

SYLLABUS

Social Cognition

University year 2025-2026

1. Information regarding the programme

1.1. Higher education institution	Babeş-Bolyai University
1.2. Faculty	Faculty of Psychology and Educational Sciences
1.3. Department	Department of Psychology
1.4. Field of study	Psychology
1.5. Study cycle	Bachelor
1.6. Study programme/Qualification	Psychology - Cognitive Sciences/ Bachelor in Psychology
1.7. Form of education	Full-time

2. Information regarding the discipline

2.1. Name of the discipline	Social Cognition			Discipline code	PLE1315		
2.2. Course coordinator				Conf. univ. dr. Oana Cătălina Fodor			
2.3. Seminar coordinator				Asist.univ. dr. Sabina Trif Drd. Elena Manole			
2.4. Year of study	II	2.5. Semester	4	2.6. Type of evaluation	E	2.7. Discipline regime	DD

3. Total estimated time (hours/semester of didactic activities)

3.1. Hours per week	4	of which: 3.2 course	2	3.3 seminar/laboratory	2
3.4. Total hours in the curriculum	56	of which: 3.5 course	28	3.6 seminar/laborator	28
Time allotment for individual study (ID) and self-study activities (SA)					hours
Learning using manual, course support, bibliography, course notes (SA)					25
Additional documentation (in libraries, on electronic platforms, field documentation)					15
Preparation for seminars/labs, homework, papers, portfolios and essays					25
Tutorship					1
Evaluations					2
Other activities:					2
3.7. Total individual study hours					70
3.8. Total hours per semester					126
3.9. Number of ECTS credits					5

4. Prerequisites (if necessary)

4.1. curriculum	Quantitative research methods and data analysis Cognitive psychology Introduction to Psychology
4.2. competencies	

5. Conditions (if necessary)

5.1. for the course	Classroom with a minimum of 50 seats equipped with a video projector and a computer connected to the Internet Access to printer and photocopying equipment Materials on CD, sound system
5.2. for the seminar /lab activities	Classroom with a minimum of 50 seats equipped with a video projector and a computer connected to the Internet Access to printer and photocopying equipment Materials on CD, sound system

6.1. Specific competencies acquired ¹

Professional/essential competencies	<ul style="list-style-type: none"> • Operating with fundamental concepts in the field of psychology • Designing and carrying out a research project in psychology • Critical assessment of problem situations and possible solutions in psychology • Designing and implementing psychological interventions
Transversal competencies	<ul style="list-style-type: none"> • Completing professional tasks according to ethical principles of psychologists and code of conduct • Applying efficient work techniques in the multidisciplinary team on various hierarchical levels

6.2. Learning outcomes

Knowledge	The student knows and operates with concepts such as motivation, emotion, personality, intelligence, social relations; knows and applies scientifically validated psychological paradigms.
Skills	The student is able to develop a research proposal, including the appropriate theoretical framework, the objectives, the design, the hypotheses, and methods; to evaluate and analyze human behavior in a social context; to demonstrate critical thinking, using theoretical concepts and empirical data in solving problems; design and implement specific theoretically and empirically grounded interventions, at the individual and group level
Responsibility and autonomy:	The student has the ability to work independently to recognize the usefulness of multidisciplinary approaches in psychological practice; correctly use the resources offered by the specialized services/school /community, etc. to address a variety of psychological issues

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	<ul style="list-style-type: none"> • Acquiring solid knowledge regarding core theoretical concepts and models that explain individual-level cognition within a social context • Acquiring a rigorous and scientific framework for analyzing the main social phenomena • Understanding social relations based on social cognition theories
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¹ One can choose either competences or learning outcomes, or both. If only one option is chosen, the row related to the other option will be deleted, and the kept one will be numbered 6.

<p>7.2 Specific objective of the discipline</p>	<ul style="list-style-type: none"> • <i>Knowledge and understanding</i> Defining the notions of social representations and social cognition; describing and understanding the main theories that address social representation and social cognition; identifying and understanding the role of various types of causal attribution, theories on attribution, as well as factors influencing causal attribution; acquiring knowledge regarding the socio-cognitive factors involved in group decision, descriptive theories of group decision; understanding the core theories regarding attitude and attitude change; knowing and understanding the theories on stereotypes and social prejudice; be aware and be able to identify the cognitive, affective and behavioral elements of stereotypes. • <i>Explanation and interpretation</i> Understanding, recognizing and critically analyzing the factors that influence persuasion; recognizing and explaining the role of various types of causal attributions in everyday experience. • <i>Instrumental – applicative</i> Acquiring skills for assessing attitudes, prejudice and stereotypes; Acquiring the ability to design persuasive discourses by managing psycho-social factors; the use of research tools in the field of social psychology. • <i>Attitudinal</i> Develop an open attitude towards social interaction with both ingroup and outgroup representatives; understanding prejudice and stereotypes and their implications for on one's own and the other social actors' behavior.
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8. Content

8.1 Course	Teaching methods	Remarks
1. Introducing social cognition and social psychology; Dual modes in cognition	Interactive lecture, guided discovery	<p>Curseu, P. L. (2005). Making sense of social reality. <i>Cognition, Brain, Behavior</i>, 9(4), 599–607.</p> <p>Fiske, S. T., & Taylor, S. E. (2013). <i>Social cognition: From brains to culture</i>. Sage.</p>
2. The social self – understanding ourselves in the social context (personal versus social identity, the nature and origin of the self concept, strategies of presenting the self)	Interactive lecture, guided discovery	Hewstone, M., Stroebe, W. & Jonas, K. (2012). An Introduction to Social Psychology, fifth edition. BPS Blackwell. Chapter 5 (pg. 121 – 166)
3. Social perception – understanding the others (the stereotype content model; thin-slices of behavior)	Interactive lecture, guided discovery	<p>Ambady, N., & Rosenthal, R. (1992). Thin slices of expressive behavior as predictors of interpersonal consequences: A meta-analysis. <i>Psychological bulletin</i>, 111(2), 256.</p> <p>Cuddy, A. J., Fiske, S. T., & Glick, P. (2008). Warmth and competence as universal dimensions of social perception: The stereotype content model and the BIAS map. <i>Advances in experimental social psychology</i>, 40, 61-149.</p>
4. Social perception - causal attributions (attribution theories, attribution errors, applications)	Interactive lecture, guided discovery	Hewstone, M., Stroebe, W. & Jonas, K. (2012). An Introduction to Social Psychology, fifth edition.

		<p>BPS Blackwell. Chapter 3 (pg. 60 – 87)</p> <p>Kassin, S., Fein, F. & Markus (2020). <i>Social Psychology Eleventh Edition</i>. Cengage, Boston, MA 02210 USA, Chapter 4 (pg. 117 - 131)</p>
5. Terror management theory – the role of self-esteem when facing existential anxiety	Interactive lecture, guided discovery	<p>Burke, B. L., Martens, A., & Faucher, E. H. (2010). Two Decades of Terror Management Theory: A Meta-Analysis of Mortality Saliency Research. <i>Personality and Social Psychology Review</i>, 14(2), 155–195.</p> <p>Grant, A. M., & Wade-Benzoni, K. A. (2009). The hot and cool of death awareness at work: Mortality cues, aging, and self-protective and prosocial motivations. <i>Academy of Management Review</i>, 34(4), 600-622.</p> <p>Greenberg, J., & Arndt, J. (2011). Terror management theory. In A. W. Kruglanski, P. A. M. Van Lange, & E. T. Higgins (Eds.), <i>Handbook of theories of social psychology</i> (Vol. 1, pp. 399-415). New York: Sage.</p> <p>Greenberg, J., & Kosloff, S. (2008). Terror Management Theory: Implications for understanding prejudice, stereotyping, intergroup conflict, and political attitudes. <i>Social and Personality Psychology Compass</i>, 2(5), 1881–1894.</p>
6. Attitudes – nature and origin, theory of planned behavior, attitude measurement	Interactive lecture, guided discovery	<p>Ajzen, I. (1991). The theory of planned behavior. <i>Organizational Behavior and Human Decision Processes</i>, 50(2), 179-211.</p> <p>Hewstone, M., Stroebe, W. & Jonas, K. (2012). <i>An Introduction to Social Psychology</i>, fifth edition. BPS Blackwell. Chapter 6 (pg. 173 - 199)</p> <p>Kassin, S., Fein, F. & Markus (2020). <i>Social Psychology Eleventh Edition</i>. Cengage, Boston, MA 02210 USA, Chapter 6 (pg. 210-247)</p>
7. Strategies for attitude change – persuasion, theory of planned change	Interactive lecture, guided discovery	<p>Kassin, S., Fein, F. & Markus (2020). <i>Social Psychology</i></p>

		<p><i>Eleventh Edition</i>. Cengage, Boston, MA 02210 USA, Chapter 6 (pg. 210-247)</p> <p>Petty, R. E., Rucker, D., Bizer, G., & Cacioppo, J.T. (2004). The elaboration likelihood model of persuasion. In J. S. Seiter & G. H. Gass (Eds.), <i>Perspectives on persuasion, social influence and compliance gaining</i> (pp. 65-89). Boston: Allyn & Bacon</p>
8. Cognitive dissonance and the need to protect our self-esteem; role of cognitive dissonance in attitude change	Interactive lecture, guided discovery	<p>Fiske, S. T., & Taylor, S. E. (2013). <i>Social cognition: From brains to culture</i>. Sage.</p> <p>Harmon-Jones, E., & Mills, J. (2019). Chapter 1. An Introduction to Cognitive Dissonance Theory and an Overview of Current Perspectives on the Theory. In Harmon-Jones, E., & Mills, J. <i>Cognitive Dissonance: Re-examining a pivotal theory in social psychology</i>. Washington, DC: American Psychological Association</p>
9. Stereotypes – nature, origin and impact	Interactive lecture, guided discovery	<p>Greenwald, A. G., Banaji, M. R., Rudman, L. A., Farnham, S. D., Nosek, B. A., & Mellott, D. S. (2002). A unified theory of implicit attitudes, stereotypes, self-esteem, and self-concept. <i>Psychological review</i>, 109(1), 3.</p> <p>Hilton, J. L., & Von Hippel, W. (1996). Stereotypes. <i>Annual Review of Psychology</i>, 47(1), 237–271.</p> <p>Kassin, S., Fein, F. & Markus (2020). <i>Social Psychology Eleventh Edition</i>. Cengage, Boston, MA 02210 USA, Chapter 5 (pg. 154 - 205)</p> <p>Liu, S., Liu, P., Wang, M., & Zhang, B. (2021). Effectiveness of stereotype threat interventions: A meta-analytic review. <i>Journal of Applied Psychology</i>, 106(6), 921–949.</p>
10. From stereotypes to prejudice and discrimination	Interactive lecture, guided discovery	<p>Cuddy, A. J., Fiske, S. T., & Glick, P. (2008). Warmth and competence as universal dimensions of social perception: The stereotype content model and the BIAS map. <i>Advances in experimental social psychology</i>, 40, 61-149.</p>

		<p>Diekman, A. B. & Eagly, A. H. (2000). Stereotypes as dynamic constructs: Women and men of the past, present and future. <i>Personality and Social Psychology Bulletin</i>, 26, 1171-1188</p> <p>Heilman, M. E., Caleo, S., & Manzi, F. (2024). Women at work: pathways from gender stereotypes to gender bias and discrimination. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 11(1), 165-192.</p> <p>Kassin, S., Fein, F. & Markus (2020). <i>Social Psychology Eleventh Edition</i>. Cengage, Boston, MA 02210 USA, Chapter 5 (pg. 154 - 205)</p> <p>Paluck, E. L., Porat, R., Clark, C. S., & Green, D. P. (2021). Prejudice reduction: Progress and challenges. <i>Annual Review of Psychology</i>, 72:14.1-14.28.</p> <p>Stephan, W. G., & Stephan, C. W. (1996). Predicting prejudice. <i>International Journal of Intercultural Relations</i>, 20(3), 409-426.</p> <p>Stephan, W. G., & Stephan, C. W. (2000). An integrated threat theory of prejudice. <i>Reducing prejudice and discrimination</i>, 23-45.</p>
11. Moral judgements and moral decisions	Interactive lecture, guided discovery	<p>Fleischmann, A., Lammers, J., Conway, P. & Galinsky, A.D. (2019). Paradoxical Effects of Power on Moral Thinking: Why Power Both Increases and Decreases Deontological and Utilitarian Moral Decisions. <i>Social Psychological and Personality Science</i>, 10(1) 110-120</p> <p>Graham, J., Haidt, J., Koleva, S., Motyl, M., Iyer, R., Wojcik, S. P., and Ditto, P. H. (2013), Moral Foundations Theory: The Pragmatic Validity of Moral Pluralism. <i>Advances in Experimental Social Psychology</i>, 47, 55-130.</p> <p>Greene, J. D., Nystrom, L. E., Engell, A. D., Darley, J. M., &</p>

		Cohen, J. D. (2004). The Neural Bases of Cognitive Conflict and Control in Moral Judgment. <i>Neuron</i> , 44(2), 389-400.
12. Collective action	Interactive lecture, guided discovery	Osborne, D., Jost, J. T., Becker, J. C., Badaan, V., & Sibley, C. G. (2019). Protesting to challenge or defend the system? A system justification perspective on collective action. <i>European Journal of Social Psychology</i> , 49(2), 244-269 Van Zomeren, M., Postmes, T., & Spears, R. (2008). Toward an integrative social identity model of collective action: a quantitative research synthesis of three socio-psychological perspectives. <i>Psychological Bulletin</i> , 134(4), 504.
13. Recap	Interactive discussions, synthesis of knowledge, examples	
14. Recap	Interactive discussions, synthesis of knowledge, examples	
Bibliography		
<p>a. Mandatory:</p> <p>Ajzen, I. (1991). The theory of planned behavior. <i>Organizational Behavior and Human Decision Processes</i>, 50(2), 179-211.</p> <p>Ambady, N., & Rosenthal, R. (1992). Thin slices of expressive behavior as predictors of interpersonal consequences: A meta-analysis. <i>Psychological bulletin</i>, 111(2), 256.</p> <p>Burke, B. L., Martens, A., & Faucher, E. H. (2010). Two Decades of Terror Management Theory: A Meta-Analysis of Mortality Salience Research. <i>Personality and Social Psychology Review</i>, 14(2), 155-195.</p> <p>Curseu, P. L. (2005). Making sense of social reality. <i>Cognition, Brain, Behavior</i>, 9(4), 599-607.</p> <p>Cuddy, A. J., Fiske, S. T., & Glick, P. (2008). Warmth and competence as universal dimensions of social perception: The stereotype content model and the BIAS map. <i>Advances in experimental social psychology</i>, 40, 61-149.</p> <p>Diekmann, A. B. & Eagly, A. H. (2000). Stereotypes as dynamic constructs: Women and men of the past, present and future. <i>Personality and Social Psychology Bulletin</i>, 26, 1171-1188</p> <p>Fiske, S. T., & Taylor, S. E. (2013). <i>Social cognition: From brains to culture</i>. Sage.</p> <p>Fleischmann, A., Lammers, J., Conway, P. & Galinsky, A.D. (2019). Paradoxical Effects of Power on Moral Thinking: Why Power Both Increases and Decreases Deontological and Utilitarian Moral Decisions. <i>Social Psychological and Personality Science</i>, 10(1) 110-120</p> <p>Graham, J., Haidt, J., Koleva, S., Motyl, M., Iyer, R., Wojcik, S. P., and Ditto, P. H. (2013), Moral Foundations Theory: The Pragmatic Validity of Moral Pluralism. <i>Advances in Experimental Social Psychology</i>, 47, 55-130.</p> <p>Grant, A. M., & Wade-Benzoni, K. A. (2009). The hot and cool of death awareness at work: Mortality cues, aging, and self-protective and prosocial motivations. <i>Academy of Management Review</i>, 34(4), 600-622.</p> <p>Greene, J. D., Nystrom, L. E., Engell, A. D., Darley, J. M., & Cohen, J. D. (2004). The Neural Bases of Cognitive Conflict and Control in Moral Judgment. <i>Neuron</i>, 44(2), 389-400</p> <p>Greenberg, J., & Arndt, J. (2011). Terror management theory. In A. W. Kruglanski, P. A. M. Van Lange, & E. T. Higgins (Eds.), <i>Handbook of theories of social psychology</i> (Vol. 1, pp. 399-415). New York: Sage.</p> <p>Greenberg, J., & Kosloff, S. (2008). Terror Management Theory: Implications for understanding prejudice, stereotyping, intergroup conflict, and political attitudes. <i>Social and Personality Psychology Compass</i>, 2(5), 1881-1894.</p> <p>Greenwald, A. G., Banaji, M. R., Rudman, L. A., Farnham, S. D., Nosek, B. A., & Mellott, D. S. (2002). A unified theory of implicit attitudes, stereotypes, self-esteem, and self-concept. <i>Psychological review</i>, 109(1), 3.</p> <p>Harmon-Jones, E., & Mills, J. (2019). Chapter 1. An Introduction to Cognitive Dissonance Theory and an Overview of Current Perspectives on the Theory. In Harmon-Jones, E., & Mills, J. <i>Cognitive Dissonance: Re-examining a pivotal theory in social psychology</i>. Washington, DC: American Psychological Association</p> <p>Heilman, M. E., Caleo, S., & Manzi, F. (2024). Women at work: pathways from gender stereotypes to gender bias and discrimination. <i>Annual Review of Organizational Psychology and Organizational Behavior</i>, 11(1), 165-192.</p> <p>Hewstone, M., Stroebe, W. & Jonas, K. (2012). <i>An Introduction to Social Psychology</i>, fifth edition. BPS Blackwell. Chapter 3 (pg. 60 - 87), Chapter 5 (pg. 121 - 166), Chapter 6 (pg. 173 - 199)</p> <p>Hilton, J. L., & Von Hippel, W. (1996). Stereotypes. <i>Annual Review of Psychology</i>, 47(1), 237-271.</p>		

Kassin, S., Fein, F. & Markus (2020). *Social Psychology Eleventh Edition*. Cengage, Boston, MA 02210 USA, Chapter 4 (pg. 117 - 131), Chapter 5 (pg. 154 - 205), Chapter 6 (pg. 210-247)

Liu, S., Liu, P., Wang, M., & Zhang, B. (2021). Effectiveness of stereotype threat interventions: A meta-analytic review. *Journal of Applied Psychology, 106*(6), 921–949.

Osborne, D., Jost, J. T., Becker, J. C., Badaan, V., & Sibley, C. G. (2019). Protesting to challenge or defend the system? A system justification perspective on collective action. *European Journal of Social Psychology, 49*(2), 244-269

Paluck, E. L., Porat, R., Clark, C. S., & Green, D. P. (2021). Prejudice reduction: Progress and challenges. *Annual Review of Psychology, 72:14.1-14.28*.

Petty, R. E., Rucker, D., Bizer, G., & Cacioppo, J.T. (2004). The elaboration likelihood model of persuasion. In J. S. Seiter & G. H. Gass (Eds.), *Perspectives on persuasion, social influence and compliance gaining* (pp. 65-89). Boston: Allyn & Bacon

Stephan, W. G., & Stephan, C. W. (1996). Predicting prejudice. *International Journal of Intercultural Relations, 20*(3), 409–426.

Stephan, W. G., & Stephan, C. W. (2000). An integrated threat theory of prejudice. *Reducing prejudice and discrimination, 23-45*.

Van Zomeren, M., Postmes, T., & Spears, R. (2008). Toward an integrative social identity model of collective action: a quantitative research synthesis of three socio-psychological perspectives. *Psychological Bulletin, 134*(4), 504.

! course notes, slides & any additional references indicated during course activities and uploaded on the Microsoft Teams Class

b. Recommended:

Greifeneder, R., Bless, H., & Fiedler, K. (2018). *Social Cognition. How Individuals Construct Social Reality*. London & New York: Routledge.

8.2 Seminar / laboratory	Teaching methods	Remarks
1. Social representations – Part 1	Conceptual clarification, guided discovery, group activities	<p>Höijer, B. (2011). Social representations theory. A new theory for media research.</p> <p>Moscovici, S. (1988). Notes towards a description of social representations. <i>European Journal of Social Psychology, 18</i>(3), 211-250.</p> <p>Wagner, W., Duveen, G., Farr, R., Jovchelovitch, S., Lorenzi-Cioldi, F., Marková, I., & Rose, D. (1999). Theory and method of social representations. <i>Asian Journal of Social Psychology, 2</i>(1), 95-125.</p>
2. Social representations – Part 2	Conceptual clarification, guided discovery, group activities	<p>Höijer, B. (2011). Social representations theory. A new theory for media research.</p> <p>Moscovici, S. (1988). Notes towards a description of social representations. <i>European Journal of Social Psychology, 18</i>(3), 211-250.</p> <p>Wagner, W., Duveen, G., Farr, R., Jovchelovitch, S., Lorenzi-Cioldi, F., Marková, I., & Rose, D. (1999). Theory and method of social representations. <i>Asian Journal of Social Psychology, 2</i>(1), 95-125.</p>
3. The social self - applications		
4. The role of causal attributions in couple dynamics	conceptual	Impett, E., Gable, S. L. & Peplau, L. A. (2005). <i>Giving Up and Giving</i>

	clarification, guided discovery, group activities	<p>In: The Costs and Benefits of Daily Sacrifice in Intimate Relationships. <i>Journal of Personality and Social Psychology</i>, 89(3), 327-344</p> <p>Sanford, K. (2005). Attributions and Anger in Early Marriage: Wives Are Event-Dependent and Husbands Are Schematic. <i>Journal of Family Psychology</i>, 19(2), 180-188</p> <p>Stroebe, W. & Jonas, K. (1996). Close relationships (Attributions and relationship satisfaction; Attributions and responses to behavior). In <i>Introduction to Social Psychology</i>, Hewstone, M., Stroebe, W. & Stephenson, G., Oxford: Blackwell Publishers Ltd, 1996</p>
5. Terror management theory - applications		
6. Persuasion - applications	Conceptual clarification, guided discovery, group activities	<p>Petty, R. E., Rucker, D., Bizer, G., & Cacioppo, J.T. (2004). The elaboration likelihood model of persuasion. In J. S. Seiter & G. H. Gass (Eds.), <i>Perspectives on persuasion, social influence and compliance gaining</i> (pp. 65-89). Boston: Allyn & Bacon</p> <p>Kassin, S., Fein, F. & Markus (2011). <i>Social Psychology</i> Eight Edition. Houghton Mifflin Company: NY. Chapter 6 (pg. 202 - 249)</p>
7. Persuasion - applications	interactive lecture, demonstrative example, group activities	Cialdini, R. (2001). Harnessing the Science of Persuasion. <i>Harvard Business Review</i> .
8. Cognitive Dissonance - applications	Conceptual clarification, guided discovery, group activities	Harmon-Jones, E., & Mills, J. (2019). Chapter 1. An Introduction to Cognitive Dissonance Theory and an Overview of Current Perspectives on the Theory. In Harmon-Jones, E., & Mills, J. <i>Cognitive Dissonance: Re-examining a pivotal theory in social psychology</i> . Washington, DC: American Psychological Association
9. Stereotypes - explanatory theories	group activities, synthesis of knowledge	<p>Hogg, M. A. & Reid, S.A. (2006). Social Identity, Self-Categorization and the Communication of Group Norms. <i>Communication Theory</i>, 16, 7-30</p> <p>Kassin, S., Fein, F. & Markus (2011). <i>Social Psychology</i> Eight Edition. Houghton Mifflin</p>

		Company: NY. Chapter 5 pg. 154-205)
10. Gender stereotypes and discrimination	conceptual clarification, guided discovery, group activities	<p>Eagly, A.H. & Karau, S. J. (2002). Role congruity Theory of Prejudice Toward Female Leaders. <i>Psychological Review</i>, 109(3), 573-598.</p> <p>Eagly, A.H. & Wood, W. (2016). Social Role Theory of Sex Differences. <i>The Wiley Blackwell Encyclopedia of Gender and Sexuality Studies</i>, First Edition. Edited by Nancy A. Naples.</p> <p>Ryan, M.K, Haslam, A.S., Morgenroth, T, Rink, F, Stoker, J., Peters, K. (2016). Getting on top of the glass cliff: Reviewing a decade of evidence, explanations, and impact. <i>The Leadership Quarterly</i>, 27, 446-455</p> <p>Ryan, M. K., & Haslam, S. A. (2007). The glass cliff: Exploring the dynamics surrounding women's appointment to precarious leadership positions. <i>Academy of Management Review</i>, 32, 549-572.</p> <p>Rudman, L.a. & Glick, P. (2001). Prescriptive Gender Stereotypes and Backlash Toward Agentic Women. <i>Journal of Social Issues</i>, 57(4), pp. 743-762</p>
11. Prejudice and intergroup relations	conceptual clarification, guided discovery, group activities	Scheepers, D. & Ellemers, N. (2019). Social Identity Theory. In K. Sassenberg and M. L. W. Vliek (Eds.), <i>Social psychology in action: Evidence-based interventions from theory to practice</i> , Springer
12. Moral Decisions - applications	conceptual clarification, guided discovery, group activities	<p>Graham, J., Haidt, J., Koleva, S., Motyl, M., Iyer, R., Wojcik, S. P, and Ditto, P. H. (2013), Moral Foundations Theory: The Pragmatic Validity of Moral Pluralism. <i>Advances in Experimental Social Psychology</i>, 47, 55-130</p> <p>Greene, J. D., Nystrom, L. E., Engell, A. D., Darley, J. M., & Cohen, J. D. (2004). The neural bases of cognitive conflict and control in moral judgment. <i>Neuron</i>, 44(2), 389-400.</p> <p>Fleischmann, A., Lammers, J., Conway, P. & Galinsky, A.D. (2019). Paradoxical Effects of</p>

		Power on Moral Thinking: Why Power Both Increases and Decreases Deontological and Utilitarian Moral Decisions. <i>Social Psychological and Personality Science</i> , 10(1) 110-120
13. Collective action - applications	conceptual clarification, guided discovery, group activities	Osborne, D., Jost, J. T., Becker, J. C., Badaan, V., & Sibley, C. G. (2019). Protesting to challenge or defend the system? A system justification perspective on collective action. <i>European Journal of Social Psychology</i> , 49(2), 244-269 Van Zomeren, M., Postmes, T., & Spears, R. (2008). Toward an integrative social identity model of collective action: a quantitative research synthesis of three socio-psychological perspectives. <i>Psychological Bulletin</i> , 134(4), 504.
14. Recapitulation and practical applications	debate, lecture, synthesis of knowledge	
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Wagner, W., Duveen, G., Farr, R., Jovchelovitch, S., Lorenzi-Cioldi, F., Marková, I., & Rose, D. (1999). Theory and method of social representations. *Asian Journal of Social Psychology*, 2(1), 95-125.

! seminar notes, slides

* as well as other bibliographic sources mentioned during the course activities

Optional references:

Bohner, G. & Dickel, N. (2011). Attitudes and Attitude Change. *Annual Review Psychology* 62: 391–417

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9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

- The contents of the discipline are compatible with the recommendations of professional associations at the global level (The Society for Personality and Social Psychology) and European level (The European Association of Social Psychology and EFPA)

10. Evaluation

Activity type	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Percentage of final grade
10.4 Course	The correctness and completeness of knowledge; The assimilation of the specialized language; logical coherence	Exam	70%

10.5 Seminar/laboratory	The capacity to apply the concepts and theoretical models used in the study of human cognition and behavior in a social context	Projects	30%
10.6 Minimum standard of performance			
<ul style="list-style-type: none"> • The capacity to apply the concepts and theoretical models of human cognition and behavior in a social context in conceptualizing real life situations and designing interventions • The level and accuracy of knowledge on the topics in the curriculum • Acquiring the specialized language • The ability to formulate research ideas • Logical coherence and capacity to formulate arguments to support a certain idea <p>The structure of evaluation will be maintained for multiple rounds of evaluation The simultaneous conditions for passing the Social Cognition exam are:</p> <ul style="list-style-type: none"> • A minimum of 50% of the exam grade (3.5 points put of 7) • The cumulative score on all components of the discipline (exam, projects) should be at least 4.5 points 			

11. Labels ODD (Sustainable Development Goals)²

	General label for Sustainable Development							
								
								

Date:
08.09.2025

Signature of course coordinator
Associate Professor Oana C. Fodor

Signature of seminar coordinator
Assistant Professor Sabina Trif

Date of approval:
...

Signature of the head of department
.....

² Keep only the labels that, according to the [Procedure for applying ODD labels in the academic process](#), suit the discipline and delete the others, including the general one for *Sustainable Development* – if not applicable. If no label describes the discipline, delete them all and write „Not applicable.“.