

Social Psychology

Social Psychology

Krista Lambert

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Introduction

[\[Editable Syllabus in Google Docs\]](#)

Welcome to Social Psychology

Course Description

The aim of this course is to provide an understanding of the psychological processes that occur in social contexts and social interactions, and the application of these processes to our current social world. The topics will include power of social contexts, attitudes, social cognition, interpersonal attraction, intimate relationships, prejudice, helping behavior, aggression. The course activities and assignments are designed to enhance the skill of applying learning to day-to-day world.

Learning Modules

[Module 1: Social Influence](#)

Module 2: Social Cognition

Module 3: The Self

Module 4: Attitudes and Persuasion

Module 5: Prejudice

Module 6: Interpersonal Attraction

Module 7: Helping Behaviour

Module 8: Aggression

Final Project Guide

Learning Outcomes

1. Examine critically and explain the influence of social context
2. Understand the various concepts, theories, findings and issues in the field of social psychology
3. Apply the various concepts, theories, findings and issues of social psychology to describe and explain aspects of their own lives, the lives of others and events in the broader social/cultural environment

4. Recognize practical applications of concepts, theories and findings to social psychological problems
5. Critically examine the process of social influence including persuasion, conformity, obedience

| Learning outcomes | Alignment of Course Tasks |
|--------------------------|--|
| 1 | Modules 1-8, Weekly Discussion, Assignments |
| 2 | Modules 1-8, Weekly Discussion, Assignments, Critical Thinking Questions, Videos |
| 3 | Assignments, Critical Thinking Questions, Final Project |
| 4 | Final Project, Quizzes |
| 5 | Module 1 |

Evaluation

- Two Tests **(25% & 25%)**
Multiple-choice & Short Essay
- Eight Assignments **(30%)**
Six best counted towards final grades (5% each)
- Class Discussions **(5%)**
Participation & Summary Submission
- Final Project **(15%)**

Open Textbook

Jhangiani, R., H. Tarry, and Stagnor, C. (2019). *Principles of Social Psychology – 1st International Edition*. Victoria, B.C.: BCcampus. Retrieved from <https://open.bccampus.ca/browse-our-collection/find-open-textbooks/?uuid=66c0cf64-c485-442c-8183-de75151f13f5&contributor=&keyword=&subject=CC BY NC-SA-4.0>

Module 1: Social Influence

Instructor Notes

This module focuses on the social influence that leads individuals, sometimes against their will, to adopt and adhere to the opinions and behaviours of others. We will consider both conformity and leadership. We'll look at the potential benefits of conforming to others but also consider the costs of doing so. And we will also consider which people are most likely to conform.

This week contains a number of “Major Points” with Powerpoint slides and videos to support the topics. This chapter contains an abundance of content. As an instructor, you will want to choose just 1 or 2 videos and perhaps just a few of the “Major Points” to cover and meet the learning outcomes of your course.

Adapted from [Principles of Social Psychology – 1st International Edition](#) by Dr. Rajiv Jhangiani and Dr. Hammond Tarry which is licensed under a [Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License](#).

Readings

[Chapter 6: Influencing and Conforming](#) in [Principles of Social Psychology – 1st International Edition](#).

Teaching Materials

- [Major Points](#)
- PowerPoint Presentation [\[insert link to PPT\]](#)
- [Selected video presentations](#) (choose 1 or 2)
- Class Discussion

Student Tasks

- [Online Discussion forum](#)
- [Assignment: Conformity](#)
- Chapter Quiz ([Available upon request](#))

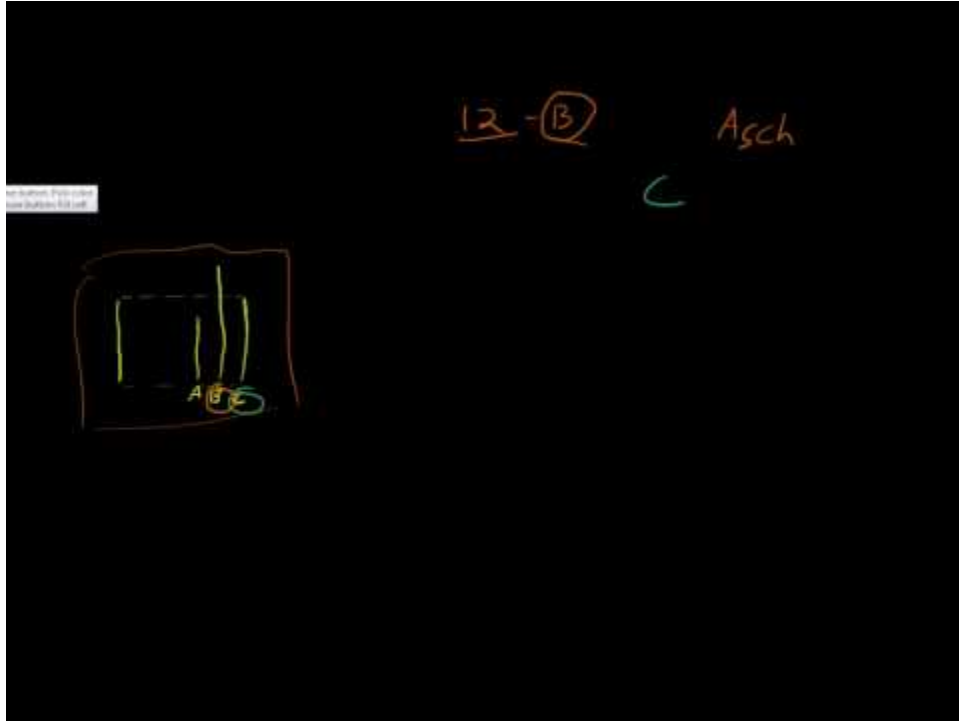
Major Points

1. Power of the social situation
2. Mere presence of others
 - a. Social facilitation
 - b. Social inhibition
 - c. Social loafing
 - d. Bystander effect
3. Deindividuation
 - a. Zimbardo's Stanford Prison Experiment
 - b. Anonymity and decreased awareness
4. Conformity: Social norms
 - a. Asch's Line Experiment
 - b. Minority influence
 - c. Situational determinants of conformity
 - d. Normative and Informational pressure
5. Persuasion
 - a. Cialdini's Research
 - b. Source, Message, Audience
 - c. Central and Peripheral routes of persuasion
6. Obedience
 - a. Milgram's "shocking" experiment
 - b. Factors determining level of obedience

Videos

YouTube

[Asch's Conformity Study](#) (4 min, 23 Sec)



A YouTube element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.bccampus.ca/psych2330/?p=5>

[The Stanford Prison Experiment](#) (13 min, 40 sec)



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[Milgram Obedience Study](#) (9 min, 53 sec)



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[Major Experiments in Social psychology](#) (14 min, 07 Sec)



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<https://pressbooks.bccampus.ca/psych2330/?p=5>

National Film Board of Canada

The following video, [Captive Minds: Hypnosis and Beyond](#) is available to educators. Create your [CAMPUS](#) account to generate a link to the National Film Board of Canada. The video is also embedded below on this page.



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Ted Talks

Phillip Zimbardo: [The Psychology of Evil](#) (22 min, 58 sec)



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Nicholas Christakis: [The Hidden Influence of Social Networks](#) (17 min, 59 sec)



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Discussion

Discussion

- Watch the TED Talk “The hidden influence of social network”. The speaker gives several examples of human traits which are affected by the social networks; e.g., obesity, happiness. https://www.ted.com/talks/nicholas_christakis_the_hidden_influence_of_social_networks
 1. Think of an attribute you believe is least affected by our social network.
 2. Post this on Discussion Forum providing your reasons why you believe it is the least affected trait
 3. Respond to TWO other posts indicating if you agree or disagree and why.

Assignment

Assignment: Conformity

- Think of two examples in your life when you conformed– went along- with the false majority, knowing fully well that you really did not want to. Integrating past psychological experiments and theories, briefly outline psychological factors that may explain why you conformed.

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- [The Stanford Prison Experiment](#) by [GoodpixelProductions](#) is licensed under a [CC BY 3.0 License](#).
- [Milgram Obedience Study](#) by [Iqbal Baryar](#) is licensed under a [CC BY 3.0 License](#).
- [Major Experiments in Social psychology](#) by [Learn Some](#) is licensed under a [CC BY 3.0 License](#).
- ['Captive Minds: Hypnosis and Beyond'](#), ['Pierre' 'Lasry'](#), [provided by the National Film Board of Canada](#) is available for [non-commercial use and classes under 150 participants](#).
- Phillip Zimbardo: [The Psychology of Evil](#) is licensed under a [CC BY-NC-ND 4.0 International License](#).
- Nicholas Christakis: [The Hidden Influence of Social Networks](#) is licensed under a [CC BY-NC-ND 4.0 International License](#).

Module 2: Social Cognition

Instructor Notes

[In this module, our focus will be on social cognition—cognition that relates to social activities and that helps us understand and predict the behavior of ourselves and others (Fiske & Taylor, 2007; Macrae & Quadflieg, 2010). A fundamental part of social cognition involves learning, the relatively permanent change in knowledge that is acquired through experience. As we investigate the role of cognition in everyday life, we will consider the ways that people use their cognitive abilities to make good decisions and to inform their behavior in a useful and accurate way. We will also consider the potential for mistakes and biases in human judgment.

This week contains a number of “Major Points” with Powerpoint slides and videos to support the topics. This chapter contains an abundance of content. As an instructor, you will want to choose just 1 or 2 videos and perhaps just a few of the “Major Points”. To learn more about the content of each of the videos.]

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Readings

[Chapter 2: Social Cognition](#) in [Principles of Social Psychology – 1st International Edition](#).

Teaching Materials

- [Major Points](#)
- PowerPoint Presentation
- [Selected video presentations](#) (choose 1 or 2)
- Class Discussion

Student Tasks

- [Online Discussion Forum](#)
- [Assignment: Cognitive Biases](#)
- Chapter Quiz ([Available upon request](#))

Major Points

1. Judgement of Others
 - a. Attribution theory
 - b. Internal and external attributions
 - c. Fundamental Attribution Error (FAE)
2. Cognitive Dissonance
 - a. Festinger and Carlsmith \$20 Experiment
 - b. Reducing dissonance
 - c. Self-fulfilling prophecy
3. Cognitive Schema
 - a. Assimilation, Accommodation
 - b. Schema salience
 - c. Counterfactual thinking
 - d. Culture and Indigenous Perspective
4. Cognitive Biases
 - a. Availability Bias
 - b. False consensus Bias
 - c. False Uniqueness Bias
 - d. Confirmation Bias
 - e. Optimistic Bias
 - f. Self-serving Bias
5. Cognitive Reappraisal
 1. Self-regulation
 2. The Marshmallow Experiment
 3. Self-efficacy
6. Cognition & Affect
 - a. Primacy of cognition or emotion?
 - b. Interaction

Videos

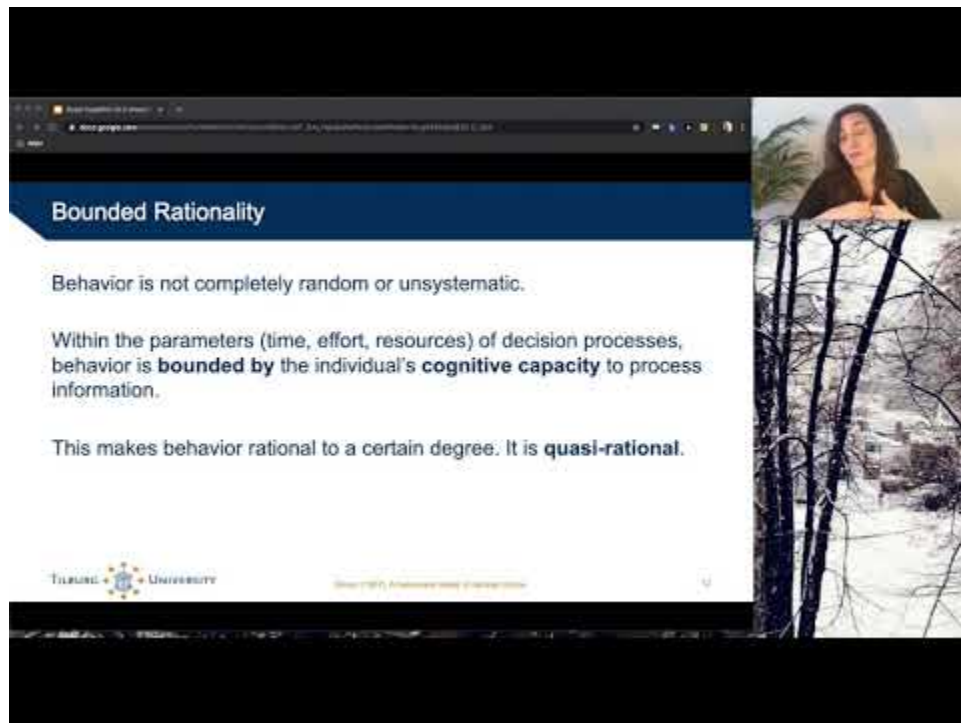
YouTube

[Social Cognition](#) (3 min, 33 sec)



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<https://pressbooks.bccampus.ca/psych2330/?p=58>

[Social Cognition 3 Heuristics & Biases 1](#) (20 min, 45 sec)

The image shows a screenshot of a video lecture. On the left, a slide titled "Bounded Rationality" is displayed. The slide text reads: "Behavior is not completely random or unsystematic.", "Within the parameters (time, effort, resources) of decision processes, behavior is **bounded by** the individual's **cognitive capacity** to process information.", and "This makes behavior rational to a certain degree. It is **quasi-rational**." The slide also features the "TILBURG UNIVERSITY" logo and the text "Faculty of Business Administration and Economics". On the right side of the video frame, a woman is visible in a video call window, and a background image of a snowy winter scene with trees is shown.

A YouTube element has been excluded from this version of the text. You can view it online here:
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[UQx PSYC1030.1x 1-4-1 Attribution Theory](#) (4 min, 2 sec)



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Ted Talks

Tali Sharot: [The Optimism Bias](#) (17 min, 25 sec)



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Cortney Warren: [Honest Liars- The Psychology of Self-deception](#) (13 min, 47 sec)



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Discussion

Discussion

Given that people do not always tell the truth, what cognitive strategies might work best to separate truth from lies when you hear it?

1. Use psychological terms and explanations to support your post

2. Respond to two other posts indicating if you agree or disagree and why

Assignment

Assignment: Cognitive Biases

1. Describe three cognitive biases and provide an example of each from your own.
2. Identify these biases in Social Media posts (e.g., Tweets by a politician or a social influencer).

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- [UQx PSYC1030.1x 1-4-1 Attribution Theory](#) by [UQ PSYC1030x Intro to Dev'l, Soc & Clin Psychology](#) is licensed under a [CC BY 3.0 License](#).
- [Cognitive Dissonance Theory: A Crash Course](#) by [Andy Luttrell](#) is licensed under a [CC BY 3.0 License](#).
- Tali Sharot: [The Optimism Bias](#) is licensed under a [CC BY-NC-ND 4.0 International License](#).
- Cortney Warren: [Honest Liars- The Psychology of Self-deception](#) is licensed under a [CC BY-NC-ND 4.0 International License](#).

Module 3: The Self

Instructor Notes

In this module, we will first consider the cognitive aspects of the self, including the self-concept (the thoughts that we hold about ourselves) and self-awareness (the extent to which we are currently fixing our attention on our own self-concept). Then we will move on to the role of affect, focusing on concepts including self-esteem (the positive or negative feelings that we have about ourselves) and the many ways that we try to gain positive self-esteem. Finally, we will consider the social aspects of the self, including how we present ourselves to others in order to portray a positive self-image, as well as the many ways that our thoughts and feelings about ourselves are determined by our relationships with others.

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Readings

[Chapter 3: The Self](#) in [Principles of Social Psychology – 1st International Edition](#).

Teaching Materials

- [Major Points](#)
- PowerPoint Presentation [\[insert link to PPT\]](#)
- [Selected video presentations](#) (choose 1 or 2)
- Class Discussion

Student Tasks

- [Online Discussion forum](#)
- [Assignment: Self: Private & Public](#)
- Chapter Quiz ([Available upon request](#))

Major points

1. Beliefs about self and the world
 - a. The Cognitive Self
 - b. The Feeling self
 - c. iii) The social self
2. William James (1890-1910)
 - a. Self as the Knower “I”
 - b. Self as the Known “Me”
 - Physical self, Social self, Spiritual self
3. Cooley (1902) & Mead (1934)
 - a. “The Looking Glass self”
 - b. The reflected appraisals of the self
 - c. Sources of inaccuracy of self-images
4. Self-knowledge, Self-Schema
 - a. Self-complexity
 - b. Self-labelling
 - c. Social identity theory
 - d. Self-discrepancy theory
5. The Self and Social Behavior
 - a. Self Presentations: Private and Public self
 - b. Self-monitoring
 - c. Self-affirmation
6. Culture & Self
 - a. The individualistic and the Collectivist self
 - b. The Indigenous self and Forced Assimilation

Videos

YouTube

[Self and Other: A philosophical discussion in social psychology](#) (30 min, 9 sec)



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<https://pressbooks.bccampus.ca/psych2330/?p=68>



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Ted Talks

[Selfies and seeing ourselves-One artist's look in the mirror](#) (2 min, 54 sec)



An interactive or media element has been excluded from this version of the text. You can view it online here: <https://pressbooks.bccampus.ca/psych2330/?p=68>

[A celebration of natural hair](#) (13 min, 44 sec)

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Discussion

Discussion

1. Watch the TED Talk “A celebration of natural hair” which focused on the Black people’s hair. https://www.ted.com/talks/cheyenne_cochrane_a_celebration_of_natural_hair
2. Think of a physical characteristic you believe is at the core of one’s sense of self that you believe one should not try to change.
3. Post this on Discussion Forum providing your reasons why you believe this “physical self” is critical in shaping one’s sense of self and how it may affect one’s social interactions.
4. Respond to TWO other posts indicating if you agree or disagree and why.

Assignment

Assignment: Self: Private & Public

Our “Public Self” is manifested in our attempts to present ourselves in social contexts in a variety of ways. We sometimes present ourselves as we believe what we really are and sometimes we present ourselves in somewhat deceptive ways to impress people. Regardless, they serve our sense of self allowing us to think well about ourselves. These self-presentations are highly visible in the posting of one’s “selfie” in the social media such as facebook, twitter, website et.

1. Provide your views (200 words) on what Selfies do to the individual’s sense of self
2. What motivates individuals to post Selfies? How do they help or hurt one’s self-esteem? Are these mostly “true” about the individuals who post them or are they mostly deceptive? Do Selfies affect/change one’s self-cognitions?
3. You may write your viewpoint in general OR you may use an example of a Selfie you may have posted of yourself or of a celebrity and provide your views specific to this Selfie.

Media Attributions

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- [Self concept, Self identity, and Social identity | Individuals and Society | Khan Academy](#) by [khanacademymedicine](#) is licensed under a [Standard YouTube license](#).
- Christina Balch: [Selfies and seeing ourselves-One artist’s look in the mirror](#) is licensed under a [CC BY-NC-ND 4.0 International License](#).
- Cheyenne Cochrane: [A celebration of natural hair](#) is licensed under a [CC BY-NC-ND 4.0 International License](#).

Module 4: Attitudes and Persuasion

Instructor Notes

In this module, we will begin our discussion by looking at how attitudes are defined by the ABCs of social psychology—*affect*, *behavior*, and *cognition*—noting that some attitudes are more affective in nature, some more cognitive in nature, and some more behavioral in nature. We will see that attitudes vary in terms of their strength such that some attitudes are stronger and some are weaker. And we will see that the strength of our attitudes is one of the determinants of when our attitudes successfully predict our behaviors.

Then we will explore how attitudes can be created and changed—the basic stuff of persuasion, advertising, and marketing. We will look at which types of *communicators* can deliver the most effective *messages* to which types of *message recipients*. And we will see that the same message can be more effective for different people in different social situations. We will see that persuasive messages may be processed either *automatically* (i.e., in a rather cursory or superficial way) or *thoughtfully* (with a greater focus on the argument presented) and that the amount and persistence of persuasion will vary on the processing route that we use. Most generally, we will see that persuasion is effective when the communication resonates with the message recipient’s motivations, desires, and goals (Kruglanski & Stroebe, 2005).

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Readings

[Chapter 4: Attitudes, Behaviour and Persuasion](#) in [Principles of Social Psychology – 1st International Edition](#).

Teaching Materials

- [Major Points](#)
- PowerPoint Presentation [insert link to PPT]
- [Selected video presentations](#) (choose 1 or 2)
- Class Discussion

Student Tasks

- [Online Discussion forum](#)
- [Assignment: Commercials](#)
- Chapter Quiz ([Available upon request](#))

Major Points

1. Attitudes and Behavior
 - a. Attitude strength
 - b. Attitude consistency
 - c. Theory of planned behavior
 - d. Sleeper effect
2. Two routes of persuasion
 - a. Central route
 - b. Peripheral route
3. Persuasion appeal
 - a. Source, Message, Audience
 - b. Foot-in-the-door technique
 - c. Door-in-the-face technique
4. Resisting persuasion
 - a. Forewarning
 - b. Inoculation
 - c. Psychological reactance
 - d. Self-perception

Videos

YouTube

[6 Highly Effective Principles to Improve Your Email Outreach \(2020\) | Email Marketing Tips](#) (15 min, 48 Sec)



A YouTube element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.bccampus.ca/psych2330/?p=82>

[UQx PSYC1020.1x 3-3-4 Experimental Evidence for low balling](#) (1 min, 46 sec)



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Ted Talks

[Lessons in Propaganda: Slavko Martinov at TEDxChristchurch](#) (17 min, 32 Sec)



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[The Power of Influence |Shawn King |TEDxDalhousieU](#) (16 min, 39 Sec)



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[How you can change someone's mind? \(hint: facts aren't always enough\)-Hugo Mercier \(4 min, 39 sec\)](#)



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Discussion

Discussion

Does playing video games affect one's social life and interpersonal behavior? Give reasons.

- Respond to two posts which disagree with your view providing counter reasons.

Assignment

Assignment:Commercials

<VIDEO HAS BEEN DELETED>

Watch the video “Top 10 Famous Funny Car Commercials” (10 min, 55 Sec) <https://www.youtube.com/watch?v=MHJWQGdfgQ>

Choose two of these. Describe and analyze each advertisement separately. Include the following analyses:

1. Characteristics of the primary person/event/scene (gender, age, family/social/office setting, mountains etc.)
2. Type of the *persuasive strategy*
 - Central or Peripheral Route of persuasion
 - Specific technic; e.g., Foot-in-the Door, Low Balling
3. Examine the *Source, Message, & Targeted Audience*
 - Source: e.g., Sports star, Scientist
 - Message: e.g., Logic or Emotion (“Central” or “Peripheral”)
 - Targeted Audience: e.g., New mothers
4. Subtle/Indirect/Hidden messages about values and what is appropriate, attractive, desirable
 - *Social stereotypes*; e.g. a “good woman” is the one who does the laundry, cooks, and cleans
 - *Values*; e.g., happiness is being young, attractive, wearing expensive designer clothes, drinking beer while sailing
5. Concluding remarks on the influence of these messages on our thoughts, feelings and behaviour

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Module 5: Prejudice

Instructor Notes

In this module, we will look at how contemporary increases in globalization and immigration are leading to more culturally diverse populations in many countries. These changes will create many benefits for society and for the individuals within it. Gender, cultural, sexual orientation, and ethnic diversity can improve creativity and group performance, facilitate new ways of looking at problems, and allow multiple viewpoints on decisions (Cunningham, 2011; Mannix & Neale, 2005; van Knippenberg & Schippers, 2007). On the other hand, as we have seen in many places in this course, perceived similarity is an extremely important determinant of liking. Members of culturally diverse groups may be less attracted to each other than are members of more homogeneous groups, may have more difficulty communicating with each other, and in some cases may actively dislike and even engage in aggressive behavior toward each other.

The principles of social psychology, including the ABCs—affect, behavior, and cognition—apply to the study of stereotyping, prejudice, and discrimination, and social psychologists have expended substantial research efforts studying these concepts.

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Readings

[Chapter 11: Stereotypes, Prejudice and Discrimination](#) in [Principles of Social Psychology – 1st International Edition](#).

Teaching Materials

- [Major Points](#)
- PowerPoint Presentation [insert link to PPT]
- [Selected video presentations](#) (choose 1 or 2)
- Class Discussion

Student Tasks

- [Online Discussion forum](#)

- [Assignment: Implicit Bias \(IAT\)](#)
- Chapter Quiz ([Available upon request](#))

Major Points

1. Stereotypes, Prejudice, Discrimination
 - a. Cognition
 - b. Affect
 - c. Behavior
2. Social Stereotypes
 - a. Cognitive Biases
 - b. Outgroup homogeneity effect
 - c. Ingroup favoritism
 - d. Ultimate Attribution error
 - e. Stereotype threat
3. Prejudice
 - a. IAT and Bogus Pipeline method
 - b. Authoritarianism
 - c. Social Dominance Orientation (SDO)
 - d. Self-concern
4. Discrimination
 - a. Institutionalized
 - “Sixties Scoop” Residential Schools in Canada
 - b. Socio-economic
 - c. Blatant acts
 - d. Non-verbal (subtle)
5. Reducing Discrimination
 - a. Change social norms
 - b. Contact hypothesis
 - c. Jigsaw classroom
 - d. Superordinate goals
 - e. Common ingroup identity

Videos

YouTube

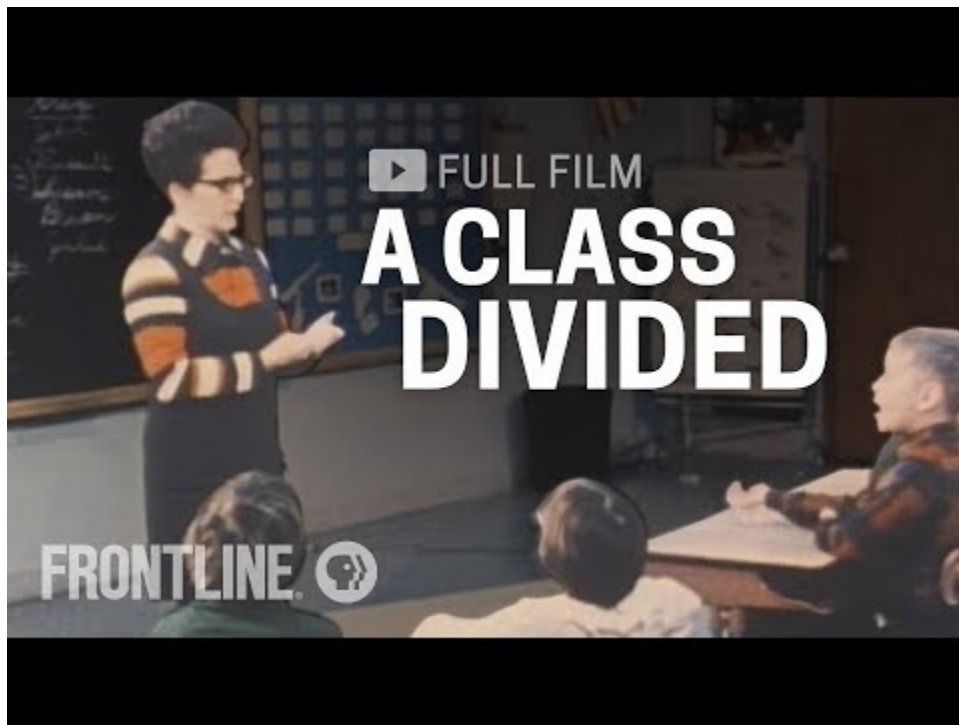
[Black Lives Matter | Blue Eyes Brown Eyes | Jane Elliott](#) (6 min, 49 sec)



A YouTube element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.bccampus.ca/psych2330/?p=91>

[A Class Divided](#): Full video (53 min)

Also available FRONTLINE (PBS) on line streaming: <http://to.pbs.org/hxRvQP>



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<https://pressbooks.bccampus.ca/psych2330/?p=91>

[UQx PSYC1030.1x 5-1-2 Part A: The Three Components of Prejudice](#) (2 min, 38 sec)



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<https://pressbooks.bccampus.ca/psych2330/?p=91>

[We Took the Implicit Bias Test](#) (9 min, 25 Sec)



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<https://pressbooks.bccampus.ca/psych2330/?p=91>

Ted Talks

[Implicit Bias, Stereotype Threat and Higher Ed](#) (11 min, 15 sec)



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[What does my headscarf mean to you?](#) (13 min, 53 sec)



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Discussion

Discussion

Fishing Dispute in Nova Scotia

The Supreme Court of Canada in 1999 ruled that the Indigenous bands in Eastern Canada had the right to fish and sell them when and where they wanted without requiring a license. This legal decision was based on the Peace and Friendship Treaties dating back to 1760.

Since then, tensions have flared up between the local non-Indigenous fishers and the Indigenous fishers over fishing rights in Nova Scotia over lobster fishing. In Oct 2020, this tension resulted in property damages and violent fights between the two groups.

- Scan the internet including social media sites for news and views about this event
- If you had the authority to make a decision to resolve this conflict, what would that be? Post this decision along with logical and scholarly arguments
- Respond to two posts which take the view opposite to yours.

Assignment

Assignment: Implicit Bias (IAT)

1. Go to the website: <https://implicit.harvard.edu/implicit/canada/>
2. Click at the bottom blue “Go to the Demonstration Tests”
3. Under Preliminary Information, click on “I wish to proceed” (bottom right, in blue)
4. Select one category for practice test (e.g., “Gender & Science IAT”).\
 - For the assignment, take ANY TWO of the remaining tests: (You are encouraged to take more than two tests) Write a brief report on ONE of the two tests you took (about 500 words). Include the following making separate paragraphs:
 - Do you believe your results were accurate? Why or why not?
 - Regardless of the test results, do you think that you have hidden biases as demonstrated by your IAT results? (If all IAT results showed no bias, then think of a bias you may have against any other category of people)
 - What psychological explanations you may have for these biases? How might you have acquired these biases?
 - What would you do to overcome these biases?

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Module 6: Interpersonal Attraction

Instructor Notes

In prior modules, we have already begun to talk about some of the ways that we think about and interact with the people in our social worlds. A lot of these areas of research, though, have explored our cognition and behaviors regarding other people in general, rather than specific people we are close to. In this chapter, we will turn our attention to our significant others and explore social psychological contributions to our understanding of close relationships.

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Readings

[Chapter 7: Liking and Loving](#) in [Principles of Social Psychology – 1st International Edition](#).

Teaching Materials

- [Major Points](#)
- PowerPoint Presentation [\[insert link to PPT\]](#)
- [Selected video presentations](#) (choose 1 or 2)
- Class Discussion

Student Tasks

- [Online Discussion forum](#)
- [Assignment: Relationships](#)
- Chapter Quiz ([Available upon request](#))

Major Points

1. Proximity
 - a. Interactions

- b. Availability
- c. Anticipated interactions
- d. Mere exposure effect

2. Physical attractiveness

- a. Symmetry of face and body
- b. Preference for average
- c. Variation across time and culture
- d. Culture and attractiveness

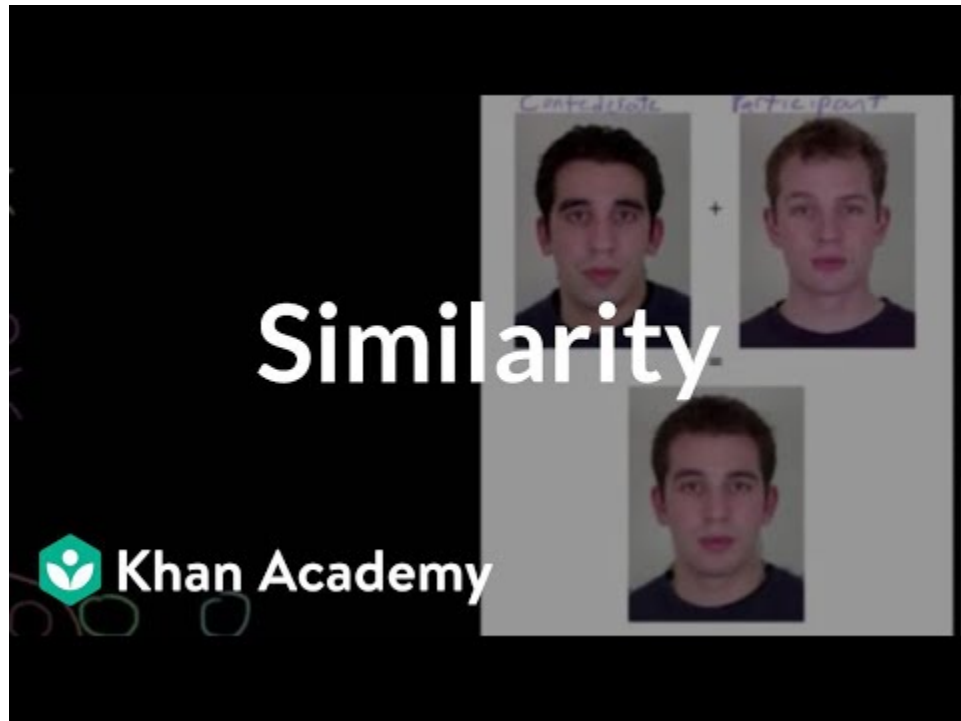
3. Gender and Attraction

- a. Evolutionary perspective
- b. Men's preference for women
- c. Women' preference for men
- d. Socio-cultural factors

Videos

YouTube

[Similarity](#) (3 min, 21 sec)



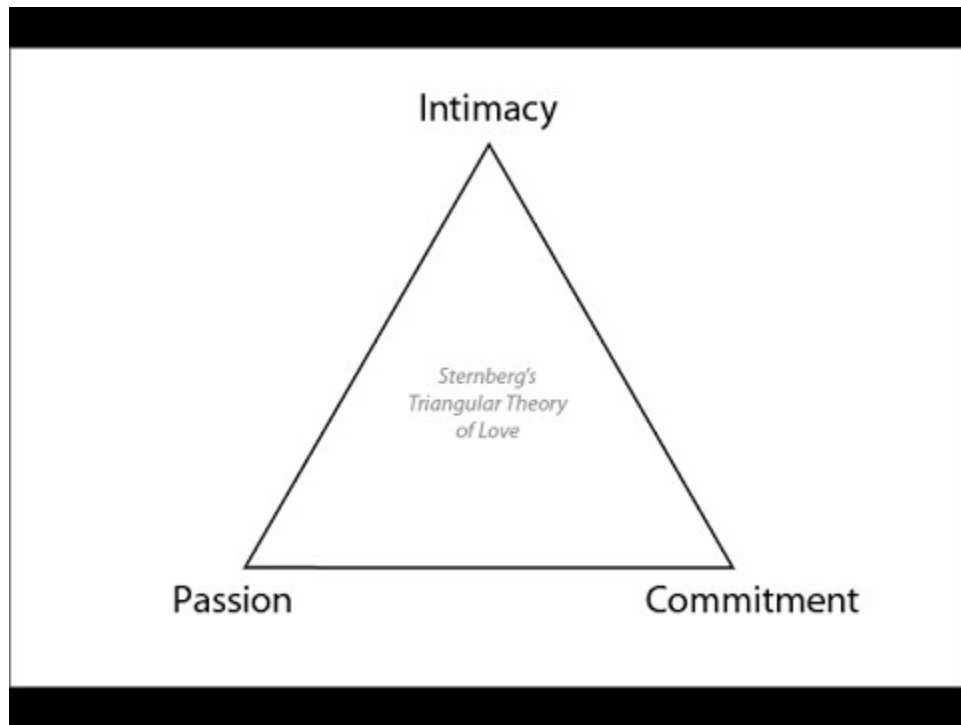
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[10 Psychological Facts About Love](#) (6 min, 37 sec)



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[Sternberg's Triangular Theory of Love](#) (4 min, 51 sec)



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Ted Talks

[The Science of Love | John Gottman | TEDxVeniceBeach](#) (27 min, 43sec)



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[The impact of divorce on children: Tamara D. Afifi TedxUCSB](#) (19 min, 32sec)



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[Finding love in arranged marriages | Omar Durrani | TEDxFIU](#) (14min, 8sec)



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<https://pressbooks.bccampus.ca/psych2330/?p=104>

Discussion

Discussion

Watch the video “**Finding love in arranged marriages**” <https://www.youtube.com/watch?v=-uazFBCDvVw>

1. Do you think that arranged marriage is a good system for finding life partners? Give your reasons using psychological explanations.
2. Respond to two posts which disagrees with your view.

Assignment

Assignment: Relationships

1. Describe three couples you know well:
 - a. One in a dating relationship for about 6 months
 - b. One in a long-term relationship for over 2 years
 - c. One who has been married for over 10 years
2. Describe their relationships and examine the similarities and differences among the partners in each couple.
3. Apply the Sternberg's triangular model of love to each couple and examine where in his model each couple may fit. Provide your reasons for this placement of each couple.

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Module 7: Helping Behaviour

Instructor Notes

In the fall of 2005, Hurricane Katrina hit the southern coast of the United States. The hurricane created billions of dollars in damage, destroyed a good part of the city of New Orleans and other southern towns, and caused the dislocation of thousands of people. The hurricane made news across the world, and the disaster was not ignored. Hundreds of thousands of people made financial contributions to help rebuild the cities and repair the lives that were devastated by the storm. During the first few months after the storm, thousands more people came from across the country, and even from around the world, to help clean up the mess and repair the damage that the storm had caused. Many of these volunteers had been to New Orleans, and some had families and friends there. Others came simply because they had heard about the disaster and wanted to help the people who were so profoundly affected by it.

When you hear about this type of behavior, you may wonder about its meaning for human nature. In this module, we will look at why people would sacrifice so much of themselves for others who cannot help them in return? Is helping part of the normal human experience, or are these acts unusual, unexpected, and rare? Who is most likely to help, who are we most likely to help, and under what social circumstances do we help or not help? And what biological, personal, social, and cultural factors influence helping?

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Readings

[Chapter 8: Helping and Altruism](#) in [Principles of Social Psychology – 1st International Edition](#).

Teaching Materials

- [Major Points](#)
- PowerPoint Presentation [\[insert link to PPT\]](#)
- [Selected video presentations](#) (choose 1 or 2)
- Class Discussion

Student Tasks

- [Online Discussion forum](#)
- [Assignment: Helping](#)
- Chapter Quiz ([Available upon request](#))

Major Points

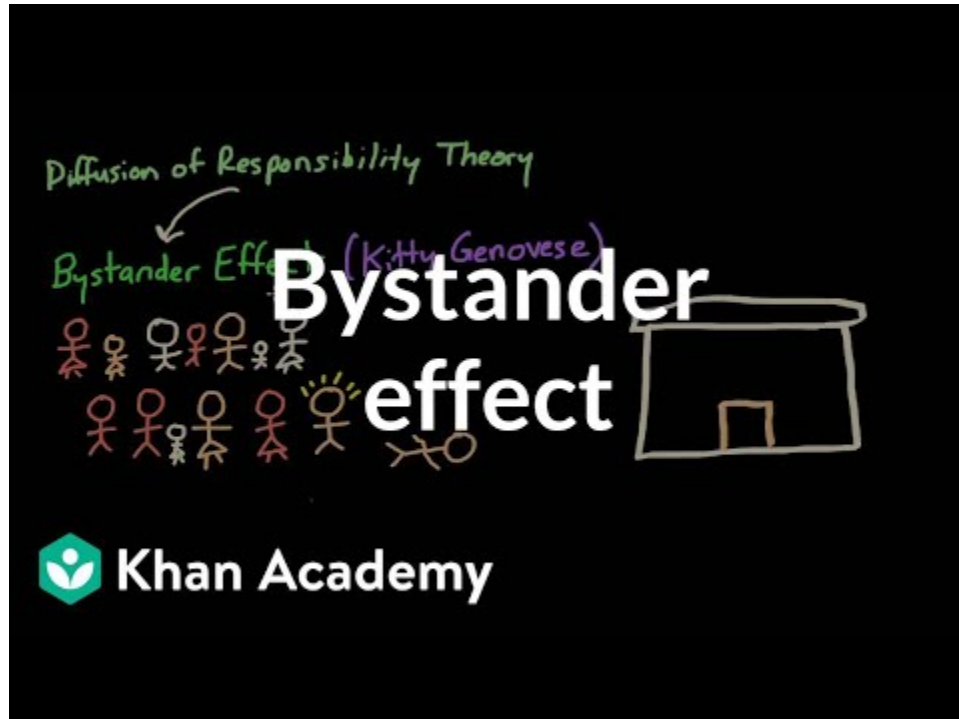
1. Prosocial Behavior
 - a. Definition
 - b. Altruism
2. Evolutionary Explanation
 - a. Survival of the individual genes
 - b. Survival of the species
 - c. Helping those who are genetically related
3. Social and cultural norms
 - a. Norm of reciprocity
 - b. Norm of social responsibility
 - c. Cultural norms: Self-concern/Other-concern-
 - d. Modeling helping behavior
4. Emotions
 - a. Positive mood
 - b. Guilt
 - c. Personal distress
 - d. Empathy
5. Bystander Effect
 - a. Latene and Darley's model of helping
 - b. Pluralistic ignorance
 - c. Diffusion of responsibility
 - d. Role of cultural norms
6. Personality variables
 - a. Altruistic personality
 - b. Religiosity: Internal, External, Quest-oriented
 - c. Gender Differences

- d. Belief-in-just-world
- 7. Increasing Helping
 - a. Rewarding and modeling
 - b. Highlight other-concern
 - c. Counter diffusion of responsibility

Videos

YouTube

[Bystander Effect](#) (7 min)




A YouTube element has been excluded from this version of the text. You can view it online here:
<https://pressbooks.bccampus.ca/psych2330/?p=107>

[Altruism & Kin Selection](#) (7 min, 20 sec)

Altruistic Behavior

- any behavior that reduces an individual animal's fitness but increases the fitness of other individuals in the population

ex:




Meerkats

- post one or more sentries
- stand guard while others forage or play
- Sentries alarm by barking

Inclusive Fitness

Fitness through producing offspring and providing aid that allows relative to spread shared genes

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[The Greatest Philanthropist the World](#) (13 min, 27 sec)



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<https://pressbooks.bccampus.ca/psych2330/?p=107>

[KPU-Science World Speaker Series: Rajiv Jhangiani-The Psychology of Good and Evil](#) (1 hr, 20 min, 08 Sec)



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Ted Talks

[Why some people are more altruistic than others](#) (12 min, 14 sec)



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[Helping others makes us happier- but it matters how we do it](#) (14 min, 21 sec)



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Discussion

Discussion

Is it possible to build personal wealth while helping those who are economically disadvantaged? Give reasons for your response.

Assignment

Assignment: Helping

- Think of a situation where you went out of your way to be helpful to someone you did not know very well. What was your motivation?
- Think of a situation where you could have helped someone but decided not to. What were your reasons for not helping?

- In general, examine when you are most likely to help and when you are least likely to help.
- What psychological strategies you would suggest for motivating people to be helpful to others?

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Module 8: Aggression

Instructor Notes

In this course, we have argued that people are generally caring toward others—that they have a basic desire to accept, care for, and help them—the violent events that surround us present a problem for this assumption. If people are generally good and care about others so much, then how could anyone possibly kill another human being, let alone participate in a suicide bombing or even genocide? Do aggressive events mean that people are naturally aggressive, violent, and hostile—or are they unusual events, shaped more by particularly extreme social situations that do not reflect the normal character of human beings?

We will answer these questions by considering the underlying principles of aggression—in terms of affect, cognition, and behavior, and in terms of the general goals of protecting the self and reaching out to others.

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Readings

[Chapter 9: Aggression](#) in [Principles of Social Psychology – 1st International Edition](#).

Teaching Materials

- [Major Points](#)
- PowerPoint Presentation [\[insert link to PPT\]](#)
- [Selected video presentations](#) (choose 1 or 2)
- Class Discussion

Student Tasks

- [Online Discussion forum](#)
- [Assignment: Violence Prevention](#)
- Chapter Quiz ([Available upon request](#))

Major Points

1. Aggression
 - a. Emotional/Impulsive
 - b. Instrumental/Cognitive
 - c. Non-Physical: Verbal and Relational aggression
 - d. Cyberbullying
 - e. Missing and murdered Indigenous women
2. Explaining aggression
 - a. Instinct theory
 - b. Genetic influence
 - c. Biochemical influence
 - d. Frustration-aggression hypothesis
 - e. Social (observational) learning
3. Violence and Media
 - a. Aggression cues in the environment
 - b. Video games and violence
 - c. Pornography and violence
4. Predictors of aggression
 - a. Perceived rejection
 - b. Perceived appropriateness of aggression
 - c. Inflated and unstable self-esteem
 - d. Tendency to perceive hostility
 - e. Self-concern v/s other-concern
5. Prevention of aggression
 - a. Minimize childhood exposure
 - b. School policies against aggression
 - c. Encourage better emotional regulation
 - d. use more rewards over punishment
 - e. Improve social equality

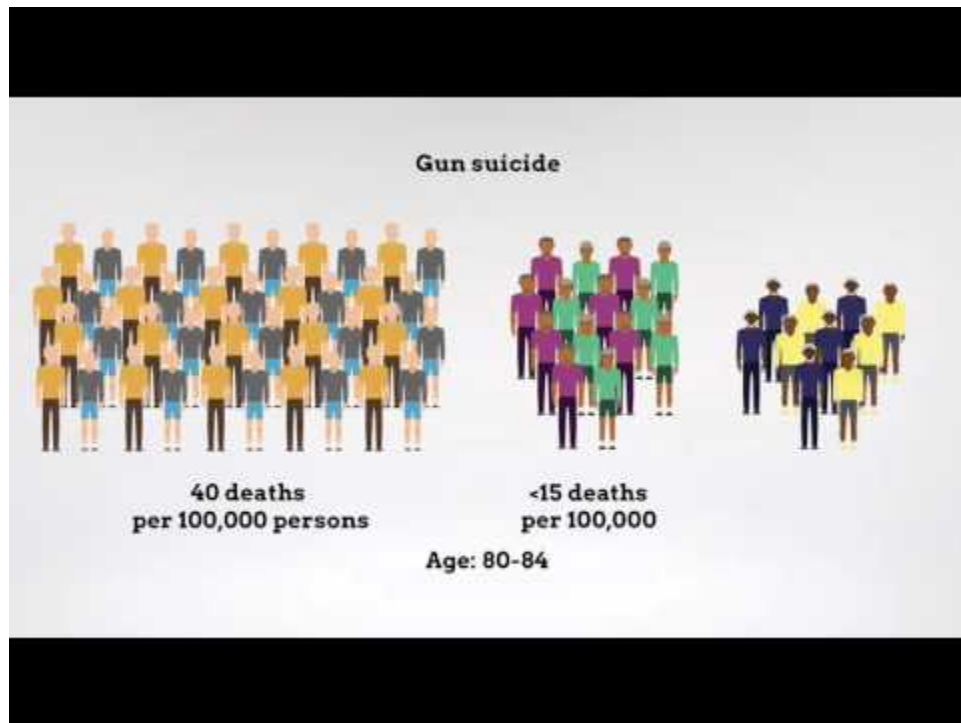
Videos

YouTube

[Aggression | Individual And Society | MCAT | Khan Academy](#) (7 min, 55 sec)

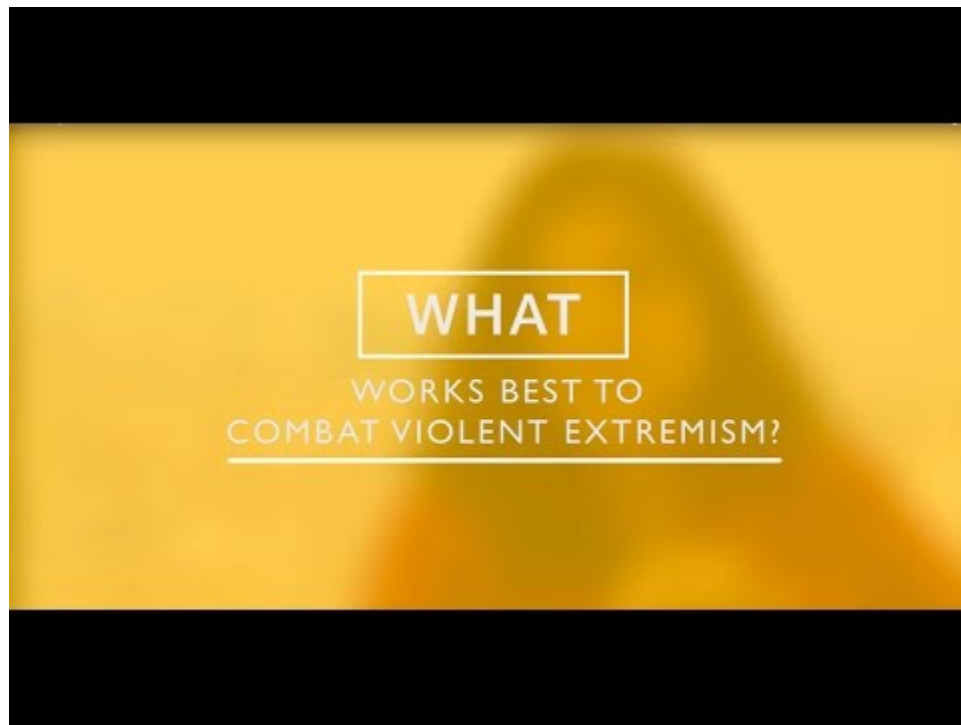


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[Patterns of Gun Violence in the United States](#) (4 min)

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[Combating Violent Extremism](#) (9 min, 24 sec)



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[Former alt-right follower calls radicalization a health crisis](#) (5 min, 54 sec)



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[KPU-Science World Speaker Series: Rajiv Jhangiani-The Psychology of Good and Evil](#) (1 hr, 20 min, 08 Sec)



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Ted Talks

[From school yard bullying to genocide: Barbara Colorso at TedxCalgary](#) (19 min, 05 sec)



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[Let's treat violence like a contagious disease](#) (13 min, 56 sec)



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[Conversation with a terrorist](#) (12 min, 33 sec)



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Discussion

Discussion

1. Post your view about banning the sale and possession of any kind of guns. Provide psychological factors to support your views.
2. Respond to two posts that disagree with your view

Assignment

Assignment: Violence Prevention

- Create an e-poster, or an e-flyer that provides information on prevention of youth violence in your city. Include a list/links to resources available in your community.

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- Clint Watts: [Conversation with a terrorist](#) is licensed under a [CC BY-NC-ND 4.0 International License](#).

Final Project Guide

For your final project, you will select a social psychology topic, do research both scholarly (on-line scientific journals) and applied/community (phone interview, website info of govt, non-govt, non-profit agencies), and prepare a presentation (8 powerpoint slides), and submit it. See details below. You may work individually or in a group of 2 or 3 (maximum)

Selecting a Topic

1. Select a topic (see suggested topics on the page 4)
2. You may choose a topic other than the one listed (make sure to check it with the instructor)

Conducting Research

You will conduct your topic research in two areas :

1. Scholarly Research: (on-line scientific journals)
Minimum THREE scientific psychology journal articles (published later than 2010) from PsycInfo or PsycArticle . These are data bases that contain thousands of scientific research articles on psychology topics. (Do not use Google or Wikipedia for scholarly research)
Choose relevant three articles, read them, and draw information about your topic- what the current psychology research says about it; e.g., if your topic is “youth violence”, you can find scholarly articles that will provide you with information based on data from empirical studies
2. Applied (Community) Research
You will examine how this topic is “applied” or is relevant to our present-day society & day-to-day life in Canada; e.g., if your topic is “Youth Violence”, you can go to RCMP website and find out some statistics on prevalence of violent crimes committed by youth. You can also check online popular media such as news articles on youth gang violence in Vancouver. As well, you can interview someone you know who may have been involved in violent activities. Here’s some more on where/how to do research that is considered community research.
 1. Statistics Canada site for the demographic and other relevant information: www.statcan.ca
 2. Community Centers websites. e.g., food banks, health clinics, welfare office, RCMP office, City websites, Shelter for women, Shelter for the homeless, Counselling services
 3. Interviewing individuals over phone or other e-platforms (Zoom,

Skype) e.g., pregnant teenager, single father, victim of violence, divorced woman/ma. **Do not use their names or identifying information** in the presentation

** The interview questions must be pre-approved by the instructor. As well, consent forms must be signed by the participants.

PowerPoint Slides

Plan & Organize your Presentation

- Your goal should be to make the presentation informative as well as interesting
- Keep your slides simple and CLEAN (Point form only – do not clutter it with too much text)
Use graphics, pictures if you like, but the main points must be clearly noted

Total 8 slides only

Slide #1: Title: The Topic and General Introduction of yourself and/or the team member

Slide #2: The nature and prevalence of the Problem/Issue

- Why is it important to study?
- Who and how many are directly and indirectly affected by this problem/issue?
 - e.g., Statistics Canada data including B.C. and Vancouver
- How does it affect the individual and the society?

Slides #3, # 4, #5: One slide each for three scholarly research studies.

- In point form, provide a very brief overview
 - What the study was about?
 - How it was conducted?
 - What were the major findings?
 - Why it is relevant to your project?
- Cite the full references at the bottom of the slide in APA format

Slides #6 , # 7: Applied (Community) Research: Which on-line resource did you search? What did you find? Provide the website URL at the bottom of the slide.

- Important Note: If you interview someone: Check your interview questions with the instructor before the interview, Do not use their name

in the ppt slides, and delete the audio file if you recorded the interview

Slides #8: Conclusion: A general summary and conclusion of your research.

Presentation Options

Choose one of the following three options

1. Write your own presentation Notes under each slide- what you would be saying if you were presenting this in class (maximum 100 words for each slide.) (Click on “Notes” at the right bottom of the window of the slide which will open up a small window under the slide. Enter your notes)
2. If you have a microphone attached to your computer, you can do a voice over for each slide. On top left, select “Insert” – “Audio” – “Record Audio”
3. Prepare a video (Youtube or any other) showing clearly your ppt slide as you talk about each slide.

Submit PowerPoint file or Video using the Link on the course site

If it is a group project, each member should submit the same file. Include your name in the file name.

An A+ Project

- is well researched, covers all the required parts of the project
- has provided a scholarly context
- is well-organized, clean and uncluttered ppt slides

Suggested Topics

Social Influence

- Advertisements for children
- Video games
- Social media (choose specific one)
- Political propaganda

- Censorship
- Public surveillance cameras
- Strategies to promote Safe driving
- Strategies to promote Safe sex
- Prison system & Reforms
- Religious cults
- Social norms and social shaming

Attitudes (about)

- Student Poverty
- Immigration
- Gun control
- Unemployment
- Premarital sex
- Drugs/Alcohol/Smoking
- Pornography

Social Cognition & the Social Self

- Self-concept
- Self-serving bias
- Fundamental Attribution Error
- Behaviour & Belief
- Jury decisions
- Forming impressions of others

Interpersonal relationships

- First love
- Romantic Jealousy
- Gender Differences in romantic relationships
- Divorce
- Arranged marriages
- Teenage dating
- Gay relationships
- Relationship Stability

Aggression

- Violent children
- Violent teenagers
- Media violence
- Violent pornography
- Spousal abuse
- Date rape
- Criminal Gangs
- Street crimes
- War atrocities

Helping Behavior

- Volunteering
- Acts of heroism
- Doctors without borders
- Humanitarian organizations
- Charity