](#) and [part time academics](#).

The [administration team](#) ensure the smooth running of the unit and operate on a 'door always open' basis.

[The Psychology Technical Workshop](#) team are unique within the LSE - they provide technical advice and equipment, multimedia production and production of surveys at student request to support research activities.

This section gives access to profiles for all our people at the Institute. Please view [about us](#) for more information about the Institute.



The ISP faculty and staff on the steps of the St Clements Building, February 2013.



ISP Alumni
Professor Li Liu
Beijing Normal University, China

"In truth I bask in the reflected glory of the Institute of Social Psychology at the LSE. I am proud to be an intellectual descendant of Professor Rob Farr."

A maxim of the Institute, 'exploring real problems in real society', has been inspiring my teaching and research in social psychology here in China. The Institute, as my intellectual home, is the powerful backup force for my academic career."

Background

- **Li Liu is Professor of Social Psychology and the Director of the Institute of Personality and Social Psychology, in the School of Psychology at Beijing Normal University. He holds a doctorate in social psychology from the London School of Economics and Political Sciences.**
- **He currently serves as the Secretary General of Chinese Association of Social Psychology and an editorial board member of Journal of Community & Applied Social Psychology, etc.**
- **He has conducted research in the areas of quality of life, HIV/AIDS related stigma, discrimination against rural-to-urban migrants in China, psychosocial underlying factors of ethnic conflict in China, and social/cultural psychological underpinnings of corruption.**

Research Interests



Recent Publications

- Liu, L.(2011). **Social Categorization and Bao in the Age of AIDS: The Case of China.** In I. Marková and A. Gillespie (Eds.). **Trust and Conflict: Representation, Culture and Dialogue** (pp. 123-136). London: Routledge.
- Liu, L. & Hong, Y. Y. (2010). **Psychosocial ramifications of 2008 Beijing Olympic Games.** Asian Journal of Social Psychology. 13(2), 102-108.
- Liu, L. (2008). **To have and to be: Towards the social representation of quality of life in China.** Journal of Community & Applied Social Psychology. 18(3), 233-252.
- Liu, L. (2008). **Yang and Yin in communication: Towards a typology and logic of persuasion in China.** Diogenes. 55(1), 120-132.
- Liu, L. (2006). **Quality of life as a social representation in China: A qualitative study.** Social Indicators Research. 75(2), 217-240.
- Liu, L. (2004). **Sensitising concept, themata and shareness: A dialogical perspective of social representations.** Journal for the Theory of Social Behaviour. 34(3), 249-264.

Quality of life as a social representation in China: A qualitative study

- The study shows that social thinking about QOL in Chinese society is activated in five critical domains of life: health, family, work, social relations and the natural environment.
- Meanwhile, “having” and “being”, the two antinomic, yet dialogical interdependent, interpretive repertoires, have an overarching generative and normative power over the discourse about QOL.
- Dominated by an “economic logic”, the “having” repertoire constructs these life domains through a set of economic consequences and posits them as resources leading to material possessions.
- While dominated by an “existential logic”, the “being” repertoire confesses existential meanings to the same life domains, and emphasizes the joy derived from them.

Thema and Yin & Yang

- **Yin** is the black side with the white dot in it, and **Yang** is the white side with the black dot in it.
- **Yin** is the dark area occluded by the mountain's bulk, while **Yang** is the brightly lit portion.
- **Yin** is characterized as slow, soft, yielding, diffuse, cold, wet, and passive; and is associated with water, earth, the moon, femininity, and nighttime.
- **Yang**, by contrast, is fast, hard, solid, focused, hot, dry, and aggressive; and is associated with fire, sky, the sun, masculinity and daytime.



3.1.2 Prof. Wen Fang



- **Professor of Social Psychology, Peking university**
- **Fang Wen is Professor of the Department of Sociology and Research Fellow of the China Center for Sociological Research and Development Studies, Peking University.**
- **His main areas of academic study are the history and system of contemporary social psychology, group and inter-group processes, and religious groups.**
- **His representative works include “Evolution of Social Psychology: A Discipline System Perspective”, Social Actors, and “How Do the Group Symbolic Boundaries Form?”.**

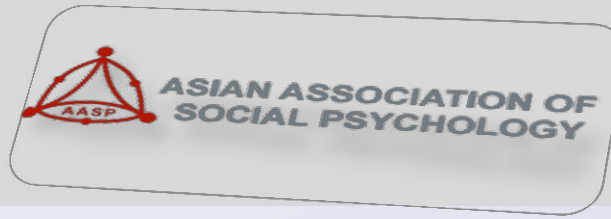


3.1.3 Prof. Yiyin Yang



- **Chinese Academy of Social Sciences**
- **Yang Yiyin is Research Fellow and Director of the Research Center for Social Psychology of the Institute of Sociology, Chinese Academy of Social Sciences.**
- **Her major research interests cover cultural social psychology and transformational social psychology, including the social identity of the Chinese, their interpersonal relationships, their group-self and intergroup relationships, social mentalities, value concepts, individual modernity and tradition, etc.**

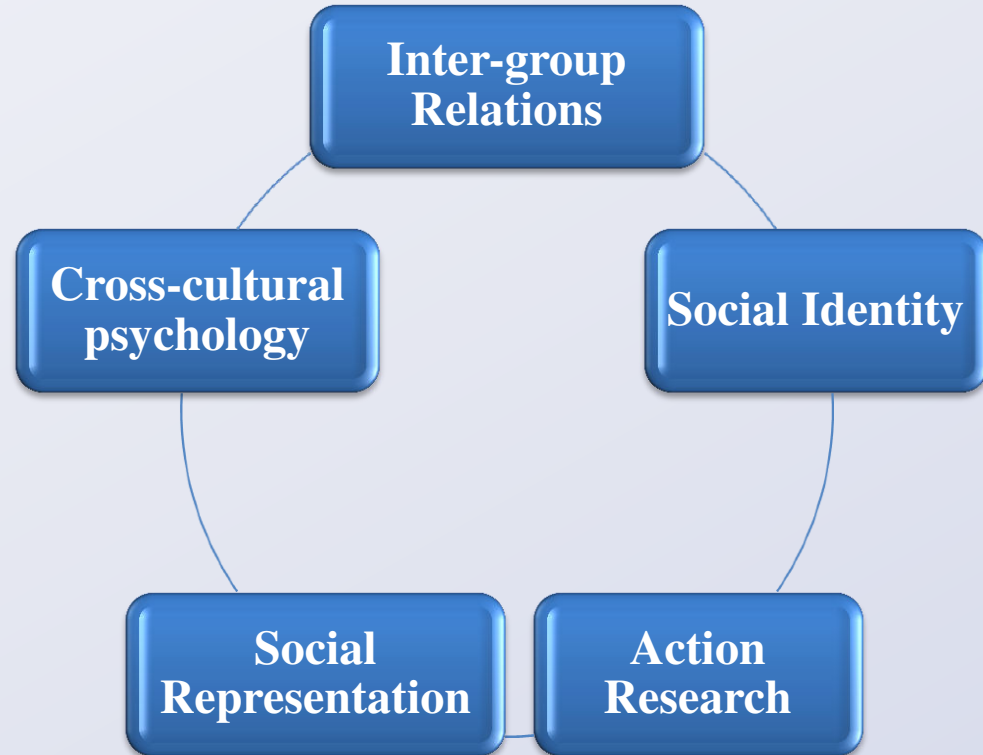
3.1.4 Prof. James H. Liu



- **Professor, School of Psychology, Victoria University of Wellington, New Zealand**
- **He is author of more than 80 articles and has edited books on New Zealand Identities, Restorative Justice and Practices in New Zealand and Progress in Asian Social Psychology. He is Professor of Psychology, and Co-Director of the Centre for Applied Cross Cultural Research. He devoted considerable energy to establishing a bicultural psychology for New Zealand, that brings together Maori and European worldviews.**



Research Interests



Selected publications

- Liu, J. H., McCreanor, T., McIntosh, T., & Teaiwa, T. (2005)(eds). **New Zealand identities: Departures and Destinations**. Wellington, NZ: Victoria University Press.
- Liu, J. H., Goldstein-Hawes, R., Hilton, D.J., Huang, L.L., Gastardo-Conaco, C., & Dresler-Hawke, E. (2005). **Social representations of events and people in world history across twelve cultures**. *Journal of Cross-Cultural Psychology*, 36(2), 171-191.
- Liu, J. H., & Hilton, D. (2005). **How the past weighs on the present: Social representations of history and their role in identity politics**. *British Journal of Social Psychology*, 44, 537-556.
- Liu, J. H., Lawrence, B., Ward, C., & Abraham, S. (2002). **Social representations of history in Malaysia and Singapore: On the relationship between national and ethnic identity**. *Asian Journal of Social Psychology*, 5(1), 3-20.

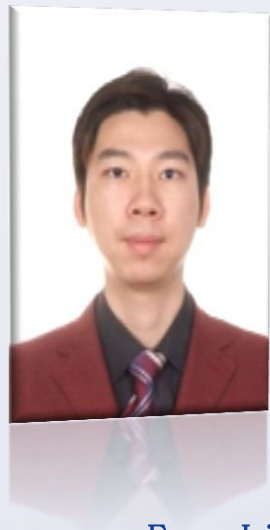


3.1.5 Prof. Lili Huang

- **Tsing-Hua University, Taiwan**
- **She is a professor and the Chair of Institute of Learning Science, National Tsing-Hua University. Her researches include Indigenous Chinese Psychology of harmony and conflict, ethnic identity, and gender study, rights and duties. She is the Chief Editor of Chinese Journal of Psychology in Taiwan. The relative papers on “The double identity of Taiwanese Chinese: A dilemma of politics and culture rooted in history” and “Social dominance orientation and right wing authoritarianism as a function of political party preferences and societal change” got the Misumi Award 2005, 2008 respectively from Asian Association of Social Psychology. In 2009, she also got the “Outstanding Research Award” from the National Science Council in Taiwan.**



3.1.6 *Shaping Effects of Teaching on Social Representation by Using Word Network Analysis*



Feng Lin

- **Objectives:** To explore the shaping effects of teaching on complex network structure of students' social representation.
- **Methods:** Taking an example in the course of Rehabilitation Medicine, the present study analyzed social representations of a fundamental concept named “rehabilitation” before and after completion of the course in a group of 61 students. The subjects executed free evocation task before teaching process and do it again after the examination. Two evoked words networks were constructed for analyzing the structure of the social representation of “rehabilitation”. By using complex network analysis techniques including network visualization, k-core decomposition and statistical analysis for randomized networks, the structures of two networks had been analyzed.

- **Results:** Before the teaching process the students' social representation of rehabilitation organized its central core around the concept of "health". The teaching process reorganized the social representation of rehabilitation on the basis of a group of central concepts including "function" and its closely related words. After the teaching process, the social representation showed a more interactive core structure.
- **Conclusions:** Teaching process can fashion social representations of students, making their contents and structures more special. Word network analysis technique can provide a quick, qualified and visualized approach for the assessments of knowledge structure.

3.1.7 *Cultural Differences of Regional Stereotype: A Social Network Analysis Perspective*

- Previous studies inclined to analyze stereotype by using the theory of individualism and linear data analysis. The studies, however, did not take the aspect of social relationship into account.
- This study was aimed to explore the stereotype by using the social representation theory and social network analysis. The participants were undergraduates from Mainland China and Hong Kong. They represented regional stereotype with a high degree of conflict and social significance. Cognitive vocabulary was collected by free association tests. Two social representation networks were established: regional culture and regional community.



- First of all, to the Mainland Chinese participants, the main components of the semantic network of “Hong Kong culture” and “Hong Kong Chinese” were more centralized, and their network density, cohesion and information quality were higher. This reflected the cultural characteristics of collectivism.
- To the Hong Kong Chinese participants, the representation network of “mainland culture” and “mainlander” was diverse, and their network density, cohesion and information quality were all lower, reflecting individualism.

“地域文化”网络不同层级 k -核最高值参数



“香港文化”网络			“内地文化”网络		
最高层级	词总	核参	最高层级	词总	核参
k -核词汇	点度	与度	k -核词汇	点度	与度
开放性 ^{7-核}	154	79.4%	传统 ^{4-核}	69	37.9%
创新 ^{6-核}	41	21.1%	渊源流长 ^{3-核}	9	4.9%
时尚 ^{5-核}	14	8.2%	重家庭 ^{2-核}	4	2.3%
文明 ^{4-核}	12	6.2%			

“地域群体”网络不同层级 k -核最高值参数

“香港人”网络			“内地人”网络		
最高层级	词总	核参	最高层级	词总	核参
k -核词汇	点度	与度	k -核词汇	点度	与度
开放 ^{6-核}	150	71.8%	勤奋 ^{4-核}	47	27%
时尚 ^{5-核}	48	12.9%	友善 ^{3-核}	8	4.6%
积极 ^{4-核}	19	9.1%	积极 ^{2-核}	6	3.4%
.....					

- Secondly, significant differences were found on the contents, dimensions and cognitive directions on “stereotype” between two groups. The mainland undergraduates’ stereotype towards Hong Kong Chinese (such as dimensions of values, enthusiasm and positive traits) was pure stereotype, while the stereotype (such as dimensions of positive and negative traits) of Hong Kong Chinese towards mainlanders was a mixed one.



- Thirdly, the cognitive structure of stereotype was represented by network k-core system. K-core value differed from hierarchy, so the power and status of the core internal vocabulary differed, representing a specific logic relation.
- The core elements to anchor an object differed between different regional communities, the objectified stereotype was multi-dimensional.

3.1.7 Prof. Jian Guan

- Department of Social Psychology, Nankai University, China
- Jian Guan studied social psychology at the Nankai University in China. Her main research areas are in social psychology, social representation, stigma, bias, stereotype and intergroup relation.
- Her publications include three books and over 60 journal articles. She received the Park Jung-heun and Jung Tae-gon Young Scholar Award from Asian Association of Social Psychology.



General Discuss

- *More and more scholars pay attention to SRT*
- *More and more researches pay attention to society's need and practical applications*
- *It promotes scientific merit and practical applications*



THANKS