CHAPTER OVERVIEW

Chapter 18 demonstrates the powerful influences of social situations on the behavior of individuals. Central to this topic are research studies on attitudes and actions, conformity, compliance, and group and cultural influences. The social principles that emerge help us to understand how individuals are influenced by advertising, political candidates, and the various groups to which they belong. Although social influences are powerful, it is important to remember the significant role of individuals in choosing and creating the social situations that influence them.

The chapter also discusses how people relate to one another, from the negative-developing prejudice, behaving aggressively, and provoking conflict—to the positive—being attracted to people who are nearby and/or similar and behaving altruistically.

The chapter concludes with a discussion of techniques that have been shown to promote conflict resolution.

Although there is some terminology for you to learn in this chapter, your primary task is to absorb the findings of the many research studies discussed. The chapter headings, which organize the findings, should prove especially useful to you here. In addition, you might, for each main topic (conformity, group influence, aggression, etc.), ask yourself the question, “What situational factors promote this phenomenon?” The research findings can then form the basis for your answers.

NOTE: Answer guidelines for all Chapter 18 questions begin on page 481.

CHAPTER REVIEW

First, skim each section, noting headings and boldface items. After you have read the section, review each objective by answering the fill-in and essay-type questions that follow it. As you proceed, evaluate your performance by consulting the answers beginning on page 481. Do not continue with the next section until you understand each answer. If you need to, review or reread the section in the textbook before continuing.

Social Thinking (pp. 723–730)

David Myers at times uses idioms that are unfamiliar to some readers. If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 489–490 for an explanation: typecast; tart-tongued remark; freeloaders; stand up for; “brainwashed”; chicken-and-egg spiral; heartening implication.

Objective 1: Describe the three main focuses of social psychology.

1. Psychologists who study how we think about influence, and relate to one another are called _________________.

Objective 2: Contrast dispositional and situational attributions, and explain how the fundamental attribution error can affect our analyses of behavior.

2. Heider’s theory of how we explain others’ behavior is the ________________ theory.

According to this theory, we attribute behavior either to an internal cause, which is called a ________________, or to an external cause, which is called a ________________.
3. Most people tend to ________________ (overestimate/underestimate) the extent to which people’s actions are influenced by social situations because their ________________ is focused on the person. This tendency is called the _________________. When explaining our own behavior, or that of someone we know well, this tendency is ________________ (stronger/weaker). When observers view the world from others’ perspectives, attributions are ________________ (the same/reversed).

Give an example of the practical consequences of attributions.

**Objective 3:** Define attitude.

4. Feelings, often based on our beliefs, that predispose our responses are called ________________.

**Objective 4:** Describe the conditions under which attitudes can affect actions.

List three conditions under which our attitudes do predict our actions. Give examples.

**Objective 5:** Explain how the foot-in-the-door phenomenon, role-playing, and cognitive dissonance illustrate the influence of actions on attitudes.

5. Many research studies demonstrate that our attitudes are strongly influenced by our ________________. One example of this is the tendency for people who agree to a small request to comply later with a larger one. This is _________________.

6. When you follow the social prescriptions for how you should act as, say, a college student, you are adopting a _________________.

7. Taking on a set of behaviors, or acting in a certain way, generally ________________ (changes/does not change) people’s attitudes.

8. According to ________________ ________________ theory, thoughts and feelings change because people are motivated to justify actions that would otherwise seem hypocritical. This theory was proposed by ________________.

9. Dissonance theory predicts that people induced (without coercion) to behave contrary to their true attitudes will be motivated to reduce the resulting ________________ by changing their _________________.

**Social Influence** (pp. 730–742)

If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 490–491 for an explanation: "open-minded"; draw slips from a hat; draw back; kindness and obedience on a collision course; zap; devilish villains; tug-of-war; waffles.

**Objective 6:** Describe the chameleon effect, and give an example of it.

1. The chameleon effect refers to our natural tendency to unconsciously ________________ others’ expressions, postures, and voice tones. This helps us to feel what they are feeling, referred to as ________________ 

2. Copycat violence is a serious example of the effects of ________________ on behavior.

3. Sociologists have found that suicides sometimes increase following a ________________ suicide.
Objective 7: Discuss Asch’s experiments on conformity, and distinguish between normative and informational social influence.

4. The term that refers to the tendency to adjust one’s behavior to coincide with an assumed group standard is ________________.

5. The psychologist who first studied the effects of group pressure on conformity is ________________.

6. In this study, when the opinion of other group members was contradicted by objective evidence, subjects ________________ (were/were not) willing to conform to the group opinion.

7. One reason that people comply with social pressure is to gain approval or avoid rejection; this is called ________________.

8. Another reason people comply is that they have genuinely been influenced by what they have learned from others; this type of influence is called ________________.

9. In one experiment, Robert Baron and colleagues found that people were more likely to conform to the group’s judgments when the task was construed as ________________ (important/unimportant) and when it was ________________ (easy/difficult).

10. Conformity rates tend to be lower in ________________ (individualistic/collectivist) cultures.

Objective 8: Describe Milgram’s experiments on obedience, and outline the conditions in which obedience was highest.

11. The classic social psychology studies of obedience were conducted by ________________.

When ordered by the experimenter to electrically shock the “learner,” the majority of participants (the “teachers”) in these studies ________________ (complied/refused). More recent studies have found that women’s compliance rates in similar situations were ________________ (higher than/lower than/similar to) men’s.

List the conditions under which obedience was highest in Milgram’s studies.

Objective 9: Explain how the conformity and obedience studies can help us understand our susceptibility to social influence.

12. In getting people to administer increasingly larger shocks, Milgram was in effect applying the ________________ technique.

13. The Asch and Milgram studies demonstrate that strong ________________ influences can make ________________ people ________________ to falsehoods and ________________ orders to commit cruel acts.

Objective 10: Describe conditions in which the presence of others is likely to result in social facilitation, social loafing, or deindividuation.

14. The tendency to perform a task better when other people are present is called ________________.

In general, people become aroused in the presence of others, and arousal enhances the correct response on an ________________ (easy/difficult) task. Later research revealed that arousal strengthens the response that is most ________________ in a given situation.

15. Researchers have found that the reactions of people in crowded situations are often ________________ (lessened/amplified).

16. Ingham found that people worked ________________ (harder/less hard) in a team tug-of-war than they had in an individual contest. This phenomenon has been called ________________.
17. The feeling of anonymity and loss of self-restraint that an individual may develop when in a group is called _____________.

**Objective 11:** Discuss how group interaction can facilitate group polarization and groupthink.

18. Over time, the initial differences between groups usually ________________ (increase/decrease).

19. The enhancement of each group's prevailing tendency over time is called ________________.

Future research studies will reveal whether electronic discussions on the ________________ also demonstrate this tendency.

20. When the desire for group harmony overrides realistic thinking in individuals, the phenomenon known as ________________ has occurred.

**Objective 12:** Identify the characteristic common to minority positions that sway majorities.

21. In considering the power of social influence, we cannot overlook the interaction of ________________ (the power of the situation) and ________________ (the power of the individual).

22. The power of one or two individuals to sway the opinion of the majority is called ________________.

23. A minority opinion will have the most success in swaying the majority if it takes a stance that is ________________ (unswerving/flexible).

**Social Relations** (pp. 742–771)

If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 491–492 for an explanation: "horsing around"; with the toss of a coin; Ferdinand; she melts; an outlet for bottled-up impulses; diabolical images; familiarity breeds fondness; "beauty is only skin deep"; opposites attract; revere up; bystanders turn people away from the path that leads to helping; blase; "sneaky," "smart-alecky stinkers"; down the tension ladder to a safer rung.

**Objective 13:** Identify the three components of prejudice.

1. Prejudice is an ________________ (and usually ________________) attitude toward a group that involves overgeneralized beliefs known as ________________.

2. Like all attitudes, prejudice is a mixture of ________________, ________________, and predispositions to ________________.

3. Prejudice is a negative ________________, and ________________ is a negative ________________.

**Objective 14:** Contrast overt and subtle forms of prejudice, and give examples of each.

4. Americans today express ________________ (less/the same/more) racial and gender prejudice than they did 50 years ago.

5. Blatant forms of prejudice ________________ (have/have not) diminished. However, even people who deny holding prejudiced attitudes may carry negative ________________ about race or gender.

6. (Close-Up) Recent studies of prejudice indicate that it is often an unconscious, or ________________ action. In one study, people who displayed the most ________________ ________________ were the quickest to perceive apparent threat in black faces.

7. (Close-Up) Today's biopsychosocial approach has stimulated neuroscience studies that have detected implicit prejudice in people's ________________ muscle responses and in the activation of their brain's ________________.

8. Worldwide, ________________ (women/men) are more likely to live in poverty, and two-thirds of children without basic schooling are ________________ (girls/boys). However, people tend to perceive women as being more ________________ and ________________, and less ________________ than men.
Objective 15: Discuss the social factors that contribute to prejudice.

9. For those with money, power, and prestige, prejudice often serves as a means of 
   _________________ social inequalities.

10. Discrimination increases prejudice through the tendency of people to _________________ victims for their plight.

11. Through our _________________ we associated ourselves with certain groups.

12. Prejudice is also fostered by the _________________ , a tendency to favor groups to which one belongs—called the _________________ —while excluding others, or the _________________ .

Objective 16: Explain how scapegoating illustrates the emotional component of prejudice.

13. Research studies also reveal that the terror of facing _________________ tends to heighten aggression toward people who threaten one’s _________________ .

14. That prejudice derives from attempts to blame others for one’s frustration is proposed by the _________________ theory.

15. People who feel loved and supported become more _________________ to and _________________ of those who differ from them.

Objective 17: Cite four ways that cognitive processes help create and maintain prejudice.

16. Research suggests that prejudice may also derive from _________________ , the process by which we attempt to simplify our world by classifying people into groups. One by-product of this process is that people tend to _________________ the similarity of those within a group.

17. Another factor that fosters the formation of group stereotypes and prejudice is the tendency to _________________ from vivid or memorable cases.

18. The belief that people get what they deserve—that the good are rewarded and the bad punished—is expressed in the _________________ - _________________ phenomenon. This phenomenon is based in part on _________________ , the tendency to believe that one would have foreseen how something turned out.

Objective 18: Explain how psychology’s definition of aggression differs from everyday usage.

19. Aggressive behavior is defined by psychologists as _________________ . Thus, psychologists _________________ (do/do not) consider assertive salespeople to be aggressive.

20. Like other behaviors, aggression emerges from the interaction of _________________ and _________________ .

Objective 19: Describe three levels of biological influences on aggression.

21. Today, most psychologists _________________ (do/not consider human aggression to be instinctive.

22. In humans, aggressiveness _________________ (varies/does not vary) greatly from culture to culture, era to era, and person to person.

23. That there are genetic influences on aggression can be shown by the fact that many species of animals have been _________________ for aggressiveness.

24. Twin studies suggest that genes _________________ (do/not influence human aggression. One genetic marker of those who commit the most violence is the _________________ chromosome. Studies of violent criminals reveal diminished activity in the brain’s _________________ , which play an important role in controlling _________________ .
25. In humans and animals, aggression is facilitated by __________ systems, which are in turn influenced by __________ and other substances in the blood.

26. The aggressive behavior of animals can be manipulated by altering the levels of the hormone __________. When this level is __________ (increased/decreased), aggressive tendencies are reduced.

27. High levels of testosterone correlate with __________, low tolerance for __________, and __________. Among teenage boys and adult men, high testosterone also correlates with __________, hard __________, and aggressive responses to __________. With age, testosterone levels—and aggressiveness— __________ (increase/decrease). Although testosterone heightens aggressiveness, aggression __________ (increases/decreases) testosterone level.

28. One drug that unleashes aggressive responses to provocation is __________.

Objective 20: Outline four psychological triggers of aggression.

29. According to the __________ principle, inability to achieve a goal leads to anger, which may generate aggression.

30. Other aversive stimuli can provoke hostility, including __________.

31. Aggressive behavior can be learned through __________, as shown by the fact that people use aggression where they've found it pays, and through __________ of others.

32. Crime rates are higher in countries in which there is a large disparity between those who are __________ and those who are __________. High violence rates also are typical of cultures and families in which there is minimal __________.

33. Once established, aggressive behavior patterns are __________ (difficult/not difficult) to change. However, __________ programs have been successful in bringing down re-arrest rates of juvenile offenders.

34. Violence on television tends to __________ people to cruelty and __________ them to respond aggressively when they are provoked.

35. A woman's risk of rape is generally __________ (greater/less) today than it was half a century ago. Most rapes __________ (are/are not) reported.

36. Increased sexual aggression has coincided with the rise of the __________ video business, giving easier access to R- and X-rated films. Comment on the impression of women that pornography frequently conveys and the effects this impression has on attitudes and behavior.

Summarize the findings of the Zillmann and Bryant study on the effects of pornography on attitudes toward rape.

37. Experiments have shown that it is not eroticism but depictions of __________ that most directly affect men's acceptance and performance of aggression against women. Such depictions may create __________ to which people respond when they are in new situations or are uncertain how to act.
Objective 21: Discuss the effects of violent video games on social attitudes and behavior.

38. Kids who play a lot of violent video games see the world as more ________________, get into more ________________ and ________________, and get worse ________________.

39. Research studies of the impact of violent video games ________________ (confirm/disconfirm) the idea that we feel better if we "blow of steam" by venting our emotions. This idea is the ________________ ________________.

Expressing anger breeds ________________ ________________

40. Many factors contribute to aggression, including ________________ factors, such as an increase in testosterone; ________________ factors, such as frustration; and ________________ ________________, such as deindividuation.

Objective 22: Explain how social traps and mirror-image perceptions fuel social conflict.

41. A perceived incompatibility of actions, goals, or ideas is called ________________ . This perception can take place between individuals, ________________, or ________________.

42. Two destructive social processes that contribute to conflict are ________________ ________________ and ________________ perceptions.

43. When the "non-zero-sum game" is played, most people fall into the social trap by mistrusting the other player and pursuing their own ________________ . To prevent people from falling into social traps, psychologists are exploring ways for people to operate for their mutual betterment—through agreed-upon ________________, through better ________________, and through ________________ of their communal responsibilities.

44. The diabolical images people in conflict form of each other are called ________________ ________________ perceptions.

Objective 23: Describe the influence of proximity, physical attractiveness, and similarity on interpersonal attraction.

45. A prerequisite for, and perhaps the most powerful predictor of, attraction is ________________ .

46. When people are repeatedly exposed to unfamiliar stimuli, their liking of the stimuli ________________ (increases/decreases). This phenomenon is the ________________ ________________ effect. Robert Zajonc contends that this phenomenon was ________________ for our ancestors, for whom the unfamiliar was often dangerous. One implication of this is that ________________ against those who are culturally different may be a primitive, ________________, emotional response.

47. Our first impression of another person is most influenced by the person's ________________ .

48. In a sentence, list several of the characteristics that physically attractive people are judged to possess: ________________ ____________________ .

49. A person's attractiveness ________________ (is/is not) strongly related to his or her self-esteem or happiness. Since 1970, the number of women unhappy with their appearance has ________________ (increased/decreased/ remained stable).

50. Cross-cultural research reveals that men judge women as more attractive if they have a ________________ appearance, whereas women judge men who appear ________________ ________________ and ________________ as more attractive.

51. People also seem to prefer physical features that are neither unusually ________________ or ________________ . Average faces, which tend to be ________________ , are judged to be more sexually attractive.

52. Relationships in which the partners are very similar are ________________ (more/less) likely to last.
53. Compared with strangers, friends and couples are more likely to be similar in terms of ________________.

Explain what a reward theory of attraction is and how it can account for the three predictors of liking—proximity, attractiveness, and similarity.

Objective 26: Describe the steps in the decision-making process involved in bystander intervention.

59. According to Darley and Latané, people will help only if a three-stage decision-making process is completed: Bystanders must first ________________ the incident, then ________________ it as an emergency, and finally ________________ for helping.

60. When people who overheard a seizure victim calling for help thought others were hearing the same plea, they were ________________ (more/less) likely to go to his aid than when they thought no one else was aware of the emergency.

61. In a series of staged accidents, Latané and Darley found that a bystander was ________________ (more/less) likely to help if other bystanders were present. This phenomenon has been called ________________ .

Identify the circumstances in which a person is most likely to offer help during an emergency.

Objective 24: Describe the effect of physical arousal on passionate love, and identify two predictors of enduring companionate love.

54. Hatfield has distinguished two types of love: ________________ love and ________________ love.

55. According to the two-factor theory, emotions have two components: physical ________________ and a ________________ label.

56. When college men were placed in an aroused state, their feelings toward an attractive woman ________________ (were/were not) more positive than those of men who had not been aroused.

57. Companionate love is promoted by ________________—mutual sharing and giving by both partners. Another key ingredient of loving relationships is the revealing of intimate aspects of ourselves through ________________ .

Objective 25: Define altruism, and give an example.

58. An unselfish regard for the welfare of others is called ________________ .

Give an example of altruism.

Objective 27: Explain altruistic behavior from the perspective of social exchange theory and social norms.

62. The idea that social behavior aims to maximize rewards and minimize costs is proposed by ________________ theory.

63. One rule of social behavior tells us to return help to those who have helped us; this is the ________________ norm.
64. Another rule tells us to help those who need our help; this is the ________________ norm.

Objective 28: Discuss effective ways of encouraging peaceful cooperation and reducing social conflict.

65. In most situations, establishing contact between two conflicting groups ________________ (is/is not) sufficient to resolve conflict.

66. In Sherif’s study, two conflicting groups of campers were able to resolve their conflicts by working together on projects in which they shared ________________ goals. Shared ________________ breed solidarity, as demonstrated by a surge in use of the word ________________ in the weeks after 9/11.

67. When conflicts arise, a third-party ________________ may facilitate communication and promote understanding.

68. Osgood has advanced a strategy of conciliation called GRIT, which stands for ________________ and ________________ in ________________. The key to this method is each side’s offering of a small ________________ gesture in order to increase mutual trust and cooperation.

**PROGRESS TEST 1**

*Multiple-Choice Questions*

Circle your answers to the following questions and check them with the answers beginning on page 483. If your answer is incorrect, read the explanation for why it is incorrect and then consult the appropriate pages of the text (in parentheses following the correct answer).

1. In his study of obedience, Stanley Milgram found that the majority of subjects:
   a. refused to shock the learner even once.
   b. complied with the experiment until the “learner” first indicated pain.
   c. complied with the experiment until the “learner” began screaming in agony.
   d. complied with all the demands of the experiment.

2. According to cognitive dissonance theory, dissonance is most likely to occur when:
   a. a person’s behavior is not based on strongly held attitudes.
   b. two people have conflicting attitudes and find themselves in disagreement.
   c. an individual does something that is personally disagreeable.
   d. an individual is coerced into doing something that he or she does not want to do.

3. Which of the following statements is true?
   a. Groups are almost never swayed by minority opinions.
   b. Group polarization is most likely to occur when group members frequently disagree with one another.
   c. Groupthink provides the consensus needed for effective decision making.
   d. A group that is like-minded will probably not change its opinions through discussion.

4. Conformity increased under which of the following conditions in Asch’s studies of conformity?
   a. The group had three or more people.
   b. The group had high status.
   c. Individuals were made to feel insecure.
   d. All of the above increased conformity.

5. Social traps are situations in which:
   a. conflicting parties realize that they have shared goals, the attainment of which requires their mutual cooperation.
   b. conflicting parties have similar, and generally negative, views of one another.
   c. conflicting parties each pursue their self-interests and become caught in mutually destructive behavior.
   d. two conflicting groups meet face-to-face in an effort to resolve their differences.

6. The phenomenon in which individuals lose their identity and relinquish normal restraints when they are part of a group is called:
   a. groupthink.
   b. cognitive dissonance.
   c. empathy.
   d. deindividuation.

7. Subjects in Asch’s line-judgment experiment conformed to the group standard when their judgments were observed by others but not when they were made in private. This tendency to conform in public demonstrates:
   a. social facilitation.
   b. overjustification.
   c. informational social influence.
   d. normative social influence.
8. Based on findings from Milgram's obedience studies, participants would be less likely to follow the experimenter's orders when:
   a. they hear the "learner" cry out in pain.
   b. they merely administer the test while someone else delivers the shocks.
   c. the "learner" is an older person or mentions having some physical problem.
   d. they see another subject disobey instructions.

9. Aggression is defined as behavior that:
   a. hurts another person.
   b. is intended to hurt another person.
   c. is hostile, passionate, and produces physical injury.
   d. has all of the above characteristics.

10. Which of the following is true about aggression?
   a. It varies too much to be instinctive in humans.
   b. It is just one instinct among many.
   c. It is instinctive but shaped by learning.
   d. It is the most important human instinct.

11. Research studies have found a positive correlation between aggressive tendencies in animals and levels of the hormone:
   a. estrogen.
   b. adrenaline.
   c. noradrenaline.
   d. testosterone.

12. Research studies have indicated that the tendency of viewers to misperceive normal sexuality, devalue their partners, and trivialize rape is:
   a. increased by exposure to pornography.
   b. not changed after exposure to pornography.
   c. decreased in men by exposure to pornography.
   d. decreased in both men and women by exposure to pornography.

13. Increasing the number of people that are present during an emergency tends to:
   a. increase the likelihood that people will cooperate in rendering assistance.
   b. decrease the empathy that people feel for the victim.
   c. increase the role that social norms governing helping will play.
   d. decrease the likelihood that anyone will help.

14. Which of the following was not mentioned in the text discussion of the roots of prejudice?
   a. people's tendency to overestimate the similarity of people within groups
   b. people's tendency to assume that exceptional, or especially memorable, individuals are unlike the majority of members of a group
   c. people's tendency to assume that the world is just and that people get what they deserve
   d. people's tendency to discriminate against those they view as "outsiders"

15. The mere exposure effect demonstrates that:
   a. familiarity breeds contempt.
   b. opposites attract.
   c. birds of a feather flock together.
   d. familiarity breeds fondness.

16. In one experiment, college men were physically aroused and then introduced to an attractive woman. Compared to men who had not been aroused, these men:
   a. reported more positive feelings toward the woman.
   b. reported more negative feelings toward the woman.
   c. were ambiguous about their feelings toward the woman.
   d. were more likely to feel that the woman was "out of their league" in terms of attractiveness.

17. The deep affection that is felt in long-lasting relationships is called ______ love; this feeling is fostered in relationships in which ______.
   a. passionate; there is equity between the partners
   b. passionate; traditional roles are maintained
   c. companionate; there is equity between the partners
   d. companionate; traditional roles are maintained

18. Which of the following is associated with an increased tendency on the part of a bystander to offer help in an emergency situation?
   a. being in a good mood
   b. having recently needed help and not received it
   c. observing someone as he or she refuses to offer help
   d. being a female

19. The belief that those who suffer deserve their fate is expressed in the:
   a. just-world phenomenon.
   b. phenomenon of ingroup bias.
   c. fundamental attribution error.
   d. mirror-image perception principle.
20. According to social exchange theory, a person's tendency toward altruistic behavior is based on:
   a. a determination of the relatedness of those who will be affected.
   b. a cost-benefit analysis of any action.
   c. social norms.
   d. all of the above.

**Matching Items**

Match each term with the appropriate definition or description.

**Terms**

1. social facilitation
2. social loafing
3. bystander effect
4. conformity
5. ingroup bias
6. normative social influence
7. informational social influence
8. group polarization
9. stereotype
10. attribution
11. altruism
12. mere exposure effect

**Definitions or Descriptions**

a. a causal explanation for someone's behavior
b. a generalized belief about a group of people
c. people work less hard in a group
d. performance is improved by an audience
e. the tendency to favor one's own group
f. the effect of social approval or disapproval
g. adjusting one's behavior to coincide with a group standard
h. group discussion enhances prevailing tendencies
i. the effect of accepting others' opinions about something
j. unselfish regard for others
k. the tendency that a person is less likely to help someone in need when others are present
l. the increased liking of a stimulus that results from repeated exposure to it

**PROGRESS TEST 2**

Progress Test 2 should be completed during a final chapter review. Answer the following questions after you thoroughly understand the correct answers for the section reviews and Progress Test 1.

**Multiple-Choice Questions**

1. (Close-Up) Which of the following is an example of implicit prejudice?
   a. Jake, who is white, gives higher evaluations to essays he believes to be written by black students than to white-authored essays.
   b. Carol believes that white people are arrogant.
   c. Brad earns more than Jane, despite having the same job skills, performance level, and seniority.
   d. In certain countries, women are not allowed to drive.

2. We tend to perceive the members of an ingroup as ________ and the members of an outgroup as ________ .
   a. similar to one another; different from one another
   b. different from one another; similar to one another
   c. above average in ability; below average in ability
d. below average in ability; above average in ability
3. Regarding the influence of alcohol and testosterone on aggressive behavior, which of the following is true?
   a. Consumption of alcohol increases aggressive behavior; injections of testosterone reduce aggressive behavior.
   b. Consumption of alcohol reduces aggressive behavior; injections of testosterone increase aggressive behavior.
   c. Consumption of alcohol and injections of testosterone both promote aggressive behavior.
   d. Consumption of alcohol and injections of testosterone both reduce aggressive behavior.

4. Most people prefer mirror-image photographs of their faces. This is best explained by:
   a. the principle of equity.
   b. the principle of self-disclosure.
   c. the mere exposure effect.
   d. mirror-image perceptions.

5. Research studies have shown that frequent exposure to sexually explicit films:
   a. makes a woman’s friendliness seem more sexual.
   b. diminishes the attitude that rape is a serious crime.
   c. may lead individuals to devalue their partners.
   d. may produce all of the above effects.

6. Research studies indicate that in an emergency situation, the presence of others often:
   a. prevents people from even noticing the situation.
   b. prevents people from interpreting an unusual event as an emergency.
   c. prevents people from assuming responsibility for assisting.
   d. leads to all of the above.

7. Two neighboring nations are each stockpiling weapons. Each sees its neighbor’s actions as an act of aggression and its own actions as self-defense. Evidently, these nations are victims of:
   a. prejudice.
   b. groupthink.
   c. the self-serving bias.
   d. the fundamental attribution error.

8. Which of the following factors is the most powerful predictor of friendship?
   a. similarity in age
   b. common racial and religious background
   c. similarity in physical attractiveness
   d. physical proximity

9. Most researchers agree that:
   a. media violence is a factor in aggression.
   b. there is a negative correlation between media violence and aggressiveness.
   c. paradoxically, watching excessive pornography ultimately diminishes an individual’s aggressive tendencies.
   d. media violence is too unreal to promote aggression in viewers.

10. When male students in an experiment were told that a woman to whom they would be speaking had been instructed to act in a friendly or unfriendly way, most of them subsequently attributed her behavior to:
    a. the situation.
    b. the situation and her personal disposition.
    c. her personal disposition.
    d. their own skill or lack of skill in a social situation.

11. Which of the following is true?
    a. Attitudes and actions rarely correspond.
    b. Attitudes predict behavior about half the time.
    c. Attitudes are excellent predictors of behavior.
    d. Attitudes predict behavior under certain conditions.

12. People with power and status may become prejudiced because:
    a. they tend to justify the social inequalities between themselves and others.
    b. those with less status and power tend to resent them.
    c. those with less status and power appear less capable.
    d. they feel proud and are boastful of their achievements.

13. Which of the following most accurately states the effects of crowding on behavior?
    a. Crowding makes people irritable.
    b. Crowding sometimes intensifies people’s reactions.
    c. Crowding promotes altruistic behavior.
    d. Crowding usually weakens the intensity of people’s reactions.

14. Research has found that for a minority to succeed in swaying a majority, the minority must:
    a. make up a sizable portion of the group.
    b. express its position as consistently as possible.
    c. express its position in the most extreme terms possible.
    d. be able to convince a key majority leader.
15. Which of the following conclusions did Milgram derive from his studies of obedience?
   a. Even ordinary people, without any particular hostility, can become agents in a destructive process.
   b. Most people are able, under the proper circumstances, to suppress their natural aggressiveness.
   c. The need to be accepted by others is a powerful motivating force.
   d. All of the above conclusions were reached.

16. Which of the following best summarizes the relative importance of personal control and social control of our behavior?
   a. Situational influences on behavior generally are much greater than personal influences.
   b. Situational influences on behavior generally are slightly greater than personal influences.
   c. Personal influences on behavior generally are much greater than situational influences.
   d. Situational and personal influences interact in determining our behavior.

17. Which of the following best describes how GRIT works?
   a. The fact that two sides in a conflict have great respect for the other’s strengths prevents further escalation of the problem.
   b. The two sides engage in a series of reciprocated conciliatory acts.
   c. The two sides agree to have their differences settled by a neutral, third-party mediator.
   d. The two sides engage in cooperation in those areas in which shared goals are possible.

18. Which of the following is important in promoting conformity in individuals?
   a. whether an individual’s behavior will be observed by others in the group
   b. whether the individual is male or female
   c. the size of the room in which a group is meeting
   d. whether the individual is of a higher status than other group members

19. Which theory describes how we explain others’ behavior as being due to internal dispositions or external situations?
   a. social exchange theory
   b. reward theory
   c. two-factor theory
   d. attribution theory

20. Which of the following is most likely to promote groupthink?
   a. The group’s leader fails to take a firm stance on an issue.
   b. A minority faction holds to its position.
   c. The group consults with various experts.
   d. Group polarization is evident.

True-False Items
Indicate whether each statement is true or false by placing T or F in the blank next to the item.

1. When explaining another’s behavior, we tend to underestimate situational influences.
2. When explaining our own behavior, we tend to underestimate situational influences.
3. An individual is more likely to conform when the rest of the group is unanimous.
4. The tendency of people to conform is influenced by the culture in which they were socialized.
5. A bystander is more likely to offer help in an emergency if other bystanders are present.
6. Counter-attitudinal behavior (acting contrary to our beliefs) often leads to attitude change.
7. Human aggression is instinctual.
8. Group polarization tends to prevent groupthink from occurring.
9. Crowded conditions usually subdue people’s reactions.
10. When individuals lose their sense of identity in a group, they often become more uninhibited.

PSYCHOLOGY APPLIED

Answer these questions the day before an exam as a final check on your understanding of the chapter’s terms and concepts.

Multiple-Choice Questions

1. After waiting in line for an hour to buy concert tickets, Teresa is told that the concert is sold out. In her anger she pounds her fist on the ticket counter, frightening the clerk. Teresa’s behavior is best explained by:
   a. evolutionary psychology.
   b. the reciprocity norm.
   c. social exchange theory.
   d. the frustration-aggression principle.
2. Before she gave a class presentation favoring gun control legislation, Wanda opposed it. Her present attitude favoring such legislation can best be explained by:
   a. attribution theory.
   b. cognitive dissonance theory.
   c. social exchange theory.
   d. evolutionary psychology.

3. Which of the following would most likely be subject to social facilitation?
   a. proofreading a page for spelling errors
   b. typing a letter with accuracy
   c. playing a difficult piece on a musical instrument
   d. running quickly around a track

4. Jane and Sandy were best friends as freshmen. Jane joined a sorority; Sandy didn’t. By the end of their senior year, they found that they had less in common with each other than with the other members of their respective circles of friends. Which of the following phenomena most likely explains their feelings?
   a. group polarization
   b. groupthink
   c. deindividuation
   d. social facilitation

5. Which of the following strategies would be most likely to foster positive feelings between two conflicting groups?
   a. Take steps to reduce the likelihood of social traps.
   b. Separate the groups so that tensions diminish.
   c. Increase the amount of contact between the two conflicting groups.
   d. Have the groups work on a superordinate goal.

6. José is the one student member on the college board of trustees. At the board’s first meeting, José wants to disagree with the others on several issues but in each case decides to say nothing. Studies on conformity suggest all except one of the following are factors in José’s not speaking up. Which one is not a factor?
   a. The board is a large group.
   b. The board is prestigious and most of its members are well known.
   c. The board members are already aware that José and the student body disagree with them on these issues.
   d. Because this is the first meeting José has attended, he feels insecure and not fully competent.

7. Given the tendency of people to categorize information according to preformed schemas, which of the following stereotypes would Juan, a 65-year-old political liberal and fitness enthusiast, be most likely to have?
   a. “People who exercise regularly are very extraverted.”
   b. “All political liberals are advocates of a reduced defense budget.”
   c. “Young people today have no sense of responsibility.”
   d. “Older people are lazy.”

8. Ever since their cabin lost the camp softball competition, the campers have become increasingly hostile toward one camper in their cabin, blaming her for every problem in the cabin. This behavior is best explained in terms of:
   a. the ingroup bias.
   b. prejudice.
   c. the scapegoat theory.
   d. the reciprocity norm.

9. Maria recently heard a speech calling for a ban on aerosol sprays that endanger the earth’s ozone layer. Maria’s subsequent decision to stop using aerosol sprays is an example of:
   a. informational social influence.
   b. normative social influence.
   c. deindividuation.
   d. social facilitation.

10. Mr. and Mrs. Samuels are constantly fighting, and each perceives the other as hard-headed and insensitive. Their conflict is being fueled by:
    a. self-disclosure.
    b. stereotypes.
    c. a social trap.
    d. mirror-image perceptions.

11. Which of the following situations should produce the greatest cognitive dissonance?
    a. A soldier is forced to carry out orders he finds disagreeable.
    b. A student who loves animals has to dissect a cat in order to pass biology.
    c. As part of an experiment, a subject is directed to deliver electric shocks to another person.
    d. A student volunteers to debate an issue, taking the side he personally disagrees with.
12. Professor Washington's students did very poorly on the last exam. The tendency to make the fundamental attribution error might lead her to conclude that the class did poorly because:
   a. the test was unfair.
   b. not enough time was given for students to complete the test.
   c. students were distracted by some social function on campus.
   d. students were unmotivated.

13. Students at State University are convinced that their school is better than any other; this most directly illustrates:
   a. an ingroup bias.
   b. prejudice and discrimination.
   c. the scapegoat effect.
   d. the just-world phenomenon.

14. After Sandy helped Jack move into his new apartment, Jack felt obligated to help Sandy when she moved. Jack's sense of responsibility can best be explained by:
   a. evolutionary psychology.
   b. two-factor theory.
   c. the social responsibility norm.
   d. the reciprocity norm.

15. Ahmed and Monique are on a blind date. Which of the following will probably be most influential in determining whether they like each other?
   a. their personalities
   b. their beliefs
   c. their social skills
   d. their physical attractiveness

16. Opening her mail, Joan discovers a romantic greeting card from her boyfriend. According to the two-factor theory, she is likely to feel the most intense romantic feelings if, prior to reading the card, she has just:
   a. completed her daily run.
   b. finished reading a chapter in her psychology textbook.
   c. awakened from a nap.
   d. finished eating lunch.

17. Driving home from work, Althea saw a car run off the road and burst into flames. Althea stopped her car, ran to the burning vehicle, and managed to pull the elderly driver to safety before the car exploded. Althea's behavior can best be explained by:
   a. the social responsibility norm.
   b. the reciprocity norm.

18. Having read the chapter, which of the following is best borne out by research on attraction?
   b. Opposites attract.
   c. Familiarity breeds contempt.
   d. Absence makes the heart grow fonder.

19. Alexis believes that all male athletes are self-centered and sexist. Her beliefs are an example of:
   a. in-group bias.
   b. groupthink.
   c. stereotypes.
   d. the fundamental attribution error.

20. Which of the following is an example of the foot-in-the-door phenomenon?
   a. To persuade a customer to buy a product a store owner offers a small gift.
   b. After agreeing to wear a small "Enforce Recycling" lapel pin, a woman agrees to collect signatures on a petition to make recycling required by law.
   c. After offering to sell a car at a ridiculously low price, a car salesperson is forced to tell the customer the car will cost $1000 more.
   d. All of the above are examples.

Essay Question

The Panhellenic Council on your campus has asked you to make a presentation on the topic "Social Psychology" to all freshmen who have signed up to "rush" a fraternity or sorority. In a fit of cynicism following your rejection last year by a prestigious fraternity or sorority, you decide to speak on the negative influences of groups on the behavior of individuals. What will you discuss? (Use the space below to list the points you want to make, and organize them. Then write the essay on a separate sheet of paper.)
KEY TERMS

Writing Definitions

Using your own words, on a separate piece of paper write a brief definition or explanation of each of the following terms.

1. social psychology
2. attribution theory
3. fundamental attribution error
4. attitudes
5. foot-in-the-door phenomenon
6. cognitive dissonance theory
7. conformity
8. normative social influence
9. informational social influence
10. social facilitation
11. social loafing
12. deindividuation
13. group polarization
14. groupthink
15. prejudice
16. stereotype
17. discrimination
18. ingroup
19. outgroup
20. ingroup bias
21. scapegoat theory
22. just-world phenomenon
23. aggression
24. frustration-aggression principle
25. conflict
26. social trap
27. mere exposure effect
28. passionate love
29. companionate love
30. equity
31. self-disclosure
32. altruism
33. bystander effect
34. social exchange theory
35. reciprocity norm
36. social-responsibility norm
37. superordinate goals
38. GRIT
Cross-Check

As you learned in the Prologue, reviewing and overlearning of material are important to the learning process. After you have written the definitions of the key terms in this chapter, you should complete the crossword puzzle to ensure that you can reverse the process—recognize the term, given the definition.

ACROSS

4. A generalized belief about a group of people.
5. A strategy of conflict resolution in which both groups make conciliatory gestures. (abbrev.)
6. Theory that proposes that prejudice provides an outlet for anger by finding someone to blame.
8. The tendency to change one's attitudes to coincide with those held by a group.
9. An unselfish regard for the welfare of others.
12. Mutual giving and receiving in a relationship.
13. Type of love that refers to an aroused state of intense positive absorption in another person.
14. Perceived incompatibility between individuals or groups.
15. Personal beliefs and feelings that influence our behavior.

DOWN

1. A person's tendency not to offer help to someone if others are present.
2. Type of social influence that results when one goes along with a group when one is unsure of what to do.
3. Psychological discomfort we experience when two of our thoughts conflict.
7. Phenomenon whereby people who agree to a small request are more likely to comply later with a larger request.
8. Type of love in which there is a deep, enduring attachment.
10. Our tendency to underestimate situational influences and overestimate dispositional influences upon the behavior of others is the ______ attribution error.
11. A causal explanation of a given behavior.

ANSWERS

Chapter Review

Social Thinking

1. social psychologists
2. attribution; dispositional attribution; situational attribution
3. underestimate; attention; fundamental attribution error; weaker; reversed

Our attributions—to individuals' dispositions or to situations—have important practical consequences. A hurtful remark from an acquaintance, for example, is more likely to be forgiven if it is attributed to a temporary situation than to a mean disposition.

4. attitudes

Attitudes predict actions when other influences on the attitudes and actions are minimized, when the attitude is specifically relevant to the behavior, and when we are especially aware of our attitudes. Thus, our attitudes are more likely to predict behavior when we are not attempting to adjust our behavior to please others, when we are in familiar situations in which we don't have to stop and think about our attitudes, and when the attitude pertains to a specific behavior, such as purchasing a product or casting a vote.
5. actions or behavior; foot-in-the-door
6. role
7. changes
8. cognitive dissonance; Festinger
9. dissonance; attitudes

Social Influence
1. mimic; mood linkage
2. suggestibility
3. highly publicized
4. conformity
5. Asch
6. were
7. normative social influence; norms
8. informational social influence
9. important; difficult
10. individualistic
11. Milgram; complied; similar to
Obedience was highest when the person giving the orders was close at hand and perceived to be a legitimate authority figure, the authority figure was supported by a prestigious institution, the victim was depersonalized, and when there were no role models for defiance.
12. foot-in-the-door
13. social; ordinary; conform; obey
14. social facilitation; easy; likely
15. amplified
16. less hard; social loafing
17. deindividuation
18. increase
19. group polarization; Internet
20. groupthink
21. social control; personal control
22. minority influence
23. unswerving

Social Relations
1. unjustifiable; negative; stereotypes
2. beliefs; emotions; action
3. attitude; discrimination; behavior
4. less
5. have; associations
6. implicit; implicit prejudice
7. facial; amygdala
8. women; girls; nurturant; sensitive; aggressive
9. justifying
10. blame
11. social identities
12. ingroup bias; ingroup; outgroup
13. death; worldview
14. scapegoat
15. open; accepting
16. categorization; overestimate
17. overgeneralize
18. just-world; hindsight bias
19. any physical or verbal behavior intended to hurt or destroy; do not
20. biology; experience
21. do not
22. varies
23. bred
24. do; Y; frontal lobes; impulses
25. neural; hormones
26. testosterone; decreased
27. irritability; frustration; assertiveness; impulsiveness; delinquency; drug use; frustration; decrease; increases
28. alcohol
29. frustration-aggression
30. physical pain, personal insults, foul odors, hot temperatures, cigarette smoke
31. rewards; observation (or imitation)
32. rich; poor; father care
33. difficult; aggression-replacement
34. desensitize; prime
35. greater; are not
36. home
Pornography tends to portray women as enjoying being the victims of sexual aggression, and this perception increases the acceptance of coercion in sexual relationships. Repeatedly watching X-rated films also makes one’s partner seem less attractive, makes a woman’s friendliness seem more sexual, and makes sexual aggression seem less serious.

The Zillmann and Bryant study found that after viewing sexually explicit films for several weeks, undergraduates were more likely to recommend a lighter prison sentence for a convicted rapist than were subjects who viewed nonerotic films.
37. sexual violence; social scripts
38. hostile; arguments; fights; grades
39. disconfirm; catharsis hypothesis; more anger
40. biological; psychological; social-cultural
41. conflict; groups; nations
42. social traps; distorted
43. self-interests; regulations; communication; awareness
44. mirror-image
45. proximity
46. increases; mere exposure; adaptive; prejudice; automatic
47. appearance
48. Attractive people are perceived as happier, more sensitive, more successful, and more socially skilled.
49. is not; increased
50. youthful; mature; dominant; affluent
51. large; small; symmetrical
52. more
53. attitudes, beliefs, interests, religion, race, education, intelligence, smoking behavior, economic status, age

Reward theories of attraction say that we are attracted to, and continue relationships with, those people whose behavior provides us with more benefits than costs. Proximity makes it easy to enjoy the benefits of friendship at little cost, attractiveness is pleasing, and similarity is reinforcing to us.

54. passionate; companionate
55. arousal; cognitive
56. were
57. equity; self-disclosure
58. altruism

An example of altruism is giving food and shelter to people displaced by a hurricane or other major disaster without expectation of reward.

59. notice; interpret; assume responsibility
60. less
61. less; bystander effect

People are most likely to help someone when they have just observed someone else being helpful; when they are not in a hurry; when the victim appears to need and deserve help; when they are in some way similar to the victim; when in a small town; when feeling guilty; when not preoccupied; and when in a good mood.

62. social exchange
63. reciprocity

64. social-responsibility
65. is not
66. superordinate; predicaments; “we”
67. mediator
68. Graduated; Reciprocated Initiatives; Tension-Reduction; conciliatory

**Progress Test 1**

**Multiple-Choice Questions**

1. **d** is the answer. In Milgram’s initial experiments, 63 percent of the subjects fully complied with the experiment. (p. 735)
2. **c** is the answer. Cognitive dissonance is the tension we feel when we are aware of a discrepancy between our thoughts and actions, as would occur when we do something we find distasteful. (p. 728)
   a. Dissonance requires strongly held attitudes, which must be perceived as not fitting behavior.
   b. Dissonance is a personal cognitive process.
   d. In such a situation the person is less likely to experience dissonance, since the action can be attributed to “having no choice.”
3. **d** is the answer. In such groups, discussion usually strengthens prevailing opinions; this phenomenon is known as group polarization. (pp. 739–740)
   a. Minority opinions, especially if consistently and firmly stated, can sway the majority in a group.
   b. Group polarization, or the strengthening of a group’s prevailing tendencies, is most likely in groups where members agree.
   c. When groupthink occurs, there is so much consensus that decision making becomes less effective.
4. **d** is the answer. (p. 733)
5. **c** is the answer. Social traps foster conflict in that two parties, by pursuing their self-interests, create a result that neither group wants. (p. 756)
   a. As Sherrif’s studies demonstrated, the possession of shared or superordinate goals tends to reduce conflict between groups.
   b. This is an example of mirror-image perceptions, which, along with social traps, foster conflict.
   d. Face-to-face confrontations between conflicting parties generally do not reduce conflict, nor are they social traps.
6. **d** is the answer. (p. 739)
   a. Groupthink refers to the mode of thinking that
occurs when the desire for group harmony over-rides realistic and critical thinking.
b. Cognitive dissonance refers to the discomfort we feel when two thoughts (which include the knowledge of our behavior) are inconsistent.
c. Empathy is feeling what another person feels.

7. d. is the answer. Normative social influence refers to influence on behavior that comes from a desire to look good to others. Subjects who were observed conformed because they didn’t want to look like oddballs. (p. 733)
a. Social facilitation involves performing tasks better or faster in the presence of others.
b. Overjustification occurs when a person is rewarded for doing something that is already enjoyable.
c. Informational social influence is the tendency of individuals to accept the opinions of others, especially in situations where they themselves are unsure.

8. d. is the answer. Role models for defiance reduce levels of obedience. (p. 736)
a. & c. These did not result in diminished obedience.
b. This “depersonalization” of the victim resulted in increased obedience.

9. b. is the answer. Aggression is any behavior, physical or verbal, that is intended to hurt or destroy. (p. 749)
a. A person may accidentally be hurt in a nonaggressive incident; aggression does not necessarily prove hurtful.
b. Verbal behavior, which does not result in physical injury, may also be aggressive. Moreover, acts of aggression may be cool and calculated, rather than hostile and passionate.

10. a. is the answer. The very wide variations in aggressiveness from culture to culture indicate that aggression cannot be considered an unlearned instinct. (p. 749)

11. d. is the answer. (p. 750)

12. a. is the answer. (p. 753)

13. d. is the answer. This phenomenon is known as the bystander effect. (p. 766)
a. This answer is incorrect because individuals are less likely to render assistance at all if others are present.
b. Although people are less likely to assume responsibility for helping, this does not mean that they are less empathic.
c. This answer is incorrect because norms such as the social responsibility norm encourage helping others, yet people are less likely to help with others around.

14. b. is the answer. In fact, people tend to overgeneralize from vivid cases, rather than assume that they are unusual. (pp. 745–748)
a., c., & d. Each of these is an example of a cognitive (a. & c.) or a social (d.) root of prejudice.

15. d. is the answer. Being repeatedly exposed to novel stimuli increases our liking for them. (p. 759)
a. For the most part, the opposite is true.
b. & c. The mere exposure effect concerns our tendency to develop likes on the basis, not of similarities or differences, but simply of familiarity, or repeated exposure.

16. a. is the answer. This result supports the two-factor theory of emotion and passionate attraction, according to which arousal from any source can facilitate an emotion, depending on how we label the arousal. (p. 763)

17. c. is the answer. Deep affection is typical of companionate love, rather than passionate love, and is promoted by equity, whereas traditional roles may be characterized by the dominance of one sex. (pp. 763–764)

18. a. is the answer. (p. 766)
b. & c. These factors would most likely decrease a person’s altruistic tendencies.
d. There is no evidence that one sex is more altruistic than the other.

19. a. is the answer. (p. 748)
b. Ingroup bias is the tendency of people to favor their own group.
c. The fundamental attribution error is the tendency of people to underestimate situational influences when observing the behavior of other people.
d. The mirror-image perception principle is the tendency of conflicting parties to form similar, diabolical images of each other.

20. b. is the answer. (pp. 766)
a. This is a tenet of evolutionary psychology.
c. Social exchange theory focuses on costs and benefits, rather than on norms.

Matching Items
1. d (p. 738) 5. e (p. 746) 9. b (p. 743)
2. c (p. 739) 6. f (p. 733) 10. a (p. 724)
3. k (p. 766) 7. i (p. 733) 11. j (p. 765)
4. g (p. 732) 8. h (p. 740) 12. l (p. 759)
**Progress Test 2**

**Multiple-Choice Questions**

1. a. is the answer. (p. 744)
   b. This is an example of prejudice.
   c. & d. These are examples of discrimination.
2. b. is the answer. (p. 746)
   a. We are keenly sensitive to differences within our group, less so to differences within other groups.
   c. & d. Although we tend to look more favorably on members of the ingroup, the text does not suggest that ingroup bias extends to evaluations of abilities.
3. c. is the answer. (p. 750)
4. c. is the answer. The mere exposure effect refers to our tendency to like what we’re used to, and we’re used to seeing mirror images of ourselves. (p. 759)
   a. Equity refers to equality in giving and taking between the partners in a relationship.
   b. Self-disclosure is the sharing of intimate feelings with a partner in a loving relationship.
   d. Although people prefer mirror images of their faces, mirror-image perceptions are often held by parties in conflict. Each party views itself favorably and the other negatively.
5. d. is the answer. (p. 753)
6. d. is the answer. (p. 765)
7. d. is the answer. In this case, each nation has mistakenly attributed the other’s action to a dispositional trait, whereas its own action is viewed as a situational response. (p. 724)
8. d. is the answer. Because it provides people with an opportunity to meet, proximity is the most powerful predictor of friendship, even though, once a friendship is established, the other factors mentioned become more important. (p. 758)
9. a. is the answer. (pp. 753–754)
10. c. is the answer. In this example of the fundamental attribution error, even when given the situational explanation for the woman’s behavior, students ignored it and attributed her behavior to her personal disposition. (p. 724)
11. d. is the answer. Our attitudes are more likely to guide our actions when other influences are minimal, when there’s a specific connection between the two, and when we’re keenly aware of our beliefs. The presence of other people would more likely be an outside factor that would lessen the likelihood of actions being guided by attitude. (p. 726)

12. a. is the answer. Such justifications arise as a way to preserve inequalities. The just-world phenomenon presumes that people get what they deserve. According to this view, someone who has less must deserve less. (p. 745)
13. b. is the answer. (p. 738)
   a. & c. Crowding may amplify irritability or altruistic tendencies that are already present. Crowding does not, however, produce these reactions as a general effect.
   d. In fact, just the opposite is true. Crowding often intensifies people’s reactions.
14. b. is the answer. (p. 741)
   a. Even if they made up a sizable portion of the group, although still a minority, their numbers would not be as important as their consistency.
   c. & d. These aspects of minority influence were not discussed in the text; however, they are not likely to help a minority sway a majority.
15. a. is the answer. (p. 737)
16. d. is the answer. The text emphasizes the ways in which personal and social controls interact in influencing behavior. It does not suggest that one factor is more influential than the other. (p. 741)
17. b. is the answer. (p. 769)
   a. GRIT is a technique for reducing conflict through a series of conciliatory gestures, not for maintaining the status quo.
   c. & d. These measures may help reduce conflict but they are not aspects of GRIT.
18. a. is the answer. As Solomon Asch’s experiments demonstrated, individuals are more likely to conform when they are being observed by others in the group. The other factors were not discussed in the text and probably would not promote conformity. (p. 733)
19. d. is the answer. (p. 724)
20. d. is the answer. Group polarization, or the enhancement of a group’s prevailing attitudes, promotes groupthink, which leads to the disintegration of critical thinking. (p. 740)
   a. Groupthink is more likely when a leader highly favors an idea, which may make members reluctant to disagree.
   b. A strong minority faction would probably have the opposite effect: It would diminish group harmony while promoting critical thinking.
   c. Consulting experts would discourage groupthink by exposing the group to other opinions.
True–False Items

1. T (p. 724)       6. T (pp. 728–729)
2. F (p. 724)       7. F (p. 749)
3. T (p. 733)       8. F (p. 740)
4. T (p. 733)       9. F (p. 738)
5. F (p. 766)       10. T (p. 739)

Psychology Applied

1. d. is the answer. According to the frustration-aggression principle, the blocking of an attempt to achieve some goal—in Teresa’s case, buying concert tickets—creates anger and can generate aggression. (p. 751)
   a. Evolutionary psychology maintains that aggressive behavior is a genetically based drive. Teresa’s behavior clearly was a reaction to a specific situation.
   b. The reciprocity norm—that we should return help to those who have helped us—would not engender Teresa’s angry reaction.
   c. Social exchange theory views behavior as an exchange process in which people try to maximize the benefits of their behavior by minimizing the costs. Teresa’s behavior likely brought her few benefits while exacting some costs, including potential injury, embarrassment, and retaliation by the clerk.

2. b. is the answer. Dissonance theory focuses on what happens when our actions contradict our attitudes. (pp. 728–729)
   a. Attribution theory holds that we give causal explanations for others’ behavior, often by crediting either the situation or people’s dispositions.
   c. Social exchange theory maintains that social behaviors maximize benefits and minimize costs. It is not clear in this example whether Wanda perceives such costs and benefits.
   d. This is not a theory of social influence.

3. d. is the answer. Social facilitation, or better performance in the presence of others, occurs for easy tasks but not for more difficult ones. For tasks such as proofreading, typing, playing an instrument, or giving a speech, the arousal resulting from the presence of others can lead to mistakes. (p. 738)

4. a. is the answer. Group polarization means that the tendencies within a group—and therefore the differences among groups—grow stronger over time. Thus, because the differences between the sorority and nonsorority students have increased, Jane and Sandy are likely to have little in common. (p. 740)

5. d. is the answer. Sherif found that hostility between two groups could be dispelled by giving the groups superordinate, or shared, goals. (p. 767)
   a. Although reducing the likelihood of social traps might reduce mutually destructive behavior, it would not lead to positive feelings between the groups.
   b. Such segregation would likely increase ingroup bias and group polarization, resulting in further group conflict.
   c. Contact by itself is not likely to reduce conflict.

6. c. is the answer. Prior commitment to an opposing view generally tends to work against conformity. In contrast, large group size, prestige of a group, and an individual’s feelings of incompetence and insecurity all strengthen the tendency to conform. (p. 733)

7. c. is the answer. People tend to overestimate the similarity of people within groups other than their own. Thus, Juan is not likely to form stereotypes of fitness enthusiasts (a.), political liberals (b.), or older adults (d.), because these are groups to which he belongs. (p. 746)

8. c. is the answer. According to the scapegoat theory, when things go wrong, people look for someone on whom to take out their anger and frustration. (p. 747)
   a. These campers are venting their frustration on a member of their own cabin group (although this is not always the case with scapegoats).
   b. Prejudice refers to an unjustifiable and usually negative attitude toward another group.
   d. The reciprocity norm, which refers to our tendency to help those who have helped us, was not discussed as a root of prejudice.

9. a. is the answer. As illustrated by Maria’s decision to stop buying aerosol products, informational social influence occurs when people have genuinely been influenced by what they have learned from others. (p. 733)
   b. Had Maria’s behavior been motivated by the desire to avoid rejection or to gain social approval (which we have no reason to suspect is the case), it would have been an example of normative social influence.
c. Deindividuation refers to the sense of anonymity a person may feel as part of a group.
d. Social facilitation is the improvement in performance of well-learned tasks that may result when one is observed by others.

10. d. is the answer. The couple's similar, and presumably distorted, feelings toward each other fuel their conflict. (p. 758)
a. Self-disclosure, or the sharing of intimate feelings, fosters love.
b. Stereotypes are overgeneralized ideas about groups.
c. Social traps are situations in which conflicting parties engage in mutually destructive behavior while pursuing their own self-interests.

11. d. is the answer. In this situation, the counter-attitudinal behavior is performed voluntarily and cannot be attributed to the demands of the situation. (p. 728)
a. b., & c. In all of these situations, the counter-attitudinal behaviors should not arouse much dissonance because they can be attributed to the demands of the situation.

12. d. is the answer. The fundamental attribution error refers to the tendency to underestimate situational influences in favor of this type of dispositional attribution when explaining the behavior of other people. (p. 724)
a. b., & c. These are situational attributions.

13. a. is the answer. (p. 746)
b. Prejudices are unjustifiable and usually negative attitudes toward other groups. They may result from an ingroup bias, but they are probably not why students favor their own university.
c. Scapegoats are individuals or groups toward which prejudice is directed as an outlet for the anger of frustrated individuals or groups.
d. The just-world phenomenon is the tendency for people to believe others "get what they deserve."

14. d. is the answer. (p. 766)
a. Evolutionary psychology is not discussed in terms of altruism, but it would maintain that altruistic actions are predisposed by our genes.
b. The two-factor theory holds that emotions consist of physical arousal and an appropriate cognitive label.
c. The social responsibility norm refers to the social attitude that we should help those who need our help.

15. d. is the answer. Hundreds of experiments indicate that first impressions are most influenced by physical appearance. (pp. 759–760)

16. a. is the answer. According to the two-factor theory, physical arousal can intensify whatever emotion is currently felt. Only in the situation described in a. is Joan likely to be physically aroused. (p. 763)

17. a. is the answer. (p. 767)
b. The reciprocity norm mandates that we help those who have helped us.
c. The two-factor theory of emotion, which assumes that emotions are based on physical arousal and a cognitive label, makes no predictions regarding altruism.
d. The reward theory, which states that social behavior is maintained by rewards, would explain Althea's altruism as being due to her having previously been rewarded for similar altruistic actions.

18. a. is the answer. Friends and couples are much more likely than randomly paired people to be similar in views, interests, and a range of other factors. (p. 762)
b. The opposite is true.
c. The mere exposure effect demonstrates that familiarity tends to breed fondness.
d. This is unlikely, given the positive effects of proximity and intimacy.

19. c. is the answer. (p. 743)
a. The ingroup bias is the tendency to favor one's own group.
b. Groupthink refers to the unrealistic thought processes and decision making that occur within groups when the desire for group harmony becomes paramount.
c. The fundamental attribution error is our tendency to underestimate the impact of situations and to overestimate the impact of personal dispositions on the behavior of others.

20. b. is the answer. In the foot-in-the-door phenomenon, compliance with a small initial request, such as wearing a lapel pin, later is followed by compliance with a much larger request, such as collecting petition signatures. (p. 727)

**Essay Question**

Your discussion might focus on some of the following topics: normative social influence; conformity, which includes suggestibility; obedience; group polarization; and groupthink.

As a member of any group with established social norms, individuals will often act in ways that enable them to avoid rejection or gain social approval. Thus, a fraternity or sorority pledge would probably be very suggestive and likely to eventually conform to the attitudes and norms projected by the group—or
be rejected socially. In extreme cases of pledge haz-
ing, acute social pressures may lead to atypical and antisocial individual behaviors—for example, on the part of pledges complying with the demands of senior members of the fraternity or sorority. Over time, meetings and discussions will probably enhance the group’s prevailing attitudes (group polarization). This may lead to the unrealistic and irrational decision making that is groupthink. The potentially negative consequences of groupthink depend on the issues being discussed, but may include a variety of socially destructive behaviors.

Key Terms

Writing Definitions

1. **Social psychology** is the scientific study of how we think about, influence, and relate to one another. (p. 723)

2. **Attribution theory** deals with our causal explanations of behavior. We attribute behavior to the individual’s disposition or to the situation. (p. 724)

3. The **fundamental attribution error** is our tendency to underestimate the impact of situations and to overestimate the impact of personal dispositions upon the behavior of others. (p. 724)

4. **Attitudes** are feelings, often based on beliefs, that may predispose a person to respond in particular ways to objects, people, and events. (p. 726)

5. The **foot-in-the-door phenomenon** is the tendency for people who agree to a small request to comply later with a larger request. (p. 727)

6. **Cognitive dissonance theory** refers to the theory that we act to reduce the psychological discomfort we experience when our behavior conflicts with what we think and feel, or more generally, when two of our thoughts are inconsistent. This is frequently accomplished by changing our attitude rather than our behavior. (p. 728)

   *Memory aid:* Dissonance means “lack of harmony.” **Cognitive dissonance** occurs when two thoughts, or cognitions, are at variance with one another.

7. **Conformity** is the tendency to change one’s thinking or behavior to coincide with a group standard. (p. 732)

8. **Normative social influence** refers to the pressure on individuals to conform in order to avoid rejection or gain social approval. (p. 733)

   *Memory aid:* Normative means “based on a norm, or pattern, regarded as typical for a specific group.” **Normative social influence** is the pres-
sure groups exert on the individual to behave in ways acceptable to the group standard.

9. **Informational social influence** results when one goes along with a group when one is willing to accept others’ opinions about reality. (p. 733)

10. **Social facilitation** is the improvement in performance of simple or well-learned tasks that occurs when other people are present. (p. 738)

11. **Social loafing** is the tendency for individual effort to be diminished when one is part of a group working toward a common goal. (p. 739)

12. **Deindividuation** refers to the loss of self-awareness and self-restraint that sometimes occurs in group situations that foster arousal and anonymity. (p. 739)

   *Memory aid:* As a prefix, de- indicates reversal or undoing. To **deindividuate** is to undo one’s individuality.

13. **Group polarization** refers to the enhancement of a group’s prevailing tendencies through discussion, which often has the effect of accentuating the group’s differences from other groups. (p. 740)

   *Memory aid:* To polarize is to “cause thinking to concentrate about two poles, or contrasting positions.”

14. **Groupthink** refers to the unrealistic thought processes and decision making that occur within groups when the desire for group harmony overrides a realistic appraisal of alternatives. (p. 740)

   *Example:* The psychological tendencies of self-justification, conformity, and group polarization foster the development of the “team spirit” mentality known as **groupthink**.

15. **Prejudice** is an unjustifiable (and usually negative) attitude toward a group and its members. (p. 743)

16. A **stereotype** is a generalized (often overgeneralized) belief about a group of people. (p. 743)

17. **Discrimination** is unjustifiable negative behavior toward a group or its members (p. 743)

18. The **ingroup** refers to the people and groups with whom we share a common identity. (p. 746)

19. The **outgroup** refers to the people and groups that are excluded from our ingroup. (p. 746)

20. The **ingroup bias** is the tendency to favor one’s own group. (p. 746)

21. The **scapegoat theory** proposes that prejudice provides an outlet for anger by finding someone to blame. (p. 747)
22. The **just-world phenomenon** is a manifestation of the commonly held belief that good is rewarded and evil is punished. The logic is indisputable: “If I am rewarded, I must be good.” (p. 748)

23. **Aggression** is any physical or verbal behavior intended to hurt or destroy. (p. 749)

24. The **frustration-aggression principle** states that aggression is triggered when people become angry because their efforts to achieve a goal have been blocked. (p. 751)

25. **Conflict** is a perceived incompatibility of actions, goals, or ideas between individuals or groups. (p. 756)

26. A **social trap** is a situation in which conflicting parties become caught up in mutually harmful behavior as they pursue their perceived best interests. (p. 756)

27. The **mere exposure effect** refers to the fact that repeated exposure to an unfamiliar stimulus increases our liking of it. (p. 759)

28. **Passionate love** refers to an aroused state of intense positive absorption in another person, especially at the beginning of a relationship. (p. 763)

29. **Companionate love** refers to a deep, enduring, affectionate attachment. (p. 763)

30. **Equity** refers to the condition in which there is mutual giving and receiving between the partners in a relationship. (p. 764)

31. **Self-disclosure** refers to a person’s sharing intimate feelings with another. (p. 764)

32. **Altruism** is unselfish regard for the welfare of others. (p. 765)

33. The **bystander effect** is the tendency of a person to be less likely to offer help to someone if there are other people present. (p. 766)

34. **Social exchange theory** states that our social behavior revolves around exchanges, in which we try to minimize our costs and maximize our benefits. (p. 766)

35. The **reciprocity norm** is the expectation that people will help those who have helped them. (p. 766)

36. The **social-responsibility norm** is the expectation that people will help those who depend on them. (p. 767)

37. **Superordinate goals** are mutual goals that require the cooperation of individuals or groups otherwise in conflict. (p. 767)

38. **GRIT** (Graduated and Reciprocated Initiatives in Tension-Reduction) is a strategy of conflict resolution based on the defusing effect that conciliatory gestures can have on parties in conflict. (p. 769)

**Cross-Check**

**ACROSS**

4. stereotype  
5. GRIT  
6. scapegoat  
8. conformity  
9. altruism  
12. equity  
13. passionate  
14. conflict  
15. attitudes

**DOWN**

1. bystander effect  
2. informational  
3. cognitive dissonance  
7. foot-in-the-door  
8. companionate  
10. fundamental  
11. attribution

**FOCUS ON VOCABULARY AND LANGUAGE**

**Social Thinking**

Page 724: . . . I still assumed that the young actress was **typecast** because she was well-suited for the part. David Myers tells us about seeing a young girl play the part of a miserable old woman in a high school play and his mistaken belief that she got the part because she had the same qualities as the character she was portraying (*she was typecast*). Although he knew she was acting the part (a situational factor), he still believed that her behavior reflected her personal disposition or personality. This type of mistake is called the **fundamental attribution error**.

Page 725: Happily married couples attribute a spouse’s tart-tongued remark to a temporary situation (“She must have had a bad day at work”). How we make attributions can have serious consequences. Couples who think that their partner’s sarcastic or unkind comment (tart-tongued remark) was due to a cruel personality (*mean disposition*) are more likely to be dissatisfied with their marriages than couples who believe that the same remark was simply a result of some situational influence, such as a stressful day at work.

Page 725: . . . freeloaders. This refers to people who voluntarily live off other people. Those who believe that people are poor and/or unemployed because of personal dispositions tend to underestimate the influence of situational variables. Thus, they might call someone on welfare a freeloader rather than simply a victim of circumstances.
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Page 726: Not only will people sometimes stand up for what they believe, they will also come to believe in what they have stood up for. Not only do people support (stand up for) their strong convictions by taking appropriate action, but people will also develop convictions about things that they have taken action in support of (that they have stood up for). Many lines (streams) of evidence confirm the principle that beliefs can be changed to correspond with people’s actions (attitudes follow behavior).

Page 727: . . . “brainwashed” . . . This refers to a person’s beliefs, values, and attitudes being changed by relentless indoctrination and mental torture. One component of this mind-changing process ("thought-control") involves use of the foot-in-the-door phenomenon, whereby a person is first coerced into agreeing to a small request, then to complying with much greater requests. Frequently, people will change their attitudes to be consistent with their new behavior.

Page 727: This chicken-and-egg spiral of actions feeding attitudes feeding actions enables behavior to escalate. Whether used for good or for bad, the foot-in-the-door strategy involves starting with small requests, then slowly increasing the level of demand. The new behavior will be followed by a change in attitude which, in turn, will make the behavior more likely and that will then lead to more change in belief, etc. (the chicken-and-egg spiral).

Page 730: The attitudes-follow-behavior principle has another heartening implication. When our attitudes and behaviors are inconsistent, we feel a certain amount of tension (cognitive dissonance), which makes us want to do something to reduce this uncomfortable state. Thus, if we are feeling depressed (down in the dumps) and we behave in a more outgoing manner, talk in a more positive way, and act as though we are happy, we may, in fact, start feeling much better. As Myers notes, the feelings-follow-actions notion has positive ramifications (heartening implications).

Social Influence

Page 734: When influence supports what we approve, we applaud those who are “open-minded” and “sensitive” enough to be “responsive.” We can be influenced by others because they provide useful knowledge (informational influence) or because we want them to view us favorably and not ignore us (normative influence). Conformity that is consistent with what we believe is true will be seen in a positive light (the conformists are “open-minded,” etc.), and conformity that is not will be viewed negatively (“submissive conformity”).

Page 734: You and another person draw slips from a hat to see who will be the “teacher” (which your slip says) and who will be the “learner.” In Milgram’s famous obedience experiments participants were deceived into believing they were randomly assigned to one of two conditions (“teacher” or “learner”) by picking a piece of paper out of a container (drawing slips from a hat). All the subjects were actually “teachers” and were asked to “shock” the “learners” whenever they made mistakes on a memory task. A majority of the participants complied with the experimenter’s request.

Page 734: When you hear these pleas, you draw back. But the experimenter prods you: “Please continue—the experiment requires that you continue.” If you were a participant (“teacher”) in Milgram’s experiment, you would be pressured (prodded) by the research assistant to carry on with the experiment even though you may show great reluctance (you draw back) after hearing the “learner’s” cries of distress at being “shocked.”

Page 737: With kindness and obedience on a collision course, obedience usually won. Milgram’s research on obedience showed that social factors that foster conformity are powerful enough to make almost any one of us behave in ways inconsistent with our beliefs. When subjects were in a conflict over (torn between) whether to refuse to harm an individual or to follow orders (kindness and obedience were on a collision course), they usually did what they were asked to do.

Page 737: Milgram did not entrap his “teachers” by asking them first to zap “learners” with enough electricity to make their hair stand on end. Milgram used the foot-in-the-door tactic to get his subjects to comply with his requests to shock (zap) the “learners” with larger and larger voltages of electricity (enough to make their hair stand on end). He started with a small amount (a little tickle) of electricity; after obtaining compliance (obedience), he asked them to increase the level, and so on. Subjects tended to rationalize their behavior; for some, their attitudes became consistent with their behavior over the course of the experiment.

Page 737: Contrary to images of devilish villains, evil does not require monstrous characters; all it takes is ordinary people corrupted by an evil situation . . . . We tend to think that pain and suffering (evil) are always caused by inhumane and cruel people (devilish-
Focus on Vocabulary and Language  

ish villains or monstrous characters), but the research in social psychology shows that almost anyone can be led to behave badly given the right (or wrong) circumstances.

Page 738: In a team tug-of-war, for example, do you suppose the effort that a person puts forth would be more than, less than, or the same as the effort he or she would exert in a one-on-one tug-of-war? In a game in which opponents pull on each end of a rope (tug-of-war), when two individuals compete (one-on-one), they work much harder (exert more effort) than if they were members of a group competing on the same task. This lowering of individual effort when part of a team is called social loafing. (Note: The term to loaf means to work less hard, to slack off, to take it easy, or to free ride.)

Page 741: They repeatedly found that a minority that unswervingly holds to its position is far more successful in swaying the majority than is a minority that waffles. Committed individuals and small groups of individuals can convince (sway) the majority to their point of view if they adhere strictly to their agenda and do not appear to be uncertain or unsure (to waffle).

Social Relations

Page 743: In one 1970s study, most white participants perceived a white man shoving a black man as "horsing around." Prejudices involve beliefs, emotions, and tendencies to behave in certain ways. They are a form of prejudgment that influences (colors) how we interpret what we see. Thus, in an experiment in which white people saw a white man pushing a black person, most interpreted the behavior as playful activity (horsing around); when the roles were reversed, the behavior was more likely to be described as aggressive or hostile (violent).

Page 746: Even arbitrarily creating an us-them distinction—by grouping people with the toss of a coin—leads people to show favoritism to their own group when dividing any rewards (Tajfel, 1982; Wilder, 1981). One of the factors affecting prejudice is our propensity to define ourselves through identification with a particular group (ingroup bias); this in turn creates an outgroup consisting of those who do not belong to our group. Even if the groups are artificially created by random assignment (with the toss of a coin), we will tend to see our own group as more deserving, superior, and so on.

Page 750: A raging bull will become a gentle Ferdinand when castration reduces its testosterone level.

Biological explanations of aggression examine the influences of genes, clusters of neurons in the brain, and biochemical agents in the blood, such as hormones and alcohol. Levels of the male sex hormone can be reduced by castration; thus, an aggressive, ferocious bull can be reduced to a playful, friendly animal similar to the fictional character (Ferdinand) of children's stories.

Page 753: In less graphic form, the same unrealistic script—she resists, he persists, she melts—is commonplace on TV and in romance novels. A common theme in certain types of films and books is the idea that if the main male character overcomes (he persists) the lovely female's reluctance (she resists) to be romantically or sexually involved, then she will be totally devoted to him (she melts). This depiction of male-female relationships, in both pornographic and non-pornographic media, has little to do with reality and may, in fact, promote sexual aggression.

Page 754: Contrary to much popular opinion, viewing such depictions does not provide an outlet for bottled-up impulses. Laboratory studies have demonstrated that watching media that show sexual violence against women does not decrease the acceptance and performance of aggression against females. In contrast to what many believe, such portrayals (depictions) do not allow vicarious expression (an outlet) for pent-up hostile urges (bottled-up impulses) and may have the opposite effect.

Page 758: Psychologists have noted that those in conflict have a curious tendency to form diabolical images of one another. We have a propensity to perceive our enemies in a very distorted manner, often categorizing them as evil, cruel, untrustworthy, and devilish (diabolical). They, of course, view us in the same way; the biased pictures we form of each other are called mirror-image perceptions.

Page 759: Within certain limits . . . familiarity breeds fondness. Under some circumstances, the more often we see (become familiar with) someone, the more likely it is that we will grow to like (become fond of) that person. This is called the mere exposure effect. This effect suggests that the popular saying “familiarity breeds contempt” may not be completely accurate.

Page 759: . . . “beauty is only skin deep” . . . This saying suggests that physical attractiveness (beauty) is only a superficial quality (skin deep). Research, however, has shown that how we look influences social interactions, how frequently we date, our popularity, how we are perceived by others, etc.
Page 762: In real life, opposites retract. The old saying "opposites attract" has not been supported by research in social psychology. In fact, we tend to dislike those we do not perceive as similar to ourselves (opposites retract). Rather than fostering contempt, Myers humorously suggests that similarity breeds content.

Page 763: To be revved up and to associate some of that arousal with a desirable person is to feel the pull of passion. Research has shown that one component of romantic or passionate love is physiological arousal; a second aspect is some cognitive interpretation and labeling of that feeling. So, if a person is in an aroused state (revved up) and this is easily linked to the presence of an attractive person, then attributions of romantic love may be made. As Myers cheerfully notes, rather than absence, adrenaline makes the heart grow fonder (intensifies love).

Page 765: At each step, the presence of other bystanders turns people away from the path that leads to helping. Darley and Latané displayed their findings in a flow diagram (See Figure 18.15, p. 765). At each decision point (i.e., noticing the event, interpreting it as an emergency, and assuming responsibility), the presence of others who appear to have observed the event (bystanders) causes people to be less likely to give assistance to someone in need (they are turned away from the path that leads to helping).

Page 765: ... blasé... This means to be indifferent or uncaring. We arrive at the decision (especially in ambiguous situations) to help or not to help by watching the reactions of others. If they appear to be unconcerned (blasé), we may conclude that there is no emergency and thus may not intervene or help. This bystander effect means that the presence of others decreases the probability that any particular observer will provide help.

Page 767: Before long, each group became intensely proud of itself and hostile to the other group's "sneaky," "smart-alecky stinkers." In Sheriff's experiment, competitive conditions were created in order to foster the formation of two antagonistic groups. Each group soon saw itself as superior to the other group's "dishonest and sly" (sneaky) "rotten know-it-alls" (smart-alecky stinkers). Sheriff then used shared objectives and common problems (superordinate goals) to create reconciliation and cooperation.

Page 767: Conciliations allow both parties to begin edging down the tension ladder to a safer rung where communication and mutual understanding can begin. Social psychologist Charles Osgood has developed a tactic called GRIT (Graduated and Reciprocated Initiatives in Tension-Reduction) for increasing cooperation and trust between parties in conflict. When one side makes a small gesture or offer of goodwill (a conciliatory act), the other side has an opportunity to reciprocate and thus move the conflict toward some resolution (down the tension ladder to a safer rung) and start the process of mutual respect and understanding.