



COURSE: Psychology of Socio-Economic Development - Negin Toosi

Course Description: This course will explore the contributions of psychology to the arena of socio-economic development (SED). We will examine challenges faced by regions of the world, challenges faced by SED projects, and some elements that lead to successful projects. The course will meet twice a week. The first session will consist primarily of an instructor-led discussion on the readings for that week. The second session will begin with a student presentation of a case study of an SED project, and continue with a class discussion connecting the readings to the case study.

Course Objectives:

1. Students will become familiar with psych readings relating to issues faced in SED.
2. Students will learn about different approaches to SED, and understand how to critically analyze SED projects – successful and otherwise – through the lens of psychology.
3. Students will be able to articulate their understanding in such a way that will further the field of psychological science, socio-economic development, or both.

Readings: Readings and other course materials for this course will be available on the course website, or will be passed out in class. There is no assigned textbook.

Prerequisites: This class is for upper-level undergraduates who have already taken Intro to Psychology, Experimental Methods, and Social Psychology, and have received instructor consent.

Schedule:

Please note that the instructor reserves the right to modify the content and timing of scheduled topics, readings, and assignments as needed. Changes will be posted on the website and announced in class.

Week 1 Introduction: A Decision in Mindanao (Phillipines)

Day 1: TERRORISM

- Week 2** Milgram, S. (1963). Behavioral Study of obedience. *Journal of Abnormal & Social Psychology*, 67(4), 371-378.
- Milgram, S. (1964). Group pressure and action against a person. *Journal of Abnormal & Social Psychology*, 69(2), 137-143.
- Moghaddam, F. (2005). The staircase to terrorism: A psychological exploration. *American Psychologist*, 60, 161-169.
- Zimbardo, P. G. (2004). A situationist perspective on the psychology of evil: Understanding how good people are transformed into perpetrators. In A.G. Miller, (Ed), *The social psychology of good and evil* (pp. 21-50). New York: Guilford Press.

Day 2: Case Study: Grameen Bank (Bangladesh) [Instructor-led]

Day 1: TERRITORIALISM

- Week 3** Diekmann, K. A., Samuels, S. M., Ross, L., & Bazerman, M. H. (1997). Self-interest and fairness in problems of resource allocation: Allocators versus recipients. *Journal of Personality and Social Psychology*, 72(5), 1061-1074.
- Ross, L., & Ward, A. (1995). Psychological barriers to dispute resolution. In M. P. Zanna, (Ed). *Advances in experimental social psychology*, Vol. 27. (pp. 255-304). San Diego: Academic Press.
- Ross, L., & Ward, A. (1996). Naive realism in everyday life: Implications for social conflict and misunderstanding. In E.S. Reed, E. Turiel, & T. Brown, (Eds). *Values and knowledge*. (pp. 103-135). Hillsdale, NJ, England: Lawrence Erlbaum Associates, Inc.

Day 2: Case Study: Health for Humanity (Albania project)

Week 4 Day 1: PREJUDICE

- Rosenthal, R. (2002). The Pygmalion effect and its mediating mechanisms. In J. Aronson, (Ed), *Improving academic achievement: Impact of psychological factors on education*. (pp. 25-36). San Diego: Academic Press.
- Fein, S. & Spencer, S. (1997). Prejudice as self-image maintenance: Affirming the self through derogating others. *Journal of Personality and Social Psychology*, 73, 31-44.
- Dovidio, J. F., Kawakami, K., & Gaertner, S. L. (2002). Implicit and explicit prejudice and interracial interaction. *Journal of Personality & Social Psychology*, 82, 62-68.

Day 2: Case Study: Teach for America (U.S.)

Week 5 Day 1: BELIEF IN A JUST WORLD

- Lerner, M. and Simmons, C. H. (1966). Observer's Reaction to the "Innocent Victim": Compassion or Rejection? *Journal of Personality and Social Psychology*, 4, v2.
- Lerner, M. J., & Miller, D. T. (1978). Just world research and the attribution process: Looking back and ahead. *Psychological Bulletin*, 85, 1030-1051.
- Rubin, Z., & Peplau, L. A. (1975). "Who Believes in a Just World," *Journal of Social Issues*, 31(3), 65-89.
- Cialdini, R. B., Kenrick, D. T., & Hoerig, J.H. (1976). Victim derogation in the Lerner paradigm: Just world or just justification? *Journal of Personality and Social*

Psychology, 33(6), 719-724.

Day 2: Case Study: National Union of Women with Disabilities of Uganda

Week 6 Day 1: POWER I

- Illich, I. (1998). "To hell with good intentions". Reprinted in Shea, M. & Mattson, K. (Eds.), *Building Citizens: A Critical Reflection and Discussion Guide*. New Brunswick: Rutgers University, pp. 252-255.
- Ellyson, S. L., & Dovidio, J. F. (1985). Power, dominance, and nonverbal behavior: Basic concepts and issues. In S. L. Ellyson & J. F. Dovidio (Eds.), *Power, dominance, and nonverbal behavior* (pp. 1–27). New York: Springer-Verlag.
- Keltner, D., Gruenfeld, D. H., & Anderson, C. (2003). Power, approach, and inhibition. *Psychological Review*, 110, 265–284.
- Hall, J. A., & Friedman, G. B. (1999). Status, gender, and nonverbal behavior: A study of structured interactions between employees of a company. *Personality and Social Psychology Bulletin*, 25, 1082–1091.

Day 2: Case Study: Mahila Samakhya (India)

Week 7

SPRING BREAK – No classes

Day 1: POWER II

- Week 8** Lewin, K., Lippett, R., & White, R.K. (1939) Patterns of aggressive behavior in experimentally created "social climates." *Journal of Social Psychology*, 10, 271-299.
- Dépret, E., & Fiske, S. T. (1993). Social cognition and power: Some cognitive consequences of social structure as a source of control deprivation. In G. Weary, F. Gleicher, & K. Marsh (Eds.), *Control motivation and social cognition* (pp. 176–202). New York: Springer-Verlag.
- Richeson, J. A., & Ambady, N. (2003). Effects of situational power on automatic racial prejudice. *Journal of Experimental Social Psychology*, 39(2), 177-183.
- Baptiste, D. R., Bhana, A., Petersen, I., McKay, M., Voisin, D., Bell, C., & Martinez, D. D. (2006) Community Collaborative Youth-Focused HIV/AIDS Prevention in South Africa and Trinidad: Preliminary Findings. *Journal of Pediatric Psychology*, 31(9) 905-916.

Week 9 Day 1: *FIRST DRAFT OF PAPER DUE at the beginning of class*****

CHILDREN'S DEVELOPMENT

Kim-Cohen, J., Moffitt, T. E., Caspi, A. & Taylor, A. (2004). Genetic and Environmental Processes in Young Children's Resilience and Vulnerability to Socioeconomic Deprivation. *Child Development*, 75(3), 651-668.

Dweck, C. S. (2002). Messages that motivate: How praise molds students' beliefs, motivation, and performance (in surprising ways). In J. Aronson (Ed), *Improving academic achievement: Impact of psychological factors on education*. (pp. 37-60). San Diego: Academic Press.

Day 2: Case Study: Children's Theatre Company (New York/ Boston, U.S.)

Week 10 Day 1: CULTURE I

Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion, and motivation. *Psychological Review*, 98, 224-253.

Peng, K., & Nisbett, R. (1999). Culture, dialectics, and reasoning about contradiction. *American Psychologist*, 54, 741-754.

Miller, J. G., & Bersoff, D. M. (1992). Culture and moral development: How are conflicts between justice and interpersonal responsibilities resolved? *Journal of Personality and Social Psychology*, 62, 541-554.

Day 2: Case Study: Global Fund for Women (United States +)

- Week 11** **Day 1: CULTURE II**
- Hong, Y., Morris, M. W., Chiu, C., Benet-Martinez, V. (2000). Multicultural minds: A dynamic constructivist approach to culture and cognition. *American Psychologist*, 55, 709-720.
- Snibbe, A.C., & Markus, H. R. (2005). You can't always get what you want: Educational attainment, agency, and choice. *Journal of Personality and Social Psychology*, 88, 703-720.
- Cohen, D., Nisbett, R. E., Bowdle, B. R., & Schwarz, N. (1996). Insult, aggression, and the Southern culture of honor: An "experimental ethnography." *Journal of Personality and Social Psychology*, 70, 945-960.
- Sanchez-Burks, J., Nisbett, R. E., & Ybarra, O. (2000). Cultural styles, relationship schemas, and prejudice against outgroups. *Journal of Personality and Social Psychology*, 79, 174-189.

Day 2: Case Study: Barli Development Institute for Rural Women (India)

- Week 12** **Day 1: DIVERSITY**
- Surowiecki, J. (2004) *The Wisdom of Crowds* (Chapters 1-3). New York: Random House, Inc.
- Gaertner, S., Mann, J., Dovidio, J., Murrell, A., & Pomare, M. (1990). How does cooperation reduce intergroup bias? *Journal of Personality and Social Psychology*, 59, 692-704.
- Richeson, J. A., & Nussbaum, R. J. (2004). The impact of multiculturalism versus color-blindness on racial bias. *Journal of Experimental Social Psychology*, 40, 417-423.
- Sommers, S. R. (2006). On Racial Diversity and Group Decision Making: Identifying Multiple Effects of Racial Composition on Jury Deliberations. *Journal of Personality and Social Psychology*, 90(4), 597-612.

Day 2: Case Study: Institute for the Healing of Racism (U.S.)

- Week 13** **Day 1: LEADERSHIP**
- House, R. J., & Shamir, B. (1999). Toward the integration of transformational, charismatic, and visionary theories. *Advances in Global Leadership*, 1, 81-107.
- Anello, E. (1992). Values, Institutions, and Leadership for a Sustainable Future: Towards a Framework for Developing Moral Leadership. Prepared for symposium at the '92 Global Forum, in conjunction with the Earth Summit. June 1992. Rio de Janeiro, Brazil.

Day 2: Case Study: Nur University (Bolivia)

- Week 14** **Reading Week**

- Week 15** **FINAL PAPER DUE** – electronic copy AND hard copy due by 5pm on Wednesday.

Day 1: LEADERSHIP

House, R. J., & Shamir, B. (1999). Toward the integration of transformational, charismatic, and visionary theories. *Advances in Global Leadership, 1*, 81-107.

Anello, E. (1992). Values, Institutions, and Leadership for a Sustainable Future: Towards a Framework for Developing Moral Leadership. Prepared for symposium at the '92 Global Forum, in conjunction with the Earth Summit. June 1992. Rio de Janeiro, Brazil.