Announcement

- Exam is next Monday, Feb. 19th.
- Please come to your recitations with questions regarding the exam.
Self-Handicapping: *How we use attributions to protect ourselves… in a bad way.*

- Fear failure?
- Unsure of prior success?
- Self-handicap; that way, no one will think you aren’t intelligent or untalented.
  - Instead, they’ll think you screwed up because of some transitory problem

Attitudes

- An evaluative reaction to something or someone (called, an attitude-object) that is exhibited in one’s beliefs, feelings, or intended behavior.
- Three components
  - Affect (Feelings)
  - Behavior (Intentions)
  - Cognition (Beliefs)
- Changing attitudes: Persuasion (Chapter 7)
Do Attitudes Predict Behavior?

  - In a classic study, LaPierre (1934) drove through the U.S. with a Chinese couple. They stopped at over 250 restaurants and hotels and were refused service only once. Several months later, the owners were surveyed on whether they would serve Chinese people. The response was overwhelmingly negative. 92 percent of those surveyed said that they would not. In this case, clearly, their behavior gave less evidence of racial bias than their expressed attitudes did.
  - Different time…about six months later.
  - Different people
  - Chinese couple spoke flawless English; accompanied by Stanford professor.
- Nevertheless, subsequent research did show that in some cases, attitudes did not predict behaviors.
  - Example: Busing
- Self-erasing predictions: Do you intend to vote?

When Do Attitudes Predict Behavior?

- When you ask for specific attitudes rather than general ones.
  - Wicker: Yosemite Park and littering
- When you sample across many behaviors.
- When you ask a low-self-monitorer.
- When situational forces are not so strong.
- When you aren’t asked to explain your attitude.
Does Behavior Determine Attitudes?

- Role-determined behaviors
  - Zimbardo’s Prison Study (1971)
- Wells & Petty (1980):
  - Testing headphones
- The foot-in-the-door effect
- Evil acts and attitudes
  - Treatment of inmates
  - Ostracism confederates

Why Do Actions Affect Attitudes?

- Self-presentation theory
  - Inconsistency looks bad to others.
  - We express attitudes that make us appear consistent with our behavior.
- Cognitive dissonance theory
  - Inconsistency makes us feel bad.
  - We justify our actions by changing our attitudes to fit what we did/said.
- Self-perception theory
  - Our actions are self-revealing
Why Do Actions Affect Attitudes?

• Cognitive dissonance theory
  – Insufficient justification
    • $1 vs. $20
  – Effort justification
  – Post-decisional dissonance
  – Over justification

Leon Festinger

Attitudes & Motivation

Intrinsic/Extrinsic Motivation

Enjoyable activities

No external reward

Self-perception: “I do this because I like it.”

Intrinsic motivation

External reward (e.g., $)

Self-perception: “I do this because I’m paid to.”

Extrinsic motivation
Example Exam Questions

1. An experiment looking at the effects of violent television on memory for TV ads has three conditions: no violence, low violence, and high violence. Tom is randomly assigned to the high violence condition. What kind of design is this experiment?
   A. Within-subjects design
   B. Random-volunteers design
   C. Between-subjects design
   D. Single-subjects design

2. Suppose that Bob is interested in testing the effect of argument strength (strong vs. weak arguments) on persuasion. He discovers that people high in "need for cognition" (people who enjoy thinking hard) find strong arguments more persuasive than weak arguments. However, he also learns that people low in "need for cognition" (people who prefer not to think hard) find strong and weak arguments equally persuasive. Which of the following best summarizes the results of this experiment?
   A. A main effect for argument strength
   B. A main effect for "need for cognition"
   C. An interaction between argument strength and "need for cognition"
   D. All of the above are correct interpretations

3. What is the purpose of random assignment?
   A. To increase the extent to which experiment findings can be generalized to other populations
   B. To create experimental groups that are approximately equal
   C. To keep the experimenter blind to the condition that a particular participant is in
   D. To prevent participants from being influenced by demand characteristics

4. In an experimental design, what is the relationship between the dependent and independent variable?
   A. The dependent variable is manipulated, and the independent variable is measured.
   B. The dependent variable attempts to measure the independent variable's effect
   C. The dependent variable causes differences in the independent variable between conditions
   D. A cause-effect relationship cannot be made

5. Which of the following is a possible correlation which would indicate the STRONGEST relationship between the two variables?
   A. .17
   B. -.9
   C. .79
   D. .3

Use this graph to answer questions 9-12:

9. A running each participant is randomly assigned to a High or Low Self-Esteem condition and then exposure to a Positive or Negative Event. How would you describe this study?
   A. A randomized study, between-subjects design
   B. A randomized study, within-subjects design
   C. A randomized study, between-subjects design
   D. A randomized study, within-subjects design

10. How does the graph suggest that there is a main effect on extraversion?
    A. Mean-level effects for extraversion
    B. No main effect on extraversion
    C. An interactive effect
    D. Mean effect only for introversion

11. Which of the responses is a correct interpretation of the graph?
    A. Participants in High-Pressure conditions report higher levels of stress than those in Low-Pressure conditions
    B. Participants in Practice-Event conditions report lower levels of stress than those in Negative-Event conditions
    C. Participants who see an Army Pressure condition report higher levels of stress than those in a Negative-Event condition
    D. All of the above are correct interpretations

12. Which of the responses is a correct interpretation of the graph?
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    C. Participants who see an Army Pressure condition report higher levels of stress than those in a Negative-Event condition
    D. All of the above are correct interpretations