"The line between good and evil is permeable and almost anyone can be induced to cross it when pressured by situational forces."

Philip Zimbardo, Stamford Psychology Professor, 1933-present

"Crowds are somewhat like the sphinx of ancient fable: It is necessary to arrive at a solution of the problems offered by their psychology or to resign ourselves to being devoured by them.".."

Gustave Le Bon, French social psychologist, sociologist, and amateur physicist, 1841-1931

Notes on Social Psychology – Chapter 13

Essential Questions:

- How do people explain (or attribute) the behavior of others?
- What impact do these attributions have on individuals and society as a whole?
- How are individuals affected by groups?
- Under what conditions do people obey, conform, make friendships, find love, and help others?
- How do attitudes and actions influence individual and group behavior?
- How do psychologists define culture? What influence does culture have on individuals and groups?

Unit Objectives:

- Differentiate between situational and dispositional attribution.
- Identify the conditions in which people are more likely to conform and obey.
- Determine how the presence of others influences actions.
- Evaluate why people are attracted to each other.
- Describe the conditions under which people are more likely to help others.
- Differentiate among the terms prejudice, stereotype, and discrimination.
- Determine the biological and social contributors to aggressive behavior.
- Define culture and how it develops.

I. Social Psychology

- *Social Psychology*: The scientific study of how people think about, interact with, and are influenced by the thoughts, feelings, and behaviors of other people. (Lefton 441)

A. Attitudes

1. *Attitudes* – a positive or negative evaluation of persons, objects, or issues based on a person's experiences or expectations. Attitudes consist of three components; cognitions (set beliefs), emotions (feelings), and behaviors (inclinations to act).
2. Sources of Attitudes
   a. Parents, teachers, peers, personal experiences, and the media
   b. Similar people of similar backgrounds hold similar beliefs
   c. Behaviorists: classical conditioning, operant conditioning, and modeling
   d. **Cognitive**:
      1. *representativeness heuristic*– quick classifications (or stereotypes) of people or events
      2. *availability heuristic* – the easier it is to bring to mind something the more likely it will be used (comparing to Hitler)
      3. *false consensus effect* - people tend to think that others believe what they do
      4. *framing* – the way which information is presented to people, helps determine how easily they accept it

3. *Persuasion/Compliance Strategies* (Carl Hovland): the changing of attitudes
    a. Communicator – integrity, credibility, and trustworthiness of the person could change someone's attitude
    b. Communication – clear, convincing, and logical arguments could change someone's attitude
    c. Medium – the way in which communication is presented is important (face to face is the most effective) to change someone's attitude
    d. Audience – the audience must want to have their attitudes changed or be open to change for change to happen
4. ***Cognitive Compliance Strategies***
    a. *Mere Exposure Effect* –
        1. the more people hear a message the more likely they will change their attitude from ***neutral*** to positive.
        2. seeing a commercial(s) for a political candidate over and over
    b. *Foot-in-the-Door Technique* –
        1. by asking a person for a small change of attitude, they will be more likely to comply with bigger requests later
        2. give $5 to a charity now, more likely to give more later or a co-worker asking a ride home, then asking to run an errand on the way home the next time
    c. *Door-in-the-Face Technique* –
        1. ask for something extreme, then ask for something much smaller and more reasonable
        2. asking a parent for a new car, then "settling" for a used car
    d. *Ask-and-You-Shall-be-Given Technique* –
        1. when asking for a good cause or to someone who has given before, chances are good that they will comply
        2. Democratic and Republican parties (as well as other charities) keep records of those who have given in the past and will send out literature asking them to give again and again
    e. *Lowballing Technique* –
        1. a person is influenced to make a decision because of the low stakes associated with it
        2. having one little mini snickers will not totally break your diet (especially if no one knows about it)
    f. *Modeling* –
        1. the likelihood of behavior happening increases when it is modeled
        2. a child who learns imitate their parent's good/bad manners
    g. *Incentives Technique* –
        1. eliciting a behavior by offering a desired incentive (gets behavior to change but does not always change an attitude)
        2. to get customers to switch to their bank, a bank offers customers a free trip to Florida for new accounts
    h. *Elaboration Likelihood Model* (cognitive approach) – two route to changing attitudes: central route and peripheral route
        1. Central Route: (evaluating message content)
            a. important message is logical and convincing
            b. the message receives close attention which leads to an attitude change
        2. Peripheral Route: (evaluating other cues)
            a. unimportant message is unconvincing but delivered by attractive or expert source and
            b. message receives little attention which can lead to an attitude change
5. Residence to Persuasion
    a. cultural truisms –
        1. beliefs that are seldom questioned (brushing your teeth twice a day)
        2. these beliefs are seldom attacked and because of that an individual is vulnerable due to the fact that they have never had the practice of defending it

b. refuted counterarguments –
   1. by first presenting arguments against truisms and then refuting the arguments people become immune to persuasion (brushing wears away at tooth enamel)
   2. by practicing defending their beliefs, people develop a resistance to cultural truisms

c. belief perseverance –
   1. under certain conditions, people will hold beliefs even after they have been shown to be false (chocolate causes acne because it clogs facial pores – medical research says this is not true)

d. reactance –
   1. when social pressure to behave in a certain way becomes so blatant that the person's sense of freedom is threatened, the person will tend to act in way to reassert a sense of freedom (if you try to persuade someone of something , a person may choose the opposite position)

6. Attitude Consistency

a. *Cognitive Dissonance* (Festinger) –
   1. a state of mental uneasiness arising from a discrepancy between two or more of a person's beliefs or between a person's belief and behavior (ex: smoking and cancer)
   2. Motivation theory that can also explain why people change their attitudes

b. *Self-Perception Theory* (Bem) –
   1. This approach to attitude formation assumes that people infer their attitudes and emotional states from their behavior when attitudes are weak or ambiguous (attitudes follow behavior differs from the traditional view of behavior following attitudes)
   2. ex: a person chooses not to drink at a party and starts to develop an attitude about underage drinking
   3. Overjustification effect: when you reward someone for something they are already doing or do because of altruistic or intrinsic reasons, they may stop doing it or stop enjoying doing it. (if a child likes to do the dishes and now you pay them a weekly allowance, the child will mistakenly attribute the behavior to external causes, rather then dispositional causes and stop or reduce the behavior)

c. *Reactance Theory* (Brehm) –
   1. A negative response evoked when there is an inconsistency between a person's self-image as being free to choose and the person's realization someone is trying to force them to choose a particular alternative.
   2. Ex: a teenager treated by their parents as an adult until the discussion
   3. How do individuals reestablish the feeling to freedom of choice?

d. *Stanford Prison Experiment* (Zimbardo)–
   1. Zimbardo's 1972-prison study, students were randomly assigned to act as prisoners or guards. In less than a week, the students became so absorbed into their "role playing" that the roles they played actually became themselves. The guards adopted abusive attitudes and the prisoners became discouraged and even rebellious. After the study, the students quickly grew back into their normal roles.
   2. *Role Theory* - expectations on how one should behave in a certain social position (adults need to be intelligent, soldiers need to be brave)
   3. *anonymity* – people commit antisocial acts when they feel anonymous within a social environment (there is a diminished restraint of unacceptable behavior)
   4. *deindividuation* – refers to a loss of self-awareness, self-restraint, and of personal liberty when overwhelmed by a role or an expectation occurring in group situations that foster arousal and anonymity
      a. tribal warriors who depersonalize themselves with face paint are more likely to kill, torture, or mutilate captured enemies than those with their faces exposed (Wilson, 1973)
   5. Were the individuals who committed the atrocities at Abu Ghraib prison bad people or put into situation (12 hours shifts, 7 days a week for 1-2 months at a time, received minimal training and oversight, and asked to "soften up" the prisoners for interrogation)

e. Jane Elliot's 1968 "*Brown eyed/blue eyed exercise*"
   1. in her classroom, students were separated into three groups – those with brown eyes, those with blue, and those who did not fit into those categories were outsiders (not allowed to participate)
   2. Elliot told her students that the brown eyed students were superior and the blue eyed students were "stupid and lazy"
   3. Elliott recalled, "It was just horrifying how quickly they became what I told them they were." Within 30 minutes, a blue-eyed girl named Carol had regressed from a "brilliant, self-confident carefree, excited little girl to a frightened, timid, uncertain little almost-person."
   4. On the flip side, the brown-eyed children excelled under their newfound superiority. Elliott had seven students with dyslexia in her class that year and four of them had brown eyes. On the day that the browns were "on top," those four brown-eyed boys with dyslexia read words that Elliott "knew they couldn't read" and spelled words that she "knew they couldn't spell."
   5. Seeing her brown-eyed students act like "arrogant, ugly, domineering, overbearing White Americans" with no instructions to do so proved to Elliott that racism is learned. Prior to that day in 1968, her students had expressed neither positive nor negative thoughts about each other based on eye color. Yes, Elliott taught them that it was all right to judge one another based on eye color. But she did not teach them how to oppress. "They already knew how to be racist because every one of them knew without my telling them how to treat those who were on the bottom," says Elliott.

f. Clark's Doll Preference Study
   1. studied ethnic self-concept among children
   2. the experimenter showed each child with a white and black doll and asked each child a series of questions about how the child felt about the dolls
   3. the majority of children preferred to play with the white doll
   4. researchers believed that this was highlighted the negative effects of racism and minority status on the self-concept of black children (black children wanted to play with the white doll because the doll was "better")
   5. this study was highlighted in arguments before the U.S. Supreme Court in the *Brown v. Topeka Board of Education* case school desegregation.

B. Social Perception

1. <u>Attributions</u>

a. *Attributions:* process by which a person infers other people's motives or intentions by observing their behavior
   1. dispositional or personal attribution (internal attribution) – due to a personal or personality factor "Abby is really good in Math"
   2. situational attribution (external attribution) – due to a situational factor such as "an easy test"
   3. stable attribution – does the person or situation stay consistent (person or situation stable)
   4. according to Harold Kelley, people make attributions based on three kinds of information
      a. consistency – how similarly the individual acts in the same situation over time
      b. distinctiveness – refers to how similar this situation is to other situations we have observed
      c. consensus – ask us to consider how others in the same situation have responded (this is very important in determining whether to make a situation or person attribution)

b. Errors in Attribution
   1. *Fundamental Attribution Error* (Fritz Heider)–
      a. the tendency to attribute other people's behavior to dispositional (internal) causes rather than situational (external) causes
      b. if a new colleague at work acts grouchy, we attribute that to a grouchy personality not having lost sleep over family worry or having a flat tire on the way into work.

2. *Actor-Observer Effect* –
    a. the tendency to attribute the behavior of others to dispositional (internal) causes but to attribute one's own behavior to situational (external) causes
    b. if a person at work is acting like a jerk we think they are a jerk, but if we are having a bad day we blame someone or something else (like stress from a car accident)
3. *Self-Serving Bias* –
    a. people's tendency to ascribe their positive behaviors to their own internal traits, but their failings and shortcomings to external, situational factors
    b. when you do well on a test it is because you are smart, if you can't program your new DVR it is because of "faulty" equipment
4. *False-Consensus Effect* –
    a. people tend to overestimate the number of people who agree with them
    b. Jane reportedly said she couldn't believe Bush had won the election since no one she knew had voted for him.
5. *Just World Belief* –
    a. misfortunes which befall people deserve them
    b. people who were devastated by hurricane Katrina deserved it
6. *Self-fulfilling prophecy* –
    a. expectations that we have about ourselves or others can influence the way that they (or ourselves) behave
    b. Rosenthal and Jacobson's (1968) "Pygmalion in the classroom experiment
    c. R & J administered a test to elementary students (standard IQ test). They randomly selected a group of children and told their teachers that these students were ripe for intellectual progress. By the end of the school year, the students were retested and the selected students' IQ scored increased. R & J believed that their teacher's expectations that these students would bloom intellectually actually caused the students to outperform their peers.
7. <u>Halo Effect</u> –
    a. whereby the perception of a particular trait is influenced by the perception of the former traits in a sequence of interpretations
    b. if a person seems pleasant during an interview, the interviewer may be influenced by that and ignore other weaknesses of the individual

c. Effects of attribution errors
    1. Jurors have to decide if a person maliciously killed a person – death penalty v. life in prison
    2. "Society is not to blame for criminals, criminals are" (Dole, 1996)
    3. managers who make attribution errors could cost someone a raise or promotion
    4. ATTRIBUTION ERRORS HAVE REAL CONSEQUENCES

C. Prejudice

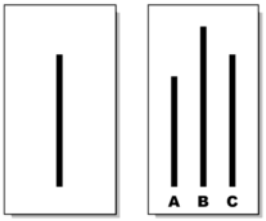
1. *Prejudice* – a negative evaluation of an entire group of people that is based on unfavorable stereotypes about the group
    a. <u>Scapegoat theory</u> – the theory that prejudice offers an outlet for anger by providing someone to blame
2. *Stereotypes* – fixed, overly simple often erroneous ideas about traits, attitudes, and behaviors of groups of people
3. *Discrimination* – behavior targeted at individuals or groups and intended to hold them apart and treat them differently
4. *Racism* - An organized set of beliefs about the innate inferiority of some racial groups, combined with the power to transform these ideas into practices that can deny or exclude equality of treatment on the basis of race.
5. *Ethnocentrism* - is a belief that your society, group, or culture is superior to all others. Very often this means that differences in groups (e.g., your group has more old people than ours) are seen as somehow bad.
6. Causes of Prejudice –
    a. *Social Learning Theory* – by observing behaviors, children will model behaviors associated with prejudice

b. *Motivational Theory* – individuals learn to dislike specific individuals and then generalize that dislike to a class of people
c. *Cognitive Theory* – people think about people and groups as a way of organizing their world (ie. all Hispanics live in cities)
d. *Social Categorization* – the process of dividing the world into groups categories
e. *Illusory Correlation* – unsubstantiated and incorrect connection between two event or situations which seem to be related
f. *Social inequities* – when some people have money, power, and prestige and others do not, the "haves" usually develop attitudes that justify things as they are (some slave owners justified slavery by believing that slaves were lazy, ignorant, and irresponsible and therefore should be enslaved)
g. *Vivid Cases* – we tend to hold exaggerated stereotypes when presented with vivid examples (2006 CNN/Time Magazine poll reported that 84% of Americans think Islam is a violent religion)
h. *In-group bias* –
    1. is a simple concept, but one that has very powerful affects on people, societies, and life in general. Ingroup bias is simply the tendency to favor one's own group. This is not one group in particular, but whatever group you associate with at a particular time.
    2. when you play on an intramural softball team that meets once a week, you are part of that softball team's ingroup. Or, it can be something on a much more grand scale like, the situation between religious groups in Northern Ireland. They have been killing each other for years, because they each perceive their own group as being the "right" and "good" group, while the other group (the outgroup) is "bad" and "evil".
    3. Muzafer Sherif's *Robber's Cave Experiment*
        a. Two groups of boys at a summer camp where within two or three days, the two groups spontaneously developed internal social hierarchies – this part worked too well and Sherif terminated this part of the experiment (in-group bias)
        b. To lessen friction and promote unity between the groups, Sherif devised and introduced tasks that required cooperation between the two groups. These tasks are referred to in the study as super-ordinate goals. A superordinate goal is a desire, challenge, predicament or peril that both parties in a conflict need to get resolved, and that neither party can resolve alone.
        c. The Robber's Cave experiment is one of social psychology's most cited studies dealing with differentiation, showing how easily opposing in-groups and group hostilities can form. At the same time, it is one of the best examples of conflict resolution brought about by finding super-ordinate needs that transcend intergroup conflict.

7. Elimination of Prejudice –
    a. Teach people rational thinking
    b. Promote equality
    c. Avoid labels
    d. <u>Contact theory</u> – contact between groups will ease tension and promote understanding

D. Social Influence

1. *Social Influence* – the ways people alter the attitudes or behaviors of others, either directly or indirectly
2. *Conformity* – people's tendency to change attitudes or behaviors so that they are consistent with those of other people or with social norms
    a. *Solomon Asch Experiment(1951)*
        1. He brought subjects into a room and showed the subjects three vertical lines of varying sizes and then asked them which line was the same as the line shown them.



2. All members of the group gave their answers out loud and the subject was always the last to speak (out of seven to nine participants).
3. On some of the trials, the confederates gave the same answer which was obviously incorrect.
4. Asch found that 1/3 of the subject conformed when all of the confederates gave the incorrect answer and 70% of the subjects conformed on at least one of the trials.
5. Further studies have shown that conformity is most likely when the group's opinion is unanimous.

b. Chartrand and Bargh (1999) experiments
   1. "*Chameleon effect*" – we unconsciously imitate others' expressions, postures, and voice tones to help us understand what others are feeling
   2. automatic mimicry is a type of empathy (babies and children do this all the time) and people who do this are well liked (perception of understanding)

c. Reasons why people conform
   1. desire to be liked
   2. need to maintain relationships
   3. acceptance of authority
   4. shared values
   5. guilty feeling over past actions
   6. normative social influence – we are sensitive to social norms
   7. informational social influence – we accept others' opinions about reality

3. *Groups* – how do groups influence behavior?

a. Newcomb's study
   1. influence of group norms
   2. when women from wealthy, conservative families went to Bennington College for women, he found that 2/3 of the women increased their liberalism (the college itself had a very liberal atmosphere)

b. Zajonc's theory
   1. the presence of others increases our arousal and consequently enhances the production of dominant responses
   2. this improves performance at simple tasks and impairs performance at complex or difficult tasks (like Yerkes-Dodson Law)
   3. <u>social facilitation</u> –
      a. a change in behavior when people believe they are in the presence of others (could be positive or negative)
      b. people take about 15 seconds faster to travel the first 100 yards after stopped at a red light when there is a car next to them (Tower, 1986)

c. <u>social loafing</u> –
   1. decrease in effort and productivity that occurs when an individual works in a group instead of alone
   2. When blindfolded University of Massachusetts students were told to pull on a rope "as hard as they could" (once alone and one when they were told that there were three people pulling behind them). Students pulled an average of 16% less when they thought others were also pulling (Ingram, 1983)

d. <u>group polarization</u> – shifts or exaggeration in group members' attitude as a result of a group discussion
   1. *groupthink* – tendency of the people in a group to seek concurrence with another when reaching a decision (Kennedy and Bay of Pigs)
      a. in 2004 U.S. Senate Intelligence Committee reported the following "personnel involved in the Iraq WMD issue demonstrated several aspects of groupthink: examining few alternatives, selective gathering of information, pressure to conform within the group or withhold criticism, and collective rationalization"
      b. dissenting opinions – counteract groupthink and conformity

2. *diffusion of responsibility* - feeling of individual members of a group that they cannot be responsible for the group's actions
3. *risky shift* – refers to the finding that sometimes a groups decisions are riskier than the average individual choices
    a. *value hypothesis* – suggests that the risky shift occurs in situations where the riskiness is culturally valued (such as a business venture)
    b. *James Stoner's dilemma* – presented couples with moral, controversial situations (allowing a pregnancy to continue if it endangered a women's life or terminate the pregnancy) in which he found a shift toward caution and not risk

e. amount of information – when situations are ambiguous, people tend to seek opinions of others
f. relative competence – people are more likely to conform if they perceive the members to more competent
g. position within the group – if the person is in high regard in the group, they have more ability to act/think independently of the group
h. public nature of the group – private vs. public behavior
i. social conformity approach – people conform to avoid the stigma of being wrong, deviant, or different
j. expectancy – people behave the way they are expected to

4. *Obedience* – compliance with the orders of another person or group of people
    a. <u>Milgram's Study</u>
        1. Three people take part in the experiment: "experimenter", "learner" ("victim") and "teacher" (participant). Only the "teacher" is an actual participant, i.e. unaware about the actual setup, while the "learner" is a confederate of the experimenter. The participant and the learner were told by the experimenter that they would be participating in an experiment helping his study of memory and learning in different situations.
        2. After each drew for position, the "teacher" and "learner" were separated into different rooms where they could communicate but not see each other. In one version of the experiment, the confederate was sure to mention to the participant that he had a heart condition.
        3. The "teacher" was then given a list of word pairs which he was to teach the learner. The teacher began by reading the list of word pairs to the learner.
        4. The subjects believed that for each wrong answer, the learner was receiving actual shocks [which would increase in 15 volt intervals]. In reality, there were no shocks
        5. At this point, many people indicated their desire to stop the experiment and check on the learner. Some test subjects paused at 135 volts and began to question the purpose of the experiment. Most continued after being assured that they would not be held responsible. A few subjects began to laugh nervously or exhibit other signs of extreme stress once they heard the screams of pain coming from the learner.
        6. If at any time the subject indicated his desire to halt the experiment, he was given a succession of verbal prods by the experimenter, in this order: Please continue, the experiment requires that you continue, tt is absolutely essential that you continue, you have no other choice, you *must* go on.
        7. Results:
            a. people tend to obey when
            b. people are perceived to be in authority
            c. people are perceived to be from a prestigious institution (compliance was lower when Milgram was no longer associated with Yale)
            d. the victim was depersonalized or at a distance
            e. there were no role models of defiance
        8. the participants were torn with what they respond to – the moral sense not to harm another person or what prompted them to obey the experimenter (obedience usually won)
        9. people have learned since they were children to obey individuals in authority
        10. results apply equally to men and women, old or young
        11. people can exert a powerful influence over others
        12. ethical issues and debriefing

5. *Aggression* – any behavior intended to harm another person or thing
   a. Reasons for aggressive behavior:
      1. instinct – people have inherited instants to be aggressive
      2. modeling –
         a. Bandura's classic Bobo Doll experiment showed that aggression could be modeled (direct observation) or reinforced
         b. Frustration-aggression hypothesis - people become aggressive when frustrated
      3. *drive reduction theory* – in order to reduce to the tension or frustration of a situation and return to homeostasis, a person would become aggressive
      4. cognitive reasons – children internalize aggressive ideas, so that an individual's environment may elicit thoughts and emotions that lead to aggressive behavior
      5. gender differences – men are more physically aggressive where women use psychological aggression (verbal abuse and angry gestures)
      6. genetic influences – genes can influence aggression
      7. neural influences – both human and animal brains have neural systems that when stimulated can either inhibit or produce aggressive behavior
      8. biochemical influences –
         a. high testosterone levels and low levels of serotonin have been linked to high levels of aggression (testosterone levels rose in male college basketball fans whose team won and sank in those whose team lost – Mazur and Booth, 1998)
         b. alcohol unleashes aggressive response to frustration
6. *Prosocial Behavior* – behavior that benefits someone else or society but that offers no obvious benefit to the person performing it and may even involve some personal risk or sacrifice
   a. <u>Altruism</u> – behaviors that benefit other people and for which there is no discernable extrinsic reward
   b. Darley and Latane Study – (set up experiments where emergencies were ambiguous)
      1. Kitty Genovese was stabbed to death over the course of close to an hour. 38 people were identified as having witnessed the attack and having heard her scream for help yet none of the witnesses intervened.
      2. <u>Bystander apathy</u> (or bystander intervention) – someone is less likely to intervene in an emergency situation when others are present than when he or she is alone.
      3. <u>Diffusion of responsibility</u> – the unwillingness to help increases when there are more observers because people feel less responsible to help
      4. <u>Pluralistic ignorance</u> –
         a. a process which involves several members of a group who think that they have different perceptions, beliefs, or attitudes from the rest of the group (not in an emergancy situation)
         b. this explains bystander apathy if people monitor the reactions of others in such a situation, they may conclude from the lack of initiative of others that other people think that it is not necessary to intervene. If everyone behaves in this way, no one may take any action, even though some people privately think that they should do something. On the other hand, if one person intervenes, others are more likely to follow and give assistance.
7. *Relationships and Attraction* –
   a. <u>Social Comparison theory</u> (Festinger)
      1. we are drawn people in relationships because of the tendency to evaluate ourselves in relationships with other people
         a. people prefer to evaluate themselves with objective, nonsocial means
         b. the similarity of opinions and abilities between people then the less likely the tendency to make comparisons
         c. when discrepancies exist, there is a tendency to change one's opinion to align with the group
   b. <u>Reciprocity hypothesis</u> – we tend to like people who like us (and not like people who dislike us)
   c. <u>Interpersonal Attraction</u> – the tendency of one person to evaluate another in a positive way

d. Proximity – people are most likely to develop relationships with people who live or work close
e. Physical attractiveness – research shows that not only are people attracted romantically (at first) to those they find physically attractive but attractive people are more likely to get hired
f. Arousal – is a physiological and psychological state involving the activation of the reticular activating system in the brain stem, the autonomic nervous system and the endocrine system, leading to increased heart rate and blood pressure and a condition of alertness and readiness to respond.
g. Equity – is the state, quality, or ideal of being just, impartial, and fair.
h. Similarity – is where individuals are attracted to people who share similar feelings and attitudes as well as those who like them
i. Self-disclosure - is not simply providing information to another person. Instead, scholars define self-disclosure as sharing information with others that they would not normally know or discover. Self-disclosure involves risk and vulnerability on the part of the person sharing the information. (openness)
j. Friendship – a special two way relationship between people
    1. If two people's behaviors, emotions, and thoughts are similar

8. *Conflict*
a. a perceived incompatibility of actions, goals, or ideas
b. *Social traps* – a situation in which the conflicting parties, by each rationally pursuing their self-interest, become caught in mutually destructive behavior (pursuing our self-interest against our communal well being – it would cost more for me to buy a more fuel-efficient car right now, besides the fossil fuel that I burn doesn't noticeably add to the greenhouse gases or our reliance on foreign oil)
c. ending conflict
    1. cooperation
    2. communication
    3. conciliation
d. When motives are in conflict:
    1. *approach-approach conflict*
        a. the tension you feel when you must choose between two attractive options
        b. ex. – an attractive first date and a ski weekend with friends
    2. *avoidance-avoidance conflict*
        a. the tension you feel when you must choose between two disagreeable options
        b. study or do the dishes
    3. *approach-avoidance conflict*
        a. the tension you feel when you find yourself in a situation that has both enjoyable and disagreeable consequences
        b. You are the designated driver. While in the bar, you desire a beer to "look cool." However, the idea of a beer is also unappealing because of the increased risk of being arrested for impaired driving.
    4. *double approach-avoidance conflict*
        a. the tension you feel when you must choose between multiple options, each of which has pleasurable and disagreeable aspects
        b. working out vs. watching TV (the closer we get to one event, the worse it looks and the better the other one looks) - big problem!

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