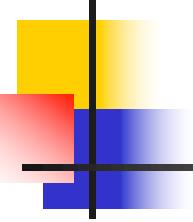
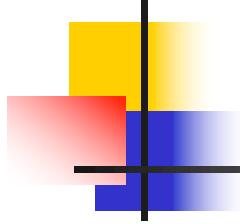


Stereotypes, Prejudice and Discrimination (3)

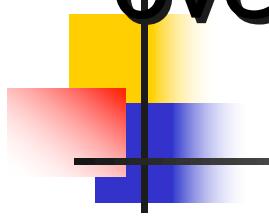
Hale Bolak Boratav
Sp 2023



What shapes Prejudice and Discrimination? Motivational and Social Variables



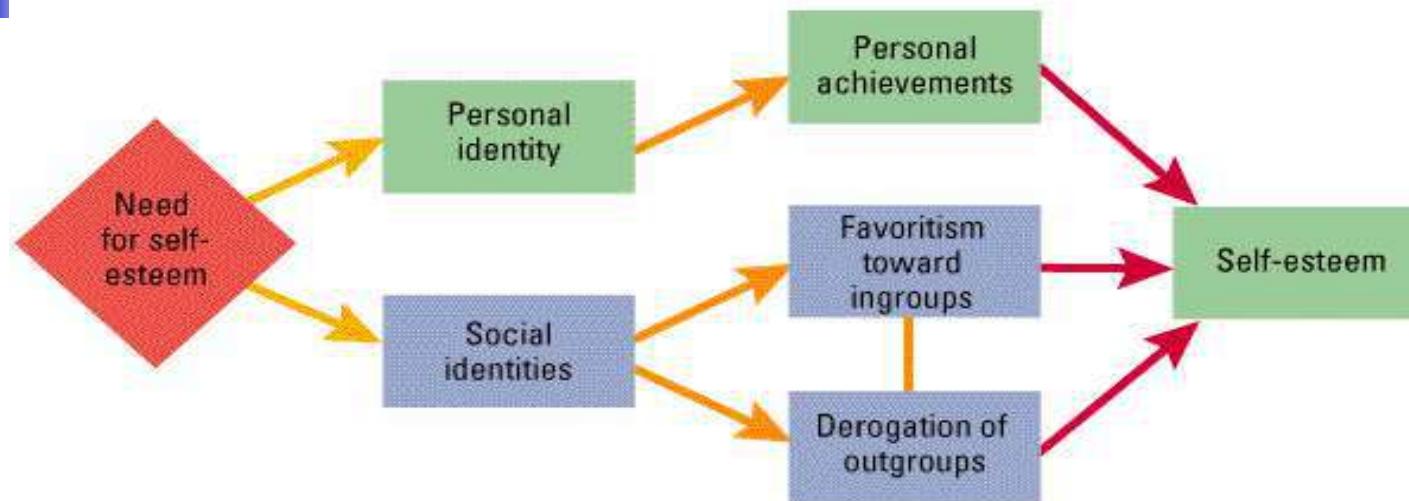
In-group members are favored
over Out-group members



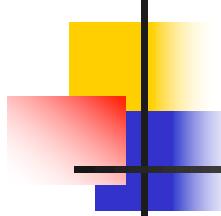
In-group members are favored over Out-group members

- Group identification often results in “in-group bias” or “in-group favoritism”
- One explanation is provided by social identity theory

Social Identity Theory



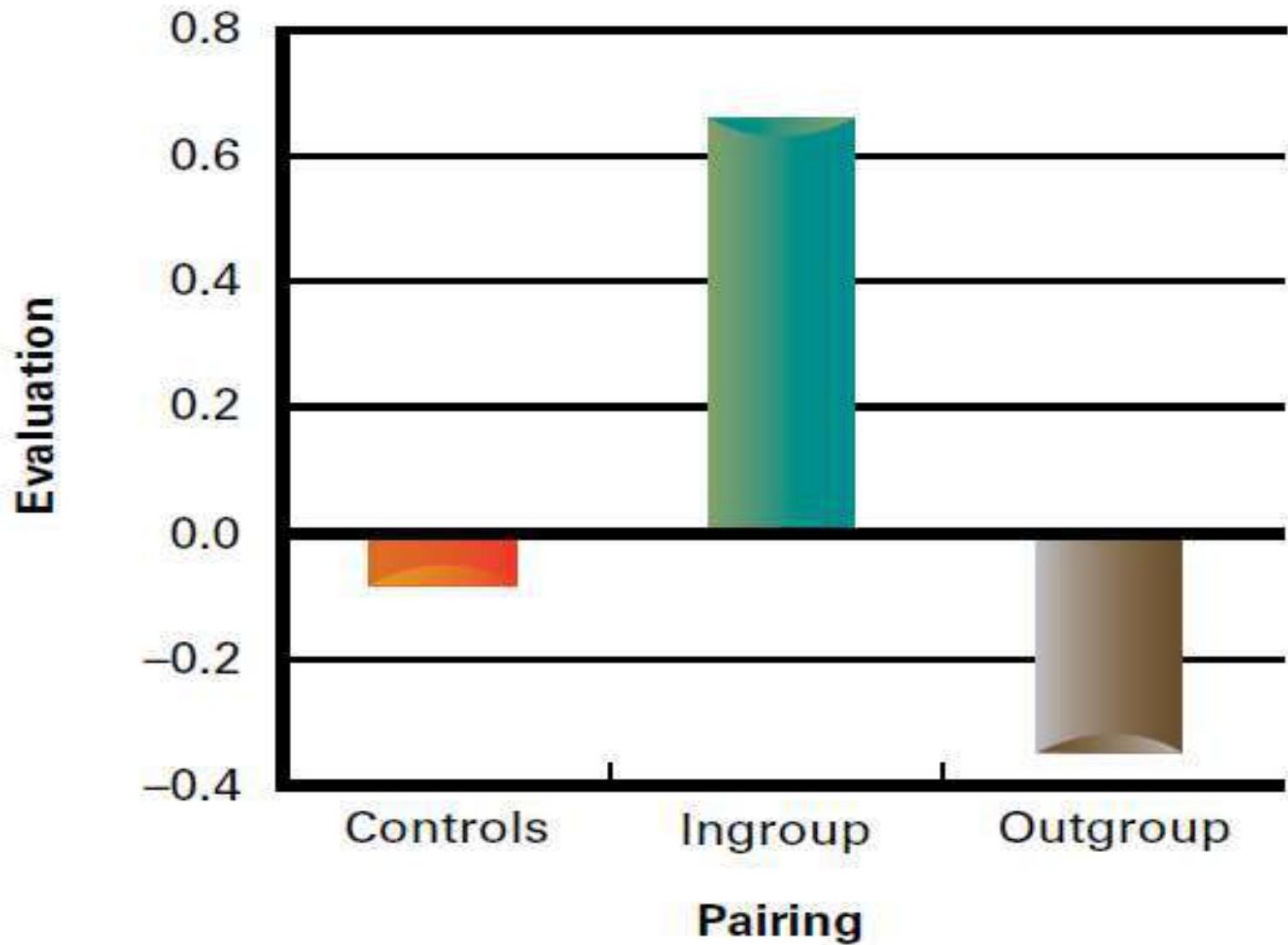
- We are motivated to maintain a high level of self-esteem.
- When the social esteem of our in-group is threatened, we attempt to maintain a positive social identity by engaging in in-group biasing, percieving our ingroup as being better than other groups

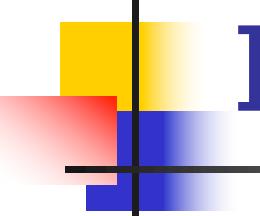


In-group Biasing

- Group membership is sufficient to facilitate ingroup favoritism
- In research on “minimal groups” (Tajfel) created on the basis of trivial criteria (identified only by code numbers) in-group members are consistently rewarded more than out-group members, and their performance is evaluated more favorably!
 - Ex. Nonsense syllables primed with ‘us’ were rated as more favorable compared to those primed with ‘them’

Ingroup Bias





In-group Biasing

- We also tend to positively evaluate other ingroup members who enable our group to be perceived as better than other groups
 - Reason why some politicians openly express prejudicial attitudes towards outgroups that their supporters perceive as undesirable; increasing their popularity among their ingroups

Individual differences in in-group bias

- Some individuals are more vulnerable to ingroup bias
 - Those for whom the in-group is a central component of their self-concept and who take a particularly strong pride in belonging to it
 - After the 9/11 terrorist attacks, US citizens who strongly identified with being 'American' were more likely to report prejudicial beliefs than those whose nationality was less central to their self-identity
 - Those with *fragile* self-worth: unstable/defensive high self esteem (high explicit + low implicit SE)



Intergroup Competition can lead
to Prejudice

Intergroup Competition and Prejudice

- When two groups compete for a limited number of resources, one group's success becomes the other's failure, creating a breeding ground for prejudice.

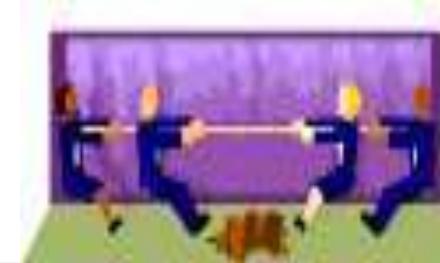
Intergroup Competition and Prejudice

Realistic Group Conflict Theory

- Groups become prejudiced toward one another because they are in real conflict over competition for scarce resources (ex. Jobs)
- When groups are in conflict, two changes occur:
 - Increased hostility toward the opposing outgroup
 - Intensification of group loyalty

Robbers' cave experiment

Muzafer Sherif



- Stage 1: Creating in-groups
 - Keeping groups separated
 - Group members are constantly together – eating, playing, working, sleeping
 - A leader and unique social identity develops



Robbers' cave experiment

Muzafer Sherif



- Stage 2: Instilling inter-group competition
 - Competition over scarce resources such as attractive prizes
 - Manipulations to make the other group appear to behave unfairly
 - Inter-group prejudice, hostility and aggression



Robbers' cave experiment

Muzaffer Sherif

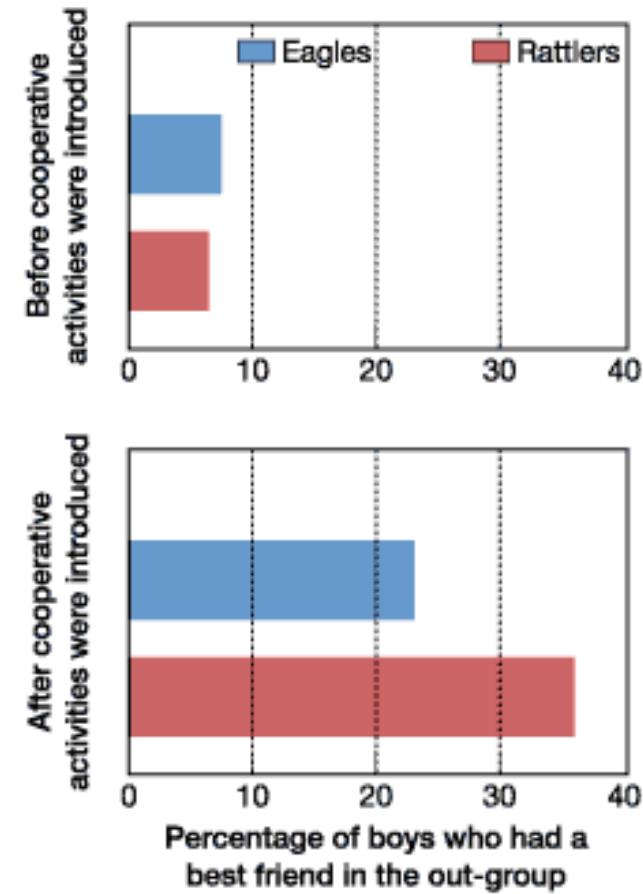
- Stage 3: Encouraging inter-group cooperation
 - Just bringing groups together did not reduce hostility
 - Encouraging inter-group cooperation
 - “Superordinate goals”:
 - Ex. Repair the water line, tow the truck, collect money for a film
 - Decreased hostility

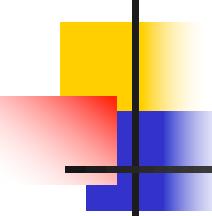
Robbers' Cave Study



Robbers' Cave Experiment (M. Sherif)

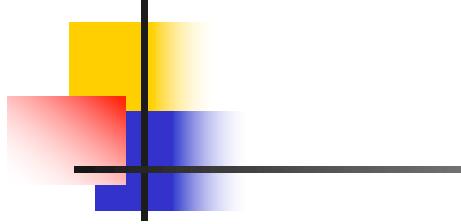
- Boys were randomly separated into two groups
 - “Rattlers” and “Eagles”
- Competitions fostered hostility between the groups.
- Experimenters contrived situations requiring cooperation for success.
- Cross-group friendships increased.





Recent extension of Realistic Conflict Theory

- The mere **perception** of threat to resources or safety is often sufficient to bring about intolerance
- **Symbolic** threats can also lead to prejudice
- Not everyone responds to real and perceived threats with fear and intolerance
 - Most likely among individuals whose personal values *encourage* rather than discourage anti-egalitarian behavior



Blue-eyes/Brown eyes demonstration (Jane Elliot)

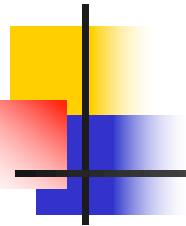


Prejudice can serve as a
Justification for Oppression

Prejudice can serve as a Justification for Oppression

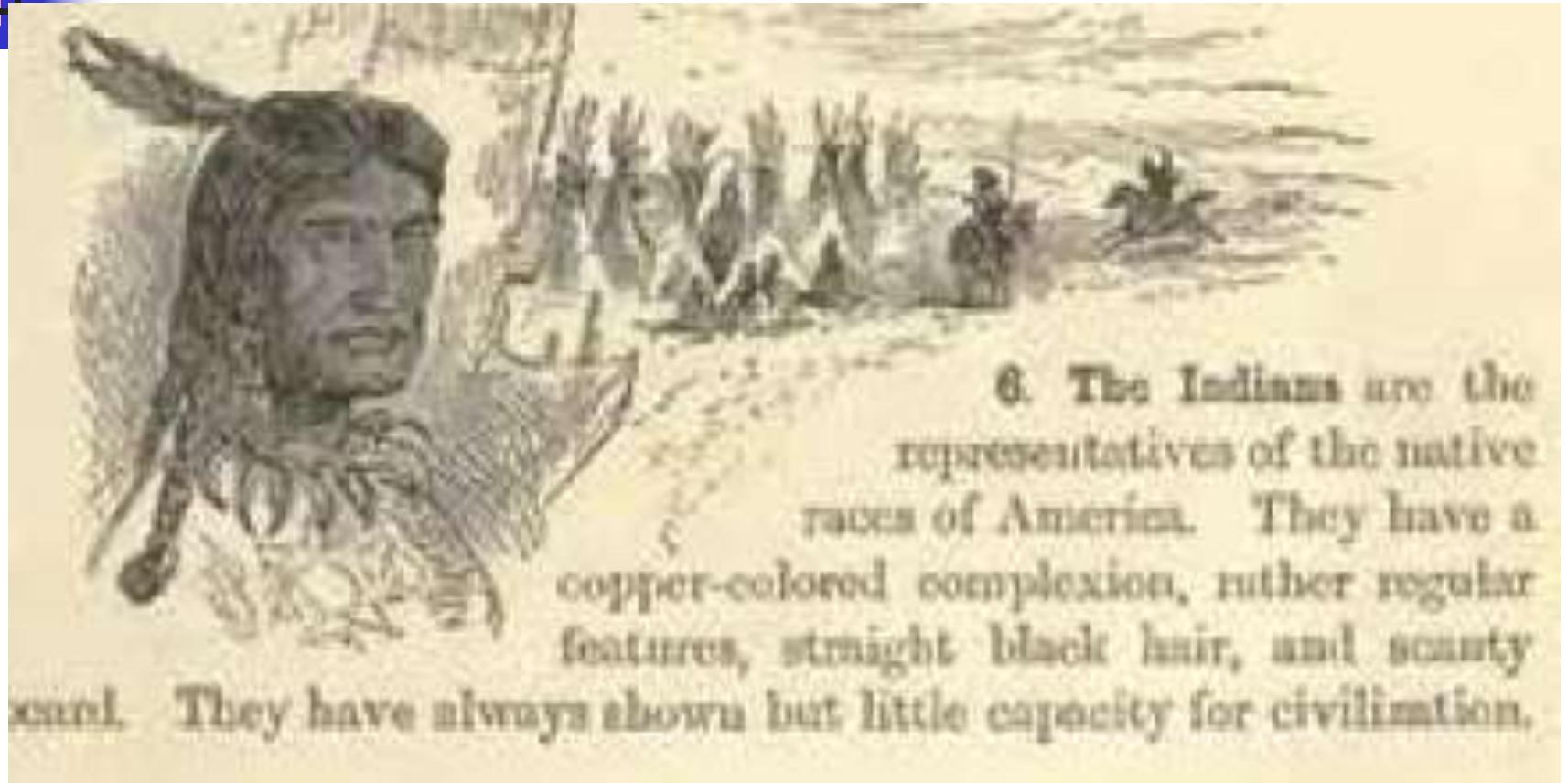
- **Social dominance theory:** In almost all societies, groups can be organized in a power hierarchy with one group **dominating** over others and enjoying most of the resources, while the subordinate groups receive most of the liabilities (Pratto, 1996; Sidanius & Pratto, 1999)
- Groups at the top develop prejudice against those at the bottom.

Prejudice as justification for oppression

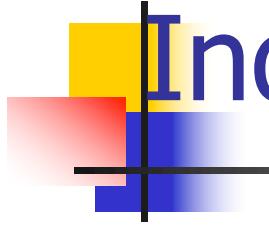


- ❑ Oppressor group might justify its oppression through *dehumanization* & *derogation* of the “other”
 - ❑ Ex. ‘Natives needed civilizing’

Justification for Oppression



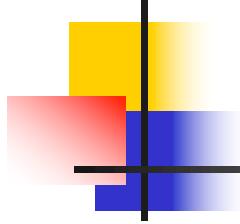
6. The Indians are the representatives of the native races of America. They have a copper-colored complexion, rather regular features, straight black hair, and scanty beard. They have always shown but little capacity for civilization,



Individual Differences in SDO

- Individuals may differ in social dominance orientation
 - the extent to which they view the world as a competitive place
 - the extent of their interest in supporting the status hierarchy

Items from the SDO scale

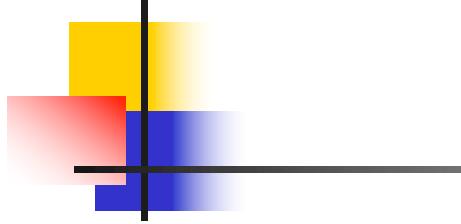
- 
- *In setting priorities, we must consider all groups.* *
 - *We should not push for group equality.*
 - *Group equality should be our ideal.* *
 - *Superior groups should dominate inferior groups.*

* Reverse coded items

Cross-cultural research on SDO

(Pratto & colleagues, 2013)

- Study in 20 countries including Turkey
- Rejection of dominance and inclusion of groups was *normative*; but some individuals within each sample were more accepting of group hierarchy.
- Lower scores on SDO correlated with *stronger endorsement* of more women in leadership positions, *protection* of minorities, and *aid* to the poor.



Authoritarianism is associated
with hostility towards outgroups

“Authoritarian personality” theory (Adorno & colleagues)

- Early psychoanalytic approach (Adorno & colleagues) described “authoritarianism” as typical of members of the Nazi Party
 - submission to authority figures
 - intolerance of those who are weak or different
 - hostility toward out-groups
 - strong desire to identify with and conform rigidly to the existing social order and cultural values
 - belief that morality is a matter of clear right and wrong choices (self-righteous)

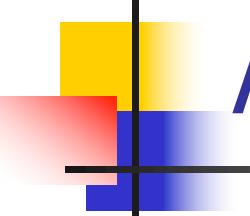
“Authoritarian personality”

(Adorno & colleagues)

- Was characterized in terms of:
 - unresolved and repressed childhood conflicts and
 - hostility toward harsh, critical parental authority
 - redirected hostility toward outgroups, especially those that are weaker or unconventional

Problems with theory of 'authoritarian personality'

- Authoritarian personality theory:
 - treats prejudice as a personality trait
 - neglects social factors such as socio-historical context
 - Ex. Why holocaust happened *when* it did



Social Learning Perspective on Authoritarianism since the 80's

- Modern reinterpretation emphasizes **social learning** processes
 - Most likely in authoritarian households
 - Children/adolescents learn a prejudicial style of thinking from important people around them
 - Often associated with conservative political views
 - Altemeyer on right wing authoritarianism:
Enemies of Freedom

Authoritarianism

- 
- People high on **authoritarianism**:
 - have a strong desire to identify with and *conform* to the existing order
 - are socialized to view the world as a *dangerous* and threatening place (out of a learned sense of fear and insecurity)
 - have a perception that other groups pose a *threat* to one's in-group
 - *generalize* out-group hostilities

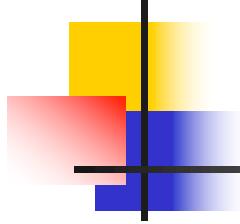
Items from the Right Wing Authoritarianism Scale

- *What our country really needs instead of more "civil rights" is a good stiff dose of law and order*
- *The fact on crime, sexual immorality and the recent public disorders all show we have to crack down harder on deviant groups and troublemakers, if we are going to save our moral standards and preserve law and order*
- *Homosexuals and feminists should be praised for being brave enough to defy "traditional family values" **
- *The situation in our country is getting so serious, the strongest method would be justified if they eliminated the troublemakers and got us back to our true path*

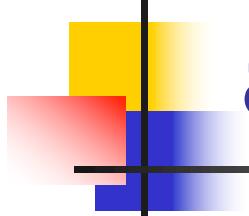
*Reverse coded item

Authoritarianism

- 
- May vary on a societal level over time as a function of *perceived social, military or economic threat.*
 - Greater during times of international tension



Can we Reduce Intergroup Bias and Intolerance?

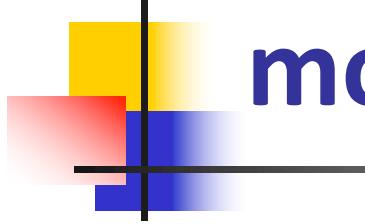


How Can we Reduce Intergroup Bias and Intolerance

- Individual Based Approach
- Group Based Approach

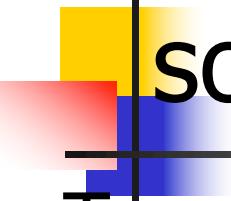


Prejudice and Discrimination can be
Reduced by
Monitoring Stereotyped Thinking



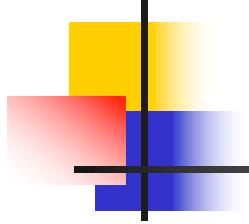
Stereotyped thinking can be monitored

- Self-awareness & Self regulation: We can inhibit our stereotypical behavior if we make a conscious effort
 - Becoming aware of one's biases and being concerned about them is critical
- Discrimination can be avoided if
 - low-prejudice standards are central to self-concept and
 - we bring these standards to mind before acting



People can become agents of social change

- Targets of prejudice can reduce prejudice by
 - assertively responding
 - communicating displeasure in a way that is visible to the perpetrator
 - reduces negative feelings within the target
 - provides opportunity to educate perpetrators
 - raises awareness/reduces prejudice
- Individuals from the nonstereotyped group can play a strong role as an ally in confronting prejudice as it is generally not perceived as 'self-serving'



The **Contact Hypothesis**
identifies social conditions
that reduce intergroup conflict

TABLE 8.5

Reducing Prejudice Through Social Contact

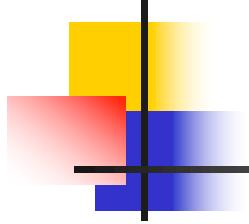
Now that you have learned how to develop an individual program to reduce your own prejudice (refer back to figure 8.9), let's now set to work on reducing prejudice on a group level. According to the original contact hypothesis, intergroup prejudice can be reduced if the first four conditions listed below are met. Recently, Thomas Pettigrew has suggested a fifth necessary condition, friendship potential. Think about intergroup hostilities on your own college campus or in your local community. Perhaps this conflict involves men and women, gays and heterosexuals, or people from different racial groups. How could you develop a "Tolerance Campaign" utilizing these conditions?

Four Necessary Conditions in the Original Contact Hypothesis

1. *Equal Social Status*: Members of groups in conflict should interact in settings where everyone has roughly equal status.
2. *Sustained Close Contact*: Interaction between members of different groups should be one-on-one and should be maintained over an extended period of time.
3. *Intergroup Cooperation*: Members of different groups should engage in joint activities to achieve superordinate goals.
4. *Social Norms Favoring Equality*: There must be a clear social perception, largely fostered by group authority figures, that prejudice and discrimination are not condoned.

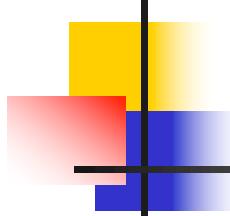
A Fifth Necessary Condition in the Reformulated Contact Hypothesis

Friendship Potential: Developing friendships with outgroup members precipitates initial reductions in intergroup tensions and fosters emotional ties that are important in reducing prejudice over time.



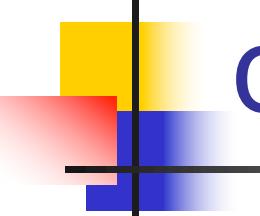
Empirical Research on Contact

- Sharing a dorm room with a member of another ethnic group can reduce stereotypes and prejudice
- Superordinate goals -- Jigsaw classroom (Aronson, 1971)



Empirical Research on Contact

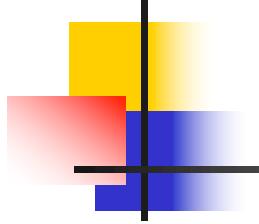
- Even 'imagined contact' reduces intergroup prejudice!
 - Ex. Shenel H. Raman's work on the Cyprus context where segregation makes real contact difficult



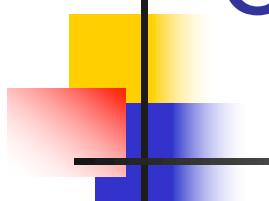
Imagined Contact under optimal conditions

- *I would like you to take a minute to imagine the following story. A Greek Cypriot student and a Turkish Cypriot student found an opportunity to meet in a summer camp. Their languages and religions were different but their culture were very similar. Also, both students were very successful dancers. After summer camp, they took a decision to join the world dance contest. Dance School where the students are enrolled supported their decision and students achieved a very important success.*
- Results: Reduced negative affect, positive behavioral tendency and a higher likelihood of meeting a Greek Cypriot

Equal Treatment

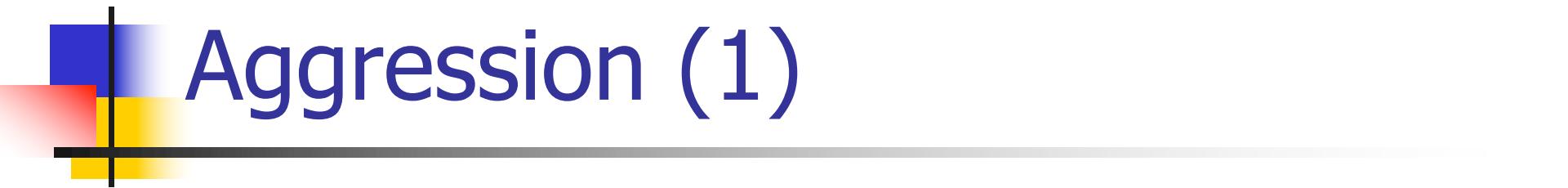


- Research on minority adolescents from Turkish and Moroccan heritage in Belgium
 - Perceived discrimination at school, as well as experimentally manipulated stereotype threat predicted *lower* student success
 - Perceived equal treatment buffered the negative effects against such threats
(Baysu, 2016)



Our responsibilities as teachers

- To help internalize that combatting prejudice and discrimination is a collective responsibility that includes all of us
- Ex. Sexual Prejudice
 - To sensitize heterosexually identified students to problematize heteronormativity and to interrogate how it affects their *own* lives, rather than accept it as given.
 - To assume responsibility to make alternatives to heteronormativity visible in the curriculum and pedagogy; to ensure that non-heterosexual students feel seen in the curriculum.

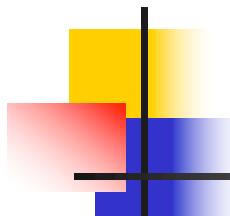


Aggression (1)

Hale Bolak Boratav
Spring 2023

Which ones are aggressive?

- Thief knocks woman down to steal her purse
- Doctor causes pain by setting a broken bone
- Small child grabs the beard of the doctor who is giving her a shot, and yanks it with all her might, sneering 'It hurts!'
- Angry husband throws dishes on the floor and breaks them
- Jilted lover posts letters from her former sweetheart on Facebook



What is Aggression?

- Any form of behavior that is *intended* to harm or injure some person, oneself, or an object
- Different from *anger*



Instrumental and Hostile
Aggression have different Goals

Instrumental vs Hostile Aggression

Instrumental aggression:

The intentional use of harmful behavior so that one can achieve some other goal, anticipation of reward or the avoidance of punishment

- Often deliberate and rational

Instrumental vs Hostile Aggression

Hostile aggression:

The intentional use of harmful behavior, triggered by *anger*, in which the goal is simply to cause injury or death to the victim.

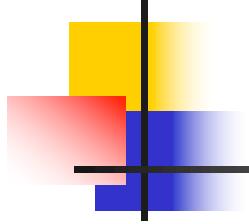
- Often impulsive and irrational

Instrumental vs Hostile Aggression

- There *is* a scientific basis for retaining this distinction, although many aggressive actions cannot be neatly placed into one category

Aggression can take different forms

- Physical
- Verbal
- Psychological
- Sexual
- Digital



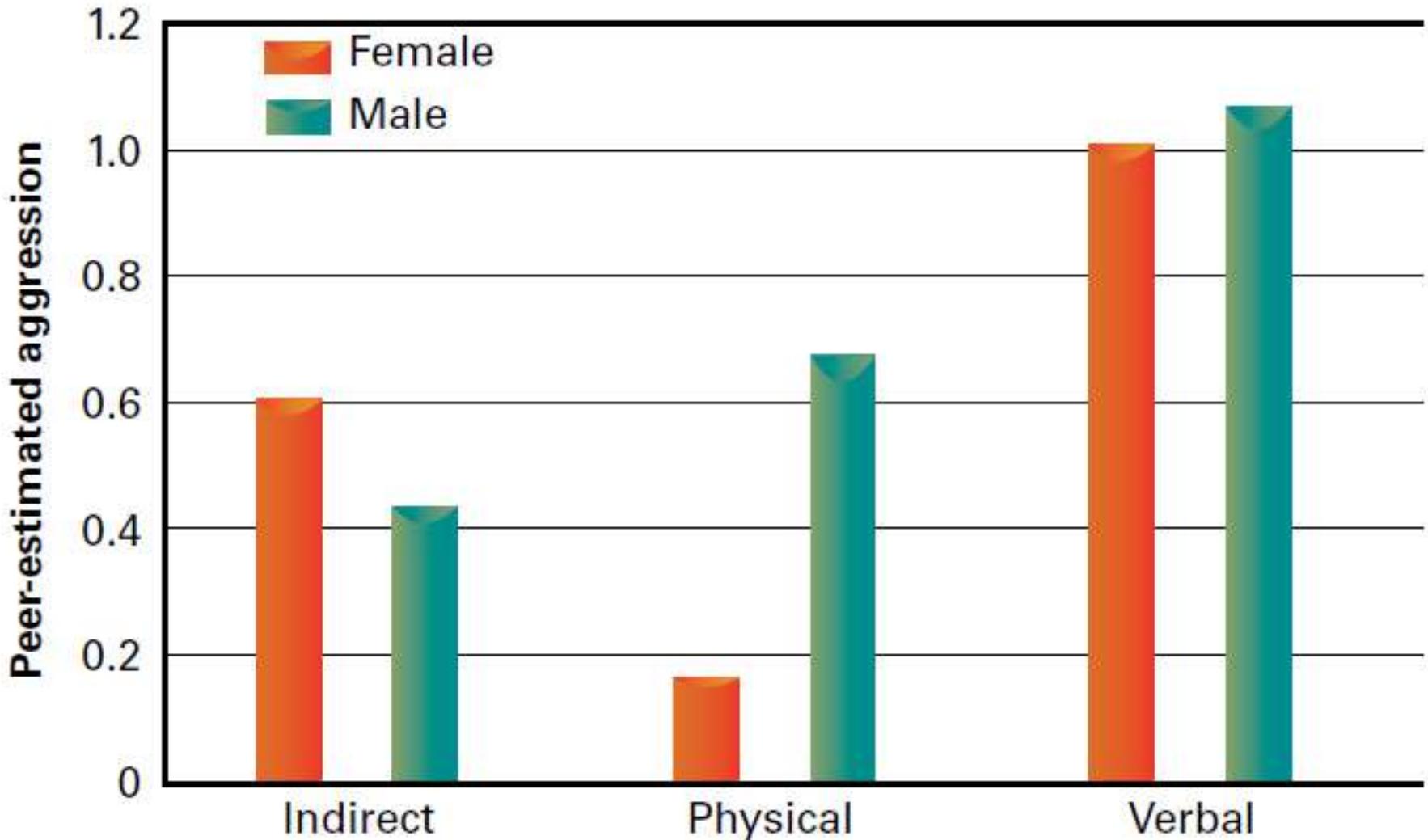
Gender and Personality moderate
the Expression of Aggression

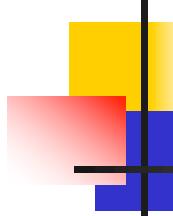


Gender and Aggression

- Men and women are similar in their verbal aggression
- Men are more likely than women to engage in aggression that causes pain or physical injury
 - Lower among gay men

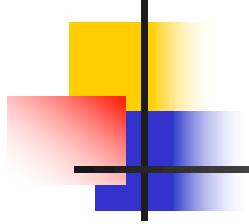
Gender and Aggression





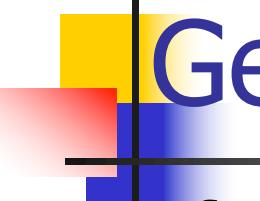
Gender and Physical Aggression

- Gender moderates the experience of physical aggression
 - as an exercise of control and reclaiming power over others provoked by challenges to their self-esteem or respectability, a positive experience (men)
 - as being stress induced and triggered by a loss of control, a negative experience (women)



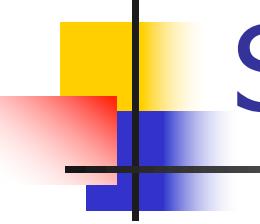
Gender and Aggression

- The more spontaneous and unplanned acts of hostile aggression are more descriptive of the antisocial acts of women
- The more planned and calculated actions of instrumental aggression are more typical of men.



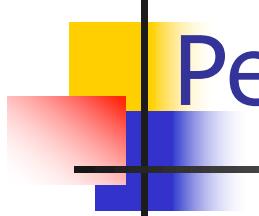
Gender and Indirect Aggression

- A form of social manipulation in which the aggressor attempts to harm another person without face-to-face contact.
 - Includes gossiping, spreading bad or false stories, telling others not to associate with a person, and revealing someone's secrets.
 - Primarily exhibited by females.
- Whereas male physical aggression tends to go down with age, female indirect aggression is shown at all ages.



Socialization of Aggression

- Boys & girls learn to hurt (same-sex) each other in the way it matters
 - Dominance (boys) vs Feeling of inclusion (girls)
- Indirect aggression may be more effective in the intimate friendship networks of girls
- Direct and physical aggression by girls may be less effective than it is for boys
- Direct expression of aggression is less sanctioned for girls

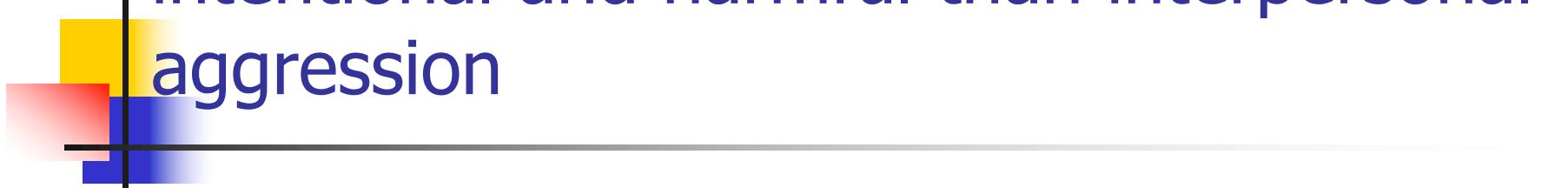


Personality traits related to Aggression

- *Irritability*: The tendency to explode at the slightest provocation.
- *Rumination*: The tendency to retain feelings of anger following provocation.
- *Emotional susceptibility*: The tendency to experience feelings of discomfort and inadequacy.

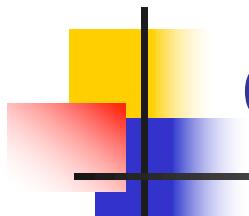
Also,

- Fragile self esteem



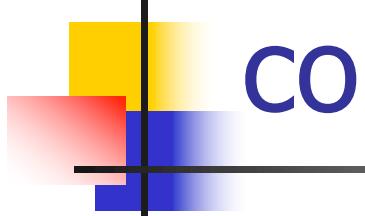
Intergroup aggression is often more intentional and harmful than interpersonal aggression

- Wars
- Gangs
- Genocides



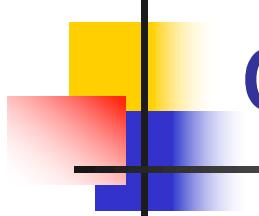
Psychological dynamics behind collective aggression

- *Realistic Conflict Theory:*
 - At times of conflict, intergroup hostility and ingroup loyalty result in ethnocentrism



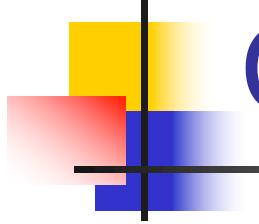
Psychological dynamics behind collective aggression

- *Dehumanization:* Removing the target group from the perceived world of humanity, thereby eliminating inhibitions against aggressing against them
 - 'They deserve our aggression'
 - Can follow incidents of harm to one's ingroup by the outgroup



Psychological dynamics behind collective aggression

- *Group Polarization:*
 - When planning collective aggression, ingroup members' initial (negative) attitudes towards the outgroup become even more hostile after the group discussion.

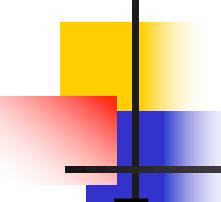


Collective Aggression

- In societies with more war
 - more war-like sports and more severe punishments for all kinds of crimes
 - interpersonal violence is legitimized as a way of resolving conflicts ☹



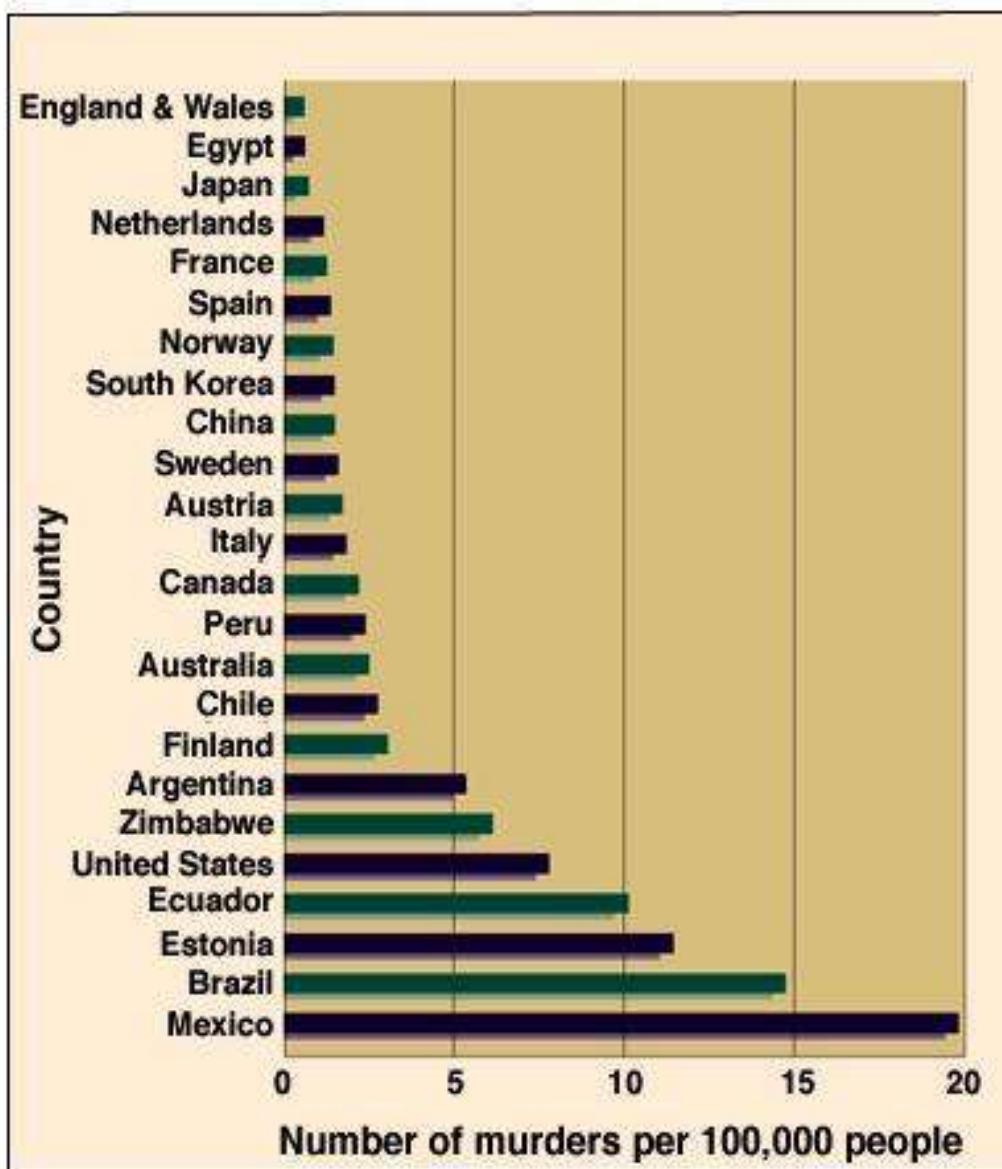
The Biology of Aggression

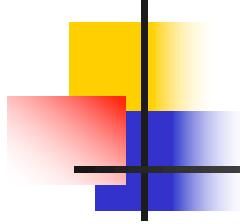


Evolutionary Perspective

- Evolution shaped our aggressive behavior patterns as a way to secure resources, survive, and successfully reproduce
 - Physical violence of males against less aggressive males resulted in social dominance and higher chances of mating
 - Indirect aggression among females to raise their own status and damage reputation of other females
 - Genetic survival predicts that aggression would be directed against non-kin (mostly correct)
 - Can't explain differences across cultures or within a culture over time

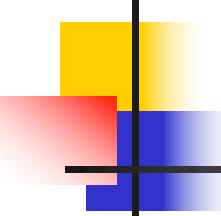
Murder Rates Around the Globe





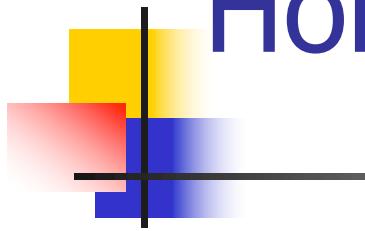
Behavior Genetics

- Looks at the role of inheritance
 - Studies with fraternal vs identical twins
 - Genetic and environmental factors interact in shaping aggression
 - Ex. Parents' harsh punishment of early genetically influenced aggressive behavior of twins was shown to increase later aggression (Narusyte et al., 2007).



Hormonal Activity

- Influences aggressive behavior, but the exact nature of the relationship in humans is not clear
- Focus of research has been testosterone:
 - Linked to increased social dominance, competitiveness and aggression
 - Found to affect conscious and unconscious thinking in ways that provoke anger and inhibit fear
 - High levels associated with less fear when encountering an angry person, less empathy when encountering a fearful person
 - Disrupts and redirects neural activity normally inhibiting aggressive behavior



Hormonal Activity

- Testosterone levels are
 - also raised through aggression or just competition
 - higher with low-income and stress
- Serotonin, a brain chemical, regulates aggression, inhibiting impulsive actions



Aggression (2)

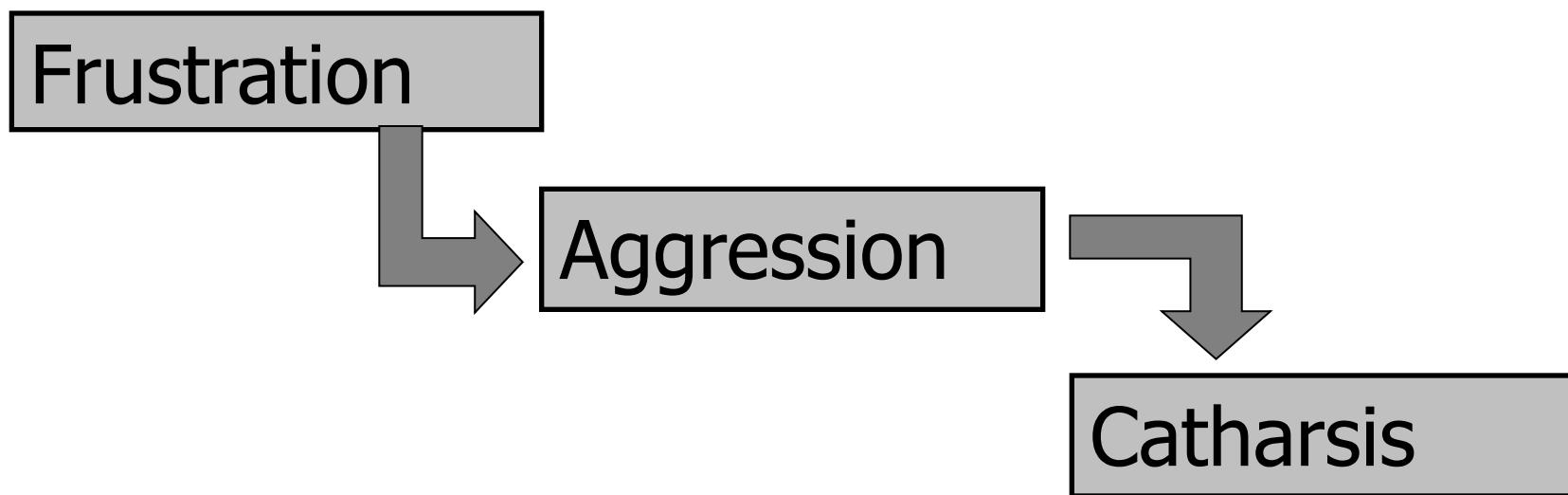
Hale Bolak Boratav
Spring 2023

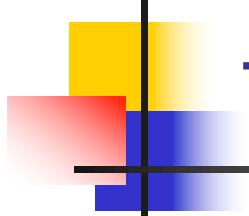


Aggression as a Reaction to Negative Affect

Frustration-Aggression Hypothesis

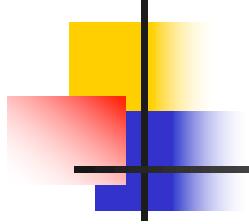
- Frustration (something that prevents you from obtaining a goal) always elicits the drive to attack others
- Expression of aggression results in reduction of aggressive tendencies



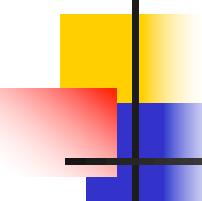


Revision of the thinking on the frustration-aggression-catharsis link

- ✿ Perception of **hostile intent** moderates the link between frustration and aggression.
- ✿ No support for **catharsis** hypothesis
 - ✿ Domestic fights tend to escalate aggression
 - ✿ Watching competitive sports doesn't reduce aggressive behavior

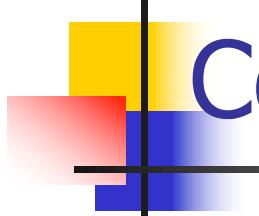


Cognitive- Neoassociationist Model (L. Berkowitz)



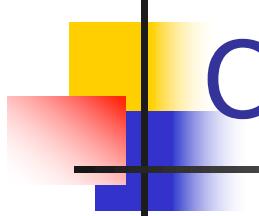
Unpleasant situations can activate aggressive thoughts and associations

- It is the **negative affect**, and not frustration itself that stimulates the inclination to aggress!
- Negative affect due to unpleasant experiences gets encoded into **memory** and becomes cognitively associated with negative thoughts, emotions, physiological reactions, reflexes.
 - When these associations are strong, activation of one may activate the others (priming)
 - Explains our affect driven initial, impulsive, or 'unthinking' reaction to negative affect



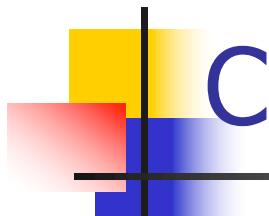
Cognitive-Neoassociationist Model

- ❖ High-order cognitive intervention processes can be activated in stage 2
 - ❖ Higher level thinking, when we are self-aware, can change and control our aggressive tendencies
 - ❖ Individuals who are slower to act on their anger are more likely to engage in self-regulation.



Cognitive-Neoassociationist Model

- Events that result in intense levels of negative effect activate aggression related cognitions and emotions that increase the tendency to aggress:
 - “Heat hypothesis”
 - The discomfort of hot weather can increase levels of aggression



Cognitive-Neoassociationist Model

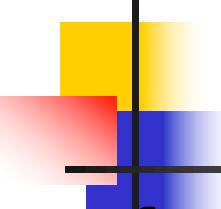
- Aggressive cues as “triggers”
 - Mere presence of aggression associated cues can trigger aggression, especially among people who are *angry*
 - Caveat: An object serves as a cue to aggression only if it is clearly associated with aggression related concepts in memory
 - Ex. Hunting rifles vs assault weapons

Alcohol consumption

Increases the likelihood of aggression

Through **disinhibition**, alcohol produces

- weakened restraints against aggression
- reduced attention to inhibiting cues such as provocateur's intent, and possible negative consequences of violence
- lack of self-awareness and attention to standards of nonviolence
- an "excuse" for inappropriate behavior

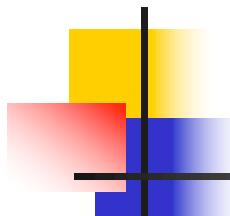


Excitation transfer (Zillmann)

- If individuals are frustrated or angered while they are physiologically aroused, they are more likely to respond with aggression.
- Can intensify hostility-based aggression, when physiologically arousal through:
 - exercise
 - noise
 - music
 - violent movies
 - a sports contest

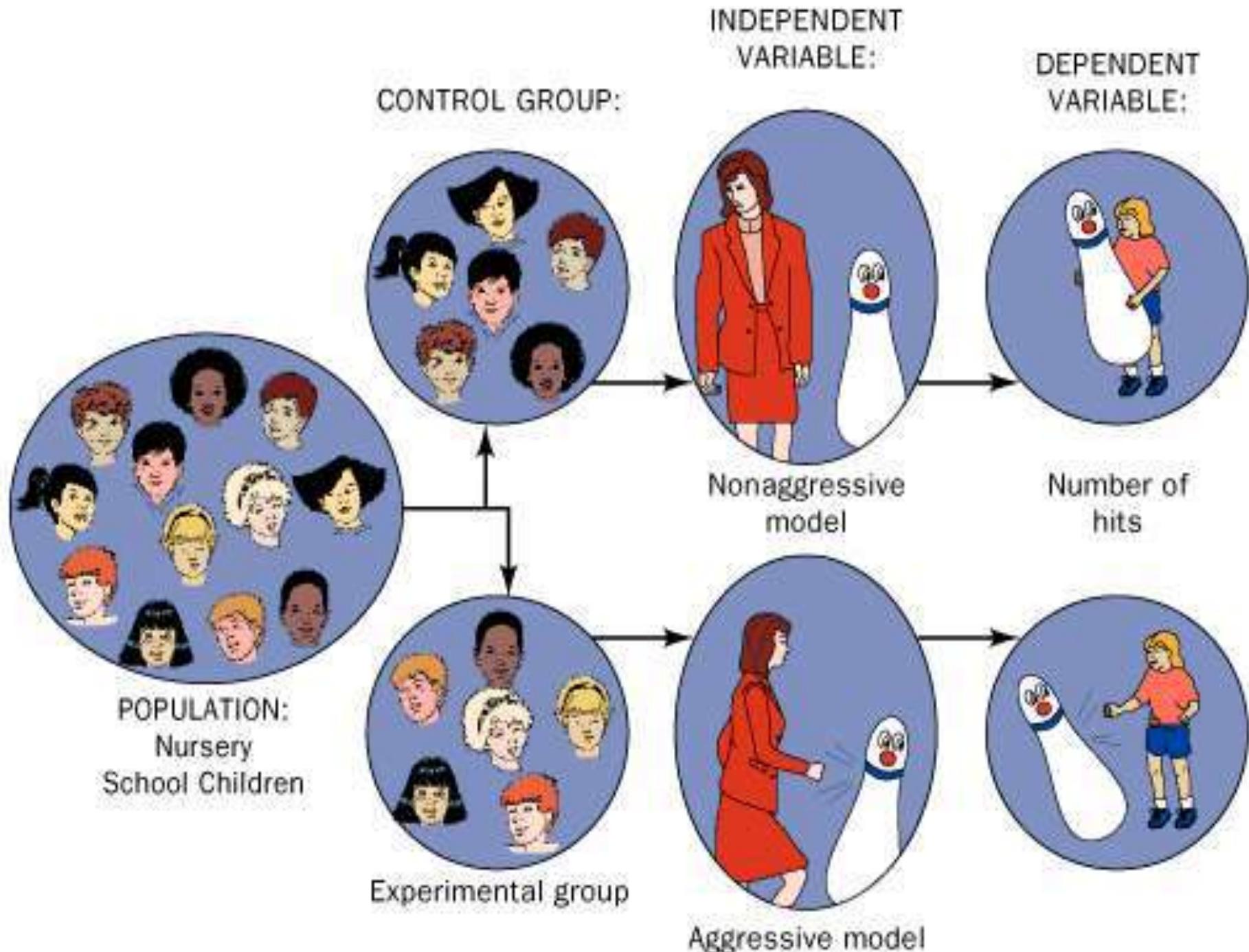


Learning Aggressive Behavior

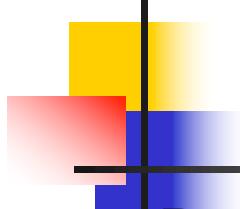


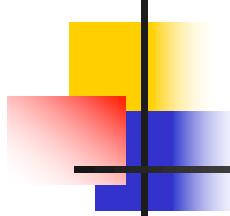
Social learning theory

- Emphasizes the acquisition and maintenance of aggressive behavior.
- Proposes that social behavior is learned by
 - being directly rewarded and punished for our own actions
 - observing and imitating the actions of others
 - Ex. The bobo doll experiment (Bandura, 1961)
 - Particularly actions of others who have been rewarded for their aggressive behavior



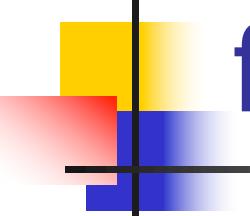
Social learning and parenting

- 
- Parents are major sources of imitation and reinforcement
 - A parent who uses punishment may not be successful in the long run.
 - Child says 'we are now even'. Not given a chance to reflect on her behavior
 - Short-term interruption/External compliance
 - Angers the child
 - Models aggression



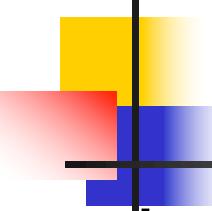
Learning of Aggressive Scripts

- Guidelines for behavior and problem solving that are developed and stored in memory and is characterized by aggression.
- Are often derived from observing aggressive actions of others.
- When strongly developed, lead to aggressive solution of social conflicts.
- Can be changed ☺



Media and media violence fosters aggressive behavior

- Aggressive scripts can develop by viewing media violence.
- Research suggests a correlation between viewing violence on media and aggressive behavior
- Children who show more violent behavior also
 - prefer & watch more violent TV
 - identify more with aggressive TV characters
- Problem of reverse causality?



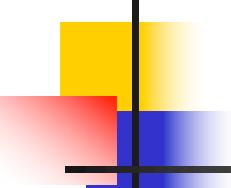
Violence on TV and film

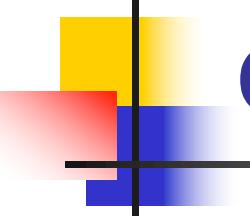
- The longitudinal correlational study (Eron & coll)
 - Measurements of preference for violent TV and aggressive behavior taken at ages 8, 18, & 30.
 - Boys who watch violent TV grew up to be aggressive adults.
(Aggressive boys did not grow up to watch more violent TV!)
 - What appears to influence later aggressiveness is children's identification with aggressive characters

Violence in Music Videos and Lyrics

- Research indicates consistent evidence of violent lyrics increasing aggression-related thoughts and feelings.
 - Watching or listening to violent music:
 - Causes people to be more accepting of antisocial behavior.
 - Creates an emotional mindset that makes aggressive responses more likely.

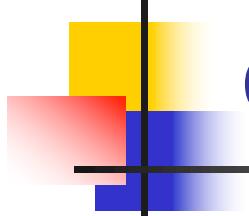
Violence in Video Games

- 
- Exposure to high video-game violence is associated with heightened aggression.
 - No gender differences.
 - Even brief exposure significantly increases:
 - Aggressive thoughts, emotions,
 - Physiological arousal
 - Aggressive behavior
 - Interactive nature of video games and personalization of one's own in-game characters increases aggressive tendencies!



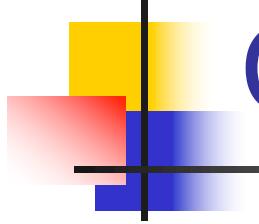
Mechanisms of media exposure connection to aggression

- Learning of aggressive scripts
 - Identification with the aggressive characters
 - Attributions: Seeing the violence as justified
- Aggression associated cues can prime aggressive thoughts, feelings and behaviors, and physiological arousal



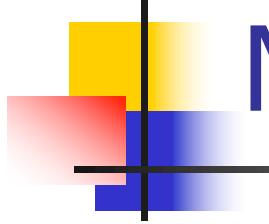
Mechanisms of media exposure connection to aggression

- Emotional Blunting or Desensitization
 - Indifference to aggressive outbursts and habituation to violence in real life
 - Less inclination to regulate aggressive urges when angry
 - Greater inclination to use aggressive scripts as means to solve social confrontations



Copy cat violence

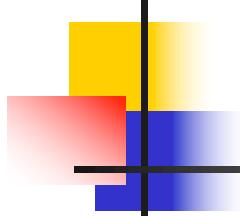
- Sensational publicity about violent murders or suicides tends to result in more of the same through imitation



Media Violence: conclusions

- Media violence is neither *necessary* nor *sufficient* to produce aggressive behavior.
- Aggressive behavior is multiply determined. By itself, media violence is not very likely to foster aggression.
- However, media violence may contribute to aggressive acts in some individuals.

Culture of Violence in Turkey

- 
- Precapitalist old norms and moral values have been eroded as a result of rapid social change and urbanization, and have not been replaced with new ones
 - The traditional macho culture that values masculinity, power and bravery is still strong
 - Is aggressiveness increasingly coming to be seen as more ordinary in Turkey? If so, why might that be?



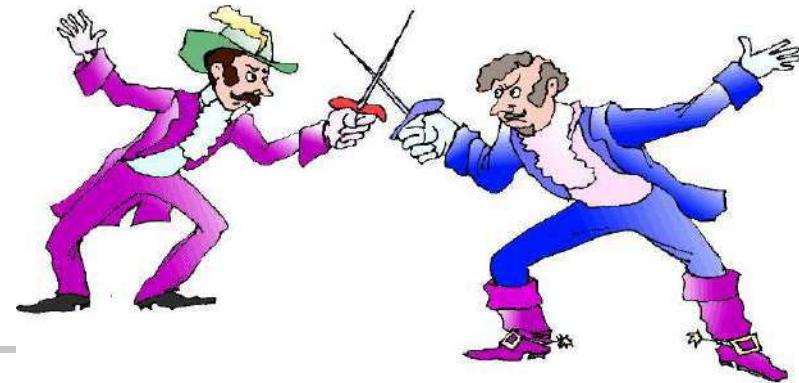
Culture of Violence in Turkey

- Children spend more time consuming media than spending time with parents
- Does TV normalize violence? Violence sells!
- Violence and abusive behavior against children in schools, dorms
- Violence and intolerance against women is on the increase – masculinist restoration (Kandiyoti)
- Violence and abusive behavior modeled by politicians
- Difficulty with acknowledging and dealing with societal traumas, traumatic experiences in the military and police

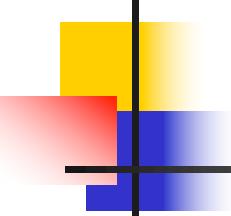


“Cultures of Honor” encourage
Male Violence

Culture of Honor



- Learning to be aggressive is also related to cultural belief systems.
- In cultures that place a high value on *honor*, males learn from childhood that it is important to show a willingness to fight to death against insults and to vigorously protect their reputation and *property*
- Traditional Turkey can also be characterized as having a high culture of honor.
- 'What is honor?'

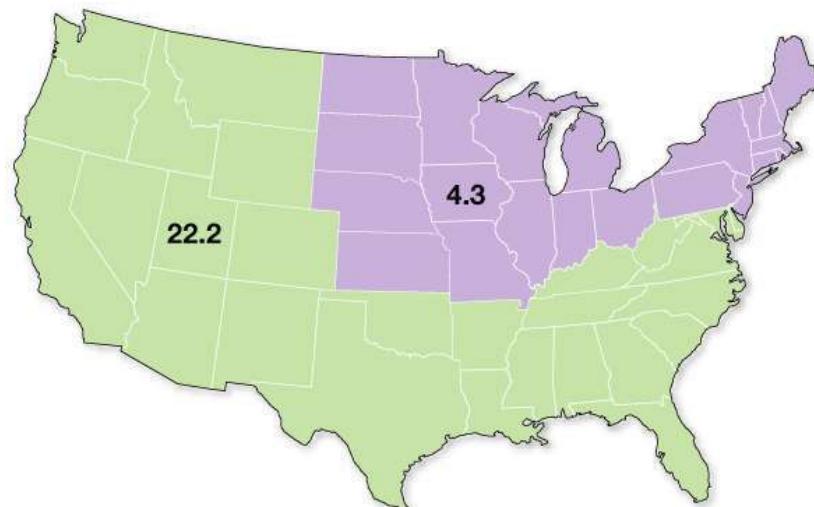


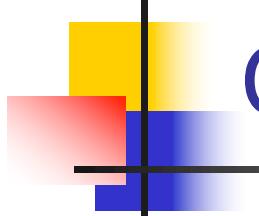
Culture of Honor (Nisbett & Cohen)

- This set of cultural values is more common among historically herding (as opposed to agricultural) regions
- Archival analysis revealed that southern and western states have higher rates of honor-related crimes (such as murder to avenge a perceived insult to one's honor, and revenge related crimes involving lovers' triangles) where a man's public prestige and honor has been challenged.
 - These cultures also appear to be more *approving* of violence.

Culture of Honor

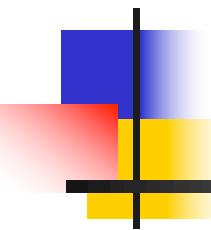
- Although herding economy has become less important in the South and West, the legacy of its culture of honor remains.
 - Experimental studies





Culture of Honor: Cultural and Individual Differences

- The culture of honor in the South and the West is unique to White males.
- In the street culture of the inner city, there may be another culture of honor where young Black males may struggle to gain and maintain respect by responding violently to perceived insults.
- Individual differences also exist!

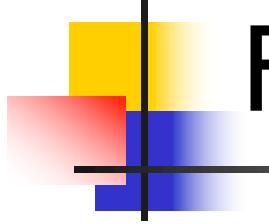


Aggression (3)

Hale Bolak Boratav
Spring 2023



Sexual Aggression



Forced Sexual Acts

- Most common in societies characterized by male violence
- Overwhelmingly perpetrated by men against women and men
- In the vast majority of cases, assailant is known to the victim:
 - Ex. Acquaintance rape, marital rape
- Underreported in most parts of the world



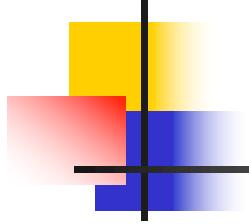
Why is it difficult for a rape survivor to name it as rape?

Not being able to name it rape

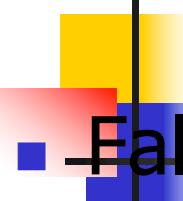
(A. Kahn, L. Philips, M. Koss)

Research: It is **less** likely for a woman to name her experience as rape, if:

- the perpetrator is an acquaintance and she perceives rape as assault by a “stranger”
- the perpetrator did not use much aggression
- the negative effect of the experience has not been extreme
- the perpetrator was under the influence of alcohol
- there was no previous experience of being subject to male aggression
- she was not supported by the people with whom she shared the event
- she does not want to accept being a “victim”, and wants to perceive herself as a person mature enough to prevent similar events from happening in the future

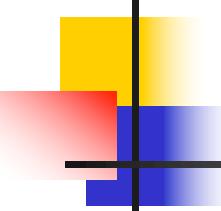


Rape Myths serve to Justify Sexual Violence



Rape Myths

- False beliefs that justify sexual violence
 - Blame victim for the attack
 - Suggest it wasn't the man's fault
 - Minimize the violence and the harm
- Women may make themselves vulnerable to rape by.....
 - Being in a relationship, going to his apartment
 - The way she dresses or acts
 - Initiating the sexual encounter
 - Wandering alone at night
 - Being intoxicated

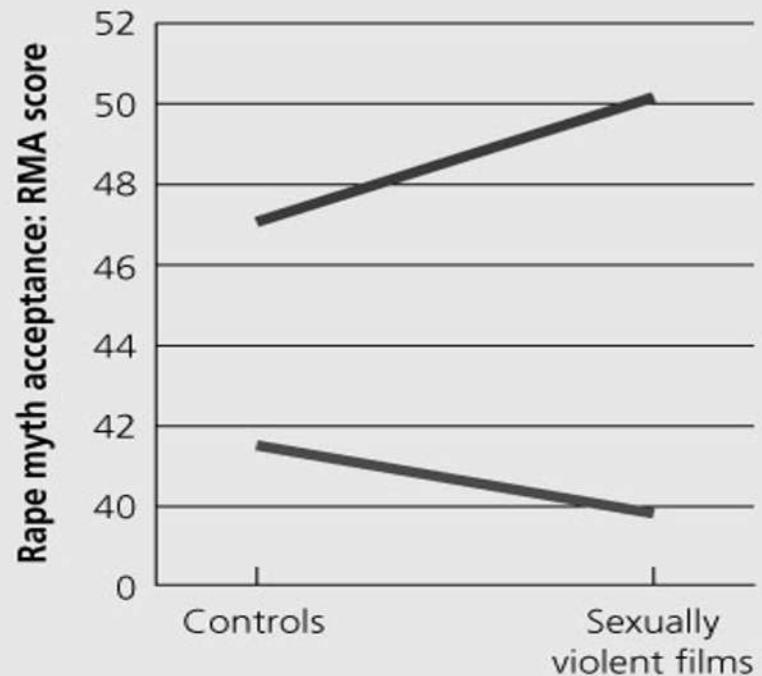
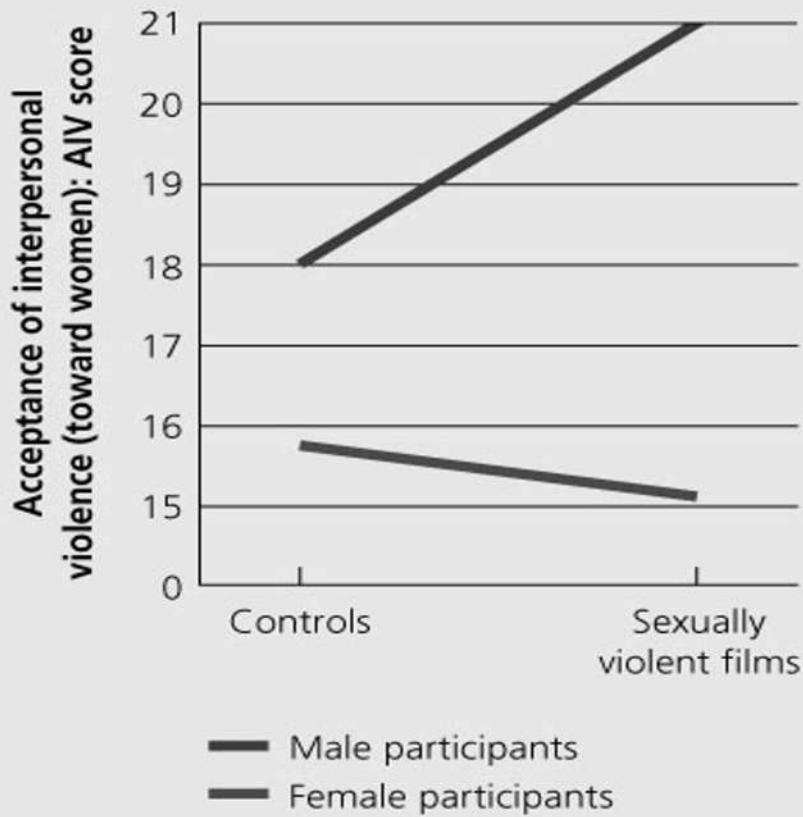


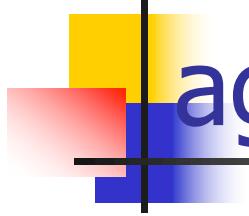
Rape Myths

- Believers are less likely to empathize with rape victims and more likely to blame victims for causing the assault.
- Endorsed more by heterosexual men than heterosexual women.
- Strongly held by convicted rapists.
- Likely taught through social learning
 - Increased by men's exposure to pornography

Effects of mass media exposure on acceptance of violence against women (Malamuth & Check)

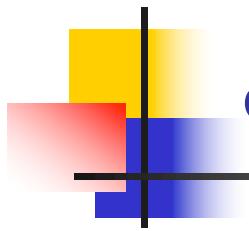
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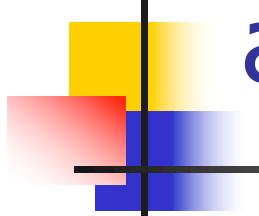
Does pornography *provoke* male aggression against women?

- Erotica = sexually suggestive material that is nonviolent and respectful of all persons portrayed
- Pornography = sexual material + abuse or degradation
- The rape myth is the false belief that women enjoy forcible sex.



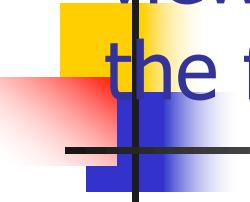
Does pornography *provoke* male aggression against women?

- Laboratory Experiments
- Surveys and Archival Research on the connection between prevalence of pornography and rates sexual assault



Does pornography *provoke* male aggression against women?

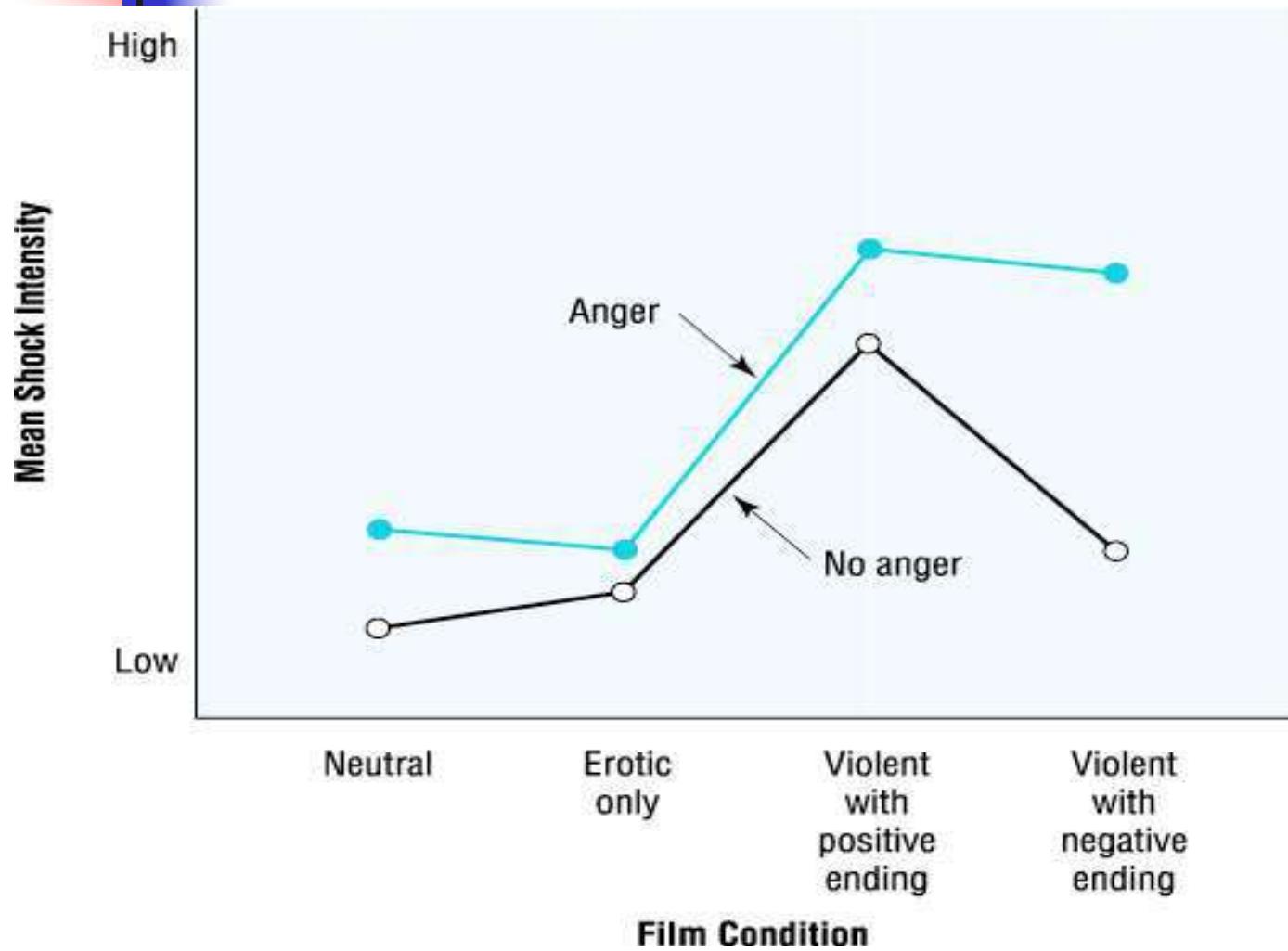
- Experimental research provides good support for the hypothesis that exposure to violent pornography increases men's acceptance of the rape myth



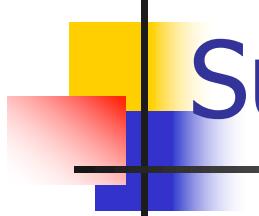
How does the film's reaction to rape affect male viewers' subsequent level of aggression towards the female confederate? (Donnerstein & Berkowitz)

- In lab studies, men's exposure to violent pornography increases aggression against a woman.
 - When male subjects had been previously angered by the female confederate
 - When the pornography contained a message that women enjoy the violence

How does the film's reaction to rape affect male viewers' subsequent level of aggression towards the female confederate? (Donnerstein & Berkowitz)

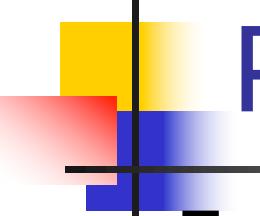


Shock
Intensity as a
function of
prior angering
and type of
erotic film



Survey and correlational studies

- In a longitudinal study,
 - men who had been exposed to parental spousal abuse and also had a history of viewing violent pornography
 - were significantly more likely than other men to engage in sexually violent behaviors towards women, such as sexual assault, coercive sex and sexual harassment (Ybarra & Thomson, 2018)

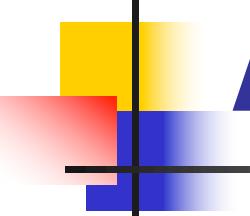


Rape is a display of Power and Dominance

- Exercise of power and the enjoyment of sexual *dominance* is a more important motive than *sexual* gratification in sexual assault.
 - Related to the masculine need to conform to rigid masculine norms
 - Convicted rapists see rape as an aggressive conquest that validates their sense of hypermasculinity!
 - More common in honor cultures

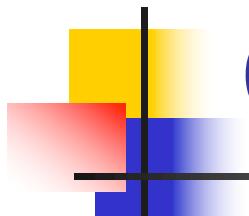


Culture-based Sexual Scripts make acquaintance rape more likely!



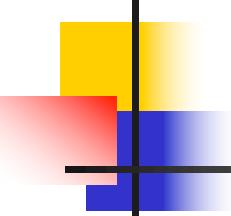
Acquaintance/Date Rape

- Forced sexual acts that occur either on a date or between people who are acquainted or romantically involved
- *Much more* common than stranger rape



Culture-based Sexual Scripts

- Research in the US shows that half of the adults believe that:
 - When a woman says 'no', she doesn't always mean it!
 - Those with traditional gender role attitudes and beliefs are more likely to endorse this

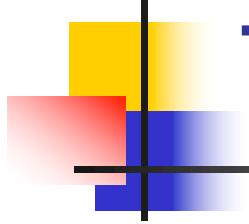


Culture-based sexual scripts

- Double standards that make sexual aggression more likely are learned as part of socialization
- Correspond closely to the characteristic behaviors of victims & perpetrators
- In the traditional hetero-sexual script, 'Nice girls don't say "yes", real men don't say "no" (Charlene Muehlenhard)

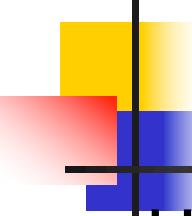
Script #1: The resistant female role.

Script #2: The predator male role.



The resistant female role

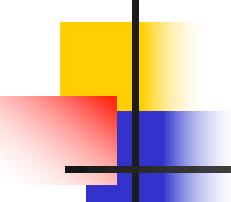
- May result in “token resistance,” especially by women who conform to the traditional feminine role
- Is “token resistance” a rational response to double standards?
 - It is acceptable for women to be ‘sexy’, but they can be seen as ‘loose’ if too sexually eager!

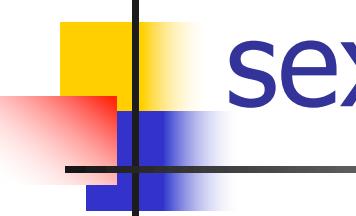


“Token resistance”

- Has the following situation ever happened to you? You were with a person who wanted to be with you in a sexually intimate way (ex. fondling, oral sex, intercourse, etc.) and you *wanted to also*, but for some reason, *you indicated that you didn't want to*, although you had every intention to and were willing to do so. In other words, *you indicated "no", but you meant "yes."*
 - Research finds this to be the case for about 30% of women

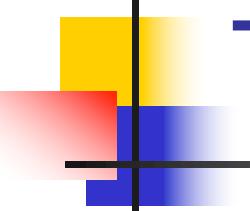
The resistant female role

- 
- Potential outcomes of “token resistance”
 - Perpetuates restrictive gender roles
 - Discourages honest communication
 - Encourages men to ignore a woman’s refusals
 - Might reinforce men’s rape myths
 - That men sometimes need to overcome women’s resistance, as ‘token resistance’ is expected!
 - May precipitate later acquaintance rapes by men who conform to the traditional masculine gender role.



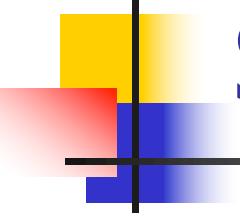
Characteristics of victims of sexual assault

- Not communicate limits of acceptable behavior
- Have problems forcefully conveying a clear 'No'
 - Be non-assertive or give mixed messages



The predator male role

- Associated with the desire to exercise power and dominance over women
- The 'predator male' typically
 - Tends to be more sexually active than other men
 - Treats women as if they were his property
 - Generally has a history of antisocial behavior
 - Displays a lot of anger towards women

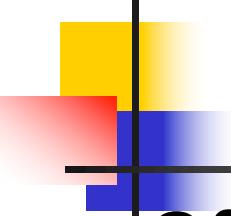


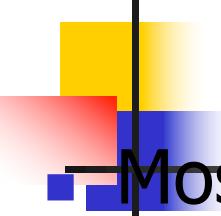
Sexual Aggression

Makepeace reports 2 distinct types of *courtship violence*:

Early in relationship	Later in relationship
<i>Predatory</i> violence more common – sexual exploitation.	Violence is more <i>relational</i> , motivated by jealousy & rejection.

Sexual Jealousy

- 
- Often leads to intimate violence.
 - Violent response by men based on sexual jealousy is socially sanctioned.
 - More likely to trigger violence among partners (heterosexual or homosexual) who are
 - isolated from the outside world
 - overly dependent on one another



Psychological Violence

- Most common form in relationships
- May be the hardest to recognize and empathize with
- Includes:
 - intimidation,
 - belittling/discrediting,
 - infantilizing,
 - making fun of,
 - cursing,
 - jealousy
- Makes you feel.....?

H. Bolak Boratav's research on sexual relationships

	Frequency	%
Uludağ University	121	24
Boğaziçi University	100	20
İstanbul Bilgi University	160	32
Mersin University	116	23

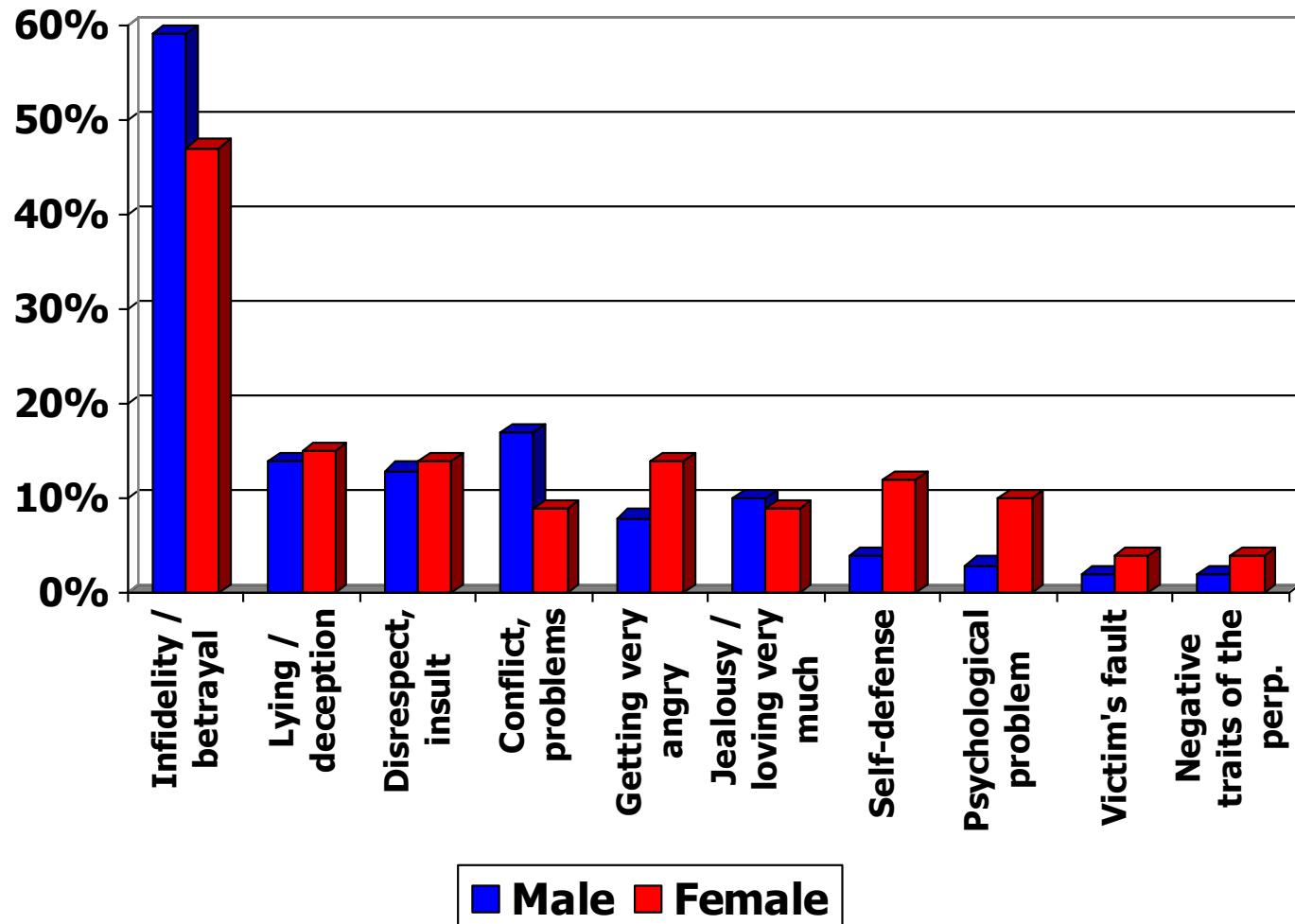
Acceptability of the use of aggression in the relationship

	Women	Men	Total	
	Number	%	Number	%
Is not acceptable for any reason	180	% 69	81	% 44
Can be acceptable for some reason	81	% 31	104	% 56

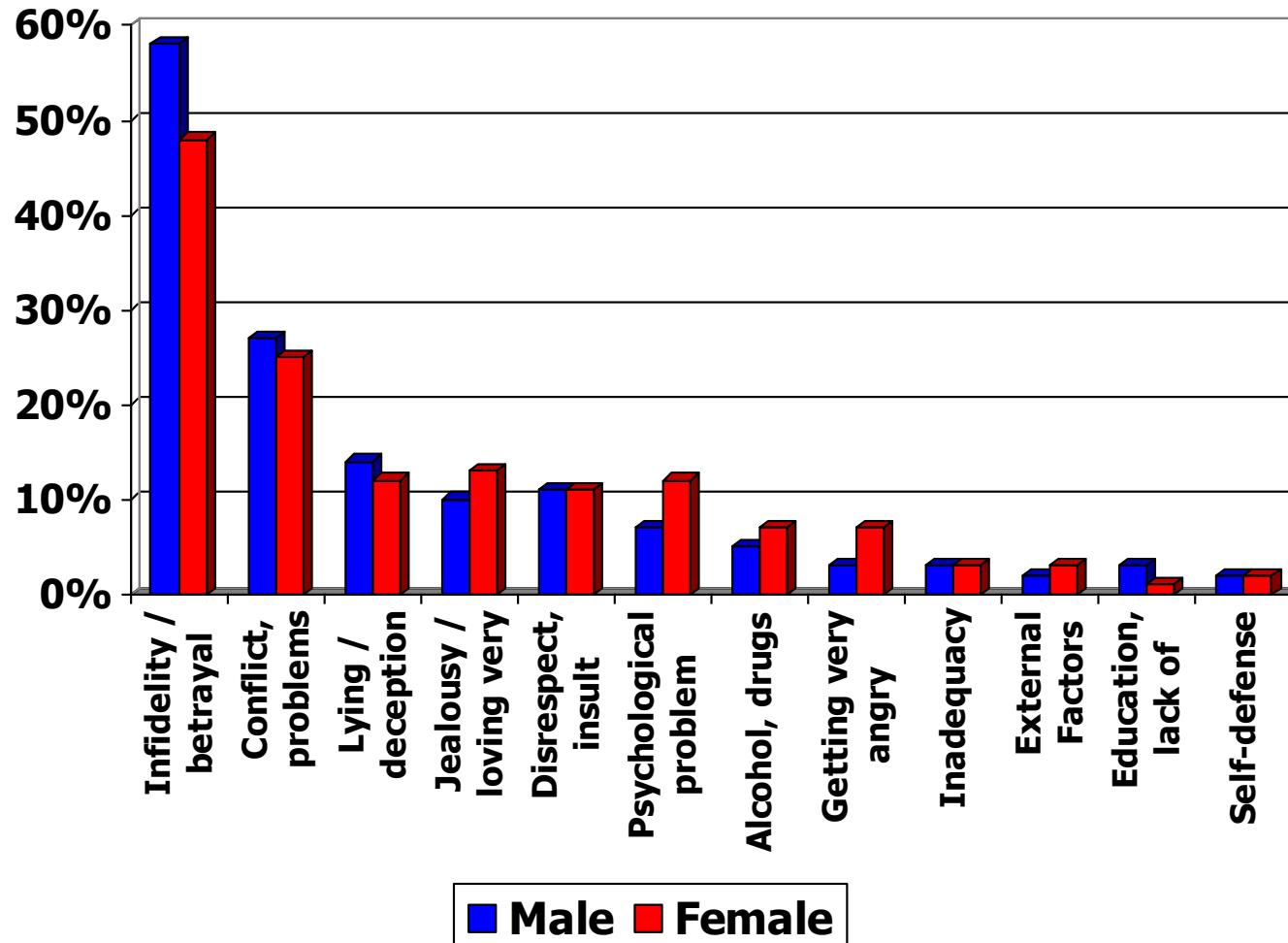
Expectation of the use of aggression in the relationship

	Women	Men	Total	
	Number	%	Number	%
Is not expected	89	% 37	47	% 29
Can be expected	149	% 63	116	% 71

Reason for Accepting the use of Aggression in a relationship

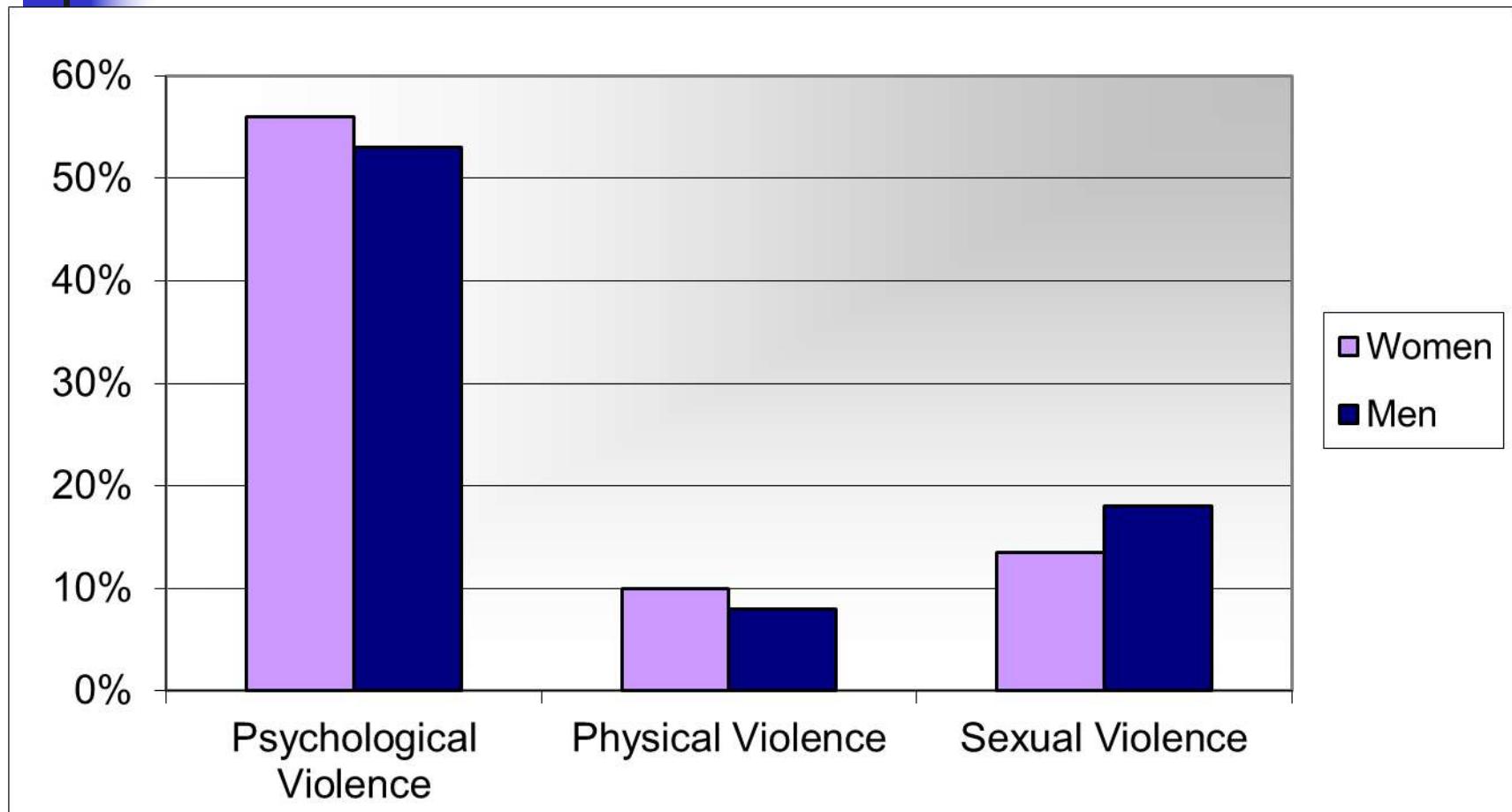


Reasons for Expecting the use of Aggression in a relationship



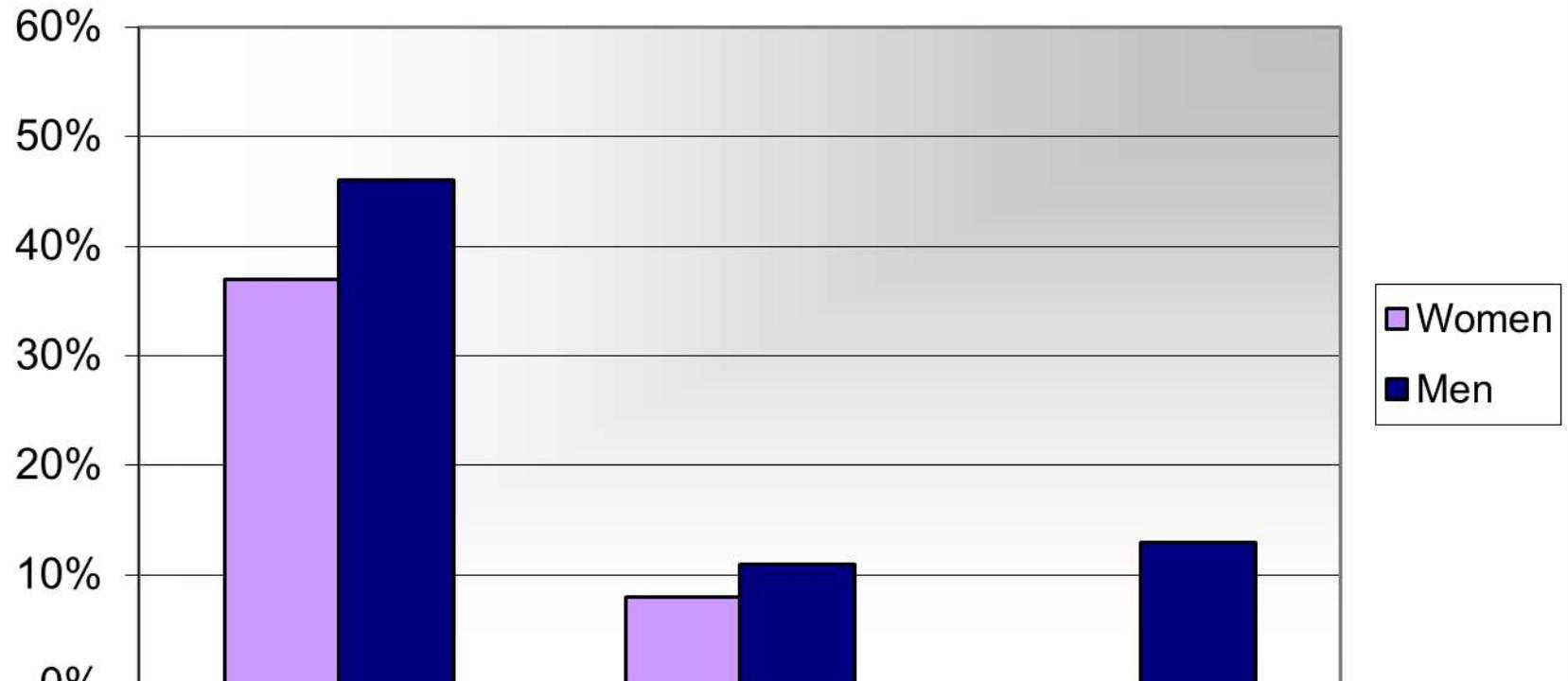
Experience as Victim

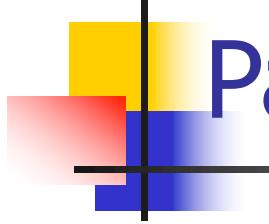
(% of participants with at least one experience of victimization)



Experience as Perpetrator

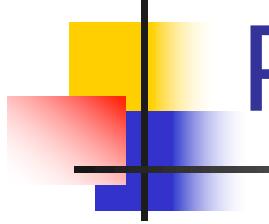
(% of participants with at least one experience of perpetration)





Partner abuse around the world

- The most common form of domestic violence
- When different countries are considered, in the relationships that involve abuse, the events that trigger aggression are markedly consistent.
Examples of such events are:
 - arguing with or disobeying the man
 - questioning the man about money or girlfriends
 - not preparing the meal on time, failing in house chores and child care
 - refusing to engage in sexual intercourse, and
 - the man's doubt about his female partner's fidelity



Partner Abuse

- In addition to physical aggression, includes a multi-dimensional control mechanism that has been understood in terms of a power/control wheel



**Crisis Support
Network**

1-800-435-7276

What is Domestic
Violence?

Am I a Victim?
Am I a Batterer?

Your Safety Plan

Family Violence

Cycle of Violence

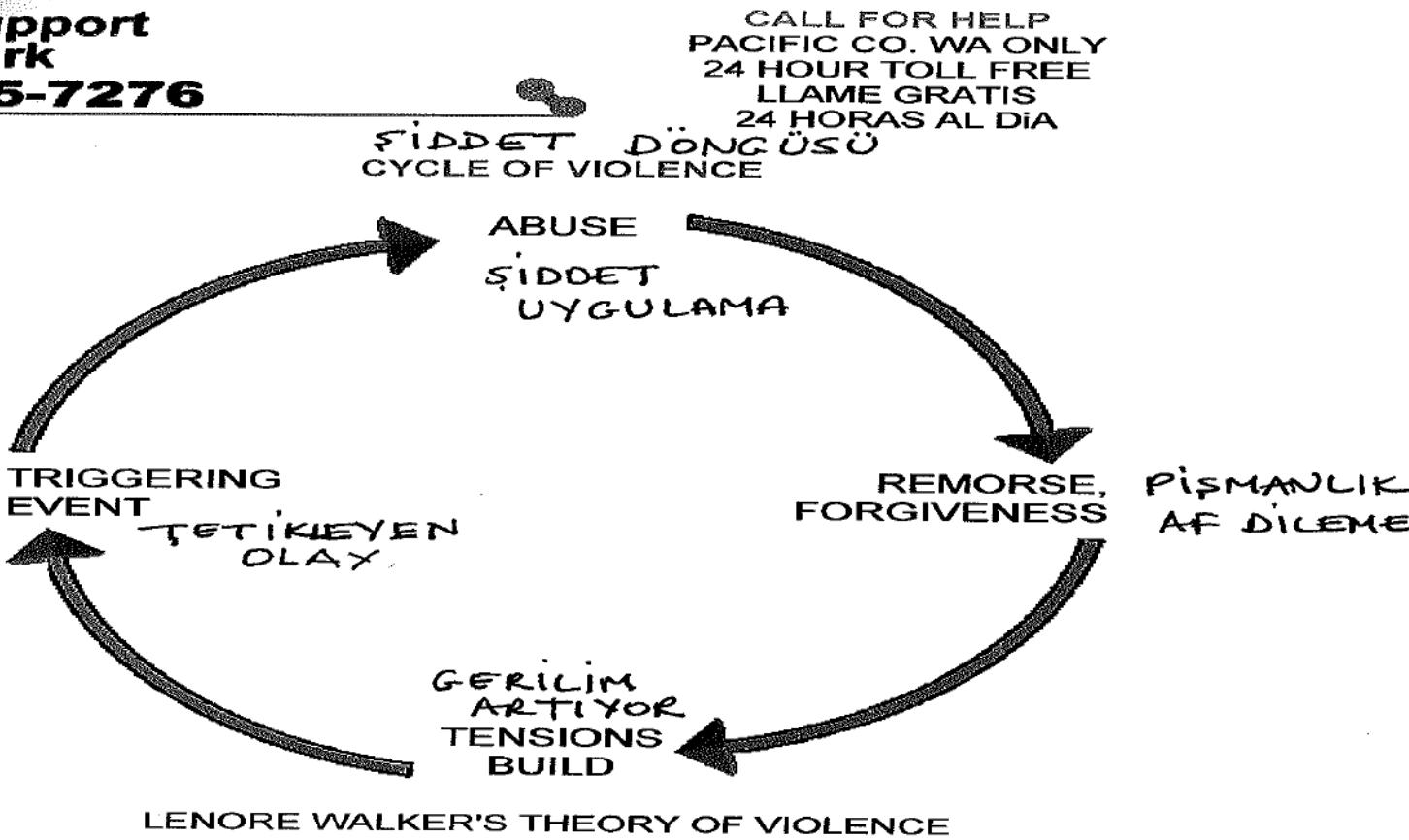
New Article

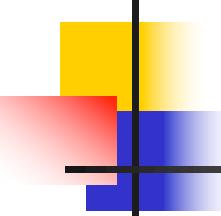
Article Archive

Home

Email Us

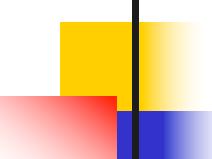
Email The National
Domestic Violence
Hotline





Partner Abuse in Turkey

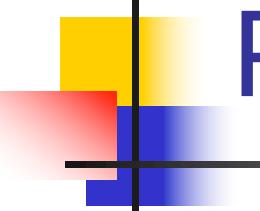
- Nuray Sakallı's research on attitudes towards wife beating in Turkey shows that:
 - Turkish climate (women's secondary status) is conducive to violence against women
 - Men approve more
 - Correlates with hostile sexism & support for patriarchy
- Situation in Turkey (Altınay & Arat, 2007)
 - Women don't see it as "family issue" anymore
 - Average: 35%, 40% in eastern Turkey
 - 2/3 women earning more than their husbands are subject to violence



Research on men who have killed and injured their wives (Ş. Tosun, 2015)

Interviews with 41 men in prison

- The most prevalent reason for why they used violence was: protecting honor, followed by jealousy – both come under *domination*
 - The need to control women's bodies
- The (hierarchical) language used by the state is also important:
 - 'Women are gentle and fragile; they are entrusted to us'
 - 'They cannot take decisions for themselves; their fathers and husbands should!'
- Current threat to the legal code 6284!

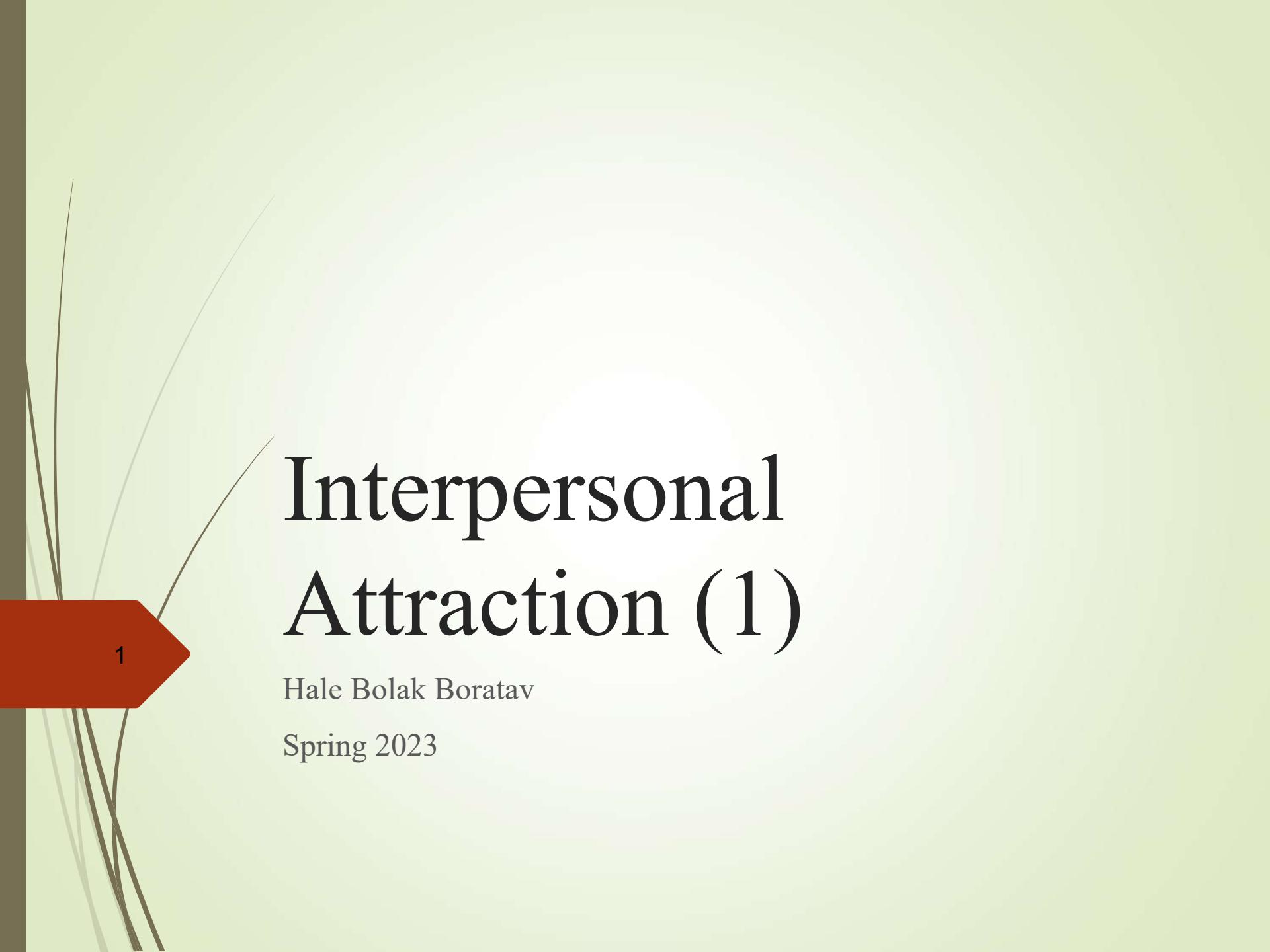


Reducing Aggression

- Inducing responses or emotions incompatible with anger or aggression (ex. Humor, Empathy)
- Social modeling
- Internalizing anti-aggressive beliefs
- Apologies as aggression controllers
- Reducing exposure to violence and
- Helping change perceptions & attributions about media violence
- Social skills training
 - Teaching nonaggressive responses to provocation

Preventing Acquaintance Rape

- 
- Addressing the rape myth
 - Sexual communication training
 - Discussing sexual scripts
 - Inducing empathy
 - Role playing



Interpersonal Attraction (1)

1

Hale Bolak Boratav

Spring 2023

Interpersonal Attraction:

- The desire to seek out others, to affiliate with them!



Why are we attracted to others?

3

- Think about a friend you really like
- How, when and why did you become friends?

Belongingness Needs

- ▶ We have a very powerful need to belong!
 - ▶ The need to interact with others and be socially accepted
- ▶ 2 reasons for affiliation are *comparison* and *exchange*!
 - ▶ Our desire to understand the world and ourselves, through *social comparison*
 - ▶ Our desire to get psychological and material rewards through *social exchange*

One reason for affiliation is social comparison

5



- **Social Comparison Theory (Festinger):**
 - One way to know ourselves and better understand our place in the social environment is to **compare** ourselves with others.
 - Most likely when we are in a state of *uncertainty*
 - Mostly with *similar* others
 - Used to judge and *improve* ourselves
 - Used to judge our feelings and choose our friends

Another reason for affiliation is social exchange

6

- **Social Exchange Theory:**

- We seek out and maintain those relationships in which the **rewards** exceed the costs.
 - We are attracted to those who best reward us.
 - We avoid or terminate relationships when costs are greater than rewards.
 - We also compare the level of costs and rewards in our current relationship with the possible rewards and costs in **alternative** relationships!





Many factors influence our affiliation desires

⁷

- Evolutionary heritage
- Central nervous system arousability and brain activity as individual difference factor
- Socialization
 - Culture, Gender
- Characteristics of the situation
- Characteristics of others

Evolution and Affiliation

- ▶ Our need to belong is an inherited trait that has helped us survive and reproduce (Bugental, 2000).
 - ▶ Pain of social rejection activates same brain regions as physical pain
 - ▶ Social acceptance is as important to our survival as avoidance of physical injury.
- ▶ But individuals *differ* in the expression of this need.

Nervous system Arousalability and Affiliation

9

- ▶ Eysenck's (1990) introversion and extroversion research:
 - ▶ We each have varying degrees of tolerance for stimulation from social interaction.
 - ▶ This tolerance may influence the emotions we experience in social settings.

Nervous system Arousalability and Affiliation

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- ▶ Introversion and Extroversion are associated with distinct patterns of brain activity.
- ▶ Introverts experience higher levels of CNS arousal chronically.
 - ▶ They seek to keep the environment from pushing arousal to an uncomfortable level.
 - ▶ Similar hypersensitivity is also associated with shyness
- ▶ Extroverts experience greater activation of dopamine pathways.
 - ▶ Associated with reward and positive affect

Socialization and Affiliation Needs

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- ▶ Cultural experiences further shape our affiliation tendencies.
- ▶ People in individualistic societies
 - ▶ have a higher need for affiliation with more people.
 - ▶ are generally expected to individually develop their own relationships in many settings.
 - ▶ relationships are numerous as result, but not necessarily intimate.

Socialization and Affiliation Needs

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► Gender:

- Girls are more likely to be raised to think, feel and act in ways that emphasize their emotional connectedness to others- more likely to develop a *relational* self
- Boys are more likely to be raised to develop an *independent* self

► Relational-Interdependent Self Construal Scale (RISC)

- Individuals high on RISC are more committed to their relationships, are more likely to consider needs of others when making decisions.

Characteristics of the Situation and Attraction

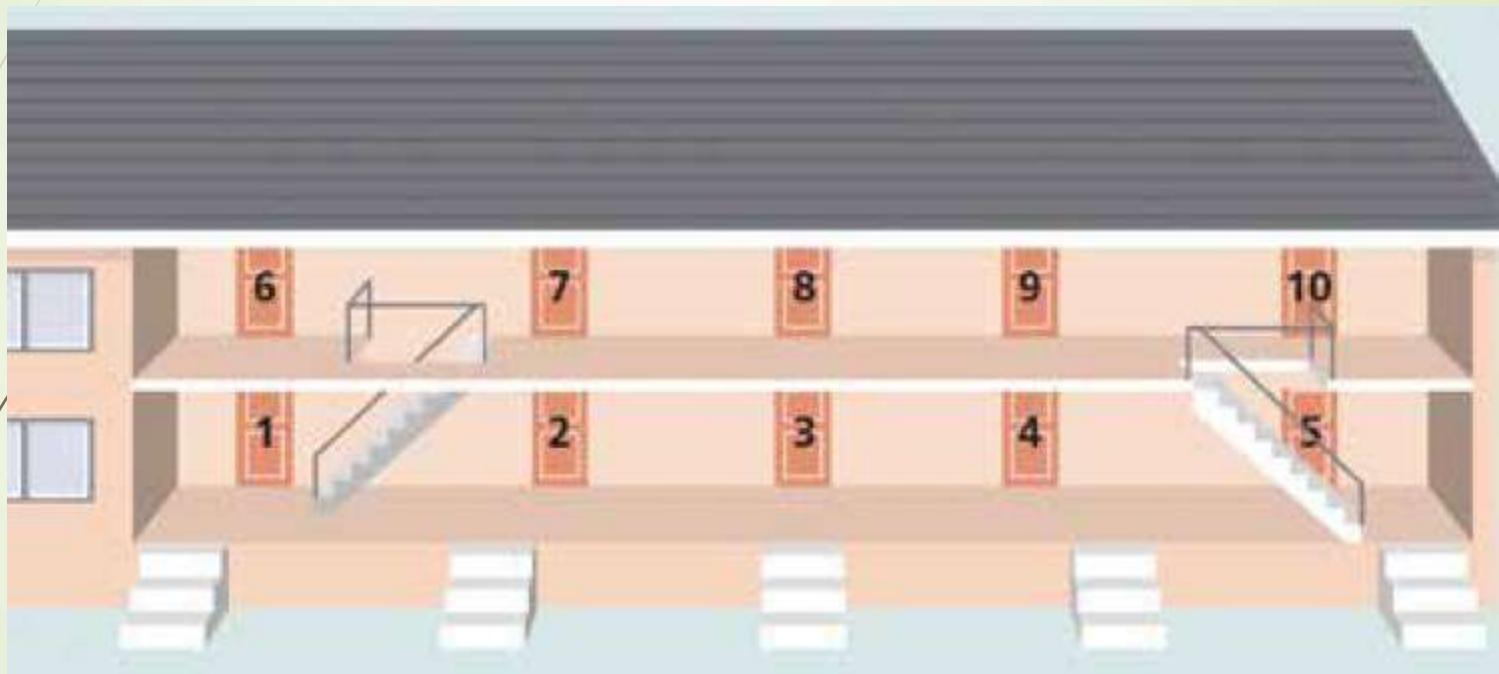
Proximity (actual physical distance and frequency of crossing paths)

- ▶ Close proximity fosters liking
 - ▶ A powerful factor in determining whether you become friends with other people.
 - ▶ Archival research on proximity and marital choices
 - ▶ Proximity has been shown to facilitate liking in housing projects, dormitories, office work environments, and classroom settings.
 - ▶ Research on ‘Westgate’ community

(Festinger, Schacter & Back)

Proximity

- Festinger et al. (1950)



Proximity

- ▶ Leads to more frequent exposure and increased familiarity
 - ▶ Also seen on the Internet (e.g., chat rooms) where you can be “virtually” close to another.
- ▶ Makes it easier to get social rewards from others
- ▶ Dislike can also be amplified by proximity!

Anxiety

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- ▶ Affiliation desires increase with anxiety.
 - ▶ External events that arouse anxiety/stress can motivate people to seek out others.
 - ▶ Exs?
 - ▶ Presence of others may provide reassurance
 - ▶ Need to appraise an uncertain & stressful situation fosters social comparison process

Anxiety

18

- ▶ External events that arouse anxiety/stress can motivate people to seek out others.
- ▶ Schachter's research on the role of situational stress (fear of electric shock): *high* anxiety resulted in higher affiliation needs.
 - ▶ ‘Misery loves company’
 - ▶ Because the presence of others serve as a distraction, comfort?

Anxiety

- ▶ External events that arouse anxiety/stress can motivate people to seek out others.
- ▶ Schachter's research on the role of situational stress (fear of electric shock): *high* anxiety resulted in higher affiliation needs.
- ▶ Further research: participants want to affiliate with not just anyone, but those waiting for the *same* stressful situation and likely to experience similar feelings.
 - ▶ To compare the others' emotional reactions to the stressful event with their own.

Anxiety

- Limitations to stress-induced affiliation response:
 - Does not apply to those waiting for a stressful event anticipated to be *embarrassing*.
 - Some people anticipating a fearful event prefer someone who has *already* experienced the event.
 - Research on patients waiting for bypass surgery (Kulik & Mahler)
 - These individuals are seeking cognitive clarity: the desire to obtain information from others regarding the dangerousness of a threat

Group Behavior (1)

Hale Bolak Boratav

Spring 2023

The Nature of Groups

How do you know you are part of a group?

Are they a group?

- Truck Drivers
- People who watch Müge Anlı
- 2nd yr Psychology Class
- People waiting outside a bank for it to open
- Türk Tabipler Birliği
- A jury
- Bilgi Psychology Club
- Family

What is a group?

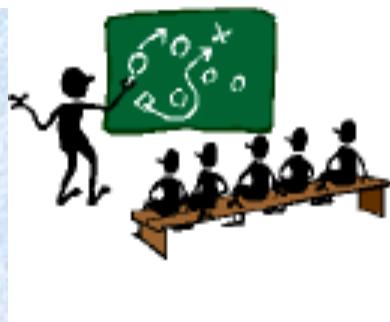
- Several interdependent people who have emotional ties and interact or have the potential to interact on a regular basis.
 - Depend on each other to achieve group goals.
 - Events that affect one member affect others.

Groups accomplish
Instrumental Tasks and satisfy
Socioemotional Needs

Groups accomplish instrumental tasks and satisfy socio-emotional needs

- Groups accomplish instrumental tasks
 - Work groups, interest-based groups
- Groups satisfy socio-emotional needs
 - Friendship groups, support groups
- Groups try to strike a balance between task and socio-emotional concerns.

Groups accomplish instrumental tasks and satisfy socioemotional needs.



**There are Five Phases to
Group Membership**

Temporal model of group membership

- Group membership is a temporal process, involving different phases
 - Changes occur over time in members and in the group due to their mutual influence and interdependence
 - People are changed through membership in a group
 - The group is changed by member's ideas and actions

Temporal model of group membership

- Three psychological processes move people into and out of groups:
 - Ongoing evaluations
 - Feelings of commitment
 - Role transitions

Two faces of evaluation that occur during group membership

- The degree to which the individual meets needs of the group.
- The degree to which the group meets the needs of the individual.

Phases of group membership

- Investigation
- Socialization
- Maintenance
- Resocialization
- Remembrance

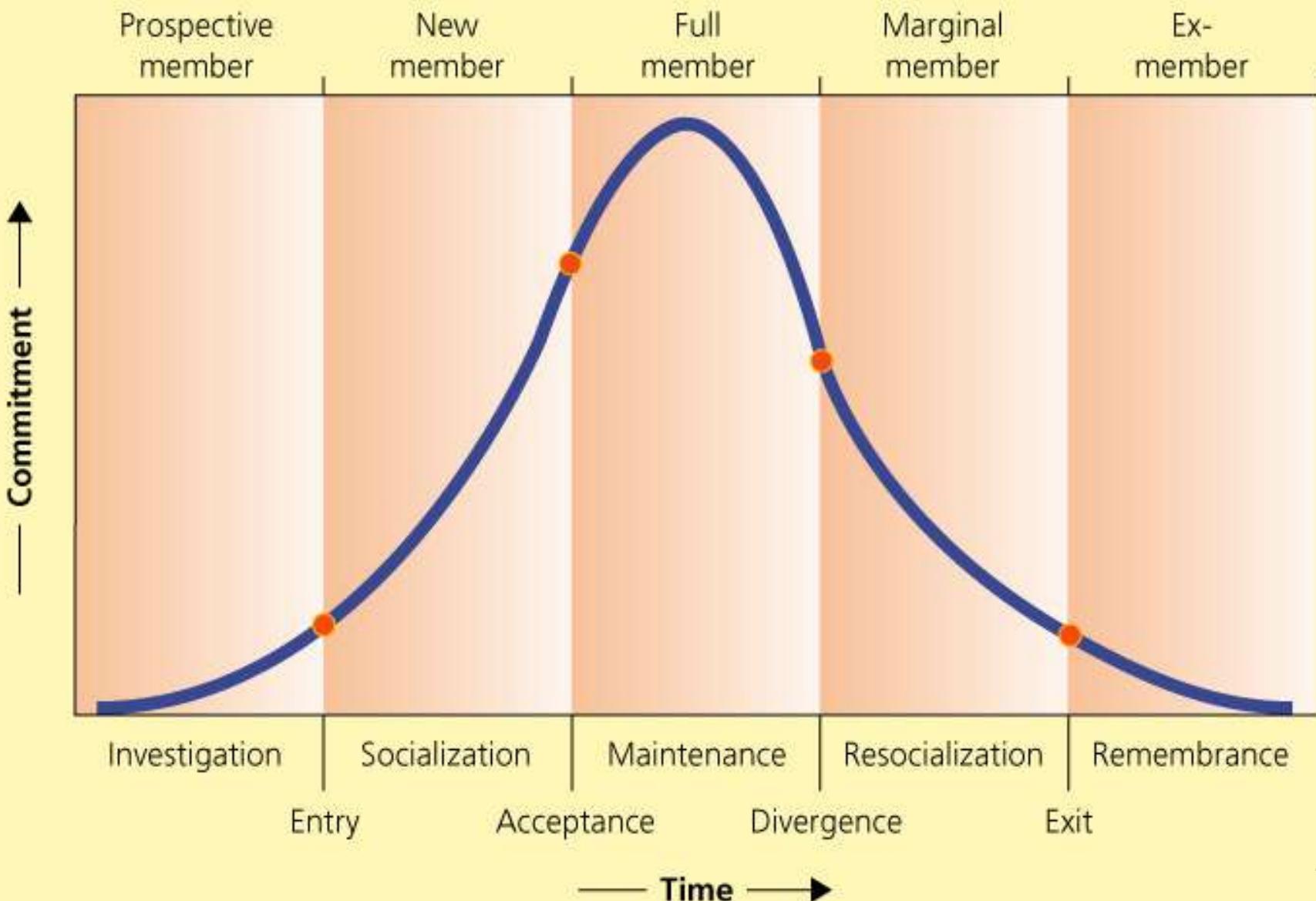
Note: some groups are lifelong; entrance and exit are involuntary

“I don’t care to belong to any group that would have me as a member.”

-- ***Groucho Marx***

Less conflict between individual and group in collectivistic cultures

Temporal Model of Group Membership



Similarity to the dynamics of
romantic relationships?

Group Structure Develops Quickly and
Changes Slowly

Group Structure

- The regular, stable patterns of behavior between members that include:
 - Social norms: expected standards of behavior
 - Social roles: socially defined expectations
 - Status systems: distribution of power
 - Can be less to more structured
- Develops quickly, changes slowly

Social norms

- Expected standards of behavior and belief for group members
 - Established and enforced by a group
 - Often conveyed informally as well as formally within a group
 - Examples?
- Can enhance *performance* when structured to reward effort, efficiency and quality
- Can enhance *satisfaction* when structured to reward cooperation and concern for others

Social Norms

- Study on norms about romantic love among a group of teenage girls found that a norm of ‘exclusivity’ developed over time, between 5th and 7th grade!

Social Roles

- Clusters of socially defined expectations that individuals in a given situation are expected to fulfill.
 - Often define the division of labor
 - Often improve group dynamics and performance
 - Are typically assigned in a formal group
 - Can also emerge and evolve over time
 - Examples?
- How about roles in families?

Status Systems

- Reflect the distribution of power and prestige among group members
- Status
 - Can be determined by observing verbal & nonverbal behavior
 - Example?
 - Can be *achieved* based on what the person does
 - Can be *ascribed* based on *who* the person is

Status Systems

- Expectation states theory:
 - When group members first meet, they form expectations about each other's probable contributions to the achievement of group goals.
 - Based on *task-relevant* characteristics and *diffuse status* characteristics.
 - Members whose characteristics produce higher expectations are assigned higher status.
 - Higher status leads to certain advantages such as higher self esteem, higher likability, more access to resources.

Group Success Fosters Social Identification

Basking in reflected glory (BIRGing)

- The identification with and embracing of ingroup success.
 - Common in a variety of social arenas
 - Ex. Fans' reactions to favorite sports team, pride ethnic group members have for other members' accomplishments
 - Each success is often considered “our victory”
 - ‘We won!’
 - Enhances member’s personal self-esteem

Cutting off reflected failure (CORFing)

- Psychologically distancing ourselves from the group when group is repeatedly outperformed by other groups.
 - ‘They lost!’
 - Serves to protect self-esteem
 - Diminishes in-group emotional bonds
- Research shows that true fans may not CORF

**Groups differ in their
Social Cohesiveness**

Groups differ in their Social Cohesiveness

- Group success and failure are affected by and influence social cohesiveness (groupiness)
- Cohesiveness:
 - The tendency of a group to “stick together”
 - How attractive the group is to its members

Effects of group cohesiveness

- As social cohesiveness increases, members are more likely to
 - think, feel, and act more like group members
 - highly value the group social identity
 - continue to remain in the group
- A cohesive group exerts more influence on the individual, which may lead to
 - greater productivity (if working hard is a group norm)
 - greater cooperation within the group

Factors that influence Group Cohesion

Group Size

- Average size of a species' social group is directly related to percentage of brain devoted to higher cognitive functions.
 - Has to do with the maximum number of individuals with whom one can maintain social relationships by personal contact
 - Relevant group size for humans is 150.
 - Greater numbers have negative impact on cohesion and participation!

Member Similarity and Diversity

- People are drawn to a group because they mutually share interest in group's activities
- Socialization: Groups attempt to mold new member's thinking and acting in line with group's to maximize similarity

Member Similarity and Diversity

- Diversity/difference
 - May reduce cohesiveness and increase conflict

But also

- Embracing diversity enhances problem-solving
- Gives group flexibility in adapting to change (if group norms value diversity)

Gossip

- Evaluative talk between and about others
- Interest in gossip gave ancestors a competitive advantage
- Conveys negative information about others and frequently occurs when a group member violates social norms.
- Harms the reputation of the target but strengthens group norms and bonding between members.

Perceived subversion of group identity

- What happens when some members are dissatisfied because they feel that the group identity is being subverted by a proposed change?
 - Ex. A church deciding to ordain women priests
- Allowing dissatisfied members to voice their dissent can be effective in maintaining their group identification, but only if the dissent is moderate and not radical.

Group Behavior (2)

Hale Bolak Boratav

Spring 2023

Group Influence on Individual Behavior

- How does our behavior get affected by the presence of other people?

Group Influence on Individual Behavior

- Being energized in a group: Individual performing an activity in the presence of an audience
 - Social Facilitation
- Being hidden in a group: Individual performing an activity as part of a larger group of performers
 - Social Loafing
- Being both aroused and hidden can lower our inhibitions
 - Deindividuation

The Presence of Others can
Energize Us

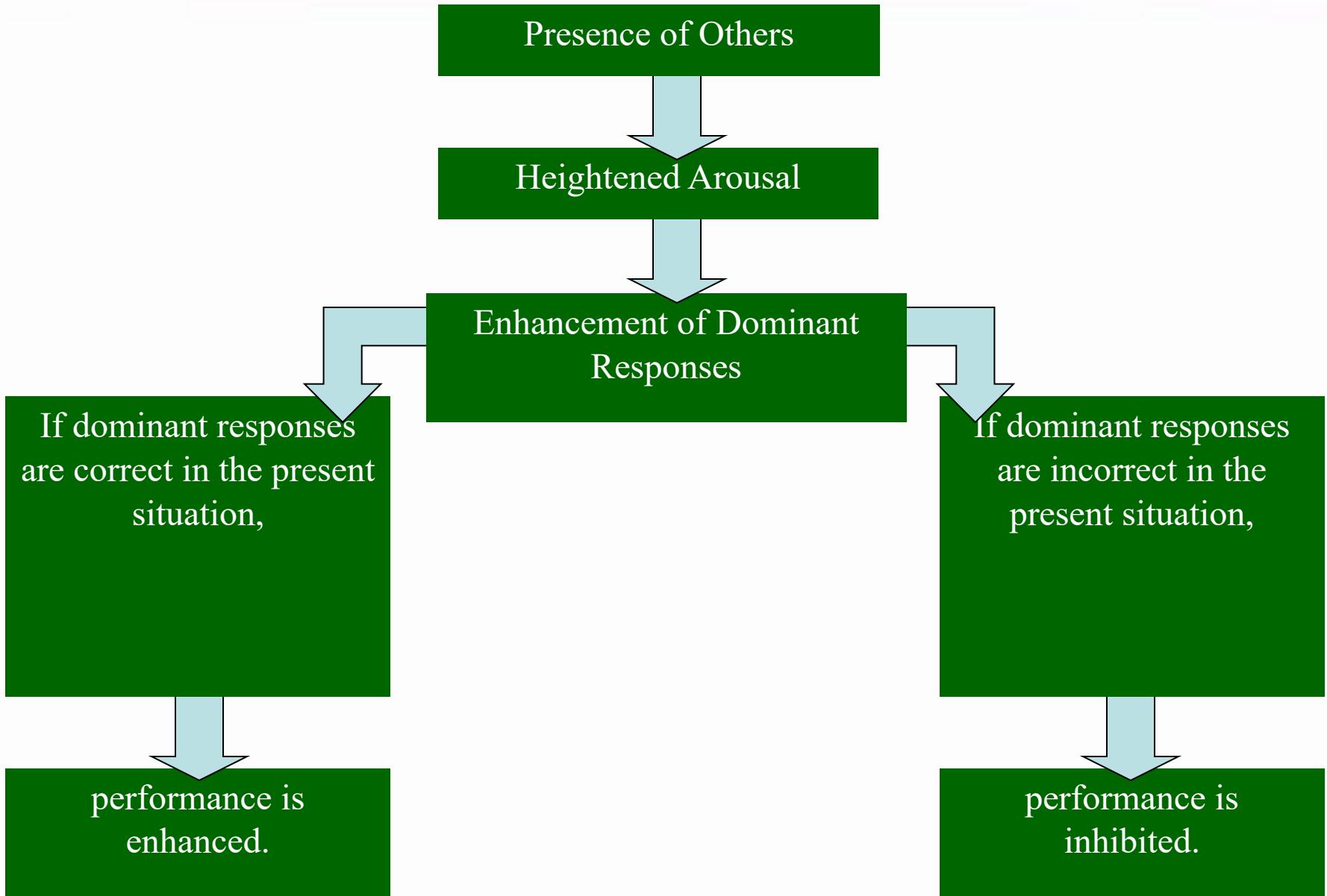
Is your performance on a task improved or impaired by the presence of others?

Social Facilitation

- Triplett (1897) observed that bicyclists go at a faster pace when biking with others.
- This ‘social facilitation’ effect is not limited to situations that involve competition
- The presence of others *enhances* the speed with which people perform relatively simple tasks but *inhibits* task efficiency in more complex activities.
- But why?

Social Facilitation

- 1. Mere-presence explanation (Zajonc)
 - The presence of **conspecifics** (members of own species) heightens arousal, increasing the likelihood of the dominant response.
 - For **easy** or **well-learned** tasks, the dominant responses are the **correct ones**, but for **new**, unlearned or **difficult** tasks, the dominant responses are the **incorrect** ones.



Zajonc's Drive Theory of Social Facilitation

Social Facilitation

- 2. Evaluation-apprehension explanation addresses the question of ‘*why*’ the presence of others should be arousing
 - Arousal in the presence of others is the result of concern about how others will evaluate us.
 - On simple tasks, presence of others may motivate us to do *better*; on difficult tasks; this pressure may be *harmful* to our performance.
 - But! What about social facilitation effects among *less* cognitively sophisticated species?

Social Facilitation

- 3. Distraction-conflict explanation
 - When we are working on a task, we experience *conflict* regarding whether to attend to social stimuli (conspecifics) or the task at hand.
 - This attentional conflict produces increased arousal that has social facilitation effects
 - Ex. Hurts performance when task is difficult and or poorly learned.
- It may be that all these processes affect performance depending on the situation!

The Presence of Others
can Hide US

Social Loafing

- Group induced reduction in individual output when performer's efforts are pooled and cannot be individually judged.
 - Ex. Individuals were observed to put *less* effort pulling on a rope if working in a group.
- Diffusion of responsibility:
 - A cognitive process of feeling *less* personally responsible for task outcomes (due to belief that own work will be ‘lost in the crowd’), and relaxation of effort

How can social loafing be reduced?

Social Loafing can be reduced when

- Individual effort can be identified
- Person feels evaluation apprehension— which can prevent minimizing one's effort
- Given feedback on one's underperformance, and being provided the potential for self-evaluation

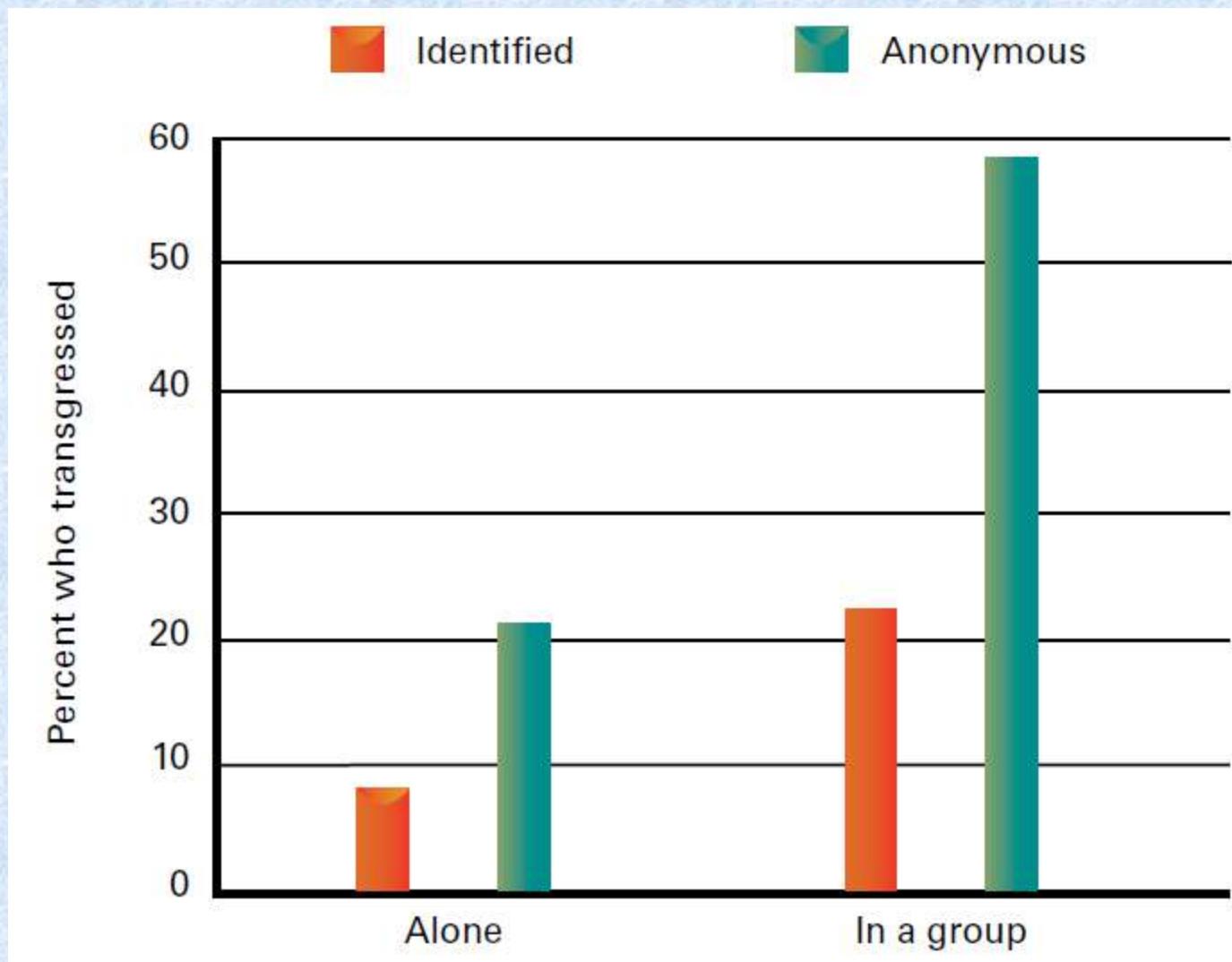
What would you be willing to do if you
were not easily identifiable?

Being both Energized and Hidden can
Lower our Inhibitions

Deindividuation

- Particular combination of group effects:
 - Arousal
 - Changed reward-cost calculations due to *reduced* evaluation apprehension (anonymity)
 - Diffusion of responsibility
 - Reduced self awareness and lowered inhibitions
 - Ex: Kids taking more candy at Halloween when anonymous, looting in a crowd, lynch crowd, encouraging a person threatening to commit suicide, to jump!

Effect of Deindividuation on Stealing among Kids at Halloween



Deindividuation

- The perceived anonymity of the “virtual” groups on the Internet can also lower inhibitions
 - Ex. Chat rooms, porn material on websites
 - In one study, majority of people accessed illegal material (ex. Porn) along with legal ones, when they thought they were available

Decision Making in Groups

Decisions in Groups

- Types of decisions
- Stages of decision making
- Decision rules
- Groupthink

Types of decisions

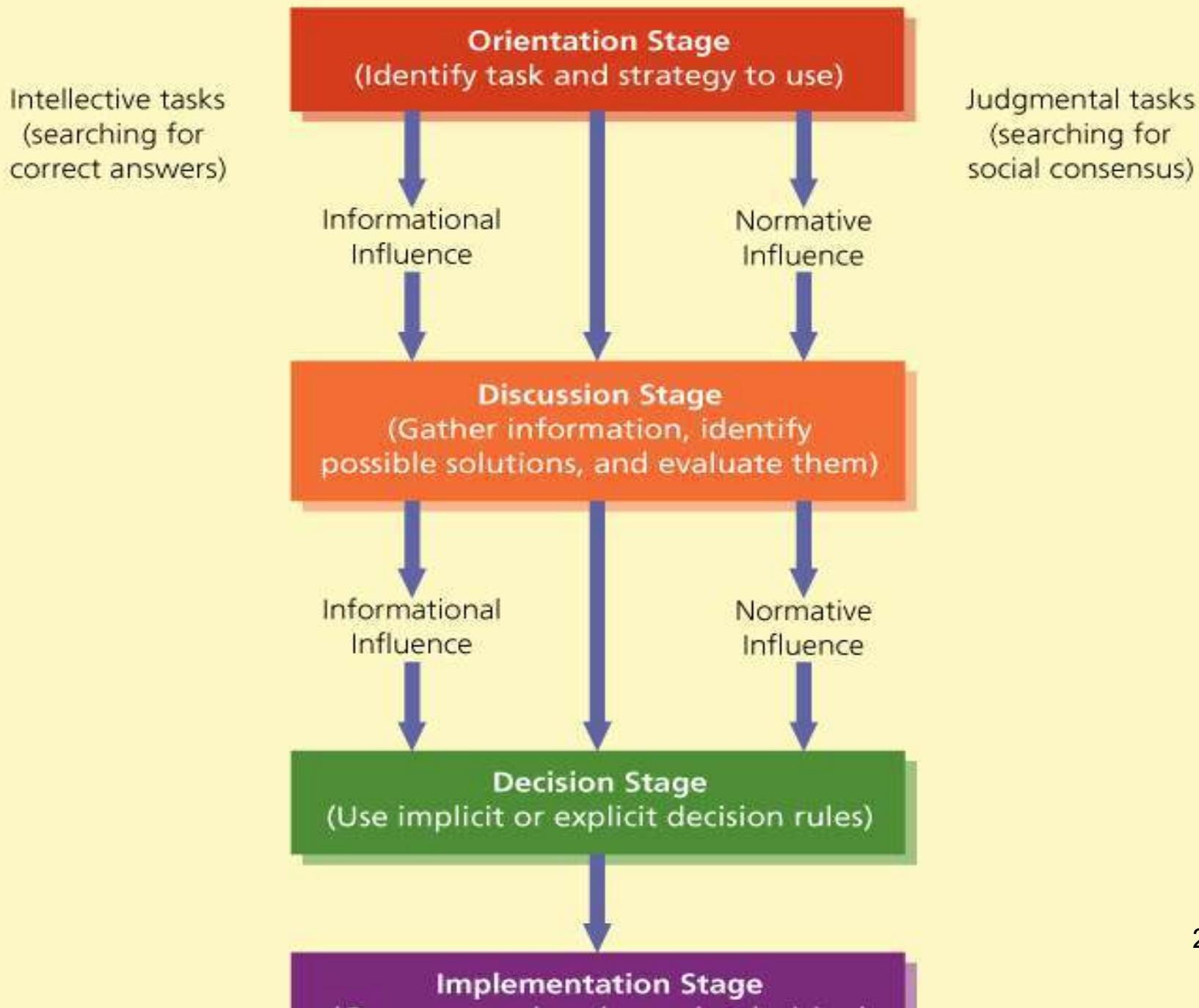
- Intellectual issues: find the correct answer or solution – examples:
 - Schedule exams with no conflicts
 - Predict election results
 - Find out who committed the crime
 - Scientists seeking a cure for cancer
- Judgmental issues: which alternative is more ethical, more beautiful, preferred? – examples:
 - Award a prize for best picture
 - Choose a theme for your advertising campaign
 - Set dress code for a school
 - Friends choose a restaurant

Decision making: stages

- ❑ Orientation stage
 - ❑ Identify the task
 - ❑ Identify the strategy
- ❑ Discussion stage
 - ❑ Gather information
 - ❑ Propose and discuss solutions
- ❑ Make decision
- ❑ Implement decision

Processes that shape group decision making

- Informational social influence
 - Occurs when an individual accepts others' logical arguments and factual information in defining reality (mostly when the decision is intellectual)
- Normative social influence
 - Involves accepting others' definition of reality based on the desire to win approval or avoid criticism (mostly when the decision is judgmental)
- Systematic process vs use of Heuristics



Group Decision rules

- The required number of group members that must agree with a position for the group as a whole to adopt it.
- Common decision rules include:
 - Unanimity rule
 - Usually more thorough discussion of issues but also more compromise in reaching a decision; greater group satisfaction with the decision.
 - Majority wins rule
 - Plurality wins rule
 - Position that has the most support wins

Group Discussion enhances
Majority Opinions

Group Polarization

- Group produced enhancement or exaggeration of members' initial (similar) attitudes through discussion.
 - Group decisions tend to be more *extreme* than opinions of individual group members
 - More likely on important issues, such as politics

Ben & Jerry's “brownie dilemma”

- Imagine that you are on Ben & Jerry's board of directors and tomorrow you will be voting on whether to buy brownies for your Brownie Bar ice cream sandwich from Supplier A which is a traditional business, or get them for the same price from Supplier B which is employing the homeless and doing wonderful things for the community.
- While Supplier A has years of experience producing high volume, high quality brownies, Supplier B has never attempted to produce brownies in such huge quantities.
- Q: Which supplier would you go with?
- Q: In making a decision, what would be the lowest probability of Supplier B meeting your requirements, that you would consider acceptable?
 - 5 in 10 chance, 7 in 10? 9 in 10?
- Q: What is the group decision likely to be?

What produces Group Polarization?

- ❖ Social comparison explanation
(Normative Social Influence)
- ❖ Concern with being positively evaluated shifts individuals to more extreme positions, driving the group towards a decision that is more conservative or risky than individuals would otherwise have chosen.

What produces Group Polarization?

- ❖ Persuasive arguments explanation
(Informational Social Influence)
 - ❖ Involves mutual persuasion
 - ❖ Hearing more arguments in favor of your own position and new supportive arguments that individuals have not heard before moves the group to adopt a more extreme position due to a desire to arrive at the correct solution.

Consensus seeking overrides critical analysis in Groupthink

Groupthink (Janis, 1982)

- A deterioration of mental efficiency, reality testing, and moral judgment in a group that results from an excessive desire to reach consensus, which overrides critical thinking.
- Supported by an analysis of several bad political decisions (ex. Bay of Pigs Fiasco, Invasion of Iraq, Watergate scandal, Vietnam war) as well as others such as the launching of the spaceship Challenger.
- Historic decisions involving *bad* decision making showed significantly more groupthink compared to successful decisions.

Groupthink: Symptoms

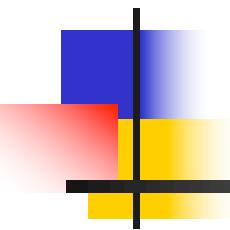
- Symptoms of groupthink
 - Overestimation of one's ingroup
 - Close-mindedness, ignoring disconfirming evidence
 - Increased conformity pressure
 - Conspiracy of Silence and Illusion of Unanimity

Groupthink (Janis, 1982)

- Contributing factors
 - High group cohesiveness
 - Maintaining a *pleasant* social atmosphere becomes more important than asking the best question.
 - Threatening, stressful situational context/time pressure
 - Structural and procedural problems
 - Lack of systematic procedures for making and reviewing decisions
 - Isolation of the group
 - Strong directive leader

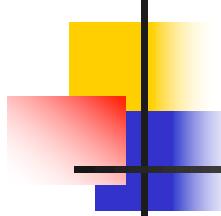
How groupthink can be prevented

- Improving decision making structures and procedures
 - Clear rules about decision process in the orientation stage
 - Leader encourages questions and criticism
 - Review decisions with more discussion
 - Designate devil's advocate
 - Increase group diversity
 - Invite outside experts



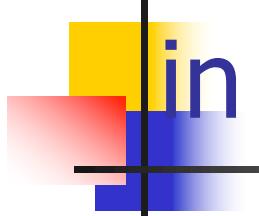
Intimate Relationships (1)

Hale Bolak Boratav
Spring 2023



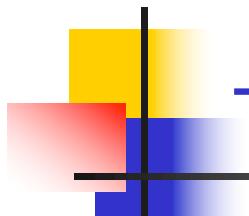
Intimacy

- 'Sharing that which is inmost with others'
- Very important aspect of close relationships!
- Includes
 - Physical and emotional closeness
 - Communication
 - Trust
 - Commitment

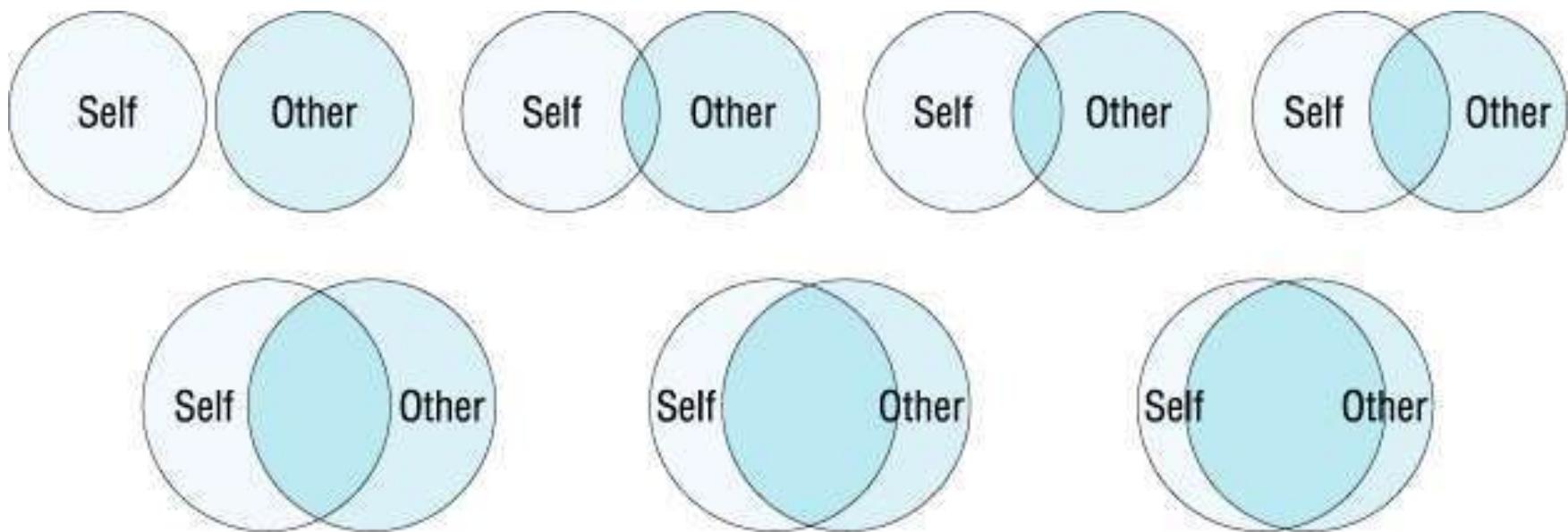


Intimacy involves including another in your self-concept

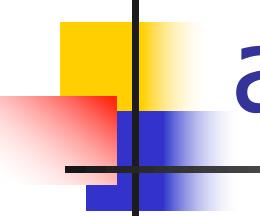
- Psychological expansion of self to include the other (W. James)
- The removal of psychological boundaries (Inclusionary process)



The inclusion of other in the Self (IOS) Scale

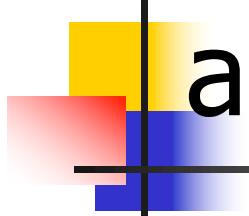


DIRECTIONS: Please circle the picture which best describes your relationship.



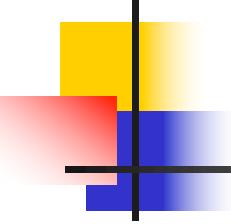
Intimacy involves including another in your self-concept

- The way we think about and respond to intimate others is similar to the way we think about and respond to ourselves
 - Activating either memories of the self or the close other automatically activates memories of both persons



Intimacy involves including another in your self-concept

- Individuals may begin to incorporate some of the other's self-schemas into their own self-concepts.



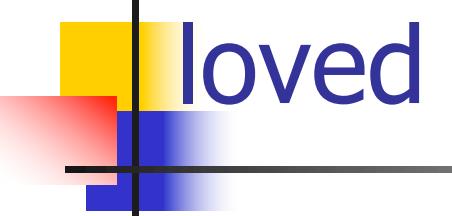
Exchange vs Communal Relationships

Exchange Relationships

- People give benefits expecting a return of benefits soon after
- Strangers & Casual Acquaintances

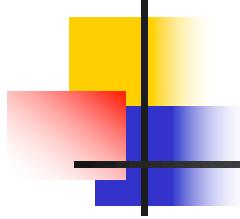
Communal Relationships

- People feel responsible for meeting their partner's needs
- Family, Friends, Romantic Partners
- Including other in self means that benefiting partner benefits self too!



Intimacy involves treating your loved ones' needs as your own

- In intimate relationships, we do not think as much about rewards and costs as we do in non-intimate relationships.
- We treat our loved ones' needs as if they were our own.
- A communal orientation benefits relationship as well as personal well-being

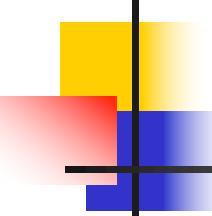


II. Parent-Child Attachment and Later Adult Relationships

Infant Attachment

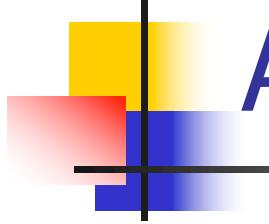
- Attachment means that an infant responds positively to specific others, feels better when they are close, and seeks them out when frightened.
- 'Secure base'





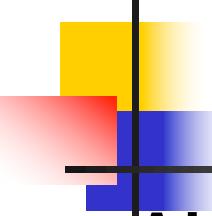
Attachment

- An **inborn adaptive** response that is observable within moments of birth
- Labor and breastfeeding produces oxytocin that has a positive effect on parenting
- Higher levels of oxytocin (in males and females) are associated with
 - Desire for companionship, trust, better parenting



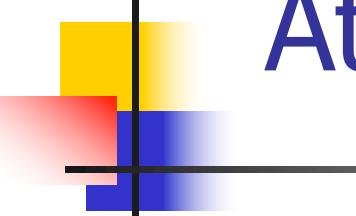
Attachment

- Bowlby's evolutionary analysis identified a standard pattern of 3 responses to the separation from the caregiver:
 - Protest
 - Despair
 - Detachment



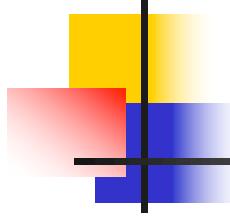
Attachment Styles (Ainsworth)

- Ainsworth used the studied *how* infants develop different attachment styles
- How our caregiver responds (responsiveness, nurturance) to us will result in us developing either *optimistic* or *pessimistic* expectations about relationships
 - Am I worthy of love?
 - Can others be trusted?



Attachment prototypes

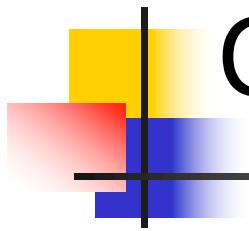
- Attachment styles consist of *cognitive representations* of what constitutes love and intimacy
- This early relationship
 - forms the prototype of “intimate relationship” for the individual,
 - makes it easier or more difficult for the individual to recognize and respond to intimacy from other people



Cross-cultural research

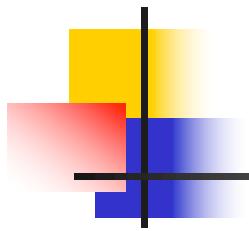
(Mesman, Ijzendorp & Sagi-Schwartz, 2016)

- Support for 4 hypotheses
 - Universality of attachment
 - Normativity of secure attachment
 - The role of childrearing antecedents, particularly sensitivity and prompt responses to infant's needs
 - Competence: In most cultural contexts, secure attachment leads to positive child outcomes in many developmental domains



Competence

- Insecure attachment correlates with *lower*
 - Social competence
 - Ex. In peer relations, insecure children may show approach-avoidance behaviors, increasing their likelihood of being rejected, and confirming their insecurity and distrust in others.
 - Levels of self-esteem

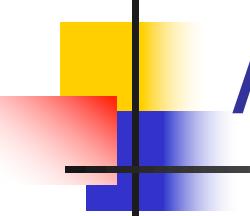


Attachment Styles in Adulthood

- Securely attached adults report more positive relationships with their parents
- Attachment styles also influence romantic relationships and motivations to have sex

Recent Dimensional approach to Attachment

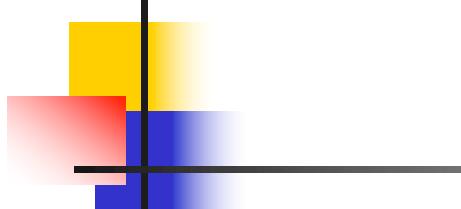
- Attachment style has been found to be shaped by two basic attitudes:
 - the degree of positive or negative self-esteem and *worthiness*
 - determines degree of **anxiety** about closeness
 - the extent one views others as *trustworthy* or untrustworthy
 - determines degree of **avoidance** of closeness

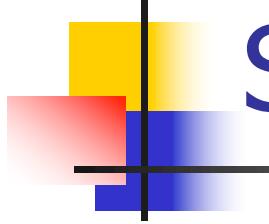


4 category model of Attachment Styles

- Research using the “Relationship Styles Questionnaire (RSQ)” (Bartholomew & Horowitz) identifies 4 attachment styles
 - Secure
 - Preoccupied
 - Dismissing-avoidant
 - Fearful-avoidant

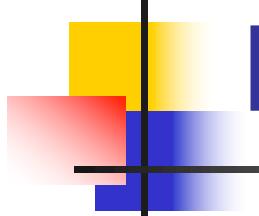
4 Attachment Styles

- 
- Secure (low anxiety and low avoidance)
 - Preoccupied (high anxiety and low avoidance)
 - Dismissing-avoidant (low anxiety and high avoidance)
 - Fearful-avoidant (high anxiety and high avoidance)



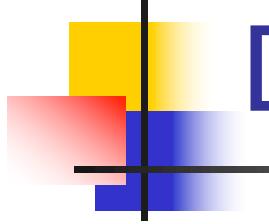
Secure

- **A.** It is easy for me to become emotionally close to others. I am comfortable depending on them and having them depend on me. I don't worry about being alone or having others not accept me.
- Rate from 1 to 7



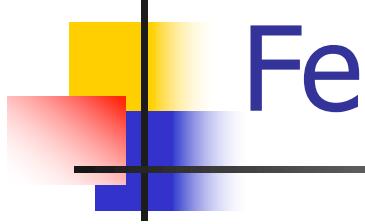
Preoccupied

- **B.** I want to be completely emotionally intimate with others, but I often find that others are reluctant to get as close as I would like. I am uncomfortable being without close relationships, but I sometimes worry that others don't value me as much as I value them.
- Rate from 1 to 7



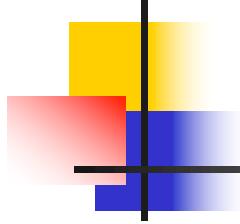
Dismissing-avoidant

- **C.** I am comfortable without close emotional relationships. It is very important to me to feel independent and self-sufficient, and I prefer not to depend on others or have others depend on me.
- Rate from 1 to 7



Fearful-avoidant

- **D.** I am uncomfortable getting close to others. I want emotionally close relationships, but I find it difficult to trust others completely, or to depend on them. I worry that I will be hurt if I allow myself to become too close to others.
- Rate from 1 to 7

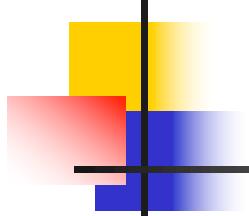


Securely Attached Individuals

- Recognize expressions of warmth, openness and empathy and respond in kind—most attracted to one another
- Less likely to engage in behaviors harmful to the relationship, more likely to forgive
- Engage in constructive conflict resolution

Insecurely Attached Individuals: Preoccupied

- Do not feel secure enough in a relationship, and always crave more
- Tend to be possessive, experience emotional extremes, jealousy and love at first sight
- Judge their self worth in terms of their physical attractiveness
- Motivation for sex is shaped by their insecurity and craving for intimacy



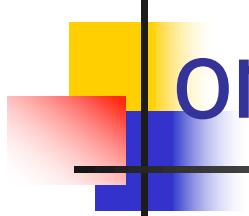
Insecurely Attached Individuals: Dismissive Avoidant

- Have a hard time trusting others
- Avoid intimacy and show compulsive self-reliance
- Motivation to sex just for the enjoyment or to brag about it



Insecurely Attached Individuals: Fearful Avoidant

- Have a hard time trusting others
- Have a low opinion of themselves, and expect to be rejected
- Judge their self worth in terms of their physical attractiveness
- Often have a history of different types of abuse, and more likely to engage in substance abuse to reduce social anxiety

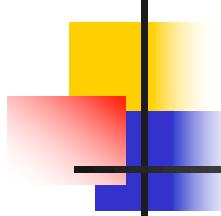


The role of childhood experiences on attachment styles

- **Seeking or avoiding intimacy in adulthood** may have something to do with childhood family experiences.
 - Warm and authoritative parenting
 - vs
 - Emotionally cold, conflicted, harsh and authoritarian or disengaged parenting

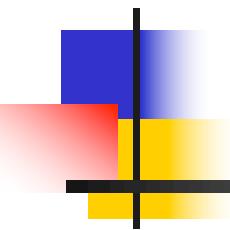
Attachment Styles and Romantic Relationships

- Securely attached individuals have learned to foster intimacy, whereas insecure individuals have learned to destroy it, in different ways!



Attachment Styles can Change!

- A secure partner may be able to change the intimacy prototype of an insecure partner through interactions that reduce anxiety and/or avoidance
- Reverse can also happen
- Therapy can work



Intimate Relationships (2)

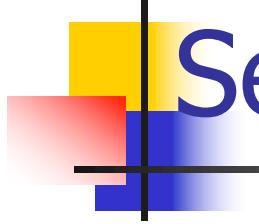
Hale Bolak Boratav
Spring 2023



III. Friendship



Self-disclosure shapes friendship
development & maintenance

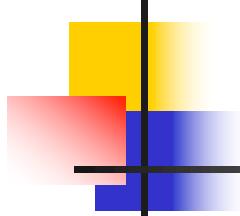


Self-Disclosure

- Close friendship is created through self-disclosure, revealing personal information about oneself.
- Emotional self-disclosure communicates a sense of trust and helps build intimate relationships.

Social penetration theory

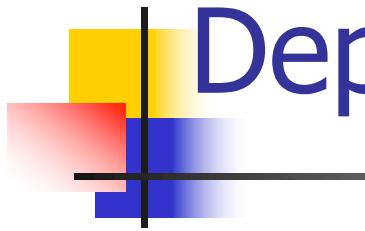
- In the process of relationship development, communication moves from superficial to more intimate topics.
- In early stages of relationship, self-disclosure reciprocity is common.



Self-Disclosure

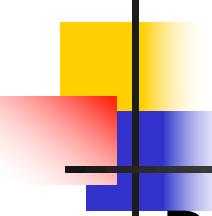


- In general, we most like people whose self-disclosure is *reciprocal* and *gradual*.
 - But, sometimes intimate self-disclosure is immediate



Depenetration

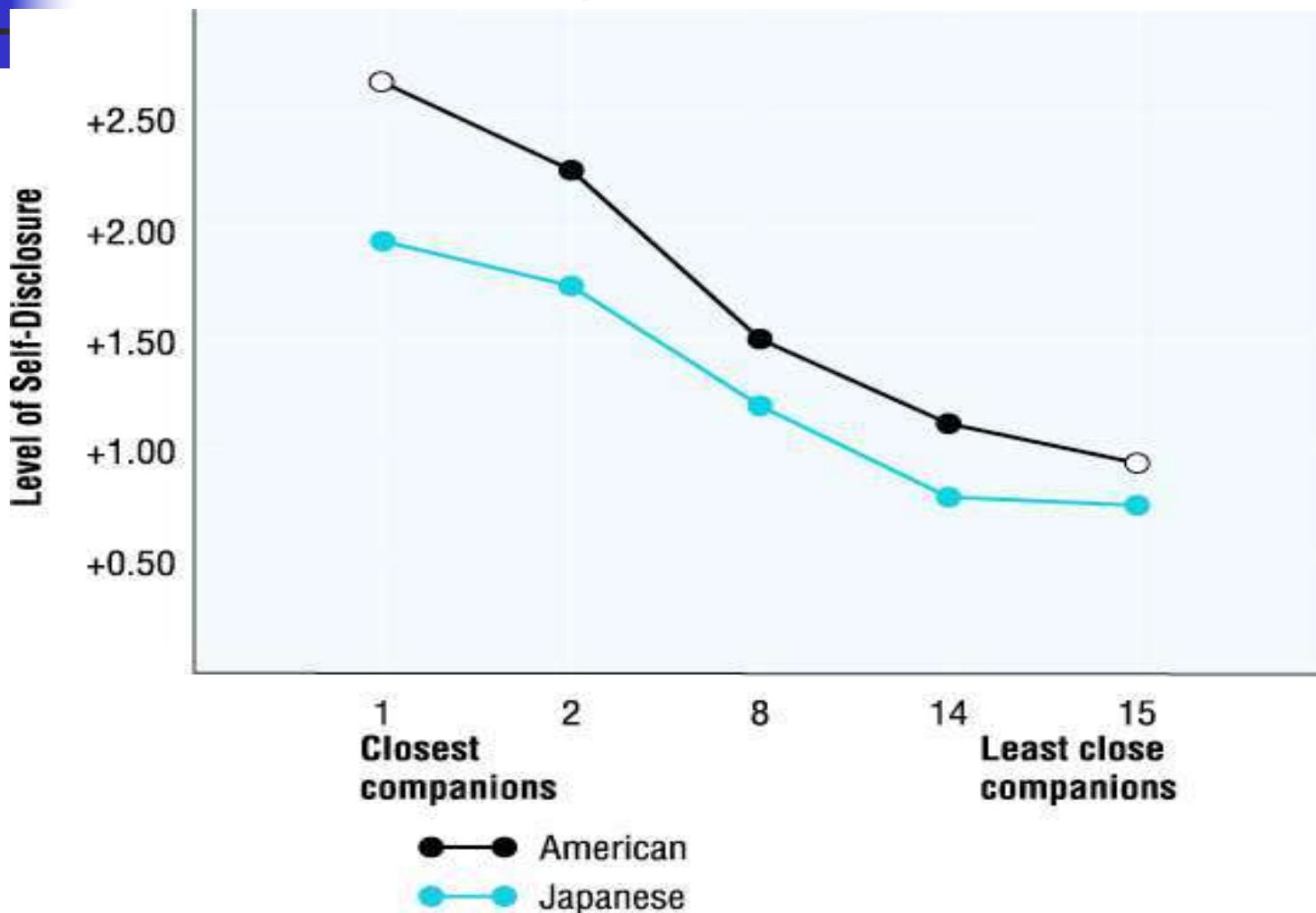
- With reduced intimacy,
 - depenetration or emotional disengagement may occur
 - Communication involves less breadth and depth
 - what is shared may become mostly negative



Cultural Differences

- People in individualistic societies, tend to disclose *more* about themselves in a wider variety of social settings than people from collectivistic cultures.
- In Eastern cultures being socially *non-expressive* is often interpreted as an indication of emotional strength and trustworthiness.
 - Reading and responding to indirect expression of feelings & needs may be expected instead

A comparison of self-disclosure to closest and least close companions by college students in the U.S. and Japan.





What are some differences in what you disclose to a male friend and a female friend?

TABLE 12.2

Do You Self-Disclose Differently to Your Male and Female Friends?

Instructions:

Think of a close male friend and a close female friend. Indicate for the topics listed below the degree to which you have disclosed to each person using the following scale:

Discussed not at all 0 1 2 3 4 Discussed fully and completely

Male Friend		Female Friend
_____	1. My personal habits.	_____
_____	2. Things I have done that I feel guilty about.	_____
_____	3. Things I wouldn't do in public.	_____
_____	4. My deepest feelings.	_____
_____	5. What I like and dislike about myself.	_____
_____	6. What is important to me in life.	_____
_____	7. What makes me the person I am.	_____
_____	8. My worst fears.	_____
_____	9. Things I have done that I am proud of.	_____
_____	10. My close relationships with other people.	_____
_____	Total score _____	Total score _____

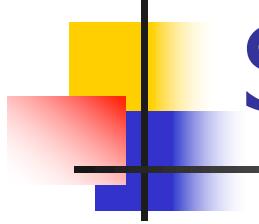
You can determine your overall self-disclosure score for each of your friends by adding up the scores in the column. The higher the score, the greater the self-disclosure to the person. Is there an appreciable difference between these two scores? If there is a difference, does it correspond to what has been found in more systematic investigations of self-disclosure in intimate relationships?



Gender differences exist in
heterosexual friendships

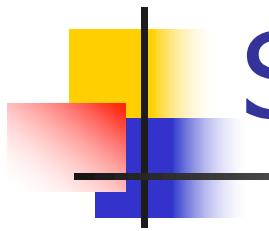
Intimacy

- 
- Women to women friendships tend to include more intimate talking and emotional sharing than men to men friendships.
 - Men may exhibit intimacy in their relationships in ways other than intimate talking.
 - Exs?



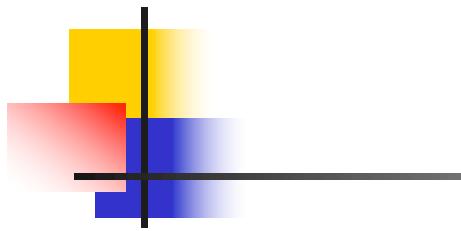
Self-Disclosure

- Women self disclose more to each other, men self disclose more to women
- In cross-sex friendships, men disclose more, women disclose less.
 - Gravitation to the “intimacy mean”



Self-Disclosure: Boys vs Girls

- Girls more likely to respond to their female friends' self-disclosure with empathic *support*
- Boys more likely to respond to their male friends' self-disclosure with empathic *humor*
- Challenging restrictive gender norms can help facilitate males' intimate disclosure and seeking emotional support

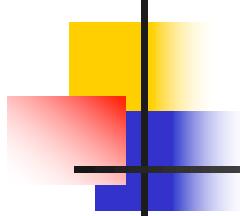


Same-Sex Homosexual Friendships

- Gender differences seem to disappear
 - Gay men and lesbians seem to be equally open, disclosing, and satisfied with their casual, close, and best friendships.

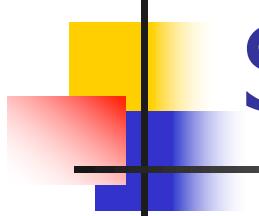


Risks of Self Disclosure?



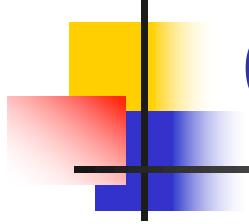
Risks of Self-Disclosure

- Self-disclosure also entails risks:
 - Indifference
 - Rejection
 - Loss of Control
 - Betrayal



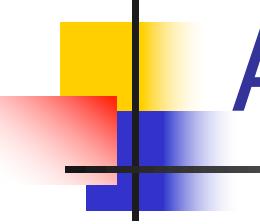
Same sex Intimacy

- There are cultural differences in same-sex intimacy
 - In Turkey, same sex intimacy is encouraged for both men and women, and continues after marriage.
 - Prof. Güler Fişek's work



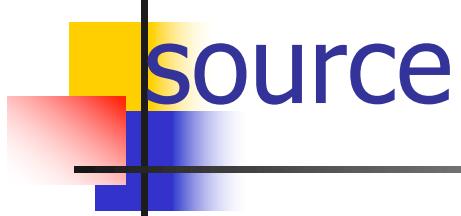
Gender & Cultural Differences

- Physical touching:
 - In some cultural contexts like the US, male friends employ significantly less touching than either female friends or mixed-sex friends.
 - Not necessarily a cross-cultural universal



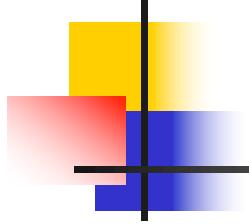
Avoidance of Intimacy by Men

- Avoidance of intimacy in male friendships may have to do with a particular construction of **heterosexual masculinity** that devalues feminine traits related to the expression of warmth, tenderness, and affection
- Involves the denigration of male homosexuality as the antithesis of masculinity (M. Kimmel, G. Herek)
- But, the construction of manhood and masculinity does *not* have to negate intimacy

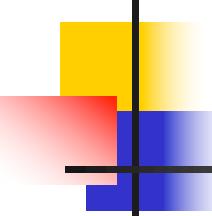


Cross-sex friendships are a valuable source of social support

- Individuals with interests and personalities traditionally associated with the other sex are more likely to form and maintain cross-sex friendships.

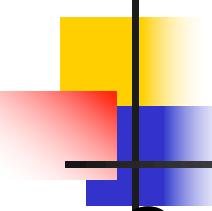


What are some friendship norms for you?



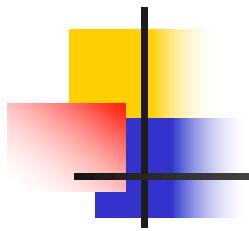
Research on the relationship between gender and attitudes towards same and cross-sex friendship norms (Felmlee, Sweet & Sinclair, 2012)

- Should not discuss that which is said in confidence with the other person
- Should be faithful to one another
- Should volunteer help in time of need
- Should respect the other's privacy
- Should not indulge in sexual activity with the other person
- Should disclose to the other person one's feelings and personal problems
- Should stand up for the other person in their absence



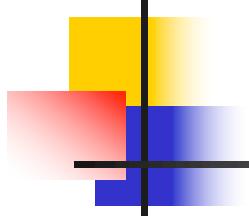
Research on the relationship between gender and attitudes towards same and cross-sex friendship norms (Felmlee, Sweet & Sinclair, 2012)

- Q: How do men and women evaluate the violation of friendship norms?
 - Vignettes described different norms violations
 - Women were more disapproving of the actions of a friend that challenged expectations of *trust* and *intimacy*
 - Compared to men, women who betrayed a *secret* were judged more harshly
 - Expectations for same and cross-sex friendships were more similar than different, with one exception!
 - Men disapproved of a male friend who kissed them in a greeting!



Friends with benefits?

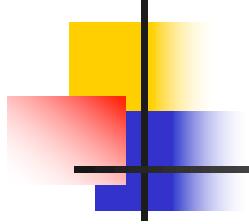
- Not uncommon in cross-sex or same-sex friendships
- Tends to occur in early stages of friendship
- Partners tend to have more positive attitudes towards casual sex
- Pose unique challenges and dangers
 - Friendship is seen as more important than sex in these relationships; don't want friendship harmed
 - Trust is seen as an important advantage. But, trust can also lead to sexual risk taking!



Watch for next week:

<https://www.youtube.com/watch?v=WvvuLDX7iIk>

Technology hasn't changed
love: Here's why (Helen Fisher)



Read for next week:

‘Young Saudis ask, ‘Where is the love?’

By Michael Slackman

Sunday, May 11, 2008

International Herald Tribune

Social Psychology

An Introduction

Hale Bolak Boratav
Psy 202 Spring 2023

Basic information about the course

- The course syllabus is posted on-line and has information about
 - Course outline
 - Textbook
 - Chapters will be uploaded weekly on the course page
- Lecture slides will be uploaded on the course page after the topic is finished.
- Grading

Grading

- Exams (100%) – will include both multiple choice and short essays
 - midterm examination (45%)
 - final examination (55%)
- Up to 3 points can be earned from participation in a project of faculty or students (1/2 pt each)

Course Objectives

- To sharpen the student's awareness of the pervasive nature of social influence in human life
- To show how this influence can be studied scientifically
- To acquaint the student with some of the concepts and findings that have emerged from this study
- To involve the student directly in observations of social psychology in action

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Define the focus of social psychology and state the various topics in the field
- Identify and describe the major theoretical, methodological and ethical concerns which have stimulated the social psychological work discussed this semester
- Compare and contrast the different concepts and theories that are used to understand and analyze social psychological issues discussed this semester
- Explain how knowledge of social psychology can lead to a better understanding of self and others, and sharper insights into the issues and problems in the social world
- Make connections between the course material and personal observations and experiences
- Demonstrate learning through performance on in-class writing exercises and on multiple choice and essay exams

What is Social Psychology?

- A field within psychology that strives to understand the social dynamics of everyday living.

The science of
our daily
experiences in
the social world

What is Social Psychology? – the study of Social Influence

- We are intensely social creatures
- We are influenced by the actual, imagined, and implied presence of others
 - Cognitively (thoughts)
 - Affectively (emotions)
 - Behaviorally (actions)

Why are we so social?

- Evolutionary or survival reasons
- Instrumental reasons (e.g., sharing, division of labor)
- Motivational reasons
 - Fear of being alone (banishment, solitary confinement)
 - Enjoying the company of others for...
 - ?

Social influence has a dual aspect

- Others influence you
- You influence others

Some organizing principles of social psychology

Social Psychology is...more than common sense

- Most of our beliefs about the social world make common sense!
 - Then, why do we need social psychology?
 - Social psychologists are committed to scientific principles.
 - **Scientific methods can sometimes challenge, and sometimes confirm common sense beliefs!**
 - Ex. Opposites attract

Social Psychology is...more than common sense

- Stanford Prison Study by Zimbardo challenged the common sense belief that:
“People who do crazy things are necessarily crazy”
- Social situations are powerful, but we tend to underestimate their influence!
- Other possible examples of how people may do things that may seem non-sensical to us?
 - Suicide bombers, cult activities, foot binding

Social Psychology is a collaborative, integrative science

- Draws on insights from sociology, anthropology, biology, neurology, political science, and economics to describe and explain social behavior

Interactionism

- SOCIAL PSYCHOLOGY focuses on how the person and the situation interact
 - Kurt Lewin: $\mathbf{B} = f(\mathbf{P}, \mathbf{E})$ **interactionism**
- Q: Think about how you chose your major

The Self

- An important concept in understanding behavior!
- The self is shaped by and shapes the social environment
 - The principle of mutual constitution (Hazel Marcus)

What does it mean to have a ‘self?’

- Self emerges in social interaction
- We are ‘symbol using social beings’
 - reflect on our thoughts and actions
 - communicate with others
- We are active agents shaping ourselves and our social environment

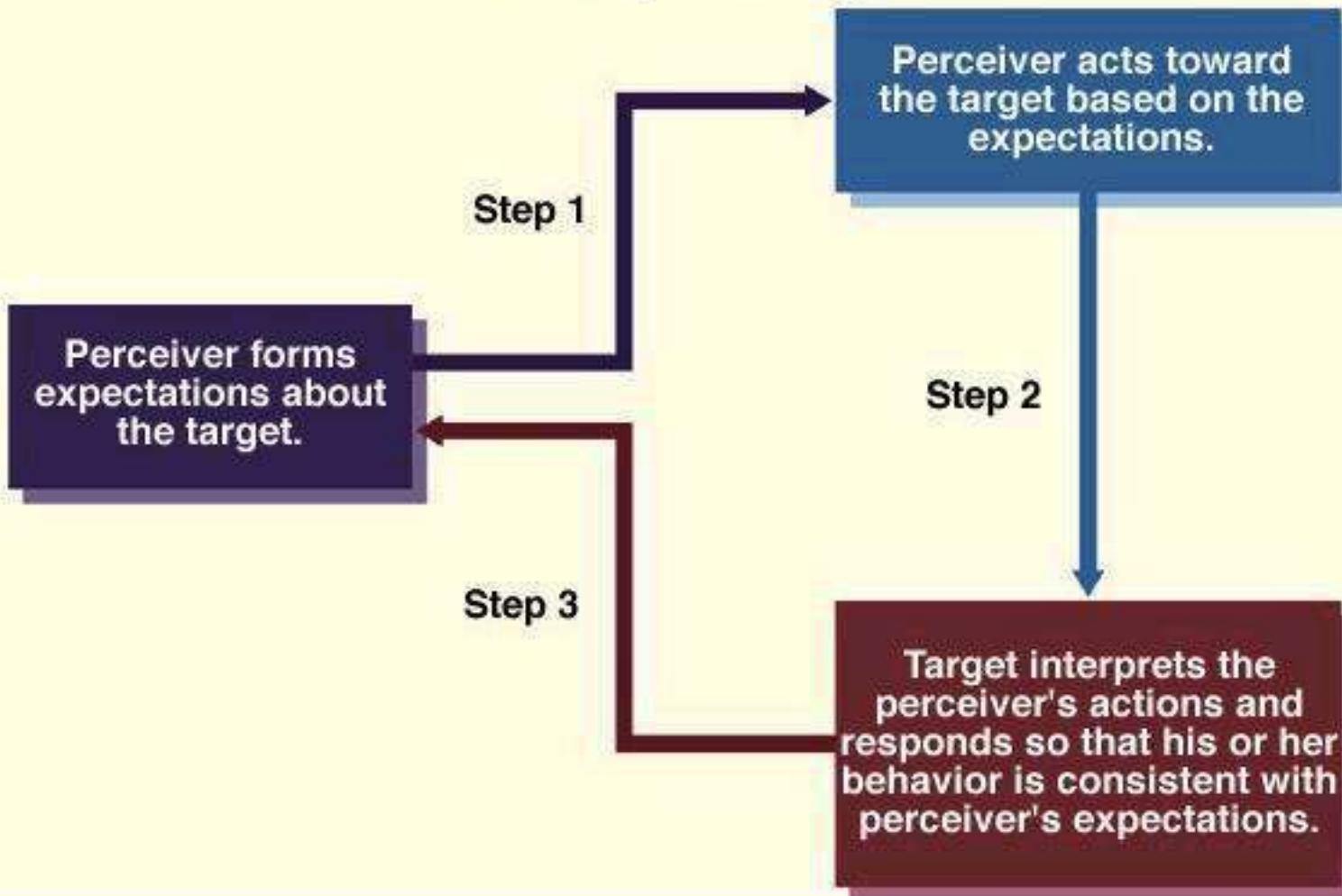
How Social Reality is Created (and Recreated)

- We play an important role in creating our social world!
- The phenomenon of “self-fulfilling prophecy” is an example.
 - A false definition of the situation, evoking or bringing about a new behavior which makes the original false conception come true (Merton, 1948, p.195).

Self-Fulfilling Prophecy

- Self-Fulfilling prophecy involves a three step process:
 1. The perceiver (prophet) forms an impression of the target person.
 2. The perceiver acts toward the target person in a manner consistent with his first impression.
 3. In response, the target's behavior changes to correspond to the perceiver's actions.

Development of Self-Fulfilling Prophecy



Self-Fulfilling Prophecy

- Research has shown the self-fulfilling prophecy to be a very powerful phenomenon.
- Example: Rosenthal and Jacobson (1968)
 - School children were given IQ tests.
 - Teachers were given the names of 20 students who were identified as “late bloomers,” and were expected to show significant academic improvements during the upcoming school year.

What does the concept of the self-fulfilling prophecy predict in this situation?

Self-Fulfilling Prophecy

- In reality, the “late bloomers” were no different than any other children.
- Researchers hypothesized that because of the higher expectations for the identified children they would perform at a higher academic level than the other children.
- Hypothesis was confirmed, the “late bloomers” performed above the average of the non-labeled students.
- Studies like this have implications for application

Culture shapes social behavior

- **CULTURE:**
 - The total lifestyle of a people, including all the ideas, symbols, preferences, and material objects that they share.

Collectivist and Individualist Cultures

Differences Between Collectivist and Individualist Cultures

Collectivist

People are born into extended families or clans who protect them in exchange for loyalty.

Identity is based in the social system and given by one's group.

People are encouraged to adjust and restrain the self in order to be a better "fit" with the social group.

People are socialized to be emotionally dependent on organizations and institutions,

Emphasis is on belonging to organizations, and membership is the ideal.

Expertise, order, duty, and security are provided by the larger social system.

Trust is placed in group decisions.

Individualist

Everybody is supposed to take care of himself/herself and his/her immediate family.

Identity is based in the individual and achieved by one's own striving.

People are encouraged to express and validate the inner attributes of the self.

People are socialized to be emotionally independent of organizations and institutions.

Emphasis is on individual initiative and achievement, and leadership is the ideal.

Autonomy, variety, pleasure, and individual financial security are sought within the larger social system.

Trust is placed in individual decisions.

Basic Topics in Social Psychology

- The self: Its development in the social world and how we present ourselves socially
- Social cognition and perception: How we form impressions of people and events and how we think about them in a social context
- Evaluating our social world: How we form attitudes, how we others are able to change them through persuasion; stereotypes and prejudice
- Social Processes: Social influence, leadership, group dynamics

Basic Topics in Social Psychology

- Interpersonal relations/interactions: Attraction, altruism, aggression, discrimination
- Cultural processes
- Applications
 - Forensic (legal) psychology
 - Health psychology
 - Community psychology
 - Political psychology
 - Advertising and marketing

Social Psychologists are interested in social problems

- As social Psychologists, we are interested in social problems and believe that we can contribute to solving them!

Social Psychologists are interested in social problems

- In different time periods, events that happened in the world stimulated social psychological research
 - Ex. Rise of fascist regimes in Europe stimulated interest in propaganda/persuasive communication
 - Ex. Spread of AIDS in the 1980's stimulated interest in research on prejudice against LGBTI+

Social Psychology in Turkey

- In Turkey, rapid social change has inspired research on changing family dynamics and cultural values.
 - Ex. Çiğdem Kağıtçıbaşı's research on urbanization leading to changing family dynamics, socialization practice and changing value of children from material to more psychological ones!

Research Methods in Social Psychology

Presented by Dr. Emily Johnson | Department of Psychology

Course Number: PSY 301 | Spring 2024 | 3 credit hours

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World
Events

Personal
Experiences

Past Research
Findings

Logic and
Common Sense

THEORY

HYPOTHESES

EMPIRICAL RESEARCH

- Design a study
- Collect the data
- Analyze the results
- Draw conclusions

Theory is supported, discarded, or revised and retested.

RESEARCH METHODS

- Researchers may be interested in:
 - ① DESCRIPTION (observational)
 - ① PREDICTING RELATIONSHIPS (correlational)
 - ① CAUSALITY (experimental)

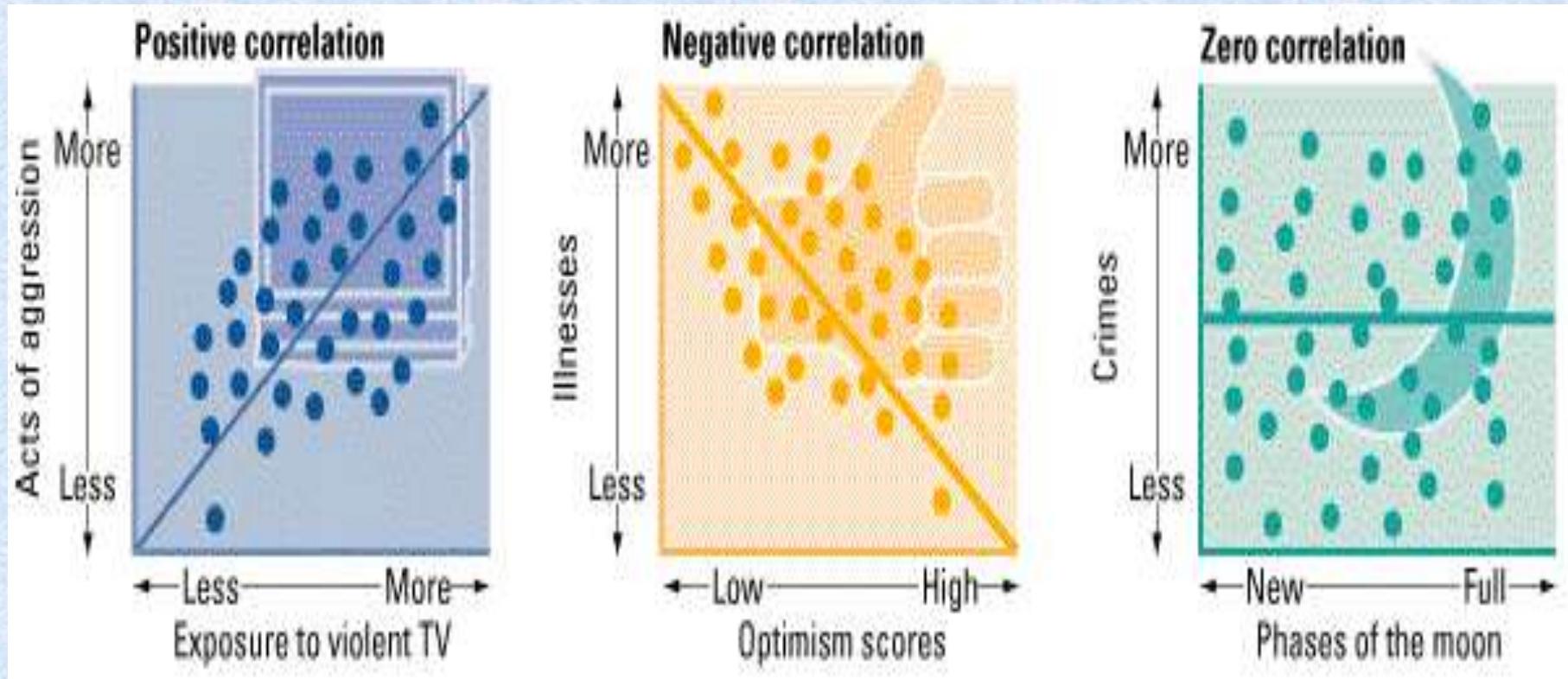
Observational Research

- Simply describes data, in its available form
 - Ex. What do Fenerbahçe fans in this classroom think about Galatasaray fans?
 - Ex. How do girls and boys play in teh school yard?

Correlational Research

- Attempts to understand a relationship (positive, negative or none) between two variables.
- Variable: A factor that has a numerical value and that varies in the population
 - IQ & ÖSYM scores; Self-esteem & depression

Correlational Studies



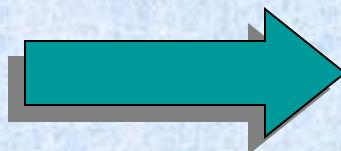
Correlational Research

- Cannot establish causality
- Vulnerable to problems of interpretation
 - Reverse causality problem
 - Does low self esteem cause depression, or does depression cause low self esteem?
 - Third variable issue
 - Does another variable such as violence in the family cause both depression and low self-esteem?

Experimental Research

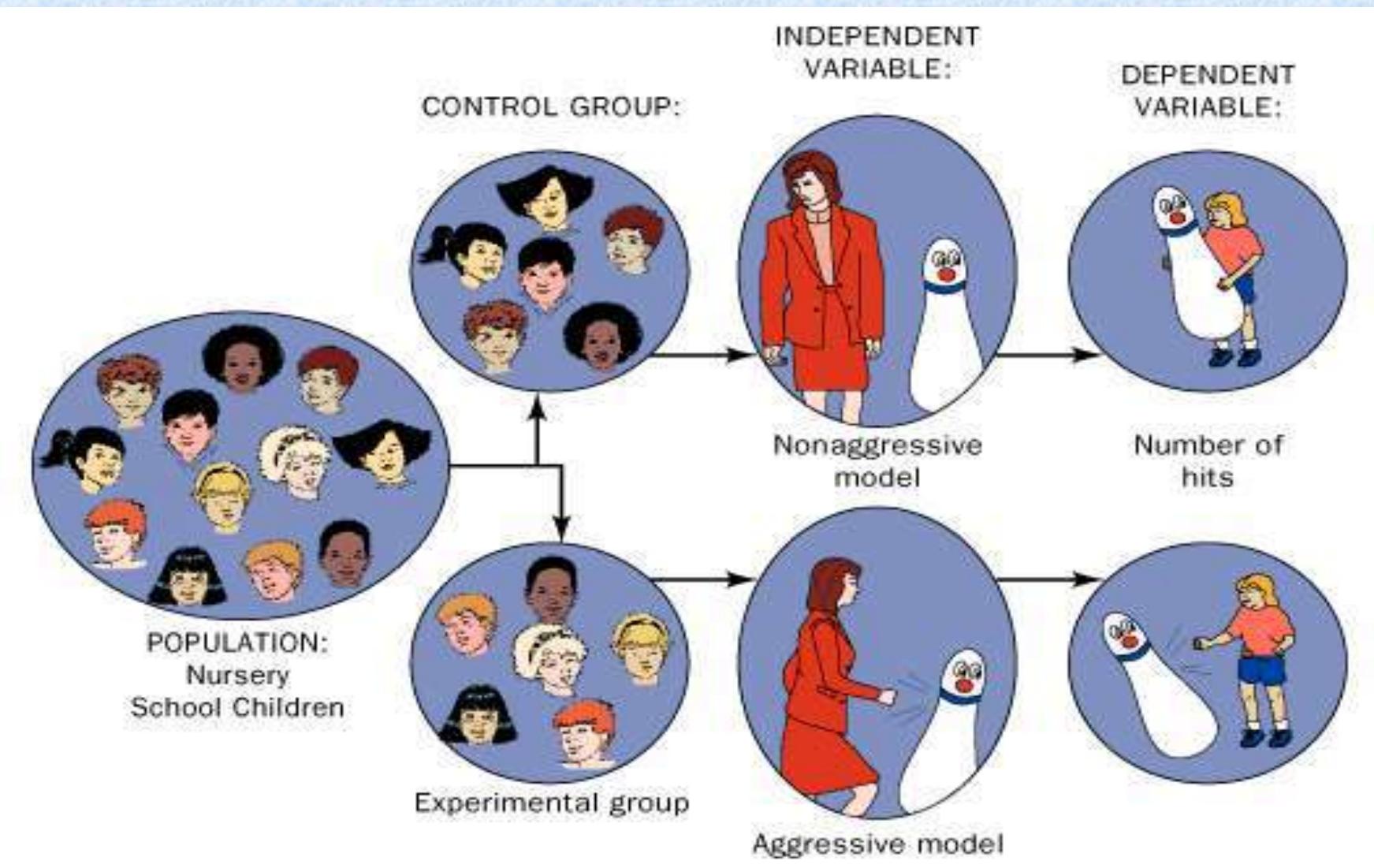
- Research designed to examine the cause-effect relationships between variables.

independent variable
(the possible cause)



dependent variable
(the outcome measured)

Experimental Design

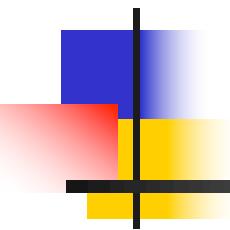


How research data is gathered

- Data gathering techniques are
 - Observations
 - Self-report (surveys, questionnaires)
 - Archival information
- Research can be conducted in research laboratories or in natural settings (field research)

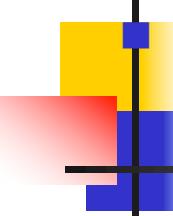
Ethical Issues

- Researchers need to use ethical guidelines in their research!
 - Scientific benefits outweigh the costs to participants
 - No physical or psychological harm
 - Minimal deception
 - Informed consent
 - Debriefing
- Some research can only be done as correlational
 - Examples?



Stereotyping, Prejudice and Discrimination (1)

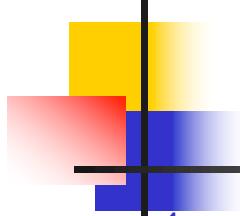
Hale Bolak Boratav
Spring 2023



Think of a time when you were perceived and judged by someone not based on who you are as an individual, but because you were associated with a particular group identity

- What do you think this person thought about you?
- How did this make you feel?
- What did you think of this person?
- Did you do any thing to correct their impression? Why or why not?
- If it were now, would you have acted differently? If so, what would you have done?

Focus Questions

- 
1. What purpose does stereotyping serve as a cognitive process for humans?
 2. What are the different forms of prejudice?
 3. What is modern racism?
 4. Why do social scientists contend that sexism has both a hostile side and a benevolent side?
 5. Can prejudice be reduced, and how?



Cognitive, Affective and Behavioral components of Intergroup Conflict

Stereotypes, prejudice and discrimination

- How people
 - perceive
 - evaluate
 - respond to

social groups, or individuals because of their membership in a group

Components of Intergroup Conflict

- 
- **Stereotypes:** Cognitive component
 - **Prejudice:** Affective/evaluative component
 - **Discrimination:** Behavioral component



Stereotypes are Beliefs
about Social Groups

Stereotypes are beliefs about social groups

- We automatically develop social categories based on people's shared characteristics
- Most basic categories:
 - **Ingroup:** a group to which we belong and that forms part of our social identity (us)
 - **Outgroup:** any group with which we do not share membership (them)

Stereotypes

- Beliefs about the personalities, abilities, and motives of a social group that don't allow for individual variation.
- Can involve both deliberate and automatic cognitive processing
- Significantly influence how we process and interpret social information, and how we behave towards them
 - ▣ We tend to see people within a social category as possessing the traits or characteristics associated with the stereotyped group

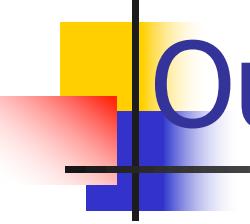
Functions of stereotyping



- ❑ Allows fast social judgment
 - ❑ “Shortcut” to thinking (heuristic)
 - Provides distinctive information about individuals we do not know
 - Reduces cognitive load, cognitive effort can be used for other tasks
 - As such, often used

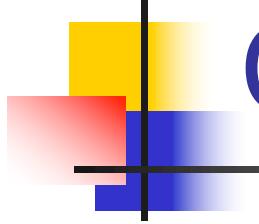


Development and Maintenance of Stereotypes



Outgroup homogeneity effect

- The tendency to see members within a outgroup as being more alike than members of one's ingroup.
 - 'but we are a collection of unique individuals!'
- Stronger when directed towards well established groups
 - Ex. Minority groups



Outgroup homogeneity effect

- We invest less cognitive effort when attending to outgroup members, relying more on group-based stereotypes

Illusory Correlation

- 
- The belief that two variables are associated with each other when no actual association exists.

Illusory Correlation

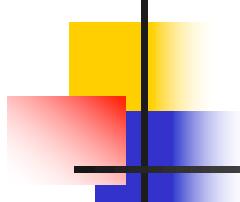
Illusory Correlation

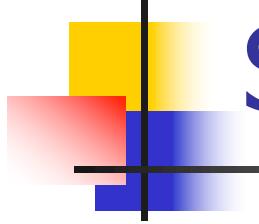
If Harriet tends to selectively remember only those deceptive business relationships with Jews and the honest ones with non-Jews, she is likely to develop an illusory correlation that Jews are more dishonest in their business dealing than non-Jews. This is so, even though the percentages of actual instances of business deception in the two groups is equal (5%). Can you think of any illusory correlations that people may have about a group in which you are a member?

Number of Business Relationships Harriet
Has Been Exposed To in Her Life

	Deceptive experiences	Honest experiences
Jew	5	100
Non-Jews	25	500

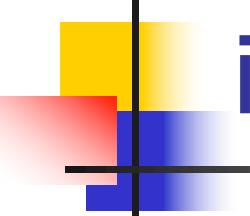
Illusory Correlation: Why?

- 
- Associative meaning: two variables are associated with each other because of the perceiver's *preexisting* beliefs.
 - Based on selective recall
 - Shared distinctiveness: two variables are associated because they share some unusual feature.
 - Ex. They are both *unusual*, and *stand out*



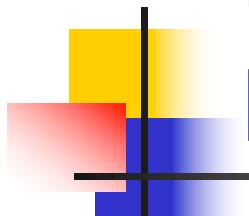
Subtyping

- Group Stereotypes are often maintained through subtyping
 - Some individuals may be seen as 'exceptions to the rule'



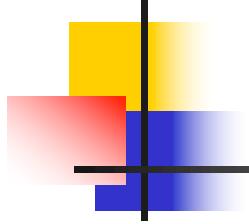
Are stereotypes always inaccurate?

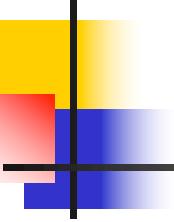
- Not necessarily, as they may be derived from observations of people in certain roles
 - Ex. Gender stereotypes
- Problem when generalizing from these observations to individual group members' diverse personalities



Possible problems with 'seemingly positive' stereotypes?

- Ex. 'Women are wonderful' effect
 - Can be used to justify gender based societal inequity

- 
- As we get to know people as individuals, we tend to rely less on stereotypes

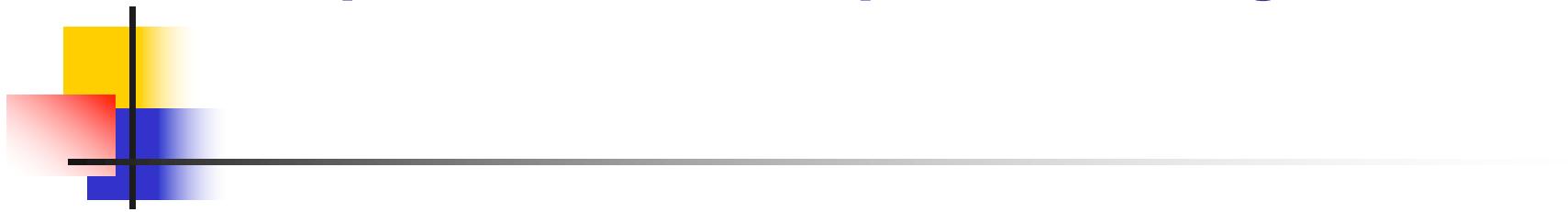


Prejudice is an Attitude,
Discrimination is an Action

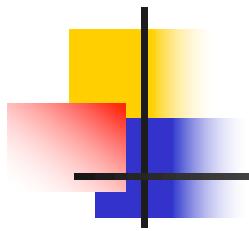
Prejudice

- 
- Attitudes toward members of specific groups that directly or indirectly suggest that they deserve an inferior social status
(Glick & Hilt, 2000).

Explicit vs Implicit Prejudice



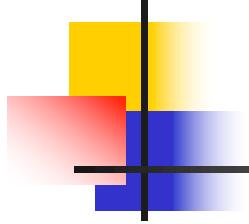
- Explicit prejudice: consciously held prejudicial attitudes toward a group.
- People can have differing explicit and implicit prejudices toward a social group



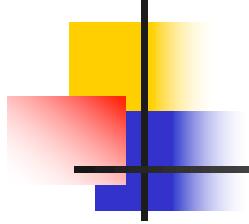
Explicit vs Implicit Prejudice

- Implicit prejudice: unconsciously held prejudicial attitudes.
 - Activates brain regions associated with threat and fear reactions
 - Studied by IAT test and fMRI
 - More stable, more enduring and more difficult to change
 - Can be modified with awareness, motivation and effort

Discrimination

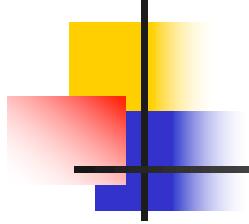
- 
- A negative and/or patronizing action toward members of a specific group
(Brewer & Brown, 1998).
 - Examples:
 - Physical violence against people because of their (LGBTI) group membership
 - Failing to hire people for jobs because of their (ethnic minority) group status

Discrimination



- As different from prejudice, discrimination usually has a societal power base (the power to carry out the discriminatory act)
- In Turkey, non-Muslim citizens have been subject to discrimination
 - Memurin kanunu (law relating to civil service jobs) of the early 1920's
 - Ex. Varlık vergisi (equity tax) in the early 1940's

Discrimination



- Prejudice does not always lead to discrimination
and
- Discrimination can be carried out even by individuals who are not prejudiced
 - Institutional discrimination
 - Ex. Real estate agents in the US carrying out the institutional practice of “redlining”



There are 3 different forms of
Prejudice

Stereotype Content Model

(Glick & Fiske)

- In a given society, stereotypes commonly held about a particular group of people are shaped by
 - The group's social status (low or high)
 - Perceived relationship with mainstream society (competitive or cooperative)
- These factors also determine the form of prejudice

SCM and stereotypes

- 
- Perception of high status leads to stereotype of “competence”
 - Perception of low status leads to stereotype of “incompetence”
 - Perception of low competitiveness leads to stereotype of “warmth”
 - Perception of high competitiveness leads to stereotype of “coldness”

Stereotype Content Model

- High competence + high warmth = no prejudice
- High competence + low warmth = envious prejudice
- Low competence + high warmth = paternalistic prejudice
- Low competence + low warmth = contemptuous prejudice

As depicted in Table 6.1, groups perceived as being relatively low in both warmth and competence are likely to become targets of *contemptuous prejudice*, characterized by exclusively negative attitudes, such as disrespect, disgust, resentment, and hostility. Contemptuous prejudice is most people's prototype for prejudice because it is characterized by uniformly negative emotions and attitudes; it most closely fits the traditional definition of prejudice (Cottrell & Neuberg, 2005). The blatant prejudices often expressed toward poor whites, poor blacks, homeless people, obese individuals, welfare recipients, lesbians and gay men, and low-skilled immigrants are examples of contemptuous prejudice.

Stereotype Content Model

A theory that the form of prejudice directed toward a particular group is determined by perceptions of the group's warmth and competence

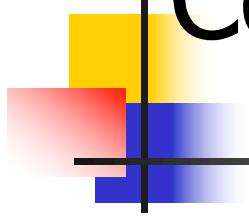
TABLE 6.1 Stereotype Content Model and 3 Forms of Prejudice

	High Warmth	Low Warmth
High Competence	No Prejudice	Envious Prejudice
Negative Emotions	None	Envy, fear, resentment, hostility
Positive Emotions	Respect, admiration, affection	Grudging admiration of abilities
Behavior	Defer	Avoid, exclude, segregate, exterminate
Common Targets	Dominant groups perceived as "contributors": middle-class people, white people, Christians, heterosexuals	Jews, Asians, feminists, rich people, female professionals, black professionals
Low Competence	Paternalistic Prejudice	Contemptuous Prejudice
Negative Emotions	Disrespect, condescension	Disrespect, disgust, resentment, hostility
Positive Emotions	Patronizing affection, pity, liking	None
Behavior	Personal intimacy, but role segregation	Avoid, exclude, segregate, exterminate
Common Targets	The elderly, the disabled, traditional women, adolescents and young adults	Poor people, homeless people, obese persons, welfare recipients, Muslims, lesbians and gay men, illegal immigrants

Adapted from "Sacrificial Lambs Dressed in Wolves' Clothing: Envious Prejudice, Ideology, and the Scapegoating of Jews," by P. Glick, 2002, in *Understanding Genocide: The Social Psychology of the Holocaust*, edited by L. S. Newman & R. Erber, Oxford: Oxford University Press, pp. 113–142.

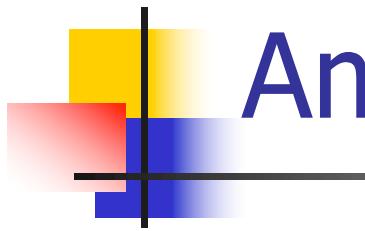
Three basic forms of prejudice

- 
- Contemptuous prejudice: fits most people's prototype for prejudice
 - Directed toward groups rated as low in both warmth and competence



Contemptuous prejudice

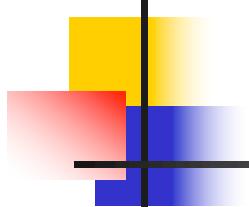
- Uniformly negative emotions and attitudes-disrespect, resentment, hostility
- Examples from Turkey?



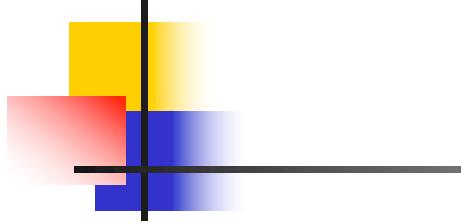
Ambivalent Prejudice

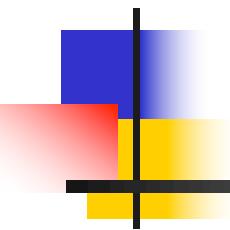
- Ambivalent prejudice consists of both negative and positive attitudes
 - Envious Prejudice
 - Paternalistic Prejudice

Envious prejudice

- 
- Resentment and hostility, mixed with fear and envy as well as positive emotions of respect and admiration
 - Directed towards groups perceived as low in warmth and high in competence
 - Examples from Turkey?
 - Examples from other countries?

Paternalistic prejudice

- 
- Patronizing affection and pity, mixed with condescension and disrespect
 - Directed towards groups perceived as high in warmth but low in competence
 - Examples from Turkey?
 - Examples from other countries?

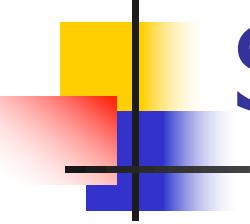


Stereotypes, Prejudice and Discrimination (2)

Hale Bolak Boratav
Spring 2023

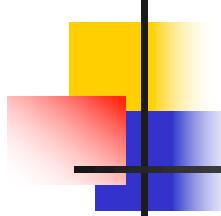


Common Targets of Intolerance



Stigma

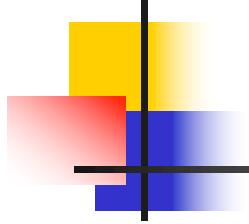
- In all societies, some social groups are valued while other groups are stigmatized.
- **Stigma** (Goffman, 1963)
 - Is an attribute that **discredits** a person or social group in the eyes of others.
 - Having it “spoils” the individual’s full humanity.
 - Becomes central trait of the individual, shaping the meaning of all other traits.



Stigma (Goffman)

- 3 different categories:
 - “Tribal” identities
 - Ex. Race, Sex, Religion, Nationality
 - Percieved flaws of individual character
 - Ex. Homosexuality, Mental Disorders, Addiction, Criminality
 - Percieved flaws of the body
 - Ex. Obesity, Physical Deformities amd Disabilities

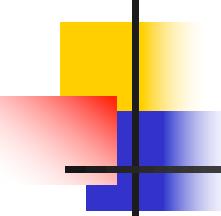
Stigma



- Members of stigmatized groups
 - Are often the targets of intolerance
 - Are more frequently stereotyped
 - Feel more anxious and inhibited in 'being oneself'



Race-based appearance cues
can trigger Discrimination



Racism

- Prejudice and discrimination based on a person's racial background
- Old Fashioned/overt Racism:
 - Blatantly negative stereotypes based on a belief in racial superiority of one' own group, coupled with open opposition to racial equality (contemptuous prejudice)
 - Less common or less frequently expressed now in some societies

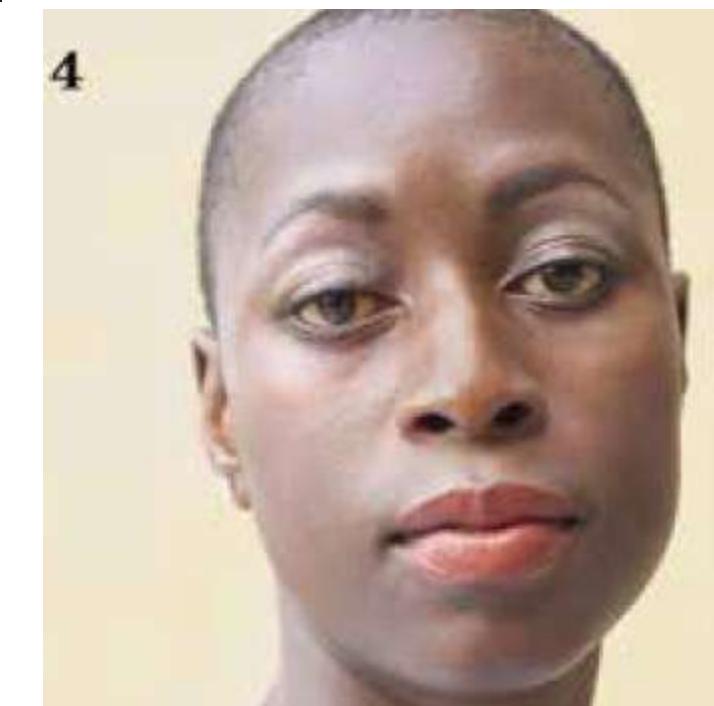
Race based physical cues can automatically activate stereotypes

- Individuals with Afrocentric facial features are more likely to be targets of prejudice and discrimination
 - Can activate a fear response and shape quick decisions
 - Ex. Case of Amadou Diallo
- Reaction time studies: a tool was significantly more likely to be mistaken for a weapon when preceded with a black face
- Implications of implicit racial bias for false shootings, excessive violence by police officers

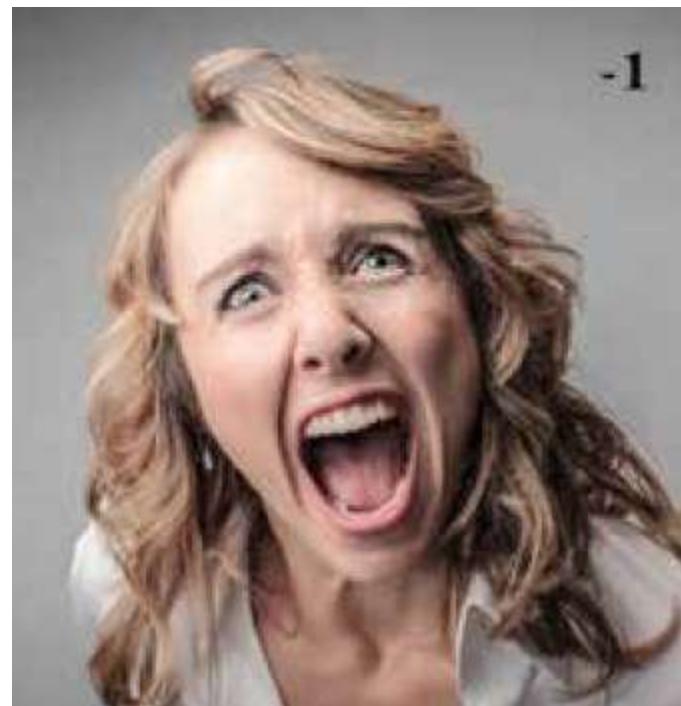


Racial biases are readily accessible from long term memory

- ❑ Ex. Anger on a black face (compared to a white face), was more likely to be *falsely* recalled
- ❑ Can police officers be trained to reduce race based shooter bias?



4



-1

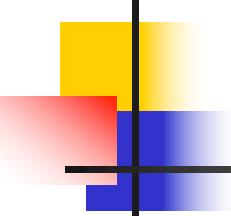
Modern-day Racism is more ambivalent than openly hostile

- Aversive racism: Attitudes toward members of a racial group that include both
 - egalitarian social values and
 - internalized negative stereotypes
- Awareness of this attitudinal conflict threatens one's self concept as a fair-minded person



Sexism has both a Benevolent
and Hostile component

Sexism

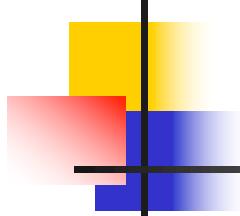


'Any attitude, action or institutionalized structure that subordinates a person because of their sex or gender'

(Swim & Hyers, 2009)

- Around the globe, sexism primarily is about prejudice and discrimination directed at females
 - A majority of societies are patriarchal

Sexism



- Old fashioned sexism:
 - Overt hostility and male dominance over women
- Modern day sexism is more subtle, more ambivalent

Ambivalent sexism

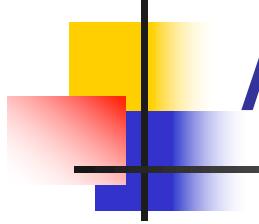
- A great deal of intimacy in male/female relationships
- Results in ambivalent sexism, a mixture of positive and negative orientation toward women
 - Ex. Attitude of men who believe women are “wonderful” as long they stay in traditional gender roles and do not compete for more socially-valued and powerful roles
 - Is expressed as hostile & benevolent sexism

Hostile sexism

- Targets women who are perceived as competing with men for status in public spheres such as work or politics
- Punishes women who do not conform to traditional feminine roles
- In Turkey, correlates with acceptance of patriarchy, and of violence against women (Sakallı-Uğurlu)
- Some men with histories of rejection are hostile toward all women

Benevolent sexism

- 
- ❑ Directed toward women who are recipients of paternalistic prejudice
 - ❑ Idealizes women in traditional gender roles
 - ❑ 'Women are special and in need of special protection'
 - ❑ As a reward for 'staying in their place'



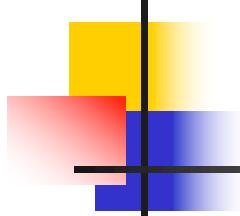
Ambivalent sexism

- ❑ Both hostile and benevolent sexism serve to maintain women's subordinate status
- ❑ Common assumption: Women belong in restricted domestic roles and are the 'weaker sex'
 - ❑ Actions taken under the guise of protecting women can work to their disadvantage.

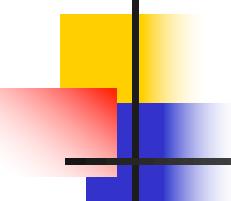


Intolerance based on Weight, Sexual Orientation and Mental Illness

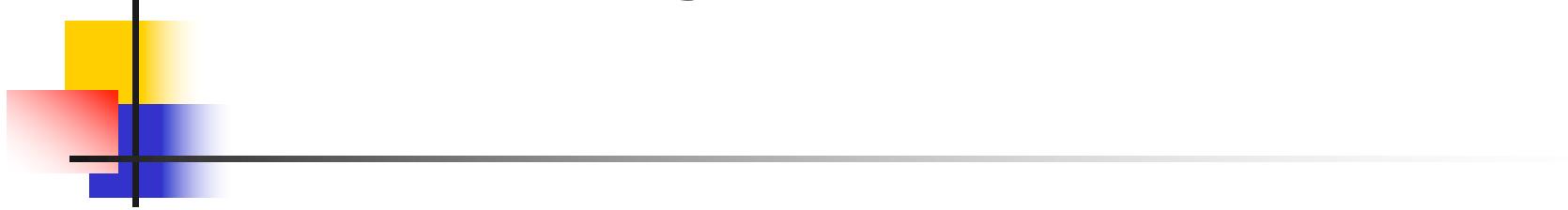
Antifat prejudice

- 
- In individualistic cultures, obesity is regarded as a condition that is controllable
 - Heavy individuals are viewed as weak, lazy, and self-indulgent
 - Stigma includes “flaw” of both the body and of individual character

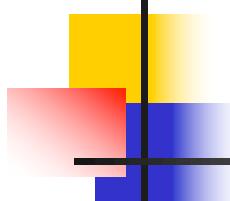
Antifat Prejudice

- 
- Overweight individuals are affected negatively physically and psychologically
 - Less likely to be chosen as friends and romantic partners
 - Treated in less friendly manner by healthcare workers
 - Discriminated against in hiring/firing practices
 - Especially strong for females
 - Can be internalized

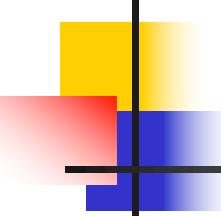
Courtesy stigma

- 
- ❑ Negative evaluations of people who associated with stigmatized people
 - ❑ Examples:
 - ❑ Normal weight children who are seen with an obese child
 - ❑ Men who are seen with an obese woman

Sexual prejudice



- Prejudice and discrimination directed towards people because of their sexual orientation
- Based on heterosexism/heteronormativity: system of cultural beliefs, values, and customs that exalt heterosexuality and denies, denigrates, and stigmatizes any non-heterosexual form of behavior or identity
 - Society is organized on assumption of heteronormativity

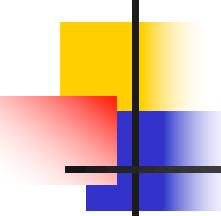


Heterosexism

- Can be both overt or subtle
- LGBT individuals often experience interpersonal discrimination, where they are treated in a less friendly manner or made to feel 'invisible'
 - Allies may often experience courtesy stigma
 - Sexual orientation is concealable: Deviation from traditional gender roles/gendered behavior may lead to inferences about sexual orientation

Characteristics of Those Expressing Antigay Attitudes

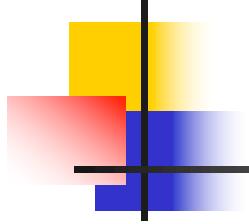
- Male rather than female
 - Heterosexual **male identity** is strongly predicated on the rejection of homosexuality (and femininity)
- Member of conservative religious organizations
- Traditional gender role attitudes
- Friends with similar negative attitudes
- Less personal contact with gay men or lesbians



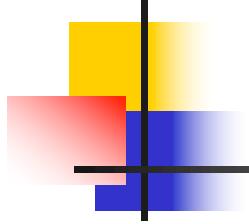
Mental Illness Prejudice

Mental illness prejudice

- Belief that mentally ill people are dangerous and less capable than others.
- People with psychological problems often conceal their symptoms.
- Research suggests there are very little (if any) differences in violence between those who were former patients in mental hospitals and control groups



Being Stigmatized has Negative
Consequences for the Targets

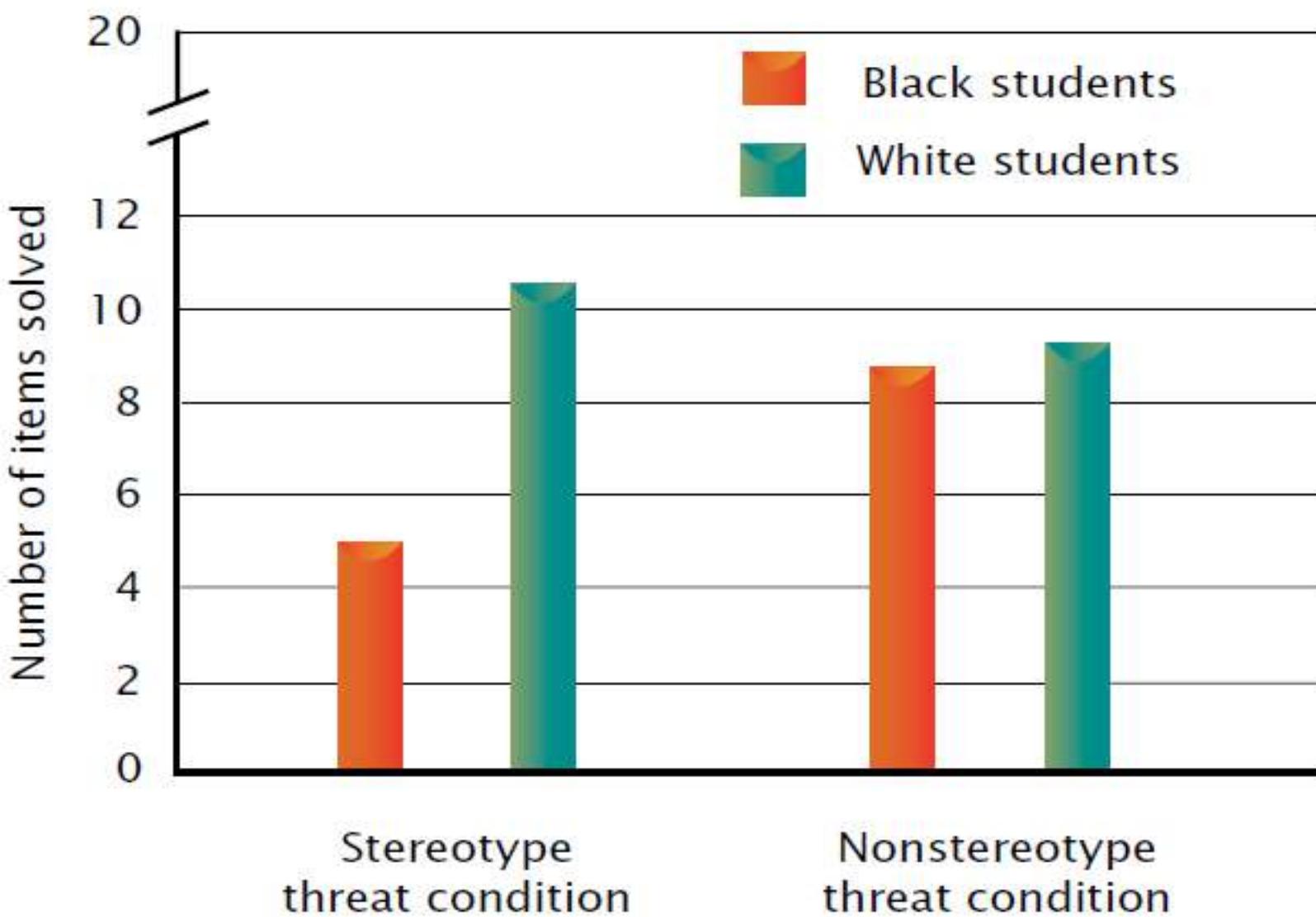


Experiencing prejudice and discrimination
results in poorer mental and physical health

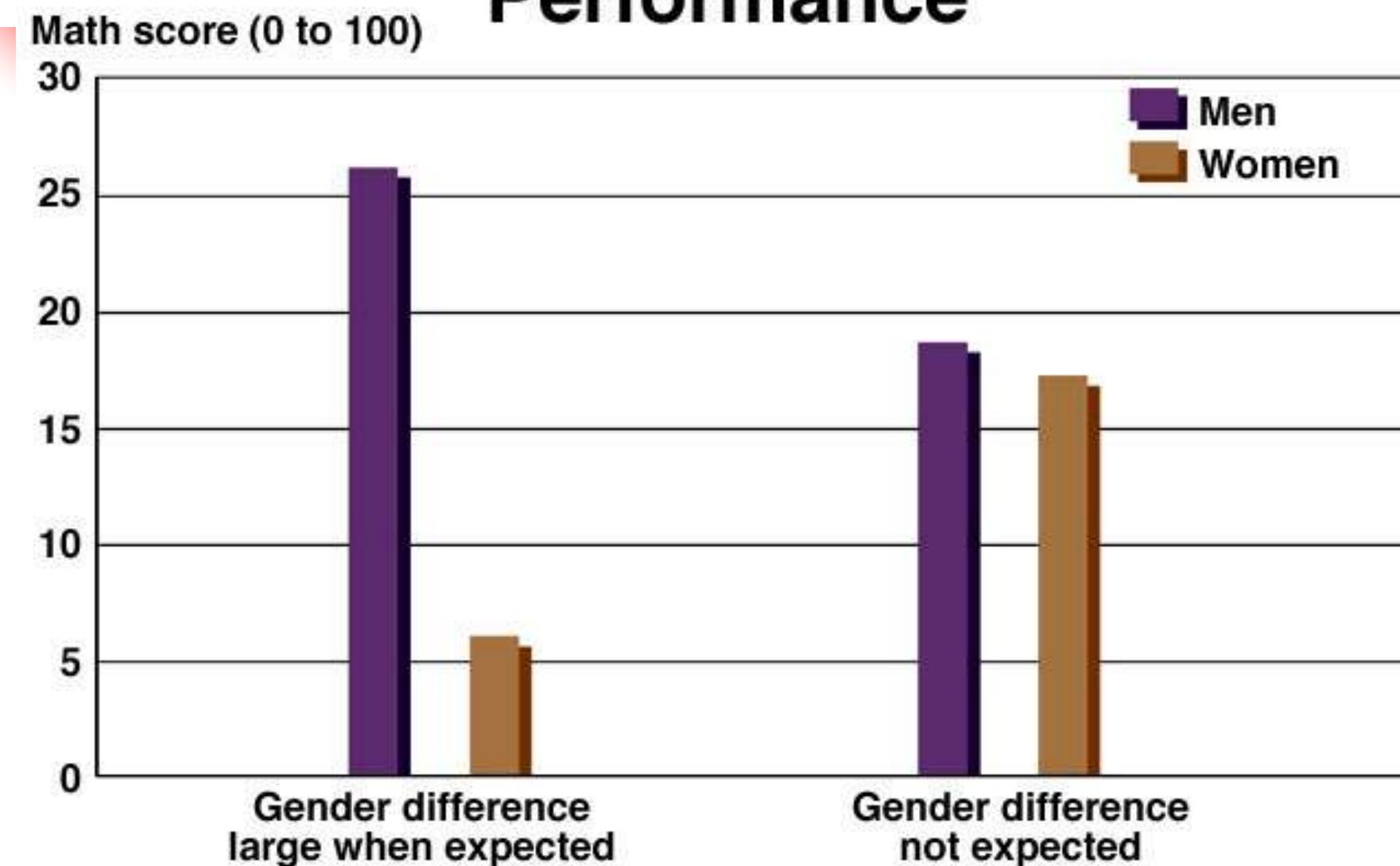
Stereotype Threat

- 
- When you are performing a task where you know your group is stereotyped to perform poorly, your performance suffers.
 - Threat causes arousal, which in turn hinders skills, which results in poor performance, thus confirming stereotype.

Stereotype Threat



Stereotype Vulnerability, Math Performance



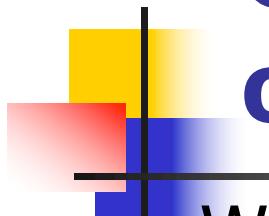
Disidentification as a response to repeated stereotype threat

- Disidentification with goals that arouse stereotype threat (e.g., academic achievement)
 - May protect self-esteem from effects of discrimination
 - But may also undermine achievement!

Prosocial Behavior: Helping Others

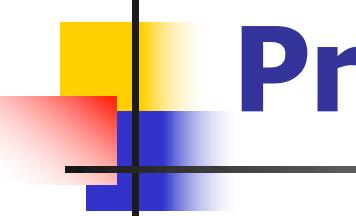


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Spring 2023



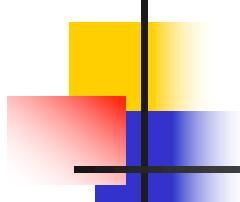
Questions about and examples of prosocial behavior

- What is prosocial behavior?
- Why do we help?
- When do we help?
- Whom do we help?
- Are there hidden costs for those who receive help?
- Caring as prosocial behavior
- Volunteering
- Organ donation



What Is Prosocial Behavior?

- Action that is voluntary and carried out with the *intention* to benefit others.
- Comes in many forms
- Ranges from the most selfless acts of **altruism** with no expectation of something in return, to helpful acts that are mostly motivated by **self-interest**, or **egoistic** motives.

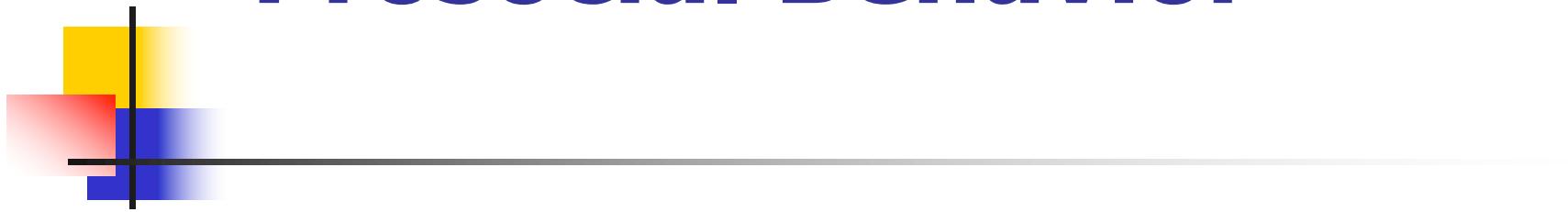


Prosocial Behavior

■ Examples

- Helping
- Sharing
- Affection
- Respect
- Being empathic
- Donating money, blood, organs, time
- Taking care of animals

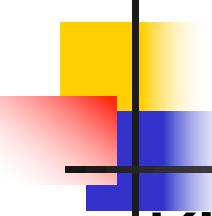
Prosocial Behavior



- Think of a time when you engaged in prosocial behavior. What factors played a role in your action? Why did you help?
- Think of a time when you *failed* to engage in prosocial behavior. What factors played a role in your lack of action?

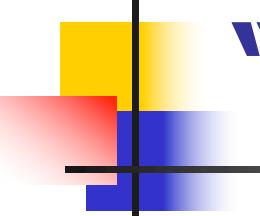


Why Do We Help?



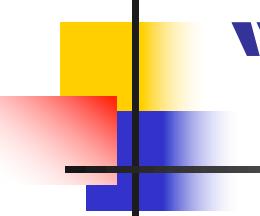
Helping is consistent with evolutionary theory

- Kin selection: helping blood relatives increases the odds that your genes will be preserved.
- Reciprocal Helping: increases chances of survival
 - People are likely to help strangers if it is understood that the recipient is expected to return the favor in the future
 - Ex. Social grooming



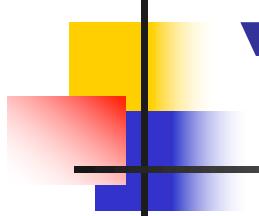
Social Norms define the “rules” of helping others

- 3 social norms serve enforce helping strategies:
 - 1. Norm of Reciprocity
 - Based on maintaining “fairness” in social relationships
 - People should be paid back whatever they give
 - Explains why people experience discomfort when help is received and they cannot reciprocate



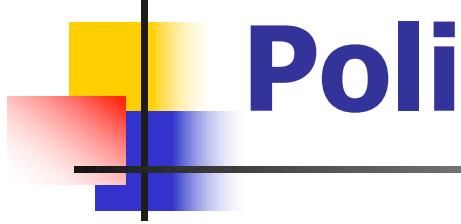
Social Norms define the “rules” of helping others

- 2. Norm of Responsibility
 - We should help when others are in need and depend on our help
 - Ex. Teachers
 - Help-giver should help without expectation of reward and regardless of recipient's worthiness



Social Norms define the “rules” of helping others

- 3. Norm of Social Justice
 - We should help only when others (“good” people) “deserve” our help



Political Differences

- **Conservative** politics tends to go along with a greater emphasis on individualism and the “social justice” norm
 - Greater dispositional attributions for poverty
- **Liberal politics** tends to go along with a greater emphasis on the “social responsibility” norm
 - Greater situational attributions for poverty

Individualists vs Collectivists

- Norm of **reciprocity** appears universal.
- Norm of **social responsibility**
 - Is endorsed more by collectivistic individuals
 - But also shows strong ingroup-outgroup distinctions in collectivistic cultures
 - In India, Hindus look at the decision to help in terms of duty and moral obligation. But they did not participate much in rescue efforts after the big quake that happened in a region where Muslims were in the majority

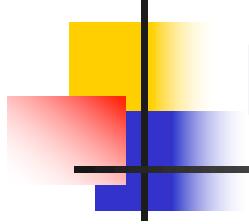
Gender influences Helping Responses

- Men are more likely to
 - Help in emergencies, especially when the person in need is a *female*
 - Help strangers,
 - Place themselves in danger when helping

Gender influences

Helping Responses

- Women are more likely to
 - Provide emotional and social support to others
 - Provide less dramatic and long-term help involving empathy and care taking



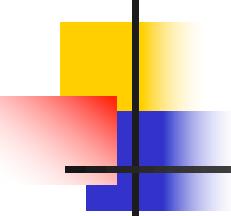
Empathic Concern vs Personal Distress

- When witnessing a need for help, we have a state of arousal which we may interpret as
 - Personal distress (guilt, anxiety, distress)
 - Empathic concern (sympathy, compassion, genuine concern) for the person in need

Personality Influences

Helping Responses

- Two distinct emotional reactions associated with helping related to personality differences:
 - Empathy:
 - Individuals high in empathic concern
 - The experience of caring for others represents a central self-concept Likely to have a self-concept
 - Are drawn to situations in which their feelings of sympathy will be aroused, and are more likely to take action in these situations.



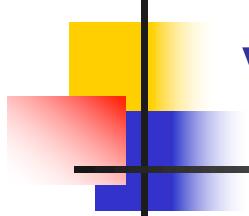
Empathy

- Important factor in triggering empathic feelings toward those in need is whether we highly value their welfare in the first place.
 - Link between empathy and helping is stronger in kinship relationships.
- Sometimes we may actively avoid experiencing empathy when the cost of helping is high

Personality Influences

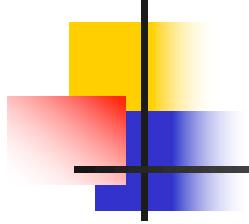
Helping Responses

- Two distinct emotional reactions associated with helping related to personality differences:
 - Personal distress:
 - An unpleasant state of arousal in which you become preoccupied with your own anxiety when seeing others in distress.
 - Does not necessarily increase helping behavior.
 - Parents who encourage the *expression of emotion* tend to have children who experience *empathic* rather than distress reactions when witnessing others in need.

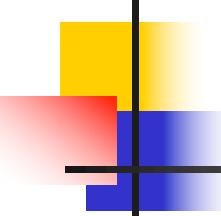


Empathy declining among young people?

- Does wide spread use of social media which reduces face to face contact contribute to this?

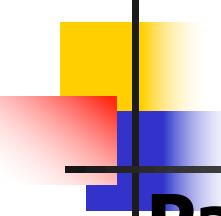


**Learning to be a Helper involves
both Observation and
Direct Reinforcement**



Learning to be a Helper

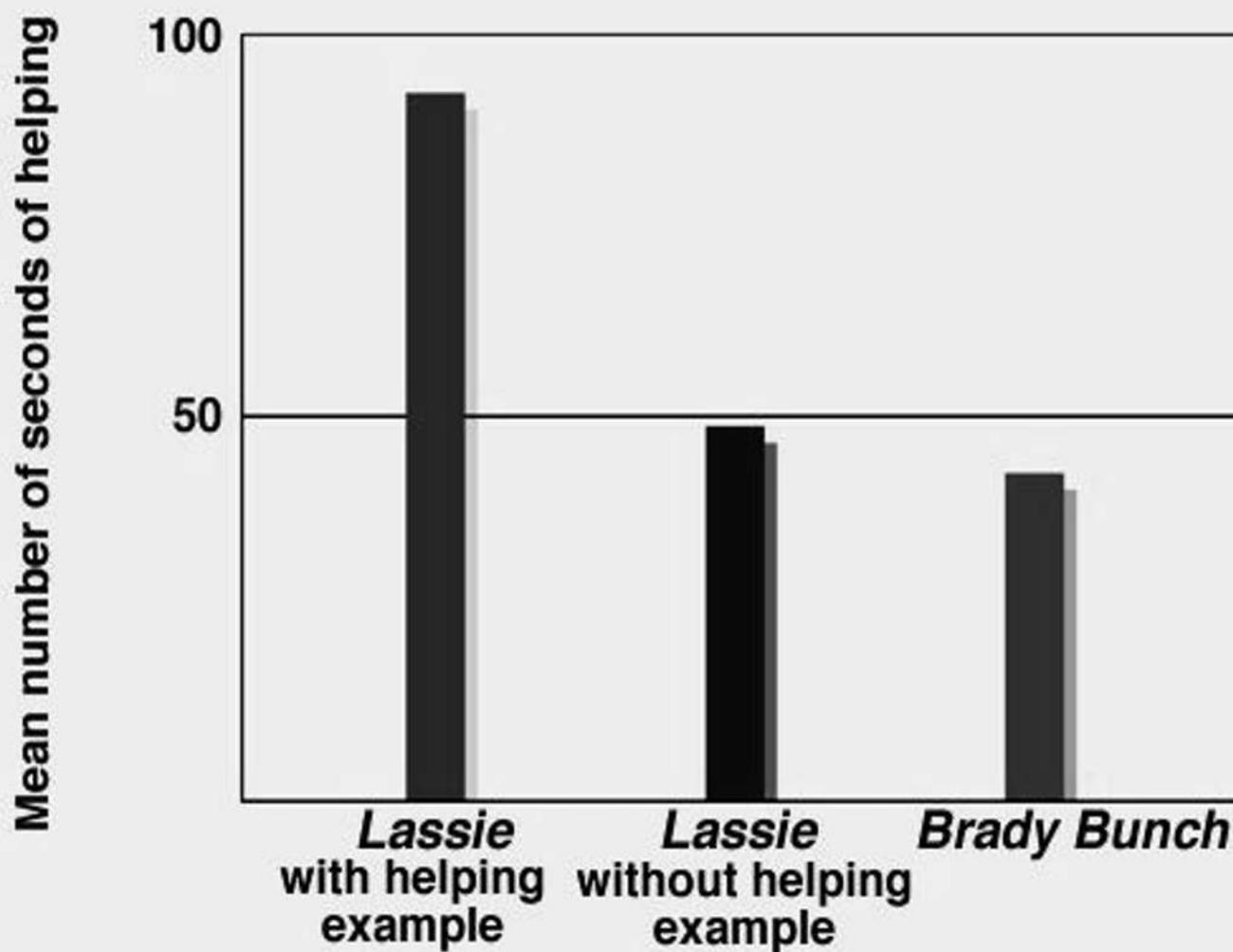
- Starts in preschool years
- **Observational** learning can teach children:
 - *How* to engage in helpful actions
 - *What* is likely to happen when they actually engage in helpful behavior
- What one *does* has more effect on children than what one *preaches*, although preaching (ex. generosity) seems to have some delayed effect on children as well



Learning to be a Helper

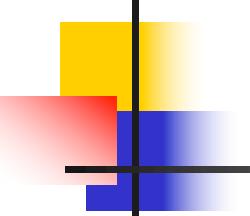
- **Parental modeling** of altruism can have lasting impact on children
 - Ex. Study of civil rights activists of the 1950's and 60's
- Prosocial behavior that is **rewarded** will become stronger
 - **Social** rewards (ex. Praises) more effective than material ones.
- **Media** also has an effect!
- **Adults** can also influence one another
 - Ex. Blood donation

Prosocial TV & Children's Altruism



Prosocial Video Games and Helping

- Playing video games that encourage prosocial activities *increases* the likelihood of prosocial behavior later on.

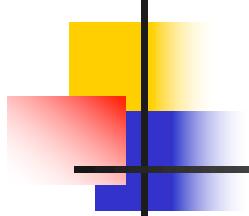


Being Helpful can Benefit Personal Well Being

- Doing good for others benefits givers' well-being and popularity.
- Volunteering among **adolescents** has a positive developmental effect.
- Volunteering among the **elderly** has a positive effect on psychological well-being and physical health.

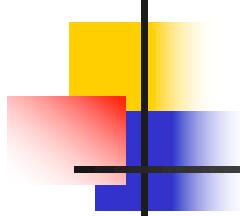


When Do We Help?



The Bystander Intervention Model

1. Notice something **unusual** is happening
2. Decide whether something is **wrong** and help is **needed**
3. Decide the extent to which **you** have the responsibility to help
4. Decide whether you know the **appropriate** kind of help to offer
5. **Implement** the prosocial action



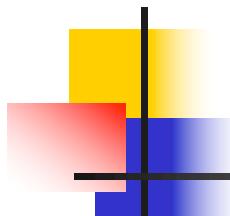
The Bystander Intervention Model

- 1. Notice something **unusual** is happening
 - Stimulus overload effect: Are we always able to be mindful of what is going on around us?
- 2. Deciding whether something is **wrong** and help is needed
 - Can we always tell?
 - Ex. A man lying on the street
 - We may make an incorrect definition of the situation

The Audience-Inhibition Effect

- May short circuit helping at stage 2
- Presence of others may inhibit the person from percieving an **ambiguous** event as emergency and responding to it
 - “Smoke” exp.
 - “Woman in distress” exp.

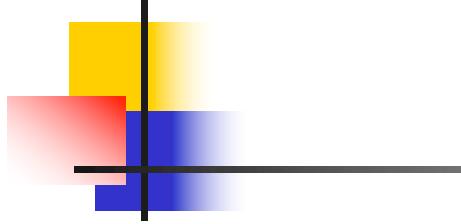
The Audience-Inhibition Effect

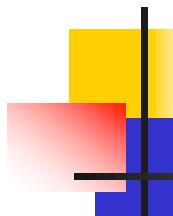
- 
- Occurs due to the interaction of “outcome dependence” and “information dependence.”
 - We don’t want to be seen as “overreacting” if situation is ambiguous
 - Others’ (calm) behavior provides us with social comparison information
 - Reduced when the situation is not ambiguous

The Bystander Intervention Model

- Decide the extent to which **you** have the responsibility to help
 - Problem of diffusion of responsibility

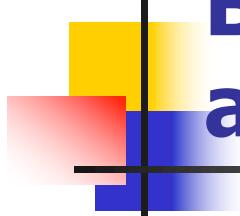
Diffusion of Responsibility

- 
- May short circuit helping at stage 3
 - Many experimental studies demonstrate that helping behavior is a function of how many other bystanders we think are also witnessing the event.



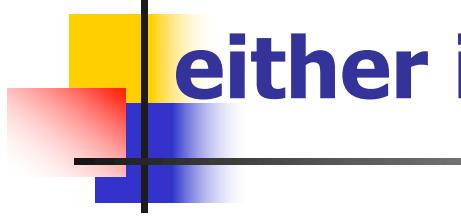
Bystander Intervention is shaped by arousal and cost-reward assessments

- Witnessing an emergency is emotionally arousing and generally experienced as an uncomfortable tension that we can decrease by
 - Intervening and decreasing arousal
 - Ignoring danger signs or interpreting them as nothing to worry about
 - Running from the scene



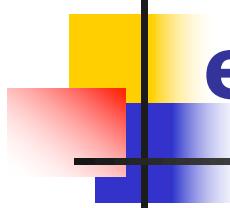
Bystander Intervention is shaped by arousal and cost-reward assessments

- Arousal: cost-reward model
 - Which behavior we will choose will be based on an assessment of **personal cost** of helping and the **cost to the victim** of not helping
 - Ex. Witnessing a fight between a man and a woman



Positive and Negative Moods can either increase or decrease helping

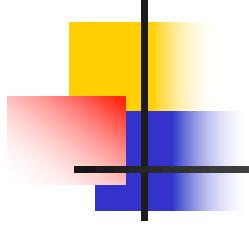
- More likely to help when in a good mood
 - When in a good mood, we may help to maintain that mood
 - More likely to think about others and in a positive way when we are in a good mood



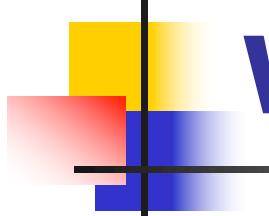
Positive and Negative Moods can either increase or decrease helping

- When feeling bad, we may help as a way of escaping our negative mood
 - Helping others often makes us feel good about ourselves
- Extremely negative moods result in less helping

Check out Figure 12.5

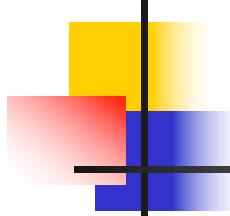


Whom Do We Help?



Whom Do We Help?

- We tend to help **similar** others, people who are like 'us' and need help
- Racial/ethnic bias in helping can be reduced through inducing a perceived 'similarity' with who we may decide as 'other'.

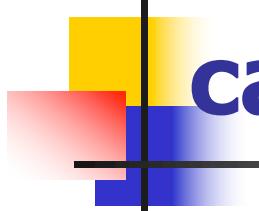


Whom Do We Help?

- We help "**deserving**" others, people who could not have "prevented" their problems (due to norm of "**social justice**")
- But, we may also blame victims (due to '**Just world belief**')
 - Make personal attributions for their troubles
 - May be less likely to help those in need
 - Ex. Blaming people for not leaving their unsafe houses?

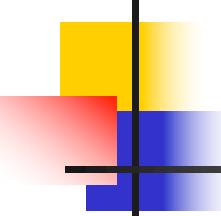


Are There Hidden Costs for Help Recipients?



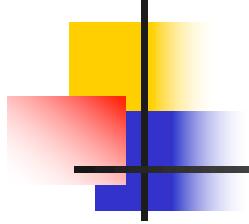
Being unable to reciprocate help can create stress

- Receiving help is a mixed blessing!
 - Those who receive help often respond with feelings of relief and gratitude
 - They can also feel embarrassed, indebted, and inferior
 - Help givers may be resented if they do not allow recipients to restore equity in some way

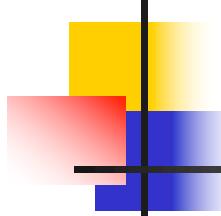


Self-esteem

- Receiving help can threaten self-esteem.
 - Threat to self-esteem model:
 - When receiving help, we can perceive it as either self-supporting or self-threatening.
 - Aid will be supportive to the extent that it:
 - Conveys caring for the recipient.
 - Provides real benefits.
 - Aid will be threatening to the extent that it:
 - Implies an inferiority-superiority relationship between recipient and helper.
 - Conflicts with important cultural values of self-reliance and independence.

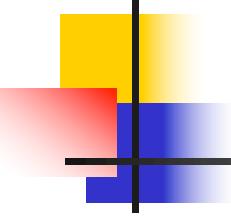


Caring as prosocial behavior



Concepts of Caring: A process with different phases

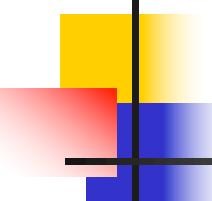
- “Being there” for the other
- Giving time
- Talking as a vehicle for facilitating the process
- Sensitivity
- Acting in the best interest of the other
- Being emotionally invested
- Doing helpful things for the other
- Reciprocity: the “cared for” responds in a way that perpetuates the process



Volunteering

(Penner; Omoto & Snyder; Piliavin)

- Prosocial action in an organizational context, which is **planned** and continues for an extended period
- Compared to interpersonal helping, is less likely to be motivated by a sense of obligation, and involves a **thoughtful** decision
- Family modeling, religious faith, higher income and education levels are predictors of why one may become a volunteer



Volunteering

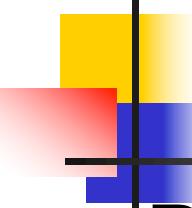
(Penner; Omoto & Snyder; Piliavin)

- Motivated mostly by other-oriented motives, but sometimes also by less selfless motives.
- Sustained volunteer activity
 - Personal motives, social and organizational support for the volunteer's activities, satisfaction with the volunteer experience are important for sustained volunteer activity.
 - Perceived expectations of *others* may lead one to **become** a volunteer, but
 - *organizational* variables (ex. prestige), and
 - *experiences and behaviors* related to volunteering facilitate the development of volunteer **identity** (volunteering as part of the personal identity), which leads to sustained volunteering.

Motivations underlying AIDS volunteerism (Snyder & Omoto)

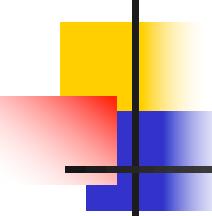
Personal Values

- “because of my humanitarian obligation to help others”
- Desire to increase understanding
 - “because I want to learn how people cope w/AIDS”
- Community Concern
 - “because of my concern & worry about the gay community”
- Personal Development
 - “I want to challenge myself and test my skills”
- Enhancement of Self-Esteem
 - “I want to feel better about myself”



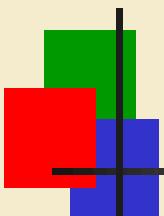
Organ Donation

- **Problem:** Despite huge need, very few people donate
- Ex. Blood donation:
 - **Cost of donating** (needle prick, time) higher than cost of *not-donating* (social disapproval, guilt)?
 - **Benefit of not donating** (saving time & discomfort) higher than benefit of *donating* (feeling good about helping someone)?



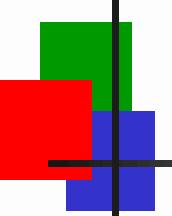
Organ Donation

- **Donation-unfavorable attitudes and beliefs** appear to discriminate more strongly among people who differ in organ donation willingness:
 - Don't wish to think about death
 - Have concerns about organs going to undesirable recipients
 - Are concerned that their organs will be discarded or used for research
 - Are concerned about their need for organs in the afterlife
 - Are concerned about the disfigurement of the body
 - Mistaken notion that organ donation is anti religious (Turkey)



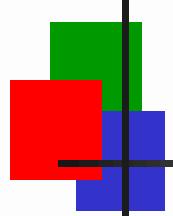
Social Influence: How Others Influence our Social Behavior 1

Hale Bolak Boratav
Spring 23



Social Influence

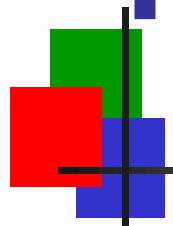
- Think about the different ways your thinking and behavior is influenced by others.
- What are the different reasons why you may adopt the thinking and behavior of others?



Definition of Social Influence

- Exercise of social power to change the attitudes or behavior of others
 - From more **indirect** to more **direct**

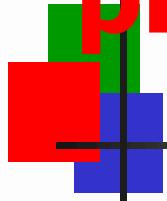
The bases of social influence



Example:

What to wear today?

Information about physical reality

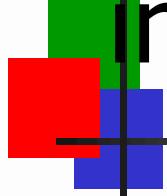


- Will it rain?
- What about the temperature?
 - Where do we get this information?

Information about social reality

- What's appropriate?
- What looks good on me?
- What will other people think?
 - Where do we get this information?

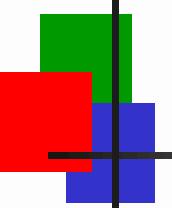
How do we **respond** to social influence?



- Depends on who is asking
- May involve yielding or resisting
- May involve a moral judgment
 - (is it right or wrong?)

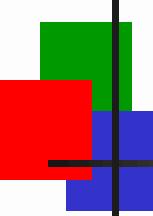
Motives for responses to social influence

- What motives may we have to yield to social influence?
 - Adaptive?
 - Avoid rejection?
 - Avoid punishment?



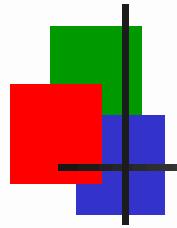
Behavioral consequences of Social Influence

- **Conformity:** behaving in accord with *perceived* group pressure or standards
- **Compliance:** publicly behaving in accord with a direct *request*
 - External compliance (privately disagree)
 - Internal compliance (includes attitude change)
- **Obedience:** behaving in accord with a direct *order*, usually coming from what is perceived to be a legitimate authority

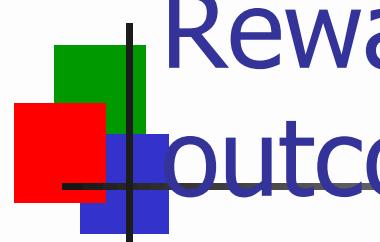


Social Power

- Refers to the force available to the influencer to motivate a change
- Can originate from having access to certain resources or from being liked and admired
- People with social power tend to be *less* concerned about the social consequences of their actions
 - are more quickly to act, with less deliberation than those with less power
- Use of “soft” rather than “heavy handed” social power gets a more positive response

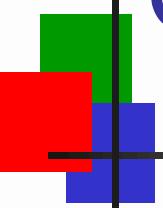


6 Bases of Social Power



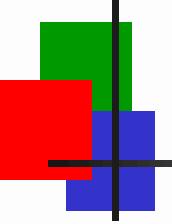
Reward power: Providing (+) outcome

- Praise, Affection, Acceptance
 - More likely to result in internal compliance
- Material rewards
 - On their own, may only result in external compliance



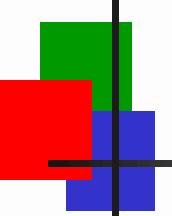
Coercion: Providing (-) outcome

- Punishment
 - Withdrawing praise, affection, wages, possessions
 - Disapproval
 - Inflicting pain
- Less likely to result in internal compliance
- Less effective with social groups as threats often serve to unite people against the common enemy
 - To justify repressive policies, leader may exaggerate external threat (ex. from other countries)



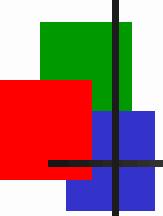
Expertise

- Person has special training, experience or insight about a topic
 - Often results in internal compliance



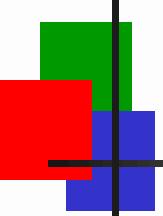
Information

- Person has the ability to provide information, communicate a message that others don't have
 - Person needs to be perceived as credible



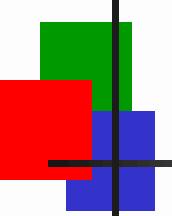
Referent power

- People identify with and admire the person with referent power
 - More likely to result in internal compliance
 - Ex. Use of celebrities in ads



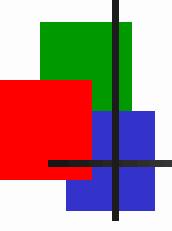
Legitimate power

- Comes from being in a legitimate role or position
 - Influencer is perceived to have a right to make requests



CONFORMITY Processes: Going along with the group

- Response to indirect pressure
- We are motivated to follow the beliefs and standards of others

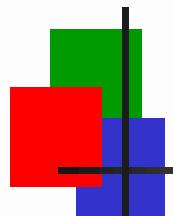


Sherif analyzed conformity to an ambiguous reality

Classic Conformity Research

Sherif's Conformity Research

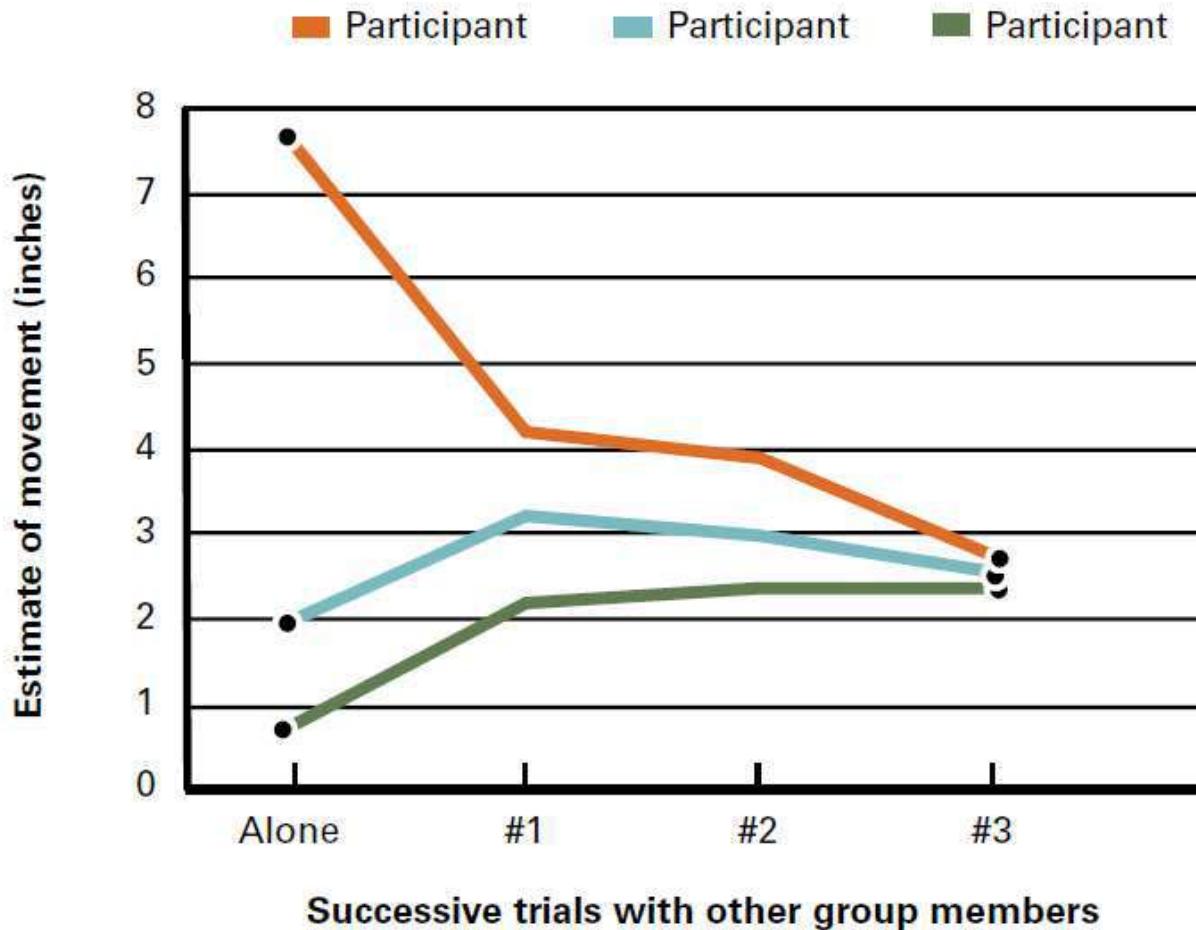
Subjects in a darkened room
looking at a point of light
believed the light began to
move (the **autokinetic effect**).

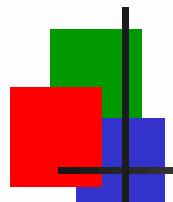


Sherif's Autokinetic Effect Study: Conformity to an ambiguous reality

- Complete ambiguity in terms of physical information
- Individuals first tested alone, developed their own norms
- Groups of 2-3 were tested, where individuals discussed their estimates
 - Confederates with extreme estimates were included
 - Confederates were replaced over several trials

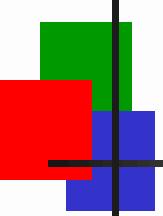
Ambiguous Reality





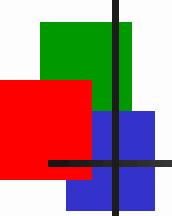
Sherif's Autokinetic Effect Study: Conformity to an Ambiguous Reality

- Emergence of individual norms
- Emergence of group norms (social norms)
- Greater ambiguity → greater conformity
- Greater confidence by others→ greater conformity
- Group norms were durable –they became privately accepted
- Sherif's interest in social norms was based on his own observations of conformity
 - Individuals may continue to use the 'group perspective' even in their absence!



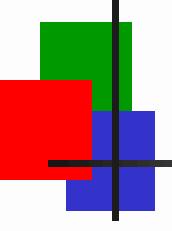
Power of confidence in shaping norm development

- Many studies show that when faced with uncertainty about how to judge or interpret events,
 - We are influenced by others, particularly if they appear confident
 - Continue to use their perspective even in their absence

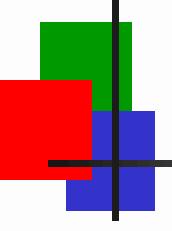


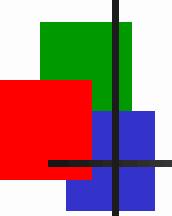
Pluralistic Ignorance

- When we are uncertain about how to understand an event, we may often ‘misperceive’ what others are thinking; assume that *everyone* else is interpreting a situation in a certain way, when they are not.
 - Feeling confused about the lecture but not raising your hand to ask a Q, assuming that everyone else understands the lecture



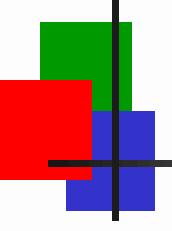
Social norms are often
automatically activated

- 
- Through socialization, we learn about normative behavior in different situations.
 - Over time social norms become associated with specific settings.
 - Ex. The norm of being quite in the library



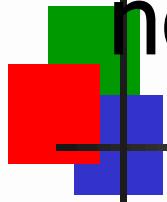
Norm consistent behavior

- Situations automatically activate social norms from memory.
 - Ex. Students who anticipated visiting the library later, pronounced the words on the screen in a **quieter** voice!



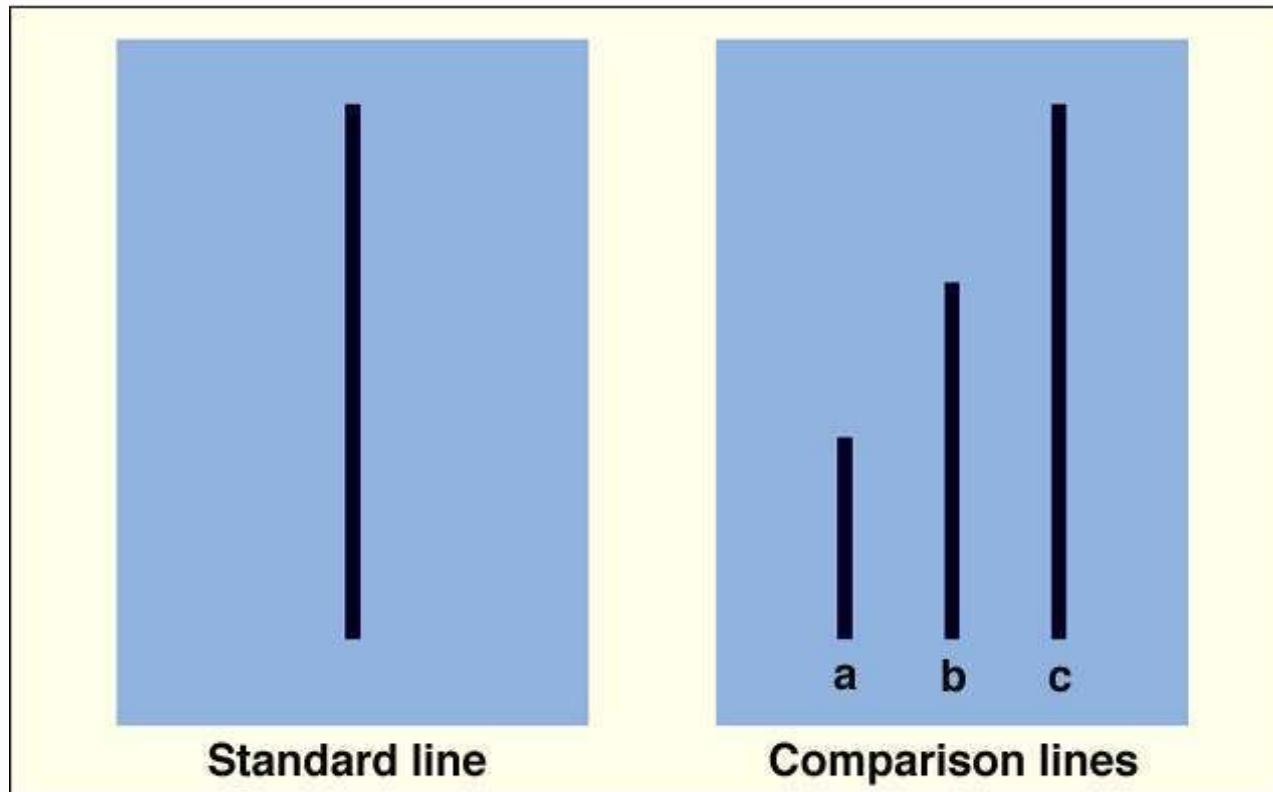
Asch analyzed conformity to a
unanimous majority

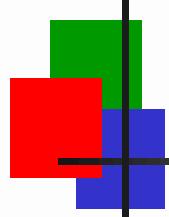
What if physical and social reality do not match? Asch's line experiment



- No physical ambiguity
- Expectation: if there is a contradiction between
 - *physical* and
 - *social* information
- People should remain independent in their judgment

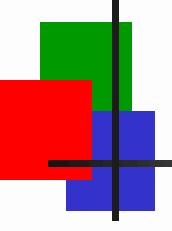
Asch's line judgment research



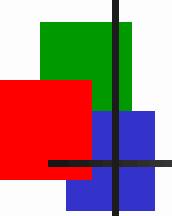


Conformity on Line Judgments

- Participants made a total of 18 different line judgements
- 35% of the overall responses conformed to the wrong answer
- Over 3/4 of participants conformed at least once
- In private judgments, almost no conformity!

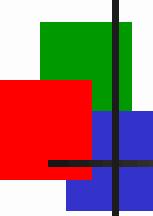


Normative and Informational Social Influence shape Conformity



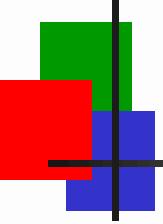
Conformity

- Why do we follow the beliefs and standards of others?
 - The Desire to be accurate
 - The Desire to fit in



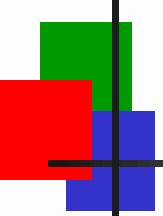
Informational Social Influence

- Going along with the group because they have more information (**the desire to be accurate**), leads to informational social influence
 - Especially when we doubt our own judgment



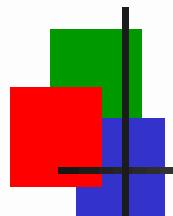
Normative Social Influence

- The need to gain acceptance or approval or avoid punishment results in outcome dependence (**the desire to fit in**) leads to normative social influence
 - Not wanting to “stand out”



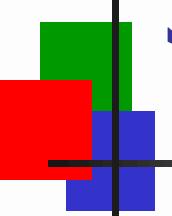
Conformity to a unanimous majority

- 4 police officers were acquitted in the brutal beating of Rodney King in 1992
- One juror changed her initial guilty verdict to “not-guilty”, conforming to what she believed to be an incorrect judgment by the rest of the jurors
 - Why?



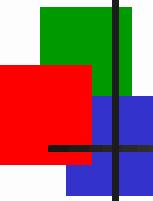
Normative and Informational Social Influence

- In many situations, these 2 types of social influence operate together!



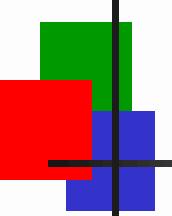
Social Influence in our lives

- Since then, research has demonstrated similar conformity effects using other physical stimuli as well as statements of fact, opinions, etc.
- Social Influence operates on many different levels on our lives
 - E.g., religion, politics, career choice, fashion, body image, consumer choices



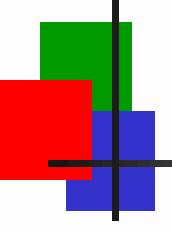
Social norms can be used to benefit society

- Normative influence can be effective for promoting pro-environment behavior such as conservation of energy or water
 - Ex. Informing residents about how their consumption compares to similar households

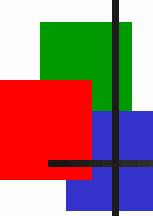


Application of Informational Social Influence

- Reducing binge drinking at universities by giving students *accurate* information about the average level of drinking on campus

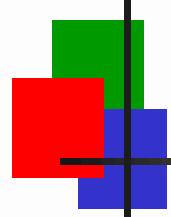


Schachter investigated the
rejection of the non-conformist



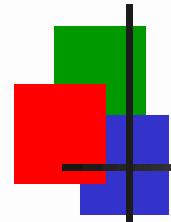
The case of 'Johnny Rocco'

- Group was asked to discuss and decide on the case of a juvenile delinquent named J. Rocco
- Group Roles included:
 - The “deviate”
 - The “slider”
 - The “mode”
- At the end of one discussion, when the group had to become “smaller,” the “deviate” was excluded



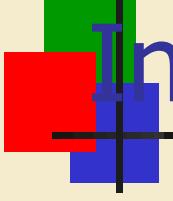
Social rejection or Ostracism by others

- More likely when deviance is from an important group value and is expressed in an intergroup context
 - Ex. “Sharing dirty laundry” with non-group members is seen as the ultimate sign of disloyalty, and leads to harsh judgment



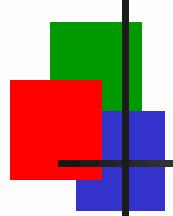
Social rejection or ostracism by others

- Final and most powerful form of normative social influence, one of the primary causes of depression
- Brain-imaging studies show that social pain is neurologically similar to physical pain
 - Both are registered in the 'anterior cingulate cortex'



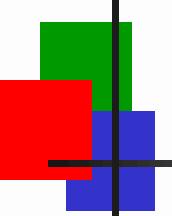
Social Influence: How Others Influence our Social Behavior (2)

Hale Bolak Boratav
Spring 23



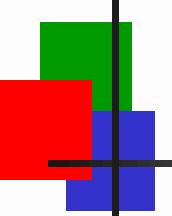
Factors affecting Conformity

- Situational factors
- Personal factors
- Culture
 - individualism vs collectivism
 - ingroups vs outgroups



Situational Factors Impact Conformity

- Group Size
- Group Cohesiveness and Topic Relevance
- Social support for the non-conformist

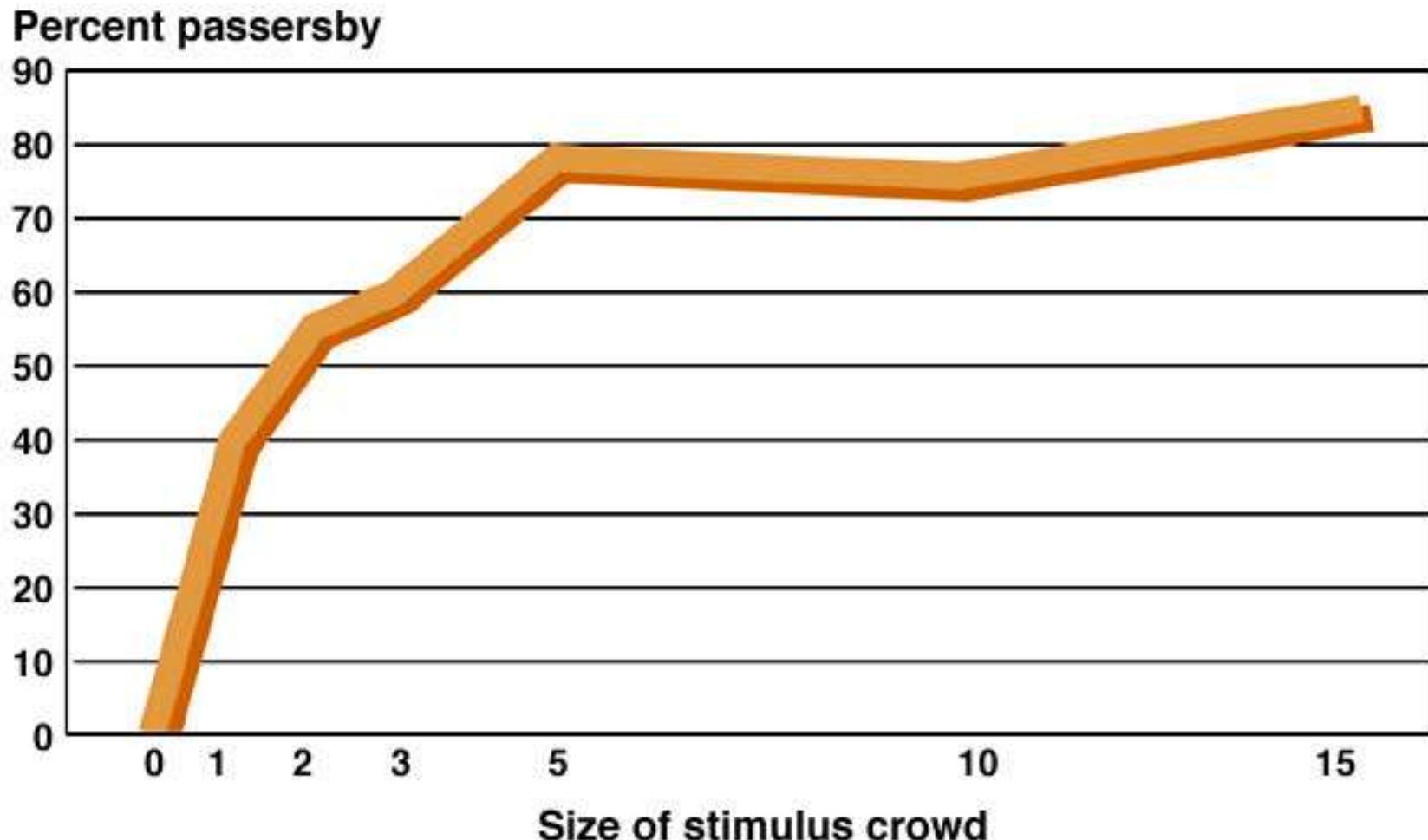


Group Size

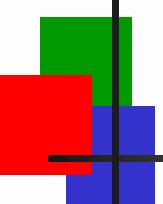
- Can be important for normative social influence, but only up to a point
 - Conformity peaked when group size reached three to four confederates
- Research shows group size to not be important for informational social influence



Group Size and Conformity

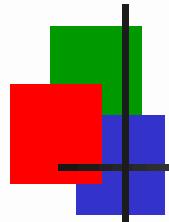


(Data from Milgram, Bickman, & Berkowitz, 1969)



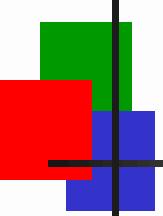
■ Group cohesiveness and topic importance

- Group is cohesive when members are highly attracted to one another.
 - Cohesive groups engender more conformity.
 - Example: friendship networks
 - We are more likely to accept our friends' influence than that of others out of a respect for their opinions, our desire to please, and fear of rejection.
 - When groups with strong cohesiveness are discussing important topics, they tend to be intolerant of dissenters.



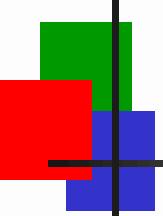
Social Support

- Social support reduces conformity by diminishing group's normative influence
- Almost any dissent can reduce conformity.
 - Breaking social consensus is crucial factor.



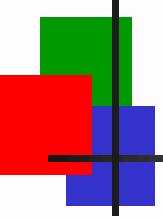
Personal factors influence conformity

- Self awareness
- Self presentational concerns
- Desire for personal control



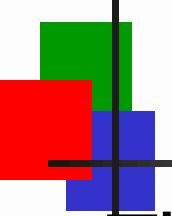
Self-awareness

- When we are privately self-aware, we tend to act in line with our personal standards.
- However, social standards are more influential when we are publicly self-aware (Froming et al., 1982; Kallgren et al., 2000).
- So, *private* self-awareness reduces conformity, while *public* self-awareness increases conformity.



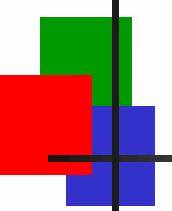
Self-presentational concerns

- Q: How will my behavior be viewed by others?
 - In many cultures, it is *not* desirable to be recognized as a conformist.
 - Conformity is most likely to occur when it is viewed as indicating intelligence or open-mindedness.



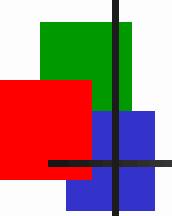
Desire for personal control

- Theory of psychological reactance:
 - The idea that we possess specific behavioral freedoms and that we will react against and resist attempts to limit this sense of freedom.
 - When reactance is aroused, forbidden behavior becomes more desirable.
 - Example:
 - Parents forbid daughter to date a specific young man from school.
 - She defies them to exert a sense of personal control over her own behavior!



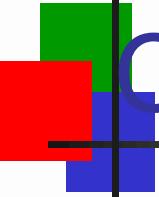
Non-conformity

- Not yielding to social influence can be based on different motives:
 - Independence
 - Not being subject to others' control, not based on being *against* something
 - Anti-conformity
 - Opposition to all social influence on all occasions, out of a sense of reactance



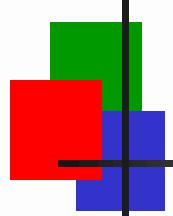
Nonconformity

- May relate to higher need for individuation, or willingness of some individuals to engage in public behaviors that set them apart from others (Maslach)
 - Willing to present their opinions on a controversial topic,
 - Assert their distinctiveness through their clothing, nicknames
 - More likely to engage in “creative dissent”
 - More critical, less socially compliant, less polite



Cultures differ in their Conformity Patterns

- Conformity may have a more (-) or (+) association depending on cultural context
 - Collectivists are more likely to conform to the in-group and to see this as desirable; less likely to conform to the out-group
 - Individualists are more likely to question ingroup norms when they run in conflict with their self-interest, or when going along with these norms makes them feel “ordinary” (not unique!)

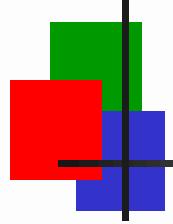


Minority Can Influence the Majority.

Minority Influence:

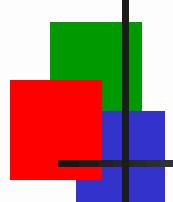
The process by which dissenters produce change within a group.





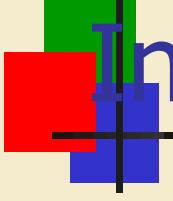
Minority Influence

- Minority slowness effect: minority opinion may be expressed more slowly
- Majority opinion is adopted more easily due to normative and informational social influence
- Minority position is subject to more critical analysis
- Style of behavior is the most important determinant of its effectiveness



Minority Influence

- To be effective, a minority must:
 - Adapt a style that is
 - Consistent and confident
 - Flexible and open minded
 - Otherwise be similar to majority
 - Single as opposed to double minorities
 - Different only in belief from the majority
 - Appear close to evolving social norms
 - Fit the cultural zeitgeist

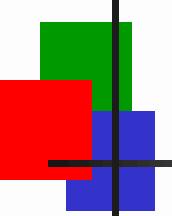


Social Influence: How Others Influence our Social Behavior (3)

Hale Bolak Boratav
Spring 2023

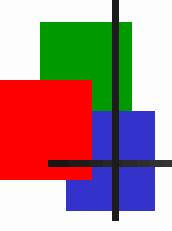
II. Compliance Processes

Requests, Sales Techniques,
Getting One's Way

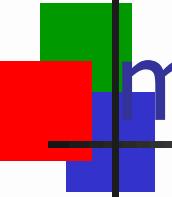


Compliance

- Think about a specific situation where someone asked you for a request
- Who was the person and what was the request and the tactic used?
- Did you comply or not?
- If you complied, why did you do so?
 - What were you thinking?
 - What was the reason this person had this influence power over you?

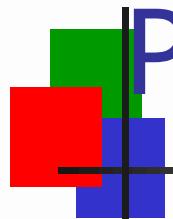


Manipulating Moods and Invoking Norms Foster Compliance



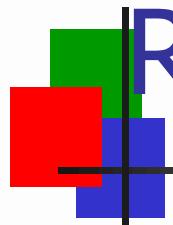
Factors that make **Compliance** more likely

- Positive mood
- Reciprocity
- Giving reasons



Positive Mood

- Makes one feel more friendly towards the person making the request
- Makes one *less* likely to be critical/analytical
- Compliments, subtle forms of flattery can increase favorable response to request.



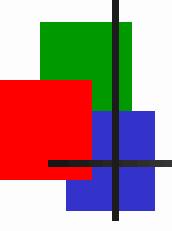
Reciprocity

- The norm of that people should return a good deed or gesture
 - Use of small gifts or favors to increase compliance
 - Ex. Use of coupons, free samples in sales
- People who *habitually* use reciprocity to secure compliance are called “Creditors”

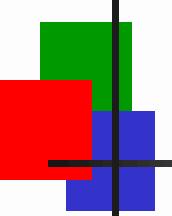


Giving Reasons

- “Giving reasons” regardless of its content generates mindless conformity
 - No reason vs Placebo reason vs Real reason (Langer)
 - Satisfies our need to explain behaviors that go against the norm; based on the assumption that exceptions have reasons
- Peripheral route to processing is used



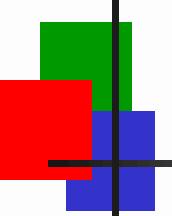
Two-Step Strategies are
Effective Compliance Strategies



Two-Step Compliance Strategies

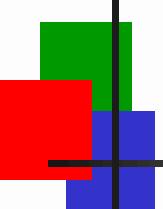
- Foot in the door
- Door in the face
- That's not all
- Low-balling

Sometimes, it takes 2 steps to elicit compliance!



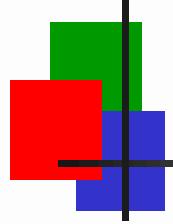
■ Foot-in-the-Door Technique

- Person secures compliance with small request then follows it up with larger, less desirable request.
 - Fairly reliable in getting compliance
 - Causes a change in self-perception
 - By accepting initial request, we see ourselves as cooperative, and will grant a larger request.
 - Initial commitment needs to be attributed to internal reasons (ex. voluntarism)



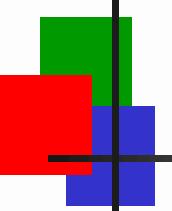
Door-in-the-Face Technique

- Individual starts by asking for very large favor (that is sure to be rejected).
 - After rejection, request is modified to much less costly one.
 - Securing second request was the initial objective of the influencer from the start.
 - Typically employed by phone solicitors from charities, teenagers (from parents).
 - Used in negotiating contracts.



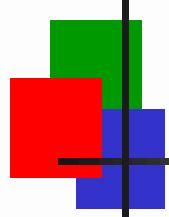
Door-in-the-Face Technique

- Norm of reciprocity is in effect
- Fear of appearing cheap?



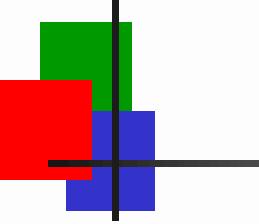
That's not All Technique

- The influencer makes a large request.
- Then immediately offers a discount or bonus that makes the request more reasonable.
- No opportunity to reject prior to additional offer.
- Examples:
 - Lowered price tags on store merchandise
 - “Buy one get one free” offers

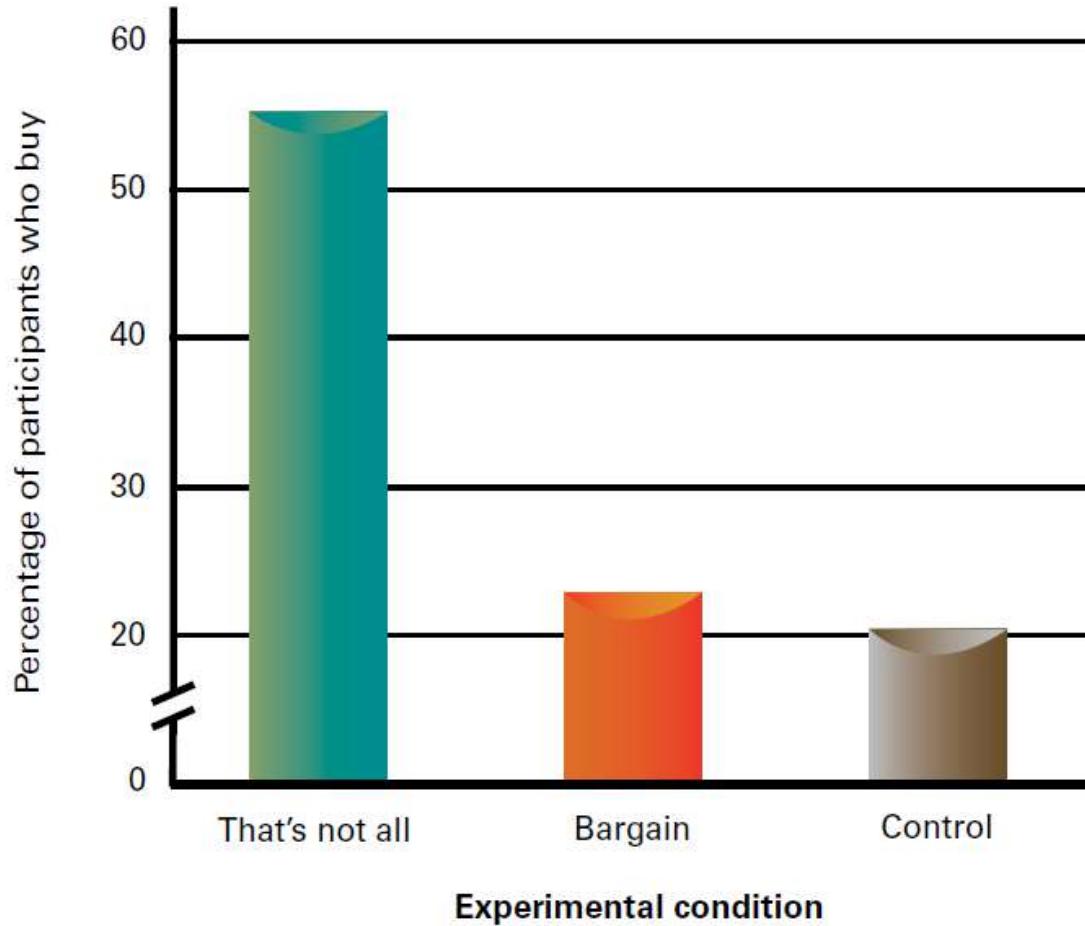


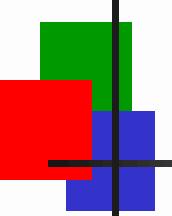
That's not All Technique

- Can be more effective than regular discounts if there is a personal element
- Norm of reciprocity is in effect



That's not all





Low-balling Technique

- The influencer secures agreement with a request by understating its true cost.
 - Once people make a decision, they tend to justify it by thinking of positive aspects.
 - They become increasingly committed and more resistant to changing their minds.
 - Example:
 - Used car salesman disclosing hidden costs at the last minute of a deal.