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GUEST EDITOR'S EDITORIAL

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The cooperative, competitive citizen

1. This special issue of *Citizenship Teaching & Learning* is devoted to the idea/
2. notion of the 'Cooperative, Competitive Citizen'. Social life requires myriad
3. forms of cooperation and competition with others: in families, at schools and
4. workplaces, in the economic and political life.
5. Individuals and social groups cooperate and compete in accumulating
6. resources and in their distribution, too. Average citizens, policy-makers and
7. politicians encounter competitive and cooperative situations and relation-
8. ships in every facet of their private and professional life. It is not indiffer-
9. ent at the level of the individual, the group, the nation and the world how
10. these two powerful social relations are positioned to one another, whether
11. they strengthen or block each other and if they do this in a constructive or a
12. destructive way.
13. The idea of this special issue originates in the fact that the guest editor,
14. Márta Fülöp has received a research grant from the European Union and the
15. European Social Fund for the project entitled 'The Cooperative Competitive
16. European Citizen' (TÁMOP 4.2.1./B-09/1/KMR-2010-0003) and has also
17. worked on a research project supported by the Hungarian National Research

Council (OTKA), that investigated the effects of fair and unfair competitive processes.

The criterion used to select these peer-reviewed articles was that they address the topic of cooperation, competition or both, i.e. cooperative competition. In their *Handbook in Contemporary Sociology. Conflict, Competition, Cooperation* (2009), one of the books reviewed in this volume, Denis and Kalekin-Fishman claim that competition and cooperation can be conceived of as being on a continuum, unconnected, mutually exclusive poles of social relations and being complementary or intertwined. The position this special issue takes is that competition and cooperation must not be viewed as entities existing in opposition to one another, since a successful participation in society presupposes both and a balanced combination of them.

The present volume consists of seven articles and two book reviews. The first study (Márta Fülöp and Szabolcs Takács) and the last one (David Kerr) discusses this interrelation and the possibility of the cooperative competitive citizen. The second article (Gábor Orosz and Christine Roland-Levy) concentrates on competition, the third and fourth articles on tax paying as a cooperative versus competitive endeavour (Martina Hartner-Tiefenthaler, Silvia Rechenberger, Erich Kirchler and Jeremy Lemoine and Christine Roland-Levy) and the fifth and sixth ones focus on various aspects of cooperation (Anna Zalevska, Beata Krzywosz-Rynkiewicz and Krystina Adamska, Natasza Kosakowska-Berezecka). The first book review, written by Christopher Gifford presents a whole handbook published by the International Sociological Association and edited by Denis and Kalekin-Fishman solely devoted to the topic of cooperation and competition and conflict. The second review written by Zsuzsanna Pressing presents a book written by two American sport educationalists and psychologists David Light Shields and Brenda Light Bredemeier, and focuses on different competitive processes that have either beneficial or detrimental results and provide educational guidance how to promote one and avoid the other.

Most of the studies in the present special issue have been written by psychologists and demonstrate how psychological research can contribute to a deeper understanding of cooperative and competitive citizenship behaviour by revealing intra-psychic and interpersonal mechanisms, representations and specific situational determinants that influence the way these social relations manifest themselves in social life. In all the articles, the results are linked to some suggestions about educational interventions. While the psychological studies take a micro perspective closely examining psychological phenomena, the last study, presented by David Kerr, demonstrate how large scale survey research makes it possible to understand trends in attitudes and values that have an impact on participatory citizenship which has strong links on the one hand with economic competitiveness, and social cohesion on the other.

While the first article by Fülöp and Takács presents some research findings on the conditions that make cooperative competition possible and highlights its beneficial effects, the second article by Orosz and Roland-Levy describes a Hungarian-French comparative research on the social representation of competition and fraud, placing into the centre of their research a potential dark side of competition: dishonesty. Their research also calls attention to the role of the wider social and political context that has an impact on the way competition is represented among citizens and in the society. In the following two articles, Hartner-Tiefenthaler and her colleagues from Austria

1. and Lemoine and Roland-Levy from France, present research on the psycho-
 2. logical determinants of tax paying. Paying taxes is one of the main duties and
 3. responsibilities of citizens but it is also an area where fraud is rather common.
 4. Tax paying represents a tension between individual and public interests,
 5. between being cooperative or compliant towards authorities versus being
 6. resistant, a 'free rider' or a competitive game-player with the tax authorities.
 7. These two articles investigate the role of different psychological forces, the
 8. Austrian group focuses on the role of national identity and the French group
 9. on the role of trust and authoritarian power in tax compliance. The next two
 10. articles devote attention to the study of cooperation and both come from
 11. Polish researchers. Zalevska and Krzywosz-Rynkiewicz study young people's
 12. cooperation in terms of distributing resources in an Ultimatum Game. They
 13. focus on the acceptor who has to decide about the acceptance or refusal of
 14. a certain proportion of the resources offered. They argue that the readiness
 15. to cooperate is not only dependent on the ratio of distribution proposed, but
 16. also on the distance and probability of the personal relationship between
 17. the proposer and the acceptor. Adamska and Kosakowska-Berezecka had
 18. investigated the role of self-awareness in cooperation and came up with
 19. some counter intuitive results. They have found that in acts like reducing
 20. stereotypical thinking, being able to take the fellow citizen's perspective into
 21. consideration and preferring cooperation over competition with a partner,
 22. self-awareness that brings individual identity into the foreground has a posi-
 23. tive role. With these findings, some contested issues also emerge. Hartner-
 24. Tiefenthaler and her colleagues argue that social identification with the group
 25. or nation is a central factor influencing cooperative attitudes in terms of tax
 26. paying. In contrast to this, Adamska and Kosakowska's research shows in
 27. another aspect that individuals are more willing to cooperate if their distinc-
 28. tiveness and individual identity is strengthened. However, the latter poses a
 29. further question: what should be more promoted by educators, commitment
 30. to the group i.e. group identity, or distinctiveness and uniqueness, i.e. indi-
 31. vidual identity, or both.

32. The collection of articles in this special issue obviously are just vignettes
 33. demonstrating how basic psychological research can provide scientific evidence
 34. for more applied, educational interventions regarding citizenship. The individ-
 35. ual articles stand for themselves but joined together here they create a more
 36. comprehensive picture about the role of cooperation and competition in social
 37. life. David Kerr's closing article embeds this picture into a wider framework.
 38. I conclude quoting his proposal: 'Rather than asking the question "what kind
 39. of citizen do we want in Europe?" cooperative or competitive or both, we
 40. should be asking the wider question "what kind of society do we want in
 41. Europe?"' I hope that this special issue provides some valuable starting point
 42. to answer this question.

43. Finally, I would like to thank all the contributors for their precious work
 44. and Professor Ian Davies, the chief editor of the journal, for all his partnership
 45. and professional insight in editing this special issue, and Andrew Peterson for
 46. his devoted work with the manuscripts.

47.
 48.

49. REFERENCE

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CONTRIBUTOR DETAILS

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