collect attendance

ps379 Negotiation & Influence

Thomas Hills

Sign up for experiments and get paid!

SONA

Participate in world - leading behavioural science research.

Laboratory-based and on-line studies available throughout the academic year.

Sign-up to take part in world leading behavioural research at Warwick

warwick.ac.uk/sona

syllabus on moodle

Ask yourself:

What do you care about?

What do you want?

Write down 5 things.

What this class is about

How do we get people to do what we want?

“In any moment of decision, the best thing you can do is the right thing, the next best thing you can do is the wrong thing, and the worst thing you can do is nothing.”

–Theodore Roosevelt

“To avoid criticism, say nothing, do nothing, be nothing.”

–Elbert Hubbard

- One of the hardest things for most people to do is to ask.

- Hi, my name is ----. I am sorry to disturb you like this, but I have been noticing you around and find you very attractive….

what are the percentages? Random person walks up to someone of the opposite sex and says…

- *"Would you go on a date with me tonight or during the week/weekend?"*
- *"Would you come over to my place tonight or during the week/weekend?"*
- *"Would you go to bed with me tonight or during the week/weekend?*

ASKING FOR LOVE

Gender Differences in Receptivity to Sexual Offers

Russell D. Clark III, PhD
Elaine Hatfield, PhD

Journal of Psychology & Human Sexuality, Vol. 2(1) 1989

Table 1: Study #1, 1978

Percentage of Compliance With Each Request

	Type of Request		
Sex of Requestor	Date	Apartment	Bed
Male	56%	6%	0%
Female	50%	69%	75%

Table 2: Study #2, 1982

Percentage of Compliance With Each Request

	Type of Request		
Sex of Requestor	Date	Apartment	Bed
Male	50%	0%	0%
Female	50%	69%	69%

ELSEVIER

Evolution and Human Behavior 31 (2010) 453–458

Evolution and Human Behavior

Original Article

Receptivity to sexual invitations from strangers of the opposite gender

Gert Martin Hald[a,b,*], Henrik Høgh-Olesen[c]

[a]*Department of Public Health, University of Copenhagen, Copenhagen, Denmark*
[b]*Clinic of Sexology, Copenhagen University Hospital, Copenhagen, Denmark*
[c]*Department of Psychology, Aarhus University, Aarhus, Denmark*

Initial receipt 18 October 2009; final revision received 19 July 2010

Abstract

This study investigated the primary conclusion from Clark and Hatfield's often cited field experiment "Consent to Sex with a Stranger" that men agree to sexual invitations from moderately attractive strangers of the opposite gender more readily than women do. In addition, this study investigated whether rates of consent are influenced by a subject's age, relationship status, rating of confederate attractiveness, and type of sexual invitation. A number of moderately attractive confederates of the opposite gender individually approached 173 men and 216 women. After a standard introduction, the confederates asked each participant one of the following three questions: "Would you go on a date with me tonight or during the week/weekend?", "Would you come to my place tonight or during the week/weekend?", or "Would you go to bed with me tonight or during the week/weekend?" Significantly more men than women consented to a sexual invitation. Specifically, significantly more men than women consented to the "come to my place" and "go to bed with me" conditions. For female subjects, higher ratings of confederate attractiveness were found to significantly increase the odds of consenting to a sexual invitation, whereas for men, confederate attractiveness was found not to significantly influence consent rates. Finally, relationship status was found to be a significant and strong moderating variable of consent for both men and women. Thus, men and women who are not in a relationship are significantly more likely to agree to a sexual invitation than those who are in a relationship.

Keywords: Sex; Invitation; Mating; Denmark; Gender difference; Attractiveness

- “On his or her own, each confederate approached an unknown member of the opposite gender using the following standard introduction: “Hi, my name is ‘Name of Confederate’. I am sorry to disturb you like this, but I have been noticing you around and find you very attractive”. The confederate then asked one of the following three questions: “Would you go on a date with me tonight or during the week/weekend?”, “Would you come over to my place tonight or during the week/weekend?”, or “Would you go to bed with me tonight or during the week/weekend?”

Table 2.

Overall consent rates by experimental condition followed by consent rates stratified by subjects' relationship status

	Experimental condition/type of request		
Experiment (*N*=348)	"Would you go on a date with me?"	"Would you come to my place?"	"Would you go to bed with me?"
Overall (*N*=348)			
Consent rate, women	20% (80)	8% (62)*	2% (54)**
Consent rate, men	30% (64)	22% (54)	38% (34)
Effect size Cohen's *d* [a]	0.23	0.41	1.11
By relationship status (*n*=346)			
In a relationship (*n*=196)			
Consent rate, women	8% (51)	0% (38)	4% (23)
Consent rate, men	5% (38)	7% (29)	18% (17)
Effect size Cohen's *d* [a]	0.01	0.23	0.27
Not in a relationship (*n*=150)			
Consent rate, women	43% (28)	21% (24)	0% (31)**
Consent rate, men	68% (25)	40% (25)	59% (17)
Effect size Cohen's *d* [a]	0.52	0.43	1.66

Missing values were excluded. Numbers in parentheses represent *n*/cell.

a Evaluation criteria: <.20=small; .50=medium; >.80=large.

* $p<.05$.

** $p<.001$.

Table options

Table 2.

Overall consent rates by experimental condition followed by consent rates stratified by subjects' relationship status

Experiment (*N*=348)	Experimental condition/type of request		
	"Would you go on a date with me?"	"Would you come to my place?"	"Would you go to bed with me?"
Overall (*N*=348)			
Consent rate, women	20% (80)	8% (62)*	2% (54)**
Consent rate, men	30% (64)	22% (54)	38% (34)
Effect size Cohen's *d* [a]	0.23	0.41	1.11
By relationship status (*n*=346)			
In a relationship (*n*=196)			
Consent rate, women	8% (51)	0% (38)	4% (23)
Consent rate, men	5% (38)	7% (29)	18% (17)
Effect size Cohen's *d* [a]	0.01	0.23	0.27
Not in a relationship (*n*=150)			
Consent rate, women	43% (28)	21% (24)	0% (31)**
Consent rate, men	68% (25)	40% (25)	59% (17)
Effect size Cohen's *d* [a]	0.52	0.43	1.66

Missing values were excluded. Numbers in parentheses represent *n*/cell.

a Evaluation criteria: <.20=small; .50=medium; >.80=large.

* $p<.05$.

** $p<.001$.

Table options

there are many studies like these (look for those that cite Hatfield and Clark)…

they show effects of age, attractiveness, the presence of romantic music, etc, etc…

but if you read between the lines, one of the biggest results here is that ‘asking’ gets results.

Are there things that can improve on just asking?

We’re similar, so do what I ask

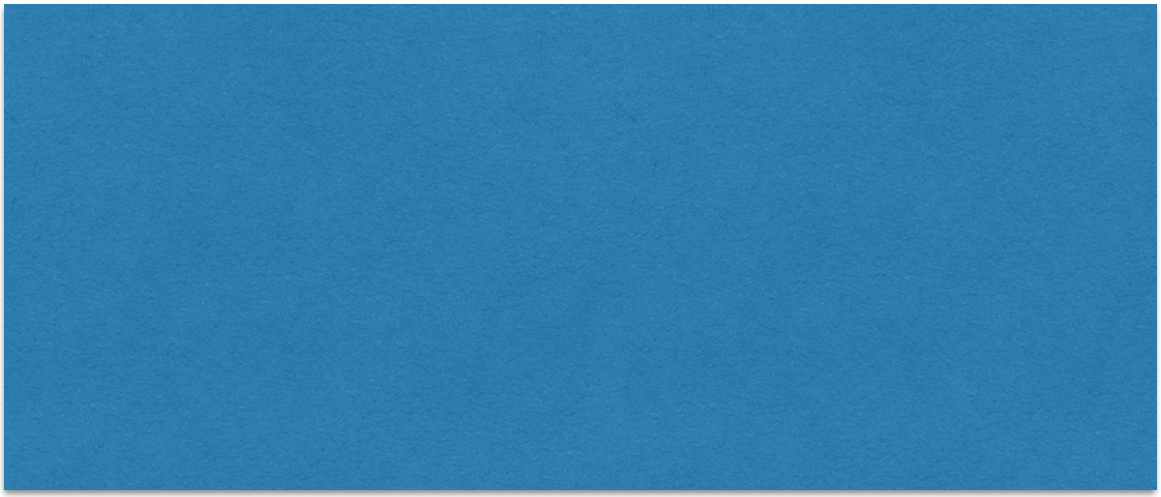
The Similarity Effect
Just Plain Folks Effect

The Effect of Fleeting Attraction on Compliance to Requests

Jerry M. Burger
Shelley Soroka
Katrina Gonzago
Emily Murphy
Emily Somervell
Santa Clara University

a participant was asked to select a set of adjectives that described herself,
then shown a list from a second participant they hadn't seen (which was similar or not to their own), then asked how much they liked they other person.
Then, the two individuals met and the 'confederate' made a request

them. After the participant and confederate left the room and were heading out of the laboratory area, the confederate presented the target request. She explained that her English instructor had required class members to get someone they did not know to critique an essay they had written. The confederate then pulled an essay from her backpack and said, "I wonder if you could read this eight-page essay for me and give me one page of written feedback on whether my arguments are persuasive and why?" The confederate added that she would need the written feedback by approximately this time the following day. After the participant agreed to or declined the request, the experimenter (who had been hiding out of sight) appeared and asked the participant and confederate to return to the lab room with her. The experi-



Try to find something in common with someone near you.

The Effect of Fleeting Attraction on Compliance to Requests

Jerry M. Burger
Shelley Soroka
Katrina Gonzago
Emily Murphy
Emily Somervell
Santa Clara University

a participant was asked to select a set of adjectives that described herself,
then shown a list from a second participant they hadn't seen (which was similar or not to their own), then asked how much they liked the other person.
Then, the two individuals met and the 'confederate' made a request

them. After the participant and confederate left the room and were heading out of the laboratory area, the confederate presented the target request. She explained that her English instructor had required class members to get someone they did not know to critique an essay they had written. The confederate then pulled an essay from her backpack and said, "I wonder if you could read this eight-page essay for me and give me one page of written feedback on whether my arguments are persuasive and why?" The confederate added that she would need the written feedback by approximately this time the following day. After the participant agreed to or declined the request, the experimenter (who had been hiding out of sight) appeared and asked the participant and confederate to return to the lab room with her. The experi-

TABLE 1: Liking Scores and Compliance Rates—Study 3

	Liking	*Compliance*
Similar condition	17.93	23/30 (76.7%)
Neutral condition	16.63	18/30 (60.0%)
Dissimilar condition	15.23	13/30 (43.3%)

Similarity increased liking

Similarity increased compliance

The Pique Technique

- Be specific

Hey Buddy, Can You Spare Seventeen Cents? Mindful Persuasion and the Pique Technique[1]

MICHAEL D. SANTOS, CRAIG LEVE, AND ANTHONY R. PRATKANIS[2]
University of California, Santa Cruz

1994

- 289 adults passing by in a public setting
- three female confederates posed as panhandlers
- 2 (specificity: typical or strange) x 2 (amount: low or high)

Procedure. Confederates approached each subject and made one of four requests of subjects: (a) "Can you spare 17¢ (a strange request for a low amount)?," (b) "Can you spare 37¢ (a strange request for a high amount)?," (c) "Can you spare a quarter (a typical request for a low amount)?," and (d) "Can you spare any change (a typical request for a high amount)?"

Compliance and Inquiry Rates as a Function of Treatment for Experiment 1

	Strange request		Typical request	
	Low 17¢	High 37¢	Low quarter	High any
Percent of compliance	42.5	30.6	30.6	15.3
Average gift	$0.32	$0.41	$0.41	$0.63
Percent of inquiries	8.2	13.9	1.4	0.0
N	73	72	72	72

Why does this work?

Placebic Information —‘elaborate’

Journal of Personality and Social Psychology
1978, Vol. 36, No. 6, 635–642

The Mindlessness of Ostensibly Thoughtful Action: The Role of "Placebic" Information in Interpersonal Interaction

Ellen Langer
Harvard University

Arthur Blank and Benzion Chanowitz
The Graduate Center
City University of New York

Three field experiments were conducted to test the hypothesis that complex social behavior that appears to be enacted mindfully instead may be performed without conscious attention to relevant semantics. Subjects in compliance paradigms received communications that either were or were not semantically sensible, were or were not structurally consistent with their previous experience, and did or did not request an effortful response. It was hypothesized that unless the communication occasioned an effortful response or was structurally (rather than semantically) novel, responding that suggests ignorance of relevant information would occur. The predictions were confirmed for both oral and written communications. Social psychological theories that rely on humans actively processing incoming information are questioned in light of these results.

- 120 adults who used the copying machine at a university in New York.

- Questions only asked when there was one person in line, in a 3 (question type) x 2 (effort) design.

- 1. Request only. "Excuse me, I have 5 (20) pages. May I use the xerox machine?"

- 2. Placebic information. "Excuse me, I have 5 (20) pages. May I use the xerox machine, because I have to make copies?"

- 3. Real information. "Excuse me, I have 5 (20) pages. May I use the xerox machine, because I'm in a rush?"

results of the first experiment where they asked to make copies.

Table 1
Proportion of Subjects Who Agreed to Let the Experimenter Use the Copying Machine

	Reason		
Favor	No info.	Placebic info.	Sufficient info.
Small	.60	.93	.94
n	15	15	16
Big	.24	.24	.42
n	25	25	24

Results of a second experiment where they sent a questionnaire to people by U.S. Mail and asked that it be returned. Design is 2 (either nicely (congruent) or not (incongruent)) x 2 (status: physician or random).

Table 2
Proportion of Subjects Who Returned the Questionnaire

Condition	Status	
	High	Random
Congruent	.55	.20
n	20	20
Incongruent	.32	.37
n	19	19

placebic information in scientific explanation

Available online at www.sciencedirect.com
ScienceDirect
Cognition 107 (2008) 343–352
COGNITION
www.elsevier.com/locate/COGNIT

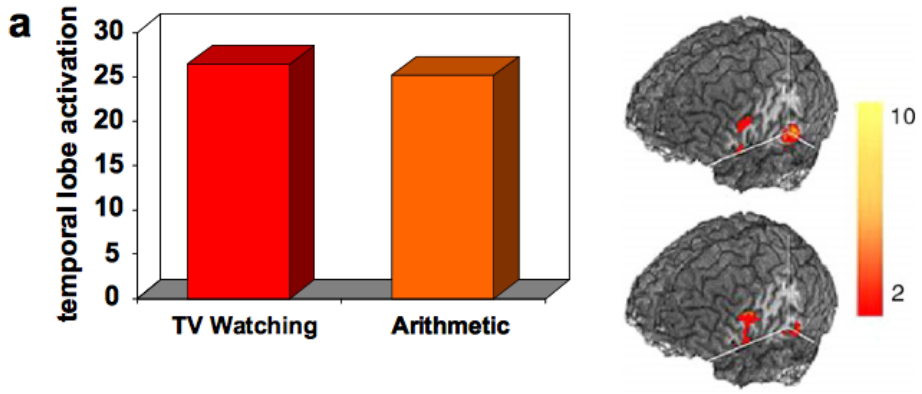
Brief article

Seeing is believing: The effect of brain images on judgments of scientific reasoning ☆,☆☆

David P. McCabe [a,*], Alan D. Castel [b]

[a] *Department of Psychology, Colorado State University, Campus Box 1876, Fort Collins, CO 80523-1876, USA*
[b] *Department of Psychology, University of California, 1285 Franz Hall, Box 951563, CA 90095-1563, Los Angeles, USA*

Received 19 December 2006; revised 25 July 2007; accepted 25 July 2007



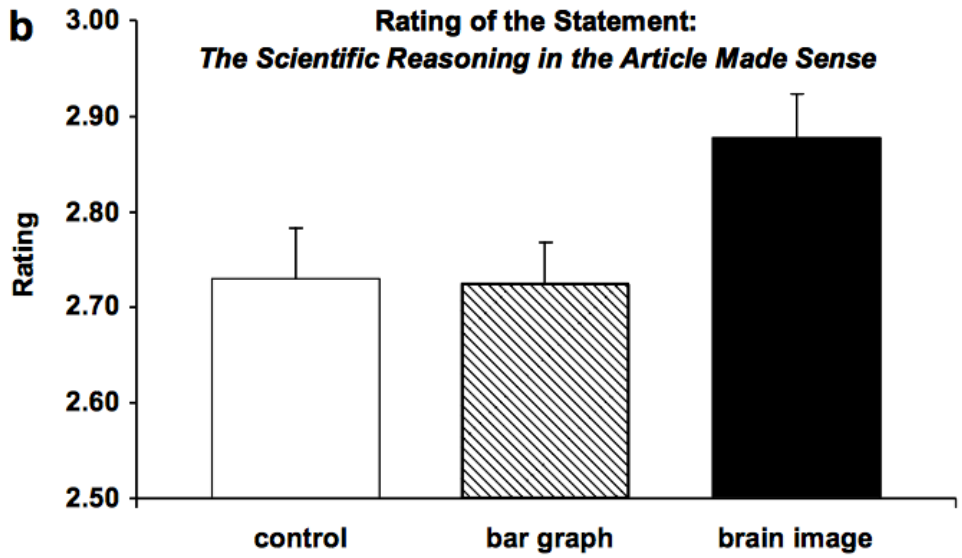


Fig. 1. (a) Examples of the bar graph and brain image used for the article entitled, 'Watching TV is Related to Math Ability', in which watching television and completing arithmetic problems led to similar levels of temporal lobe activation. (b) Mean ratings of scientific reasoning for the articles as a function of experimental condition (control, bar graph, and brain image). Error bars represent standard errors of the mean.

Brain image is somehow more coherent.

Will people like me if I ask questions?

Yes. Most people will like you more if you ask questions—especially questions that indicate that you are paying attention to what they care about.

Journal of Personality and Social Psychology
2017, Vol. 113, No. 3, 430–452

0022-3514/17/$12.00 http://dx.doi.org/10.1037/pspi0000097

It Doesn't Hurt to Ask: Question-Asking Increases Liking

Karen Huang, Michael Yeomans, Alison Wood Brooks, Julia Minson, and Francesca Gino
Harvard University

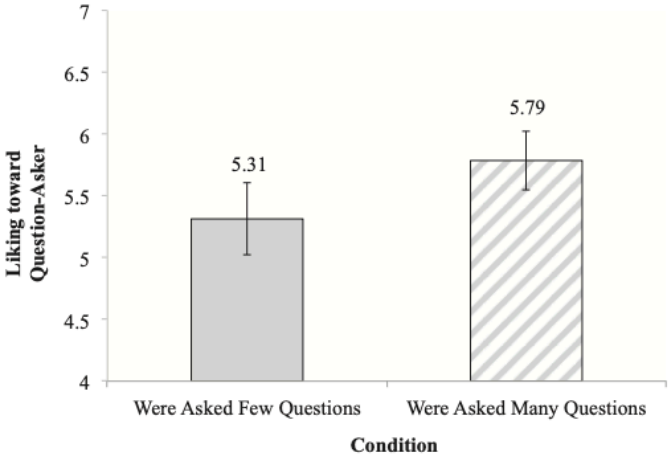


Table 2
Question Type Examples

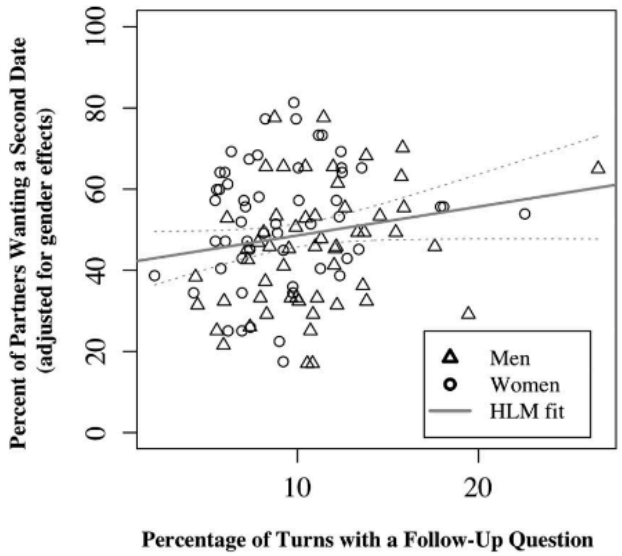
Question type	Example
Follow-up	*I'm planning a trip to Canada.* **Oh, cool. Have you ever been there before?**
Full switch	*I am working at a dry cleaners.* **What do you like doing for fun?**
Partial switch	*Not super outdoorsy, but not opposed to a hike or something once in awhile.* **Have you been to the beach much in Boston?**
Mirror	*What did you have for breakfast?* **I had eggs and fruit. How about you?**
Introductory	*Hello!* **Hey, how's it going?**
Rhetorical	*What's the craziest event you've been to?* **Yesterday I followed a marching band around. Where were they going? It's a mystery.**

Note. Examples of conversational turns containing each question type (from Study 1 data). We show the question-asker's turn in boldface type and their partner's previous turn in italic type.

Table 3
Multiple Regressions of Question Type Rates on Responsiveness and Partner Liking (Studies 1 & 2)

	Responsiveness		Partner liking	
Question type	*M*	*SE*	*M*	*SE*
Follow-up question rate	1.92^{***}	.35	$.89^{*}$	.36
Full switch question rate	-2.83^{***}	.41	−.29	.43
Mirror question rate	.16	.47	−.03	.49
Introductory question rate	.98	1.11	−.80	1.17
Sample size	368		368	

Note. Multiple regressions are on two dependent measures: the asker's responsiveness to their partner and how much that partner likes the asker. $^{\wedge}p < .10$. $^{*}p < .05$. $^{**}p < .01$. $^{***}p < .005$.



Why does asking work?

- In order for people to comprehend a question they first have to process its plausibility—“could I do this?”

- Comprehension is not truth-neutral—*we first believe what we understand* before we can then reject it.

- Gilbert, D. 1991. How mental systems believe. *American Psychologist*, 46, 107-119. — We tend to default to believing something first, and only tag it as untrue with additional thought. Note this spells disaster for social media feeds that we don’t properly evaluate (our minds believe it’s all true).

People don’t believe in asking

Journal of Personality and Social Psychology
2008, Vol. 95, No. 1, 128–143

0022-3514/08/$12.00 DOI: 10.1037/0022-3514.95.1.128

If You Need Help, Just Ask: Underestimating Compliance With Direct Requests for Help

Francis J. Flynn and Vanessa K. B. Lake
Columbia University

A series of studies tested whether people underestimate the likelihood that others will comply with their direct requests for help. In the first 3 studies, people underestimated by as much as 50% the likelihood that others would agree to a direct request for help, across a range of requests occurring in both experimental and natural field settings. Studies 4 and 5 demonstrated that experimentally manipulating a person's perspective (as help seeker or potential helper) could elicit this underestimation effect. Finally, in Study 6, the authors explored the source of the bias, finding that help seekers were less willing than potential helpers were to appreciate the social costs of refusing a direct request for help (the costs of saying "no"), attending instead to the instrumental costs of helping (the costs of saying "yes").

Keywords: helping behavior, help seeking, compliance, interpersonal relations

people seeking help don't appreciate the social costs of saying 'no'. Most people don't want to say 'no'.

- Three studies (Procedure: people estimate how many they will have to ask, then they actually ask people)

- Study 1: get 5 strangers to fill out a 5-10 minute questionnaire (n~50 participants)

- Study 2a, b: ask to borrow a cell phone (3 people) or ask for a directed escort to a specific location (1 person).

- Study 3: ask for donations to raise money (~$2000).

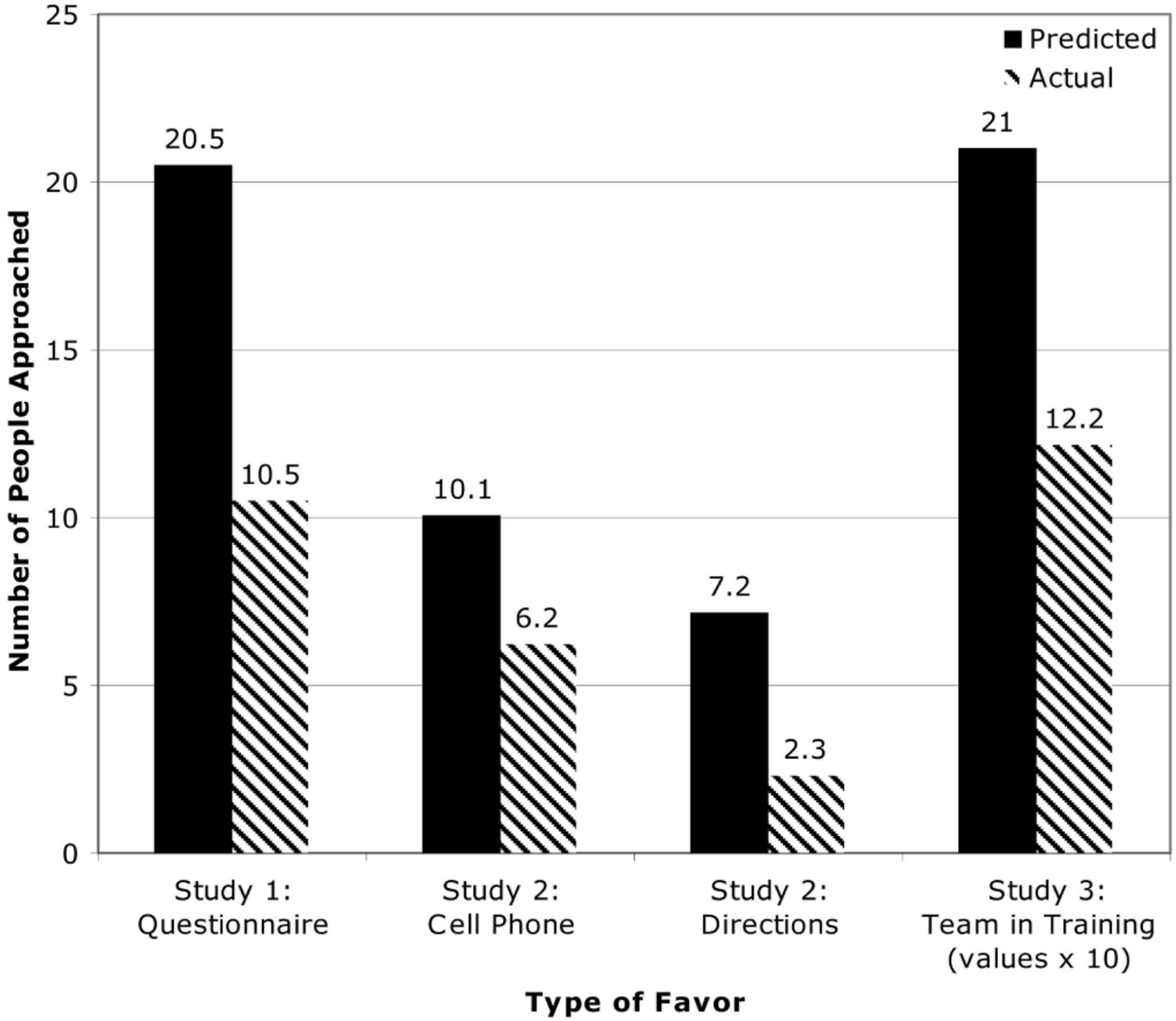


Figure 1. Predicted versus actual compliance in Studies 1 through 3.

If you are a help provider, will people ask you for help?

not usually.

if you are a help provider, people aren't going to ask you for help.

Journal of Experimental Social Psychology 46 (2010) 402–409

Contents lists available at ScienceDirect

Journal of Experimental Social Psychology

journal homepage: www.elsevier.com/locate/jesp

Report

"Why didn't you just ask?" Underestimating the discomfort of help-seeking

Vanessa K. Bohns [a,*], Francis J. Flynn [b]

[a] University of Toronto, J.L. Rotman School of Management, 105 St. George St., Toronto, ON M5S 3E6, Canada
[b] Stanford University, Graduate School of Bussiness, 518 Memorial Way, Stanford, CA 94305, United States

ARTICLE INFO

Article history:
Received 27 October 2008
Revised 2 December 2009
Available online 4 January 2010

Keywords:
Help-seeking
Prosocial behavior
Egocentrism
Perspective-taking
Altruism

ABSTRACT

Across four studies we demonstrate that people in a position to provide help tend to underestimate the role that embarrassment plays in decisions about whether or not to ask for help. As a result, potential helpers may overestimate the likelihood that people will ask for help (Studies 1 and 2). Further, helpers may be less inclined to allocate resources to underutilized support programs than help-seekers because they are less likely to attribute low levels of use to help-seekers' concerns with embarrassment (Study 3). Finally, helpers may misjudge the most effective means of encouraging help-seeking behavior – emphasizing the practical benefits of asking for help, rather than attempting to assuage help-seekers' feelings of discomfort (Study 4).

"Vignette" study: where people imagine situations—Three conditions

	Train Seat
Potential helper	Imagine that a woman has just gotten on the train. She is not feeling well and she really wants to sit down. The woman scans the train in the hopes of locating a seat, but there are no seats available. In order to sit down, she could ask you for help – that is, she could ask you to give up your seat
Neutral observer	Imagine that a woman has just gotten on the train. She is not feeling well and she really wants to sit down. The woman scans the train in the hopes of locating a seat, but there are no seats available. In order to sit down, she could ask someone for help – that is, she could ask someone to give up his or her seat
Help-seeker	Imagine that you have just gotten on the train. You are not feeling well and you really want to sit down. You scan the train in the hopes of locating a seat, but there are no seats available. In order to sit down, you could ask someone for help – that is, you could ask them to give up their seat

Table 1
Means and standard deviations for "likely to ask" variable and discomfort index by scenario and perspective condition in Study 2.

Scenario and condition	Likely to ask		Discomfort index	
	M	*SD*	*M*	*SD*
Cell phone				
Helper	3.67	1.36	4.13	1.05
Neutral observer	3.33	1.22	4.25	1.11
Help-seeker	3.29	1.22	4.35	.97
Car				
Helper	4.13	1.39	3.95	1.07
Neutral observer	3.90	1.32	4.02	1.04
Help-seeker	3.49	1.31	4.35	1.16
Final paper				
Helper	4.47	1.18	3.05	1.21
Neutral observer	4.24	1.24	3.00	1.05
Help-seeker	3.85	1.42	3.40	1.17
Train seat				
Helper	3.80	1.43	3.94	1.22
Neutral observer	3.50	1.37	4.17	1.13
Help-seeker	3.14	1.38	4.44	1.11
All scenarios				
Helper	4.02	.77	3.77	.70
Neutral observer	3.74	.83	3.86	.72
Help-seeker	3.44	.69	4.14	.59

N = 232.

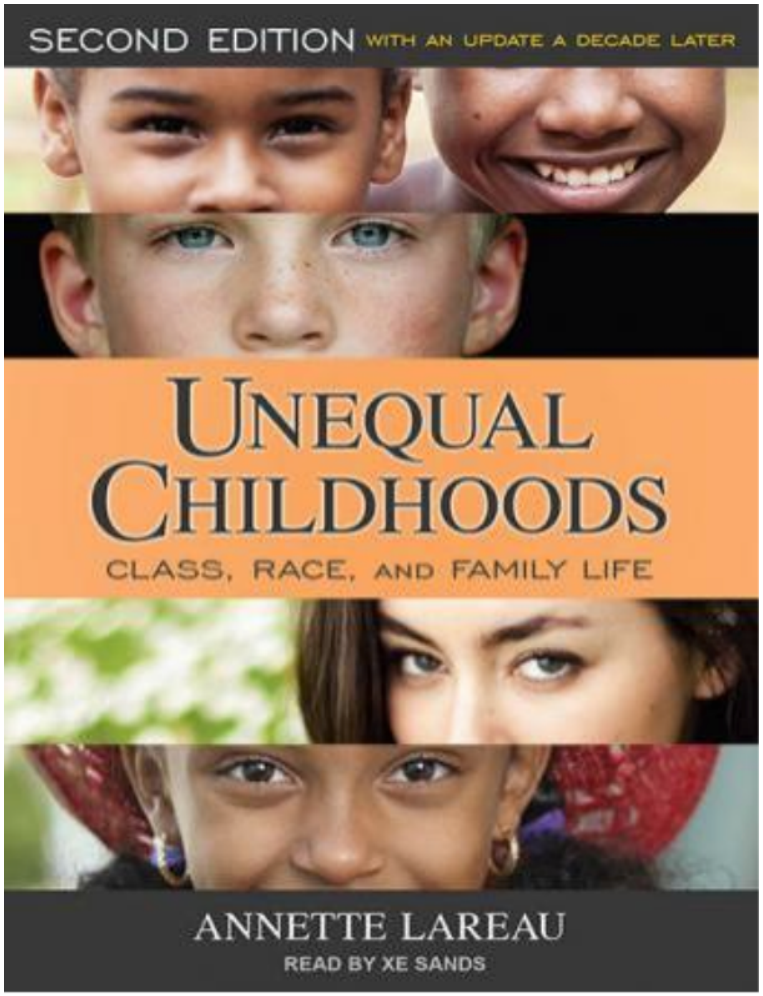
rejectiontherapy.com

jia jiang

Some people ask,
some don’t—

is it a social problem?

- Annette Lareau's work on class divisions suggest that 'privileged' classes tend to feel more comfortable asking, and so they ask more often (for a variety of things), and they receive more in turn.



Life and death consequences of asking questions

Medical errors

A 2000 Institute of Medicine report estimated that medical errors result in between 44,000 and 98,000 preventable deaths and 1,000,000 excess injuries each year in U.S. hospitals.

A 2006 study found that medication errors are the most common medical mistakes (harming about 1.5 million Americans every year).

Some NHS documentation suggests that up to 10% of inpatients suffer “adverse events.” NHS National Patient Safety Agency.

Home | About | Contact | Tools | Video | Choose and Book | Communities | If S

NHS choices Your health, your choices

Health A-Z | Live Well | Care and support | Hea

Prescriptions: '1 in 20 has an error'

Share: Save: Subscribe: Print:

Wednesday May 2 2012

Categories

All Headlines

- Lifestyle/exercise (801)
- Food/diet (691)
- Pregnancy/child (672)
- Medical practice (642)
- Cancer (606)
- Medication (591)
- Heart/lungs (499)
- Neurology (478)
- **QA articles (363)**
- Mental health (360)
- Genetics/stem cells (326)

GPs may be regularly making mistakes when prescribing medicines, according to a high-profile report published today by the General Medical Council. The report found that mistakes in areas such as dosage and timing were common, although it also found that "serious" errors were unusual.

Prescription errors are relatively common, but usually minor

The report has received a great deal of press interest, with The

Support the Guardian

Available for everyone, funded by readers

Subscribe | Contribute

Search jobs | Sign in | Se

News | Opinion | Sport | Culture | Lifestyle | More

UK | World | Climate crisis | Newsletters | Football | Coronavirus | Business | Environment | UK politics | Education | Society | Scienc

NHS

Almost 6,000 people harmed by prescription errors in NHS last year

Figures from NHS England also show 29 people were killed by prescription errors in 2021

Michael Goodier

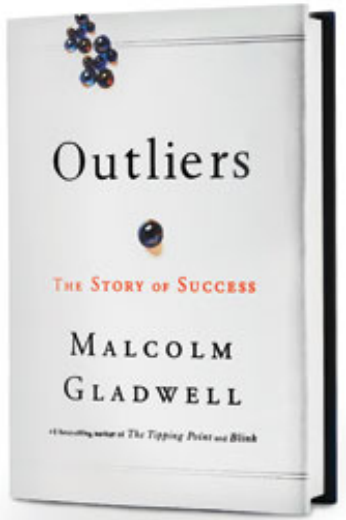
Mon 26 Sep 2022 18.35 BST

Medicines on shelves in a hospital pharmacy Photograph: Photofusion/Rex/Shutterstock

A pregnant woman who died after being given the wrong dosage of drugs was one of almost 6,000 people harmed and 29 killed following prescription errors in the NHS in England last year.

“Human Factors”

Culture, Cockpit Communication, and Plane Crashes



The Power Distance Index

(one of Hofstede's dimensions of cultural psychological differences)

Hofstede's Power distance Index measures the extent to which the less powerful members of organizations and institutions (like the family) accept and expect that power is distributed unequally. This represents inequality (more versus less), but defined from below, not from above. It suggests that a society's level of inequality is endorsed by the followers as much as by the leaders.

See https://www.hofstede-insights.com/product/compare-countries/

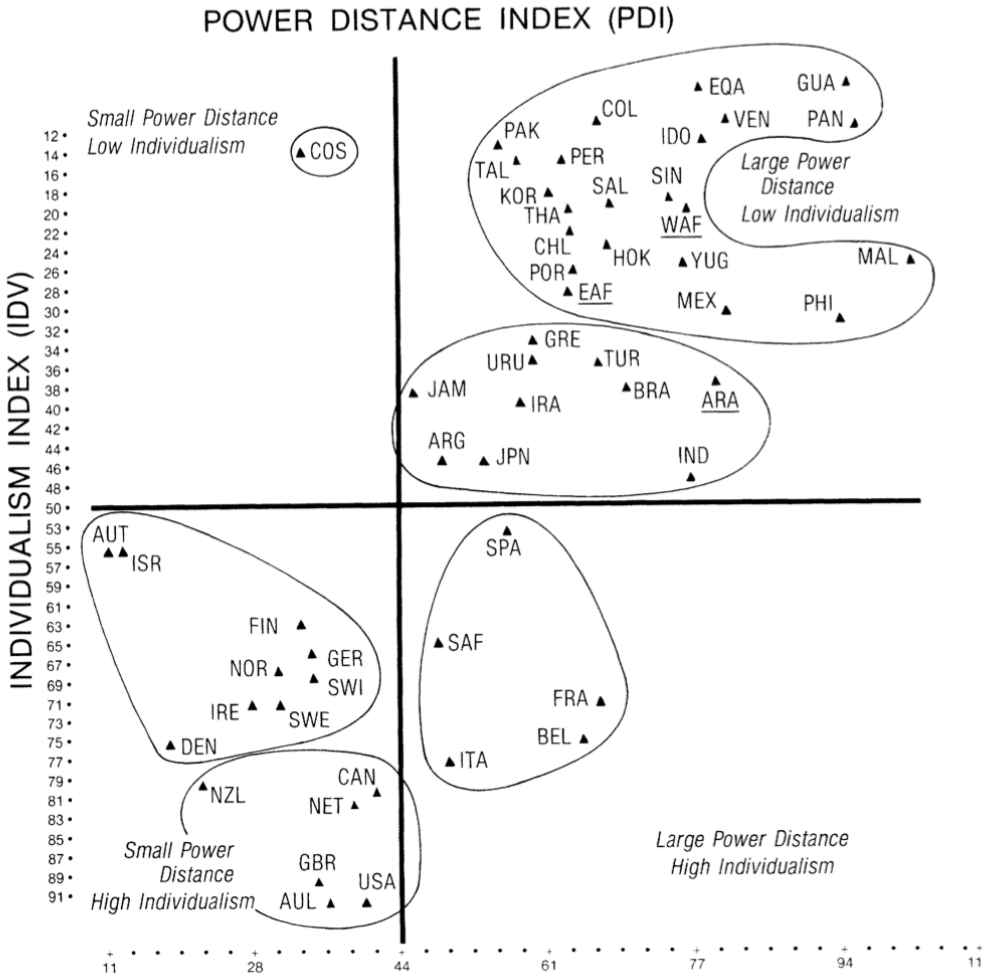
Power Distance Index

Country	PDI	IDV	MAS	UAI	LTO
Malaysia	**104**	26	50	36	
Guatemala	**95**	6	37	101	
Panama	**95**	11	44	86	
Philippines	**94**	32	64	44	19
Mexico	**81**	30	69	82	
Venezuela	**81**	12	73	76	
UK —>		35	(89	66	35	25)
Sweden	**31**	71	5	29	33
Ireland	**28**	70	68	35	
New Zealand	**22**	79	58	49	30
Denmark	**18**	74	16	23	
Israel	**13**	54	47	81	
Austria	**11**	55	79	70	

PDI = power distance index
IDV = individualism
mas = masculinity
UAI = uncertainty avoidance
LTO = long-term orientation

The Cultural Relativity of Organizational Practices and Theories
Author(s): Geert Hofstede
Source: *Journal of International Business Studies*, Vol. 14, No. 2, Special Issue on Cross-Cultural Management (Autumn, 1983), pp. 75-89
Published by: Palgrave Macmillan Journals
Stable URL: http://www.jstor.org/stable/222593
Accessed: 25/01/2010 11:14

A POWER DISTANCE × INDIVIDUALISM—COLLECTIVISM PLOT
for 50 countries & 3 regions



Overview and Summary

How will this lecture be assessed and what you should know

- This lecture gives numerous examples showing the power of asking. It then explains how asking works from a psychological perspective (partly based on Gilbert). Then it describes ways in which we misunderstand asking. Finally it describes how failures to ask are related to social problems.

- This lectures tells an evidence-based story about the power of asking, how we misunderstand it, and and what are the social consequences of that misunderstanding. You should understand the evidence supporting this story and how they fit together.

Your Assignment

- Ask for something this week, that you wouldn't normally ask for.
- Get rejected. Document. See online.
- Required reading: see online

read the readings

Practice Essay Questions

- What are people's beliefs about asking and why are they important?
- What are the social impacts of not asking? Explain and provide three examples.
- Explain the impact of asking and why it might differentially effect individuals from different cultures and socio-economic backgrounds.

collect attendance