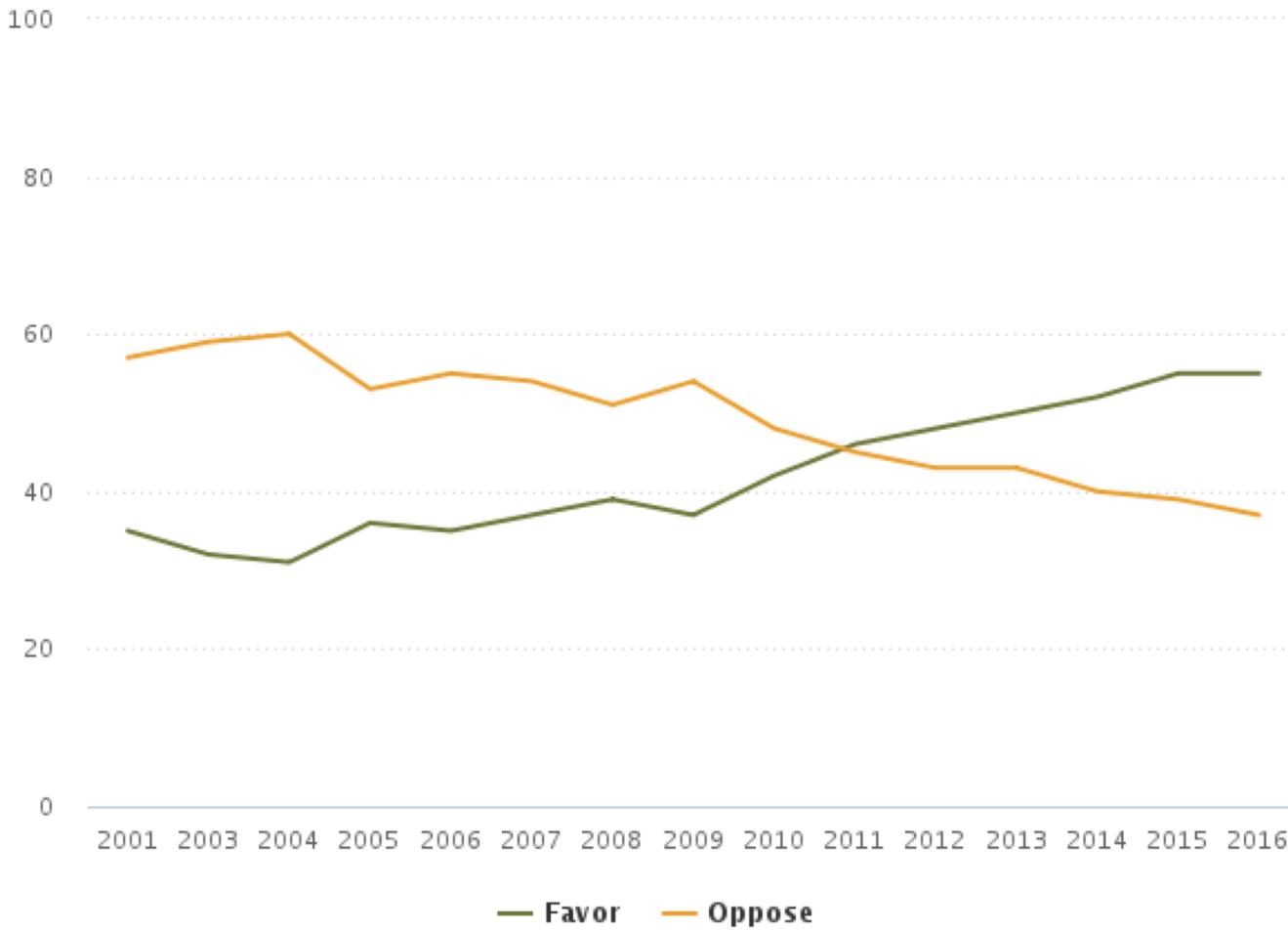


SAME-SEX MARRIAGE

% of U.S. adults who favor/oppose same-sex marriage (2001-2016)

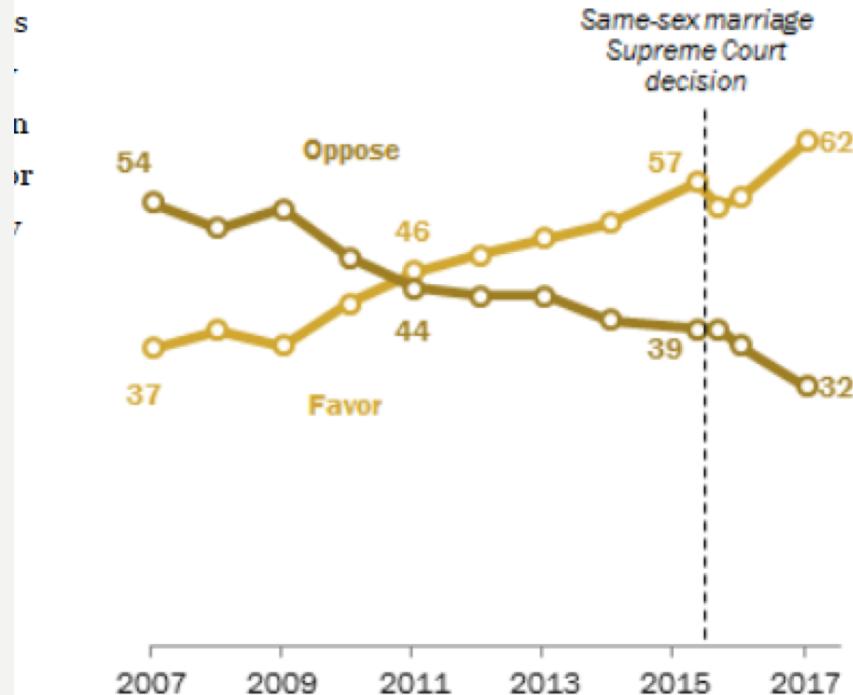


ATTITUDES TOWARD SAME-SEX MARRIAGE IN 2017

CANVAS

Public support for same-sex marriage reaches new milestone

% who ___ allowing gays and lesbians to marry legally



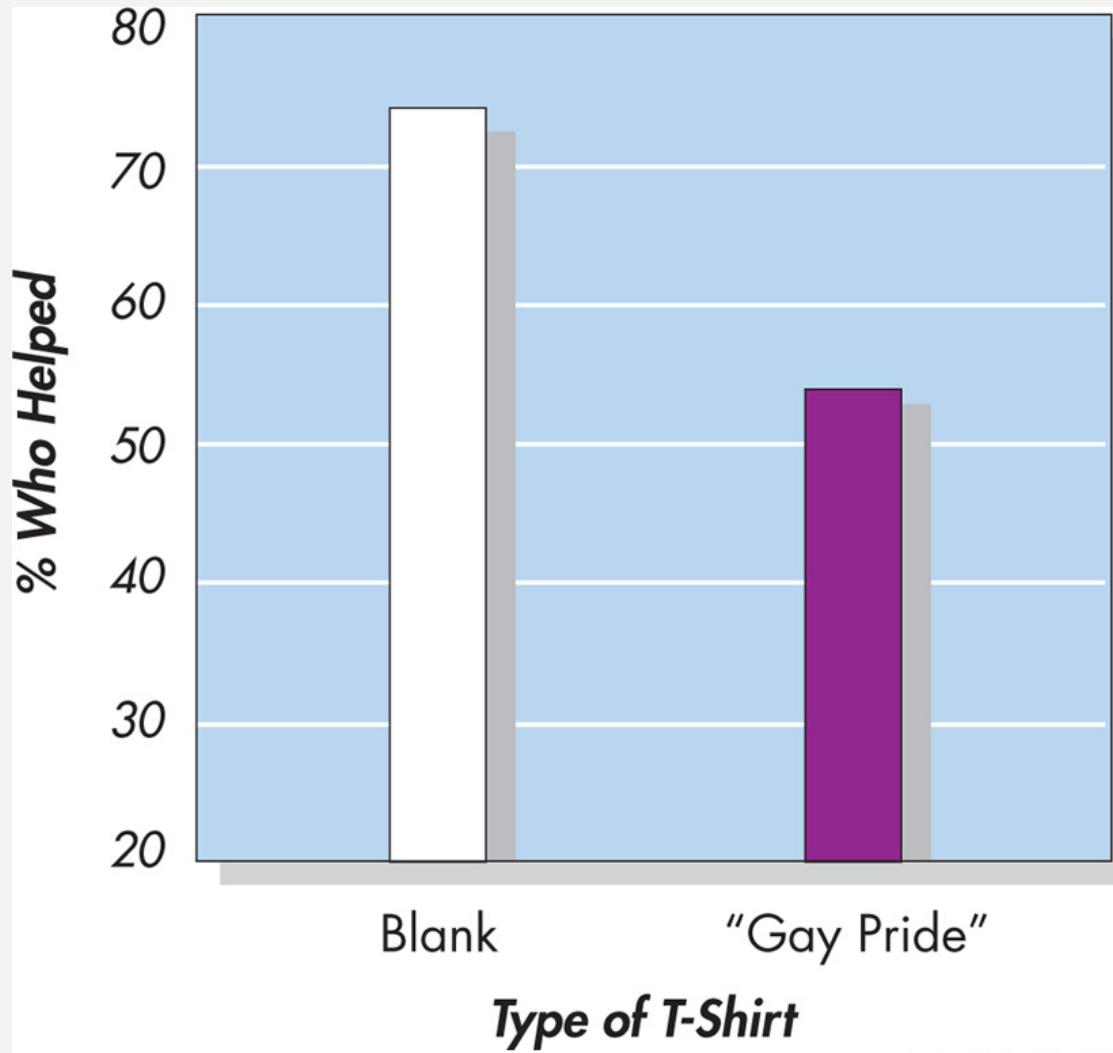
Notes: Data for 2007-2015 based on yearly averages.

Don't know responses not shown.

Source: Survey conducted June 8-18, 2017.

PEW RESEARCH CENTER

GAY PRIDE AND SPARE CHANGE



TILCSIK (2011)

- Sent resumes out in response to 1,800 job postings
- IV: referenced volunteering for gay organization or not
- DV: invitation to interview?
- Results – 40% less likely to get invited to interview if listed volunteering for gay organization

Populations are getting older



2015

CONSEQUENCES OF AGEISM

Individuals with negative perceptions of aging (compared to positive perceptions of aging):

- experience cardiovascular events earlier (Levy et al., 2009)
- practice fewer preventive health behaviors (Levy & Myer, 2004)
- have increased cortisol levels (by 44%, as measured over 30 years) (Levy et al., 2016)
- Risk factor for observed patterns of Alzheimer's disease biomarkers (Levy et al., 2016)
- die 7.5 years earlier (Levy et al., 2002)

OTHER FORMS OF PREJUDICE/DISCRIMINATION

- Class
- Gender Identity
- Immigration status
- Physical appearance
- Physical and mental abilities
- Religion
- Weight

PREJUDICE REDUCTION

SPRING 2018

JANE ELLIOT – A CLASS DIVIDED

- taught her class about prejudice following MLK's assassination



INTERGROUP CONTACT THEORY

- The more contact you have with others from an outgroup, the less prejudiced you will be
- Both experimental and correlational studies

THE CONTACT HYPOTHESIS

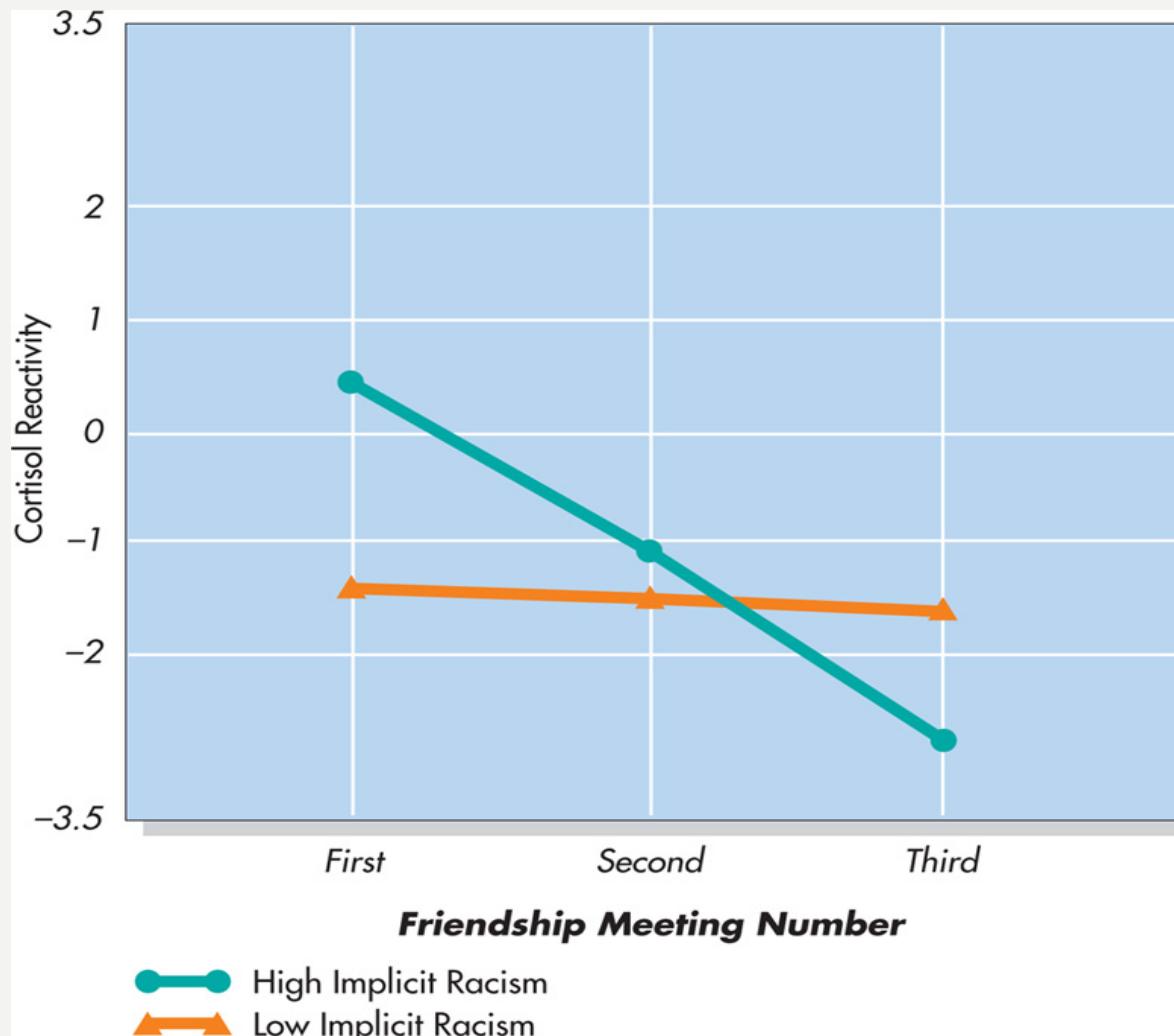
TABLE 5.5

The Contact Hypothesis: Conditions

Four conditions are deemed ideal for intergroup contact to serve as a treatment for racism.

- 1. Equal status.** The contact should occur in circumstances that give the two groups equal status.
- 2. Personal interaction.** The contact should involve one-on-one interactions among individual members of the two groups.
- 3. Cooperative activities.** Members of the two groups should join together in an effort to achieve superordinate goals.
- 4. Social norms.** The social norms, defined in part by relevant authorities, should favor intergroup contact.

WITH A LITTLE HELP FROM MY CROSS-GROUP FRIENDS



From Page-Gould, E., Mendoza-Denton, R., & Tropp, L. R., "With a little help from my cross-group friend: Reducing anxiety in intergroup contexts through cross-group friendship," Journal of Personality and Social Psychology vol 95 (pp. 1080-1094). Copyright © 2008 American Psychological Association.
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JIGSAW CLASSROOM

- A cooperative learning method used to reduce racial prejudice through interaction in group efforts.



HOW TO CREATE A JIGSAW CLASSROOM

- Divide students into diverse groups
- Appoint a leader
- Divide the lesson into segments
- Assign each student to learn one segment
- Give students time to read material and become familiar with it
- Form “expert groups” by having students from each jigsaw join students with the same segment
- Bring students back to the jigsaw group
- Have each student present his/her segment to the group

SHARED IDENTITIES

- Ingroup Identity Model:
 - Decategorization - pay less attention to categories and intergroup boundaries
 - Recategorization – change conceptions of group so more inclusive

CHANGING, COGNITIONS, CULTURES AND MOTIVATIONS

- Ways to reduce stereotypes, prejudice, and discrimination
 - thinking of examples that counter stereotypes
 - taking the perspective of others
 - learning that race is more ambiguous and socially determined than simply a genetic, fixed category
 - taking a multicultural or polycultural approach rather than colorblind approach to intergroup relations



PRO-SOCIAL BEHAVIOR

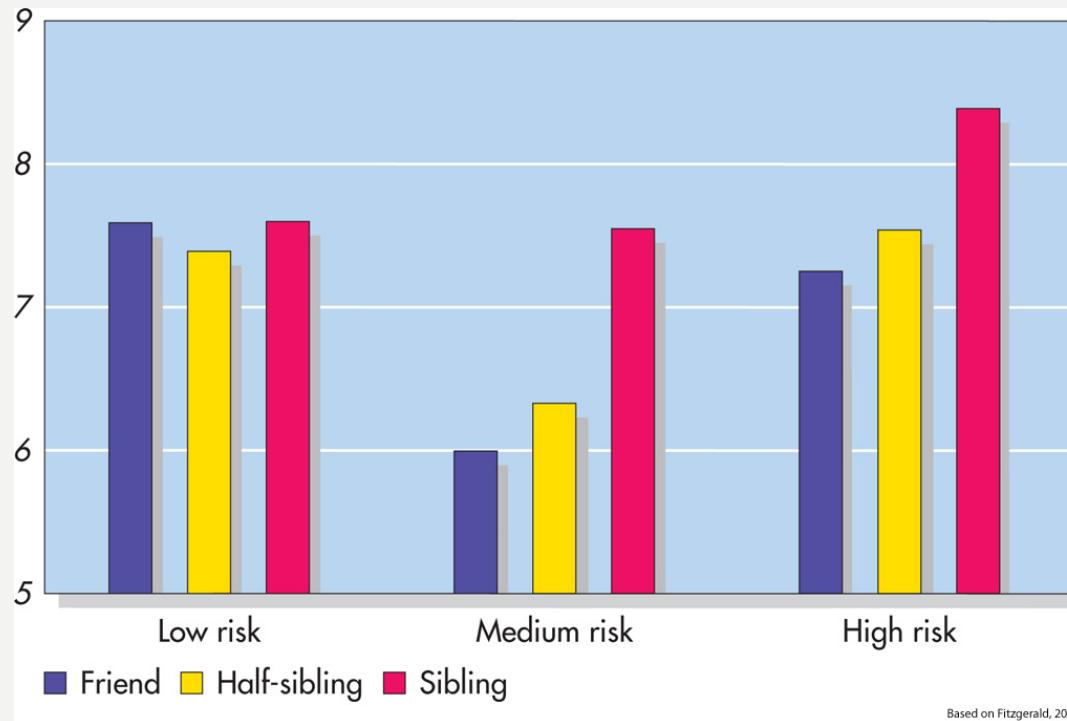
SPRING 2018

HELPING OTHERS

1. Why do people help?
2. When do we help?
3. Who is likely to help?
4. Who do people help?

WHY DO WE HELP: KIN SELECTION THEORY

- Preference toward helping our genetic relatives



WHY DO WE HELP?

- Reciprocal Altruism
- Cost-Reward Model
- Negative State Relief Model
- Empathic Joy Hypothesis
- Competitive Altruism Approach



ITEMS FROM EMPATHY SCALE

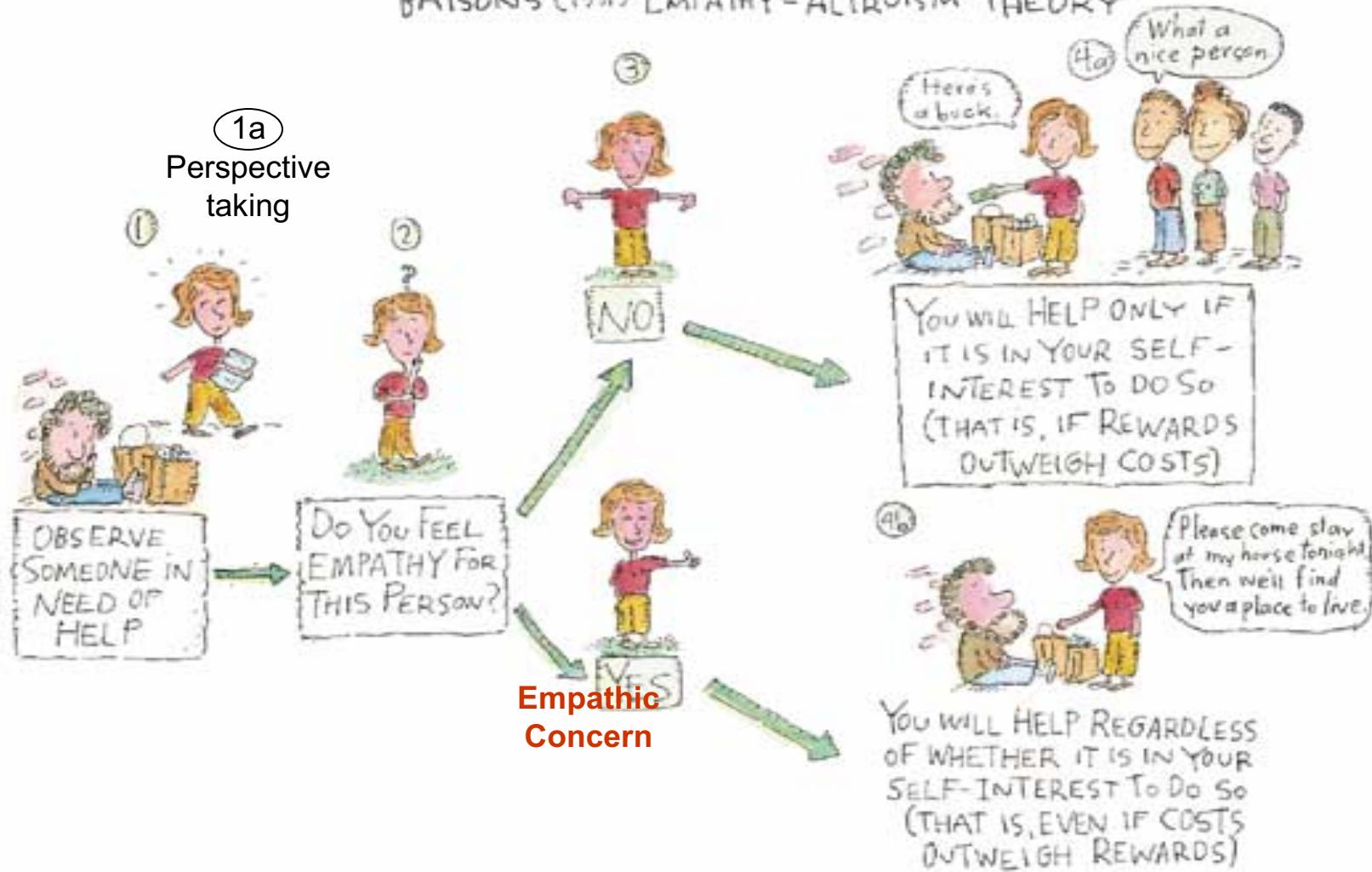
- When I am reading an interesting story or novel, I image how I would feel if the events in the story were happening to me.
- I am usually objective when I watch a movie or a play, and I don't often get completely caught up in it.
- When I see someone being taken advantage of, I feel kind of protective towards them.
- When I see someone being treated unfairly, I sometimes don't feel very much pity for them.
- Before criticizing somebody, I try to imagine how I would feel if I were in their place.
- If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.
- I sometimes try to understand my friends better by imagining how things look from their perspective.

SIMILARITY

- Batson et al., (1983)
- IV – similarity to the victim
- DV – likelihood of helping
- Results – more likely to help if you were told the victim is similar to you

BATSON'S EMPATHY-ALTRUISM HYPOTHESIS

BATSON's (1991) EMPATHY-ALTRUISM THEORY



EGOISTIC VS ALTRUISTIC MOTIVES?

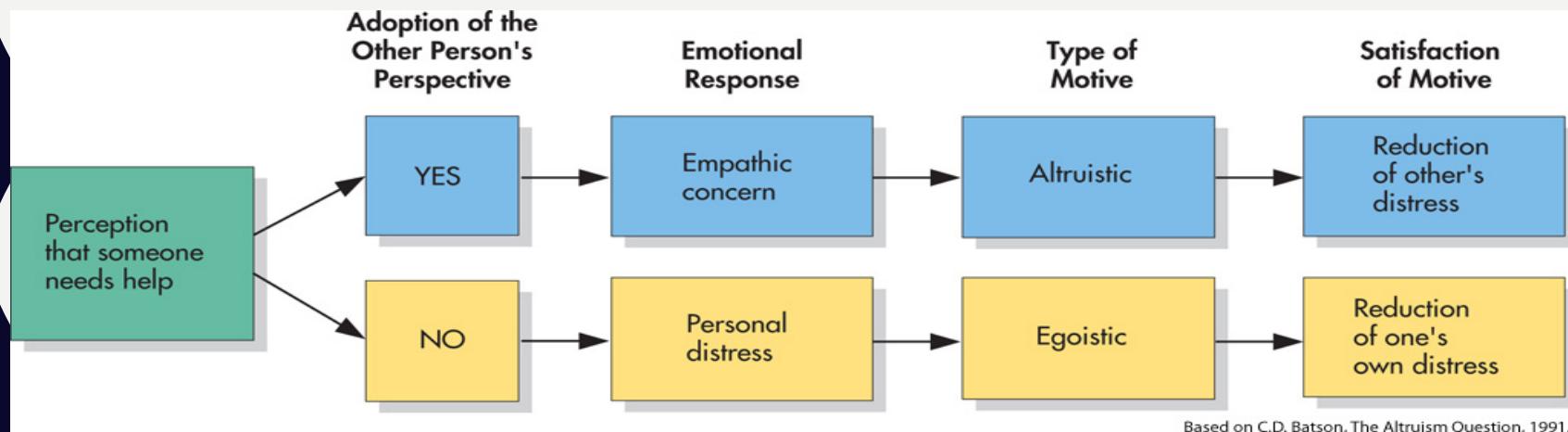
Motivated by the desire to...

- increase another's welfare (Altruistic)
- increase ones own welfare (Egoistic)

Two factors determine whether helping behavior is result of altruism or egoism

- Empathic concern
- Ease of escape

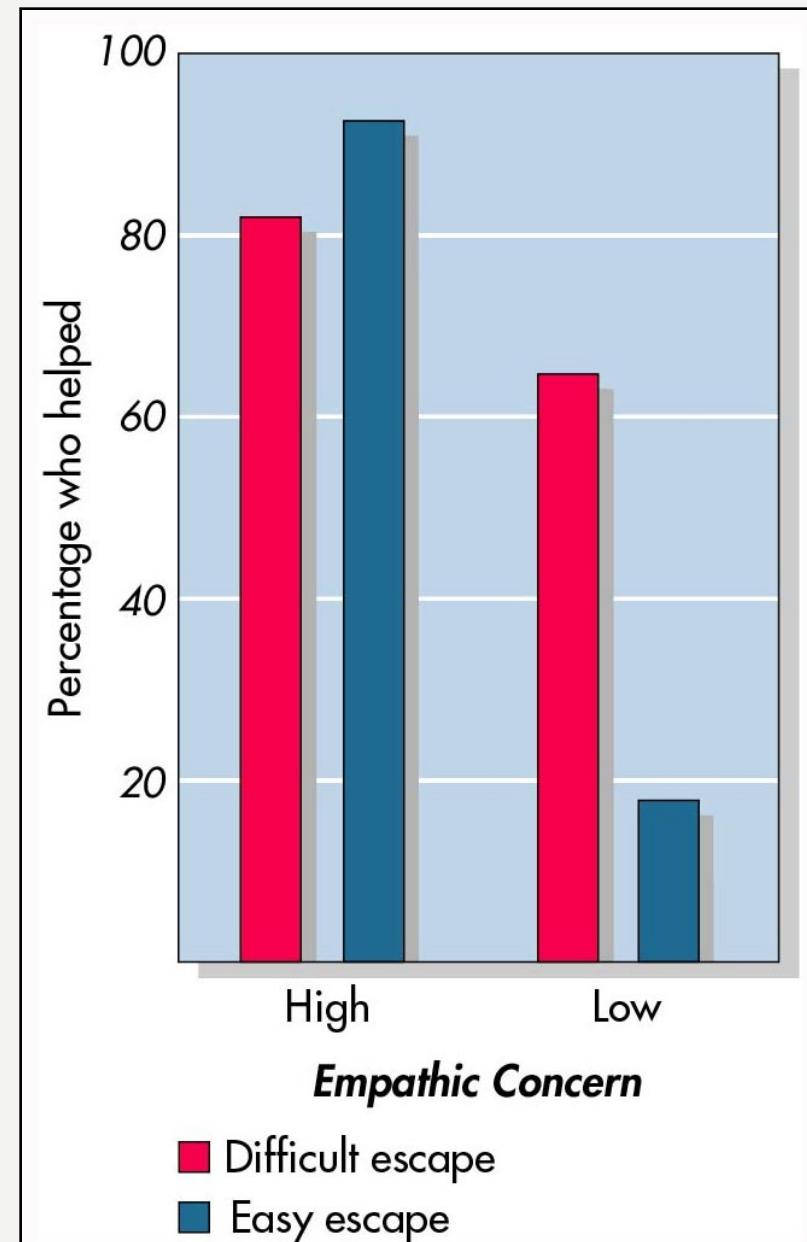
THE EMPATHY- ALTRUISM HYPOTHESIS



BATSON ET AL (1981): HELPING EXPERIMENT

- Paired with confederate (Elaine)
- Assigned role of Observer
- Elaine hooked up to machine delivering painful electric shocks
- After several shocks, Elaine reveals shock experience in childhood
- Experimenter asks participant to change places with Elaine

- **LOW HELPING**
 - Empathic concern LOW
 - Escape was EASY
- **ALTRUISTIC HELPING**
 - Empathic concern HIGH
 - Regardless of ease of escape
- **EGOISTIC HELPING**
 - Empathic concern LOW
 - Escape was DIFFICULT



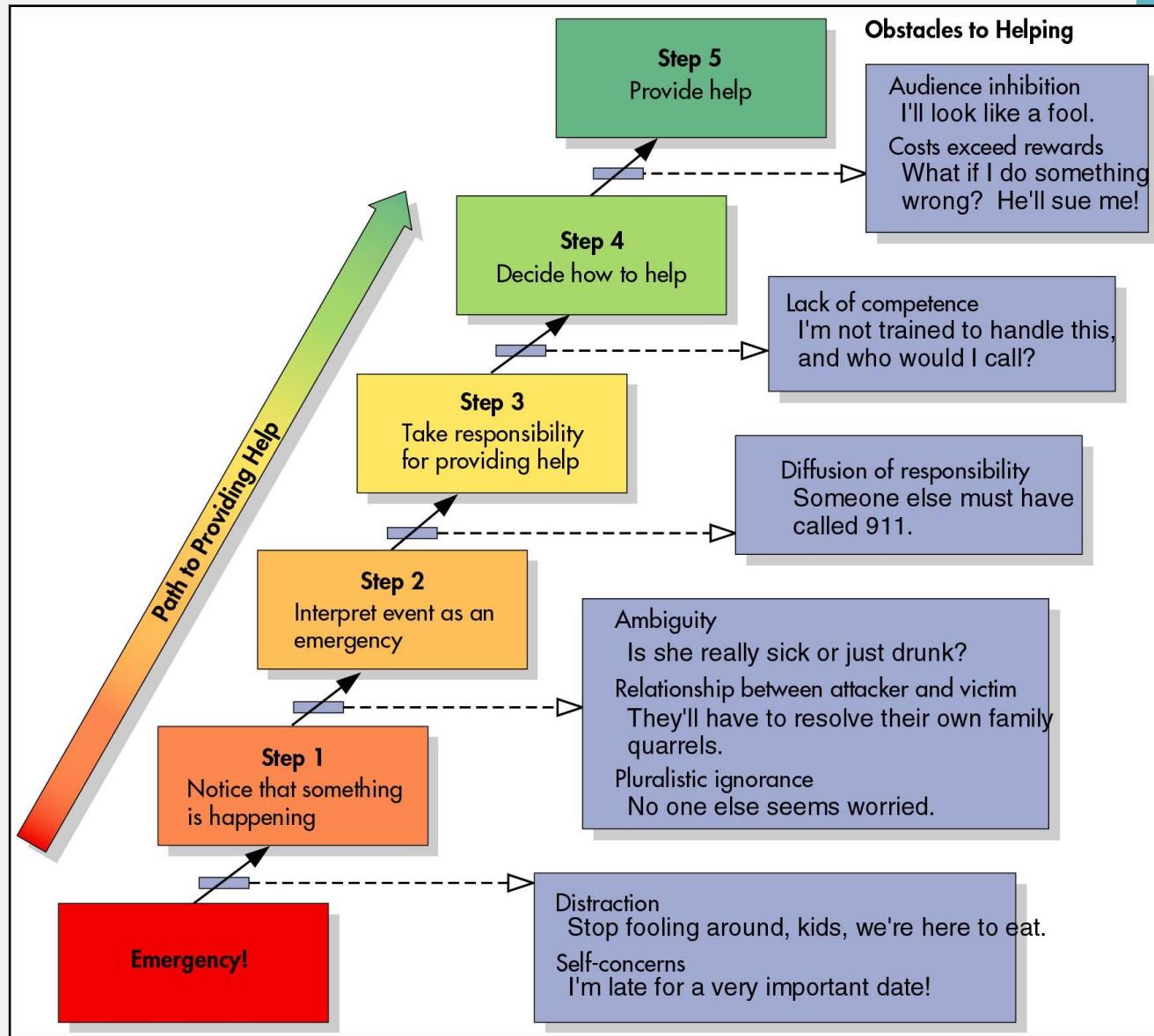
5 CRUCIAL FACTORS THAT DETERMINE WHETHER PEOPLE WILL HELP

CANVAS

- Notice that something unusual is happening
- Interpret the event as an emergency
- Accept personal responsibility
- Determine the help needed and decide if you have those skills/knowledge
- Make the decision to help (cost/benefit analysis)

Latané & Darley (1970)

The Five Steps to Helping in an Emergency



FACTORS THAT INFLUENCE WHETHER WE WILL HELP

- Liking, attraction, or similarity
- External attribution
- Observe others engaging in pro-social behavior
- City size

DARLEY & BATSON'S (1973) GOOD SAMARITAN STUDY

- In an alleyway they passed a man sitting slumped in doorway, who moaned and coughed twice as they walked by. They set up a scale of helping:
- 0=failed to notice victim as in need
- 1=perceived need but did not offer aid
- 2=did not stop but helped indirectly (told the aide on their arrival)
- 3=stopped and asked if victim needed help
- 4=after stopping, insisted on taking victim inside and then left him.
- 5=refused to leave victim, or insisted on taking him somewhere

WHO IS LIKELY TO HELP?

- Some evidence of individual differences in helping tendencies.
 - Tendency may be relatively stable over time
 - Differences are in part genetically based

HELPING INGROUP MEMBERS

