

# Aversive Events

## ■ Frustration- Aggression Principle

A principle in  
which:

frustration



anger



aggression.

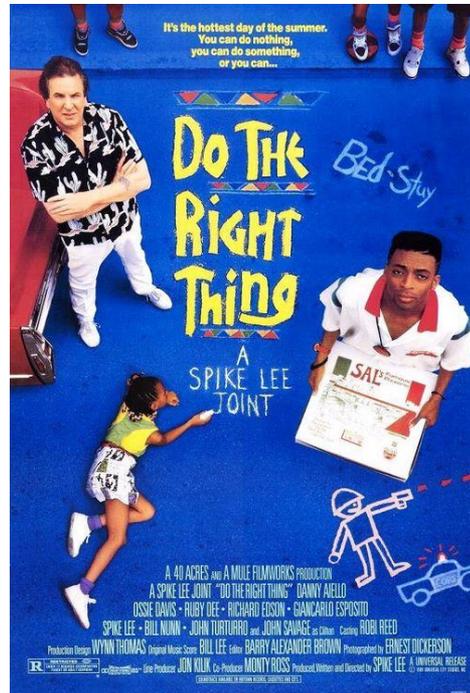
**Frustration** - exists when something blocks an attempt to reach a desired goal.



# Aversive Events

## Frustration-Aggression Principle

The idea that frustration—the perception that you are being prevented from attaining a goal—increases the probability of an aggressive response.



Other aversive stimuli:

- physical pain
- Personal insults
- Foul odors
- hot temps
- cigarette smoke

DO THE RIGHT THING:

On the hottest day of the year on a street in the Bedford-Stuyvesant section of Brooklyn, everyone's hate and bigotry smolders and builds until it explodes into violence.

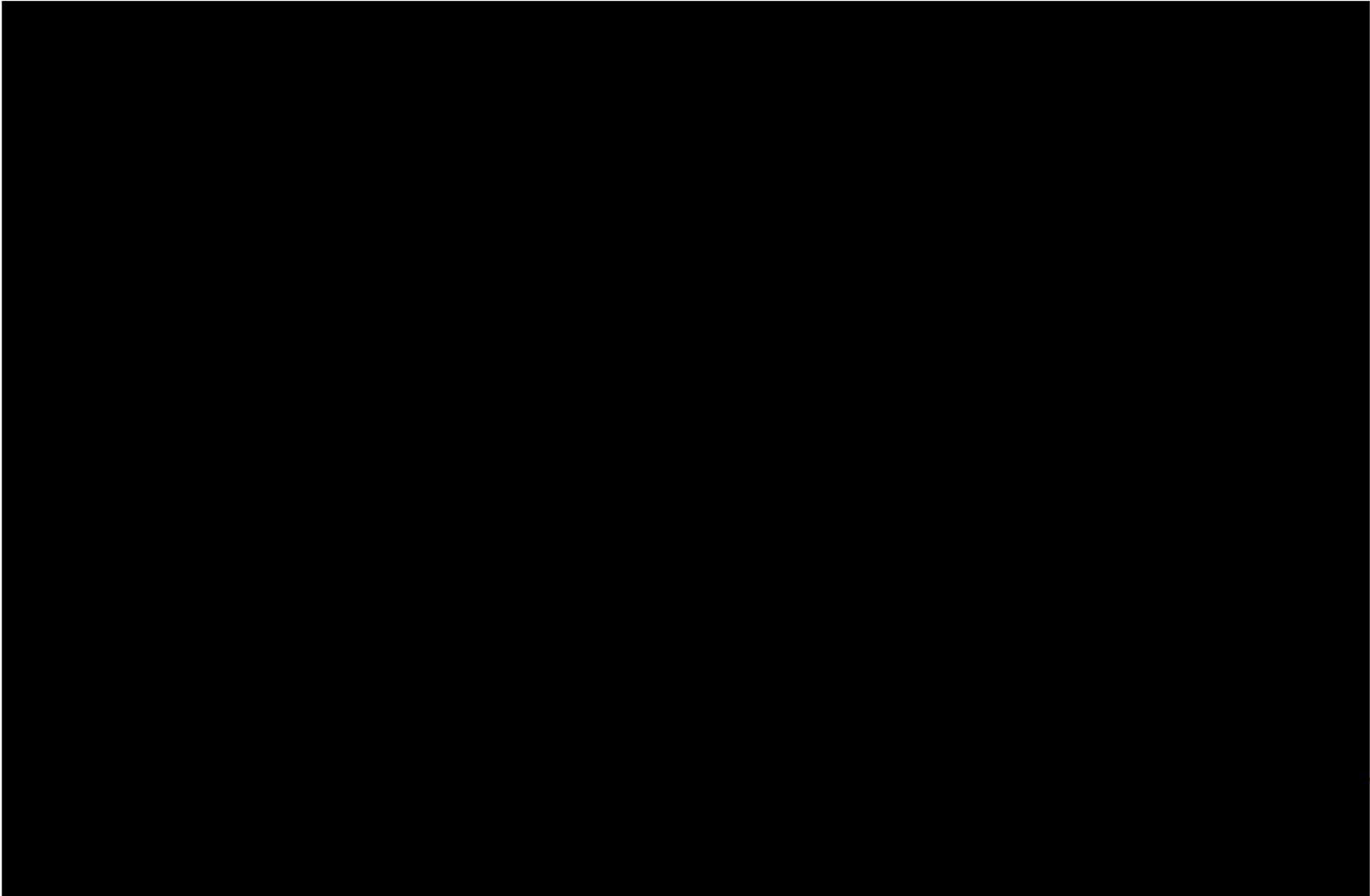
# Frustration Aggression Principle

Do The Right Thing

**Heat**

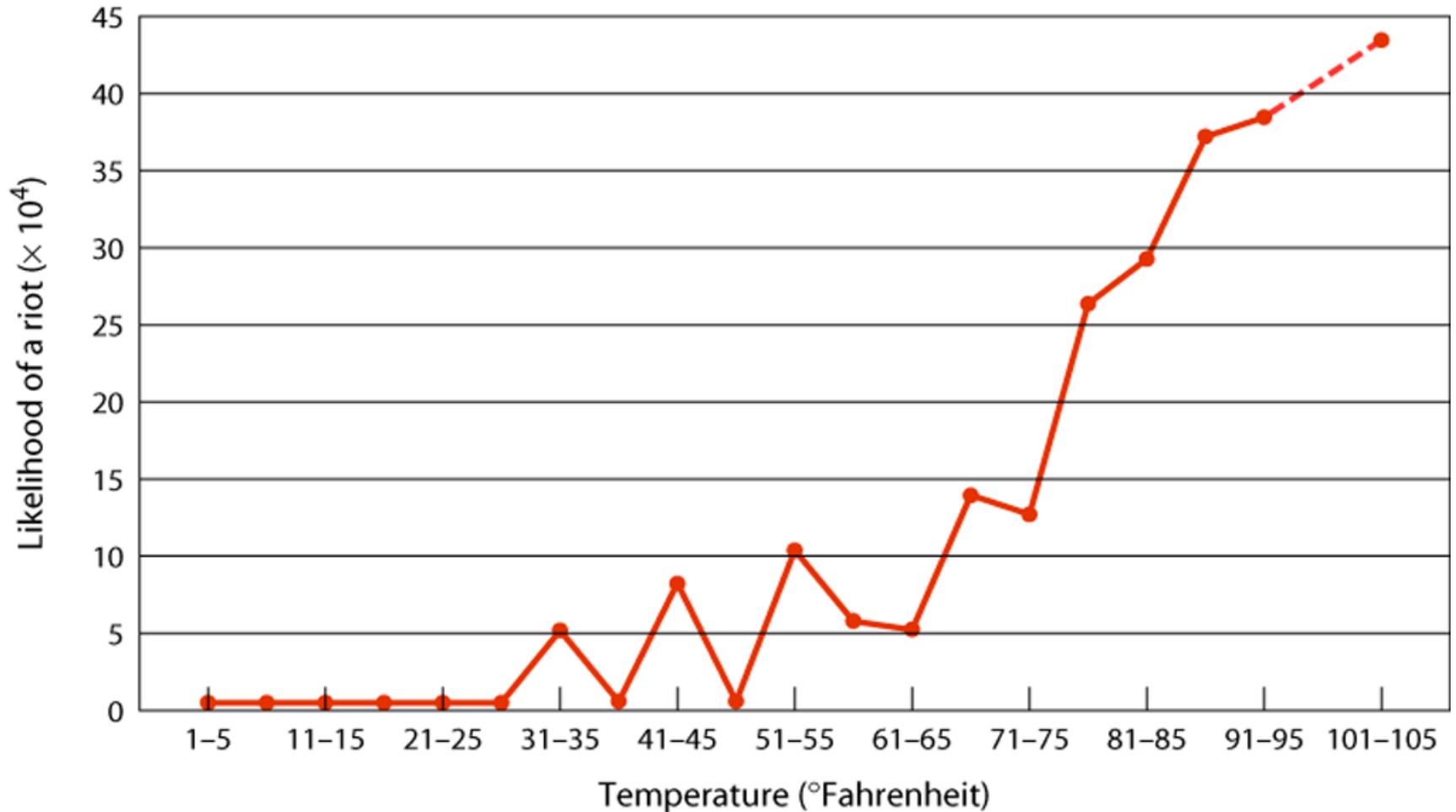
**PERSONAL  
INSULTS**

*Physical  
Pain*



## The long, hot summer

Warmer temperatures increase the likelihood that violent riots and other aggressive acts will occur,



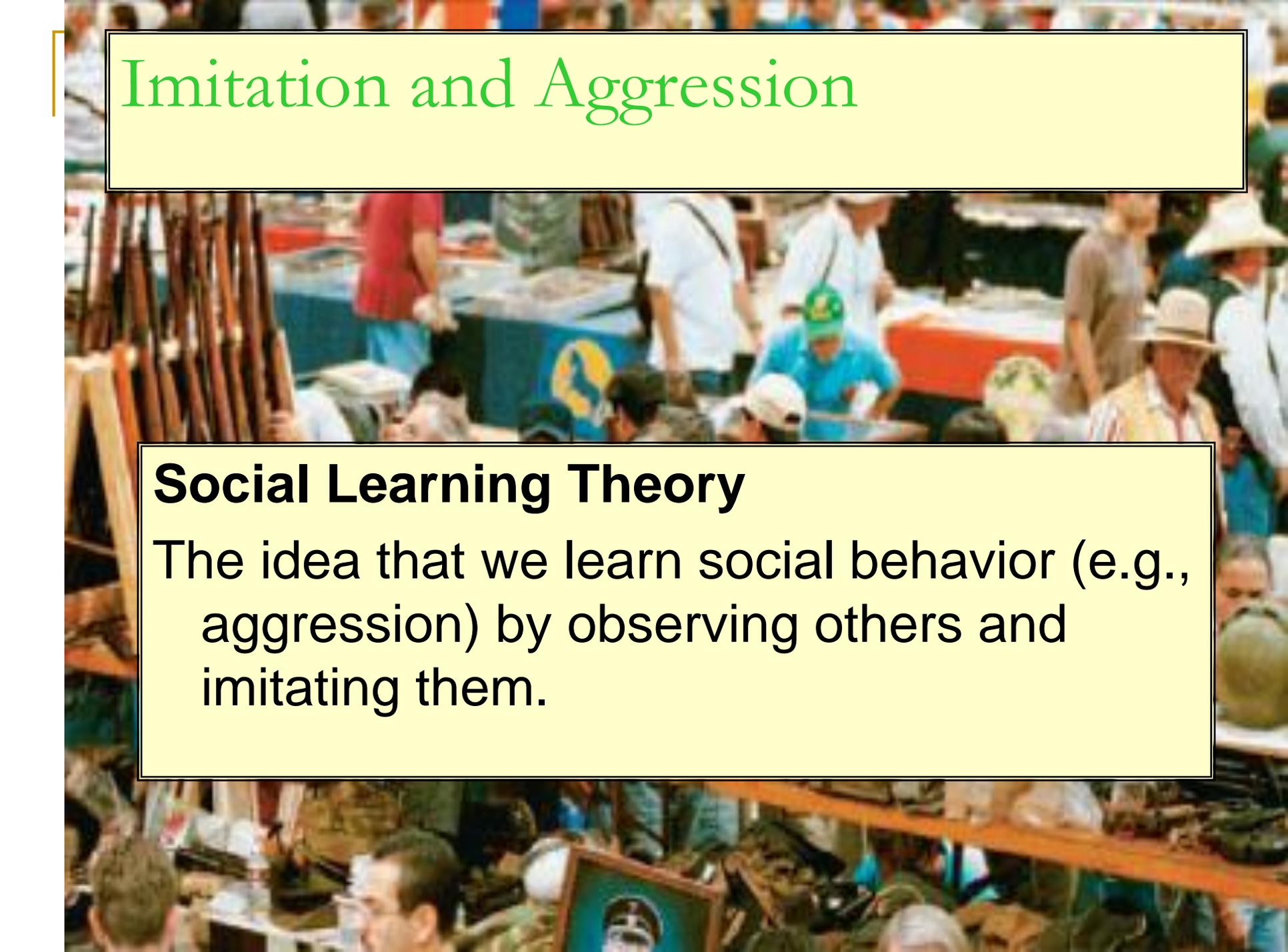
# Imitation and Aggression

Children frequently learn to solve conflicts aggressively by imitating adults and their peers, especially when they see that the aggression is rewarded.



-A child whose aggression successfully intimidates other children may become more aggressive. Animals who have become successful in securing mates or food through aggression become increasingly ferocious.

# Imitation and Aggression

A vibrant outdoor market scene with people, stalls, and goods. The background shows a busy market with various stalls and people. In the foreground, there are wooden poles and a person in a blue shirt. The overall atmosphere is one of a bustling marketplace.

## **Social Learning Theory**

The idea that we learn social behavior (e.g., aggression) by observing others and imitating them.



In a classic series of experiments, Albert Bandura and his associates demonstrated the power of social learning.

# Albert Bandura – Social Learning Theory

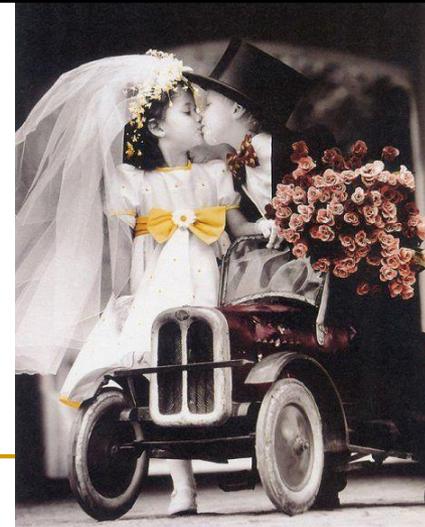
BBC FOUR



# Social Scripts



Ways of behaving socially that we learn implicitly from our culture.



# Acquiring Social Scripts

- The media portrays *social scripts* which constitutes the generation of “mental tapes” in the minds of viewers.
- When confronted with new situations individuals may rely on such social scripts. If social scripts are violent in nature, people may act them out.
- “Oh, so that’s how you do it.”

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# Why Does Media Violence Affect Viewers' Aggression?

1. *"If they can do it, so can I."*
2. *"Oh, so that's how you do it!"*
3. *"Those feelings I am having must be real anger rather than simply a stressful day."*
4. *"Ho-hum, another brutal beating; what's on the other channel?"*
5. *"I had better get him before he gets me!"*

- What is on TV serves as social scripts...

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# Observing Models of Aggression



Does watching violent tv correlate with aggression or violence?

The overarching theme of the information on viewing violence and its correlation with real-world acts of violence is that **there is a large amount of data that supports the position that watching violence may make one more prone to:**

- act in a violent way
- show less empathy for others
- devalue women (in case of sexual violence)
- become desensitized to violence.

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# Types of Aggression

- Instrumental Aggression is aggression that intends harm as a means (instrument) to another goal, not simply to cause pain.
  - e.g Yelling at a child to make her stop drawing on the walls is instrumental aggression.
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# Types of Aggression

- Hostile Aggression is aggression that intends harm as its primary goal.
  - e.g Yelling at a child to make her feel bad is hostile aggression
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# Types of Aggression

- Anti-Social aggression intends harm in terms of a violation of social norms.
  - e.g A thief who shoots a cashier while robbing a bank is committing antisocial aggression.
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# Types of Aggression

- Pro-social aggression which takes place for the good of society.
  - e.g Police Officer having to use aggression when catching a murderer at the end of a chase.
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# Summary Page 677

## Biological influences:

- genetic influences
- biochemical influences, such as testosterone and alcohol
- neural influences, such as severe head injuries

## Psychological influences:

- dominating behavior (which boosts testosterone levels in the blood)
- believing you've drunk alcohol (whether you actually have or not)
- frustration
- aggressive role models
- rewards for aggressive behavior

Aggressive behavior

## Social-cultural influences:

- deindividuation from being in a crowd
- challenging environmental factors, such as crowding, heat, and direct provocations
- parental models of aggression
- minimal father involvement
- being rejected from a group
- exposure to violent media

# Attraction



Factors of Attraction

# Pairing Game

- ▶ Do not at any time look at your own number or tell another person what his/her number is.
- ▶ Your task is to pair off with another student. Your score will be equal to your partner's number.
- ▶ the offer to form a pair is made by extending your hand to another person, as if to offer a handshake. The other person can either choose to accept or decline the offer.
- ▶ If your offer is accepted, stand along the windows with your partner.
- ▶ If your offer is rejected, then continue looking until you have formed a pair.

# Pairing Game

- ▶ “Love looks not with the eyes, but with the mind.”  
- Shakespeare

## REALLY?

- ▶ How did you do?
- ▶ Maximization Strategy - Seek out person with highest number, keep trying until someone accepts your offer for partnership.
- ▶ Equalization Strategy - If you figured out you had a low number, you sought out another person with a low number to form your partnership.
  - ▶ In your notebook:
- ▶ Explain how the pairing game parallels the methods people use to choose a partner.
- ▶ Explain the value of this game in understanding the development and function of self-esteem.

What do we think when a "25" gets together with a "10"?

