

**BURS**  
**April 27, 2004**

**Psychology I**

Section Moderator: Dr. William Bailey  
Room: Beaman Student Life Center Room A  
Time: 4:00-4:45

**'Tests of Intelligence: Evolution from Physical Assessment to Mental Assessment'**

Radha G. Dunham  
Faculty Advisor: Lonnie R. Yandell  
4:00-4:15

Tests that measure intelligence are a very important tool in Western Culture. Forms of intelligent tests are used to determine classroom placement, college acceptance, and job positions. Intelligence testing has evolved over time and it is important to examine the origins of mental tests in order to fully appreciate their use in society today. In modern times, IQ tests are thought to measure cognitive abilities that are purely the function of the mind. Surprisingly, tests of intelligence began with measures of physiological abilities in the late 1800's and only later grew to primarily consist of mental abilities in the early 1900's. The origin of intelligence tests began with Francis Galton in 1884. Galton was primarily interested in physical measures such as reaction times and the accuracy of the senses. Galton believed that a person's ability to determine a small difference between two weights was a sign of intelligence (Thorne & Henley, 2001). A few years later, James Cattell introduced the idea of 'mental tests.' Cattell's tests did include many physiological measurements but also introduced mental measures such as memory tasks and judgment of time (Cattell, 1890). Progressing more towards what is now considered intelligence, Binet worked to determine differences between people by examining mental abilities such as memory, attention, and comprehension (Spearman, 1904). Binet worked to create tests that could determine if a child was of normal intelligence or was mentally retarded (Binet, 1905). After Binet, the idea that intelligence can be measured through mental tasks became the popular practice.

**'Impact of Convenience and Persuasion on Recycling Behavior'**

Elizabeth S. Osborne  
Faculty Advisor: Lonnie Yandell  
4:15-4:30

The need for recycling is well documented. The purpose of this paper was to investigate the best processes for increasing recycling behavior. The effects of convenience and persuasion on increasing recycling behavior were tested on Belmont University students, faculty, and employees normally frequenting the top floors of both the science and humanities buildings. The experiment consisted of four weeks of tallying the number of

aluminum cans recycled or not recycled. Week one will be the establishment of a baseline which will be a count of aluminum cans recycled or not recycled. In week two the effect of convenience, placing readily visible recycling bins in each classroom, on aluminum can recycling will be measured. Week three will involve the implementation of persuasion, which will be positively phrased posters publicly placed. Week four will include assessment of the effect of both convenience and persuasion on aluminum can recycling. It is predicted that an increase in aluminum can recycling will occur due to convenience and persuasion. These behaviors will be explained with the Theory of Planned Behavior (Ajzen, & Fishbien, 1986).

### **'Emotional Intelligence: Masculinity, Femininity, and Gender Differences'**

Ellen K. Norvell

Faculty Advisor: Lonnie Yandell

4:30-4:45

Emotional intelligence (EI) involves the ability to understand and manage emotions. In particular, an individual's emotional intelligence is a measure of his or her emotional, personal, social, and coping dimensions of intelligence. The purpose of this study is to try to determine if gender affects emotional intelligence or if higher or lower feminine/masculine behaviors would evidence higher EI. Thirty general psychology undergraduate students between the ages of 16-28 will take two different surveys. The Bem Sex Role Inventory (Bem, 1981) was given in order to determine the levels of masculinity and femininity in the participants, while the Emotional Intelligence Questionnaire (Schutte et al., 1998) was to establish emotional intelligence. The present correlational study will address the hypotheses that males and females' emotional intelligence differ with females being more emotionally intelligent and scores of females/males who are more feminine will score higher EI than scores of females/males who are not as feminine. These higher scores could be due to the socialization of and development of normative male alexithymia thought to be common among American men (Levant, 1997).

## Psychology II

Section Moderator: Dr. Linda Jones  
Room: Beaman Student Life Center Room B  
Time: 4:00-5:00

### 'Female Mate Selection and the Metrosexual'

Elise A. Tyler  
Faculty Advisor: Lonnie Yandell  
4:00-4:15

In the past year, the term *metrosexual* has been introduced into American vernacular to describe a heterosexual male who possesses stereotypically homosexual or feminine characteristics. This research attempts to gain understanding on the relationship between the metrosexual and women, specifically the female's level of attraction to metrosexual men in two relationship contexts: romantic and non-romantic. Participants will be approximately 50 female undergraduate students at Belmont University. Participants will be asked to view 16 profiles of four types of males: metrosexual in non-romantic context, metrosexual in romantic context, non-metrosexual in non-romantic context and non-metrosexual in romantic context. Participants will then scale each male profile's attractiveness and explain why or why not the profile was desirable. It is hypothesized that female participants will be most attracted to metrosexuals for non-romantic relationships and most attracted to non-metrosexuals for romantic relationships. The implications of this research will be whether the metrosexual is simply an image created by the media, which is readily creating new consumer profiles, or if the metrosexual is a 'new male' who women find attractive. Because the metrosexual is a new phenomenon, future research is needed and implications will be discussed.

### 'The Effects of Historical, Economic, and Political Changes on Childhood Attachment'

Emily G. Sheffer  
Faculty Advisor: Lonnie R. Yandell  
4:15-4:30

Attachment is a persistent bond existing between two people. Attachments seem to be very persistent and pervasive in nature, as well as very resistant to deterioration. This paper is concerned with the establishment, development, and importance of attachment. In order to review these topics effectively, the *Zeitgeist*, or 'spirit of the specific time period', must be considered. This includes historical, economic, and political changes occurring simultaneously with the study of attachment and its development in life. An article by Harry F. Harlow (1958) will be reviewed. Harlow's research with Stephen Suomi and Carol Domek (1970) will also be considered. Both of these studies were conducted on infantile monkeys. Mary Ainsworth and Silvia Bell (1970) study of attachment and attachment behavior in human infants will also be presented. These three

articles illustrate that attachment is a very important part of development. They also point to the importance of the main figure to which one is attached. Is it ironic that during this period of time mothers were becoming less and less involved with their children and that more and more children were placed in the hands of strange daycare workers?

### **'Men and Women: Sex Difference Does Not Equal Separation of Education or Lack of Recognition'**

Marcy L. Schroeder

Faculty Advisor: Lonnie R. Yandell

4:30-4:45

With the range of opportunities women have in our present society, obtaining freedom and credibility is something women have been fighting for since the early nineteenth century. In 1914, Leta Stetter Hollingworth questioned why no women have ever equaled the achievements marked by men in her article entitled *Variability as Related to Sex Differences in Achievement: A Critique*. She pleaded for more freedom to be given to women so that they could receive acknowledgement for their accomplishments. Kate Gordon Moore sought for a solution to make ends meet with her writing, *Wherein Should the Education of a Woman Differ from That of a Man*. She called for co-ed education as a means to equalize the rights of men and women. Moore figured that by learning together, the faults of either sex would be corrected. For Moore, if the sexes were allowed to marry then they should also be allowed to be educated together. From the early nineteenth century on, women's rights took a spin into what has now become ordinary for our American society. We can see the freedom women have gained from the influence of Rosa Parks, Katherine Hepburn and Opera. The arguments of Hollingworth and Moore, paved the path to being heard and made women's freedom no longer merely a dream, but a reality.

### **'Breaking the Social Norm on the Internet: The Effect of Anonymity on Conformity'**

Erin M. Samuels

Faculty Advisor: Lonnie R. Yandell

4:45-5:00

Previous research has shown that anonymity affects an individual's propensity to deviate from social norms. With the emergence of the internet, the obvious benefits offered by computer-mediated communication (CMC) may lead individuals to behave in less inhibited ways. In support of existing research, this experimenter predicts that when using the internet anonymous individuals will exhibit a decreased willingness to conform to social norms when compared to nonanonymous individuals. Thirty-two undergraduate psychology student volunteers from general psychology classes at Belmont University will participate, with 16 individuals randomly assigned to 2 independent groups: one

anonymous and one nonanonymous. Participants will complete an internet survey consisting of 15 poll questions regarding contemporary controversial topics. After answering each question, a bogus statistic will be provided to establish a norm. Participants will then be asked if they wish to change their answer. Findings are expected to show that an individual's willingness to conform to social norms while using the internet will decrease in an anonymous situation.

## Psychology III

Section Moderator: Dr. Pete Giordano  
Room: Beaman Student Life Center Room A  
Time: 7:00-7:30

### **'Mood Congruence and Eyewitness Memory'**

Brad P. Walker  
Faculty Advisor: Lonnie Yandell  
7:00-7:15

The purpose of the study is to relate eyewitness memory and mood-congruence memory. Operating under the assumption that crimes are negative events, it is hypothesized that participants in a negative mood will recall more details of a crime than those in a positive mood. Approximately 30 college-aged males and females will be randomly assigned to two groups and will undergo mood induction by means of movie clips (humorous clip for positive induction, sad clip for negative induction). A video of a convenience store robbery will immediately follow the mood induction. After a short break, participants will return to take a questionnaire to test memory of the crime. Scores between groups will be analyzed using a t-test. Results of the experiment will be compared to studies showing the existence of mood congruent memory, and may bring insight to the area of eyewitness testimony.

### **'Racial Studies In The Mid-1900's and Their Impact on Views of Racial Equality During the Civil Rights Movement.'**

Nathan Kosiba  
Faculty Advisor: Lonnie Yandell  
7:15-7:30

Kenneth and Mamie Clark had a profound influence on racial thought and racial studies during the late 1930's through the 1950's. The Clark's research with children's race-recognition and self-esteem showed that Black children became aware of their racial identity at about three years old. Concurrently, these children began to see themselves negatively, reflecting the views that society held about them. In 1953, the results of their work and other relevant social science findings on the effects of segregation were published. These studies were used in the congressional hearing that decided to desegregate public schools thus affording minority students the same educational opportunities as the rest of the population. This psychological research was some of the first research that was used to inspire great social changes, thus legitimizing psychological studies applications to real world problems.

## **Psychology IV**

Section Moderator: Dr. Mike Sullivan  
Room: Beaman Student Life Center B  
Time: 7:00-7:45

### **'Bush Administration Decision to Invade Iraq as a Model of Groupthink'**

Natalie E. Simpson  
Faculty Advisor: Dr. Michael Sullivan  
7:00-7:15

To explain the failures of the Kennedy administration decision in the Bay of Pigs, Janis (1972) developed a theory of 'groupthink.' Groupthink is a mode of thinking that people engage in when they are striving for cohesiveness and unanimity that it overrides their motivation to realistically appraise alternative courses of action. After the Bush administration made the decision to invade Iraq in February of 2003, many have wondered whether the decision was an example of groupthink. The purpose of the present study was to test this view by creating simulated groups of students and having them make a decision based on a non-routine scenario. Students in some groups were given roles that mirrored those reportedly present in the Bush administration. Other groups of students were given anti-groupthink roles. The two sets of groups were observed and their decisions were compared. It was predicted that the simulated Bush administration groups had made groupthink decisions. If this was found to be true, then one would assume that the Bush administration had made a groupthink decision by invading Iraq.

### **'Defining Variables in Inappropriate Self-Disclosures'**

Isaac Harper, Emily Sheffer, Sarah Osborne, Marilyn McAllister, & Celeste Copeland  
Faculty Advisors: Linda Jones & Michael Sullivan  
7:15-7:30

The relationship between personality and one's perception of a self-disclosure as appropriate or inappropriate was investigated. Participants in the first study described a personal experience of an inappropriate interaction. Responses were related to the Big 5 personality inventory. Scenarios for the second study were constructed based on the variables found to define appropriateness in self-disclosure in study one. A total of 95 undergraduate students participated in these studies. Many correlations were conducted to determine significant effects of location, content, gender combination, and personality results on appropriateness. Findings supported the hypothesis that content and location of disclosure affect level of appropriateness. Gender combination of interaction and personality were not correlated with appropriateness.

## **'The Effect of Colors of Professors' Clothing on the Attitudes of Students Toward Professors'**

Casie Rachelle Ground and Sarah Brooke Osborne

Advisor: Lonnie Yandell

7:30-7:45

This study will explore the effect of colors of the cloths professors wear on the students' attitudes toward the professor. Due to previous research, we will focus on the colors of red, blue, and yellow. Fifty Belmont University students will be recruited to view a video of a professor delivering a 5 minute lecture on an introductory psychology topic. Participants will be divided into three groups, each group viewing the same professor wearing either a matching red shirt and red tie, blue shirt and blue tie, or yellow shirt and yellow tie. Student's attitude toward the professor will be assessed after each of the lectures. Mean attitude scores for each group will be compared. It is expected attitudes toward the professor will be more positive for yellow color than the blue or red and more negative for the red than the yellow or blue. The findings will be related to the importance of external environmental factors on the student attitudes.