

Unit XIV - Answer Key

Social Psychology

Module 74 - Attribution, Attitudes, and Actions

While You Read

74-1

1. Social psychologists study the social influences that explain why the same person will act differently in different situations. They study how we think about, influence, and relate to one another. Examples should reflect this understanding.
2. A dispositional attribution is when you attribute a person's behavior to their stable, enduring traits (she is a mean person). A situational attribution is when you attribute the behavior to the situation instead (she must be having a bad day!).
3. Answers will vary but will reflect an understanding of situational attributions (temporary situation variables such as a volleyball game that went late last night) and dispositional attributions (stable, enduring traits in the person such as Janine's inability to write well).
4. The fundamental attribution error (FAE) is the tendency for observers, when analyzing others' behavior, to underestimate the impact of the situation and to overestimate the impact of personal disposition. If someone steps in front of you in the hall without looking and cuts you off, you think they are inconsiderate and rude (dispositional factors), but perhaps they just failed an exam and are upset (situational factor). The FAE appears more often in individualist, westernized cultures. People in collectivist cultures are somewhat more sensitive to the power of the situation and therefore, less likely to make the fundamental attribution error.
5. I give \$100 to charity every year.

- Situational: I give \$100 because I get a tax deduction for making the contribution.
- *Dispositional: • I give \$100 because I am generous and look out for others.*

b. The CEO of a company gives \$100 to charity every year.

Situational: The CEO gives \$100 to charity because he feels pressure from his employees to do so

Dispositional: The CEO gives \$100 to charity because is a giving person who likes to help others.

c. My mom yelled at my nephew.

Situational: My nephew just broke a vase that had been based down in the family for generations.

Dispositional: My mom can be cranky and set in her ways and is not very tolerant of children.

d. That man over there just yelled at that child.

Situational: The child just ran into the street and had put themselves in danger

Dispositional: He is a grumpy old man who is easily irritated.

e. I cheated on my history test in school.

Situational: It is the end of the marking period and I want to be certain to get a good grade.

Dispositional: I am lazy and do not want to work hard to have good grades

74-2

1. Answers will vary, but should include that the way we think about a group of people can influence our interactions with them. For example, if you have a teacher who frightens you, you may be more timid and shy in your interactions with that instructor.
2.
 - a. peripheral route persuasion

Answers will vary but may include responses that focus on celebrities or bright colors to sell the television.
 - b. central route persuasion

Answers will vary but may include a detailed description and high level of knowledge about the operating system of the television.
3. The foot-in-the-door phenomenon is the tendency for people who have first agreed to a small request to comply later with a larger request. The three components needed to realize the foot-in-the-door phenomenon are a small, trivial request; a change in belief; and a larger request.
4. Answers will vary, but should focus on first agreeing that the trip would be a fun getaway, next on agreeing that you have been working hard in school and deserve a break, then on agreeing to speak to other parents who have already agreed to let their children go on the vacation, etc.
5. What we do, we gradually become. Whether a new soldier or newly married spouse, playing the role eventually leads to true behavior. Often, new parents explain that they are unsure how to care for their newborn baby, but by playing the role of caring parents, they eventually come to understand what their child needs.

6. Zimbardo et al. showed that we will assume the roles we are given. Additionally, the Stanford Prison study demonstrated the power of the situation to influence that role. Those who were randomly assigned to the role of prison guard often became aggressive and demeaning to the prisoner`s in his care, while the men randomly assigned to play to role of prisoner became more docile and obedient after only a few days.
7. Festinger`s cognitive dissonance theory states that we act to reduce the discomfort we feel when two of our thoughts, or a thought and a behavior, are inconsistent. In order to relieve this tension, we often bring our attitudes into line with our actions.
8. The components necessary to create cognitive dissonance are a thought and a behavior that are inconsistent and the individual feels badly that they are not acting as they believe they should (remember this component it is essential). If someone acts against their belief, but there is no guilt, shame or feeling bad, there is no cognitive dissonance.
9. Answers will vary, but should include the following: a mismatch between an action and a belief and guilt because of this mismatch. For example, if a student believes they should always recycle and they throw a plastic bottle into the regular garbage and feel guilty about doing so, they will likely experience cognitive dissonance.

After You Read

Module 74 Review

1. c. the fundamental attribution error.
2. e. central route persuasion.
3. c. The situation in which one is placed can cause them to role play even when this may result in acting aggressively towards others.

4. d. foot-in-the-door phenomenon.

5. a. cognitive dissonance.

Module 75 - Conformity and Obedience

While You Read

75-1

1. Conformity is when behavior or thinking is adjusted to coincide with a group.
Answers will vary, but may include dressing similarly or liking the same music, activities or sports as others around you.
2. Chartrand and Bargh explored the chameleon effect by having students work in a room alongside another person, a confederate, who would sometimes rub their face or shake their foot. The students mimicked the rubbing or shaking when they were in the same room.
3. Automatic mimicry may help us to empathize—to feel what others are feeling—because we tend to feel happier around those who are happy and yawn more when we see others yawn, for example.
4. By encouraging people to vote on election day along with information and the ability to click an “I voted button” to share with their Facebook friends, estimates suggest increased voting by 282,000 people.
5. Mimicry can sometimes lead to tragedy—school shootings and copycat violence are extreme examples of mimicry. This has also been seen in increased suicides after a well-publicized or celebrity suicide.
6. Asch devised a simple test purported to study visual perception but actually designed to measure conformity. One person seated among confederates is asked to state, one by one, which of three comparison lines is identical to a standard line. Even though the answer is clear, Asch was able to show that around one-third of the participants will conform at least one time to the group if they are all giving the incorrect answer.

7. We are more likely to conform if we
 - are made to feel incompetent or insecure.
 - are in a group with at least three people.
 - are in a group in which everyone else agrees.
 - admire the group's status and attractiveness.
 - have not made a prior commitment to any response.
 - know that others in the group will observe our behavior
 - are from a culture that strongly encourages respect for social standards.
8. Normative social influence is influence resulting from a person's desire to gain approval or avoid disapproval. Wearing school colors on Friday because everybody else does is also wearing school colors.

Informational social influence is the influence resulting from one's willingness to accept others' opinions about reality. Since you are not certain where a line forms for the roller coaster you want to ride, you simply follow everyone else, assuming they know where they are going.

75-2

1. Milgram conducted an experiment in which he had "teachers" issue word pairs to "learners" and administer an increasing level of "shock" when the "learner" missed the pairing. Milgram was researching the lengths people would go to when commanded by an authority figure to obey and unpleasant and potentially dangerous task. Over myriad trials and extensive manipulation of variables, Milgram found that roughly 67 percent of people would continue to obey the authority figure and issue "shocks" to the highest level.

2.
 - a. The person giving the orders was close at hand and was perceived to be a legitimate authority figure.
 - b. The authority figure was supported by a prestigious institution.
 - c. The victim was depersonalized or at a distance, even in another room.
 - d. There were no role models for defiance.
3. Answers will vary, but might include following the orders of a boss or coach who instructed an individual to be less than honest or cheat in a game.
4. Conformity can help make people feel safe and in line with society. Because we are going along with others around us (normative social influence), we often believe that this means our actions are correct. If the goals of society are not questioned or challenged, conformity could be harmful. If all in society are conforming to antisocial influences, such as discrimination or harm against a targeted group of people.

After You Read

Module 75 Review

1. When Samantha travels south from her hometown in Philadelphia, she often takes on a Southern accent and uses words and phrases unique to the south when speaking with others. This is an example of the _____chameleon effect_____.
2. Solomon Asch demonstrated that when in a group, participants giving an incorrect answer to a question, one- third of the subjects gave the incorrect answer as well. With these experiments, Asch was demonstrating the power of _____conformity_____.

3. All of Grace's peers are wearing jeans tucked into boots and furry jackets to school. Grace does not really like that look, but is eager to be accepted by her classmates. Grace asks her parents to buy her the same boots as her friends and goes to school dressed like them.

According to social psychologists, Grace is responding to normative social influence.

4. Stanley Milgram showed that when subjects were asked by a researcher to deliver electric "shocks" to participants in an experiment, two-thirds of the subjects went along with the request. Milgram was demonstrating the power of obedience to authority.

5. Conformity is adjusting our behavior to coincide with a group standard, such as dressing the same way as our friends.

Obedience involves compliance to the request of an authority figure, such as mowing the lawn when asked by our parent.

Module 76 - Group Behavior

While You Read

76-1

1. Social facilitation is improved performance on simple or well-learned tasks in the presence of others. In Norman Triplett's work he was able to show that in the presence of others doing the same thing, adolescents would wind a fishing reel faster than when alone.

Personal examples will vary, but may include performing better in a sport or activity that is well practiced when others are watching.

2. When there are many people in a group working toward one goal, the group members may individually exert less effort than if everyone was individually accountable.

Answers will vary, but may include a time in which a student worked on a group project.

Only one or two people in the group completed the project because everybody else believed that the other groups members would step in and cover for their lack of effort.

3. Deindividuation is the loss of self-awareness and self-restraint that occurs in a group situation that fosters arousal and anonymity. If a shy, self-restrained teenager, who would not normally cheer loudly, is among a huge crowd of her peers, and thus more anonymous, and is aroused to be excited for the teams in the pep rally, it is likely she will cheer loudly.

4. Since an individual becomes more anonymous as a member of a crowd, they will often say things that they would not say face-to-face. In anonymous online forums, sometimes people say hurtful things, which they would not otherwise say, or a fan of a sports team might scream terrible things about members of the opposing team because they are more anonymous in a crowd.

76-2

1. Group polarization is the movement to a more extreme position of a group's prevailing beliefs after discussion.

Real-life examples will vary but may include that when politicians have a discussion about issues, they move to a more extreme position and become even more convinced that their side is right.

2. Group polarization can feed extremism—a jury member with a moderate idea of the accused's guilt or innocence may be swayed to a more extreme opinion after listening to the other jury members discuss their opinions.

76-3

1. The internet connects like-minded people who might not otherwise have met one another and strengthens their ideas. The internet also tracks one's use, potentially recommending article and points of interest that are consistent with information they have already read, thus increasing their beliefs that there are right.
2. Individuals can isolate themselves from people who have different perspectives than themselves, thereby creating reinforcement for the beliefs they already hold.

76-4

1. Groupthink is fed by overconfidence, conformity, self-justification, and group polarization.
2. Groupthink is the mode of thinking that occurs when the desire for harmony in a decision-making group overrides a realistic appraisal of alternatives. Group members self-censor their dissenting opinions in order to allow group decision making to go forward. Group

polarization does not have a self-censoring quality; indeed, group members openly discuss their opinions and the group decision may be amplified or polarized by these opinions.

3. Answers will vary, but an example might be if a teacher has assigned an exam for a particular day but students are not yet ready because the material has not been covered or they do not understand the concepts, they will likely not say anything to the instructor. The outcome will likely be that the students will not perform well on the exam.
4. The leader can encourage various opinions, invite expert's critiques and assign people to identify possible problems.

76-5

1. Culture is the behaviors, ideas, attitudes, values, and traditions shared by a group of people and transmitted from one generation to the next. Answers will vary, but music, religion, food or storytelling can reflect one's beliefs and attitudes and are often passed down from one generation to the next.
2. Answers will vary, but may include that people celebrate different holidays or eat different types of food. Cultures may also differ widely on approaches to gender roles, methods of dress or parenting styles.
3. People may become frustrated by the slower pace of life in some cultures or be perceived as rude if they are late. Others may be confused at how to greet people they know well different from those they just met.

After You Read

Module 76 Review

Terms

- C 1. groupthink
- F 2. culture
- B 3. deindividuation
- A 4. group polarization
- E 5. social loafing
- D 6. social facilitation

Examples

- A.** Ethan joins an online group that discusses how to promote liberal ideas. The group's ideas become more liberal as they all trade ideas online.
- B.** Stephen puts on his black t-shirt and joins the thousands of black tee-shirted protesters in front of the courthouse. He soon chants, screams and hurls rocks along with the group.
- C.** The President's cabinet does not speak up about the dangers of the President's plan to invade another country because the President seems determined to invade and everyone in the cabinet just wants to get along by not creating dissent within the group.
- D.** The Roosevelt HS Rockets win their home game in front of their cheering classmates.
- E.** Manuel loves group projects at school and tries to pick a group with kids who will do the work for him so he can relax.
- F.** Chandi studies Indian dance forms with her sisters and mother.

Module 77 - Prejudice and Discrimination

While You Read

77-1

1.

Term	Definition	Example	Is It a Belief (B), Feeling (F), or Action (A)?
Stereotype	a generalized (sometimes accurate but often overgeneralized) belief about a group of people	Answers will vary. A belief that males or females are good at the activities in which they have typically been engaged but not in roles that challenge gender conventions.	Belief
Prejudice	an unjustifiable and usually negative attitude toward a group and its members	Answers will vary. Experiencing a nervous feeling when one sees a person who fits	Feeling

		their description of a criminal.	
Discrimination	unjustifiable negative behavior toward a group and its members	Answers will vary. Someone does not get hired for a position in technology because they are “too old” to know much about the field.	Action

2. If you assume that one ethnic group is superior to others, you believe that a person of another ethnicity is somehow inferior or threatening and you feel a dislike for that person and don't want to be associated with that person. These are all attitudes, which is a prejudice.
3. Explicit prejudice is out in the open, laws that prohibit different races from marrying, laws that allow for unequal pay for the same job, etc.
Implicit prejudice is the unseen attitudes that prevail despite laws that no longer allow for prejudice. People from different races may still not feel as comfortable marrying or dating.
4. White respondents are often quicker to associate pleasant words (such as peace and paradise) with white names rather than black names. Similarly, white participants were also more likely to identify anger in black faces than in white faces.
5. Implicit bias seems to increase when individuals are fatigued. They may perceive someone grabbing their wallet as them grabbing for a weapon instead.

6. Jobs that are traditionally filled by male workers often pay more than those filled by female workers or women are paid less for doing the same job as a man. In countries such as India and China boys are valued more than girls and significantly exceed the number of girls born.
7. 39% of LGBTQ individuals report being rejected by a family member because of their sexual orientation, 58% report being subject to slurs or jokes and 80% reported sexual orientation harassment in the prior year. LGBTQ individuals are also at higher risk for becoming a victim of a hate crime.
8. Muslim Americans report experiencing discrimination at a rate roughly double to American Jews, Catholics or Protestants.

77-3

1. The just-world phenomenon is the belief that the world is just/fair and that everyone gets what they deserve and deserves what they get.
2. The just-world phenomenon reflects an idea we commonly teach our children—good is rewarded and evil is punished. We assume that those who succeed must be good and that those we see struggling must be bad. If someone who lives in a high crime area is mugged, the just world phenomenon would cause one to respond that they should have expected this outcome as they knew the area and should have moved out if they wanted to be safer.
3. Cliques and teams tend to favor their own members. Invitations to gatherings and choices of members to date, for example, will likely fall within the group—the members have a positive bias toward each other. This can lead to prejudice if the group members hold negative attitudes toward those not in the group—the outgroup—and to discrimination if they make choices not to date, or include, or invite the outgroup members.

4. The scapegoat theory states that when things go wrong, finding someone to blame can provide a target for anger. A bully might be a person for whom things are going wrong (lack of parental support or an abusive relationship, for example) and the bully looks for a target on which to place the anger he or she feels.
5. Economically frustrated people tend to express heightened levels of prejudice and experiments which temporarily create frustration and intensify prejudice.
6. The greater recognition, and thus comfort with, faces of our own race, can lead to behaviors that exclude members of other races.
7. The vivid cases come more readily to mind and if a person holds a stereotype about a group, then the behavior most associated with that stereotype will be the one most readily recalled (and most readily noticed as demonstrated with the confirmation bias). When people think of a terrorist, they often think back to 9-11 because of the size of the attack and the attention to received, this may cause them to classify Muslims as terrorists when in reality this horrific act was carried out by a fraction of a percentage of radicalized individuals.
8. People may accuse a rape victim of dressing provocatively or being “somewhere they should not have been”.

After You Read

Module 77 Review

- D 1. Nathaniel is not hired for a job because he is gay.
- P 2. Robert is not pleased that the teacher has seated him next to two Hispanic kids since he is uncomfortable around Hispanics.

- D 3. Ari and Tasha are forming a group for their science fair project and need three additional members. Three cheerleaders ask to join them, but Ari and Tasha turn them away because they assume cheerleaders are not good at science.
- S 4. Ariel needs help sewing a project for class and doesn't think to ask Wyatt since he is a boy and she can't imagine him knowing how to sew.
- S 5. Cindy hopes to work with Quan for her school project since he is Asian and she believes all Asians are smart.
6. Claudia is heading to Harvard in the fall and believes all of her hard work in school and volunteering in the community have been rewarded with acceptance into this prestigious university. Her belief is an example of just-world phenomenon .
7. Dylan is a jock at your school and believes that jocks really ROCK! He always wears school jerseys and hangs with other jocks at lunch. He doesn't hold the band and orchestra kids in very high regard. Dylan would consider himself and the 2 other jocks to be the ingroup and the band and orchestra kids to be outgroup . His favoring of jocks in general would be an ingroup bias .
8. Jennifer just transferred to the dance team from another school. The other girls on the team are skeptical of accepting her midseason but their coach insists. When the team loses the state championship by 1 point, they are looking for a way to explain their defeat and blame Jennifer for not fully knowing the routine. The girls on the dance team have just demonstrated the scapegoat theory .

Module 78 - Aggression

While You Read

78-1

1. Aggression, as defined in the opening paragraph of the module, is any physical or verbal behavior intended to hurt or destroy, whether done out of hostility or as a calculated means to an end.

Answers will vary on the remainder of the question but may include aggressive acts that harm others but are not intentional.

2. Genes influence aggression. Animals can be bred for aggressiveness, and if one human identical twin admits to having a violent temper, the other usually does, too. Recent research has found that those with a low expression of monoamine oxidase (MAOA) gene, which helps break down neurotransmitters such as dopamine and serotonin tend to behave aggressively when provoked.
3. Humans and other animals have neural systems that, when they are provoked, will either inhibit or facilitate aggressive behavior. Several studies have shown that implanting electrodes into various parts of the brain (the amygdala, for example) and then stimulating those areas can either inhibit or trigger aggression.
4. Biochemically, testosterone has been linked to increased aggression and irritability, assertiveness, and impulsiveness. In addition, a high facial width-to-height ratio is a predictor of aggressive and prejudicial attitudes. Alcohol has also been found to cause people to unleash aggressive responses to frustration.

78-2

1. The frustration-aggression principle suggests that the blocking of an attempt to achieve some goal creates anger, which can generate aggression. Answers will vary but may include being stuck in traffic and shouting at another person or trying to work on homework while a sibling keeps interrupting which results in the sibling being punched.
2. In situations where experience has taught us that aggression pays (rewards), we are likely to act aggressively again. If children see aggressive behavior in the home, they learn to imitate that behavior as this is how they have learned to behave in frustrating situations.
3. Modeling prosocial behaviors make society more peaceful by changing the images in the media, and rewarding prosocial, peaceful behavior when children exhibit these types of actions rather than attending to the child only when they are misbehaving.
4. Study after study shows that increased exposure to violence in video games and on television is linked to real-life aggressive thoughts and attitudes, as well as behaviors.

Answers will vary.

5. In summary, those who have increased exposure to violent video games exhibit increased aggressive and violent thoughts, attitudes, and behaviors.

Bandura's Bobo doll study demonstrated that modeling has a significant impact on behavior.

If children see acts of aggression, they are more likely to also carry out similar acts of aggression.

6. These studies are correlational studies and correlation does not prove causation. It would be unethical to purposely have children to engage in an activity that is thought to increase levels of violence and thus, this type of research is difficult to run as an experiment.

After You Read

Module 78 Review

Answers will vary, but should likely fall on the side of opposing buying the system for the boys because research has demonstrated that engaging in violent video games often is associated with higher rates of aggressive behaviors. It might be better if the boys play games that reflect prosocial behaviors in which the players help one another and work together to solve problems.

Module 79 - Attraction

While You Read

79-1

1. Proximity is a friendship's most powerful predictor. Living near someone or having a locker near someone allows for more interactions to determine if two individuals really like one another. Proximity breeds liking.

Examples will vary, but an example may be that two students who share many of the same classes with one another may decide that they want to date one another.
2. Answers will vary but should cite that the mere exposure effect is the phenomenon that repeated exposure to something increases our liking for it. Many dating stories describe the first meeting between two individuals who determine they have nothing in common or do not care for one another which have evolved into love stories after the individuals spent more time with one another.
3. By exposing the consumer time and again to commercials and product placement, the consumer comes to recognize the product, and the mere exposure effect increases the odds the consumer will buy the product.
4. Online matchmaking has increased the pool of potential mates. Some studies show that compared with relationships formed in person, Internet-formed relationships have been, on average, more likely to last beyond two years. When conversing online with someone for 20 minutes, people reported liking that person even more than those people they spoke face-to-face.
5. Men want contact with more of their dates, while women tend to be choosier. Because evolutionary psychologists explain that men can never be certain that a child is theirs, they

tend to seek many opportunities to send their genes onto the next generation. Women on the other hand have to spend much time invested in a child (at least nine months) and therefore, may be more selective in whom they choose to mate with.

6. Physical attractiveness seems to be very important to liking. Many studies have shown that when rating new partners, appearance may be the major criterion. It also predicts how often people date and how popular they feel. We also tend to judge physically attractive people as healthier, happier, more sensitive, more socially skilled and more successful than others.
7. People's attractiveness does not seem to be related to their self-esteem and happiness. Some very attractive individuals question if praise they receive is sincere or only a reaction to their looks. For couples who knew each other before dating, physical attractiveness becomes a less important in their attraction to one another.
8. Some cultures consider piercings, foot binding, dyeing or painting the skin and hair, or gorging themselves to be signs of attractiveness. What our cultural norms tell us is attractive, we tend to find attractive. Cultural norms can also change overtime as we have seen in heavier women depicted in many Renaissance paintings versus what is often seen today with extremely thin models.
9. Men tend to prefer women who appear fertile, based on a low hip-to-waist ratio while women tend to prefer men who are healthy looking and who seem more mature, dominant, masculine and affluent. Symmetry in both the face and body are also considered attractive.
10. People with appealing personality characteristics are often also rated to be more physically attractive. People who are more empathetic also tend to be rated more favorably.
11. The more alike people are, the more their liking endures. Initial attraction sometimes occurs due to intriguing differences, but higher levels of similarity in relationships more often leads

to long lasting relationships. Elements of similarity may include interests, religion, political beliefs, race, education, level of intelligence smoking behavior and economic status.

12. We tend to like people who like us and make us feel good about ourselves. If we associate with people who give us positive attention, we will likely continue to date or have contact with those individuals.

79-2

1. Passionate love is the aroused state of intense positive absorption in another, usually present at the beginning of a love relationship, while the deep affectionate attachment we feel for those with whom our lives are intertwined is called companionate love.
2. Men who crossed a swaying footbridge 230 feet above the rocks were more likely to take the phone number, and later call, the woman at the end of the bridge who greeted them. Because the men had just crossed the bridge had active sympathetic nervous systems, their hearts were racing and their pupils dilated. The men likely associated some of that arousal with a desirable person is to feel the pull of passion.
3. Oxytocin is a hormone known for its role in creating feelings of trust, calm and bonding with a mate. This likely leads to more self-disclosure which is a component of companionate love.
4. Failure to anticipate or understand that passionate love generally fades overtime can cause individuals to feel that something has been lost from their former relationship.
5. When both people receive from a relationship in proportion to how much they give in a relationship, there is equity, and when equity exists, chances for sustained and satisfying companionate love are good.

6. Revealing intimate aspects of oneself to another, likes and dislikes, dreams and worries, proud and shameful moments, is a vital ingredient of a successful relationship.

After You Read

Module 79 Review

If Chantel and Jermaine want to get married, they should be certain that they see each other often and make time to spend with one another. This can be achieved by planning “date nights” or eating dinner together. The mere exposure effect suggests that the more time we spend with someone, the more we like them.

Chantel and Jermaine should determine if they have the similar interests and hobbies. If they both enjoy reading and bowling and spending time with their families it is more likely that these similar interests will lead to longevity in their relationship.

Passionate love generally occurs early in a relationships during which partners find themselves intensely physically attracted to one another. The individuals are generally absorbed in one another. This may fade with time, but as long as Chantel and Jermaine know to expect this, they should not question their love for one another.

If Chantel and Jermaine do get married, they may find that their passionate love changes over time into a more companionate style of love in which two people trust each other and rely on one another but do not have that same absorption in one another as earlier in the relationship. This type of love is usually seen in long-term relationships. If Chantel and Jermaine demonstrate this type of love, they will be experiencing the same feelings that many married couples develop.

If both Chantel and Jermaine are willing to devote time and effort to their relationship and treat one another as equal partners, it is more likely that their relationship will be healthy and successful.

Module 80 - Altruism, Conflict, and Peacemaking

While You Read

80-1

1. Altruism is an unselfish regard for the welfare of others. Being an altruistic person means you will do attempt to help others who are in need without the expectation of anything in return.
2. The bystander effect is the tendency for any one given person to be less likely to give aid if other bystanders are present. Everyone who heard Kitty Genovese's screams assumed that someone else would call the police for help. Although there are many errors which have been reported in relation to this case, follow-up studies have found that we are less likely to help those in need when in large groups than when we are one of the few individuals who can offer aid.
3. When more people share responsibility for helping, any single person becomes less likely to help believing that others will step in a help the person in need. This often results in nobody helping, thereby resulting in the bystander effect.
4.
 1. The person appears to need and deserve help.
 2. The person is in some way similar to us.
 3. The person is a woman.
 4. We have just observed someone else being helpful.
 5. We are not in a hurry.
 6. We are in a small town or rural area.
 7. We are feeling guilty.

8. We are focused on others and not preoccupied.

9. We are in a good mood.

5. Helping others activates reward pathways in the brain. People who give money away are happier than those who spend the money on themselves. People were happier in their lives if they donated to charity in the past month.

80-2

1. The social exchange theory suggests that our social behavior is an exchange process that aims to maximize benefits and minimize costs. When deciding whether or not to help, the costs of doing so are weighed against the benefits; if the rewards exceed the costs, we are likely to help.

2. The reciprocity norm is the expectation that people will help, not hurt, those who have helped them. In relations with others of similar status, the reciprocity norm compels us to give about as much as we receive. The social-responsibility norm suggests that we should help those who need our help, even if the costs outweigh the benefits.

80-3

1. A social trap is a situation in which conflicting parties each pursue their own self-interests and become caught in mutually destructive behavior. This perceived incompatibility of actions and goals creates a conflict.

2. Answers will vary, an example may be that if students participate on a team sport such as basketball, they want the team to win, but they may also want to be the star of the team by

scoring the most points. If they keep the ball often to shoot themselves, they may not be acting in the best interests of the team.

3. Mirror-image perceptions are distorted views that the “us” group holds of the “them” group. As “us” sees “them,” so too do “they” see “us”—each demonizes the other. If one group believes the other is evil or bad, then they will behave toward them in keeping with that belief. When the other group behaves in a rude, unaccepting manner, they will in turn behave in a rude and evil manner and confirm the first group’s belief; this is referred to as a self-fulfilling prophecy.
4. Answers will vary. However, a possible answer is that a teacher who has heard negative reports about a student coming into their class may believe that student to be disruptive and behave toward that student in a strict, disciplined manner from the first day. The student, coming into the classroom for the first time, and perhaps hoping for a fresh start, will receive that treatment from the teacher and respond accordingly, perhaps rudely or uncooperatively, thus confirming the teacher’s belief.

80-4

1. In many studies, contact has been shown to produce more positive attitudes between conflicted parties. In South Africa, putting Whites and Blacks in contact has moved their attitudes into closer alignment; heterosexuals become more accepting of homosexuals when they are actually friends, neighbors, or acquaintances; for example
2. Individuals often assume that although they would welcome contact, the members of the different groups may not be interested.

3. Superordinate goals, or goals that override differences among people and require their cooperation, allow conflicting parties to set aside their differences and work together in order to achieve a different, larger group goal.
4. Sherif arranged for the camp water supply to “fail,” and all 22 boys from both camps, who had been gradually escalating in their dislike of each other, had to work together to restore the water and fix a broken-down truck
5. Communication helps both parties to understand their motives, needs, and expected outcomes. In some cases, as with the orange example in which one person wants the juice and another wants the peel. A positive outcome may both be achievable, but without communication, the parties do not know this.
6. Answers will vary. But should acknowledge that GRIT first announces its recognition of mutual interests and its intent to reduce tensions. It then initiates one or more small conciliatory acts which open the door for reciprocation. This may lead to hostility, but it also may lead to a kind gesture from the other individual/group.

After You Read

Module 80 Review

1. Although they were competing for first chair in the violin section, Adele and Sean knew they needed to work together and support one another if this concert was to be a success.
superordinate goals
2. Denise wants to go to prom next month, but her boyfriend wants to go to the NBA finals game in town on the same night .
conflict

3. Although it put his family in jeopardy, Hans, a German civilian, sheltered three Jewish children in his home during the Holocaust.

altruism

4. The Rodriguez family drives a gas-guzzling SUV because they like the space it gives them. Unfortunately, they have selected a car that is bad for the environment. If all families choose fuel efficient cars rather than acting in their own self-interest, air pollution for everyone could be significantly reduced.

social trap

5. Mr. Johanssen believes the new student in his class is going to be a troublemaker and as such, treats him with strict discipline from the first day of class. The student, responding to Mr. Johanssen's behavior, begins to act out and confirms Mr. Johanssen's belief about him.

self-fulfilling prophecy

6. Fiona is deciding whether or not to help her classmate with Geometry. Although it will take up her time, she will feel good about helping and may earn the respect of her teacher, so she decides to help.

social exchange theory

7. Jan knew she could count on her classmates to donate blankets for the homeless this winter because her classmates always come through when other people are in need of assistance

social-responsibility norm

8. Having donated money to her neighbor's son's track fundraiser, Ms. Callahan expected her neighbor to buy cookies from her daughter for the choral fundraiser.

reciprocity norm

9. The new players on the basketball team are resentful that the veteran players get more playing time. Chris, the captain of the team, recognizes the guys on the team all need to get along and offers to sit out a game in order to let the newer players have time on the court. He hopes that other players will reciprocate and it will lead to increased bonding on the team.

GRIT

10. Leticia dropped her textbooks in the crowded hall and not a single person stopped to help her pick them up because they all assumed someone else would help.

bystander effect

✓ Check Yourself

Fundamental attribution error:

Whether Shanice attributes others' actions to their dispositions or whether others view her actions as dispositional rather than situational will impact either negatively or positively on her ability to adjust. For example, if someone does not talk to her on the first day in class, it may be because they are busy preparing for a class presentation (situational) but Shanice may attribute this to the student being rude and snobby (dispositional).

Ingroup bias:

Shanice may experience in-group bias either by forming her own new group and favoring it, or finding herself outside of a group that views themselves favorably. Because Shanice is transferring from a rival high school, it may be likely that she views herself as part of the outgroup.

Conformity:

The factors influencing Shanice's tendency to conform as demonstrated in Asch's studies should be included in the response. For example, if everyone wears school colors on Friday at her new school, Shanice may begin to do this as well in order to fit in with her new classmates.

Social facilitation:

The positive impact of others on Shanice's academic, athletic, or social performance should be addressed. For example, if Shanice is a very good basketball player, her performance may be increased when a large crowd comes out to watch the game.

Deindividuation:

Shanice may experience deindividuation—the aroused and anonymous feeling an individual experiences when in a group that may lead to increased responsiveness to the group. The answer should tie this in to the prompt. For example, at a school pep rally, Shanice may shout her old school's name at the performers because she has become more anonymous in the group and is more likely to engage in destructive behaviors when she knows she will not personally be held accountable.

Norms:

Understanding the new school's norms of behavior will impact Shanice's adjustment. Recognizing that the norms at her new school may be quite different from those at her former school will aid in her adjustment. Once she understands that the students at her new school

always stand when the teacher takes attendance, she will quickly adapt to this norm and also stand.

Stereotypes:

Shanice believes that her new classmates are snobby and self-centered, because of this stereotype Shanice may perceive neutral actions in a negative ways because of her pre-existing beliefs.

Mere-exposure effect:

Shanice may come to like her new classmates more the longer she is around them. Likewise, they may come to like her more for the same reason.