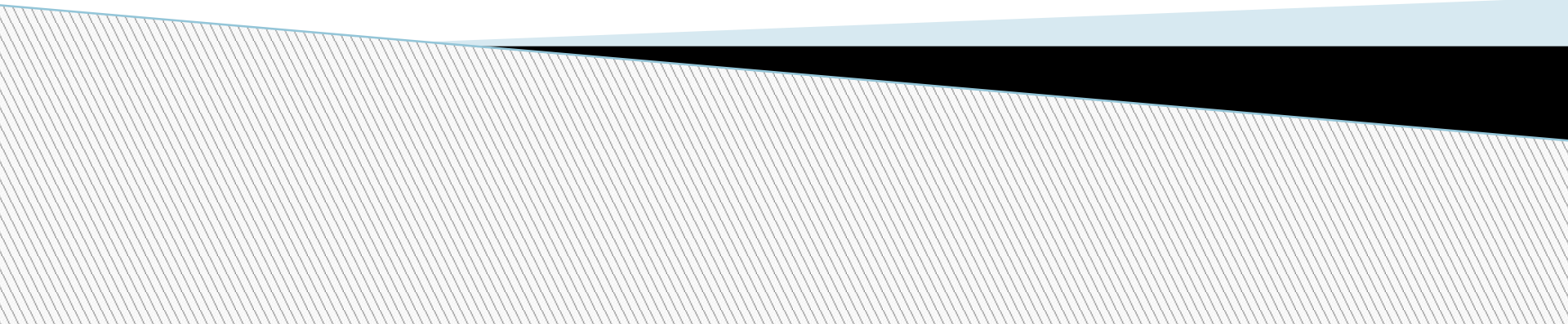
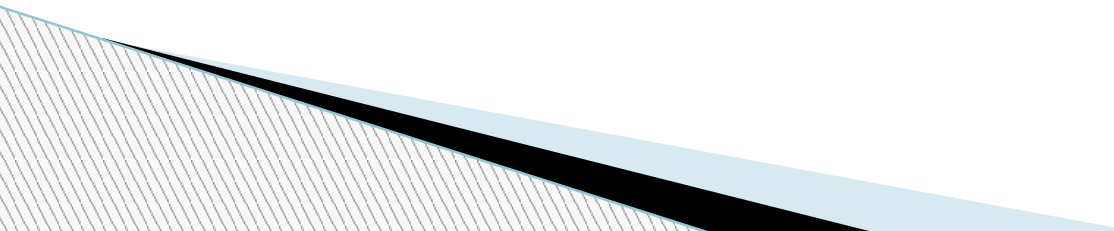


# **Introduction to class**

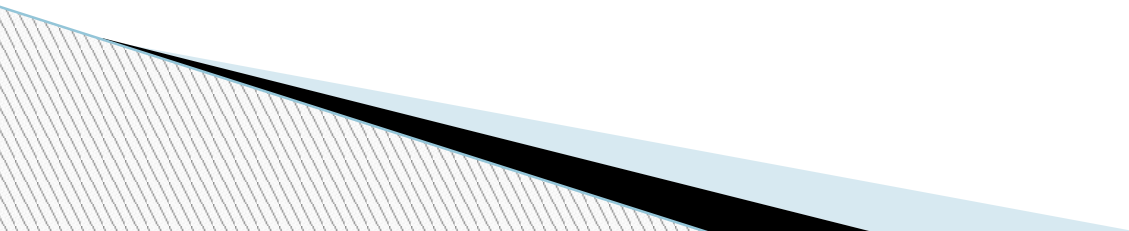


□ Theory and methodology of modern psychology:



- Theory and methodology of modern psychology: **Advanced social psychology**

# ▣ **Advanced social psychology**



- Lectures and seminars (Anastasia Batkhina and Dmitri Dubrov).
- Anastasia and Dmitri will tell you about seminars organization.

# Course schedule

<b>№</b>	<b>topic</b>	
<b>1 module</b>		
1	Introduction (brief history of social psychology)	2
2	Social cognition	2
3	Social cognition (cont.)	2
4	The social self	2
5	Social psychology of emotion	2
<b>2 module</b>		
6	Attitudes and its measurement	2
7	Theory of planned behavior and attitude change	2
8	Prosocial behavior	2
9	Aggression, Attraction, and rejection	2
10	Group processes and intergroup relations	2

## Main Textbooks

Advanced social psychology. The state of the science” (2010).  
Ed. by R. F. Baumeister, E. J. Finkel, Oxford University Press,  
Inc. NY.

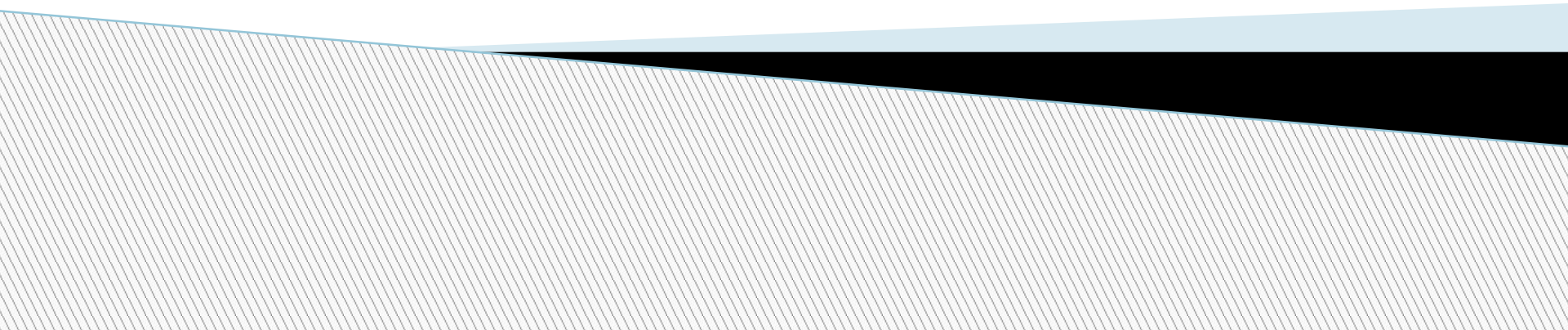
Hogg, M.A. & Vaughan, G.M. 5th Ed. (2008) *Social Psychology*.  
London: Arnold.

*Handbook of Psychology, Volume 5: Personality and Social  
Psychology, 2<sup>nd</sup> Edition* (2012) . Irving B. Weiner  
(Editor-in-Chief), Howard A. Tennen & Jerry M. Suls. Canada:  
John Wiley & Sons, Inc.

Baumeister, R. F., & Bushman, B. (2014). *Social psychology and  
human nature*. Third Edition. Wadsworth Cengage Learning.

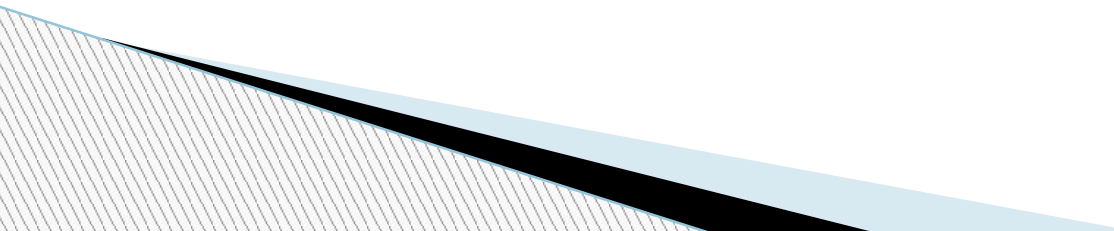
# **Introduction to Advanced Social psychology**

Lecture 1





# Structure

- ▣ ***1. Why Study Social Psychology?***
  - ▣ ***2. What is Social Psychology?***
  - ▣ ***3. Social Psychology: From Past to Present***
  - ▣ ***4. Major Theoretical Perspectives of the Social psychology***
  - ▣ ***5. Methodological Issues in Social Psychology***
- 

# Structure

## ▣ *1. Why Study Social Psychology?*

# The quizz

**If you reward employees for activities they like doing, then they will**

- a) Like these activities even more**
- b) Like these activities as much as before**
- c) Like these activities less then before.**

# The quizz

**If you reward employees for activities they like doing, then they will**

**c) Like these activities less then before.**



In a survey 3000 British respondents said the top five things they could not “live without” were:

1. sunshine

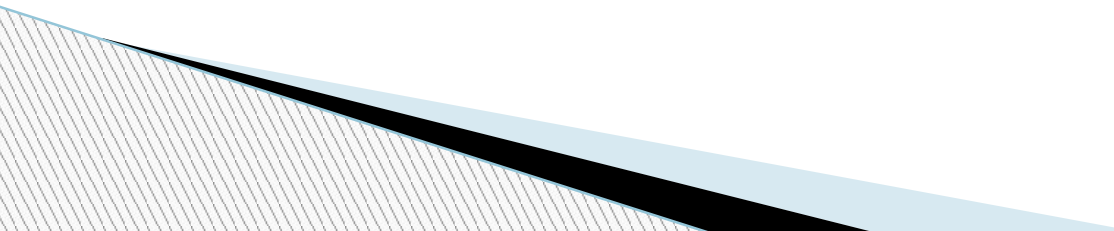
In a survey 3000 British respondents said the top five things they could not “live without” were:

1. sunshine,
2. the Internet,

In a survey 3000 British respondents said the top five things they could not “live without” were:

1. sunshine,
2. the Internet,
3. clean drinking water

In a survey 3000 British respondents said the top five things they could not “live without” were:

1. sunshine,
  2. the Internet,
  3. clean drinking water
  4. refrigerators, and.....
- 



In a survey 3000 British respondents said the top five things they could not “live without” were:

1. sunshine,
2. the Internet,
3. clean drinking water
4. refrigerators, and.....
5. *Facebook. (!)*



In a survey 3000 British respondents said the top five things they could not “live without” were:

1. sunshine,
2. the Internet,
3. clean drinking water
4. refrigerators, and.....
5. *Facebook. (!)*

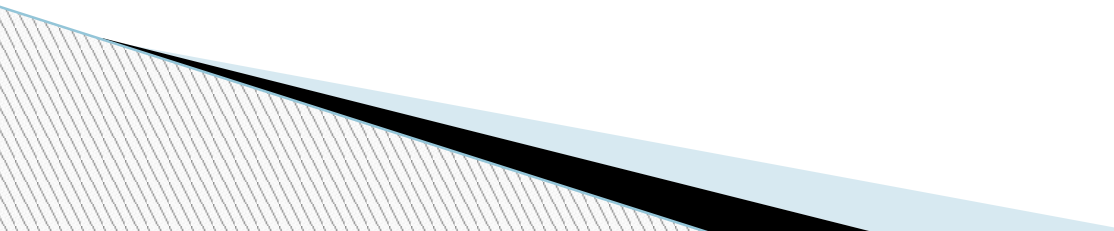
**WHY?**

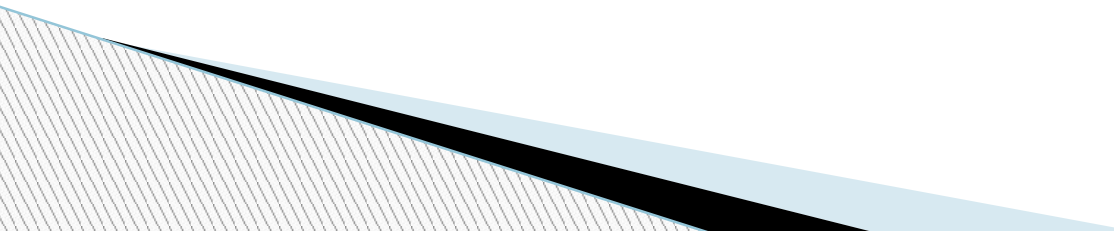
Do you know, that Mark Zuckerberg studied Psychology and Computer Science at Harvard University?

- Humans have social needs that social networking sites like Facebook can help meet.
- We are social animals



# We are social animals

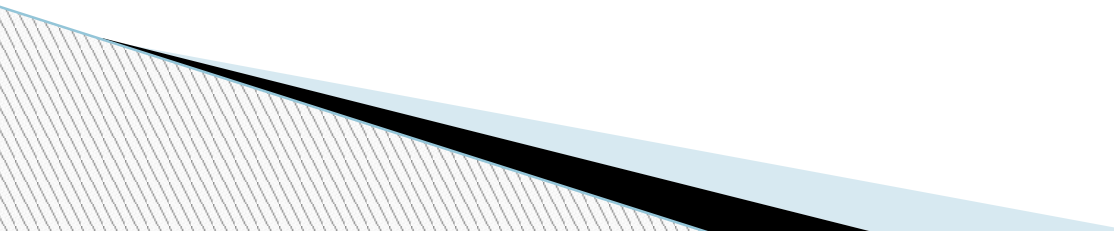
- We are not isolated, we are social animals, constantly influenced by our consciousness, thoughts, and feelings.
  - We are in the social groups and we think – what others would say? (approve or disapprove our behaviour etc.)
  - So, we are affected by others
- 

- Social psychology is the scientific study of how people affect and are affected by others.
  - Social psychology, can help you understand basic principles of social influence, as well as many other principles of social behavior.
- 

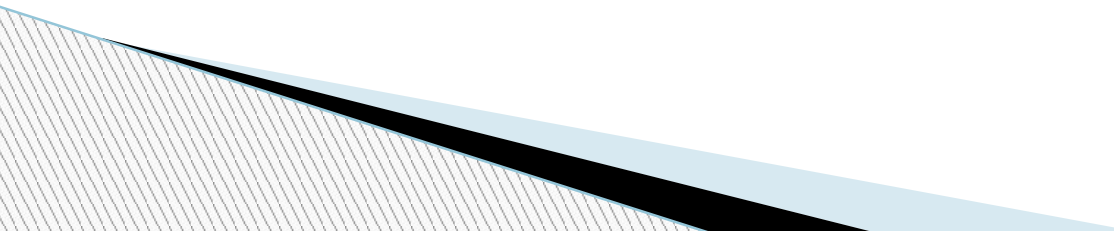
# Structure

- ▣ *1. Why Study Social Psychology?*
- ▣ *2. What is Social Psychology?*

Social psychology has been defined as the scientific investigation of how the thoughts, feelings and behaviours of individuals are influenced by the actual, **imagined** or **implied** presence of others (G. W. Allport, 1954, p. 5).



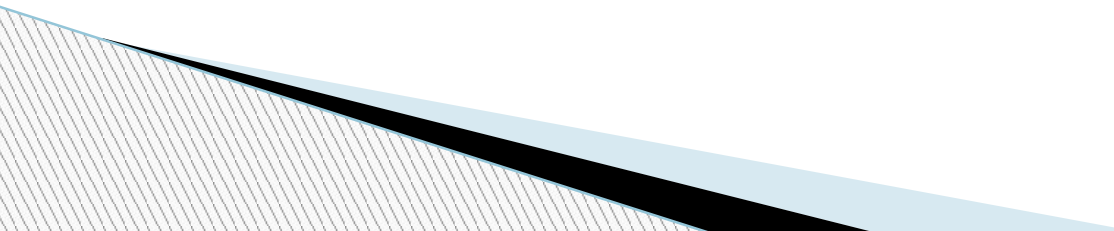
# Social psychological questions

- How and what do people **think** of one another?
  - How and how much, do people **influence** one another?
  - What shapes the way we **relate** to one another?
- 



# Social psychology and some scientific close neighbors

Social psychology is heavily influenced by:

- ❑ Sociology
  - ❑ Cognitive psychology (social cognition);
  - ❑ Individual psychology (social psychology and personality)
  - ❑ Social anthropology (cross-cultural psychology)
- 

# Social Psychology and Sociology

- How are they different?
  - Sociology tends to focus on the group level.
  - Social psychology tends to focus on the individual level.
- How do the fields intersect?
  - Often share the same methods and publish in the same journals.
  - Both can help in understanding societal and immediate factors that influence behavior.

# Network Composition, Individual Social Capital and Culture: Comparing Traditional and Post-Modernized Cultures

by [Julia Häuberer\[1\]](#) and Alexander Tatarko

Universität Hamburg; National Research University - Higher School of Economics

Sociological Research Online, 22 (2), 10

<<http://www.socresonline.org.uk/22/2/10.html>>

DOI: 10.5153/sro.4239

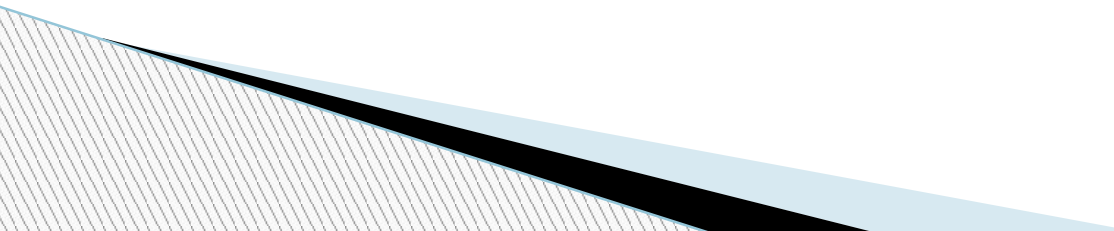
Received: 25 May 2016 | Accepted: 1 Feb 2017 | Published: 31 May 2017

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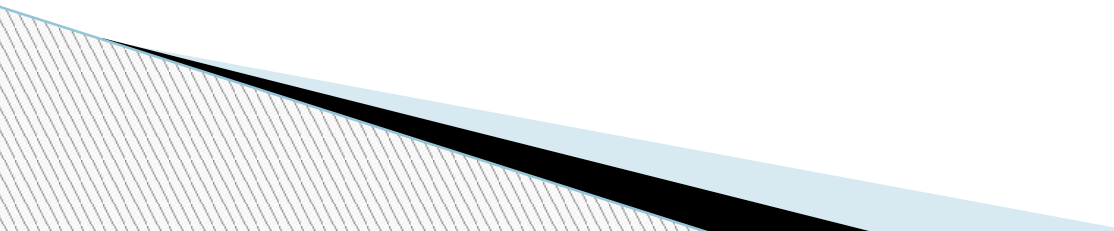
## Abstract

This article addresses the influence of cultural background on the access to social capital in family and friendship networks. We will analyze four different culture groups: Czechs and Russians (Muscovites) both representing post-modernized cultures and Dagestans and Chechens both representing traditional cultures. The data will be analyzed using univariate comparisons and fixed effects regressions. Our results indicate that cultural background does not play such a crucial role for social network composition and social capital access through the family or friends. In both cases, Dagestans, Chechens and Czechs access significantly less social capital than do the Russians (Muscovites), however only if Russians (Muscovites) are in frequent contact with their families or have large friendship networks. In other words, network embeddedness seems to play a more important role than cultural background for social capital access.

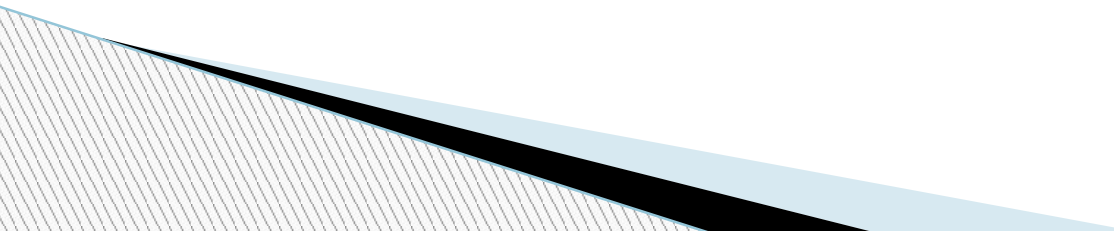
# Social Psychology and Personality Psychology

- How are they different?
    - Personality psychologists are interested in differences between individuals.
    - Social psychologists are interested in how social factors affect most individuals.
  - How do the fields intersect?
    - They complement each other.
    - Do situational factors interact with individual differences?
- 

# Social Psychology and Cognitive Psychology

- How are they different?
    - Cognitive psychologists study mental processes overall.
    - Social psychologists are interested in mental processes with respect to social information and how these processes influence social behavior.
  - How do the fields intersect?
    - Social cognition has become an important area within social psychology.
- 

# Structure

- ▣ ***1. Why Study Social Psychology?***
  - ▣ ***2. What is Social Psychology?***
  - ▣ ***3. Social Psychology: From Past to Present***
- 



- Max Ringelmann in the 1880s
  - Conducted rope-pulling experiments
  - Men pulled alone or as part of a group
  - Measured amount of effort
  - As group size increased, individual effort decreased
- The presence of others hurt performance (i.e., social loafing)

- Norman Triplett in 1898
  - Noticed that cyclists who were competing performed better than those who were not
  - Decided to test hypothesis that the presence of others would enhance performance



- The presence of others enhanced performance (i.e., social facilitation)



## □ Introduction of Social Psychology (1908)

- Edward Ross (sociologist)
- William McDougall (psychologist)

## □ Influences in Early 20<sup>th</sup> Century

- Gordon Allport

- It's all about attitudes

- Kurt Lewin

- Behavior represents an interaction of the person with the situation





Lewin, K. Field theory in  
social science:  
Selected theoretical papers.

New York: Harper & Row, 1951.

Field Theory in  
Social Science:  
Selected  
Theoretical Papers

Lewin, Kurt

- Who had the most dramatic impact on social psychology?
  - Quite possibly - Adolf Hitler

Hitler and WWII

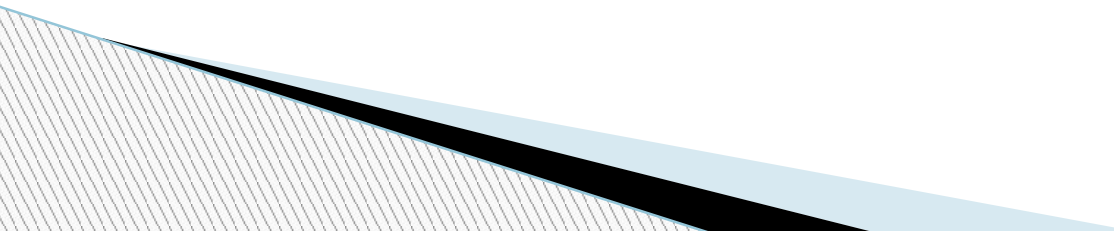
a. **The Exodus of European Psychologists**

Fleeing Nazi Occupied Europe

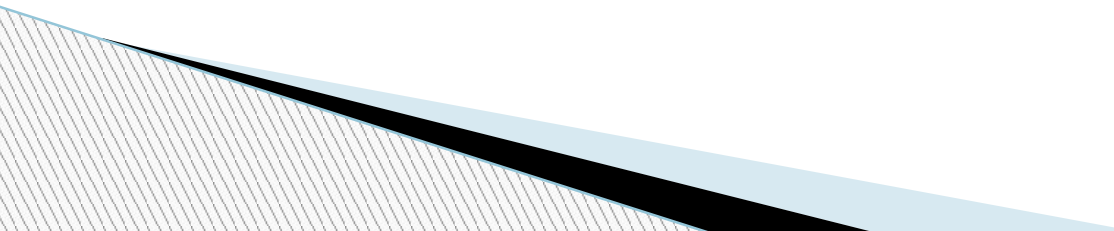
- brings a Gestalt Perspective to the American Psychology

- Kurt Lewin, Fritz Heider, Bob Zajonc, Solomon Asche

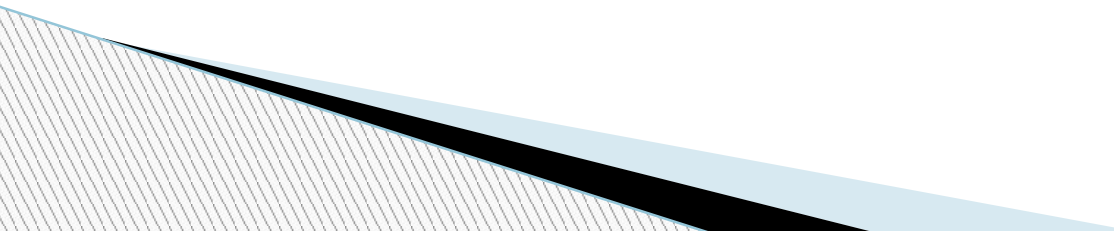
## **b. The Nazi phenomenon and Holocaust begged explanation.**

- The Authoritarian Personality (Adorno)
  - Conformity (Asche)
  - Obedience (Milgram)
  - Prejudice Reduction (Sherif)
  - Aggression (Bandura)
- 

# Structure

- ▣ ***1. Why Study Social Psychology?***
  - ▣ ***2. What is Social Psychology?***
  - ▣ ***3. Social Psychology: From Past to Present***
  - ▣ ***4. Major Theoretical Perspectives of the Social psychology***
- 

# Major Theoretical Perspectives

- Social Cognitive
  - Motivational
  - Social Learning
  - Sociocultural
  - Evolutionary
- 

# □ 1. Social Cognitive Theories and Motivational Theories

## □ Social Cognitive:

A theoretical viewpoint that focuses on the mental processes involved in paying attention to, interpreting, and remembering social experiences

## Motivational Theories:

Focuses on the individual's own needs and motives.




# 1.1 *The Consistency Seeker*

- Early social psychology emphasized motivation over cognition, although that has been reversed considerably in recent decades.
- One of the first big ideas in modern social psychology was that people are motivated to seek consistency. This was a dominant view in the late 1950s and the 1960s and has remained influential ever since.



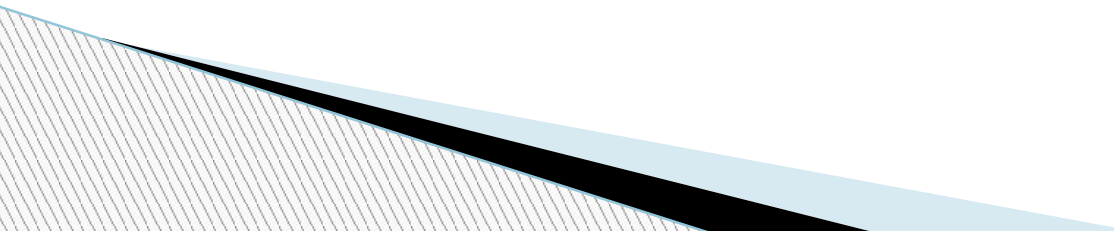
# 1.1 *The Consistency Seeker*

- It is a view that emphasizes **motivations about cognition**.
  - Consistency is something cognitive, but the emphasis in early years was in people's motivated strivings to attain and sustain it. Even the theory of cognitive dissonance, which was for a time the most influential theory in social psychology, was really a drive (motivation) theory and not very cognitive by modern standards.
- 
- Cognitive dissonance theory
  - Cognitive balance theory
- 

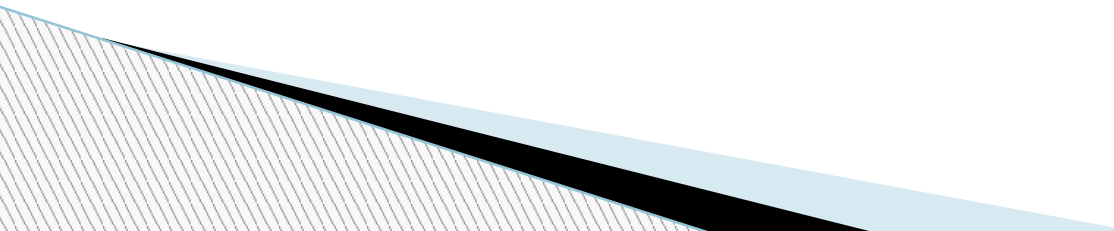
## 1.2. *The Self-Esteem Maximizer*

- The Self-Esteem Maximizer seeks above all to avoid losing self-esteem.
- At first it was related to dissonance theory, several versions of which saw dissonance motivation as centered around maintaining a favorable view of self, because being inconsistent made you look bad.

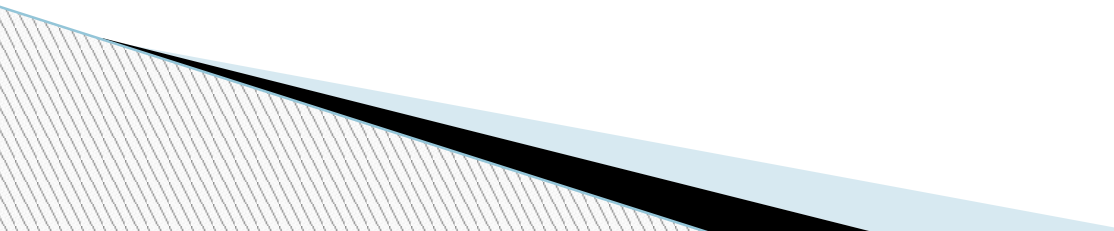
## 1.2. *The Self-Esteem Maximizer*

- Anything that depicts the self in a bad light and could potentially call for a downward revision in your self-appraisal is **seen as threatening**. People may avoid certain situations or persons, rationalize events, and even provide themselves with excuses for potential failure, all to prevent the loss of self-esteem.
  - Self-awareness theory
  - The theory of self-comparison
  - Self-serving bias (a pattern in which people claim credit for success but deny blame for failure) etc.
- 

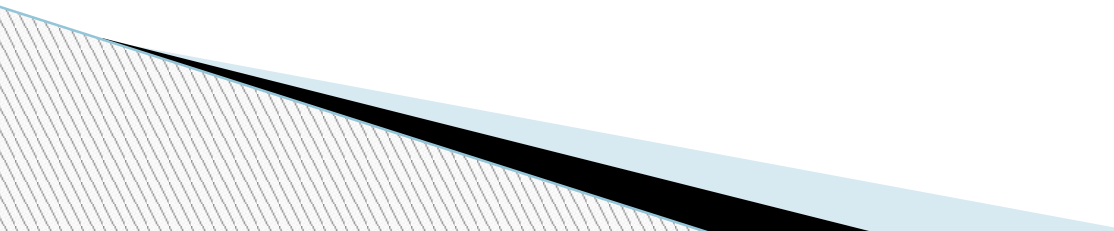
# 1.3. *The Information Seeker*

- The simple assumption behind this theory is that it is important and helpful for people to understand their worlds, and so they constantly go about trying to collect information.
  - Understanding the social environment is considerably more challenging than understanding the physical environment, and so humans spend much of their time trying to gain information about it. This includes learning and making inferences about other people as well as about social situations and social structures.
- 

# 1.3. *The Information Seeker*

- The central assumption of the Information Seeker approach was that whenever something happens (you pass a test, get rejected by a romantic partner, meet someone new, have an argument) you respond by trying to determine what it means and what its implications are.
  - Attribution theory, which was one of the dominant theories in social psychology from the late 1960s into the 1980s, took this approach.
- 

# 1.4. *The Information Processor*

- The simple view of humans as Information Seekers gave way in the 1970s to the realization that information was not simply taken in but rather was subjected to fairly extensive processing. The so-called Cognitive Revolution emerged in social psychology during that decade and became the dominant view during the next one (the 1980s). The image of people as Information Processors was essentially an updated, more sophisticated version of seeing them as Information Seekers.
- 

# 1.4. *The Information Processor*

- The most extensive examination of these issues was provided by Anderson's research on his *information integration model*.
- Anderson (1978) believed that people simply averaged separate items of information, and he conducted a vast program of research to demonstrate this for a variety of different kinds of information, including that underlying **impression judgments**.

# 1.5. *The Foolish Mistake Maker*



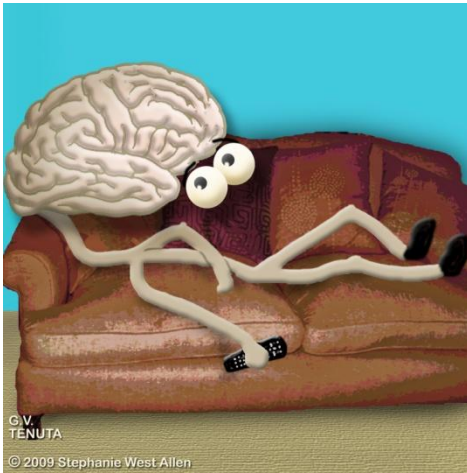
- A priority in research and publication in early social psychology, greatly compounded by the Cognitive Revolution, created a variation of the Information Processor, redefining it as someone who processes information *badly*.
- The priority was that social psychologists searched for counterintuitive findings that went against what most people assumed and expected. Because research on social cognition that showed that people reached the right conclusion was often not very informative about the inner processes involved, a premium was placed on showing instances in which people came to false conclusions or made other errors. Collected together, **these created an image of the human being as a Foolish Mistake Maker.**



# 1.5. *The Foolish Mistake Maker*

## *Maker*

- For example, one well-established principle goes by the name of the Cognitive Miser (Taylor, 1981). The Cognitive Miser is perhaps one aspect of the Foolish Mistake Maker. The essence of being a Cognitive Miser is based on the hypothesis that because people do not like to exert mental effort, they do as little as possible.



# ***“Cognitive Miser”***

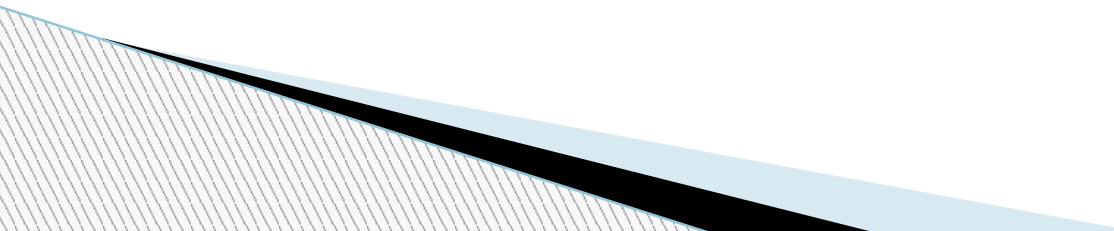
Human brain consumes a relatively large proportion of human energy (compared to other animals).

Even so, most of this energy is used unconsciously (because this is more efficient).

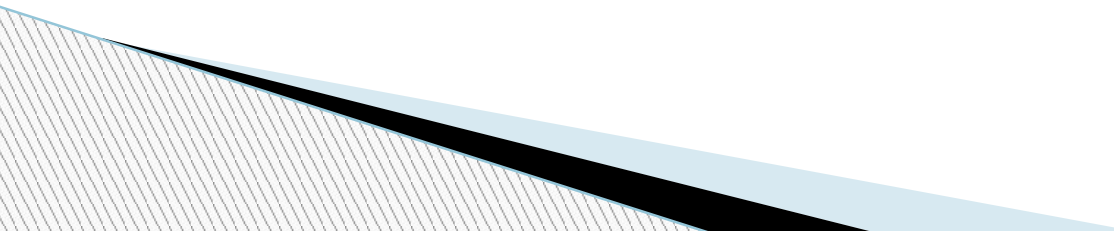
Conscious energy is limited and needs to be spend wisely.

There is an ample evidence that stipulated: when people's capacity for thinking is already preoccupied, they take even more shortcuts to reduce further need for thought.

# **1.6. *The Nondifferent Individual, or the Situational Responder***

- The view that people are pretty much all the same can be termed the “Nondifferent Individual.”
  - The term was chosen to contrast it with the emphasis in personality psychology on individual differences. The underlying theory is that behavior is primarily a response to situations (hence the alternate title of “Situational Responder”).
  - How people think, feel, and act is a direct result of situational pressures and influences.
- 

# **1.6. *The Nondifferent Individual, or the Situational Responder***

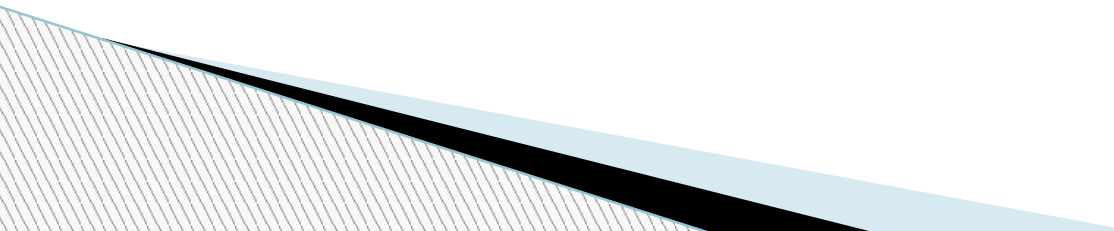
- One of the guiding texts for this movement was Mischel's (1968) *Personality and Assessment*, which famously concluded that personality traits typically predict only about 10% of behavior. Social psychologists helpfully stepped into that apparent gap by suggesting that their research on situational causes could account for the other 90%.
  - Examples: most of experiments in social psychology.
- 

## **2. Social Learning Theories**

It's central idea is that a person's current behavior is determined by prior experience.

A theoretical viewpoint that focuses on past learning experiences as determinants of a person's social behaviors

Aggression studies (not nature, but social learning)



### ▣ **3. Sociocultural Theories**

Focuses on how people's diverse social backgrounds influence their thoughts, feelings, and behaviors.

- ▣ A theoretical viewpoint that searches for the causes of social behavior in influences from larger social groups
  - E.g., norms within cultural groups, social class differences, nationality/ethnicity, fads

## **4. Evolutionary Social Psychology**

**Theories** Applies to the principles of evolution and natural selection to the understanding of behavior and human social life.

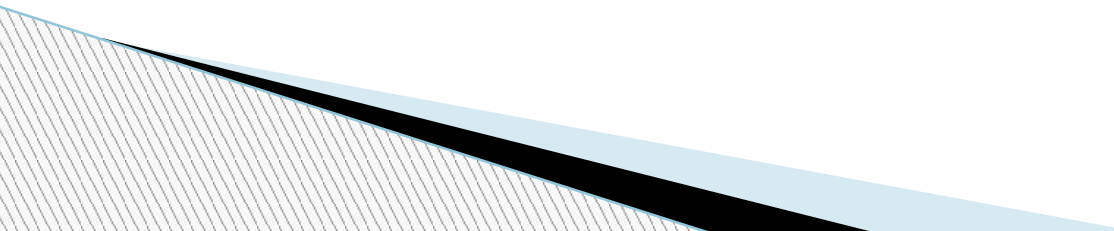
- A theoretical viewpoint that searches for the causes of social behavior in the physical and psychological predispositions that helped our ancestors survive and reproduce

# Evolutionary Social Psychology Theories

- What drives social behavior?
  - Genetic predispositions inherited from our ancestors that promoted their survival and reproduction, such as:
    - The tendency to automatically recognize an angry face
    - The tendency for mothers to feel protective of their children
  - E.g. prosocial behaviour



# Structure

- ▣ ***1. Why Study Social Psychology?***
  - ▣ ***2. What is Social Psychology?***
  - ▣ ***3. Social Psychology: From Past to Present***
  - ▣ ***4. Major Theoretical Perspectives of the Social psychology***
  - ▣ ***5. Methodological Issues in Social Psychology***
- 

# Core Values of Science

**Accuracy**

**Objectivity**

**Skepticism**

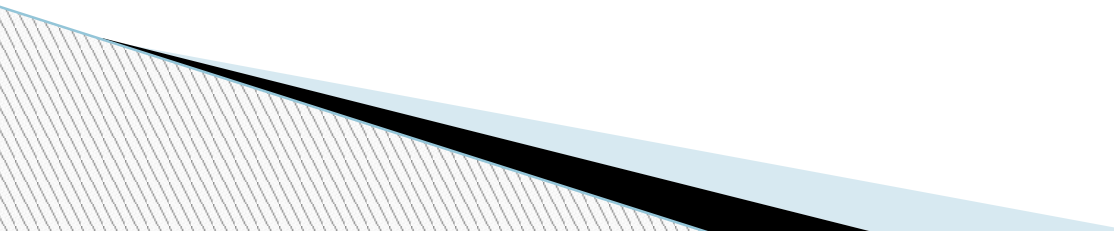
**Open-Mindedness**



# Scientific Description and Explanation

- Social Psychology, like any science, involves:
  - *Description* – careful and reliable observation
  - *Explanation* – development of theories that connect and organize observations

# The study of social behavior

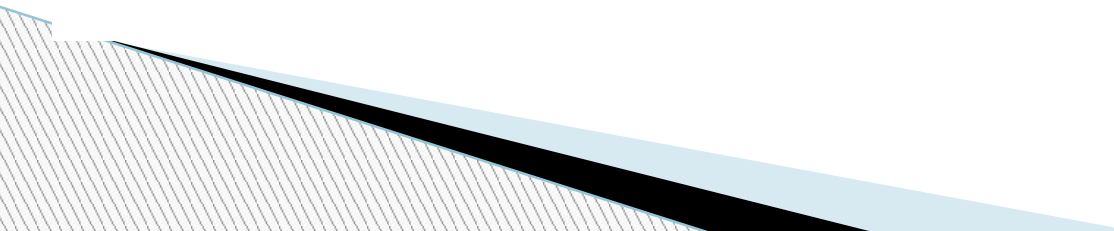
- ▣ *Descriptive methods* involve attempts to measure or record behaviors, thoughts or feelings in their natural state.
  - ▣ *Experimental methods* involve attempts to manipulate social processes by varying some aspect of the situation.
- 

# Descriptive Methods

- Social psychologists use five major types of descriptive methods
  - Naturalistic Observation
  - Case Studies
  - Archives
  - Surveys
  - Psychological Tests

# Correlational Research: Detecting Natural Associations

*Correlational* research asks whether two or more factors are naturally associated



# Correlation Method

**Correlations are quantified using a scale from -1 to +1**

**A positive correlation means that X and Y are associated such that the higher X is, the higher Y is and vice versa**

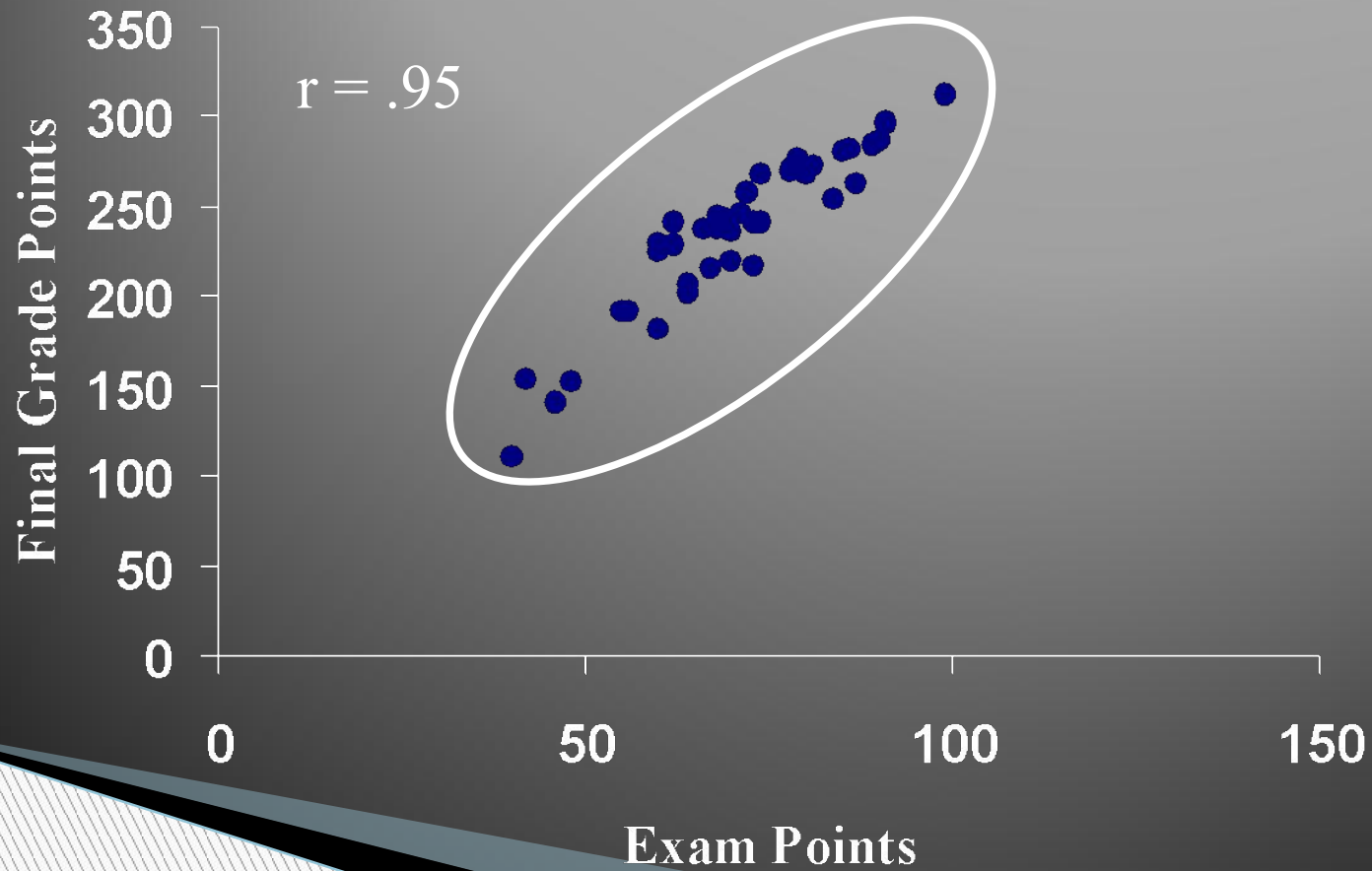
**The closer a correlation is to 0, the weaker the association**

Examples:

The correlation of how confident an eyewitness is and her accuracy is  $+.03$

The correlation of how important school performance is to a student and his self-esteem on days when he fails an exam is  $-.42$

# Correlation:



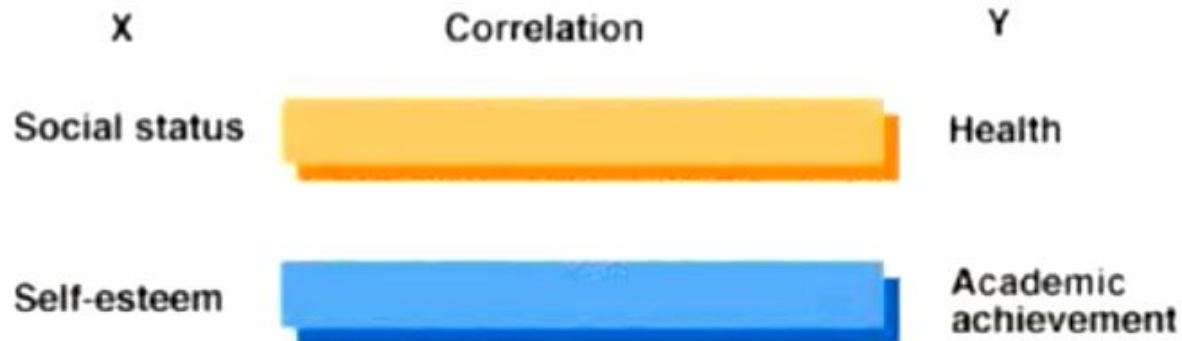






# Correlation and causation

## When 2 Variables Correlate



### Possible Explanations



(1)



(2)



(3)

***Experimental* research  
manipulates some factor to see  
its effect on another**

Why doing an experiment?

- Infer causal relationships between constructs
- Testing theoretical models

# Experiments

- ▣ *Independent variable* – the variable manipulated by the experimenter
- ▣ *Dependent variable* – the variable measured by the experimenter

# **EXPERIMENTAL AND QUASI-EXPERIMENTAL DESIGNS FOR RESEARCH**

**DONALD T. CAMPBELL**  
**Syracuse University**

**JULIAN C. STANLEY**  
**Johns Hopkins University**

**HOUGHTON MIFFLIN COMPANY, BOSTON**  
**Dallas Geneva, Ill. Hopewell, N.J. Palo Alto London**

# THE PRETEST-POSTTEST CONTROL GROUP DESIGN

$R O_1 \quad X \quad O_2$   
 $R O_3 \quad \quad O_4$

# Ethnic Diversity and Social Capital in the Russian Context

Journal of Cross-Cultural Psychology  
2017, Vol. 48(4) 542–559  
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sagepub.com/journalsPermissions.nav  
DOI: 10.1177/0022022117692099  
journals.sagepub.com/home/jcc



Alexander Tatarko<sup>1</sup>, Anna Mironova<sup>1</sup>,  
and Fons J. R. van de Vijver<sup>1,2,3,4</sup>

## Abstract

We examined the link between ethnic diversity and social capital to test Putnam's hypothesis on the negative impact of ethnic diversity on social capital. Data came from a representative survey in two multicultural regions of Russia ( $N = 2,061$ ). To assess the level of ethnic diversity, an ethnic diversity index was calculated using data from the latest National Population Census in Russia. Data were analyzed using two-level structural equation modeling. The results did not confirm Putnam's hypothesis and showed that ethnic diversity, as assessed in the latest National Population Census in Russia, was not negatively related to social capital in Russia. We argue that the long-standing ethnic diversity in Russia is positively related to informal sociability, and does not affect generalized trust and community organizational life. It is concluded that Putnam's hypothesis does not have universal validity, presumably because the link between diversity and social capital is moderated by various regional and national characteristics.

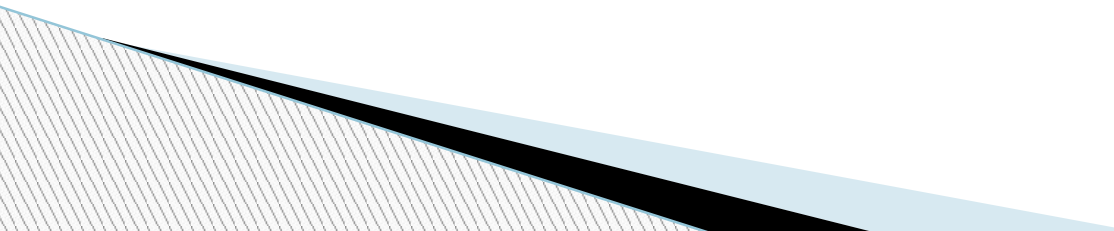
## Keywords

social capital, ethnic diversity, trust, community organizational life, informal sociability



# Introduction

Putnam (1993) defined social capital as “those features of social organisation, such as **trust**, **norms** and **networks** that can improve the efficiency of society by facilitating coordinated actions”.



# Introduction

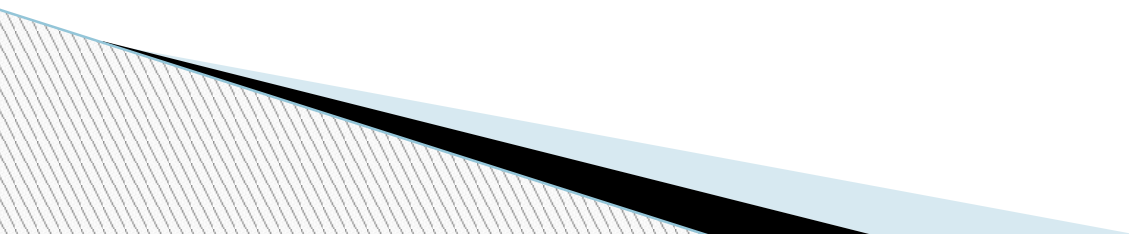
Social capital depends on many contextual factors (Yamagishi et. al, 1998 Fukuyama, 2001; Alesina and La Ferrara, 2002), such as:

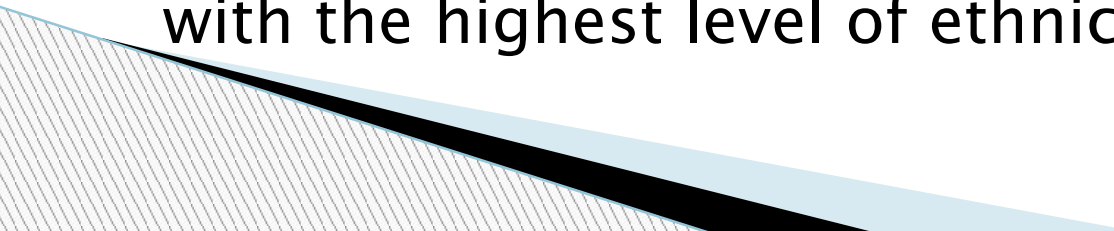
- confidence in the fairness of justice system (positive factor),
- the possibility of getting higher education (positive factor),
- protection of property rights and public safety (positive factor),
- religious freedom (except religious sects) (positive factor),
- excessive state control (negative factor),
- **the high ethnic diversity of the society** (unclear factor).

# Introduction

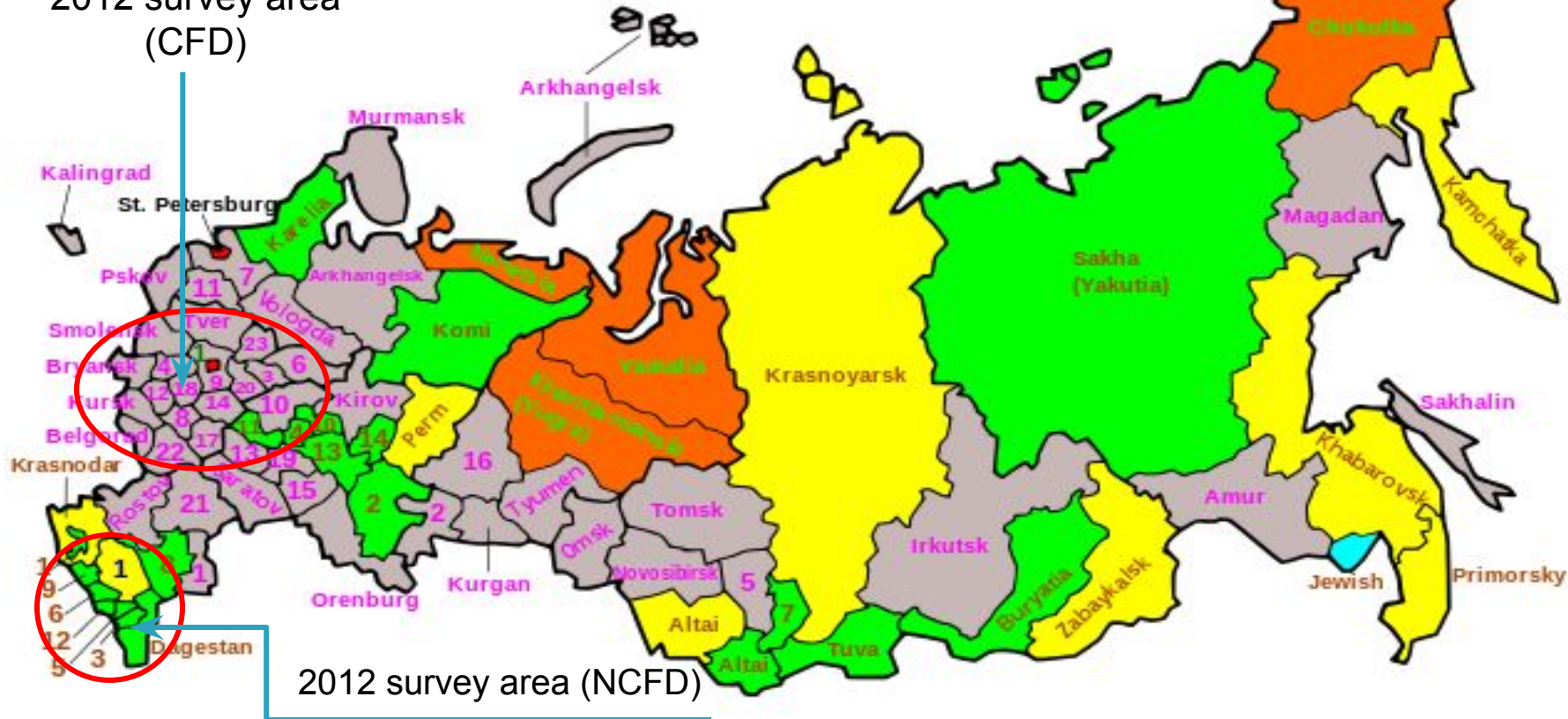
According to Putnam (2009, p. 3), ethnic diversity destroys social capital, in particular, by reducing social trust and volunteer activity of citizens.

However, empirical research and a deeper understanding of this issue show that not in all countries, the relationship between ethnic diversity and social capital fit into the framework of the Putnam's hypothesis (Gesthuizen, 2009; Hooghe et al. 2006).



- The *purpose* of this study is to test the effects of ethnic diversity on social capital in the Russian context.
  - We carried out a survey during the summer of 2012.
  - The Russian Federation was consisted of 8 Federal districts at that time. These districts included 83 federal administrative units.
  - We conducted our research in 2 of 8 Districts and in 25 of 83 administrative units.
  - We organized our survey in two regions of Russia with the highest level of ethnic diversity.
- 

2012 survey area  
(CFD)



2012 survey area (NCFD)

**Oblasts**

- 1 - Astrakhan
- 2 - Chelyabinsk
- 3 - Ivanovo
- 4 - Kaluga
- 5 - Kemerovo
- 6 - Kostroma
- 7 - Leningrad
- 8 - Lipetsk
- 9 - Moscow
- 10 - Nizhny Novgorod
- 11 - Novgorod
- 12 - Oryol
- 13 - Penza
- 14 - Ryazan
- 15 - Samara
- 16 - Sverdlovsk
- 17 - Tambov
- 18 - Tula
- 19 - Ulianovsk
- 20 - Vladmi
- 21 - Volgograd
- 22 - Voronezh
- 23 - Yaroslavl

**Republics**

- 1 - Adygeya
- 2 - Bashkortostan
- 3 - Chechnya
- 4 - Chuvashia
- 5 - Ingushetia
- 6 - Kabardino-Balkaria
- 7 - Khakassia
- 8 - Kalmykia
- 9 - Karachay-Cherkessia
- 10 - Mari El
- 11 - Mordovia
- 12 - North Ossetia-Alania
- 13 - Tartastan
- 14 - Udmurtia

**Autonomous Okrugs**

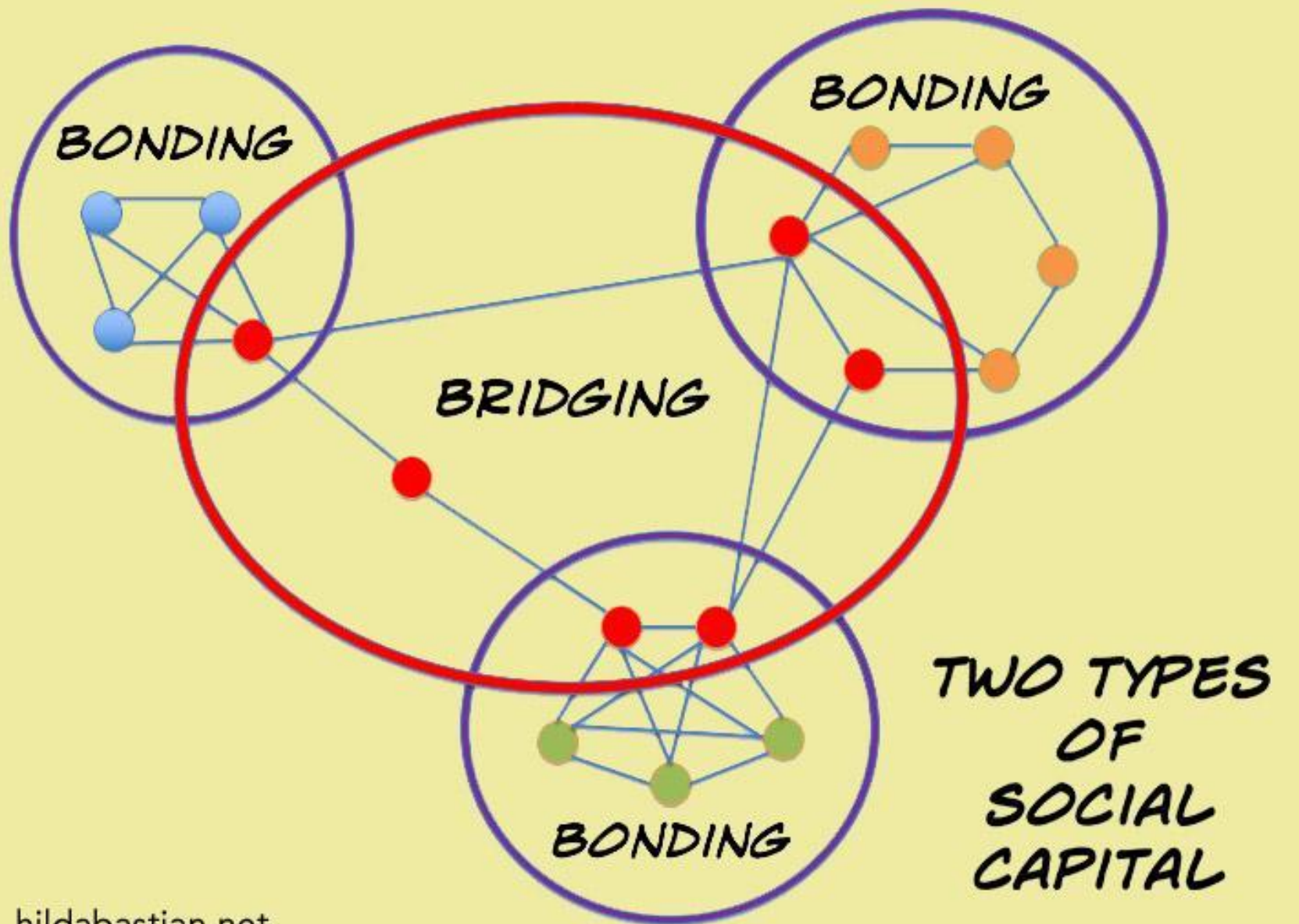
**Krais**

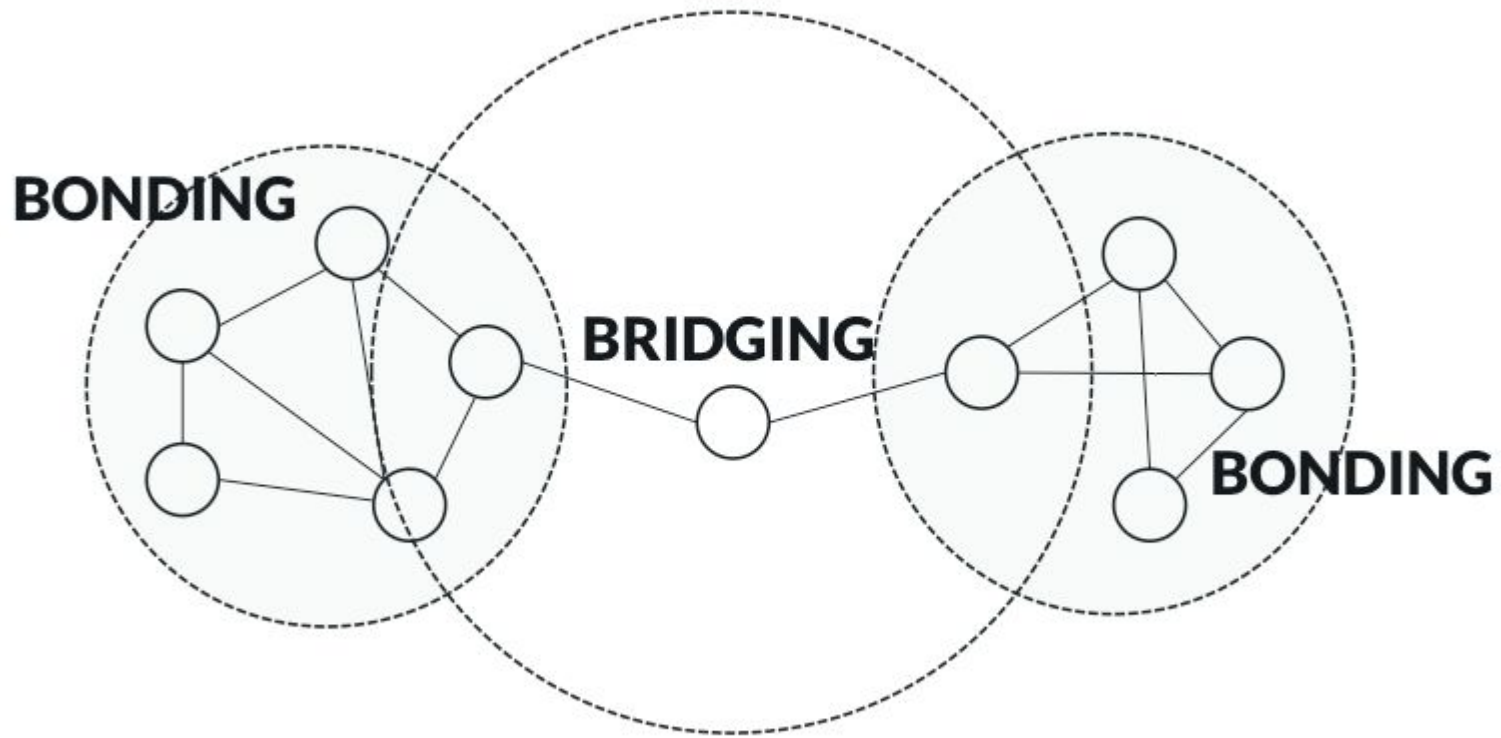
1 - Stavropol

**Federal Cities**

1 - Moscow

**Jewish Autonom. Oblast**



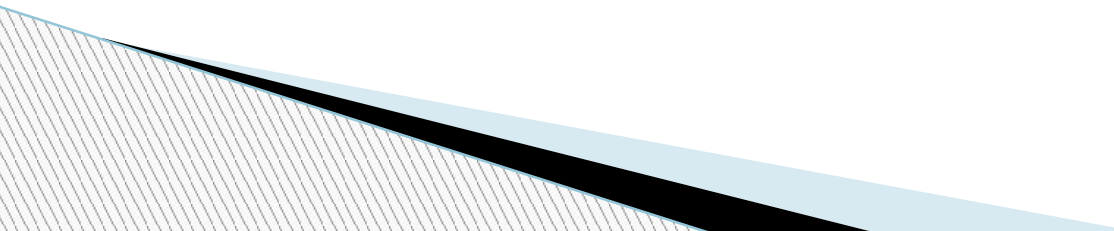


# Bridging & Bonding social capital

- **Bridging social** capital implies social linkages that cut across diverse groups;
- **Bonding social** capital refers to solidarity within close groups such as family and close friends (Jang & Dworkin, 2014).
- In our case, as the *Bridging social capital* we considered **generalized trust** (Svendsen & Svendsen, 2010) and **social norms** (Campbell & Putnam, 2011). We will consider *ethnic tolerance as an indicator of social norms* in our study in multicultural society
- As a *Bonding social capital* we considered informal networks (**participation in activities in various organizations**) and formal networks (**number of friends**) (Zhang, et. al. 2011, Eklinder-Frick, Eriksson & Hallén, 2011; Murayama, et. al. 2013).



# Sample

- The total sample included 2,061 respondents. We interviewed representative samples of 1,024 respondents from the Central Federal District of Russia (**CFD**), including Moscow, and 1,034 respondents from the North Caucasian Federal District (**NCFD**).
  - The sample was representative for these two regions. The median age of the respondents was 39 years old, on average 38.8 years, the standard deviation was 12.6 years.
- 

# Measures

## *Bridging social capital*

Below we have the scale statements of measurements that we used to evaluate parameters of bridging social capital. While answering it was necessary for the respondents to give answers using a 5-point scale.

- 1. Level of general trust.** We evaluated social trust using 2 statements from different international surveys: *Most people can be trusted; Most people always act honestly* (Putnam, 2000, p. 291);
- 2. Ethnic tolerance.** We used the following two statements to evaluate ethnic tolerance: *If people of different nationalities live near each other it makes life better; I don't mind living among people of different nationalities* (Onyx & Bullen, 2000).

# Measures

## *Bonding social capital.*

- 1. The size of formal networks: membership in organizations** (Yang, 2007; Beilmann & Realo, 2012; Häuberer, 2011). We measured the formal network of organizational membership of the respondent by asking about the number of memberships in political parties, trade unions, professional association, church, religious organizations, sport or interest organizations, civic associations, non-government public organizations (cf. Häuberer, 2011).
- 2. The size of informal networks: friends** (Häuberer, 2011; Gaag, 2005; Verhaeghe & Tampubolon, 2012). We measured the informal network of the respondent's friends by asking about his or her number of friends in the workplace, in the neighborhood and other friends.

# Ethnic Diversity Index

Based on the last population census (2010), we calculated the Ethnic Diversity Index - EDI (Riazantsev et. al., 2013).

- Index value may range from 0 (no diversity, ethnically homogenous region) to 100 (complete diversity, ethnically diverse region). The value '0' means that only one ethnic group is presented in the region, whereas the index point '100' can be interpreted as if two individuals, chosen at random, have zero probability to be of the same ethnicity.

# Ethnic Diversity Index

Based on the last population census (2010), we calculated the Ethnic Diversity Index - EDI (Riazantsev et. al., 2013). This index was calculated by several stages using special formula

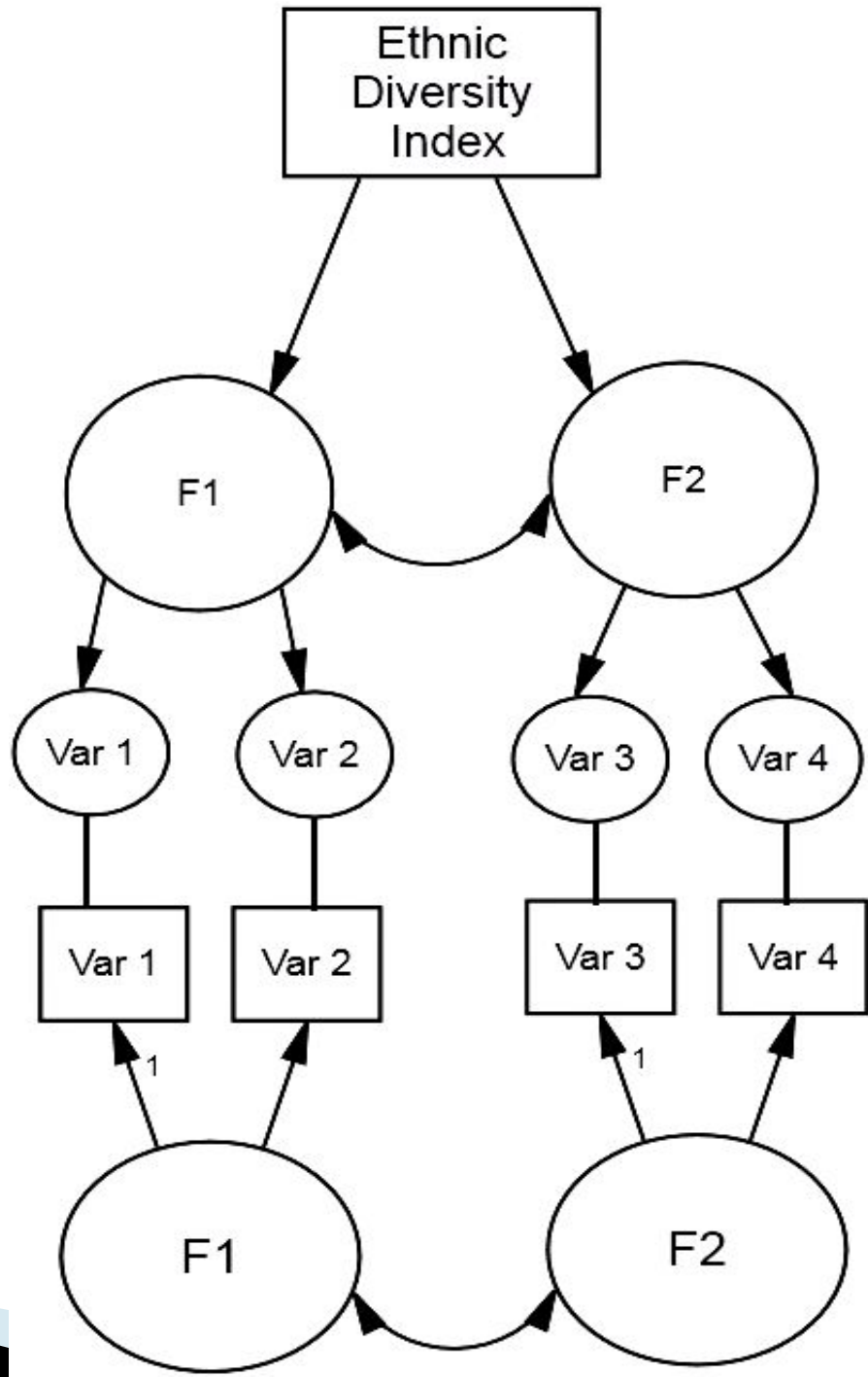
$$EDI_j = \left( 1 - \sum_{i=1}^n P_{i,j}^2 \right) * 100$$

- ▣ **Index value may range from 0 (no diversity, ethnically homogenous region) to 100 (complete diversity, ethnically diverse region). The value '0' means that only one ethnic group is presented in the region, whereas the index point '100' can be interpreted as if two individuals, chosen at random, have zero probability to be of the same ethnicity.**

**Methodology:  
the study design**

Regional level:  
Between

Respondent level:  
Within



## Ethnic diversity index for 25 regions of Russia in which the survey was organized

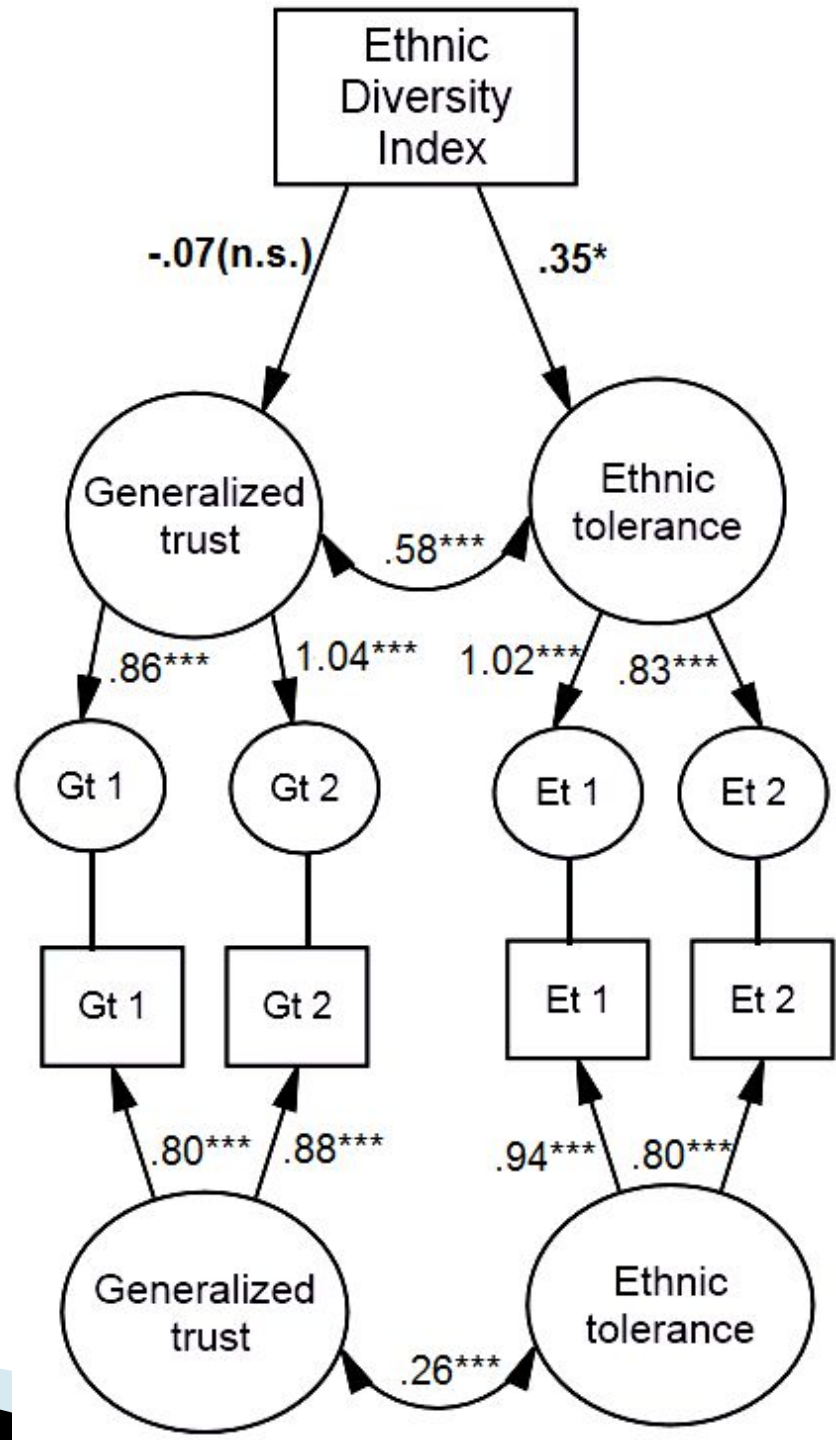
<b>№</b>	<b>Federal Administrative Unit</b>	<b>Dist-ri ct</b>	<b>EDI</b>
1	Republic of Dagestan	NCFD	83,7
2	Republic of Karachaevo-Cherkessiya	NCFD	71,4
3	Republic of Kabardino-Balkariya	NCFD	60,7
4	Repubic of North Osetiya-Alaniya	NCFD	53,8
5	Stavropol Province	NCFD	35,2
6	Kaluga Region	CFD	25,1
7	Moscow City	CFD	24,8
8	Tver Region	CFD	24,2
9	Moscow region	CFD	22,8
10	Ryazan Region	CFD	20,2
11	Vladimir Region	CFD	19,5
12	Smolensk Region	CFD	17,4
13	Ivanovo Region	CFD	17,3

<b>№</b>	<b>Federal Administrative Unit</b>	<b>Dist-ri ct</b>	<b>EDI</b>
14	Voronezh region	CFD	16,7
15	Belgorod region	CFD	15,7
16	Kursk Region	CFD	15,0
17	Yaroslavl Region	CFD	14,8
18	Lipetsk Region	CFD	14,0
19	Kostroma Region	CFD	12,7
20	Republic of Ingushetiya	NCFD	12,4
21	Orlov Region	CFD	11,6
22	Tula Region	CFD	11,3
23	Bryansk Region	CFD	10,3
24	Tambov Region	CFD	9,7
25	The Chechen Republic	NCFD	9,5

The impact of ethnic diversity on bridging social capital

Regional level:  
Between

Respondent level:  
Within

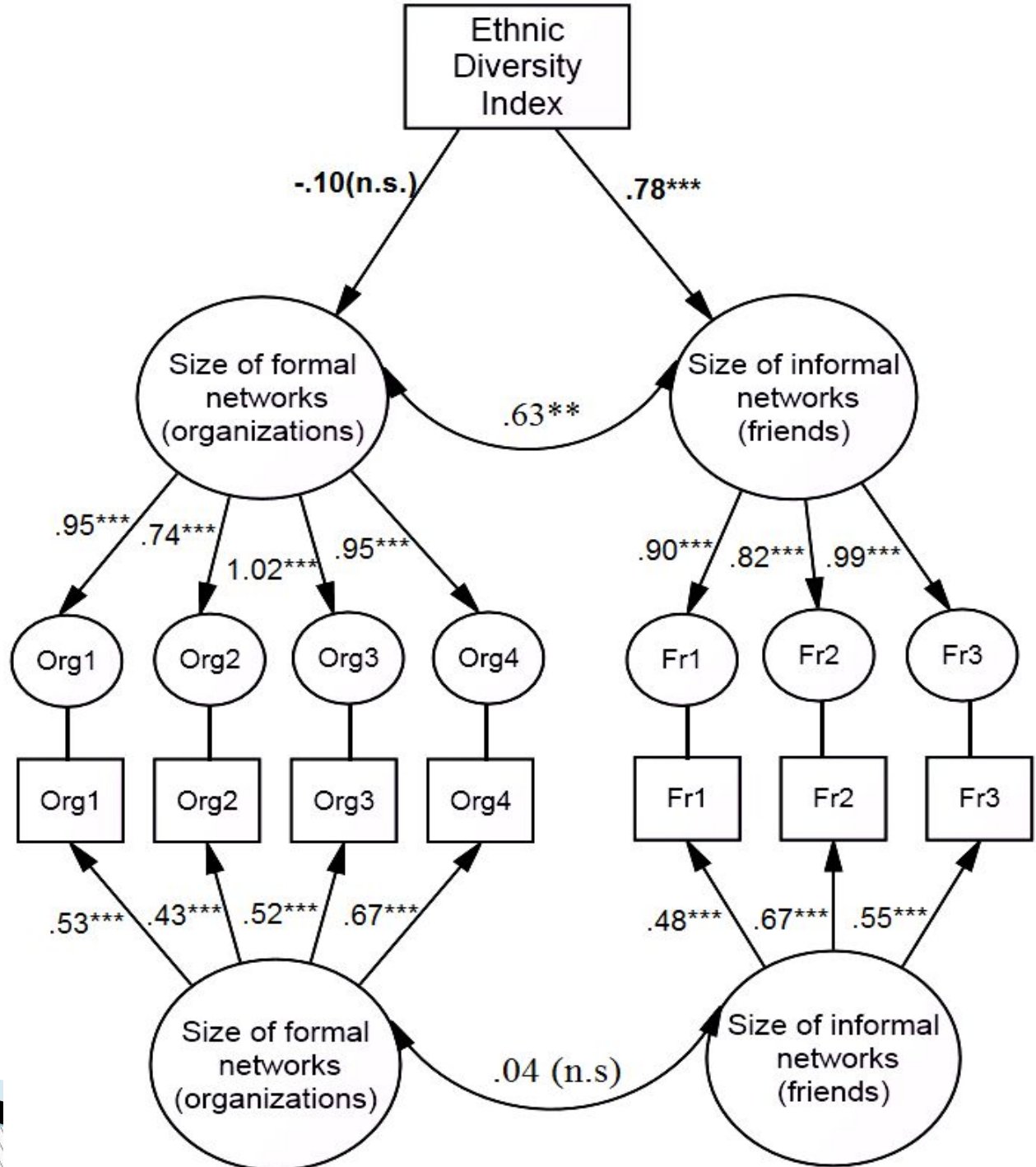




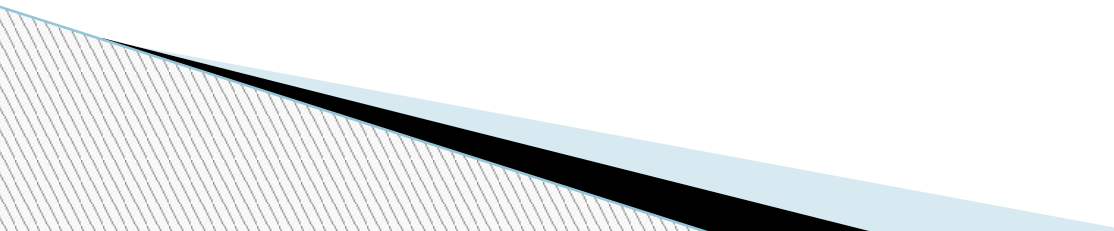
The impact of ethnic diversity on bonding social capital

Regional level: Between

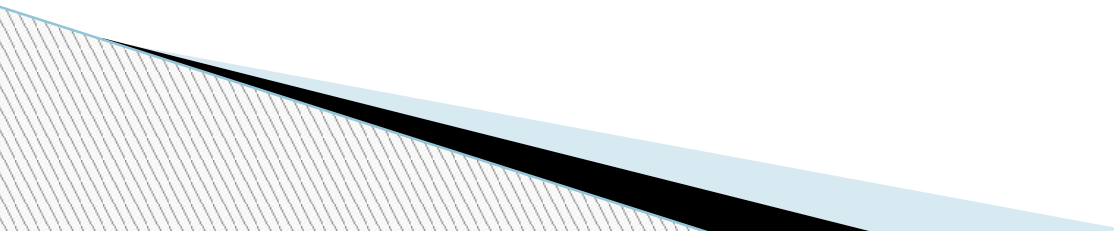
Respondent level: Within



# Conclusion

- 1) Ethnic diversity of the Russia's regions is either a neutral or positive factor relating to social capital of these regions. This result is true both for bridging social capital and bonding social capital.
  - 2) *Bridging social capital* of the considered regions of Russia does not suffer from their ethnic diversity, although the negative effects of ethnic diversity on social capital are predicted in the previous studies. We found that ethnic diversity does not have a statistically significant effect on generalized trust and have a positive effect on ethnic tolerance.
- 

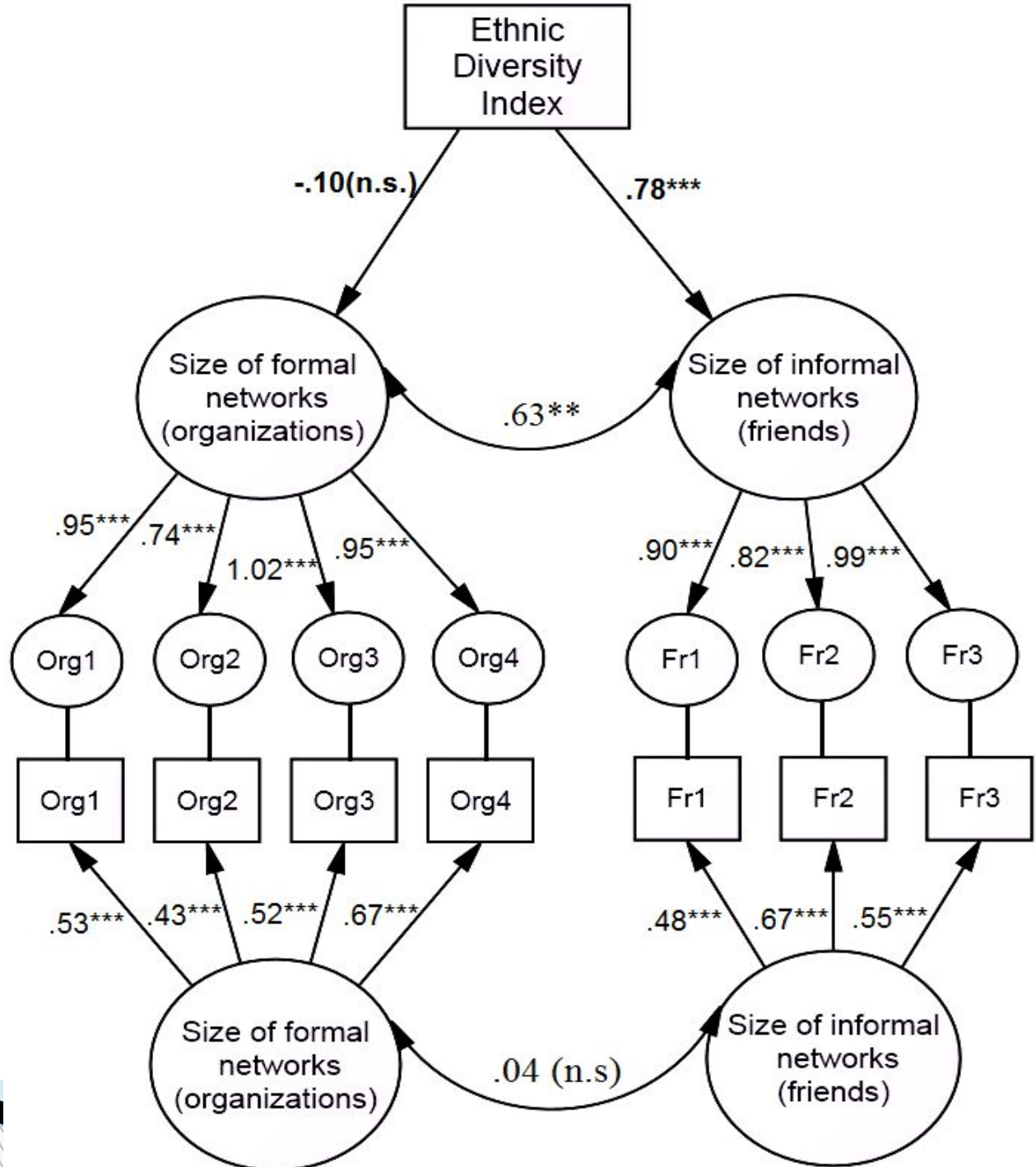
# Conclusion

- 3) The influence of ethnic diversity on various components of *bonding social capital* is different. We found a negative, but weak and statistically insignificant effect of ethnic diversity on the involvement of citizen's formal network. However, we found a strong positive effect of ethnic diversity on the number of friends (informal networks).
  - 4) The above mentioned Putnam's hypothesis, explain well the relationship between ethnic diversity and social capital in conditions where historical and cultural ties between people are weak. Ethnic diversity will not reduce social capital in the situation when ethnic groups living on the same territory, have the same opportunities, common history, cultural interexchange and the boundaries between these cultures are not an obstacle for interethnic relationships.
- 

The impact of ethnic diversity on bonding social capital

Regional level: Between

Respondent level: Within



Thanks for your attention!

