

Viking Quest: Psychology Assignments

March 2015

Week: 16th -20th

- *Read Chapter 20-2 and 20-3*
- *Create an outline/Cornell/or other form of note taking guide for the section.*
- *Complete pgs. 588 # 1-5, Pg. 589 # 1-3, Pg. 596 # 1-5, Pg. 598 Reviewing Vocabulary #1-1-, Recalling Facts 1-5, Critical Thinking 1-5*
- *Complete Study Guide Handouts*

Study Guide

20-3

Persuasion

For use with textbook pages 590–596

Key Terms

persuasion the direct attempt to influence attitudes (page 590)

boomerang effect a change in attitude or behavior opposite of the one desired by the persuader (page 592)

sleeper effect the delayed impact on attitude change of a persuasive communication (page 594)

inoculation effect developing resistance to persuasion by exposing a person to arguments that challenge his or her beliefs so that he or she can practice defending them (page 595)

brainwashing the most extreme form of attitude change; uses peer pressure, physical suffering, threats, rewards for compliance, manipulation of guilt, and intensive indoctrination (page 595)

Drawing From Experience

Think of an advertisement you have seen recently. What was the ad trying to make you believe? How did the ad try to persuade you to believe this way? What kinds of things make one ad more persuasive to you than another? In this section, you will learn about how persuasion works to change attitudes and behaviors.

Organizing Your Thoughts

Use the diagram below to help you take notes as you read the summaries that follow. Think about three methods of persuasion, two common ones and one extreme. Give an example of each method listed below.

Method of Persuasion	Example
Foot-in-the-Door Technique	1.
Door-in-the-Face Technique	2.
Brainwashing	3.

Read to Learn

Introduction (page 590)

Advertisers use persuasion to encourage consumers to buy their products. Persuasion is a direct attempt to influence attitudes. Everyone uses persuasion. Parents try to persuade their children to conform to their values. Young people try to persuade their parents that they need a video game. In each case, the persuader hopes that changing the other person's attitudes will also change the person's behavior.

4. Why does McDonalds advertise?
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Persuasion (page 590)

The communication process has four parts. The *message* is only one part. The *source* of the message, the *channel* through which it is delivered, and the *audience* that receives it all play a role in the success of the message.

How the audience sees the source of a message is key to accepting or rejecting it. People are more likely to accept the message if they trust the source and think the source knows the subject. For example, if you want to know the best way to hit a baseball, you are more likely to accept instructions from a major league baseball player than from someone who never played the game. People are also more likely to go along with the message if they admire the source and want to be like him or her. This identification process explains why advertisers often use athletes in their ads.

Identification can also backfire. If you dislike the person delivering the message, you will likely take the opposite view. A change in attitude or behavior that is opposite the one desired by the persuader is the **boomerang effect**. For example, sales of a product may go down if the spokesperson gets arrested for beating his wife.

The channel (where, when, and how the message is delivered) also plays a key role in audience response. In general, personal contact is most persuasive. For this reason, candidates for office get out and meet the people. Evidence also suggests that television and movies are more effective media for persuasion than is printed matter. People tend to believe what they see and hear with their own senses.

The audience includes all people whose attitudes the communicator is trying to change. To persuade an audience to change its views, the communicator must understand who the audience is and why its members hold the views they do. Suppose you were trying to persuade people in a country where food is in short supply to use birth control. You provide all the needed information, but their behavior does not change. You need to know why they value large families. Perhaps children in that country begin working for pay at a young age. So having many children helps the family earn money. If this is the reason, then you might persuade them if you can offer financial rewards to families that limit their size.

One common strategy for persuading an audience is the *foot-in-the-door technique*. This involves making a small request that people are likely to agree to. Then you make a more demanding request. In one experiment, researchers

asked residents for permission to put a small sign reading “Be a Safe Driver” in a window of their homes. Later, another researcher asked people to put a large “Drive Carefully” sign in their front yard. Most of the people who agreed to the first request also agreed to the second. But few people who heard only the second request agreed to the sign.

Another strategy, the *door-in-the-face technique*, works like this. When you want people to agree to a request that they might otherwise reject, you first ask for something big. Then when they reject this request, as expected, you follow up with the smaller request. For example, you might ask a friend, “I’m helping someone move. Would you come over and help all weekend?” “No? Well, how about just stopping by Saturday morning to help move the big stuff?”

People think about messages at different depths. If they are very interested in the topic, they may thoughtfully consider each of your arguments. This is central route processing. If they are not interested in the topic, they may use *heuristics*. These are rules of thumb or shortcuts to arrive at a decision about the message. Rather than think deeply about it, people tune in to the peripheral or less important aspects of the message. For example, they may consider how much they like the source and the tone of voice. Advertisers take advantage of their audience’s heuristic processing. They make sure to include nice-sounding words such as “fresh” or “natural” in their ads.

Attitude changes from persuasive messages usually fade away in a short time. Sometimes a persuasive message causes an attitude change after a period of time has passed. This is the *sleeper effect*. One explanation is that people tend to remember the message but forget the source. If the audience sees the source as negative, they may come to accept the message after their memory of the source fades. It may also be that sometimes it takes time for a message to “sink in.”

You can learn to resist persuasion. One way to learn resistance is similar to an inoculation or vaccination against disease. The vaccine causes your body to produce defenses that make you immune to the disease. The *inoculation effect* is developing resistance to persuasion by being exposed to arguments that challenge your beliefs, so you can practice defending them. The attitudes that persuasion can most likely change are those you have not defended.

The most extreme form of attitude change is *brainwashing*. It involves psychological and physical torture. Studies on prisoners taken by the Chinese during the Korean War revealed brainwashing methods. The first step was to strip away the person’s identity. In prison, the captors would isolate the prisoners, give them a number to replace their names, and surround them with people whose thoughts had been “reformed.” As long as the prisoners held out, they were questioned and humiliated. Cooperation involved confessing to crimes against the people. When prisoners cooperated in any way, their captors rewarded them by making prison life a little easier. Eventually, after enduring extreme psychological and physical stress, prisoners often began to believe their confessions. Some cults also use forms of brainwashing to gain control over their members. A cult is a group of people who organize around a strong authority figure.

5. Advertisers are very careful about whom they select to promote their products. Why?

Viking Quest: Psychology Assignments

March 2015

Week: 9th -13th

- *Read Chapter 19-3, 20-1, 20-2*
- *Create an outline/Cornell/or other form of note taking guide for the section.*
- *Complete pgs. 572 Reviewing Vocabulary #1-1-, Recalling Facts 1-5, Critical Thinking 1-5, Pg. 575 # 1-3, Pg. 581 # 1-5*
- *Complete Study Guide Handouts*

Study Guide 19-3

Conflict and Cooperation

For use with textbook pages 564-570

Key Terms

- aggression** behavior intended to do physical or psychological harm to others (page 565)
- catharsis** releasing anger or aggression by letting out powerful negative emotions (page 566)
- altruism** helping others, often at a cost or risk, for reasons other than rewards (page 568)
- diffusion of responsibility** the presence of others lessens an individual's feelings of responsibility for his or her actions or failure to act (page 569)
- bystander effect** an individual does not take action because of the presence of others (page 569)
- social loafing** the tendency to work less hard when sharing the workload with others (page 569)
- deindividuation** individuals behave irrationally when there is less chance of being personally identified (page 570)

Drawing From Experience

Think about all the violence you see on TV and in movies and video games. Has seeing these scenes all the time made violence seem "normal" to you? Do you think it has added to violent behavior in our society? In this section, you will learn about aggression, group conflict, and altruism.

Organizing Your Thoughts

Use the diagram below to help you take notes as you read the summaries that follow. Think about ways to control aggression. List four of them in the diagram below.

1. _____ 2. _____



3. _____ 4. _____

Read to Learn

Introduction (page 564)

Aggression is behavior intended to do physical or psychological harm to others. Violence and aggression seem to be increasing in our society. What causes humans to act in ways that harm others? Psychologists have proposed that biology, learning, personality, and the person's environment all influence aggressive behavior.

5. Describe a violent act you have seen or heard about. Why do you think the person acted that way?

Aggression (page 565)

Some animals are naturally aggressive. For example, when injured, a usually friendly dog can become mean. This is an inborn biological reaction. Humans may also have things in their biological make-up that cause aggression. Too much of the chemical serotonin in the brain can cause violent behavior. But biology is not the only reason.

Albert Bandura's social learning theory proposes that children learn aggressive behavior by watching their parents. Parents who use aggression to discipline their children may be teaching them to be aggressive. Television, movies, video games, and music may also teach aggressive behavior to children. Children see so much violence in the media that they become numb to the horror of it.

Some personality traits are common among aggressive people. Examples are a tendency to act without thinking, not having much feeling for others, and being self-centered. Aggressive children usually become aggressive adults.

Sometimes events in the environment lead to violent behavior. The *frustration-aggression hypothesis* suggests that failure to get something expected leads to aggression. But Berkowitz proposed that frustration leads to aggression only in certain instances. For example, a stranger bumps you. You may hit the person if you have hit someone and the results were good for you. But you probably would not hit the person if you have never been in a fight or have had bad results from fighting.

6. Describe the personality traits of someone you think is a "bully."

Controlling Aggression (page 566)

One method to control aggression is through catharsis. This involves releasing anger or aggression by expressing powerful negative emotions. For example, when you are angry you might find an outlet by talking to a friend, playing hard in a soccer game, or kicking a toy around. Opponents of catharsis think that expressing aggression may lead to more aggression. Another way to control aggression is to punish children for violent behavior, within reason. Too much punishment can cause violence. We can also teach people to accept frustrations and move on or react to them in ways other than violence. If people do not view violence as an option, they will not use it.

- 7. How might hitting a punching bag when angry cause more rather than less aggression?

Group Conflict Versus Cooperation (page 566)

Conflict between groups happens all the time. Some amount of tension can exist between women and men, workers and bosses, young and old. To study relations among groups, psychologists set up a boys' camp. The boys did not know they were part of an experiment. The boys were divided into two groups. Each group did the usual camp activities together. Friendships and group spirit developed. Then the researchers brought the groups together for a tournament. As expected, tension and aggressive behavior developed between the groups. Next, the researchers brought the groups together for fun activities, like a movie. This did not end the conflict. Next, researchers set up "emergencies" that required the boys to work together. They told the boys that the water line was broken. If they did not work together to find and fix the problem, they would all have to leave camp. As the boys from both groups cooperated to solve these emergencies, conflict decreased. Friendships developed among boys of opposing groups. Psychologists learned that groups can develop hostility toward each other just from competition. The key factor in getting rid of group conflict was cooperation. A *social trap* occurs when individuals in a group decide not to cooperate.

- 8. Give a real-life example of groups that are sometimes in conflict coming together to solve a problem.

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Study Guide 20-1

Attitude Formation

For use with textbook pages 577–581

Key Terms

attitude predisposition to act, think, and feel in particular ways toward a class of people, objects, or an idea (page 577)

self-concept how we see or describe ourselves; our self-perception (page 580)

Drawing From Experience

If someone asked you to describe yourself, what would you say? What parts of your description are really your attitudes about things? How do you think you developed your attitudes? This section describes what attitudes are, where they come from, and what they do for us.

Organizing Your Thoughts

Use the diagram below to help you take notes as you read the summaries that follow. Think about how we develop attitudes. Briefly describe how each method below shapes attitudes.

Where Attitudes Come From	Description
Classical Conditioning	1.
Operant Conditioning	2.
Cognitive Evaluation	3.
Observational Learning	4.

Read to Learn

Introduction (page 577)

An **attitude** is the tendency to respond in certain ways toward people, things, or ideas. It has three main parts: (1) a belief about something, (2) a feeling about that thing, and (3) a tendency to act toward that thing in certain ways. For example, what is your attitude toward the president of the United States? Do you *believe* he is doing a good job? Do you *feel* you trust him? Would you *act* to vote for him?

5. What is your attitude toward homework? Describe your attitude in terms of the three main parts.
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Where Attitudes Come From (page 578)

Classical conditioning can create attitudes by pairing two stimuli. For example, a dog likes to eat meat, so it wags its tail when given meat. When the first stimulus is put together with a second one, the individual begins to show the same attitude toward the second stimulus. For example, if the dog hears the tone of a tuning fork whenever it receives meat, it will begin to wag its tail when it hears the sound alone. The dog learned a positive attitude toward the sound of the tuning fork.

Operant conditioning can also create attitudes. We receive praise and approval for expressing certain attitudes. We may be punished for expressing others. We learn to express the attitudes that bring rewards.

We also form attitudes by thinking things through. This is cognitive evaluation. Suppose you are not sure if you want to go to college. You may make a list of the pros and cons. From this evaluation, you form your attitude about going to college.

You may also develop your attitudes by watching and imitating others. For example, you probably formed your attitudes about dress by seeing what your friends wear. Your culture, parents or guardians, and friends or peers all shape your attitudes.

Culture influences everything from our taste in food to our attitudes about relationships. Most Americans consider eating worms disgusting. Yet in some parts of the world, worms are a favorite food.

6. Give an example of an attitude that you and your best friend share.
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Functions of Attitudes (page 580)

Attitudes help us define ourselves. Ask a friend to describe herself. Along with a physical description, she may include her attitudes about some things. For example, she may say that she tries to be a good student and is a strong supporter of equal rights for women. These attitudes help her define who she is. They make up her self-concept. Our self-concept is how we see ourselves. If you have a positive self-concept, you will tend to act and feel positively. If you have a negative self-concept, you will tend to act and feel negatively.

Our attitudes serve as guidelines for understanding and categorizing people, objects, and events. For example, you may link negative feelings to walking in dark alleys. You may link positive feelings with friendly people. These attitudes tell you to avoid dark alleys and seek out friendly people.

7. What are some attitudes that define you?
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**Study
Guide 20-2****Attitude Change
and Prejudice**

For use with textbook pages 582–588

Key Terms

compliance a change of behavior to avoid discomfort or rejection and gain approval (page 583)

identification seeing oneself as similar to another person or group and accepting the attitudes of another person or group as one's own (page 583)

internalization incorporating the values, ideas, and standards of others as a part of oneself (page 584)

cognitive dissonance the uncomfortable feeling when a person experiences contradictory or conflicting thoughts, attitudes, beliefs, feelings, or behaviors (page 584)

counterattitudinal behavior the process of taking a public position that contradicts one's private attitude (page 585)

self-justification the need to rationalize one's attitude and behavior (page 586)

self-fulfilling prophecy a belief, prediction, or expectation that operates to bring about its own fulfillment (page 586)

prejudice preconceived attitudes toward a person or group that have been formed without sufficient evidence and are not easily changed (page 587)

discrimination the unequal treatment of individuals on the basis of their race, ethnic group, age, gender, or membership in another category rather than on the basis of individual characteristics (page 588)

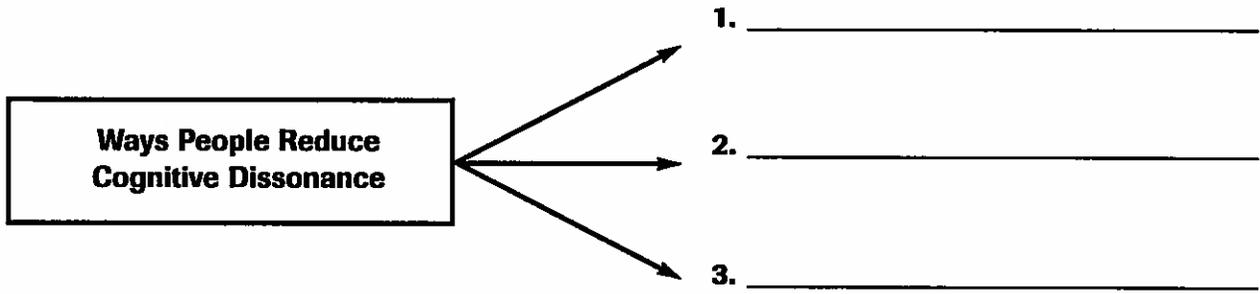
Drawing From Experience

Is there someone in your life that you really admire? Do you tend to adopt that person's views? Do you have a little brother or sister who tries to act like you?

The last section discussed the nature of attitudes, how they form, and how they become part of your self-concept. In this section, you will learn about changing attitudes, how actions affect attitudes, and prejudice.

Organizing Your Thoughts

Use the diagram on the next page to help you take notes as you read the summaries that follow. Think of ways people use to reduce cognitive dissonance. List them on the diagram.



Read to Learn

Introduction (page 582)

Three main processes involved in forming and changing attitudes are compliance, identification, and internalization. If you praise a recording artist because everyone else does, you are complying. If you agree with everything an admired friend says about the artist, you are identifying with your friend's attitudes. If you really like the artist's songs, no matter what other people think, you are expressing an internalized attitude.

4. Suppose your friends think Nikes are the best shoes on the market. You actually like Adidas better, but you wear Nikes anyway. Are you complying, identifying, or internalizing?

Attitude Change (page 582)

People's behavior reveals their attitudes. For example, suppose a man settles in his chair after dinner and launches into a discussion of his support of women's rights. Then he yells at his wife in the kitchen to bring him more coffee. Which would you believe—his words or his actions? Actions speak louder than words. Yet the same man may hire women for jobs he considers "men's work" because the people at work expect him to. People often adapt their actions to the wishes of others to avoid discomfort or rejection. This is **compliance**. The social pressure caused the man to adapt his behavior, but his attitudes did not really change.

Identification can actually change attitudes. **Identification** occurs when people want to define themselves in terms of a person or group. Therefore, they adopt that person's or group's attitudes and way of behaving. Suppose your favorite uncle is everything you hope to be. He is fun, smart, and successful. You identify with him and copy his behavior. One night, you argue about why you do not vote. As you listen to your uncle, you begin to agree with him. If someone as smart as your uncle votes, then maybe you should, too. You have adopted a new attitude.

Identification is different from compliance because the person actually believes the newly adopted views. However, these attitudes are based on emotional attachment to another person or group. They are not based on the person's own judgment. If the person's attachment to the person or group fades, the attitudes may also weaken.

The wholehearted acceptance of an attitude is **internalization**. The attitude becomes part of the person. Internalization is most likely to occur if the attitude fits well with the person's basic beliefs and self-image. Internalization is the most lasting of the three sources of attitude formation or change. Your internalized attitudes resist pressure from other people because your reasons for holding these views have nothing to do with others. They are based on your own evaluation of the issues.

5. When someone identifies with a gang, how do the person's attitudes and behavior change?

Cognitive Consistency (page 584)

Many psychologists believe that people's attitudes change because they are always trying to get things to fit together logically inside their heads. This is called *cognitive consistency*. Holding two opposing attitudes can create inner conflict. **Cognitive dissonance** is the uncomfortable feeling that occurs when a person's behavior conflicts with thought, beliefs, or feelings. To reduce the dissonance, one or both of the attitudes must change. One way people reduce dissonance is to pretend the conflict is not there. For example, when faced with information on the hazards of smoking, smokers often treat it as nonsense spread by anti-smoking groups. Another way is to avoid the information that would cause conflict. For example, people may subscribe only to magazines that support their political views. Finally, some people reevaluate their attitude. If they think the new information is better, they revise their attitude.

6. Suppose someone chooses to be friends only with people who share his view on gun control. What method is this person using to reduce cognitive dissonance?

Attitudes and Actions (page 585)

Clearly, your attitudes affect your actions. If you like Fords, you buy a Ford. But actions also affect attitudes. If you decided to buy a Chevy because you got

a better deal, you will end up liking Fords less. Often, if you act and speak as though you have certain beliefs, you may begin to really believe this way. This is called **counterattitudinal behavior**. You take a public position that goes against your personal beliefs. Then you end up believing what you say. For example, people have given in to pressure and confessed to crimes they didn't commit. Then they begin to believe they *are* guilty. One explanation is that a person who acts one way and thinks another will experience dissonance. To reduce the dissonance, the person has to change the behavior or the attitude. A similar explanation is that people have a need to explain or justify their behavior. This is **self-justification**. In one experiment, participants were led to believe that they had injured other participants. Researchers then asked them how they felt about their victims. They found that the aggressors talked themselves into believing that their defenseless victims had deserved their injury.

It is also possible to act in a way that makes your belief come true. This is called a **self-fulfilling prophecy**. For example, suppose that you believe people are basically cold. Because of your negative attitude, you look away from others and act unfriendly. People think your actions are unfriendly, so they act coldly toward you. Your belief has produced the kind of behavior that makes the attitude come true.

7. Suppose you studied hard for a test but failed anyway. To protect your self-esteem, you tell several friends that you did not study. Soon you really believe that you did not study. What behavior are you displaying?

Prejudice (page 587)

Prejudice means prejudging, deciding beforehand what someone will be like instead of getting to know the person first. Believing stereotypes of people is prejudice. Patricia Devine proposed that when we encounter someone from a particular group, it sets off our stereotype process. For example, if you see an old person, you immediately think about your stereotyped characteristics of old people. Thomas Pettigrew suggested that group members may act in ways that uphold the stereotype. For example, members of a dominant group may act dominant. They speak first, interrupt more, and talk louder. Members of the less dominant group may listen more and show more courtesy.

Prejudice is an attitude. **Discrimination** is an action. It is the unequal treatment of members of certain groups based on group membership rather than on individual characteristics. It is possible to be prejudiced but not discriminate. The person must recognize the prejudice and not act on it.

8. Why is stereotyping a form of prejudice?
