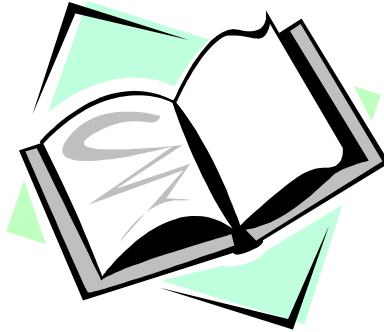


Social Psychology Psy 259



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PSY 259 Social Psychology Burlington County College

Donna Vandergrift, Assistant Professor

Fall 2011

Disclaimer: *This class is web-enhanced, which means that a majority of your work will be submitted or done online. This will allow more time in class, lessen the impact of paper waste on the environment, and help to prepare you for other courses in which technological skills are needed. You may be taking online assessments and submitting papers through the Blackboard/WebCT system. If you have any problems or hesitations about the technology involved, please contact me as soon as possible in the beginning of the semester or feel free to enroll in a more traditional course instead.*

Blackboard: <http://bcc.blackboard.com> or go to my homepage and Psy 101 for a direct link
Login by typing your entire firstname_lastname (no spaces) under “Username” and your birthdate in the mmddyy format (no spaces/dashes) under “Password.” *Note the username that you use for your BCC email is what you want to use for Blackboard/WebCT. If you have numbers after your username there, you would here as well.* You will be asked to change your password after logging in the first time.

Course Description This course examines the interactions of individuals and groups, both the ways the ideas and beliefs of an individual are affected by the environment and the way that individuals form groups. It focuses on the causes of social behavior, the influences of groups, the evolution and stages of different societies and the major theories that seek to explain and predict behavior.

Text Book Baumeister, R. F. & Bushman, B. (2011). Social psychology and human nature: Briefer edition. (2nd Edition) Belmont, CA: Cengage. ISBN- 10: 0495602651 or ISBN-13: 9780495602651

Course Outcomes

1. Learn and gain mastery over the basic facts and research findings, terminology, principles, and theories important in the various areas of social psychology.
2. Develop understanding, skills, and techniques for analyzing human behavior using a scientific approach.
3. Gain a basic understanding of the processes of social perception - how we perceive ourselves, other individuals, and groups in our society.
4. Gain a basic understanding of social influence such as conformity and obedience, attitude formation and persuasion.
5. Gain a basic understanding of social interaction including interpersonal attraction and intimate relationships, as well as

prosocial and aggressive behavior.

6. Analyze current issues and controversies in the field of social psychology.
7. Practice and develop critical thinking skills, written and oral communications skills, and internet skills.
8. Gain an appreciation of cultural and gender diversity in human behavior.
9. Apply psychological findings to everyday life.

Evaluation

1. There will be **four (4) in class Unit Tests**. Questions will come from lecture, your textbook, and other materials given by the instructor. Exams will consist of multiple-choice questions. Tests are done on scantron sheets, so you are expected to bring pencils to class with you. I will NOT have a pencil for you to use.
Make-ups will be granted IN EXTREME EMERGENCIES or if advanced notice is given. **A written explanation from student is required before consideration for make-up will be given.** Do not ask to take a make-up without having the written explanation
2. There will be **four (4) On-Line Quizzes** that will be given online within the course Blackboard site. You can access this site from my webpage or at <http://bcc.blackboard.com>.
3. You will complete **one Course Project**. **There are two options for this project**. Other assignments may be given during the class. Ten percent of the grade will be deducted for every class session an assignment is late. Assignments will not be accepted after two past the due date. Descriptions of the project are below.

Grading

Your grade will consist of points earned from Unit Tests and Assignments.

Final grades will be given on the following scale: A=90-100%, B+=87-89%, B=80-86%, C+ = 77-79%, C=70-76%, D=60-69%, F=59% & below. Grades of "W", "X", or "I" will only be given in accordance with college policies as described in the college handbook. In order to receive an "X" or an "I" grade, student work must be satisfactory.

Attendance

Everyone is expected to attend ALL classes. Please contact Instructor by email or voice mail as soon as you are aware that you will miss class. Excessive unexcused absences are not acceptable. You are responsible of all material covered during your absence. *Find someone now who can give you missed notes and assignments.*

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**Contacting the
Instructor**

Office Location - 314 Academic Bldg., Pemberton Campus
Office Hours - Mon. 10:00 – 11:00 (Acad 314)
Tues. & Thurs. 10:00 - 11:00 (Laurel Hall)
Wed. & Fri. 11:00 – 12:00 (Acad 314)
Advising Hours - Tues. & Thurs. 9:00-10:00 (Laurel Hall)
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COLLEGE POLICIES/SUPPORT

No violation of the honor code, classroom agreement, or plagiarism policy will be tolerated. See College Handbook and materials provided in this packet.

Withdrawal: Students who fail to withdraw according to established procedures will receive grades of “F” or “ST” for all courses in which they were registered. Please note the dates to withdrawal from your courses in the current credit program brochure.

Plagiarism: Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. Plagiarism on any assignment will result in failure for that assignment and may result in further disciplinary action, including but not limited to failure for the course. Please refer to the Student Handbook for additional information regarding plagiarism and College regulations.

Other Policies: The current college catalog and student handbook are important documents for understanding your rights and responsibilities as a student in the BCC classroom. Please read your catalog and handbook as they supplement this syllabus, particularly for information regarding: Academic Integrity Code, Student Conduct Code and Student Grade Appeal Process.

Advising/Counseling: BCC provides confidential advising and counseling services free to all students through the Department of Academic Advisement and Transfer. For more information about advising and counseling services, visit at the Parker Center or the Mt. Laurel Center at Laurel Hall, or call extension 1337 at (609) 894-9311 or (856) 222-9311 or visit the website at: Advising Website <http://staff.bcc.edu/advising>; Counseling Website <http://staff.bcc.edu/counseling>.

Tutoring: BCC offers a free tutoring for all currently enrolled students. For more information regarding The Tutoring Center call Extension 1495 at (609) 894-9311 or (856) 222-9311 or visit the Tutoring Center Website at <http://staff.bcc.edu/tutoring>.

Special Populations: The Burlington County College Special Populations Department offers comprehensive services to all students with any form of disability (with appropriate documentation) which hinders their academic success. For more information regarding services for students with special needs, contact ext. 1208 at (609) 894-9311 or (856) 222-9311 or visit the website at <http://www.bcc.edu/pages/182.asp>. If you have an accommodations form please notify your instructor.

EXTRA CREDIT

Extra credit can be earned by attending one or more activities hosted by the college, which relate to the psychological concepts or theories of this course. A one-page typed summary for each activity must be submitted to receive 5 points. Be sure to include how it relates to the course. Extra credit is only available to students who are attending class regularly and have completed assignments and tests as required. Extra credit can not change a failing grade to a passing grade.

TENTATIVE SCHEDULE / GRADES

	<u>Date</u>
Chapters 1, 3, 5 (50 pts.)	9/28
Chapters 6, 7, 8 (50 pts.)	10/19
Chapters 9, 10, 13 (50 pts.)	11/16
Chapters 11, 12, 14 (50 pts.)	Exam Week
Course Project (100 pts.)	11/28
Online Quizzes	Dates on Blackboard

Points Earned	Final Percentages	Letter Grade
360 - 324	100 - 90	A
323 - 314	89 - 87	B+
313 - 288	86 - 80	B
287 - 278	79 - 77	C+
277 - 252	76 - 70	C
251 - 216	69 - 60	D
215 and below	59 - 0	F

Course Project
Psy 259 – Social Psychology

You have a couple of options to fulfill the course project requirement. Select one of the following. More detailed explanations are attached.

1. **Service Learning**

Service Learning means getting involved in the communities in our area. Selecting this option requires that you locate and make arrangements to volunteer in an area of development that you are interested in. A minimum of 12 hours is to be contributed throughout the semester. You will complete a paper that includes your reactions to your experience and application of the research and theories learned throughout the semester. The paper is expected to be approximately 8 to 10 pages in length, which includes an expectation and reflection page. You will describe your experiences during your visits and apply the theories and research that relate to the development you are observing. This is a wonderful opportunity to become involved in an area that you are interested in and a way to give back to our community. It has also led to job and career opportunities for other students.

2. **Annotated Bibliography**

Select an area of interest related to material covered in this course. You will be expected to explore this topic in more depth by writing an annotation on three research articles in the area of Social Psychology and summarizing the findings of the three related articles. The paper is to be approximately 8 to 10 pages in length using APA format.

Paper should be submitted as an Attachment in the course Blackboard Assignment Dropbox. Only use Word or RTF format when saving your document. Use your name in the title of your document when you save it.

You will be graded on the content of these projects as well as the presentation, which includes spelling, typos, grammar, neatness, etc. Please proofread carefully.

SERVICE LEARNING PROJECT

Service learning means involvement in the communities directly related to and impacted by college courses. You are required to locate and make arrangements to volunteer in an area where you can provide service to our society (a paid job that you currently hold is not acceptable). The instructor is available to assist in finding an acceptable location. A minimum of 12 hours is to be contributed throughout the semester.

A service learning agreement must be completed and turned in by the beginning of the fourth week of the semester. This is to be signed by both you and the individual on-site who will supervise your experience. Your paper should be typed and relatively free of grammatical, typographic, and spelling errors. It should include the following:

Format - Your name, course number, instructor, date and a title to your paper should be at the beginning of your paper. This also includes font, margins, spacing, etc. 5 pts.

Journal Entries – You are required to complete 5 journal entries selected from the following list of possible entries; although you **must** do Entry 1. Each journal entry will address the listed questions. There should be approximately 6 to 8 pages of journal entries. 50 pts.

Reflection Page - At the completion of your experience, complete a page that addresses how the experience turned out, what you learned about yourself, and how this experience related to social psychology. 20 pts.

Letter from Supervisor - A letter signed from your supervisor describing your service and listing your hours should be attached to your paper. Although this is only worth 5 pts., your paper will not be graded without a signed letter on organizational letterhead. 5 pts.

Writing Quality – 20 pts.

A ‘C’ paper must include all of the information describe above and follow the basic standards for English Composition - 1) It must be well-organized 2) It must have well developed paragraphs 3) It must be competent in style. An ‘A’ or ‘B’ paper must satisfy all of the above requirements in addition to being original in thought and content, effectively integrating course materials, and creating interest and enthusiasm in the reader.

Entry Possibilities

Entry 1

Reflect on your expectations for service learning. Why did you choose this option? Did someone or some social context influence your decision? What do you expect from this experience? What do you expect from your site? How will the fact that this is voluntary work influence your ethic on the job? What are you hoping to gain from this experience, both personally and in regards to the course? Be specific, and make references to past social experiences. These are a lot of questions; create a cohesive entry with an overarching theme revolving around “expectations” rather than answering each question.

Entry 2

Discuss schemas. What are some schemas that have influenced your behavior or the behavior of others at your service learning site? Clearly describe one instance where your schemas were confirmed and one where they were not. Will these disconfirmed schemas persist for you? Apply research evidence presented in the text, using it as support for your personal observations. Explain textbook information in your own words; do not quote the book.

Entry 3

Describe the attributional process within the context of your experiences, such that a person who did not know the process could easily identify the events that occur in the process. Provide some clear examples of attributions you have made concerning your service learning experience, and analyze the attribution into its component parts relating those examples to your description of the process. (The examples can be about the site, the people, you, the assignment, etc.) Are these attributions internal or external? Why? Finally clearly describe at least one instance of an attributional bias. Explain textbook information in your own words; do not quote the book.

Entry 4

Reflect on your service learning experience in terms of providing information about yourself. Explain how self-perception might come into play here. Discuss how your own self-awareness and self-knowledge have influenced and been influenced by this experience and your interactions with others. How has your self-image or self-esteem played a role in your behavior? Explain textbook information in your own words; do not quote the book.

Entry 5

Compare and contrast normative and informational social influence within the context of your service learning. Why are they called "social" influence? What motives underlie each type of influence? Give a clear example of each from your service learning experience. Also discuss private conformity and public conformity and cite examples from your experience at your service learning site. Did any forms of persuasion come into play during this experience? Explain information from the text in your own words; do not quote the book.

Entry 6

One of the major factors in determining attraction is physical attractiveness. Discuss what you know about this variable (from personal experience) and describe some typical research in this area (from your textbook or articles that you have read). Finally, have you seen evidence of high physical attractiveness playing a role in the social structure of your service-learning site? Does it match the research? Explain this phenomenon as it occurs in real life settings. Form an entry that has the purpose of answering whether physical attractiveness influences attraction or whether it does not. Then, use what you know and what you have experienced in service learning to answer that question. Explain information from the text in your own words; do not quote the book.

Entry 7

Service learning is a situation where you are engaging in helping behavior. Using this experience, describe some motivational factors, situational factors, personal influences, and interpersonal influences that have come into play in your service learning experience. Be clear and specific by only picking a handful of memorable factors or influences. Formulate paragraphs that are cohesive. Do not simply ramble on and state each experience. Tie it all in together by telling us how and why this experience has influenced your service learning experience. Explain textbook information in your own words; do not quote the book.

Entry 8

Define aggression and discuss some acts of aggression you have seen during your service learning experience. Pick at least two acts. Why would you consider these acts of aggression? Further, are these acts instrumental or hostile/emotional aggression? As you can see, you must use information you have learned from the textbook to classify acts of aggression. Rely on that

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source as a way to clearly explain what you mean and why you picked those certain acts to clarify on your take on aggression. Explain information from the text in your own words; do not quote the book.

Entry 9

Describe the affective, cognitive, and behavioral components of racism. Formulate a definition of racism using your own words. Do not simply state what your textbook or what a dictionary can tell you. Then, using your service learning experience, give a clear example of each of the components that you have used to define racism. How is this racism? What defined this act as racist? Why would someone consider this a racist act or statement? Do not simply answer these questions in your entry; use them as a guide to thoroughly explain your definition of racism. Further, define at least 2 other terms we discussed with this chapter and give one clear example of each of these from your experience. Again, do not simply quote the definition from a source, put it into your words. Use your own experience to tell what it means to you.

Annotated Bibliography

Using professional, psychological journals (e.g. *American Psychologist*, *Journal of Personality and Social Psychology*, *Child Development*, *Psychological Review*, *Journal of Personality*, *Human Nature*, *Journal of Social Psychology*, *Human Development*, and *Psychological Assessment*), find four articles which relate to a topic in Social Psychology and write an annotation for each article. Each article must be a research article, which means that it is describing a research study.

1. Each annotation should include
 - a) bibliographic information in APA style;
 - b) a short synopsis of the article content which includes:

the hypothesis, the variables and how they are measured, the subjects, the methods, and the results.

Each annotation should be approximately **two pages in length**.

2. A two to four page organized summary, comparing and contrasting the findings of the research, will conclude the paper.

This assignment should have a title page that includes your name, the instructor's name, the course number and section, date and a title. It should use 12 point, normal font with one-inch margins.

You will be graded on the following elements:

Proper Format	_____ / 5
Annotated Bibliography	
Description of research	_____ / 45
APA Format	_____ / 10
Summary	_____ / 30
Spelling / Grammar/Clarity	_____ / 20
Total	_____ / 100

BEWARE: Any paper found guilty of plagiarism will receive a ZERO. Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor.

BCC PSYCHOLOGY DEPARTMENT

Honor Policy

The purpose of this agreement is to ensure that students and instructors can engage in learning, teaching, and understanding in an appropriate educational atmosphere. Please carefully read the following student and instructor responsibilities and keep this information with your class materials.

Student Expectations/Responsibilities:

- Attend all classes, be on time, and remain in class (If you must be absent, it is your responsibility to notify instructor and contact classmates for notes and assignments).
- Do not disrupt class activities (i.e. no cell phones, texting, or other electronic devices) unless unavoidable circumstances arise.
- Treat classmates and instructor with respect and civility.
- Submit assignments and take tests on time.
- Read appropriate chapters prior to class lecture/discussion.
- Communicate with instructor about concerns or problems in a timely fashion.
- Be aware that acts of cheating, lying, and/or plagiarizing will not be tolerated.
- Adhere to BCC's Code of Conduct and Civility Code as stated in Student Code.

Instructor Expectations/Responsibilities:

- Treat students with respect and civility.
- Be prepared for all class presentations.
- Conduct class with enthusiasm.
- Provide a learning environment that is diverse and enriching.
- Grade assignments and tests objectively.
- Return assignments in a timely fashion.
- Be available to assist students in their effort to succeed in this course.

Plagiarism

Plagiarism includes copying or paraphrasing another's words, ideas, or facts without crediting the source; submitting a paper written by someone else, either in whole or in part, as one's own work; or submitting work previously submitted for another course or instructor. **Plagiarism on any assignment will result in failure for that assignment** and may result in further disciplinary action, including but not limited to failure for the course. Please refer to the [Student Handbook](#) for additional information regarding plagiarism and College regulations.

Chapter 1

The Mission and the Method

- I. History of Social Psychology
 - A. The first studies of Social Psychology
 - B. First textbooks in social psychology
 - C. Two major ideas from the early 20th century that had a lasting influence
 - D. Much research was stimulated by the events of World War II
 - E. Changes in Paradigms
- II. What Do Social Psychologists Do?
 - A. Study How Other People Affect Us - ABC triad
 - 1. Other people affect how we interpret events – a cognitive influence
 - 2. Other people affect how we feel about ourselves- an emotional influence
 - 3. Other people affect how we behave – a behavioral influence
 - B. Social Psychologists focus on the Situation.
 - C. Scientific Method.
- III. Social Psychology's Place in the World
 - A. Social Psychology's place in the social sciences
 - 1. Anthropology
 - 2. Economics
 - 3. History
 - 4. Political science
 - 5. Sociology
 - B. Social Psychology's place within psychology
 - 1. Biological psychology (physiological psychology, neuroscience)
 - 2. Clinical psychology
 - 3. Cognitive psychology
 - 4. Developmental psychology
 - 5. Personality psychology
- IV. Why People Study Social Psychology
 - A. Curiosity about people
 - B. Experimental Philosophy
 - C. Making the World Better
 - D. Social Psychology Is Fun!
- V. How Do Social Psychologists Answer Their Own Questions?
 - A. The Scientific Method
 - 1. Research in social psychology poses challenges not found in other sciences
 - 2. Social psychologists rely on a wide range of creative research methodologies
 - B. Theories and Hypotheses
 - 1. What makes a theory "Good"
 - 2. Hypothesis
 - 3. Translating Concepts into Operations
 - a. Operationalization
 - C. Research Concepts
 - 1. Independent variable
 - 2. Dependent variable
 - 3. Construct validity of the cause
 - 4. Construct validity of the effect

D. Research Design

1. Experimental studies
 - a. An experiment
 1. Random assignment
 2. Cause and effect relationships.
 - b. A quasi-experiment
 - c. Internal validity
 - d. External validity
2. Nonexperimental studies
 - a. The correlational approach
 1. Correlation coefficient
 2. Cause and effect can not be concluded

Chapter 3
The Self

I. What is the Self?

A. The Self's Main Jobs

1. Structure vs. function
2. Self vs. Society
3. Three main parts of the self
 - a. Self-knowledge (self-concept)
 - b. Interpersonal self (public self)
 - c. Agent self (executive function)

B. Who Makes the Self, the Individual or Society?

1. Biological processes and the sociocultural network.
2. True or Real Self?
3. Culture and Interdependence (Individualistic vs. Collectivist cultures)
4. Social Roles

C. Self-Awareness

1. "Attention directed at the self"
2. Two main types of self-awareness
 - a. Private self-awareness
 - b. Public self-awareness
 - c. Self-awareness and behavior
 - d. Escaping self-awareness

II. Where Self-Knowledge Comes From Looking Outside: The Looking-Glass Self

A. Looking Outside: The Looking-Glass Self

1. Looking-Glass Self Charles Horton Cooley (1902)
 - a. 3 components
 - b. Generalized other

B. Looking Inside: Introspection

C. Looking to Other: Social Comparison

1. Social comparison – Upward vs. Downward

D. Self-Perception and the Overjustification Effect

1. Self-perception theory
 - a. Intrinsic and Extrinsic Motivation
 - b. Overjustification effect

D. The Fluctuating Image(s) of Self

E. Why People Seek Self-Knowledge

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1. Three reasons for wanting self-knowledge
 - a. Appraisal motive
 - b. Self-enhancement motive
 - c. Consistency motive
2. When motives compete
- G. Tradeoffs: Self-Handicapping
- III. Self-Esteem, Self-Deception, and Positive Illusions
 - A. Self-Esteem
 - B. Reality and Illusion.
 1. How People Fool Themselves
 2. Self-deception strategies
 3. Self-serving bias
 - C. Benefits of Self-Esteem
 - D. Is High Self-Esteem Always Good?
 1. Narcissism
 2. Benefits and Poor Consequences
 - E. Pursuing Self-Esteem
- IV. Self-Presentation
 - A. Who's Looking?
 - B. Making an Impression
 - C. Self-Presentation and Risky Behavior

Chapter 5
Social Cognition

- I. What is Social Cognition?
 - A. Social cognition
 - B. Thinking About People: A Special Case?
 - C. Why People Think, and Why They Don't
 1. Cognitive miser
 2. Goals of Thinking
 3. Automatic and Controlled Thinking
 - a. Automatic can be distinguished from the controlled
 - b. Automatic structures rely on knowledge structures
 - c. Schemas
 - d. Scripts
 - e. Priming
 - f. Framing
 - D. Thought Suppression and Ironic Processes
- II. Attribution
 - A. Attributions
 - B. It's Not My Fault: Explaining Success and Failure
 1. Heider: internal vs. external
 2. Weiner: internal vs. external and stable vs. unstable
 3. Self-serving bias
 - C. The Actor/Observer Bias
 1. Actor/Observer Bias
 2. Fundamental attribution error (correspondence bias)

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3. Ultimate attribution error
 4. 4 Explanations for the fundamental attribution error
- D. The Attribution Cube and Making Excuses
1. Covariation principle
 - a. 3 types of covariation information are used
 - 1) Consensus
 - 2) Consistency
 - 3) Distinctiveness

III. Heuristics

- A. Heuristics
- B. Representativeness Heuristics
- C. Availability Heuristic
- D. Simulation Heuristic

IV. Errors and Biases

- A. Information overload
- B. Confirmation Bias
- C. Conjunction Fallacy
- D. Illusory Correlation
- E. Gambler's Fallacy
- F. False Consensus Effect
- G. False Uniqueness Effect
- H. Statistical Regression
- I. Illusion of control
- J. Magical thinking
- K. Counterfactual Thinking
 1. First instinct fallacy
 2. Upward counterfactuals
 3. Downward counterfactuals

Chapter 6 Emotion and Affect

I. What Is Emotion?

- A. Definition
- B. Conscious Emotion Versus Automatic Affect

II. Emotional Arousal

- A. Arousal
- B. James-Lang Theory of Emotion
- C. Cannon-Bard Theory of Emotion
- D. Schachter-Singer Theory of Emotion
- E. Misattribution of Arousal

III. Some Important Emotions

- A. Happiness
 1. Defining Happiness
 - a. Affect balance
 - b. Life satisfaction
 2. Objective Roots of Happiness
 3. Hedonic Treadmill

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4. Subjective Roots of Happiness
5. Increasing Happiness
- B. Anger
 1. Causes of Anger
 - a. Is anger adaptive?
 - b. Hiding Versus Showing Anger
- C. Tradeoffs: Affect Intensity, or the Joys of Feeling Nothing
- D. Guilt and Shame
 1. Guilt vs. Shame
 - a. Guilt
 - b. Shame
 2. Effects of Guilt
 3. Guilt and Relationships
- IV. Why Do We Have Emotions?
 - A. Feedback System
 - B. Emotions Promote Belongingness
 - C. Emotions Cause Behavior??
 - D. Emotions Guide Thinking and Learning
 - E. (Anticipated) Emotion Guides Decisions and Choices
 1. Affective Forecasting
 2. Status Quo Bias
 - F. Emotions Help and Hurt Decisions Making
 1. Risk-as-feelings hypothesis
 - G. Benefits of Possible Emotions
- V. Individual Differences in Emotion
 - A. Are Emotions Different Across Cultures?
 - B. Are Women More Emotional Than Men?
- VI. Arousal, Attention, and Performance
 - A. Yerkes-Dodson law
 - B. Easterbrook
- VII. Emotional Intelligence (EQ)
 - A. Four Branches
 1. Perceiving emotions
 2. Facilitating Thought
 3. Understanding Emotions
 4. Managing Emotions)
- VIII. Affect Regulation
 - A. How to Cheer Up.
 - B. Affect Regulation Goals.
 - C. Gender Differences in Emotion Control Strategies

Chapter 7

Attitudes, Beliefs, and Consistency

- I. What are Attitudes and Why Do People Have Them?
 - A. Attitudes Versus Beliefs
 - B. Dual Attitudes
 1. Implicit attitudes

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2. Explicit attitudes
 3. The Implicit Associations Test (IAT)
 4. Stigma
- C. Why People Have Attitudes
- II. How Attitudes are Formed
- A. Formation of Attitudes
1. Mere exposure effect
 2. Classical Conditioning
 - a. unconditioned stimulus
 - b. unconditioned response
 - c. neutral stimulus
 - d. conditioned stimulus
 - e. conditioned response
 3. Operant conditioning (instrumental conditioning)
 4. Social learning (observational learning, vicarious conditioning)
- B. Polarization
- III. Consistency
- A. Humans feel the need to be consistent)
- B. Heider's P-O-X Theory
- C. Cognitive Dissonance and Attitude Change
1. Cognitive dissonance theory/ Festinger and Carlsmith task.
 2. Effort justification
- IV. Do Attitudes Really Predict Behaviors?
- V. Beliefs and Believing
- A. Believing Versus Doubting.
- B. Belief Perseverance
- C. Belief and Coping
1. Assumptive worlds
 2. 3 Main Types of Assumptions.
 3. Cognitive coping
- D. Religious Belief
- E. Irrational Belief

Chapter 8

Social Influence and Persuasion

- I. Two Types of Social Influence
- A. Being Liked: Normative Influence
- B. Being Correct: Informational Influence
1. Private acceptance
 2. Public compliance
- II. Techniques of Social Influence
- A. Techniques Based on Commitment and Consistency
1. Foot-in-the Door Technique
 2. Low-ball Technique
 3. Bait-and-Switch Technique
 4. Labeling Technique
 5. Legitimization-of-paltry-favors technique
- B. Techniques Based on Reciprocation

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1. Door-in-the-face
2. That's-not-all technique
- C. Techniques Based on Scarcity
- D. Techniques Based on Capturing and Disrupting Attention
 1. The pique technique
 2. The disrupt-then-reframe technique

III. Persuasion

- A. Persuasion
- B. Who: The Source
 1. Source Credibility
 - a. What makes a source credible?
 - 1) Expertise
 - 2) Trustworthiness
 - 3) Perception
 2. Source Likeability
 - a. Similarity
 - b. Physical attractiveness
- C. Says What: The Message
 1. Reason Versus Emotion
 - a. Two approaches to delivering a message
 - 1) Present Cold, hard facts
 - 2) Appeal to emotions
 - b. Stealing Thunder
 2. Repetition
 - a. Advertisement wear-out
 - b. Repetition with variation
- D. To Whom: The Audience
 1. Intelligence
 2. Need for cognition
 3. Concern About Public Image
 4. Age
 5. Cultural Differences
 6. Overheard Messages
 7. Distraction
- E. Two Routes to Persuasion
 1. Models:
 - a. The elaboration likelihood model (ELM)
 - b. The heuristic/systematic model
 2. Routes
 - a. The central route (systematic processing)
 - b. The peripheral route (heuristic processing)
- F. Alpha and Omega Strategies
 1. Alpha strategies
 2. Omega strategies

IV. Resisting persuasion

- A. Attitude Inoculation
- B. Stockpile Resources
- C. Defense Against Influence Techniques

Chapter 9 Prosocial Behavior: Doing What's Best for Others

- I. What Is Prosocial Behavior?
 - A. Prosocial Behavior
 - B. Born to Reciprocate - Reciprocity
 - C. Born to Be Fair – Fairness
 - 1. Norms
 - a. Norms related to fairness
 - 1) Equity
 - 2) Equality
 - b. Two types of unfairness:
 - 1) Underbenefited
 - 2) Overbenefited
- II. Your Fair Share
 - A. Tragedy of the Commons.
 - B. Hoarding
- III. Cooperation, Forgiveness, Obedience and Conformity
 - A. Cooperation
 - 1. Prisoner's dilemma
 - B. Forgiveness.
 - C. Tradeoffs: The Prisoner's Dilemma).
 - D. Obedience.
 - E. Conformity
 - 1. Conformity is influenced by:
 - a. Normative social influence,
 - b. Informational social influence.
 - c. Public conformity,
 - d. Private attitude change
- IV. Why Do People Help Others?
 - A. Evolutionary Benefits
 - B. Two Motives for Helping: Altruism and Egoism
 - 1. Egoistic Helping
 - 2. Altruistic Helping
 - 3. Empathy-altruism hypothesis
 - 4. Is Altruism Possible?
- V. Who Helps Whom?
 - A. Helpful Personality)
 - B. Similarity.
 - C. Gender
 - D. Beautiful Victims
 - E. Belief in a Just World.
 - F. Emotion and Mood.
- VI. Bystander Helping in Emergencies
 - A. Five Steps to Helping
 - 1. Step 1: Notice that something is happening
 - 2. Step 2: Interpret meaning of event
 - 3. Step 3: Take responsibility for providing help

4. Step 4: Know how to help
 5. Step 5: Provide help
- B. Too Busy to Help?

Chapter 10

Aggression and Antisocial Behavior

- I. Aggression and Antisocial Behavior
 - A. Aggression.
 - B. Forms of aggression
 - C. Functions of aggression
 - D. Instrumental aggression
 - E. Hostile aggression
 - F. Violence
 - G. Antisocial behavior
- II. Is Aggression Innate or Learned?
 - A. Instinct Theories
 1. Freud
 - B. Learning Theories
 1. Bandura.
 - C. Nature and Nurture
- III. Inner Causes of Aggression
 - A. Frustration
 1. Frustration-aggression hypothesis
 - B. Being in a Bad Mood
 - C. Hostile Cognitive Biases
 1. Hostile attribution bias
 2. Hostile perception bias
 3. Hostile expectation bias
 - D. Age and Aggression
 - E. Gender and Aggression
 1. Fight or flight syndrome
 2. Tend and befriend syndrome
 3. Relational aggression
- IV. Interpersonal Causes of Aggression
 - A. Selfishness and Influence
 - B. Sexual Aggression

Chapter 11

Attraction and Exclusion

- I. The Need to Belong
 - A. Belongingness as a Basic Need
 - B. Testosterone
 - C. Two Ingredients to Belongingness
 1. Regular social contacts and mutual concern.
 - D. Not Belonging Is Bad for You
 - E. Best Friends, Lovers, and ...
- II. Attraction: Who Likes Whom?

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- A. Ingratiation
- B. Differences between Men and Women
- C. Similarity, Complementarity, Oppositeness
 - 1. Matching hypothesis
- D. Social Rewards: You Make Me Feel Good
 - 1. Reinforcement theory
- E. Reciprocity and Liking
- F. Mere Exposure
 - 1. Propinquity,
 - 2. Social allergy effect
- G. Attractiveness

III. Rejection

- A. Ostracism
- B. Effects of Rejection: Inner Reactions
 - 1. Rejection sensitivity
- C. Behavioral Effects of Rejection
- D. Loneliness
- E. What Leads to Social Rejection?
- F. Romantic Rejection and Unrequited Love

Chapter 12

Close Relationships, Passion, Intimacy, and Sexuality

I. What Is Love?

- A. Passion and Companionate Love
- B. Love and Culture
- C. Love Across Time
- D. Sternberg's Triangle
 - 1. Passion
 - 2. Intimacy
 - 3. Commitment

II. Different Types of Relationships

- A. Exchange Versus Communal
- B. Attachment
 - 1. Types of Attachment
 - a. Anxious/ambivalent.
 - b. Avoidant
 - c. Secure
 - 2. Two Dimensions of Attachment
 - a. Two dimensions: anxiety and avoidance
 - b. Four styles
 - 3. Attachment and Sex
- C. Loving People Who Love Themselves
 - 1. Self-acceptance

III. Maintaining Relationships

- A. Time
- B. Investment Model
- C. Thinking Styles of Couples
 - 1. The relationship enhancing style of attribution

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- 2. The distress-maintaining style of attribution
 - D. Being Yourself:
- IV. Sexuality

- A. Sex Drive vs. Attachment Drive
- B. Theories of Sexuality
 - 1. Social constructionist theories
 - 2. Evolutionary theory
 - 3. Social exchange theory
- C. Sex and Gender
- D. Homosexuality
- E. Extradynamic Sex
 - 1. Attitudes About Extradynamic Sex
 - 2. Extradynamic Sex and Breakups
 - 3. Extradynamic Activity in Dating Relationships
- F. Jealousy and Possessiveness
 - 1. Cultural Perspective
 - 2. Evolutionary Perspective
 - 3. Causes of Jealousy
 - 4. Jealousy and Type of Interloper
 - 5. Social Reality
- G. Men / Women

Chapter 13

Prejudice and Intergroup Relations

- I. Important Terms
 - A. Prejudice Racism is prejudiced attitudes toward a particular race.
 - 1. Aversive racism
 - B. Discrimination
 - C. Stereotypes
 - 1. Subtypes
 - D. The “ABCs” of intergroup relationships.
 - E. Categorization
 - F. Social categorization
 - G. Outgroup members
 - H. Ingroup members
 - 1. Outgroup homogeneity bias
- II. Common Prejudices and Targets
 - A. Race
 - B. Weight
 - C. Sexuality
- III. Why Prejudice Exists
 - A. Stereotypes and prejudice are certainly learned through socialization.
 - B. Prejudice is natural.
 - 1. Ingroup favoritism
 - 2. Minimal group effect
 - C. Us Versus Them
 - 1. Realistic conflict theory

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- 2. Discontinuity effect
- D. Ignorance? The Contact Hypothesis
- E. Rationalization for Oppression
- F. Stereotypes as Heuristics
- G. Prejudice and Self-Esteem
- IV. Content of Prejudice and Stereotypes
 - A. Accuracy of Stereotypes
 - B. Are Stereotypes Always Negative?
- V. Inner Processes
 - A. Salience
 - B. Scapegoat theory
 - 1. Self-serving bias.
 - C. Lexical decision task .
 - D. Confirmation bias
- VI. Overcoming Stereotypes, Reducing Prejudice
 - A. Conscious Override
 - B. Contact
 - C. Superordinate Goals
 - 1. Jigsaw classroom
- VII. Impact of Prejudice on Targets
 - A. Self-Fulfilling and Self-Defeating Prophecies
 - 1. Self-fulfilling prophecy
 - 2. Self-defeating prophecy
 - B. Stigma and Self-Protection
 - C. Stereotype Threat

Chapter 14 Groups

- I. What Groups Are and Do
 - A. Defining a Group
 - B. Unity of a Group
 - 1. Similarity
 - 2. Presence of an Outgroup
 - 3. Group Accomplishment
- II. Groups, Roles, and Selves
 - A. Groups
 - 1. Deindividuation
 - B. Roles
 - C. Optimal distinctiveness theory
- III. Group Action
 - A. Social Facilitation
 - 1. Evaluation apprehension.
 - 2. Dominant Response
 - 3. Zajonc's social facilitation theory
 - 4. Narcissists
 - B. Social Loafing
 - C. Punishing Cheaters and Free Riders
 - D. Deindividuation and Mob Violence

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E. Shared Resources and the Commons Dilemma

IV. How Groups Think

A. Brainstorming, and the Wisdom of Groups

1. Brainstorming

B. Why Do People Love Teams?

C. Transactive Memory

1. Transactive memory

D. Group Think

1. Factors which contribute to groupthink

2. Signs groupthink is occurring

E. Foolish Committees

1. .

F. Group Polarization and the “Risky Shift”

1. The risky shift

2. The group polarization effect

V. Power and Leadership

A. Leadership

1. Basic traits of good leaders:

2. Two components of leadership

3. Toxic leaders

B. What is Power?

C. Effects of Power on Leaders

1. Leaders with less objective powers

2. Crucial Effects of Power

D. Effects of Power on Followers

E. Legitimate Leadership

1. Legitimizing myths

BURLINGTON COUNTY COLLEGE
SERVICE LEARNING PROGRAM
STUDENT AND AGENCY AGREEMENT

Purpose of Agreement: It is important for you to have a clear sense of what you would like to accomplish and learn through your service work. This agreement is designed to bring you and your site supervisor together to record clear service and learning goals. Your supervisor may expect you to fill out additional forms that his/her respective agency requires. **(Due 9/17/10)**

Student Information

Student Name

Agency Information

Agency Name

Agency Mailing Address

Name of Supervisor or Volunteer Coordinator

Starting Date of Service

Ending Date of Service

(if undetermined, write "unknown" otherwise ending date will be near end of term)

To be completed by agency supervisor:

Please describe the expectations and requirements of this service project.

Identify skills students may learn and need to use to complete service project.

To be completed by student:

Identify the skills you believe you can bring to this agency.

Briefly describe what you hope to gain and learn from participating in this service project.

Student Agreement

As a student in the Burlington County College Service Learning Program, I agree to complete my service project to the best of my ability, work in collaboration with the agency supervisor, report any problems I encounter, and complete all other program requirements. In addition, I understand the seriousness of confidentiality in this matter and will report all information for this project in a depersonalized fashion.

Student

Date

Agency Supervisor Agreement

As the agency supervisor for this service learning placement, I agree to work with student(s) from Burlington County College, while providing supervision and communicating evaluation of the student's service work to BCC's Service Learning Program.

Agency Supervisor

Date