

# Unit 14:

# Social Psychology



# Unit Overview

- [Social Thinking](#)
- [Social Influence](#)
- [Social Relations](#)



Click on any of the above hyperlinks to go to that section in the presentation.

# Introduction

- Social Psychology



# Social Thinking



# 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
  - Dispositional vs. situational attribution
  - Fundamental attribution error
  - Self-serving



# 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

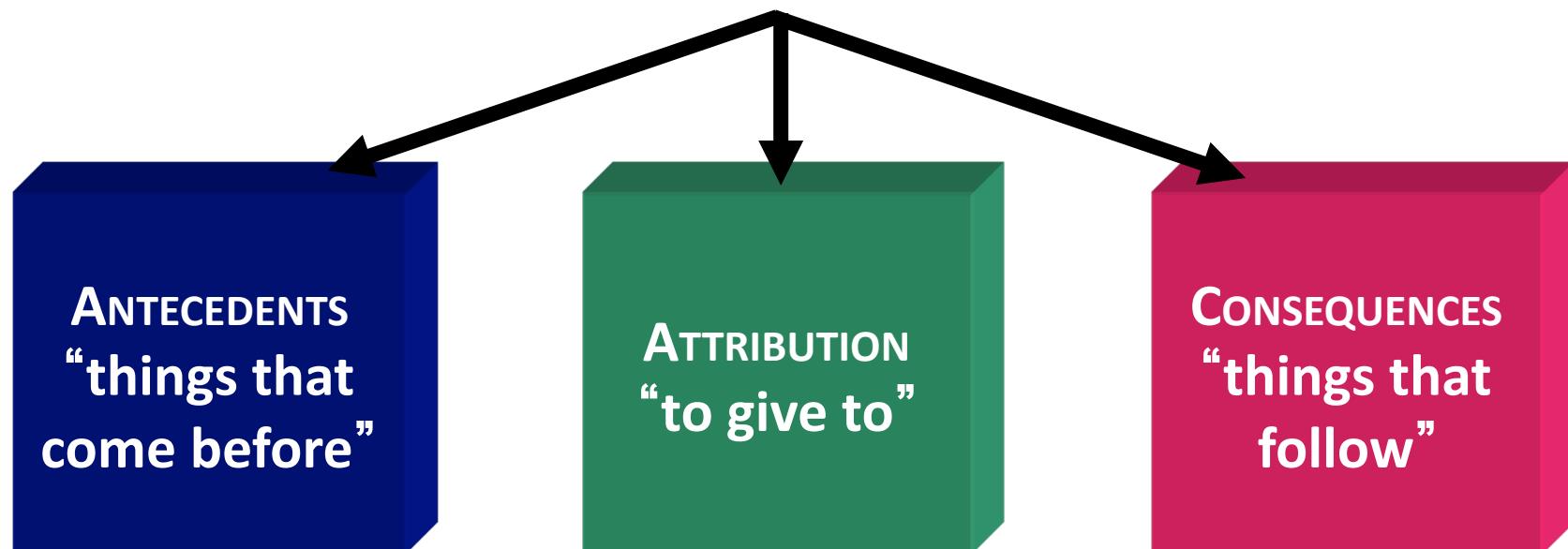
The tendency to overestimate the impact of personal disposition and underestimate the impact of the situations in analyzing the behaviors of others leads to the **fundamental attribution error**.

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”

Information  
beliefs, and  
motivations  
we already have

**ATTRIBUTION**  
“to give to”

Explanations of  
why people act  
as they do

**CONSEQUENCES**  
“things that follow”

Our thoughts,  
our emotional  
responses,  
and expectations

# Attributing Behavior to Persons or to Situations

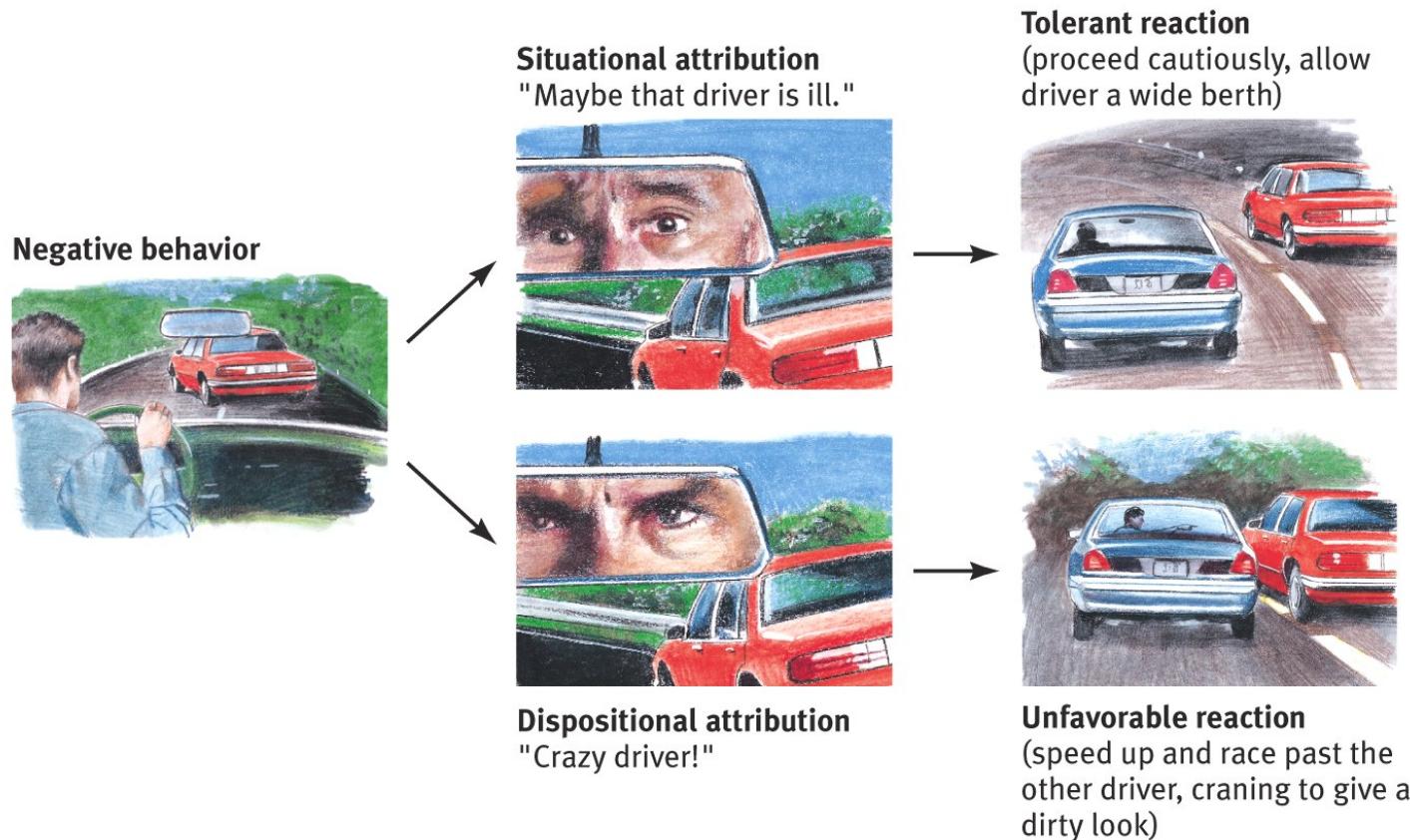
## *The Effects of Attribution*

- Personal relationships
- Political relationships
- Job



# Effects of Attribution

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



# Attitudes and Actions

- Attitude
  - Central route
  - Peripheral persuasion



# 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**

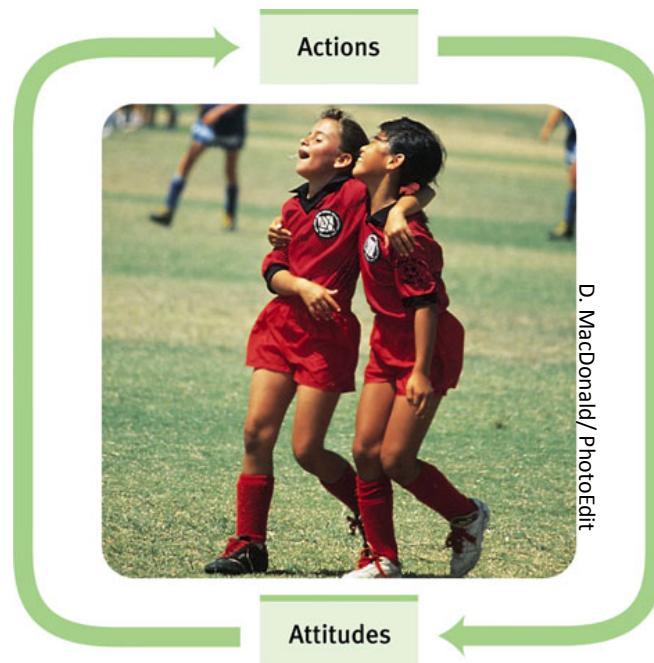
Our attitudes predict our behaviors imperfectly because other factors, including the external situation, also influence behavior.

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.



Cooperative actions can lead to mutual liking (beliefs).

# Attitudes and Actions

## *Actions Affect Attitudes*

- The Foot-in-the-Door Phenomenon
  - “start small and build”

# 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.

# Attitudes and Actions

## *Actions Affect Attitudes*

- Role-Playing Affects Attitudes
  - Role
  - Stanford study
  - Abu Ghraib



# 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



# 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

# Attitudes and Actions

## *Actions Affect Attitudes*

- Cognitive Dissonance: Relief From Tension
  - Cognitive dissonance theory
  - “Attitudes follow behavior”

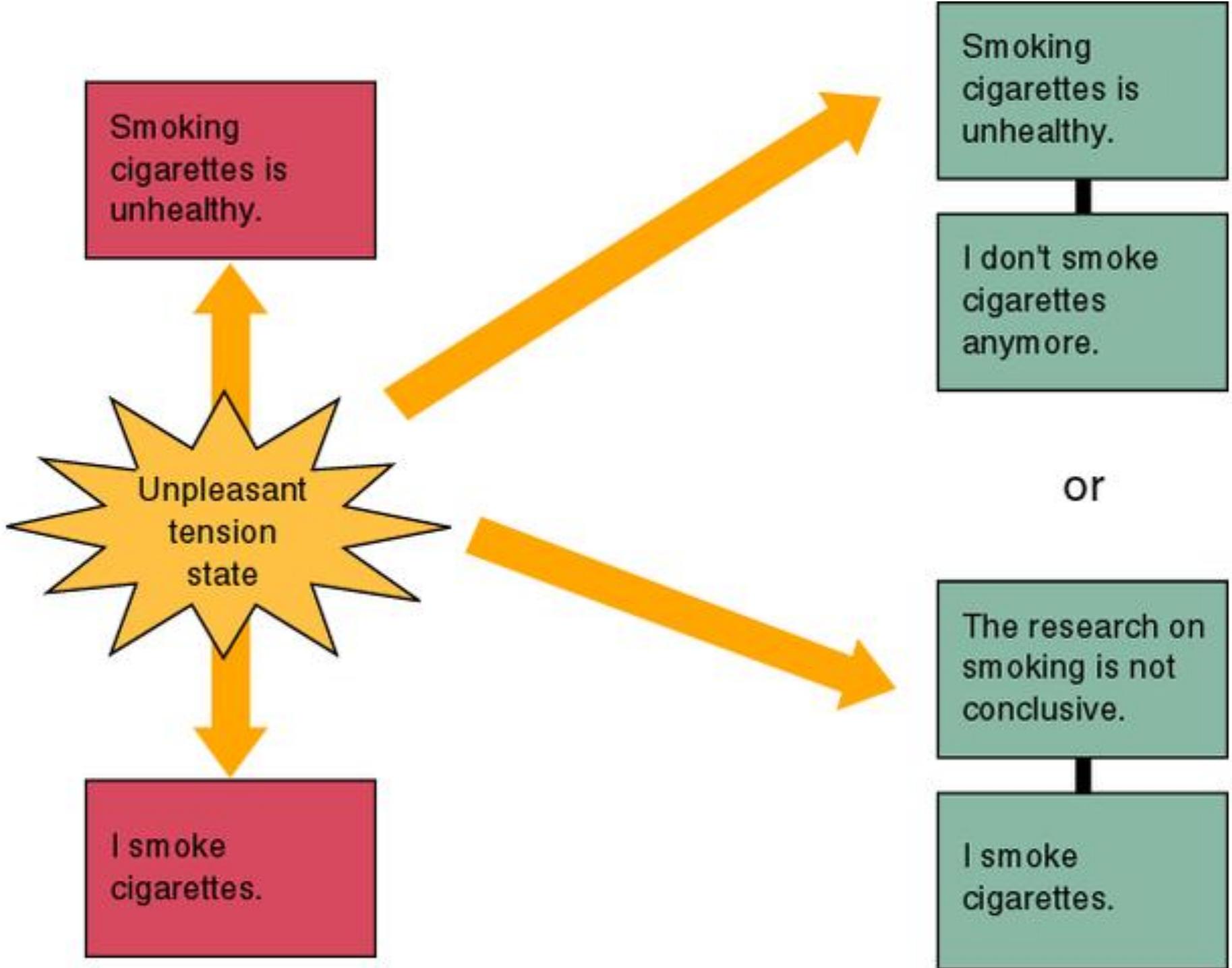
# Social Thinking

- 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).



# Cognitive Dissonance

## Examples

- Cheating on a test is wrong **BUT** I need a good grade in this class.
- I believe in saving the environment **BUT** my car gets very poor gas mileage.
- I know my boyfriend's bad for me **BUT** I love him.
- I respect my parents **BUT** I don't want to do (or be) what they want me to do (or be).

# Social Influence



# 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**.

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Sign in front of the tattoo parlor:

“Be like all your friends  
and express your individuality.”

# 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

# Conformity and Obedience

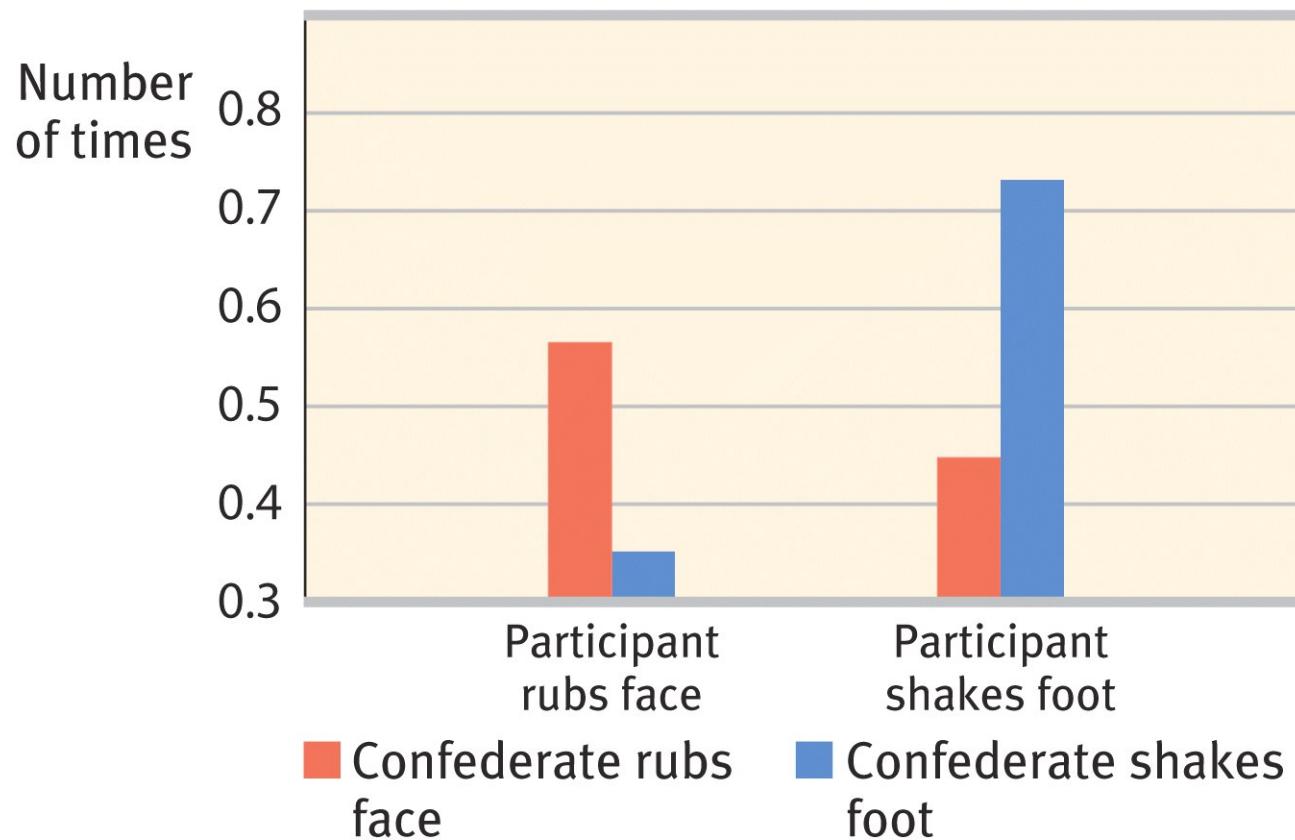
- Chameleon effect
- Mood



*"Look, I have my misgivings, too, but what choice  
do we have except to stay the course?"*

# The Chameleon Effect

## Unconsciously mimicking others' expressions, postures, voice tones, etc.



# Conformity and Obedience

## *Group Pressure and Conformity*

- Conformity
  - Solomon Asch study



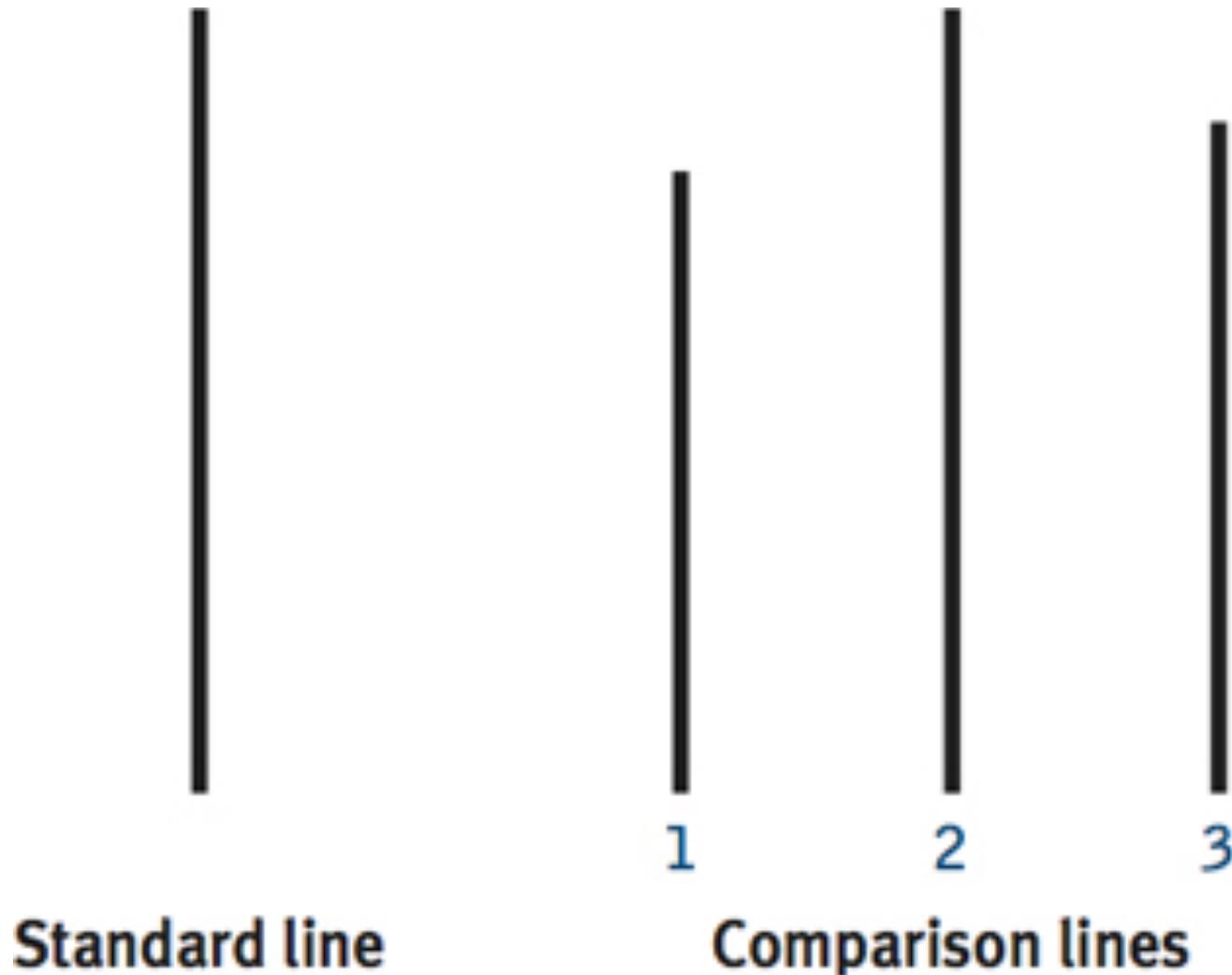
# Solomon Asch: Hypothesis and Methodology

- Conformity experiment
- Subject asked to match one of three lines to a “standard line”; the answer was obvious



# Conformity and Obedience

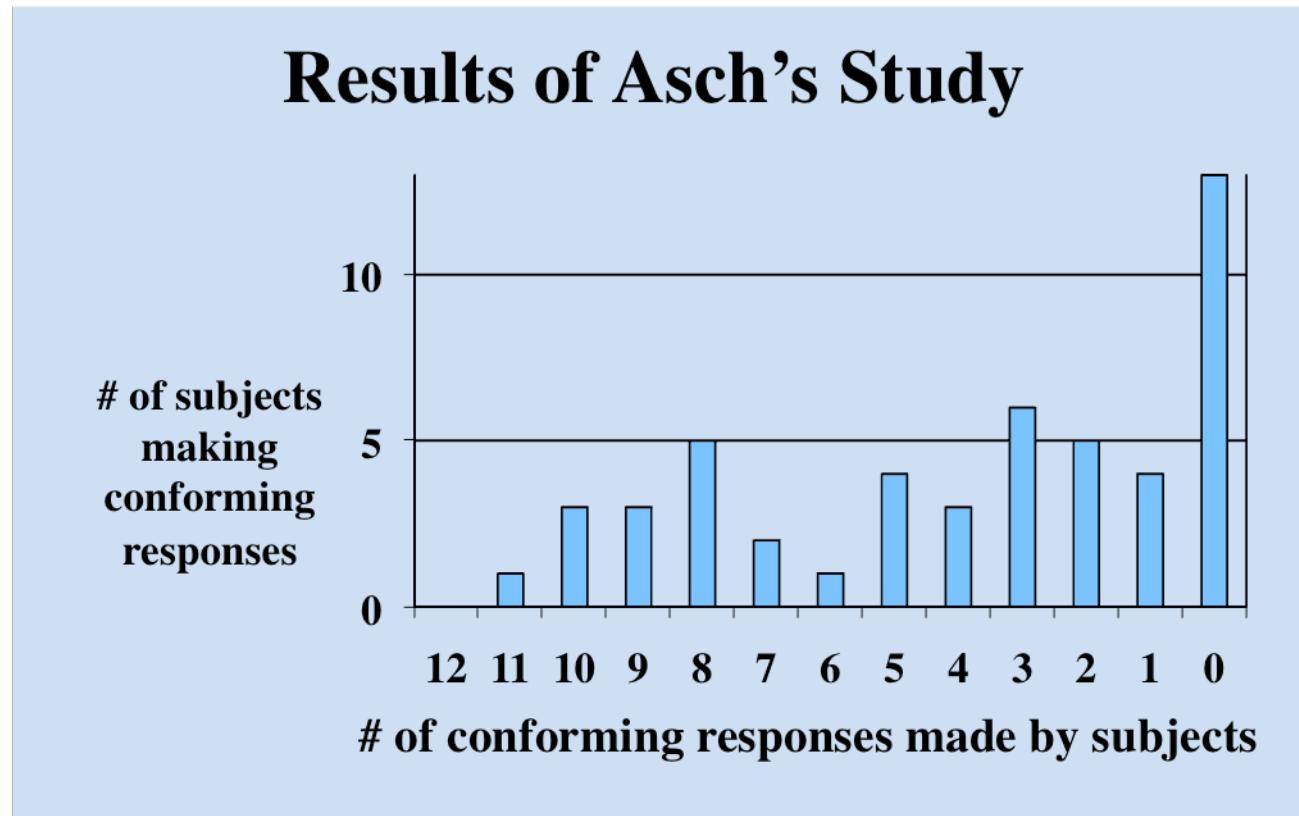
*Solomon Asch Study*



# 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



- 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

# Conformity and Obedience

## *Group Pressure and Conformity*

- Reasons for Conforming
  - Normative social influence
  - Informational social influence



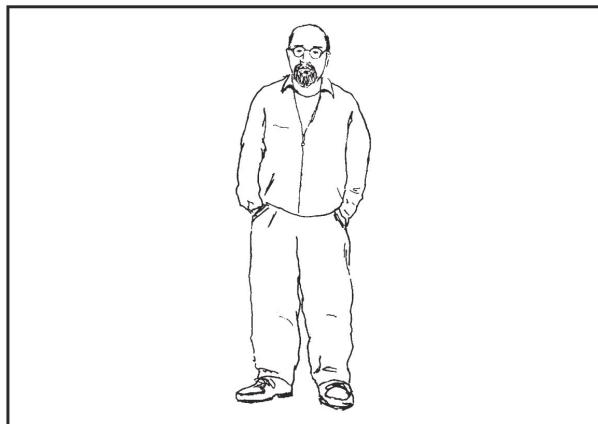
# **Reasons for Conformity**

**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.

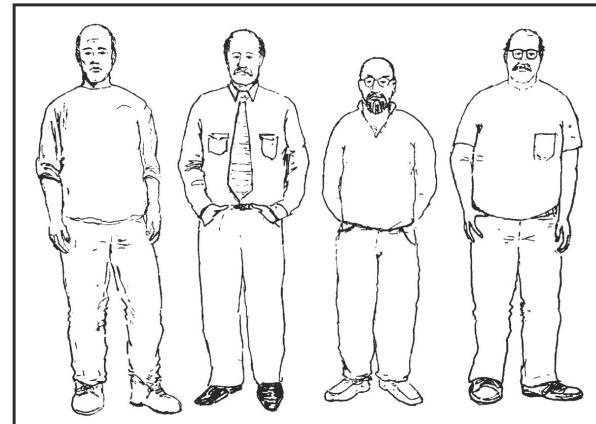
**Informative Social Influence:** The group may provide valuable information, but stubborn people will never listen to others.

# 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.

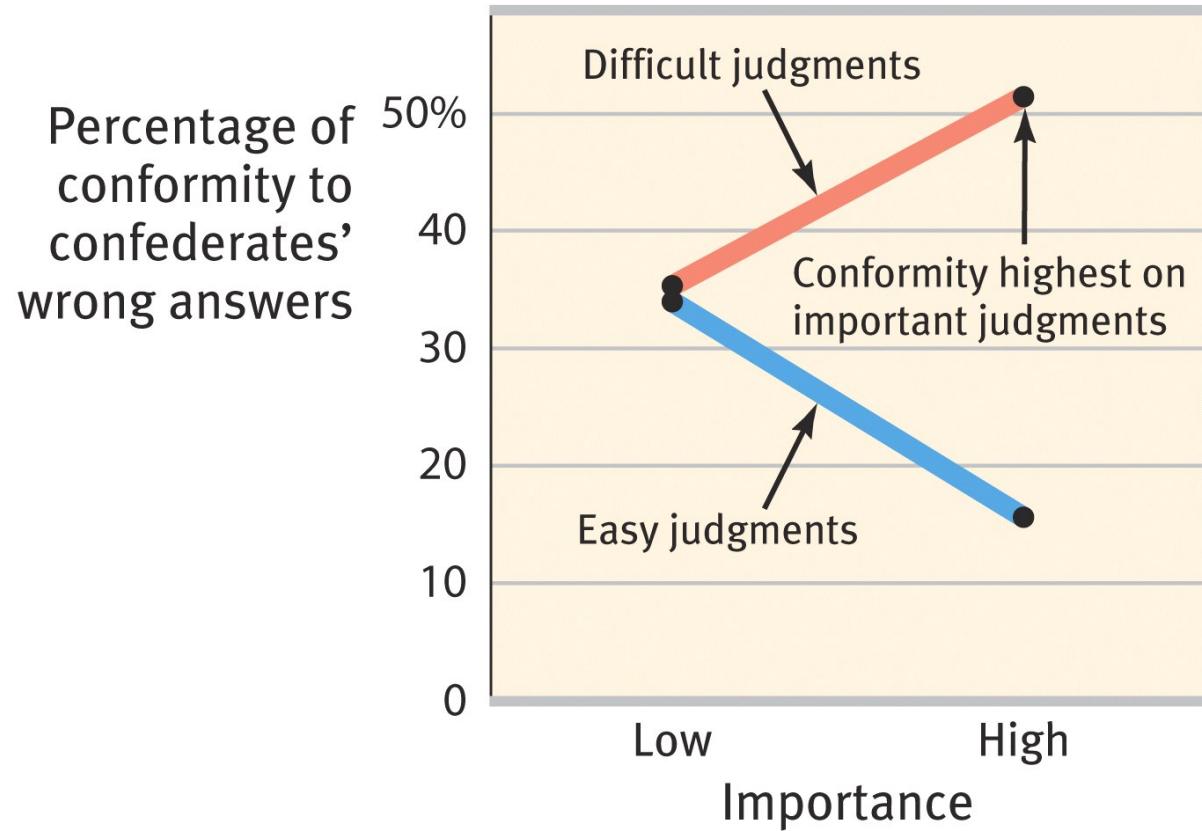


**Slide 1**



**Slide 2**

# Informative Social Influence



Baron et al., (1996)

# Conditions that Strengthen Conformity

- 1.
- 2.
- 3.
4. ,
- 5.
6. ,
7. ,  
social standard.

# Conformity and Obedience

## *Obedience*

- Obedience
  - Milgram's studies
  - obedience
    - Procedure
    - Results
    - Ethics
    - Follow up studies



# Stanley Milgram

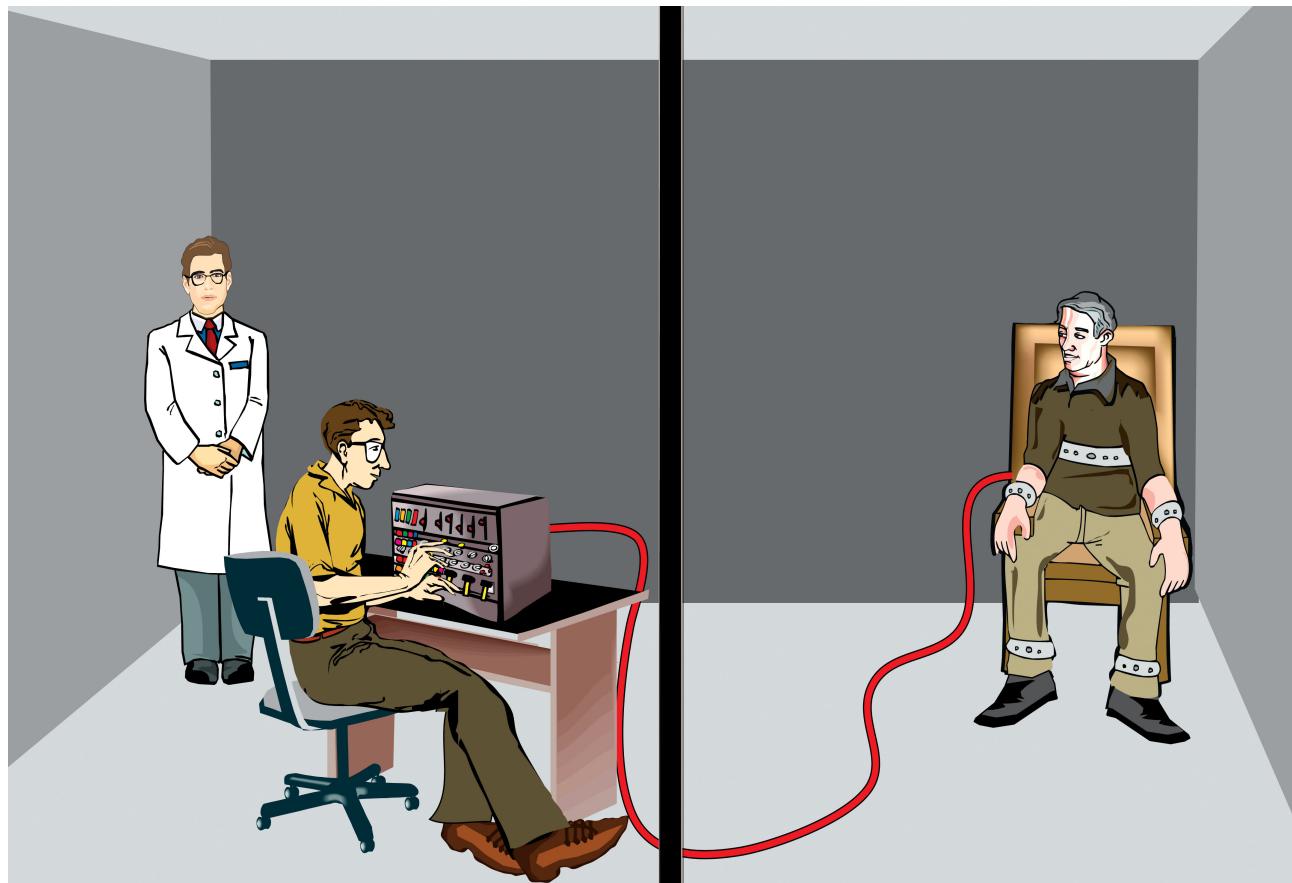
## Hypothesis and Methodology

- 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



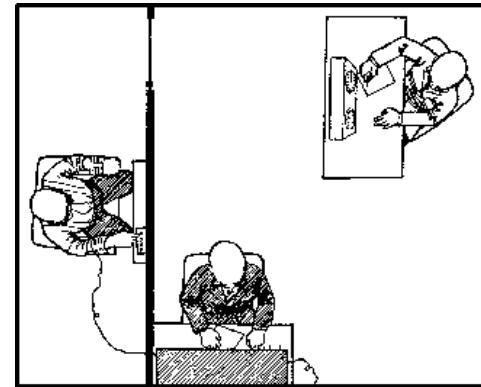
Stanley Milgram  
(1933-1984)

# 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



# 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

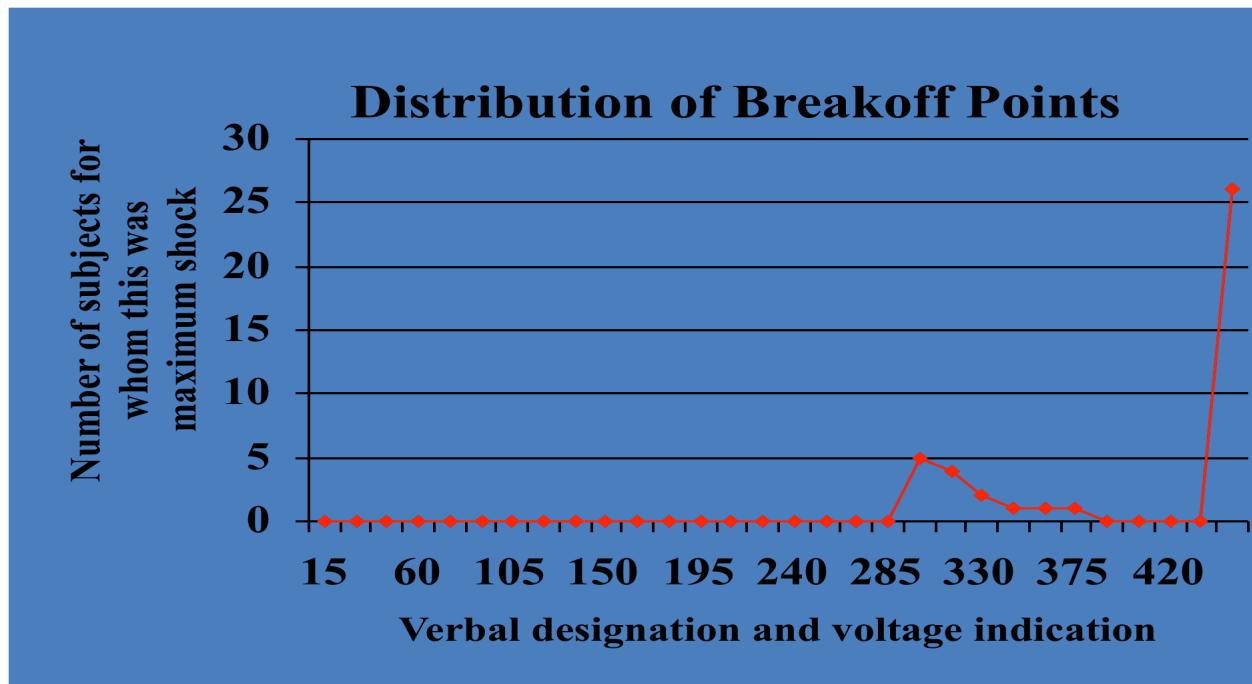
## Table | 11.3

### The Learner's Schedule of Protests in Milgram's Obedience Experiment

- |           |   |   |
|-----------|---|---|
| 120 volts | → | Ugh! Hey, <i>this</i> 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 <i>won't</i> 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.

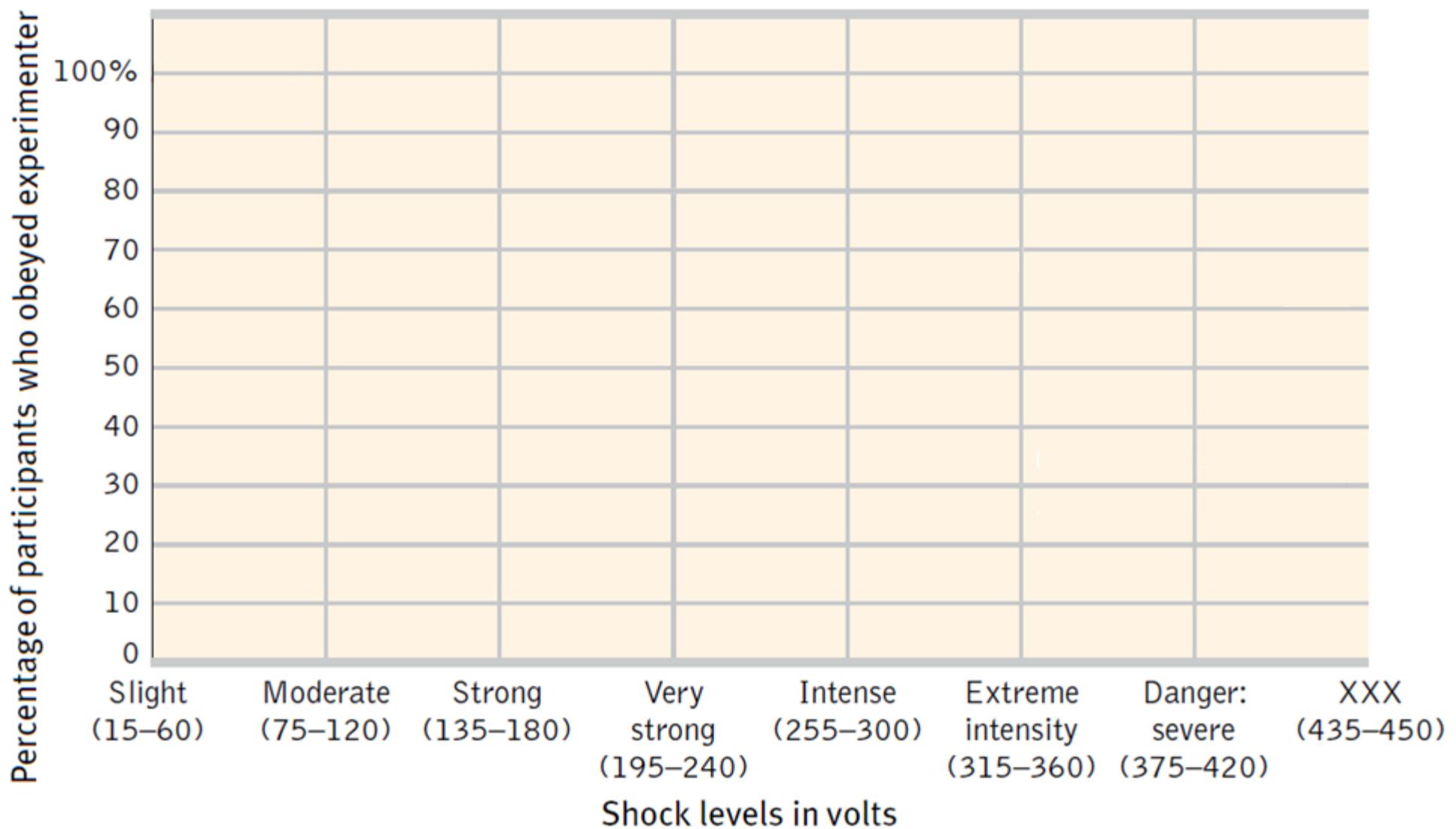
# Milgram's Results



- 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

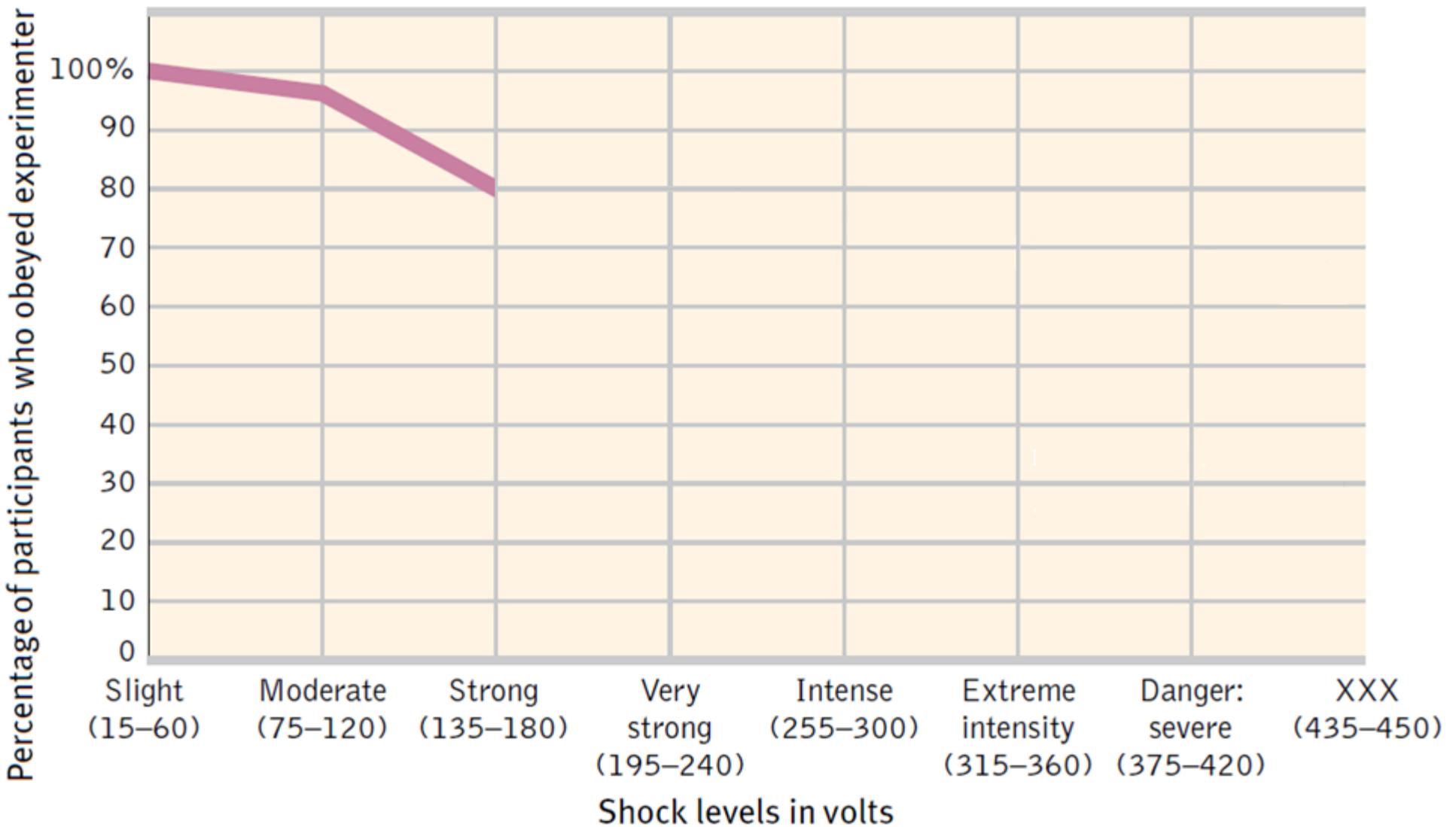
# Conformity and Obedience

## *Obedience*



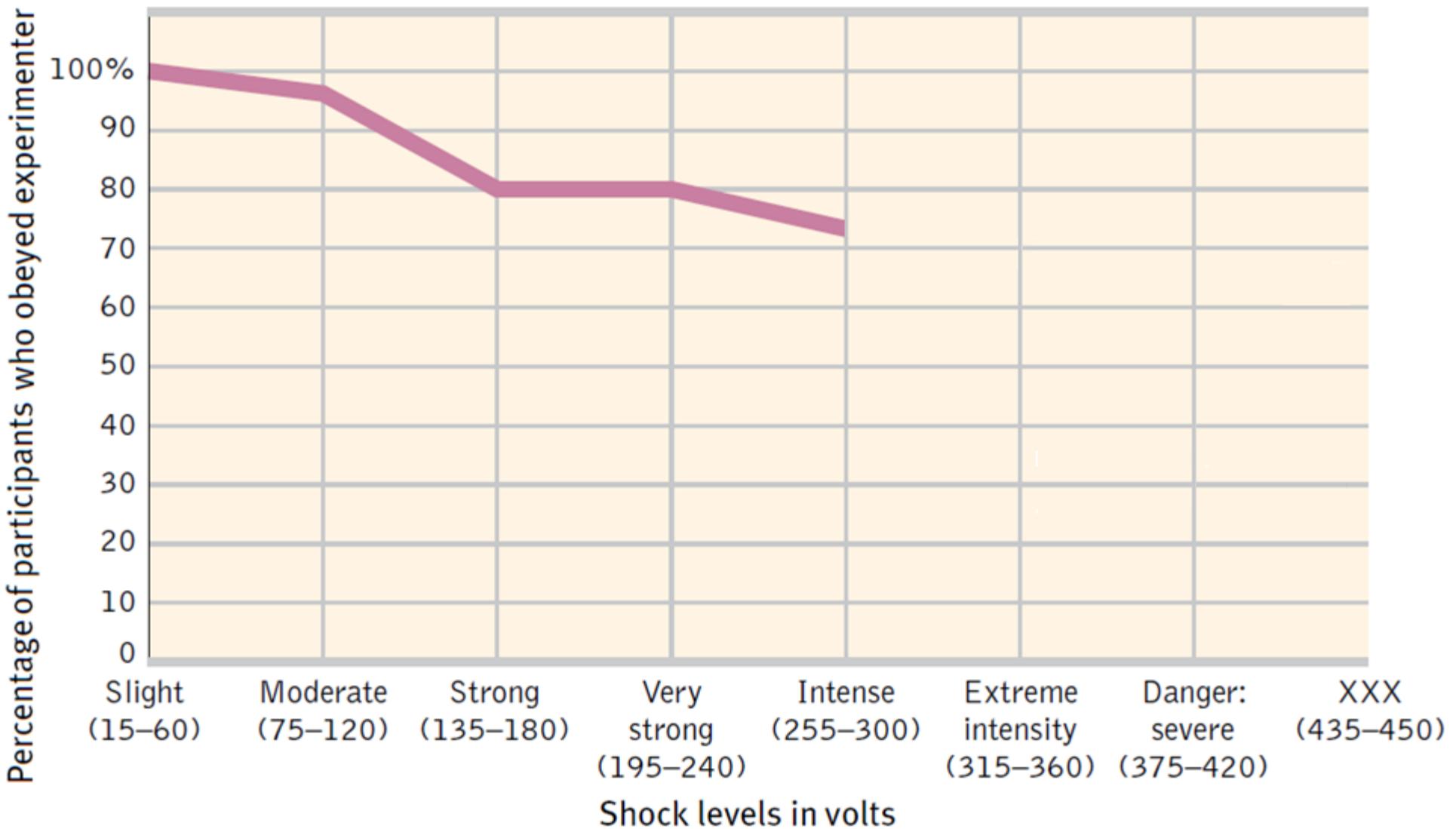
# Conformity and Obedience

## *Obedience*



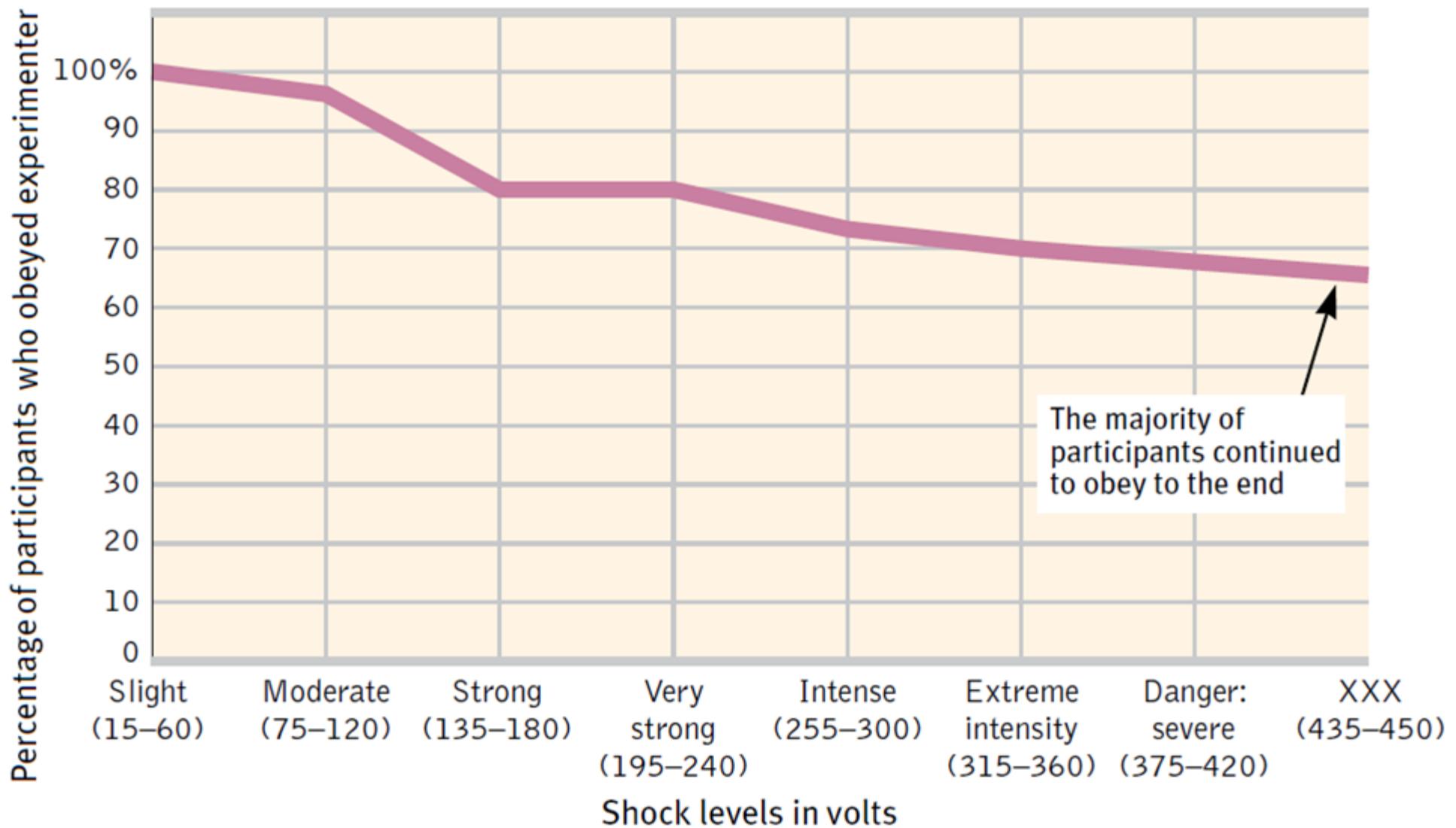
# Conformity and Obedience

## *Obedience*



# Conformity and Obedience

## *Obedience*



# 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
<b>Slight Shock</b>		
1	15	
2	30	
3	45	
4	60	
<b>Moderate Shock</b>		
5	75	
6	90	
7	105	
8	120	
9	135	
10	150	
11	165	
12	180	
<b>Very Strong Shock</b>		
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
<b>Intense Shock</b>		
17		
18	255	
19	270	
20	285	
	300	
<b>Extreme Intensity Shock</b>		
21		
22	315	5
23	330	
24	345	4
	360	2
<b>Danger: Severe Shock</b>		
25		1
26	375	1
27	390	
28	405	1
	420	
29	<b>XXX</b>	
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



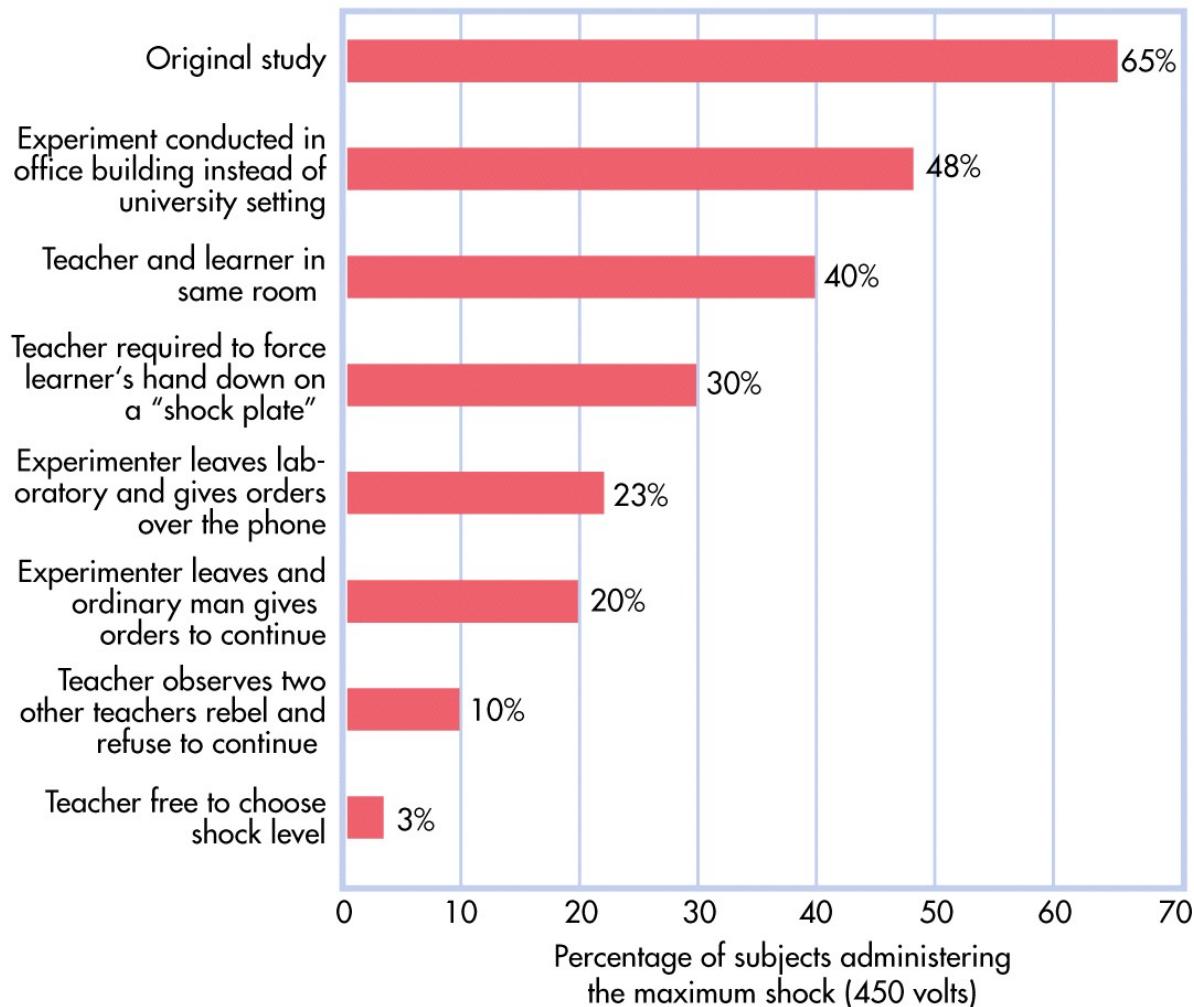
- Obedience to authority can keep people from following their own morals and standards
- Ordinary people can perform cruelties in the process of obeying authority figures in their daily lives
- Incrementally increasing the level of shock made it more acceptable for the teachers to continue

# 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



# Conformity and Obedience

*Lessons From the Conformity and Obedience Studies*

- Ordinary people being corrupted by an evil situation



## 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

# Group Influence

*Individual Behavior in the Presence of Others*

- Social Facilitation

- Task difficulty
- Expertise effects
- Crowding effects



## 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

# Group Influence

*Individual Behavior in the Presence of Others*

- Social Loafing
  - Reasons why?
    - Less accountability
    - View themselves as dispensable

# 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).

# Group Influence

*Individual Behavior in the Presence of Others*

- Deindividuation

# Deindividuation

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



Mob behavior

# Social Influence

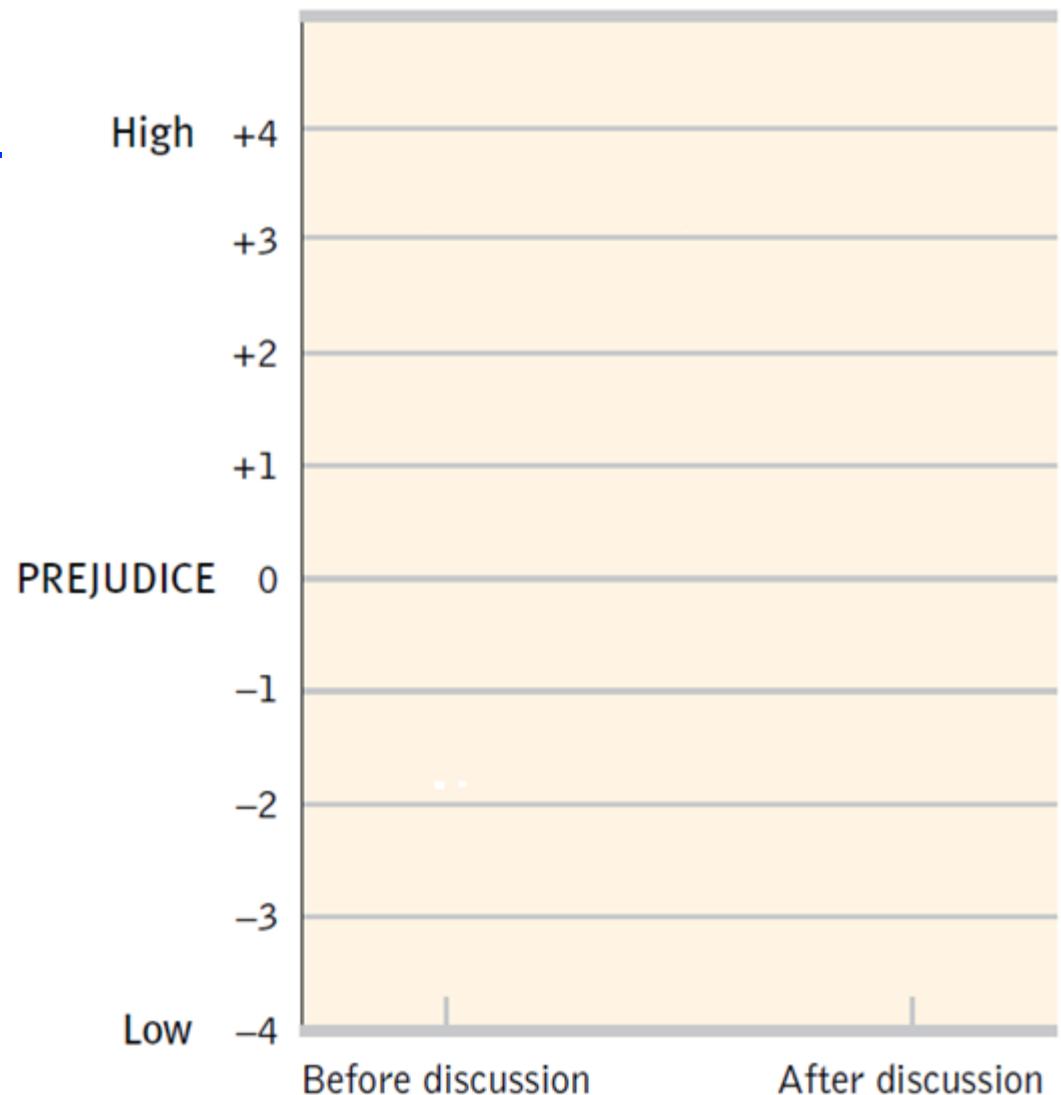
- Group Polarization
  - enhancement of a group's prevailing attitudes through discussion within the group



# Group Influence

## *Effects of Group Interaction*

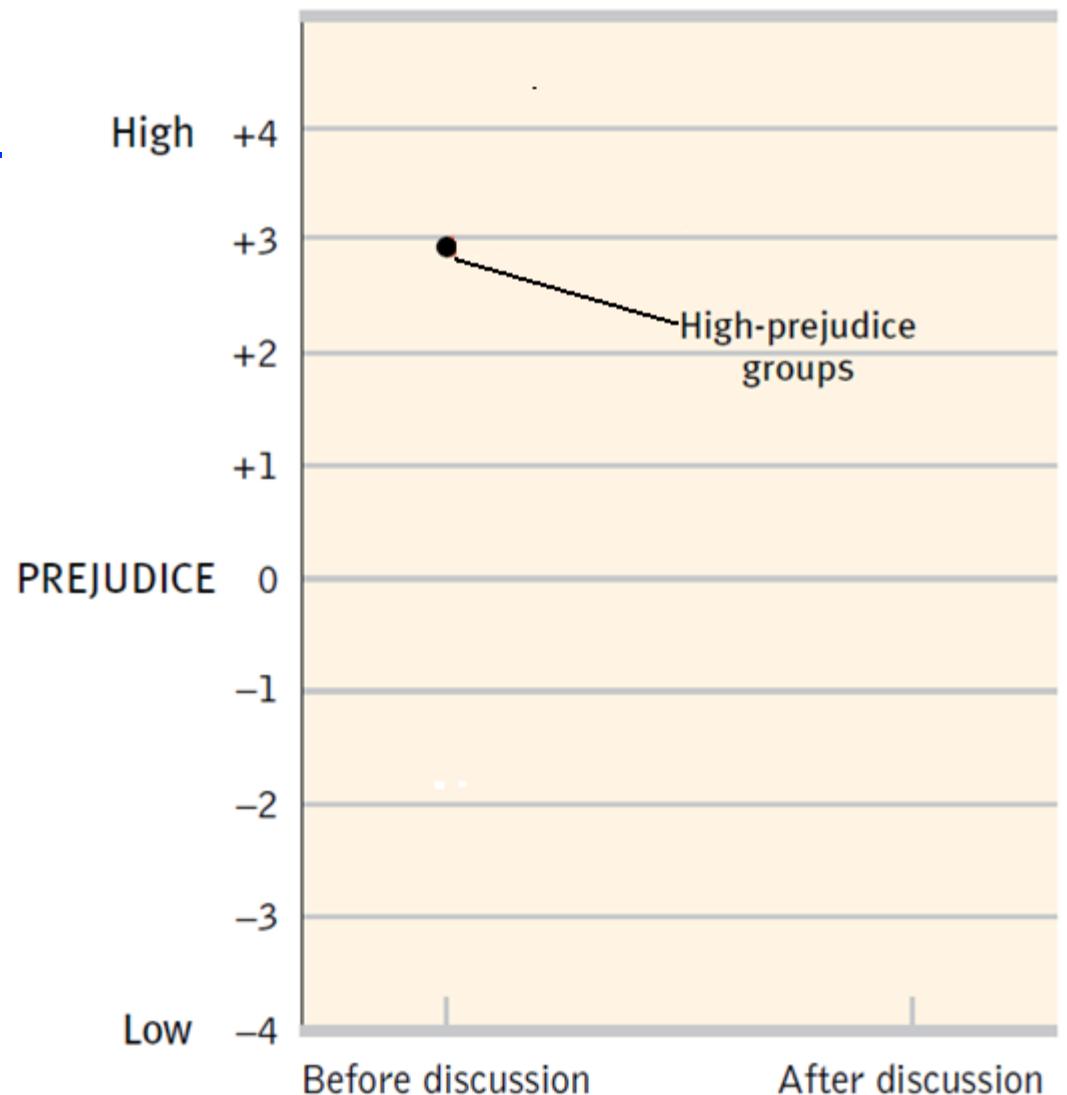
- Group



# Group Influence

## *Effects of Group Interaction*

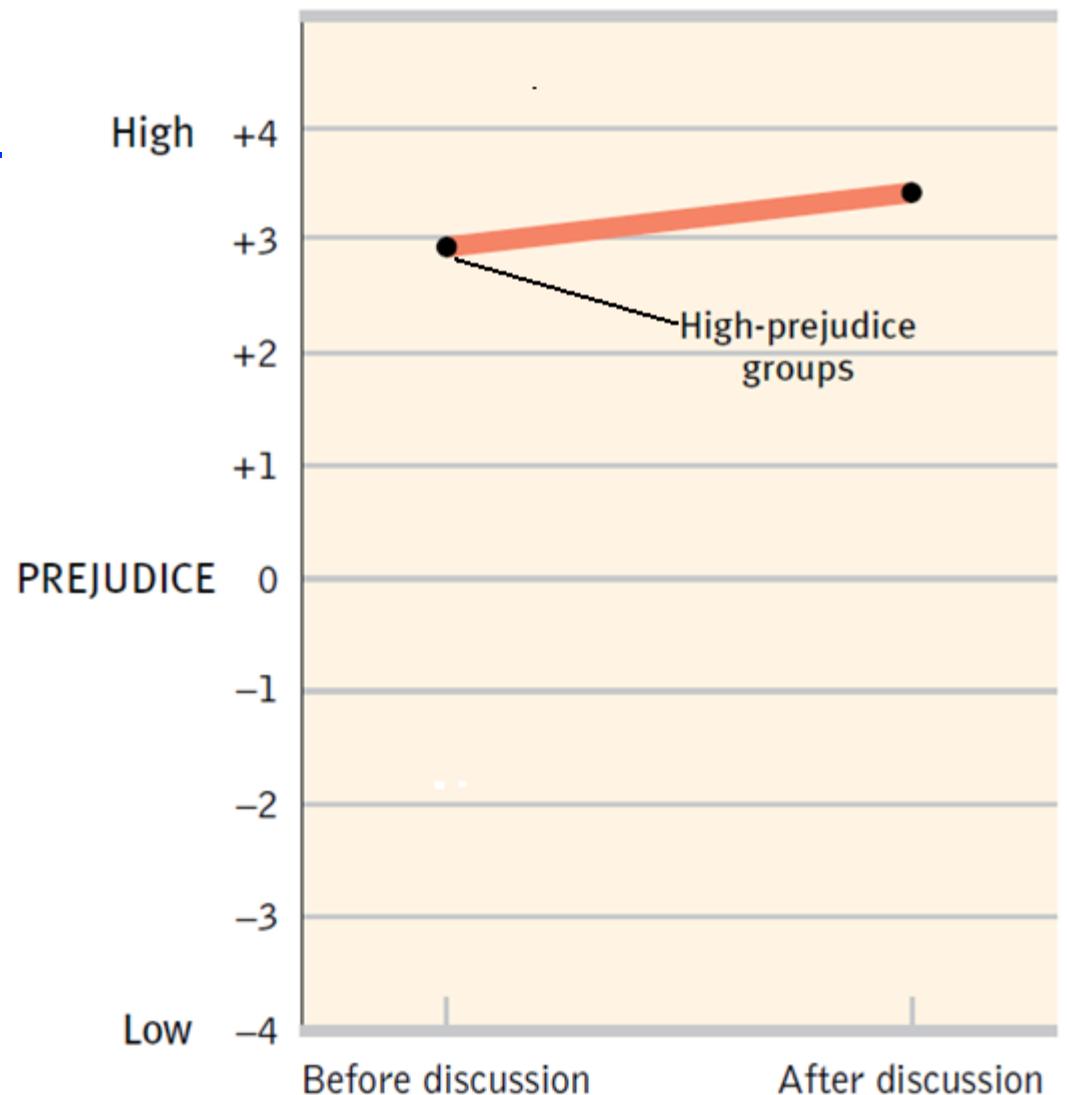
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# Group Influence

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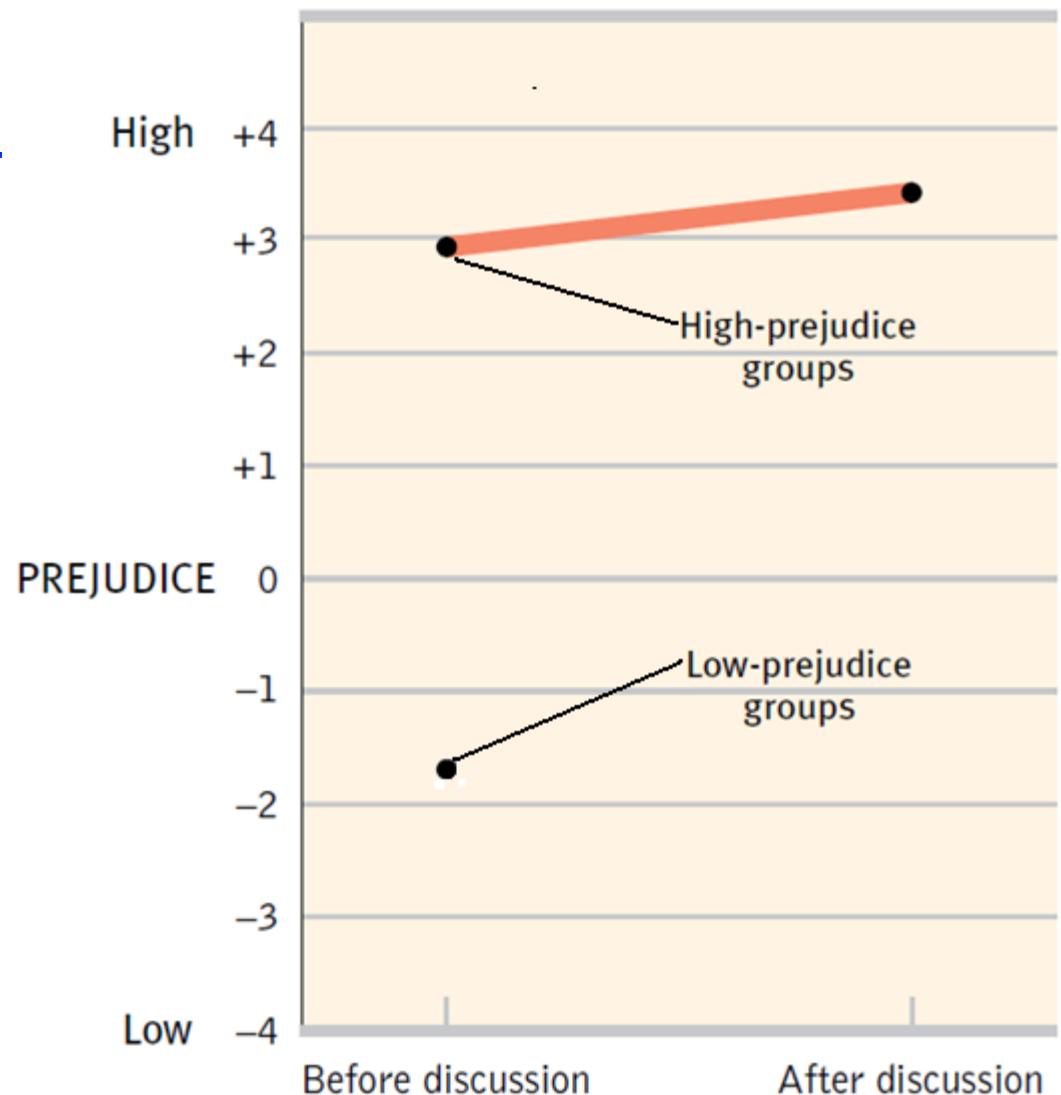
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# Group Influence

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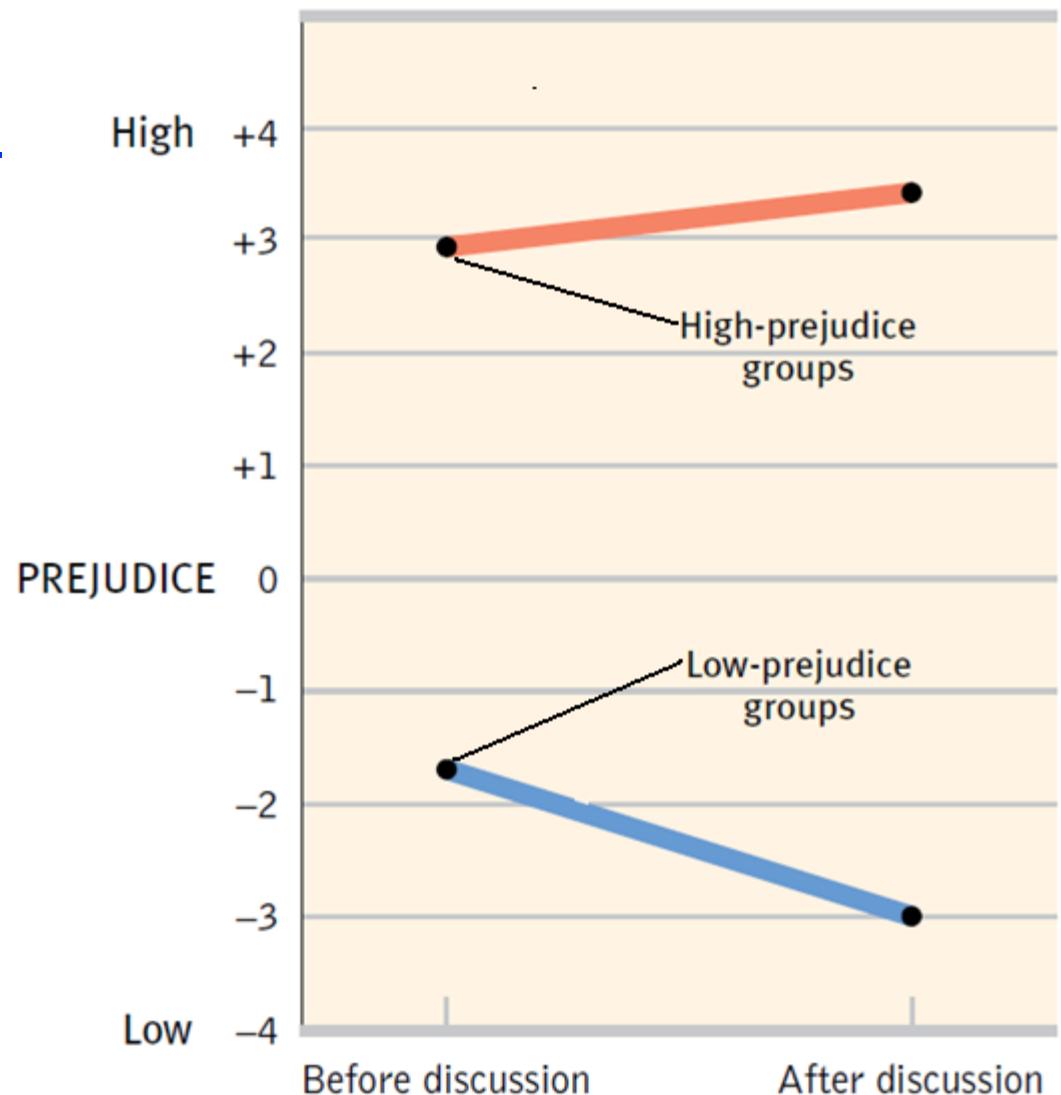
- Group



# Group Influence

## *Effects of Group Interaction*

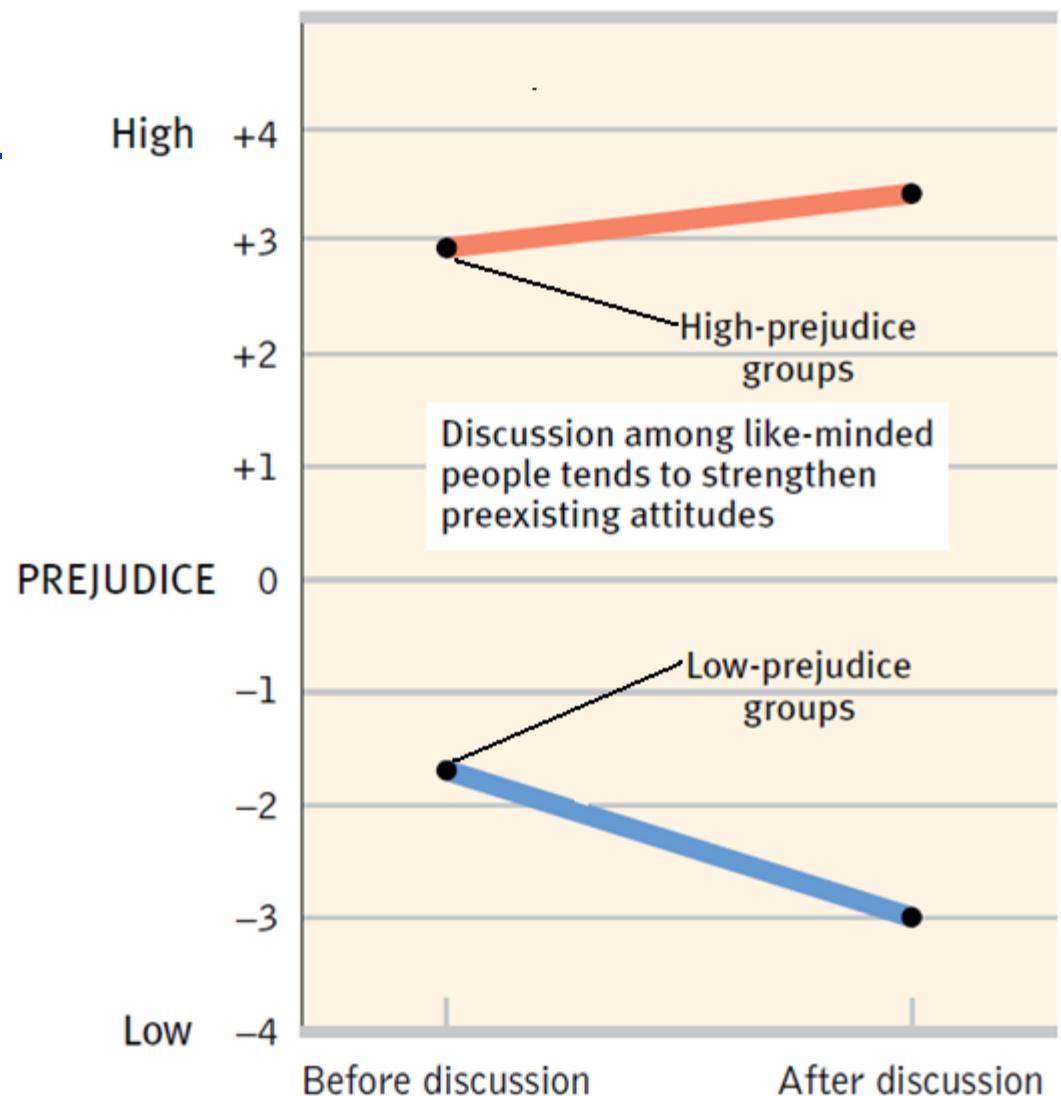
- Group



# Group Influence

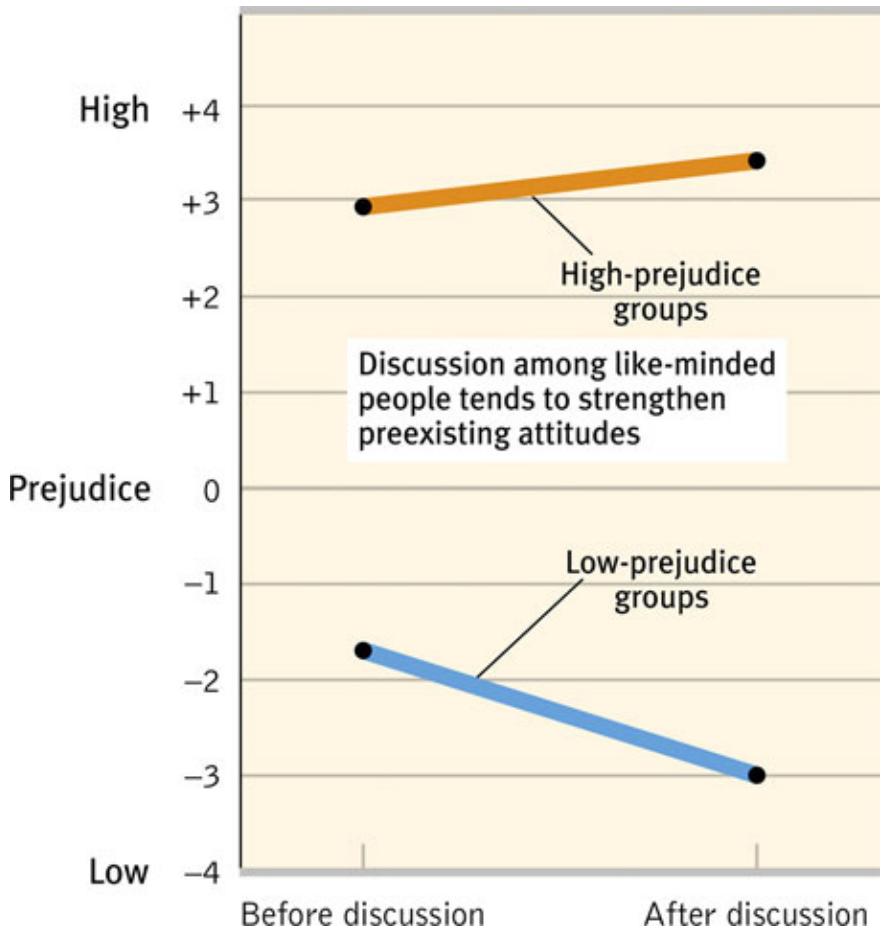
## *Effects of Group Interaction*

- 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.



# Group Influence

## *Effects of Group Interaction*

- Groupthink
  - Bay of Pigs
  - Challenger explosion

# 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

# **Groupthink**

**Four key preventative strategies:**

- Establish an open climate
- Avoid the isolation of the group
- Assign the role of critical evaluator
- Avoid being too directive

# 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.

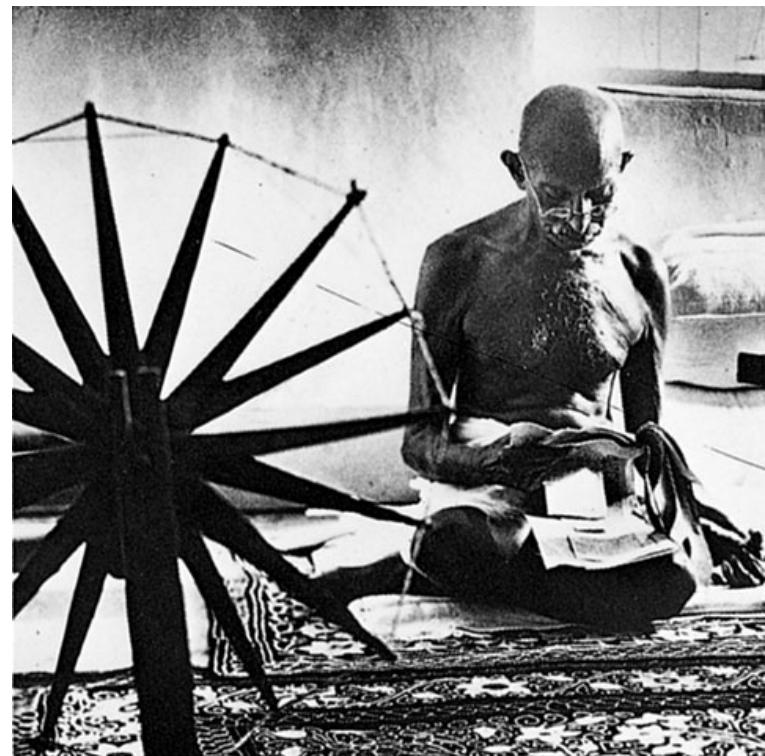
- **Minority influence**

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.



Gandhi

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

# 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.

# Cultural Influence

- Culture
  - Culture within animals
  - Culture in



# Cultural Influence

## *Variations Across Cultures*

- Norm
  - Personal space
  - Pace of life



# Cultural Influence

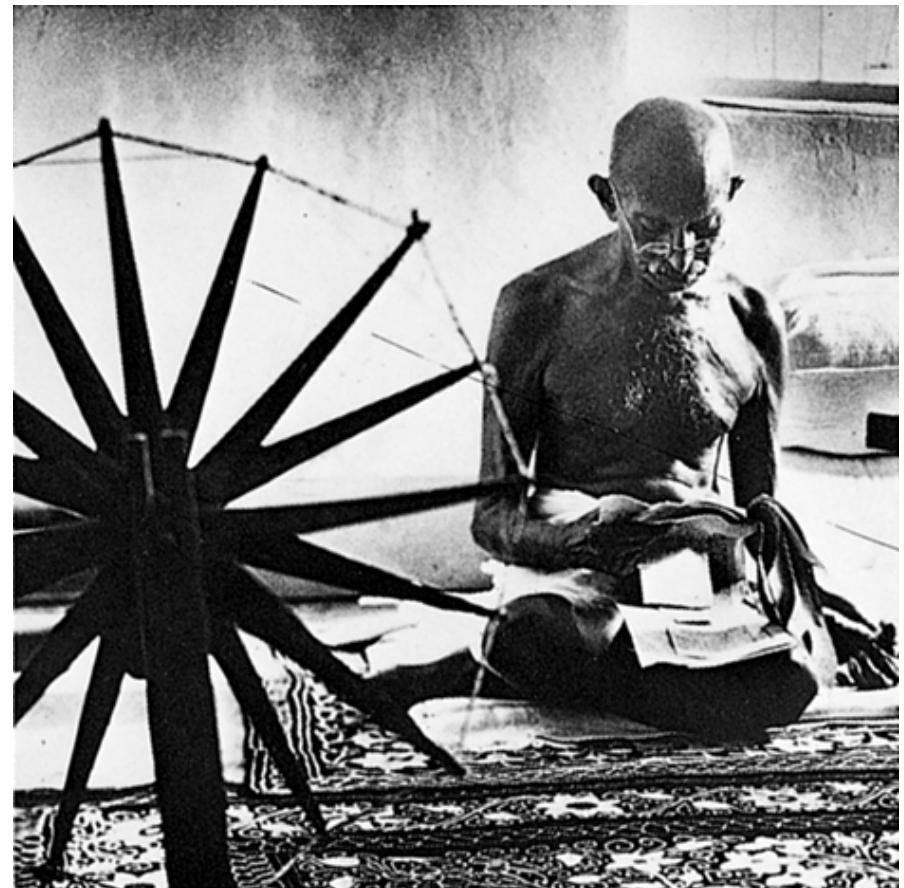
## *Variation Over Time*

- Changes over the generations



# The Power of Individuals

- Social control vs personal control
- Minority



# Social Relations



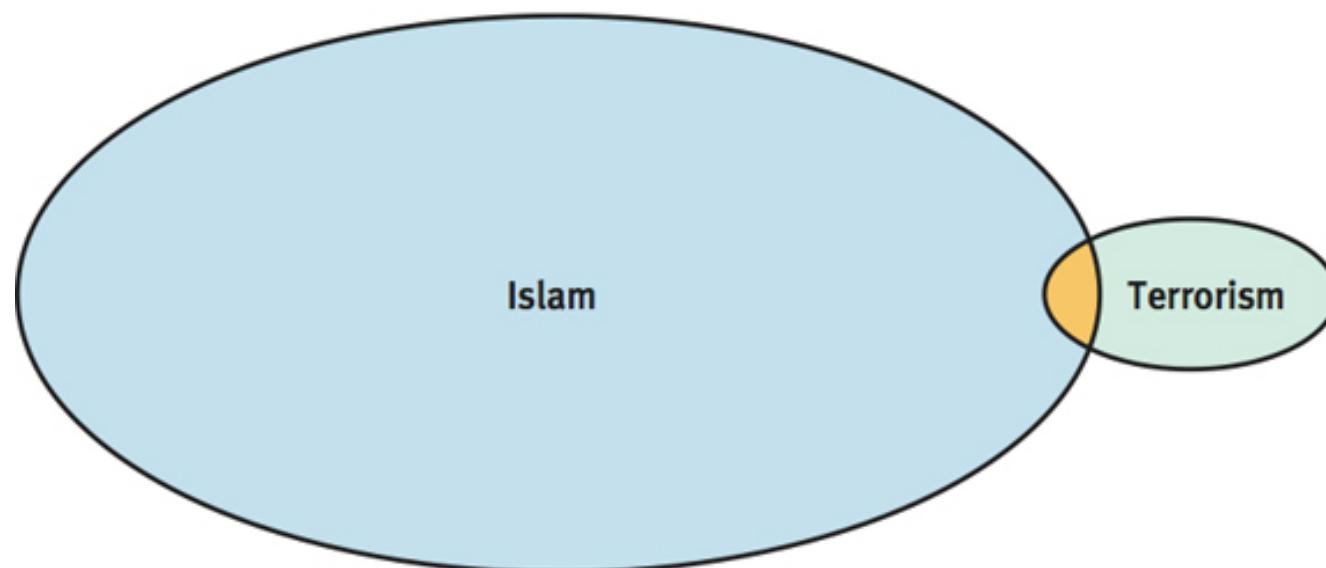
# Social Relations

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

# Prejudice

## *How Prejudiced Are People?*

- Prejudice
- Stereotype
- Discrimination



# Prejudice

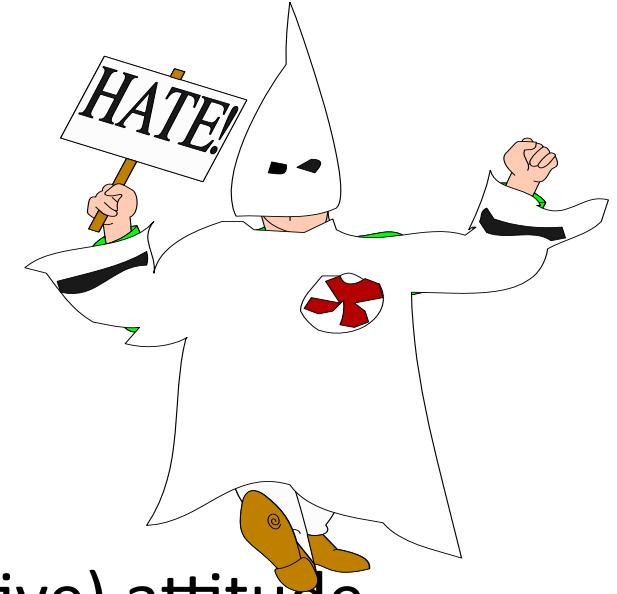
Simply called “**prejudgment**,” a *prejudice is an unjustifiable (usually negative) attitude toward a group and its members*. Prejudice is often directed towards different cultural, ethnic, or gender groups.

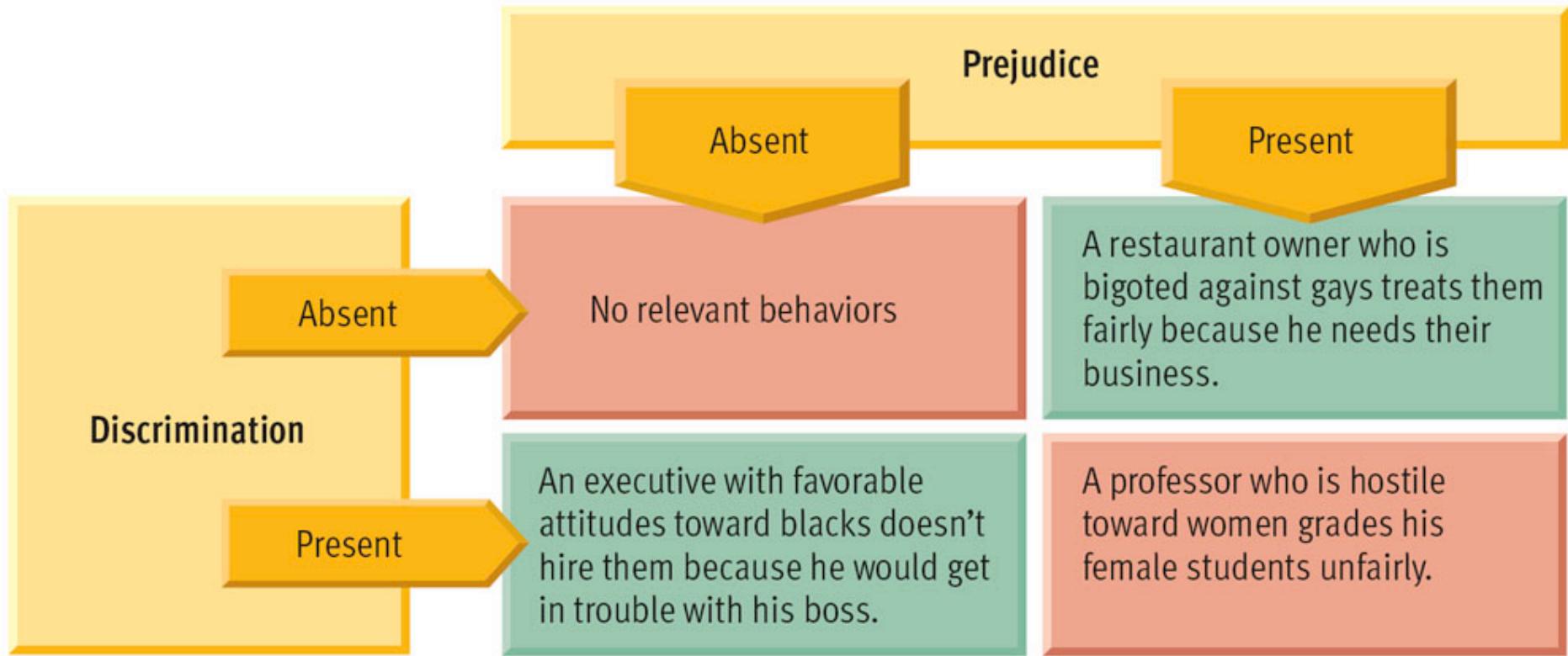
## Components of Prejudice

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 actions
- Stereotype
  - a generalized (sometimes accurate, but often overgeneralized) belief about a group of people



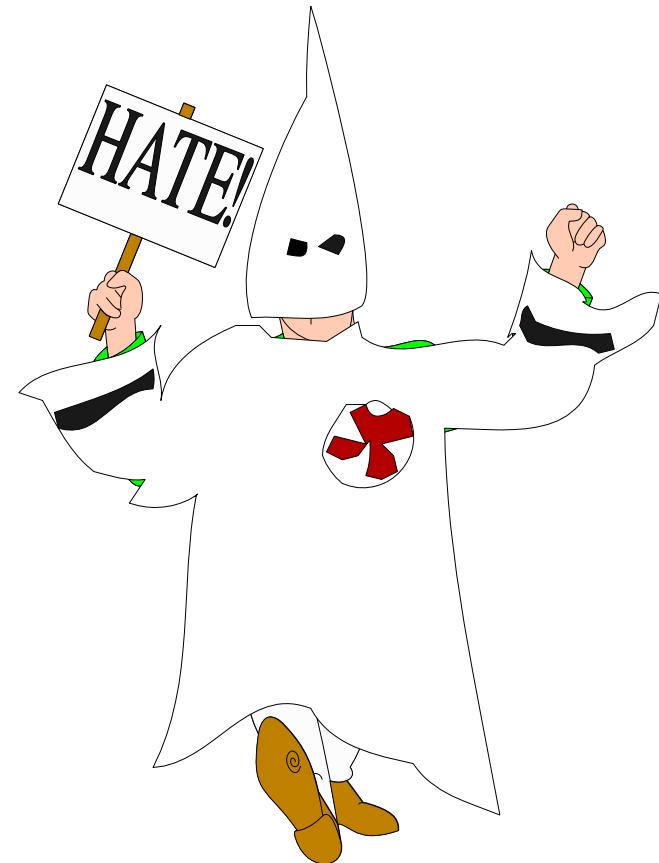


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Fig. 16-22, p. 669

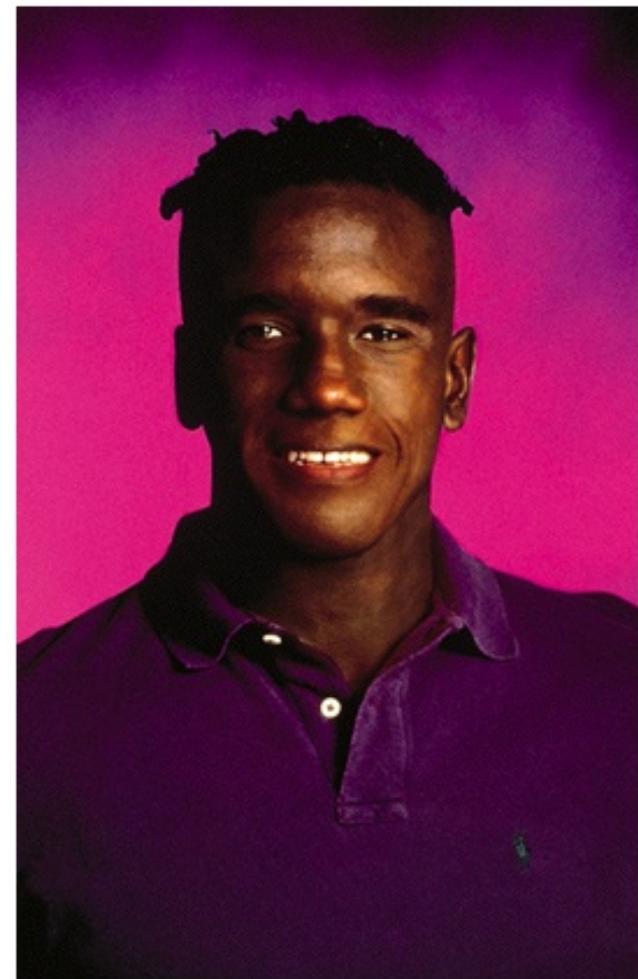
# Reign of Prejudice

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



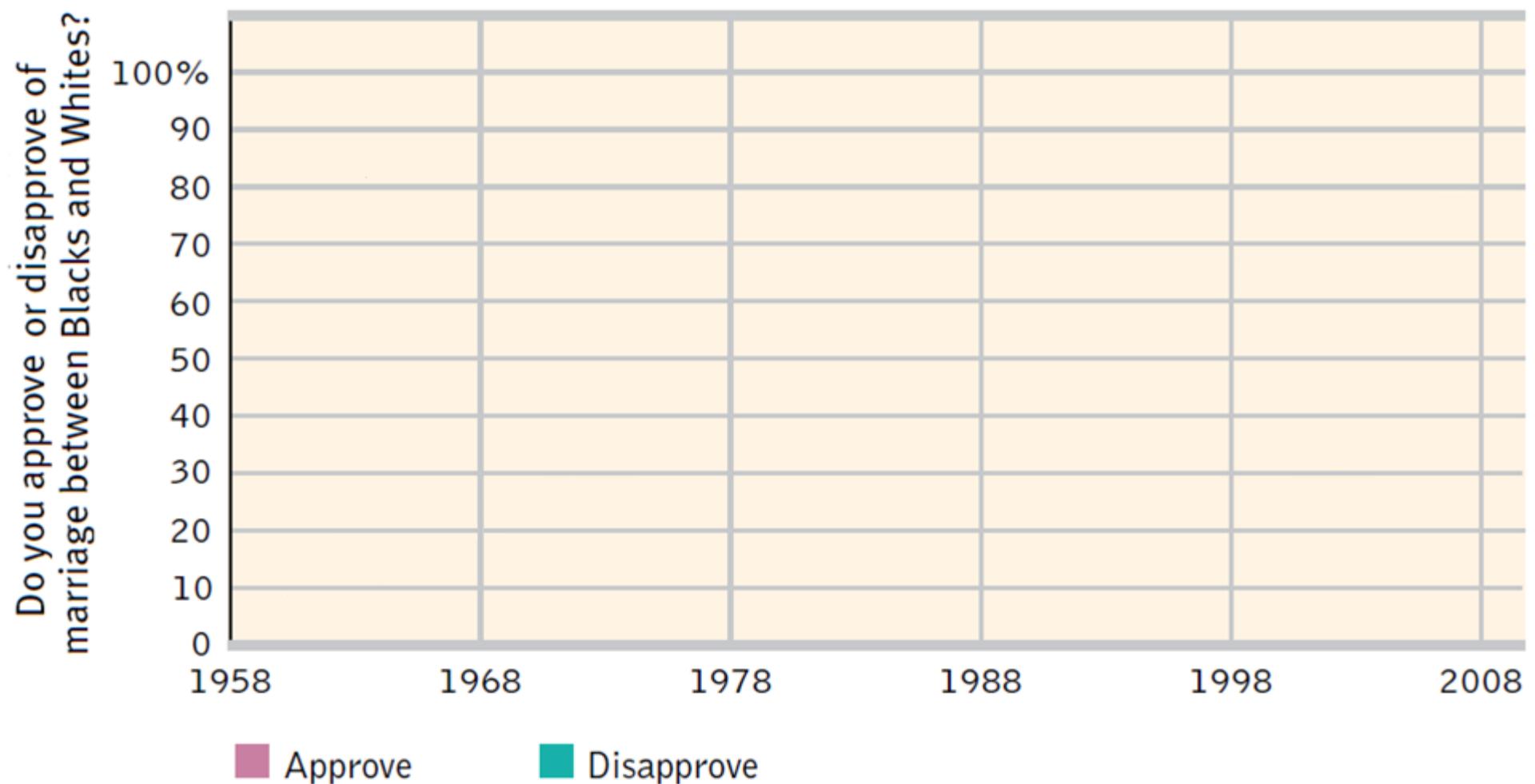
# Social Relations

- Does perception change with race?



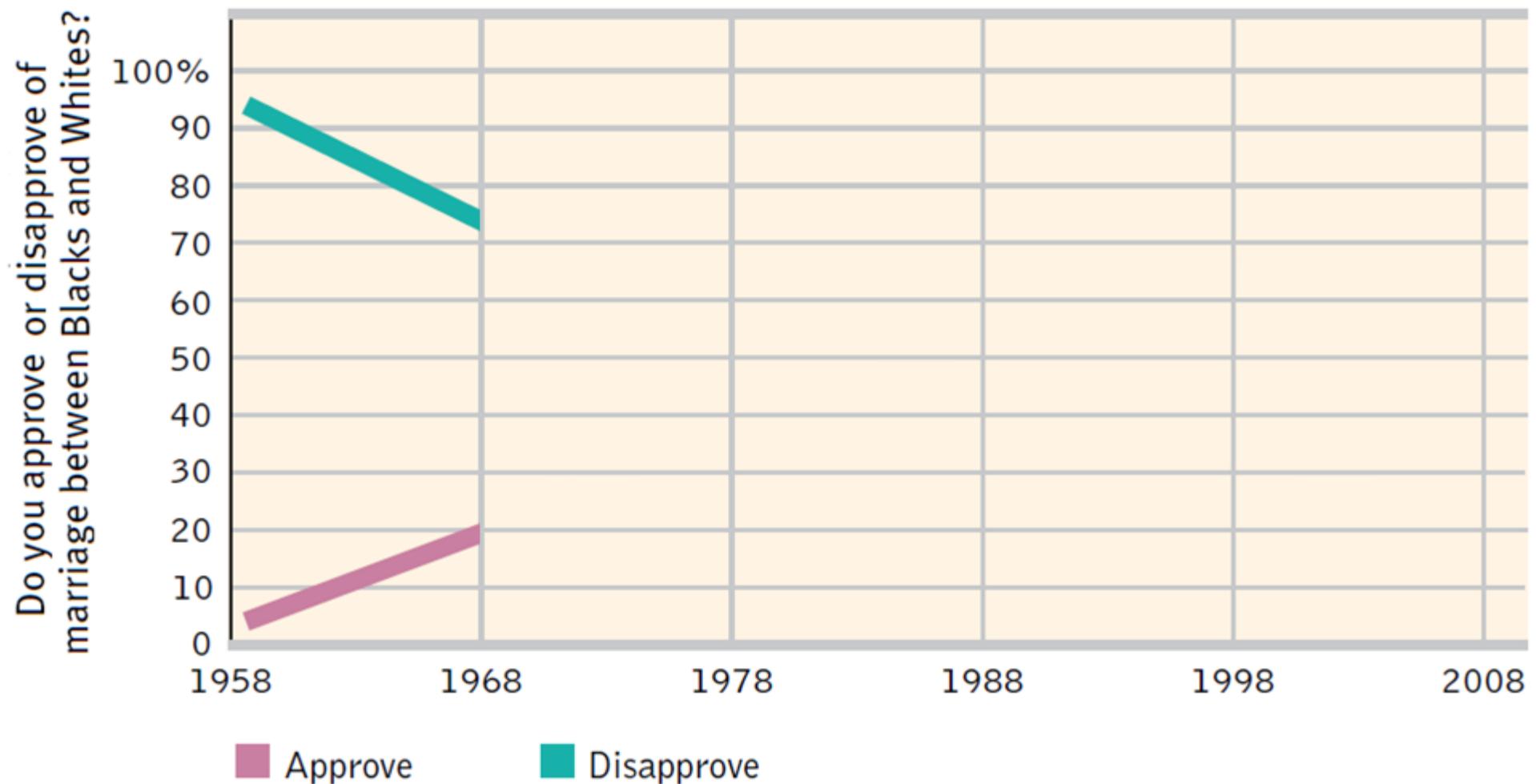
# Prejudice

## *How Prejudiced Are People?*



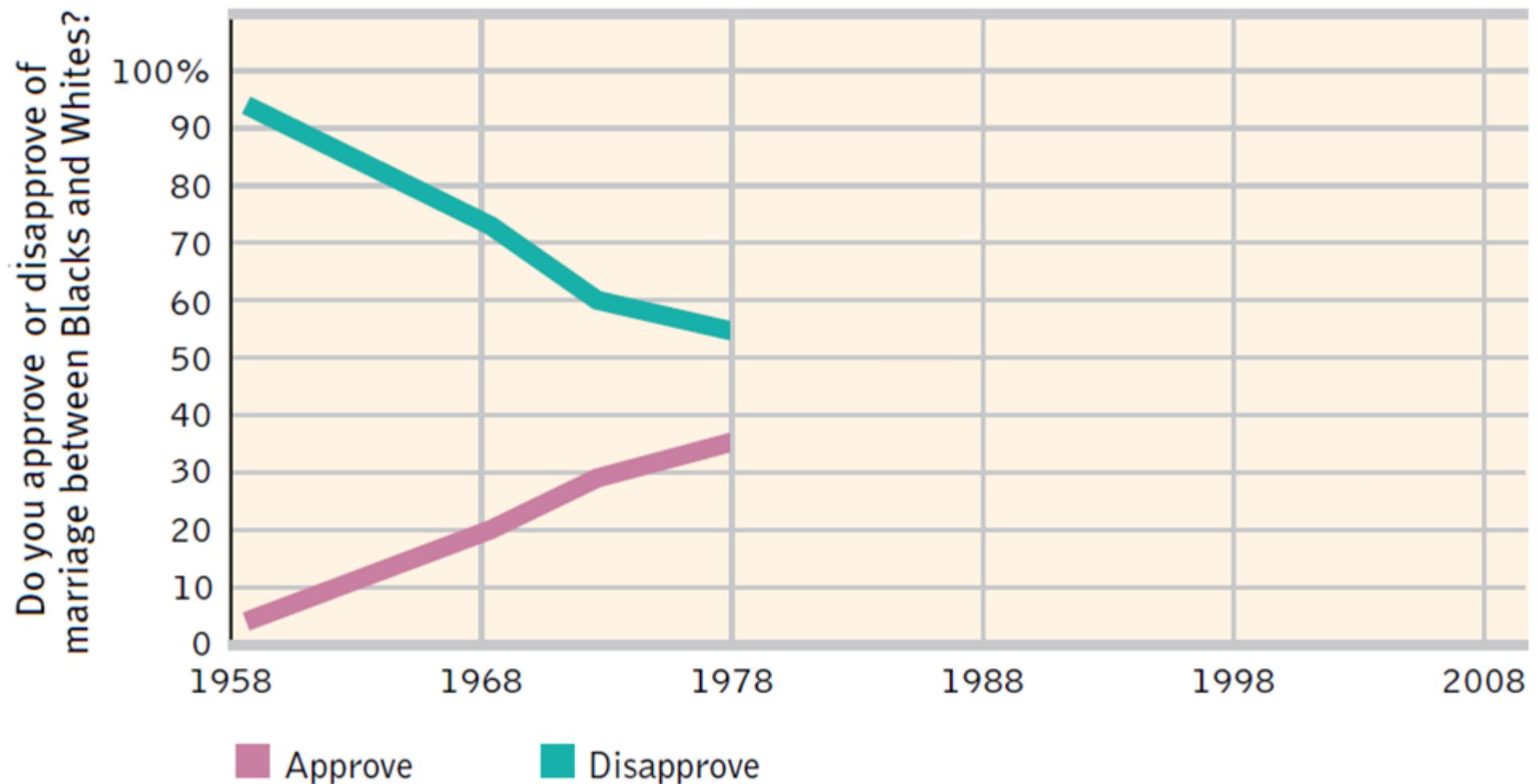
# Prejudice

## *How Prejudiced Are People?*



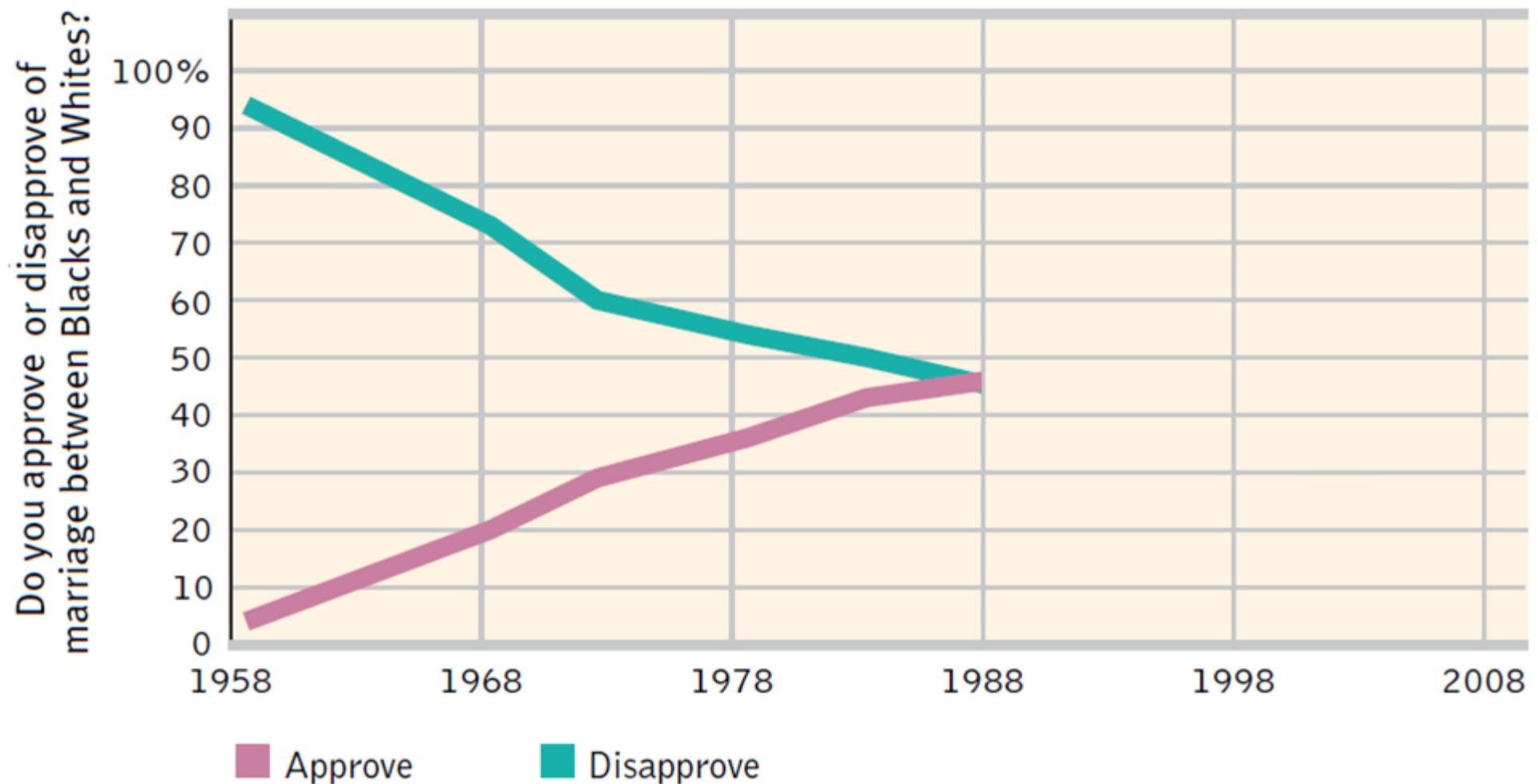
# Prejudice

## *How Prejudiced Are People?*



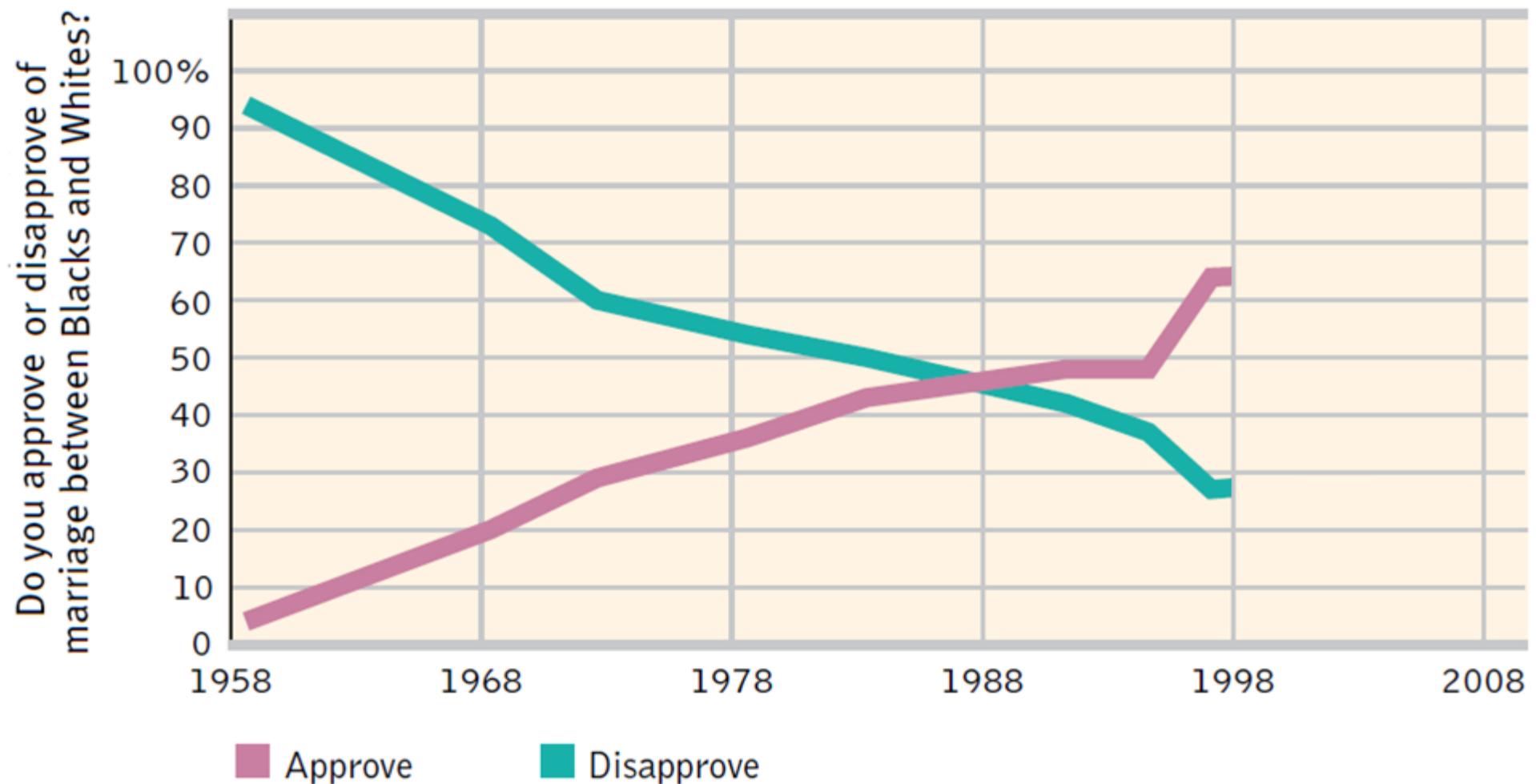
# Prejudice

## *How Prejudiced Are People?*



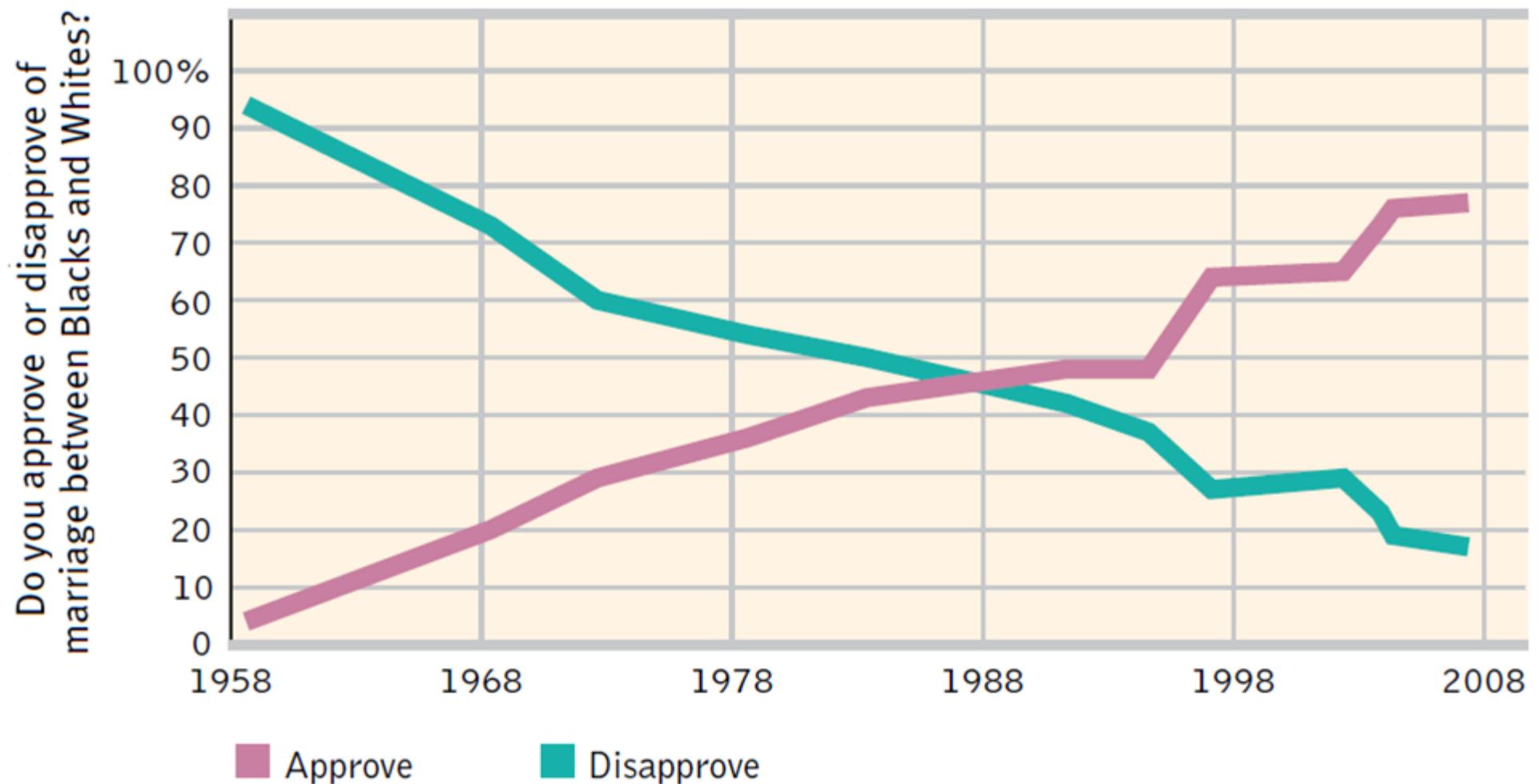
# Prejudice

## *How Prejudiced Are People?*



# Prejudice

## *How Prejudiced Are People?*



# Race

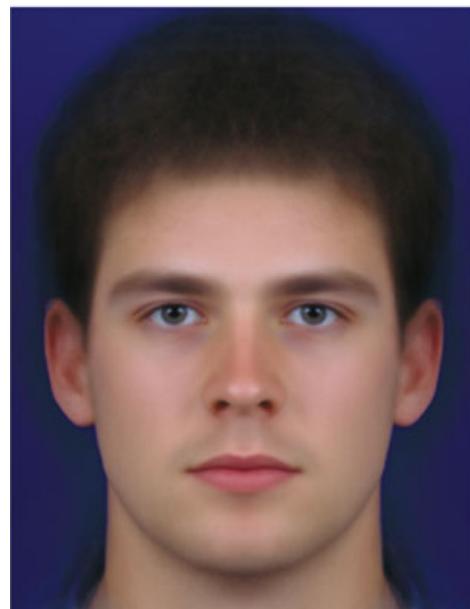
Nine out of ten white respondents were slow when responding to words like “peace” or “paradise” when they saw a black individual’s photo compared to a white individual’s photo (Hugenberg & Bodenhausen, 2003).

# Gender

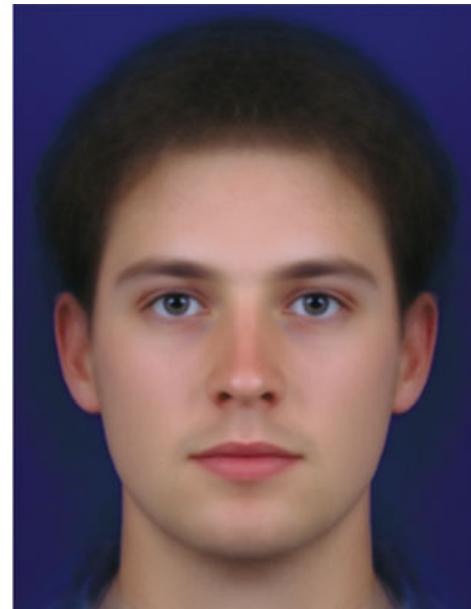
Most women still live in more poverty than men. About 100,000,000 women are missing in the world. There is a preference for male children in China and India, even with sex-selected abortion outlawed.

# 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

# Prejudice

## *Social Roots of Prejudice*

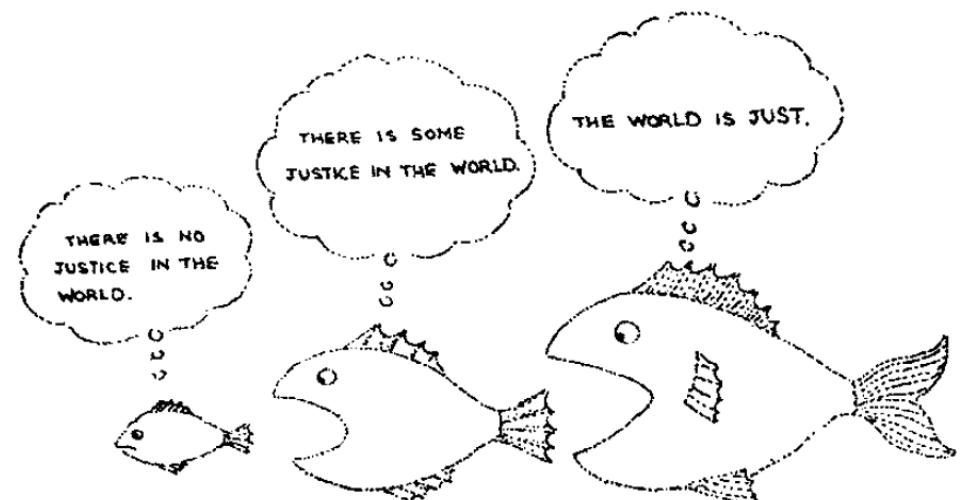
- Social Inequalities
- Us and Them: Ingroup Outgroup
  - Ingroup (Ingroup bias)
  - Outgroup
- Emotional roots of prejudice
  - Scapegoat theory



# Prejudice

## *Cognitive Roots of Prejudice*

- Categorization
  - Outgroup homogeneity
  - Other-race effect
- Vivid cases
- Just-world phenomenon
  - Hindsight bias



# **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

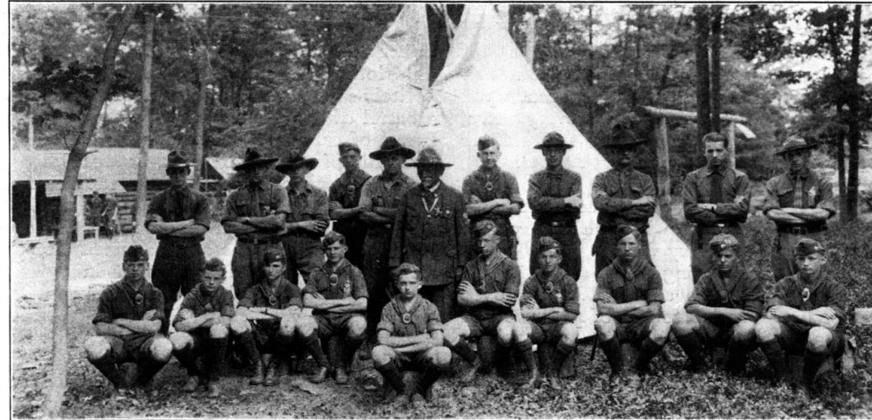


# Social Identity and Cooperation

## 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

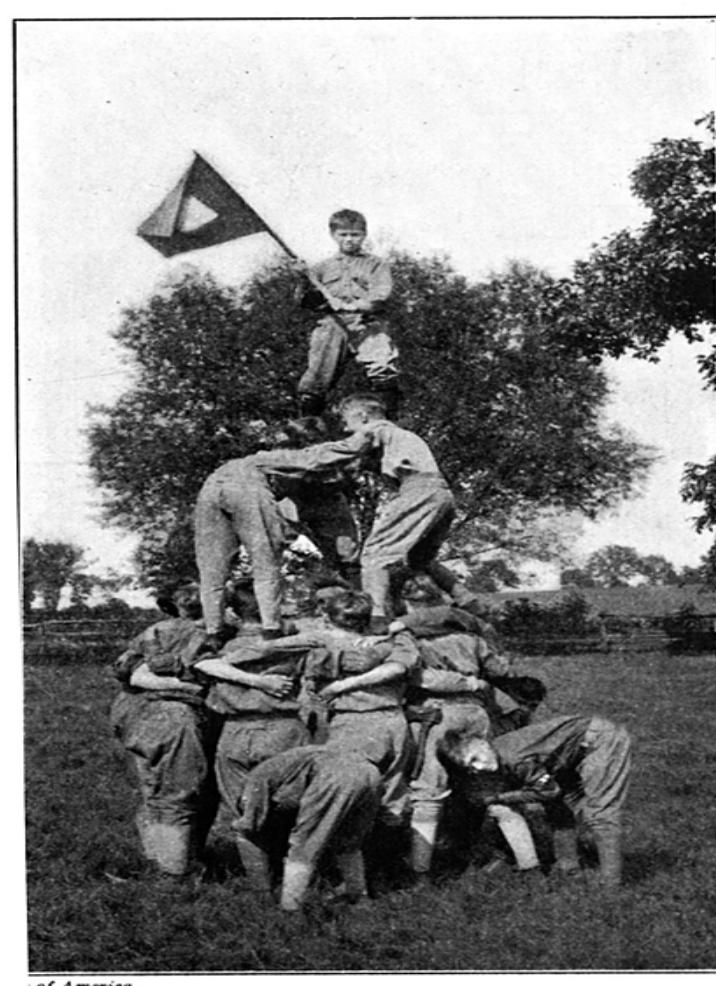
# Muzafer Sherif: Boy Scout “Robber’s Cave” Experiment, Stage 1



- 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

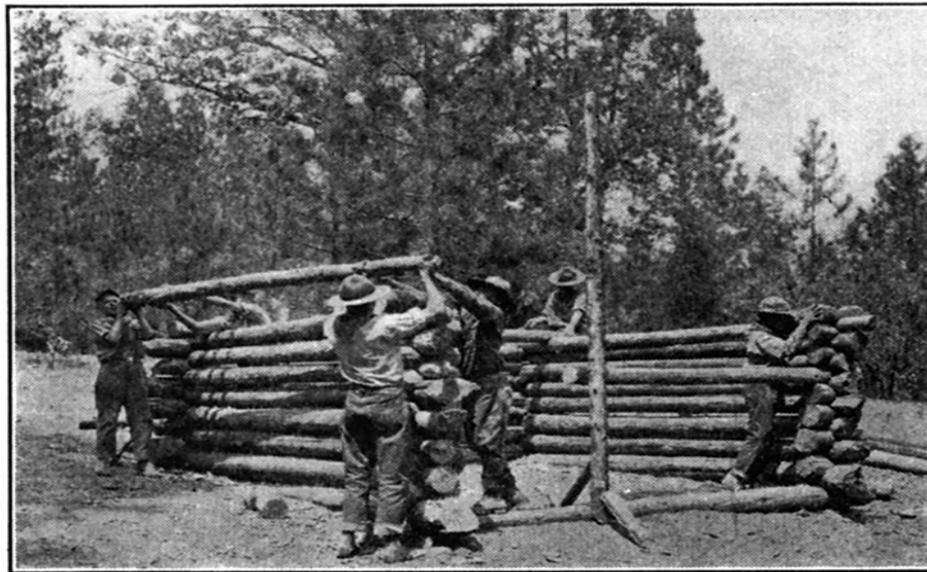
- In stage 2, intense rivalry developed between the two groups
- Researchers kept the scores close
- Competed for prizes



# 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

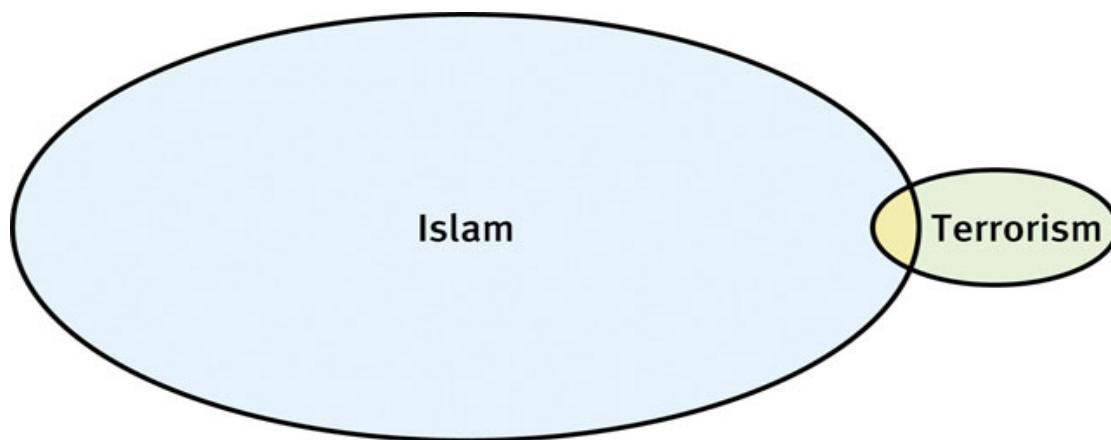
- **Categorization**

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

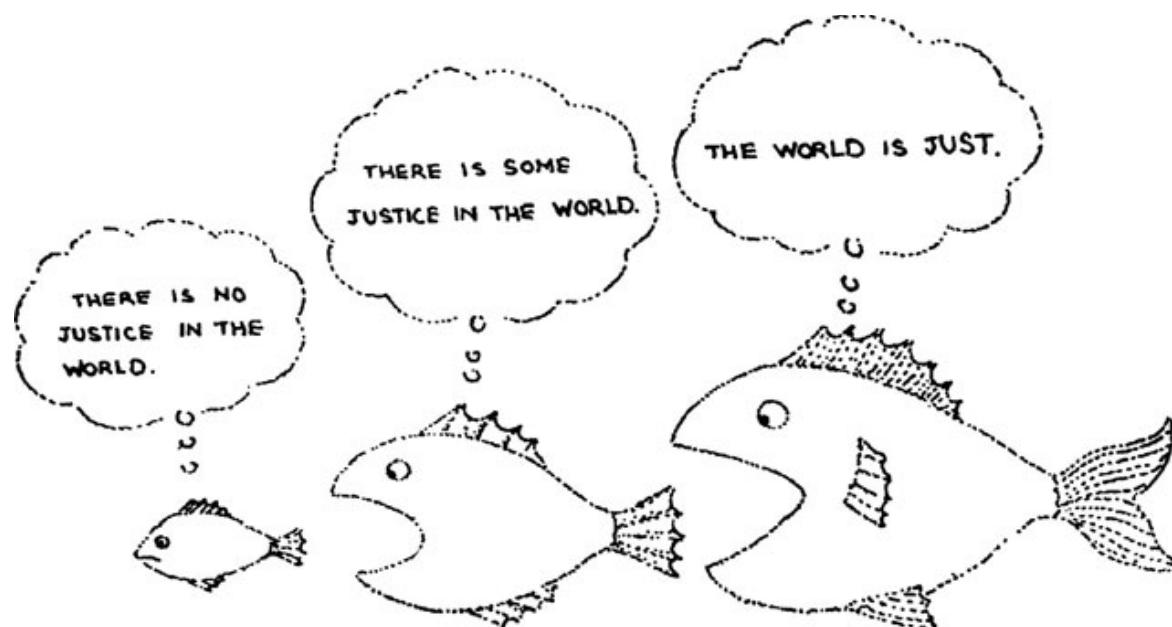
- **Vivid cases**

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**).



# 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.

# Aggression

- Aggression



# Aggression

## *The Biology of Aggression*

- Genetic Influences
- Neural Influences
- Biochemical influences



*"It's a guy thing."*

# 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.

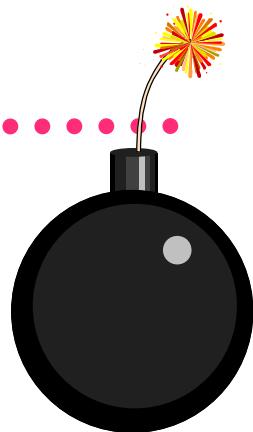
# Influences

**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.

# Aggression

*Psychological and Social-Cultural Factors in Aggression*

- Aversive Events
  - Frustration-aggression principle
    - Fight or flight reaction
- Social and cultural influences
  - Aggression-replacement program

# 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

# 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.

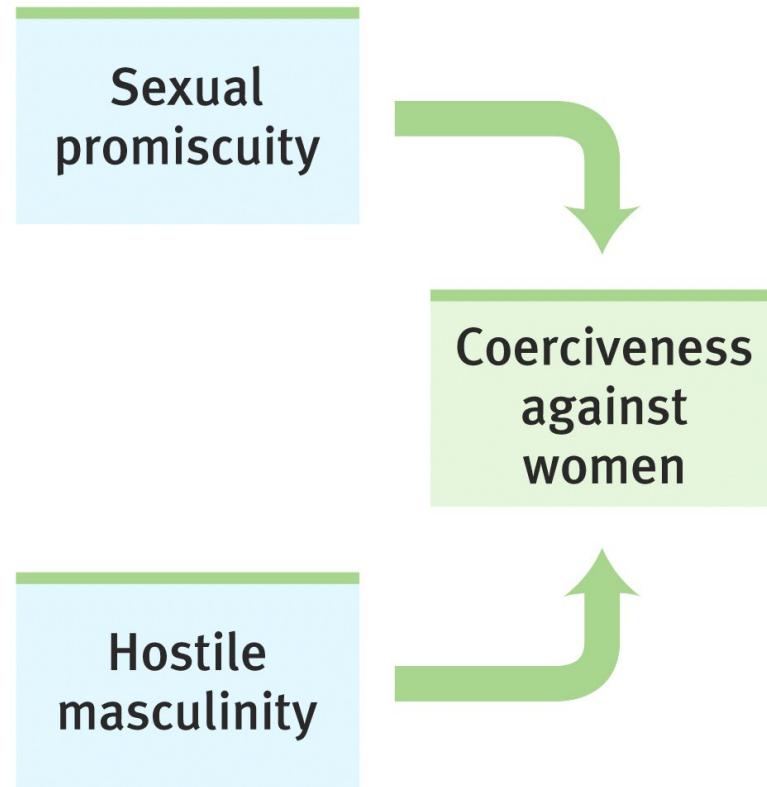
# Aggression

## *Psychological and Social-Cultural Factors in Aggression*

- Observing models of aggression
  - Rape myth
- Acquiring social scripts
- Do video games teach, or release violence?
  - Catharsis hypothesis?

# 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.



# 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

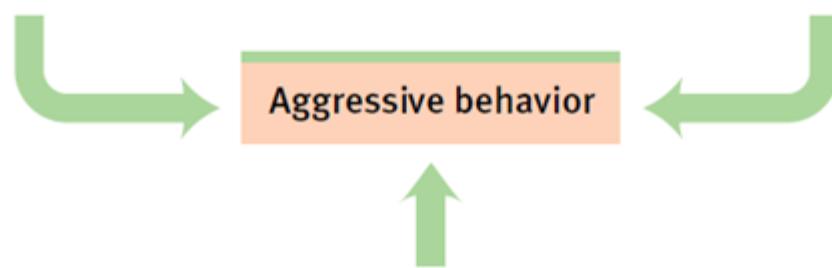
- ▶ Most psychologists now believe that violence in films can increase violent behavior in people (**imitation learning**).



- ▶ 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.

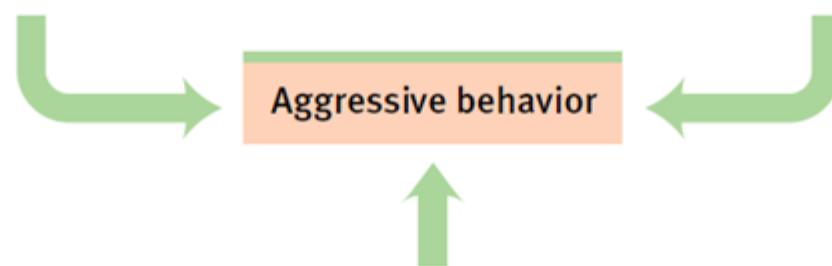
# Biopsychosocial Understanding of Aggression



# Biopsychosocial Understanding of Aggression

## Biological influences:

- genetic influences
- biochemical influences, such as testosterone and alcohol
- neural influences, such as a severe head injury



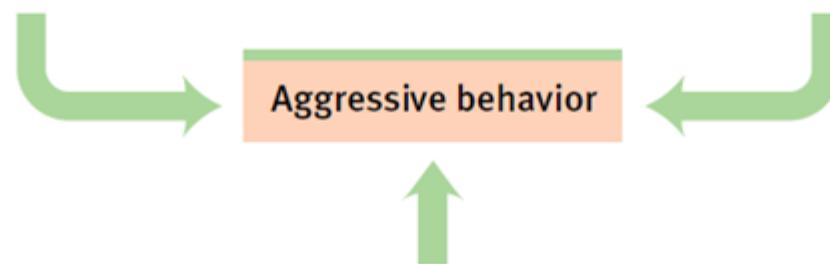
# Biopsychosocial Understanding of Aggression

## Biological influences:

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- biochemical influences, such as testosterone and alcohol
- neural influences, such as a severe head injury

## 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



# Biopsychosocial Understanding of Aggression

## Biological influences:

- genetic influences
- biochemical influences, such as testosterone and alcohol
- neural influences, such as a severe head injury

## 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

# Attraction

## *The Psychology of Attraction*

- Proximity
  - Mere exposure effect
- Physical attractiveness
- Similarity
  - Reward theory of attraction



# Psychology of Attraction

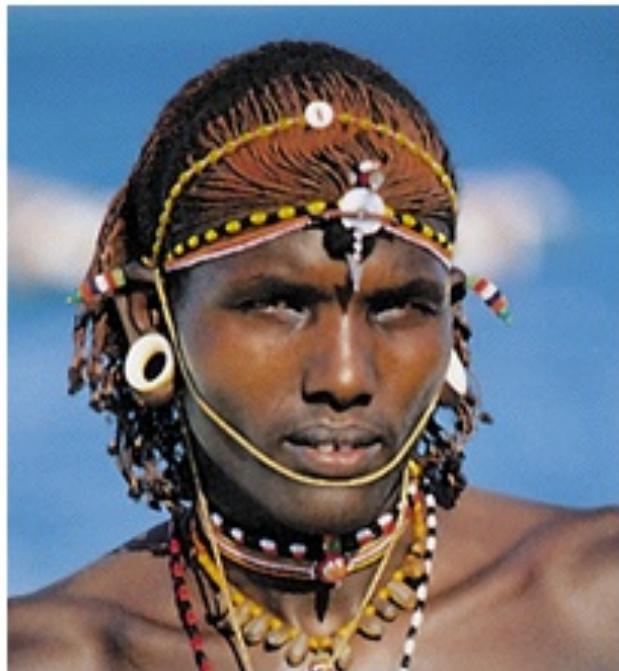
1. **Proximity:** Geographic nearness is a powerful predictor of friendship. Repeated exposure to novel stimuli increases their attraction (**mere exposure effect**).

A rare white penguin born in a zoo was accepted after 3 weeks by other penguins just due to proximity.



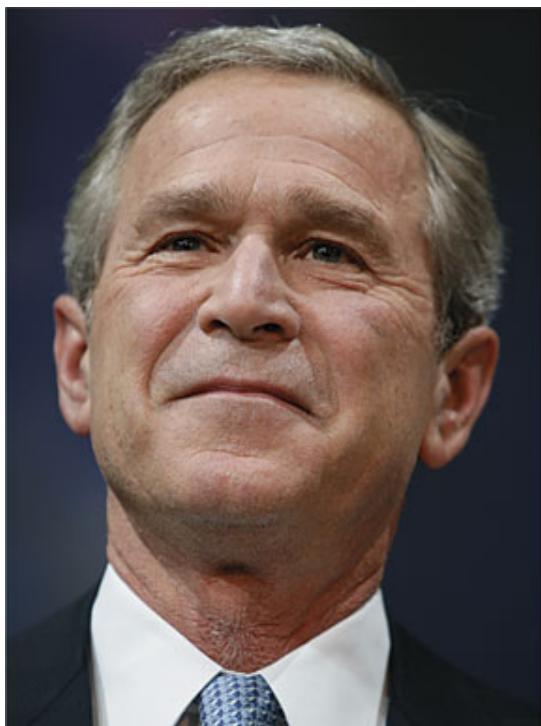
# Social Relations- Attractiveness

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

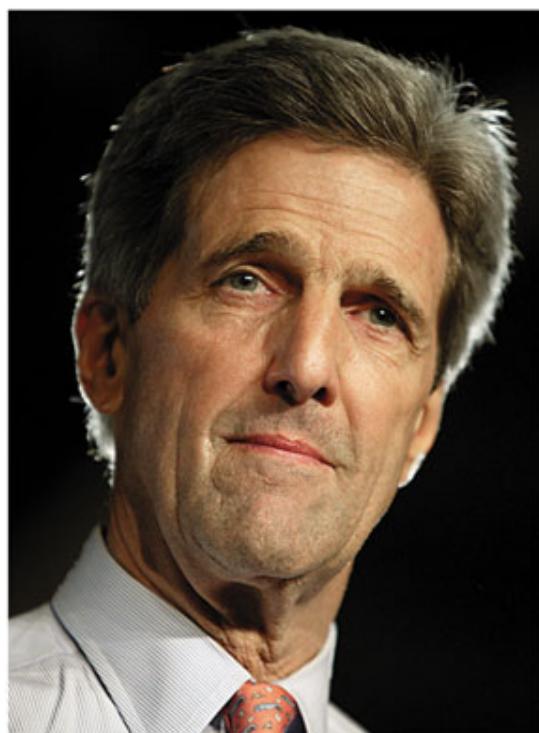


# Psychology of Attraction

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

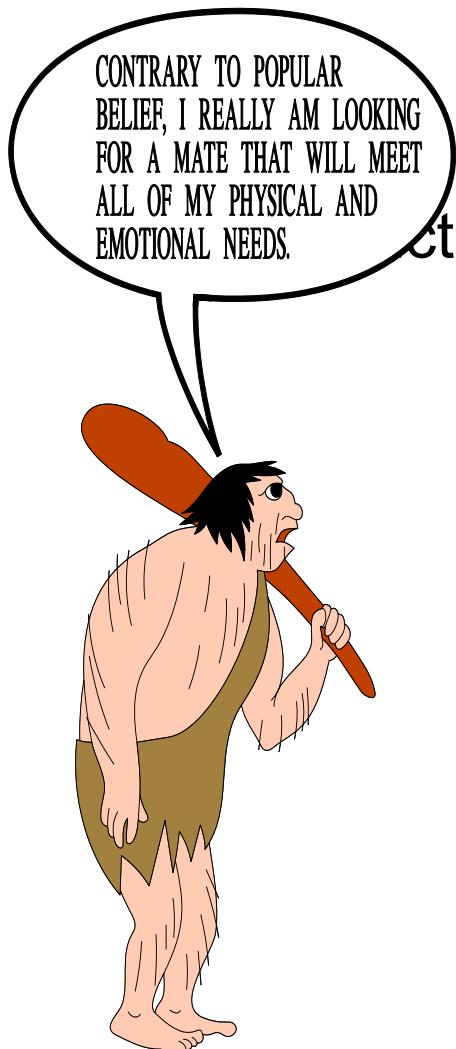


Brooks Kraft/Corbis



Brooks Kraft/Corbis

# Psychology of Attraction



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

**Similarity breeds content!**

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

# Attraction

## *Romantic Love*

- Love
  - Passionate
  - Companionate
- Equity
- Self-disclosure



*"I can't wait to see what you're like online."*

# Romantic Love

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

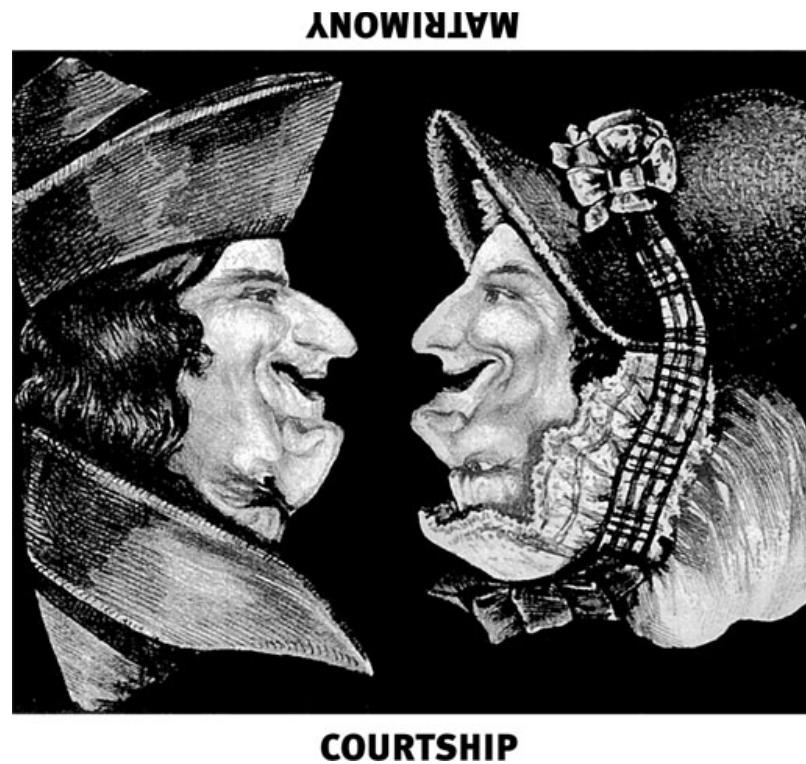
## Two-factor theory of emotion



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.



*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**

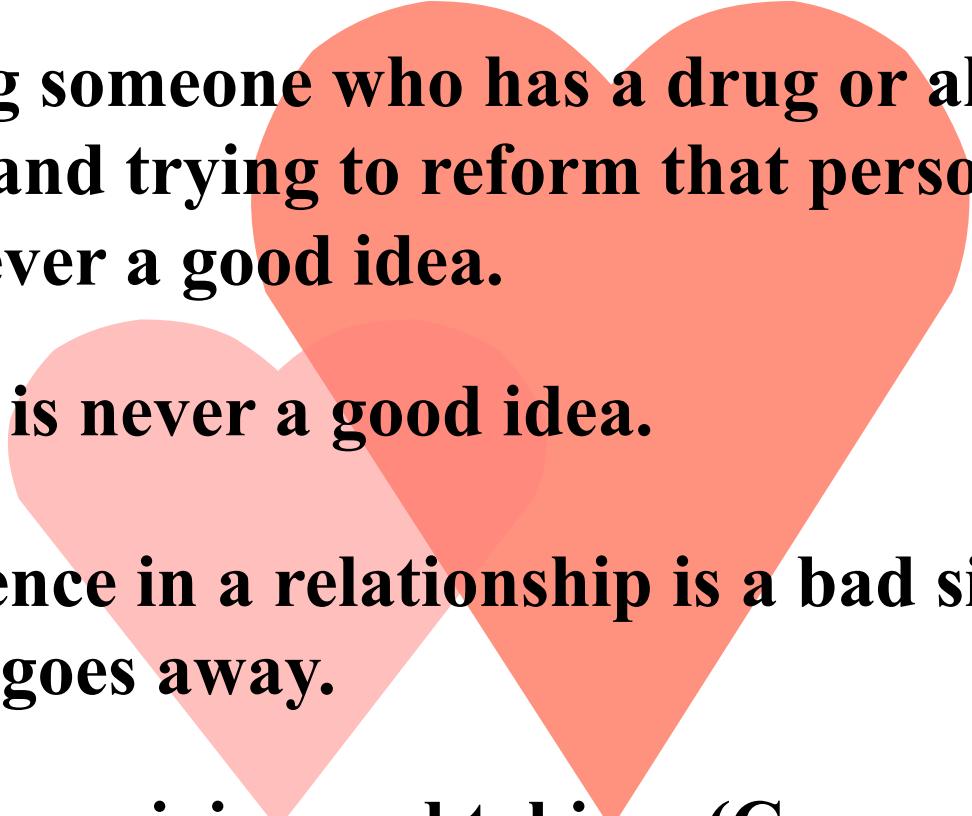
.....

## **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.



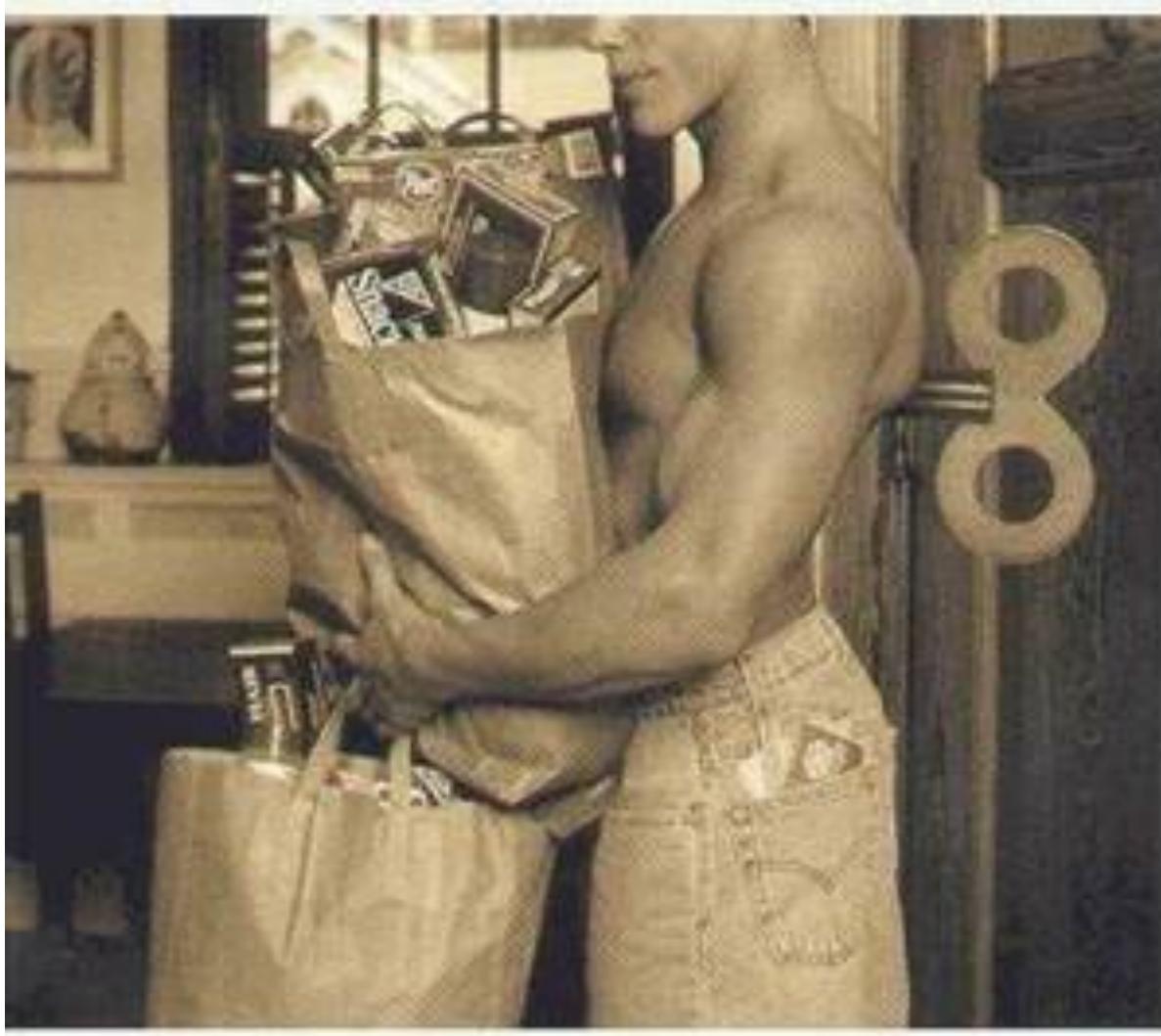
## **Marriage Counselors say that....**

- 
- 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)**

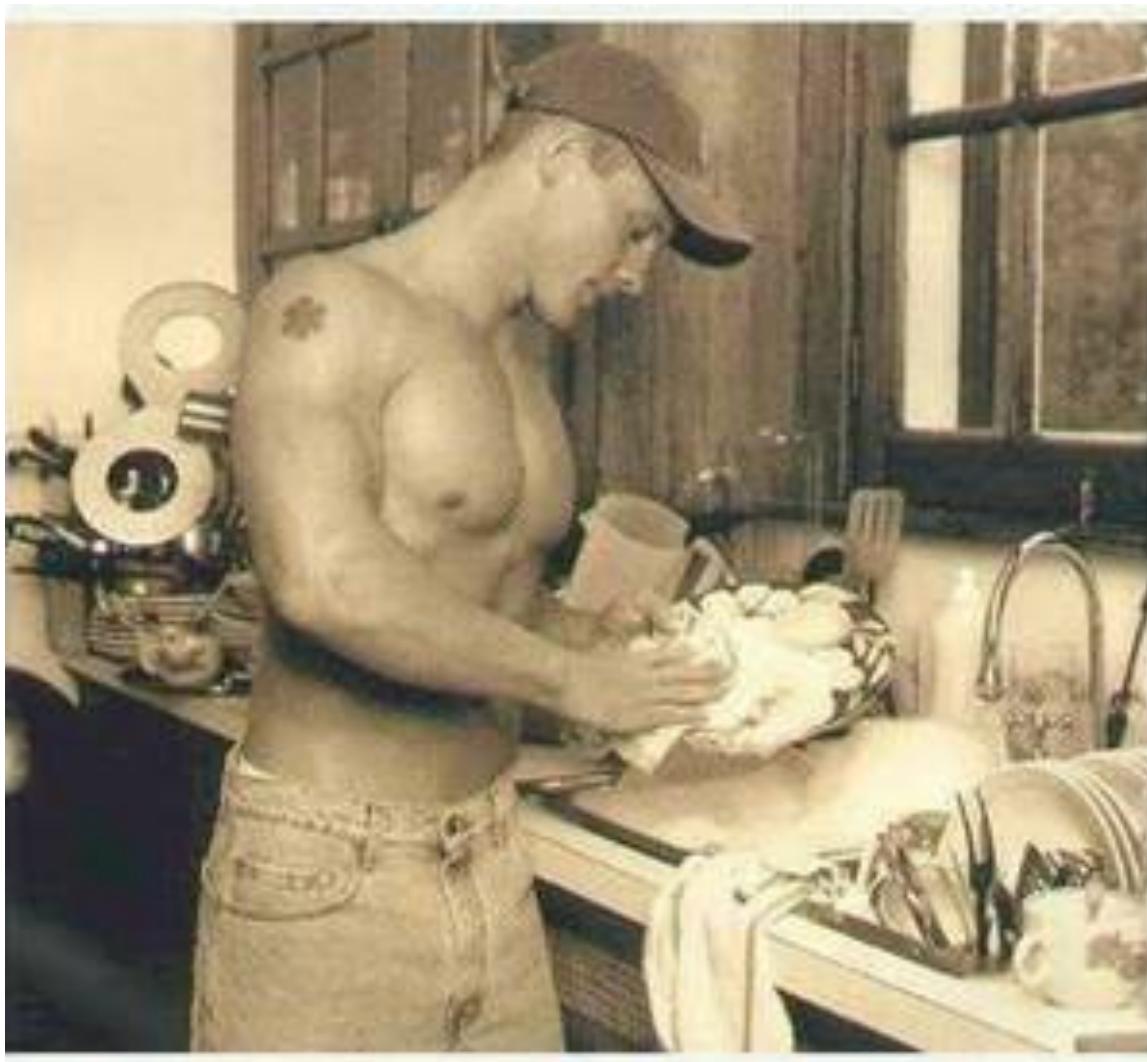
# The Perfect Man



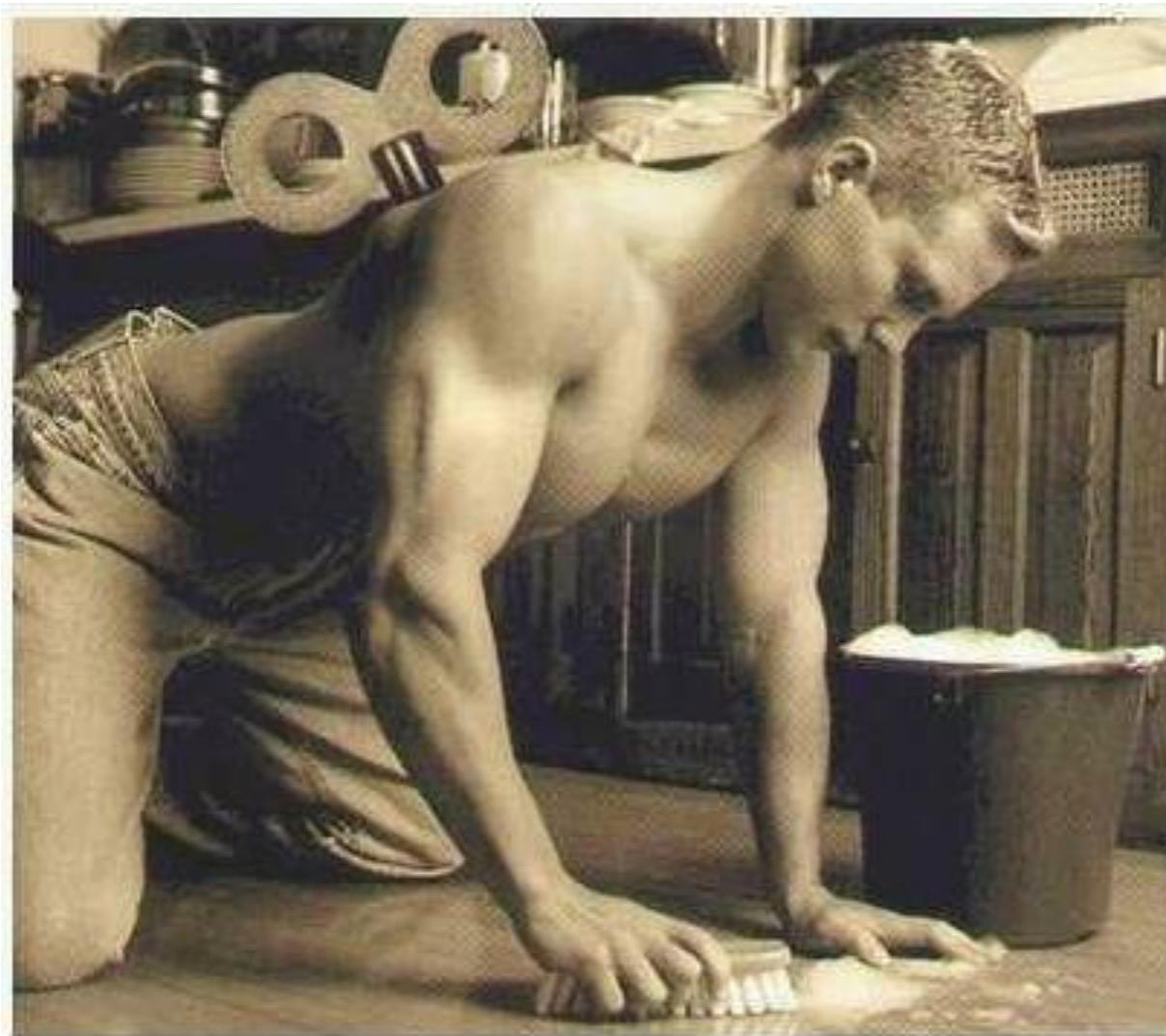
# The Perfect Man



# The Perfect Man



# The Perfect Man



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



**Há, Há, Há...**

# Altruism

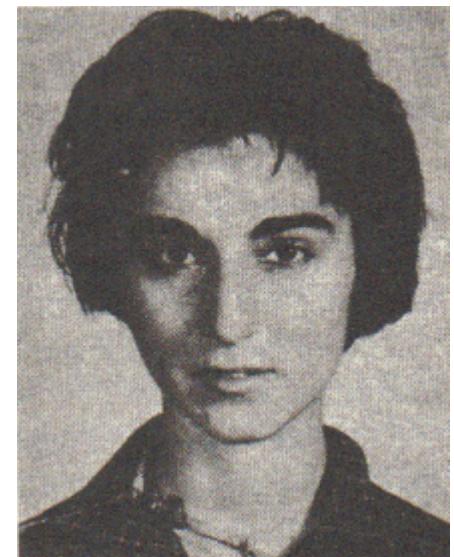
- Altruism
  - Kitty Genovese
- Bystander Intervention
  - Diffusion of responsibility
  - Bystander effect



# Altruism

- unselfish regard for the welfare of others

**Kitty Genovese**

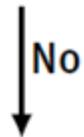


# Altruism

Notices  
incident?

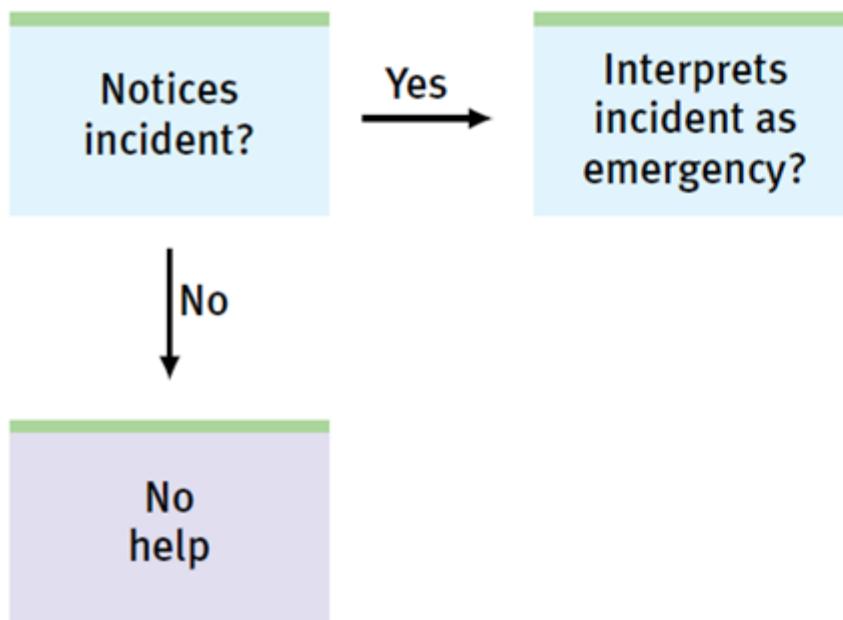
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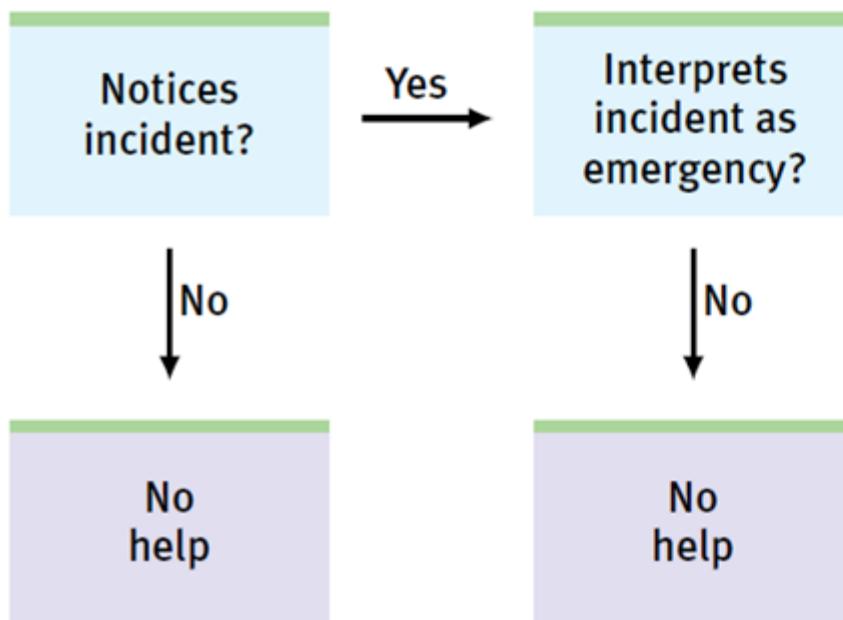


No  
help

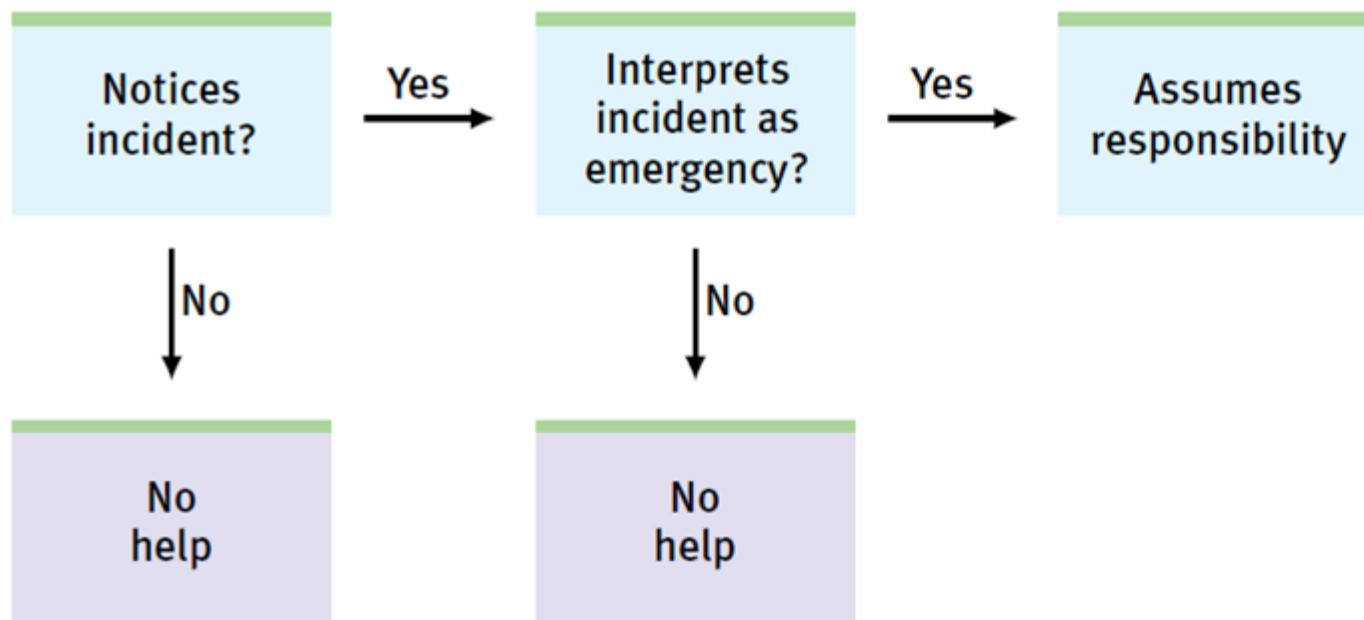
# Altruism



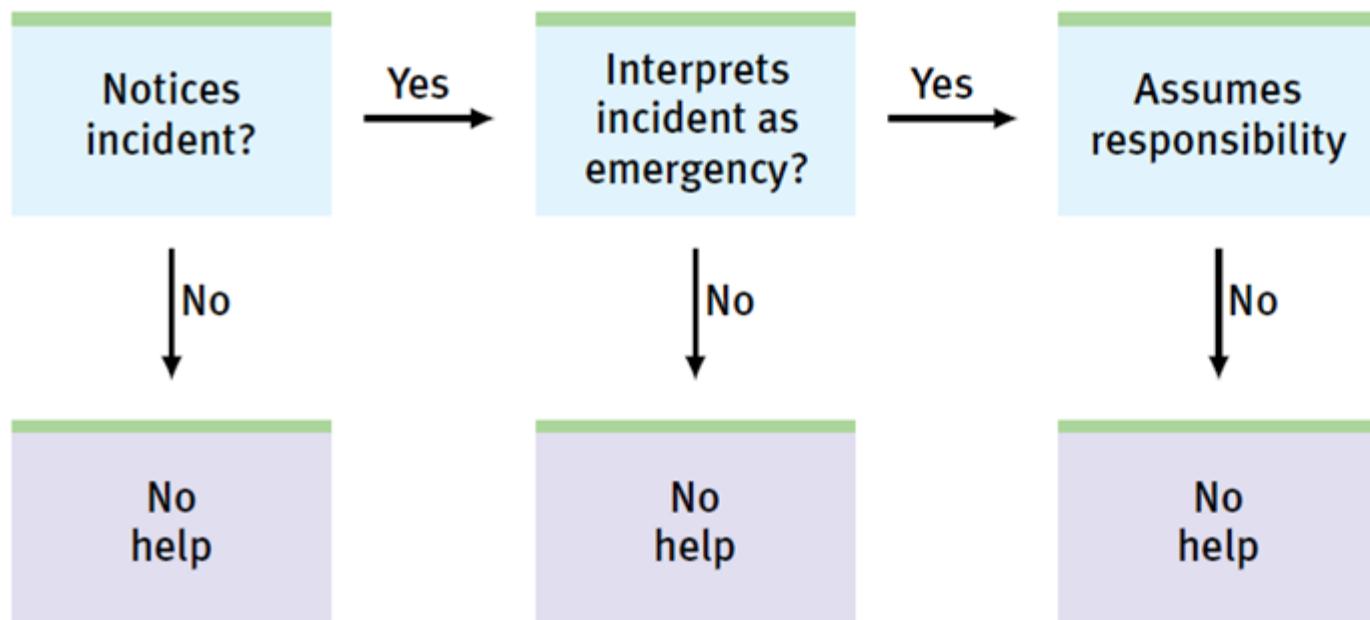
# Altruism



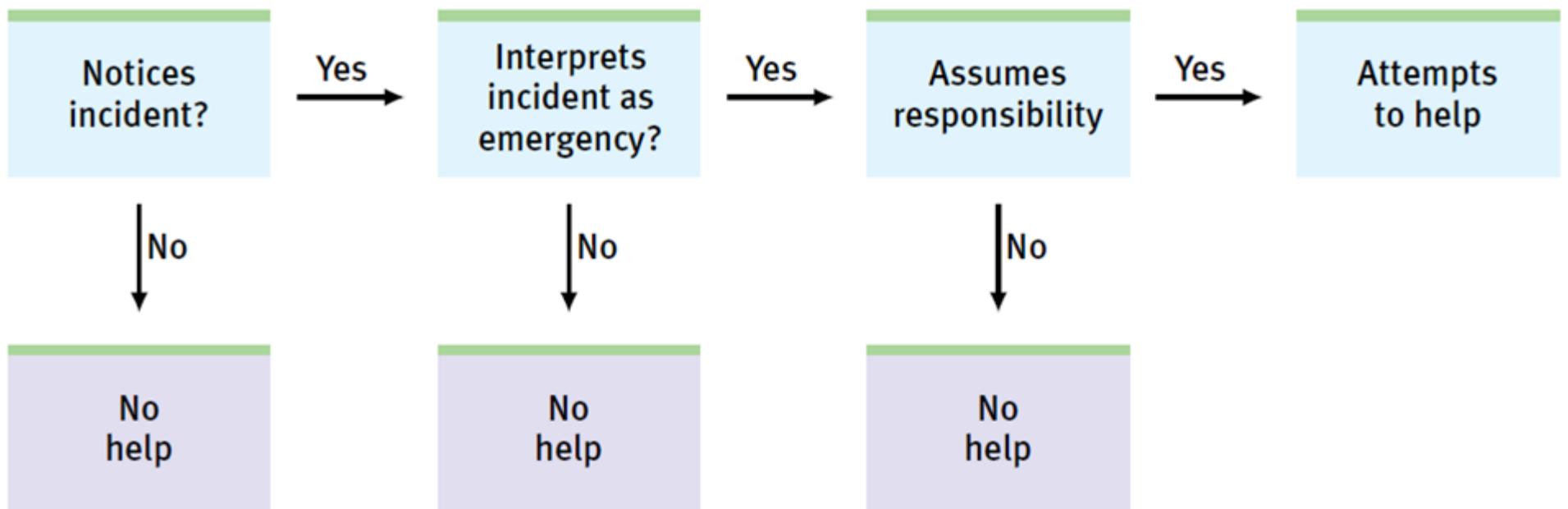
# Altruism



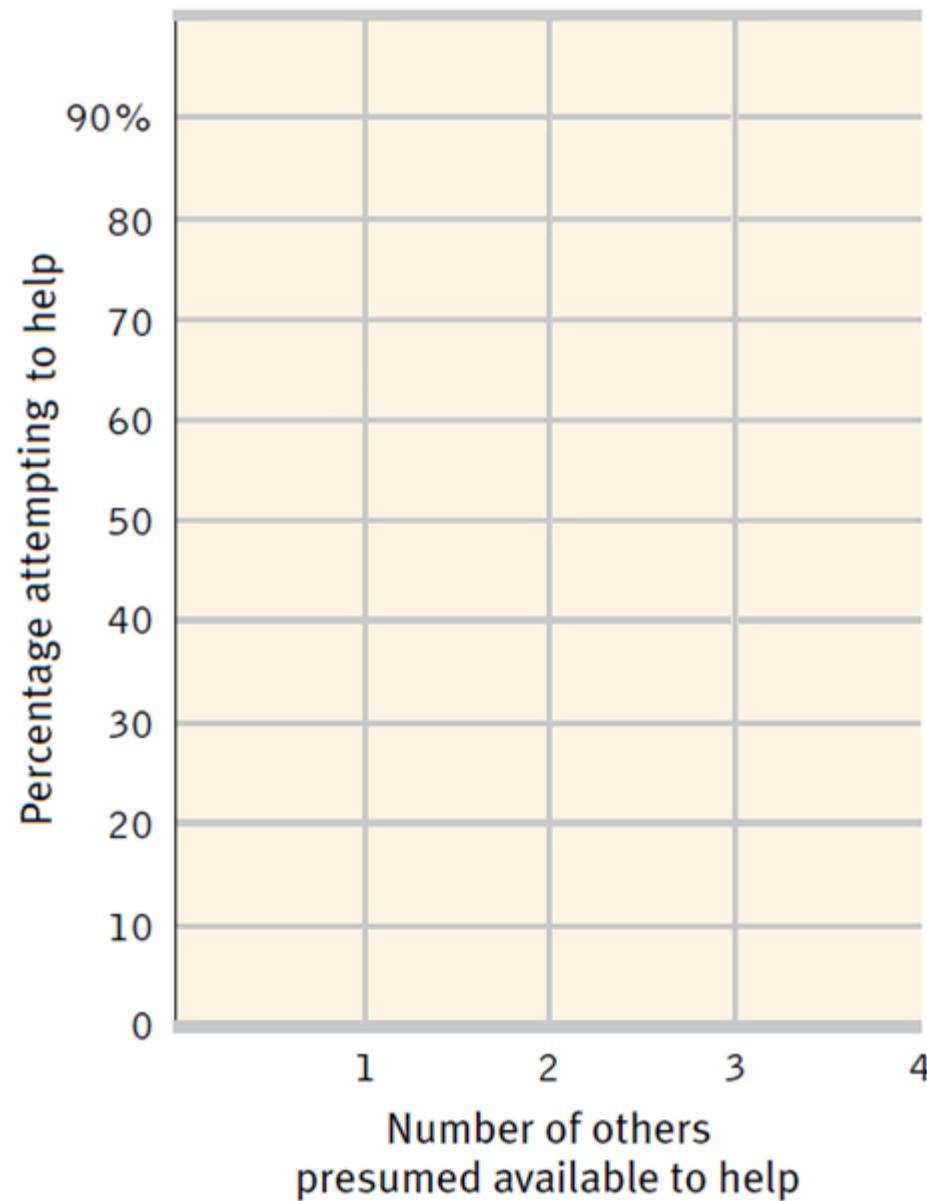
# Altruism



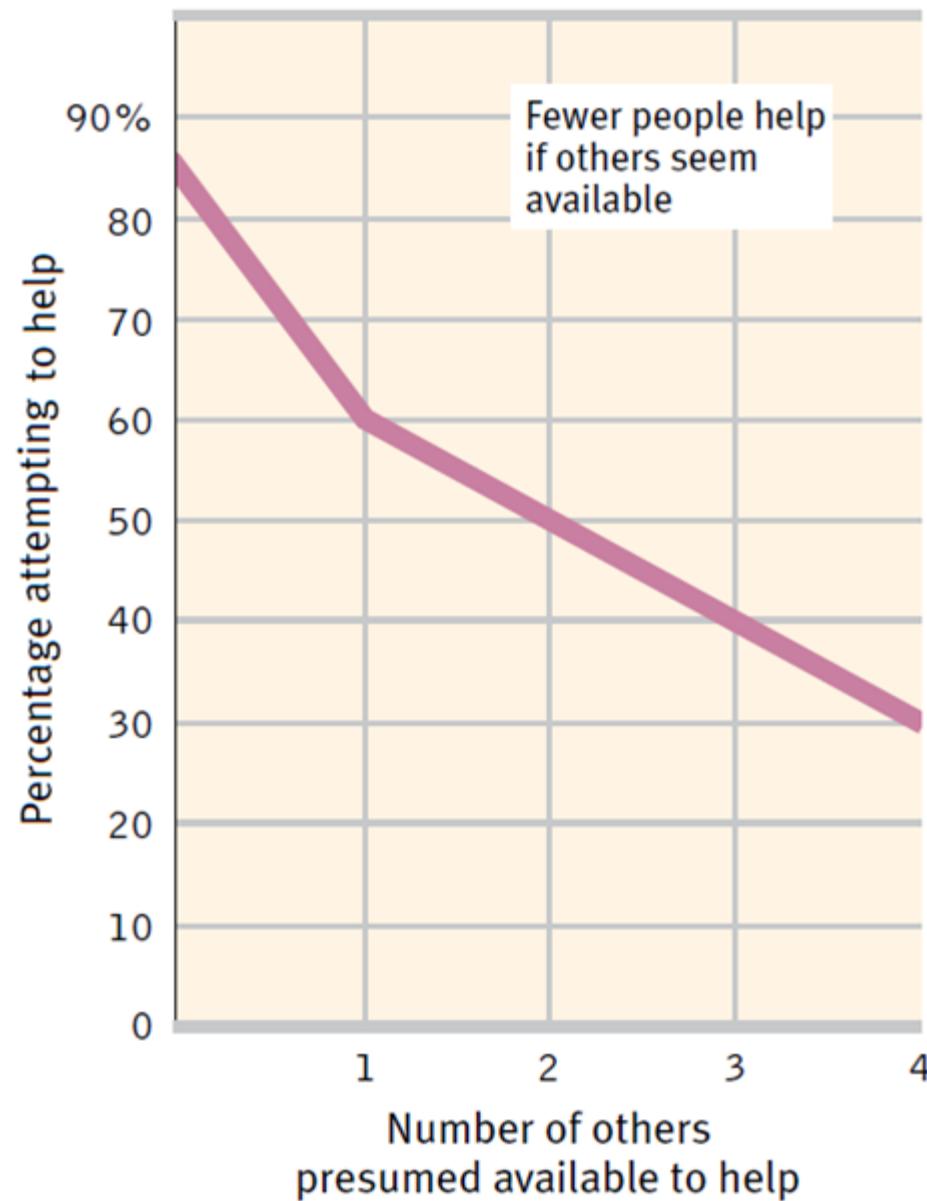
# Altruism



# Altruism



# Altruism



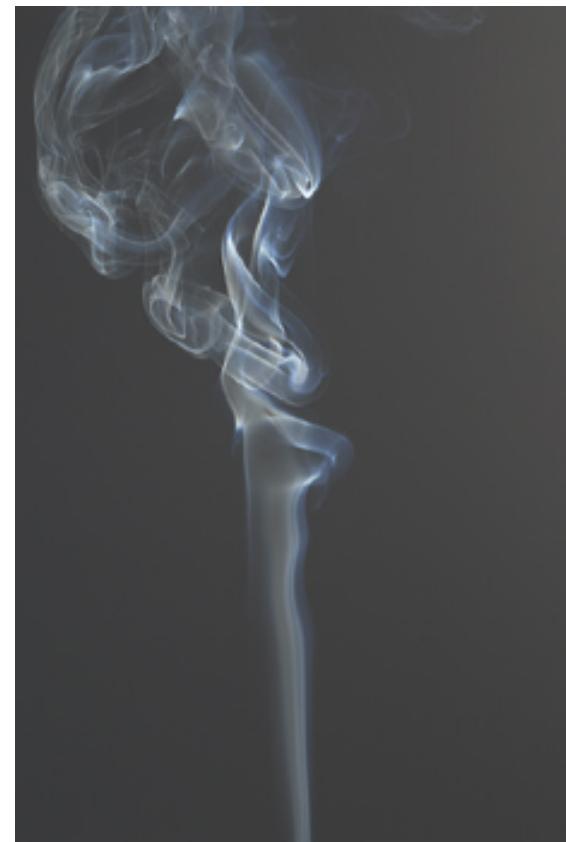
# Altruism

## *The Norms of Helping*

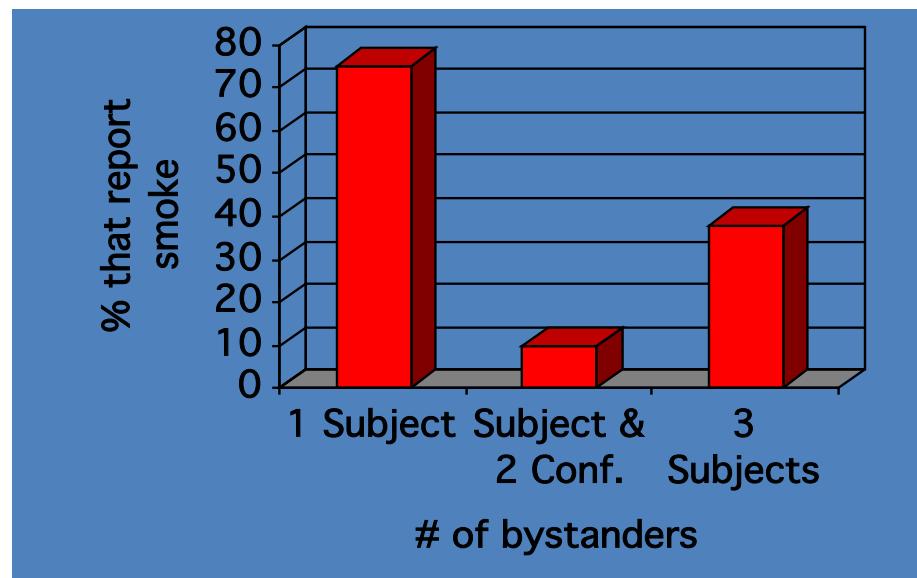
- Social exchange theory
- Reciprocity norm
- Social-responsibility norm

# 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

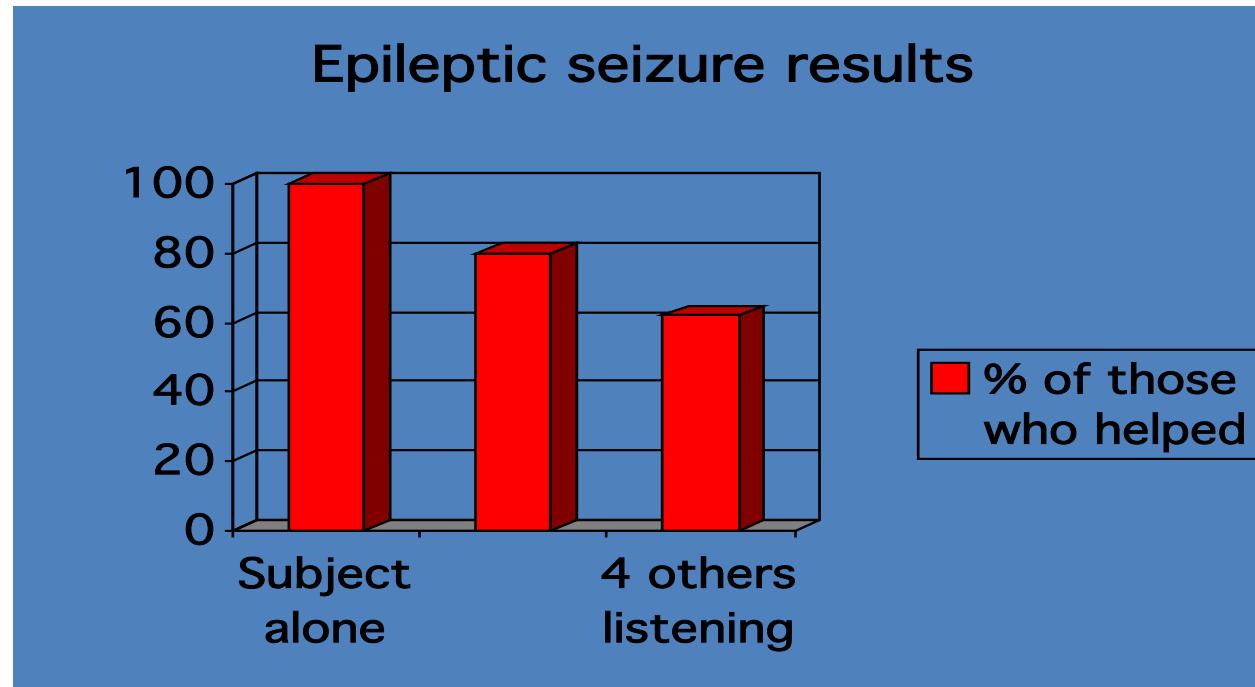
## In order for bystanders to help:

- 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



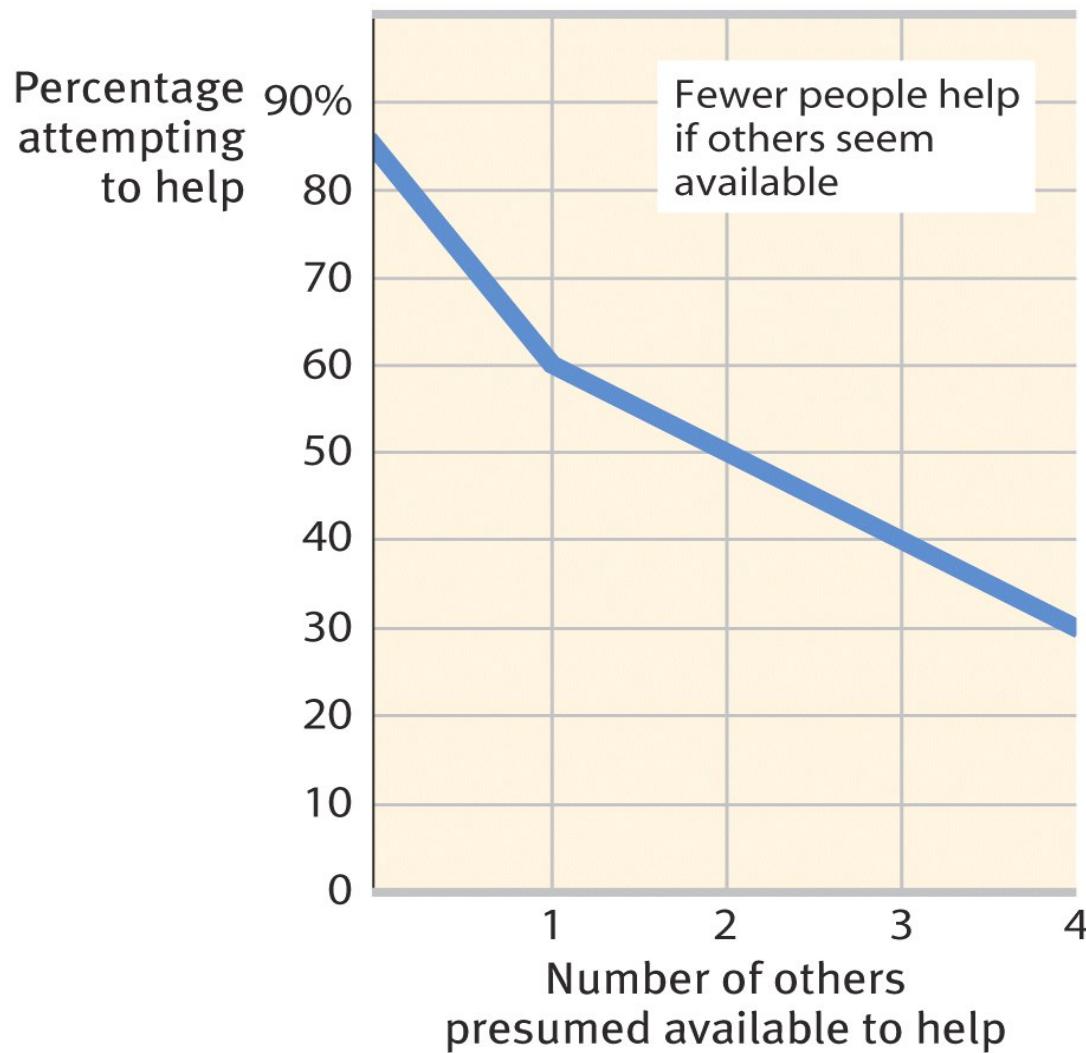
- Pluralistic ignorance: people assume someone else will help
- Epileptic seizure experiment

# Darley and Latané



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

# Social Relations



- **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**

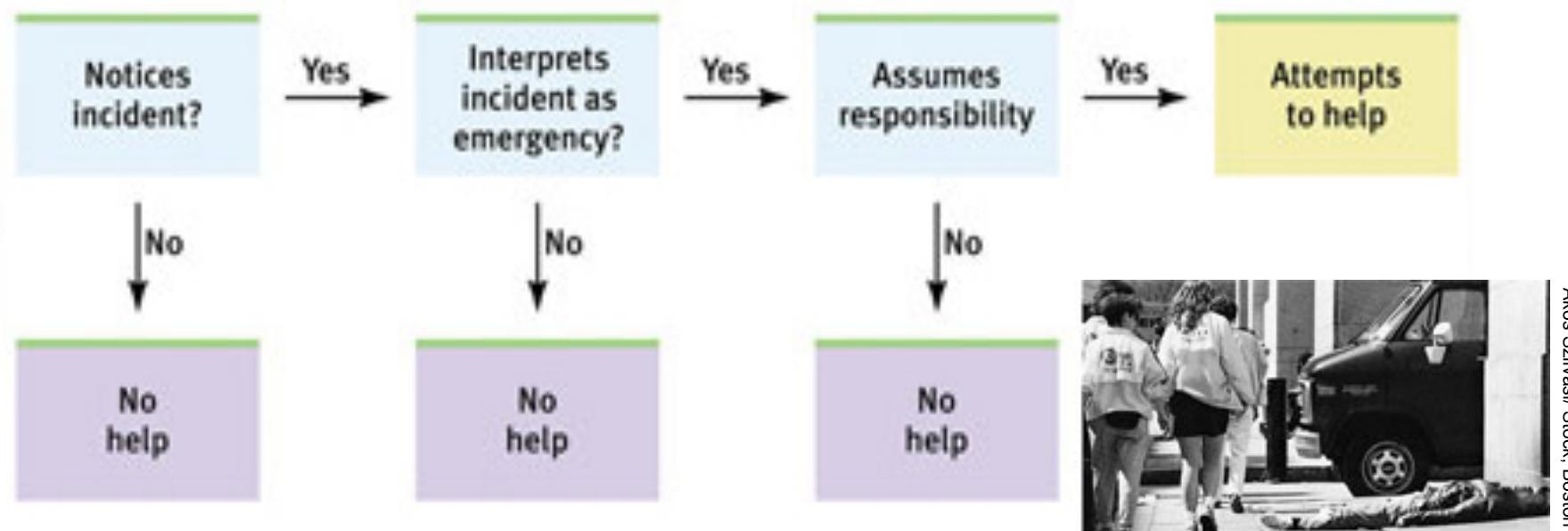


**When more people are present, people feel less personal responsibility to help others.**

- 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

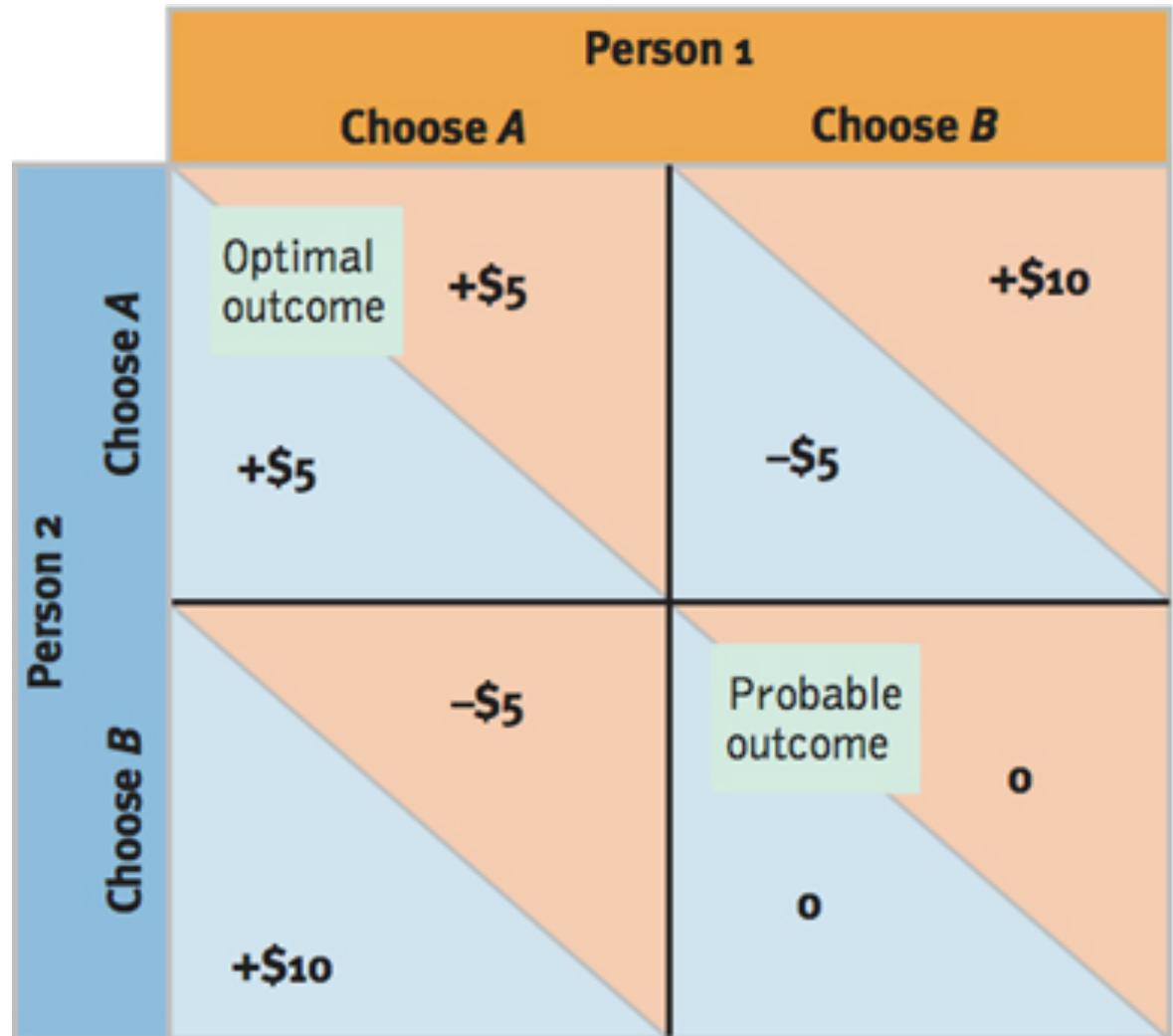
The decision-making process for bystander



Akos Szilvasi/ Stock, Boston

# Conflict and Peacemaking

- Conflict
- Social trap
  - Non-zero game



# Conflict

- **Conflict**

a perceived incompatibility of actions,  
goals, or ideas.

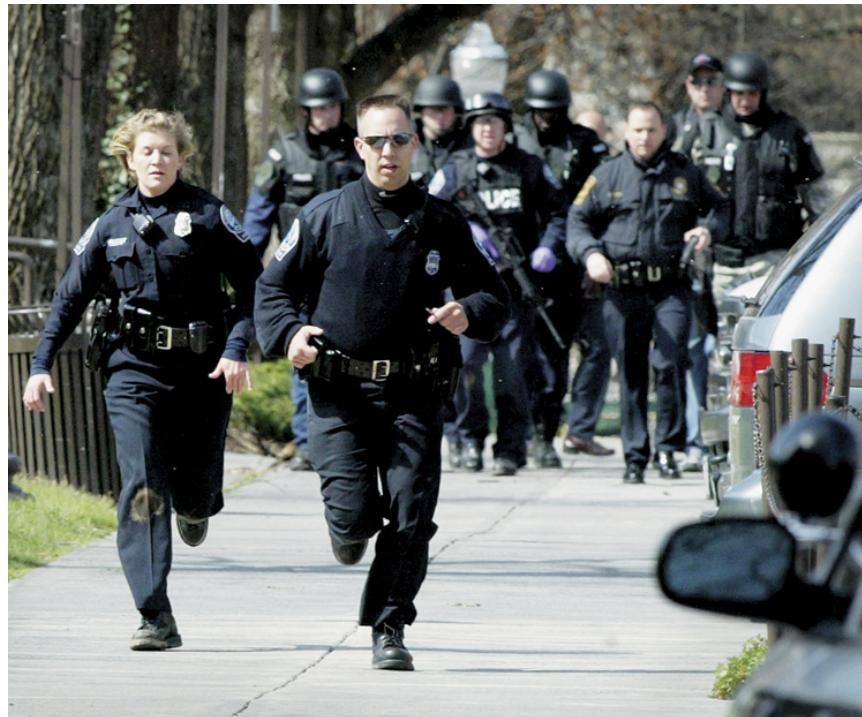
# Social Relations

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

# Conflict and Peacemaking

## *Enemy Perceptions*

- Mirror-image perceptions
- Self-fulfilling prophecy



# Conflict and Peacemaking

- Contact
- Cooperation
  - Superordinate goals
- Communication
- Conciliation
  - GRIT



# Peacemaking

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



Syracuse Newspapers/ The Image Work

**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.

The End