

# SOCIAL PSYCHOLOGY — PSY 259

DONNA VANDERGRIFT, ASSOCIATE PROFESSOR



[www.donnavandergrift.com](http://www.donnavandergrift.com)

[dvandergrift@bcc.edu](mailto:dvandergrift@bcc.edu)

856-222-9311 x1251

**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 will be taking online quizzes and submitting papers through the Blackboard 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. For this course, you will be using a program called Connect within Blackboard. This is REQUIRED and you will have to purchase it.

**BLACKBOARD:** Go to <http://bcc.blackboard.com> or to my website for a direct link. Login by typing your entire first-name\_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. If you have numbers after your username in your email, you would use it in Blackboard as well.* You will be asked to change your password after logging in the first time.

**COUSE 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. (2014). Social psychology and human nature: Briefer edition.. (Third Edition) Belmont, CA: Cengage.  
(ISBN-13: 9781133956402)

**COURSE OUTCOMES**

- Learn and gain mastery over the basic facts and research findings, terminology, principles, and theories important in the various areas of social psychology.
- Develop understanding, skills, and techniques for analyzing human behavior using a scientific approach.
- Gain a basic understanding of the processes of social perception - how we perceive ourselves, other individuals, and groups in our society.
- Gain a basic understanding of social influence such as conformity and obedience, attitude formation and persuasion.
- Gain a basic understanding of social interaction including interpersonal attraction and intimate relationships, as well as prosocial and aggressive behavior.
- Analyze current issues and controversies in the field of social psychology.
- Practice and develop critical thinking skills, written and oral communications skills, and internet skills.
- Gain an appreciation of cultural and gender diversity in human behavior.
- Apply psychological findings to everyday life.

## WORKLOAD EXPECTATIONS / HOMEWORK

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. For example, a student taking a three-credit course that meets for three hours a week should expect to spend an additional six hours a week on coursework outside the classroom. If you are not doing well in this course, this is the first thing to look at. To ensure your success in this class, start the course with this level of effort and modify, if needed, as the semester continues.

Homework, for this course, is defined as any work required to complete assignments or to **master course material**. Using this definition, you always have homework. In addition to completing required assignments, you need to master the material we cover in class and in the text. Just reading the text and being in class does not guarantee that you understand the material. **It is your responsibility to master this material**, but you can see me for assistance at any time. Study suggestions are given on my website; I can provide additional assistance if you see me during my office hours.

## 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. One (1) Research Analysis Paper. In this paper, you will be comparing and contrasting a classic research study with a current research study.
3. You will complete one (1) Application Paper where you will be applying theories and research from this course to behaviors seen in a film.
4. 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.

## GRADING

Your grade in this course will be based on your performance on assignments and quizzes/ tests, not on your effort. You will NOT have opportunities to “redo” tests or assignments; make sure you put your full effort into each test and assignment the first time. 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, the student must be making satisfactory progress.

## 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.*

## ACADEMIC INTEGRITY

Any one of the following acts constitutes academic dishonesty: cheating, fabrication or other misconduct in research, plagiarism, and facilitating academic dishonesty. 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. Any form of academic dishonesty will result in academic consequences and possible other sanctions. All acts of academic dishonest are reported to the college and will be tracked in a college-wide database.

**CONTACTING THE INSTRUCTOR**

Office Location - 314 Academic Bldg., Pemberton Campus  
Office Hours - Mon. 10:00 – 11:00 (Acad 314)  
Tues. & Thurs. 8:30 – 9:30 (Laurel Hall)  
Wed. 8:30 – 9:30 (Acad 314)  
Fri. 8:30 – 9:30 (Acad 314)  
Advising Hours - Mon. 9:00 – 10:00 (Acad 314)  
Fri. 11:00 – 12:00 (Acad 314)

*Use the [Book Now](#) link on my website to make Advising and Office Hour Appointments.*

Phone - (609) 894-9311 or (856) 222-9311 x1251  
Email - [dvandergrift@bcc.edu](mailto:dvandergrift@bcc.edu)  
Home Page - [www.donnnavandergrift.com](http://www.donnnavandergrift.com)

**EMAIL POLICY**

It is easiest to contact me by email. When using email to contact me, please use the following guidelines. **In the subject line, you must include your full name and the course and section number.** Complete sentences, including appropriate capitalizations and punctuations, must be used in the body of the message. Be clear in your message; specify if you need something from me or if you are just informing me of something.

I will check my email during the work week frequently. I will return your emails within two business days. You are expected to check your BCC e-mail account and your Blackboard account frequently. Important course messages are sent ONLY to those accounts. These messages could directly impact your grade.

**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 cannot change a failing grade to a passing grade.**

## TENTATIVE SCHEDULE/GRADING

If changes in tests or assignments occur, the points needed for each grade may change.

Percentages will not change.

	<u>Date</u>
Chapters 1, 3, 5 (50-75 pts.)	9/24
Chapters 6, 7, 8 (50-75pts.)	10/22
Chapters 9, 10, 13 (50-75 pts.)	11/19
Chapters 11, 12, 14 (50-75 pts.)	Exam Week
Research Analysis Paper (50 pts.)	10/16
Application Paper (50 pts.)	11/30
Online Quizzes	Dates on Blackboard

Grades are calculated through the points earned on each assignment and tests. Percentages are then taken from the points you have earned divided by the total points in the course.

Points Earned	Final Percentages	Letter Grade
350 – 315	100 - 90	A
314 – 305	89 – 87	B+
304 – 280	86 – 80	B
279 – 270	79 – 77	C+
269 – 245	76 – 70	C
244 – 210	69 – 60	D
209 and below	59 – 0	F

## COLLEGE POLICIES AND SERVICES

### College Policies

In order for students to know their rights and responsibilities, all students are expected to review and adhere to all regulations and policies as listed in the College Catalog and Handbook. These documents can be accessed at [www.bcc.edu/publications](http://www.bcc.edu/publications). Important policies and regulations include, but are not limited, to the following:

- College Attendance Policy
  - Students are required to attend all class, clinical, laboratory, and studio sessions for the full duration of each such instructional session.
- Grading Standards
  - ◊ Withdrawal (W) and (ST) and Incomplete Grades (I & X)
    - ◊ A student may withdrawal from a course and receive a grade of “W” up to the end of the ninth week of classes in a semester or up to an equivalent time in a given term. Students who wish to withdrawal must complete a withdrawal form and return it to the Registration office. Students who fail to withdrawal and stop attending will receive a ST grade.
    - ◊ In order to receive an “X” (Extended Incomplete) or an “I” (Temporary Incomplete) grade, the student must be making satisfactory progress.
- Student Code of Conduct
- Academic Dishonesty/Plagiarism and Civility
  - ◊ Any one of the following acts constitutes academic dishonesty: cheating, fabrication or other misconduct in research, plagiarism, and facilitating academic dishonesty.
- Use of Communication and Information Technology

### Student Success Services

[www.rcbc.edu/student-services](http://www.rcbc.edu/student-services)

RCBC offers a variety of free services for its students including those listed below. Descriptions of these services, as well as many others, can be found in the College Catalog and Handbook and on the RCBC website at [www.rcbc.edu/publications](http://www.rcbc.edu/publications).

Academic Advisement (<http://www.rcbc.edu/advising>)

- The Office of Academic Advising helps students with the selection of academic majors, placement testing information, general programmatic questions, as well as assistance with WebAdvisor, academic amnesty, student-instructor advocacy, and the like. Academic advising is available through walk-in sessions, appointments and e-advising.

Career Services (<http://www.rcbc.edu/careers>)

- RCBC's Career Services Center provides a full range of free career resources and assistance to students and alumni. Career Services has an online job board with on and off campus positions as well as internships. Make an appointment to receive assistance with resume and cover letter writing or preparing for an interview. Student can also take a career assessment and meet with a career counselor to identify a career path and choose a major.

Educational Opportunity Fund (EOF) (<http://www.rcbc.edu/eof>)

- The EOF Program is dedicated to providing access to higher education for students who have the potential and demonstrated motivation to succeed in college, but who have not been able to realize their potential because of their economic background. The program is comprehensive in its approach and ensures student success by providing financial assistance and special support services.

Financial Aid ([www.rcbc.edu/financialaid](http://www.rcbc.edu/financialaid))

- RCBC has a comprehensive financial aid program that includes scholarships, grants, loans and work-study opportunities to assist students in meeting college costs.

International Students Office (<http://www.rcbc.edu/international>)

- o The International Office oversees compliance and responsibility of financial support, academic progress and immigration status with the United States Citizenship and Immigration Service (USCIS). The International Office provides academic advising and cross cultural services as well as acts as the USCIS liaison. The office also provide programs and activities for international and foreign-born students to help provide a comfortable cultural adjustment period.

Library/Integrated Learning Resource Center (ILRC) (<http://www.rcbc.edu/library>)

- o The Integrated Learning Resource Center, located on the Pemberton campus, and the Library located on the Mount Laurel campus, offer a variety of resources to academically support our students. Both libraries are staffed with professionals ready to assist students with their research both on and off campus.

Office of Veteran Services (<http://www.rcbc.edu/vets>)

- o The Military Education and Veteran Services Department at RCBC offers assistance to military-affiliated students. While primary emphasis is placed on education, information and assistance is also provided to students and community residents for veteran, military and military-dependent educational benefits.

Student Support Counseling (<http://www.rcbc.edu/cpit>)

- o RCBC recognizes that attending college, paired with life circumstances, can be stressful and overwhelming at times. Student Support Counseling is available to provide students with the support and referral services needed in order to become productive members of the college community. Counseling services are confidential and free of charge to currently enrolled students.

Test Center (<http://www.rcbc.edu/testcenter>)

- o The RCBC Test Center provides testing services to the college community. Test Centers are located on the Pemberton and Mt. Laurel campuses.

Transfer Services (<http://www.rcbc.edu/transfer>)

- o The Transfer Center assists students in developing academic plans for graduation from BCC and transfer to four-year colleges and universities. The College has formal transfer agreements with many schools throughout the region and across the country and these are designed to facilitate the transition from BCC to baccalaureate programs. Students interested in transferring to four-year schools need to start their planning as early as possible in their academic careers.

Tutoring Center (<http://www.rcbc.edu/tutoring>)

- o RCBC offers free tutoring in a variety of disciplines for all currently enrolled students. Appointments are scheduled at the mutual convenience of the student and tutor; and, all tutoring takes place in designated locations on college property.

### **Office of Student Support and Disability Services**

RCBC welcomes students with disabilities into the college's educational programs. Access to accommodations and support services for students with learning and other disabilities is facilitated by staff in the Office of Student Support (OSS). To receive accommodations, a student must contact the OSS, self-identify as having a disability, provide appropriate documentation, and participate in an intake appointment. If the documentation supports the request for reasonable accommodations, the OSS will provide the student with an Accommodation Plan to give to instructors. For additional information, please contact the Office of Student Support at 609-894-9311, ext. 1208, [disabilityservices@bcc.edu](mailto:disabilityservices@bcc.edu), or <http://www.rcbc.edu/studentssupport>.

## General Paper Guidelines

All assignments should have an APA title page that includes your name, the instructor's name, the course number and section, date and a title. Papers should use 12 point, normal font with one-inch margins.

It should include an APA reference page and citations within the paper.

**APA format is required.** Your English 101 handbook gives detailed information on reference pages and proper citation. On the Internet, the sites, <http://owl.english.purdue.edu/Files/34.html> and <http://www.psychwww.com/resource/apacrib.htm>, have very helpful documents that are easy to read and understand. You can also find resources on my website.

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

**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

## Application Paper

In this paper, utilizing concepts, theories, and/or research from this course, you will analyze behavior from a full-length film. You should look for a film that has a lot of depth in illustrating social psychological concepts. You must apply a minimum of **four (4)** concepts, theories and/research within this paper. This paper will be approximately **4 to 5 pages** long. Your book is the only required source.

### **Introduction/Abstract**

In the first paragraph or two, provide the reader with a description of what the paper will cover in an organized concise fashion.

### **Body**

You need to apply a minimum of **four (4)** concepts, theories and/or research to the behaviors in the film you selected. These applications must clearly describe the behavior, the concept, theory, and/or research, and how it applies to the behavior. This section should be organized and informative. Be sure to cite all information from the movie and all concepts, theories and research. The only information that is not cited is your application. Make sure you understand and use proper citation procedures. **Plagiarism is a serious offense.**

### **Conclusion**

Provide a conclusion that is an interesting and informative analysis of your paper.

### **Reference page**

List your sources in appropriate APA format.

The grade will be determined by the following rubric:

Complete and Informative Description of Behavior	_____/ 10
Detailed Application of Concepts, Theories, and/or Research	_____/ 20
APA Format (Title Page & Citations)	_____/ 10
Spelling/Grammar/Clarity	_____/ 10
Total	_____/ 50

## Research Article Analysis

In this assignment, you will be comparing a classic Social Psychology research study with a current research study that looks at the same concepts. You will be choosing ONE (1) of the following classics and finding ONE (1) current article.

The classics articles are:

- Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *The Journal of Abnormal and Social Psychology*, 58(2), 203.
- Loftus, E. F., & Palmer, J. C. (1974). Reconstruction of automobile destruction: An example of the interaction between language and memory. *Journal of verbal learning and verbal behavior*, 13(5), 585-589.
- Milgram, S. (1963). Behavioral study of obedience. *The Journal of Abnormal and Social Psychology*, 67(4), 371.
- Rosenthal, R., SL Jacobson, L. (1966). Teachers' expectancies: Determinates of pupils' IQ gains. *Psychological Reports*, 19, 115-118.

Using professional, psychological journals (e.g., *Journal of Personality and Social Psychology*, *Journal of Social Psychology*, etc), find a current article which directly to one of these articles. The article must be a research article, which means that it is describing a research study and it must be a current study (within the last 10 years) that is evaluating the same topic/concept as one of the classics. It cannot be evaluating the original study. (If the article is not related, the paper will not be graded.)

1. The paper will show a clear and detailed comparison of the two studies focusing on
  - The hypotheses/research questions
  - The methods, including participants, variables and operational definitions, and procedures
  - The results
  
2. This paper should be three to four pages describing and comparing/contrasting each of the previous areas of the studies and include a thoughtful and informed conclusion about what these two studies suggest about this concept. You must attach the current article when submitting assignment.

The grade will be determined by the following rubric:

Accurate Description of Research	_____/ 10
Detailed and Informed Comparison	_____/ 20
APA Format (Title Page & Citations)	_____/ 10
Spelling/Grammar/Clarity	_____/ 10
Total	_____/ 50

## Course Expectations

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). Attendance does not mean just showing up; it is expected that you will take an active part in class discussion and exercises. It is assumed that you have registered for this course because you have time to dedicate to learning and attending the course. If other obligations will prevent you from attending the lectures and taking advantage of these opportunities then it may be best to retake this class when you have the time to dedicate to this course.
- Do not disrupt class activities (i.e. electronic devices, conversations with classmates, etc.). Students in this class have paid for the opportunity to learn. It is your choice whether you take advantage of this opportunity, but it is unacceptable if affect others' ability to learn. If you continue to disrupt the class, you will be asked to leave.
- Communicate with instructor about concerns or problems in a timely fashion. Issues may come up at any time during the semester; I can provide many possible solutions, but only if I know about your concerns/ issues.
- Be aware that acts of cheating, lying, and/or plagiarizing will not be tolerated. All students are expected to maintain the highest standards of academic integrity. There will be *no* explanations accepted for plagiarism, cheating, presenting false information, or any other acts which suggest a student has not fulfilled their academic responsibilities in this course. Anyone involved in any act of plagiarism, cheating on exams or course assignments, or having an electronic device out during an exam, will minimally receive a failing grade on that assignment/exam, and may also receive a failing grade for the course, or be suspended or expelled from the college.
- Treat classmates and instructor with respect and civility, and adhere to BCC's Code of Conduct and Civility Code as stated in Student Code. All people, viewpoints, and opinions are welcome in this course, and so it is important for everyone to express their views and opinions in a respectful and non-judgmental manner.

### 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.

## **Social Psychology - Psy 259** **Course Outline**

### **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 20<sup>th</sup> 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 cannot 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
    - 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)
    - 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
  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
    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
    - 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?
  - 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
    - 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
    - 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. 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
  - 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