

Chapter 17 (Part 2)

Aggression

- Aggression- verbal or physical behavior aimed at harming another person or living being
- Hostile aggression- aggression that is elicited by anger
- Instrumental aggression- calm, pragmatic aggression that may or may not be accompanied by anger
- **Violence and Culture**
 - America has highest rates of aggression
 - Southern men tend to resort to violence to settle conflicts; leads to homicide rates being higher
 - Caused by culture of honor
- **Violence and Gender**
 - Males more likely to be perpetrators
 - Men typically aggressive toward both women and other men
 - Men engage in more direct aggression, while women are more indirect
- **The Roots of Violence**
 - Instinctive Perspective
 - Aggression is instinctual
 - Thantos- death instinct; related to aggression
 - Aggression is an inborn behavioral potential that is activated by frustration
 - Role of unconscious; aggressive motives can blend with other motives to produce behavior not intended as sadistic
 - Triggers can also be unconscious
 - Perpetrators reported being shameless but tests showed that they were full of shame; they were suffering from unacknowledged shame
 - Aggression gradually builds up over time
 - An Evolutionary Perspective
 - Aggression occurs in all species
 - Evolved because of its value for survival and reproduction
 - Males attack other males to obtain females and territory
 - Female aggression is caused by attacks on their young
 - Cognitive Neoassociation Theory
 - People exposed to aversive situations experience negative affect, which lays the groundwork for potential aggression
 - Frustration-aggression hypothesis- when people are frustrated in achieving a goal, they may become aggressive
 - Physical pain may also cause aggression
 - Heat causes aggression; as temperature rises, so does temper
 - A Cognitive-Social Perspective
 - Capacity for aggression is innate, but activation of aggression depends on culture and learning

- Children learn through their parents by modeling
- The more children are exposed to media violence, the more accessible their aggressiveness becomes
- TV violence is more likely to impact people who are already highly aggressive
- The General Aggression Model
 - Examines how person and situation input variables influence aggression through the cognitions, affect, and arousal they generate
 - Ex: If guns are given to a highly aggressive individual, they will activate aggressive scripts
 - People with higher self esteem react more aggressively when they receive negative evaluations; called threatened egotism

Social Influence

- Deindividuation- people in a crowd lose their personal identity and ability to judge right and wrong
- Social influence- ways in which the presence of other people influences a person's thought, feeling, and behavior
- Self-fulfilling prophecies- impressions of a situation that evoke behavior that, in turn, makes impressions become true
- Ex: teacher thinking student is smarter than appears; student performs better
- **Obedience**
 - Overt compliance with authority
 - Ex: nurses were instructed by an unknown doctor to give a patient more medication than they were supposed to; nurses obeyed
- **Conformity**
 - The process of changing attitudes or behavior to accommodate the standards of a group
 - The Asch Studies
 - Confederates answered incorrectly and participant had a chance to correct them
 - Participants chose the same incorrect answer as confederates
 - The more confederates there were, the more likely the participant was likely to answer incorrectly
 - Demonstrate power of situations to influence behavior and attitudes
 - Participants reported that they believed their incorrect answers; people will change their public expression of beliefs when confronted with a group that disagrees with them
 - Conformity and Culture
 - Linked to way people earn their livelihood
 - People in hunter/gatherer societies have more independent judgments than people in agricultural societies
 - Higher in collectivistic than individualistic cultures
 - Conformity and Gender

- **Group Processes**
 - Group- collection of people whose actions affect the other group members
 - When people congregate for short periods of time, their interactions tend to become patterned
 - Characteristics of Groups
 - Norms- standards for the behavior of group members
 - Usually implicit (men don't wear dresses); can be explicit (written dress code)
 - Different groups have different norms; can conflict with each other
 - Reference groups- groups to which a person refers when taking a particular action
 - Can be positive (person tries to emulate members and meet standards) or negative (person rejects members and disregards standards)
 - Role- position in a group that has norms specifying appropriate behavior for its occupants
 - Role schemas- direct behavior when people are in a particular role and lead them to expect certain responses from people in complementary role (ex: husband and wife)
 - Task leaders- take responsibility for seeing that group completes its tasks
 - Social-emotional leaders- try to keep group working cohesively with minimal animosity
 - Group Social Influence
 - Social facilitation- presence of other people facilitates or hinders individual performance
 - When people are performing dominant behaviors in front of others, they will perform better; when doing unfamiliar behaviors, the presence of others can hurt performance
 - Choking under pressure- pressure to perform well in front of people causes a previously dominant response to resemble a non-dominant response
 - Social loafing- reduction in individual effort when in a group
 - Leadership
 - Leaders- people who exercise greater influence than the average member of a group
 - Leaders differ in the extent to which they focus on efficiency and on the feelings of their employees
 - Leader's ability to adapt his leadership style to situation in which he is in
- **Everyday Social Influence**
 - Principle of reciprocity- compelling need to reciprocate what has been done to them
 - Door-in-the-face technique- people make a request that they know will be turned down, then make a smaller request