Where Did I Get My Attitudes

Guided Notes

Truth or Fiction?

T F People’s attitudes are always consistent with their behavior. T F

T F Showing television commercials over and over reduces their effectiveness. T F

T F People who are victims of prejudice usually feel empathy for others who are victims of prejudice. T F

T F Our first impressions of other people tend to have lasting effects on our relationship with them. T F

T F When it comes to choosing a partner or friend, “opposites attract.” T F

Attitudes

* Are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about objects, people, and events that led people to behave in certain ways?
* Example: A person’s attitude about strangers can influence how that person feels and behaves around people he or she does not know.
  + If a person believes that strangers are dangerous, that person is likely to feel afraid around strangers & may try to avoid situations where he/she is likely to meet new people.
* Example: If a person believes that strangers are people just like him/her, that person is more likely to feel open toward strangers and try to know them better.

Attitudes & Social Cognition

* Attitudes are a major aspect of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + **Social cognition**: to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the rules and concepts that govern our \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ interactions.
  + The ways in which we understand \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of etiquette, proximity, gestures, inferences, etc.
  + At its essence, social cognition includes the processes we use to understand the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Social cognitions involve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ about others and thoughts about the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in relationship to others.
* Attitudes are an important aspect of our psychological lives because they foster \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ emotions, such as love or hate.
* Examples:
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attitudes, such as prejudice, can lead people to harm others.
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attitudes, such as attraction, can encourage people to help others.

How Attitudes Develop

* People often have attitudes about things they never \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Example: People may be opposed to war or capital punishment even though they have no personal experience of either event.
* **Attitudes develop in a variety of ways:**
  + Conditioning
  + Observational learning
  + Cognitive evaluation
  + The use of cognitive anchors

Conditioning

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ plays an important role in \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attitudes.
* Children are often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for saying and doing things that are consistent with the attitudes held by their parents, teachers, and other authority figures.
  + Example: Parents who believe that it is important to share with others may praise, or reinforce, a child who shares a toy with a friend.

Observational Learning

* People also acquire attitudes by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ other

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* + Example: Teens may observe that classmates who dress, talk, or act in certain ways seem to be admired by their peers.
    - These teens may adopt the same ways of dressing, talking, or acting because they have learned through observation that doing so might lead to acceptance and approval.

Cognitive Evaluation

* People often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ evidence and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on the basis of their evaluations.
  + Example: A person may have the attitude that using a seat belt is important and then always buckle up. After hearing about his/her uncle who survived a car crash only because he was not wearing a seat belt, the person decides NOT to wear a seatbelt.
  + People are likely to evaluate evidence if they think they will have to justify their attitudes to other people.
  + Example: A teen who wants a part-time job after school may evaluate the evidence about working if he knows he will have to justify it to his parents.

Cognitive Anchors

* A person’s \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attitudes tend to serve as cognitive anchors, or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the ways in which he or she \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ events.
* Cognitive anchors tend to keep a person’s attitudes from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Attitudes and Behavior

* Attitude: A \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ way of thinking or feeling, typically reflected in a person's behavior.
* The definition of attitude suggests that people’s behavior is always \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with their attitudes.
  + THE LINK BETWEEN ATTITUDES AND BEHAVIOR IS \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ALWAYS STRONG.
  + People often behave in ways that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their attitudes.
    - Example: People know that smoking cigarettes and drinking alcohol excessively are harmful to their health, yet they still smoke and drink excessively.
    - Example: People realize that it is dangerous to drink and drive, yet they do it just the same.

When Behavior Follows Attitudes

* People are more likely to behave in accordance with their attitudes when their attitudes are specifically \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to the behaviors.
  + Example: Someone who believes that aerobic exercise is necessary to prevent heart disease is more likely to exercise regularly than someone who believes that only a healthy lifestyle is important for good health.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ attitudes are better \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ than weak attitudes.
  + Example: Students who believe strongly in the value of hard work may be more likely to do their homework than students who believe less strongly in hard work.
* People are more likely to behave in accordance with their attitudes when they have a vested \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or a personal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, in the outcome of a behavior.
  + Example: People are more likely to go to the polls and vote on an issue if the issue affects them directly.
* Attitudes are more likely to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ behavior when people are aware of them, particularly if the attitudes are put into words and spoken.
  + \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an attitude make it come to mind more quickly, and attitudes that come to mind quickly are more likely to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ how people act.
* People are more likely to be aware of attitudes that affect them \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Example: Someone who loves animals is likely to be aware of his attitude about animal rights.
  + Example: Someone who is angered by destruction of the environment is likely to be aware of her attitudes about recycling.

When Attitudes Follow Behaviors

* **Attitudes usually come \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and behavior \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**.
  + Sometimes the reverse is true.
* Attitudes are likely to follow behavior when people are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to behave in ways that go \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their attitudes.
  + In such situations, people may suffer cognitive \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, an uncomfortable feeling of tension due to a contradiction between attitudes and behaviors.
  + Some of you may have experienced **cognitive dissonance** if you have a strong value on independence – when we discussed conformity and how everyone conforms to some degree.
* People may try to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and gradually \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to fit their \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
  + Example: People were asked to argue in favor of something they did not believe in. Doing so made them feel very uncomfortable, and they eventually modified their attitudes to bring them more in line with their arguments.

Implicit Association Test

1. What is your initial reaction to the test?
2. What were your results?
3. How do you read the results?
4. What do you interpret (think) them to mean?
5. Do you think Harvard would put their name on an unreliable test? Explain.
6. Do you think they’d sacrifice their reputation by creating biased questions or tying to trick you?
7. Can you have unconscious associations without being prejudice? How?
8. When you say, “I don’t have a preference” Well, then would you be ok with being fat, gay, African American, handicapped…?

***Just because you are white does not mean you will have a strong association or vice versa.***

***Just because you have a preference does not mean you treat people differently.***

1. Do two young people always have more in common than an old and young person?

Think about what your idea of marriage is…

* Has it always been like that?...
* Male & Female = **Cognitive Anchor**
* Your Uncle & His Partner = **Cognitive Evaluation**
* Doing your homework because your brother dropped out of school, and now is considered a bum. = **Observational Learning**

Would you rather be…

* Coke or Pepsi?
* Thin or Fat?
* Straight or Gay?
* Young or Old?
* Abled or Disabled?

Is it easier to be…

* Christian or Non Christian?
* Straight or Gay?
* Black or White?
* Teen or 30?
* Male or Female?

***These are associations. It doesn’t mean you act on them.***