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 one dimension
- People, when they are distinct in a group make 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?
  - Observing our own behavior
    - 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?
  - Over-justification effect
    - 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 by intrinsic reasons.
  - Using other people
    - 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
    - Spotlight effect: 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?
  - Using other people
    - 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**
    ▪ 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.
  - Evidence for the Model
    - Showed participants silent video of a woman acting nervously during a conversation
    - Told she’s discussing sex or vacation destinations

- Self-fulfilling Prophecies
  - Beliefs that end up causing what we expected
  - When we believe something about someone, we may behave in a way that elicits confirming behavior from them
  - Pygmalion effect
  - If you believe in this way, you will act in this way, which will elicit this behavior from the other party/source
  - 3-Steps
    - Perceiver’s expectations
    - Perceiver’s behavior toward the target
    - Target’s behavior toward the perceive
  - Research examples:
    - 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 partners to leave them or push them away

1/20/15

- Memory system holds more information than can be actively processed
  - Schemas
- Information is activated dynamically as you move through the world
  - Priming: same prime doesn’t influence everyone the same way
  - Allows us to efficiently move about the world exactly how we would want
  - Spreading activation
- This happens efficiently, without your awareness, at often times
  - Sight, touch, smell
  - 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
  - What you think and what you do is determined by the information in memory in combination with the situation
  - This process is based on YOUR memory structure
  - Can produce both negative and positive outcomes

1/22/15

- Attitudes and Behavior
  - Attitude
    - A positive or negative evaluation of an object
  - Sources
    - Cognitive: “liking is for doing”
• **Cognitive Sources: Group Categorization**
  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 homogeneity effect)

• **Cognitive Sources: A demonstration**
  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

• **Cognitive Sources: Illusory Correlations**
  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

• **Cognitive Sources: Confirmation Bias**
  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?

• **A demonstration: Jane Elliot Study**
  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

• **Schelling Demonstration**
  o We can get strong segregation with a small bias
    ▪ 2/8 neighbors to be of similar backgrounds

• **Prejudice and Self-Fulfilling Prophecies**
  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.

• **Word, Zanna, & Cooper (1974)**
  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!

• **Stereotypes and Performance**
  o What is the effect of being negatively stereotyped on a task you’re asked to perform?

• **Stereotype Threat and Academic Achievement**
  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)
    o Trait aggressiveness
    o Actual aggressive behavior they had performed in the past
    o Video game playing habits
  • Findings students who reported playing more violent video games in grade school engaged in more fights
  • **Experimental Study**
    o IV: Participants played either violent (Wolfenstein 3D) or Non-Violent Video Game (Myst)
    o DV: How long a blast of noise as punishment would last
    o Results: participants who played violent game administered longer blasts
    o Short term effects:
      ▪ Priming aggressive thoughts
      ▪ Desensitization to others suffering
    o Long term effects:
      ▪ Learn aggression-elicited 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**
  o **Benevolent**
    ▪ Holding the door open for a woman
    ▪ Paying for food
  o **Hostile**
    ▪ Give a job to a woman instead of a man
• **Sub-grouping and Sub-typing**
  o **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
  o **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
  o 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