

# Introduction to Social Psychology

## 2070B Introduction

### What is Social Psychology?

- Social Psychology is defined as the *scientific study* of the way in which people's *thoughts, feelings, and actions* are influenced by the real or imagined presence of other people (Allport, 1985).
- Social psychologists are interested in studying how and why our thoughts, feelings, and behaviours are shaped by our *social context*.

### Scientific Study

- Social Psychology applies the scientific method (most of the time) to the study of the human condition
  - Systematic observation – Description
  - Measurement

### Thoughts, Feelings & Behaviours

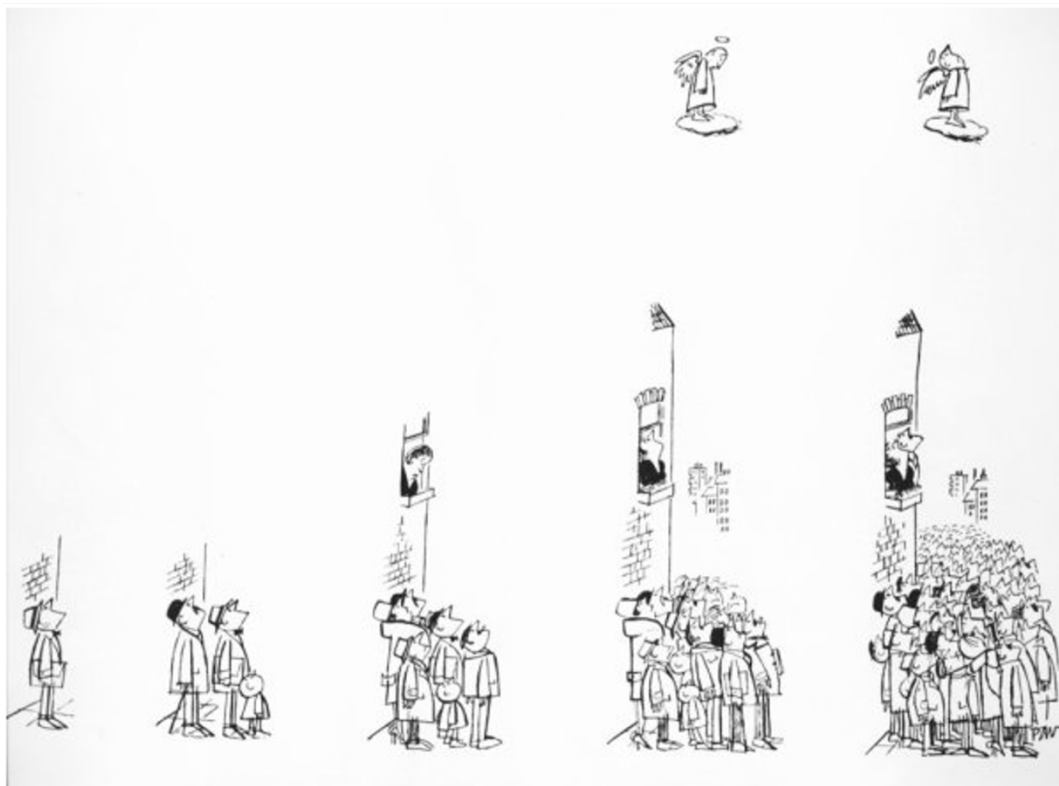
- Social psychology concerns a diverse set of topics
  - Examines the relationships between:
    - Private (even nonconscious) beliefs
    - Emotions
    - Public behaviour
  - Focus is on the individual within the social context

### Social Context

- Examines the social nature of individuals
  - The “socialness” of social psychology varies

- Relevant when thoughts, feelings, or behaviors either (1) concern other people, or (2) are influenced by other people
- “Other people” do not have to be real or present
  - Even the implied or imagined presence of others can have important effects on individuals
- Curiosity!
  - – People are interesting
  - – Desire to understand self
  - – Reduce future attempts to influence self
- Many important problems are fundamentally social
  - Environmental issues – Health/well-being
  - Political issues
  - Relationship issues

Why study it?

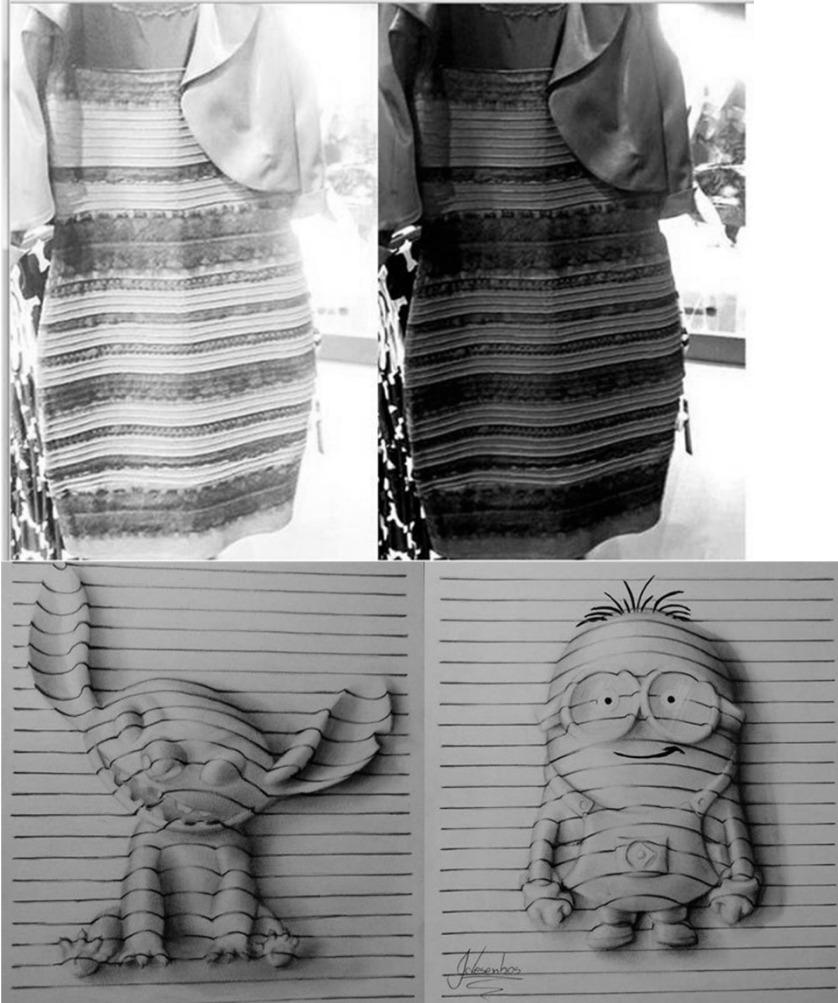


## What is Social Psychology?

- Other disciplines (e.g., anthropology, sociology) are also interested in how people are influenced by their social environments.
- Social psychology differs because it is concerned more with how people are influenced by their **construal** (interpretation) of their social environment.

## Construal



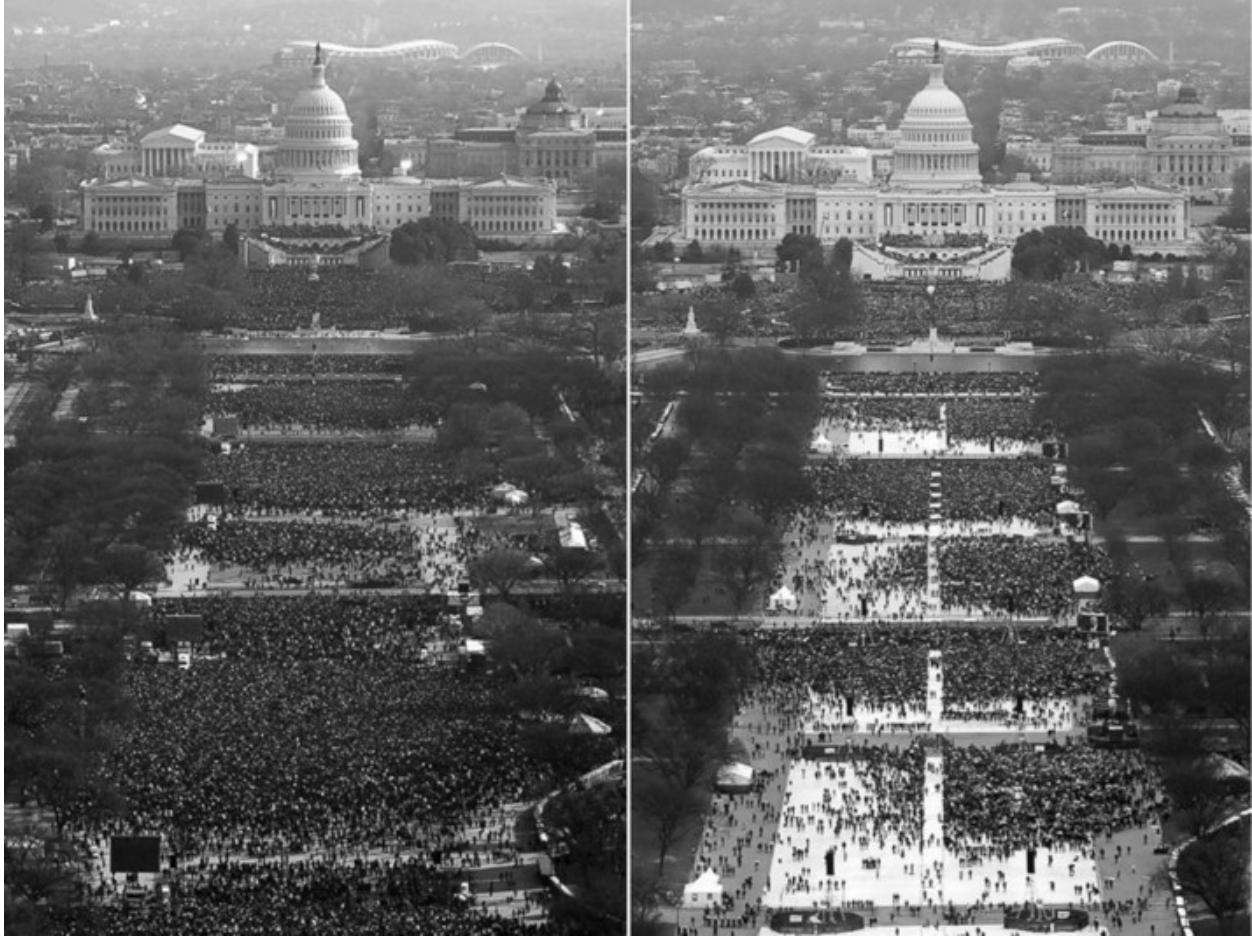


## Construal

- The way in which people perceive, comprehend, and interpret the social world (Lewin, 1943).
- Construals are subjective interpretations of social phenomena.

## Construal in action • Naïve realism

- People believe they perceive things as they are
  - Those who believe as we do are reasonable and others are biased



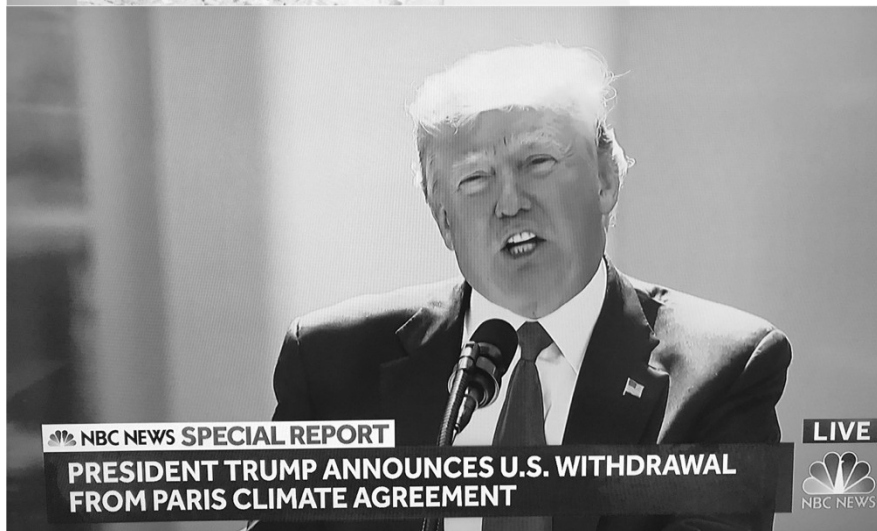
**January 20, 2009 (11am) January 20, 2017 (12pm)**

Construal in action

Construal in action

- Different people interpret the same evidence differently

– Believe their choices are more popular than they actually are  
(Ross, et al., 1977)



Social psychology is: • Empirically (experimentally) based

• Ideas and assumptions tested using the scientific method

– Goes above and beyond speculation or simple “common-sense” answers that may be incorrect

Solutions

- Much social psychological research has attempted to understand and find solutions to social problems.
- *Sample topics:*
  - – Reducing feelings of prejudice

- – Examining the effects of violent television on behaviour
- – Discouraging unhealthy behaviours
- – Understanding how our social natures shape our responses from bedroom to boardroom to courtroom

## History of Social Psychology 2070B

Mid 1800s • Wilhelm Wundt

– Philosophical approach

• “Folk” or “Culture psychology”

– Collective or group mind

– Influence of society is difficult to investigate because it resides within the human mind

– Culture is intangible



1897 • Norman Triplett

– Amateur cyclist who noticed that people race much faster when there are other people in a race than when they merely race the clock

Image credit: BJSM 2018



### Social Facilitation

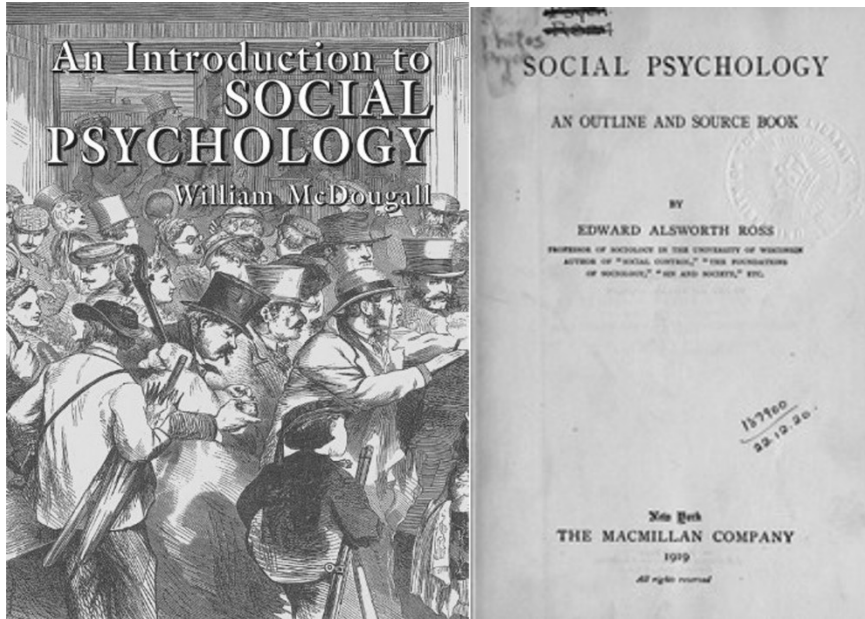
- The presence of others can enhance behavioural performance
- Triplett demonstrated this effect in a laboratory task in which 40 children wound a fishing reel either with others or alone



<http://www.socialpsychology.org/social-figures.htm>

1908

- First Social Psychology Textbook published William McDougall  
Edward Ross



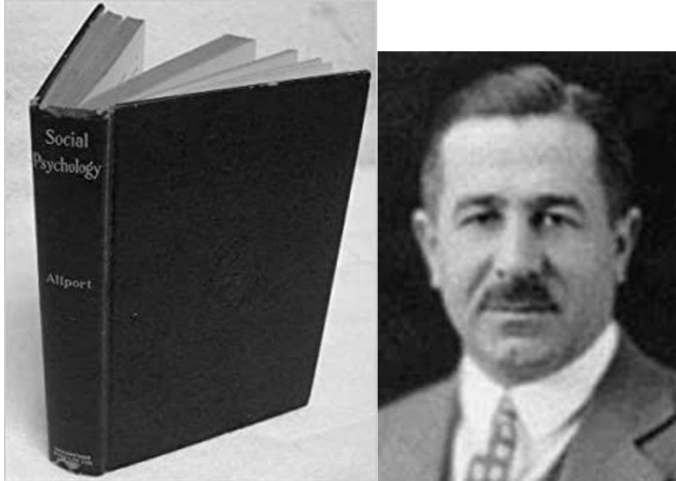
## McDougall

- Social behaviour is innate and stems from inherited instincts
  - – Instincts push people toward goals (that may not even be known to them)
  - – Because these instincts are common to people within close societies, they become part of the culture or “group mind”

## 1924

- First modern social psychology text published by Floyd Allport
- Argued that group behaviour can be studied with experimental methods
  - “Behaviourist” approach (social behaviour comes from others’ actions)

Blackwell Publishing



## Floyd Allport

- Father of experimental social psychology
  - “Behaviourist” approach (social behaviour comes from others’ actions)
- Introduced experimental background for study of: – Conformity
  - Facial expressions of emotion – Influence of others
  - Social norms
  - Cognitive dissonance
  - Attribution Theory



1930s - 1950s

- Who had the most dramatic impact on social psychology?

– Quite possibly Adolf Hitler!

– Resulted in search for answers to social psychological

questions

- Society for the Psychological Study of Social Issues formed in 1936



1930s – 1950s

- Sherif's (1936) – groundbreaking experimental research on social influence (which may not be true!)
- Kurt Lewin, another important contributor to field

– Behavior is a function of the interaction between person and environment, which became known as the interactionist perspective.

1930s – 1950s

- Government work in WWII – protect soldiers from the enemy's propaganda, persuade citizens to support the war effort, and select officers for various positions

– WWII also led to examining the nature of prejudice, aggression, and conformity



1930s - 1950s

- Gordon Allport - published *The Nature of Prejudice* (1953)
- Solomon Asch - research on conformity
- Leon Festinger - research on social comparison



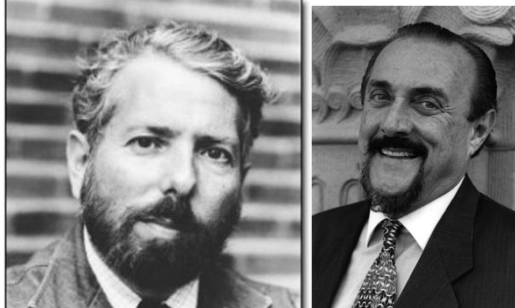
1960s - Mid-1970s

- Milgram - famous obedience experiments
- Period of expansion and enthusiasm

- Also time of crisis and heated debate
- Zimbardo (1971) : Published Stanford Prison Experiment

## Experiment

- Strong reactions to the laboratory experiment as the dominant research method



Mid-1970s – 2000s • “Crisis” led to a stronger discipline

- More rigorous ethical standards
- More stringent procedures to guard against bias
- More attention to possible cross-cultural differences

Mid-1970s – 2000s • Emergence of pluralism

- – Acceptance of many methods of investigation in addition to the laboratory experiment
- – Increased interest in processes relevant to cognitive psychology, leading to the creation of social cognition as a subfield
- – Development of international and multicultural perspectives

2010 - present • Replication Crisis

- Many social psychology experiments don’t replicate
- Casts doubt on the building blocks of the discipline • Call to strengthen experimental/research methods

## Ethics in Social Psychology Psychology 2070

### Researcher's dilemma

- We want our studies to resemble the real world as much as possible, so that we can be sure we're getting at real behavior
  - Don't want to cause lasting distress or harm – Respect participant rights
  - Ensure research findings true
  - Ensure generalizability



### Ethical issues

- Must ensure the health, welfare, and comfort of research participants



## Participant volunteers

- • Participants must be told that they can withdraw at any time, without any negative consequences.
- • Anonymity and confidentiality of participants' responses is assured.
- • Ethical guidelines established by the Canadian Psychological Association

## Ethical guidelines

- Ethics committees officially established in the 1970s
- Now, all psychology research is reviewed by a Research Ethics Board
- Researchers must follow guidelines set forth by the Canadian Psychological Association & the Tri-Council Policy Statement
- Ethics should be considered throughout the entire research process, from initial planning to final write-up of the project

## What makes a study ethical?

- Avoid harm
- Collect informed consent
- Give a full debriefing
- Use deception only when necessary
- Guarantee confidentiality and anonymity • Minimize invasiveness
- Honour promises



## Avoiding harm

- No physical or psychological distress should be imposed on participants unless it is absolutely integral to the research question

- Minimize risks, maximize benefits

### Informed consent

- • Participants should be given all information about a study before they agree to participate

- Consent can be implicit, written, and/or verbal

- • Some observational studies, field studies, and anonymous survey studies do not include informed consent

### Deception

- **Deception** involves intentionally misleading participants about the true nature of the study or events that will transpire

- Should be avoided unless it is justified by the study's scientific, educational, or applied value, and effective non-deceptive alternatives are not feasible

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### Debriefing

- At the end of a study, researchers should explain the true purpose of the study and allow participants to ask questions

- Also an important opportunity to correct any misconceptions that participants may have (e.g., due to deception)

### Confidentiality and anonymity

- **Confidentiality:** Information related to the study will not be shared with others

- **Anonymity:** Information related to the study has no identifiers that can be linked to individual participants

## Minimizing invasiveness

- Researchers should not be overly intrusive; we shouldn't ask questions / record observations that are not relevant to the research question



## Honoring promises

- If a researcher has promised that participants can refuse to answer any questions that make them uncomfortable, they must hold to that promise
  - Same goes for compensation, confidentiality, etc.



## **Week 2: RESEARCH METHODS**

### **Critical Thinking**

Why study research methods?

- Gain tools that will help us think critically about the world around us
- Understand differences between what we know and what we believe
- Evaluate the knowledge we acquire
- Enhance critical thinking power

As with most disciplines, it important to think critically about the facts as they are presented

- Not all research will turn out to be replicable and not all theories will turn out to be true
- Oftentimes, small methodological details can change results

Outside science too

- Understanding how to evaluate information is NOT domain specific

If you can evaluate the info you receive, you will make better decisions

Why does fake news spread so well?

- The truth machine (algorithm)
  - o Identifies accuracy of a news story with high accuracy
  - o Created to examine how falsehoods spread across twitter
- Works by three attributes
  - o Properties of author (if they are verified)
  - o Style of language (sophistication level)
  - o How a tweet moves through a network

Distribution of Tweets

- Tweet A: one celeb w/ 5 mil followers and 10k retweets
- Tweet B: one person, 20 followers, one follower retweets and two of theirs retweet
  - o A = broad but shallow
  - o B = narrow but deep

### **Retweeting Fake News**

- Fake news dominates both distribution types
  - Reaches a larger audience
  - Reaches deeper into social networks (viralness)
- Retweet chains
  - Real news: ~10
  - Fake news: ~19 (and 10x faster)

### **Trump Example**

- Aug 2015: He allowed sick child to use private plan to get urgent medical care
  - True but boring
  - Only 1300 retweets
- Feb 2016: Trump's deceased cousin opposes Trump's presidential bid in obituary
  - False
  - More exciting
  - 38,000 retweets
  
- Fake news seems more “novel”
- Fake news generates more emotion
  - Fake news; surprise and disgust
  - Real news: sadness and trust

### **Fake Science**

- These ideas also affect the sciences
- What are the markers?
  - Research that seems surprising is interesting
  - Research that seems to confirm our deeply held beliefs feel truer

### **Research Integrity**

#### **Lack of Research Integrity**

- Unfortunately researchers are not always honest and engage in questionable research practices, such as:
  - P-hacking (changing values slightly)
  - Cherry-picking data (this person doesn't follow the pattern I was expecting, so I'm gonna remove them and call them an outlier, problematic as you throw out genuine data which can lead to false significant hypotheses)
  - HARKing (hypothesizing after results are known) (revise hypothesis after seeing the results in order to predict the known results)
  - Others
- Can happen when people are pressured to publish a set amount of stuff

### **Key Research in Social Psychology**

- Stanford Prison Experiment
- Robber's Cave Experiment
- Social Priming Experiments

All three of these pillars have cracked

### **Stanford Prison Experiment - Philip Zimbardo**

- Psychological effects of perceived power
  - Is the brutality among the prison guards due to the sadistic personalities of guards or to the setting - that strips prisoners of their humanity?
- Results showed that guards (ordinary university students randomly assigned to condition) became very brutal
- Easier to treat the people like animals when they were in the condition they were put in
- Culture of a prison was hypothesized to contribute to this abuse

### **Problem**

- Behaviour of both prisoners and guards was heavily "directed"
  - Guards were told how to behave
  - Prisoners instructed to act submissively
  - "Prison warden" was also an experimenter who periodically escalated conflicts that arose
- Ultimately, conclusions do not hold
- This defining experiment falls to pieces

### **Robber's Cave - Muzafer Sherif**

- Realistic conflict theory
- 11-13 year old boys in a "summer camp"
- Assigned to 2 "houses"
  - Scarce resources
  - Fostered competition
  - Houses driven to enmity
- Finally with common purpose, groups reunite

### **Problem**

- Robber's cave wasn't Sherif's only experiment
- In his first, he allowed the houses to become acquainted before the competition phase
- Because it didn't appear to support the theory it was aborted
  - Boys were too nice to each other in the beginning and couldn't get the boys to compete which is what he didn't want
  - At the time, he was scared to tell the group who offered him a grant it was a failure, as back then null results weren't as acceptable as they are today in terms of impacting careers and future grants
  - More of a directed play
- Robber's cave was carefully orchestrated to show the desired effect
- Ultimately fails, some truth to the theory, but it wasn't a good test to it

## **Implicit Social Priming**

- Automaticity effects (the way we may automatically behave?)
- Concept called to mind with a subtle prompt
  - Words or images
  - Activity or experience
- Participant then behaves in away that is consistent with concept

Had to unscramble words related to the elderly (ex. Frail, slow)

- Then they would go and sign a form and interested in how fast they walked down the hall
- Claimed those primed with old age stuff walked faster than those with normal words unscrambled

## **Problem**

- Experimenters are often aware of task conditions
- They might change their OWN behaviour
- That leads to changes in participant behaviour that are consistent with conclusions
- Results do not speak to theories - but instead to experimental differences

## **How to encourage research integrity**

- Have as large a sample as you can afford
- Use Simmons, Nelson, and Simonsohn's 21-word solution
  - "We report how we determined our sample size, all data exclusions (if any), all manipulations, and all measures in the study"
- Fully disclose study materials and procedures
  - Some scholarly journals have recently initiated open practice requirements for authors
- Conduct and publish high-quality replication attempts
- **Replication:** repeating a study with different participants, in different settings, etc
  - **Direct replication:** repeating the study identically
  - **Conceptual Replication:** repeating the study with slightly altered methods

## **General Rules**

- Avoid fraud
  - Do not fabricate data or republish old data as if it were new
- Avoid plagiarism
  - Do not present another's work, data, or words as your own
- Share data
  - Researchers cannot withhold results from other scientists who wish to verify their analyses, as long as confidentiality and anonymity are maintained

## **Research Process**

### **Problem**

#### **Three Levels of Hindsight Bias**

- Predictability: I knew that would happen
- Inevitability: it had to happen
- Memory Distortion: I said that would happen

#### **Hindsight Bias**

- Tendency for people to overestimate their ability to predict an outcome **after** it has already occurred
- Folk psychology
  - o Many chances to observe social behaviour in the real-world
  - o Research findings may correspond with some of your observations
  - o This makes findings seem obvious (I knew it all along, etc)

### Why learn about Methods?

- Become a better and more sophisticated consumer of information
  - o Understand the conclusions people **should** make based on the methods they used
  - o Identify conclusions people **cannot** make (even though they try to) based on the methods they used
- Improve your reasoning about real-life events and problems
- Improve performance on exams and in future courses

### Branches of Empirical Work

- **Basic research**
  - o Research designed to build and test basic theoretical constructs (intellectual curiosity)
    - Prediction
    - Mechanisms
- **Applied research**
  - o Theoretical ideas as they apply to real-world problems (problem solving)
    - Understanding
    - solutions

### Research Process: Getting started...

- The first step in the research process is to develop ideas
  - o Ask questions about things in the world
  - o Searching the literature (articles, databases, book) for relevant theoretical explanations
- The second step is to take your idea and formulate hypotheses, based on previous theories

### Formulating hypotheses and theories

- **Theory:** organized set of principles used to explain observed phenomena
  - o Efficient and precise; speak to all relevant info
- **Hypothesis:** explicit testable statement about the relationship between two or more variables or the conditions under which an outcome will occur

### Where do hypotheses come from?

- Personal observation
  - o Observe a phenomenon
  - o Construct a theory about the phenomenon (why/how)
  - o Develop a prediction based on the observation
- Previously developed theory

- o Develop a prediction based on the theory
- o If a phenomenon occurs, then x should result
- Previous research

### **Hypothesis Testing**

- Operationalization (how we move from the abstract to the specific)
  - o Precise specification of how and what variables are measured and/or manipulated
    - What are you studying
    - How are you studying it
- Design study
- Collect data
- Statistical analysis

### **Data Collection**

- Measurement of phenomenon
  - o Assess the effect of a manipulation
  - o Learn how people respond to a stimulus
  - o Determine the distribution of a variable within a population

### **Measuring Variables: contact h**

- Self-reports
  - o Participants disclose their thoughts, feelings, desires, and actions
- Problems with self-reports
  - o Not always accurate and possibly misleading
  - o Affected by the way in which questions are asked
    - Bogus pipeline technique (hook participants to wires which don't actually do anything, tell them they are gonna watch their heart rate, etc)
  - o Can be inaccurate because memories for past thoughts or behaviours may be suspect

### **Measuring Variables: Observation**

- Observations can be simple or elaborate
- Interjudge reliability: level of agreement among multiple observers of the same behaviour
- Advantages
  - o Avoids our sometimes faulty recollections and distorted interpretations of own behaviour
- Disadvantages
  - o Risks altering behaviour of the observed

### **Measuring Variables: Technology**

- Various types of technology are used to measure cognitive and physiological responses
  - o Eye tracking technology measures where and how long subjects look at stimulus
  - o Brain imaging technology shows brain activity in response to a particular stimulus or situation

### **Types of Research**

## Research Designs

- Three major types of methods
  - o Observational method
    - Primarily descriptive
  - o Correlational method
    - Discover associations
  - o Experimental method
    - Examine cause and effect

Some use multiple methods

## Observational Method

- Observe and describe a phenomenon
- Observe population and systematically record behaviour
  - o Observer involvement may vary across studies
- **Ethnography**
  - o A form of the observational method whereby the researchers observe a group or culture from the inside, without imposing any of their own preconceived notions
  - o Can tell us about a phenomenon as it really occurs in the wild
- **Archival Analysis**
  - o An examination of the accumulated documents or archives of a culture (ex. Diaries, novels, magazines and newspapers)
- Measurement issues
  - o Important to clearly define the behaviours being studied (using operational definitions)
  - o Reliability and accuracy of the reporting
    - Assessed by **interjudge reliability**
    - Multiple judges evaluate the data independently
    - High interjudge agreement indicate the findings are based on more than just one person's subjective impressions
    - Enhances trustworthiness and validity of data

## Correlational Research

- Systematically measure two or more variables and assess the relation between them
  - o Measures how much one can be predicted by the other
  - o Examines how similar or distinct two different variables happen to be

## Correlational Method

- **Correlation coefficient**
  - o A calculated statistic that assesses the strength of the relationship between two variables
    - Ex. relationship between weight and height
  - o Measures the direction of the relationship
  - o Ranges from -1.0 to +1.0
- Advantages
  - o Can study associations of naturally occurring variables that cannot be manipulated or induced

- o Can examine phenomena for research purposes that is difficult or unethical to create
- o Offers freedom in settings in which the variables are measured
- **Positive correlations** indicate that an increase in one variable is associated with an increase in another
- **Negative correlations** indicate that an increase in one variable is associated with a decrease in the other
- Example:
  - o Video game playing causes aggression
  - o Aggressive behaviour causes video game playing
  - o A third variable causes both effects (family troubles, etc)
  - o Problematic as the causal link between the two variables can be unknown

### Correlational Method: Surveys

- Surveys typically use the correlational method
  - o A representative sample of people are asked questions about their attitudes, experiences or behaviour
- The advantage of surveys allows researchers to:
  - o Judge relationships between variables that are often difficult to observe
  - o Sample representative segments of the population through **random selection** of people from the population
- Limitations
  - o A problem with surveys arises when the sample is **not** randomly selected
    - If everyone in the population does not have an equal chance of being selected, there is no guarantee that the sample accurately represents the population
    - May lead to inaccurate results/conclusions
  - o Self-selection bias
    - Even with random sampling, people who actually consent to participation may not reflect the population

### Experimental Method

- **Only** method for determining causal relations (X caused Y)
  - o Researcher **randomly assigns** participants to different conditions
  - o Conditions must be **identical** except for the independent variable (the one thought to have a causal effect on people's responses)
  - o Gold standard in research
- To conduct an experiment you must:
  - o **Manipulate** the independent variable(s)
  - o **Control** extraneous variables (hold constant any variables that might yield a spurious association)
  - o **Observe** the effect of the independent variable(s) on the dependent variable(s)
- The **independent variable** is the variable the researcher manipulates in order to examine its effect on another variable
  - o Presumed cause of an outcome
- The **dependent variable** is the variable a researcher measures to determine whether it was influenced by the independent variable
  - o Presumed outcome of a cause
  - o Predicted to be influenced by the IV

- Some IVs are directly manipulated to elicit different responses on a DV
  - Ex. amount of time given to complete a task
- Other IVs cannot be manipulated by a researcher, but may still potentially cause different responses on a DV (subject variables)
  - Ex. gender, self-esteem
  - Ex. someone from Uganda vs Canada, you can't manipulate that but it changes outcomes
  - difficult/impossible to establish causal influence
- Some DVs are straightforward
  - Ex. responses on a questionnaire; weight change; heart-rate; reaction time
- Other DVs may be more subtle and/or creative
  - Ex. how far apart people are standing; how much hot sauce you put on a cracker for someone else to eat; how often you press a button to get a reward, etc
- Did it work?
- To interpret results, we calculate a probability level (p-value) that the results could occur "by chance"
  - -A p-value represents the probability that the present results could have occurred if the IV really has no effect on the DV
  - Represents the probability that the independent variable has an effect
  - P VALUE REPRESENTS PROBABILITY OF BY CHANCE
- $P < .05$  is the current standard for significance (trustworthiness)
- Less than 5 times in 100, this result would occur even if there is really no relation between IV and DV

#### File drawer effect

- Failure to publish non-significant results
- Leads to reduced ability to make conclusions about a phenomenon within the field as a whole

#### Growing emphasis on replication in research

- Alternate statistical techniques

### **Ethics in Social Psychology**

#### **Researcher's Dilemma**

- We want our studies to resemble the real world as much as possible, so that we can be sure we're getting at real behaviour
  - Don't want to cause lasting distress or harm
  - Respect participants rights
  - Ensure research findings true
  - Ensure generalizability

#### **Ethical Issues**

- Committees must ensure health and welfare and comfort of research participants

#### **Participant Volunteers**

- Participants must be told that they can withdraw at any time, without any negative consequences
- Anonymity and confidentiality of participants' responses is assured

- Participants must be assured that ethical guidelines followed

### **Ethical Guidelines**

- Ethics committees officially established in the 1970s
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### **What makes a study ethical?**

- Avoid harm
- Collect informed consent
- Give a full debriefing
- use deception only when necessary
- Guarantee confidentiality and anonymity
- Minimize invasiveness
- Honour promises

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  - Minimize risks, maximize benefits

### **Informed Consent**

- Participants should be given all information about a study before they agree to participate
  - Consent can be implicit, written, and/or verbal
- Some observational studies, field studies, and anonymous survey studies do not include informed consent

### **Deception**

- Involves intentionally misleading participants about the true nature of the study or events that will transpire
  - Should be avoided unless it is justified by the study's scientific, educational, or applied value, and effective non-deceptive alternatives are not feasible

### **Debriefing**

- At the end of a study, researchers should explain the true purpose of the study and allow participants to ask questions
  - Also an important opportunity to correct any misconceptions that participants may have (due to deception)

### **Confidentiality and Anonymity**

- **Confidentiality:** information related to the study will not be shared with others
- **Anonymity:** information related to the study has no identifiers that can be linked to individual participants

### **Minimizing Invasiveness**

- Researchers should not be overly intrusive; we shouldn't ask questions / record observations that are not relevant to the research question

## Honouring Promises

- If a researcher has promised that participants can refuse to answer any questions that make them uncomfortable, they must hold to that promise
  - Same goes for compensation, confidentiality, etc.

## Week 3: Social Cognition

**Face Perception:** we see many faces everyday and we believe we are good at recognizing

- Humans are exceptionally good at face recognition
  - Most of us recognize over 1000 faces
  - Some of us recognize over 10,000 faces
  - Our brains carry some important architecture that enhances our face recognition ability

Why is it important?

- Face recognition is the basis for extremely important social decisions
  - Forms the basis of social relationships
  - Enhances face-to-face- social coordination by making interactions more predictable

## Face Recognition is fundamental for social species

- Fellow primates and dogs are good at recognizing faces of their own groups and tribes, but also the faces of other animals
  - Also a number of other species also recognize other faces, even bees???

## Functions of Social Perception

- Bats: enforcement of reciprocity norms
- Hornets: hierarchy negotiation
- Raven/crows(corvids): identifying allies and rivals
  - Can also recognize humans
- Some fish(cleaner mass): complex economic transactions
- Lamb: Kin identification
- Overall a lot of uses and different species have great abilities to do this

## Face-blindness

- Prosopagnosia
  - Condition in which the ability to recognize familiar faces is impaired
    - Can include your own face
    - Can be born with it or developed over time
    - Developmental or acquired \
  - Left part of cortex in brain that is used for recognizing face is damaged by a brain injury which can knock out this ability

## Face Recognition in the AI Age

- Can be an ethical issue as many places use it and it isn't always accurate
  - Ex. using it at football stadium
- Used to recognize those who stormed the capital,
- Can computers be face-blind?

- o Unfortunately, for some people, yes
- o Are biased against minorities
- Most common is white male faces which it uses to recognize non-male and non-white faces which is problematic
- Many people have been convicted of crimes based on the face recognition algorithms who could not have committed the crimes
- What do face recognition algorithms do?
  - o And why they are scary!

## Observation

### Appearance

- People evaluate faces quickly, spontaneously, and unconsciously
- We infer personal characteristics from the face
  - o We read traits from faces, as well as read traits into faces, based on prior information
  - o We judge “baby-faced” adults differently than “mature-faced” adults
- Superficial cues can lead us to form quick impressions

### First Impressions from Faces

- Reliably (lots of people can come to similar conclusions) judged in <1 second
  - o Trustworthiness
  - o Competence
  - o Aggressiveness
  - o Attractiveness
- Accuracy?
  - o Even though these traits are reliably identified (meaning people’s rating agree)
  - o Accuracy is still at chance

### Nonverbal Behaviour

- We get a lot from what others say verbally, but accurately reading nonverbal behaviour can be just as (or more) important
  - o Facial expression
  - o Tone of voice
  - o Gestures
  - o Body posture/ movement
  - o Use of touch
  - o Eye gaze
- Nonverbal behaviour can communicate emotions, attitudes, and personality
  - o Can also substitute for verbal messages
  - o May be unintentional or intentional
- People tend to mimic the nonverbal behaviour of others
  - o Can facilitate social interactions
  - o May be “hard-wired”: **mirror neurons (fire when you see other people doing actions that you could also do)**
    - **Motor cortex will fire and some of your neurons will fire as if you were doing that same motion**
    - **Theorized that they help us better anticipate the intentions and actions of other people**

- Used for:
  - Expressing emotion
  - Conveying attitudes
  - Communicating personality
  - Substitution for verbal messages
- Facial expressions may be most important channel of nonverbal communication
  - Darwin believed faces convey “universal” emotion signals

### Facial Expressions

- 6 basic emotions identified by Darwin: anger, fear, disgust, surprise, happy, and sadness
- Interesting gender effect: people are faster and more accurate to judge anger in a male face and happiness in a female face
  - Evolutionary rationale (men may be more threatening)
  - Culturally determined (more acceptable for women to smile)
- People are not always accurate at figuring out facial expressions
  - Some people display little emotion (voluntary and involuntary)
  - Age, bone structure, fat density/distribution affect display
  - **Affect blends**: display multiple emotions simultaneously on different parts of the face
    - Ex. surprise party = surprised and happy on face
- People can understand distinction between smiles
  - **Duchenne vs. non-Duchenne**
  - Duchenne smile = 2 different muscle groups, the muscle that connects lip corners to right above ears,
  - Eyes are squinting more in Duchenne and absent in non-Duchenne smile

### Cultural Differences

- Some nonverbal behaviour differs across cultures
  - The behaviours considered appropriate to display may vary
    - Know as “display rules”
      - Eye contact
      - Touch and personal space
    - The meaning of gestures (**emblems**) varies across cultures
      - Ex. thumbs up is an emblem
      - Or peace, or okay
      - Can also be rude, sticking two fingers = middle finger

### Situations

#### Perceptions of Situations

- We often have “scripts” or preset notions about certain types of situations
  - Enables us to anticipate the goals, behaviours, and outcomes likely to occur in a particular setting
- Knowledge of social settings provides context for understanding other people’s verbal and nonverbal behaviour
  - Effects of context on perception of emotions are quick and automatic

### **Judging Emotions in Context**

- Ex. Williams sisters looking very happy in a tennis outfit. Is she angry, upset, happy?
- But with more context, you can tell she's won a match

### **Behavioural Evidence**

- We derive meaning from our observations by dividing the continuous stream of human behaviour into discrete units
- Nonverbal behaviour is a silent language that helps us identify a person's inner states

### **Detecting Truth and Deception**

- Freud: "No mortal can keep a secret. If his lips are silent, he chatters with his fingertips; betrayal oozes out of him at every pore."
- Channels of communication differ in terms of how easily they can be controlled
  - The face is relatively easier for deceivers to control
  - Nervous movements of hands and feet are somewhat harder to control

### **Can the Experts Distinguish Between Truth and Deception?**

- Ranged from 52.82% success (college students) to 64.12% (Secret service agent)

### **Why do we have difficulty detecting deception?**

- Mismatch between behavioural cues that actually signal deception and the ones used to detect deception
- Four channels of communication provide relevant information
  - Words: cannot be trusted
  - Face and body: controllable
  - Voice: potentially revealing cue
- Typical behavioural cues are not very telling

### **Even your parents...**

- Have difficulty telling when you are lying, they sit around 50%, meaning they can't tell if their kid lied
- Therefore, non-verbal behaviour is not as straightforward as we think it is

### **Attributions**

#### **Dispositions**

- Stable characteristics, such as personality traits, attitudes, and abilities
- Used to predict future behaviours
- Inferred indirectly from what a person says and does

#### **Attribution Theories**

- Attribution theories describe how people explain the causes of behaviour
- Two categories
  - Personal attributions
  - Situational attributions

### **Implicit Personality Theories**

- People tend to make assumptions about the types of personality traits that go together (schemas)
  - If someone is shy, we may think they are unintelligent
  - If someone is stingy, we assume they are irritable or unkind
  - Attractive people are assumed to be nicer and smarter than unattractive people
- **Spontaneous trait inferences:** judgments of personality traits tend to happen automatically, with no conscious intention

### Attribution Biases

- We are limited in our ability to process all relevant information
- We lack the training needed to fully employ the principles of attribution theory
- We often don't think carefully about the attributions we make
- Speed brings bias, and perhaps, loss of accuracy
- Rarely get feedback on impressions we make of other people

### Explaining Behaviour

- **Attribution Theory:** the study of how we infer the causes of our own and other people's behaviour
- People explain the causes of behaviour in two ways:
  - **Internal attribution:** behavior was caused by something about the person
  - **External attribution:** behaviour was caused by something about the situation
- Kelley's **covariation model** takes attribution theory a step further
  - We use different types of information (consensus, distinctiveness, and consistency) to decide whether A's behaviour to B was caused by internal or external factors
    - Systematically note the pattern between the presence (or absence) of possible causal factors and whether a behaviour occurs

### Covariation Model

- **Consensus information:** do others behave the same way A behaves toward a particular stimulus?
- **Distinctiveness information:** to what extent does A's behaviour differ across stimuli?
- **Consistency Information:** Does A typically respond in a certain way to this stimulus, within this context?

### Correspondence Bias

- **Correspondence Bias:** people's tendency to infer that behaviour is caused by dispositional factors
  - Also called the **fundamental attribution error**
    - Leads to internal attributions
    - Those in collectivistic cultures more likely to take situation into account
  - Why do people experience correspondence bias?
    - People are salient, the situation is not
    - People overestimate the causal role of salient information (people's behaviour)
    - We pay more attention to the people doing the actions

### Actor/Observer Difference

- People tend to believe that others' behaviour is caused by dispositional factors, but their own behaviour is caused by situational factors
  - Exam performance
  - Embarrassing behaviour
- Why does this exist?
  - Perceptual salience
  - Actors and observers have different information available to them
    - Actors have more consistency and distinctiveness information about themselves

### **Self-Serving Attributions**

- Our successes and failures engender different attributions
  - Success: internal, dispositional
    - We tend to take credit for our success
  - Failure: external, situational
    - We tend to blame others (or the situation) for our failures
- This tendency varies by culture

### **Social Cognition**

#### **2 types of Thinking**

→ Low-effort thinking

- **Automatic thinking**
  - Fast / automatic
  - Emotional
    - Impulses / drives
    - Habits
    - Beliefs

→ High-effort Thinking

- **Controlled thinking**
  - Slow / effortful
  - Logical
    - Reflection
    - Planning
    - Problem solving

#### **Auto-Pilot: Low effort**

- **Automatic thinking:**
  - Thinking that is unconscious, unintentional, involuntary, and effortless
    - Ex. recognizing a common object (sunglasses) or situation (birthday party)

- o We rely on **schemas** for this information

### High-effort Thinking

- Controlled thinking is essentially the opposite of automatic thinking
  - o Conscious, deliberative, etc
  - o Requires mental energy
  - o Limited capacity
- Controlled thinking can (sometimes) override automatic thinking or impulses
- We would be less biased if we thought more with this but low-effort is typically rewarded more frequently

### Automatic vs. Controlled Thinking

- **Bargh's Four Horsemen of Automaticity**
  - o Awareness
  - o Efficiency
  - o Intentionality
  - o Controllability

### Awareness

- Awareness can refer to:
  - o Awareness of a stimulus that triggers a response
  - o Awareness of how a stimulus might be interpreted
  - o Awareness of potential influences on subjective states
  - o Awareness of a mental process (a chain of mental events)
- In automatic thinking people are typically unaware of things that guide their thoughts, feelings, and behaviour

### Efficiency

- Efficiency refers to how much a process depends on attentional resources
  - o Automatic thoughts and heuristics are considered very efficient
    - But, because they are based on general rules, may not be accurate
- People tend to trust categorizations, self-judgments, attributions, etc. quickly and with little effort
  - o Think "trusting your senses/intuition/gut"
- Does not use as much brain power

### Intentionality

- The degree to which people are in control of **initiating** processes
  - o Automatic thoughts, feelings, and behaviour are triggered unintentionally

### Controllability

- Refers to the degree to which people are in control of **stifling** or **stopping** processes
  - o When people lack motivation or ability, certain thoughts, feelings, and behaviour are more likely to occur uncontrollably
  - o Note: intentionality and controllability both have to do with how much people are in control of their thoughts, feelings, and behaviour

### Schemas

### How does Automatic thinking work?

- **Schemas:** mental structures that organize our knowledge about the social world
  - Influence what we notice, think about, and remember
  - Content is determined by lived experience (culture)
  - Difficult to change (see self-fulfilling prophecies)

### Schemas

- Schema-relevant information is processed more quickly than schema-irrelevant information
  - If given a label, people will fill in the blanks with schema-consistent information

### What's in a Schema

- The content of our schemas is influenced by our environment and culture
- We pay most attention to and best remember information that is important in our environment
  - Bantu herdsmen have well-developed schemas about cattle
  - Sami people have over 30 words for snow and well-developed schemas about reindeer

### Functions of Schemas

- Help us organize, and make sense of our world, and to fill in the gaps of our knowledge
- Helps us to have continuity and to relate new experiences to our past

### How are Schemas Applied?

- **Accessibility:** the extent to which schemas and concepts are at the forefront of people's minds and are therefore likely to be used when making judgments about the social world
- **Priming:** the process by which recent experiences increase a schema or trait's accessibility

### Automatic thinking with Schemas

- Gardner, MacIntyre, and Lalonde
  - Participants rated **stereotypical** characteristics of various ethnic and gender groups **fast** than non-stereotypical characteristics
  - Concluded that we view strangers in terms of the stereotypes we hold about them

### Application: Embodied Cognition

- Physical sensations can shape the schemas people use
- Ex.
  - Heart rate might increase during anxiety
  - False feedback about your heart rate might make you conclude you are anxious

### Biases in Thinking

#### Why do Schemas Exist?

- Helps people organize and make sense of the world

- o Fills gaps in knowledge
- o Ease of decision making
- Useful when people encounter confusing or ambiguous information
  - o Help people figure out what is going on
  - o Allow for faster decisions, especially under time pressure, or cognitive constraints
  - o Mental shortcuts

### **Availability Heuristic**

- Judgments are made based on how easily things come to mind
  - o More common
  - o Easier to recall
  - o More recent
  - o More salient
- Ex. COVID is always in the news and everywhere, so it's easier to recall and easy to think that nothing else is going on in the world

### **Representativeness Heuristic**

- Classification of something based on how similar it is to a prototypical typical case
  - o Ties to stereotypes
  - o Ignore base-rate information
  - o Ex. someone walks in looking nerdy, it is easy to attribute that they are a math major, etc, when in reality it is much more likely they are an art student

### **Anchoring Heuristic**

- Judgments are made based on an initial piece of information or relative differences
  - o Can be a big influence in negotiations, marketing, etc
  - o Ex. seeing a market selling price of \$500,000 sets the anchor for the way you see incoming offers
  - o Ex. seeing a question about if Mt. Everest is shorter or taller than 150 feet can alter the way you estimate vs. if shorter or taller than 300,000 feet
    - Anchors how you approach an individual

### **Some (other) Errors in human thinking**

- **Overconfidence barrier:** people have too much confidence in the accuracy of their judgments
  - o We're often not as accurate as we think we are
- **Planning fallacy:** people tend to underestimate the time needed to complete a task
  - o Ex. writing a paper

### **Confirmation Bias**

- Once we make up our mind about something, how likely are we to change it, even when confronted with new evidence?
- Confirmation bias: our tendency to seek, interpret, and create information that verifies existing beliefs

### **Perseverance of Beliefs**

- We interpret ambiguous events in ways that confirm our existing beliefs
- Belief perseverance: the tendency to maintain beliefs even after they have been discredited

- o Can be reduced or eliminated when we are asked to consider why alternative explanations may be true

### **Confirmatory Hypothesis Testing**

- Do we seek information objectively or are we inclined to confirm the suspicions we already hold?
  - o Our expectations can influence the evidence we choose to look for
  - o People are often unaware of their own existing beliefs

### **The Self-Fulfilling Prophecy**

- The process by which one's expectations about a person eventually lead that person to behave in ways that confirm those expectations
- Pygmalion in the Classroom study
  - o Participants were given an initial IQ test, teachers were then told some students were smart and some weren't but not told that the data given had no bearing on IQ test, so students were randomly assigned to each group
  - o Turned out that students who the teacher thought were smart did much better in class than students who the teachers thought weren't smart
  - o This is because of how the teachers would interact with these students
  - o Experimenters change their behaviour

### **Self-Fulfilling Prophecy as a 3-Step Process**

**Perceiver's Expectations → Step 1 → Perceiver's behaviour toward the target → Step 2 → Target's behaviour toward the perceiver → Step 3 → Perceiver's Expectations**

We also tend to discount evidence that goes against that bias

- Less likely to remember that information as situational, and find ways to discount it

### **Week 4: Emotions**

Talked about the 6 universal emotions

- A lot of research supports this
- Paul Ekman did a lot of the research
- Researched tribes without any western exposure
- Blind and sighted athletes displayed some emotions when winning
- Angered = lower eyebrows, tight lips, disgust = lips pulled up and nose crinkled
- Fear = white on top of the eyes are noticeable. Surprise = same but more rounded-eyes, sadness = inner corners eyebrows in and up, and droopy eyes and downturned mouth, happiness = lips drawn back wrinkled eyes

Certain expressions are important for survival and can improve survival

- Ex. faces that display fear are more looked at than those with normal expression
- Help improve group fitness by communicating internal states to those around. Signalling to the group whether something is wrong or good
  - o fear allows your body to take in more oxygen and eyes to take in more light

But the degrees of expression can vary culture to culture

## Theories of Emotion:

**Emotional Response:** anger for example

- Immediate or
- Specific or
- Negative response to a stimuli external or internal thoughts

**Feeling:** subjective experience of an emotion

**Mood:** diffuse, longer-lasting emotional state may not have identifiable trigger

With a stimulus:

- Immediately **feel** an **emotional response**
- Could cause diffuse **mood**

## Components of an Emotion (immediate and specific response)

→ **Physiological**

- Bodily arousal, racing heart or tense muscles

→ **Cognitive**

- Subjective conscious experience of an emotion

→ **Behavioural**

- Characteristic overt expressions of an emotion that people can read

## Darwin

- Studied behavioural and argued “particular emotional responses tend to accompany the same emotional states in all members of a species”
  - o All cats will display same behaviour when happy with this idea
  - o Believed they were genetically shared to enhance survival

## Theories of Emotion

### Common-Sense View

- Stimulus prompts an emotion which prompts some bodily arousal
- A frightening spectacle, = fear = higher heart rate

### James-Lange Theory

- William James and Carl Lange
- Instead of emotions causing bodily arousal, they thought arousal caused emotions
- Criticisms:
  - o Arousal does not guarantee emotion
    - Palms may sweat due to hotness
  - o Arousal may not precede emotion (so doesn't agree with the order)
  - o Identical responses are associated with several different emotions
    - Faster heart rate may be fear or anger
  - o Arousal is not necessary for emotion

### **Cannon-Bard Theory**

- Walter Cannon and Philip Bard
- Proposed that the physiological arousal and experience of emotion are entirely separate processes
  - Stimulus causes emotional reaction and arousal independently
  - 'Overall unlikely

### **Schachter-Singer Two-Factor Theory**

- Stanley Schachter and Jerome Singer
- Suggests that when a stimulus elicits arousal, the arousal elicits cognition which interprets the source of the arousal and then this interprets the experience of emotion
- It takes two different factors (arousal and cognition)
- Ex. you feel face start to flush, and you'll then use cues from the environment to explain it, hence the cognitive, so emotions you feel would be different in each situation

Signal travels through CNS to brain via neurons and are integrated in the Limbic System

- This is a complex system of nerves and networks in the brain that controls instincts, emotions, and drives
- Shuttles info from environment and into a response
- The signal are communicated to the amygdala which helps store memories, make decisions and control many emotional reactions
  - In this, the signals are analyzed and interpreted to mean that there is something to be feared

Signals quickly activate the hypothalamus which is the brains link to the autonomic system , which regulates unconscious physical functions like breathing and heartbeat

- Ex. redirecting blood flow to help you for ex. Run faster and make quicker decisions

Emotional responses can also be triggered by memories in limbic system called the hippocampus

- Which can store and trigger memories
- Maybe a main reason for PTSD

The case of SM, the fearless woman who's destruction of her amygdala has left her fearless to external stimuli

- Scientists took her to fearful places, like exotic pet store where you can put snakes near your face and she had no problem with that
- She is not emotionless, but has no anticipatory fear responses which gets her in trouble
  - She got held at knife point and mugged in an open lot and she still goes through there on her way home, as it hasn't generated a fear response to avoid going through there since she has no amygdala

Facial expressions always help us cue in to what someone is trying to express

- Can't really study facial expressions in a lab as people are controlling themselves and it doesn't correlate to real life,
- Studied 2004 olympic games to study emotions, as it is naturalistic, emotional, etc
- Studied bliund athletes in these games, and comparing sighted athletes, we can tell if expressions are the same, which they were
- Claims universal aspect of emotions

Second ted talk talks about how emotions are not hard-wired, and that jurors cannot detect remorse

- Emotions are guesses that your brain constructs in the moment where cells are working together and you have control over the guesses than you may imagine
- emotions are not built in at birth, they are built
- When we see things, our brain tries to figure out what is this most like in my past experience
  - Experiential blindness, not having seen anything remotely close to the image or stimuli at hand and can be solved once you have seen what it's supposed to be
- The emotions you seem to detect in other people are partly inside your own head
- The physical movements we think display emotion truly do not
  - Ex. crying can be happy or sad
  - It's all about what meaning we add
  - Same physical sensations can mean different things/experience
- Emotions which seem to happen to you, are actually made by you

Week 5: The social self

## **The Social Self**

### **You?**

- Things you do
  - Likes
  - Interest, etc
- Thinks you want to do
- How you fit into your social group

### **Social Self**

- Self concept
- Self presentation
- Social comparisons
- Culture and the self
- Self-esteem self control

### **Self-Concept**

#### **What is the Self?**

- The contents of our sense of self (self-schemas) make up our self-concept and define who we are
  - Affect
  - Behaviour
  - Cognitions
  - Experience
  - Desires
  - Beliefs
  - Goals
  - Plans

- o Etc

### **Sense of Self**

- Capacity for self-reflection is necessary to feel an understanding of our own motives and emotions, and the causes of your behaviour
  - o Self is heavily influenced by social factors
- Self Schema: an organized body of knowledge about the self (ex. Attitudes, preferences, traits)
  - o Influences what you:
    - Notice about yourself
    - What you think about yourself
    - Remember about yourself

### **The Self-Concept**

- Self-concept
  - o The sum total of your beliefs about your own personal attributes
- Self-concept may consist of many self-schemas
- People who identify with two cultures may have different self-schema for each culture

### **Rudiments of the Self-Concept**

- The sense of self is a product of consciousness
- Is the self represented in the neural circuitry of the brain
  - o How do we come to know ourselves?
- Is the self a uniquely human concept?

### **Is the self specially represented in the brain?**

- LeDoux: synaptic connections in the brain produce memory, which creates the sense of continuity needed for normally identity
- Hood: self is an illusion that emerges from childhood social interactions
- Feinberg and Keenan: self can be transformed or destroyed by damage to the brain and nervous system
- Various self-based processes can be traced to activities in specific brain regions

### **Do nonhuman animals show self-recognition?**

- Only great apes (chimpanzees, gorillas, orangutans) seem capable of self-recognition
  - o Though recent research suggest magpies, dolphins, elephants and even cleaner wrasse may also recognize themselves
- Reflection in mirrors is used in test for self-recognition
  - o First clear expression of the concept of "me"
  - o Cross-cultural research with humans challenges whether this is a valid measure of self-concept

### **Self-Knowledge**

#### **How do we gain self-knowledge?**

- Examining many data points
  - o Introspection
  - o Observing our own behaviour
  - o Social interaction

- o Comparing ourselves with others
- o Examining personal data

### **Introspection**

- Involves looking inward and examining the “inside information”
  - o Thoughts
  - o Feelings
  - o Motives
- Even during introspection, people are not always consciously aware of the reasons for their thoughts, feeling, and behaviour
  - o Introspection can lead us astray
  - o Most people overestimate the positives when self-assessing

### **Observing our own Behaviour**

- People learn about themselves by observing their own behaviour
  - o Inferring thoughts and feelings
- **Self-perception Theory:** when our attitudes are uncertain or ambiguous, we infer inner feelings by observing our behaviour and the situation in which it occurs
  - o Happens only when we are not sure how we feel
  - o Does behaviour reflect how we truly are or is it specific to the situation?
- Vicarious self-perception
- Self-other knowledge asymmetry (SOKA)

### **SOKA**

- Model says that sometimes, we are good at guessing who we are, and sometimes others are better
- If something is internal, we do a better job than friends at identifying the ground truth behind the behaviour
- If something is external and observable, friends are slightly better than the self to assess, but overall pretty similar
  - o Ex. how hard you work on things
- If internal and evaluative, like how creative I am, the friends are much better at identifying the ground truth than the self
  - o Friends are better at judging objective data

### **Social Interaction**

- People have different “selves” that develop in response to different social situations
- Self-monitoring: self-observation and self-control guided by situational cues to social appropriateness
  - o High self-monitoring means regulating expressive behaviour and self-presentation to appear a certain way
- The looking-glass self: we see ourselves through the eyes of other people and incorporate their views into our self-concept
  - o Who we think we are in general or in a particular situation is partially determined by the people around us

### **Self-Presentation**

### **Self-Presentation**

- Spotlight effect: a tendency to believe that the social spotlight shines more brightly on us than it really does
- Strategies that people use to shape what others think of them

### **Strategic Self-Presentation**

- Efforts to shape others' impressions in specific ways in order to gain influence, power, sympathy, or approval
  - Ingratiation (low status people try to make inroads with people who they think are higher in status than them)
  - Self-promotion
- The need to project a favourable public image can lure us into unsane patterns of behaviour
  - Adolescents like to engage in risky behaviour, ex weed or alcohol before legal

### **Self-Verification**

- The desire to have others perceive us as we truly perceive ourselves
- People selectively elicit, recall, and accept personality feedback that confirms their self-conceptions, even if their self-concept is negative
- Desire for self-verification appears in both individualist and collectivist cultures

### **Self-Monitoring**

- Regulating one's behaviour to meet the demands of social situations
- High self-monitors: appear to have a repertoire of selves from which to draw
  - See themselves as pragmatic
- Low self-monitors: self-verifiers who are less concerned about social acceptability
  - See themselves as principled and forthright

### **Social Comparison**

#### **Comparing ourselves with others**

- We social compare when there is no objective standard to measure ourselves against
  - Ex. intelligence / academic achievement
- It is usually most informative to compare ourselves with others who are similar to us on the attribute or dimension in question
- Self is relational

#### **Influences of Other People**

- We often describe ourselves by comparing ourselves to others
  - Social comparison theory (Festinger)
- We compare ourselves to others when we are uncertain about our abilities or opinions
- When we compare ourselves to others, we choose those who are similar to us in ways that are relevant to the comparison

#### **Facebook as a Venue for Social Comparison**

- Facebook depression
  - Correlational only
- Reasons facebook usage might undermine a person's well-being
  - Upward social comparisons

- o People tend to portray themselves in overly flattering ways

### **Self-Concept and Culture**

- Self-concept is influenced by cultural factors
  - o American parents try to raise their children to be independent, self-reliant, and assertive
  - o Japanese children are raised to fit into their groups and community

### **Differences in Cultural Orientation**

- Individualism
  - o Emphasizes independence, autonomy, and self-reliance
  - o Personal goals are more important than group allegiances
- Collectivism
  - o Emphasizes interdependence, cooperation, and social harmony
  - o Group affiliation is the highest priority

### **Cultural Influences on the Self**

- North American and Europe
  - o Independent view of self
  - o View self as distinct, autonomous, self-contained, and endowed with unique dispositions
  - o Describe themselves in terms of personal traits
  - o See themselves as less similar to others
  - o Strive for personal achievement
  - o Differentiate opposites as distinct and separate, which makes it difficult to believe that opposites can co-exist within the same person
- Asian, Africa, Latin America
  - o Interdependent view of self
  - o View self as part of larger network of social connections
  - o Describe themselves in terms of group affiliation
  - o See themselves as more similar to others
  - o Derive satisfaction from status of a valued group
  - o More accepting that apparent opposites can coexist within a single person (dialecticism)

### **Social Class as a Cultural Influence**

- Social class is used to categorize people within a culture who have in common a low-, working-, middle-, or upper-class socioeconomic status
- In Western countries, higher income, education, and status provides more opportunities to exhibit individualism
  - o The very poor and the very rich are most likely to not care about what others think
  - o It's the middle class who tries to attain status through expensive items

### **Self-Esteem**

#### **Self-Esteem Defined**

- An evaluative component of the self

- Made up of many self-schemas, some of which may be viewed more or less favorably than others
- Self-esteem has both cognitive and affective components
  - Cognitive: beliefs about self-worth
  - Affective: feelings toward the self
- Fluctuates over the course of time

### **The Need for Self-Esteem**

- Sociometer theory (Leary and Baumeister)
  - People are inherently social animals
  - The desire for self-esteem is driven by a primitive need to connect
  - Serves as a thermostat that aims to regulate your self-feelings so when its high you are doing well, and when its low you need to make changes
- Positive self-images tend to produce happy, healthy, productive, and successful people
- Negative self-images tend to lead to being more depressed, pessimistic about the future, and prone to failure
- The idea that self-esteem is good, this may not be true

### **Value of Self-Esteem**

- High self-esteem is generally thought to be adaptive and healthy, but ... correlation does not equal causation
  - Potential consequences of the self-esteem movement in education
  - Failure is important in life, and what happens in american education is that students were not allowed to fail, so teachers were instructed to pass regardless of performance, telling them they're all doing well, and the problem is that failure is something we learn from.
    - We end up with a system where people are not given tools to get better since they don't know what they need to improve at
    - Failure and self-esteem need to be taken apart from one another

### **Measuring Self-Esteem**

- Self-esteem can be measured both implicitly and explicitly
  - Explicit self-esteem: influence by self-presentation concerns
    - I see myself as worthwhile - questionnaire (how much do you agree)
  - Implicit self-esteem: arguably more resistant to self-presentation concerns, and thought to better reflect unconscious feelings toward the self
    - Name letter task (shown letters and asked which is your favourite, one will be first letter of your first name, usually most commonly picked)

### **Two-types of Self-Esteem**

- High self-esteem can manifest in two ways:
  - Secure self-esteem: high explicit + high implicit
  - Defensive self-esteem: high explicit, low implicit
- Secure self-esteem is stable and resistant to threat, whereas defensive self-esteem is fragile and vulnerable to threat and linked to narcissism

### **Self-Esteem vs. Narcissism**

- Having high self-esteem is not the same as being narcissistic

High Self-Esteem	Narcissism
1. Positive, secure self-views	1. Grandiose, self-important self-views
2. Not overly sensitive to rejection	2. Quite sensitive to rejection
3. Ego threat unlikely to trigger aggression	3. Ego threat likely to trigger aggression

### Gender and Race Differences?

- Gender differences are small; specific to different aspects of self-esteem
  - o Men: higher self-esteem with regard to physical appearance and athletic abilities
  - o Women: higher self-esteem in matters of ethics and personal morality
- African Americans have higher self-esteem scores than white
- Hispanic, Asian, and Native American minorities have lower self-esteem scores

### Self-Discrepancy Theory

- Actual vs. ought self vs. ideal self
  - o Actual: self-concept; traits that describe who you think you actually are
  - o Ought: traits that would enable you to meet your sense of duty, obligations, and responsibility
    - Ex. more time studying instead of partying, this year our ought selves are close together since we can't do much
  - o Ideal: traits that describe the kind of person you would like to be
- Self-esteem is lowered by the degree to which the actual self falls short of the ought and ideal selves

### The Self-Awareness "Trap"

- Self-awareness theory
  - o Self-focused attention leads people to notice self-discrepancies, thereby motivating either an escape from self-awareness or a change in behaviour in ways that reduce the self-discrepancy

### Traits of Self-Consciousness

- Private self-consciousness
  - o A personality characteristic of individuals who are introspective, often attending to their own inner states
  - o Ex. leaving a social situation and thinking back and realizing how embarrassing that thing you said was
- Public self-consciousness
  - o A personality characteristic of individuals who focus on themselves as social objects, as seen by others
- Influences ways that self-discrepancies are reduced

### Mechanisms of Self-Enhancement

- Self-awareness can lower self-esteem by focusing attention of self-discrepancies

- o People often avoid focusing on themselves
- Efforts at self-regulation often fail and sometimes backfire
  - o Self-serving beliefs
  - o Self-handicapping
  - o Downward social comparison

### **Are Positive Illusions Adaptive?**

- People preserve their self-esteem through methods of self-enhancement
  - o Individuals who are depressed or low in self-esteem have more realistic views of themselves than do most others who are better adjusted
- Positive illusions promote happiness, the desire to care for others, and the ability to engage in productive work, but may give rise to chronic patterns of self-defeating behaviour
- In US they believed high self-esteem led to better incomes, but turns out that it does not predict grades in high school
- People who have higher grades, also have higher self-esteem, correlation, but causation is unclear

### **Self Control**

#### **Function of the Self**

- The self allows us to self-regulate; that is, to act in accordance with our goals and direct our behaviour, choices, plans for the future, etc
  - o Self-regulation (self-control)
- The capacity to self-regulate can help us override impulses and modify our behaviour

#### **Self-control**

- Dispositional (trait) self-control
  - o Relatively stable amount of self-control
- State self-control
  - o Your ability to self-control will fluctuate which may be shaped by moods, pressures, etc
  - o Variable amount of self-control
  - o Limited resource susceptible to moods, recent behaviour, and social pressures

#### **Self-Regulation and its Limits**

- Self-regulation: the process by which people control their thoughts, feelings, or behaviour in order to achieve a personal or social goal
- Self-regulation fatigue: sees self-control as a limited inner resource that can be temporarily depleted by usage (Muraven and Baumeister)
  - o Acts of self-control reduce blood glucose levels (sugar in blood)
- Psychological factors can counteract self-regulation fatigue

#### **Study idea: Self-Control as a Limited Resource**

- Participants gripped a handgrip as tight as possible before watching a movie (unpleasant one) and instructed to control emotions and not let on how weird the movie was
- Gripped the grip for as long as you could
- Overall, those who suppressed and those who amplified ended at the same handgrip result at the end of the movie, which was a lot less than the beginning of the movie

Does the belief in Willpower predict self-regulation?

- Students in procrastination situations were put in high and low demand situations
- Measured participants and classified them in the belief that will power was limited or unlimited
- Saw that in low demand, those who believed in unlimited willpower procrastinated more,
- But in high demand, those who believed it was limited procrastinated more

### **Ironic Mental Processes**

- Choking
  - A paradoxical type of failure caused by trying too hard and thinking too much
- Ironic processes
  - The harder you try to inhibit a thought, feeling, or behaviour, the less likely you are to succeed
- Any attempt at mental control contains the seeds of its own undoing

In a study holding pendulum over a cross, those who were given no instructions did a better job, where some were given mental task while holding it (did not do as good)

- Participants in other boxes were told to prevent horizontal movement, did a lot of time trying to correct the movement, leading to more horizontal movement lol

### **Low Self-Control**

- In general, low self-control (dispositional or state) yields negative outcomes
  - Less academic success
  - Impaired ability to control anger or aggression
  - Less healthy interpersonal relationships
  - Tendency to be less helpful (to strangers)
  - Reduced financial success
- Marshmallow test: if you don't eat that marshmallow for 15 minutes you'll get another one (with kids)
  - The students who couldn't had the following points above
- In situations where researcher was untrustworthy to the kids, left and didn't come back with art supplies, were much more prone to eat the marshmallow

### **Is low self-control ever good?**

- Low self-control can be adaptive
  - Certain situations call for fast action
    - If you don't go for it you might lose the chance
    - Leads to regret
  - Low self-control can reduce the tendency to overanalyze certain situations

### **Is low self-control ever good?**

- "Whites' efforts to avoid mentioning race during intergroup interaction sometimes emerge at the expense of objective task performance and, ironically, the impression made on black interaction partners"
- Apfelbaum and Sommers. Liberating Effects of Losing executive control when regulatory strategies turn manipulative

## Week 8: Attraction

### Beauty

#### What is Beauty?

- Some argue that certain faces are inherently more attractive than others
  - High levels of agreement for facial ratings across ages and cultures
  - Physical features of the face are reliably associated with judgments of attractiveness
  - Babies prefer faces considered attractive by adults
- People from different cultures enhance their beauty in very different ways
  - Ideal body shapes vary across cultures, as well as among racial groups within a culture
- Standards of beauty change over time
- Situational factors can influence judgments of beauty

#### Sexual Dimorphism

- Traits that separate males from females
- Ex. peacock spreading its wings to flex for the female
  - Difference between them are sexually dimorphic
  - Females are less colourful because they sit in nests and sit on eggs

#### More than just a pretty face

- We are more likely to want to become close with people who are good-looking
  - Both men and women prefer large eyes, prominent cheekbones, and a big smile
  - Men prefer women with a small nose and chin
  - Women also prefer men with a larger (squared) chin
- Attractiveness associated with other desirable traits
- Physically attractive people may receive preferential treatment
- An important one is symmetry! People love this, clean skin, fit, also average faces!!
  - We have characteristics that are prototypical, attracted to average faces

### Attraction and Biology

#### Attraction and the Menstrual Cycle

- Attraction can be influenced by where a woman is in her menstrual cycle
  - Follicular phase: the few days prior to ovulation and ovulation day itself; possibility of conception high
  - Luteal / menstrual phases: the rest of the cycle; possibility of conception nearly zero
- Effects only for women who do not use hormonal birth control and mostly apply to short-term mates
- From an evolutionary perspective, when at peak fertility women want the best genes in case they get pregnant
- Additionally, men should be attuned to the peak fertility window so they can pass on their genes if an opportunity arises
- When in the follicular phase of their menstrual cycle, women prefer:
  - Low-pitched voice
  - Masculine features and bodily symmetry

- o Status symbols
- o Displays of social dominance and creativity
- Men find women in the follicular phase of their cycle more attractive
  - o The scent of an ovulating woman increases testosterone and makes sex-related thoughts more accessible
  - o Men engage in more risky behaviours when an ovulating woman is around
  - o Men are a bit more possessive of their female romantic partner when she is ovulating
- Effects of ovulation on men may depend on whether the man is single or in a committed relationship
  - o Men interacted with attractive confederate
  - o At different stages in cycle
  - o Single men rated this woman much more attractive when closer to fertile phases, but men in relationships showed the opposite, finding her less attractive

## **The Halo of Beauty**

### **Why are we blinded by Beauty?**

- What-is-beautiful-is-good stereotype
  - o The belief that physically attractive individuals also possess desirable personality characteristics
- Inherently rewarding to be in the company of people who are aesthetically appealing
  - o Possible intrinsic and extrinsic rewards

### **The Benefits and Costs of Beauty**

- Good-looking people do have more friends, better social skills, a more active sex life, and are more likely to attract a mate
- Being good-looking does not guarantee health, happiness, or high self-esteem
- Attributional problems with being good-looking
  - o Is the attention and praise one receives due to one's talents or just one's good looks?
- Pressure to maintain one's appearance
  - o In American society, pressures are particularly strong when it comes to the body
  - o Women are more likely than men to suffer from "modern mania for slenderness"
- Overall, being beautiful is a mixed blessing
  - o Little relationship between appearance in youth and later happiness

### **Antecedents of Attraction**

- **Proximity:** we are more likely to become close with people we see and interact with often
  - o Works because of the mere exposure effect
    - Greater levels of exposure to a stimulus the more apt you are to like it (unless your feelings are actively negative)
  - o Involves actual physical distance plus functional distance
    - Elements of an environment that makes contact more likely among some people

### **The Mere Exposure Effect**

- The phenomenon whereby the more often people are exposed to a stimulus, the more positively they evaluate that stimulus
- Contrary to folk wisdom, familiarity does not breed contempt
  - Familiarity can influence our self-evaluations (like the mirrored image of yourself vs. a picture of you because that's what you're used to seeing)
- Becoming friends by chance
  - Better chance to make friends by having neighbouring seats vs. no physical relation
- Virtual familiarity breeds liking
  - Having an email buddy to exchange emails with a bunch of times, and found that more contact rated the partner much more positively, wanting to hangout with them, etc

### Similarity and Reciprocity

**Similarity:** we are more likely to become close with people who are like us, especially in attitudes and values

- When we like someone, we might adjust our perceptions of similarity (and downplay differences)
- Perceived similarity may be more important than actual similarity
- Alternate view: **repulsion hypothesis**
  - Opposites attract
- Similarity in most contexts is more important than being opposite

### Getting Acquainted

- We tend to associate with others who are similar to us
- Four types of similarity are most relevant
  - Demographic (those who are similar to us in terms of age, sex, etc)
  - Attitude (political views, believe the same things)
  - Attractiveness (more attracted to those in similar level of attraction)
  - Subjective experiences (people who like the same things)
- A 2 stage model of the attraction process
  - People you need → not dissimilar → high similarity → continuing contact
  - Second stage is the negative screen of dissimilarity, third is the positive screen of similarity

### Liking Others who Like Us

- Heider (1958): people prefer relationships that are psychologically balanced
- A state of balance exists when the relationship is characterized by reciprocity
  - Mutual exchange between what one gives and what one receives
- We like people who like us-if they are selective in their liking

### Attraction and Reciprocity

- **Reciprocity:** we are more likely to become close with people who like us back
  - When it comes to romance, we like others who like us and only us

### Pursuing those who are Hard to Get

- Hard-to-get effect

- o The tendency to prefer people who are highly selective in their social choices over those who are more readily available
- We are turned off by those who reject us because they are committed to someone else or have no interest in us
- Psychological reactance can increase or decrease attraction

## **COOPERATION**

- Cooperation is the process of working together to solve problems, achieve goals and survive
  - o Evolutionary perspective: cooperation evolved because it allowed groups to outcompete individuals
  - o In the long run, the small sacrifices people make in the context of cooperation are more than recuperated by longer term gains

### Is Cooperation an evolutionary paradox?

- If natural selection favours behaviour that promotes survival, why are people and animals cooperative?
- Potentially explained by:
  - o Kin selection
  - o Reciprocal altruism
  - o Ability to learn social norms

### Social/Emotional Influences

- People are most likely conditional cooperators
  - o You will cooperate with another person as long as you trust them not to take advantage of you
  - o Empathy (and other emotions) may also enhance cooperative tendencies
  - o Social expectations can lead to empathic tendencies

## **Evolutionary Factors**

### **The Selfish Gene**

- Evolutionary perspective emphasizes survival of the fittest individual's genes, not of the individual
  - o Competitive edge goes to the strongest in the battle for resources

### **Kin Selection**

- Behaviour that helps a genetic relative is favoured by natural selection
  - o Our genes get passed on not only by having our own children, but also when a genetic relative has children
  - o Kin selection is not a conscious process
- How close we are to a given relative may be an even better predictor of altruism

### **Kin Selection in Humans**

- Food sharing is more common amongst close relatives
- Alliances based on kinship have greater stability than those based on other types of ties
- More wealth passed to lineal descendants (excluding spouses) than to less closely related individuals

- Close relatives preferentially sought in times of need
- People are willing to endure more pain for close kin than for far- or non-kin
  - When risks are high, we help closer kin compared to farther kin
  - In low risk situations, we help relatively equally

### **Kin Recognition**

- If kinship is important, kin should be recognizable
- DeBruine 2002
  - Participants played an investor-trustee game with sets of faces who were either morphed with their own or not
  - They invested more with others who looked more like themselves, even though they did not know about the morphing

### **Motivational Factors**

#### **Trust**

- One building block of cooperation is trust
- People are most likely conditional cooperators
  - You will cooperate with another person as long as you trust them not to take advantage of you

#### **Reciprocity Norm**

- The expectation that cooperating with someone (ex helping them) will increase the likelihood that they will cooperate in the future
  - This expectation may start to develop in early life

#### **Reciprocal Altruism**

- You scratch my back.. I'll scratch yours
- Helping others leads to self benefit
  - The group is better off and you therefore benefit
  - Other people can be called upon to return favours
- If the benefit received is more than the cost incurred, individuals who do it will outcompete those who do not
- When the probability of multiple interactions is high, the strategy makes sense
- Indirect reciprocity
  - A kind of reciprocal altruism in which an individual who helps someone becomes more likely to receive help from someone else

#### **Ability to learn social norms**

- Best learners of social norms have a competitive advantage
  - People who learn the norms or rules of their society and follow them are more likely to survive than those who don't
    - Safe and unsafe practices
    - Food preferences
    - Altruism

### **Social Exchange Theory**

- Cooperation motivated by self-interest may stem from our desire to maximize our rewards and minimize our costs
  - o When cooperation is too costly, we don't do it
  - o Rejection of "true" altruism

## Altruism

### Pure helping motive

- Motive to aid or assist another with no thought of self interests
  - o Entirely motivated by the desire to help
  - o Personal gain plays no role in the decision

**Empathy:** the ability to experience events and emotions the way another person experiences them

- Feeling what someone else feels
- Linked to mirror neurons
- Pure altruism is thought to occur when we feel empathy for the person in need
  - o **Empathy-altruism hypothesis**
    - Under low-empathy conditions, social exchange prevails
  - o High empathy is seen to be related to altruism compared to that one

**Perspective-taking:** a process in which we consider what another person might be thinking or feeling in a given situation

- Putting yourself in another person's shoes

Perspective-taking often goes hand-in-hand with empathy

- When we take another person's perspective, we sometimes experience empathy (empathic concern; emotional empathy + other-oriented thoughts)
- Cognitive skill vs. emotional capacity

Consolation in chimps

- We see this in animals, evidence that consolation behaviours happen with these species
- Juvenile chimp who is comforting an adult male who has lost a fight

Rewards of Altruism:

Helping Others to Help Oneself

- Rewards can be psychological as well as material
- Potential rewards can be offset by significant costs

### Feeling Good

- Which produces more happiness-helping yourself or helping others?
- Altruistic behaviour activates areas of the brain associated with receiving material rewards
- Negative state relief model (when you feel distressed for another, by engaging in cooperative behaviour to help them, you relieve your own distress by seeing theirs lift, ex. Parents helping you feel better helps both groups feel better)

## **Altruism or Egoism: The Great Debate**

- Egoistic
  - Motivated by the desire to improve one's own welfare
- Altruistic
  - Motivated by the desire to improve another's welfare
- Is all helping egoistic at some level?

## **The Empathy - Altruism Hypothesis**

- Bateson's model: the proposition that empathic concern for a person in need produces an altruistic motive for helping
- True altruism occurs when the focus is on the other person, not on how you would feel in that person's situation
- Example: someone is depressed, if you cannot adopt their perspective and your response is personal distress, then it is egoistic

## **Convergence of Motives: Volunteering**

- People tend to volunteer for multiple motives
  - Altruistic and egoistic
- Egoistic motives may produce longer active support than altruistic motives
- Altruism is less sustainable over time

## **Cooperation as a Default?**

- Our default inclination may prime us to be cooperative most of the time
- Acting quickly, on instinct, often produces more cooperative behaviours than when there is time to consider costs and benefits
- When making quick decisions, people behave more cooperatively than when they have time to consider pros and cons

## **Week 9: Relationships**

### **Mate Selection**

#### **Mate Selection Preferences**

- Men and women by nature must differ in their optimal mating behaviours
  - Women must be highly selective because they are biologically limited in the number of children they can bear and raise in a lifetime
  - Men are not limited by biology so can afford to be less choosy

#### **Jealousy**

- Jealousy is a common and normal human reaction
- Men and women may be aroused by different triggering events
  - Evolutionary perspective: men are upset by sexual infidelity due to concerns about paternal certainty; women are more upset by emotional infidelity due to concerns about loss of support

#### **Mate Preferences**

- Necessities vs. Luxuries study

- o Participants were given money, some were given small amounts, and some got large amounts
- o Low budget and high budget folks
- o Had to pay for traits they would seek in partner
- o Men were willing to pay more for physical attractiveness and intelligence for those with low money
  - When higher budget, they valued creativity, personality, something special talent, and also resources
- Women varied differently
  - o Valued physical attractiveness less, valued intelligence more with low budget and yearly income
  - o Choosing things they are supposed to be choosing
- Physical attractiveness and smarts vs. income and smarts

### **Sociocultural Perspectives**

- Greater gender parity (equality) is associated with less gender differentiation in mating preferences
  - o The more economic power women have, the more important male physical attractiveness is to them
- Sociocultural researchers offer an alternative explanation for jealousy
  - o Men may be concerned about threat of loss rather than paternal certainty

### **Expressions of Love**

- Male and female stereotypes suggest that men are more likely to chase sex, and women to seek love

### **Receptivity to Sexual Offers**

- Had men and women confederates go through campus and randomly ask people of opposite genders with a pickup line
- “So i’ve been noticing you around campus and I find you very attractive...”
  - o “Would you go out with me tonight?”
  - o “Would you go to bed with me tonight?”
- When it was just a date (go out), a little bit more than 50% said yes for both genders
- 0% of women said yes to sex, whereas a lot more men said yes
- Upon replication they believe it was due to perceived personality characteristics of the proposers

### **Do we know what we want?**

- We have ideas of what our ideal, perfect partner would be
  - o Physical attractiveness, personality traits and other qualities, skills
- Does what we say we want in a romantic partner predict who we actually end up with?

### **Evolutionary Mate Preferences: In Theory and in Practice**

- Women who said what they thought they wanted and looked at who they actually chosen
- When men came in they said attractiveness was very important, and women as well but not as much
  - o Women said earnings prospects were more important for them than to men
- Preferences didn’t really matter when they actually got into a speed dating situation

- o Didn't matter if they were more attractive or had higher earning potential

### **Need to Belong**

- Basic human motive to need to belong
  - o Those with a network of close social ties tend to be happier, healthier, and more satisfied with life than those who are more isolated
  - o Evaluating moment-to-moment changes in feelings of belonging helps ensure that we fit in with others

### **Types of Relationships**

- Friends
  - o Relationships with close friends, and people we may talk about intimate topics with and they won't judge you (platonic relationships)
- Family
  - o Need to connect with family members, extended, etc, and even friends of family sometimes, children connect with family from early on, and if they are not present it can lead to changes in development
- Romantic partners
  - o Need to connect with these people, beginning to seek intimate connection but instead an interest for physical intimacy and emotional
- Social groups
  - o Groups of people who do things together like book club

### **The Thrill of Affiliation**

- Need for affiliation
  - o A desire to establish and maintain many rewarding interpersonal relationships
- People vary in strength of their affiliative need
- Stress arouses our need for affiliation
  - o Misery loves the company of those in the same miserable situation
- Feeling lonely or powerless motivates people to connect with others

### **The Agony of Loneliness**

- Loneliness
  - o A feeling of deprivation about existing social relations
    - Intimate: lack of romantic partner and/or best friends
    - Relational: lack of good quality relationships
    - Collective: lack of social connections that gives us a sense of community
  - o Shyness contributes to social isolation
- We use a variety of methods to cope with loneliness
  - o Drugs
  - o Alcohol
  - o Risky behaviours

### **Belonging Drives Behaviour**

- Feelings created by the desire to belong create a motivation to join social groups
  - o Platonic friendship groups
  - o Romantic partnerships
- Pain of loneliness
  - o Leads people to change behaviour to become included
- Love of togetherness

- o Drives desire to connect
- o Drives need for intimacy

### **Settling for Less for Fear of Being Single**

- People would rather approach those who are unattractive for romantic interest rather than being single
  - o If you see someone attractive it doesn't matter if you're single or not
  - o Those who fear being single rate unattractive as much more attractive than those without fear of being single
  - o Everyone like those who are responsive, but those who are not, if you have a fear of being single you have a higher chance of liking this person

### **Close Relationships**

#### **What is Love?**

- There isn't one, perfect definition of love, but research has identified two main types of love
- Passionate and compassionate
  - o Passionate is romantic love with intimacy
  - o Compassionate are companion relationships like friendships

#### **Passionate Love**

- Romantic love characterized by high arousal, intense attraction, and fear of rejection
- Excitation transfer
  - o The process whereby arousal caused by one stimulus is added to arousal from a second stimulus and the combined arousal is attributed to the second stimulus
    - Ex. you like someone's eyes and as you look into their eyes, you might become attracted to their face and make you attracted to their body, etc
  - o Intensifies emotional reactions, positive or negative

#### **Compassionate Love**

- A secure, trusting, and stable partnership
- Less intense than passionate love, but in some respects, deeper and more enduring than passionate love
- Self-disclosure
  - o Revelations about the self that a person makes to others
  - o Higher emotional involvement increases self-disclosure
- Can have both types of love for the same person

#### **Triangular Theory of Love**

- Sternberg: proposed that different combinations of passion, commitment, and intimacy make up different kinds of love
  - o Passion: physical attraction and drive for sexual expression; motivational component
  - o Commitment: beliefs concerning why you love someone and want to stay with that person; cognitive component
  - o Intimacy: feelings of closeness or bondedness; emotional component

### **Gender and Love**

- Men fall in love more quickly than women and are more likely to endorse romantic beliefs such as 'true love lasts forever'
- Men report more than women that they experienced love at first sight

### **Culture, Attraction, and Close Relationships**

- Are attraction, desire, relationships, and love the same for people all over the world?
  - Passionate love is a widespread and universal emotion, but it is not universally seen as necessary to marriage
  - Cultural influence on mate preference and love is complex
- Not always a bad thing (arranged marriage) and not always need passion
  - Instead, you need to like them, but often times they have fallen in love with the spouses in these relationships
  - Our stereotypes about these are probably false, and culture plays an influential role on how we perceive what is important in a relationship and what is not

### **Evolutionary Explanations of Love**

- Some researchers propose that love evolved as commitment device
  - Strong feelings motivate people to stay together
  - Beneficial for child-rearing
- Hard to live with someone, but if you love a partner through marriage, those strong feelings motivate you to overcome the inconveniences and arguments and can be very beneficial for children
  - Children coming from houses with 2 parents do better, have more resources,

### **Attachment**

#### **Attachment Theory**

- This theory is a framework for understanding how we think, feel, and behave when it comes to love and relationships
  - Early relationships serve as a framework for later ones
  - **Attachment styles** are the expectations people develop for relationships, based on the relationships they had with their early caregivers
    - These styles are the expectations we develop for how relationships work based on what we learn in early relationships

#### **Attachment → Security**

- Learn that needs will be met, or that it takes 2 people for a good relationship, then you get secure attachment

#### **Attachment → Insecurity**

- When people are unresponsive to your needs, and don't comfort you when you need it, you may develop insecure attachment style where you don't feel you can depend on people, where depending on them makes you feel anxious

**Secure Attachment Style:** characterized by trust, a lack of concern over being abandoned, and the view that one is worthy and well-liked

**Anxious/Ambivalent Attachment Style:** characterized by a concern that others will not reciprocate one's desire for intimacy, resulting in higher-than-average levels of anxiety

**Avoidant Attachment Style:** characterized by a suppression of attachment needs, because attempts to be intimate have been rebuffed in the past

- People with this style find it difficult to form intimate relationships

**Which one best describes your feelings?**

**Research about Airport Couples:**

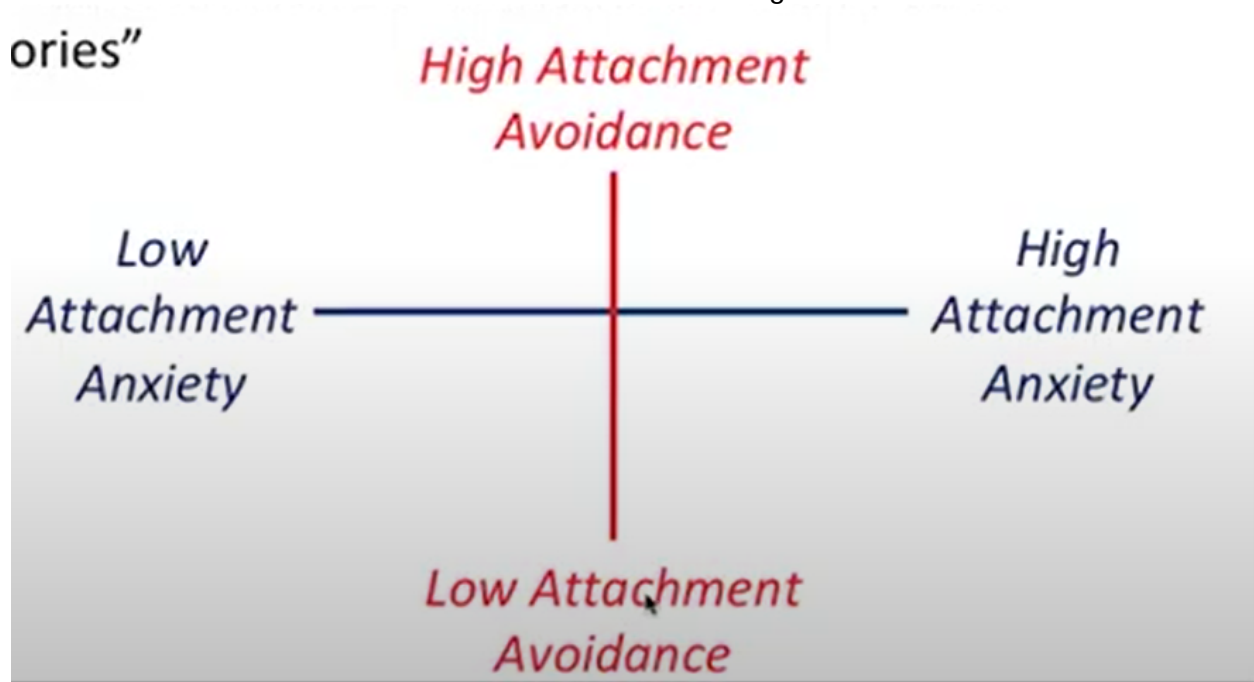
Found plenty of people with anxious patterns and over involved with one another

- Also saw avoidant couples who were next to each other and seemed like strangers
- There were not nearly as many secure relationship attachment members as they thought, they think that this was because these people were kissing and wishing them goodbye as they pulled up and dropped them off
  
- New research suggests that people may have different attachment styles in different relationships
- New research has also shown that genes contribute to a portion of the variability in attachment styles

Two relatively orthogonal dimensions tap individual differences in adult attachment

- Best to think in terms of dimension rather than categories

ories”



- People in low avoidance and low anxiety may be secure attached
- Top left may be avoidant
- Bottom right are very anxious

**Relationship Evaluation**

**The Intimate Marketplace: Tracking the Gains and Losses**

- **Social Exchange Theory:** suggests that how people feel about their relationship depends on perceptions of:
  - o reward/cost ratio: the positives and negatives involved in the relationship
  - o Comparison level: what they feel they deserve in a relationship
  - o Comparison level for alternative: whether they would be better off with someone else or single
- Overall level of rewards will determine whether an intimate relationship develops

**Reward-Cost Ratio:** in SET is the notion that there is a balance between:

- The rewards that come from a relationship, and
- The personal cost of maintaining the relationship
- Can be both relationships, also applying to platonic relationships, certain friends for example

**Comparisons...**

- **Comparison levels**
  - o People's expectations about the level of rewards and punishments they deserve in a relationship
- **Comparison level for alternatives**
  - o People's expectations about the level of rewards and punishments they would receive in an **alternative** relationship

**Investment Model**

- This model suggests that when people put effort into building a relationship, the thing they build (ex. Money, children, time, feelings) can be powerful motivators to stay (ie. **commitment**)
  - o Even if someone isn't satisfied with their relationship and believe they could do better elsewhere or single

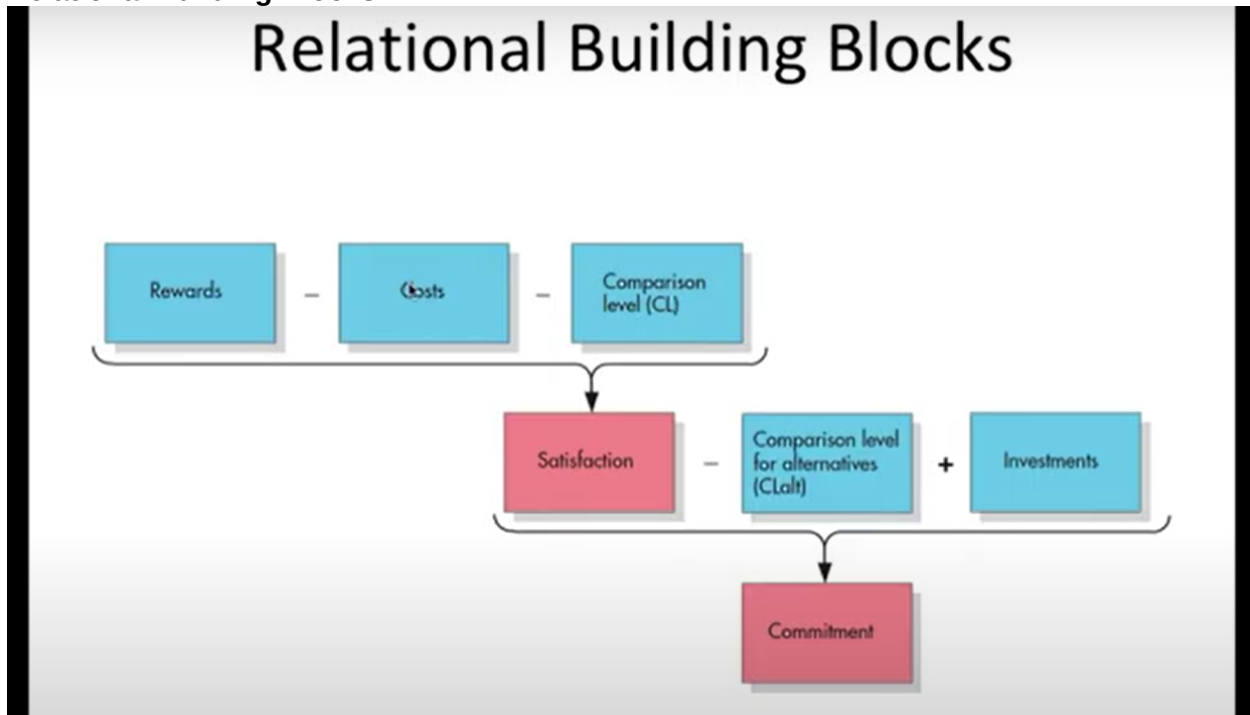
**Equity Theory**

- Suggests that people are happiest in their relationship when the rewards/cost they experience, and the contributions they make, are roughly equal to the rewards/costs and contributions of their partner
  - o When equity is off, partners feel different emotions
- Equity concerns vary. Depending on the type of relationship
  - o **Exchange relationships:** casual relationships governed by the need for a comparable ratio of rewards and costs
    - Maybe with a colleague or classmate, where i do something and they do something for me, negotiated in advance
    - Even with a supermarket, giving you a commodity for money
  - o **Communal Relationships:** long-term, close relationships in which people's primary concern is being responsive to the other's needs
    - Ex. parent-child relationships where a parent is very concerned about child's needs and often inequitable
    - Takes a long time for the pros to outweigh the cons
- The theory that people are most satisfied with a relationship when the ratio between benefits and contributions is similar for both partners

Your benefits / your contributions = partner's benefits / partner's contributions

Balance is what counts

## Relational Building Blocks



## Relationship Processes

### Sexuality

- Kinsey's groundbreaking research during 1940s
  - He studied it in more open terms
- Problems with studying sexual activities
  - Limitations of self-reports (people are reluctant to admit their sex life)
- Men view the world in more "sexualized" terms
- Gender differences in self-report surveys about sexual attitudes and behaviour

### Sexual Orientation

- A person's preference for members of the same sex, opposite sex (heterosexuality), or both sexes (bi)
- Large scale surveys suggest that:
  - About 3-4% of men are exclusively homosexual
  - About 2% of women are exclusively homosexual
- Incidence of homosexual behaviour varies with generations and among cultures
- Sexual orientation should be seen along a continuum
- Increasing evidence that sexual orientation is partly a biological disposition and partly related to social/cultural pressures

### Marital Trajectory

- 73% of American college students surveyed said they would sacrifice most other life goals rather than give up a satisfying relationship
- Marital satisfaction over time has decreased with years of marriage

- o Year 1 to 2 and 8 to 9 has a low dip
- Different types of sexual orientations follow a similar pattern
- Has to do with a degree of excitement, sex is less exciting, etc

### **Relationships and Health**

- Bad relationships are bad for our physical and mental health
  - o Wound-healing
  - o Immune system response
  - o Stress hormones
  - o Blood pressure/heart rate
- Health-wise, it is better to be single than in a bad relationship
- Frequent, fulfilling sex is associated with better health
  - o Cardiovascular health
  - o Reduced morbidity/mortality
- For men, it doesn't matter if the sex is good or bad; for women, the sex needs to be good

### **Communication and Conflict**

- Communication patterns in troubled relationships
  - o Negative affect reciprocity (someone will complain to the other, and the receiver will turn the complaint around on to them ex. Oh yea? I don't do the dishes? Well you're a pig!)
  - o demand/withdrawal interaction pattern( i demand you do something and you withdraw from it and be distant)
- Basic approaches to reducing the negative effects of conflict
  - o Increase rewarding behaviour in other aspects of a relationship
  - o Try to understand the other's point of view
  - o Identify relationship-enhancing attributions (what did you like about them when you first met them to help you find positive aspects to make things more positive)

### **Relationship Maintenance**

- Those who are committed to their relationships rate an attractive individual as less attractive than less-committed individuals
- People who feel a relationship is an important part of their identity will elicit an attractive alternative partner know that they are taken
- Those who are more committed to their partners are more forgiving of their mistakes and shortcomings
- How to keep relationship going strong:
  - o Engage in novel activities together
  - o Maintain trust
  - o Have positive illusions/idealize your partner
  - o Express gratitude for each other
  - o Affirm each other's ideal qualities
  - o Handle conflicts directly and constructively
  - o Be responsive to and prioritize each other's needs, both general and sexual
  - o Capitalize on positive events
  - o cuddle/kiss frequently

### **Relationship Dissolution**

### **Why do relationships end?**

- If you've invested a lot into a relationship, you may be unwilling to end it
  - Sunk cost fallacy (when you spend a lot of time doing something, you often want to persist in doing that thing due to the amount of time spent, but sometimes it is not the right decision)
- Relationships dissolve for a number of reasons
  - Dissimilarity
  - Low rewards and high costs, inequity
  - Attractive alternative partners
  - Major negative relationship events
  - Boredom

### **The best predictors of breakup**

- Positive illusions (good predictor, if not there, likely will breakup)
- Commitment is another factor
- Neuroticism or agreeableness or self-esteem are not good predictors of breakups nor is conflict
  - Depends on how conflict unfolds

### **What breakup does to the self**

- Breakups can undermine our ability to eat and sleep well for a time
- We include our partners in our self-concept, so when the relationship ends, we lose part of who we are
  - Associated with feeling like our self-concept has diminished
  - Can motivate us to change things about ourselves or our routines (cutting hair ex.)

### **How people end relationships**

- Baxter 1982: identified four main strategies people use to end a relationship
  - withdrawal/avoidance (ghosting)
  - Positive tone (ex. Trying to prevent hard feelings)
  - Manipulative strategies (ex. Using a third party)
  - Open confrontation
- People who are less connected to their relationships are more okay with dumping someone via technology
  - Should you though? Not very nice lol
- The role a person plays in the decision to terminate the relationship predicts how they feel post-breakup
  - Those who initiate may suffer less, but often feel guilty and unhappiness
  - Those who get dumped often feel unhappy, lonely, angry and depressed

### **Breaking Up**

- The ability to cope with divorce/break up depends on the nature of the loss
  - The extent to which the line between self and other becomes blurred
  - The interdependency of couples and their investment into the relationship
    - A predictor of both long-lasting relationships and devastating effects should the relationship end

### **Positive silver lining**

- We think we will be more distressed by a breakup than we actually end up being if our relationship ends
- How likely to get into a new relationship after? If they were in love, the person would be single for much longer than they actually were (got together with others much more quickly)

### **Changes in Life Satisfaction Before and After Divorce**

- V shape, bottom of v is divorce
  - o Never reached original peak levels after divorce

Magic of a good relationship requires physiological calm, trust, and commitment

- 

Calm is a balance in physiology, those who were more calm had great relationships as they were gentle with one another, reassured one another

- Had to be measured
- We have to build physiological calm, as when they are calm they can take in information, listen, and be empathetic which is very important
  - o When flooded, they are more likely to be in attack or defend mode

Also comes from trust !

- Trust is measurable
- A trusting relationship leads to intimacy and great sex
- A distrusting relationship leads to loneliness
- The major reason for affairs is due to loneliness as they have found someone who has found them interesting
- Measure the idea, mutual trust = both partners maximize benefits for both people
  - o Game theory
  - o How does my wife see things? Etc

We can measure commitment

- If you are cherishing your partner
- Nurturing gratitude for what you have
- Saying I am lucky to have this person
- This turning point leads to loyalty
- When you have this, you have a safe place and have that magic

But betrayal turning point leads to dissolution

- Comes at the point where you make negative comparisons with partner and alternatives
- Whereas commitment leads to loyalty

Index is about the balance of positive and negative emotions

- A 5:1 index of happiness to negativity is key for happy and stable couples
- 5x as much humour and love than anger and negativity
- To change the index requires the 3 components of the magic

Influence function is about how much a male or female can influence their partner

- One part where male is positive and nice to her, and the other is how influential he is with negativity (negativity is steeper)
- But at a threshold is a part where they can repair,
  - The earlier the repair, the more likely it is to be effective compared to waiting
- Different points of attraction for the flows of the function
  - Couples either attract or move the other way to a different attractor
  - Bunnies in the storm vs. bunny in a fun space
- A stable unhappy marriage flows towards the negative attractor
  - With divorce couples there are many attractors in negative quadrant
  - This is called turbulence, where a lot of energy is expended as one attractor moves to another
- A happy stable company is attracted to the positive quadrant
- You can also simulate a couple with sliders, changing the parameters of the equation to select the best intervention for a couple
- With a positive attractor, no matter where their conversation begins it will be drawn to the positive-positive quadrant

Week 10: Conformity, Social Influence

### **Social Influence**

- Social influence: the ways that people are affected by the real and imagined pressures of others
  - Conformity
  - Compliance
  - Obedience
- What factors lead human beings to yield to or resist social influence?

### **Social Influence as “Automatic”**

- As social animals, humans are vulnerable to subtle, almost reflex-like influences
  - Many animals exhibit rudimentary forms of automatic imitation
  - Humans unwittingly mimic each other all the time
  - Geese do this when their goslings are learning to swim, they exaggerate movements so that they can mimic it
- Mimicry enables people to interact and communicate more smoothly by influencing behaviours, emotions, and even language and speech styles
  - Can be gestures, accents, and even styles

### **The Chameleon Effect**

- Study where a participant was to have a conversation with another (confederate but unknown), at several time points, the confederate engaged in particular behaviour
  - They would rub their face or shake their foot
- When rubbing face, participants also spent more time rubbing their faces, when confederate
- When shaking their foot, the participant was much more likely to shake their foot and not face touch
- This means we mimic without even realizing, another way people's behaviour shapes our own

## Automatic Cognition

- Others influence us without any active thought on our part
  - You don't "decide" to comply with a request, conform to a norm or obey an order
- Influences can be diverse
  - An action you engage in without thinking about it
  - A lifetime of socialization pressure
  - The nature of the built environment
    - Ex. walking into a grocery store, usually you are funnelled through the produce section, when you go in and load up and move through the store. The way you flow through it, the things they make a greater profit on last. Produce is low profit, but things like chips, chocolate, cookies, etc make higher profits for stores, which you get to later in your shop. Displays then become more attractive as you go through the store
    - All of this is unknown and automatic
  - The format of a website/poster/advertisement

Continuum of Social Influence (SHAPES LIKE AN ARROW CONTINUUM)

Opposites:

- Obedience and defiance
- Compliance and assertiveness
- Conformity and independence

Yielding to influence includes (greatest to least)

1. Obedience
2. Compliance
3. Conformity

Resisting Influence includes (least to greatest)

1. Independence
2. Assertiveness
3. Defiance

## Informational Social Influence

### What is Conformity?

- **Conformity:** refers to a change in behaviour resulting from the real or imagined influence of others
  - Cross-species
  - Not inherently good or bad
- Two main reasons for conforming:
  - **Informational social influence**
  - **Normative social influence**

### Informational Social Influence

- Others' interpretation of an ambiguous situation is more correct than ours
  - Not sure how to behave so you look to others
- Provides important information that we may lack (others' behaviour is a guide for our own)
  - Based in a need to be right

- Dangerous if others are misinformed
  - Can yield private acceptance of specific attitudes not just public compliance
- **Private acceptance:** occurs when we conform to others' behaviour and truly believe what they're saying or doing is right
  - We should be adhering to covid safe behaviours, and these behaviours are ones we should be doing and conforming to them
  - Many people accepted the idea that masks are useful, which we have privately accepted and believe is right
  - However, Texas has decided we should return to business as usual, which is not great, as many won't wear masks, as they have not privately accepted these ideas, but have merely publicly complied
- **Public compliance:** occurs when we conform to others' behaviour publicly, but don't necessarily believe in what they're doing or saying
- Can lead to the development of group norms
  - Shown by Sherif with Robbers Cave experiment, participants went (i think different experiment) they went into soundproof and light proof booths, shown a very dark display and saw a little dot and told to look at it
  - The dot will appear to move if you look at it
  - So they ask participants how far it moved, they asked and connected via microphone and asked them to decide whether and how far it moved.
  - Prior to communication, some participants saw a great deal of movement, but when there was a group session, and people's private beliefs about how far it moved is similar to others' results, with a second session it becomes closer, and in third round they all believe the same, conforming to other people's suggestions
  - The idea that we're suggestible is very important, especially with vaccines, especially with someone who died after vaccine, which wasn't really true
- When are people most likely to conform because of informational social influence?
  - Ambiguous or confusing situations
  - Crisis situations
    - Where we all need to respond quickly, usually one person directing
  - Situations with "experts"
    - Medical problem in public, if someone says they're a doctor, you are more likely to comply and listen to them due to their perceived knowledge
- Using others as a source of information can be **dangerous**
  - If they are misinformed, others will adopt their mistakes and misinterpretations
  - "Toxic bus case"
    - Mass psychogenic illness is presumed cause of illness outbreak
    - White powder on bus, which was really flour, but somebody misinterpreted it and thought it was a harmful substance, got sick due to working themselves up, then suddenly other people began coughing and feeling faint, and it turns out that people looked towards one another, called attention to it, and some were feeling ill due to basing their interpretation of another
- How can you resist information social influence?
  - Carefully consider if another person's interpretation of a situation is more legitimate than your own
    - Understand that accepting another person's attitudes will influence your own view of the world
  - Ask yourself questions (ex. "Do the actions of others make sense?")

- o **Seek out your own information, rather than relying on others**

### Normative Social Influence

- When we conform due to **normative social influence**, we do so because we want to fit in with a group
  - o Based on a need to be accepted and liked
    - Don't want to be rejected/punished based on non-conformity
  - o Dangerous when we act unsafely, immorally, or cruelly in order to be liked
    - Ex. hazing, where individuals within a group engage in hazing that ended badly and none of these individuals enjoyed the behaviour, but did so because they were required to by the group norm
  - o Can yield public compliance but not necessarily private acceptance
- Social norm compliance
  - o Complying with implicit or explicit rules a group has for the acceptable behaviours, values, and beliefs of its members
  - o Ex. politeness, greeting someone saying hello, how they're doing, and they may reply with a hi back and ask you how you're doing
  - o This smooths social interactions
- We will conform to group norms when the group is important
  - o Want group members to like/accept us
  - o Happens even when people don't care about the group (interesting)
- Not conforming has a cost
  - o Poor treatment and/or punishment
- Asch Study
  - o Other participants gave the wrong answer on 12 of 18 trials
  - o 76% of the real participants conformed by also giving the wrong answer on at least one trial
    - On avg, participants conformed on about  $\frac{1}{3}$  of the trials
    - Wanted to avoid looking foolish in front of strangers
  - o Follow-up studies show that conformity dropped when:
    - There were fewer confederates
    - When participants wrote their answer instead of saying them aloud
  - o fMRI research shows that non-conformity activates brain regions associated with the experience of negative emotion
- People are afraid of social disapproval, even from complete strangers or when there are no risks for punishment or ostracism
  - o When normative social influence dictates that we should conform and we don't, we feel upset
- When are people most likely to conform to a normative social influence?
- According to **social impact theory**, it depends on:
  - o **Strength:** how important the group of people is to you
    - Ex. if we are part of a group with a specific norm, we are much more likely to engage in that behaviour
  - o **Immediacy:** how close the group is to you in space and time during the influence attempt
  - o **Number:** how many people are in the group
    - The more people you have to nonconform against, the less likely you are to not conform

- **Social impact theory** predicts that conformity will increase when strength and/or immediacy increase
  - Conformity will increase as number does, but only up to a certain point
  - Ex. if 0 people look up, you're unlikely to look up, with 1 person you are much more likely, and it keeps increasing your chances of conforming with more people up to a certain point
- When are people most likely to conform because of normative social influence?
  - When the influence comes from people we like and respect (nonconformity has large costs)
  - When the group is unanimous
  - Ex. Nazis voting to go to war was all but one person, and they were executed
- Our perceptions of a group's norms influence our behaviour, even if the perception is factually wrong (ex. Recreational substance use)
- Normative social influence can
  - Encourage prosocial behaviour (ex. Increasing donations to charity; environmentally-friendly behaviours)
  - Reduce the occurrence of antisocial behaviours (ex. Sexual assault; binge drinking)
  - Ex. reducing the norm of binge drinking in college reduces the perception of the norm to decrease it
- Gender and cultural differences?
  - Women conform slightly more often than men
  - Members of collectivist cultures conform more often than members of individualistic cultures
- How do you resist normative social influence?
  - Become aware of what social norms are operating
  - Find an ally who thinks the way you do
  - Gather idiosyncrasy credits
    - If you have conformed in the past, you may have a bit more leeway to avoid conforming now

### Majority Influence

- Occurs when the behaviours/beliefs of a majority influence the behaviours/beliefs of a minority
  - People conform when they feel insecure and/or they feel pressure to conform
  - 4 factors influence this:
    - Group size
    - Salient and activated norms
    - Presence of an ally
    - Gender

### Group Size

- The presence of 3-4 people is sufficient
  - Influence diminishes beyond 3-4 conforming confederates
- We do more than count numbers, we try to assess the number of independent minds
  - Large "single-minded" groups are less influential than smaller sub-groups of independent thinkers

- o If everyone in the group look identical in terms of belief and behaviour, we end up experiencing all 16 as one mind, it becomes easier to dissent against

### **Norm Saliency**

- A focus on norms
  - o Social norms give rise to conformity only when we know the norms and they are “activated”
    - Cialdini study of littering
      - People less likely to litter in a clean vs. cluttered parking lot
      - Stronger effect when they see a litterbug violate the norm
        - Confederate that was a litterbug, people were less likely to litter in clean situations. They saw someone violating the norm, making it more salient to them to be not like that person
  - o Changing the people's perceptions about norms can change their behaviour

### **Ally Presence**

- Having an ally in dissent
  - o A single confederate who agrees with a dissenter can reduce conformity (in Asch studies, by about 80%)
  - o Any dissent, whether it validates an individual's opinion or not, can reduce normative pressure to conform
    - If one other person who also dissented, it was much easier to not conform

### **On Being a Lone Dissenter: Voting Patterns in the US Supreme Court**

- Looked at the frequency of vote
- Unanimous votes, were 35% of decisions
- The single dissenting minority, 8 to 1 case was only 10% of total
  - o This increases as more people dissent

### **Gender**

- In public situations, women conform more and men conform less
  - o Partly due to traditional gender roles
  - o Familiarity with issue affects conformity more than gender
    - When not familiar with a topic, both men and women equally likely to conform
    - When they are familiar, they are both equally likely to dissent

### **Social Influence in Everyday Life**

- Social influence affects many aspects of life (ex. Clothing, hairstyles, music, activities)
- Shapes perceptions of the ideal body image for both women and men
  - o Can contribute to eating disorders, steroid use, etc
  - o Girls that played with barbie doll showed preferences for skinnier bodies and didn't think they would amount to as much, shapes ways women and men move in career directions
- Affects risk-taking behaviour
  - o Both informational and normative social influence play a role

- o People do stupid things to be liked, ex. Drinking

### **Influencers in the Media**

- Social media has enhanced the role and reach of influencers
  - o But influencers have been around as long as photographs
  - o “The strongest man in the world!” - Bodybuilder guy with a large following
    - Shapes crossfit craze, yoga

### **Minority Influence**

#### **Minority Social Influence**

- **Minority Influence:** occurs when a few group members influence the behaviour or beliefs of the majority
  - o Non-conformists are often disliked/rejected
  - o But - they are respected!
    - Competent and honest
  - o Minority influence refers to the process by which dissenters produce change within their groups
    - Defections can be produced by maximizing minority influence

#### **Moscovici's Theory**

- Nonconformists derive power from the style of their behaviour
  - o Minorities must be forceful, persistent, and unwavering in support of their position
    - Must also appear flexible and open-minded (if you want to effect change, you need to broker a deal, and to do this you have to be flexible)
- BUT dissent often → hostility
- Hollander's modification:
  - o Influence is greater when people identify with them in ways that are relevant and desirable
    - When people relate to dissenters, their influence is greater
  - o First conform, establish credibility; then dissent
    - Begin by first conforming to the norms, and once established reputation and brownie points, then you can dissent and are much more likely to be listened to

#### **Benefits of Dissent**

- Sparks innovation
- Forces other group members to think more carefully, openly, and in new and different ways
- Enhances the quality of a group's output
  - o Forces higher standards
- Must be authentic dissent - playing “devil's advocate” bolsters a majority's position
  - o Pretending to be a dissenter but agree with majority, it can bolster majority, making them feel their position is stronger

#### **Processes and Outcomes of Minority Influence**

- How do majorities and minorities create change?
- Dual Process Theory:

- o Majorities elicit **public** conformity through stressful normative pressures on the individual
  - They put pressure on individual members to conform and creates public conformity; united front
- o Minorities elect **private** conformity by leading others to become curious and rethink their original positions
  - Can cause people to conform minority opinion especially when it is private

### **Majority and Minority Viewpoint Influences on Conformity**

- Depends on type of judgment
  - o Majorities have greater impact on factual questions; minorities exert equal impact on opinion questions
    - Can change things with cleverly placed dissenters
- Also depends on how and when measured
  - o Majorities have more influence when measured directly, publicly or immediately
  - o Minorities exert a strong influence when measured indirectly or privately, when attitude issues are related but not focal to point of conflict, or after passage of time
    - Ex. anonymous voting for minorities allows for a strong influence as they aren't facing direct pressure by the majority

### **Culture and Conformity**

- Cultures differ in the extent to which people adhere to social norms
- What determines whether a culture becomes individualistic or collectivistic
  - o Complexity of the society
  - o Affluence of the society
  - o Heterogeneity of the society
    - Societies with more heterogeneity will become more conformist
    - Diversity leads to greater diverse opinions

### **Compliance**

- **Compliance** refers to a change in behaviour in response to a direct request

### **Mindlessness and Compliance**

- People can be disarmed by the simply phrasing of a request
- How you ask for something can be more important than what you ask for
- We often comply mindlessly to requests without fully processing the information the words convey
- Disrupting mindlessness can also increase compliance

### **Reciprocity**

- Social obligation to give back to others when you receive
  - o If you receive a favour, you have a favour to return
- The norm of reciprocity dictates that we treat others as they have treated us
  - o Leads us to feel obligated to repay acts of kindness, even when unsolicited
  - o Can be used to sanction retaliation against those who have caused us harm
    - Eye for an eye
- Norm of reciprocity is relatively short-lived, at least for small acts of kindness

- o Ensure request is immediately followed by act of generosity
- Restaurant studies:
  - o Have you ever received a mint with your bill?
  - o Does it increase your tip?
    - 1 mint increased tips by 3%
    - 2 mints increased tips by 14%
    - “For you fantastic customers, here's an extra mint!”
      - **23% increase in tips**
  - o Give first - and make sure you have personalized your gift

## Compliance

- **Door in the face technique**
  - o First present a large request which people are expected to refuse
  - o Then present a smaller request which they then find much more reasonable and are expected to accept
  - o Based on the reciprocity norm
    - If you receive something positive, you are expected to reciprocate in kind
    - When request is reduced, you should “meet the requestor half way” by accepting
- **Foot in the door technique**
  - o First present a small request which people are expected to accept
  - o Then present a somewhat larger request which you hope they will also accept
- **Lowballing**
  - o Induce a low cost commitment
  - o Then raise the price
    - Commitment often upheld
- **That's not all Technique**
  - o Begin with an inflated request
  - o Then offer a discount or bonus
  - o Ex. study where you give a cupcake and 2 cookies for 75 cents with a 40% compliance rate, vs. a cupcake and then say you'll throw in the 2 cookies = 75% compliance rate
    - Same deal in reality
    - Auto salespeople often do this where the price is inflated but throw in extra stuff

## Assertiveness: When People Say No

- To resist the trap of compliance techniques
  - o Be vigilant
  - o Do not feel indebted by the norm of reciprocity
  - o Recognize when these tactics are being used and respond accordingly
- Compliance techniques work smoothly only if they are hidden from view

## Obedience

- Behaviour change produced by the commands of authority
- May also be obtained by the symbols of authority, even without the necessary credentials
  - o Titles, uniforms, badges, and the trappings of success

### **Milgram's Research: Forces of Destructive Obedience**

- Subject of much ethical debate
  - Potential psychological harm to participants
  - Profound contribution to our understanding of human nature and an important social problem
- Experiment was presented to participants as a study on the effects of punishment on learning
  - Participants believed they were administering increasingly strong shocks to the learner after incorrect answers

### **His Results Showed an Alarming Degree of Obedience**

- Study involved 40 men from New Haven
  - Administered an average of 27 out of 30 possible shocks
  - 26 of the 40 participants (65%) delivered the maximum volts
  - Control group participants who were not urged to continue by the experimenter refused to continue early in the shock sequence
- On avg, groups Milgram interviewed predicted they would stop at 135 volt level
  - Psychiatrists, college students, and middle-class adults
- No one thought he or she would go all the way to 450 volts
- Similar predictions that other people not deliver the maximum shock

### **Factors that Influence Obedience**

- In original group they were told to go all the way
- 4-5% in control group were not urged
- When done in office building, there was a lower percentage of obedience
- When another person was in charge it reduced obedience
- When experimenter was in remote location and not in the same room it decreased
- When the victim is in the same room, it's still shockingly high but reduced from the 65%
- When participant needed to touch victim, and when the confederates rebel, it goes down
  - If you have allies, dissent is easier

### **Are we all Obedient?**

- No - an individual's character makes a difference
- Authoritarian personality
  - People with high authoritarian personality scores are rigid, dogmatic, repressed, ethnocentric, intolerant of dissent, and punitive
  - Submissive toward figures of authority but aggressive toward subordinates
- Milgram was able to identify factors that increase and decrease the rate of obedience

### **Important Factors in Milgram's Results**

- The authority figure
  - Destructive obedience required the physical presence of a prestigious authority figure
  - Reducing the experimenter's apparent status also reduced obedience to 48%
  - Replacing the experimenter with a regular person (supposedly another participant) reduced obedience to 20%
- The victim
  - Situational characteristics of the victim are important factors in destructive obedience

- o Being seated next to the victim reduced obedience to 40%
- o Having to force the victim's hand onto a shock plate reduced obedience to 30%
- o Obedience was only 15% if the victim had a prior relationship with the participant (unpublished experiment)
- Elements of the procedure
  - o Participants were led to feel relieved of personal responsibility for the victim's welfare (told it was okay, they signed up for it, it won't hurt, etc)
  - o Gradual escalation in small increments was used
  - o The situation was novel, with unknown norms (only person they could use information social norms was from experimenter who was telling them what to do)
  - o The task was quickly paced, preventing participants from considering their values and options, thinking about possible consequences, or making careful decisions

### **Milgram in the Twenty-First Century**

- Analogous experiment in which participants were ordered to cause psychological harm
  - o Harass a job applicant taking a test during a job interview
- When the "applicant" pleaded with the participant to stop
  - o In control group, no one continued
  - o In experimental group, 92% exhibited complete obedience when prodded by experimenter
- Also a replication of the shock study that went up to 150, one of the upsides of the later experiment is that the conditions were similar and there was a decline in obedience for those going to the end of the scale, but not by much
  - o More people stopped
  - o When a dissenting confederate was present, less people went all the way
  - o Suggests we have become less sensitive to authority figures, but not good enough still

### **Lingering Questions**

- Why did Milgram's participants follow orders?
  - o Obedience or engaged fellowship?
- What are the moral implications of their behaviour
  - o Do situational forces provide an excuse?

### **Defiance: When People Rebel**

- Social influence can also breed rebellion and defiance
- Synchrony of behaviour can have a unifying effect on people, increasing their tendency to follow what others are doing
  - o Why military insists on precision drill like marching a way, this synchrony can have a unifying effect related to mimicry effect and increases tendency to follow what others are doing
- Having allies can give individuals the courage to resist orders they find offensive

### **Perspectives on Human Nature**

- Do people tend to accept influence or put up resistance?
- Cultural differences

- o Some cultures value autonomy and independence; others place more emphasis on conformity to one's group
- o Values can change over time
- Will tomorrow's adults exhibit more resistance to social influence? If so, what will the effects be on society as a whole?

## Week 11: Stereotypes

### **Stereotyping, Prejudice, and Discrimination**

#### **Hate Crimes on the Rise**

- Data shows incidents per 100,000 of hate crimes against various religions like Jews and Muslims
- Also against those of different races, ethnic backgrounds, etc

#### **Systemic Racism in Canada**

##### **Average Total Income**

- Black Canadians make less annual income than non-racialized Canadians, both for new immigrants and third-generation Canadians

##### **Unemployment Rate**

- Black Canadians are far more likely than non-racialized Canadians and other visible minorities to be unemployed

##### **Proportion of population with low-income status**

- Black Canadians are nearly twice as likely as non-racialized Canadians to be considered low-income

##### **Expectations for higher educations**

- Although 94% of black youth aged 15-25 said they would like to get a Bachelor's degree or higher, only 60% thought they could

##### **Hate crimes by motivation based on race or ethnicity**

- In 2018, Black Canadians were more likely than any other racial group in Canada to be the victims of a hate crime, according to data reported

### **Stereotypes, Prejudice, and Discrimination**

- Sins of the past seem to be repeating
- Although much has changed, much has stayed the same
- Critically important to understand the complexity and causes of stereotypes, prejudice, and discrimination
- Research indicates that prejudice and discrimination have been decreasing in many countries over the last 70 years
- Elements of it may once again be on the rise, particularly in Western Europe and NA
- Legitimate reasons both to celebrate progress and to acknowledge that prejudice and discrimination remain a fact of life

### **Changes in Attitudes toward Same-Sex Marriage**

- Attitude towards same-sex marriage has substantially improved
- More are supportive of these

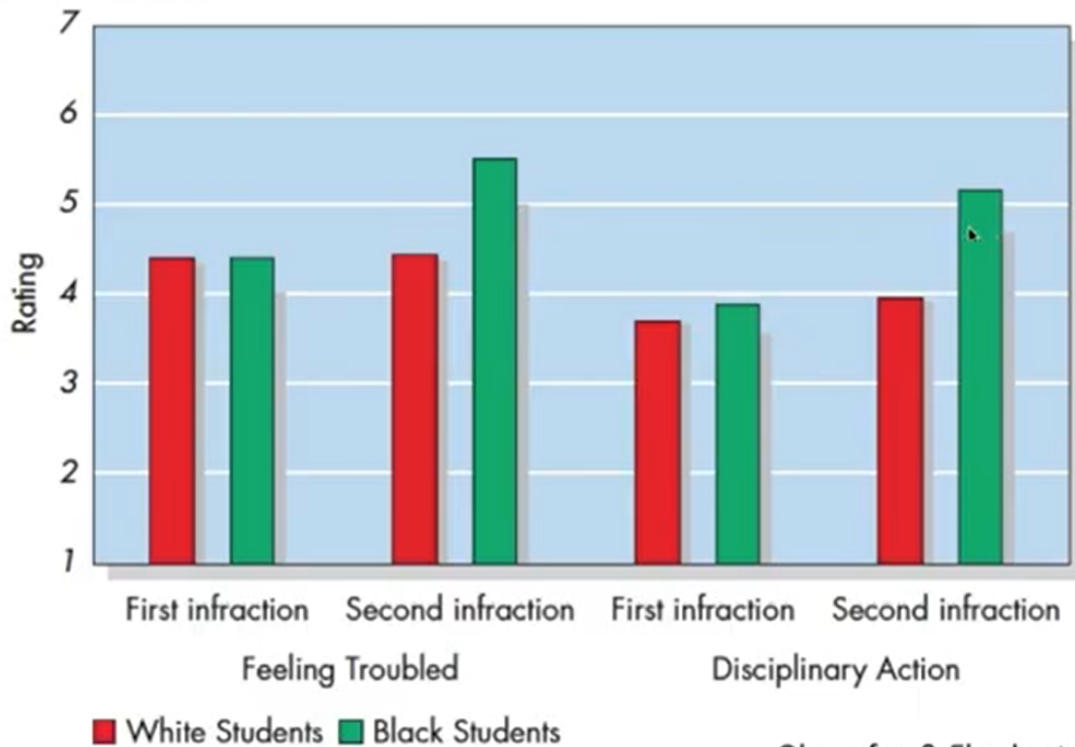
### Changes in Attitudes toward Interracial Marriage

- Much more supportive of interracial marriages, which is a positive trend

### Two Strikes: Race and Teachers' Reactions to Children's Misbehaviour

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## Two Strikes: Race and Teachers' Reactions to Children's Misbehavior



Okonofua & Eberhart, 2015

### Discriminology: School in Wisconsin

- 7% of black students suspended overall
- 27 school days lost for Black Students due to OSS (suspensions)
- Black students are 9x more likely to be suspended

### Different school in the area

- 18% of black students suspended overall
- 69 school days lost for black students due to OSS
- Black students are 3x more likely to be suspended

### Further down the street

- 47% of black students suspended overall
- 126 school days lost for black students due to OSS
- Black students are 13x more likely to be suspended

Southeastern (nice school)

- 100% of lack students suspended overall
- 637 days lost due to OSS
- Blacks are 27x more likely to be suspended

### **Facial Features and Prison Sentences**

- 12,000 mugshots of women in prison
- Turns out that if you look more like women on left with darker skin, luscious lips, and more likely to get longer sentence than a light-skinned african americans

### **The Basics**

#### **Definitions**

- **Prejudice:** a hostile or negative attitude toward people in a distinguishable group
  - o Based solely on membership in the group
- Prejudice is affectively-based (emotional aspect)
- **Stereotype:** a generalization about a group of people
  - o Identical characteristics are assigned to virtually all members of the group, regardless of actual variation among the group members
  - o Connection to schemas
  - o May reduce cognitive load, especially in situations which cognitive demands are high
  - o Ex. all asians are smart
  - o Can be good or bad
  - o Painting all members with same brush
- Stereotypes are cognitively-based
- **Discrimination:** unjustified negative or harmful action toward a member of a group
  - o Based solely on membership in the group
- Discrimination is behaviourally-based

#### **Prejudice is ubiquitous**

- Both minority and majority groups can be targets of stereotyping and prejudice
- Stereotypes are held most often for social groups (ex. Racial and ethnic groups)
  - o Many aspects of one's identity are vulnerable to prejudices

#### **Meta-Stereotypes**

- The level of prejudice does not solely depend on stereotypes about a group, but also depends on meta-stereotypes:
  - o A person's beliefs regarding the stereotype that out-group members hold about their own group (how people in a group think that other people see them)\
  - o If im a member of the group, how do I think other people see that group
  - o Ex. I wear glasses so I am a geek

#### **Intergroup Interactions**

- Individuals engaging in intergroup interactions often
  - o Activate metastereotypes
  - o Worry about being seen as consistent with these stereotypes

- o Ex. if you are a male, maybe you need to be good at math, so seeing math worries you
- People sometimes try to avoid intergroup interaction for fear of:
  - o Appearing prejudiced
  - o Being treated with prejudice

### Colorblind?

- Played a game with 2 participants and one was a confederate which was either white or black
- One person had a bunch of faces on cards? Other person had same cards and tried to match
- When mentioning race you did better, so white participants were more likely to mention race when interacting with white confederate than with black confederate
- White people did better with white people cause they could solve it faster by mentioning race

### Prejudice and Social Roles

#### Prejudice is ubiquitous

- **Gender stereotyping**
  - o Present around age 3
  - o Pink toys for girls and blue cool toys for boys
  - o We associate several occupations with mainly one gender
  - o “Male” jobs are given a higher salary than “female” jobs

#### Gender Stereotypes

- Gender stereotypes are more likely to be challenged today, but they persist
- Children form gender-stereotypic beliefs and preferences around age 3 and use stereotypes to judge people
  - o Neurobiology and evolution contribute to behaviour, but socialization has a stronger influence
  - o The way children are treated reflects stereotyping, so does the way they interact with each other and their environment

#### Sexism

- Prejudice toward a particular gender (most often women) is called sexism
  - o **Hostile sexism:** resentment towards women who are viewed as usurping men's power
  - o **Benevolent sexism:** subjectively favourable, chivalrous ideology that endorses protection and affection for women who embrace conventional roles
  - o Ex. holding doors open for women or doing kind acts for them
- People can score high on both forms of sexism

#### Objectification

- Women are often viewed or treated more as mere bodies or objects and less as fully functioning human beings
  - o Features of the 2 previous types of sexism
  - o Growing trend to objectify men

- Objectification of women produces negative effects on their mental and physical health, academic performance, and social interactions
  - Can lead to depression, eating disorders
  - Plenty of evidence suggesting objectification of men is producing same effects in men

### **Sex Discrimination: Double Standards and Pervasive Stereotypes**

- Sex discrimination continues to exist
- In many parts of the world blatant sexism is the law of the land
- Sex discrimination during early school years may affect career paths in adulthood
  - Girls are supposed to be better at reading, so teachers are more likely in math classes to call on boys, and in language arts to call on girls, reinforcing stereotypes
- Ex. women finally getting to drive cars in Saudi Arabia because sex discrimination continues to happen

### **Social Role Theory**

- Sex differences are magnified by the unequal social roles that men and women occupy
- Development of social roles
  - Division of labour between the sexes emerged as a result of biological and social factors
  - People behave in ways that fit the roles they play, so men have more physical, social, and economic power
    - Be more lady-like, or for men as well for other things
  - Behavioural differences promote perception of men as dominant and women as domestic by “nature”

### **Media Effects**

- Pervasive media images have the potential to perpetuate stereotypes and discrimination
- Media depictions influence viewers, often without the viewers realizing it
- Media influences have been implicated in many current health and behavioural concerns
- Ex. boy vs. girl lego colours

### **Beyond Racism and Sexism: Age, Weight, Sexuality, and Other Targets**

- Bias and discrimination may also be based on other factors
  - Age, body size, physical disabilities or disfigurements, mental health, political ideology, economic class, marital status, religion, sexual orientation

### **Measuring Prejudice**

- Self-report scales that assess different prejudices in a more indirect and subtle way include:
  - Modern Racism Scale
    - Minorities are getting too demanding in their push for special rights
  - Neosexism Scale
    - Women will make more progress by being patient and not pushing too hard for change
  - Modern Homonegativity Scale
    - If gay men want to be treated like everyone else, they need to stop making such a fuss about their sexuality/culture
- These tactics are not outwardly prejudiced, so they’re more subtle

## Modern Racism

- It's no longer ok to be overtly prejudiced!
  - Outwardly acting in an unbiased way while inwardly holding prejudiced attitudes
- People may (knowingly or unknowingly) hide their prejudice to fit in with social norms
  - Methods of measuring prejudice often need to be subtle

## Affect Misattribution Procedure (AMP)

- Shows you a set of pictures of black or white individuals and you would see it very fast and replaced by a character? Some chinese symbol or something unfamiliar
- Also presented for a short period of time
- Then masked with random noise pattern
- Then asked to rate either the face or the character as very negative or very positive
- People are more willing to rate the characters differently when preceded by black or white faces
- Half of trials ask to rate character, other half rate the face
- If character is preceded by a white face and you are more favourable of that than a black face then this can measure implicit prejudice

## The IAT (implicit association test)

- Categorizing judgments of words or images (7 blocks)
- Attitude judgements
  - Pleasant (ex. Sunshine, puppies)
  - Unpleasant (ex. Garbage, vomit)
- Concept judgments
  - Liberal vs. conservative
  - Canadian vs. Foreign
  - Caucasian vs. African-Origin
- Block 1: Learn how to categorize a concept
  - Conservative liberal (and given a picture at the same time)
- Block 2: Learn how to make attitude judgments
  - Pleasant Unpleasant (given a word, in this would be Happiness)
- Block 3 and 4: Concept - Attitude Judgment pairing #1
  - Conservative **or** Pleasant Liberal **or** Unpleasant
  - So now when judging Trudeau you are making same judgments, but words in the same part are in opposition sometimes, so you need to figure out
- Block 5: Learn new location of the concepts
  - Liberal Conservative (picture of Stephen Harper)
  - Change location of liberal and conservative words
- Block 6 and 7: Concept - Attitude Judgment pairing #2
  - Liberal **or** Pleasant Conservative **or** Unpleasant (picture of Trudeau)
  - **OR Sadness**
- To get at implicit attitudes, find the reaction time difference between blocks 3 and 4, and block 6 and 7
  - If you favour conservatives over liberals, you should respond faster to block 3 and 4 (conservative paired with pleasant) than to Block 6 and 7
  - Can also examine error rate
- But what does it actually measure?
  - Association between concepts and positive or negative valence

- o Strength of unconscious stereotypes
- Criticisms?
  - o May be contaminated by familiarity
  - o Cognitive fluency affects pairings
  - o Test-retest reliability is low
  - o Cultural knowledge vs. personal endorsement
  - o Studies show that IAT is sensitive to conscious control
    - “Please be careful not to stereotype on the next section of the task”
- Validity?
  - o Unclear whether it predicts behaviour (independent of explicit measures)

### Measuring Prejudice

- Using a combination of implicit and explicit measures of prejudice can be very important
  - o **Aversive racism**
    - Negative evaluations of racial/ethnic minorities are realized by persistent avoidance of interaction with those groups
    - People who engage in aversive racism often profess egalitarian beliefs and deny racially motivated behaviour
    - They nonetheless change their behaviour when dealing with a member of a minority group
    - Many unconscious thoughts, telling you they are not racist and deny racially motivated behaviour

### What Causes Prejudice?

#### Social Categorization

- We make sense of our social world by putting people (and things) into groups (or categories) according to their characteristics
  - o This is useful and necessary
  - o Categorizing people into groups is rarely neutral
    - If this person is a woman, that tells you aspects about them that may not be true
    - What we call to mind are the schemas we have in our heads and stereotypes. Problematic as they don't apply to all and are often not neutral
  - o Ex. a puppy is easily understood, giving us a common language

#### In-Group Bias

- The tendency to favour an in-group and denigrate an out-group
  - o View in-groups as diverse and out-groups as homogenous
  - o **Occurs even when people are randomly assigned to groups (effects are stronger when people choose their groups)**
  - o Once we become more familiar with them they stand out more
    - She gave a sheep example

#### Social Categorization

- Why do we show in-group bias?
  - o Belonging to a group gives us a social identity

- o Having a social identity contributes to self-esteem
- Researchers have attempted to reduce prejudice by manipulating categories
- The more strongly one identifies with their own group, the more likely one is to discriminate against an out-group

### Activating Stereotypes

- Stereotypes can lead to prejudice and discrimination when **negative stereotypes** are activated
- When might this occur?
  - o We hear someone else make a negative remark about a group
  - o We observe a negative action by one of the group members
  - o Example if you have a stereotype that some kinds of people are lazy, and that type of person does something that may indicate they're lazy, this will activate your stereotype
  - o If you see a women doing bad on math, you think of how they shouldn't be doing math since they are bad
- Devine's (1989) two-step model of stereotyping:
  - o **Automatic processes** trigger stereotyping under certain conditions; no intentionality, control, or awareness involved
  - o **Controlled processes** most often involve a conscious and deliberate decision to suppress the stereotype being activated
    - Motivation to control prejudice
    - The need to feel good about ourselves
  - o Automatic turns it on, and it depends on your ability to control it (what you do with it when it's activated)

### Stereotype Content Model

- Proposes that the relative status and competition between groups influences group stereotypes along the dimensions of competence and warmth
  - o Higher relative status is associated with higher competence
    - Lawyer seems as highly competent, and the dimension of warmth is low
    - Kindergarten teacher may have lower competence but higher warmth
  - o Greater perceived competition is associated with lower warmth

### Mood and Prejudice

- The degree of prejudice someone has for a particular group often stems from how the group makes them feel
  - o The more negative emotions people expect to experience while interacting with members of a group, the greater their prejudice towards the group
  - o Ex. interacting with lawyers may be unpleasant, but if your parents are lawyers its not as bad

### Attributions and Prejudice

- The **ultimate attribution error** refers to the tendency to make dispositional attributions about an entire group of people
  - o Additionally, for outgroups, poor outcomes are seen as dispositionally-caused and successful outcomes are seen as situationally-caused
  - o Mimics fundamental attribution error
  - o Not everyone in an outgroup has the same attributes

- o Stay aware of this

### Competition and Prejudice

- **Realistic conflict theory** proposes that limited resources lead to conflict between groups, resulting in increased prejudice and discrimination
- Ex. how anyone in the EU could travel to EU countries, so people had the right to live and work in the UK. People in Britain became very upset over immigrants taking their job. Overall economically hurt so they acted out and tried to exclude immigrants from community life and services, even though it wasn't really their fault. They voted to leave EU and they still have the same problems with immigrants lol, people see outgroups as cause of problems, even with COVID towards Asian people even though it wasn't their fault

### Normative Rules and Prejudices

- Conformity to social norms may be the greatest determinant of prejudice
  - o Many people hold prejudiced attitudes and engage in discriminatory behaviour in order to fit in with the prevailing majority view of their in-group or culture
  - o Also partially explains the reduction in overt hostile prejudice in recent years
  - o Ex. away team receives discriminatory behaviour because of this and people will engage in these behaviours to fit in with social norms
  - o Ex. when Trump came into office and starting making these discriminatory behaviours the norm, it allowed people who held those attitudes to also engage in the same behaviours

### Normative Rules and Prejudice

- People sometimes conclude that social norms are the way things are supposed to be in order to justify their beliefs
  - o **Injunctification:** a motivated tendency to see the status quo as the most desirable state of affairs
  - o Ex. norm that men are good at math and engineering, we like to suppose there's a reason for that, that there is a natural order which is why we have those attitudes

### Individual Differences in Prejudice

- Research suggests that people who score higher on the following dimensions are more likely to hold negative attitudes toward out-groups:
  - o Right-wing authoritarianism
  - o Religious fundamentalism
  - o Social dominance orientation

### Right-Wing Authoritarianism

- **Right-wing authoritarianism** is characterized by:
  - o High degree of submission to authority figures (submission)
  - o High degree of conformity to rules established by authority figures (conventionalism)
  - o Aggression toward groups that are seen as legitimate targets by authority figures (aggression)
    - Ex. the Nazis against the Jews

- Since authority said it was okay, the behaviour is more prevalent
- High RWAs are more prejudice against ethnic minorities, immigrants, women, and sexual minorities

### Religious Fundamentalism

- **Religious fundamentalism** is characterized by:
  - o Belief in the absolute and literal truth of one's religious doctrines
  - o Belief that one's religion is "right" and that forces of evil are threatening to undermine its truth
  - o Connected to RWA
- This is **not** the same as being religious
  - o Ex. religiosity negatively related to prejudice
- Religious fundamentalism is correlated with prejudice towards members of other religions, single mothers and sexual minorities
- Religious groups that don't conform to majority are discriminated against and treated poorly, this is why people go on Jihad or a crusade, which is problematic
- Being religious is NOT THE SAME THING

### Social Dominance Orientation

- **Social dominance orientation** is characterized by:
  - o Belief that groups of people are inherently unequal
  - o Belief that it is acceptable for some groups to benefit more than others, and for some groups to receive poorer treatment than others
- SDO is connected to racism, sexism, and prejudice towards sexual minorities and immigrants

### System Justification Theory

- **System justification theory** is characterized by:
  - o Motivation to justify and defend the status quo
  - o Belief that the current social, political and economic conditions provide the best outcomes
- Protects conditions that characterize the current state
  - o Individual differences in levels of SJT predict attitudes and behaviours toward out groups

### Consequences of Prejudice

#### Self-Fulfilling Prophecies

- When a member of a minority group is mistreated by a member of a majority group:
  - o The minority group member is likely to:
    - Show reduced performance
    - Experience negative affect
  - o These experiences may confirm the majority group member's biases
    - Leads to future stereotyping
    - Perpetuates discrimination
- Study in the 70s looked at this where a white interviewer who interviewed white or black candidates
  - o The white applicants without knowing it, interviewer sat closer to them and had longer interviews

- They were judged as more competent, etc
  - o Interviewer sat further away from black participants, judged as less competent
  - o They then did a second study where a white interviewer interviewed white participants
    - Interviewer sat closer to some interviewees and further with others
    - This changed how these white applicants were experienced
    - Further distance = less competent and more nervous, because of white interviewer's behaviour
  - o Interviewer behaviour may have caused effect, not as much on the interviewee
- If you meet someone you expect to like, you will probably like them, and vice versa
- Expectations that are perceived affects overall perception of interviewee
- Small behaviours people do, can shape outcomes in the wild, so be aware of this

### **Stereotype Threat**

- **Stereotype threat:** the apprehension experienced by members of a minority group that they might behave in a manner that confirms an existing cultural stereotype
- Being reminded of a negative stereotype associated with one's group may impair performance on a relevant task
  - o Ex. being good at math, saying men are better at math and activating stereotypes, it activates reduced performance

### **Dehumanization**

- People who are prejudiced toward a particular group will deny humanness to members of that group
  - o That is, they describe group members as lacking properties thought to be distinctly human
- There are two main forms of dehumanization:
  - o Animalistic dehumanization
  - o Mechanistic dehumanization

### **Animalistic Dehumanization**

- This involves likening members of a group to animals (ex. Rats, wasps)
  - o Group members are described as lacking civility, logic, refinement, intelligence, culture, and moral sensibility
  - o Associated with contempt and disgust
  - o When institutionalized can cause extremely poor outcomes

### **Mechanistic Dehumanization**

- Mechanistic dehumanization involves likening members of a group to inanimate objects (ex. Robots, wreckage)
  - o Group members are described as being cold and rigid
  - o Associated with lack of empathy

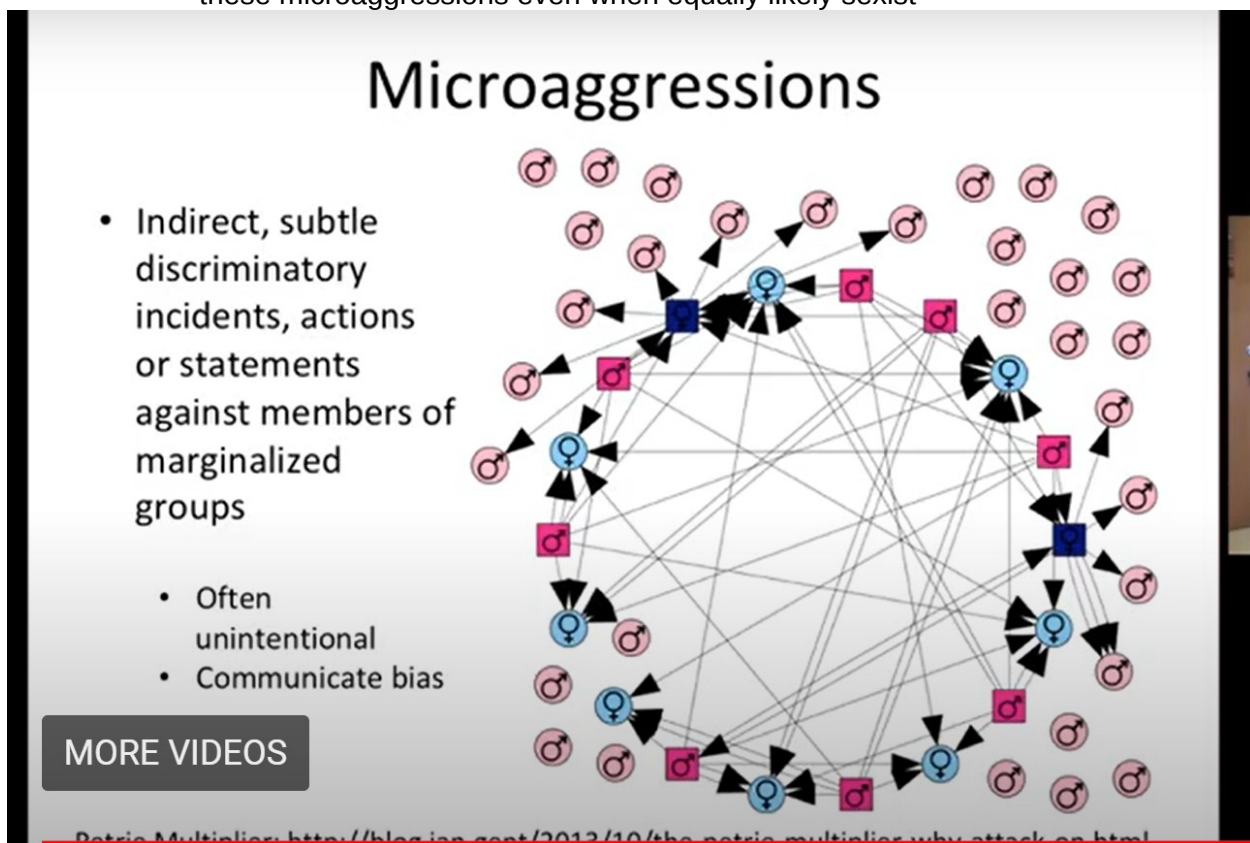
### **Being Stigmatized**

- Stigmatized
  - o Being persistently stereotyped, perceived as deviant, and devalued in society because of membership in a particular social group or because of a particular characteristic
  - o Ex. those with mental and physical disabilities or problems

- We are all targets of other people's stereotypes and prejudices

### Microaggressions

- Indirect, subtle discriminatory incidents, actions or statements against members of marginalized groups
  - Often unintentional
  - Communicate bias
- Petrie multiplier
  - Computer scientist (more men typically in the field than women, 4:1 ratio)
  - Blues are girls, males are pinks
  - Simulation that assumes everyone in computer science is equally sexist and what happens is that people occasionally make sexist comments to someone else
  - People randomly say sexist things and women are equally as likely to say it to a man, but more men than women in comp sci
  - Everytime an arrow touches a box, its when someone receives a comment to them
  - Because sexist comments are said to the opposite sex and more men than women, they got concentrated on women. Women become more likely targets of these microaggressions even when equally likely sexist



### Reducing the Problem

#### Intergroup Contact

- Allport's contact hypothesis

- o Direct contact between hostile groups will reduce intergroup prejudice under certain conditions
- Brown v. Board of Education of Topeka
  - o Racially separate schools were inherently unequal and violated the US Constitution
  - o Contact between black and white students did not have the intended effect on intergroup attitudes
  - o Four conditions of contact hypothesis were not met
  - o When schools were desegregated, it led to far bussing and were victims of many prejudicing and discrimination
    - Didn't have the intended effects

### **The Contact Hypothesis: Conditions**

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

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

### **Intergroup Contact**

- Pettigrew and Tropp meta-analyses found reliable support for benefits of intergroup contact in reducing prejudice by:
  - o Enhancing knowledge about the outgroup
  - o Reducing anxiety about intergroup contact
  - o Increasing empathy and perspective taking
- Most effective when at least some of the four conditions for intergroup contact were met

### **Intergroup Friendships and Extended Contact**

- Friendships across groups is one of the best ways to experience many optimal contact conditions
  - o Equal status
  - o Meaningful one-on-one interactions that extend across time and settings
  - o Cooperation toward shared goals
- Friendships are associated with more positive attitudes and behaviours toward outgroup members

### **Competition and Prejudice**

- **Mutual Interdependence**
  - o A situation in which two or more groups need each other and must depend on each other to accomplish a goal that is important to both groups
  - o Prejudice can be reduced by the creation of common goals

### **The Jigsaw Classroom**

- A cooperative learning method used to reduce racial prejudice through interaction in group efforts
- Model of how to use interpersonal contact to promote greater tolerance of diversity
- Model put in place that allows this
- Ex. because people are mutually interdependent, and the more diverse the group, the more likely you will achieve success. Jigsaw because the different pieces must fit together to solve the puzzle, can't have all the same pieces

### **Shared Identities**

- Common Ingroup Identity Model
  - o When members of different groups re categorize themselves as members of a more inclusive superordinate group, intergroup attitudes and relations can improve
  - o Recognizing shared categorization allows creation of a common ingroup identity
    - Individuals from minority groups or groups that have less power in society may feel overwhelmed and experience a sense of lost identity; may benefit more from dual-identity categorization

### **Trust, Belonging, and Reducing Stereotype Threat**

- Small changes in situational factors can reduce stereotype threat
- Successful interventions
  - o Establish a sense of trust and safety in the situation
  - o Reduce feelings of uncertainty about belonging
- Ex. having more visible women can tackle this
- Study of engineering classes, where there is a group project, and what they did was look at gender composition of groups
  - o Degree of worry was higher for women in groups where there were less women in their group (25% of group compared to 75%)
  - o Participated to a lower degree when very few women in the group, participated more when more women were present

### **Exerting Self-Control**

- Attempting to suppress stereotyping or control prejudiced actions can take mental effort
- Factors that may reduce cognitive resources needed for successful control
  - o Age (young and old may have more difficulty)
  - o Low blood sugar (when hungry harder)
  - o Being intoxicated (hard)
  - o Being physically tired or sleepy
  - o Being affected by strong emotion or arousal
- Motivation to control prejudice
  - o Externally driven: not wanting to appear to others as prejudice
  - o Internally driven: not wanting to be prejudiced
    - More likely to be successful at controlling stereotyping and prejudice
    - Still vulnerable to automatic stereotyping and implicit biases
    - More likely to be influenced by anti prejudice messages that appeal to internal motivations than external motivations

## Productive and Counterproductive Anti-prejudice Messages

- Students were brought into lab to interact with stereotype out group
- Beforehand, there was a control group with no brochure
- Another group had a brochure with the benefits of diversity
- Another group had a brochure about the external motives of prejudice

People who had the external motives to control stereotypes brochure engaged in higher levels of prejudice than those with no brochure, internal was much lower

Week 12: Groups

## Group Processes

### What is a Group?

- A group is a collection of three or more people who interact with each other
  - Group members are **interdependent** in some ways
    - Shared goals, identity, fate, perceived group members as “us”
  - A group of two people is a **dyad**

### Non-interdependence?

- Collectives or assemblages
  - The people who go to the same gym as you
  - The people who are taking this class with you
  - Don't share a common interests
- Lack the interdependence of a true group
  - Little sense of shared identity

### Why do we Join Groups?

#### Social baseline theory

- Posits that the “default” mode of human existence has involved social interaction (social brain)
- Asserts that the presence of other humans confers survival value
- Much less likely to survive alone, individuals don't do as well

Forming relationships with others fulfills a basic human motivation, the **need to belong**

- Innate need (and cross cultural)
- Reduces fear of isolation (being alone)

#### Composition

- **Similarity:** people are attracted to groups of similar others
  - Groups also establish “ground rules”, making members more similar to one another
  - Gives them additional common ground and additional ways to behave that are similar and recognize

#### Social Roles

- **Social roles:** shared expectations by group members about how particular people in the group “should” behave
  - o Instrumental: helps the group achieve its tasks
    - These roles help get things done (task-related)
  - o Expressive: provides emotional support and maintain morals
    - Form the groove holding the group together

### Abilities and Roles

- **Woolley 2007**
  - o Participants work in 2-person teams
    - Object identification task
    - Spatial relationship task
  - o Participants assigned to teams
    - Congruent teams (role assignment matched measured ability)
    - Incongruent teams
    - Homogenous teams
  - o Congruent teams performed best
- Researchers assessed abilities of 100 participants, and put them into 2 person teams and each had 1 person had one doing object and other doing spatial
- They assigned people to teams randomly, but for some they made sure the members were assigned to tasks they had pretested to be better at (people good at object identification to those roles)
- Incongruent is just flipped
- And homogenous was people with both the same skills in these tasks
- Congruent teams did the best and had best relationships, cohesive, etc

### Group Norms

- Groups establish formal or informal norms (rules of conduct) for members
  - o Ex. formal ones would be like rules in a professional organization
  - o Ex. informal ones would be like a book club (types of books allowed, etc)
- Deviations from the norms can threaten group members’ sense of uniformity and social identity
  - o A group norm of individualism can result in members who conform to the norm of non-conformity
  - o This non-conformity promotes diverse viewpoints and more creativity among members
  - o Very specific areas

### Tolerance for Deviating from the Norm

- People rated people saying typical thing much more positively than someone who is more atypical
- In experiment, people were more positive when primed that diversity was good, tolerating more atypical opinion members

### Group norms and tolerance

- Strong norms and little tolerance for deviant behaviour: tight culture
- Relatively weaker norms and greater tolerance for deviant behaviour: loose culture
- Contributors to development of tight or loose cultures in countries

- o Ecological and historical threats, population density, government and religious constraints

### Group Cohesiveness

- **Group cohesiveness:** qualities of a group that bind people together and promote liking
  - o Commitment
  - o Cause
  - o Intimacy
- Group cohesion is associated with better performance, but other variables are important in predicting when and to what extent this relationship emerges
  - o Performance can enhance perceptions of cohesiveness (when you win as a group you become more cohesive)
    - See this in sports teams

### Culture and Cohesiveness

- Cohesiveness is affected in different ways as a function of collectivist vs. individualist cultures
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- Strategies to reduce social loafing
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  - o Asserts that individuals will exert efforts on a collective task when they think their efforts will help achieve outcomes they personally value
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  - o Less prevalent among women than men
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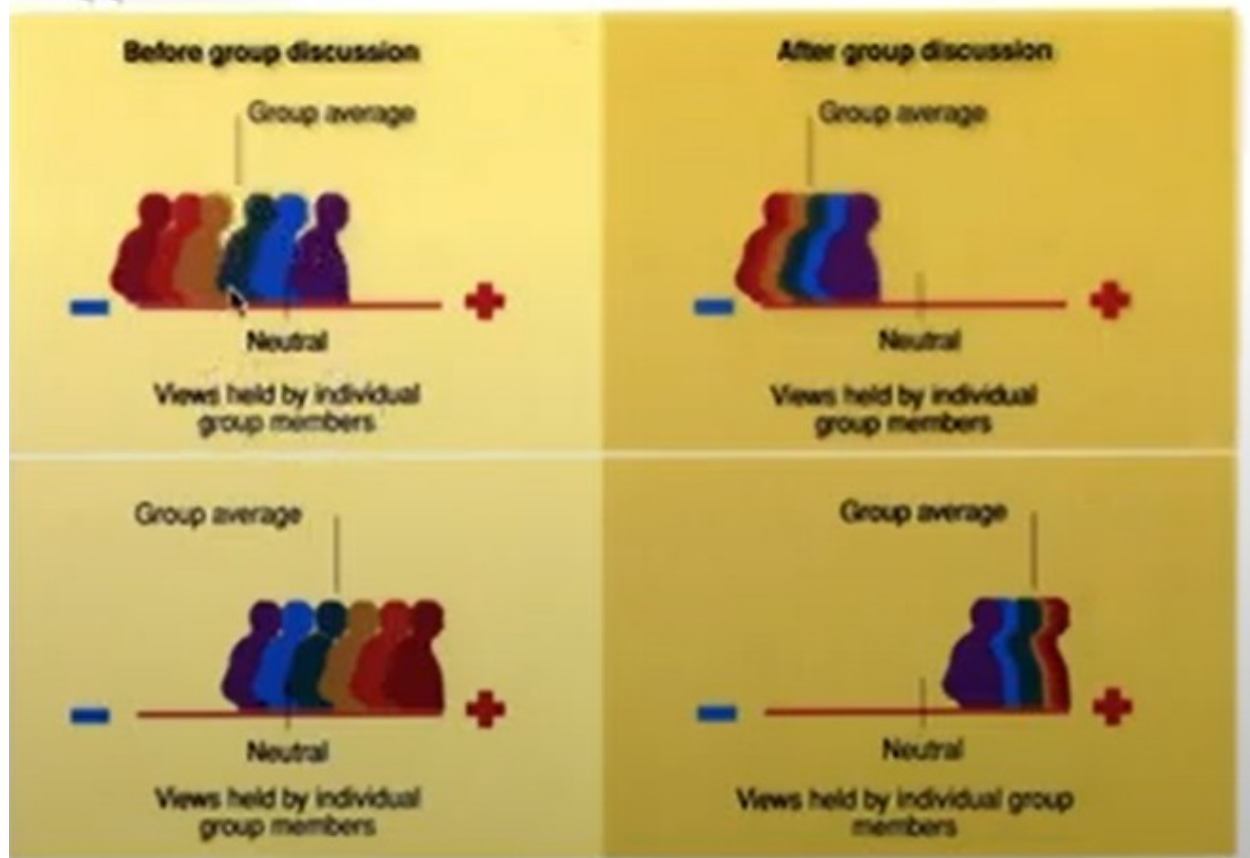
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- o Challenging
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### **Training and Technology**

- Research supports the value of training in improving group performance
- Group support systems
  - o Specialized interactive computer programs that are used to guide group meetings, collaborative work, and decision-making processes
  - o Often improves sampling information, communicating, avoiding groupthink, and arriving at good decisions
  - o More information put out there allows groups to use it and succeed with strong decisions vs. those not using technology this way

### **Conditions for Team Effectiveness**

- Study reviewed research on what makes teams most effective:
  - o Teams should be interdependent for some common purpose and have some stability of membership
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6. Keep the focus in the group meetings on the ideas themselves rather than on the people and relationships within the group.

## Virtual Teams

- “Groups of people who work interdependently with shared purpose across space, time, and organizational boundaries, using technology to communicate and elaborate”
  - o Virtual groups can be more vulnerable to some factors that harm traditional groups
    - Limited interaction can inhibit cohesiveness
    - May have difficulty in socializing new members, keeping roles, sharing information, and developing transactive memory systems

## Culture and Diversity

- Groups are becoming increasingly diverse
- Evidence on effects of diversity on group performance is mixed
  - o Increased miscommunications and misunderstandings can cause frustration and resentment, and damage group performance
  - o Can result in positive patterns of socialization, creativity, and complexity and inclusiveness of group discussions
- Recent research focuses on understanding specific factors that can help groups achieve the benefits of diversity
- Cultural metacognition
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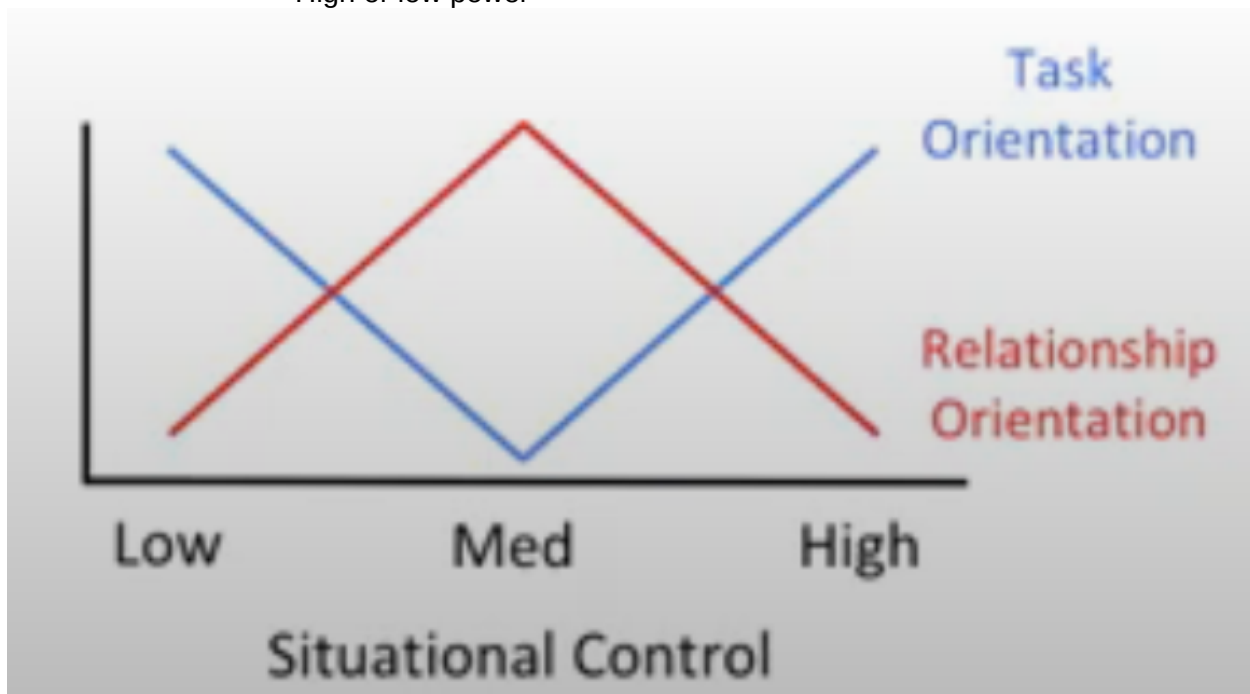
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## Leadership

### Leadership in Groups

- **Transactional leaders:** set clear, short-term goals and reward followers who meet those goals
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  - o Good at meeting the needs of an organization and making sure things run smoothly
- **Transformational leaders:** inspire followers to focus on common, long-term goals
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- Followers and situational factors play important roles in leadership processes as well
- The **contingency theory of leadership** suggests that leadership effectiveness depends on:
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- Good interpersonal relationships with subordinates
    - Perceived as powerful
  - The degree of situational control
    - Work is well defined and structured
- **A task-oriented leader:** is most concerned with getting the job done
  - Best in situations with **high** or **low** control
- **A relationship-oriented leader** is most concerned with the feelings of and relationships between followers
  - Best in situations with **moderate** control
- **What defines the situation?**
  - Work
    - Highly structured and well-defined
    - Poorly structure and poorly defined
  - Quality of relationships between leader and subordinates
    - Good or bad
  - Perception of leader
    - High or low power



- Low control is good for task oriented leaders as the leader can assign what each person should do and give orders
  - Or when demands are high
- Harder for these leaders in medium situational control

### Gender and Leadership

- Societal norms dictate that women are “supposed” to behave in a certain way
- Women who behave in a more communal way are seen as having less leadership potential
  - Unfortunately, female leaders who are more agentic or use a transformational style are also evaluated negatively (particularly by male followers)

### Group Processes

## What is a Group?

- A group is a collection of three or more people who interact with each other
  - Group members are **interdependent** in some ways
    - Shared goals, identity, fate, perceived group members as “us”
  - A group of two people is a **dyad**

## Non-interdependence?

- Collectives or assemblages
  - The people who go to the same gym as you
  - The people who are taking this class with you
  - Don't share a common interests
- Lack the interdependence of a true group
  - Little sense of shared identity

## Why do we Join Groups?

### Social baseline theory

- Posits that the “default” mode of human existence has involved social interaction (social brain)
- Asserts that the presence of other humans confers survival value
- Much less likely to survive alone, individuals don't do as well

Forming relationships with others fulfills a basic human motivation, the **need to belong**

- Innate need (and cross cultural)
- Reduces fear of isolation (being alone)

### Composition

- **Similarity:** people are attracted to groups of similar others
  - Groups also establish “ground rules”, making members more similar to one another
  - Gives them additional common ground and additional ways to behave that are similar and recognize

### Social Roles

- **Social roles:** shared expectations by group members about how particular people in the group “should” behave
  - Instrumental: helps the group achieve its tasks
    - These roles help get things done (task-related)
  - Expressive: provides emotional support and maintain morals
    - Form the groove holding the group together

### Abilities and Roles

- **Woolley 2007**
  - Participants work in 2-person teams
    - Object identification task
    - Spatial relationship task
  - Participants assigned to teams

- Congruent teams (role assignment matched measured ability)
  - Incongruent teams
  - Homogenous teams
- o Congruent teams performed best
- Researchers assessed abilities of 100 participants, and put them into 2 person teams and each had 1 person had one doing object and other doing spatial
- They assigned people to teams randomly, but for some they made sure the members were assigned to tasks they had pretested to be better at (people good at object identification to those roles)
- Incongruent is just flipped
- And homogenous was people with both the same skills in these tasks
- Congruent teams did the best and had best relationships, cohesive, etc

### **Group Norms**

- Groups establish formal or informal norms (rules of conduct) for members
  - o Ex. formal ones would be like rules in a professional organization
  - o Ex. informal ones would be like a book club (types of books allowed, etc)
- Deviations from the norms can threaten group members' sense of uniformity and social identity
  - o A group norm of individualism can result in members who conform to the norm of non-conformity
  - o This non-conformity promotes diverse viewpoints and more creativity among members
  - o Very specific areas

### **Tolerance for Deviating from the Norm**

- People rated people saying typical thing much more positively than someone who is more atypical
- In experiment, people were more positive when primed that diversity was good, tolerating more atypical opinion members

### **Group norms and tolerance**

- Strong norms and little tolerance for deviant behaviour: tight culture
- Relatively weaker norms and greater tolerance for deviant behaviour: loose culture
- Contributors to development of tight or loose cultures in countries
  - o Ecological and historical threats, population density, government and religious constraints

### **Group Cohesiveness**

- **Group cohesiveness:** qualities of a group that bind people together and promote liking
  - o Commitment
  - o Cause
  - o Intimacy
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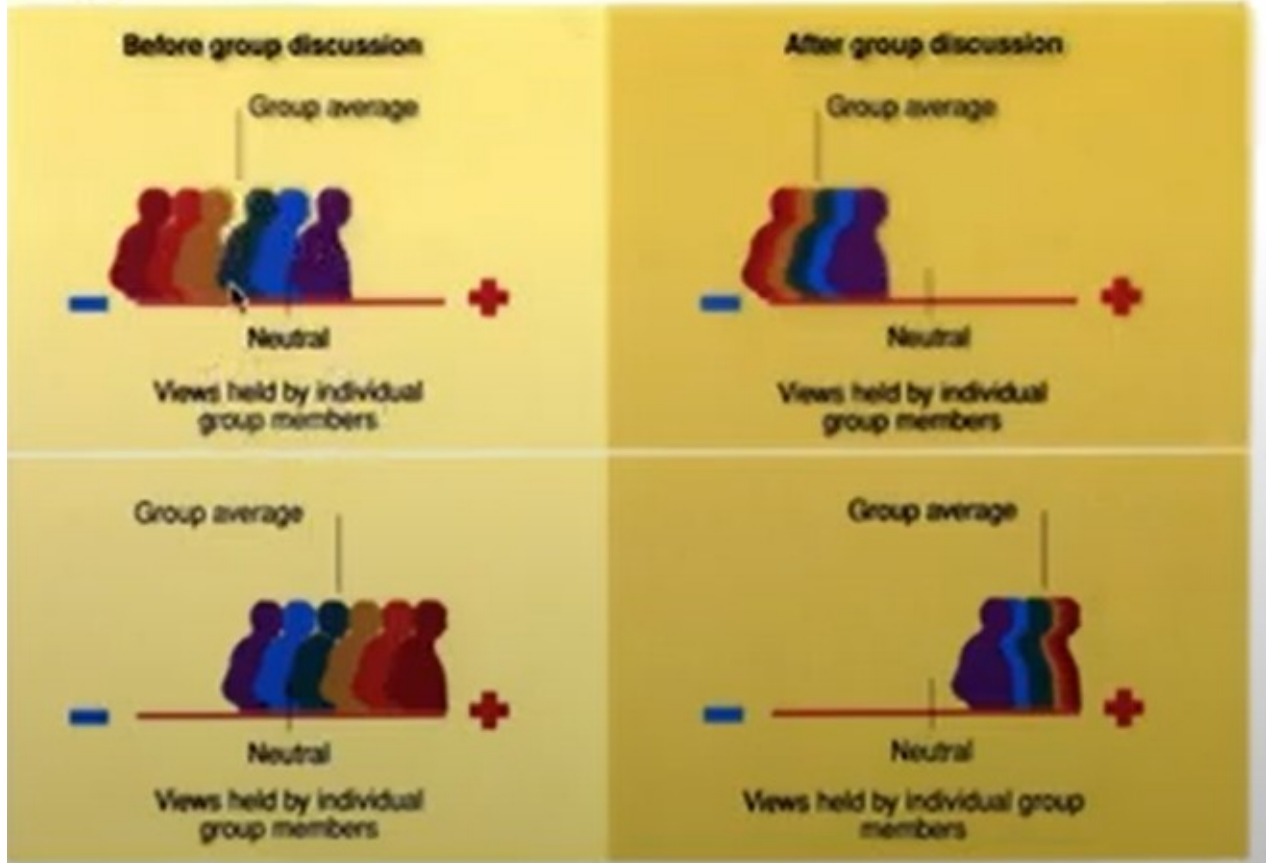
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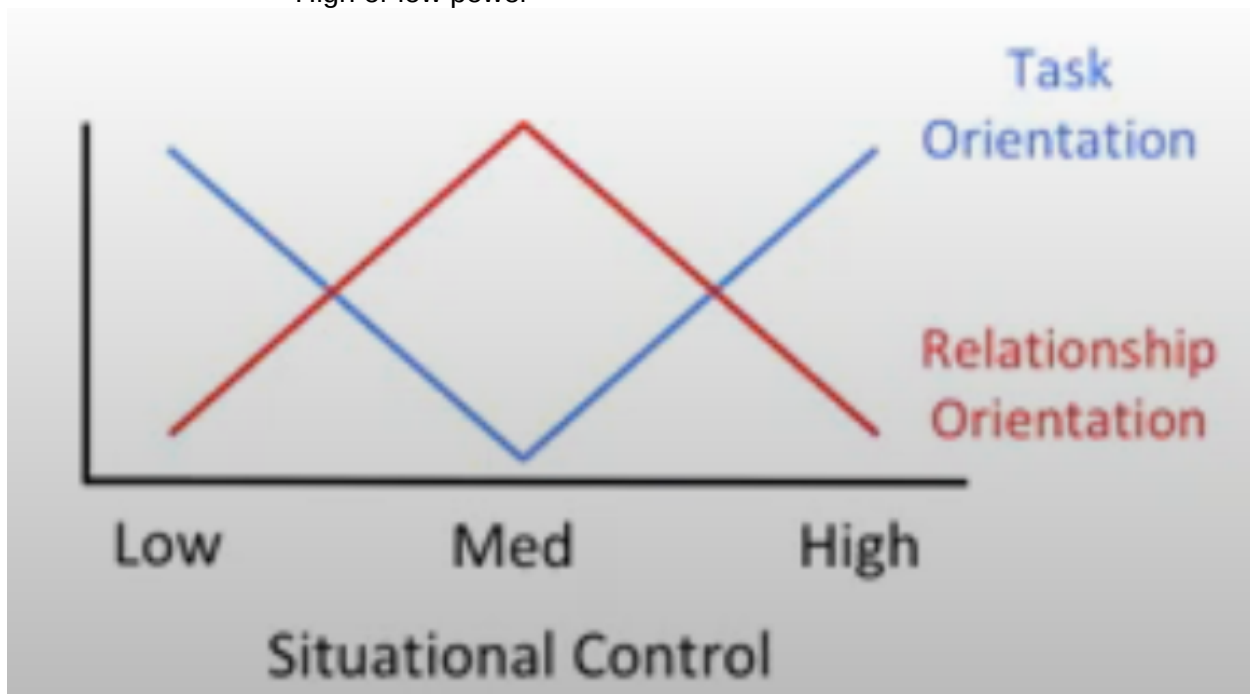
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  - Quality of relationships between leader and subordinates
    - Good or bad
  - Perception of leader
    - High or low power



- Low control is good for task oriented leaders as the leader can assign what each person should do and give orders
  - Or when demands are high
- Harder for these leaders in medium situational control

### Gender and Leadership

- Societal norms dictate that women are “supposed” to behave in a certain way
- Women who behave in a more communal way are seen as having less leadership potential
  - Unfortunately, female leaders who are more agentic or use a transformational style are also evaluated negatively (particularly by male followers)

## Week 13: Pro and Anti-social Behaviour

### Prosocial Behaviour

#### What is Prosocial Behaviour?

- **Prosocial behaviour** refers to any behaviour performed with the goal of benefiting another individual
- Motivated by:
  - o **Self-interest** may cause prosocial behaviour if people desire to receive “credit” that can be returned (cooperation)
  - o **Altruism** refers to the desire to help others even if it involves a cost to the helper

Benefits of Helping	Costs of Helping
Feel Good	Physical Danger
Avoid punishment	pain
Gain social approval	Embarrassment
Decrease distress felt when seeing someone in need	Time consuming
Reciprocation of help	Monetary loss

#### Situational Influences - When do people help?

##### Environment

- People in rural (vs. urban) areas tend to help more
  - o **Urban overload hypothesis:** people living in cities are bombarded with stimulation, so they keep to themselves in order to avoid being overloaded by it
- Reputational concerns
  - o People living in cities may not know each other well enough that they can earn “social currency” by helping others
  - o Membership in a community increases prosocial behaviour
    - In rural areas, individuals are more visible so helping might enhance reputation
    - Social norms for helping may be more visible so social loafing may be reduced

##### Time Pressure

- Time pressure can conflict with one’s good intentions of helping
  - o May fail to notice the need
    - Darley and Batson’s Good Samaritan Study
      - Seminary students failed to help when in a hurry
      - Ethics become a luxury as the speed of our lives increase
  - o May be less likely to accept responsibility
  - o May decide the costs of helping are too high

### **Nature of the Relationship**

- Flashback to **communal** vs **exchange** relationships
  - We may help people with whom we have communal relationships and people with whom we have exchange relationships, but our motives for helping are often different

### **Media Effects**

- The possible harmful effects of violent media get a lot of attention
- Might prosocial media have positive effects, including promoting prosocial attitudes and behaviours?

Participants in a study with video games on prosocial

- Participants were more helpful after playing a prosocial video game than a violent one

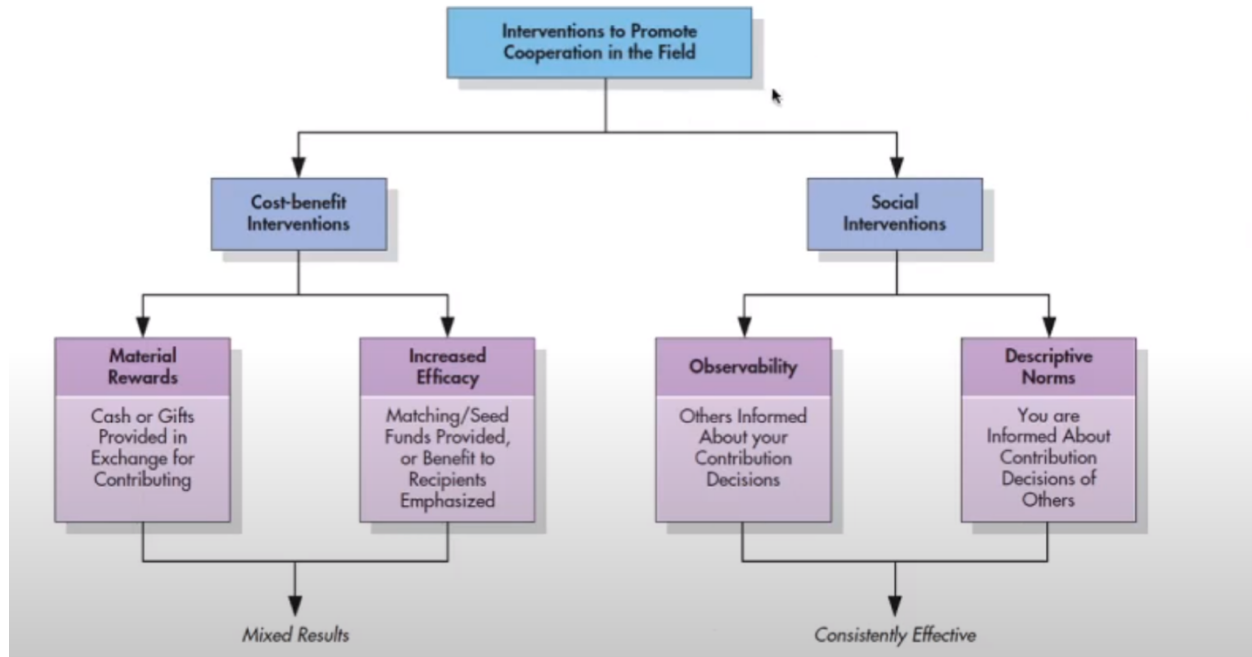
### **Role Models and Social Influence**

- Observing role models increases the modeled behaviour in others
  - Parents are especially important role models

### **Social Influence**

- Social influence
  - Used by charities and fundraisers to motivate donations
- Reluctant altruism
  - Altruistic kidneys of behaviour that result from pressure from peers or other sources of direct social influence

# Promoting Cooperation in the Field



## Bystander Effect

- Effect whereby the presence of others inhibits helping
- Tragic stories of assault, violence, and murder
  - Why does no one help

## Bystanders

- **Bystander Effect:** the greater the number of bystanders who witness an emergency, the less likely any one of them will help (Latane and Darley)
- Kitty-Genovese worked at a bar and was walking home in the morning, and she was attacked by a person with a knife and there were plenty people awake around, but no one did anything
  - At least around 37 people who didn't call police
- **Pluralistic Ignorance:**
  - Bystanders assume that nothing is wrong in an emergency because no one else looks concerned
- **Diffusion of responsibility:** each bystander's sense of responsibility to help decreases as the number of witnesses to an emergency or crisis increases

Study with a confederate faking a seizure

- Participants who believed they were the only bystander helped a lot more than those believing there were four others besides themselves

## Bystander Intervention

- According to Latane and Darley, people go through five decision-making steps before they help someone in an emergency
  - If bystanders fail to take any one of the five steps, they will not help

## Five Steps

Step 1: Notice the event

- Why we might fail to take this step: Distracted, in a hurry, etc

Step 2: Interpret the event as an emergency

- Why we might fail to take this step: **Pluralistic ignorance**
  - Ties to **informational social influence**
  - The more ambiguous a situation is, the less likely people are to view it as an emergency

Step 3: Assume responsibility

- Why we might fail to take this step: **Diffusion of responsibility**

Step 4: Know an appropriate form of assistance

- Why we might fail to take this: lack of knowledge and/or competence, lack of communication between responders

Step 5: Decide to implement help

- Why we might fail to take this step: costs of helping perceived to be too high

Even in young kids we see bystanders effects

- When by themselves they will help confederate
- But when with 2 other kids (confederates) they are much less likely to help
- But more likely to help if other 2 kids have barriers to keep them at their desks

## The Bystander Effect Online

- Virtual presence of others reduces likelihood that any one individual will intervene
- Diffusion of responsibility can be greater because of additional physical and psychological distance of online interactions

## Avoiding the Bystander Effect

- The bystander effect can be reduced or reversed when:
  - The other bystanders know or feel connected to each other
  - Effective helping would require multiple helpers
  - People feel they will be scorned for failing to help
- A person in a leadership role, or who is in a helping occupation, is more likely to help

## The Legacy of the Bystander Effect Research

- The legacy of the bystander intervention research lives on today as it is being applied to training programs designed to encourage witnesses to destructive behaviours such as bullying and sexual assault to take action

## Getting Help in a Crowd: What should you do?

- Counteract the ambiguity of the situation by making it very clear that you do need help

- Reduce diffusion of responsibility by singling out particular individuals for help with
  - o Eye contact
  - o Pointing
  - o A direct request

## **Personal Determinants of Prosocial behaviour**

### **Are some more helpful than others?**

- Some people tend to be more helpful than others
- There may be a heritable component to helpfulness
  - o Situational factors may override or influence the effects of personality on prosocial behaviour
    - Gender
    - SES
    - Cultural differences
    - Mood

### **What is the Altruistic Personality?**

- People who tend to be more helpful are more likely to:
  - o Be very agreeable
  - o Be relatively humble
  - o Exhibit internalized and advanced levels of moral reasoning that considers others' needs
  - o Behave more altruistically than others
  - o Show empathetic concern for others

### **Gender and Helping**

- Men
  - o More likely to help in dramatic ways when they feel in competition with another man
  - o Less likely than women to seek help
- Women
  - o More likely to provide social support
- There does not seem to be a gender difference in which gender is more likely to help others

### **Culture and Helping**

- The role of culture in helping is complex
  - o Religiosity
  - o World change orientations
  - o Values associated with self-transcendence
  - o Cities
- The relationship between collectivism or individualism and helping is mixed
  - o More likely to help in-group than out-group everywhere

### **Socioeconomic Status (SES) Differences**

- Piff et al. found that people with lower (vs. higher) SES tend to be more helpful
  - o May reflect greater concern for the needs of others

- However, priming higher-SES people with stimuli that triggers compassion can increase their helpfulness

### **Mood**

- “Feel good, do good”
- Isne and Levin’s dime study - dropping dimes in phone booths, and those who found the dime were more likely to help
  - o When we’re in a good mood, we tend to look on the bright side of life
  - o Helping others prolongs our good mood
  - o Being in a good mood increases self-awareness

### **Good Moods and Doing Good**

- Sensory conditions, (ex. Weather, ambient scent) affect willingness to help

### **Mood**

- “Feel bad, do good”
  - o We are also more likely to help if we are feeling guilty, sad, or distressed
  - o **Negative-state relief hypothesis:** people help in order to alleviate their own sadness and distress
  - o Not all negative emotions increase helping behaviour

### **Bad Moods and Doing Good**

- Negative feelings can promote prosocial behaviour
- Weaker relationships than with good moods

### **Interpersonal Influences**

- Are some people more likely to receive help than others?

### **Perceived Characteristics of the People in Need**

- People are more likely to offer help and cooperation to others who are:
  - o Physically attractive
  - o Interpersonally attractive
  - o Not perceived as being responsible for the situation they are in

### **A Little Help for Our Friends, and Others like us**

- People are usually more helpful to those:
  - o They know and care about: exchange vs. communal relationship
  - o Who are similar to themselves
  - o Who are in their ingroup
- Identity fusion
- Helping can also be perceived as a sign of superiority over the person who is helped

### **Study done**

- 90% of people helped a jogger that was a part of their ingroup
- 30% helped when they were part of an outgroup

### **Culture and Who Receives Help**

- Compared to individualists, collectivists may be more likely to help ingroup members but less likely to help outgroup members
- Cultures vary in their endorsement of norms
  - o Reciprocity
  - o Equity
  - o Social responsibility
  - o Justice
  - o Fairness

### **Who Should Receive Help? A cross-cultural Difference - Organs**

- Asked americans (highly individualistic) and ukrainians about a person who needed an organ
  - o When they were perceived as responsible for the need, americans were less likely to say they deserved it than when they were not responsible
  - o Ukrainians much more likely to help in responsible situations
- When the one needed the help was deemed a contributor to society, americans were more likely to help, but Ukrainians (collectivist) were extremely more likely to help in this case

## **ANTI-SOCIAL BEHAVIOUR**

### **Aggression**

- **Aggressive behaviour** refers to intentional behaviour aimed at causing either physical or psychological pain
  - o **Reactive or hostile aggression:** aim is to inflict pain/injury
    - Usually stemming from feelings of anger
  - o **Proactive or instrumental aggression:** aim is designed to achieve a goal (ie. coerce someone into doing something)
    - Pain is often the means to achieve the goal
- Aggressive behaviour can be:
  - o **Direct or indirect**
  - o **Physical or verbal**

### **Why do we aggress?**

### **Influences on Aggression**

- Neural, genetic, etc

### **Insights from Evolutionary Psychology**

- Aggression is thought to have evolved as a means of defending ourselves and our relatives (ex. Against attack)
  - o May be genetically programmed
    - Can directly enhance the likelihood of survival
      - Self
      - Offspring
    - Helps in hierarchy formation (ex. dominance) and regulation
      - Can contribute to a reputation for toughness
      - Females may prefer a dominant male
      - May protect paternity through jealousy-motivated aggression

### Insights from non-human animal studies

- Non-human animal studies suggest that aggression can be instinctual or learned
  - Some species are more aggressive than others
  - The environment of rearing may be important

### Genes, Hormones, and the Brain

- Is an aggressive personality type due to genes?
  - Heritability appears to explain about  $\frac{1}{3}$  to  $\frac{1}{2}$  of the variation of aggression in children
  - The strength of the relationship varies based on type of aggression

### The Warrior Gene

- Monoamine Oxidase A (MAO-A): codes for an enzyme that breaks down certain neurotransmitters
  - Deficiency in MAO-A can alter neurotransmitter levels and lead to enhanced aggression in monkeys and humans
  - Effects only arose in context of early childhood maltreatment

### Physiology of Aggression

- Testosterone: positively associated with social dominance; may prepare body to respond to challenges
- Does it cause aggression?
  - Only sometimes
    - Necessary but not sufficient
    - Winning a match can increase testosterone levels
    - Violent prisoners have higher testosterone levels
      - May be related to dominance
  - High testosterone and low cortisol predicts aggression, particularly in the context of status-seeking or dominance
    - Serotonin: involved in impulse control, affect regulation, sleep and appetite
  - Reduced serotonin may be associated with increased violence, especially impulse-related aggression
  - Associated with alcohol-induced impulsive violence
  - Boosting serotonin can reduce aggressive behaviour
    - Dopamine: involved in motivation, reward arousal and behaviour
  - Increased dopamine may enhance proactive aggression
    - Norepinephrine: facilitates autonomic nervous system reactivity (fight or flight)

### Brain and Executive Functioning

- Executive functioning
  - The cognitive abilities and processes that allow humans to plan or inhibit their actions
- Link between poor executive functioning and high aggression
- Variance in brain activity of teens in relation to aggression

## Neurobiology of Aggression

- Amygdala: controls affective regulation and arousal
- Prefrontal cortex: inhibitory control
- Striatum: associated with reward responsiveness
- Psychopathic individuals
  - Smaller amygdala than controls
  - Reduced amygdala response during fear conditioning
  - Reduced responsiveness to other people's facial emotion
  - Reduced connectivity between these brain regions may reduce ability to internalize social norms

## How is Aggression Learned?

- Aggressive behaviour is strongly affected by learning
- Aggression can be positively as well as negatively reinforced
  - Positive reinforcement: aggression produces desired outcomes
  - Negative reinforcement: aggression prevents or stops undesirable outcomes
- Punishment is most likely to decrease aggression when it
  - Immediately follows the aggressive behaviour
  - Strong enough to deter the aggressor
  - Consistently applied and perceived as fair and legitimate by aggressor
- These stringent conditions are rarely met, and when not, the punishment can backfire

## Study with hockey players

- Higher percentage per player for North-Americans with aggressive penalties than for European players
- For non-aggressive penalties, both are relatively equal

## Social Learning

- **Social learning theory:** we learn social behaviour (ex. aggression) by observing others and imitating them
  - In Bandura's BOBO doll studies, children who had watched an adult model aggressive behaviour towards the doll later imitated those behaviours
    - The children also engaged in novel forms of aggression towards the doll
    - Non-aggressive models can reduce aggressive behaviour

## Culture and Aggression

- Human cultures vary widely in their degree of aggressiveness
  - Cultural aggression can change over time
  - **Honour cultures**
    - Male honour = power, toughness, protection
    - Protecting one's reputation
    - Little or no provocation
  - Macho subcultures
    - Every male is your competition
- Aggressive tendencies may also be culturally transmitted
  - Sapolsky and Share
    - Troop of baboons
      - Most aggressive males died from eating poisoned meat
      - Only low aggressive males remained

- Marked reduction in aggressive actions within troop
- Effects persisted even after new males arrived in the group and current males remained

#### Culture of honour study

- Jealousy was more accepted than non jealousy if it led to aggression
- More acceptable when it was due to jealousy

### When do We Aggress?

#### Frustration

- We experience frustration when we perceive that we're being prevented from obtaining a goal
  - o Frustration is particularly likely to lead to aggression when:
    - You are close to reaching your goal
    - The frustration is unexpected

#### The Frustration-Aggression Hypothesis

- Frustration-aggression hypothesis
  - o The idea that frustration always elicits the motive to aggress, and all aggression is caused by frustration
- Displacement
  - o Aggressing against a substitute target because aggressive acts against the source of the frustration are inhibited by fear or lack of access
- Catharsis
  - o A reduction of the motive to aggress that is said to result from any imagined, observed, or actual act of aggression

#### The Evidence...

- Frustration does not always produce aggressive inclinations
  - o Provoked individuals are likely to displace aggression toward those they dislike or toward out-group members
  - o Catharsis is more likely to fan the flames; a response incompatible with aggression is more successful

#### Relative Deprivation

- You are relatively deprived when you perceive that you (or your group) have less than
  - o You feel you deserve
  - o You have been led to expect
  - o People similar to you have
- Relative deprivation is a form of frustration

#### Provocation and Reciprocation

- When we are provoked by intentional aggressive behaviour from someone else, we are usually tempted to fight back

- o Most people will not retaliate if the aggression is perceived to be unintentional or there are other known circumstances to blame

### **Negative Affect**

- Bekowitz proposed that negative feelings, not frustration, triggers aggression
- The negative affect of insult or social rejection increases the likelihood of aggressive responses
  - o Feeling disrespected may have a stronger affect than feeling disliked
  - o Social rejection is the most significant risk factor for adolescent violence
    - Link between school shooting motives and social rejection
- Response may vary by collectivist vs. individualist cultures

### **Heat and Aggression: Losing your Cool**

- Heat and aggression
  - o People lose their cool more often in hot temperatures
  - o More violent crimes occur in summer, hotter years, and hotter cities
  - o Climate change may lead to increases in aggressive behaviour
- Other physical discomforts may also enhance aggressive tendencies
  - o Overcrowding
  - o Pain

### **Temper and temperature in Baseball**

- Looked at temperature and how many people are hit by baseballs
  - o Positive correlation between the two

### **Thought: Automatic and Deliberate**

- Both automatic, unconscious associations and higher-order, conscious deliberations play a critical role in aggression

### **Aggressive Cues**

- An aggressive stimulus is an object typically associated with aggression whose mere presence can increase the probability of aggressive behaviour occurring
- Weapons effect: the tendency for the presence of guns to increase aggression
  - o Hunters were less likely than nonhunters to associate hunting guns with aggression
- Participants who were angered in a room where a gun was present gave more electric shocks to a confederate than those in a room where no such stimulus was present

### **Higher Order Cognition**

- Hostile attribution bias
  - o Tendency to perceive hostile intent in others
- This bias is positively correlated with both physical and relational aggression
- Thinking about the cost of aggression can reduce aggressive behaviours
  - o Belief that aggression is inappropriate for the situation
  - o Moral values and principles mandate non violent behaviour

### **The Struggle for Self-Control**

- Rumination

- o In the context of aggression, rumination involves repeatedly thinking about and reliving an anger-inducing event, focusing on angry thoughts and feelings, and perhaps even planning or imagining revenge
- High arousal makes it more difficult to engage in higher-order cognition and self-control
- Alcohol often increases aggressive behaviour
  - o Lowers inhibitions against aggression
  - o Impairs executive functioning, which can increase aggressive feelings
  - o Produces alcohol myopia by narrowing focus of attention to initial, salient information rather than more subtle factors
- Stimulants such as sugar and caffeine can have mixed effects by boosting executive functioning but increasing arousal

### **Situational Influences: Putting it all together**

- **General Aggression Model (GAM)**
  - o Various aversive experiences, situational cues, and individual differences can create negative affect, high arousal, and/or aggressive thoughts, each of which can lead to aggressive behaviour
  - o Whether aggressive behaviour is likely depends in part on the outcome of higher-order thinking
- I<sup>3</sup> theory (I-cubed theory)

### **I<sup>3</sup> model**

- Finkel argues that aggressive behaviour emerges from a combination of three classes of orthogonal (independent) factors
  - o Instigation
  - o Impellance
  - o Inhibition
- **Instigating** triggers refer to discrete, situational events or circumstances that induce rudimentary action tendencies toward aggression
  - o Ex. perceived provocation, goal obstruction, opportunities for personal gain
- **Impelling** forces refer to dispositional or situational factors that increase the strength of people's tendencies to experience aggressive urges in response to an instigating trigger
  - o Ex. high dispositional anger, elevated testosterone, previous exposure to violent media
- **Inhibiting** forces refer to dispositional or situational factors that increase the strength of people's tendencies to override aggressive urges rather than act upon the urges
  - o Ex. high disposition self-control, strong executive function, empathy, sobriety

### **Media and Violence**

#### **Media Effects**

- Violence depicted in the media has been a target of attack and counterattack for decades
- Amount, intensity, and graphic nature of violence continues to escalate
  - o A global phenomenon
  - o If consumers didn't enjoy violence, media would not be featuring it

#### **Violence in Popular Media: Does Life imitate art?**

- Does popular media inspire violence?

- o News and media reports tend to conclude that relevant scientific evidence is weak or mixed
- o Defenders of the entertainment industry consistently argue that there is no evidence that viewing media violence causes real-world aggression

### **Findings**

- 6 major professional societies in the US concluded that the research “reveals unequivocal evidence that media violence increases the likelihood of aggressive and violent behaviour in both immediate and long-term contexts
  - o Both physical and relational aggression
- Media violence is neither necessary nor sufficient to cause real-world aggression
- We know they’re related but is there a causal link?

### **Violence in the Media**

- A meta-analysis of the effects of playing violent video games revealed that:
  - o “Exposure to violent video games is a causal risk factor for increased aggressive behaviour, aggressive cognition, and aggressive affect and for decreased empathy and prosocial behaviour”
- A new meta-analysis suggests that some of these results may stem from publication bias
  - o We detect substantial publication bias in experimental research on the effects of violent games on aggressive affect and aggressive behaviour. Second, after adjustment for bias, the effects of violent games on aggressive behaviour in experimental research are estimated as being very small, and estimates of effects on aggressive affect are much reduced

### **How Does Media Violence Cause These Effects?**

- Desensitization
  - o Repeated exposure to media violence tends to reduce physiological sensitivity to those events
  - o Media exposure can numb reactions to real-life aggression
  - o Those who play violent video games are more likely to be oblivious to the needs of others
- Cultivation
  - o The process by which the mass media constructs a version of social reality for the public
  - o Constructs a world where violence is a fine part of life, then it becomes a social reality

### **Violence in the media**

- Some media have stronger effects than others (active video games vs. passive tv)
- Cannot differentiate between cause and effect (ex. Violent people are drawn to violent media)
- Impact of media is small in comparison to the impact of other factors

### **Can Media Cause Positive, Prosocial Events?**

- Early research is encouraging
- Positive effect associated with prosocial television shows and children’s prosocial behaviour
- Some games feature positive, helpful, cooperative behaviours

## **Pornography**

- Pornography
  - Explicit sexual material
- Crucial to distinguish between nonviolent and violent pornography

## **Nonviolent Pornography**

- Arousal-affect model revisited
  - For many people, viewing attractive bodies elicits a pleasant emotional response and moderate levels of sexual arousal
- Little support for direct causal link between the use of nonviolent pornography and sexual aggression

## **Violent Pornography**

- Adding violence to pornography increases the possibility of harmful effects
  - Brings together high arousal, negative emotional reactions, and aggressive thoughts
  - Male-to-female aggression is markedly increased after exposure to violent pornography
- Violent male-to-female pornography may contribute to devaluation of women

## **Objectification and Dehumanization**

- Objectification and dehumanization is a common characteristic of pornography, especially violent pornography
  - Also common in the media in general, as well as stereotypes and jokes
- Dehumanization is a common by-product of conflict and war (outgroups)
- The cure is to restore the human connection

## **Pornography**

- Correlation evidence is inconsistent
  - Pornography use may or may not be associated with more positive views towards women, support for gender egalitarianism and support for women's rights
  - Population data generally indicates that access to pornography is associated with lower rates of reported sexual criminality
  - Meta-analytic research of criminals generally does not support link between pornography use and sexual crime
  - Meta-analytic research of non-criminals generally supports link between violent pornography use and violence against women

## **Individual Differences**

- Not everyone is affected by porn in the same way
- Confluence model of sexual aggression
  - Proposes that in individuals who are predisposed to sexual aggression, using pornography can increase the risk of sexually aggressive attitudes and behaviours

## **Other Forms of Aggression**

### **Indirect aggression**

- Not physical but highly aggressive in terms of outcomes

### **Relational Aggression**

- Deliberately damaging another's relationships or social status
- "Indirect" aggression
  - Frequently non-physical
  - Involved in hierarchy maintenance
  - Skills involved in relational aggression are similar to those that lead to popularity
    - Popular adolescents may achieve popularity via relational aggression
- Occurs with peers
  - Peer relationships become increasingly important in adolescence
  - Peer relationships shape educational performance, autonomous decision making ability, learning behavioural norms, healthy sexual development
- Damage to these relationships can be extremely difficult to cope with
  - If chronic, leads to poor long-term outcomes, especially in mental health domains
- Occurs across all age groups but is most common in grades 6-10
- Manifestations
  - Excluding others
  - Teasing and gossip
  - Humiliating someone in front of others
  - Withdrawing attention and friendship
  - Psychological manipulation
  - Cyber-bullying
- proactive/instrumental
  - Planned and goal oriented
  - Associated with deliberate hierarchy manipulation
- Reaction
  - Response to others' perceived threats, hostility or anger

### **Gender and Relational Aggression**

- Most likely to be used by girls/women
  - Targets are also most likely to be girls/women
  - Rarely takes the form of physical violence or threats of harm in girls
  - When used by boys, physical harm is frequently threatened as a form of coercion

### **Passive Aggression**

- Non-active resistance to expected work requirements
  - Opposition
  - Sullenness
  - Stubbornness
  - Negative attitudes
  - Inefficiency
- Contrary to popular belief, passive aggression is not more likely to be associated with women
  - First described in the context of WWII military recruits
  - Form of undermining another's authority or ability

- Indirectly interfering with expected outcomes

Textbook notes

## AN INTRODUCTION TO THE SCIENCE OF PSYCHOLOGY

- Investigates the ways other people affect our thoughts, feelings, and behaviours
- Social psychologists study a wide range of topics grouped into 5 categories:
  - Attraction, attitudes, peace and conflict, social influence, and social cognition
- Many people view cell phones interfere with relationships
  - People reported lower conversation quality, lower trust, lower levels of empathy, etc

**Social Psychology:** the branch of psychological science that is mainly concerned with understanding how the presence of others affects our thoughts, feelings, and behaviours

- All about investigating the way groups function, the costs and benefits of social status, influences of culture, and all the other psychological processes involving 2+ people
- Tackles familiar and relevant issues in our everyday life
- Ex. flirting, conforming, arguing, trusting, competing, are all interests of researchers for social psychology
- Often deals with universal psychological processes which people can easily relate
- People have a powerful need to belong
  - We fulfill this need by joining clubs, wearing clothes representing a group, etc
  - In a study of most and least happy people, the differentiating factor was having high quality relationships, even introverts prefer to be in social situations
- The scientific study of the way in which people's thoughts, feelings, and actions are influenced by the real or imagined presence of other people (Allport)
- Interested in how and why your thoughts, feelings, and behaviours are shaped by social context
  - Examines relationships between private beliefs, emotions, public behaviour
- Focus is on the **individual** within the social context
- Ex. why when you pull up to a red light next to someone, you drive off faster lol
- Empirically (experimentally) based
- Ideas and assumptions tested using the scientific method
  - Goes above and beyond speculation or simple "common-sense" answers that may be incorrect

Study found that most stressful events in a person's life are so painful because they entail the loss of relationships

## Scientific Study

- Social psychology applies the scientific method to the study of the human condition
  - Systematic observation
  - Description
  - Measurement

## Social Context

- Examines the social nature of individuals
  - Socialness of social psychology varies
  - Relevant when thoughts, feelings, or behaviours either concern other people, or are influenced by other people
- "Other people" do not have to be real or present

- o Even the implied or imagined presence can have important effects on people

### **Why study it?**

- People are interesting
- Desire to understand self
- Reduce future attempts to influence self
- Many important problems are fundamentally social
  - o Environmental, health/well-being, political, relationship issues

### **What is Social Psychology?**

- Other disciplines are also interested in how people are influenced by social environment (anthro, sociology)
- Social psychology differs as it is concerned more with how people are influenced by their **construal** (interpretation) of their social environment
  - o Ex. glass upside down with sad man, vs right-side up happy boy
    - 3D characters actually flat

### **Construal**

- The way in which people perceive, comprehend, and interpret the social world
- Construals are subjective interpretations of social phenomena

### **Construal in action**

- Naive realism (people believe that they see things the way they actually are)
  - o Those who believe as we do are reasonable, and others are biased who don't agree with us
- Different people interpret the same evidence differently
  - o Believe their choices are more popular than they actually are

### **Solutions**

- Much social psychological research has attempted to understand and find solutions to social problems
- Sample topics:
  - o Reducing feelings of prejudice
  - o Examining effects of violent TV on behaviour
  - o Discouraging unhealthy behaviours
  - o Understanding how our social natures shape our responses from bedroom to boardroom \

## **History of Social Psychology**

### **Mid 1800s**

- **Wilhelm Wundt**
  - o Philosophical approach
- Folk or culture psychology
  - o Collective or group mind

- o Influence of society is difficult to investigate because it resides within the human mind
- o Culture is intangible

## 1897

- **Norman Triplett**

- o Amateur cyclist who noticed that people race much faster than there are other people in a race than when they merely race the clock

## Social Facilitation

- The presence of others can enhance behavioural performance
- Triplett demonstrated this effect in a laboratory task in which 40 children wound a fishing reel either with others or alone

## 1908

- First social psychology textbooks were published
  - o William McDougall
  - o Edward Ross

## McDougall

- Social behaviour is innate and stems from inherited instincts
  - o Instincts push people toward goals (that may not even be known to them)
  - o Because these instincts are common to people within close societies, they become part of the culture or “group mind”

## 1924

- First modern social psychology text published by Floyd Allport
- Argued that group behaviour can be studied with experimental methods
  - o “Behaviourist” approach (social behaviour comes from others’ actions)

## Floyd Allport

- Father of experimental social psychology
  - o Behaviourist approach
- Introduced experimental background for study of:
  - o Conformity
  - o Facial expressions of emotion
  - o Influence of others
  - o Social norms
  - o Cognitive dissonance
  - o Attribution theory

## 1930s - 1950s

- Who had the most dramatic impact on social psychology?
  - o Hitler!
  - o Resulted in search for answers to social psychological questions
- Society for the Psychological Study of Social Issues formed in 1936
- Sherif’s (1936) - groundbreaking experimental research on social influence (which may not be true)

- o Young boys in a summer camp were assigned randomly to cabins, each one was given mascots, mottos, and carefully groomed to become individualistic groups and then put into competition.
- Kurt Lewin, another important contributor to field
  - o Behaviour is a function of the interaction between person and environment, which became known as the interactionist perspective
- Government work in WWII - protect soldiers from the enemy's propaganda, persuade citizens to support the war effort, and select officers for various positions
  - o WWII also led to examining the nature of prejudice, aggression, and conformity
- Gordon Allport - published the Nature of Prejudice (1953)
- Solomon Asch - research on conformity
- Leon Festinger - research on social comparison

### **1960s - Mid-1970s**

- Milgram - famous obedience experiments
  - o People were put into conditions where they believed they had to follow the orders of the experimenter even when they were telling them to do something that may be harmful to another person
  - o Most people followed orders and without much protest
- Period of expansion and enthusiasm
- Also a time of crisis and heated debate
  - o Zimbardo (1971): published Stanford Prison Experiment
    - Simulated a prison with participants selected as groups, randomly assigned as guards or prisoners, they set up fake prisons and guards were given training. Those assigned to be prisoners were actually arrested at their homes to make it look real, stripped of their belongings, etc. We saw the guards demeaning other people, and prisoners started uprising. Looked at why people behave the way they do in specific roles. Are the situations the real drivers of behaviour? If they won't be punished in these experiments.
    - Strong reactions to the laboratory experiment as the dominant research method, as it showed people are capable of doing things beyond their imaginations. Discussed nature of ethics and whether the experiments should have been done

### **Mid 1970s - 2000s**

- "Crisis" led to a stronger discipline
  - o More rigorous ethical standards
  - o More stringent procedures to guard against bias
  - o More attention to possible cross-cultural differences
- Emergence of pluralism
  - o Acceptance of many methods of investigation in addition to the laboratory experiment
  - o Increased interest in processes relevant to cognitive psychology, leading to the creation of social cognition as a subfield
  - o Development of international and multicultural perspectives

### **2010 - Present**

- Replication crisis

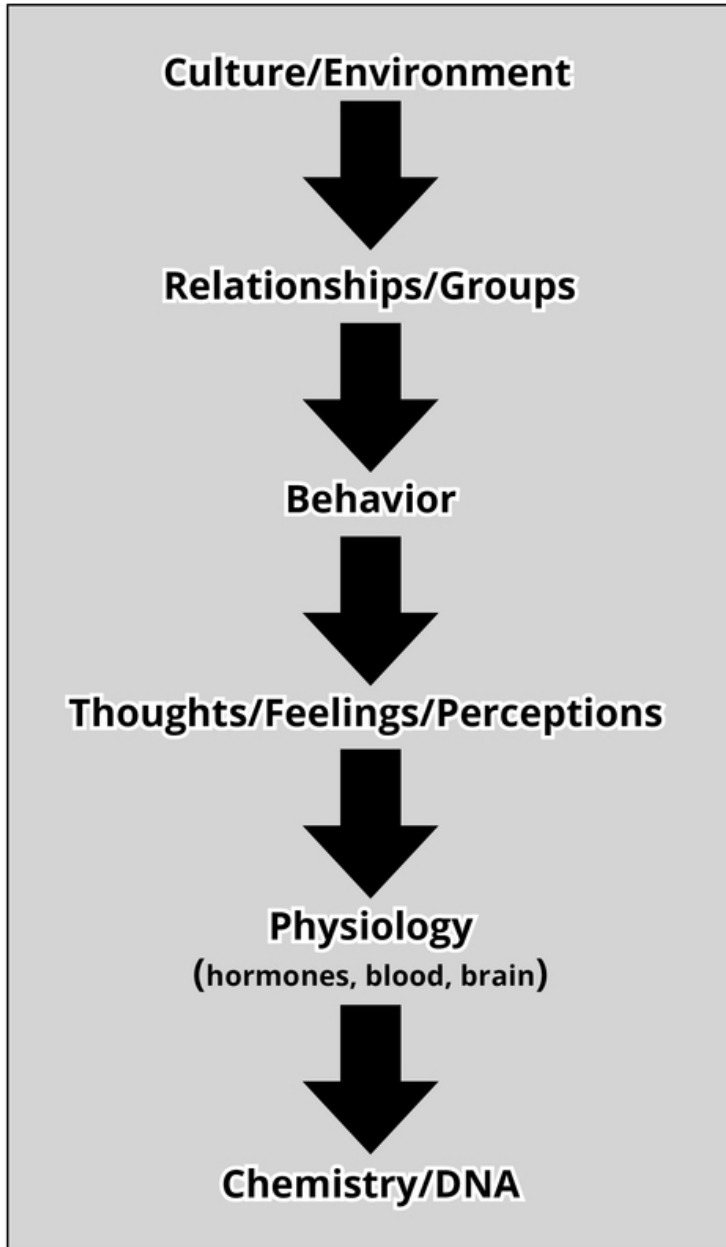
- o Many social psychology experiments don't replicate
  - Casts doubts on the building blocks of the discipline
  - Call to strengthen experimental/research methods
  - Only 36% of experiments replicated

**Social Psychology is a Science**

- In practice, psychologists separate concepts into categories such as clinical, developmental and social only out of scientific necessity
  - o Each sub-discipline has its own unique approaches to research

In psychology there are varying **levels of analysis** (complementary views for analyzing and understanding a phenomenon)

The following figure summarizes the different levels scientists might understand a single event



- Ex. a toddler watching her mom make a phone call
  - Toddler is watching and is curious to teach herself about it
  - Many different neurochemical processes are going on in the brain
  - Toddler may be confused or jealous
  - Looking at behaviour, she might furrowed her brow, squint, or stare or grab the phone
  - Depending on who picks up the phone, the toddler may react differently, ex. Step brother vs. mom

Each of these steps offers clues to understanding what is happening

**Social Psychology** is drawn to the higher levels of analysis such as relationships, groups, and culture

- Can be so difficult as it focuses on complex relationship and interactions and hard to research
- Many use naturalistic observation to see how people behave when they don't know they're being watched

**Hypothesis:** a possible explanation that can be tested through research

**What is included in Social Psychology?**

- It's the study of group processes: how we behave in groups and how we feel about one another
- No definitive categories, but we'll stick with the following five

→ **Attraction:** the psychological process of being sexually interested in another person. This can include physical attraction, first impressions, and dating rituals

- Where does the attraction come from? Is it biological or learned? Why do our standards differ?
- Can begin with first impressions, extend to courtship and commitment
- Involves beauty, sex, and evolution

Study was done asking people to rate attractiveness across ethnicities.

- Photos were shown to participants of the same ethnicities and the different groups were in general agreement about which ones were better looking
- There was high consistency in which specific facial features were associated with good looking
  - o Everyone agreed that smooth skin was more attractive than blemished skin
  - o Everyone agreed that larger chins made men more attractive but not women
- Researchers found that Maasai tribe people agreed about the faces of strangers but not about the faces of people they knew
  - o This was done again with another group that were told to rate attractiveness of friends and strangers
- Researchers found the exact same pattern was earlier, where students rated strangers focused on facial features to make their judgments, but when it came down to the hotness-factor of their friends, these features appeared not important
  - o In this case, likable characteristics were better predictors
  - o People tend to be attracted not just to muscles and symmetrical faces but also kindness and generosity

→ **Attitudes:** a way of thinking or feeling about a target that is often reflected in a person's behaviour. Examples of attitude targets are individuals, concepts, and groups.

- Opinions, feelings and beliefs about a person, concept or group
- We're interested in what attitudes people hold, where they're from, and how they change
- Often studies **stereotyping** and **prejudice** (different concepts)

**Stereotyping:** a mental process of using information shortcuts about a group to effectively navigate social situations or make decisions

- This information may or may not be correct, and positive or negative

- Efficient and inescapable ways to deal with social information
- Also don't always apply to every member of the group (unfair to judge an individual based on perceived group norms)
- Ex. elderly are slower than 20 years old, more likely to treat interactions with them differently than with younger people

**Prejudice:** an evaluation or emotion toward people based merely on their group membership

- Ex. someone with a prejudice towards those w/ tattoos would feel weird sitting next to these people
  - Prejudging the person with tattoos based on group members rather than getting to know them
- Can be positive or negative

**Discrimination:** behaviour that advantages or disadvantages people merely based on their group membership

- Ex. someone you know when to rehab, it might be unfair to treat them as untrustworthy
  - Maybe hold a stereotype that those involved with drugs are untrustworthy or bad
- Comes when you **act** on that stereotype (ex. Refusing to hire a person that went to rehab)

Study about people from **stigmatized groups (a group that suffers from social disapproval based on some characteristic that sets them apart from the majority)**

- Researchers curious about how college students felt about homeless people
- Half were told to be objective and fair, other half were told to see life through homeless person's eyes
- When people were told to have empathy, it gave empathy for the group as a whole and had a favourable rating of homeless people than those in the low empathy condition

→ **Peace and Conflict**

- Conflicts big or small
- Interested in why people fight, how, and what the costs of fights are, and the mental processes associated

Study interested in people who come from a culture of honour

- **Culture of honor:** a culture in which personal or family reputation is especially important
- Invited students into a lab, half were from this culture
- They had a research confederate (posing as a bystander) bump the participant as they passed and say asshole quietly
- People from northern US laughed it off mostly (35% angry), Southern US (85% angry) was a culture of honor region

This was also done in a cafeteria and a person accidentally knocked over drinks of people from cultures of honor

- People from honor cultures became angrier, but did not act out more aggressively
- They said they would expect their peers to act violently even though they had not

→ **Social Influence:** when one person causes a change in attitude or behaviour in another person, whether intentionally or unintentionally

- **Conformity:** changing one's attitude or behaviour to match a perceived social norm

- **Obedience:** responding to an order or command from a person in a position of authority
- Persuasion along with these other types are a common type of social influence
  - Ex. tipping the service staff

Study on the effect of tips

- Had two male waiters deliver a plate of foiled chocolate along with the bill at the end of the meal
  - Half of 66 diners received it and the other half did not
  - Patrons averaged tipped 2% more with the chocolate
- They switched up the study with 2 females bringing chocolates, one group gets the choice to pick 2 and the other group got the choice to pick 1 and then the waitress would rush and give them another as they were leaving
  - This resulted in a 21% tip increase

Persuasion is also important when donating organs

- Research found that making organ donation the default and making it so people have to opt out results in more donations

**Social Cognition:** the way people process and apply information about others

- **Ex.** whether our friends are laughing at our jokes because you're funny or they're just being nice

**Social Attribution:** the way a person explains the motivates or behaviours of others

- Attributing their behaviour to a cause
  - Ex. failure of date to arrive is attributed to car trouble, forgetfulness, or wrong-headed possibility that we're not worthy of being loved

**Fundamental Attribution Error:** the tendency to emphasize another person's personality traits when describing that person's motives and behaviours and overlooking the influence of situational factors

- Ex. when someone speeds by you you assume they're rude and impatient but when you do it you attribute it to the situation

**Conclusion:**

- Social psychologist are scientists interested in understanding the ways we relate to one another, and the impact these relationships have on us, individual and collectively
- It can lead to practical solutions for many social ills

## THINKING LIKE A PSYCHOLOGICAL SCIENTIST

**Data:** in research, information systematically collected for analysis and interpretation

**Scientific Versus Everyday Reasoning**

- **Hypotheses:** a tentative explanation that is subject to testing
- They both employ **induction**
  - **Induction:** to draw general conclusions from specific observations

- Ex. person's opinion that cramming for a test increases performance may be based on her memory of passing an exam after an all-nighter
  - Similarly, a researcher's conclusion against cramming might be based on studies comparing the test performances of people who studied the material in different ways
- In both scenarios, both scientific and everyday conclusions are drawn from a limited sample of observations

The following features distinguish scientific thinking from everyday thinking

<b>Accuracy</b>	Explanations and theories match real-world observations	E.g. Although people say, "opposites attract," theories that focus on the role of partner similarity do a better job of explaining the observed data
<b>Consistency</b>	A theory has few exceptions and shows agreement with other theories within and across disciplines.	E.g. The theory of evolution explains many findings across biology and psychology predicting, for example, that humans are better able to solve problems presented in concrete rather than abstract terms
<b>Scope</b>	Extent to which a theory extends beyond currently available data, explaining a wide array of phenomena.	E.g. There is a theory that people use mental "short cuts" when making decision rather than weighing every single piece of evidence. This can be seen in consumer purchasing behavior, in romantic relationships, in charitable donations, and in health choices.
<b>Simplicity</b>	When multiple explanations are equally good at explaining the data, the simplest should be selected.	E.g. The simplest explanation for why "good" people sometimes do "bad" things is because they succumb to some outside influence
<b>Fruitfulness</b>	The usefulness of the theory in guiding new research by predicting new, testable relationships.	E.g. The explanation that competition leads to improved performance can be tested by researching different types of competition

Karl Popper suggested science can be distinguished from pseudoscience (beliefs presented as scientific but not really) (ex. astrology) because scientific claims are capable of being falsified (ability to be tested and possibly refuted)

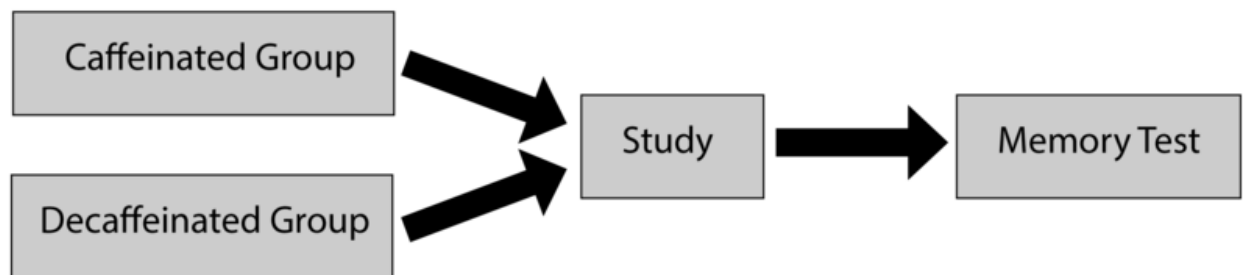
- Claims such as magic cannot be falsifiable as there is no way to disprove it

He believed nonscientific claims were a threat to the science of psychology

- He was dissatisfied with Freud and his ideas that a mental illness is due to childhood problems

- o Ex. a person grows up to be a perfectionist, Freud would say she was raised by harsh orderly parents
- Popper argued against statement that could not be falsified and he could not advance, refine, or refute knowledge based on these claims
- His solution: “If science showed all the possibilities that were not true, we would be left only with what is true”
  - o We need to be able to articulate the kinds of evidence that will disprove our hypothesis
  - o Ex. a complete explanation of an event could only be achieved once all possible explanations were explored and either falsified or not
- Now a days, scientists aren’t interested in demonstrating what isn’t, but for the way things are
  - o This requires us to draw conclusions from limited data and this is where interpretation and probability comes in

### The Interpretation of Research Results



**Research Hypothesis:**  
Caffeine consumption increases memory compared to a placebo (no caffeine)

- Three outcomes include:
  - o Caffeine group does better (supports hypothesis)
  - o No caffeine group performs better (against hypothesis)
  - o No difference in the performance (against hypothesis)

Ways to interpret these results:

1. If the results reveal the caffeine group performs better, this is a piece of evidence in favour of the hypothesis, but does not prove that caffeine is associated with better memory, as there are still many questions to ask
  - Therefore, a single study does not proves a hypothesis, we say the results of the study offer evidence in support of the hypothesis
  - This is because inductive reasoning is based on **probabilities**
    - o We are better are guessing the probability of something than proving it, so data is still useful
  - Meteorology illustrates this point
    - o They use inductive reasoning to create the forecast

- **Inductive reasoning:** a form of reasoning in which a general conclusion is inferred from a set of observations (ex. Noting that the driver was texting, he cut me off then ran a red light (specific observation), which leads to a general conclusion that texting while driving is dangerous)
- Takes current observations such as dense clouds approaching, and compared them to historical weather patterns and makes a reasonable prediction

Proof is more associated with deductive reasoning

- **Deductive Reasoning:** a form of reasoning in which a given premise determines the interpretation of specific observations (ex. All birds have feathers; since a duck is a bird, it has feathers)
  - Ex. all living cells contains DNA, therefore, any specific living cell contains DNA

2. The group who had no caffeine demonstrates better memory is another result. There is a lot of things the researcher doesn't know and really can't conclude aside from the fact she knows she was not able to provide support for her hypothesis

- She could have also drawn the conclusion from previous research that found otherwise, and this should not discount the conclusions of other studies and there may have been other factors present for this to happen

3. Also possible for no difference in performance, researcher then has to admit that she found no support for her hypothesis

Interpreting results rests on the quality of observations

- Should be concerned with whether the observations aren't representative of the general population
  - This is a defining difference between conclusions drawn from personal anecdotes from scientific observations
- **Anecdotal evidence:** a piece of biased evidence, usually drawn from personal experience, used to support a conclusion that may or may not be correct
- Well-designed research relies on observations that are systematically recorded and representative of the population it claims to describe

**Why Should I Trust Science if it can't Prove anything?**

**Null-Hypothesis Significance Testing**

- Study Example: Researcher curious about ways maturity affects academic performance, she might have hypothesis that mature students are more likely to be responsible and therefore do better
- Researchers need a measure of maturity and measure of course performance. And maybe calculate the correlation between student age and grade earned
- **Null-Hypothesis Significance Testing:** in statistics, a test created to determine the chances that an alternative hypothesis would produce a result as extreme as the one observed if the null hypothesis were actually true
  - Assesses the probability that the collected data (observations) would be the same if there were no relationship between the variables in the study
  - We would use this to test the probability that the researcher would find a link between age and class performance if there were, in reality, no such link

NHST involves a null hypothesis, a statement that two variables are not related

- Also involves an alternative hypothesis, a statement that two variables are related

- Researcher collects data and then compares the probability and the collected data to determine whether she can falsify, or reject, the null hypothesis

Researcher then looks at the distribution of the data to figure that out (spread of values)

- Researcher tests her hypothesis by comparing the observed distribution, recognizing that some are more or less likely

They can also use a probability table to assess the likelihood of any distribution she finds

In testing the hypotheses there are 4 outcomes, determined by 2 factors, reality and what the researcher finds

- The best outcome is accurate detection
  - The conclusions mirror reality
  - Also when a researcher finds no evidence for a phenomenon, but the phenomenon doesn't actually exist anyway
    - Ex. she finds no evidence for a link between maturity and grades and none actually exists
- One way the conclusion can be wrong is a type I error
  - **Type I Error:** the error of rejecting the null hypothesis when it is true
  - Researcher concludes there is a relationship between 2 variables when there actually is not
  - This can happen by chance, but the truth is that the apparent relationship is coincidental
- Another possible outcome is a type II error
  - **Type II Error:** the error of failing to reject the null hypothesis when it is false
  - When the data fails to show a relationship between variables that actually exists
  - Could be due to bad luck and other factors, and ultimately prevent the researcher from identifying the real relationship between 2 variables

These errors may worry you, and researchers share your concerns, and address them using probability values (p-values) to set a threshold for Type I or Type II errors

- Significant at a  $p < .05$  level. This means the same study was repeated 100 times and we should expect this result to occur fewer than 5 times
  - Type I error is unlikely
- Most common thresholds in psychological science are .05, .01, and .001 chance
- It's all about probability of seeing a specific result

		In reality there is . . .	
		a relationship	<u>no</u> relationship
The researcher finds . . .	a relationship (Alternative Hypothesis)	Accurate Detection!	<i>Type I Error</i>
	<u>no</u> relationship (Null hypothesis)	<i>Type II Error</i>	Accurate Detection!

## Scientific Theories

- **Scientific Theory:** an explanation for observed phenomena that is empirically well-supported, consistent, and fruitful (predictive)
  - o A theory that is used commonly is usually an educated guess which are liable to untrustworthy factors, such as biases
  - o A scientific theory though enjoys support from many research studies, collectively providing evidence, including, but not limited to, that which has falsified competing explanations
  - o Describe, explain, and predict in a way that can be empirically tested (concerned with observation and the ability to verify a claim)
  - o Always open to revision with new evidence that compels reexamination
    - Ex. the way we used to think the sun travelled around the earth

## Is Science Objective?

- Thomas Kuhn suggested there is no such thing as objective theory or data (free of personal bias), all of science is informed by values
  - o His argument highlights a distinction between facts (info about the world) and values (beliefs about the way the world is or ought to be)
- All science involves values and interpretation. It functions best when people with diverse values and backgrounds work to understand complex natural phenomena
- Can be achieved through Levels of Analysis

## Levels of Analysis: complementary understandings and explanations of phenomena

- Phenomena can be explained at different levels simultaneously
- Example of studying and cramming
  - o At a low level, we might use brain scanning technologies to investigate biochemical processes and if they differ
  - o At a higher level, we might investigate processes of decision making and ability to focus, as they relate to cramming vs. spaced practice
  - o At an even higher level we might be interested in real world behaviours such as how long people study using each strategy
  - o We also may be interested in how the presence of others influences learning
- Suggests that we cannot understand the world around us by reducing the phenomenon to only biochemistry of genes and neural networks

## Science in Context

- People use common sense, personal experience, and faith to interpret the world around us, which can offer benefits to navigating and offering different perspectives
- Science provides another way of understanding the world's limitations and advantages
  - o Can allow us to determine causality and help us generalize our conclusions

**Causality:** the determination that one variable causes- is responsible for- an effect

**Generalize:** the degree to which one can extend conclusion drawn from the findings of a study to other groups or situations not included in the study

Norman Triplett discovered that riding in competitive races improved riders' times by 20-30 seconds every mile compared to alone

- This was the first experimental study in social psychology
- Did it with children fishing
  - Worked better for those in the presence of others
- This study fell short of scientific standards for measuring the performance, he created social facilitation

**Social Facilitation:** when performance on simple or well-rehearsed tasks is enhanced when we are in the presence of others

## Research Methods in Social Psychology

Triplett's early experiment illustrated scientists' reliance on systematic observation over opinion, or **anecdotal evidence**

**Anecdotal evidence:** an argument based on personal experience and not considered reliable or representative

Scientific method begins with observing the world and thinking of an interesting question

- Next step is generating a specific testable prediction (hypothesis)
- Next, scientists must operationalize the variables they are studying
  - If variables of performing better could be different things in different situations
  - Ex. using children winding a reel at the same time in the same room
  - This allows scientists to precisely manipulate the independent variable and measure the dependent variable

## Laboratory Research

- Usually rely on carefully designed laboratory environments to control situations and manipulate variables
- We now use a plethora of different types of observation techniques

**Complex Experimental Designs:** an experiment with two or more independent variables

- Permits researchers to study both individual and joint effects of several factors

An increasing number of researchers integrate biological markers or neuroimaging techniques in the research designs to better understand the biological mechanisms

Did the one with culture of honour

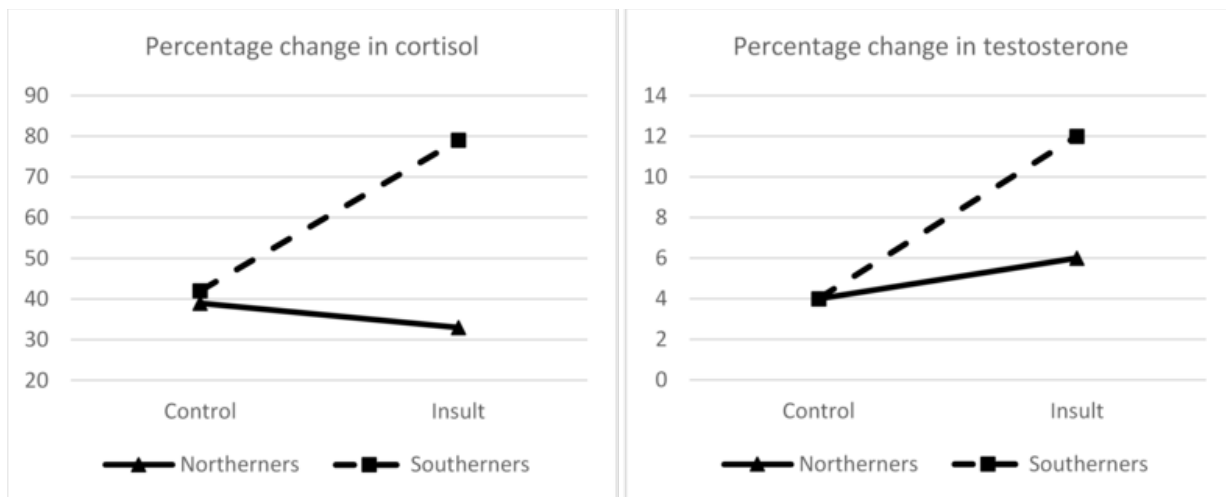
- One group was in public and insulted, one was in private, and one was the control group where they weren't insulted at all

First, the two confederates who were pretending to do homework in first group rated the emotional reaction to being insulted

- Second, participants in all conditions were told they would later undergo shocks as part of a stress test and how much they were willing to receive
  - This decision was made in front of two confederates who had chosen shock levels of 75 and 25
- Third. The participants rated the likelihood of a variety of ambiguously provocative scenarios
- Fourth, participants provided saliva samples, and one after completing the questionnaire with the ambiguous scenarios
  - Samples were tested for levels of cortisol and testosterone

As a result, only those from the South experienced increases in cortisol and testosterone following the insult (no difference between private and public)

- No regional differences emerged in interpretation of the ambiguous scenarios
- The ones from the South were more likely to choose to receive a greater shock in the presence of the two confederates



### Field Research

- A field experiment uses real-world situations
  - People in these do not know they are participating in research so that they will act more naturally
  - Ex. phone booth where half of the participants (random people) found a dime that was placed in the booth
    - When a confederate went by and dropped his papers, those who found the dime were almost 100% guaranteed to help him
    - Those who didn't had a 1 in 25 chance of helping
- We can also use naturalistic observation (unobtrusively watching people as they go about their lives)
  - A group of techniques collectively referred to as experience sampling methods represent another way of naturalistic observation by harnessing the power of technology
    - **Experience sampling methods:** systematic ways of having participants provide samples of their ongoing behaviour. Participants' reports are dependant upon either a signal, or occurrence of some event

- o Ex. study where every time a mother or father was beeped by pager, they reported their emotional states
  - Mothers showed more positive states away from home and fathers showed the opposite
- o **Electronically activated recorder**
  - Does not require them to stop what they're doing, but will record their conversations, etc

### Survey Research

- Allows researchers to study individual and group differences in people's feelings, attitudes, or behaviours
- Obtaining large, cross-cultural, and representative samples has become far easier with the internet and web-based survey programs
  - o These samples are more diverse and representative than samples recruited from human subject pools
  - o Online samples also compare favourable with traditional samples on attentiveness while completing the survey, reliability of data, and proportion of non-respondents

### Subtle/Nonconscious Research Methods

- The previous methods are good, but psychologists often wish to measure or manipulate elements that are involuntary or nonconscious such as when studying prejudicial attitudes people may be unaware of or embarrassed by
- A good way to measure people's nonconscious attitudes is the **implicit association test (IAT)**
  - o Can be like sorting names of relatives like niece and grandfather into categories Male and Female
  - o Third round may combine the previous two requiring them to sort stimuli into Male or Science than into Female or Science
    - Ex. stronger bias for Male and science than the latter
  - o Our automatic associations carry serious societal consequences
- Another technique is **priming** (used to subtly manipulate behaviour by activating or making more accessible certain concepts or beliefs)
  - o One theory involving this is the **terror management theory**: a theory that proposes that humans manage the anxiety that stems from the inevitability of death by embracing frameworks of meaning such as cultural values and beliefs
  - o Ex. judges were primed before a bond price for a prostitute about their thoughts and feelings regarding their death, and they ended up setting a significantly higher bond than those in the control group
    - This is because they were motivated to defend their belief system in the face of a violation of the law
    - This was priming since the second task was unrelated
  - o These studies also involve a manipulation check to verify the subtle manipulation has the intended effect
    - Ex. making them complete a word fragment after being primed: COFF\_\_ or SK\_\_L, those primed with death would be quicker to see it as COFFIN or SKULL than COFFEE or SKILL
- **Social or Behavioural Priming**: a field of research that investigates how the activation of one social concept in memory can elicit changes in behaviour, physiology, or self-reports of a related social concept without conscious awareness

- o This has been at the center of the replication crisis
- o Ex. showing people old people makes them walk slower
- o Efforts to replicate these various findings have failed

**Archival Research:** a type of research in which the researcher analyses records or archives instead of collecting data from live human participants

- Could do this to investigate presence of passengers in a car affecting a drivers' performance by looking for tickets, and count the passengers
- Usually used as a type of correlational research, and shares the higher ecological validity of naturalistic observation (degree to which a study finding has been obtained under conditions that are typical for what happens in everyday life)'
- Usually pretty flexible and less expenditure of time and other resources
- Used for a study correlating cotton prices with slaves, when the price was flat there were many lynchings, and when it rose, there were fewer
- Social media posts have also provided extremely large sets of data to test creative hypotheses
  - o Ex. those who held anti-vaccination attitudes were more likely to tweet about mistrust of the government and beliefs in the government conspiracies
  - o Also with using tweets to predict community level mortality rates from heart disease, as more anger-related words in tweets predicted higher rates of death
- Facebook also did this by covering up positive posts and negative posts, and it worked and showed that less positive posts on your feed causes less positive posts posted and the same pattern with negative (good way)
  - o They did this without explicit consent and relied on fine print, made them look bad

## Research Issues in Social Psychology

### The Question of Representativeness

- Social psychologists have been guilty of largely recruiting samples of convenience from the thin slice of humanity (prioritizes convenience over representativeness) students at universities and colleges
- College students may be more compliant and susceptible to attitude change, less stable personality traits and interpersonal relationships, and possess stronger cognitive skills
  - o This is a problem when trying to represent public at large
- Also, 96% of participants in psychology studies come from western, educated, industrialized, rich, and democratic countries (WEIRD) cultures and the majority are psychology students
- Even though with studying a basic cognitive prospect a non-representative sample may not be a big deal, over time research has demonstrated the important role that individual differences and culture play in shaping social behaviour

### Ethics in Social Psychological Research

- Some classic studies would be unethical by today's standards like the Stanford Prison Experiment or the one where you give an electric shock to a stranger
- Here are the most important principles:

1. **Informed Consent:** people should know when they are involved in research and understand what will happen to them
  - Certain kinds of methods do not require obtaining informed consent
  
2. **Privacy:** researchers cannot violate their privacy by observing them in restrooms or other private spaces without their knowledge and consent
  - Cannot identify individual participants in the report
  - Have to follow local data privacy laws, collecting data relevant, strictly restrict access to raw data, and have a plan to destroy data when it's no longer needed
  
3. **Risk and Benefits:** people that participate in studies should be exposed to risk only if they fully understand them and if the benefit clearly outweighs the risk
  - Stanford is an example of failure to meet this, as it had to be shut down due to abuse suffered by inmates
  - Any manipulations that could provoke serious emotional reactions or relatively permanent changes in people's beliefs or behaviours need to be reviewed
  
4. **Deception:** sometimes need to deceive participants to avoid demand characteristics (subtle cues that makes them aware of what the experimenter expects to find) by hiding the true nature of the study
  - Only permitted when
    - o a) the benefits outweigh the risks
    - o b) participants are not reasonably expected to be harmed
    - o c) the research question cannot be answered without the use of deception
    - o d) participants are informed about the deception asap usually in debriefing
  
5. **Debriefing:** informing participants ASAP of the purpose of the study, revealing any deceptions and correcting any misconceptions they might have had as a result of participating
  - Involves minimizing harm that might have occurred
    - o Ex. if the study was based on sad emotions and inducing feelings of sadness, making them watch a happy video after to help them return to normal

**Replication:** the process of repeating research to determine the extent to which findings generalize across time and across situations

### **The Disturbing Problem**

- Scientists must be able to replicate the results of studies or their findings do not become part of scientific knowledge
- Replication protects against false positives and increases confidence that the result actually exists
- Ex. surveying groups of homeless people on satisfaction, one group highly satisfied with their food might seem odd, but if you find the same result at a different time and with a different sample, you can feel more confident
- Many studies do not replicate recently, raising important questions about the scientific process in general and psychology specifically

There have been notable failures to replicate findings in other scientific fields as well

- The non-reproducibility of medical findings suggests that some treatments for illness could be ineffective
  - Ex. genetics and disease: when replications were attempted to determine whether certain gene-disease findings held up, only 4% consistently did so
- The non-reproducibility of findings is disturbing because it suggests the possibility that the original research was done sloppily
  - Even worse is the suspicion that the research may have been falsified

### What is Replication?

- There are different types of replication, first is exact replication
  - **Exact Replication:** a scientific attempt to exactly copy the scientific methods used in an earlier study in an effort to determine whether the results are consistent. The same-or similar- results are an indication that the finding are accurate
- The second type is conceptual replication
  - **Conceptual Replication:** a scientific attempt to copy the scientific hypothesis used in an earlier study in an effort to determine whether the results will generalize to different samples, times, or situations. The same-or similar-results are an indication that the findings are generalizable
  - Scientist tries to confirm previous findings using a different set of specific methods to test it but with the same hypothesis
- Both of these methods are important as they each tell us something new
  - Exact tells us whether the original findings are true under conditions tested
  - Conceptual helps us confirm whether the theoretical idea behind the findings is true, and under what conditions these findings will occur

### Enormity of the Current Crisis

Journal	% Findings Replicated
Journal of Personality and Social Psychology: Social	23
Journal of Experimental Psychology: Learning, Memory, and Cognition	48
Psychological Science, social articles	29
Psychological Science, cognitive articles	53
<b>Overall</b>	<b>36</b>

- Only  $\frac{1}{3}$  of the psychological studies replicate which is problematic
- Daniel Kahneman, a nobel prize winning psychologist, called on social psychologists to clean up their act and called the situation a mess
  - He pointed out those studying priming

### Examples of Non-Replications in Psychology

- A lot have attempted to replicate studies on what's called metaphorical priming which have mostly failed
  - **Priming:** the process by which exposing people to one stimulus makes certain thoughts, feelings or behaviours more salient\
  - The thought that with a recent reference (often a subtle, subconscious cue), it can increase the accessibility of a trait
  - Ex. being told to put books away and take out a sheet of paper primes all features associated with pop quizzes: anxiety provoking, trick, and performance matters
- Study example: priming example of intelligence. Priming students with idea of a stereotypical professor vs. soccer hooligans led to participants in the professor condition to do better in the game
  - This has trouble being replicated, making this study problematic
- Another example is priming with spatial distance cues (dots on a paper) and then asking them about closeness to family
  - Unable to be replicated but was successful initially
- Some psychologists have become too enamored with newsworthy and surprising discoveries that receive a lot of attention, which could be related to the current crisis of non-replication
- Published studies are becoming less replicable over time, but we cannot be certain
  - Group of people replicated studies successfully, but failed to replicate many of the interactions, suggesting the above point

### Reasons for Non-replication

- Scientists become defensive when findings do not replicate or claim those doing the replication are unskilled or do not have sufficient experience
- Original results might have been falsified.
  - Fake results are only one reason studies may not replicate

- o As stunning as this is, a renowned social psychologists in the Netherlands, Diederik Stapel, admitted to faking the results of a number of studies
  - Also a guy from Harvard, Marc Hauser, faked results on morality and cognition
  - Also a girl from University of Texas Karen Ruggiero found to falsify her results
- o In studies with small sampler sizes, significant results may often be the result of change, which may not be representative of larger population
- o Attitudes also shift over time which make it harder to replicate
- o Sometimes the replication does not follow the original procedures closely enough

### **In Defence of Replication Attempts**

- Original studies are conducted when an answer is uncertain
  - o We should expect answers to be uncovered that will not pan out in the long run
- With riskier studies, it is more possible to come up with non-replication
  - o If we had only safe results that were easy to replicate, we wouldn't have studies that would advance our knowledge quickly
- Ex: Risk taking by Daryl Bem, claimed that future events could influence past ones
  - o He got attacks on his stats and methodology, failed attempts of replication, etc
  - o Some people viewed this as a failure in the system of science
  - o Editor and reviewers did not see obvious flaws in the methodology
- We are open-minded but critical and believe in replication, scientists should be willing to consider it but allow good evidence to have the final say

### **Solutions to the Problem**

#### **Dissemination of Replication Attempts**

- Psychfiledrawer.org: archives attempted replications of studies and whether replication was achieved
- etc
  
- The replications now have outlets where they can be communicated which is a sense of encouraging development and strengthen the field

#### **More Systematic Programs of Scientific Research**

- The reward structure in academia has served to discourage replications, as professors are paid, promoted, and more through their research
  - o Rewarded for high number of publications and flashy studies giving prominence in media reports
- Findings from a single study are rarely adequate and should be followed up with varying methodologies
- When you find an outcome, you must prompt it further and find more conclusivity
  - o When the findings sometimes replicates, we will learn the conditions in which the pattern does or doesn't hold
- Researchers criticize other for being unable to replicate original findings

## Textbooks and Journals

- Some psychologists blame the trend toward non-replication on specific journal policies
  - With single studies, we cannot know if they replicated their findings
- Sometimes counterintuitive findings are posted to grab the public interest
  - Most of the time aren't true
- Number of inaccuracies exist among textbooks such as small mistake in common coverage of famous studies
  - Could be due to market forces as well as they are under pressure to release new editions, more frequently than we can justify
  - There is pressure to include sexier topics lol
- Overall, we must not get overly excited from a single study, and we should wait for replications before getting too excited
- Journalists need to be more educated on this too

## Historical Background

### Two schools of thought:

**Universalist:** universalism proposes that there are single objective standards, independent of culture, in basic domains such as learning, reasoning, and emotion that are a part of all human experience

- This camp claimed all humans feel similarly despite cultural differences
- Emotions evolved as a response to the environments of our primordial ancestors
- Believe that emotions are hard-wired and universal

**Social Constructivist:** social constructivism proposes that knowledge is first created and learned within a social context and is then adopted by individuals

- Claims people's emotions are culturally variable
- Contended that cultural ideas and practices are all-encompassing, so people are often unaware of how their feelings are shaped by their culture
- So emotions can feel automatic and natural, yet still be culturally shaped (primarily)

Ekman and his friend did the experiment of faces to see how they translated emotion wise around the globe

- People around different cultures matched each picture correctly with the emotion
- This led them to believe that there are universally recognized emotional facial expressions
  - But they also found considerable variability across cultures in recognition rates
- They interpreted this variation as **display rules** (rules about what emotions are appropriate to show in a given situation)
  - Ex. biting tongue in India = embarrassment but has no such meaning in US
  - Cultural differences have also been found in the degree to which people focus on the face vs other parts of the social context
    - Ex. people focus on mouth in the US to interpret emotions where in Japan they focus on the eyes
- Overall, there are similarities and differences of emotional life across cultures that are yielding new insights into effects of culture on emotion

## Current and Research Theory

- We'll be focusing on NA and East Asia as they differ in obvious ways, such as geographically, history, language, religion
  - Also from collectivism vs. individualism

### **Cultural Models of Self in North American and East Asian Contexts**

- These differences in cultures were theorized to have translated into different models of the self (one's concept of who s/he is as a person)
  - In NA, it is to be independent and distinct from others and behave accordingly across situations
  - In EA, it is interdependent, where a person means being connected to others and being responsive to situational demands
- A study with I am statements concluded that NA participants were more likely to use psychological attributes (I am joyful, friendly, etc) whereas Japanese participants more likely to complete with reference to social roles (ex. Daughter, student)
- These differences result in different principles in interactions
  - Independent model teaches people to express themselves and influence others, whereas interdependent teaches people to suppress their beliefs and desires and adjust to others to fit in the environment

### **Cultural Similarities and Differences in Emotion: Comparisons of NA and EA Contexts**

#### **People's Psychological Responses to Emotional Events are Similar Across Cultures, but Culture Influences People's Facial Expressive Behaviour**

- Regardless of culture, people tend to respond similarly in terms of physiological expression (bodily)
  - In skiing participants to go through an emotional episode they experienced, but American and Hmong participants had no difference in response
  - But in terms of facial expression, Europeans smiled more frequently about happy stories than the Hmong
    - This comes from display rules and stem from the models of self

#### **People Suppress Their Emotions Across Cultures, but Culture Influences the Consequences of Suppression for Psychological Well-Being**

- The idea of suppressing emotions should have negative consequences in NA where the idea is to express yourself and supposedly impair psychological functioning which proves to be true in NA
  - But found to vary by culture
  - Remember the in individualistic societies, the expression of emotion is a fundamental aspect of positive interactions
- But for Hong Kong Chinese, emotional suppression is needed to interact with others (as they see it as appropriate to adjust to others) and simply a part of normal life, not associated with depression or life satisfaction
  - This proves it varies between cultures

- Depressed European Americans show reduced emotional expressions, but depressed East Asian Americans do not, and may express more emotion
- Overall, muted responses are associated with depression in European American contexts, but not East Asian

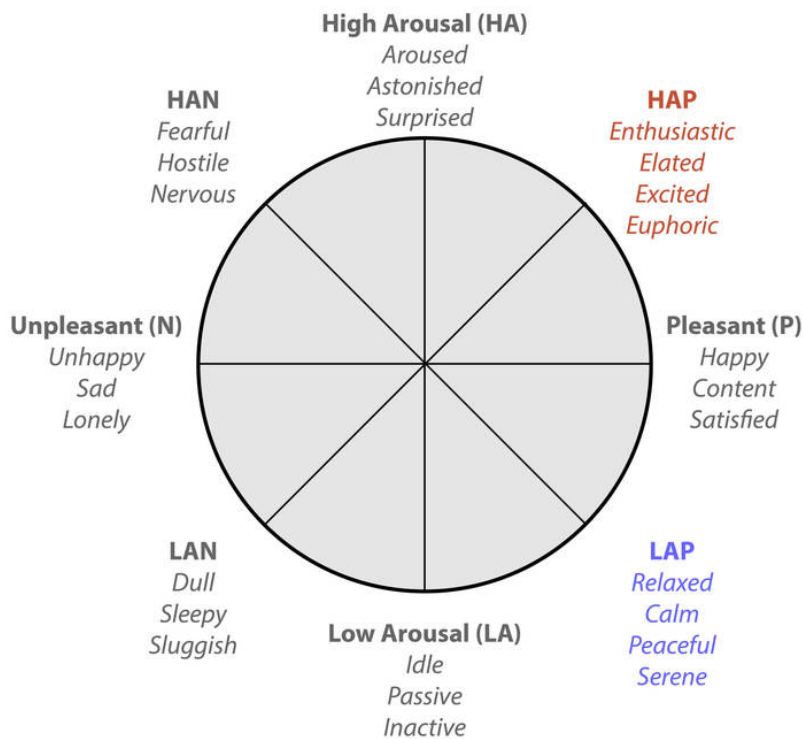
**People feel Good During Positive Events, but Culture Influences Whether People Feel Bad During Positive Events**

- In NA, people rarely feel bad after good experiences, whereas East Asian people are more likely to feel bad and good (mixed emotions) during positive events
  - o Ex. worried after winning an important competition
- This is because they engage in more dialectical thinking (more tolerant of contradiction and change) and accept these mixed feelings
- Whereas NA maximizes positive states and minimizes negative ones, East Asians value a balance
  - o Ex. getting the top score on a curve in NA = individual achievement worth celebrating. Students in East Asia would be more thoughtful of the overall group's success and also be more comfortable acknowledging both the positive and negative
  - o This can be linked to cultural differences in self models
  - o NA students would be more likely to show off their marks without feeling bad

**People Want to Feel Good Across Cultures, but Culture Influences the Specific Good States People Want to Feel (Their "Ideal Affect")**

- Ranges from pleasant to unpleasant and high arousal to low arousal
- People from NA lean toward feeling excited, energetic and high arousal positive states
- People from East Asian prefer low arousal positive states
- Can also be seen in cultural products or profiles, like women's Pfp has more smiling in NA

## Two-Dimensional Map of Affective States



Independent selves want to influence others which requires action and thus involving high arousal states

- Interdependent want to adjust to others which requires suspending action and attending to others

Studies have shown that people engage in activities consistent with their cultural ideal affect

- People from NA prefer thrilling activities
- People from EA prefer tranquil activities like lounging on the beach

We also base our conceptions of well-being and happiness on our ideal affect

- European americans are more likely to define well-being in terms of excitement
- Hong Kong Chinese view it in terms of calmness

Among European americans, the less people experiencing high arousal positive states, the more depressed they are

- Vice versa for Hong Kong Chinese

**People Base their Happiness on Similar Factors Across Cultures, but Culture influences the weight placed on each factor**

- Both cultures based life satisfaction on how they felt about self, their relationships, but their weighting of each factor was difference

European Americans based it on self-esteem, whereas HKC based life satisfaction equally on self-esteem and relationship harmony

People in individualistic cultures tend to evaluate their satisfaction according to how they feel emotionally

- In collectivist, people's life satisfaction is based on a balance between their emotions and norms

People in NA are more likely to feel negative when they have poor mental and physical health while Japanese context don't have this association

### **Why do Cultural Similarities and Differences in Emotion Matter?**

- It is critical to understanding emotions in general and the flexibility of emotional processes and important to prevent harmful miscommunication
  - Ex. EA are typically quiet and reserved which may be misinterpreted as disengaged or bored rather than calm. And even perceived as cold and unfriendly
- Recognizing these similarities and differences can provide insight to other paths of psychological health and well-being
  - Ex. study suggesting one way to increase happiness in cultures that value excitement is to increase the value placed on calm states

### **Current Directions in Culture and Emotion Research**

#### **What about Other Cultures?**

- There are definitely differences in ours and German culture for example
- Future studies may reveal these uninvestigated dimensions or models that have broad implications
- There are also a number of cross cultural situations like Chinese Americans (Chinese immigrant culture at home and American culture at school) these need more research

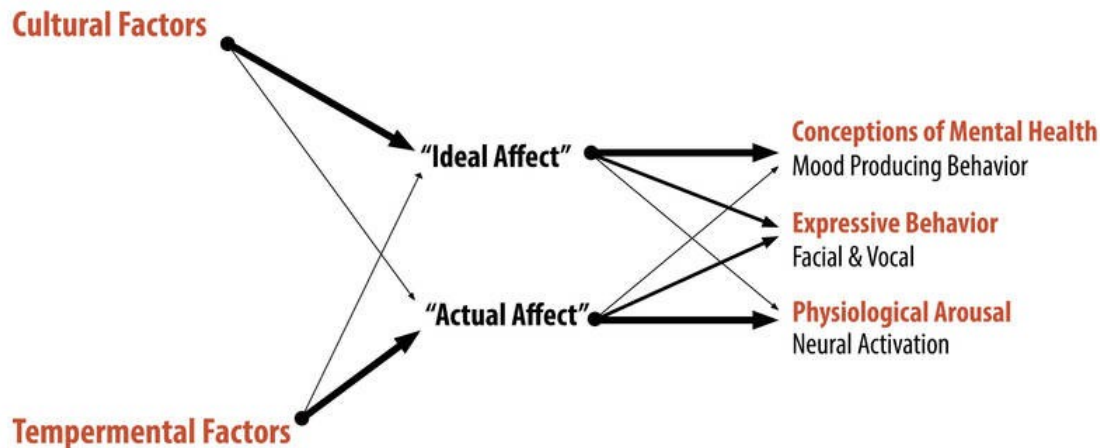
#### **How are Cultural Differences in Beliefs about Emotion Transmitted?**

- Cultural ideas are reflected and reinforced by practices, institutions, and products
  - Ex. best selling children book in US usually contain more exciting and less calm content than do bestselling children books in Taiwan
  - Kids who read stories with exciting content were more likely to value excited states, and vice versa for calm states
- Direct exposure to storybook content alters their ideal affect

#### **Could these Cultural Differences be Due to Temperament?**

- These are biological dispositions to respond in certain ways
  - Are Americans more emotional than EA due to genetics?
- Most models acknowledge that both culture and temperament play roles

- Most researchers believe despite genetic differences in found populations (migrants from a population who leave to create their own societies), culture has a greater impact on emotions
- Affect Valuation Theory proposes that cultural factors shape how people want to feel more than how they actually feel
  - Temperamental factors influence how people actually feel more than how they want to feel
- Scientists found that differences in ideal affect between cultures were associated more with cultural factors than with temperamental factor



## EMOTION EXPERIENCE AND WELL-BEING

### Feelings contribute to well-being

- Whether good or bad is positive or negative is an empirical question for us to solve
  - Can emotions do more for us than make us feel good or bad
- Each emotion experience has effects on cognition, behaviour, and the people around us
  - Ex. happiness is not only pleasant, but useful in social situations as it helps us be friendly and collaborate
  - Over time, these effects add up to have tangible effects on people's well being

Research has been inspired by the notion that our emotions are involved in our well being

- More happiness and less negative emotions lead to higher well-being
  - Includes increased life satisfaction, physical health, greater stress resilience better social connections, and even longer lives
- Some research directly supports that emotional experiences cause these outcomes rather than being a consequence of them

Recent research suggests that this conclusion to strive for positive emotion and as little negative emotion as possible is premature

- This is because it neglects three central aspects of the emotional experiences
  - 1) neglects the intensity of the emotion (each negative and positive emotion may not have the same effect on well-being at all intensities)
  - 2) neglects how emotions fluctuate over time

- o 3) neglects the context in which the emotion is experienced (context affects whether an emotion is good or bad for us)
- Therefore it depends which emotions we should feel

These three aspects of feelings are explored:

### **Intensity of Emotion Matters**

- Studies found that experiencing very high levels of positive emotion may be harmful
  - o Ex. may make individuals more likely to engage in risky behaviours, such as binge eating and drug use
  - o It is also associated with experience of mania
- Positive emotion is linked with increased well being but only up to a point, after which even more emotion is linked with decreased well being
  - o Follows a u shape
- Initial research suggests too little negative emotion can be cause for concern
  - o Ex. people who aim not to feel negative emotion are at risk for worse well being and adaptive functioning, including lower life satisfaction, lower social support, worst college grades, and feelings of worse physical health
  - o Feeling too little embarrassment in response to social interactions may damage social connections if they aren't motivated to make amends
- Feeling too little feel = psychopathy and blunted sadness in response to a sad situation is a characteristic of depressive disorders
- OVERALL, we should experience as much positive and as little negative as possible, but this can be sometimes wrong

### **The Fluctuation of the Emotion Matters**

- Emotions can fluctuate and vary over time
  - o Some people can be highly ecstatic one minute and upset the next, and some people are moderately upset and moderately happy
  - o These both have the same average emotion experience
- Overall, how much emotions fluctuate matters and the greater the fluctuations are associated with worse well being
  - o Ex. higher fluctuation of positive emotions was linked with lower well-being and greater depression
- Fluctuation in negative emotions has been linked with increased depressive symptoms, BPD, neuroticism.
- The fluctuation of one's emotions across time is associated with well-being
  - o An explanation is that strong fluctuations are indicative of emotional instability
- This does not mean we should aim to feel the same way all the time, as the ability to adapt the changing situational demands and experience emotions accordingly has demonstrated beneficial links with well-being
- Question: what exact amount of emotional fluctuation constitutes unhealthy instability and what amount of emotional fluctuation constitutes healthy flexibility
- CONCLUSION: it is always better to experience more positive emotions and less negative emotions
  - o Relative stability in emotion experience appears to be optimal

### **The Context of the Emotion Experience Matters**

- At least 3 different context may critically affect the links between emotion and well-being: external environment in which the emotion is being experienced, the other emotional

responses that are currently activated, and the other emotions that are currently being experienced

#### → **External Environment**

- Emotions are usually experienced within specific situations that come in many types
- The situation has strong implications for whether the emotion is the best emotion to feel
  - Ex. happiness at a party vs. a funeral
- Each emotion has its own function
  - Ex. fear helps us notice and avoid threats and is best in dangerous situations
  - Happiness can help people cooperate with others and is best in collaboration
  - Anger can be good when it comes to competition or fights
  - May be bad to experience happiness when we need to fight
- People who experience emotions that fit the context at hand are more likely to recover from depression and trauma
- Those who want to feel emotions that match the context at hand are more likely to experience greater well-being
  - People who pursue emotions without regard to context are more likely to experience lower subjective well being, more depression, greater loneliness
- **CONCLUSION:** the context in which an emotion is experienced critically influences whether the emotion helps or hinders well-being

#### → **Other Emotional Responses**

- Subjective feeling of an emotion is only one aspect
  - Other aspects include behaviours, facial expressions, and physiological activation
  - Ex. if you are excited about making a new friend, you might want to be near them, you might smile, and your heart may beat faster
- Often these responses travel together, meaning we feel an emotion we typically have corresponding behaviours and physiological responses
  - **Emotion coherence:** the degree to which emotional responses (subjective experience, behaviour, physiology, etc) converge with one another
  - But these do not co-occur in all instances and for all people
    - Ex. some people may choose not to express an emotion they are feeling internally, resulting in lower coherence
- People differ in their coherence
  - Some show almost perfect coherence between behaviour and experience, whereas others' behavior and experience corresponded not much at all
- The more that their behaviour and experienced cohered in the laboratory, the lower levels of depressive symptoms and the higher levels of well-being they experienced 6 months later
  - Experiencing high levels of positive emotion aided well-being only if it was accompanied by corresponding positive facial expressions

One of the key functions of an emotion is social communication and successful social communication depends on whether an individual's emotions are being accurately communicated to others

- Without adequate coherence, it may disrupt communication
- The lower coherence felt less socially connected to others

- People who habitually use suppression not only experience worse well-being but also seem worse off in terms of social relationships

CONCLUSION: It is important to consider the experience of an emotion, but also the emotional responses currently activated

#### → Other Emotions

- Positive and negative emotions are not simply the opposite, but are independent of each other and can happen at the same time
  - Ex. winning a prize but expected a bigger prize
- People can feel both within the same emotional experience
- The other emotions someone feels during experience of an emotion influences whether that emotion experience has a positive or negative effect on well-being
- Mixed emotions may be beneficial for their well-being
  - Ex. those who lost their husbands that had negative emotions as well as positive emotions recovered more quickly from the loss
- Individuals who can experience positive emotions in the face of negative emotions are more likely to cope successfully with stressful situations
  - These situations often elicit negative emotions and can have some benefits
- Overall, a combination of both feelings may be best

## FUNCTIONS OF EMOTIONS

**Intrapersonal functions:** the role that emotions play within each of us individually

**Interpersonal Functions:** the role emotions play between individuals within a group

**Social And Cultural Functions:** the role that emotions play in the maintenance of social order within a society

Emotions inform us of who we are, what our relationships with others are like, and how to behave in social interactions

- They give meaning to events
- Help coordinate interpersonal relationships
- Play an important role in the cultural functioning of keeping human societies together

#### → Intrapersonal Functions of Emotion

#### Emotions Help us Act Quickly with Minimal Conscious Awareness

- Without emotions, we could not make rapid decisions concerning whether to attack, defend, flee, or care for others, etc, all of which were functionally adaptive in our evolutionary history and helped us survive
  - Ex. emotion of disgust, helps us immediately take action and not digest bad food
    - This helps us survive and helps us act quick
    - Sitting down and thinking can cost one one's life

- Emotions evolved so we can act without that depth of thinking

### **Emotions Prepare the Body for Immediate Action**

- They can help orchestrate systems like perception, learning, attention, etc
- They simultaneously activate certain systems and deactivate others in order to prevent the chaos of competing systems operating at the same time, allowing for a coordinated response
  - Ex. when afraid, our bodies shut down unnecessary digestive processes, blood flows, etc
- They initiate a set of system of components that includes subjective experience, physiological reactions, etc, all for the purposes of specific actions
- Emotion prepares the body for action, but whether people actually engage in action is dependent on many factors, such as the context within where the emotion occurred, the target of the emotion, perceived consequences, etc
  - Emotions are just one of many determinants of behaviour
  - Emotions do not ACTUALLY always directly produce an action

### **Emotions Influence Thoughts**

- Memories are coloured with emotions felt when the facts occurred
  - Emotions are the glue that connects the facts in our mind
  - That is why it's easier to remember some things when you're happy or sad
  - Without emotions, the attitudes, values, and beliefs would just be statements without meaning
  - Emotions influence our thinking processes
- It is difficult to think critically and clearly when we feel intense emotions, but easier when we are not overwhelmed with emotions

### **Emotions Motivate Future Behaviours**

- Most of us strive to experience the feelings of satisfaction, joy, pride, and triumph ion accomplishments and achievements
- We also work hard to avoid strong negative feelings
  - Ex. feeling of drinking spoiled milk
    - In the future we will work hard to avoid that feeling, by checking expiration date, inspecting it, etc

### **→ Interpersonal Functions of Emotion**

- We are constantly expressing emotions when interacting with others so others can reliably judge these expressions
- Emotions and their expressions communicate information to others about our feelings, intentions, relationship with the target of the emotions, and the environment
- They help solve social problems by evoking responses from others, signalling the nature of interpersonal relationships, and provide incentives for desired behaviour

### **Emotional Expressions Facilitate Specific Behaviours in Perceivers**

- These expressions affect what the perceiver is likely to do
  - Perceiving an angry face will make it likely to produce avoidance
- Emotional displays evoke specific complementary emotional responses
  - Ex. anger evokes fear in others, distress evokes sympathy and aid

### **Emotional Expressions Signal the Nature of Interpersonal Relationships**

- Emotional expressions provide info about the nature of the relationships

- Study with married couples visit a lab after not having seen each other for 24 hours and engage in intimate conversations about daily events or issues of conflict
  - Discrete expressions of contempt, especially by men, and disgust especially by women, predicted later marital dissatisfaction and even divorce

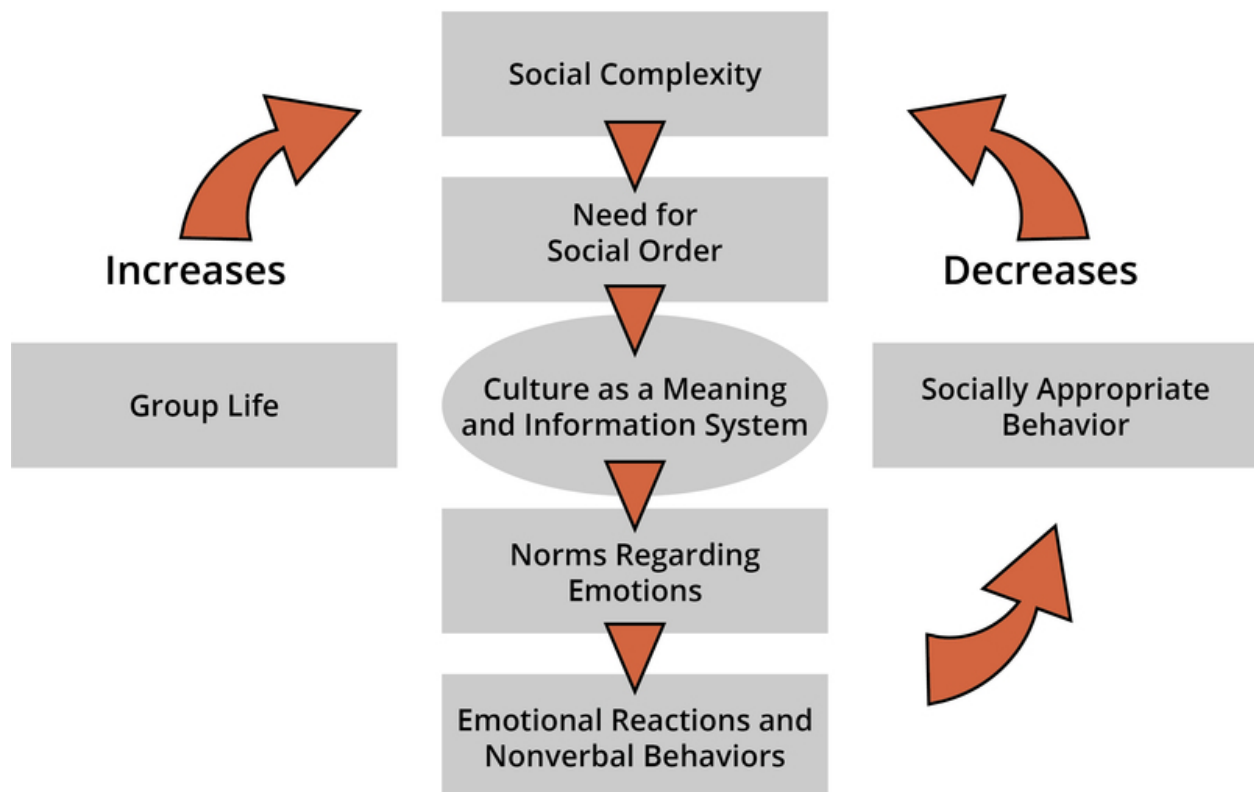
### Emotional Expressions Provide Incentives for Desired Social Behaviour

- **Social referencing:** the process whereby infants seek out information from others to clarify a situation and use that information to act
  - Study example: placed moms on the far end of a cliff and infants would crawl to mother. Mothers would first smile to attract them but as they got to the centre they posed a different expression such as fear or anger
    - No infant crossed the table when the mother showed fear, 6% did when she posed anger, 33% when sadness, and 75% when she posed joy

### → Social and Cultural Functions of Emotion

- Culture is important to provide the necessary coordination and organization
  - This allows people to negotiate the social complexity of social life and maintaining order and preventing chaos
- Culture provides a meaning and information system to its members which is shared by a group and transmitted across generations which allows them to meet basic survival needs, pursue happiness and wellbeing and derive meaning

## The Role of Emotions in the Function of Culture



Transmission occurs through development of worldviews related to emotions

- These provide guidelines for desirable emotions that facilitate norms for regulating individual behaviours and interpersonal relationships
- Our cultural background tells us which emotions are ideal to have and which aren't
- Culture related to emotion is transmitted in many ways, such as child rearing to children, books, movies, ads
- Inform us what to do with our emotions
  - **Culture display rules:** rules that are learned early in life that specify the management and modification of our emotional expressions according to social circumstances
  - Ex. boys don't cry, laugh at the boss's jokes
- Culture also influences how people experience them as well

Since one of the main functions of culture is to maintain social order to ensure group efficiency and survival, cultures create worldviews, rules, guidelines, and norms concerning emotions

- Norms serve to maintain order
- These help us manage and modify our emotional reactions
- This is so we can engage in socially appropriate behaviours and increase social order
- Without this, people would act crazy and unpredictable, potentially causing harm
  - This would make it hard to function effectively as a society and even to survive

**Social Cognition:** the study of how people think about the social world

- These researchers study how people make sense of themselves and others to make judgments, form attitudes, and make predictions about the future
- Humans are adept at distilling large amounts of information into smaller, more usable chunks, and that we possess many cognitive tools to allow us to efficiently navigate the environment
- Many of our decisions and behaviours are driven by unconscious processes and implicit attitudes we are unaware of

### **Simplifying our Social World**

**Schema:** a mental model or representation that organizes the important information about a thing, person, or event (also known as a script)

- A mental blueprint for how we expect something to behave
- Made from direct encounters as well as other sources
- Ex. when meeting a new dog, we can assume it barks, enjoys treats etc
- Allows us to reduce the amount of cognitive work we need to do
- We hold them about people (person schemas), ourselves (self-schemas), and recurring events (event schemas, or scripts)
  - Ex. a script for dining at a restaurant, how we should behave and act, and our conduct inside of one

**Heuristics:** a mental shortcut or rule of thumb that reduces complex mental problems to more simple rule-based decisions

- Ex. choosing a book to buy, we can go off of recommendations from credible sources as a safe bet
- Commonly used to identify whether something belongs to a category

- o Ex. a pitbull is a dog, but what is a coyote?

**Representativeness Heuristic:** a heuristic in which the likelihood of an object belonging to a category is evaluated based on the extent to which the object appears similar to one's mental representation of the category

- Ex. perceive a female to be an athlete based on the fact that the female is tall

Although this can help with indicating one's membership of a category and using the heuristic will help them arrive at a correct judgment, it may conflict with representativeness information

- Ex. if asked to judge whether a quiet think man who likes to read poetry is classics professor or a truck driver, one may lean closer to the former

**Availability Heuristic:** a heuristic in which the frequency or likelihood of an event is evaluated based on how easily instances of it come to mind

- Can lead to good approximations of frequency, but less reliable when judging the frequency of relative infrequent but highly accessible events
  - o Ex. how many words have k as first letter vs. 3rd letter (More for last one)
  - o This is because words that start with k are more readily available

### **Making Predictions About the Social World**

- When facing a decision, we predict our future behaviours or feelings in order to choose the best course of action
- We also make predictions about others quickly, based on little information, and can actually be surprisingly accurate when inference about various traits and emotions
  - o These are predictive of the target's future behaviour
- Even our own predictions of our future academic performance are more accurate than peers' predictions of our performance
  - o Not always the case that we hold greater insight into ourselves
- For certain behaviours, peers are more accurate than self-reports
  - o Our perceptions are often overly positive, and we display overconfidence in their accuracy and potential
  - o Ex. we underestimate the time it takes to complete a task
    - **Planning Fallacy:** a cognitive bias in which one underestimates how long it will take to complete a task
    - Can be bad for papers, and tasks, but good for leading individuals to pursue ambitious projects that turn out to be worthwhile that they may not have started without this
- We predict whether we will feel positively or negatively about certain outcomes and make predictions about how strongly and for how long we will feel that way
  - o **Affective Forecasting:** predicting how one will feel in the future after some event or decision
- For this, we are good at practicing whether a situation in the future will make us feel good or bad, but incorrectly predict the strength or duration of those emotions
- **Impact Bias:** a bias in affective forecasting in which one overestimates the strength or intensity of emotion one will experience after some event
  - o Often overestimating good feelings and bad feelings
- **Durability Bias:** tendency for people to overestimate how long positive and negative events will affect them
  - o Much greater for predictions regarding negative events than positive events

- o This is due to the fact that many people are unaware of the psychological mechanisms that help us adapt and cope with negative events

### Hot Cognition: The Influence of Motivations, Mood, and Desires on Social Judgment

**Hot Cognition:** the mental processes that are influenced by desires and feelings

- Ex. bad test score. Your ability to reason objectively about the assignment is limited by your anger toward the teacher, upset feelings, etc
  - o In this situation we want the situation to turn out a particular way or our belief to be the truth
- With these directional goals, we are motivated to reach a particular outcome or judgment and do not process information objectively
- **Directional goals:** the motivation to reach a particular outcome or judgment
  - o These can bias our thinking such as leading to motivated skepticism
    - **Motivated skepticism:** a form of bias that can result from having a directional goal in which one is skeptical of evidence despite its strength because it goes against what one wants to believe
    - Ex. when individuals trust medical tests less if it says they have a deficiency and trust it when they are healthy
    - People believe what they want to believe
- Also situations where we do not have wishes for a particular outcome but our goals bias our reasoning anyway
  - o Ex. wanting an accurate conclusion can influence us to make us more cautious
- Sometimes we don't care about the restaurant when we're very hungry
- **Need for closure:** the desire to come to a decision that will resolve ambiguity and conclude an issue
  - o Often induced by time constraints as well as by individual differences in the need for closure
- Moods and feelings also shape our thinking process and ultimate decisions
  - o Can be influenced by past events, and memories
    - Ex. when sad it is easier to recall sad memories of your dog's death than a happy moment you receive the dog
- **Mood-Congruent Memory:** the tendency to be better able to recall memories that have a mood similar to our current mood
  - o The mood we were in when the memory was recorded becomes a retrieval cue
  - o The biased retrieval of congruent memories can impact subsequent judgments we make
- Aside from our moods influencing the memories we retrieve, they can also influence the broader judgment we make
  - o Can be problematic when our current mood is irrelevant to the judgment at hand
  - o Ex. participants reported more sadness when the weather was rainy than when it was sunny. Only worked when participants weren't aware of the weather

### Automaticity

**Automatic:** a behaviour or process has one or more of the following features: unintentional, uncontrollable, occurring outside of conscious awareness, and cognitively efficient

- Some actions may still be considered automatic even without these features, such as driving
- Processes can become automatic through repetition, practice, or repeated associations

Some automatic processes, such as fear responses, are innate

- This may represent an evolutionary adaptive response to assist in danger detection

**Chameleon Effect:** the tendency for individuals to nonconsciously mimic the postures, mannerisms, facial expressions, and other behaviours of one's interaction partners  
Automatic Mimicry has been shown to lead to more positive social interactions and to increase liking between the mimicked person and mimicking person

When concepts and behaviours have been repeatedly associated with each other, one of them can be primed by exposing participants to the strongly associated other one

- **Primed:** a process by which a concept or behaviour is made more cognitively accessible or likely to occur through the presentation of an associated concept
- Ex. pairing stethoscope with a nurse, and participants recognize the word nurse more quickly

**Stereotypes:** our general beliefs about the traits or behaviours shared by group of people

- Can be prime associated judgments and behaviours
- May guide our judgments outside of conscious awareness
- Involve a mental schema for how we expect a person will think and behave
  - o Ex. women to be compassionate (all women)

Our social context may prime us to form particular judgments and influence our thoughts and behaviours

- Study where they primed people with words associated with Blacks and participants judged a target's ambiguous behaviours as more hostile

## Attitudes and Attitude Management

**Attitude:** a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor

- General evaluations of things (positive or negative) and bias us
- So if we have a negative attitude towards mushrooms you will avoid them and think negatively of them, which can be overridden by another experience with it

Attitudes are measured through explicit attitude measures

- **Explicit attitude:** an attitude that is consciously held and can be reported on by the person holding the attitude
- Ex. to various objects, people, or issues
- Explicit measures of attitudes can be used to predict actual behaviour but have limitations
  - o Individuals aren't always aware of their true attitudes
  - o Even when individuals are aware, they may not want to admit them, such as when such attitude is viewed negatively by their culture
- Many researchers use subtle or covert ways of measuring to avoid these
  - o **Implicit Attitude:** an attitude a person does not verbally or overtly express
    - Ex. someone may have an explicit attitude towards the job that is positive but a negative implicit attitude about the commute
  - o **Implicit Measures of Attitudes:** used to learn what a person's implicit attitudes are

- These infer the attitudes
- Ex. time to label an attitude object as positive or negative
- Ex. the faster someone categorizes their job as negative compared to positive, the more negative the implicit attitude is
- **Implicit Association Test:** an implicit attitude task that assesses a person's automatic associations between concepts by measuring the response times in pairing the concepts
- **Evaluative Priming Task:** an implicit attitude task that assesses the extent to which an attitude object is associated with a positive or negative valence by measuring the time it takes a person to label an adjective as good or bad after being presented with an attitude object
- These implicit measures reveal biases that participants do not report on explicit measures

## THEORY OF MIND

- Humans have the fascinating capability to perceive and interpret other people's behaviour in terms of their mental states
- Essential for social interaction, reflexive thought, moral judgment\
- Develops from early life

**Theory of Mind:** the human capacity to understand minds, a capacity that is made up for a collection of concepts (ex. Agent, intentionally) and processes (ex. Goal detection, imitation, empathy, etc)

### The Role of Theory of Mind in Social Life

- With the capacity to interpret certain physical movements in terms of mental states, perceivers can parse this complex scene into intentional actions of reaching and giving
  - Can interpret actions as instances of offering and trading
- Also can interpret with a cultural script, ex. Lady giving cashier a credit card
- Without this theory, we would be lost in a simple payment transaction, and no such thing as cashiers and credit cards
- These complex social interactions have given rise in human cultural evolution, to houses, cities and nations

Examples of social interactions that rely deeply on theory of mind:

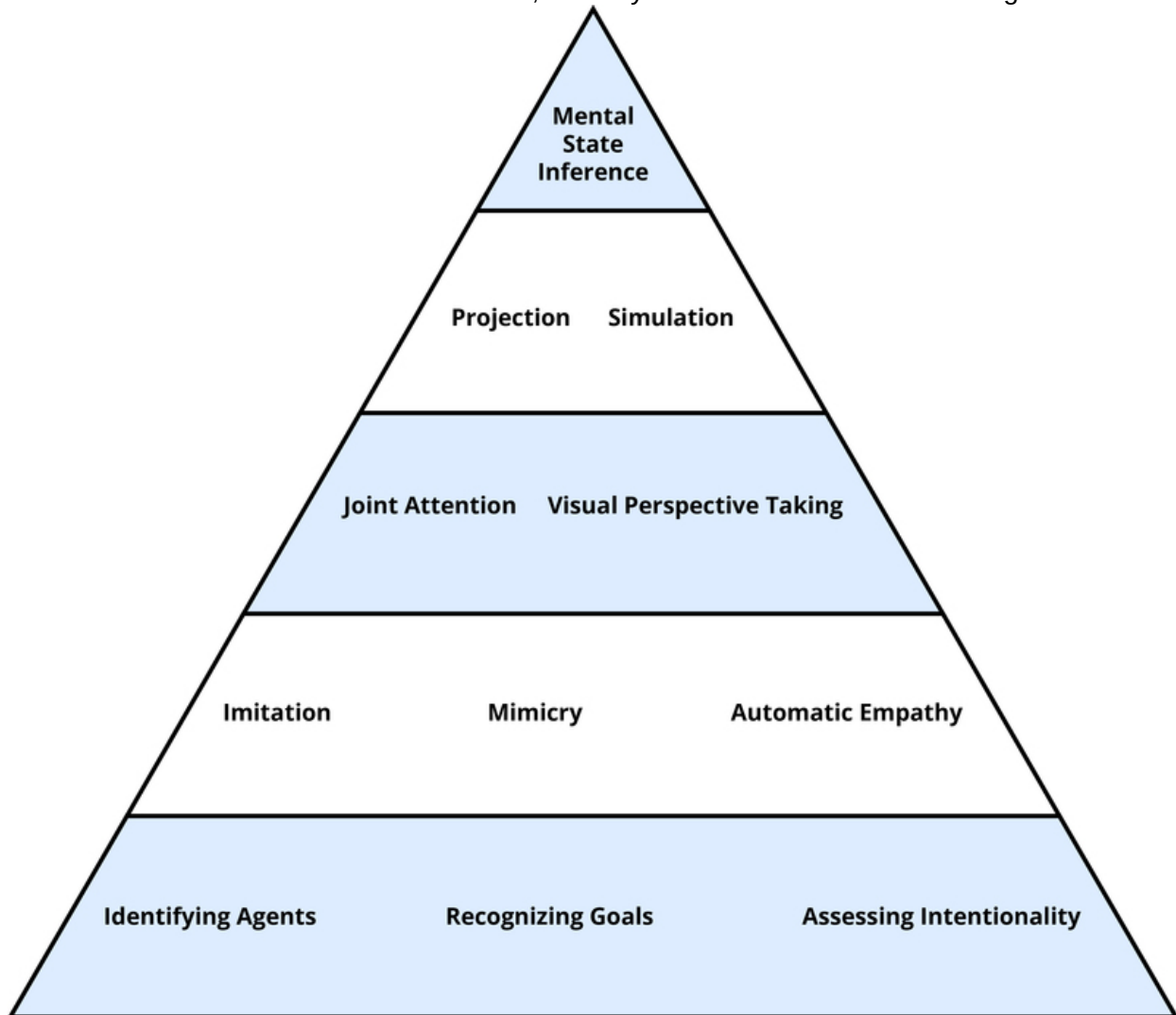
- Teaching another person new actions or rules and taking into account what they know or don't know and how to best make them understand
- Sharing experiences by telling a friend how much we liked a movie
- Etc

### Autism and Theory of Mind

- Capacity of the theory of mind is limited with those with autism
- Some autistic people report they perceive others in a more analytical way
  - This way is very tiresome and slow

### Mental Processes Underlying Theory of Mind

- Theory is not a single thing
- Consists of many important tools that reflects the complexity of involved processes: from simple and automatic on the bottom to complex and deliberate on the top
  - Also reflects development, from tools that infants master within the first 6-12 months to tools they need to acquire over the next 3-5 years
  - Also reflects evolution, monkeys have tools on the bottom, chimpanzees have the tools at the second level, but only humans master the remaining tools



### Agents, Goals, and Intentionality

#### Agent

- This category allows humans to identify those moving objects in the world that can act on their own
- Features that indicate an agent include being self-propelled, having eyes, reacting systematically to the interaction partner's behaviour, such as following gaze or imitating

#### Recognizing

- Builds on the agent category, because agents are characteristically directed toward goal objects, meaning they seek out, track, and often physically contact said objects
- Infants recognize that humans reach toward an object they strive for even if that object changes location or if the path to the object contains obstacles
- To recognize goals is to see the systematic and predictable relationship between a particular agent pursuing a particular object

### Intentional

- Humans learn to pick out behaviours that are intentional
  - **Intention:** an agent's mental state of committing to perform an action that the agent believes will bring about a desired outcome
  - **Intentionality:** the quality of an agent's performing a behaviour intentionally, with skill and awareness and executing an intention
- Some behaviours can be unintentional even if they're goal directed
  - Ex. making a fool of yourself trying to impress a girl
- To act intentional you need the right kinds of beliefs about how to achieve the goal and the skill to perform the intentional actions

### Imitation, Synchrony, and Empathy

- The human tendency to carefully observe others' behaviours and do as they do
- **Mimicry:** copying others' behaviour, usually without awareness
- **Synchrony:** two people displaying the same behaviours or having the same internal states (because of mutual mimicry)
  - Can happen at very low levels, such as negative physiological arousal
  - People who enjoy an interaction synchronize their behaviours more and increased synchrony makes people enjoy their interactions more
  - Possible due to brain mechanisms that tightly link perceptual information with motor information
- **Mirror neurons:** neurons identified in monkey brains that fire both when the monkey performs a certain action and when it perceives another agent performing that action
  - Humans don't really have this, as human imitation and mirroring is more selective, triggering primarily actions relevant to the current state or aim
- **Automatic empathy:** a social perceiver unwittingly taking on the internal state of another person, usually because of mimicking the person's expressive behaviour and thereby feeling the expressed emotion
  - Ex. bill is sad and expresses this emotion, then Elena who watches him will subtly imitate his behaviour and feel sad as well whether she wants to or not

### Joint Attention, Visual Perspective Taking

**Joint Attention:** two people attending to the same object and being aware that they both are attending to it

- Ex. both looking at an object and are both aware each of them are looking
- Ex. looking at each other and ensuring you are really jointly engaging with the object
- This engagement is important for children to learn the value (is it safe and rewarding to approach?) and what do you call this?
- Ex. if you held up a keyboard and said its name in German, I'd know you were talking about the keyboard and not something else

**Visual Perspective Taking:** can refer to visual perspective taking (perceiving something from another person's spatial vantage point) or more generally to effortful mental state inference (trying to infer the other person's thoughts, desires, and emotions)

- Ex. something to someone's left is to your right. Overcoming this, we imaginatively adopt the other person's spatial viewpoint and determine their perspective
- We actually mentally rotate towards the other's spatial location and the further away they sit, the longer it takes to adopt their perspective

### **Project, Simulation (and the Specter of Egocentrism)**

- To be in another person's psychological position, we have to go beyond mental rotation
- One tool is simulation
  - o **Simulation:** using one's own mental model states as a model for others' mental states
    - Ex. what would it feel like if I was sitting across from an interrogator? Etc

**Projection:** a social perceiver's assumption that the other person wants, know, or feels the same as the perceiver wants, know, or feels

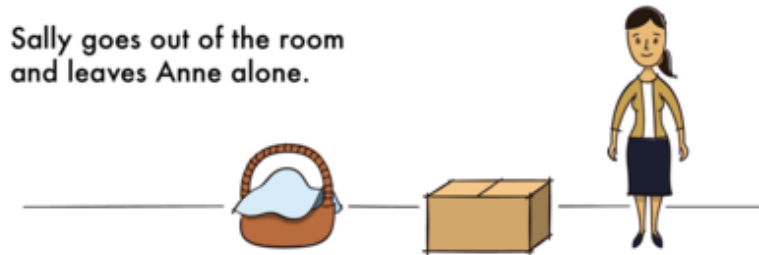
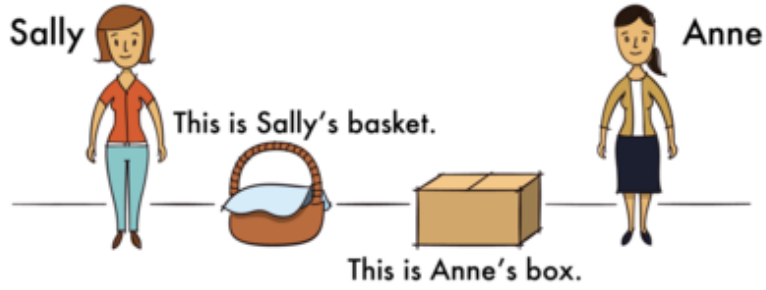
- Assuming the other's perspective equals our own which can be effective if we share with the other person the same environment, background, knowledge, and goals
- Ex. You know that J hates flowers, and when D gets J flowers, she says they are beautiful. And you then have to predict whether D can figure out that she is being sarcastic and overestimate whether D spots the sarcasm or not
- Ex. when you see a bird in the tree but your friend does not, it isn't obvious, it's obvious to you

In these examples, people use their own current state to grasp other's mental states

- We need to try harder to recognize our egocentrism

### **Explicit Mental State Inference**

- The ability to truly take another person's perspective requires that we separate what we want, feel, and know from what they want, feel and know
- We rely on stored knowledge - general knowledge and agent specific knowledge (J hates flowers)
  - o Also rely on perceived facts of the situation like what the person didn't see, what is happening to the agent, etc
- The capacity to integrate multiple lines of information into a mental-state inference develops within the first few years of life
- Began by experimenting whether children can pass a false-belief test
  - o **False-belief test:** an experimental procedure that assesses whether a perceiver recognizes that another person has a false belief- a belief that contradicts reality
- Child is shown a picture story of Sally, who puts her ball in a basket and leaves the room, while she leaves, Anne takes the ball from the basket and puts it inside a box
  - o The child is then asked where Sally thinks the ball is located
  - o The answer should be that she expects it to be where she put it (the basket) but we have to infer the false belief against our own knowledge which is hard for children under age of 4



Overall, this is a capacity that is a theory of mind and behaviour

## Folk Explanations of Behaviour

**People's Explanations of Behaviour:** people's natural explanations for why somebody did something, felt something, etc. (differing substantially for unintentional and intentional behaviours)

- We have a strong need to answer why questions
- We have an insatiable desire to understand, to find meaning in this person's behaviour etc

Older theories of how people explain and understand behaviour suggested that people merely identify causes of the behaviour

- This was true for most unintentional behaviours (tripping, headaches, wrong name)

But to explain intentional behaviours, people use a more sophisticated framework of interpretation, which follows directly from their concept of intentionality and the associated mental states they infer

- To behave intentionally, she must have a desire for an outcome and an intention to perform that action and if they perform the action with awareness and skill it is intentional

To explain why they did it, we try to make the inference of what desire and what beliefs led them to the actions as reasons

BY relying on the theory of mind, explanations of behaviour make meaningful what otherwise would be inexplicable motions

- We use this ability effortlessly and accurately which takes years for children to develop and our species a few million years to evolve it

The Self is when I encounter Me

- The self may be a social actor who enacts roles and displays traits by performing behaviours in the presence of others
- May be a motivated agent, who acts upon inner desires and formulates goals, values, and plans to guide behaviour in the future
- Or the self eventually becomes an autobiographical author who takes stock of life to create a story about who I am, how I came to be, etc

Greeks believed the self is inherently reflexive: it reflects back on itself

The Self is what happens when "I" reflects back on "Me"

- Self is both I and Me, it is the knower and it is what the knower knows when the knower reflects upon itself

We often try to manage, discipline, refine, improve, or develop the self

- We work on ourselves, as we mya work on a project

Many ways you might reflect upon and try to improve the self fall roughly into three broad categories: social actor, a motivated agent, or an autobiographical author

## The Social Actor

Scientists have portrayed human nature as profoundly social

- Homo sapiens and evolutionary forerunners have survived and flourished by virtue of their ability to live and work together in complex social groups, cooperating with each other to solve problems and overcome threats
- We strive to get along and get ahead in the presence of each other
- We care deeply about social acceptance and social status and for those who don't fit in social groups or fail to attain a status have been compromised when it comes to survival and reproduction

The sense of self as a social actor begins to emerge around 18 months old

- By then toddlers can recognize themselves in the mirror
- What they see is an actor moving through space and time, using words such as me and mine in second year of life suggesting that the I now has linguistic labels that can be applied reflexively to itself
- At this time, toddlers start to express social emotions like embarrassment, shame and guilt, and pride
  - These emotions tell the social actor how well they are performing in the group
  - "When I do things that win the approval of other, I feel proud"
  - "When I fail in the presence of others, I feel shame"
- When I violate a social rule, I experience guilt, motivating me to make amends

Classical theories point to the second year of life as a key developmental period, Freud pointed to the ego here

- **Ego:** Freud conception of an executive self in the personality. Akin to this module's notion of the "I", Freud imagined the ego as observing outside reality, engaging in rational thought, and coping with the competing demands of inner desires and moral standards]
- Argued that the experiences of trust and interpersonal attachment in the first year of life help consolidate the autonomy of the ego in the second
- I come to know who I am as a social actor by noting how other people in my social world react to my performances
  - People function like mirrors, reflecting who I am back to me

Young children begin making attributions about themselves in simple forms

- Ex. at Age 4, Jessica knows she has dark hair, knows she lives in a white house, and describes herself and describes herself to others in simple behavioural traits
  - She may say she is nice or helpful or a good girl
- In fifth grade, she sees herself (age 10) in more complex ways, like honest, moody, etc
- By late childhood, the personality traits that people attribute to themselves as well as those attributed to them by others, tend to correlate with each other in ways that conform to a well-established taxonomy of five broad trait domains called the Big Five
  - Extraversion, neuroticism, agreeableness, conscientiousness, and openness to experience
- By late childhood, self-conceptions will include important social roles: I am a good student

Traits and roles, and variations on these notions are the main currency of the self as social actor

- These traits terms capture perceived consistencies in social performance and convey what I reflexively perceive to be my overall acting style, based on how I think others see me as an actor in many different social situations
  - Roles capture the quality of important structured relationships in life
- Taken together, roles and traits make up main features of social reputation

If you ever have tried to change yourself, you may have taken aim at your social reputation, targeting central traits or social roles

- Wanting to be a more optimistic person
  - You take in appraisals of others, and realize your friend avoid you since you bring them down
  - In this, you have worked on your neuroticism, or you are working on conscientiousness
- Self-improvement efforts such as these are sometimes successful but very hard
- Research says that some broad traits are stubborn and resistant to change even with the aid of psychotherapy

But, instead of looking at traits, some people look directly towards their social roles

To become a more effective social actor, you may take aim at the important roles in your life

- Ex. what can i do to become a better son, looking for new roles to perform
- By doing concrete things that enrich your performances in important social roles, you begin to see yourself in a new light and others will notice too

### **The Motivated Agent**

- Observers can never really know what is in the actor's head
  - We can see them act, but cannot know for sure what they want or what they value unless they tell us
- As a social actor, a person may come across as friendly and compassionate, or cynical and mean-spirited, but in neither case can we infer their motivations from their traits or roles
  - What do they want?
- Many psychological theories of the self prioritize motivational qualities of human behaviour - the inner needs, wants, desires, goals, values, plans, programs, fears, and aversion that give behaviour its direction and purpose

To be an agent is to act with direction and purpose, to move forward into the future in pursuit of self-chosen and valued goals

- We are agents from the time we are infants, as babies can act in goal-directed ways
- By age 1, infants show a preference for observing and imitating the goal-directed behaviour of others rather than random behaviours

Person must first realize that people have desires and goals in their minds and that these inner desires and goals motivate their behaviour

- Attaining this kind of understanding means acquiring a theory of mind (occurring at age 4)
- Once a child understands that other people's behaviour is often motivated by inner desires and goals, it is a small step to apprehend the self

Building on theory of mind and other cognitive development, children begin to construct the self as a motivated agent in the elementary school years, layered over their still developing sense of themselves as social actors

- Ages 5-7 suggest that children become more planful, intentional, and systematic in their pursuit of valued goals
- Schooling reinforces the shift, by placing demands like working hard, schedules, goals, and achieve success
- Their relative success in achieving their most cherished goals, furthermore, goes a long way in determining children's self-esteem
- Motivated agents feel good about themselves to the extent they believe that they are making good progress in achieving their goals and advancing their most important values

Goals and values become even more important for the self in adolescence, as teenagers begin to confront the challenge of identity

- This involves exploring different life goals, values, vocations, and intimate relationships and eventually committing to a motivational and ideological agenda for adult life (a realistic sense of what I want and value in life and how I plan to achieve it)
- Committing to an integrated suite of life goals and values is the greatest achievement for the self as motivated agent
- This has implications for how a person moves through life as a social actor, entailing new role commitments and a changing understanding of one's basic dispositional traits
- But this is always provisional, as adults continue to work on their identities as they move into midlife and beyond. Investing themselves in new projects, exploring new relationships, shifting priorities

Any time you try to change yourself, you are assuming the role of a motivated agent

- The particular feature of selfhood you try to change may correspond to your self as actor, agent, or author, or some combination
  - When you try to change your traits or roles, you take aim at the social actor
  - When you try to change your values or life goals, this is motivated agent related
- Adolescence and young adulthood are periods where we focus attention on our values and life goals
  - Ex. used to be catholic but now we don't believe in it
- As a motivated agent, changing values can influence life goals
  - Ex. new value system of alleviating the suffering of others may lead to social work
- A great deal of identity work we do in adolescence and young adulthood is about values and goals, as we strive to articulate a personal vision or dream for what we hope to accomplish

### **Autobiographical Author**

- As I continue to develop a sense of the ME as both social actor and motivated agent, a third standpoint emerges in adolescent and early-adult years
- It is a response to Erikson's challenge of identity
  - Developing an identity involves more than the exploration of and commitment to life goals and values (motivated agent), and more than committing to new roles and re-evaluating new traits (social actor)
  - It involves achieving a sense of temporal continuity in life
    - A reflexive understanding of how I have come to be the person I am becoming or how my past self has developed into my present self, and how my present self will develop into an envisioned future self

- Erikson intimates that the development of a mature identity in young adulthood involves the I's ability to construct a retrospective and prospective story about the Me
  - As an effort to find a meaningful identity, young men and women selectively reconstruct their past, and imagine their future to create an integrative life story, aka a **narrative identity**
- **Narrative identity:** an internalized and evolving story of the self that reconstructs the past and anticipates the future in a way that provides a person's life with some degree of unity, meaning, and purpose over time
  - The self becomes an autobiographical author in the early-adult years, a way of being that is layered over the motivated agent, which is layered over the social actor
- This personalized life story integrated our past of who we were, who we are today, and who we may become in the future, helping us explain why the social actor does what it does and why the motivated agent wants what it wants, and how the person as a whole has developed over time

By the age of 5, children can tell well-formed stories about personal events

By end of childhood, they have a good sense of what a typical biography contains and how it is sequenced

Not until adolescence that human beings express advanced storytelling skills called **autobiographical reasoning**, where a narrator is able to derive substantive conclusions about the self from analyzing his or her own personal experience

Adolescents may develop the ability to string together events into causal chains and inductively derive general themes about life from a sequence of chapters and scenes

- Ex. 16 year old can explain to herself and to others how childhood experiences in her family have shaped her vocation in life

Adolescents can tell a full and convincing story about an entire human life

Once the cognitive skills are in place, young people seek interpersonal opportunities to share and refine their developing sense of themselves as storytellers (the I) who tell about themselves (the ME)

Gradually through conversation and introspection, the I develops a convincing and coherent narrative about the ME

Research on the self as autobiographical author emphasizes the strong effect of culture on narrative identity

- Culture provides a menu of favoured plot lines, themes, and character types for the construction of self-defining life stories
- Autobiographical authors simply select from the cultural menu and picking ideas that resonate well with their own life experience

American culture has the prominence of redemptive narratives

- These stories track the move from suffering to an enhanced status or state, while scripting the development of a chosen protagonist who journeys forth into a dangerous and unredeemed world

- Hollywood movies often celebrate these quests
- Americans are exposed to similar messages in self-help books, 12-step programs, Sunday sermons, and rhetoric of political campaigns
- Most influential spokesperson for this is Oprah who tells her story of overcoming childhood adversity
- American adults who enjoy high levels of mental health and civic engagement tend to construct their lives as narratives of redemption, tracking the move from sin to salvation, rags to riches, etc
  - These are seen as inspirational

At the same time, there has been shortcoming and limitations in the redemptive stories that many Americans tell, which mirror cultural biases and stereotypes in American culture and heritage

- These stories support happiness and societal engagement for some Americans, but the same stories can encourage moral righteousness and a naive expectation that suffering will always be redeemed
- Americans love stories of personal redemption and aim to assimilate their autobiographical memories and aspiration to a redemptive form
- Every culture offers its own favoured narrative forms, as they espouse different values and narrative ideals

### **SELF-EFFICACY**

- Refers to your beliefs about your ability to effectively perform the tasks needed to attain a valued goal
- How strongly you believe you can use your abilities to work towards goals
  - Different domains, like academics, problem-solving, etc
- Strong self-efficacy are associated with positive outcomes like better grades, better athletic performance
- Influences behaviour and emotions in particular ways that help people better manage challenges and achieve valued
- Simply refers to the belief about your abilities
- NOT a trait

Different from self-esteem

- Self-esteem refers to how much you like or esteem yourself, whereas self-efficacy refers to your self-confidence to perform well and to achieve in specific areas of life
- Can influence each other
  - Ex. self-efficacy in our ability to perform well in athletics will influence our self-esteem

### **How do we Measure Self-Efficacy?**

- It is an abstract concept you cannot touch or see, and not measured in a straightforward manner
- We use a self-report measure (type of questionnaire like a survey) where people answer questions usually with answers that correspond to numerical values
  - Ex. in the last month, how often have you been upset because of something that happened unexpectedly. You then answer in a 1-5 scale
  - Answers are then summed together to create a total score, higher levels = higher levels of stress

- o Called the Perceived Stress Scale
- Also important to develop tools to measure this and turn them into the most objective manner possible

There are two broad types of self-report measures for self-efficacy

#### 1) Measures of General Self-efficacy

- Ask people to rate themselves on general terms like (it is easy for me to stick to my aims and accomplish my goals, etc)
- Since self-efficacy is not a global trait, there are problems with lumping all types of self-efficacy together in one measure, therefore we need a second category →

#### 2) **Task-Specific Measures of Self-Efficacy**

- These measures ask about a person's self-efficacy beliefs about a particular task
- Describes several situations relating to a behaviour and then ask the participant to write down how confidently he or she feels about doing that behaviour
  - o Ex. a measure of dieting would be a list of situations where it can be hard to stick to a diet
  - o Ex. a measure of childrens self-regulatory self-efficacy include a variety of questions where it can be hard to resist impulses like controlling temper, resisting peer pressure to smoke, and defying pressure to have unprotected sex
- Argued this is the better way to measure it

**What are the Major Influences on Self-Efficacy?**

Influence	Definition
Performance Experiences	When you do well and succeed at a particular task to attain a valued goal, you usually believe that you will succeed again at this task. When you fail you often expect that you will fail again in the future if you try that task.
Vicarious Performances	If someone who seems similar to you succeeds, then you may come to believe that you will succeed as well.
Verbal Persuasion	This involves people telling you what they believe you are and are not capable of doing. Not all people will be equally persuasive.
Imaginal Performances	What you imagine yourself doing and how well or poorly you imagine yourself doing it.
Affective States & Physical Sensations	When you associate negative moods and negative physical sensations with failure, and positive physical sensations with success.

Not all people are equally likely to influence your self-efficacy through verbal persuasion

- People who appear trustworthy, or attractive, or who seem to be experts, are more likely to influence your self-efficacy than are people who do not possess these qualities
- Ex. a teacher you respect is more likely to influence your self-efficacy than a teacher you do not respect

Imaginal performances are a great way to increase self-efficacy, as if you imagine doing well on an interview, it can lead to a more effective interview

Affective States and Physical Sensations

- Abound when you think about the times you have given a presentation
  - o if you had your heart race during a presentation and attributed it to caffeine, it likely would not affect performance, but if you believe it was because you were doing a poor job, you might believe you cannot give the presentation well

## **When and How does Self-efficacy Develop**

- Develops at a very young age and does not remain constant, as it can change and grow as an individual has different experiences

When children are young, their parents' self-efficacies are important

- Children of parents with high parental self-efficacies perceive their parents as more responsive to their needs

Around 12-16, adolescents' friends also become an important source of self-efficacy beliefs

- Adolescents who associate with peer groups that are not academically motivated tend to experience a decline in academic self-efficacy
- Adolescents who watch their peers succeed experience a rise in academic self-efficacy
  - Example of gaining self-efficacy through vicarious performances

The effects of self-efficacy that develop in adolescence are long lasting

Greater social and academic self-efficacy measured in people aged 14-187 predicted greater life satisfaction five years later

## **Benefits of High Self-Efficacy**

### **Academic Achievement**

- Students who believe in their ability to do well academically tend to be more motivated in school
  - When self-efficacious students attain their goals, they continue to set even more challenging goals
  - This can lead to better performance in school in terms of higher grades and taking more challenging classes
- Students with higher academic self-efficacies may study harder because they believe they are able to use their abilities to study effectively
- Self-efficacious teachers encourage parents to take a more active role in their children's learning, leading to better academic performance
- Freshmen with higher self-efficacies about their ability to do well in college tend to adapt to the first year in college better than those with lower self-efficacies
  - Those with strong self-efficacy beliefs toward performing well in school tend to perceive a wider range of career options
  - People who have stronger beliefs of self-efficacy toward their professional work tend to have more successful careers
- Students with greater ability perform better than those with lesser ability
  - But with students with equal level of academic ability, those with stronger academic self-efficacies perform better than those of weaker
- Students with weak math self-efficacies got about 25% of the math problems correct, compared to a higher self-efficacy student that averaged 45%
- Self-efficacy is important even for above-average students

### **Healthy Behaviours**

- People with stronger self-efficacies for doing healthy things engage in more behaviours that prevent health problems and improve overall health
- In a study with people trying to lose weight, they divided participants into 2 groups, one received an intervention designed to increase weight loss self-efficacy, and the other group only received the diet program

- o Those who received the intervention and the program lost around 8.2 pounds while those with just the program lost only 5.8 pounds
- People with strong self-efficacies for exercising are more likely to plan on beginning an exercise program, actually beginning that program, and continuing it
- Same with those attempting safe sex

### **Athletic Performance**

- Athletes with stronger self-efficacy beliefs about their athletic ability will perform better and holds true for all sports
  - o Hit more free throws
- Those who hit more foul shots had a greater increase in self-efficacy after they hit the shots compared to those who hit fewer shorts (performance experiences)

### **Self-Regulation**

- The complex process through which you control your thoughts, emotions, and actions
- The process you use to avoid such behaviours (texting in class, etc) and sit quietly through class
- Takes a lot of effort and can be compared to a muscle that can be exhausted
  - o Ex. a kid sitting in a room with a cookie and not eating it for 3 mins vs. an hour
  - o Eventually the self-regulatory abilities would be exhausted and the child would eat them
- Those with strong self-efficacy beliefs become less stressed in the face of failure than someone with weak self-efficacy
- Self-efficacious people persist longer in the face of a challenge
- People with stronger self-efficacies have greater motivation to perform in the area for which they have stronger self-efficacies
  - o People are motivated to work harder in those areas where they believe they can effectively perform
- People with stronger self-efficacies are more likely to persevere through challenges in attaining goals
  - o Ex. those with high academic self-efficacies are better able to motivate themselves to persevere through challenges like taking a difficult class and completing degrees as they know their efforts will pay off
- Self-efficacious people believe they have more control over a situation
  - o This means they are more likely to engage in the behaviours that will allow them to achieve their desired goal
- Self-efficacious people have more confidence in their problem-solving abilities and are able to better use their cognitive resources and make better decisions, especially in the face of challenges and setbacks

**Collective Efficacy:** the shared beliefs among members of a group about the group's ability to effectively perform the tasks needed to attain a valued goal

- Groups and teams with a higher collective efficacy will perform better
- Especially important in tasks that require teamwork
  - o Ex. each member needs to contribute, the performance will be much better if all members share the belief that the group can perform the necessary tasks together
- Married couples who strongly believe in their ability to accomplish shared goals are happier
- Also important in team situations

- o Ex. better decision making self-efficacy predicts better performance in team sports

## **SOCIAL COMPARISON**

**Social Comparison:** the process by which people understand their own ability or condition by mentally comparing themselves to others

- Leon Festinger in 1954 hypothesized that we compared ourselves to others in order to fulfill a basic human desire: the need for self-evaluation
  - o Called this the social comparison theory
  - o With this, people come to know about themselves (their abilities, successes, personality) by comparing themselves with others
- Can be divided into 2 categories

In one category, we consider social norms and the opinions of others

- We compare our own opinions and values to those of others when our own self-evaluation is unclear
  - o Ex. stance on abortion or when you aren't certain about which fork to use in a multi-course plate setting
- In these instances, we are prone to look toward others to fill in the gaps (make social comparisons)
  - o Ex. american exchange student in India, and quickly observes (social comparison) that when greeting a person, it is normal to place his own palms together as opposed to shaking a hand, informing him how to behave in a surrounding social context

The second category of social comparison pertains to our abilities and performance

- The need for self-evaluation is driven by another fundamental desire to perform better and better
- We compare our performance not only to evaluate ourselves but also to benchmark our performance related to another person
  - o If we observe them doing better than us, we may be motivated to boost our performance level
  - o Ex. trying out and being nervous, but seeing that the other people trying out are ass so you feel more confident and relaxed after the social comparison in regards to performance

### **Relevance and Similarity**

- To engage in social comparison, the performance dimension has to be relevant to the self
  - o Ex. more likely to compare yourself with others in terms of academics rather than athletics if excelling in academics is more important to you
- Also depends on relevance when assessing opinions
  - o If the issue at hand is relevant to you, you will compare your opinion to others, if not, you most likely won't bother
- RELEVANCE IS A NECESSARY PRECONDITION FOR SOCIAL COMPARISON
- People compare themselves to those who are similar

- o Whether similar in personal characteristics or in terms of performance
- o Ex. casual tennis player will not compare her performance to a professional, but rather another casual player
- Same is true of opinions, as people will cross-reference their own opinions on an issue with others who are similar to them rather than dissimilar

**Direction of Comparison**

- **Upward Comparisons:** comparisons with those who are better than us
- **Downward Comparisons:** comparisons to those who are worse than us
  - o Both of these can affect our self-evaluation
- Upward comparisons on relevant dimensions can threaten our self-evaluation and jeopardize self-esteem
  - o On the other hand, they can lead to joy and admiration for others' accomplishments on dimensions that are not relevant to the self, where one's self-evaluation is not under threat
  - o Ex. academic overachiever may not enjoying meeting with another academic overachiever, but enjoy meeting a fellow overachiever in an irrelevant domain, such as Sports
- Downward comparisons may boost our self-evaluation on relevant dimensions, leading to a self-enhancement effect
- A person enduring treatment for cancer for example may feel better about his own side effects if he learns that an acquaintance suffered worse side effects from the same treatment
  - o Downward comparisons can also lead to feelings of scorn (contempt) ex. Young people looking down upon elderly
  - o This boost to self-evaluation is so strong that it leads to an exaggerated sense of pride
- The direction of comparison and a person's emotional response can also depend on the counterfactual (what might have been) that most easily comes to mind
  - o Ex. a study found that bronze medalists were actually happier than silver medalists
    - This is because the silver medalist focused on having fallen short of achieving the gold, essentially turning a possible downward comparison into an upward comparison; whereas the bronze medalist recognizes they came close to not winning any medal, turning a possible upward comparison to a downward comparison (those who didn't receive one)

	<b>Upward Comparison</b>	<b>Downward Comparison</b>
<b>Positive Effects</b>	Hope, Inspiration	Gratitude
<b>Negative Effects</b>	Dissatisfaction, Envy	Scorn

**Consequences of Social Comparison**

- Can impact self-esteem, especially when doing well relative to others
  - Ex. having the best score in a class can increase your self-esteem
- Can also lead to feelings of regret
  - Ex. comparing the negative outcome of one's investment strategy to the positive outcome of a different strategy taken by a neighbour
- Can lead to feelings of envy
- Can also have behavioural consequences
  - Ex. if you were to observe a discrepancy in performance between you and another, then you may behave more competitively to minimize it
    - Ex. among the top 10% on your class mid-term, you might feel competitive with the other top students
  - This can also take problematic forms, from inflicting actual harm to making a comment to another person
    - Often happens in situations where the social comparison does not allow an opportunity to self-repair, such as taking the test again, etc
      - However, when later opportunities to self-repair exist, a more positive form of competitive motivation arises, whether that means running harder in a race or striving to earn a higher test score

### **Self-Evaluation Maintenance Model**

- Points to a range of psychological forces that help and maintain our self-evaluation and self-esteem
- Reveals the importance of relationship closeness (where two people stand on the continuum from begging complete strangers to being intimate friends)
  - This can affect self-evaluations
- Example: one study where you received clues from your partner was conducted, half the group played with a friend and the rest played with a stranger.
  - When it was based on intelligence or a self-relevant matter, partners provided more difficult clues with a friend vs. a stranger - suggesting competitive uptick correlated with relationship closeness
  - When performance was irrelevant to self, partners gave easier clues to friends than strangers
- This model can predict which friends and which of our comparison dimensions are self-relevant
  - Ex. If chess is highly relevant for you, you will compare yourself to other chess players. Suppose a chess playing friend consistently beats you, each time by a wider margin. SEM predicts one of two things will happen
    - 1) winning at chess will no longer be self-relevant to you
    - 2) you will no longer be friends with them
  - In option 1, you will begin to bask in the glory of your friend as they approach perfection
- These processes have real-world implications
  - They may determine who is hired and promoted
  - Example: you teach at a law school and work performance is appraised based on teaching and academic publications, you do not have the most publications in the law school, but have the most in prestigious journals
    - Suppose you are chairing a committee to hire a new faculty member. One candidate has more top tier publications than you while another has the most of all faculty members

- research suggests that you would pick the second candidate over the first, as people will actively champion the candidate who does not threaten their standing on a relevant dimension in an organization
- In other words, people will advocate for a candidate who they feel is inferior

### **Individual Differences**

- Social comparisons and its effects on self-evaluation will depend on personality and individual differences
  - Ex. one with mastery goals may not interpret an upward comparison as a threat but more as a challenge
- Another individual difference is whether one has a fixed mindset or growth mindset
  - People with fixed mindsets think their abilities and talents cannot change, therefore, an upward comparison will likely threaten their self-evaluation and prompt them to experience negative consequences such as competitive behaviour, envy, or unhappiness

### **Situational Factors:**

#### **Number**

- As the number of comparison targets increases, social comparison tends to decrease
  - Ex. running a race with competitors of similar ability as your own, and the top 20% will receive a prize. Would you try harder if there were 10 people or 100? It would be 10
- People try harder when there is fewer people
- The more people in a venue taking the SAT test, the lower the average score will be at that location
- As number of competitors increases, social comparison becomes less important
  - Ex. presenting amongst 100 groups vs. 2 groups

#### **Local**

- People are more influenced by social comparison when the comparison is more localized
  - Ex. evaluating height by using social comparison, you would compare to a good friend, groups of friends, people in your workplace, etc
  - People are more likely to compare with friends or co-workers than they are to industry and national averages

#### **Proximity to a Standard**

- Social comparison involves the proximity of a standard (qualitative threshold)
  - This leads to increased competitive behaviour
  - Ex. childhood game where first one to the tree is the coolest, the children close to the tree will pull on each other for the lead. But if last one there is a rotten egg, then the children in last place will be the ones tugging and pulling each other to get ahead
- Social comparison concerns increase in this situation
- Rivals ranked #2 and #2 are less willing to maximize joint gains (where they both benefit) if it means their opponent will benefit more than compared to rivals ranked #202 and #203
  - The rivals at the latter are not bothered if their opponent benefits more than them, thus social comparisons are only important in the proximity of a standard

### **Social Category Lines**

- Social comparison can happen between groups as well
- This is especially the case when groups come from different social categories vs. the same social category
  - Ex. deciding what music to play at prom between boys who want hip hop and girls who want pop

### **Related Phenomena**

#### **Frog Pond Effect**

- As a frog, would you rather be in a small pond where you're a big frog, or a large pond where you're a small frog
  - People in general had a better academic self-concept if they were a big frog in a small pond (top students at school)
  - Rather than a small frog in a large one (one of many good students at an Ivy league school)
  - In a study, they found that school-average ability can have a negative impact on academic self-esteem of a student when the average ability is 1 std. Dev higher than normal (ie. big pond)
    - In other words, average students have a higher academic self-concept when attending a below average school (big fish small pond), and they have a lower academic self-concept when attending an above-average school (small fish in a big pond)

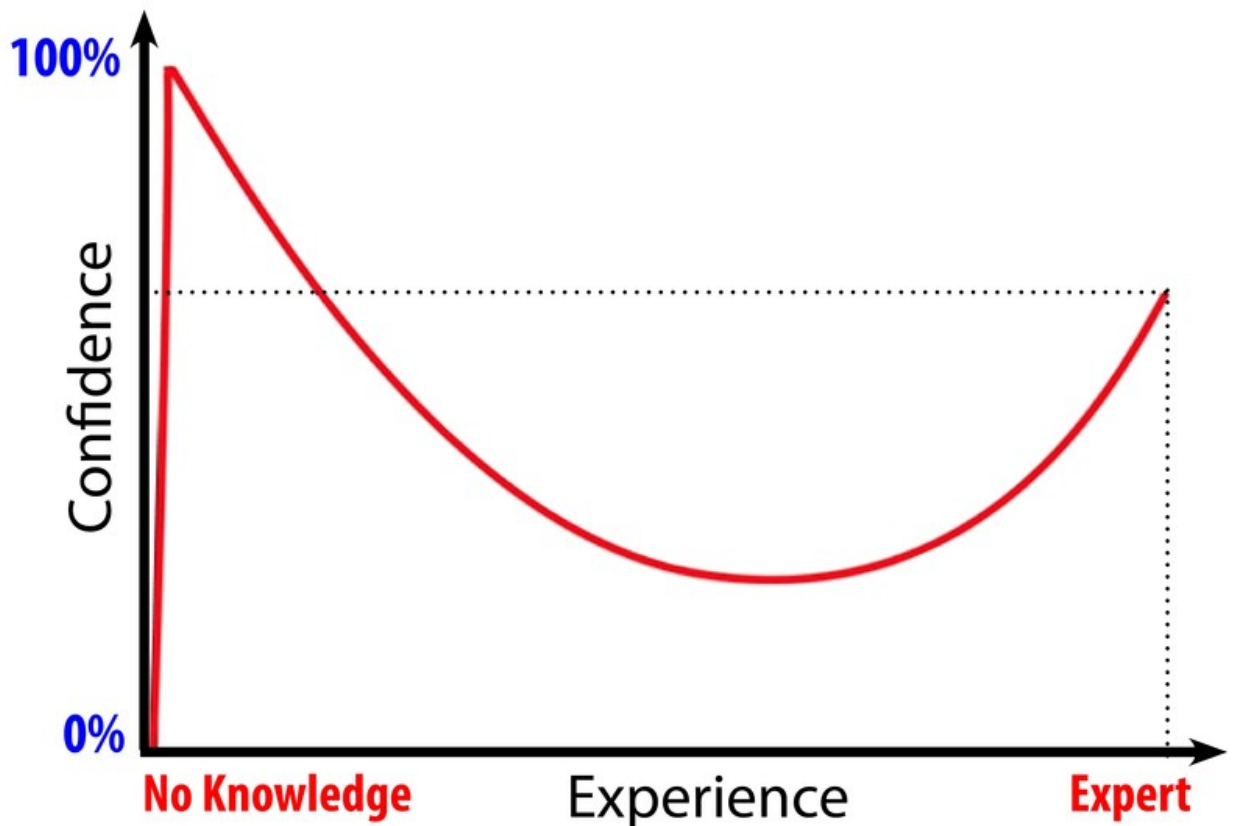
#### **The Dunning-Kruger Effect**

- Unskilled people often think they are on par or superior to their peers in tasks such as test-taking abilities (overconfident)
- They fail to compare themselves accurately or their skills within their surroundings
- In a study asking students how they thought they did on a test, the bottom 25% overestimated their performance by 30%
- Top performers tend to underestimate their skills or percentile rank

#### **REASONING:**

- The poor performers lack specific logical abilities similar to the logic necessary to do some of the tasks/tests in these studies and cannot really distinguish which questions they are getting right or wrong
  - This is called the double-curse explanation
- Good performers do not have this problem and are quite good at estimating their scores
  - Usually overestimate how well the people around them are doing and therefore devalue their own performance

Most people tend to think they are above average in what they do, when in actuality not everyone can be above average



## Attraction And Beauty

### The Advantages of Attractiveness

- More attractive people are perceived more positively on a wide variety of traits, being seen as more intelligent, healthy, trustworthy, and sociable
- People higher in body or vocal attractiveness create more positive impressions
- This is termed the attractiveness halo effect
  - **Attractiveness Halo Effect:** the tendency to associate attractiveness with a variety of positive traits, such as being more sociable, intelligent, competent, and healthy
- Even attractive babies are viewed more positively by their own parents, and strangers consider them more healthy, affectionate, attached to mother, cheerful, responsive, likeable, and smart
- Teachers perceive attractive children as less likely to misbehave, more intelligent, and more likely to get advanced degrees

# Advantages of High Attractiveness

First Impressions

Mating Prospects

Parent and Peer Favoritism

Education and Employment

Electoral Success

Judicial Outcomes

Attractiveness predicted whether individuals randomly paired on a blind date wanted to contact their partner again

Attractiveness has a greater influence on men's partners over women, but has significant effects for both sexes

- Attractive men and women become sexually active earlier than their less attractive peers
- Attractiveness in men is positively related to the number of short-term sexual partners, whereas its reversed for women
  - This suggests that attractiveness in both sexes is associated with greater reproductive success, since success for men depends more on short-term mating opportunities
- Success for men depends more on short-term mating opportunities - more mates increases the probability of offspring - and success for women depends more on long-

term mating opportunities - a committed mate increases the probability of offspring survival

- Matching effect
  - o More attractive people expect to date individuals higher in attractiveness than do unattractive people
  - o Actual romantic couples are similar in attractiveness
  - o More attractive people are most popular with their peers and this is shown in early childhood

Research has shown that strangers are more likely to help an attractive than an unattractive person by mailing a lost letter

- More attractive job applicants are preferred in hiring decisions, and receive higher salaries

Also favours political and judicial outcomes

- More attractive congressional candidates are more likely to be elected, more attractive defendants convicted of crimes receive lighter sentences
- A smaller percentage of overweight college applicants are admitted
- Parents are less likely to pay for the education of their heavier weight children
- Overweight people are less highly recommended for jobs

Voice qualities also have social outcomes

- College undergrads express a greater desire to affiliate with other students who have more attractive voices
- Politicians with attractive voices are more likely to win elections

### **What Makes a Person Attractive?**

- Some facial qualities may be universally attractive, others depend on the individual being judges as well as the eye of the beholder
  - o Ex. babyish facial qualities are essential to facial attractiveness of infants, but detract from the charisma of male leaders
  - o Sexual attractiveness of particular facial qualities depends on whether the viewer is evaluating someone as a short-term or a long-term mate

Attraction is a dual process, combining sexual and aesthetic preferences

- Ex. women's overall ratings of men's attractiveness are explained by their ratings of how appealing a man is for a sexual situation, like a date, and also by how appealing he is for a nonsexual situation, like for a lab partner
- Different brain regions are involved in judging sexual vs. nonsexual attractiveness

## Hallmarks of High Attractiveness

Youthfulness

Unblemished Skin

Symmetry

Averageness

Femininity in Women

Masculinity in Men

Positive Expressions

Positive Behaviors

- Smaller chins, higher eyebrows, and smaller noses are more feminine/less masculine
- More feminine, high pitched voices are more attractive in women and more masculine, low-pitched voices are attractive in men

- A more sex-typical waist-to-hip ratio - narrower waist than hips for women but not for men - as well as a physique that is not emaciated or grossly obese
- Negative reaction to obesity are present from a young age

No single quality seems to be a necessary or sufficient condition for high attractiveness

- Person with a symmetrical face may not be attractive if eyes are too close etc
- Many examples suggest that a combination of features are required for high attractiveness

Men's attraction to women includes a desirable combination including perceived youthfulness, sexual maturity, and approachability

- In contrast, a single quality like extreme distance from the average face is sufficient for low attractiveness

Attractiveness is positively related to smiling and facial expressivity

Students are more likely to judge an instructor's physical appearance as appealing when his behaviour is warm and friendly than when it is cold and distant

- People rate a woman as more physically attractive when they have a favorable description of her personality

#### **Why are Certain People Attractive?**

- Early suggestions pointed to culture
  - o This is supported by many variations in ornamentation, jewelry, and body modification that cultures use to convey attractiveness



- This image may not seem attractive in western cultures
  - o In Myanmar, this long neck has thought to resemble a mythological dragon who spawned them

- Research has also provided strong evidence against the claim that attractiveness is only because of social learning
  - Infants prefer looking at faces that have been judged to be attractive
  - Also less likely to smile or play with strangers wearing an unattractive mask compared to an attractive mask
  - People in isolated cultures view the same faces as attractive
- On the other hand there are more cultural variation in body attractiveness
  - People from diverse cultures agree that very thin bodies are unattractive, but differ in appraisal of heavier bodies
    - Larger bodies viewed more negatively in western European cultures than other countries, especially those with lower socioeconomic statuses
    - African americans judge overweight women less harshly than whites

Attractiveness is a by-product of a more general cognitive mechanism that leads us to recognize and prefer familiar stimuli

People prefer category members that are closer to a category prototype, or the average member of the category, over those that are at the extremes of a category

- Prototype: a typical, or average, member of a category. Averageness increases attractiveness
- People find average stimuli more attractive whether they are human faces, cars, or animals

A face morph that is the average of many individuals' faces is more attractive than the individual faces used to create it

- Morph: a face or other image that has been transformed by a computer program so that it is a mixture of multiple images
- This idea of desire for averageness is consistent with the fact that we prefer men with more masculine qualities and women with more feminine ones

Therefore, who we find attractive depends on our learning experiences, since what is average or prototypical in a face, voice, or body depends on people we have seen

Short-term perceptual experiences can influence judgments of attractiveness in adults

- Brief exposure to faces with the same distortion increases the rated attractiveness of new faces with that distortion

One reason average stimuli may be preferred is that they are easy to categorize, and when a stimulus is easy to categorize, it elicits positive emotion

Another reason may be that we prefer stimuli we have seen before over novel ones

- Mere-exposure effect: tendency to prefer stimuli that have been seen before over novel ones.
- And we also prefer stimuli that are similar to those we have seen before, a generalized mere-exposure effect

Overall, the cognitive explanation holds that certain people are more attractive because perceptual learning has rendered them more familiar

## Origins of High Attractiveness

Cultural Learning

Preferences for Prototypes

Signal of Mate Quality

Overgeneralized Reactions to  
Disease or Bad Genes

The good genes hypothesis proposes that people with physical qualities like averageness, symmetry, sex prototypicality, and youthfulness are more attractive because they are better-quality mates

- Mate-quality may reflect better health, greater fertility, or better genetic traits leading to better offspring and greater reproductive success

Averageness and symmetry provide evidence of genetic fitness as they show the ability to develop normally despite environmental stressors

- Averageness signals genetic diversity, which is associated with a strong immune system

High masculinity in male faces indicates fitness as it shows an ability to withstand the stress that testosterone places on the immune system

High femininity in female faces signals fitness by indicating sexual maturity and fertility

- Youthfulness is attractive since aging is often associated with declines in cognitive and physical functioning and decreased fertility

Support for a relationship about whether attractiveness actually signalling mate quality is weak

- People rated low in attractiveness, averageness, or masculinity tend to have poorer health than those who are average in these qualities
- But people rated high in these do not differ from those who are average

Low body attractiveness may be associated with poorer health or low fertility in women

More intelligent mates may provide better parental care

- Since intelligence is heritable, more intelligent mates may yield more intelligent offspring, who have a better chance of passing genes on to the next generation
- This indicates attractiveness is positively correlated with intelligence
- However the relationship is weak and appears to be due to lower-than-average intelligence among those who are very low in attractiveness rather than higher-than-average intelligence among those who are highly attractive

Subtle negative deviation from average attractiveness can signal low fitness

- Ex. minor facial anomalies are associated with lower intelligence

Overall attractiveness is only a weak predictor of these traits

**Anomalous Face Overgeneralization:** proposes that the attractiveness halo effect is a by-product of reactions to low fitness. People overgeneralize the adaptive tendency to use low attractiveness as an indicator of negative traits, like low health or intelligence, and mistakenly use higher-than-average attractiveness as an indicator of high health or intelligence

- Evolutionary account assumed that as attractiveness increases, so does fitness, and it emphasizes the greater fitness of highly attractive individuals, a good genes effect
- But this effect argues that level of attractiveness is an accurate index only of low fitness

There may be other reasons that someone has good health or intelligence unrelated to attractiveness and adaptive traits

- Ex. quality of nutrition impacts development of health and attractiveness
- Another explanation is a self-fulfilling prophecy effect
  - Ex. higher expectations that teachers have for more attractive students may nurture higher intelligence, an effect that has been shown when teachers have high expectations for reasons other than appearance

**COOPERATION:** the coordination of multiple individuals toward a goal that benefits the entire group, and a fundamental feature of human social life

- Children partake in this as well as chimpanzees and bonobos, as they share resources and care for each other's young
- Also proof that our ancestors hunted in cooperative groups

There are often breakdowns in people's ability to work effectively in teams or to collaborate with others

- People have difficulty joining forces to take collective action
- There are numerous individual and situational factors that influence the effectiveness of cooperation across many areas of life

People draw lines between us and them, and many different processes shape cooperation

**The Prisoner's Dilemma (basically game theory)**

- Playing against another where you are required to cooperate or defect

## Your Strategies

		Your Strategies	
		Cooperate	Defect
Other Participant's Strategies	Cooperate	<b>1</b> You: \$5 Other: \$5	<b>3</b> You: \$8 Other: \$0
	Defect	<b>3</b> You: \$0 Other: \$8	<b>2</b> You: \$2 Other: \$2

- Prisoners can both confess and get a moderate sentence, rat out their accomplice and get a lesser sentence, or both remain silent and avoid punishment altogether
- Truly illustrates a conflict at the core of many decisions to cooperate: it pits the motivation to maximize personal reward against the motivation to maximize gains for the group
- This is a key obstacle preventing people from cooperating
  - Individuals are often able to earn larger rewards by defecting
- Example at concerts where people stand to get a better view, and those behind them cannot then see, so they stand up, creating a chain reaction, hurting the overall experience of the group
- If people were only interested in benefiting themselves, we would always expect to see selfish behaviour
  - Instead, there is a tendency to cooperate in the prisoner's dilemma and similar tasks

Why do some people choose to cooperate and some defect?

→ **Individual Differences in Cooperation**

**Social Value Orientation:** describes people's preferences when dividing important resources between themselves and others

- May be competitive, cooperative, or individualistic
- People with different social values differ in the importance they place on their own positive outcomes relative to the outcomes of others
- Ex. giving money to a friend for gas for driving you is a cooperative orientation

**Decomposed Games:** short lab exercises that involve making a choice from various distributions of resources between oneself and another

- Used to sort people into the three categories
- People with competitive SVOs are most likely to pick A, people with cooperative SVOs most likely to pick B, and people with individualistic SVOs will pick C

<i>SVO decomposed game</i>	<b>A</b>	<b>B</b>	<b>C</b>
<b>You get</b>	<b>500</b>	<b>500</b>	<b>550</b>
<b>Other gets</b>	<b>100</b>	<b>500</b>	<b>300</b>

This predicts how cooperative he or she is in both lab experiments and the outside world

### **Commons Dilemma Game**

- Participants each took turns drawing from a central collection of points to be exchanged for real money at the end of the experiment
- These represented a common-pool resource for the group like farm land and ground water that is freely accessible to everyone but prone to overuse and degradation
- They were told that the resource would gradually replenish after the end of every turn, and taking too much too quick will deplete it
- Researchers found that participants with cooperative SVOs withdrew fewer resources than those of competitive and individualistic, indicating a greater willingness to cooperate and act sustainably

People with cooperative SVOs are more likely to commute using public transportation rather than drive themselves

- Also more frequently to engage in behaviour intended to help others, such as volunteering and giving money to charity

Overall, people with cooperative SVOs act with greater consideration for the well-being of others and the group as a whole, using resources in moderation and taking more effortful measures to benefit the group

### **Empathetic Ability**

**Empathy:** ability to feel and understand another's emotional experience

- We take on another's perspective and POV

When people empathize with their partner, they act with greater cooperation and overall altruism (desire to help the partner, even at a cost to the self)

People who can experience and understand emotions of others are better able to work with others in groups, earning higher job performance ratings, etc

When empathizing, the natural desire to help is often expressed as a desire to cooperate

- In an experiment with an economic game, players were given a note saying that the other had just gone through a breakup and needed cheering up
- Half were told to remain objective and other half were told to imagine how they feel
- Those encouraged to empathize acted with greater cooperation
- Those who empathized with their partners were more likely to act cooperatively, even after being told their partner had already made a choice not to cooperate
- From a very early age, emotional understanding can foster cooperation

Empathizing with a partner can lead to cooperation between two people, but also undercut cooperation within large groups

- Empathizing with one person can lead people to abandon broader cooperation in favour of helping only the target

Game where participants asked to donate resources to a pool, donate resources to a member, or keep for themselves

- When participants were encouraged to imagine the feelings of one of their partners said to be in distress, they were more likely to donate their ticket to them and not engage in group cooperation
- Overall, empathy can lead to actions that end up undermining the group's best interests

## **Situational Influences of Cooperation**

### **Communication and Commitment**

- Communication is a great way to promote cooperation
  - It provides an opportunity to size up the trustworthiness of others, and ourselves
- Requires people to enter a state of vulnerability and trust with partners
  - We are very sensitive to social cues and interactions of potential partners before deciding to cooperate

In an experiment, participants could communicate for 5 minutes before a game and during this chat, they could discuss strategies and make commitments

- Some groups came to a cooperative consensus, and others failed to, and some picked individualistic strategies
- Researchers found that when group members made commitments, they ended up honouring them (cooperation)
- The effect of face-to-face verbal commitments persisted even when the cooperation game was anonymous
- Those who explicitly committed to cooperate are driven not by the fear of external punishment by group members, but by their own personal desire to honour such commitments
- Once people commit, they are driven by a voice of their inner conscience to fulfil the commitment

## Trust

- Working with others toward a common goal requires a level of faith that our partners will repay our hard work and generosity and not take advantage of us for their selfish gains
- Social trust enables people to work together as a single unit, pooling their resources accomplish more than they could individually
- Trusting others depends on their actions and reputations

An example would be in a group project

- Many students dislike them because of social loafing (still benefits from doing nothing)
- Outcomes of a student slacking include abandoning the project and joining the slacker, or keep cooperating and allow the student to receive a decent grade for others' work
- This is called the **free rider program: when individuals benefit from the cooperation of others without contributing anything in return**
  - This can have a negative impact on a person's social reputation over time, and in the above example, could be lazy or untrustworthy

A poor reputation for cooperation can serve as a warning sign for others not to cooperate with the person in disrepute

- In an economic game, participants seen as being uncooperative were punished harshly by the other participants
- Individuals took turns being a donor or receiver, but one participant was secretly instructed never to donate
- After a few rounds, this individual was shunned, and received no donations
- When someone is seen as being consistently uncooperative, other people have no incentive to trust him/her, resulting in a collapse of cooperation

People are more likely to cooperate with others who have a good reputation for cooperation and are deemed trustworthy

- People played a game similar to the one just discussed where they took turns donating
- Donations were more frequently given to individuals who had been generous in earlier rounds of the game as it progressed
- Individuals seen cooperating with others were afforded a reputational advantage, earning them more partners willing to cooperate and a large monetary reward overall

## Group Identification

- **Social identity:** the extent to which he or she identifies as a member of a particular social group
- Group can be big or small
- Often bound together by shared goals and values and can also form according to seemingly arbitrary qualities like music taste, etc
- When members of a group place a high value on their group membership, their identity can be shaped in part by the goals and values of that group

People who strongly identify with a group, their own well-being becomes bound to the welfare of that group

- Increasing their willingness to make personal sacrifices for its benefit
- We see this with sports teams, becoming happy or sad when losing or winning
- Some fans make sacrifices like braving terrible weather, paying high prices for tickets, etc

When people's group identity is emphasized (ex. Referred to as group members rather than individuals), they are less likely to act selfishly in a commons dilemma game

- These group members withdraw fewer resources, with the outcome of promoting the sustainability of the group
- Students who strongly identified with their university were less likely to leave a cooperative group of fellow students when given an attractive option to exit
- The strength of a person's identification with a group is a key driver behind participation in large-scale cooperation efforts like collective action in political and workers' groups and engaging in organizational citizenship behaviours

Although this group emphasis increases cooperation, it can also undermine cooperation between groups

- Groups interacting with other groups are more competitive and less cooperative than individuals interacting with other individuals
  - This is known as **interindividual-intergroup discontinuity**
- These groups displayed greater self-interest and reduced cooperation in a prisoner's dilemma game
- Problems with trust and cooperation are due to people's general reluctance to cooperate with members of an outgroup, or those outside the boundaries of one's own social group
- Outgroups do not have to be explicit rivals for the effect to take place
  - Even telling a group that the other groups preferred a different painting style led them to behave less cooperatively

Overall, even though a strong group identity can bind individuals within a group together, it can also drive decisions between different groups, reducing overall trust and cooperation on a larger scope

## Culture

Experiment about how different cultures varied in the ways they traditionally interacted with their environments

- Individuals of each society were asked to play the ultimatum game (a task similar to the prisoner's dilemma)
- Game has 2 players, the allocator is given a sum of money and allowed to donate any amount to player B
- Player B can accept or reject the offer, but if he accepts, both players keep their agreed-upon amounts
  - If he rejects, then neither player receives anything
- Responder can then use his authority to punish unfair offers, even though it requires them to give up their own rewards
- In turn, the allocator must be careful to propose an acceptable offer while trying to maximize his own outcome
- A self interested player B should always choose to accept any offer no matter how small or unfair, and as a result, player A should offer the minimum amount possible

- Researchers found that people in these cultures donated on average 39% of the sum to their partner, almost identical to the amount that people in western cultures donate
  - This suggests that allocators try to maintain a sense of fairness and shared rewards in the game so that they will not be rejected

Researchers also observed significant variation between cultures in terms of their cooperation

- Found that the extent to which they needed to collaborate to survive predicted how likely they were to be cooperative
  - Ex. people in Indonesia that hunt whales for food had extremely high donations in the ultimatum game around 58%
  - The Machiguenga people that are economically independent donated much less at 26%
- The interdependence of people for survival seems to be a key component of why people decide to cooperate with others

Even though we live in individualistic societies, we depend greatly on others for resources like food, clothing, and shelter that is essential to our survival

## **LOVE, FRIENDSHIP, AND SOCIAL SUPPORT**

- Being socially connected is imperative to achieving person well-being, and those who have no close relationships are at risk for suicide, as these give meaning
- People think that close relationships aren't basic necessities, but research has demonstrated we are social creatures and we need others to survive and thrive
  - Socializing is similar to food and water, as it is necessary for survival
- We have needs like to belong, which makes us human and gives us a sense of purpose

## **Attraction: The Start of Friendship and Love**

- Scientists have identified variables that influence with whom we develop relationships

### → **Proximity**

- We stumble upon friends or partners who are close in proximity which is a significant factor
- Ex. leaving for a new school, you make friends, roommates, teammates, etc because they are close in proximity
- This allows people to get to know one another and discover similarities which can result to a friendship
- It's not only geographic distance, but functional distance (frequency with which we cross paths with others)
  - Ex. residence floors
- In terms of online relationships, functional distance can refer to being at the same place at the same time in a virtual world like a chat room

### → **Familiarity**

- Proximity breeds familiarity, as people are more attracted to what is familiar
- When repeatedly exposed to them, it increases the likelihood you will be attracted to them and we understand what to expect from them
  - **Mere-exposure effect**
- The more we are exposed to a stimulus (ex. Sound, person) the more likely we are to view that stimulus positively

- Comfort in knowing what to expect from others, which is often a subconscious level
- This is one of the most basic principles of attraction
  - Ex. young man growing up with an overbearing mother may be attracted to other overbearing women, not because he likes being dominated, but rather because it is what he considers normal (ie. familiar)

### Similarity

- Similarity is key in relationships, opposites attract is not true
- In a mingle event, people only mingled with those they already knew well (ie. those who were similar)
- Overall, we like others who are like us
- In marriage, couples tend to be very similar, particularly with age, social class, race, education, physical attractiveness, values, and attitudes
  - This is known as the **matching hypothesis**
- We like others who validate our points of view and who are similar in thoughts, desires, and attitudes

### Reciprocity

- We are more likely to like someone if they feel the same towards us
- Hard to be friends with someone who is not friendly in return
- Relationships are built on give and take
- We feel obliged to maintain equity in relationships

### Friendship

- Close friendships can protect mental and physical health when times get tough
- Experiment: children whose best friend was present during or shortly after a negative experience had significantly lower levels of cortisol
  - This friend also seemed to protect their feelings of self-worth
  - Those without a friend had the opposite

### Workplace Friendships

- Friendships often take root at work since you spend so much time there
- Through these, people receive mentoring and social support and resources, but also experience conflicts and potential for misinterpretation when sexual attraction is an issue
- Many found these friendships made their days more pleasant
- People who worked in an environment where friendships could develop and be maintained were likely to report higher levels of job satisfaction, involvement, and organizational commitment and less likely to leave the job

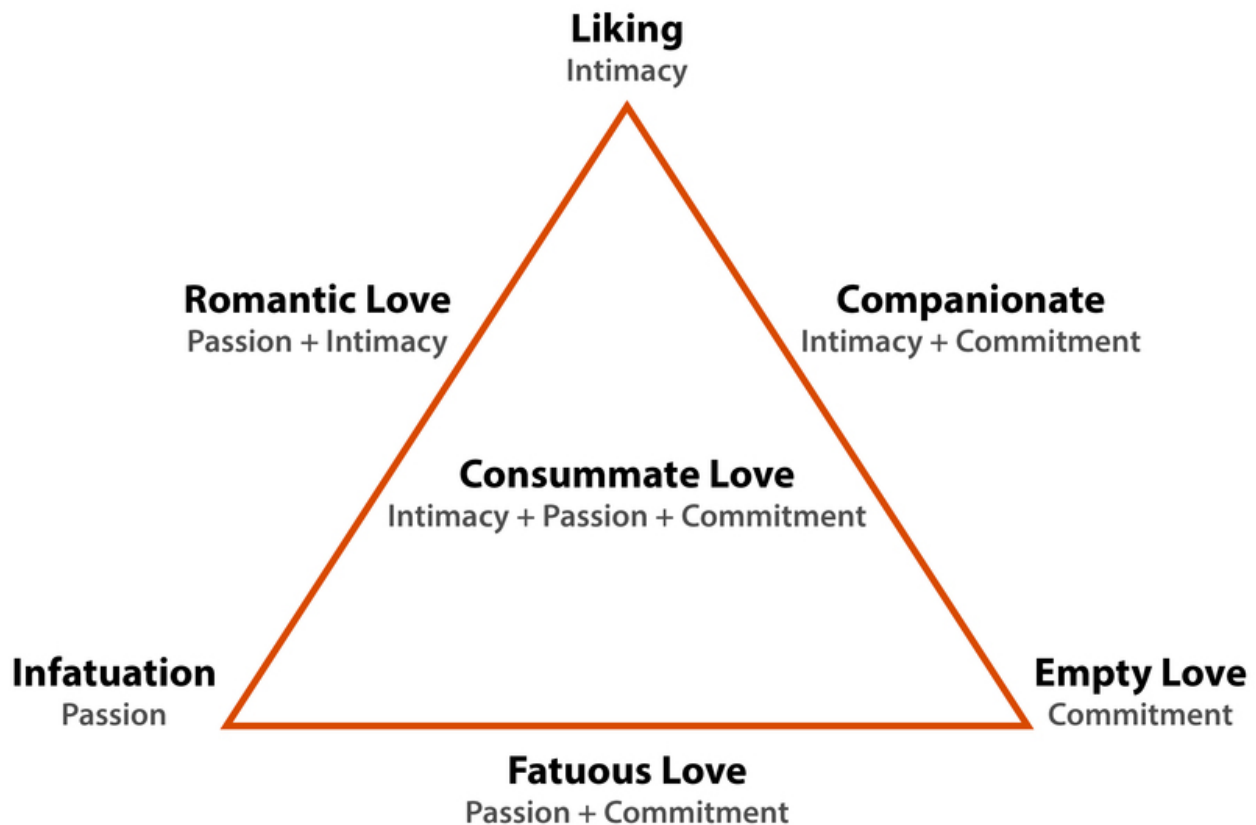
### Internet Friendships

- Virtual relationships are often as intimate as in-person relationships, and maybe even more
  - True for those who are socially anxious and lonely that turn to the internet for these relationships
  - Internet provides a safe, nonthreatening place to develop and maintain relationships
- For high-functioning autistic individuals, internet facilitated communication and relationship development with others which would have been more difficult in face-to-face contexts

- Overall, it can be empowering for those who feel frustrated when communicating face to face

## Love

- All loves are comprised of three distinct areas: intimacy, passion, and commitment
- Intimacy includes caring, closeness, and emotional support
- Passion is comprised of physiological and emotional arousal, which can include physical attraction, emotional responses that promote physiological changes, and sexual arousal
- Commitment refers to the cognitive process and decision to commit to love another person and the willingness to work to keep that love over the course of your life
- Intimacy elements are generally found in all types of close relationships
  - This is not true for passion, as this is unique to romantic love, differentiating friends from lovers
- Depending on the type of love and stage of relationship, different combinations of these elements are present



Specifically, serotonin production increased by as much as 40% in newly in-love individuals

- These people tended to show obsessive-compulsive tendencies

Conversely, when a person experiences a breakup the brain processes it in a similar way to quitting a heroin habit

- Physically painful

Long-term love and sexual desire activate different areas of the brain

- Sexual needs activate part of the brain that is sensitive to innately pleasurable things like food, sex, and drugs (striatum), whereas love requires conditioning (more like a habit)
- When sexual needs are rewarded consistently, then love can develop
- Love grows out of positive rewards, expectancies, and habit

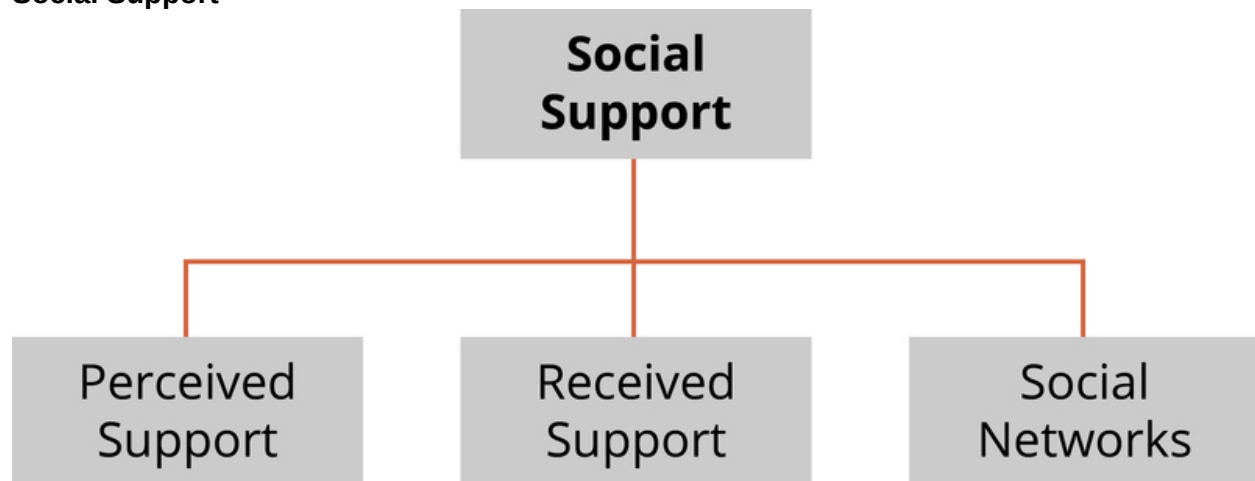
### Love and the Internet

- Many have moved to this form of dating
- Social networking sites perform three important tasks
  - Provide individuals with access to a database of other individuals
  - Generally reduce issues of proximity
  - Provide a medium in which individuals can communicate
  - Some sites advertise special matching strategies, based on factors like personality, hobbies, and interests for a perfect match, but the effectiveness of all of these remain to be answered

Social networking sites have opened the doors for many to meet people they might not have ever had the opportunity to meet

- But this offers the chance for catfishing
- An example was a man who met a woman online and carried an emotional relationship with them for months, but the person he was talking and writing with did not exist
- These mediums leave room for deception

### Social Support



- When bad things happen, it is important for people to know that others care about them and can help them
- Social support is an active ingredient which makes our relationships beneficial

**Perceived Social Support:** a person's perception that others are there to help them in times of need

- Those who experiences the most amount of stress found the msot benefit from just knowing others were available if they needed anything
- The magnitude of the benefits depended on the extent of the stress, but the bottom line was that these survivors knew they had support
- Also linked to well-being

- o This predicted each component of well-being (high positive affect, low negative affect, high satisfaction with life)
  - o A high level of perceived support can serve as a buffer against stress
- Those with higher levels of social support were less likely to catch the common cold
- Perceived social support increases happiness and well-being and makes our life better in general

**Received Support:** the actual receipt of support or helping behaviours from others

- The benefits of this have been beset with mixed findings
- This can buffer people from stress and positively influence some individuals
  - o However, others might not want support or think they need it
  - o Ex. dating advice from a friend is better than from your mom
- Regardless of the support-provider's intentions, the support may not be considered helpful to the one receiving it if it is unwanted
- Really depends on who is giving the support and if it is wanted

**Quality or Quantity?**

- Whether it is the quality of social support or the quantity
- Found that individuals with larger social networks lived significantly longer than those with smaller networks
  - o This doesn't suggest that we should count our number of friends and family
  - o We have a cognitive limit with regard to how many people with whom we can maintain social relationships
  - o We can only really know about 150 people
- Diversity also matters in a network, as those with more diverse ones were less likely to get a cold than those who had fewer and less diverse networks
- Overall, important to have quality as well as quantity

**POSITIVE RELATIONSHIPS**

- Need 5 positive interactions for every negative one
- Active constructive responding, gratitude, forgiveness, and time spent together are sources of positive deposits
- These reduce the negative effects of conflict on marriage and strengthen relationships

**Introduction**

- More than half of marriages end in divorce in the US
- Infidelity is the leading cause and is on the rise
- Cybersex has contributed to this increased rate, with some 65% looking for sex online having intercourse with their internet partner offline as well
- 1/5 of couples reported violence over the course of a year
- These issues represent significant obstacles to close relationships

**The Magic Formula**

- Long-term, stable marriages have been shown to display a ratio between positive and negative interaction
  - o Not 1:1 (1 compliment for each criticism)
- Happier couples have 5 positive interactions for every 1 negative interaction
- Making positive relationship deposits will boost your overall positive emotions, so by making positive relationships a priority, it can boost your positive emotions, becoming a flourishing individual

### **Positive Relationship Deposits**

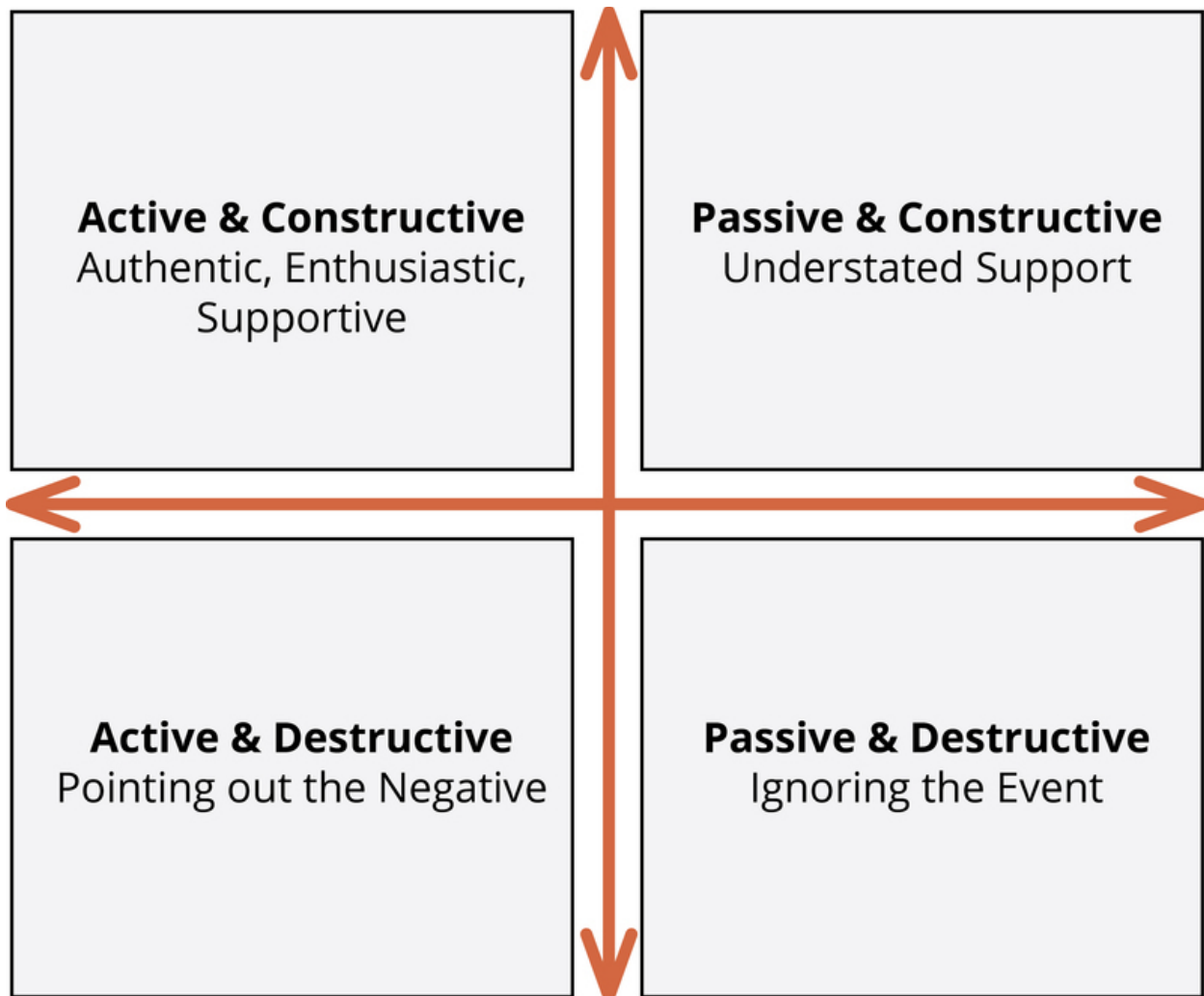
- Every day, similar to bank accounts, we make deposits or withdrawals from our relationship accounts with each person in our lives
- To keep a positive balance, we need to make regular positive deposits
  - This will help buffer the negatives that are bound to occur in relationships
- Keeping this in mind can be beneficial for promoting the well-being of the relationships in one's life
- On average, people have more positive than negative experiences, so there are far more opportunities for deposits than withdrawals
- But, it is argued that bad events overpower good events in one's life, suggesting that the negative withdrawals are more salient and impactful
  - This accentuates the need to ensure we have a healthy store of positive deposits
- Positive deposits accumulate over time should provide a buffer against the withdrawals that happen in every relationship
- The inevitable occasional conflict is not nearly as bad for the relationship when it occurs in a partnership that is positive

### **Common Opportunities for Daily Positive Deposits**

- The following four ways have received a bit of attention by researchers by which positive deposits can be made
  - Capitalization and active-constructive responding, gratitude, forgiveness, and spending time in meaningful ways

### **Building Intimacy Through Capitalization and Active-Constructive Responding**

- **Capitalization:** seeking out someone else with whom to share your good news
- **Active-Constructive Responding:** demonstrating sincere interest and enthusiasm for the good news of another person
- Intimacy has been defined as a close and familiar bond with another, positively related with satisfaction in marriage and well-being in general
  - Lacking marital intimacy is related to higher severity of depression
  - Achieving this is essential for a happy marriage and happiness in general
- When we disclose certain private things about ourselves, we increase the potential intimacy that we can have with another person
  - However, we also make ourselves vulnerable to getting hurt by the other person
  - What if they don't like what we said about ourselves?
- Disclosing positive news is a great opportunity for a daily deposit if the response from the other person is positive



- To achieve intimacy, we must respond positively to remarks our partner makes
  - Responding enthusiastically to a partner's good news fosters higher levels of intimacy
  - Responding in a positive manner to a partner's good news is a frequent opportunity to make deposits
- However, one study found that responses to positive events tend to be better predictors of relationship well-being than responses to negative events
- When one person seeks out another with the intent to share positive news, it's called capitalization
  - The best response to good news being shared is active constructive and characterized by enthusiastic support
  - These active-constructive are positively associated with trust, satisfaction, commitment, and intimacy
- When the listener points out the negative about what is said, it's called active-destructive responding
- Ignoring what is said is called passive-destructive and understating support is called passive-constructive
- All of these types have been related to adverse relationship outcomes

If partners listen and are enthusiastic about good news of the other, they build a stronger relationship

- If they ignore the news, change the subject, devalue the good news, or refocus the good news about themselves, they make a withdrawal from the account

### **Gratitude**

- Expressing gratitude regularly is important for positive deposits
- Participants were assigned to write about daily events, express gratitude to a friend, discuss a positive memory with a friend, or think grateful thoughts
  - Those who were assigned to express gratitude to their friend reported higher positive regard for their friend and more comfort voicing relationship concerns than those in the two control conditions
  - Those who expressed gratitude to a close partner reported greater perceived communal strength
- Benefactors' positive perceptions of beneficiaries were increased when gratitude was expressed for the benefit, and these perceptions enhanced relationship quality

Expressing gratitude to someone you are close to is an important way to make positive relationship deposits

### **Forgiveness**

- Can regularly aid relationship satisfaction and commitment
- Unresolved conflict puts couples at risk of developing a negative cycle of interaction, causing harm to relationships
  - Study: lack of forgiveness is linked to ineffective conflict resolution
  - Ex. if Cindy cannot forgive Joe, she will struggle to resolve other disagreements in their relationship
- An important way to build emotional capital
- Not forgiving people can block positive deposits

### **Spending Time in Meaningful Ways**

- Many relationships are time deprived
- Discovering new things about one's partner declines and couples can slump into relationship boredom
- **The Self-expansion model:** suggests people naturally seek to expand their capacity and that intimate relationships are an important way by which they can accomplish this
  - Couples engaged in more challenging and novel activities felt more satisfied with their relationship afterward than control couples
  - Watching TV with them will not make a magnitude in the relational account as would a more engaging and challenging joint activity

### **Accumulated Positive Deposits and Conflict Management**

- When there is a positive balance, it can help the relationship in times of conflict
- A husband's level of enthusiasm in everyday marital interactions was related to a wife's affection in the midst of conflict, showing that being pleasant and making deposits can change the nature of conflict

- Couples rated as having more pleasant interactions reported marital problems as less severe, higher marital satisfaction, better physical health, and less risk for divorce
- Intensity of conflict with a spouse predicted marital satisfaction unless there was a record of positive interactions
- HAVE A STRONG POSITIVE DEPOSIT BALANCE OVERALL

Relationships today are riddled with problems like divorce, infidelity, violence, etc

- It is crucial to make daily positive deposits in your relationship accounts
- This will help enjoy each other more and help weather the conflicts that pop up

## RELATIONSHIPS AND WELL-BEING

- Humans are social animals and prefer living together in groups
- Even introverts are happier around others

### The Importance of Relationships

- We are fundamentally social in nature
- Relationships can be sources of intimacy and closeness, comfort and relief from stress, and accountability, all of which help toward achieving better health outcomes
- Fundamental to happiness and well-being

### The Question of Measurement

- Researchers must collect and analyze data to arrive at reliable conclusions, which is particularly difficult with these concepts of relationships to define
- Difficult to pinpoint exactly what qualifies as happiness
  - Important to define, as they serve as guidelines by which they can be measured
- Main questions that need to be answered before understanding relationships are:
  - “How do I best measure relationships?”
  - “How do I best measure well-being?”

Relationships have both objective and subjective ways to be measured

- **Objective social variables:** factors that are based on evidence rather than opinions
  - Focus on presence and frequency of different types of relationships, the degree of contact and amount of shared activities between people
  - Ex. marital status, their number of friends and work colleagues, and the size of their social networks. Each are factually based
- Another objective social variable is **social integration** (one's degree of integration into social networks)
  - Measured by looking at the frequency and amount of social activity or contact one has with others
- These objective measures generally have a single correct answer
  - Married or not married, not in between

Subjective social variables: focus on subjective qualities of social relationships

- Products of personal opinions and feelings rather than facts
- **Social support:** the extent to which individuals feel cared for, can receive help from others, and are part of a supportive network
  - Key variable
  - Measures of social support ask people to report on their perceived levels of support as well as their satisfaction with the support they receive

- Other subjective social variables assess the nature and quality of social relationships themselves (what types of relationships people have, whether these are good or bad)
  - These can include measures that ask about the quality of a marriage, the amount of conflict in a relationship, or the quality of each relationship in one's social network
- Subjective measures provide insight into people's personal experience
  - Ex. a married person may love or hate their marriage, and subjective measures tell us which is the case

These measures are often administered in a way that asks individuals to make a global assessment of their relationships (ie. how much social support you receive)

- However, scientists have begun to study relationships using methods like a daily diary methodology
  - Individuals report their relationships on a regular basis
  - This allows researchers to examine in-the-moment instances and/or day-to-day trends of how relationships affect happiness compared to global measures
  - Many types of measurement are tried to be included to overcome the weaknesses of any one of the techniques
  - (Objective, subjective, and daily diaries)

There is also the issue of measuring well-being

- Everyone usually has a different answer for this
- Scientists have determined both physiological and physical approaches are relevant to defining well-being and many dimensions like satisfaction, joy, meaning, are all important

The scientific term for happiness is **subjective well-being**, defined by three different components

- High life satisfaction - refers to positive evaluation of one's life in general (ex. I am satisfied with my life overall)
- Positive feelings - amount of positive emotions one experiences in life (peace, joy)
- Low negative feelings - amount of negative emotions one experiences in life (ex. Sad, angry)
- These components are commonly measured using subjective self-report scales

**Below are five statements that you may agree or disagree with. Using the 1 - 7 scale below, indicate your agreement with each item by placing the appropriate number on the line preceding that item. Please be open and honest in your responding.**

**7 – Strongly agree**

**6 – Agree**

**5 – Slightly agree**

**4 – Neither agree nor disagree**

**3 – Slightly disagree**

**2 – Disagree**

**1 – Strongly disagree**

\_\_\_\_ In most ways my life is close to my ideal.

\_\_\_\_ The conditions of my life are excellent.

\_\_\_\_ I am satisfied with my life.

\_\_\_\_ So far I have gotten the important things I want in life.

\_\_\_\_ If I could live my life over, I would change almost nothing.

**Scoring:**

**31 - 35 Extremely satisfied**

**26 - 30 Satisfied**

**21 - 25 Slightly satisfied**

**20 Neutral**

**15 - 19 Slightly dissatisfied**

**10 - 14 Dissatisfied**

**5 - 9 Extremely dissatisfied**

The physical dimension of well-being is thought of as one's health

- This includes being free of illness or infirmity
- Health can be defined in terms of injury, disease, and mortality
- Can also include physiological indicators like blood pressure or the strength of one's immune system

- There are health behaviours to be considered, like dietary consumption, exercise, smoking

Researchers often examine a variety of health variables in order to better understand the benefits of good relationships

### **Presence and Quality of Relationships and Well-Being**

- Impossible for a single study to look at all types of relationships across all age groups and cultures, instead, they must narrow their focus to specific variables when investigating connection between social relationships and well-being
  - These include 2 major elements: the presence of relationships, and the quality of relationships

#### → **Presence of Relationships**

- In order to first understand if relationships influence well-being, we must know if people have relationships
  - We can find this out with objective social variables, like the size of their network or the amount of friends they have
- Researchers have discovered the more social relationships people have, the more positively their sense of well-being is impacted
- Study: the happiest students were much more satisfied with their relationships, including with close friends, family, and romantic partnerships and spend less time alone
  - In a worldwide study, results showed that having even a few high quality social relationships was consistently linked with subjective well-being
  - A person does not need to be a social butterfly to be happy

Another way of gaining an understanding of the presence of relationships is by looking at the absence of relationships

- A lack of social connections can lead to loneliness and depression
- People lose well-being when social relationships are denied (ostracism)
- Withholding social relationships is used as a form of punishment
  - Ex. cliques in which you must share interests and a sense of identity, and form organically
    - When one member conflicts with the others, the offending member may be socially rejected
- Some societies practice **shunning** (a temporary period during which members withhold emotion, communication, and other forms of social contact as a form of punishment for wrongdoing)
  - The Amish do this
  - Members who break important rules are made to eat alone, lasting 1-2 weeks
  - Individuals well-being suffers greatly when ostracized in this way
  - Areas of the brain that process physical pain are the same areas that process emotional pain when we are ostracized

#### → **Quality of Relationships**

- Researchers have found that higher friendship quality is associated with increased happiness
- High quality relationships between parents and children are associated for increased happiness for teenagers and adults

- Social support and conflict were associated with all three aspects of subjective well-being (life-satisfaction, positive affect, and negative affect)
  - Researchers found that social support was linked to higher life satisfaction, higher positive affect, and lower negative affect
- Good relationships also translate to better health
  - Quantity and quality of relationships can affect a person's health
- Having a larger social network and high quality relationships can be beneficial, whereas a small network and poor quality relationships can be detrimental to health
  - One reason is that friends and romantic partners might share health behaviours, such as wearing seat belts, exercising, or abstaining from heavy alcohol consumption
  - Or that people who experience support might feel less stress, which is associated with health problems

## **Types of Relationships**

### **Intimate Relationships**

- Closest form of social bond, as it entails psychological closeness as well
- Having a single confidante (a person with whom you can be authentic and trust not to exploit your secrets and vulnerabilities) is more important to happiness than a large social network

Formal relationships are those bound by rules of politeness

- Such as workplace relationships, those with new acquaintances, and young to older people
- Less relaxed as they require more work, more self-control

Informal relationships with friends, lovers, siblings, or others you can relax with

- We can express our true feelings and opinions in these, using the language that comes most naturally to us, being more authentic
- This is why intimate relationships most likely translate to happiness

In some research, the well-being of married people is compared to that of people who are single

- Research found that the transition from singlehood to marriage brings an increase in subjective well-being
- Progress through stages of relationship commitment (singlehood to dating to marriage) is also associated with an increase in happiness
- Experiencing divorce or death of a spouse leads to adverse effects on subjective well-being and happiness, and are stronger than the positive ones from marriage

But getting married may not make you happy, it depends on quality

- A problematic marriage takes an emotional toll
- Overall life satisfaction is affected by marriage satisfaction
- The lower a person's self-reported level of marital quality, the more likely he or she is to report depression
  - As marital quality declines, depressive symptoms increase

Conflict between partners is a major factor leading to lower subjective well-being

- Negative relationships are linked to ineffective social support and a source of stress
- Physical and psychological abuse can be detrimental to well-being

- o Victims of abuse feel shame, lose their sense of self, become less happy and prone to depression and anxiety
- o These feelings dissipate when the relationship ends

### **Work Relationships and Well-Being**

- High quality work relationships can make jobs enjoyable and less stressful
  - o Workers experience mutual trust and support to overcome work challenges
  - o Liking those we work with can also translate to fun on the job
- Supervisors who are more supportive have employees who are more likely to thrive at work
- Poor quality work relationships can make a job feel like drudgery
  - o Supervisors that are sources of stress have a negative impact on the subjective well-being of their employees
  - o Employees who rate their supervisors high on the 'dark triad' (psychopathy, narcissism, and Machiavellianism), report greater psychological distress at work and less job satisfaction
- Feeling engaged in our work and having a high job performance predicts better health and greater life satisfaction

### **Fact or Myth: Are Social relationships the Secret to Happiness?**

- Some argue they are central to subjective well-being and others contend that their effects are exaggerated
  - o When looking at correlations, they are typically small

### **Conformity and Obedience**

**Conformity:** changing one's attitude or behaviour to match a perceived social norm

- Humans possess an inherent tendency to imitate the actions of others
- We often mimic the gestures, posture, language, talking speed, and many other behaviours of those we interact with
  - o This increases the connection between people and allows interactions to flow more smoothly

Two main reasons for conformity

- **Normative Influence:** people go along with the crowd because they are concerned what others think of them
  - o We don't want to look out of step or become a target of criticism
  - o Fitting in also brings rewards such as camaraderie and compliments
- Study by Solomon Asch where participants were male college students asked to engage in a simple task
  - o An experimenter held up a card that depicted one line on the left side and three lines on the right side
  - o Participants had to say which of the three lines on the right was the same as the one on the left
  - o But participants were surrounded by confederates, and participant always gave his answer after hearing what the others said
  - o Everything went fine until the third trial where the first confederate gave an obviously incorrect answer, as well as the second and third and fourth

- The real participants was in a difficult situation, his eyes told him one thing but give out of 5 people saw something else
- 76% of participants went along with the norm at least once and gave the wrong answer
  - They conformed with the group on  $\frac{1}{3}$  of the 12 trials
  - Still remarkable that that many students caved in to the pressure
  - Participants knew the wrong answer, but their concern for what the others might be thinking overpowered their desire to do the right thing
- This has been replicated, and found that conformity is increased with more confederates, teenagers are more prone to conforming, and people conform less when they believe the confederates will not hear their response
  - Last finding about participants changing their answers is consistent with the idea that they are concerned about what others think of them
- Conformity is found in every culture, and more conformity is found in collectivist countries
  - These people place a higher value on the goals of the group than individual preferences
  - Also more motivated to maintain harmony in interpersonal relations
- **Informational Influence:** conformity that results from a concern to act in a socially approved manner as determined by how others act
  - Others are a source of information
  - If society deems littering should be placed in a proper container, speak soft in libraries, etc, then that's what most of us will do
- But sometimes it is not clear what society expects
- In these situations we rely on descriptive norms
  - **Descriptive norms:** perception of what most people do in a given situation
  - Often other people have information we do not, especially in new situations
  - Ex. do you think we should? ... Sure. everyone else is doing it
- But not always easy to obtain good descriptive norm information, so we rely on a flawed notion when deciding how to behave
  - Ex. binge drinking among college students
    - Excessive drinking is a problem on campuses, and the most important reason they do it is because their perception of the descriptive norm
    - How much students drink is highly correlated with how much they believe the average student drinks
    - Students see a heavy drinker but fail to consider all students not attending, so they overestimate the descriptive norm for college student drinking
    - Most students believe they consume less than the norm, creating a dangerous push towards more and more alcohol consumption
    - Overall providing them with accurate information about drinking norms has reduced overindulgent drinking
- Homeowners reduced amount of energy they used when they learned about consumption by neighbours is less than theirs
- Undergrads select the healthier food option when led to believe other students made this choice
- Hotel guests likely to reuse towels when a hanger told them that's what most guests did

**Obedience:** responding to an order or command from a person in a position of authority

- This may be a good thing in many situations, as we are taught to obey parents, teachers, and police
- Military would fail to function if soldiers stopped obeying orders
- But doing this, people can violate ethical principles and break laws
  - Often at the heart of the worst of human behaviour - massacres, atrocities, and even genocide
- Ex. why did so many German citizens go along with brutality of leaders during the Holocaust, as these people obeyed Hitler's orders

Series of experiments were taken and participants were men recruited from the community

- Signed up with the belief the experiment would be about learning and memory
- Three people were involved in each session, one was participant, another was experimenter, and another is a confederate pretending to be a participant
- Study was a memory test and one of the men would be the teacher and the other would be the learner
  - The real participant was always assigned the teacher's role and the confederate was the learner
  - Teacher watched as the learner was strapped into a chair and had electrodes attached to their wrist
  - Teacher moves to a room next door seated in front of a large metal box identified as a shock generator
    - Displayed gauges and lights and a series of 30 levers, each labeled with a voltage figure, from 15 to 450 volts with strength of shocks
- Teacher would administer a memory test to the learner in the next room, if the teacher saw the correct answer light up, he would move to the next item, but if he got it wrong, the teacher pressed one of the shock levers delivering a punishment
  - Told to start with low level and move upwards to higher shocks
- In reality they received no shocks, but did make a lot of mistakes, forcing teacher to administer the shocks
- Purpose was to see how far the teacher would go before refusing to continue
  - Teacher's first hint came after pressing the 75 volt lever, hearing through the wall the learner saying ouch, which became stronger and louder with each press
  - After 150 the confederate would start screaming let me out
- Experimenter was there to encourage the participant to continue
  - When the teacher asks to quit, the experimenter would say you have to go on, etc
  - Would end after 4 successive attempts to quit
- After 300 volts, the learner refused to answer any more question
- If they reached 450, the experimenter told him to continue pressing it

Turns out that 65% of the participants continued to administer shocks to the very end of the session, and these were ordinary citizens who were following instructions

- Each of us may be capable of acting in some very uncharacteristic and unsettling ways

Obedience rates decreased when the learner was in the same room as the experimenter and declined even further when the teacher had to physically touch the learner to administer the punishment

Participants were less willing to continue after seeing other teachers refuse to press the levers

Also decreased when the instructions to continue came from a person they believed to be another participant rather than from the experimenter

Women participants followed the experimenter's instructions at the same rate the men had

Research has been subject of much controversy and discussion

- Certainly there are important features of that time and place that cannot be recreated in a lab (Holocaust)
- Some people have argued we are more aware of the dangers of blind obedience than we were when it was conducted
  - But in reality, people respond to the situation like they did back then

Another controversy was the ethics of it

- Little doubt that participants experienced intense stress
  - But many participants were pleased they had been a part of the research
- Guidelines and procedures were developed due to this to protect research participants from these kinds of experiences

Also worth noting that although a number of factors appear to lead to obedience, there are also those who would not obey

- In Italy,  $\frac{2}{3}$  of the sample refused to cooperate
- Investigators identified compassion, ethics, and recognition of the situation as problematic as major influences on refusal
- There are instances where people stand up to authority

Overall, much of what we do is a reflection of the people we encounter

## **Persuasion: So Easily Fooled**

### **Two Paths to Persuasion**

- Central and peripheral routes

**Central Route to Persuasion:** persuasion that employs direct, relevant, logical messages

- Rests on the assumption that the audience is motivated, will think carefully about what is presented, and react based on arguments
- Intended to produce enduring agreement
- Ex. voting for someone after they speak and convince you

**Peripheral route to persuasion:** persuasion that relies on superficial cues that have little to do with logic

- Relies on superficial cues that have little to do with logic
- The salesman way of thinking
- Requires a target who isn't thinking carefully about what you are saying
- Exploits rule-of-thumb heuristics that trigger mindless reactions
- Ex. advertisements may show celebrities and cute animals that have nothing to do with the product
- Common in dark persuasion programs like cults and dictatorships
- Ex. for voting, you can experience this when you see a provocative, emotionally charged political advertisement tugging you to vote a particular way

## Triggers and Fixed Action Patterns

- Central route emphasizes objective communication of information
- Peripheral relies on psychological techniques which take advantage of those not thinking carefully
- **Fixed Action Patterns:** sequences of behaviour that occur in exactly the same fashion. In exactly the same order, every time they are elicited
  - Like a prerecorded tape that is turned on, and once it is, played until finished
  - There is the feeding tape, the territorial tape, the migration tape, the nesting tape, the aggressive tape. Each sequence ready to be played when a situation calls for
- For humans, these patterns include many activities we engage while on auto pilot
  - Behaviours that are so automatic they feel difficult to control
  - If two people near you look up and point, you will automatically look up yourself
- We operate in a reflex, non-thinking way when we make many decisions
- The on/off switch may actually be controlled by a specific, minute detail of the situation- maybe a sound or shape or patch of colour
  - These are the hot buttons aka trigger features, or releasers
- Humans are not so different
  - Displaying cookies and other treats did not generate many sales, but when potential customers were asked to buy it for a good cause, the number rose
    - This good cause phrase triggered a willingness to act
  - When the same phrase is paired with a locally recognized charity, the numbers increased
- The phrase “for a good cause” was influential enough as a hot button that the cause didn’t seem to matter

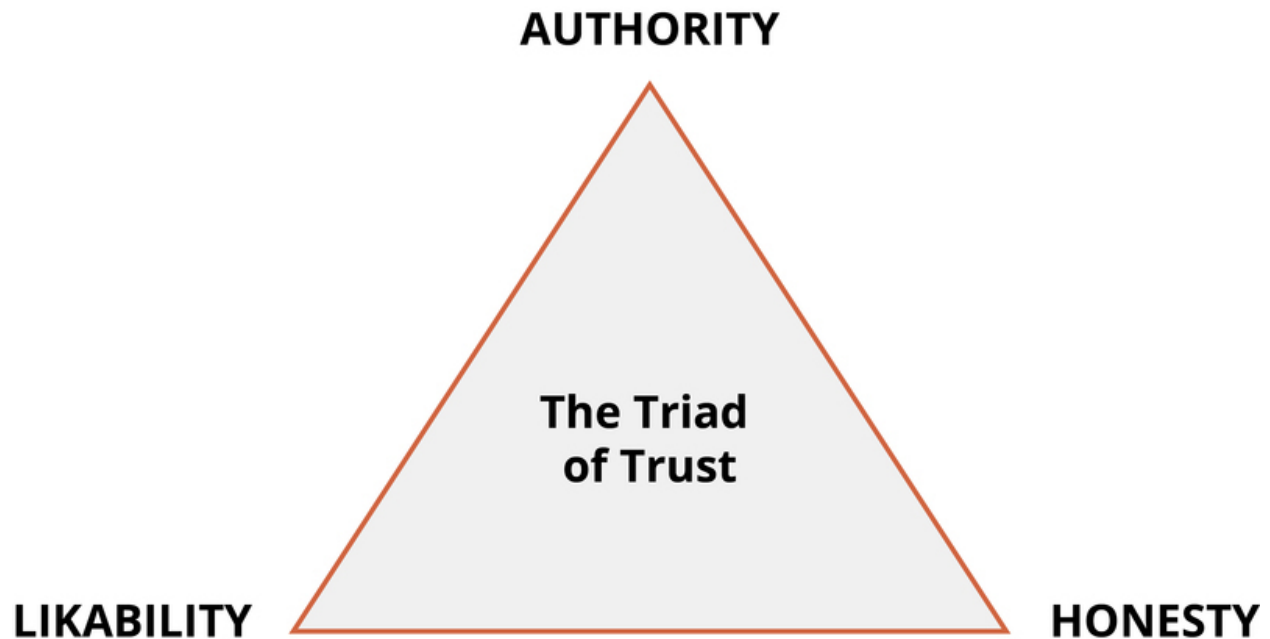
The effectiveness of peripheral persuasion relies on our frequent reliance on these sorts of fixed action patterns and trigger features

- Mindless, rules-of-thumb are effective shortcuts for coping with overload of information
- Serving as heuristic that enable us to make decisions quickly, but make us vulnerable to uninvited exploitation

## The Source of Persuasion: The Triad of Trustworthiness

Effective Persuasion requires trusting the source of the communication

- Three characteristics lead to trust: perceived authority, honesty, and likability
- A source with any or all of these are more likely to have people willing to agree to their request without considering the facts



#### **Authority**

- We learn to rely on authority figures for sound decision making because their authority signifies status and power, as well as expertise
- Authorities such as parents and teachers are not only our primary sources of wisdom while we grow up, but they control us and our access to things we want
  - Respect for these figures is a moral virtue
- We assume their positions give them special access to information and power
  - Usually this is correct, making it a convenient shortcut to sound decision making to defer to authorities
- Uncritical trust in authority may lead to bad decisions though
  - Ex. shock experiment with an apparent authority ordering them
- Uncritical trust in authority can be problematic for several reasons:
  - Even if source is legitimate, it may not always be correct
  - When respect for authority becomes mindless, expertise in one domain may be confused with expertise in general
    - Ex. professor of psychology offers political views
  - Authority may not be legitimate

#### **Honesty: the moral dimensions**

- Marketers dedicate resources to develop and maintain an honest image, as a trusted brand name becomes a mental shortcut for consumers
- Children have almost seen 6 million ads by the age of 16
  - An established brand name helps cut through the volume of information, signalling we are in safe territory
- Making the man honest who is making the product, the product is honest, and preferred above all others

#### **Likeability**

- We trust people we like
- If the audience likes you, they'll forgive just about everything else you do wrong, if they don't like you, you can hit every rule right on target and it doesn't matter

- Mix of qualities that make a person likable are complex and often do not generalize from one situation to another
- Physically attractive people tend to be liked more, we prefer them to a disturbing extent
- We perceive attractive people as smarter, kinder, stronger, more successful, more socially skilled, better poised, better adjusted, more exciting, more nurturing, and of higher moral character

### Manipulating the Perception of Trustworthiness

- Perception of trustworthiness is highly susceptible to manipulation

Manipulating Trustworthiness	
Testimonials & Endorsements	Presenting the Message as Education
"Word of Mouth"	The Maven

#### → Testimonials and Endorsements

- Employs someone who people already trust to testify about the product or message being sold
  - o Ex. celebrity using a hair brush and claiming it heals their hair
  - o Ex. Kodak had Prince Henri and others endorse the superior quality of their camera
- Celebrity endorsements are a frequent feature in commercials aimed at children
  - o More than 400 children ages 8-14 were shown one of various commercials for a racing set, with some featuring a famous race car driver
  - o Children who watched the celebrity endorser preferred the cars more but convinced the endorser was an expert about the toys
    - They believed these cars were bigger, faster, and more complex and less likely to believe the commercial was staged

#### → Presenting the Message as Education

- Message may be framed as objective info
- Ex. salespeople trying to convey the impression they are less interested in selling a product than helping you make the best decision
- As a car salesman, "if the customer tells you they do not want to be bothered by a salesperson, your response is I'm not a salesperson, I'm a product consultant, I don't give prices or negotiate with you, I'm simply here to show you our inventory and help find a vehicle that suits your needs"

#### → Word of Mouth

- 70% of americans rely on personal advice when selecting a new doctor
- 53% of moviegoers are influenced by the recommendation of a person they know

- 91% said they're likely to use another person's recommendation when making a major purchase
- Some companies pay people to promote their product in a personal setting, like paying students to throw a parties where they subtly circulate marketing material among classmates

#### → **The Maven**

- Involve peers face-to-face
- Business hope to plant seeds at the roots and hope consumers will spread the word to each other
- Beings by identifying info hubs (individuals the marketers believe can and will reach the most other people
  - o Seeds may be planted with established opinion leaders
  - o Ex. pharmaceutical companies provide travel expenses and speaking fees to researchers willing to lecture to health professionals about the virtues of their drugs. Or hotels giving travel agents free weekends in hopes they'll recommend them to clients seeking advice
- Maven: refers to a person who's an expert or a connoisseur, as in a friend who knows where to get the best price on a sofa or the co-worker you can turn to for advice
  - o They know a lot of people
  - o They communicate a great deal with people
  - o Are more likely than others to be asked for their opinions
  - o Enjoy spreading the word about what they know and think
  - o They are trusted
  - o Often targeted by persuasion pros to help spread their message

### **Other Tricks of Persuasion**

#### → **Reciprocity**

- When someone does something for us or gives us something, we feel obligated to return the favour in kind
- We feel compelled to repay in equitable value, what another person has given to us
- Appears in every culture and lays the basis for every type of social relationship
  - o Present in business arrangements, to the subtle exchanges within a romance
- Sales person may offer free gives in order to get us to do something for them

#### → **Social Proof**

- People are more likely to work late if others are doing the same, etc
- We compare our behavior to what others are doing, and if there is a discrepancy, we feel pressure to change
- Ads will do this too, ex. Haribo suggests that when you purchase their products, you are joining a larger society of satisfied customers
- Also an example is the laugh tracks on comedies that instruct one not only when to laugh, but how to laugh
- Studies found that audiences laughed longer and more when a laugh track accompanied the show
- People are susceptible to social proof
  - o When they are feeling uncertain
  - o If the person in the comparison group seem to be similar to ourselves
- "Nothing draws a crowd like a crowd"

### → **Commitment and Consistency**

- Once we have made an initial commitment, we are more likely to agree to subsequent commitments that follow
- Some will get someone to agree to a difficult-to-refuse small request and follow this with larger requests that were his target from the beginning
  - This is known as getting a **foot in the door** and then **slowly escalating the commitments**
- We are less likely to say no to a large request than we are to a small request when it follows this pattern

### → **A Door in the Face**

- The persuader begins with a large request they expect will be rejected, they then follow this with a smaller request, which was their target all along
- In one study, 2 poses as representatives of a fake mutual insurance company and asked students if they would be willing to fill out a survey about safety in the home
  - Most denied when told it was 15 minutes
  - In another condition, the researchers began with a much larger request, saying it takes 2 hours, but upon rejection, they would offer to administer the 15 minute one, with almost 2x more compliance

### → **And That's Not All!**

- Begins with salesperson asking a high price, followed by several seconds pause which the customer is kept from responding
- Sales person then offers a better deal by lowering the price or adding a bonus product
- This is a variation of the door-in-the-face
  - Door-in-the-face begins with a request that will be rejected, whereas the that's-not-all gains its influence by putting customer on the fence, allowing them to waver and then offering them a comfortable way out
- Study where a salesperson told customers at a student bake sale that cupcakes costs \$.75, then another salesperson would say that's not all, that the price today included two cookies
- Almost twice as many people bought cupcakes in the that's not-all condition than in the control group
  - The control group offered the combined products up front

### **The Sunk Cost Trap**

- Occurs when a person's aversion to loss impels them to throw good money after bad, as they don't want to waste their earlier investment
- Similar to cults, where the more time they spend, the more invested they feel and the more of a loss it will feel to leave
- Advice: "when you find yourself in a hole, the best thing you can do is stop digging"

### **Scarcity and Psychological Reactance**

- People view things as more attractive when their availability is limited, or stand to lose the opportunity to acquire them on favourable terms
- Study that placed 2 year old boys in a room with equally attractive toys
  - One toy was placed next to a plexiglass wall and the other was behind it

- o But in another group, the wall was 2 feet higher, requiring them to walk around the barrier to touch the toy, where all the boys headed directly towards the forbidden fruit, touching it 3x as quickly as the accessible toy
- People resent being controlled, and much of that 2year old remains in adults too
  - o When a person is too pushy, we get suspicious, annoyed, angry, and yearn to retain our freedom of choice more than before
  - o **Psychological reactance:** a reaction to people, rules, requirements, or offerings that are perceived to limit freedoms
- To defend against psychological reactance, get a foot in the door and then escalate the demands very gradually
  - o Cults do this by going easy on people at first and then to more forceful methods

### Defending Against Unwelcome Persuasion

- Inoculation method: participants who are subjected to weak versions of a persuasive message are less vulnerable to stronger versions later on, similar to how being exposed to small doses of a virus immunizes you against full-blown attacks
  - o Study where subjects were asked about their opinion on something and then mildly attacked for their position, and then given an opportunity to refute the attack
  - o Those subjects who experienced this were more resistant when later confronted by a powerful argument against their initial opinion
- Stinging
  - o Their studies focused on advertising tactic where well-known authorities are employed to sell products
  - o In a study, they found simply warning people about the deviousness of these ads had little effect on peoples' inclination to buy the product later
  - o Next they "stung" the subjects
    - "Take a look at your answer to the first question, did you notice it was fake????"
  - o These subjects were more likely to recognize manipulateness of ads, and less likely to be persuaded by them
- 

### Intro

- Social psychologists sort biases against social groups into emotional **prejudices, mental stereotypes, and behavioural discrimination**
- They are related but can occur independently
  - o Ex. someone may have a negative emotional reaction to a social group (prejudice) without knowing even the most superficial reasons to dislike them (stereotypes)
- **Prejudice:** an evaluation or emotion toward people merely based on their group membership
- **Stereotypes:** a belief that characterizes people based merely on their group membership
- **Discrimination:** behaviour that advantages or disadvantages people merely based on their group membership

### Old-fashioned Biases: Almost Gone

- Most people believe everyone is entitled to equal rights, but not too far back the idea of equality was an unpracticed sentiment
- Of all the countries, only a few have equality in their constitution, and those who do, originally defined it for a select group of people
- People openly put down those not from their own group
  - Ex. American students 80 years ago thought Turkish people were cruel, very religious, and treacherous
- Old-fashioned stereotypes were overt, unapologetic, and expected to be shared by others (now called blatant biases)
- **Blatant Biases:** conscious beliefs, feelings, and behaviour that people are perfectly willing to admit, are mostly hostile, and openly favour their own group
  - Ex. organizations that preach contempt for other reacts (and praise their own)
  - Tends to run in packs
  - People who hate one outgroup also hate many others

**Social Dominance Orientation:** describes a belief that group hierarchies are inevitable in all societies and are even a good idea to maintain order and stability

- Those who score high on SDO believe some groups are inherently better than others, and due to this, there is no such thing as group equality
- Describes a preferred arrangement of groups with some on top and some on the bottom
- Someone high in SDO would likely be upset if someone from an outgroup moves into their neighbourhood, as this “disrupts” the social hierarchy the person high in SDO believes in (neighbourhood is reserved for one’s in-group members)
- People higher in this are more likely to be conservative
- Those who score higher in this are usually lower than average on tolerance, empathy, altruism, and community orientation
- High SDO have a strong belief in work ethic (hard work will pay off and leisure is a waste of time)
  - Also tend to choose and thrive in occupations that maintain existing group hierarchies (police, prosecutors, business)
  - Those with lower in SDO, tend to pick more equalizing occupations (social work, public defense, psychology)
- SDO (preference of inequality as normal and natural) also predicts endorsing the superiority of certain groups: men, native-born residents, heterosexuals, and believers in the dominant religion
  - Seeing women, minorities, homosexuals, and non-believers as inferior
  - First groups mentioned score higher on SDO while the second group scores lower
- SDO gender difference (men higher, women lower) appears over the world
- Rests on the fundamental belief that the world is tough and competitive with only limited resources, so those high in SDO see groups as battling each other for resources, with winners at the top and losers at the bottom

	Social Dominance Orientation	Right-Wing Authoritarianism
Core Belief	Groups compete for economic resources	Groups compete over values
Intergroup Belief	Group hierarchies are inevitable, good	Groups must follow authority
Ingroup Belief	Ingroup must be tough, competitive	Ingroup must unite, protect
Outgroup Belief	"They" are trying to beat "us"	"They" have bad values

**Right-Wing Authoritarianism:** focuses on value conflicts but endorses respect for obedience and authority in the service of group conformity

- Focuses on value conflicts, whereas SDO focuses on the economic ones
- Those w/ RWA may equally dislike the outgroup member moving into the neighbourhood, but because the member brings in values or beliefs that the person high in RWA disagrees with, thus "threatening" the collective values of his or her group
- Respects group unity over individual preferences
- Not necessarily limited to people on the right (conservatives)
- There does seem to be an association between this personality scale and conservative beliefs
  - However, RWA focuses on groups' competing frameworks of values
- Extreme scores predict biases against outgroups while demanding in-group loyalty and conformity
- Combination of high RWA and SDO predicts joining hate groups that endorse aggression against minorities

### 20th Century Biases: Subtle but Significant

- Not as open any more, as you will probably be criticized for it, but they still exist in people, they're just less in view than before
- **Subtle Biases:** automatic, ambiguous, and ambivalent, sometimes unconscious but real in their consequences. Disrespectful to the belief in equality

### Automatic Biases

- Because we like ourselves, we therefore like groups we associate with more, whether they're in our hometown, school, religion, gender, or ethnicity
- But these result in liking other groups less
  - This is relatively automatic (unintended, immediate, and irresistible)
- Used the Implicit Association Test to measure this
  - Done on a computer and measures how quickly you sort words or pictures into different categories
  - Ex. ice cream as good or bad, if you get brain freezes every time, you may still categorize as good, but likely be little bit slower in doing so compared to someone who has nothing but positive thoughts on it
- People may explicitly claim they don't discriminate, but with this task to categorize people from these groups, the automatic or unconscious hesitation will show up in the test (result of mixed feelings)

- People are mostly faster pairing their own group with good categories, compared to pairing others' groups
  - Generally holds regardless if one's group is measured according to race, age, religion, nationality, and even temporary insignificant memberships
- Although a job interviewer may not be blatantly biased, his or her automatic or implicit biases may result in unconsciously acting distant and indifferent, which can have devastating effects on the interviewee's ability to perform well
- Sometimes the automatic associations (often driven by society stereotypes) trump our own explicit values
  - This results in consequential discrimination like allocating fewer resources to disliked outgroups

Type of Bias	Example	What It Shows
Automatic	Implicit Association Test	People link "good" & ingroup, "bad" & outgroup
Ambiguous	Social identity theory Self-categorized theory Aversive racism	People favor ingroup, distance from outgroup Same but emphasizes self as a member of ingroup People avoid outgroup, avoid their own prejudices
Ambivalent	Stereotype Content Model	People divide groups by warmth and competence

## Ambiguous Biases

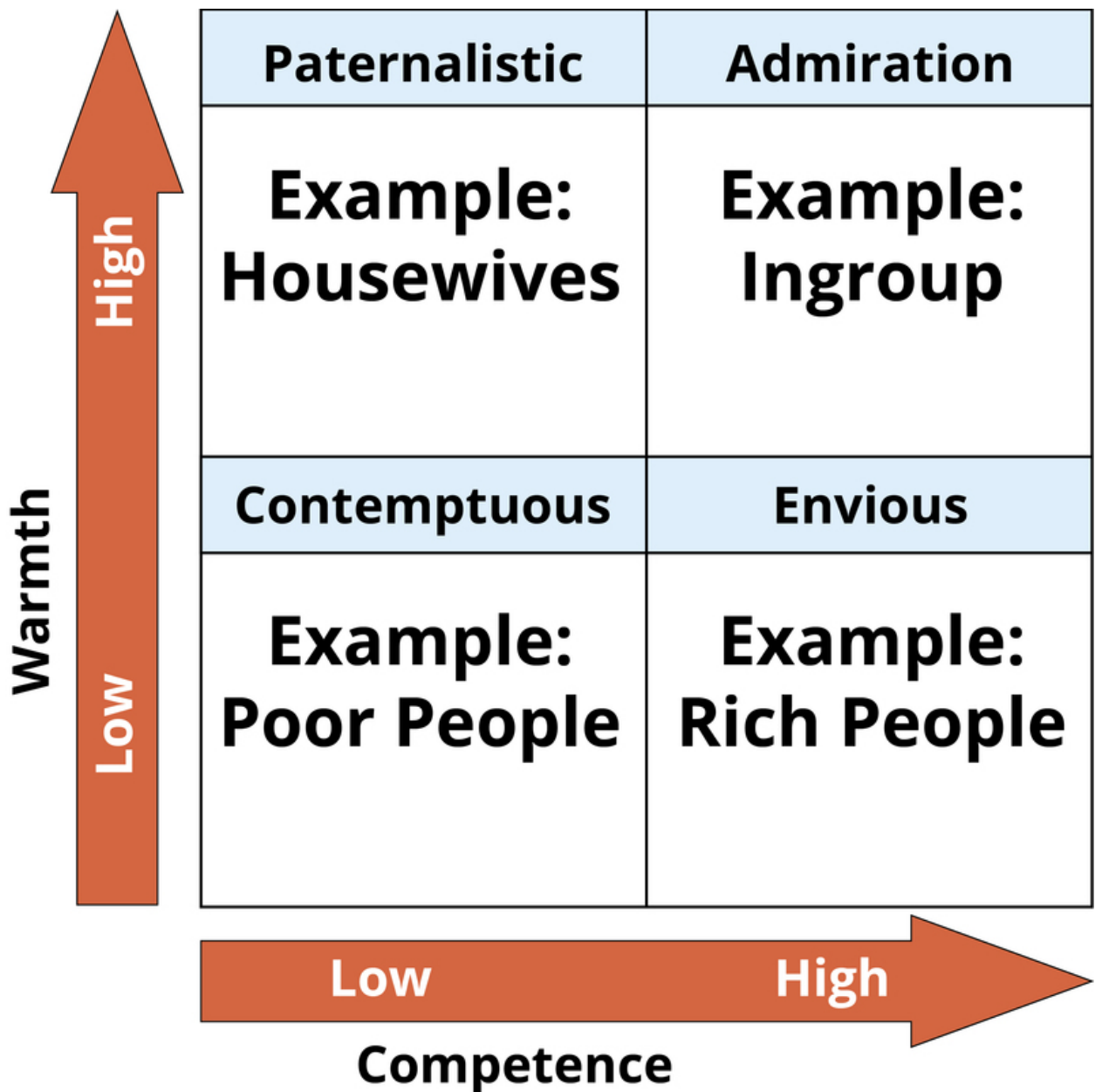
**Social Identity Theory:** describes the tendency to favour one's own in-group over another's outgroup

- As a result, outgroup disliking stems from this in-group liking
- Ex. 2 classes of children wanna play on the same soccer field, the classes will dislike each other, not because of objectionable traits about the group
- Dislike stems from each class's favouritism toward itself and the fact that only one group can play
- People are not punishing the other one so much as neglecting it in favour of their own
- To justify this, people exaggerates the differences between the groups
  - People then see the outgroup as more similar in personality than they are, resulting in a "they differ from us" and they are all alike
- People categorize people into groups just as we categorize furniture or food
- **Self-Categorization Theory:** self-categorization theory develops social identity theory's point that people categorize themselves, along with each other into groups, favouring their own group
  - We tend to favour groups with people like us and incidentally disfavour the others
- In-group favouritism is an ambiguous form of bias as it disfavors the outgroup by exclusion
  - Ex. a politician has to decide between funding one program or another, they are more likely to give resources to the group they closely represent with. This life changing decision stems from simple human tendency to be comfortable with those like yourself

- Aversive racism is an example of comfort with the ingroup, as people do not like to admit their own racial biases to themselves or others
  - Ex. a white person's own good intentions and discomfort with a novel situation of interacting closely with a black person may cause them to feel uneasy, so they give a reason to avoid the situation and prevent awkwardness
  - Was the person right to avoid the situation to avoid total discomfort?
- Indicators of aversive racism correlate with discriminatory behaviour, despite being the ambiguous result of good intentions gone bad
- **Aversive Racism:** unexamined racial bias that the person does not intend and would reject, but that avoid inter-racial contact

### **Bias can be Complicated - Ambivalent Biases**

- Not all stereotypes of outgroups are bad
  - Ex. Asians living in the US are referred to as the model minority because of their success, or people who feel benevolent toward traditional women but hostile toward nontraditional women, or ageist people who feel respect towards older adults, but worry about the burden they play on public welfare
- **Stereotype Content Model:** shows that social groups are viewed according to their perceived warmth and competence
- When people learn of a new group, they want to know about the intentions of the group
  - If the group has good cooperative intentions, we view them as warm and trustworthy, and on our side
  - If they are cold and competitive, we view them as a threat and treat them accordingly
- We also want to know about whether they are competent enough to act on their intentions
  - If they are incompetent, their intentions matter less
- **Warmth and competence** together map how groups relate to each other in society



Example: a stereotypical housewife would be seen as high in warmth but low in competence (not admired for competence the same was as scientific pioneers, etc)

Another example are homeless people and drug addicts, stereotyped as not having good intentions (perhaps exploitative), and likewise being incompetent to do anything useful

- These groups make society more disgusted than any other groups do

Groups that are competent and not warm, are rich people and outsiders good at business

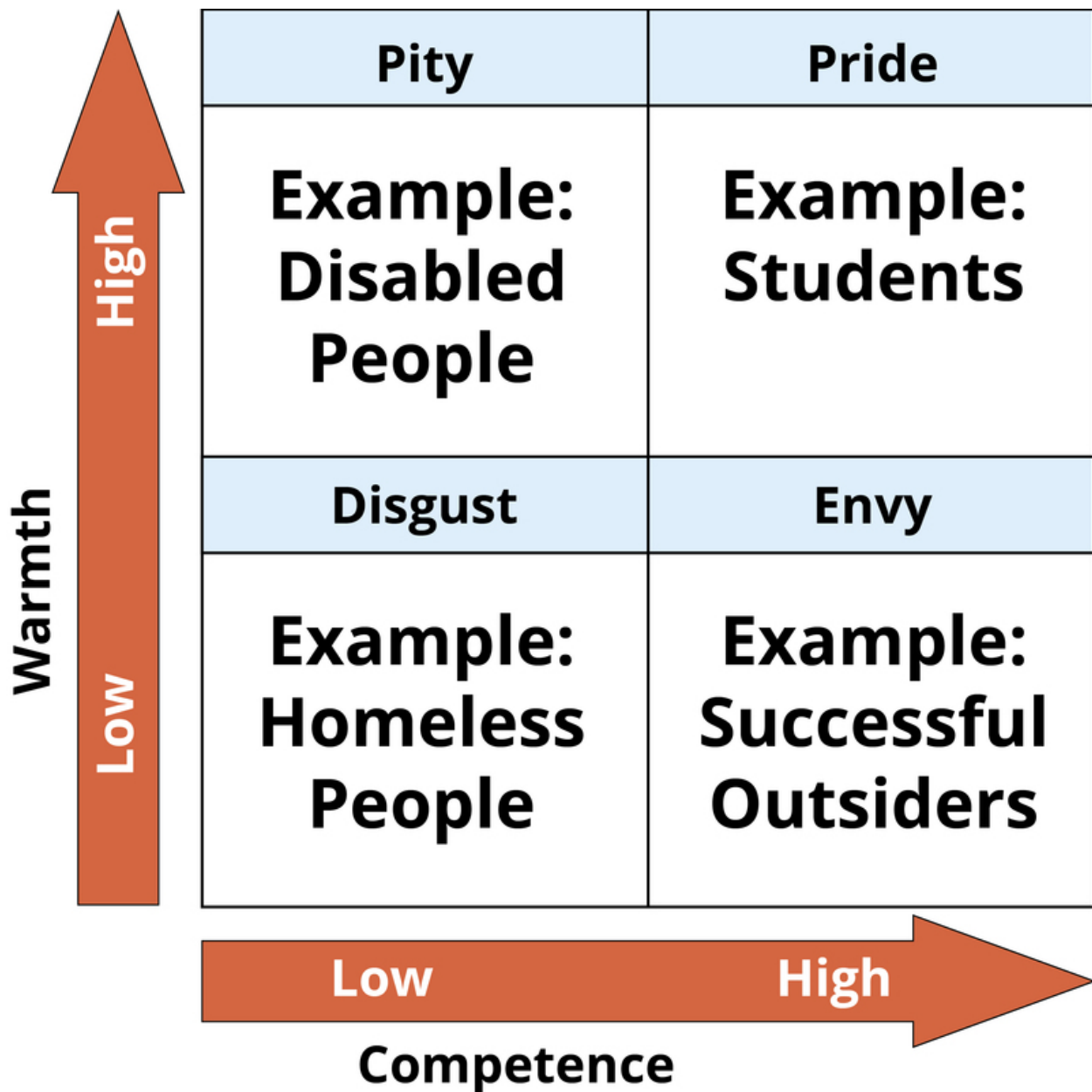
- Competent but cold, making people feel envy, and admitting these others have some talent but resent them for not being people like us
- Similar to the model minority stereotype of asians includes this with excessive competence but deficient sociability

Groups that are high in warmth but low in competence include older and disabled people

- People report pitying them, but only so long as they stay in their place
- Elderly rights activists try to eliminate that pity, hopefully gaining respect in the process

These four kinds of stereotypes and their associated prejudices (pride, disgust, envy, pity) occur all over the world

- These maps predict specific types of discrimination for specific kinds of groups



## Conclusion

- With more interconnection, more collaborations between countries and more intermarrying between different groups, more people are encountering greater diversity of others in everyday life

Punishment tactics vary depending on cultural norms

- Name and shame campaigns work well in collectivistic cultures
- Less effective for people who aren't as sensitive to threats of public shaming

Psychological aspects of culture are often overlooked as they are invisible

## Social Psychology Research Methods

- Social psychologists are interested in how cultural forces influence psychological processes and to understand how it affects our emotions, identity, etc
- Anthropologists are likely to conduct **ethnographic studies**
  - Spends time observing a culture and conducting interviews
  - This way they attempt to understand and appreciate culture from the POV of people within it
  - Social psychologists may adapt this approach and this would make them studying **cultural psychology**
- Social psychologists who adopt this approach are thought to be studying **cultural psychology**, likely to use interviews as a primary research method
  - Ex. study asking people what the “good life” is for Americans, with open ended questions in an interview setting
- People with a bachelor's degree were more likely to mention enjoyment as a central part of good life
  - People with only a high school degree mentioned financial security as theirs
- College educated people were more likely to list advising and respecting as crucial aspects of relationships while highschool people were more likely to list loving and caring

**Cross Cultural Studies:** use standard forms of measurement to compare people from different cultures and identify their differences

- This and cultural studies have their own advantages and disadvantages

	<b>Ethnographic Study</b>	<b>Cross-Cultural Study</b>
<b>Advantages</b>	Culturally sensitive, studies people in their natural environments	Able to make comparisons between groups
<b>Disadvantages</b>	Difficult to make comparisons between cultures	Vulnerable to ethnocentric bias

Researchers did a study between money and happiness, specifically interested in cross-cultural differences in levels of life satisfaction

- Used international surveys asking all participants the same question “how satisfied are you with your life as a whole these days”, using a standard scale, 1-10
  - Also collected data on average income levels in each nation and adjusted for local differences in how many goods and services that money can buy
- Overall tendency for money to be associated with higher life satisfaction

Problems with this cross-cultural study is that they are vulnerable to **ethnocentric bias**

- Researcher who designs the study might be influenced by personal biases that could affect research outcomes without being aware of it
- Ex. study on happiness across cultures may investigate ways that personal freedom is associated with feeling a sense of purpose in life
- Researcher may assume that when people are free to choose their own work and leisure, they are more likely to pick options they care deeply about
  - Unfortunately, the researcher might overlook the fact that in much of the world it is considered important to sacrifice personal freedom in order to fulfill one’s duty to the group

## What is Culture?

### Defining Culture

**Culture:** collective understanding of the way the world works, shared by members of a group and passed down from one generation to the next

- Ex. tribe members share a cultural understanding of the world that includes the idea that there are 4 parallel level to reality that include an abandoned level, and earthly level and heavenly and hell-like levels
- Members of surfing culture understand their athletic pastime as being worthwhile and governed by formal rules known by insiders

Several features central to understanding the uniqueness and diversity of the human mind:

#### 1. Versatility:

- Culture can change and adapt
- Ex. in a cricket match, a girl may consider herself Indian, but at home she sees herself as Oriya speaking her native language

#### 2. Sharing

- Culture is the product of people sharing with one another
- Humans cooperate and share knowledge and skills, and the way they share, the content of what they share, all helps make up culture
- Ex. older adults remember a time when long-distance friendships were maintained with letters, now we get the same goals through texts

#### 3. Accumulation:

- Cultural knowledge is cumulative and stored
- Learning grows across generation, understanding more of the world now than before

- Does not mean old culture is erased

#### 4. Patterns

- Patterns emerge from adapting, sharing, and storing cultural information
- Can be the same across cultures as well as different
  - Ex. polite in Canada and India to bring a small gift to the host's house
  - Ex. In Canada more common to bring wine and opened right away, where in India it is more common to bring sweets and often the gift is set aside for later

**Cultural intelligence:** ability to understand why members of other cultures act in the ways they do

- Rather than dismissing foreign behaviours as weird, inferior, or immoral, people high in cultural intelligence can appreciate differences even if they don't necessarily share another culture's views or adopt its ways of doing things

#### Thinking about Culture

- 3 ways to parse the concept of culture

#### 1. Progressive Cultivation:

- Refers to a small subset of activities that are intentional and aimed at being refined
- Ex. learning to play an instrument, appreciating visual art, attending theater, or higher art
- This was the common use through the 19th century
- This notion formed the basis of a superior mindset on behalf of people from the upper classes
  - Ex. many tribal groups lacked cultural sophistication under this definition

#### 2. Ways of Life

- Refers to distinct patterns of beliefs and behaviours widely shared among members of a culture
- Shifts emphasis to patterns of belief and behaviour that persist over many generations
- Although cultures can be small like school culture, they usually describe larger populations such as nations

#### 3. Shared Learning

- **Enculturation:** the ways people learn about and shared cultural knowledge
  - More as a verb compared to the "ways of life" being a noun
- Fluid and dynamic process that emphasizes that culture is a process that can be learned
- As children are raised, they are taught how to behave
- As immigrants settle in a new country, they learn a new set of rules for behaving and interacting, they may have multiple **cultural scripts**

Culture Concept	Examples	Social Impact	Highlighted Themes
<b>Progressive Cultivation</b>	<ul style="list-style-type: none"> <li>• College education</li> <li>• Advanced technology</li> <li>• Ballet</li> <li>• Formal etiquette</li> </ul>	A distinction between elites and the masses, between "higher civilizations" and "barbarians," between old and young, or between men and women	Deliberate pursuit of mental refinement; efforts to create and improve abilities that seem to offer better prospects of wellbeing, power, or dignity
<b>Way of Life</b>	<ul style="list-style-type: none"> <li>• National traditions</li> <li>• Religious doctrines</li> <li>• Organizational culture</li> </ul>	Geographical or ethnic distinctions between large and spatially segregated populations	Similar beliefs and values within populations, but differences between them; strong cultural identity and stereotyping of out-group members; stability of culture over time
<b>Shared Learning and Enculturation</b>	<ul style="list-style-type: none"> <li>• Parenting</li> <li>• Teaching</li> <li>• Apprenticeship</li> <li>• Information-sharing and influencing through social networks</li> </ul>	Emphasis on the developmental potential of everyone and on the different ways in which individuals develop, depending on different forms of enculturation	An understanding of diversity within populations, individual exposure to multiple cultural influences, negotiation and debating about cultural values and identities.

Understanding culture as a learned pattern of views and behaviours is interesting:

- 1) it highlights the ways groups can come into conflict with one another
  - o Members of different cultures simply learn different ways of behaving
  - o Youth interact with technology with a different set of rules than older people
  - o These differences can sometimes be politicized and a source of tension between groups
  - o Ex. muslim women who wear a hijab, but non-muslims do not, so occasional misunderstandings arise about the appropriateness of the tradition
- 2) important to understand that culture is learned as it means that people can adopt an appreciation of patterns of behaviour different than their own
  - o Ex. non muslims may find it helpful to learn about the hijab
- 3) can be helpful in developing self-awareness
  - o Ex. people from US may not be aware that their attitudes of public nudity are influenced by cultural learning
    - Women in EU go topless when sunbathing, whereas in the US it's illegal
- OVERALL, the product of cultural learning may empower you to revise them if doing so will lead to a better lie

### The Self and Culture

- Individualism and collectivism can be divided into vertical and horizontal dimensions
  - o These describe social status among members of a society
  - o People in vertical societies differ in status, with some people being more highly respected or having more privileges
  - o In horizontal societies people are relatively equal in status and privileges

	<b>Individualist</b>	<b>Collectivist</b>
<b>Vertical</b>	People are unique; some distinguish themselves and enjoy higher status.  <b>Example: United States</b>	People emphasize their connectedness and must do their duty; some enjoy higher status.  <b>Example: Japan</b>
<b>Horizontal</b>	People are unique; most people have the same status.  <b>Example: Denmark</b>	People emphasize their connectedness and work toward common goals; most people have the same status.  <b>Example: Israeli kibbutz</b>

**Self-Construal:** the way people define the way they fit in relation to others

- More likely to define themselves in terms of an independent self
  - This means that people see themselves as being a unique individual with a stable collection of personal traits, and that these traits drive behaviour
- People from collectivist cultures are more likely to identify with the interdependent self
  - This means they see themselves as defined differently in each new social context and social context, rather than internal traits, are the primary drivers of behaviour

Imagine you had to complete a sentence starting with I am

- People with independent sense of self are more likely to describe themselves in terms like I am honest and I am intelligent
- People with a more interdependent sense of self are more likely to describe themselves in terms of their relation to others, like I am a sister, I am a good friend

In Western cultures where people more likely have an independent sense of self, anger arises when people' personal wants, needs, or values are attacked or frustrated

- Treated unfairly

By contrast, people from interdependent self cultures are likely to experience anger differently

- More likely to feel that anger is unpleasant because it represents a lack of harmony between people
- Unpleasant when it interferes with close relationships

### **Culture is Learned**

- People aren't born being good at soccer
- They excel at activities when it's an important part of daily life
- Cultural behaviours are acquired through a combination of explicit teaching and implicit learning - observing and copying

- Begins with parents or caregivers, which teach kids both directly and by example how to behave and how the world works, encouraging children to be polite, dress well, to religious beliefs and rituals, and even how to think and feel
- Adult men exhibit a certain set of emotional expressions like being tough and not crying, providing a model of masculinity for their children
- Some societies it is appropriate to conceal anger
  - In other cultures it is appropriate
- Adults are not even aware that they are teaching psychology, because the lessons are happening through observational learning
- Example: all people gesture when they speak, even blind people use these
  - However some researchers have discovered that culture influences how a person gestures
  - Italians use a wide range of gestures
- Cultures also use rituals to teach people what is important
  - Ex. young people interested in becoming monks have to endure rituals that help them shed feelings of specialness or superiority
  - To do this they may have to wash their teacher's feet, scrub toilets, or perform other menial tasks
  - Ex. Jewish students celebrate bar mitzvah which communicated that the youth is ready for full participation in public worship

### **Cultural Relativism**

- **Value-free research:** when social psychologists research culture, they try to avoid making value judgments
  - Difficult to achieve such objectivity
- **Cultural relativism:** the principle of regarding and valuing the practices of a culture from the point of view of that culture
  - Ex. common practice of same-sex friends in India hold hands in public which is common, but in England, it's linked largely to romantically involved couples
  - Someone who does not take a relativistic view might be tempted to see their own understanding of this behaviour as superior and the foreign as immoral
- Can also be problematic, as it leaves no room for criticism of other cultures even if others are horrific or harmful
- Positive cultural relativism is the belief that the world would be a better place if everyone practiced some form of intercultural empathy and respect
  - This offers an important contribution to theories of cultural progress: to better understand human behaviour, people should avoid extreme views that block discussions about the basic morality or usefulness of cultural practices

### **THE FAMILY**

- Our families represent our earliest relationships and often our most enduring ones

### **What is Family?**

**Traditional family:** two or more people who are related by blood, marriage, and occasionally adoption

- The standard has been the two parent family

Many pet owners consider their pets to be members of the family

**Joint Family:** 3 or more generations of blood relatives live in a single household or compound

- Another traditional form
- Often includes cousins, aunts and uncles, and other relatives from extended family

**Modern Families** exist in many forms, including single parent family, foster families, same-sex couples, childfree families, and many other variations

Common to all of these forms is commitment, caring, and close emotional ties

- These are increasingly the defining characteristics of family

Now factors such as divorce and remarriage are present, and people do not grow up with their family of orientation, but become part of a stepfamily or blended family

Whether the type of family is single-parent, joint, two-family, a person's family of orientation (the family into which he or she is born) generally acts as the social context for young children learning about relationships

**Family Systems Theory:** each person has a role to play in their family, and each role comes with certain rules and expectations

- Goal for the family is stability: rules that work for all
- When the role of one member in the family changes, so do the rules and expectations
- These changes ripple through the family and cause each member to adjust their own role and expectations

Example: Cinderella

- Her initial role is of a child
- Her parents' expectations of her are what would be expected of a growing and developing child
- But by the time she reaches her teen years, her role has changed considerably
- Both biological parents have died and she ended up living with stepmom and stepsisters
- Her role shifts from being an adored child to acting as the house servant
  - Others expecting her to cook and clean when she gets nothing in return
- When she finds the prince and leaves to start her own family, known as family procreation, it is safe to assume the roles of her stepmother and stepsisters will change, assuming they will have to take care of themselves

Women typically deal with housekeeping and childrearing, while men have been seen as protectors and providers of resources including money

- Over time, these roles have changed and traditional roles have shifted
- Women still tend to do more housekeeping and childrearing tasks than their husbands known as the **second shift**)

When fathers endorsed more equal sharing of household duties and when mothers were more workplace oriented it influenced how their daughters thought

- Daughters were more likely to have ambitions toward working outside the home and working in less gender-stereotyped professions

**How Families Develop**

- **Nuclear families:** a core family unit comprised of only the parents and children

- o The parents meet one another, court or date one another, and they make the decision to have children
- o Children grow up and leave home and the roles shift again
- o These families develop over time

### Intimacy

- Families begin with intimacy, as the need for intimacy or close relationships with others is universal, seeking out close and meaningful relationships over our lives
- Our adult relationships stem from infancy and our relationship with primary caregiver
  - o Process is called **attachment theory**
  - o According to it, different styles of caregiving result in different relationships attachments
  - o Ex. mothers who soothe their crying infants produce infants who have secure attachments
    - 60% of all children have this
    - Secure individuals rely on their working models (concepts of how relationships operate) that were created in infancy as a result of their interaction with caregiver to foster happy and healthy intimate relationships
- Inconsistent or dismissive parents impact this
  - o Study where infants were observed interacting with caregiver then separated, then reunited
  - o 20% of them were resistant (anxious even before and especially during the separation)
  - o 20% were avoidant (they avoided their caregiver after separation)
- These methods relate to the way people relate to one another in adulthood
- **Anxious-resistant** adults worry that others don't love them, becoming frustrated or angry when their needs go unmet
- **Anxious-avoidant** adults appear not to care much about their intimate relationships and are uncomfortable being dependent on or depending on others themselves

## Early Attachment and Adult Intimacy

### Secure:

"I find it relatively easy to get close to others and am comfortable depending on them and having them depend on me. I don't often worry about being abandoned or about someone getting too close to me."

### Anxious-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."

### Anxious-resistant:

"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 merge completely with another person, and this desire sometimes scares people away."

Possible for anyone to recover a secure attachment

- This requires the help of a supportive and dependable other, and for the insecure person to achieve **coherence** (realization that his or her upbringing is not a permanent reflection of character or a reflection of the world at large, nor does it bar him or her from being worthy of love or others of being trustworthy)

### Dating, Courtship, and Cohabitation

- Back in Victorian England, young women in high society trained for years in the arts and were thought to be vital to the courtship ritual (a demonstration of feminine worthiness)
  - Once she was a marriageable age, she would attend dances and other public events as a means of displaying her availability
  - Young couples interested in one another would find opportunities to spend time together, like a walk
- A major difference in the way people find a mate today is the way we use technology to expand and restrict the **marriage market** (the process by which potential mates compare assets and liabilities of available prospects and choose the best option)
  - Allows us to find partners all over the world as opposed to local dating pools
  - Allows us to filter out undesirable prospects based on factors like shared interests, age, etc
- **Homogamy**: partnering with someone who is like you in a meaningful way
  - Filters help find the most desirable partner
  - Strong support for high-educated people to marry other high educated people
- Therefore, education is a common filter we use for mates, other filters include age, race, social status, religion, compatibility, physical attractiveness, proximity
- Technology helps single people find each other
  - Young people in school are surrounded by potential dating partners, but as we get older, this is less true, as we focus on careers and find ourselves surrounded by co-workers of various ages, marital statuses, and backgrounds
- Some cultures the families of young people do the work of finding the a mate

- o Ex. Shanghai Marriage market where parents meet on weekends to trade information about their children to find them spouses
- Argued that parents can make more mature decisions than young people
  - o Idea overall is weird to westerners
- Parental arranged marriages are largely preferred to other forms of marital choices in India
- **Cohabitation:** an arrangement where two people romantically living together even though they aren't married
  - o Increased overall
  - o Common in Scandinavian nations
  - o Many lead to marriage, but many do not
  - o Argued if it is now part of the natural developmental progression of romantic relationships

### Engagement and Marriage

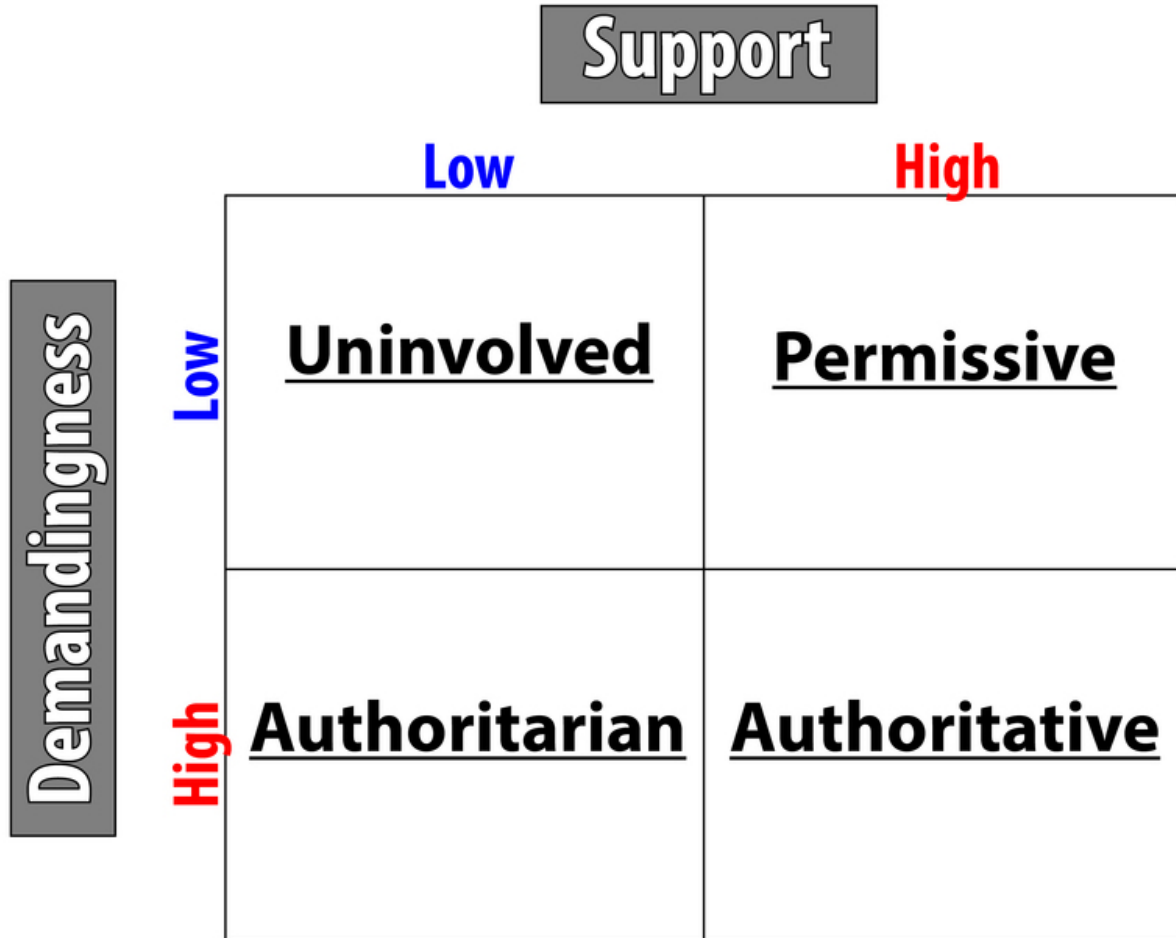
- 80% of men and women have been married by 49
- People are now getting married later in life or not at all
  - o In developed countries they are marrying later in life compared to places like Afghanistan where it's usually at 20.2 years
- Men also marry later than women
- Courtship process can vary greatly around the world, so can an engagement
  - o **A formal agreement to get married**
- Some differences are small, such as what hand an engagement ring is worn
- Some differences are bigger such as who makes the proposal
  - o In India it is not uncommon for the family of the groom to propose to the family of the bride, with little involvement with the 2 getting married

### Children?

- Families are postponing children
- Families that choose to forego having children are **childfree families**
- Families that want but are unable to conceive are **childless families**
- Many report that children increase their well-being
- Parents are more positive about their lives overall
- Parents compared to non-parents, are more likely to be depressed, report lower levels of marital quality, and feel like their relationship with their partner is more businesslike than intimate
- Parenting style will impact your child's future success in romantic and parenting relationships

### **Authoritative** parenting (arguably the best style), is both demanding and supportive of the child

- Support refers to the amount of affection, acceptance, and warmth a parent provides
- Demandingness refers to the degree a parent controls his/her child's behaviour
- Children with these parents are generally happy, capable, and successful



**Authoritarian** parents are low in support and high in demandingness

- These children are more likely to be obedient and proficient, but score lower in happiness, social competence, and self-esteem

**Permissive** parents are high in support and low in demandingness

- Their children rank low in happiness and self-regulation, and more likely to have problems with authority

**Uninvolved** parents are low in both support and demandingness

- Children of these parents rank the lowest across all life domains, lack self-control, have low self-esteem, and are less competent

Support for the benefits of authoritative parenting has been found in many countries

- Appears to be superior in western societies
- But while many Euro American children do poorly with too much strictness, Chinese children often do well, especially academically
  - This may stem from Chinese culture viewing parenting as training

**Parenting in Later Life**

- Concept of family persists across lifespan even when children grow up, but the roles and expectations change
- One major change is when a child reaches adulthood and moves away
  - This is known as **empty nest**
- Many parents also find that their grown children are struggling to launch into independence
  - Child goes off to college and cannot find steady employment so they come home
  - **Boomerang generation:** refers to adults aged 25-34 who return home to live with aunts while they strive for stability in finances and living arrangements, often romantic relationships too
  - Can be good for parents as they pay rent, help with expenses
    - Can also be bad, as 24% report that coming home hurts their relationship with parents
- In addition to middle-aged parents spending more time and money taking care of their adult children, they also take care of their own aging parents
  - This is referred to as the **sandwich generation**
- This varies by culture, as we put them in LTC homes
  - But many families cannot afford this so they take in their parents, increasing the number of **multigenerational homes** around the world
    - Home with more than one adult generation

## Family Issues and Considerations

### Divorce

- Legal dissolution of a marriage
- Declined in 80s and 90s, but climbed back up just below 50% of marriages
- Increase for each subsequent marriage
- Many risk factors present:
- Pursuing education decreases the risk of divorce, as well as waiting until older to marry
- If our parents are still married, we are less likely to divorce
- Factors that increase risk are having a child before marriage, living with multiple partners before marriage (serial cohabitation)
- Societal and religious attitudes where it's acceptable, the rates are higher, but in regions where they are less accepting, the rates are lower

# Divorce Factors

Protective Factors	Risk Factors
<ul style="list-style-type: none"> <li>• Higher-levels of education</li> </ul>	<ul style="list-style-type: none"> <li>• Children before marriage</li> </ul>
<ul style="list-style-type: none"> <li>• Marrying at older age</li> </ul>	<ul style="list-style-type: none"> <li>• Co-habitation</li> </ul>
<ul style="list-style-type: none"> <li>• Parents remain married</li> </ul>	<ul style="list-style-type: none"> <li>• Live in a society accepting of divorce</li> </ul>
<ul style="list-style-type: none"> <li>• Member of religious group less accepting of divorce</li> </ul>	

If divorcing, parents should reassure children that both parents will continue to love them and it isn't their fault at all

- Should also encourage open communication and not bias them against their ex or as a means of hurting their ex

## Abuse

- **Physical Abuse:** use of intentional physical force to cause harm
  - o Scratching, pushing, shoving, hitting, etc
- **Sexual Abuse:** the act of forcing someone to participate in a sex act against his or her will
  - o Sexual assault or rape
  - o Marital relationship doesn't grant anyone the right to demand sex or sexual activity from a spouse
- **Psychological Abuse:** aggressive behaviour intended to control someone else
  - o Ex. threats of physical or sexual abuse, manipulation, stalking

Abuse between partners is **intimate partner violence**

- This can also occur between a parent and child (child abuse), adult children and their aging parents (elder abuse), and even between siblings

The most common abuse is neglect between parents and children

- **Neglect:** refers to a family's failure to provide for a child's basic physical, emotional, medical, or educational needs

People become abusers from poverty, stress, and substance abuse, but can happen anywhere

Adults stay in abusive relationships for a few reasons:

- a) learned helplessness (abused person believing he or she has no control over the situation)
- b) the belief that the abuser can/will change
- c) shame, guilty, self-blame, and/or fear
- d) economic dependence

Children experiencing abuse may act out or respond in an unhealthy way

- Acts include self-distribution, withdrawal, and aggression, as well as struggles with depression, anxiety, and academic performance
- Abused children's brain may produce higher levels of stress hormones, which can lead to decreased brain development, lower stress thresholds, suppressed immune responses, and lifelong difficulties with learning and memory

### **Adoption**

- Has long historical roots and involves taking in and raising someone else's child legally as one's own
- Most fulfilling thing a person can do (become a parent)
- For those who cannot conceive, this option allows them to feel whole, completing their family
- 2013 the US had 100,000 children in foster care (children go when biological families are unable to adequately care for them) for adoption
- About 2% are adopted through foster care of private domestic or international adoption
- Through the system its inexpensive costing \$0-2500 with many subsidies available
- Overall process varies greatly in terms of cost, and if countries are able to police who adopts the child
  - o Ex. single, obese, or over-50 individuals can't adopt a child in China

### **Happy Healthy Families**

- Can support and validate us, but also criticize and burden us
- We all have a family
- Some strategies to increase happiness of your family:
  - o Teach morality
  - o Savour the good
  - o Use the extended family network
  - o Create family identity
  - o Forgive

### **PSYCHOLOGY OF GROUPS**

- So many things occur in groups
- Lone individuals cut off is a rarity, as we live most of our life in groups which has an impact on our thoughts, feelings, and actions
- Social psychologists focus their analysis on groups, organizations, communities, and cultures

### **The Psychological Significance of Groups**

- People join with others because groups meet their psychological and social needs

## The Need to Belong

- We have a need to belong, and most of us satisfy this need by joining groups
- 87% live with other people
  - Majority reported doing things in groups like attending a sports event, visiting one another, sharing a meal together, etc
- People respond negatively when the need to belong is unfulfilled
  - Ex. college students feeling homesick and lonely, but not if they belong to a cohesive socially satisfying group
- When accepted into a group they feel happier and more satisfied, but if rejected they feel unhappy, helpless, and depressed
- **Ostracism:** the deliberate exclusion from groups
  - This experience is highly stressful and can lead to depression, confused thinking, and aggression
- People who were left out of a group activity displayed heightened cortical activity in areas of the brain associated with physical pain sensations

## Affiliation in Groups

- Groups provide members with information, assistance, and social support
- **Social comparison:** suggested that in many cases people join with others to evaluate the accuracy of their personal beliefs and attitudes
- Schacter explored this by putting individuals in ambiguous stressful situations and asked them if they wished to wait alone or with others
  - In these situations, people affiliate and seek company of others
- We prefer those who provide us with reassurance and support as well as accurate information
  - Sometimes we prefer to join those who are worse off than we are
    - ex. You get a test back and get an 85%, do you want to affiliate with someone who got a 95 or 75%?
  - To maintain a sense of self-worth, people seek out and compare themselves to the less fortunate
    - This is called downward social comparison

## Identity and Membership

- Groups help us answer existential questions like who am I?
  - Our idea of this is private and based on experiences and capabilities, yet the self also includes qualities that spring from memberships in groups
  - People are not only defined by traits and interests, but also by friendships, social roles, family connections, etc
  - Self is not just a me, but also a we
- Demographic qualities like sex or age can influence us if we categorize ourselves on these
  - **Social Identity Theory:** assumes we don't just classify other people into such social categories as man, women, anglo, etc, but also ourselves
  - If we strongly identify with these categories, we will ascribe the characteristics of the typical member of these groups to ourselves
    - Ex. if we believe college students are intellectual, then we will assume we are also intellectual

- Groups provide a means for maintaining and enhancing self-worth, as our assessment of the quality of groups we belong to influences our **collective self-esteem**
  - If our self-esteem is shaken by a personal setback, we can focus on our group's success and prestige
  - By comparing our groups to other groups, we discover we are members of the better group, so we take pride in our superiority
  - By denigrating other groups, we elevate our personal and collective self-esteem
- **Sociometer model:** suggests that self-esteem is part of a sociometer that monitors peoples' relational value in other people's eyes
  - Self-esteem is also an indicator of acceptance into groups
  - A dip in self-esteem indicates exclusion from our group is likely

### **Evolutionary Advantages of Group Living**

- Provide us with means to reach goals that would elude us if we remained alone
- Groups form whenever people become dependent on one another for satisfaction of their needs
- Because groups have increased humans' overall fitness for countless generations, individuals who carried genes that promoted solitude-seeking were less likely to survive and procreate compared to those with genes prompting them to join groups
- This process of natural selection culminated in the creation of a modern human who seeks out membership in groups instinctively, as most of us are descendants of joiners rather than loners

### **Motivation and Performance**

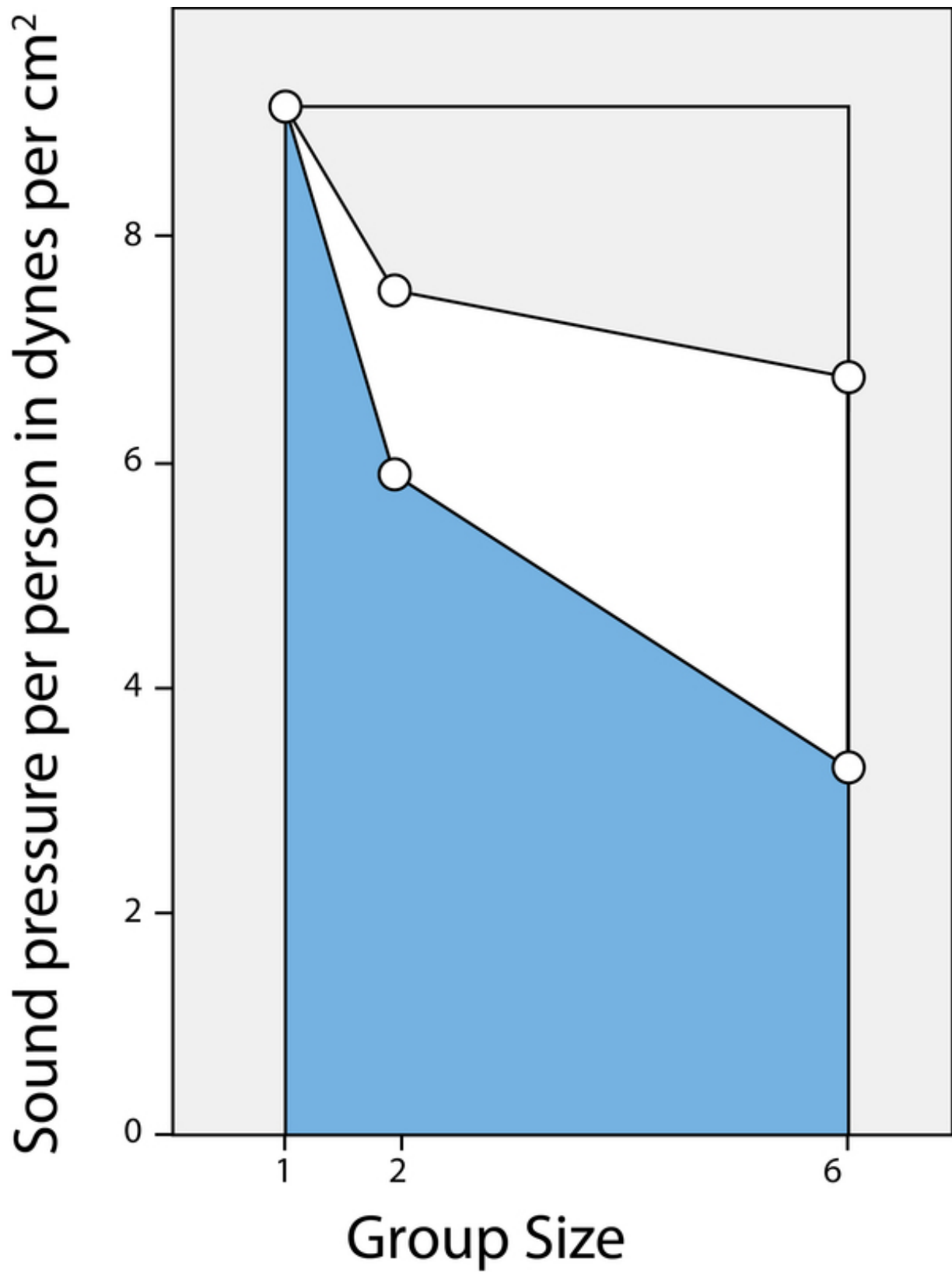
- In groups we solve problems, create products, create standards, communicate knowledge, have fun, perform arts, create institutions, and ensure our safety from attacks by other groups

### **Social Facilitation in Groups**

- Norman Triplett and the bike study with racers going faster with others than alone
  - Same with the small reel when measuring children against others
- He sparked social facilitation: the enhancement of an individual's performance when they worked in the presence of others
- Zajonc did further research into this and noted that facilitating effects of an audience usually only occur when the task requires the person to perform dominant responses
  - If a task requires nondominant responses (novel, complicated, or untried behaviours, the presence of others inhibits performance)
- Students write poorer quality essays on complex philosophical questions when they labor in a group rather than alone, but make fewer mistakes solving simple math problems with an audience than alone
- Overall depends on the task
- Other people can trigger evaluation apprehension (when we feel our individual performance will be known to others and they might judge it negatively)
  - Presence of others can cause perturbations in our capacity to concentrate on and process information
  - Distractions due to others' presence have been shown to improve performance on certain tasks like the Stroop Task, but undermine the performance on more cognitively demanding tasks

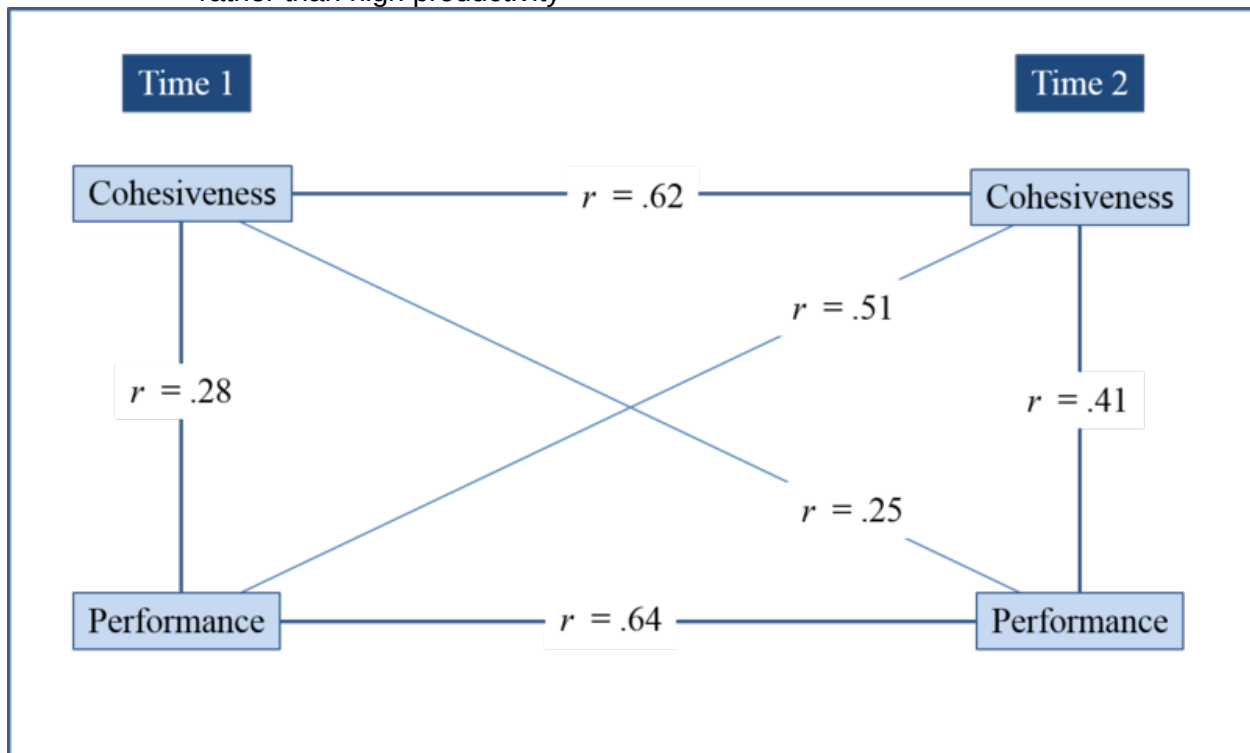
## **Social Loafing**

- Positive motivational benefits of working with other people on a well-practiced task in which each member's contribution to the collective can be identified and evaluated is confirmed
  - o But when it truly requires a collective effort, people must work together and coordinate but they rarely do
  - o Three people in a tug-of-war competition pull and pause at slightly different times so their efforts are uncoordinated (coordination loss)
  - o People also don't exert as much effort when working on a collective endeavour (social loafing)
- Social loafing and coordination losses were studied by arranging students to cheer or clap either alone or in groups of different sizes
  - o Groups generated more noise than solitary subjectives, but productivity dropped as the groups became larger in size
  - o Productivity also dropped when subjects believed they were in groups
  - o These losses in productivity were loss to social loafing



## Teamwork

- People in brainstorming sessions usually put in less effort and less productive than those generating individually
- Some just don't work as much as they should in a group, and those carrying out all sorts of physical and mental tasks expend less effort when working in groups, the bigger the group, the more they loaf
- Can overcome this with **teamwork**
  - Must learn to pool strengths and abilities to maximize performance
  - Goals must be set, work patterns structured, and a sense of group identity developed
  - Individuals must learn how to coordinate their actions
  - Strains and stresses in interpersonal relationships must be identified and resolved
- 2 KEY INGREDIENTS TO EFFECTIVE TEAMWORK: shared mental representation of the task, and group unity
  - Teams improve performance as they develop a shared understanding of the team and the tasks
- **Group cohesion:** integrity, solidarity, social integration, or unity of a group
  - Members like each other and the group, and are united in their pursuit of goals
  - Improves teamwork among members, but that performance quality influences cohesion more than cohesion influences performance
  - Cohesive groups are unproductive if the group's norms stress low productivity rather than high productivity



## Group Development

- Groups usually pass through several stages of development
  - In the forming phase, the members become oriented toward one another

- o In the storming phase, the group members find themselves in conflict, and some solution is sought to improve the environment
- o In the norming phase, phase standards for behaviour and roles develop that regulate behaviour
- o In the performing phase, the group has reached a point where it can work as a unit to achieve desired goals, and the adjourning phase ends the sequence of development

## Focus Topic 1: Group Development Stages and Characteristics

Stage 1 - "Forming". Members expose information about themselves in polite but tentative interactions. They explore the purposes of the group and gather information about each other's interests, skills, and personal tendencies.

Stage 2 - "Storming". Disagreements about procedures and purposes surface, so criticism and conflict increase. Much of the conflict stems from challenges between members who are seeking to increase their status and control in the group.

Stage 3 - "Norming". Once the group agrees on its goals, procedures, and leadership, norms, roles, and social relationships develop that increase the group's stability and cohesiveness.

Stage 4 - "Performing". The group focuses its energies and attention on its goals, displaying higher rates of task-orientation, decision-making, and problem-solving.

Stage 5 - "Adjourning". The group prepares to disband by completing its tasks, reduces levels of dependency among members, and dealing with any unresolved issues.

Sources based on Tuckman (1965) and Tuckman & Jensen (1977)

We gradually become a part of the group and remain in the group until we leave

- Beginning with initial entry into the group and ensign when the member exists
- Ex. thinking of joining a new group, you investigate what they offer, but they also investigate you. You are still an outsider interested in joining, but not yet committed to it
  - o Once they accept you and you accept them, socialization begins: you learn the group norms and take on different responsibilities depending on role
  - o In time they will accept you as a full-fledged member and both sides in the process increase their commitment to one another
  - o When this commitment wanes, membership may come to an end

### **Making Decisions in Groups**

- Groups are useful when making a decision, as it draws more resources than a loner
- Can also more objectively evaluate options they generate
- Typically superior to an individual's decision
- May require a certain amount of agreement and acceptability
- But groups do not always make good decisions, as juries render verdicts that run counter to the evidence presented
  - o Military strategists concoct plans that are short-sighted in hindsight

### **Group Polarization**

- Judgments made after group discussion will be more extreme in the same direction as the average of individual judgments made prior to discussion
  - o If majority feel that taking risks is more acceptable than exercising caution, the group will become riskier after discussion
- Prejudiced people discussing racial issues with other prejudiced individuals became even more negative, but those relatively unprejudiced exhibits more acceptance of diversity in groups

### **Common Knowledge Effect**

- Greater access to information in groups and seeking a solution, members can put their ideas on the table and share their knowledge and judgments with each other
- But this effect is when groups spend too much time discussing common knowledge rather than unshare information
  - o This results in a bad outcome if something known by only one or two group members is very important
- Studied using the hidden profile task
  - o Study where it is known that option A is best among many members, however B is the better choice, but all facts supporting B are only known by few individuals (not common knowledge)
  - o Group ends up spending time reviewing factors in favour of A and never discover any drawbacks
  - o This leads to poor performance

### **Groupthink**

- Groups may make bad decisions (Bay of Pigs)

- Each group of major bad decisions fell prey to distorted thinking that rendered them incapable of making a rational decision
- A mode of thinking that people engage in when they are deeply involved in a cohesive in-group, when the members' strivings for unanimity override their motivation to realistically appraise alternative courses of action
- Disease that infects healthy groups, and there are a number of symptoms that can serve to warn members
  - o Includes overestimating the groups skills and wisdom
  - o Biased perceptions and evaluations of other groups and people who are outside the group
  - o Strong conformity pressures within the group
  - o Poor decision-making methods

4 Factors that combine to cause groupthink:

### 1. Cohesion

- Only occurs in cohesive groups
- People enjoy membership more in these groups and are less likely to abandon the group, working harder in pursuit of group goals
- But extreme cohesiveness can be bad, as people are more likely to accept goals, decisions, and norms of the group
- Conformity pressures also rise as members become reluctant to say or do anything going against the grain of the group

### 2. Isolation

- Too often these groups are behind closed doors and away from outsiders, refusing to modify their beliefs to bring them into line with society's beliefs
- Avoid leaks by maintaining strict confidentiality and working only with members of the in group

### 3. Biased Leadership

- A biased leader who exerts too much authority over members can increase conformity pressures
- Leader determines agenda for each meeting, sets limit on discussion, and can decide who will be heard

### 4. Decisional Stress

- More likely when the group is stressed
- When groups are stressed they minimize discomfort by quickly choosing a plan of action with little argument
- They can then rationalize choices by exaggerating positive consequences, minimizing possibility of negative outcomes, and overlooking larger issues

### You and Your Groups

- To avoid these negative factors, groups should strive to emphasize open inquiry of all sides of the issue while admitting the possibility of failure
- Leaders can require full discussion of pros and cons, appointing devil's advocates and breaking groups into smaller groups to reduce groupthink
-

## AGGRESSION AND VIOLENCE

**Aggression:** any behaviour intended to harm another person who does not want to be harmed

- Aggression is a behaviour (you can see it), it is not an internal response such as having angry feelings or aggressive thoughts (although such internal responses can increase the likelihood of actual aggression)
- Aggression is intentional rather than accidental
  - Ex. dentist may give shot of Novocain which hurts, the the goal is to help rather than harm the patient
- The victim wants to avoid harm
  - Ex. sex play that is aggressive wouldn't be aggression since the victim is seeking to be harmed

**Violence:** aggression intended to cause extreme physical harm (ex. Injury, death)

- All violent acts are aggressive, but not all aggressive acts are violent
  - Ex. screaming and swearing is aggressive but not violent

Society used to be a lot more violent than today

- Murder rates in Europe have decreased dramatically
- Global violence has also steadily decreased since the middle of the 20th century
- Today we believe they are high because they are always shown to us, assuming violence levels are also higher
  - **Availability Heuristic:** the tendency to judge the frequency or likelihood of an event by the ease with which relevant instances come to mind
  - Because we are so frequently exposed to violence, acts of violence are readily accessible in memory and come to mind easily, so we assume it's more common

### Internal Factors

#### Age

- Toddlers 1-3 years old are most aggressive, relying on physical aggression to resolve conflict and get what they want
  - 25% of their interactions are aggressive
- As children grow up, they learn to inhibit their aggressive impulses and resolve conflict through nonaggressive means, like compromise and negotiation
- Small amount of people become **more** aggressive over time
  - 18-24 year olds commit the most murders in the US

#### Gender

- Males tend to be more physically aggressive than females
  - Females do use physical aggression, especially when provoked by other females
  - Among heterosexual partners, women are slightly more likely than men to use physical aggression
  - But when men use it, they are more likely to cause serious injuries and even death
- When people are provoked, gender differences in aggression shrink
- Females are more likely than males to engage in **relational aggression**
  - **Relational aggression:** intentionally harming another person's social relationships, feelings of acceptance, or inclusion within a group

- o Ex. gossiping, spreading rumours, withdrawing affection to get what you want, excluding someone from friend group, silent treatment

### **Personality Traits Related to Aggression**

- Aggressiveness is almost as stable as intelligence over time
- The components of the “Dark Triad of Personality” - Narcissism, psychopathy, and Machiavellianism, are also related to aggression
  - o Narcissism comes from the mythical Greek Character Narcissus who fell in love with his own image in the water

Narcissists have inflated egos, and they lash out aggressively against others when their egos are threatened

- Common myth that aggressive people have low self-esteem

Psychopaths are callous individuals who lack empathy for others

- A strong deterrent of aggression is empathy, which psychopaths lack

Machiavellianism: using any means necessary to gain raw political power, including aggression and violence

### **Hostile Cognitive Biases**

- Overall view of the world as hostile

**Hostile Attribution Bias:** tendency to perceive ambiguous actions by others as hostile actions

- Ex. if a person bumps into you, you would think the person did it on purpose and wants to hurt you

**Hostile Perception Bias:** tendency to perceive social interactions in general as being aggressive

- Ex. two people talking in an animated fashion, you would think they’re fighting with each other

**Hostile Expectation Bias:** tendency to expect others to react to potential conflicts with aggression

- Ex. if you bumped into someone, you think the person would assume you did it on purpose and attack you in return

### **External Factors**

#### **Frustration and Other Unpleasant Events**

- Early theories proposed aggression is caused by frustration, which was defined as blocking goal-directed behaviour
  - o Ex. standing in a long line to purchase a ticket, it is frustrating when someone cuts in front of you
- Later proposed that all unpleasant events, not just frustrations, cause aggression
- Unpleasant events such as frustrations, provocations, social rejections, hot temperatures, loud noises, bad air, and crowding can all cause aggression
- Unpleasant events automatically trigger a fight-flight response

## Alcohol

- Long been associated with aggression and violence
- Ample evidence of a link between alcohol and aggression
  - Pharmacological theories focus on how alcohol disrupts cognitive processes
  - Expectancy theories that focus on how social attitudes about alcohol facilitate aggression
- Alcohol increases aggression by disrupting cognitive executive functions that help us organize, plan, achieve goals, and inhibit inappropriate behaviours
- Alcohol reduces glucose, which provides energy to the brain for self-control
- Has a myopic effect on attention, as it causes people to focus only on the most salient features of a situation and not pay attention to subtle features
- Alcohol also reduces self-awareness, which decreases attention to internal standards against behaving aggressively

According to expectancy theories, alcohol increases aggression because people expect it to

- Strongly linked together in our brains
- Subliminally exposing people to alcohol-related words can make them more aggressive, even though they do not drink one drop of alcohol
- Periods of drinking are culturally agreed on time out periods where people are not held responsible for their actions, blaming the bottle for their actions

Alcohol increases rather than causes aggressive tendencies

- Factors that normally increase aggression (ex. Frustrations and other unpleasant events) have a stronger effect on intoxicated people than on sober people
- Alcohol increases aggression in combination with other factors
  - Ex. if someone attacks you, your response will be more aggressive if you are drunk than sober
- But this does not mean all drunk people are aggressive

## Reducing Aggression

- Some aggressive people like psychopaths are considered to be untreatable
- Aggression and violence have become inevitable part of society

Two ineffective methods of reducing aggression need to be debunked:

### 1. Catharsis: to cleanse or purge

- The belief that acting aggressively or even viewing aggression purges angry feelings and aggressive impulses into harmless channels
- Freud believed if people repressed it, negative emotions would build up and surface as psychological disorders
- Research shows the opposite for the theory of catharsis
- Anger can be reduced by getting rid of the arousal state, such as relaxing, listening to calm music, or counting to 10
  - Mental tactics like reframing the situation or distracting oneself can turn attention to pleasant topics
  - Petting a puppy, watching a comedy, kissing your lover, or helping someone in need can help get rid of anger

### 2. Punishment: inflicting pain or removing pleasure for a misdeed

- Intensity varies, from spanking to execution
- More effective when it is:

- o Intense
- o Prompt
- o Applied consistently and with certainty
- o Perceived as justified
- o Possible to replace the undesirable punished behaviour with an alternative one
- When if it's administered under these conditions, it may only suppress aggressive behaviour temporarily
- Punishment ends up modelling the aggressive behaviour it seeks to prevent
- Children physically punished are more aggressive outside the home
- It can also trigger aggression just like other unpleasant events

### Successful Interventions

- Aim to target as many causes of aggression as possible and attempt to tackle them collectively
  - o Interventions that are narrowly focused at removing a single cause of aggression are bound to fail
- External causes are easier to change than internal
  - o Ex. reducing alcohol consumption, make unpleasant situations tolerable (ex. Air conditioners when it is hot, reduce crowding)
- Aggression problems are best treated in early development while people are still malleable
  - o Aggression is stable over time, and if they display excessive aggression, it places them at high risk for becoming violent adolescents and even violent adults

## HELPING AND PROSOCIAL BEHAVIOUR

**Bystander Intervention:** the phenomenon whereby people intervene to help others in need even if the other is a complete stranger and the intervention puts the helper at risk

### When do People Help?

#### 1. Defining the situation: The role of pluralistic ignorance

- Decision to help depends on a series of questions, even in emergencies
  - o Sometimes it can be quick, but some situations are ambiguous and potential helpers may have to decide whether a situation is one in which help needs to be given
- To define ambiguous situations, potential helpers look to action of others to decide what should be done
  - o Everyone is looking, but no one is acting
- **Pluralistic ignorance:** relying on the actions of others to define an ambiguous need situation and to then erroneously conclude that no help or intervention is necessary
  - o As people rely on inactions of others to define their actions, the resulting pluralistic ignorance leads to less help being given

#### 2. Do I have to be the one to help?: Diffusion of responsibility

- In situations where help is needed, the presence or absence of others may affect whether a bystander will assume personal responsibility to give the assistance

- o If they're alone, it solely falls on their shoulders
- o But on the other hand, knowing that someone else could help in a multiple bystander situations seems to relieve bystanders of personal responsibility
  - **Diffusion of Responsibility**
- o These effects can be devastating and the potential helps are crucial in these scenarios when it's unknown what to do

### 3. The Costs and Rewards of Helping

- Potential helpers engage in a **cost-benefit analysis** before getting involved
  - o If the needed help is low cost in terms of time, money, resources, or risk, then help is more likely to be given (ex. Giving a classmate a pencil vs. confronting someone who is bullying your friend)
  - o The potential rewards of helping someone also enters the equation
    - Thanks from the recipient may be sufficient, praise from others, monetary rewards, social rewards, and even avoiding feelings of guilt

#### Who Helps?

- Must examine 1) the role that sex and gender play in helping, and 2) what personality traits are associated with helping, and 3) the characteristics of the "prosocial personality"

#### Who are more helpful - men or women?

- The general level of helpfulness may be pretty much equivalent between sexes, but men and women help in different ways

Two factors help explain this, the first is the cost-benefit analysis

- The fact that men tend to have greater upper body strength than women makes the cost of intervening in some situations less for a man
- Confronting a thief is a risky proposition, and some strength may be needed in case the perpetrator decides to fight
  - o A bigger, stronger bystander is less likely to be injured and more likely to be successful

The second explanation is simple socialization

- Men and women have traditionally been raised to play different social roles that prepare them to respond differently to the needs of others, and people tend to help in ways that are most consistent with their gender roles
  - o Female roles encourage them to be compassionate, caring, and nurturing
  - o Male roles encourage them to take physical risks, be heroic and chivalrous, and be protective
- Men may be more likely to jump onto subway tracks to save a fallen passenger, but women are more likely to give comfort to a friend with personal problems

#### A trait for being helpful: Agreeableness

- Agreeableness plays an important role in prosocial behaviour
- It is a core trait that includes such dispositional characteristics as being sympathetic, generous, forgiving, and helpful, with behavioural tendencies toward harmonious social relations and likeability
- Those higher on agreeableness dimension are more likely than those low on agreeableness to help siblings, friends, strangers, or members of some other group

- They believe others will be similarly cooperative and generous and act in ways that are likely to elicit positive social interactions

### Searching for the Prosocial Personality

- **Prosocial personality orientation:** indicates that two major characteristics related to the prosocial personality and prosocial behaviour
  - o 1) **Other-oriented empathy:** people high in this have a strong sense of social responsibility, empathize with and feel emotionally tied to those in need, understand the problems the victim is experiencing, and have a heightened sense or moral obligation to be helpful
    - Positively correlated with agreeableness
  - o 2) **Helpfulness:** those high in this have been helpful in the past, and because they believe they can be effective with the help they give, they are more likely to be helpful in the future

### Why Help?

#### Evolutionary roots for prosocial behaviour

- Our survival was promoted by the prosocial relations with clan and family members, we are now likely to help those closest to us (blood-relatives)
- We are helpful in ways that increase the chances our DNA will be passed along to future generations
- We can still be successful in getting some portion of DNA transmitted if our blood relatives survive and produce offspring
  - o Favoritism shown for helping blood relatives: **kin selection**
- **Reciprocal Altruism:** a genetic predisposition for people to help those who have previously helped them
  - o We are all better off in the long run if we help one another
  - o If helping someone now increases chances of being helped later, your overall chances of survival are increased
  - o We can identify those who will not reciprocate, and punishments like social exclusion may result

#### Egoistic Motivation for Helping

**Negative State Relief Model:** suggests that people sometimes help in order to make themselves feel better

- Whenever we feel sad, we can use helping someone else as a positive mood boost to feel happier
- We have learned that helping can serve as a secondary reinforcement that will relieve negative moods

**Arousal: Cost-Reward Model:** focuses on the aversive feelings aroused by seeing another in need

- Ex. hearing an injured puppy yelp
- When we see someone suffering, we vicariously experience a sympathetic arousal that is unpleasant, and are motivated to eliminate the aversive state
- One way to do this is to help those in need
  - o By eliminating their pain, we eliminate our own aversive arousal
- Includes the cost/reward considerations coming into play

- o Potential helpers will find ways to cope with the aversive arousal that will minimize their costs, maybe by means other than direct involvement
- o Ex. costs of directly confronting a knife-wielding assailant might stop someone from getting involved, but calling the police may be acceptable
  - But for some, fleeing the situation causing the distress may do the trick

Both of these models see the primary motivation for helping as the helper's own outcome

- Victim is of little concern to the helper, and benefits to the victim are incidental byproducts of the exchange
- The helper's real motivation is egoistic

### **Altruistic Help**

**Altruism:** helping that has as its ultimate goal the improvement of another's welfare

### **Empathy-altruism model**

- The key for altruism is empathizing with the victim, putting oneself in the shoes of the victim and imagining how they feel
- Potential helpers become primarily interested in increasing the well-being of the victim, even if the helper must incur some costs that might otherwise be easily avoided
- Does not dismiss egoistic motivations
- Helpers not empathizing with a victim may experience personal distress and have an egoistic motivation
- Altruistically motivated helpers are willing to accept the cost of helping to benefit a person with whom they have empathized
  - o "Self-sacrificial" approach
- Important to recognize that the help that has been given is also benefiting someone who was in need