

Review of Key Concepts and Terms (Unit 9)

Social Psychology

(8-10% of the AP exam/curriculum)

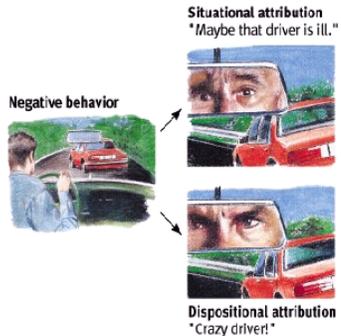
In this final unit, psychological concepts and theoretical perspectives are pulled together from throughout the course. Social psychology is the study of how other people and groups influence behavior and mental processes as well as how behavior and mental processes influence our experiences in social situations. Social psychology also involves the study of how our perceptions of social situations impact how we interact with others and how others interact with us. Social psychologists may focus on one aspect of social situations or interactions and may do so from a variety of theoretical perspectives, including other integrative perspectives.

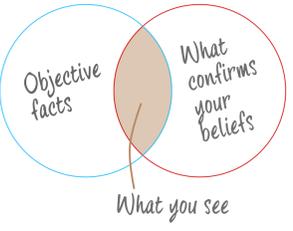
Topic 9.1: Attribution Theory and Person Perception

Learning Target 9A

Apply attribution theory to explain motives.

Attribution Theory: we explain (attribute) others behaviors by crediting the situation or the person's disposition/personality

<p>Fundamental Attribution Error</p>	<ul style="list-style-type: none">• Tendency for observers to underestimate the importance of the situation and overestimate the impact of personal disposition.• Fundamental because it's so widespread• Less likely in collectivist than in individualist cultures <p>CAUSES:</p> <ul style="list-style-type: none">• Just-World Hypothesis - people have a need to believe the world is just and fair so they tend to blame the victim rather than looking at social causes (people get what they deserve)• Saliency Bias - situational factors are less salient / noticeable than dispositional factors	<p>"That guy cut me off because he's a jerk – not that his wife could be in labor"</p>  <p>Negative behavior</p> <p>Situational attribution "Maybe that driver is ill."</p> <p>Dispositional attribution "Crazy driver!"</p>
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<p>Self-Serving Bias</p>	<ul style="list-style-type: none"> • Tendency to take more credit for good outcomes than for bad one • You serve yourself by making you look as good as possible <p>CAUSES</p> <ul style="list-style-type: none"> • Most people are motivated by a need for self-esteem and a desire to save face. • Individuals are more aware of the situational factors that influence their behavior. 	 <p>Yay! A+ ... Am so smart. Take the credit for positive events.</p> <p>Self-serving Bias</p> <p>F grade ... She doesn't like me. Blame external factors for negative events.</p>
<p>False Consensus Effect</p>	<ul style="list-style-type: none"> • An overestimation of how much other people share our beliefs and behaviors. 	<p>FALSE CONSENSUS EFFECT</p>  <p>YOU ARE NOT ONLY THINKING THAT THIS NEW APP/FEATURE WOULD BE COOL... ... BUT ALSO THINKING THAT EVERYONE ELSE WILL LOVE IT!</p>
<p>Confirmation Bias</p>	<ul style="list-style-type: none"> • A tendency for a person to search for information that confirms one's preconceptions. 	 <p>Objective facts</p> <p>What confirms your beliefs</p> <p>What you see</p>
<p>Just-World Hypothesis</p>	<ul style="list-style-type: none"> • Also known as just-world fallacy, is the belief that people get what they deserve since life is fair. • This is a cognitive bias since it suggests that people who are suffering deserve such unfortunate fate. 	 <p>People want to believe that they live in a safe, stable, and orderly world...</p> <p>...where "bad" things only happen to "bad" people, and only "good" things happen to "good" people.</p> <p>People operate under the assumption that "people get what they deserve" and deserve what they get.</p> <p>People blame the victims of misfortune in order to protect themselves from feeling vulnerable.</p>
<p>Halo Effect</p>	<ul style="list-style-type: none"> • When a general impression of a person influences others' perceptions of their character. 	<ul style="list-style-type: none"> • In legal settings a person who is attractive is less likely to be convicted. Those rated as attractive are also rated as more intelligent, trustworthy, and reliable. • An example is when a celebrity who is attractive is perceived by the public to be likable and friendly although their true character is ultimately unknown.

Learning Target 9B

Articulate the impact of social and cultural categories on self-concept and relations with others.

- **Self-concept is the image that we have of ourselves.** This image develops in a number of ways but is particularly influenced by our interactions with important people in our lives.
 - Self-concept tends to be more malleable when people are younger and still going through the process of self-discovery and identity formation. As people age, self-perceptions become much more detailed and organized as people form a better idea of who they are and what is important to them.
- According to Crisp and Turner, "The *individual self* consists of attributes and personality traits that differentiate us from other individuals (for example, 'introverted'). The *relational self* is defined by our relationships with significant others (for example, 'sister'). Finally, the *collective self* reflects our membership in social groups (for example, 'British')."
- According to **social identity theory**, a person's sense of who they are is **based on their group membership**.
 - In order to increase our self-image we enhance the status of the group to which we belong (in-group).
 - We can also increase our self-image by discriminating and holding prejudice views against the out group (the group we don't belong to).
 - We divided the world into "them" and "us" based through a process of social categorization (i.e. we put people into social groups).
- **GENDER:** males understand or fit in with males and females understand or fit in with females
- **RACE & ETHNICITY:** different races and ethnicities relate to others of the same race and ethnicity

Learning Target 9C

Anticipate the impact of self-fulfilling prophecy on behavior.

- A **self-fulfilling prophecy** is when a person unknowingly causes a prediction to come true, due to the simple fact that he or she expects it to come true.
- An expectation about a subject, such as a person or event, can affect our behavior towards that subject, which causes the expectation to be realized.
 - EX: A high school volleyball coach expects freshmen to be less skilled, so she does not put them in to play very often. When she does put them in, they are rusty and don't do well, thereby fulfilling her expectations.
- In one study regarding self-fulfilling prophecies, psychologists led some male college students to believe that a female student was attracted to them and others to believe that she was not attracted to them. The social psychologists later observed interactions between the men and the female in question. The woman was much more likely to act as if she was attracted to the first set of men. Why? Because the men who thought she was attracted to them acted in a way that seemed to lead her to actually be attracted to them.
- The work of Rosenthal and Jacobsen (1968), among others, shows that teacher expectations influence student performance. Positive expectations influence performance positively, and negative expectations influence performance negatively. Rosenthal and Jacobson originally described the phenomenon as the **Pygmalion Effect**.
 - "When we expect certain behaviors of others, we are likely to act in ways that make the expected behavior more likely to occur." (Rosenthal and Babad, 1985) In terms of teaching, faculty who gripe about students establish a climate of failure, but faculty who value their students' abilities create a climate of success.



Topic 9.2: Attitude Formation and Attitude Change

Learning Target 9D

Identify important figures and research in the areas of attitude formation and change.

Concept	Definition	Researcher	Results
Cognitive Dissonance	<i>Altering one's behavior or belief to reduce the discomfort caused when there is a conflict.</i>	Leon Festinger <ul style="list-style-type: none"> • \$1 or \$20 Study 	<i>After lying about the task, participants in the \$1 experimental condition revised their belief to say that the task was interesting to reduce their cognitive dissonance.</i>

Learning Target 9E

Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.

- **Attitudes** are beliefs and feelings about objects, people, and events that lead people to behave in certain ways.
 - Attitudes are evaluative; our feelings are positive or negative
 - Attitudes predispose our reactions to people, issues, or objects
 - Attitudes develop through experience and learning through conditioning, observations, cognitive evaluation and the formation of cognitive anchors
 - **Mere Exposure Effect** - the more one is exposed to something the more they will come to like it
 - We are attracted to the famous, experts, and the physically attractive
- **Attitude Change: Cognitive Dissonance Theory** (Leon Festinger)- based on the idea that people are motivated to have consistent attitudes and behaviors. When they do not, they experience unpleasant mental tension (dissonance)
 - EX: A person believes that lying is wrong and may feel so guilty and uncomfortable about telling the lie that they may come to believe that the lie is true
 - EX: Austin impulsively buys an expensive pair of sneakers that he really cannot afford. He then rationalizes the purchase by insisting that the shoes were a good buy and they will improve his basketball performance.
- **Other Methods to Change Attitudes**
 - **Central Route to Persuasion**
 - When people focus on factual information, logical arguments, and a thoughtful analysis of pertinent details.
 - EX: A car buyer bases his or her decision on such factual factors as a car's gas mileage, its rating by outside experts, the quality of air bags, anti lock brakes, seat belts, and other safety features.
 - **Peripheral Route to Persuasion**
 - When people focus on emotional appeals and



- incidental cues
 - EX: A car buy bases his or her decision on such incidental factors as the likeability of the car dealer, the car’s color, and catchy sales slogans
- Foot-in-the-Door Phenomenon
 - The persuasion strategy of getting a person to agree to a modest first request as a set-up for a later, much larger, request.
 - EX: When volunteers ask you to sign a petition and then follow-up with a request for a donation to their cause.
- Door-in-the-Face Phenomenon
 - The persuasion strategy of suggesting a big request that will be refused, and then follow-up with a much smaller favor
- Norms of Reciprocity
 - Do something nice for me, I’ll return the favor
- **Elaboration likelihood model**
 - People are more likely to carefully process persuasive messages when they are motivated and capable of considering all available information.
 - EXAMPLE: If someone watches a political debate with great interest and attention they are more likely to evaluate the candidates and their arguments based on merit and to be more thoughtful about their evaluations. But if they watch a debate on a topic they’re not interested in or they don’t understand, they will evaluate the arguments based on other cues such as the emotional tone of the message or the physical attractiveness of the candidate.

Topic 9.3: Conformity, Compliance, and Obedience

Learning Target 9F

Identify the contributions of key researchers in the areas of conformity, compliance, and obedience.

Concept	Definition	Researcher	Results
Social Roles	<i>Altering one’s behavior to fit the expectations of a social role.</i>	Philip Zimbardo <i>Prison Experiment</i>	<i>The study was terminated after 6 days due to the negative consequences of participants assuming their social roles.</i>
Conformity	<i>Altering one’s behavior or belief to fit in with a group.</i>	Solomon Asch <i>Line Study</i>	<i>Approximately 70% of the participants conformed to the group’s wrong answer at least once.</i>
Obedience	<i>Altering one’s behavior in response to a demand from an authority figure.</i>	Stanley Milgram <i>Shock Experiment</i>	<i>In response to a demand from an authority figure, 65% of the participants obeyed and administered what they believed was the maximum shock level to the learner.</i>

Learning Target 9G

Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.

Groupthink

- People within a group become so consumed with the group, maintaining group cohesiveness, and doing what is important for the group that they themselves lose their ability to think independently and make good, sound judgments
 - The tendency for a cohesive decision-making group to ignore or dismiss reasonable alternatives
 - It has been used to explain a variety of tragic events throughout history such as, mass suicides (like the Heaven's Gate suicides), poor political decisions (like the Bay of Pigs invasion), riots, and more.
 - Leaders can counteract groupthink by encouraging divergent views, consulting outside experts, and assigning people to play the role of "devil's advocate."

Conformity

- Adjusting one's behavior or thinking to match those of other people or a group standard; The tendency for people to adopt the behavior, attitudes, and beliefs of other members of a group.
 - Can be in response to real or imagined group pressure.
 - Reasons include the desire/need to fit in or be accepted by others and maintaining order in one's life
- **The Asch Conformity Experiments**
 - Asch began by inviting seven to nine male students into a college classroom. One of these students was a "naive subject" who was unaware of the experiment's true purpose. All the others were "instructed students" who had previously met with Asch and rehearsed their roles.
 - The "naive student" was always seated near the end to ensure they would receive the "full impact of the majority trend before uttering his judgments."
 - Asch asked each student to pick which line on a card matched the standard line. The instructed students deliberately gave the wrong answer. The naive subject was confronted with a contradiction between what he clearly saw and what a unanimous majority reported.
 - 76% of the naive subjects agreed with the incorrect majority opinion at least one, while 5% conformed every time.
 - Factors that promote conformity
 - *The size of the majority* - small groups = less conformity than larger groups but results leveled off after seven members in the group
 - *The unanimity of the majority* - if at least one other person went against the majority, the naive subject was less likely to conform
 - *The characteristics of the majority* - conforming behavior was greatest among naive subjects who were attracted to the group; who expected to have future interaction with the group and had a relatively low status in the group
 - *The difficulty of the task* - conformity increases with difficulty

Obedience to Authority

- When you change your opinions, judgements, or actions because someone in a position of authority told you to; the performance of an action in response to the direct orders of an authority or person of higher status
 - The key aspect to note about obedience is that just because you have changed in some way, it does not mean that you now agree with the change, only that you did what you were told to do

- **Milgram's Obedience Experiments**

- July 1961 at Yale University - post WWII and influenced by the acts of genocide during the war
- Sparked debate about the willingness of ordinary citizens to obey an authority figure who instructed them to perform actions that conflicted with their personal values.
- When a "learner" gave an incorrect answer, the experimenter instructed the "teacher" to punish him with an electric shock of gradually increasing voltage. If the teacher showed any resistance to the experimenter's commands, the experimenter responded with decisive and pre-planned instructions to continue.
- 65% of the 40 teachers in the first experimental version, gave the learner a 450-volt "shock."
- Factors that promote obedience
 - Americans place a high value of obedience to people in positions of legitimate authority.
 - The role of "good subject" committed them to follow the instructions of a scientist who was seen as a legitimate and trusted authority.
 - Embarrassment - the subjects simply couldn't bring themselves to disrupt what appeared to be a legitimate experiment

Topic 9.4: Group Influences on Behavior and Mental Processes

Learning Target 9H

Describe the structure and function of different kinds of group behavior.

<p>Social Facilitation</p> <ul style="list-style-type: none"> ● Performance increases on easy or well-learned tasks in the presences of others. ● <i>EX: The presence of an audience often inspires well-trained actors and dancers to raise their performance to a new level.</i> 	<p><i>Presence of an audience increases arousal</i></p>	<p>Social Interference</p> <ul style="list-style-type: none"> ● Performance decreases on difficult or unfamiliar tasks in the presence of others. ● <i>EX: The pressure of an audience can negatively affect poorly prepared actors and dancers.</i>
<p>Social Loafing</p> <ul style="list-style-type: none"> ● Individuals contribute less effort as members of a group. ● Without individual roles assigned, people feel less appreciated and important. ● *More common in Individualistic cultures. 	<p><i>Personal accountability within a group</i></p>	<p>Social Striving</p> <ul style="list-style-type: none"> ● Individuals contribute more effort as members of a group. ● * More common in Collectivist Cultures.
<p>Group Polarization</p> <ul style="list-style-type: none"> ● Participation in a group amplifies existing attitudes, which leads to more extreme decisions. 	<p><i>Factors that influence group decision-making</i></p>	<p>Groupthink</p> <ul style="list-style-type: none"> ● Individuals feel pressure for unanimous decisions, which prevents group discussion of possible alternatives

<p>Prosocial Behavior</p> <ul style="list-style-type: none"> • Kurt is normally reserved, but, during the homecoming pep rally, he chants the school song because he feels anonymous in a large group. 	<p><i>Deindividuation - Loss of identity or self-restraint because of membership in a group</i></p>	<p>Antisocial Behavior</p> <ul style="list-style-type: none"> • Citizens who normally respect the law may take part in destructive behavior, such as looting or rioting, when feeling anonymous in a large crowd.
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Learning Target 9I
 Predict the impact of the presence of others on individual behavior.

The Bystander Effect

- A social psychological phenomenon in which individuals are less likely to assist in an emergency situation when other people are present.
 - As the size of the group present at the scene increases, the likelihood that anyone will help a person in need decreases. Bystanders assume someone else will act and they feel less responsible.
 - **The Case of Kitty Genovese** - 28-year-old woman murdered in New York in March 1964. Although she repeatedly screamed for help, none of the neighbors came to her aid until someone finally called police after 30 minutes - she had already been fatally wounded.
 - Researchers found that bystanders are more likely to help if they see others who are willing to help, if they know or are told how to provide assistance, and if the person in trouble asks a specific person to provide assistance.

<p>Social Facilitation</p> <ul style="list-style-type: none"> • People perform certain tasks better when they are in the presence of other people. • This is true for simple tasks, tasks people are good at already, or already learned tasks, but not for difficult or novel tasks. 	<p>Social Inhibition</p> <ul style="list-style-type: none"> • When a person restrains or alters their behavior when around others in a social setting for fear of being judged, or facing the disapproval of others. • In many cases social inhibition is a normal and proper social behavior however too much or too little can be a detrimental characteristic and/or problematic 	<p>Group Polarization</p> <ul style="list-style-type: none"> • The enhancement of a group's prevailing inclinations through discussion within the group; the theory that group discussion reinforces the majority's point of view and shifts opinions to extreme
<p>Deindividuation</p> <ul style="list-style-type: none"> •]A person's loss of distinct awareness as well as lessened perception of responsibility when in a group 	<p>Diffusion of Responsibility</p> <ul style="list-style-type: none"> • The more people around to observe an emergency, the less obligation each person feels to act because they think someone else will do it 	<p>In-group/Out-group Bias</p> <ul style="list-style-type: none"> • In-group bias is the tendency for humans to be more helpful and positive towards members of their own group over members of an

<ul style="list-style-type: none"> ● Getting carried away to peer influence and doing something that is uncharacteristic ● Loss of individual identity 	<p>first</p> <ul style="list-style-type: none"> ● We are less likely to take action or help someone in need when we are in a group compared to when we are alone 	<p>out-group</p> <ul style="list-style-type: none"> ○ Real life examples of such group identities include ethnicity, political ideologies, religious beliefs, and geographical identities. ● The outgroup bias includes negative categorizations, feelings, or ideas about people who are not part of our ingroup.
<p>Reciprocity Norms</p> <ul style="list-style-type: none"> ● How positive actions bring about more positive actions while negative actions bring about more negative actions. ● For example, if a person receives a gift for their birthday, they are more likely to give a gift back to that person on their birthday. 	<p>Social Norms</p> <ul style="list-style-type: none"> ● The rules for how people should act in a given group or society. ● Any behavior that is outside these norms is considered abnormal. ● Personality disorders as well as mental and psychological disorders are considered abnormal due to their variance from that which is socially acceptable from the social norms. 	<p>Social Traps</p> <ul style="list-style-type: none"> ● A short-term solution to a problem that ultimately causes a long-term loss. ● Globally, there are several examples of this such as overgrazing desert environments and clear-cutting rainforests - examples where the short-term profits that are made are cancelled out by long-term environmental damage.
<p>Prisoner's Dilemma</p> <ul style="list-style-type: none"> ● A game used by researchers to model and investigate how people decide to cooperate - or not. ● A paradox in decision analysis in which two individuals acting in their own self-interests do not produce the optimal outcome. ● As a result, both participants find themselves in a worse state than if they had cooperated with each other in the decision-making process. 	<p>Conflict Resolution</p> <ul style="list-style-type: none"> ● The process geared toward reaching an agreement in a dispute, debate, or any other form of conflict between two or more parties. ● It can take different forms: Participants may negotiate and attempt to solve their problems to mutual satisfaction, they may withdraw from the situation and avoid interacting with each other, they may fight and try to dominate their counterpart, or they may yield and give in to their adversary's position. 	<p>Superordinate Goals</p> <ul style="list-style-type: none"> ● Goals that get people from opposing sides to come together and work toward a common end result. ● For example, if you have two groups of people that seriously dislike each other you might set up a situation in which they simply have to work together in order to be successful. This breaks down barriers, encourages people to see each other as just people and not as part of "that other group that we dislike", and can help overcome differences between the groups.

Stanford Prison Experiment:

- August 1971, Philip Zimbardo converted the basement of the Stanford Psych building into a mock prison. Zimbardo and his team deliberately promoted deindividuation.
- The experiment quickly grew out of hand as some guards turned sadistic, humiliating the prisoners verbally and physically.

- As the guards became immersed in their roles, they developed a strong group cohesion that reduced their sense of personal responsibility.

Topic 9.5: Bias, Prejudice, and Discrimination

Learning Target 9J

Describe processes that contribute to differential treatment of group members.

In-group/Out-group Dynamics

- In-Group
 - A group a person identifies with and feels that he or she belongs to
 - In-group bias is the tendency to judge the behavior of in-group members favorably and out-group members unfavorably.
 - Can hinder the efforts of outsiders to join a new group because in-group members would perceive the new person as different and would not make him or her feel welcome.
- Out-Group
 - A group with which a person does not identify and does not feel as if he or she belongs.
 - **Out-group homogeneity bias/effect** is the tendency to see members of the out-group as very similar to one another.

Ethnocentrism

- A belief that your society, group, or culture is superior to all others.
- Very often this means that differences in groups (e.g., your group has more old people than ours) are seen as somehow bad.
- Both ethnocentrism and groupthink can lead to inaccurate perceptions and conclusions.

Prejudice

- A learned prejudgment directed toward people solely because of their membership in a specific social group
- Can be both positive and negative but most research focuses on the causes and consequences of negative prejudice
- Social divisions based upon in-groups and out-groups promote negative stereotypes and prejudice.
- Causes of prejudice
 - Learning through observation and reinforcement
 - Inequalities between “haves,” who possess wealth, power, and prestige and “have-nots,” who lack social status, promote prejudices; assume others as inferior because they are of a different status
 - Psychological studies and historical examples both indicate that frustration intensifies prejudice. Frustration is often directed toward an innocent target known as a **scapegoat**.
 - Prejudice is often directed at groups perceived as threatening important cultural values
- Ways to reduce prejudice in your community
 - **Contact Theory**: contact between hostile groups will reduce animosity
 - Reach a **Superordinate Goal**: a goal that benefits all members
 - Setting an example of tolerance for others
 - Working toward common goals in groups of people with mixed racial, gender, or ethnic backgrounds

Bias

- A bias is a tendency, inclination, or prejudice toward or against something or someone.
- Some biases are positive and helpful—like choosing to only eat foods that are considered healthy or staying away from someone who has knowingly caused harm.
- But biases are often based on stereotypes, rather than actual knowledge of an individual or circumstance.
- Whether positive or negative, such cognitive shortcuts can result in prejudgments that lead to rash decisions or discriminatory practices.

Discrimination

- The behavior or actions, usually negative, towards an individual or group of people, especially on the basis of sex/race/social class, etc.
 - Prejudice is an attitude while discrimination is an action
 - Types of Discrimination
 - Racial
 - Age
 - Gender
 - Influences that cause individuals to be racist or sexist, for example, may come from peers, parents, and group membership.
 - Conforming to social norms means people adopt the “normal” set of behavior(s) associated with a particular group or society and are one possible influence on prejudice and discrimination

Scapegoat Theory

- According to this theory, people may be prejudiced toward a group in order to vent their anger. In essence, they use the group they dislike as their target for all of their anger...as a vent.
 - One example that has been suggested is the Holocaust. According to scapegoat theory, the Germans used the Jews as scapegoats for all of their countries problems (which included economic problems across the country), focused all of their anger on the Jews, allowed their anger and hatred to build, and focused all of their anger, frustration, and problems on the Jews. (This is not "the" explanation for the Holocaust, but one component of it.)

Stereotype

- A "fixed" way of thinking about people in which you classify others into specific categories without much room for individualism or variation.
- A mental image of members of a group that exaggerates or oversimplifies their characteristics
- “Pictures in our heads” (Walter Lippman) that accompany a category of people - positive or negative

Mere-Exposure Effect

- You begin to like something simply because you are exposed to it over and over again

Topic 9.6: Altruism and Aggression

Learning Target 9K

Describe the variables that contribute to altruism and aggression

Altruism - the unselfish regard for the welfare of others

- EX: If you volunteer at a nursing home, or give money to someone in need, etc., you are helping someone else without receiving benefit. However, there is debate about altruism - some people who say altruism doesn't "really" exist because you do get something out of unselfish acts - you feel good about yourself.
- Altruism is one aspect of what social psychologists refer to as **prosocial behavior**. Prosocial behavior refers to any action that benefits other people, no matter what the motive or how the giver benefits from the action. Remember, however, that pure altruism involves true selflessness.
- Some possible variables
 - Evolutionary theory suggests that altruism towards close relatives occurs in order to ensure the continuation of shared genes. The more closely the individuals are related, the more likely people are to help.
 - Altruism activates reward centers in the brain.
 - Society's rules, norms, and expectations can also influence whether or not people engage in altruistic behavior. The **norm of reciprocity**, for example, is a social expectation in which we feel pressured to help others if they have already done something for us.
 - People are more likely to engage in altruistic behavior when they feel empathy for the person who is in distress
 - Altruistic acts help relieve the negative feelings created by observing someone else in distress

Aggression - behavior that is intended to cause harm

- Factors that influence aggression
 - Evolutionary psychologists believe that humans are instinctively aggressive
 - Sociobiologists believe that genes control aggression
 - Alcohol abuse
 - Testosterone
 - **Frustration-aggression hypothesis**: frustration can ignite anger that may lead to aggression
 - Over 1,000 studies support the connection between exposure to media violence and the likelihood that someone will behave aggressively
 - Social rejection, minimal parental control (especially by the father), and parental models of aggression
 - Children learn aggressive behavior when they are reinforced when they act aggressively and through observing the behavior of others
- Reducing Aggression
 - Preventing aggression depends on eradication or controlling its cause
 - If aggression is learned, then preventing it requires reinforcing non-aggressive behavior and removing aggressive acts from view
 - **Superordinate Goals**
 - Shared goals that override differences among people that cannot be achieved without a joint effort
 - EX: Robbers Cave Experiment (1966)
 - Conciliatory Acts
 - Designed to appease or overcome hostility
 - Diplomats often use reciprocal conciliatory acts to begin peace talks
 - Communication
 - Does not guarantee a reduction of tensions
 - Use of a skill third-party mediator can help hostile parties air their differences and begin the process of establishing cooperative relations

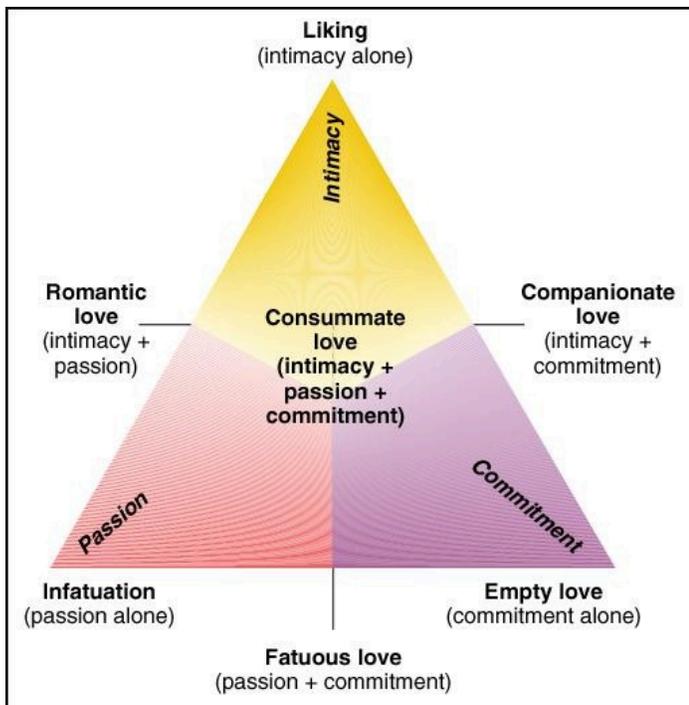
Topic 9.7: Interpersonal Attraction

Learning Target 9L

Describe the variables that contribute to attraction.

Attraction - positive feelings toward another person.

- Factors that promote attraction
 - **Physical attractiveness** (research shows it is one of the most important factors in explaining why people are “initially” attracted to others)
 - Men place greater value on physical attractiveness and youthfulness while women place greater value on maturity, financial resources, and ambition
 - Matching hypothesis: two members of a romantic pair are most likely to be judged by others as similar in physical attractiveness
 - **Proximity** (people make more friends among those who live and work nearby)
 - Proximity promotes familiarity; familiar people seem safe and approachable while unfamiliar people seem dangerous and threatening
 - Mere Exposure Effect - used extensively by advertisers and politicians
 - **Similarity Principle** (we are most likely to be attracted to people who share our interests, values, and experiences)
 - This is a major factor in promoting long-term relationships
- Romantic Love vs Companionate Love
 - Romantic love is based upon intense feelings of attraction to another person; typically fades after 6-30 months
 - Companionate love is based upon strong feelings of admiration, respect, and commitment. It is strengthened by mutual sharing of decisions and the self-disclosure of intimate details about personal feelings and experiences.



Robert Sternberg's Triangular Theory of Love