

Chapter 8

October-29-13

9:36 PM

Defining Conformity, Compliance, and Obedience

Conformity, compliance and obedience are kinds of social influence.

These all refer to changes in behaviour caused by other people.

Conformity is the most general concept and refers to any change in behaviour caused by another person or group; the individual acted in some way because of influence from others.

*changes in behaviour caused by other people

Compliance refers to a change in behaviour that is requested by another person or group; the individual acted in some way because others asked him or her to do so

Obedience refers to a change in behaviour that is ordered by another person or group; the individual acted in some way because others commanded him or her to do so

Conformity encompasses compliance and obedience because it refers to any behaviour that occurs as a result of others' influence.

Compliance and obedience refer to behaviour that resulted specifically from requests or orders.

Why Do We Conform?

Conforming behaviours occur for two principal reasons, which are captured by the terms *informational influence* and *normative influence*.

Informational influence occurs when people are influenced by others because of a desire to be correct and to obtain valid information

Normative influence occurs when people are influenced by others to gain rewards or to avoid punishment

Informational and normative influence can occur simultaneously

We often want to please other people (normative) whose judgments we seek (informational)

Doing As Others Do

Muzafer Sherif

Social norm: a rule or guideline about what behaviours are proper and improper. Norms can be formal, such as laws and contracts, or informal, such as customs and traditions within small groups. Typically, the reward for following a norm is social acceptance or approval, whereas the punishment for breaking a norm is social rejection or disapproval.

Social norms are one way of conformity, they represent influence from other people and guide behaviour

Autokinetic effect: in a darkened room, a stationary point of light will appear to move periodically; this occurs partly because no other visual frame of reference is available to locate the light and partly because of occasional rapid movements of the eye

Sherif's results: the arbitrary standard introduced by a confederate clearly established a group norm, and that norm then carried over to influence the naïve participant's judgments when alone.

Group norms are spontaneously established and carry over into individual judgments

Norms can persist long after their original instigators are gone.

Crutchfield apparatus: a machine that consists of an electric panel with several rows of lights; it allows the efficient study of conformity by simulating the responses of numerous hypothetical participants

The procedure is very efficient, because no confederates are needed and all five participants can be treated as 'critical participants'

Factors of Conformity

Ambiguity: conformity is more likely when tasks are ambiguous

Difficulty: conformity is more likely with more difficult tasks

Memory: conformity is more likely when relying on memory

On ambiguous or difficult tasks, other people's responses exert both informational and normative influence, whereas on clear and easy tasks only normative occurs.

The additional impact of informational influence increases the overall rate of conformity on ambiguous and difficult tasks

Independence

People who remain independent are somewhat higher in their motivation to achieve and in their leadership ability than people who conform

People who remain independent tend to be less concerned about obtaining the approval of others, less authoritarian, and less conscientious.

There is evidence that individuals with high self-esteem are less likely to conform than individuals with low self-esteem, especially when high self-esteem is based on intrinsic qualities like honesty or generosity, as opposed to extrinsic things like achievements

A strong sense of self is associated with remaining independent

Age differences in conformity: researchers have found that conformity to same-age peers increases during elementary school, peaks around grade 9 and then declines up to University years. There is a general tendency for conformity to decline with age.

Conformity and Group Size

Conformity increases in the group, however beyond four or five members there is relatively little effect.

Very large groups, however, exert more conformity pressure than small groups.

Getting Rid Of Conformity

Private answers are less affected by conformity

Anonymity helps reduce conformity

Having any type of social support, even from one person, helps reduce conformity

Cultural Affects of Conformity

Conformity is higher in collectivist cultures than individualist cultures.

Culture predicted participants' conformity even more strongly than did other influential factors.

People whose self-concepts are independent will conform less than people whose self-concepts are interdependent

Gender Differences in Conformity

There is a small difference, however women conform slightly more than men.

This only occurs in public circumstances.

This suggests women to be slightly more responsive to normative influence than men.

Compliance

Sometimes our behaviour is influenced by direct requests from other people, a type of conformity called compliance

The requesters typically imply that we can refuse if we want to, though they would appreciate our compliance.

Foot-In-The-Door Technique

This technique refers to the fact that if you can get someone to agree to a small request, then he or she is more likely to also agree to a much larger, related request

- Self perception
 - We label ourselves as helpful people after the first, small request
- Consistency
 - We helped once, we should continue this pattern

The Door-In-The-Face Technique

This begins by making a very large request, one that is sure to be turned down. Once denied, the request is then followed by a smaller request, the one to which compliance is ultimately sought.

- Norm of reciprocity
 - We should reciprocate favours done for us

The Free-Gift Technique

A strategy to increase compliance, based on the fact that giving someone a small gift increases the likelihood of agreement with a subsequent request

The Low-Ball Technique

Offering something at a given price, and then raising the price after the individual agrees to the purchase.

- Post-decisional dissonance
 - To justify this choice and commitment to themselves, people are likely to enhance their evaluation of the car. Thus, when the salesperson returns with the bad news, often the purchaser has a more favourable attitude toward the item than he or she did before negotiations

The Scarcity Technique

Scarcity is a quality that sells products. Making a product appear to be a scarce commodity increases its perceived value.

The Liking Technique

A strategy to increase compliance, based on the fact that people are more likely to assist others they find appealing than others they do not find appealing.

Obedience

Obedience refers to conformity that results from another person's command or order

The **norm of obedience to authority** refers to people's knowledge that legitimate authorities should be obeyed

Milgram's study

Many people readily accept the influence of an authority, even when that means causing potential harm to another person.

Resistance to unethical commands must begin immediately, before people commit themselves in any way to their role in the setting

General Mechanisms

Accuracy motivation: when people encounter ambiguous tasks, they can look to others for guidance about the appropriate response - informational influence

Social motivation: People try to be agreeable and to make others like them, one way is by conformity - normative influence

Ostracism: the exclusion of someone from a group, has shown to produce a range of negative reactions, including depression, anxiety and feelings of helplessness. This increases conformity

Terror Management Theory

Humans face a unique problem among animal species, we know that we are mortal.

This is hypothesized to arouse potentially paralyzing terror

Your lack of terror is the result of protective strategies that you have been taught during socialization or have developed on your own

Humans embrace *cultural worldview* - cultural conceptions of reality

Conformity to social values and cultural worldviews can serve to protect people from death anxiety

Social Impact Theory

This conceives of social influence as being the result of social forces that operate on a target. The theory uses the metaphor of physical forces, such as light or sound, that can affect an object. The overall influence of a set of social forces depends on the forces' strength, immediacy, and number.

Strength refers to the intensity of each social force, which reflects things like status, power or credibility. Immediacy refers to the closeness of each social force, which can reflect either physical or psychological proximity. Number refers simply to the quantity of social forces present.

One principle of the social impact theory deals specifically with the relation between the number of social forces and overall social influence is the **psychosocial law**, which expresses the relationship in terms of a mathematical equation. The important point about the equation is that it predicts that as the number of social forces increases, overall social influence also increases but at a declining rate. Each additional source of influence will have a diminished impact.

Chapter 9 - Stereotypes, Prejudice and Discrimination

November-05-13

9:38 PM

- **Prejudice** can be formally defined as a negative attitude toward members of a group, which is often very strongly held. The term derives from the fact that the perceiver 'prejudges' the targets, disliking them based only on their group membership.
- One possible consequence of prejudice is negative, harmful behaviour toward people based on their group membership called **discrimination**.
- Prejudice is an attitude, discrimination is a behaviour.
- **Stereotypes** are individuals' beliefs that members of a group share particular attributes.
 - Negative stereotypes can provide the basis for prejudice and discrimination.
- **Implicit Attitudes** are individuals' automatic - and often unconscious - evaluations of a target. Some people possess unfavourable implicit attitudes toward disadvantaged groups but are not consciously aware of these negative automatic responses.
- Many majority group members have ambivalent, or conflicted, feelings toward minorities.
- Majority group members often support equal opportunities and regard themselves as unprejudiced and non discriminatory, but simultaneously harbour some negative beliefs and hostile feelings toward minority groups. This is called **aversive racism**.
 - Aversive racists are hypothesized to exhibit discrimination under some circumstances.
 - Many majority group members would exhibit discrimination toward minorities when the circumstances made negative treatment justifiable, thereby providing an excuse for discrimination.
 - Many people may be unwilling to admit, or be unaware of, negative feelings toward racial or ethnic groups.
- The *Implicit Association Test* has been used to assess respondents' automatic, implicit attitudes toward minority groups.

Stereotypes

- One major contribution of social psychology to understanding prejudice has been to identify common cognitive processes that can establish or maintain prejudice.
- This cognitive perspective does not imply that prejudice is acceptable, but it does suggest that prejudice is the byproduct of 'normal' human thinking processes. The key element in the cognitive view of prejudice is stereotypes.
- Stereotypes qualify as one kind of *schema* - namely, schemas that represent human groups.
- Stereotypes 'efficiently' provide us with information about target persons that can guide behaviour; they allow us to make rapid inferences about target persons.

Two Costs of Stereotypes: Oversimplification and negativity

- Stereotypes also have some big costs associated with using them: oversimplification and excessive negativity.
- First, we assume too much uniformity or similarity within groups of people
 - Outgroup homogeneity effect
 - Refers to the tendency for perceivers to overestimate the similarity within groups to which they do not belong.
 - The reality is that, in contrast to categories of inanimate objects and plants, categories of humans tend not to be uniform or predictable.
- A second cost of stereotypes is that they are often unfavourable in tone. Stereotypes may refer to groups that are believed to be competing with the perceiver's group for desired resources. If perceptions of outgroups are tinged by perceived competition, they may become negative. There is also some evidence that being in a bad mood leads perceivers to interpret their stereotypes of some minority groups more negatively.
 - Negative emotions can both elicit and intensify unfavourable stereotypes.
 - Unfamiliarity and anxiety may spill over into mistrust and hostility.
 - Anxiety about interacting with members of the outgroup will also lead people to avoid such interactions altogether.

Stereotypes Distort Information Processing

- Humans are not open and unbiased processors of information related to stereotypes. Stereotypes guide attention and interpretation in such a way as to increase the probability that perceivers' expectancies will be confirmed.
- Stereotypes can distort information processing in several ways
 - Affect what perceivers notice about members of the stereotyped group.
 - Generally, perceivers are sensitive to, and looking for, information that confirms the stereotype.
 - How perceivers interpret the behaviour of people in the group.
 - Actions that are ambiguous will tend to be interpreted as consistent with expectations
 - Behaviours that do not necessarily support the stereotype will strengthen it.

Self-Fulfilling Prophecies

- This sequence of events, where (1) a perceiver's stereotype or expectancy about a target influences the perceiver's behaviour toward the target and (2) the perceiver's behaviour toward the target then elicits the expected behaviour from the target is called the **self-fulfilling prophecy**
- Stereotypes can produce expectancies about a target individual, which can then alter the perceiver's actions in ways that elicit the expected behaviour from the target

Implicit Intergroup Bias

- This notion that stereotypes can automatically influence judgments without the perceiver's awareness has been termed **implicit intergroup bias**.
- It is implicit because it is not deliberate and may be unrecognized by the perceiver.
- It is intergroup bias because it reflects distorted, usually unfavourable judgments about members of an outgroup.
- Unprejudiced individuals actually seek out information to disconfirm common stereotypes
- Implicit intergroup bias can be reduced by deliberate attempts to be open-minded

Meta-Stereotypes

- **Meta-stereotypes** are a person's beliefs about the stereotype that outgroup members hold concerning his or her own group.
- Meta-stereotypes vary according to which particular outgroup is considered.
- They influence people's expectations about their interactions with members of the outgroup.
- Believing that members of an outgroup evaluate one's ingroup negatively might cause hostile, aversive interactions.

Emotional Sources of Prejudice and Discrimination

- Prejudice sometimes results from negative emotions such as frustration, anger and hostility. Prejudice may also sometimes satisfy basic motives such as the need to evaluate the self positively.

Scapegoat Theory

- Oldest explanation of prejudice
- People become frustrated during difficult economic times and vent their frustration on weak, scapegoat targets

Realistic Group Conflict Theory

- Perceived competition between groups for scarce resources.
- Hostility can be aroused from the 'competition'
- This can lead to prejudice
- This also is the case for threats to important values
 - Cultural threats
 - Symbolic competition

Social Identity Theory

- Potential positive emotional benefit of derogating outgroups
 - Feeling good about the self, or self-enhancement
- Deciding that our ingroup is better than an outgroup is one way to enhance our self esteem

Integrated Threat Theory

- Negative attitudes toward an outgroup can result from four different kinds of threats
 - Realistic
 - Emphasize by realistic group conflict theory - competition
 - Symbolic

- Perceived threats to the ingroup's important attitudes, beliefs and values
- Intergroup anxiety
 - People feel uncertain and anxious about interacting with members of the outgroup
 - A lack of familiarity with the outgroup and its customs can create awkwardness and discomfort before and during interactions
- Negative stereotypes
 - When people believe that members of the outgroup possess undesirable characteristics that may lead to detrimental actions toward the ingroup
- Threats refer to the fact that prejudiced people expect members of the disliked outgroup to behave in ways that are detrimental to ingroup members
- Integrated threat theory hypothesizes that these four threats arouse aversive feelings toward the outgroup, such as anxiety, frustration, hostility and anger, thus leading to negative intergroup attitudes.

Sexism

- Women are subjected to prejudice, as well as both intentional and unintentional discrimination.
- Men do not always treat women as their equals.
- **Neosexism** refers to a modern and more subtle form of sexism, which includes beliefs that women are no longer disadvantaged, together with antagonism toward women's demands for special treatment.
- Neosexist beliefs arise when men think that their own interests are best served by a hierarchical system in which men have more power than women.
- Men often hold ambivalent attitudes toward women. These contain both positive and negative elements.
- **Ambivalent sexism inventory:** a measure of stereotyped attitudes toward women, which is composed of two dimensions, one positive and one negative: benevolent sexism and hostile sexism
- **Benevolent sexism:** positive but paternalistic attitudes
- **Hostile sexism:** negative attitudes toward women who violate the traditional stereotype of women
- Levels of both benevolent sexism and hostile sexism in a country were negatively correlated with the measures of gender equality in that country.

Gender Stereotypes

- Can be caused by
 - Parental socialization
 - Religious institutions
 - Mass Media
- Gender stereotypes have a factual basis, however are considerably exaggerated.
- They are oversimplifications
- Differences within each sex are always large than average differences between the two sexes
- We must distinguish between current gender differences and inevitable or biological sex differences.

Overweight Women

- A negative, damaging stereotype of overweight individuals is common in our society
- One reason that obese individuals are evaluated negative is that they are often seen as personally responsible for being overweight.
- This is worse for women because physical appearance is more highly valued for women
- Women are less satisfied with their image at every age

The Victim's Perspective

- The most significant consequence of being a member of a severely disadvantaged group is probably not psychological but rather material: one's life is more difficult economically and occupationally than the lives of members of advantages groups.
- But prejudice and discrimination also have psychological consequences because being the victim of discrimination is stressful.

Personal-Group Discrimination Discrepancy

- Respondents consistently report that they have personally experienced less discrimination

that the average member.

- They want to see themselves are experiencing relatively little discrimination because this allows them to feel that they have more control over their lives.
- People want to distance themselves from negative attributes associated with their group
- Denying personal discrimination gives members of minority groups an excuse for not doing anything about prejudice against their group.
- People may also avoid saying that they have personally experienced discrimination because such claims are seen by others as whiney or complaining.
- Members of disadvantaged groups might also be motivated to exaggerate discrimination at the group level
- If one's group is the target of a lot of discrimination, then it deserves special programs such as affirmative actions or social assistance. By exaggerating group-level discrimination, individuals may be hoping to provide a justification for these programs, which might benefit them personally.

Stereotype Threat

- Occurs when individuals believe that if they perform poorly, their performance will appear to confirm an unfavourable stereotype about their group. Stereotype threat puts pressure on people to do as well as possible in order to discredit the negative stereotype. Unfortunately, this added pressure can itself cause poor performance - people can choke under pressure
- People for whom a domain of ability is important are more susceptible to stereotype threat than people who are less invested in the domain.
- Emotional arousal when people perform a test under conditions that create stereotype threat, they exhibit more numerous nonverbal signs of anxiety as well as higher levels of sympathetic arousal.
- People report feeling disappointed and sad, perhaps because condition producing stereotype threat accentuate and negative stereotype of their groups
- Stereotype threat also appears to reduce people's mental capacity- their ability to retain information in memory.
 - Feelings of anxiety and disappointment are distractions
- People who use humour to cope with stress are better able to deal with stereotype threat
- Exposure to a role model who violates the negative stereotype alleviates the negative effects.

Genocide

- The worst consequence of prejudice
- An attempt to systematically eliminate an ethnic group through banishment or murder
- Almost always preceded by difficult life conditions
 - Serious economic problems, major political changes or turmoil, and intense conflict between groups in a society
- Dehumanization or devaluation of the outgroup
 - Members of the outgroup may be seen as subhuman and therefore, not deserving of the usual rights and protections given to members of society
- Excessive respect for authority
- There is always a gradual escalation of aggression and violence
- Passive bystanders
 - Fear aggressors
 - Bureaucratic red tape
 - Slow decision making
- Bystanders who do not support the violence tolerate it because they assume everyone else supports it

Reducing Prejudice and Discrimination

- Performing a behaviour that communicated a positive racial attitude significantly improved racial attitudes when the behaviour was either voluntary or public or both.
- **Contact hypothesis:** predicts that contact between members of different groups will produce more positive intergroup attitudes
 - Several prerequisites
 - Equal in status
 - Cooperative behaviour
 - Support from legitimate authorities

- Reasonably intimate or personally important
- Why does it work?
 - Anxiety reduction
 - Negative stereotypes may be disconfirmed
 - Reduce perceived symbolic threats
- Perhaps if we can alter the categorization process somehow, we can reduce prejudice
- Discourage any categorization
 - Personalization or colour-blind approach
 - Categorization is automatic and virtually impossible to eliminate
- Encourage high-level or superordinate categorizations that encompass both the perceiver and the target
- Multiculturalism: different cultural groups within a society will each maintain their own identity while simultaneously respecting other groups

Chapter 10 - Group Dynamics and Intergroup Relations

November-06-13

3:36 PM

- **Group Dynamics:** social psychological study of groups and group processes
- **Group:** two or more people who are interacting and/or influencing one another

Social Facilitation: The Effects of an Audience

- **Social Facilitation:** people perform better in the presence of others
 - Improvement in performance in front of an audience utilized relatively simple tasks
 - A decrease in performance in front of an audience utilized relatively complex tasks
- **Dominant responses:** the ones that are most likely to occur when a person is alone
 - When the task is simple, dominant responses are the correct ones
 - When the task is complex, dominant responses are the incorrect ones
 - These tendencies will be *heightened* by the presence of an audience
- The presence of other people is physiologically arousing
 - This restricts individuals' range of attention
 - When a task is simple, this narrowed focus of attention actually improves performance because it blocks out distractions, but when a task is complex, the narrowed focus of attention makes it difficult for the individual to attend to all of the cues necessary for good performance

Social Loafing: Goofing Off When Others Can Do the Work

- **Social loafing:** idea that people may slack off in groups
 - Involves relaxation or reduced motivation
 - Requires:
 - Individual anonymity
 - Deindividuation: being anonymous and unidentifiable in groups
 - ◆ Wearing clothes that make identification difficult can heighten this
 - ◆ When this occurs, people are more likely to engage in socially undesirable behaviour
 - ◆ 'release' people from their normal ethical constraints
 - ◇ Explains negative, anti-normative actions such as theft, vandalism, and interpersonal violence
 - ◆ Increases people's responsiveness to external cues
 - ◆ Large groups serve to increase people's adherence to emerging norms in that group
 - Factors:
 - Importance of group members
 - Cohesive or attractiveness of the group itself
 - Sometimes this is done intentionally, but sometimes people do not realize
 - Men are more likely to do it than women
 - Women are more group-oriented and more concerned about collective outcomes than are men

Groupthink: Bad Decisions Because of Pressure to Agree

- Why do bad decisions happen?
 - The group lacks relevant knowledge or the decision was very difficult
 - Poor group functioning
 - Biased or faulty reasoning based on information available to them
- **Groupthink:** to refer to a way of thinking that can occur in decision-making groups, when pressure to agree leads to biased appraisal of options and poor decisions
 - Likely to occur in certain kinds of groups
 - Highly cohesive groups
 - **Group cohesiveness:** refers to the strength of the forces acting on group members to stay in the group
 - Directive leader groups
 - High stress groups

- How to reduce groupthink:
 - The leader should be nondirective
 - A norm of openness and candour
 - People from outside the group should be involved

Group Polarization: Moving Toward the Majority View

- **Group polarization:** refers to the tendency for group discussion to strengthen the initial leanings of the members in the group
 - May contribute to group hostility
 - Why does it occur?
 - Arguments that are presented in group discussion
 - Usually favour the predominant view
 - Members are more likely to be persuaded in that direction
 - People's desire to appear knowledgeable and intelligent
 - Members learn which view is endorsed by the majority
 - Social pressure causes them to move in the direction of the preferred view
 - Group discussion leads to polarized judgments because members of the group use other members' arguments as a source of information (informational influence) and because they feel social pressure to move toward the dominant view (normative influence).

Minority Influence: The Power of the Few

- Minorities can be successful in their influence only if they are firm and resolute in their position
- Confidence within a minority raises questions in the minds of people who hold the majority view
- They must be reasonable and logical, agreeing with the majority on other issues
 - This shows they do not always hold deviant issues
- Exposure to a minority view stimulates *divergent thinking*
 - Novel, creative thoughts that consider alternative approaches to a problem
- Majorities, which are characterized as eliciting *convergent thinking*
 - Standard of typical approaches to a problem
- Factors assumed to influence the social pressure felt by an individual include the number, strength, and closeness of sources of influence
- Confidence translates into stronger social pressure

Definitions of Leader and Leadership Effectiveness

- 3 types of leaders
 - The leader is the person who holds a formal position of authority
 - The person who is so named by most members
 - In terms of his or her impact on others, the person who exerts the most influence on members of a group, or who can best motivate members
- **Transformational leaders:** leaders who transform the members of their group
 - Stimulate fundamental changes in how members view themselves and the group
- Various functions fulfilled by leaders fall into two major categories
 - **Task achievement function:** involves all things necessary for group production (task leader)
 - **Group maintenance:** involves all of the things related to morale in the group, such as motivating members to remain committed (socioemotional leader)
- Defining leadership effectiveness
 - A common approach has been to define an effective leader as one whose group is highly productive
 - To define an effective leader as one whose group members are very satisfied
 - One whose had a large impact on the group
 - Straightforward way: group members' rating of the leader's effectiveness
 - Allows members to focus on any aspect they want

Great Person Theory: Trait Approaches to Leadership

- **Trait approach to leadership:** the perspective that people become leaders, or perform well as leaders, because of their individual characteristics, such as intelligence and charisma
- **Great Person Theory:** the hypothesis that exceptional leaders possess extraordinary qualities and skills - consistent with the trait approach to leadership

- People who emerge as leaders tend to be somewhat taller, capable and intelligent than nonleaders
 - These characteristics also have an impact on leader effectiveness
 - Maybe because tall people are more physically intimidating and can therefore influence others successfully?
 - Tall people are viewed as more talented or more forceful, therefore giving them more influence?
- Leaders are more likely to be male than female
 - Men are more likely to be a task leader
 - Men are *agentive* (assertive, controlling)
 - Women are more likely to be a socioemotional leader
 - Women are *communal* (sympathetic, helpful)
 - Leaders perform better when matched to roles related to their gender
- People who become leaders are more extraverted (outgoing), more conscientious (reliable), and more open to new experiences (flexible)
- Achievement motivation reflects the extent to which people are attracted to, rather than frightened by, performance settings
- Affiliation motivation reflects the extent to which people approach or avoid social settings
- High levels of achievement motivation and high levels of affiliation motivation would both be associated with becoming a leader because leaders should want to perform well and should enjoy interacting with each other
- Quantity over quality for leaders speaking

Being In the Right Place at the Right Time: Situational Approaches to Leadership

- Leaders of most groups do not need great oratorical skills or exceptional ambition; they simply need the commitment to do the necessary work and the goodwill of other members in the group
- **Situational approach to leadership:** external, situational factors can influence the selection of the leader
 - Seating arrangements
 - External threat
 - Situations
 - Seniority

Person and Situation: Interactionist Approaches to Leadership

- **Interactionist approach to leadership:** predicts that certain kinds of people are likely to emerge as leaders under one set of conditions, whereas other kinds of people are likely to emerge as leaders under a different set of conditions
- Task oriented leaders are primarily concerned with the performance and success of their group; they want group members to be productive.
- Relationship-oriented leaders, on the other hand, are primarily concerned with interpersonal relationships and morale in the group; they want group members to be happy.

Acculturation

- **Acculturation:** process of cultural and psychological change that takes place as a result of contact between two or more cultural groups and their individual members
- Four different goals that can be pursued by cultural groups who are in contact with one another
 - Integration refers to the goal of identifying with one's own cultural group and also with the alternative culture
 - Separation refers to the goal of identifying only with one's own cultural group and not at all with the alternative cultures
 - Assimilation refers to the goal of identifying with only the alternative culture and rejecting one's own cultural group
 - Marginalization is not really a goal, but refers to the situation where individuals lose their own identity but do not feel connected to the alternative culture
- Multiculturalism aims to create integration
- The melting pot policy aims to create assimilation

Development and Escalation of Intergroup Conflict

- People naturally try to differentiate between their ingroup and various outgroups, which can

lead them to assume that outgroups possess the opposite characteristics from those of the ingroup.

- This differentiation can lead to negative views of the outgroup, which can elicit prejudice and intergroup conflict
- Intergroup situations elicit greater greed and greater fear of being exploited than do interpersonal situations
- Threats make us angry, and anger rarely encourages cooperation. So when threats are used in conflict, the two parties generally stop communicating and try to intimidate one another instead of finding a constructive solution
- Self Presentation Goals
 - Intergroup relations are influenced by self-presentation goals
 - Appearing competent is probably a goal in intergroup situations, but not so much appearing likeable to other groups
 - Another self-presentation goal of many groups is to appear powerful or strong
- Dehumanizing the Enemy
 - Dehumanization
 - By viewing the target group as sub-human, the perpetrating group may see the normal rules of justice and fairness as irrelevant
 - Another perception is seeing a target group as evil or malevolent
- Cultural Differences in Conflict Escalation
 - Members of collectivistic cultures, such as China and Japan, approach situations of interpersonal and intergroup conflict with a more cooperative, open-minded attitude than do members of individualistic cultures, such as North America and Western Europe, which may reduce the likelihood of a conflict's escalating in collectivistic cultures.
 - Perceiving one's own behaviour as fairer than one's opponents' actions is likely to escalate a situation of minor conflict into one of high conflict and mistrust
- Terrorism
 - **Terrorism:** can be defined as actual or threatened violence against civilians for alleged political purposes
 - Psychological impact far exceeds its material or physical impact
 - The only way to combat terrorism effectively is to address the social problems that motivate terrorist actions. People join terrorist organizations, in part, because they feel frustrated by their inability to produce change through legitimate channels.

Reduction of Intergroup Conflict

- Perhaps the most important factor in the reduction of conflict is communication
- When communication is moulded to be constructive in nature, it helps to reduce conflict and encourage cooperation
- Communication usually leads the opposite sides to generate ideas and strategies for how to cooperate
- Group members may make public statements that commit them to cooperate
- Communication can increase people's confidence that the other side will cooperate
- Communication increases trust
- Trust
 - Means that the individuals or groups think that another person or group has good intentions and will not take advantage of them
 - Groups will generally be trusted less than individuals
 - Intergroup settings elicit not only competitiveness, but also distrust
 - **Conflictive Ethos:** an atmosphere of distrust and hatred
 - **Ethos of Peace:** an atmosphere of acceptance and cooperation
 - Make a decision reversible
 - Divide a significant cooperative move into many smaller and less risky moves
 - Find an external group or authority who will supervise the planned cooperation
- Unilateral Conciliatory Initiatives
 - One side undertakes the action, without any explicit demands for similar concessions from the other side
 - The action represents a significant concession, thereby implying a sincere motive for reconciliation

Chapter 11 - Aggression and Violence

December-10-13

11:51 AM

- **Aggression:** any form of behaviour that is intended to injure someone physically or psychologically
- When aggression is intended to cause *extreme* injury, such as death, we call it **violence**

Hostile and Instrumental Aggression

- Aggression that results from negative emotions has been called **hostile aggression**, it is often impulsive and the primary goal is to hurt the target
- Aggression that is motivated by goals other than harming the target has been called **instrumental aggression**, it is often premeditated or planned.
- Most acts of aggression reflect some mixture of anger and a desire to achieve more distant goals

Relational Aggression

- **Relational Aggression:** behaviour that is intended to damage another person's peer relationships
 - It may leave no physical damage, but it can inflict very significant psychological damage
 - Girls, more than boys rely on this

General Aggression Model

- Aggressive behaviour is the result of a chain of psychological processes
- People respond to situational events

Biological Influences on Aggression

- Anger-induced physiological arousal is spontaneous and innate
- Hormonal Activity and Aggression
 - The clearest evidence with humans relates to the possible role of the male sex hormone testosterone
 - Prisoners who were convicted of violent crimes were found to have higher levels of testosterone than prisoners who were convicted of nonviolent crimes
 - Levels of testosterone in men generally peak in their mid-20s and then decline, which corresponds to age-related changes in violent crime
- Evolutionary Processes
 - Some theorists have proposed that the human tendency toward aggression is innate and has evolved because it served a survival function in our evolutionary past
 - An aggressive impulse can be consciously suppressed when aggressive behaviour would be counterproductive

Frustration and Aggression

- Aggression is always a consequence of frustration
- *Frustration* occurs whenever an individual's efforts to obtain a desired goal are interfered with or otherwise blocked
- **Frustration-Aggression Hypothesis:**
 - One component was the frustration always leads to some form of aggression, and the other was that frustration is the only cause of aggression
- Frustration causes an increase in aggression
- Angry people are more likely to take a chance to be aggressive when the opportunity is presented
- Therefore, frustration sometimes causes aggression and aggression is sometimes caused by frustration
- Displaced Aggression
 - Even when frustration does lead to aggression, people may not direct their aggression toward the actual source
 - Although displaced aggression can occur without the unfortunate target having done anything to provoke it, it often occurs in response to a minor triggering frustration
 - **Triggered displaced aggression**
 - The straw that broke the camels back

- Catharsis
 - Implies that aggressive behaviour reduces the likelihood of additional aggression
 - When people are provided an opportunity for aggression against a source of frustration, it usually serves to heighten, rather than lessen, subsequent aggression
 - A norm is established that aggression is permissible
 - It leads people to see themselves as aggressive
 - Therefore, catharsis does not appear to occur

Excitation Transfer

- Excitation transfer begins with an assumption that aversive arousal leads to aggression
- If aversive arousal causes or heightens aggression, then the passage of time cooling off, listening to soothing music, or otherwise distracting oneself with pleasant things may reduce aggression by reducing aversive arousal
- **Excitation Transfer:** unrelated physiological arousal can be linked to anger-related thoughts and cognitions, and ultimately increase anger-related aggression

Social Learning Theory

- Proposes that humans learn many kinds of responses including aggressive ones, by observing other people
- It does not dispute the role of frustration or aversive arousal in the *instigation* of aggression; instead it focuses on how people learn specific patterns of aggressive responding, which will be exhibited when they are angry or frustrated

Cognitive Neoassociation Model

- Once a schema becomes activated in memory, it tends to bring to mind other schemas through a process of *spreading activation*
- **Cognitive neoassociation model of aggression:** the idea is that aggression results from a process of spreading activation
- Aggressive cues can increase aggressiveness

Individual Differences

- Narcissism
 - Excessive love for self
 - When criticized, responds with hostility and aggression
 - Threatened egotism
- Trait Aggressiveness
 - Some people are more likely to respond to any provocation with aggression than are others
 - People who scored high on a measure of trait aggressiveness seemed to possess relatively elaborate schemas of aggression
- Executive Functioning
 - Higher-order cognitive processes are called **executive functioning**, because they represent attempts to organize and coordinate several simpler tasks simultaneously
 - Several studies have found that poor performance on measures of executive functioning is associated with more aggression in response to provocation
 - Deficits in executive function were associated with stronger aggression under circumstances that were provocative
 - Participants with poor executive functioning were less influenced by cues suggesting the inappropriateness of aggression

Alcohol

- Alcohol does increase aggression
- Both men and women become more aggressive when they are intoxicated, but the effect is stronger for men
- Male violence seems to be more closely associated with alcohol consumption than female violence, although intoxication increases aggression for both sexes
- Normal inhibitions against aggression are often reduced
- Indirect effects on aggression by causing changes in thought, perception and interpretation
- Reduces cognitive capacity and produces a narrowing of attention
- Intoxicated individuals do not experience their typical level of fear about being punished for an aggressive response

Heat

- Aggressive behaviour is more likely to occur when it is hot
- Only to a certain point, once the heat becomes excessive, aggression goes back down
- Heat makes people uncomfortable and angry, thereby causing aversive arousal that contributes to aggressive behaviour
- Heat activates cognitive schemas of aggression or violence (perhaps because of physical discomfort), which might increase aggressive responding

Aggression on the Playground

- Anger emerges as a distinct emotional response within the first six months of life
- Between the ages of one and two years, children begin to target aggressive behaviour at others
- Physical aggression tends to decline and be replaced by verbal aggression as children approach their schooling years
- Aggressive behaviour is sometimes viewed as appropriate and justified
- There are subgroups among aggressive children, some of whom are not rejected by their peers
- The two subgroups of aggressive boys are equally aggressive, whether they are rejected by their peers or not. The primary thing distinguishing them is that rejected aggressive boys engaged in additional antisocial actions, they were more argumentative and disruptive than their nonrejected counterparts
- School bullies are rejected and aggressive

Aggression in Close Relationships

- 25% or more of intimate couples have experienced at least one episode of physical aggression within the relationship
- Women are more likely to be physically abused by current or former male partners than by strangers
- Women were more likely to be the victims of physical aggression when their husbands suffered from an alcohol or drug problem, depression, low income, or the stress of marital discord
- Batterers
 - Family only: Least violent, their aggression can typically be traced to stress, poor relationship skills, and perhaps exposure to marital violence when they were children, they tend to regret their actions and interventions can produce a positive change in behaviour
 - Dysphoric/borderline: More violent, severe physical abuse, occasionally exhibit aggressive behaviour outside the home, psychological distress: depression, anxiety, fear of rejection, extreme mood swings, poor relationship skills, history of being abused, more difficult to bring a change of behaviour
 - Generally violent/antisocial: do not discriminate in their aggression, substance abuse, criminal behaviour and other signs of antisocial personality characteristics, hostile attitudes toward women, extremely resist to interventions
- Effects on children
 - Children who are exposed to domestic violence between their parents are at increased risk, as adults, of either perpetrating or being the victim of violence in their own close relationships

Aggression in Groups

- **Mob:** a crowd acting under strong emotional conditions that often lead to violence or illegal acts
- Deindividuation and conformity pressure allow people to do this
- Groups seldom engage in violence without some kind of instigating event
- A combination of anger and Deindividuation produced by a large group can be a recipe for aggressive behaviour

Television Violence

- More aggressive children are the ones who watch more television, indicate a preference for violent shows, and are more strongly identified with the aggressive character
- A combination of heavy exposure and identification is what is linked to aggressive behaviour
- The most aggressive adults are those children
- This is true for both men and women, independent of socioeconomic status, intellectual ability and other demographic variables

- Violence on television presents models of aggressive behaviour, who teach viewers how to aggress and typically show that aggression has positive consequences. Violent programming can also prime hostile and aggressive thoughts, as well as elicit aggressive feelings
- Frequent violence on television might also desensitize viewers to aggression, making violent behaviour seem normal and acceptable
- Video games do the same, but at a lesser degree

Pornography

- Critics sometimes claim that pronography increases aggressive behaviour, especially sexual aggression such as rape
- **Erotica** is sexually explicit material that depicts nonviolent, consensual sexual activity
- **Degrading pornography** is sexually explicit material that debases or dehumanizes people, usually women
- **Violent pornography** is sexually explicit material that depicts aggressive, hostile sexual activity
- Erotica has few, if any, negative effects
- Erotica has actually been found to reduce aggression
- The portrayal of nonviolent, consensual sexual activity seems to have positive, not negative, effects on aggressiveness
- The nonviolent, erotic film did not produce any more aggression than a neutral film, and the violent sexual assault film caused an increase in aggression only when the target of that aggression was female and not male
- Exposure to pornography does not motivate men to be aggressive against women - at least it doesn't motivate them enough to want to remain in an experiment to shock someone who frustrated them
- Violent pornography has little or no behavioural effect on most people, but they link it to aggression by a few high-risk individuals

Controlling Aggression and Violence

- Teach people how to control their negative emotions
- Reduce aversive environments that cause pain and frustration
- One straightforward strategy for reducing the negative consequences of aggression is to reduce the availability of guns.
 - Guns may not cause aggression, but they can increase the likelihood that aggressive impulses will have serious consequences
 - The presences of a gun in a home makes it 5 times more likely that a family member will commit suicide, and triples the probability of a murder in the home. A gun in the home is 22 times more likely to kill a family member or friends than to kill in self-defence
- Controlling anger
 - Anger, frustration, or similar emotions combine with aggression or violence related thoughts to create a tendency to act aggressively
 - **Cognitive relaxation coping skills training** taught a series of relaxation skills, how to reduce anger, and then went through simulations to practice coping.
- Alternatives to Aggression
 - The best approach to reducing instrumental aggression is probably to convince people that nonaggressive strategies are more successful in the long run
 - Communication
 - Empathy
 - Improving children's social skills and problem-solving strategies can reduce their reliance on aggressive tactics to achieve goals
- Reducing Aversive Environments
 - States of discomfort, pain, and hunger can lead to aggression
 - Poverty
 - Actions that reduce pain and suffering would reduce aggression
 - Trying to minimize others' discomfort is actually a big part of living and working successfully in families and social groups. Actions that make the world a less hostile place for others have the added benefit of reducing the amount of aggression that might affect us personally.

Chapter 12 - Helpful Social Behaviour

December-10-13

4:40 PM

Helping Behaviour

- **Helping:** can be defined as behaviour intended to assist another person; the recipient may or may not have requested assistance, but the helper perceives that aid is needed
- **Prosocial Behaviour:** any action that provides benefit to other people

Types of Helping

- Casual helping
 - Typically involves strangers
 - Relatively easy to perform
 - Unplanned
 - Not serious
 - Involves either giving what you have or doing what you can
- Emergency helping
 - Typically involves strangers
 - more difficult to perform
 - Unplanned
 - Serious
 - Doing what you can
- Substantial personal helping
 - Typically involves family and friends
 - More difficult to perform
 - Planned
 - Serious
 - Can involve either giving what you have or doing what you can
- Emotional helping
 - Typically involves family and friends
 - Relatively easy to perform
 - Planned
 - Involves doing what you can
 - Can be serious or not
- Three major dimensions along which helping behaviours vary
 - The degree to which helping is planned or formal versus spontaneous or informal
 - The seriousness of the problem
 - The distinction between 'giving what you have' and 'doing what you can'
- Helping makes you feel good
- Not helping is associated with punishments and other negative outcomes
- Perhaps our prosocial actions are really driven by a self-centered desire to obtain rewards and avoid punishments, the **egoistic motivation** for helping
- **Altruistic motivation** for helping is when there are times that the intent of the helper is to benefit another without regard for personal rewards or punishments
- **Inclusive fitness** says that some social behaviours have been selected during the course of evolution because they increase the survival of our genes
 - May explain why people are willing to sacrifice their own personal resources (or lives) in favour of offspring and other close genetic relatives
 - People provide more social support to close relatives than to distant relatives, and would distribute more money from a lottery win to close relatives than to distant relatives
- Helping occurs because systems of cooperation benefit everybody in a group, individuals may give help at one time but receive help at another time
- *Empathy* might be the motivational mechanism for altruistic behaviour
 - This ability to comprehend how another person experiences a situation
 - We are more likely to feel empathy with others who are similar to us, or with familiar

- others
- By evolving the capacity for empathy, humans evolved a motivation and induced helpful behaviour selectively directed toward ingroup members and genetic relatives
- **Empathy-altruism hypothesis**, feelings of empathy for a person can lead to behaviour that is truly aimed at helping that person
 - This can be interpreted in another way as helping to want to escape your own distress
 - The amount of helping is directly related to the extent of the reported sadness
 - When helping is believed to relieve personal sadness, people are more likely to help
 - Even in altruistic situations, egoistic motivation is brought out

Factors Influencing Helping

- **Norm of social responsibility**: dictates that we should help those who need help
 - Help is given to those who appear to have a need
- **Norm of reciprocity**: we should give back in return any favours that are done for us
- Modeling Helpful Behaviour
 - Observing the actions of a helpful model increases individuals' helpfulness
- Blaming the victim
 - **Just world theory** states humans need to believe that the world is a fair and just place, where individuals receive approximately what they deserve
 - When observers see individuals who are suffering innocently, their belief in a just world is threatened
 - If helping is not an option, then people may protect their belief by convincing themselves either that the victims did something to cause their own suffering or that the victims are bad people who in some sense, deserve to suffer
 - People sometimes look for reasons to blame victims so they do not have to offer help
- Good mood
 - Positive feelings causes you to be more helpful
 - Seems to last for 10 minutes after the positive mood has been induced
- Guilt
 - Sometimes we are the cause of another person's need for help
 - People will not only try to rectify the victim's misfortune, but they will also be more helpful to others whom they did not affect
- Individual Differences
 - People differ in their basic predispositions to be helpful
 - **Interpersonal Reactivity Index**
 - Perspective taking
 - Empathic concern
 - Personal distress
 - Fantasy
 - Sharing behaviour at an early age relates to altruistic traits in young adulthood

Volunteerism

- **Volunteerism**: unpaid helping behaviour given willingly to a worthwhile cause or service organization. Volunteerism falls into the category of substantial personal helping
- Five reasons people might volunteer form a scale.
- Two of the motives (Values and Community concern) are primarily other-oriented
- Three of the motives (Understanding, personal development, and esteem enhancement) as primarily self-oriented
- Satisfaction with one's experiences as a volunteer predicted tenure:
 - Participants who had served the longest reported being very satisfied with their experiences
 - It appears that either humanitarian or egoistic motives can increase volunteerism, so long as individuals feel their motives are being met by the volunteer experience
 - People are more likely to be satisfied when they go into it with one goal rather than several

Emergency Helping

- **Decision tree** states that in order for intervention to occur, five separate things must happen
 - The individual must notice the event
 - Interpret it as an emergency

- Accept personal responsibility
- Decide on an appropriate form of assistance
- Implement action

Cultural Differences in Helping

- People from individualist cultures think it is fine to discuss one's helpfulness publicly, whereas people from collectivist cultures find it inappropriate to tell others
- There are stronger expectations for helping in collectivist cultures, making it not something to brag about but simply expected

The Recipient's Reaction to Help

- One view of the acceptance of aid puts you in another's debt
- People do not generally like to be in such social debt and may be reluctant to request or accept help if they have doubts about their ability to reciprocate
- The Helper's Reason for Helping
 - Three main reasons
 - Because of liking/caring
 - Cost-benefit calculation
 - Role demands
- Individual Differences in Gratitude
 - **Dispositional gratitude** is an individual difference variable, with some people being more inclined toward feeling thankful for receiving help than other people
 - Grateful people tend to be happier, more satisfied with life and more optimistic
 - Ungrateful people reported more anxiety and depression
 - People who are grateful for help seem to be more helpful to others

Social Dilemmas

- **Cooperation:** collaborative behaviour with other people that takes into account both one's own interests and the interests of the others
 - One form of prosocial behaviour
 - Not necessarily helping behaviour
 - It is joint behaviour that balances self- and other interests and often takes a long-term perspective
- **Social Dilemma:** a situation in which individual interests conflict with interests of the group, characterized by two features
 - Selfish choices produce better immediate outcomes for the individual than do cooperative choices
 - Long term outcomes for everyone will suffer if everyone behaves selfishly
- **Tragedy of the commons:** shared but fixed resources can quickly become depleted if everyone seeks to maximize their own outcomes
 - The short term pursuit of self-interest and maximization of self-benefits creates a long-term cumulative and collective loss
 - Prisoner's Dilemma Game
- Decision Making in Social Dilemmas
 - People are guided primarily by their perceptions of what behaviour is appropriate in the situation
 - Responses that are judged 'appropriate' in a setting might be those that are considered morally right, or those that are expected to produce the best outcomes, or those that are believed to be typical for this setting
 - There is a lot of evidence that the way individuals label a social dilemma influences their behaviour
 - The label influences participants' perceptions of what responses are appropriate, including how other players are likely to respond and whether selfish responses are ethical or not
 - *Priming* the schema of cooperation or competition can influence reactions
 - Cooperation in social dilemmas is influenced by norms
 - Making people aware of social norms for cooperation may be a good way to increase cooperative strategies relating to the environment
 - People's behaviour is also influenced by the actions of other people
 - Communication in social dilemmas tends to increase cooperative responses

- **Social Value Orientation:**
 - Individualists are primarily concerned with maximizing their own outcomes
 - Competitors are primarily concerned with maximizing their own outcomes relative to others' outcomes
 - Consider cooperative responses to be weak and expect selfish response to maximize personal outcomes in the long run, just as individualists
 - Prosocials are primarily concerned with maximizing the total outcomes of everyone in the setting
 - Cooperate more often in social dilemmas
 - Expect other people to cooperate
 - Respond positively to others' cooperation
 - Remain optimistic about future cooperation
 - Less contentious and engage in more problem solving
 - Consider cooperation to be morally correct and the most rational

Social Support Networks

- **Social Support Network:** people who can be called upon for help and who will provide it when needed
 - Serves two functions
 - Perceived availability
 - More consistently connected to well-being
 - Actual receipt
 - Provide help without the pressure of immediate reciprocation
 - Social support network is like a bank, withdraw when you need, deposit when you can
 - In communal relationships, the receipt of a benefit creates no specific obligation to return that benefit: from each according to their ability, and to each according to their need

Social Support and Health

- There are at least four ways that social support might improve recipients' mental or physical health
 - Informational support
 - Instrumental support
 - Companionship support
 - Emotional support

Chapter 13 - Liking, Loving and Close Relationships

December-10-13

5:33 PM

- **Proximity:** nearness or proximity in physical space, which creates the opportunity to meet another person
- **Spatial ecology:** the physical layout of the buildings and the distances separating apartments
- **Functional distance:** compared to physical distance, the closeness between two places in terms of the opportunities for interaction
 - This is more important in determining mutual friendships than was physical proximity

Similarity

- People find others more attractive and likeable the more similar they are in their attitudes, beliefs and preferences
 - **Attitude similarity effect**
- Liking leads to perceived similarity
- We are repulsed by dissimilar others

Self-Disclosure

- The development of a close dyadic relationship depends on both people revealing to one another increasingly personal and intimate details about themselves
- Satisfaction with a friendship is positively correlated to both how much respondents self-disclosed to the friend and how much the friend self-disclosed to respondents

Facial Beauty

- Evolutionary pressures and natural selection generally favour average rather than extreme population features
- Starting in early infancy, people routinely form prototypes or cognitive schemas that capture the central or average features of the many instances and exemplars of a particular category
- Faces will be judged as more attractive the closer they are to the average of the population of faces
- **What is beautiful is good:** attractive people possess other desirable traits and abilities in addition to their good looks

Infant Attachment

- Secure
 - When the baby actively explores when left alone with mother, gets upset when the mother leaves the room, is clearly happy when the mother returns, and may even seek close physical proximity with her in an effort to relieve distress
- Insecure
 - Prefer to stay close to mother rather than explore the room, becomes very upset when the mother leaves, appears upset or angry when the mother returns, usually resist any physical contact initiated by her
- Avoidant
 - Basically ignore mothers, usually show no strong signs of disturbance when she leaves the room, avoid mothers during reunion

Working Model of a Close Relationship

- The feelings, thoughts, beliefs and expectations learned during the course of those first close relationships.
- For the securely attached infant, the working model or relationship schemas indicates that other people can be trusted and relied upon to provide a safe haven, to be nurturing and supportive, and to provide a partnership in life
 - Learns that he or she is worth of trust, love and support
- For the insecurely attached infants, the world of close relationships seems very different.
 - These infants develop a working model that close relationships sometimes involve acceptance, but at other times rejection; that sometimes the other person is accessible, but at other times inaccessible; that the other person can be responsive and caring on some occasions, but unresponsive and uncaring on others.
 - Learns that he or she may not be a person who is worth of trust, love and support

- Avoidant infants respond by inhibiting or blocking thoughts and actions that make them aware of the other; resistant infants respond by expressing anger or ambivalence toward the other

Adult Attachment

- Secure
 - I find it relatively easy to get close to others and am comfortable depending on them. I don't often worry about being abandoned or about someone getting too close to me
- Anxious/ambivalent
 - I find that others are reluctant to get as close as I would like. I often worry that my partner doesn't really love me or won't want to stay with me. I want to get very close to my partner, and this sometimes scares people away
- Avoidant
 - I am somewhat uncomfortable being close to others; I find it difficult to trust them completely, difficult to allow myself to depend on them. I am nervous when anyone gets too close, and often, love partners want me to be more intimate than I feel comfortable being.

Close Relationships in Adulthood

- **Interdependence:** a sharing of contributions and outcomes
- A high degree of interdependence between two people is revealed in four properties of their interconnected activities
 - The individuals have frequent impact on each other
 - The degree of impact per each occurrence is strong
 - The impact involves diverse kinds of activities for each person
 - All of these properties characterize the interconnected activity serious for a relatively long duration of time
- **Exchange relationship:** the partners tend to keep track of what they have given and what they have received, and they strive to keep the books balanced
- **Communal relationship:** the receipt of a benefit creates no specific obligation to return that benefit
- An *equitable* relationship is one in which both partners perceive that they are receiving relatively fair outcomes
- A relationship between two people can be drawn as two overlapping circles: the more the overlap, the greater the intimacy
- **Investment Model of Close Relationships**
 - According to this model, satisfaction and stability in a relationship depend on the balance or trade-off between the positive and negative aspects of the relationship
- **Commitment**
 - The motivation to maintain and sustain a relationship even in the face of adversity

Love

- The three primary love styles are eros, storge, and ludus
 - Eros - erotic style, begins with a powerful physical attraction
 - Storge - develops when people enjoy similar activities, start up a friendship, and then slowly build an affection and sense of commitment
 - Ludus - if they can't be with the one they love, they love the one their with
- Secondary styles: mania, pragma, agape
 - Mania
 - Ludus without the confidence
 - Preoccupied with their lover, possessive and jealous, insecure and need repeated assurance
 - Pragma
 - Ludus and storge
 - Some people keep an informal list of qualities they desire in a lover
 - Agape
 - Selfless, giving, altruistic love
 - Duty to love, even in sense of no emotional attachment
- Three components
 - Intimacy
 - Alone: liking

- + Commitment = companionate love
- + Passion = romantic love
- Passion
 - Alone: infatuation
 - +Commitment = fatuous love
- Commitment
 - Alone: empty love
- Women lean to companionate, men to passionate features