Week 14 - Day 1 (Chapter 10 pt 3)

[PY 101-012 - Spring 2016 (UA)](/PY101-012/)

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# Week 14 - Day 1 (Chapter 10 pt 3)

Apr 18, 2016

[Quizlet](https://quizlet.com/_27jv7d)

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# Announcements

* Bonus homework available soon
* SOIs available

# Chapter 10 pt 3

## Attitudes

* People’s evaluations of objects, events, or ideas
  + Can be trivial (favorite soda) or grand issues (religion, politics)
  + We can be aware of them or not
  + They can be simple or complex
* Attitudes are shaped by social context, and they play an important role in how we evaluate and interact with other people
* People tend to develop negative attitudes about new things more quickly than they develop positive attitudes about them
* familiarity effect: The more we are exposed to something, the more we tend to like it

## Attitudes can be learned

* Attitudes are acquired through classical conditioning (e.g., advertisers associate products with celebrities)
* Attitudes can also be learned through operant conditioning (e.g., rewarding a student for studying may create a positive attitude toward studying)
* Attitudes are also shaped through socialization Would you eat a worm?

## What determines if attitudes translate into behavior?

* Stronger, more personally relevant attitudes are more likely to predict behavior
  + Someone who grew up in a strongly Democratic household is more likely to register as a Democrat and vote Democratic than someone who grew up in a more politically neutral environment
    - Audio 0:11:39.088260
* *Attitude specificity*: The more specific the attitude, the more predictive it is
* Attitudes formed through direct experience tend to predict behavior better
  + Audio 0:13:46.153809
* Attitude accessibility: Easily activated attitudes are more stable, predictive of behavior, and resistant to change

## Attitudes can function at different levels of cognitive awareness

* *Explicit attitudes*: attitudes that a person can report
* *Implicit attitudes*: attitudes that influence a person’s feelings and behavior at an unconscious level
* People higher in self-reported (explicit) prejudice were less likely to vote for Obama
* People who reported low levels of prejudice but whose scores on an implicit measure indicated negative attitudes about African Americans were also less likely to vote for Obama
  + Even if you’re not aware of it, your attitudes affect your actions
* Implicit-Association Test <https://implicit.harvard.edu/implicit/takeatest.html>
  + Audio 0:19:55.419938

## What happens when attributes and behaviors don’t line up?

* *Research example (Festinger & Carlsmith, 1959)*:
  + Participants performed an extremely boring task
    - Turning pegs a quarter of the way around for an hour
  + Then, reported to other participants on how enjoyable it was
    - Did not lie
    - Paid $20
    - Paid $1
  + Asked to report how much they ACTUALLY liked the task
* Which group do you think reported liking it the most?
  + The lying, highly paid group (my guess)
  + Actual: Paid $1 to lie
    - Told themselves they must like if they’d lie about enjoying it for a dollar
* Why??
  + Discrepancy between attitudes and behavior led to an aversive emotional state (dissonance)
  + Dissonance motivated people to reconcile these attitudes and behavior
* Insufficient justification led to attitude change
* *Cognitive dissonance*: an uncomfortable mental state due to a contradiction between two attitudes or between an attitude and a behavior
  + Example: People experience cognitive dissonance when they smoke even though they know that smoking might kill them
* People reduce dissonance by changing their attitudes or behaviors They sometimes also rationalize or trivialize the discrepancies

## Dissonance

* Dissonance can also arise when a person holds positive attitudes about different options but has to choose one of the options
* *Postdecisional dissonance*
  + Motivates the person to focus on the positive aspects of the chosen option and on the negative aspects of the unchosen option(s)
  + Effect occurs automatically, with minimal cognitive processing, and apparently without awareness

## Spreading of Alternatives

* + participants defended their original choice
    - Audio 0:33:38.456987

## “Us vs. Them”

* Think of any major conflict going on in the world
  + How many are related to some type of group identity, group need, or group goal?
* Evolutionarily, personal survival has depended on group survival
  + Audio 0:35:47.148997
  + Keeping resources within a group while denying resources to outgroup members may have provided a selective advantage
  + Which picture of James Franko do you think he would like better?
    - The mirrored one because that’s the way he’s used to looking at himself
    - we look at ourselves in the mirror

## Types of groups

* Groups to which we belong are *ingroups*; those to which we do not belong are *outgroups*
* *Social identity*: the part of a person’s self concept that is based on his or her identification with a nation, religious group, political group, occupation, or other social affiliation

## Us vs Them

* People have strong emotional connections to these different identities
  + The more central a given identity is to a person’s sense of self, the greater emotional investment
* *Ethnocentrism*
  + The belief that one’s own ethnic group, nation, or religion is superior to all others
  + Universal phenomenon
  + This belief increases commitment to group identity, influences behaviors
    - Audio 0:40:01.820099
    - Might motivate negative behavior

## Who are we talking about?

* Audio 0:41:02.767803
  1. They are all the same
  2. They can’t contribute to society in a meaningful way
  3. They can’t drive well
  4. Weak and helpless
  5. Set in their ways
  6. Can’t understand technology
     + We’re talking about old people

## Stereotypes

* Summary impression of a group, in which a person believes that all members of the group share a common trait or traits
  + Audio 0:42:39.825108
* Allow for easy, fast processing of social information
* Occur automatically, largely outside of our awareness
* Affect impression formation
* Universal phenomenon
* Nationality: American, British, French, Italian, etc.
  + have certain pre-defined ideas about what these nationalities are like
* Ethnic group: White, Black, Hispanic, Asian American, etc.
* Age: teens vs. old people, “millenials”, “baby boomers”
* Ideological: liberal vs. conservative, religious vs. atheistic
* Role-specific stereotypes: “soccer mom”, professor
  + soccer mom ex:
    - has kids. drives a mini-van
* Can be positive, negative, or neutral
  + Positive: welcoming, kind, polite
  + Negative: uneducated, overweight, don’t wear shoes
  + Neutral: conservative, like country music, “y’all”
    - Audio 0:46:18.246034

# Vocab

|  |  |
| --- | --- |
| term | definition |
| attitude | People’s evaluations of objects, events, or ideas |
| familiarity effect | The more we are exposed to something, the more we tend to like it |
| attitude specificity | the more specific the attitude the more predictive it is (Ex: You know your friend likes sodas, that doesn’t help you know which soda they’re going to get, but if they only like pepsi when it’s got natural sugar and in a glass bottle, they probably won’t get pepsi often) |
| explicit attitudes | attitudes that a person can report |
| implicit attitudes | attitudes that influence a person’s feelings and behavior at an unconscious level |
| Research example (Festinger & Carlsmith, 1959) | Study where participants did a boring task. One group did not lie, one was paid $20 to lie about enjoying it, and the last was paid $1 to lie. (Showed that people told themselves they must like the task if they would lie about enjoying it for a dollar) |
| cognitive dissonance | an uncomfortable mental state due to a contradiction between two attitudes or between an attitude and a behavior (ex: smoking justification) |
| Postdecisional dissonance | Motivates the person to focus on the positive aspects of the chosen option and on the negative aspects of the unchosen option(s) |
| ingroups | groups we belong to |
| outgroups | groups we don’t belong to |
| social identity | the part of a person’s self concept that is based on his or her identification with a nation, religious group, political group, occupation, or other social affiliation |
| ethnocentrism | The belief that one’s own ethnic group, nation, or religion is superior to all others |
| stereotype | Summary impression of a group, in which a person believes that all members of the group share a common trait or traits |

## PY 101-012 - Spring 2016 (UA)

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Website for notes and other study materials from University of Alabama's Pyschology 101 section 012 Spring 2016