



**Ben-Gurion University of the Negev**  
**The faculty of Humanities and Social Sciences**

**Syllabus**

**Department of Psychology (2017-2018)**

**Course Name:** Selected Topics in Social Psychology (for MA)

**Course Number:** 101.2.0228

**Lecturer:** Dr. Michael Gilead

**Reception hours:** Coordinate via email ([michael.gilead@gmail.com](mailto:michael.gilead@gmail.com))

**Course Objectives:** The primary goals of this course are (1) to familiarize students with classic themes and current issues in social psychology, and (2) to critically discuss theoretical and empirical questions.

**Course Structure:**

The required reading for each class is marked in bold letters in the syllabus below. All students are asked to write a one page (400 words max) critical reaction paper before each class, and bring with them 12 printed copies. These papers will be read aloud, and will serve as the basis for a class discussion.

The critical reaction paper can include criticism of the paper (e.g., its methodology, interpretation of the findings, theoretical assumptions), a discussion of why you like the paper and find it to be important, a development of its ideas (what is missing and how can the theory be extended), specific questions or specific experiments that the paper inspired you to think of, discussion of the importance of the paper in light of future work (i.e., examine who cited the paper and how it was received), discussion of the historical antecedents of the paper, and so forth.

Furthermore, in each class two students will present a short presentation describing the two other papers in the syllabus. The rest of the students don't have to read these papers before class.

The presentation should describe: the context in which this experiment was conducted and the relevant theoretical background; the general research questions raised in the study; the specific hypotheses; the methodology the researchers used in order to address the question; how did the results correspond to the research hypotheses. Whenever there are several studies in a single paper, focus on the most

important/informative study, and briefly describe the other experiments. Each presentation should not be longer than 15-20 minutes. The two students giving a presentation in a given week should also read the required reading paper for that week, but don't have to write a critical reaction paper.

**Grading:**

Grading will be based on the critical reaction papers (50%) and class presentations (50%). There is no final paper or test.

**Bibliography and Schedule:**

**Introduction**

**Self-regulation: How people try to attain their goals, and the internal conflicts they face in doing so**

<b>THE THEORY OF PLANNED BEHAVIOR</b>	<b>AJZEN, I (1991)</b>
Reflective and impulsive determinants of social behavior	Strack, F; Deutsch, R (2004)
Everyday Temptations: An Experience Sampling Study of Desire, Conflict, and Self-Control	Hofmann, Wilhelm; Baumeister, Roy F.; Foerster, Georg; et al. (2012)

**The information-processing approach in social psychology: Heuristic and Systematic processing**

<b>HEURISTIC VERSUS SYSTEMATIC INFORMATION-PROCESSING AND THE USE OF SOURCE VERSUS MESSAGE CUES IN PERSUASION</b>	<b>CHAIKEN, S (1980)</b>
The "Fair Trade" Effect: Health Halos From Social Ethics Claims	Schuldt, Jonathon P.; Muller, Dominique; Schwarz, Norbert (2012)
When Conflicts Are Good: Nonconscious Goal Conflicts Reduce Confirmatory Thinking	Kleiman, Tali; Hassin, Ran R. (2013)

## Social Hierarchy

<b>Two Ways to the Top: Evidence That Dominance and Prestige Are Distinct Yet Viable Avenues to Social Rank and Influence</b>	<b>Cheng, Joey T.; Tracy, Jessica L.; Foulsham, Tom; et al. (2013)</b>
Differentiating the Effects of Status and Power: A Justice Perspective	Blader, Steven L.; Chen, Ya-Ru (2012)
The Role of Physical Formidability in Human Social Status Allocation	Lukaszewski, Aaron W.; Simmons, Zachary L.; Anderson, Cameron; et al. (2016)

## Social norms: How we expect other people to behave

<b>INEQUITY IN SOCIAL-EXCHANGE</b>	<b>ADAMS, JS (1965)</b>
Does injustice affect your sense of taste and smell? The mediating role of moral disgust	Skarlicki, Daniel P.; Hoegg, Jo Andrea; Aquino, Karl; et al. (2013)
Moral Character Predominates in Person Perception and Evaluation	Goodwin, Geoffrey P.; Piazza, Jared; Rozin, Paul (2014)

## Self-presentation: the attempt to be perceived well by others

Going Green to Be Seen: Status, Reputation, and Conspicuous Conservation	Griskevicius, Vldas; Tybur, Joshua M.; Van den Bergh, Bram (2010)
Mixed reasons, missed givings: The costs of blending egoistic and altruistic reasons in donation requests	Feiler, Daniel C.; Tost, Leigh P.; Grant, Adam M (2012)
<b>Internalizing the Closet: Concealment Heightens the Cognitive Distinction Between Public and Private Selves</b>	<b>Sedlovskaya, Alexandra; Purdie-Vaughns, Valerie; Eibach, Richard P.; et al. (2013)</b>

### The adverse effects of negative societal perceptions

<b>STEREOTYPE THREAT AND THE INTELLECTUAL TEST-PERFORMANCE OF AFRICAN-AMERICANS</b>	<b>STEELE, CM; ARONSON, J (1995)</b>
The ironic effects of weight stigma	Major, Brenda; Hunger, Jeffrey M.; Bunyan, Debra P.; et al. (2014)
The tongue-tied chameleon: The role of nonconscious mimicry in the behavioral confirmation process	Smith-Genthos, K. Rachelle; Reich, Darcy A.; Lakin, Jessica L.; et al. (2015)

### To what extent are we shaped by societal forces?

<b>Teacher expectations and self-fulfilling prophecies: Knowns and unknowns, resolved and unresolved controversies</b>	<b>Jussim, L; Harber, KD (2005)</b>
Statistically Small Effects of the Implicit Association Test Can Have Societally Large Effects	Greenwald, Anthony G.; Banaji, Mahzarin R.; Nosek, Brian A. (2015)
Large Cross-National Differences in Gene x Socioeconomic Status Interaction on Intelligence	Tucker-Drob, Elliot M.; Bates, Timothy C. (2016)

### The attempt to alleviate negative societal perceptions

<b>A meta-analytic test of intergroup contact theory</b>	<b>Pettigrew, TF; Tropp, LR (2006)</b>
Long-term reduction in implicit race bias: A prejudice habit-breaking intervention	Devine, Patricia G.; Forscher, Patrick S.; Austin, Anthony J.; et al. (2012)
Changing Beliefs and Behavior Through Experience-Taking	Kaufman, Geoff F.; Libby, Lisa K. (2012)

## Evaluation: How do we determine the value of objects?

<b>Processing fluency and aesthetic pleasure: Is beauty in the perceiver's processing experience?</b>	<b>Reber, R; Schwarz, N; Winkielman, P (2004)</b>
First impressions: Making up your mind after a 100-ms exposure to a face	Willis, Janine; Todorov, Alexander (2006)
The name-pronunciation effect: Why people like Mr. Smith more than Mr. Colquhoun	Laham, Simon M.; Koval, Peter; Alter, Adam L. (2012)

## Affect

<b>A CIRCUMPLEX MODEL OF AFFECT</b>	<b>RUSSELL, JA (1980)</b>
A Facial Expression for Anxiety	Perkins, Adam M.; Inchley-Mort, Sophie L.; Pickering, Alan D.; et al. (2012)
PATTERNS OF COGNITIVE APPRAISAL IN EMOTION	SMITH, CA; ELLSWORTH, PC (1985)

## Happiness

<b>WHO IS HAPPY</b>	<b>MYERS, DG; DIENER, E (1995)</b>
Would You Be Happier Living in a Greener Urban Area? A Fixed-Effects Analysis of Panel Data	White, Mathew P.; Alcock, Ian; Wheeler, Benedict W.; et al. (2013)
Who Can Buy Happiness? Personality Traits Moderate the Effects of Stable Income Differences and Income Fluctuations on Life Satisfaction	Soto, Christopher J.; Luhmann, Maike (2013)