DEEP THOUGHT OF THE DAY
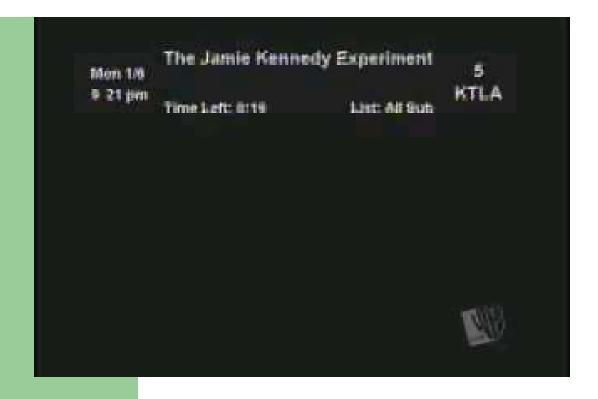
Some people are like slinkies,
They don't really have a purpose,
But they still bring a smile to your face
when you push them down the stairs.

Breaking a Social Norm Experiment

Breaking a Social Norm Experiment

- [C:\Documents and Settings\skay\My Documents\My Videos\118.wmv](C:\Documents and Settings\skay\My Documents\My Videos\118.wmv)

Focuses in Social Psychology

"We cannot live for ourselves alone."

Herman Melville

Social psychology scientifically studies how we *think about*, *influence*, and *relate to* one another.

Social Thinking

1. Does his absenteeism signify illness, laziness, or a stressful work atmosphere?

2. Was the horror of 9/11 the work of crazed evil people or ordinary people corrupted by life events?

Social thinking involves thinking about others, especially when they engage in doing things that are unexpected.

Attributing Behavior to Persons or to Situations

Attribution Theory:
Fritz Heider (1958) suggested that we have a tendency to give causal explanations for someone's behavior, often by crediting either the situation or the person's disposition.

Fritz Heider

Attributing Behavior to Persons or to Situations

A teacher may wonder whether a child's hostility reflects an aggressive personality (*dispositional attribution*) or is a reaction to stress or abuse (*a situational attribution*).

Dispositions are enduring personality traits. So, if Joe is a quiet, shy, and introverted child, he is likely to be like that in a number of situations.

Fundamental Attribution Error

The tendency to overestimate the impact of personal disposition and underestimate the impact of the situations in analyzing the behaviors of others leads to the fundamental attribution error.

We see Joe as quiet, shy, and introverted most of the time, but with friends he is very talkative, loud, and extroverted.

Attribution Theory

Attribution theory explains how we form opinions of others.

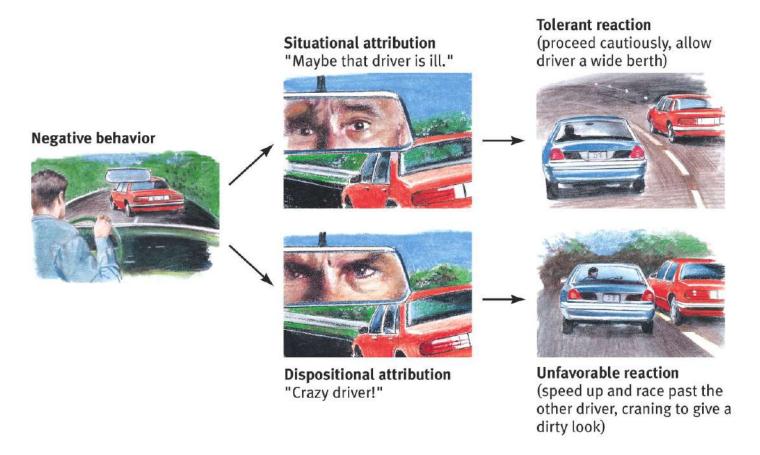| **ANTECEDENTS** "things that come before"	**ATTRIBUTION** "to give to"	**CONSEQUENCES** "things that follow"
Information beliefs, and motivations we already have	Explanations of why people act as they do	Our thoughts, our emotional responses, and expectations

Effects of Attribution

How we explain someone's behavior affects how we react to it.

Negative behavior

Situational attribution
"Maybe that driver is ill."

Tolerant reaction
(proceed cautiously, allow driver a wide berth)

Dispositional attribution
"Crazy driver!"

Unfavorable reaction
(speed up and race past the other driver, craning to give a dirty look)

Attitude

A belief and feeling that predisposes a person to respond in a particular way to objects, other people, and events.

If we *believe* a person is mean, we may *feel* dislike for the person and *act* in an unfriendly manner.
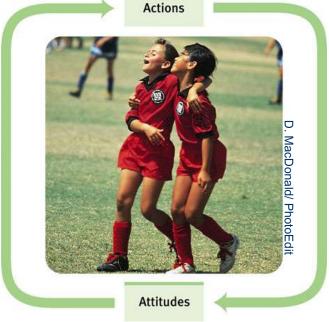
Attitudes Can Affect Action

Our attitudes predict our behaviors imperfectly because other factors, including the external situation, also influence behavior.

Democratic leaders supported Bush's attack on Iraq under public pressure.

However, they had their private reservations.

Attitudes Can Affect Action

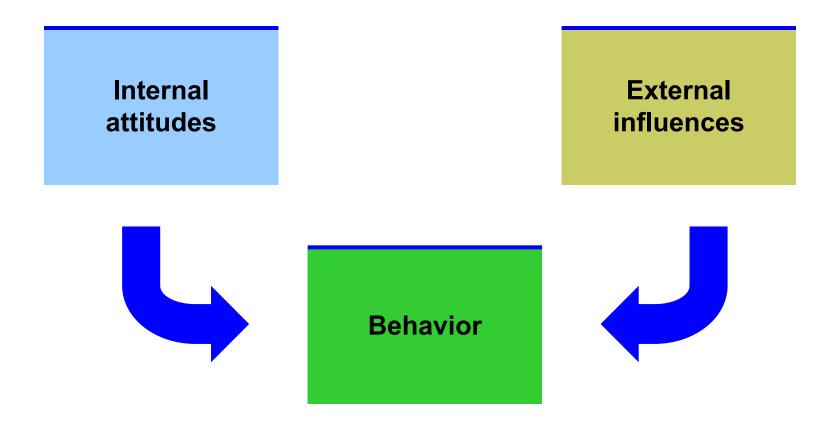Not only do people stand for what they believe in (attitude), they start believing in what they stand for.

Actions

Attitudes

D. MacDonald/ PhotoEdit

Cooperative actions can lead to mutual liking (beliefs).

Social Thinking

- Our behavior is affected by our inner attitudes as well as by external social influences

Internal attitudes		External influences

	Behavior	

Small Request – Large Request

In the Korean War, Chinese communists solicited cooperation from US army prisoners by asking them to carry out small errands. By complying to small errands they were likely to comply to larger ones.

Foot-in-the-Door Phenomenon: The tendency for people who have first agreed to a small request to comply later with a larger request.

Social Thinking

- Role
  - set of expectations about a social position
  - defines how those in the position ought to behave

Philip Zimbardo:
Stanford Prison Experiment Recruitment and Methodology

- Wanted to learn about behaviors and feelings of prisoners or guards
- Set up a phony prison in a university building
- Recruited male college students to participate
- Randomly assigned 24 participants to role of either prisoner or guard

Stanford Prison Experiment: Methodology

- Guards instructed to make prisoners feel frustrated and not in control

- Prisoners arrested and booked as real prisoners

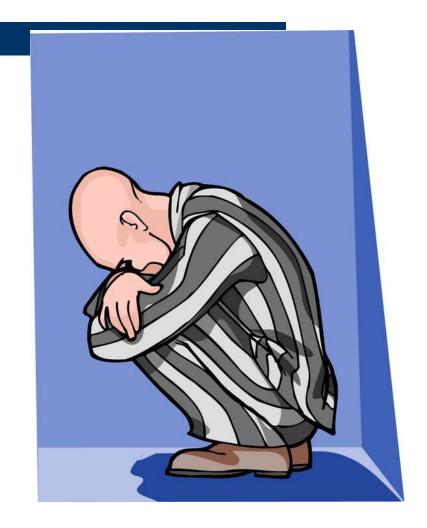- Guards bullied the prisoners and began "counts"

Stanford Prison Experiment: Results

- Prisoners staged a rebellion on the second day
- Guards stepped up their harassment and treated rebellion "ringleaders" differently than the "good" prisoners
- Prisoners told they couldn't leave; many became anxious
- Guards increased bullying tactics as they perceived prisoners to be a real threat
- Zimbardo and his colleagues adapted to their roles

Stanford Prison Experiment: Results

- Everyone took on the role to which they were assigned—the experiment became very realistic
- Experiment ended after six days instead of two weeks
- Prisoners had lost their identity

Role Playing Affects Attitudes

Zimbardo (1972) assigned the roles of guards and prisoners to random students and found that guards and prisoners developed role- appropriate attitudes.

Abu Ghraib Prison

Prison-Guard Experiment

- Philip Zimbardo was recognized for his Stanford prison experiment, in which he had volunteer participants either take upon the role of prison guards or prisoners in a real life prison setting.

- The participants were asked to act accordingly to their roles, and within days the experiment had to be stopped to ensure the physical and psychological health of the participants who had taken their roles to an extreme.

The Reciprocity Norm & Compliance

We feel obliged to return favors, even those we did not want in the first place

- opposite of foot-in-the-door
- salesperson gives something to customer with idea that they will feel compelled to give something back (buying the product)
- even if person did not wish for favor in the first place

Defense against Persuasion Techniques

- Sleep on it—don't act on something right away
- Play devil's advocate—think of all the reasons you shouldn't buy the product or comply with the request
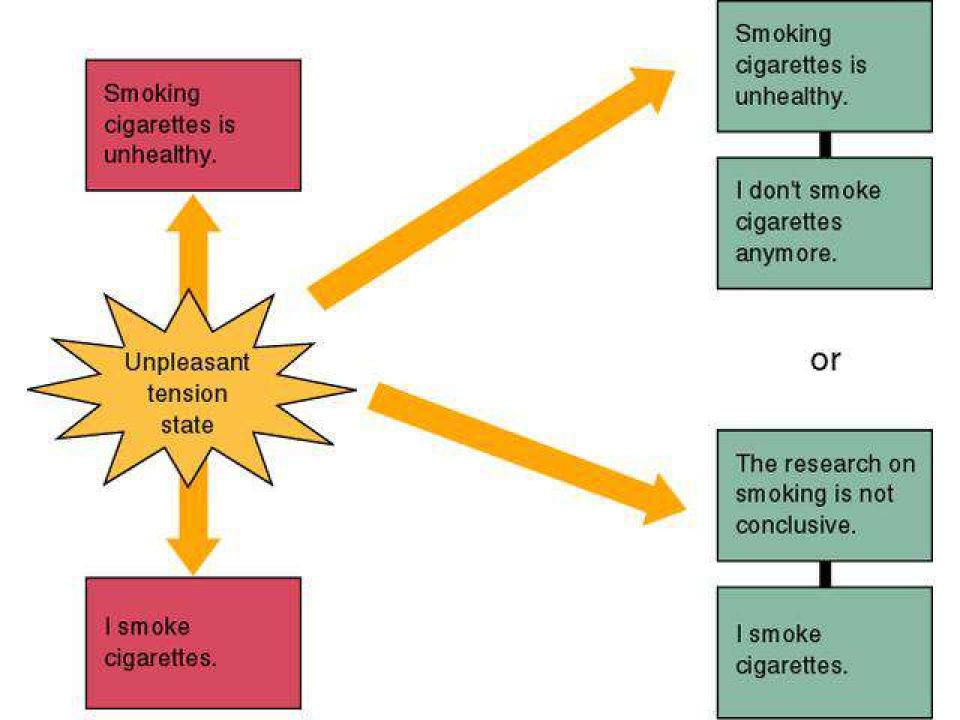- Pay attention to your gut feelings—if you feel pressured, you probably are

Social Thinking

- Cognitive Dissonance Theory
    - we act to reduce the discomfort (dissonance) we feel when two of our thoughts (cognitions) are inconsistent
    - example- when we become aware that our attitudes and our actions clash, we can reduce the resulting dissonance by changing our attitudes

Actions Can Affect Attitudes

Why do actions affect attitudes? One explanation is that when our attitudes and actions are opposed, we experience tension. This is called cognitive dissonance.
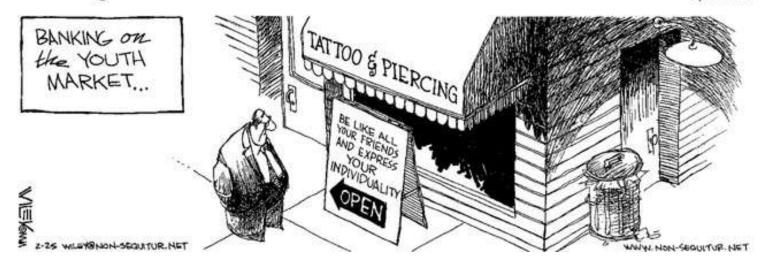
To relieve ourselves of this tension we bring our attitudes closer to our actions (Festinger, 1957).

Social Influence

The greatest contribution of social psychology is its study of attitudes, beliefs, decisions, and actions and the way they are molded by social influence.

Conformity & Obedience

Behavior is contagious, modeled by one followed by another. We follow behavior of others to conform.

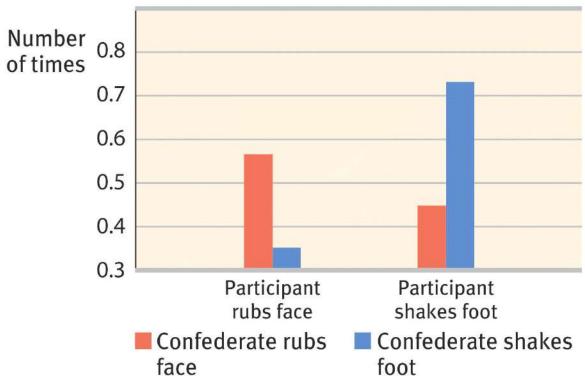Other behaviors may be an expression of compliance (obedience) toward authority.

Conformity   Obedience

The Chameleon Effect

The "Chameleon Effect"

unconsciously mimicking others' expressions, postures,

Conformity & Obedience

- **Suggestibility**

  Muzafer Sherif asked people to estimate the apparent movement of a point of light in a dark room in order to study suggestibility.
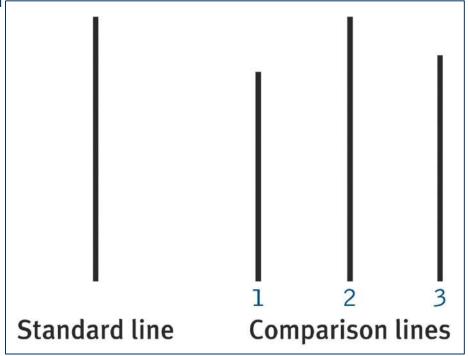
  Suggestibility is a subtle type of conformity, adjusting our behavior or thinking toward some group standard.

Group Pressure & Conformity
Asch's conformity experiments

Conformity

adjusting one's behavior or thinking to coincide with a group standard

Standard line   Comparison lines

Solomon Asch: Hypothesis and Methodology

- Conformity experiment
- Subject asked to match one of three lines to a "standard line"; the answer was obvious
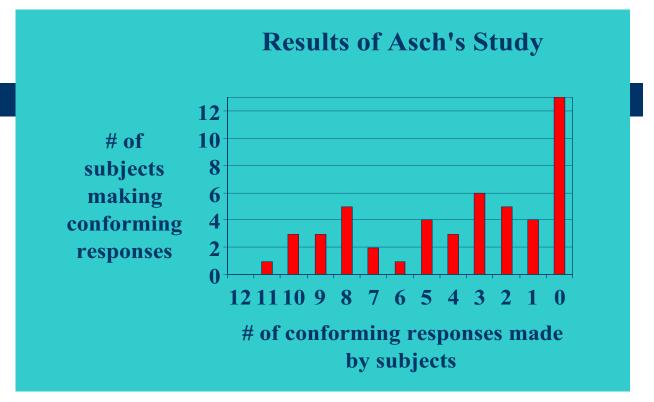
Social Influence

Asch's conformity experiments

Asch: Methodology and Results

- Other group members insisted that one of the shorter lines was actually the same height as the standard line

- Subject began to question what he had thought was the obvious answer

- Subject is relatively likely to give the same answer as the group, even if it's obviously incorrect

Asch's Findings on Conformity

Results of Asch's Study

# of subjects making conforming responses

# of conforming responses made by subjects

- Less than 1% of subjects chose the wrong line when asked the question on their own
- More than one-third of subjects chose the wrong line when asked in a group that had chosen the same wrong line

Conformity

Normative social influence = conformity when we want to avoid rejection or gain acceptance
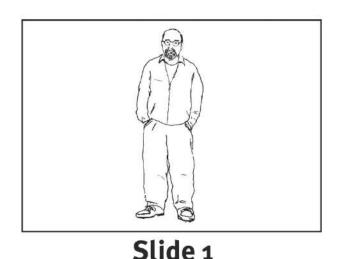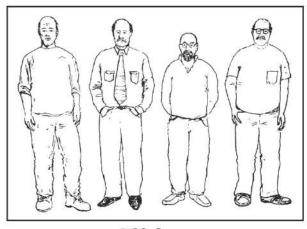
Reasons for Conformity

Normative Social Influence: Influence resulting from a person's desire to gain approval or avoid rejection. A person may respect normative behavior because there may be a severe price to pay if not respected.

Informative Social Influence: The group may provide valuable information, but stubborn people will never listen to others.
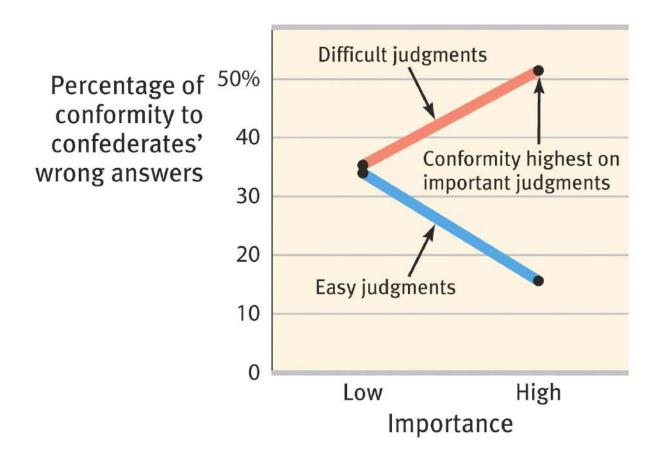
Informative Social Influence

Baron and colleagues (1996) made students do an eyewitness identification task. If the task was easy (lineup exposure 5 sec.), conformity was low in comparison to a difficult (1/2 sec. exposure) task.

Slide 1

Slide 2

Informative Social Influence

Baron et al., (1996)

Conditions that Strengthen Conformity

1. One is made to feel incompetent or insecure.
2. The group has at least three people.
3. The group is unanimous.
4. One admires the group's status and attractiveness.
5. One has no prior commitment or response.
6. The group observes one's behavior.
7. One's culture strongly encourages respect for a social standard.
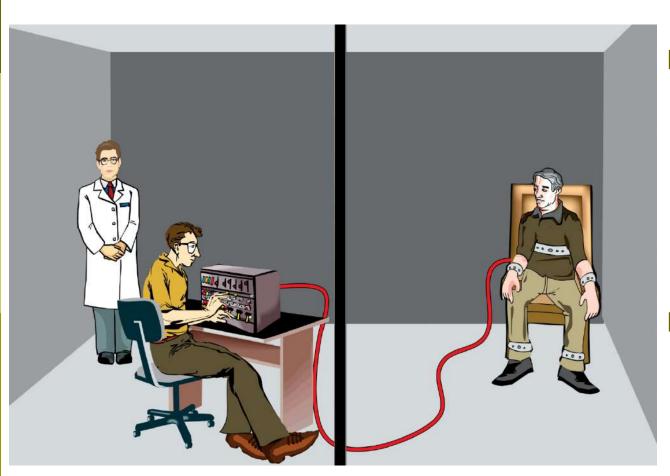
Stanley Milgram Hypothesis and Methodology

- Studied obedience and how people respond to orders from an authority figure
- Real subjects were assigned the role of teacher
- Actors assigned the role of learner, but the actual subjects thought the learners were also subjects in the experiment

Stanley Milgram
(1933-1984)
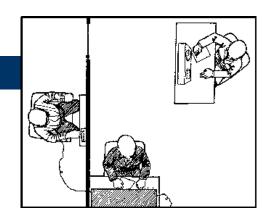
Milgram: Methodology

- Teacher instructed to give the learner electric shocks if he answered a question wrong
- Teacher didn't know the shocks were not real

Milgram's Study

Slight (15–60)　Moderate (75–120)　Strong (135–180)　Very strong (195–240)　Intense (255–300)　Extreme intensity (315–360)　Danger: severe (375–420)　XXX (435–450)

Shock levels in volts

Milgram's Methodology

How likely would you be to obey instructions from someone wearing a lab coat?

☐ Learner would groan and eventually scream in agony
☐ The experimenter insisted that the teacher continue

Table 11.3

The Learner's Schedule of Protests in Milgram's Obedience Experiment
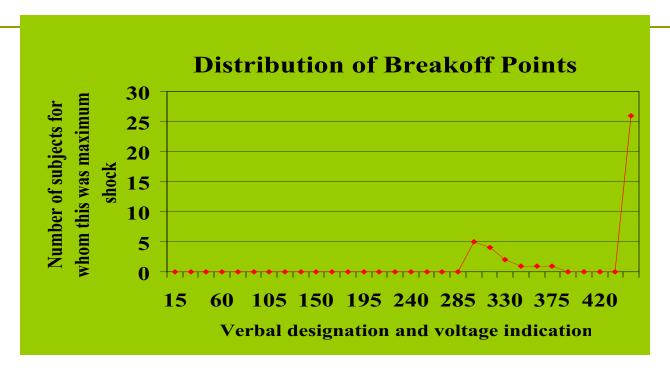
120 volts	→	Ugh! Hey, *this* really hurts.
150 volts	→	Ugh!!! Experimenter! That's all. Get me out of here. I told you I had heart trouble. My heart's starting to bother me now. Get me out of here, please. My heart's starting to bother me. I refuse to go on. Let me out.
210 volts	→	Ugh!! Experimenter! Get me out of here. I've had enough. I *won't* be in the experiment any more.
270 volts	→	(*Agonized scream.*) Let me out of here. Let me out of here. Let me out of here. Let me out. Do you hear? Let me out of here.
300 volts	→	(*Agonized scream.*) I absolutely refuse to answer any more. Get me out of here. You can't hold me here. Get me out. Get me out of here.
315 volts	→	(*Intensely agonized scream.*) I told you I refuse to answer. I'm no longer part of this experiment.
330 volts	→	(*Intense and prolonged agonized scream.*) Let me out of here. Let me out of here. My heart's bothering me. Let me out, I tell you. (*Hysterically*) Let me out of here. Let me out of here. You have no right to hold me here. Let me out! Let me out! Let me out! Let me out of here! Let me out! Let me out!

SOURCE: Milgram (1974a), pp. 56–57.

Milgram's Results

Distribution of Breakoff Points

- Teachers were visibly distressed about the experiment, but 60% continued it until the end
- When the learner said he had a "slight heart condition" and screamed even louder, 65% of teachers continued until the end
- Similar results for women and for men

Obedience

- How many people would go to the highest shock level?

- 65% of the subjects went to the end, even those that protested

Shock Level	Switch Labels and Voltage Levels	Number of Subjects Who Refused to Administer a Higher Voltage Level
	Slight Shock	
1	15	
2	30	
3	45	
4	60	
	Moderate Shock	
5	75	
6	90	
7	105	
8	120	
9	135	
10	150	
11	165	
12	180	
	Very Strong Shock	
13	195	
14	210	
15	225	
16	240	

Shock Level	Switch Labels and Voltage Levels	Number of Subjects Who Refused to Administer a Higher Voltage Level
17	**Intense Shock**	
18	255	
19	270	
20	285	
	300	
21	**Extreme Intensity Shock**	
22	315	5
23	330	
24	345	4
	360	2
25	**Danger: Severe Shock**	1
26	375	1
27	390	
28	405	1
	420	
29	**XXX**	
30	435	
	450	

Milgram: Further Findings

- Teachers most likely to obey perceived authority figures from prestigious institutions

- More likely to obey instructions when "victim" was at a distance and depersonalized

- More likely to obey without role models who defied the authority figure's orders
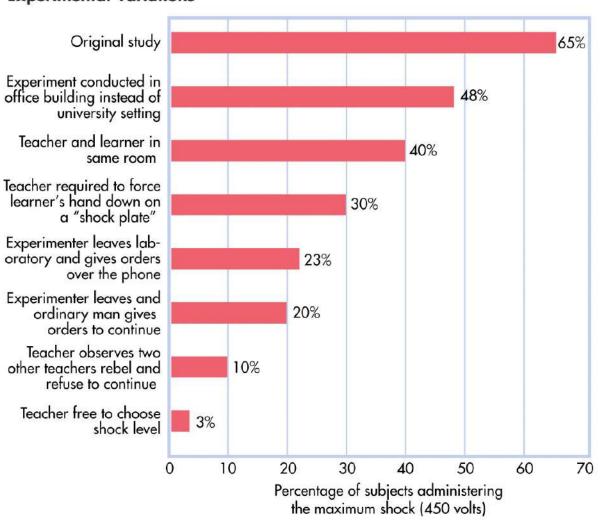
Implications of Milgram's Experiments

☐ Obedience to authority can keep people from following their own morals and standards

☐ Ordinary people can perform cruelties in the process of obeying authority figures in their daily lives

☐ Incrementally increasing the level of shock made it more acceptable for the teachers to continue

Explanations for Milgram's Results

- **Abnormal group of subjects?**
  - numerous replications with variety of groups shows no support
- **People in general are sadistic?**
  - videotapes of Milgram's subjects show extreme distress

Follow-Up Studies to Milgram

Experimental Variations

Original study — 65%

Experiment conducted in office building instead of university setting — 48%

Teacher and learner in same room — 40%

Teacher required to force learner's hand down on a "shock plate" — 30%

Experimenter leaves laboratory and gives orders over the phone — 23%

Experimenter leaves and ordinary man gives orders to continue — 20%

Teacher observes two other teachers rebel and refuse to continue — 10%

Teacher free to choose shock level — 3%

Percentage of subjects administering the maximum shock (450 volts)

Individual Resistance

A third of the individuals in Milgram's study resisted social coercion.

AP/ Wide World Photos

An unarmed individual single-handedly challenged a line of tanks at Tiananmen Square.

Lessons from the Conformity and Obedience Studies

In both Ash's and Milgram's studies, participants were pressured to follow their standards and be responsive to others.

In Milgram's study, participants were torn between hearing the victims pleas and the experimenter's orders.

Group Influence

How do groups affect our behavior? Social psychologists study various groups:

1. One person affecting another
2. Families
3. Teams
4. Committees

Individual Behavior in the Presence of Others

Social facilitation: Refers to improved performance on tasks in the presence of others. Triplett (1898) noticed cyclists' race times were faster when they competed against others than when they just raced against the clock.

Michelle Agnis/ NYT Pictures

Social Loafing

The tendency of an individual in a group to exert less effort toward attaining a common goal than when tested individually (Latané, 1981).

Deindividuation

The loss of self-awareness and self-restraint in group situations that foster arousal and anonymity.
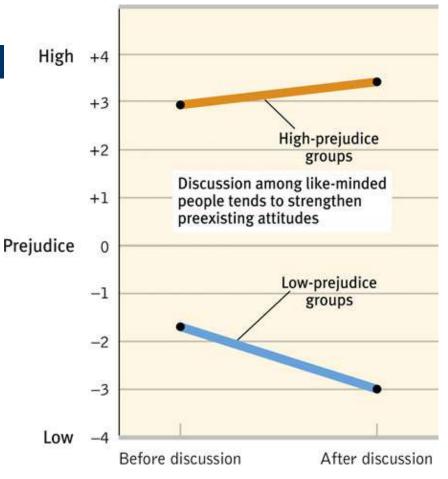

Mob behavior

Social Influence

- Group Polarization
  - enhancement of a group's prevailing attitudes through discussion within the group

Effects of Group Interaction

Group Polarization enhances a group's prevailing attitudes through a discussion. If a group is like-minded, discussion strengthens its prevailing opinions and attitudes.

Groupthink

Mode of thinking that occurs when the desire for harmony in a decision-making group overrides realistic appraisal of alternatives

December 7, 1941
The Japanese attack on Pearl Harbor kills more than 2,300 Americans.

April 17, 1961
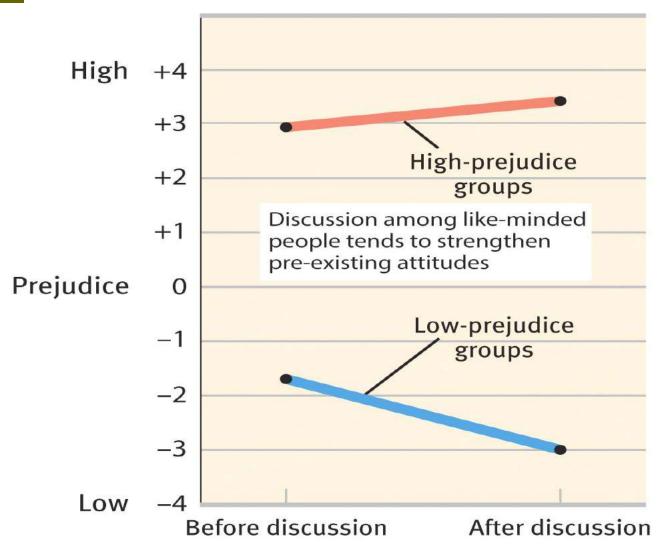1,300 members of a CIA-supported force storms the beaches of Cuba.

January 28, 1986
The Challenger explosion claims the lives of all seven members of its crew.

Groupthink

- **Eight warning signs of groupthink:**
- The illusion of invulnerability
- Belief in the inherent group morality
- Rationalization of group views
- Stereotyping of out-groups
- Self-censorship
- Direct pressure on dissenters
- Self-appointed mindguards
- The illusion of unanimity

- **Four key preventative strategies**:
- Establish an open climate
- Avoid the isolation of the group
- Assign the role of critical evaluator
- Avoid being too directive

Social Influence

High +4

+3

+2

+1

High-prejudice groups

Discussion among like-minded people tends to strengthen pre-existing attitudes

Prejudice 0

−1

Low-prejudice groups

−2

−3

Low −4

Before discussion   After discussion

- If a group is like-minded, discussion strengthens its prevailing opinions

The Power of Individuals

☐ **Self-Fulfilling Prophecies**

   occurs when one person's belief about others leads one to act in ways that induce the others to appear to confirm the belief. Being a victim of prejudice can produce self-blame or anger.
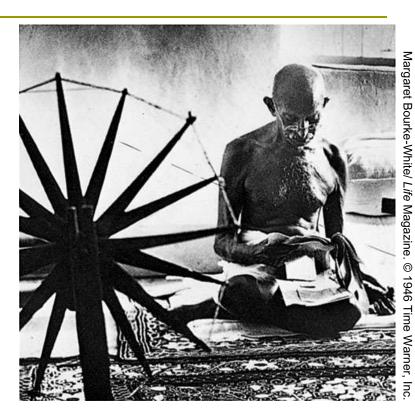
☐ **Minority influence**

   Social history is often made by a minority that sways the majority. Communism, Christianity, Rosa Parks, Inventors, Gandhi

Power of Individuals

The power of social influence is enormous, but so is the power of the individual.

Non-violent fasts and appeals by Gandhi led to the independence of India from the British.

Margaret Bourke-White/ *Life Magazine.* © 1946 Time Warner, Inc.

Gandhi

Social Relations

Social psychology teaches us how we relate to one another through prejudice, aggression, and conflict to attraction, and altruism and peacemaking.
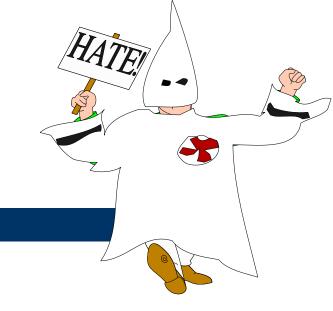
Prejudice

Simply called "prejudgment," a *prejudice is an unjustifiable (usually negative) attitude toward a group and its members*. Prejudice is often directed towards different cultural, ethnic, or gender groups.

Components of Prejudice

1. Beliefs (stereotypes)
2. Emotions (hostility, envy, fear)
3. Predisposition to *act* (to discriminate)

Social Relations

- Prejudice
    - an unjustifiable (and usually negative) attitude toward a group and its members
    - involves stereotyped beliefs, negative feelings, and a predisposition to discriminatory action
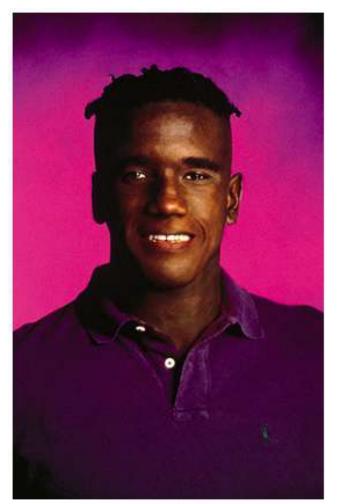
- Stereotype
    - a generalized (sometimes accurate, but often overgeneralized) belief about a group of people
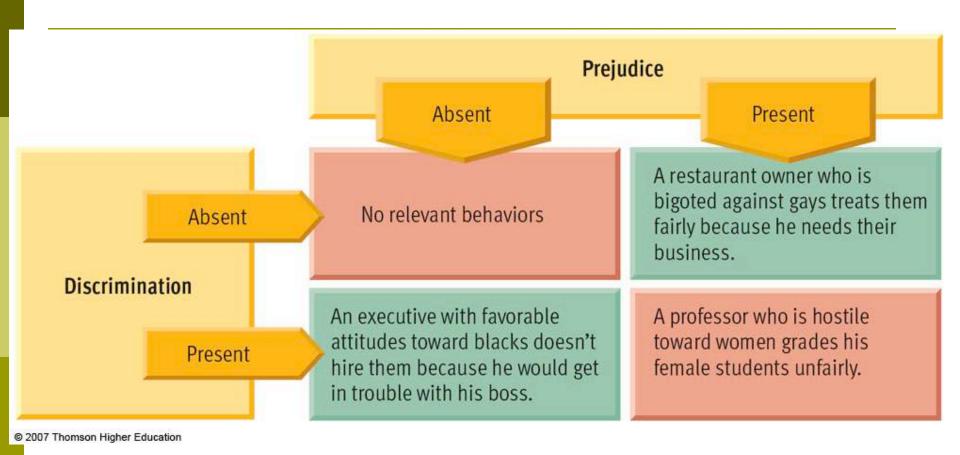
Social Relations

- Does perception change with race?

Prejudice

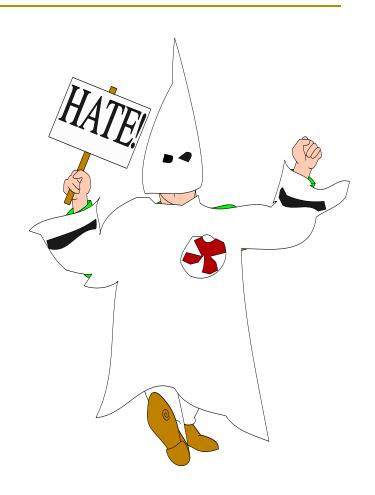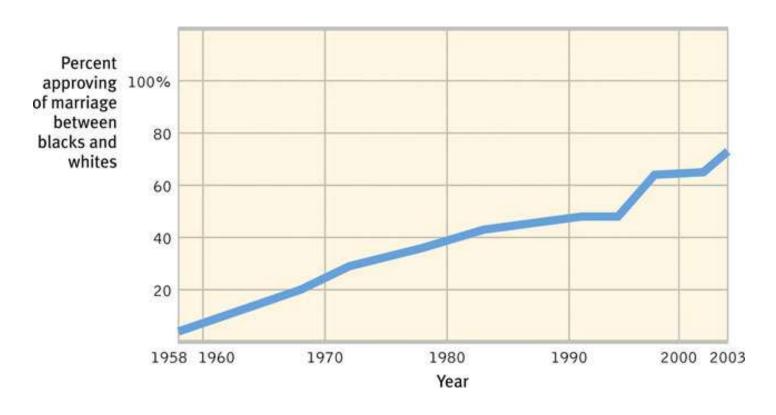| Discrimination		Absent	Present
	Absent	No relevant behaviors	A restaurant owner who is bigoted against gays treats them fairly because he needs their business.
	Present	An executive with favorable attitudes toward blacks doesn't hire them because he would get in trouble with his boss.	A professor who is hostile toward women grades his female students unfairly.

Fig. 16-22, p. 669

Reign of Prejudice

Prejudice works at the conscious and [more at] the unconscious level. Therefore, prejudice is more like a knee-jerk response than a conscious decision.
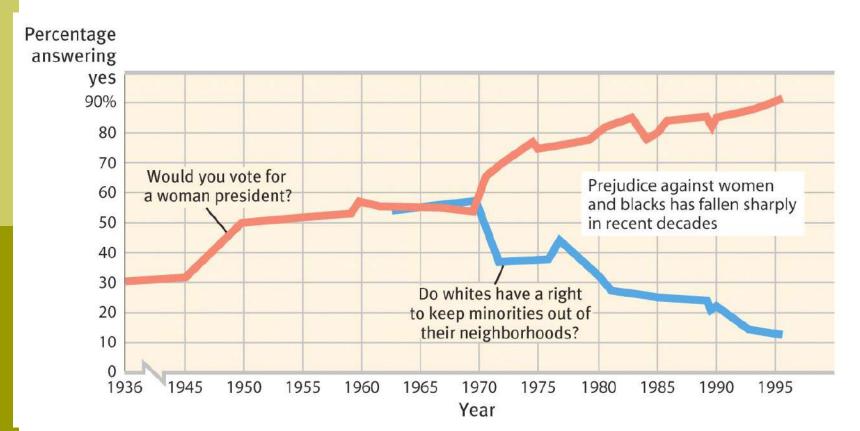
How Prejudiced are People?

Over the duration of time many prejudices against interracial marriage, gender, homosexuality, and minorities have decreased.

Percent approving of marriage between blacks and whites

100%

80

60

40

20

1958 1960   1970   1980   1990   2000 2003

Year

Racial & Gender Prejudice

Americans today express much less racial and gender prejudice, but prejudices still exist.

Percentage answering yes

Would you vote for a woman president?

Prejudice against women and blacks has fallen sharply in recent decades

Do whites have a right to keep minorities out of their neighborhoods?

Race

Nine out of ten white respondents were slow when responding to words like "peace" or "paradise" when they saw a black individual's photo compared to a white individual's photo (Hugenberg & Bodenhausen, 2003).

Gender

Most women still live in more poverty than men. About 100,000,000 women are missing in the world. There is a preference for male children in China and India, even with sex-selected abortion outlawed.

Gender

Although prejudice prevails against women, more people feel positively toward women than men. Women rated picture b [feminized] higher (665) for a matrimonial ad (Perrett, 1998).

(a)   (b)

Professor Dave Perrett, St. Andrews University

Social Roots of Prejudice

Why does prejudice arise?

1. Social Inequalities
2. Social Divisions
3. Emotional Scapegoating

Social Inequality

Prejudice develops when people have money, power, and prestige, and others do not. Social inequality increases prejudice.

Emotional Roots of Prejudice

Prejudice provides an outlet for anger [emotion] by providing someone to blame. After 9/11 many people lashed out against innocent Arab-Americans.

Japanese Internment Camps

In and Out Groups

Ingroup: People with whom one shares a common identity.

Outgroup: Those perceived as different from one's ingroup.

Scotland's famed "Tartan Army" fans.

Social Relations
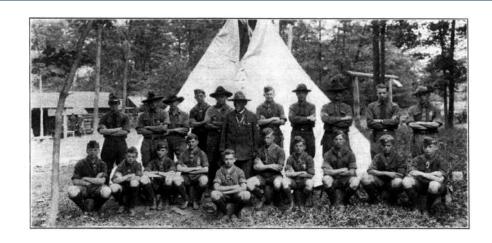
- Ingroup Bias
  - tendency to favor one's own group

Social Identity and Cooperation

Social identity theory

- states that when you're assigned to a group, you automatically think of that group as an in-group for you
- Sherif's Robbers Cave study
  - 11–12 year old boys at camp
  - boys were divided into 2 groups and kept separate from one another
  - each group took on characteristics of distinct social group, with leaders, rules, norms of behavior, and names
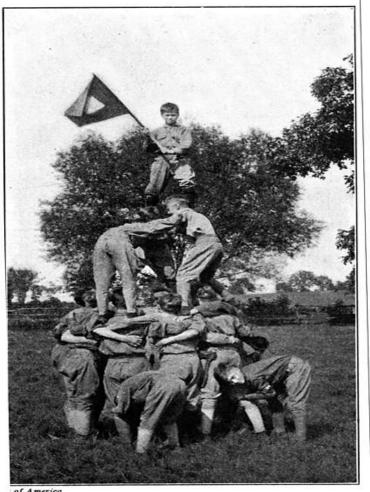
Muzafer Sherif:
Boy Scout "Robber's Cave" Experiment, Stage 1

- 22 Boy Scouts divided into two equal groups
- Stage 1: lived separately, developed their own rules and leadership
- At end of stage 1, began to become aware of the other group
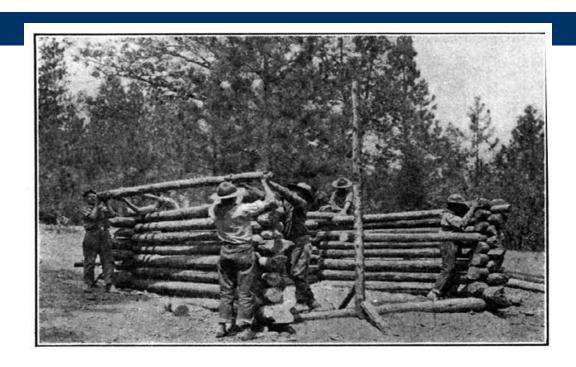
"Robber's Cave" Experiment, Stage 2

- In stage 2, intense rivalry developed between the two groups
- Researchers kept the scores close
- Competed for prizes

Robbers Cave (Sherif)

- Leaders proposed series of competitive interactions which led to 3 changes between groups and within groups
  - within-group solidarity
  - negative stereotyping of other group
  - hostile between-group interactions

"Robber's Cave" Experiment, Stage 3

- Researchers tried to build peace between the two groups
- Best way: working together toward common (superordinate) goals

Implications of Sherif's Study

- Peacebuilding worked well; boys ended up getting along
- More difficult in other, unstaged conflicts

Robbers Cave

Overcoming the strong we/they effect
– establishment of superordinate goals
- e.g., breakdown in camp water supply
– overcoming intergroup strife - research
- stereotypes are diluted when people share individuating information

Social Relations

Scapegoat Theory
theory that prejudice provides an outlet for anger by providing someone to blame

© QT Luong / terragalleria.com

Cognitive Roots of Prejudice

One way we simplify our world is to categorize. We categorize people into groups by stereotyping them.

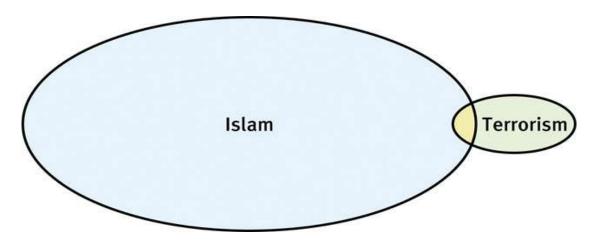Foreign sunbathers may think Balinese look alike.

Cognitive roots of prejudice

- **Categorization**

  When we categorize people into groups, we often stereotype them. Stereotypes may contain truth, but they bias our perceptions. Categorization also biases our perceptions of diversity. We view ourselves as individuals, but we overestimate the similarity of people within groups other than our own. They seem to look and act alike, but we seem diverse.

Cognitive Roots of Prejudice

In vivid cases such as the 9/11 attacks, terrorists can feed stereotypes or prejudices (terrorism). Most terrorists are non-Muslims.
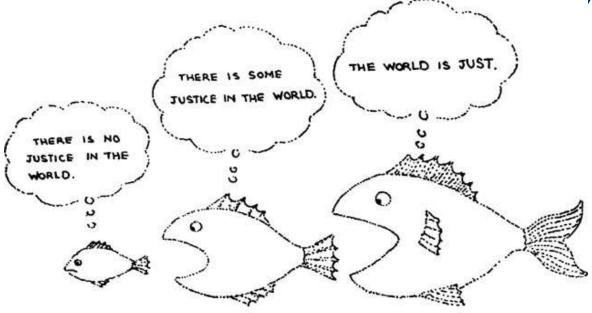
Cognitive roots of prejudice

- **Vivid cases**

  We often judge the frequency of events by instances that readily come to mind (availability heuristic).

  Vivid cases are readily available to our memory and therefore influence our judgments of a group.

Cognitive Roots of Prejudice

The tendency of people to believe the world is just, and people get what they deserve and deserve what they get (the just-world phenomenon).

THERE IS NO JUSTICE IN THE WORLD.

THERE IS SOME JUSTICE IN THE WORLD.

THE WORLD IS JUST.

MANKOFF

Cognitive roots of prejudice

- Just-World Phenomenon
  - tendency of people to believe the world is just
  - people get what they deserve and deserve what they get
- Just-World Phenomenon leads to "blaming the victim"
  - we explain others' misfortunes as being their fault,
  - e.g., she deserved to be raped, what was she doing in that neighborhood anyway?

Cognitive roots of prejudice

- **Hindsight Bias**
  After learning an outcome, the tendency to believe that we could have predicted it beforehand may contribute to blaming the victim and forming a prejudice against them.

  Only when experimental participants were informed that a woman was raped did they perceive the woman's behavior as inviting rape. This best illustrates that victim-blaming is fueled by hindsight bias.

Aggression

Aggression can be *any physical or verbal behavior intended to hurt or destroy*. It may be done reactively out of hostility or proactively as a calculated means to an end.

Research shows that aggressive behavior emerges from the interaction of biology and experience.

The Biology of Aggression

Three biological influences on aggressive behavior are:

1. Genetic Influences
2. Neural Influences
3. Biochemical Influences

Influences

Genetic Influences: Animals have been bred for aggressiveness for sport and at times for research. Twin studies show aggression may be genetic. In men, aggression is possibly linked to the Y chromosome.

Neural Influences: Some centers in the brain, especially the limbic system (amygdala) and the frontal lobe, are intimately involved with aggression.

Influences

Biochemical Influences: Animals with diminished amounts of testosterone (castration) become docile, and if injected with testosterone aggression increases.
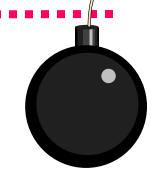Prenatal exposure to testosterone also increases aggression in female hyenas.

Aggression and Violence

Influence of the Brain

▶ **People interpret similar situations as peaceful or violent, depending on their prior experience.**

Culture and Aggression

▶ **America is a very violent country. (The murder rate is 7-10 times higher than in Europe.) This may be due to the emphasis people place on individual rights, freedom, and competition.**

▶ **Between the ages of 15-24, homicide is the second highest cause of death (following accidents).**

Social Factors in Aggression

▸ **Aggressive patterns are set by middle childhood. Some males are conditioned to be "masculine" because their aggressive behavior is condoned through adolescence.**

▸ **Deindividuation (a loss of identity as a result of being in a group) increases violent acts.**

▸ **In a group, individuals feel less responsibility, more power, and less vulnerability. This is called the risky-shift phenomenon. This may lead to events such as mob action, gang beatings and riots.**

The Psychology of Aggression

Four psychological factors that influence aggressive behavior are:

1. Dealing with aversive events
2. Learning aggression is rewarding
3. Observing models of aggression
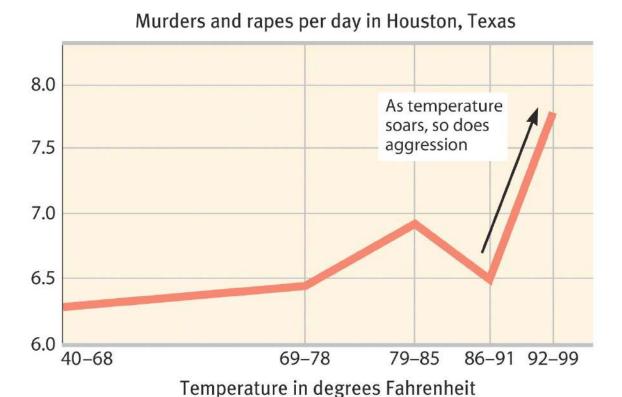4. Acquiring social scripts

Aversive Events

Studies in which animals and humans experience unpleasant events reveal that those made miserable often make others miserable.

Ron Artest (Pacers) attack on Detroit Pistons fans.

Environment

Even environmental temperature can lead to aggressive acts. Murders and rapes increased with the temperature in Houston.

Murders and rapes per day in Houston, Texas

As temperature soars, so does aggression

Temperature in degrees Fahrenheit

The Psychology of Aggression

- Frustration-Aggression Principle
  - principle that frustration – the blocking of an attempt to achieve some goal – creates anger, which can generate aggression

The Psychology of Aggression

- **Learning to express and inhibit aggression**

  When people become increasingly involved in violent fights at school because this gains them the attention and respect of many of their classmates, this suggests that aggression is a learned response.

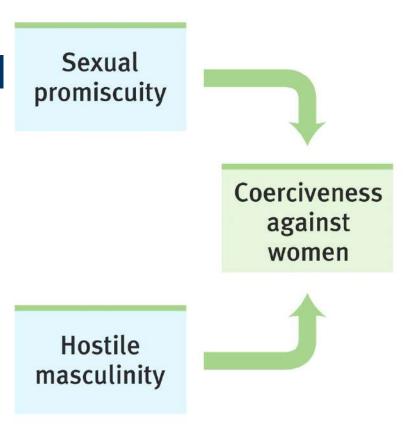# Learning that Aggression is Rewarding

When aggression leads to desired outcomes, one learns to be aggressive. This is shown in both animals and humans.

Cultures that favor violence breed violence. Scotch-Irish settlers in the South had more violent tendencies than their Quaker Dutch counterparts in the Northeast of the US.

Observing Models of Aggression

Sexually coercive men are promiscuous and hostile in their relationships with women. This coerciveness has increased due to television viewing of R- and X-rated movies.

Sexual promiscuity

Hostile masculinity

Coerciveness against women

Acquiring Social Scripts

The media portrays *social scripts* and generates mental tapes in the minds of the viewers. When confronted with new situations individuals may rely on such social scripts. If social scripts are violent in nature,
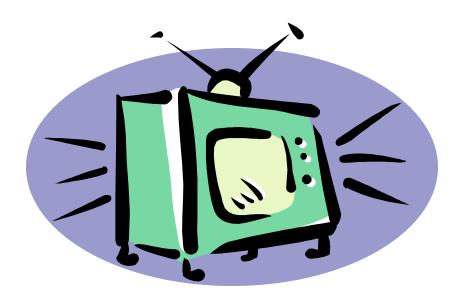
people may act them out.

Do Video Games Teach or Release Violence?

The general consensus on violent video games is that, to some extent, they breed violence. Adolescents view the world as hostile when they get into arguments and receive bad grades after playing such games.

Effects of Mass Media

▶ **Most psychologists now believe that violence in films can increase violent behavior in people (imitation learning).**

▶ **Seeing violence in films and television does not allow people to release aggressive tendencies. It is not cathartic.**

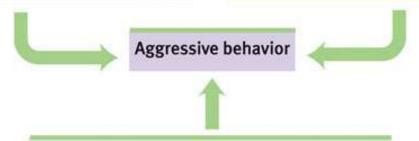▶ **Violent behavior increases if people believe that violence is justified or acceptable.**

Summary

Biological influences:
- genetic influences
- biochemical influences, such as testosterone and alcohol
- neural influences, such as severe head injuries

Psychological influences:
- dominating behavior (which boosts testosterone levels in the blood)
- believing you've drunk alcohol (whether you actually have or not)
- frustration
- aggressive role models
- rewards for aggressive behavior

Aggressive behavior

Social-cultural influences:
- deindividuation from being in a crowd
- challenging environmental factors, such as crowding, heat, and direct provocations
- parental models of aggression
- minimal father involvement
- being rejected from a group
- exposure to violent media

Conflict

- **Conflict**
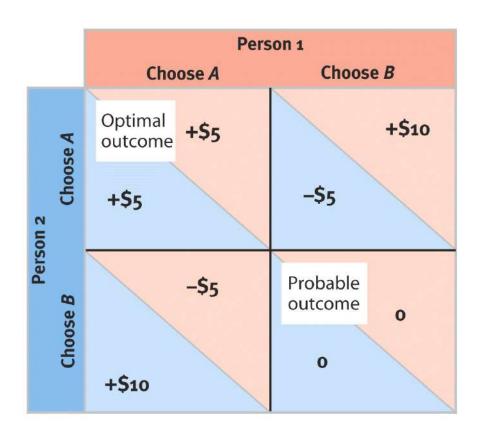
  a perceived incompatibility of actions, goals, or ideas.

Social Relations

- Social Trap
  - a situation in which the conflicting parties, by each rationally pursuing their self-interest, become caught in mutually destructive behavior
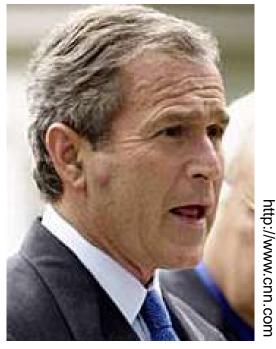
A Game of Social Trap

By pursuing our self-interest and not trusting others, we can end up losers.

Enemy Perceptions

People in conflict form diabolical images of one another.

Saddam Hussein
"Wicked Pharaoh"

http://www.cnn.com

George Bush
"Evil"

http://www.aftonbladet.se
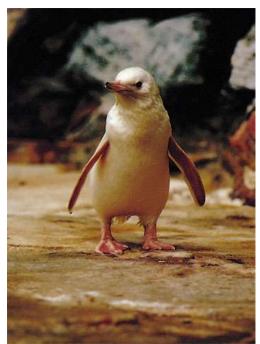
Enemy perceptions

- **Enemy perceptions**

  mirror-image perceptions–

  As we see "them" – as untrustworthy and evil intentioned– so "they" see us.

Psychology of Attraction

1. **Proximity:** Geographic nearness is a powerful predictor of friendship. Repeated exposure to novel stimuli increases their attraction (mere exposure effect).
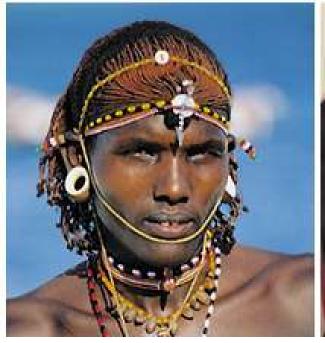
A rare white penguin born in a zoo was accepted after 3 weeks by other penguins just due to proximity.

Rex USA

Social Relations-Attractiveness

- **Mere Exposure Effect**
  - repeated exposure to novel stimuli increases liking of them
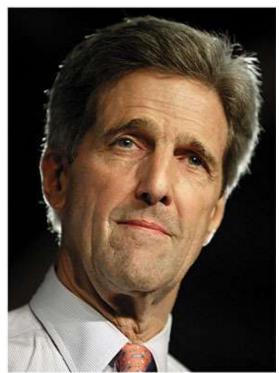- Conceptions of attractiveness vary by culture

Psychology of Attraction

2. **Physical Attractiveness:** Once proximity affords contact, the next most important thing in attraction is physical appearance.

Brooks Kraft/ Corbis

Brooks Kraft/ Corbis

Psychology of Attraction

CONTRARY TO POPULAR BELIEF, I REALLY AM LOOKING FOR A MATE THAT WILL MEET ALL OF MY PHYSICAL AND EMOTIONAL NEEDS.

3. **Similarity:** Similar views among individuals causes the bond of attraction to strengthen.

Similarity breeds content!

We are likely to become friends with other who are similar to us in attitudes, intelligence, age, and economic status. Similarity breeds content.

Romantic Love

Passionate Love: An aroused state of intense positive absorption in another, usually present at the beginning of a love relationship.

Two-factor theory of emotion

1. Physical arousal plus cognitive appraisal
2. Arousal from any source can enhance one emotion depending upon what we interpret or label the arousal

Romantic Love

Companionate Love: A deep, affectionate attachment we feel for those with whom our lives are intertwined.

MATRIMONY

COURTSHIP

Courtship and Matrimony (from the collection of Werner Nekes)

Effects of Personal Appearance
The Attractiveness Bias

Physically attractive people are rated higher on intelligence, competence, sociability, morality
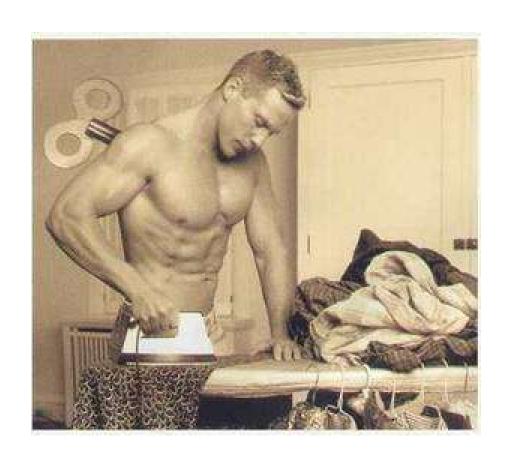
- teachers rate attractive children as smarter, and higher achieving
- adults attribute cause of unattractive child's misbehavior to personality, attractive child's to situation
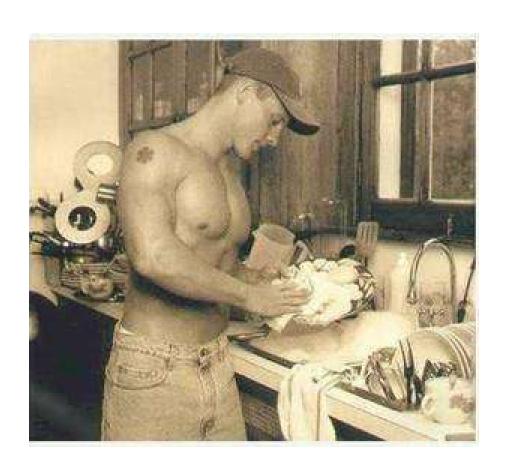- judges give longer prison sentences to unattractive people

Interpersonal Attraction
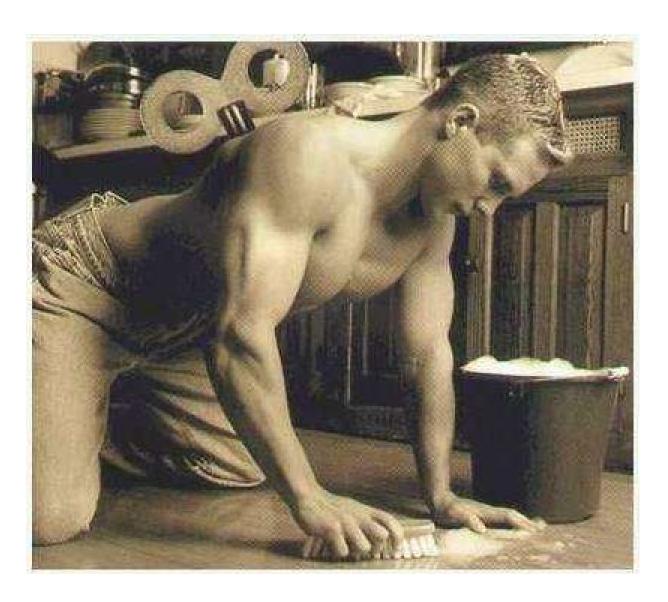
Ingredients in Liking and Loving

▸ **Flirting such as glancing at a person, smiling, nodding, primping, playing with one's hair, etc.**

▸ **The person who is physically attractive is seen as trustworthy, confident, and competent.**

▸ **People tend to select people who are as attractive as they are. Over time, the importance of looks decreases.**

▸ **Self-disclosure is good to a degree but too much is boring to another person.**

The Perfect Man

The Perfect Man

The Perfect Man

The Perfect Man

AND THE WOMEN WHO ARE STILL WAITING FOR HIM...

Marriage Counselors say that….

1. Marrying someone who has a drug or alcohol problem and trying to reform that person is almost never a good idea.

2. Jealousy is never a good idea.

3. Any violence in a relationship is a bad sign. It rarely goes away.

4. Love means giving and taking. (Compromise)

Social Relations

- Equity
  - a condition in which people receive from a relationship in proportion to what they give to it
- Self-Disclosure
  - revealing intimate aspects of oneself to others

Man of the year Awards

3rd Place goes to: *Albania*

2nd Place goes to *Serbia*

and the winner of the man of the year is: *Ireland*

Altruism

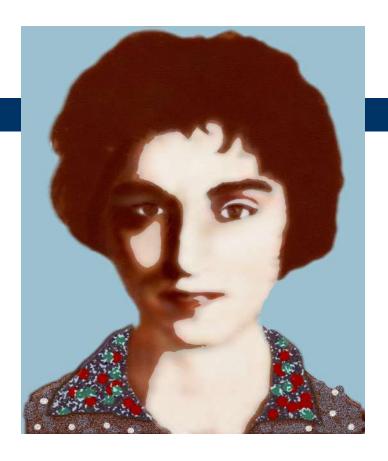- unselfish regard for the welfare of others
  Kitty Genovese

Altruism
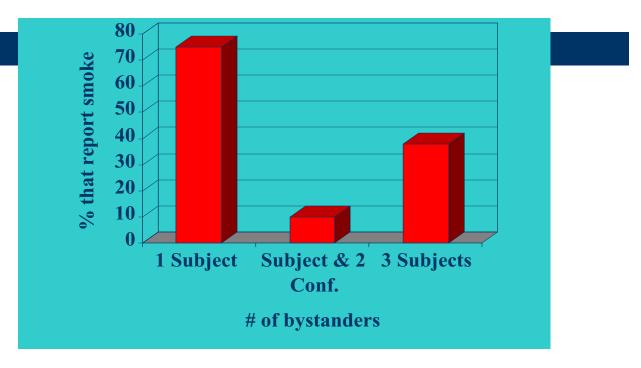
- Why didn't Kitty Genovese's neighbor's call the police earlier or help her in some other way before it was too late?

John Darley and Bibb Latané: Hypothesis

Hypothesized that people would be less likely to report smoke in a room if others were present

Darley and Latané : Methodology and Results

- Placed subjects in rooms that filled with smoke
- 75% of subjects reported smoke if they were alone; 10% if they were with confederates of the researchers; 38% if they were with other subjects

Darley and Latané
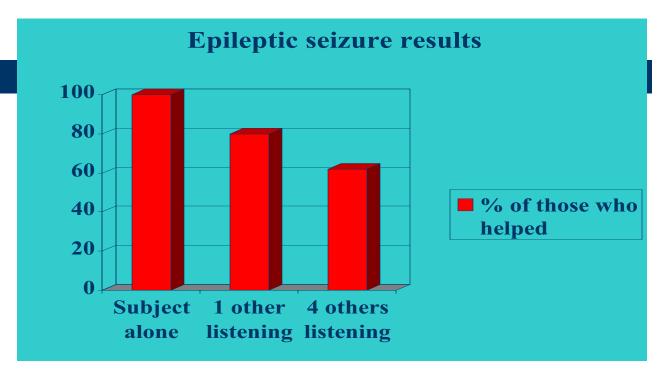
In order for bystanders to help:

- People have to notice the incident

- People have to interpret the incident as urgent

- People have to take responsibility for helping out

But…

- People are less likely to help if others are around

Darley and Latané

Epileptic seizure results
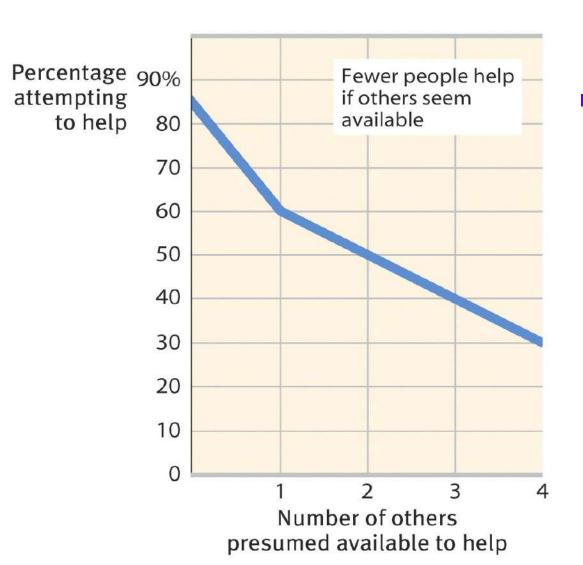
- Pluralistic ignorance: people assume someone else will help
- Epileptic seizure experiment

Darley and Latané

- There are certain circumstances under which people are more likely to help someone in need

Social Relations

Percentage attempting to help

Fewer people help if others seem available

Number of others presumed available to help

- Bystander Effect
  - tendency for any given bystander to be less likely to give aid if other bystanders are present

The Norms for Helping

Social Exchange Theory: Our social behavior is an exchange process. The aim is to maximize benefits and minimize costs.

- Reciprocity Norm: The expectation that we should return help and not harm those who have helped us.

- Social–Responsibility Norm: Largely learned, it is a norm that tells us to help others when they need us even though they may not repay us.

Helping Behavior
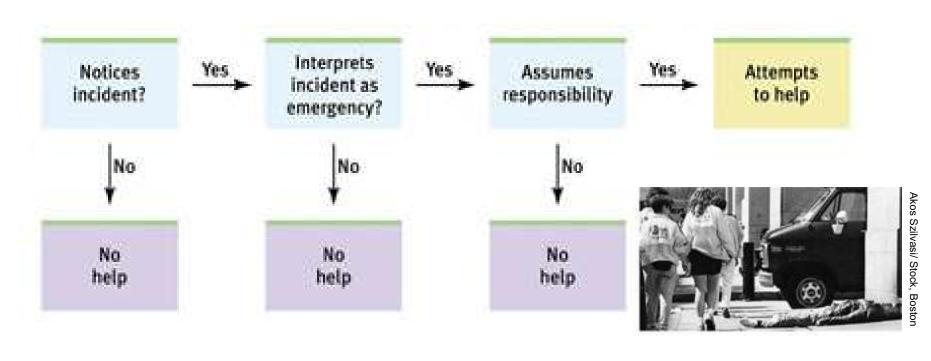
When more people are present, people feel less personal responsibility to help others.

1. When others are present people do not want to appear foolish.

2. People use others viewing the crisis as a measuring stick about how to act and behave.

3. Diffusion of responsibility means that a person feels less responsibility in a group.

4. People do not call for police because that would signal an emergency, which would require more help than the person is willing to give.

5. People will not help in a strange environment.

Bystander Intervention

The decision-making process for bystander

Akos Szilvasi/ Stock, Boston

Peacemaking

Superordinate Goals are shared goals that override differences among people and require their cooperation.

Syracuse Newspapers/ The Image Works

Communication and understanding developed through talking to one another. Sometimes it is mediated by a third party.

Peacemaking

- **Conciliation**

  Conciliation allow both parties to begin edging down the tension ladder to a safer rung where communication and mutual understanding can begin.

Peacemaking

Graduated & Reciprocated Initiatives in Tension-Reduction (GRIT): This is a strategy designed to decrease international tensions. One side recognizes mutual interests and initiates a small conciliatory act that opens the door for reciprocation by the other party.

Overview of Social Psychological Experiments

Experimenter	Brief Description of Experiment	Results	Key Concept
Milgram	Teacher to apply electric shocks when learner does not answer questions correctly	66% of subjects delivered what they thought to be a maximum of 450 volts.	Obedience to Authority Figures
Asch	Select the line in a triad that matches the stimulus line	subjects conformed 1/3 of the time when the confederates voted unanimously	Conformity Normative Influence Social Influence
Festinger	Gave two different groups either $1 or $20 to lie about a boring task to future subjects	$1 group changed their perception of the task from boring to interesting	Cognitive Dissonance
Latane & Darley	Emergency situation created to test people's helping behavior	People help when they think they are alone, but the larger the group present, the less likely anyone is to act	Diffusion of Responsibility Bystander Intervention
Sherif	Boys' camp study where an emergency situation required group cooperation	Two previously competitive groups worked together to solve problem	Contact Theory Superordinate Goal
Rosenthal & Jacobsen	Teachers were told prior to school year to expect certain kids to "bloom" academically during the year.	Teacher expectations did come true— bloomers did prove more successful than non-bloomers	Self-fulfilling Prophecy
Zimbardo	Simulate a prison setting at Stanford and assign roles of "prisoners" and "guards" to students	Simulation cut off in 6 days because of sadistic guards and ethical violations	Social Roles
Triplett	Looked at the effect of an audience when learners had learned task well or were just beginning to learn it	Well-learned tasks were enhanced by audience and newly learned tasks were impaired when audience was present	Social Facilitation Social Impairment

Review

Person Perception

- Judgments of others can be distorted by their physical appearance, as we tend to ascribe desirable personality characteristics and competence to those who are good looking.

- People are quick to draw inferences about others based on how they move, talk, and gesture.

- *Social schemas* and *stereotypes* can influence our perceptions of others.

- Stereotypes tend to be broad overgeneralizations that can lead us to see what we expect to see and to overestimate how often we have seen it (the *illusory correlation* effect).

- Evolutionary psychologists argue that many biases in person perception, such as the tendency to quickly categorize people into *ingroups* and *outgroups*, exist because they were adaptive in humans' ancestral past.

- People tend to overestimate the degree to which others pay attention to them (the *spotlight effect*) and people tend to think that their knowledge of their peers is greater than their peers' knowledge of them (the *illusion of asymmetric insight*).

Review

Attribution

Basic processes

- *Attributions* are inferences that people draw about the causes of events and behaviors.

- *Internal attributions* ascribe the causes of behavior to personal traits, abilities, and feelings, whereas *external attributions* ascribe the causes of behavior to situational demands and environmental factors.

- According to Bernard Weiner, attributions for success and failure can be analyzed along the stable-unstable and internal-external dimensions.

Biases

- The *fundamental attribution error* refers to observers' bias in favor of internal attributions in explaining others' behavior.

- The *actor-observer bias* refers to the fact that actors favor external attributions in explaining their own behavior, whereas observers favor internal attributions.

- *Defensive attribution* is the tendency to blame victims for their misfortune, so that one feels less likely to be victimized in a similar manner.

- The *self-serving bias* is the tendency to explain one's successes with internal attributions and one's failures with external attributions.

Cultural Influences

- Cultures vary in their emphasis on *individualism* (putting personal goals ahead of group goals) as opposed to *collectivism* (putting group goals ahead of personal goals), which influence attributional tendencies.

- People from collectivist cultures appear to be less prone to the fundamental attribution error and to the self-serving bias than people from individualist cultures.

Review

Interpersonal Attraction

Factors in attraction

- A key determinant of romantic attraction for both sexes is physical attractiveness.

- The *matching hypothesis* asserts that males and females of roughly equal physical attractiveness are likely to select each other as partners.

- Married and dating couples tend to be similar on many traits, probably because similarity causes attraction and because attraction can foster similarity.

- Research on *reciprocity* shows that liking breeds liking and that loving promotes loving.

- In romantic relationships people evaluate how close their partners come to matching their ideals, but these perceptions are highly subjective, so partners often come to idealize each other.

Cultural and evolutionary influences

- The traits that people seek in prospective mates seem to transcend culture, but societies vary in their emphasis on romantic love as a prerequisite for marriage.

- According to evolutionary psychologists, some aspects of good looks influence attraction because they have been indicators of reproductive fitness.

- Men tend to be more interested than women in seeking youthfulness and attractiveness in mates, whereas women tend to emphasize potential mates' financial prospects.

- The gender gap in mating priorities influences the tactics that men and women use in pursuing romantic relationships.

- Women tend to underestimate men's relationship commitment, whereas men tend to overestimate women's sexual interest.

Perspectives on love

- Some theorists distinguish between *passionate love* and *companionate love,* with the latter divisible into *intimacy* and *commitment.*

- Another approach views romantic love as an *attachment process* and argues that love relationships in adulthood mimic attachment patterns in infancy, which fall into three categories: secure, anxious-ambivalent, and avoidant.

Attitudes

The structure of attitudes

Components

- The *cognitive component* of an attitude is made up of the beliefs that people hold about the object of an attitude.
- The *affective component* of an attitude consists of the emotional feelings stimulated by an object of thought.
- The *behavioral component* of an attitude consists of predispostions to act in certain ways toward an attitudinal object.

Dimensions

- *Attitude strength* refers to how firmly attitudes are held.
- *Attitude accessibility* refers to how often and how quickly an attitude comes to mind.
- *Attitude ambivalence* refers to how conflicted one feels about an attitude.

Relations to behavior

- Research demonstrates that attitudes are poor to mediocre predictors of people's behavior.
- The inconsistent relations between attitudes and behavior have been attributed to variations in attitude strength and to variations in situational constraints.

Trying to change attitudes

Source factors

- Persuasion tends to be more successful when a source has credibility, which may depend on expertise or trustworthiness.
- Likability also tends to increase success in persuasion.

Message factors

- Two-sided arguments tend to be more effective than one-sided presentations.
- Fear appeals tend to work if they are actually successful in arousing fear.

Receiver factors

- Persuasion is more difficult when the receiver is forewarned about the persuasive effort.
- Resistance is greater when a message is incompatible with the receiver's existing attitudes and when strong attitudes are targeted.

Theories of attitude change

Learning theory

- The affective component of an attitude can be shaped by classical conditioning.
- Attitudes can be strengthened by reinforcement or acquired through observational learning.

Dissonance and self-perception theory

- According to Leon Festinger, inconsistency between attitudes motivates attitude change.
- Dissonance theory can explain attitude change after counter-attitudinal behavior or when people need to justify their great effort to attain something.
- According to Daryl Bem, attitudes don't determine behavior as much as people infer their attitudes from their behavior.

Elaboration likelihood model

- The *central route* to persuasion depends on the logic of one's message, whereas the *peripheral route* depends on nonmessage factors, such as emotions.
- Research indicates that the central route produces more durable attitude change.

Review

Yielding to Others

Conformity

- Research by Solomon Asch showed that people have a surprisingly strong tendency to conform.

- Asch found that conformity becomes more likely as group size increases up to a size of seven.

- However, the presence of another dissenter in a group greatly reduces the conformity observed.

- Asch's findings have been replicated in many cultures, with even higher levels of conformity observed in collectivist societies.
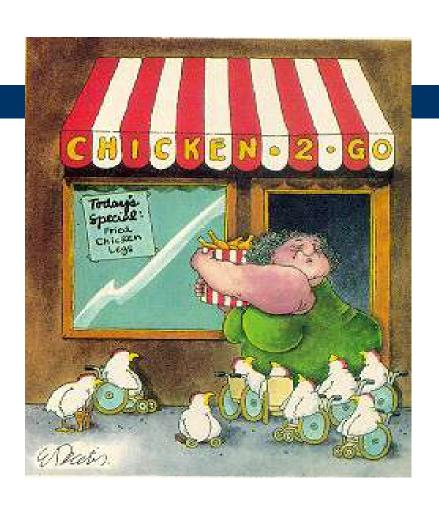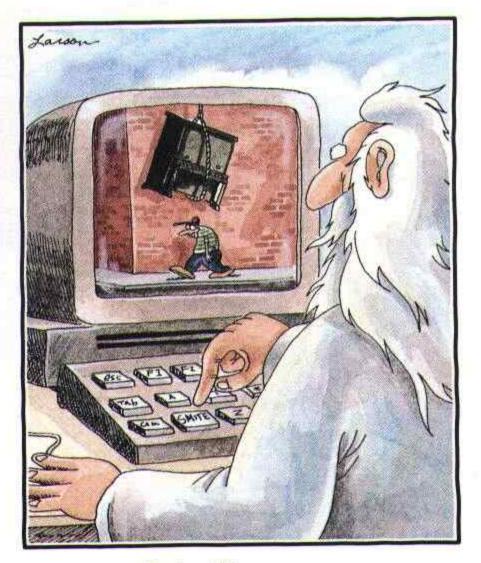
Obedience

- In Stanley Milgram's landmark study, adult men drawn from the community showed a remarkable tendency to follow orders to shock an innocent stranger, with 65% delivering the maximum shock.

- The generalizability of Milgram's findings has stood the test of time, but his work helped stimulate stricter ethical standards for research.

- Milgram's findings have been replicated in many modern nations and even higher rates of obedience have been seen in many places.

Review

Behavior in Groups

- The *bystander effect* refers to the fact that people are less likely to provide help when they are in groups than when they are alone, because of diffusion of responsibility.

- Productivity often declines in groups because of loss of coordination and *social loafing,* which refers to the reduced effort seen when people work in groups.

- *Group polarization* occurs when discussion leads a group to shift toward a more extreme decision in the direction it was already leaning.

- In *groupthink,* a cohesive group suspends critical thinking in a misguided effort to promote agreement.

- Research indicates that individual members in groups often fail to share information that is unique to them.

God at His computer