- Chapter 2—The Self
  - **What is the self?**
    - There's a disconnect between a memory representation of who you are, and how you actually are throughout the day or your life
  - **Who are you?**
    - Does this change from context to context?
      - Yes; we were quick to say student because we are in a classroom
    - Working self-concept
    - Self-schema are templates or ideas we have for understanding the self
  - **Multiple selves**
    - Example: Walter White can be a nerdy professor, a cancer patient, and a ruthless drug dealer
  - **Self as Individual**
    - Abstract
  - **Self as Interdependent with Others**
    - Relationships with others
    - Specific roles
    - Memberships in groups
  - **Situational Distinctiveness**
    - You want to be similar so you fit in, but distinct in some dimension
    - People, when they are distinct in a group, like to highlight that distinctiveness
  - **How well do we know ourselves?**
    - On one hand, we should know ourselves
      - We know more about ourselves than anyone else
        - We spend all our time with ourselves
        - Disadvantage: we have specific motivations, we are stuck in a particular vantage point
  - **Limitations of Introspection**
    - We are often wrong when predicting how we will *feel* and *behave* in various situations
    - There are often aspects of ourselves we may not even know about
  - **Predicting Feelings**
    - How happy would you be today if…
      - It was just a typical day?
        - 7
      - You won the lottery?
        - 10
      - You became paraplegic?
        - 3
    - How happy would you be *one year from now* if the above things happened *today*?
      - 7, 7, and 7
    - Impact bias: overestimating impact of emotion-causing events
    - The best behavior of your future behavior is your past behavior
    - Negative events:

- *"Psychological Immune System"* includes strategies for reducing emotional trauma
  - Allows us to make sense of things, and once we make sense of things, it doesn't hurt/affect us as much
  - **Predicting Behavior**
    - People find it hard to accurately predict what they actually will do in a situation
- **Where do we get information about ourselves?**
  - <u>Observing our own behavior</u>
    - **Examples (self-perception theory):**
      - Do you like Asian food?
        - How often do you eat Asian food, or how often would you choose it over other things?
      - Are you shy?
        - How do you typically behave when you meet someone new?
  - <u>Over-justification effect</u>
    - **Example (children choosing to play with something):**
      - Expected reward
        - Much less likely to spend time playing with this toy in future
      - Unexpected reward
      - No reward
        - Much more likely to be playing with the same toy 2 weeks later
    - When people perceive their behavior as caused by compelling extrinsic reasons (e.g. rewards), they underestimate the extent to which their behavior is caused be intrinsic reasons
  - <u>Using Other People</u>
    - Reflected appraisals
      - **Looking-glass self:** self-concept is what we believe others think of us
- **Self-Esteem as a Sociometer**
  - How accepted and valued are we
    - If you feel valued and accepted, you have *high self-esteem*
      - And vice versa
  - Acceptance and rejection experiences
- **Limitations of Reflected Appraisals**
  - People may not be honest with us
  - People may not notice us as much as we think they do/will
    - <u>Spotlight effect:</u> Tendency to overestimate extent to which our actions and appearance are noticed
- **The Spotlight Effect Experiment**
  - Target asked to put on Barry Manilow T-shirt
    - Only about 23% of people remembered the shirt
      - People predicted 50%
- **Where do we get information about ourselves?**
  - <u>Using other people</u>
    - Reflected appraisals
    - Social comparisons
      - If you compare yourself upward, then you're not very good

- If you compare yourself downward, then you're pretty decent
  - o Self-assessment
    - Are you above average in this room with respect to?
      - Getting along with others: 89% say yes
      - Leadership: 70% say yes
  - o Favorable Self-Views
    - Over emphasize own skills in estimating percentiles
      - Easy tasks: I'm pretty good, so I must be above average
      - Difficult tasks: I'm lousy, so I must be below average
    - We should take into account how difficult the task is
- **Implicit Egotism**
  - o Name influences major life decisions
    - Where people live (If your name is Louise, you're more likely to live in Saint Louis)
    - What people do for a living (people named Dennis or Denise are more likely to be dentists)
    - Whom they marry
      - People are disproportionately likely to marry other people whose first or last names resemble their own
- **Self-Esteem**
  - o How much value people place on themselves
    - High SE = 8-9
    - Low SE = 6-7
  - o Rosenberg Self-Esteem Scale
    - Higher SE associated with:
      - Higher life satisfaction
      - Lower risk of depression and anxiety
      - Higher self-efficacy
      - More confidence in being liked by others
    - Objective differences?
      - Equally liked, intelligent, competent
      - Little evidence that HSE causes better outcomes in life
  - o Is a positive self-view always good?
    - Number of first-person singular pronouns (e.g. me, I, mine), have increased in more recent songs
    - College students are becoming more narcissistic
    - High self-esteem + lack concern about others = Narcissism
      - Being narcissistic leads people to do less well academically, less successful in business, more violent and aggressive, and generally less well-liked
  - o Dark Side of High Self-Esteem
    - "Inflated, unstable, or tentative beliefs in the self's superiority may be most prone to encountering threats and hence to causing violence"
    - Key is combination of high self-esteem and threat
      - Threat determines reaction
  - o Things People Do To

- ▪ Etc.
  - o <u>Evidence for the Model</u>
    - ▪ Showed participants *silent* video of a woman acting nervously during a conversation
    - ▪ Told she's discussing sex or vacation destinations
- **Self-fulfilling Prophecies**
  - o Beliefs that end up causing what we expected
  - o When we believe something about someone, we may behave in a way that elicits confirming behavior from them
  - o Pygmalion effect
  - o If you believe in this way, you will act in this way, which will elicit this behavior from the other party/source
  - o <u>3-Steps</u>
    - ▪ Perceiver's expectations
    - ▪ Perceiver's behavior toward the target
    - ▪ Target's behavior toward the perceiver
  - o <u>Research examples:</u>
    - ▪ When teachers expect students to perform well, students tend to perform better
    - ▪ Women believed to be attractive by male participants rated by coders as more sociable and funny
    - ▪ People with low self-esteem may expect their partner to leave them or push them away

- Memory system holds more information than can be actively processed
  - o Schemas
- Information is activated dynamically as you move through the world
  - o Priming: same prime doesn't influence everyone the same way
    - ▪ Allows us to efficiently move about the world exactly how we would want
  - o Spreading activation
- This happens efficiently, without your awareness, at often times
  - o Sight, touch, smell
  - o People, concepts, goals, procedures
- You're in a world where you're thinking about what's relevant in a situation, you're primed on what to think about, but it's all subjective to you specifically
- If over time, we develop habits or stereotypes in a negative way, it still influences us because that information is in our memory system
- **Conclusion**
  - o What you think and what you do is determined by the information in memory in combination with the situation
  - o This process is based on YOUR memory structure
  - o Can produce both negative and positive outcomes

- **Attitudes and Behavior**
  - o <u>Attitude</u>
    - ▪ A positive or negative evaluation of an object
    - ▪ **Sources**
      - • <u>Cognitive:</u> "liking is for doing"

- <u>Cognitive Sources: Group Categorization</u>
  - o When shown with letters, people overestimate by 100% how much taller or shorter A and B lines are
    - ▪ Taijfel Wilkes, 1963
  - o The classification of persons into groups on the basis of common attributes
    - ▪ Helps us form impressions quickly and use past experiences to guide new interactions
  - o Serious drawback: By categorizing people, we often:
    - ▪ Overestimate the differences between groups
    - ▪ Underestimate the differences within groups (outgroup homogeny effect)
- <u>Cognitive Sources: A demonstration</u>
  - o Professor shows a slideshow of people with characteristics/actions in groups A or B, and we are supposed to, afterwards, judge the groups as a whole on a scale from 1-7 on attributes such as popularity, laziness, unhappiness, intelligence, etc.
  - o Ratio of good to bad behaviors is exactly the same, but what differed is how much exposure you had to each group
  - o When two rare events co-occur, it stands out to us
- <u>Cognitive Sources: Illusory Correlations</u>
  - o The tendency for people to overestimate the link between variables that are only slightly or not at all correlated
  - o Tend to overestimate the association between variables when they're rare
- <u>Cognitive Sources: Confirmation Bias</u>
  - o "White men can't jump," Stone et al, 1997
  - o Subjects listened to same basketball game
  - o IV: information on same player
  - o DV: how athletic or court smart?
- <u>A Demonstration: Jane Elliot Study</u>
  - o Brown eyed students vs. Blue eye students
    - ▪ Superior kids used it as a way of exerting power
    - ▪ Inferior kids came to believe this about themselves
    - ▪ Performance reflects self-esteem and value
- <u>Schelling Demonstration</u>
  - o We can get strong segregation with a small bias
    - ▪ 2/8 neighbors to be of similar backgrounds
- <u>Prejudice and Self-Fulfilling Prophecies</u>
  - o White interviewers rated black applicants worse than white applicants. The black applicants actually performed worse! But interviewers…
    - ▪ Sat further away from black applicants
    - ▪ Etc.
- <u>Word, Zanna, & Cooper (1974)</u>
  - o *How adequate is the applicant for the job?*
    - ▪ When white people were treated like the black people had been treated, they performed worse in the job interview!
- <u>Stereotypes and Performance</u>
  - o What is the effect of being negatively stereotyped on a task you're asked to perform?
- <u>Stereotype Threat and Academic Achievement</u>
  - o Stereotype…?

- Perception of the world as a dangerous place
  - Violent Video Games
    - 90% of kids 2-17 year olds play video games
  - Effects of Video Games
    - Correlational study
    - Measures (self-report)
      - Trait aggressiveness
      - Actual aggressive behavior they had performed in the past
      - Video game playing habits
    - Findings students who reported playing more violent video games in grade school engaged in more fights
    - **Experimental Study**
      - IV: Participants played either violent (Wolfenstein 3D) or Non-Violent Video Game (Myst)
      - DV: How long a blast of noise as punishment would last
      - Results: participants who played violent game administered longer blasts
      - Short term effects:
        - Priming aggressive thoughts
        - Desensitization to others suffering
      - Long term effects:
        - Learn aggression-related scripts that become more accessible when real-life conflict arises
  - Catharsis
    - Does catharsis work?

3/3/15
Review
- **Bathroom graffiti study** – don't worry about it
- **Benevolent and hostile sexism**
  - Benevolent
    - Holding the door open for a woman
    - Paying for food
  - Hostile
    - Give a job to a woman instead of a man
- **Sub-grouping and Sub-typing**
  - Sub-typing: someone who doesn't really "fit" based on their group membership
    - **School police officer:** not there just to harass you, but smiles once in a while
    - Eminem: white guy, amazing rapper
  - Sub-grouping: when you make a new group to put those exceptions into
- **Hostile feelings/actions predispose you toward hostile behavior in the future**
- **Group polarization:** people who tend to lean more one way, when unique, tend to lead more that way
  - A group in which most people agree with something, the consensus increases as the idea gets pushed as more and more extreme
- **Social Loafing:** occurs when you're placed into a group, you tend to work less hard on this task than if you were working alone

- Avoidance and anxiety dimensions
- Attachment with friends, relationship partners, and parents
  - **Results:**
    - Sensitive, non-controlling parent
      - Less avoidant, less anxious attachment at 22 years
    - **Not equal for all partners**
    - Mother's caregiving during infancy does not predict child's attachment to mother at 22 years
  - Attachment styles can be self-perpetuating, but can
    - Differ by relationship
    - Change with relationship experiences
- **What is love?**
  - Difficult to define
  - Sternberg's Triangular Theory
    - **Intimacy:** feeling a sense of closeness to a person, feeling comfortable disclosing and revealing things about the self, being open to expressing emotions/hopes/desires to this person, and revealing who you truly are
      - Related to liking somebody
    - **Commitment:** desire to maintain the intimate bond
      - Cognitive decision to remain with this individual
      - Commitment alone is called "empty love"
    - **Passion:** motivational involvement with this person, desire for physical connection, desire to be with them, laugh, smile, etc.
      - Infatuation with the person, can't stop thinking about them, desire them to be near you
  - Combinations
    - Passion + Intimacy without Commitment = *Romantic Love*
      - Summer love
    - Intimacy + Commitment = *Companionate love*
      - Really like spending time with
    - Passion + Commitment = *Fatuous Love*
      - Lacking
    - All three = *Consummate Love*
      - Passion, motivated to see them, desire to be with them physically, they know who you are and your experiences, and you have commitment with this person
    - None = *no love*
  - Which type of love?
    - The Notebook (young): romantic love
- **Romantic/Passionate Love**
  - Passionate love is cross-cultural and universal
  - What is passionate love like?
    - Typical features include:
      - Swift onset
      - Relatively short duration (declines over time)
      - Idealization of the beloved
      - Cognitive preoccupation with (only) the beloved