Collective Behavior

Guided Notes

**Society and Group Influences**

* Whether you realize it or not, the society in which you live as well as the different groups to which you belong have a big \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on how you \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**What is a Group?**

* A group is more than just a collection of individuals who happen to be in the same place at the same time.
* To be a **group** in this sense, two or more individuals must:
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with each other
	+ Share a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ goal
	+ Have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that is fairly stable over time
	+ Be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a relationship between themselves
* You may belong to a number of groups.
	+ Your family, a sports teams, a church group, or an after-school club.
* Each group has certain standards of behavior called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Norms**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ are spoken or unspoken rules that tell us how we should behave – that is, how others expect us to behave.
* Norms affect how we dress, talk, and act.

**Norms in Different Cultures**

* Social behavior \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ among cultures because different cultures have different social norms.
	+ Example: American culture places a high value on being on time. Many other cultures have no such value.
* Norms include everything from dating habits to ideas about modesty to child-rearing practices.

When people from different cultures come together, they may experience a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_because they have different expectations about how people should behave.

**Conformity**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ refers to adopting attitudes or behaviors that reflect the social norms of a group.
* Although social norms might seem to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ our \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and our self-expression, most people conform to most social norms.
* Why do we feel a need to “go along with the crowd”?
* Psychologists cite **two** reasons we conform:
	+ 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
	+ 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Why Do We Conform?**

* We conform when we \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- rules of fair play or discussion, keeping our interactions from chaos.
* By behaving toward others as we are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to, we promote group harmony.
* Dressing as others do, laughing at the same jokes, or even supporting the same political views often helps us feel that we “\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”
* Agreeing with others, even if they are wrong, prevents us from being wrong, prevents us from being wrong by ourselves.

**Why do we choose not to conform?**

* Although we crave a sense of belonging and a desire to be like others, we also want to feel we are individual and unique.
* The act of emphasizing our individuality is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* When we recognize that we’ve pressured to adopt attitudes or behaviors in which we do not believe or that we feel may be harmful, we may choose to change groups rather than conform.

**When are you most likely to conform?**

* Research has found that…
	+ We are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ likely to conform if we like the people exerting the influence and want to be liked by the group.
	+ The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ the group, the more likely we are to conform to it.
	+ We are less likely to conform is the group is not strongly unanimous, so that we may find support for a differing view.

**Cooperation and Competition**

* Cooperation and competition are important dimensions of human interaction.
* Example: Consider the classroom…

You, your classmates and teacher cooperate with each other so that you can learn. Students also compete with each other. Students who outperform their classmates can reap a variety of benefits, from increased status to acceptance at top universities.

**What incentives do we have to cooperate?**

Despite these strong incentives to cooperate, in many situations we have more to gain by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with and succeeding over others:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Through successful competition, we may be able to win more or better resources.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: Successful competition, either by itself or because of its rewards, can earn us a higher status in our group.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: By competing with others, an individual may achieve power or authority and the ability to assume a leadership position.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_: We may compete to satisfy our need for individual achievement.

**Social Dilemmas**

What if someone has more to gain by being selfish when everyone else cooperates?

* Example: If everyone used public transportation, air pollution would decrease. But if most people agree to use public transportation and you continue to drive, you reap the advantages of both decreased air pollution and the convenience of your own transportation.
* Do you act with social responsibility, for the good of the group, or do you act selfishly?
* The conflict between wanting to do what is best for the group and what is best for oneself is called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

**Movements toward Social Responsibility**

People may be encouraged to work together for the common good if they:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that they share that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with everyone else.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ an individual benefit.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that when many small individual contributions come together, they result in a significant outcome.

Example: We may collectively solve the pollution problem when we realize that pollution affects each of us, take advantage of individual benefits such as speedier carpool lanes, and recognize the importance of our individual efforts.

**Group Dynamics**

* Group members interact in ways that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ each other and the group itself.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ describes how groups behave – the factors that affect group decision making, how group roles function, and how different leadership styles affect the group.

**Making Decisions**

* Whether we are members of a social club or a cabinet of presidential advisors, we often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* To arrive at a group decision, members start out with individual decisions from which they must eventually reach a consensus.
* Several other factors can also influence the decision-making process.

**Group Polarization**

* Important decisions are often made by a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because common wisdom holds that group decisions should be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ extreme than individuals decisions.
* According to extensive research by Eugene Burnstein, what happens in reality is often exactly the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Research indicated that groups tend to make the more extreme decisions, whether riskier or more conservative, than any of the individuals would have made alone.
* This phenomenon is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
	+ Although researchers cannot say why this happens, it has frightening implications for group decisions regarding issues such as declarations of war or jury verdicts.

**Groupthink**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ occurs when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ groups place a higher valuation on consensus than on arriving at a good decision.
* Members may squelch dissenting opinions or ignore or suppress contradictory evidence and come to feel that there is only one course of action to consider.
* Example: In1961 a troop of Cuban exiles, directed by the United States, attempted to invade Cuba and start an uprising. This military operation, called the Bay of Pigs invasion, failed disastrously, embarrassing the united States and intensifying U.S./Cuban hostilities.
	+ The decision to invade, made by President Kennedy and his military advisors, is considered to be a classic example of groupthink. Rather than considering all possible outcomes, the group convinced itself that the invasion could not fail.

**Minority Influence**

You might think that the majority viewpoint always wins out the in group decision making. However, minority viewpoints can sometimes win approval, particularly if the minority member…

* Presents \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rather than \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ arguments.
* Maintains a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_position.
* Shows \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the position.
* Has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Can win over at least one other member.
* This is good news for the single voice in a group with opposing views. Over time, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can lead to major \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, such as desegregation or voting rights for women.

**Group Roles**

* One way to help groups run smoothly is to assign \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ roles to different group members. (Think of a professional sports team…)
* In some groups, roles may be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ assigned; in others, members may simply acquire them over time.
* Consider these benefits of group roles:
	+ Having distinct roles, including a group leader, establishes a structure or hierarchy for the group.
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ allow for a division of labor and help clarify each person’s responsibilities and obligations.
	+ Assigning clear roles can cut down on social loafing, because each person has a specific task for which he or she is accountable.
	+ Group members may \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ their roles, thereby making them a part of their self-image.

**Group Leadership**

* The \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of a group in attaining its goals may depend largely on the group’s leader, who defines goals, plans activities, and directs group efforts.
* Common traits shared by successful business leaders:
	+ Drive
	+ Honesty and integrity
	+ Leadership motivation
	+ Self-confidence
	+ Cognitive ability
	+ Expertise
	+ Creativity
	+ Flexibility

**Leadership Styles**

* Along with the leader’s personal traits, his or her leadership style – the leader works with the group – also affects the group’s success in attaining its goals.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ leaders tend to focus on the work of the group members, supervising them as they go.
	+ May be more effective in leading a group that is carrying out a specific job, such as building a clubhouse.
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ leaders tend to focus on giving group members emotional support and maintaining good interpersonal relationships within the group.
	+ May be appropriate to help a group reach a consensus decision, such as what style of band uniform to choose.

**Authority and Obedience**

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is the act of following orders given by someone is a position of authority.
	+ From early childhood, we are taught to respect and obey authority figures, such as parents, teachers, police officers, employers, coaches, church leaders, and others.
* Obedience to authority \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a society \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ order.
* However, the Holocaust during World War II, the My Lai Massacre in the Vietnam War, and the mass suicide-murders at Jonestown show the dark side of obedience.
	+ Each clearly demonstrates how \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ obedience to authority can cause people to commit horrific acts of inhumanity.

**Why do we obey authority?**

Studies suggest that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ people have the capacity for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ obedience. Here are some possible reasons…

* Most societies rely on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to provide \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, organizational benefits, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, peaceful relations, and group protection.
* We are trained from birth to function within hierarchies, such as that of the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Authority figures have the ability to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ us.
* We have a \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_--- authority figures.
* When we obey authority figures, we consider them (not ourselves) responsible for any consequences. We may say, “I was just following orders.”
* The scope of the orders may start in a small way and escalate only gradually.

**Personality Characteristics**

* It’s easy to blame acts of brutality on a single “sick” individual who is not at all like us. However, the Holocaust \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have happened without the help of multitudes of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – law abiding citizens and good neighbors.

Milgram’s Study (mock-prison experiment) suggests that most ordinary people will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – even if they are forced to act against their conscience, and even if they think they are harming someone.

**Helping Behavior**

* Helping others without expecting something in return is called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Are people generally altruistic?
* Consider the following incidents that made the news…
	+ In 1982 an airplane crashed in Washington, D.C., plunging into the icy water, one passenger repeatedly gave his lifeline to other passengers. They were pulled to safety, but the heroic passenger himself died.
	+ In 1964 a woman named Kitty Genovese was stabbed to death in New York City while 38 neighbors watched from their windows. Although the attack took almost half and hour, no one came out to help or even call the police.

**Why do we help?**

The Kitty Genovese case shocked the nation and triggered a number of studies about why people help or do not help others.

Some of these studies suggest we are most likely to come to someone else’s assistance when:

* The situation is clearly an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The victim is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_-.
* We \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ that the victim did not bring the emergency on him or herself.
* We know what to do or have some relevant expertise, such as knowledge of first aid.

**What causes us to help at all?**

* Some studies suggest that our desire to help others may have \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ motivations and that we do receive something in return.
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_- - According to some researchers, helping others helps us feel about ourselves or prevents us from feeling guilty that we didn’t help someone in need.
	+ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - Some social psychologists believe that humans may be “programmed” to help others because we are social beings. Over time, this helpfulness can help us to survive by strengthening social bonds.

**Why don’t we help?**

* Media accounts of the day suggested that Kitty Genovese died because of the overall apathy and selfishness of American society.
* To explore this issue, researchers Bibb Latane and John Darley brought subjects into the laboratory supposedly for purposes of market research. Then, either alone or with others, the subjects witnesses a staged emergency… screams from another room, the sounds of medical emergencies, or the sudden appearance of smoke.
* What did researchers find?...
* The researchers were surprised to find that most of the subjects, when they were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, responded to the emergency.
* If they were \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or thought that others were aware of the situation, they were much less likely to help.
* In fact, as the number of participants \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, fewer and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of them responded.
* Why did this happen?...

Psychologists suggest the following explanations for this phenomenon:

* Because many situations are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, we take our cues from others. EX: A fight between a man and a woman may be a mugging or a lovers’ quarrel. If other witnesses don’t respond, we don’t view it as an emergency.
* When others are present, we worry about how they will \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ our actions – or overreactions. We are inhibited because we don’t want to look foolish.
* When alone, we feel a responsibility to act. When part of a group, we experience \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. (The same responsibility exists, but it is spread over a number of people, so each one feels less responsibility.
* We may assume that others are more knowledgeable or more capable of dealing with the situation than we are.

**Aggression and Violence**

* In the wake of incidents such as the Columbine High School massacre, psychologists continue to debate the causes of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ – behavior that is meant to harm someone.
* Why are people aggressive?...

**Frustration and Aggression**

* In the 1930s, a group of behaviorists developed the frustration-aggression hypothesis, identifying frustration as the cause of all aggression.
* Road rage is an example of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ resulting from \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* While psychologists agree that frustration often contributes to aggression, most no longer believe that frustration is the primary cause.

**Generalized Arousal**

* Imagine that as you are on your way to school, a car careens around the corner and you have to run to safety. Then, just as you get to the library, another student takes the last computer terminal. Ordinarily you would shrug it off, but today you find yourself tensing.
* You may not connect the two incidents, but they may be connected just the same. Recent research suggests that strong \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ arousal may carry over from one situation to another.

**Group Violence**

* What began as a peaceful political rally turns into a riot.
* The home team wins a championship, and fans respond by overturning cars and clashing with the police.
* Why does a group setting sometimes cause people to behave more aggressively than they would otherwise?
	+ As we’ve previously discussed, groups often \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ a more \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ course of action than individuals.
	+ In a process called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, people in groups become \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of themselves as individuals and less aware of their own values and the social norms they usually follow.
	+ Being in a group may impart a sense of anonymity. Without the threat of being judged individually, group members say lose their usual inhibitions.
* Groups such as the Ku Klux Klan encourage deindividuation by wearing hoods – increasing the sense that members are part of a group, rather than a collection of individuals.
* Furthermore, wearing hoods assures anonymity.
* These factors may contribute to a loss of inhibition against aggressive behavior.

**Environmental Influences**

* Debates rage over whether the constant bombardment of violent images on television and in movies contributes to aggression in our society.
* In one study, moviegoers emerging from violent movies filled out questionnaires designed to measure aggressive tendencies. They scored \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ on these tests than those waiting in line to see the same movie.
* In another study, young children were shown films of adults playing with an inflated doll. The children who saw the adults attack the doll were much \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ likely to do the same when given the inflated doll to play with.
* Some long-term studies suggest that people who watched a lot of television violence as a child tend to show \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ levels of aggression as adults.
* In addition, people with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ tendencies seem to prefer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ programming.
	+ This can lead to an endless cycle – people with aggressive tendencies watch more violent programming, which increases their aggressive tendencies, which leads to increased preference toward violent programming.
* Researchers hypothesize that media violence contributes to aggressive tendencies because:
	+ Viewing such materials raises an individual’s level of general arousal.
	+ People, especially children, tend to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ what they see.
	+ Frequent exposure to media violence eventually \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ viewers.
	+ Aggressive people tend to seek out aggressive material, which causes them to become even more aggressive.
	+ Viewing aggressive material seems to weaken the viewer’s inhibitions \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ violence.
* \*These findings to not apply only to “shoot-’em-up” types of programs. Some studies indicate that watching aggressive sports events also \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ aggressive tendencies.

**The Freudian View of Aggression**

Freud called aggression an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ human \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

* Believed that people are ruled but two instincts: *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, an instinct for pleasure and love, and *\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*, and instinct for self-destruction, sometimes called a death wish.
* He thought aggressive behavior was caused by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ turning outward, toward others.
* Freud also believed that aggressive energy \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in people over time.
	+ This energy had to be released through \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, or individuals would erupt in a violent outburst.

**The Evolutionary View of Aggression**

* Other scientists, such as Konrad Lorenz, also proposed that aggression is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Unlike Freud, Lorenz looked for evolutionary connections, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ human \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with that of other animals.
	+ He suggested that aggressive tendencies helped humans \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and were therefore passed down to succeeding generations.
		- Example: Aggressive tendencies might prove helpful in hunting, in acquiring a mate, or in defending territory and resources.
		- \*\*However, opponents point out that if aggression were strictly an inborn human trait, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ human \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ should show it in an \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ measure.
			* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ rates of different societies suggest that this is not the case.

**Biological Explanation of Aggression**

A number of biological factors, including the following, can also affect one’s tendency to behave in an aggressive manner:

* Higher levels of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, the male sex hormone, seem to be related to higher levels of aggression in men.
* Consuming \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ seems to weaken inhibitions against aggressive impulses.
* Drugs such as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ can cause individuals to misinterpret external cues and attack others they perceive as a threat.
* Chemical \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ in the brain can keep a person from feeling empathy and other emotions that can inhibit aggression against others.

**Learning and Culture Explanations of Aggression**

* Most social psychologists today recognize \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ training as important factors in aggression.
	+ Example: children may be \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for aggression when they acquire a toy they want to bullying another child.
	+ They may learn \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ when they are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ for aggressive behavior.
	+ Children who grow up in abusive households are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ themselves to adopt aggressive behaviors.
* A cultures \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ also plays a role.
	+ Example: Little boys may be told that they should “be tough”, or “act like a man”.
* Overtime, we learn norms regarding…
	+ What people or groups of people we can act aggressively toward.
	+ What kinds of behavior by others deserve an aggressive response.
	+ When or under what circumstances aggression is appropriate.

Things you can do at home to check your willingness to think freely and or help out at a time of need…

* <http://www.iterated-prisoners-dilemma.net/>
* Prisoner's dilemma
* <http://serendip.brynmawr.edu/playground/pd.html>
* Prisioner’s dilemma