

# Psychology

**Learning in Place, Phase III**

**April 27 – May 15**



**Norfolk Public Schools**  
The cornerstone of a proudly diverse community

**Name:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Teacher:** \_\_\_\_\_

### Psychology Learning in Place, Phase III

**April 27-May 1**

✓	Task	Text	Write
	Compare and contrast prejudice and discrimination.	<b>Passage 1</b> – “Prejudice and Discrimination”	<ol style="list-style-type: none"> <li>1. <b>As you read</b>, answer the following:               <ol style="list-style-type: none"> <li>a) What is the difference between <b>prejudice</b> and <b>discrimination</b>?</li> <li>b) In the article, What kinds of prejudice were mentioned?</li> <li>c) List 2 historical examples mentioned in the article.</li> </ol> </li> <li>2. Write a paper that analyzes the four main explanations of prejudice and discrimination and how it affects society. This paper should be at least 2 pages, if typed, 12 point font, double-spaced, and no more than 3 pages. If handwritten, this paper should be at about 4 pages in length, single-spaced.</li> </ol>

**May 4-8**

✓	Task	Text	Write
	Compare and contrast the social and cognitive factors related to gender roles and gender stereotyping	<b>Passage 2</b> – “Gender and Gender Roles”	<ol style="list-style-type: none"> <li>1. <b>After you read</b>, give an example of each of the following: gender role, gender stereotype, parental imperative. Then, use the information in the reading to write a paragraph that explains how gender roles change in childhood, adolescence, and adulthood.</li> </ol>
	Explain how Biological factors influence gender development	<b>Passage 3</b> – “Biological Theories of Gender”	<ol style="list-style-type: none"> <li>2. <b>After you read:</b> Write two paragraphs (minimum seven sentences) covering the following:               <ul style="list-style-type: none"> <li>• Paragraph 1 - Based on the reading, explain in your own words how biological factors impact gender.</li> <li>• Paragraph 2 – Contrast the Evolutionary Explanation of Gender with the Biosocial Approach.</li> </ul> </li> </ol>

May 11-15

✓	Task	Text	Write
	What types of things are stressors?	<b>Passage 4</b> – “Stress”	1. Students will read through passage 1 and determine based on the definition of stress and stressors, what are 10 stressors that they have faced while in quarantine and explain why they were stressors.
	How do coping mechanisms help us deal with stress?	<b>Passage 5</b> – “Coping Defined”	2. Students will read document to learn about coping mechanisms for dealing with stress. Students will determine the appropriate coping mechanism for each of the situations listed in activity 1 and explain why that coping mechanism would be most effective in addressing the stress.
	Can we identify stressors and coping mechanisms that would help other people?	<b>Passages 4, 5, and Task 6</b> – “Stress in Disney Movies”	3. Students will use the 10 situations in document 3 in order to determine what the stressor of each situation is and what coping strategy would be most effective with a brief explanation.

## Passage 1 – “Prejudice and Discrimination”

***Prejudice and Discrimination from Simply Psychology***  
***By Saul McLeod, published 2008***

Prejudice is an unjustified or incorrect attitude (usually negative) towards an individual based solely on the individual's membership of a social group. For example, a person may hold prejudiced views towards a certain race or gender etc. (e.g. sexist). Discrimination is the behavior or actions, usually negative, towards an individual or group of people, especially on the basis of sex/race/social class, etc.

### The Difference Between Prejudice and Discrimination

A prejudiced person may not act on their attitude. Therefore, someone can be prejudiced towards a certain group but not discriminate against them. Also, prejudice includes all three components of an attitude (affective, behavioral and cognitive), whereas discrimination just involves behavior.

There are four main explanations of prejudice and discrimination:

1. Authoritarian Personality - type characterized by extreme obedience and unquestioning respect for and submission to the authority of a person external to the self, which is realized through the oppression of subordinate people.
2. Realistic Conflict Theory (Robbers Cave) -explains how intergroup hostility can arise as a result of conflicting goals and competition over limited resources, and it also offers an explanation for the feelings of prejudice and discrimination toward the outgroup that accompany the intergroup hostility.

3. Stereotyping - a set of cognitive generalizations (e.g., beliefs, expectations) about the qualities and characteristics of the members of a group or social category. Stereotypes, like *schemas*, simplify and expedite perceptions and judgments, but they are often exaggerated, negative rather than positive, and resistant to revision even when perceivers encounter individuals with qualities that are not congruent with the stereotype
4. Social identity Theory - aims to specify and predict the circumstances under which individuals think of themselves as individuals or as group members.

Conformity could also be used as an explanation of prejudice.

## Examples of Discrimination

### Racial Discrimination

- Apartheid (literally "separateness") was a system of racial segregation that was enforced in South Africa from 1948 to 1994. Non-white people were prevented from voting and lived in separate communities.
- World War II - In Germany and German-controlled lands, Jewish people had to wear yellow stars to identify themselves as Jews. Later, the Jews were placed in concentration camps by the Nazis.

**Age Discrimination** - This is a type of discrimination against a person or group on the grounds of age.

**Gender Discrimination** - In Western societies while women often face workplace discrimination, men are often discriminated against in family environments. For instance after a divorce women receive primary custody of the children far more often than men. Women on average earn less pay than men for doing the same job.

### Conformity as an Explanation of Prejudice and Discrimination

Influences that cause individuals to be racist or sexist, for example, may come from peers parents and group membership. Conforming to social norms means people adopt the "normal" set of behavior(s) associated with a particular group or society.

**Social norms** - behavior considered appropriate within a social group - are one possible influence on prejudice and discrimination. People may have prejudiced beliefs and feelings and act in a prejudiced way because they are conforming to what is regarded as normal in the social groups to which they belong.

## Passage 2 – “Gender and Gender Roles”

### GENDER AND GENDER ROLES

Adapted from:

<http://www.mccc.edu/~jenningh/Courses/documents/Lecture19-Gender.pdf>

### WHAT DO WE MEAN BY GENDER?

Sex - Designates the biological aspects of being female or male

Gender -The psychological and sociocultural characteristics of being male or female

Gender Role - A set of expectations that prescribe how females and males should act, think and feel

Gender Typing - The process by which children acquire the thoughts, feelings, and behaviors that are considered appropriate for their gender in their culture

According to social scientists, psychological sex differences are caused by contrasting roles in society

### **SOCIAL INFLUENCES ON GENDER**

- Social role theory (Eagly) - Gender differences result from the contrasting social roles of men and women.  
-Women have adapted to their roles with less power and less status than men and control fewer resources.
- Social Cognitive Theory of Gender (Bandura) - proposed that children's gender development proceeds through observation and imitation. Also, through the rewards and punishments that children receive for gender-appropriate and gender-inappropriate behavior.

### **COGNITIVE INFLUENCES ON GENDER**

- According to cognitive psychologists, children actively construct their gender world:
  - Cognitive developmental theory of gender (Kohlberg) - believes children's gender typing occurs after they have developed a concept of gender. In other words, once they consistently conceive of themselves as female or male children prefer activities, attitudes, etc. that are consistent with this label
  - Gender schema theory - states that an individual's attention and behaviors are guided by an internal motivation to conform to their developing schemas. This theory proposes that gender typing will begin when children are able to encode and organize information according to what is considered to be appropriate for each sex.

### **GENDER ROLES AND STEREOTYPES**

- Gender roles - Sets of expectations that prescribe how females and males should act, think and feel
- Gender stereotypes -Broad categories that reflect our impressions and beliefs about females and males

### **GENDER ROLES IN CHILDHOOD**

In childhood, children learn quickly about gender roles, and boys receive earlier and more intense gender socialization than girls. The social cost of deviating from social norm is HIGHER for males than females. By kindergarten, children understand gender stereotypes and use this information to guide behavior. Their understanding grows throughout the elementary-school years. They begin to understand that gender stereotypes do not always apply

### **GENDER ROLES IN ADOLESCENCE**

Psychological and behavioral differences between boys and girls become greater during early adolescence because of increased socialization pressures to conform to traditional masculine and feminine gender roles. In early adolescence, gender stereotyping might increase again. By late adolescence, gender attitudes become more flexible

## **GENDER ROLES IN ADULTHOOD**

Gender roles change during the adult years. Parental Imperative is the theory that mothers and fathers adopt different gender roles so they can raise children more effectively.

## **Passage 3 – “Biological Theories of Gender”**

### **Biological Theories of Gender**

[simplypsychology.org/gender-biology.html](http://simplypsychology.org/gender-biology.html) Saul McLeod, published 2014

People often get confused between the terms sex and gender. Sex refers to biological differences between males and females. For example, chromosomes (female XX, male XY), reproductive organs (ovaries, testes), hormones (estrogen, testosterone). Gender refers to the cultural differences expected (by society / culture) of men and women according to their sex. A person's sex does not change from birth, but their gender can.

In the past people tend to have very clear ideas about what was appropriate to each sex and anyone behaving differently was regarded as deviant. Today we accept a lot more diversity and see gender as a continuum (i.e. scale) rather than two categories. Men are free to show their “feminine side” and women are free to show their “masculine traits”.

The biological approach suggests there is no distinction between sex & gender, thus biological sex creates gendered behavior. Gender is determined by two biological factors: hormones and chromosomes.

#### **Hormones**

Hormones are chemical substances secreted by glands throughout the body and carried in the bloodstream. The same sex hormones occur in both men and women but differ in amounts and in the effect that they have upon different parts of the body. Testosterone is a sex hormone, which is more present in males than females, and affects development and behavior both before and after birth.

Testosterone, when released in the womb, causes the development of male sex organs (at 7 weeks) and acts upon the hypothalamus which results in the masculinization of the brain. Testosterone can cause typically male behaviors such as aggression, competitiveness, Visuospatial abilities, higher sexual drive etc. ...Hines (1982) studied female babies born to mothers who had been given injections of male hormones during pregnancy to prevent miscarriage. They were found to be more aggressive than normal female children. Hines concluded that the extra testosterone in the womb had affected later behavior.

#### **Chromosomes**

The normal human body contains 23 pairs of chromosomes. A chromosome is a long thin structure containing thousands of genes, which are biochemical units of heredity and govern the development of every human being. Each pair of chromosomes controls different aspects of development, and biological sex is determined by the 23rd chromosome pair. Chromosomes physically resemble the letters X and Y.

## Evolutionary Explanations of Gender

As the evolutionary approach is a biological one, it suggests that aspects of human behavior have been coded by our genes because they were or are adaptive. A central claim of evolutionary psychology is that the brain (and therefore the mind) evolved to solve problems encountered by our hunter-gatherer ancestors during the upper Pleistocene period over 10,000 years ago. The evolutionary approach argues that gender role division appears as an adaptation to the challenges faced by the ancestral humans in the EEA (the environment of evolutionary adaptation).

To support the evolutionary perspective, the division of labor was shown to be an advantage. 10,000 years ago, there was division of labor between males and females. Men were the hunter gatherers, breadwinners, while the mother was at home acting as the 'angel of the house' and looking after the children. Hunting for food required speed, agility, good visual perception. So, men developed this skill. If a woman was to hunt, this would reduce the group's reproductive success, as the woman was the one who was pregnant or producing milk. Although, the women could contribute to the important business of growing food, making clothing and shelter and so on. This enhances reproductive success, but it is also important in avoiding starvation – an additional adaptive advantage.

## The Biosocial Approach to Gender

The biosocial approach (Money & Ehrhardt, 1972) is an interactionist approach whereby nature and nurture both play a role in gender development. John Money's (1972) theory was that once a biological male or female is born, social labeling and differential treatment of boys and girls interact with biological factors to steer development. This theory was an attempt to integrate the influences of nature and nurture. Gender role preferences determined by a series of critical events:

- Prenatal: exposure to hormones on the womb (determined by chromosomes). It states that biology caused by genetics, XY for a boy and XX for a girl will give them a physical sex.
- Postnatal: Parents and others label and react towards a child on the basis of his or her genitals. Parents and other people label and begin to react to the child based on his or her genitals. It is when their sex has been labelled through external genitals, they gender development will begin.

## Passage 4 – “Stress”

So what is stress? This shouldn't be a trick question, but why is it so hard to answer? Stress can be three things: a stimulus event (i.e., a stressor), a process for understanding the stimulus and its context, and a reaction we have to this event. Essentially, to be stressful the event has to become an overload of incoming information into our system. Stress can cause biological responses such as sweaty palms or a racing heart, as well as psychological responses such as nervousness. It is known to have effects on our behavior causing us to avoid others, and it also affects cognitive performance causing us to have difficulty concentrating.

A number of genetic studies have begun to identify candidate genes that may play a role on diverse forms of stress reactions. It is highly probable that genetics account for some of our responses to stress, but other factors are also of importance. Environmental stressors can also affect our behaviors and emotions. Environmental stressors can be grouped into different types: Major Life Events

(e.g., experiencing a breakup, getting married, or having a baby), Life Transitions (e.g., puberty or transition into high school), Daily Hassles (e.g., family arguments or waiting in a long line at a security checkpoint of an airport) and Disasters (e.g., experiencing a car accident or a computer crashing causing loss of important information). These types of environmental stressors can cause you to be fearful and have a racing heartbeat. And our perceptions of these responses can actually make the symptoms worse. It is also important to note that these stressors can be perceived differently by different people. For instance, two people can get stuck in the same elevator and while one would find the experience to be a nuisance, another will tell you it was the worse situation they have ever been in. Here is a poll about the role of stresses and stress responses in the natural world. This supplementary article explores what is the right amount of stress.

## PHYSIOLOGICAL VS PSYCHOLOGICAL STRESS

While most of the time we think about stress in a negative way, some stress is adaptive and can even give us an edge. Part of the stress reaction involves the secretion of hormones, which in turn will stimulate the cardiovascular system, which includes your heart. In this way, the right amount of stress may release hormones and increase our ability to focus better on an exam or to quickly maneuver our car when we are trying to avoid an accident. Most stressors in our daily life are psychological in nature—dating, exams, presentations, and deadlines, so the adrenaline and cortisol (i.e., stress hormones) released into the bloodstream do not get burned off. These types of psychological stressors can initiate an over-activation with a tendency to make the stress response worse. So, a response to an environmental stressor may start as fear and turn into a panic attack.

### Acute vs Chronic Stress

One of the goals of our body is to maintain stability (i.e., homeostasis). We can, therefore, define stress as an actual or perceived threat capable of throwing our homeostasis off balance. Stress exposure starts the responses. When a person is exposed to prolonged stress, overload may occur. When the stress response is triggered too often and/or remains active too long, it can cause “wear and tear” on the body from lowering your immune system and bone density, to hypertension, to heart attack.

There are two different types of stressors that we typically encounter. Acute stressors are observable stressful events that are time-limited such as an upcoming test or a family gathering. An acute stressor brings activation to our neuroendocrine system and makes us ready to act (i.e., “fight or flight”). Remember that pumped up feeling you got the last time you were getting ready to give a speech in front of the class? Chronic stressors, in contrast, are persistent demands on you; they are typically open-ended, using up your resources in coping but not having any resolution. Here is a short article and podcast on stress effects on health and suggestions for stress preventive activities.

A chronic illness, poverty, and racial discrimination are all examples of chronic stressors. Prolonged stress can lead to an eventual breakdown, such as contributing to aging. A number of recent studies have shown that lower socioeconomic status is associated with higher stress load. In addition, perceptions of racism can serve as a chronic social stressor for ethnic minorities and can, in part, explain some of the health issues of African Americans and other ethnic minority groups in the US and other countries.



## Everyday Hassles

Robert Service, a Canadian Poet, cautioned, “Be master of your petty annoyances and conserve your energies for the big, worthwhile things. It isn’t the mountain ahead that wears you out—it’s the grain of sand in your shoe.”

In addition to many stressors in our lives being psychological and chronic in nature, we should pay attention to everyday hassles, which can be as harmful, if not more harmful than life-changing events. Everyday hassles may include things like worrying about one’s weight, having too much work with too little time, or a stressful commute to school or work. Major life changes usually bring about more hassles, which may lead to more physical stress symptoms.

In summary, stress can be adaptive—in a fearful or stress-causing situation, we can run away to save our lives, or we can concentrate better on a test. Biologists might even say it is necessary. But, stress can also be maladaptive. This is especially true if it is prolonged (i.e., chronic stress) because it increases our risk of illness and health problems. Thus, reducing stress, especially prolonged stress, is essential to healthcare.

## Passage 5 – “Coping Defined”

Lazarus and Folkman (1984) felt that when humans perceive a life circumstance as taxing and exceeding their resources, stress will be experienced, which we have already defined in the prior section as an overload of incoming information into a system. Therefore, coping involves persons’ efforts to manage stress, whether the process of dealing with stress is adaptive or not (Lazarus, 1993). When we talk about coping, we will need to consider the intensity of the stressor, the context of coping, and an individual’s appraisal of coping expectations.

## Coping Types

Research on coping has usually found five types of coping styles (Clarke, 2006; Skinner, et al., 2003; Folkman & Moskowitz, 2005). These include the following: (1) problem-focused coping style involves addressing the problem situation by taking direct action, planning or thinking of ways to solve the problem, (2) emotion-focused coping style involves expressing feelings or engaging in emotional release activities such as exercising or practicing meditation, (3) seeking-understanding coping style refers to finding understanding of the problem and looking for a meaning of the experience, and (4) seeking help involves using others as a resource to solve the problem. Finally, people might respond to stressors by (5) avoiding the problem and trying to stay away from the problem or potential solution to the problem.

## Coping Strategies

Coping strategies are the choices that a person makes in order to respond to a stressor. A strategy can be adaptive (effective) or maladaptive (ineffective or harmful). The ideal adaptive coping strategy varies depending on the context, as well as the personality traits of the person responding. The coping strategies can be problem-solving or active strategies, emotional expression and regulation strategies, seeking understanding strategies, help or support-seeking strategies, and problem avoidance or distraction strategies.

Here is one example of an intervention strategy that shows how to effectively cope with daily and transitional stressors. The strategy is called Shift-and-Persist (Chen & Miller, 2012), and it requires individuals to first shift views of the problem. To shift, you need to (1) recognize and accept the presence of stress, (2) engage in emotional regulation and control negative emotions, and (3) practice self-distancing from the stressor to gain an outsider's perspective of the stressful context. To persist, you would need to (1) plan for the future through goal setting, (2) recognize a broader perspective when obstacles arise, (3) determine what brings meaning to your life, and (4) become flexible to determine new pathways to goals. The Center for Disease Control and Prevention and the American Heart Association offer other coping strategies. Two more discussions on coping strategies are found in these two Ted Talk Videos [here](#) and [here](#).

Table 1 (on the next page) presents a list of coping strategies and is a summary of strategies reported in Clarke, 2006; Skinner, et al., 2003; Folkman & Moskowitz, 2005. Although completed lists are more extensive, this table presents styles reported across the three studies that presented similar types of responses.

**Table 1. Coping Strategies and Types of Responses**

<b>Coping Strategies:</b>	<b>Type of Responses:</b>
<i>Problem Solving or Active Strategies</i>	<ul style="list-style-type: none"><li>• Work on solving the problem in the situation</li><li>• Make a plan for action and follow up</li></ul>
<i>Emotional Expression and Emotional Regulation Strategies</i>	<ul style="list-style-type: none"><li>• Let emotion out; get in touch with feelings and let them out</li><li>• Let someone know about my feelings</li><li>• Keep emotions under control by performing appeasing activities</li><li>• Cognitive restructuring; reorganizing the way I look at the situation</li></ul>
<i>Seeking Understanding Strategies</i>	<ul style="list-style-type: none"><li>• Try to understand or find meaning of the situation; looking for learning</li></ul>
<i>Help-seeking Strategies and Support-seeking Strategies</i>	<ul style="list-style-type: none"><li>• Seeking instrumental aid or advice from others</li><li>• Seeking comfort or understanding from others</li></ul>
<i>Problem Avoidance Strategies and Distraction Strategies</i>	<ul style="list-style-type: none"><li>• Acting like nothing had happened</li><li>• Avoid thinking or doing anything about the problem</li><li>• Leaving the scenario and staying away from the stressful situation</li><li>• Efforts to avoid thinking about the problem situation by using distractions or entertainment activities</li></ul>

## Task 6 – “Stress in Disney Movies”

For each of the following situations, provide the stressor and a coping mechanism that would help them deal with the stress. Each example is from a famous Disney movie.

1. A young girl must travel and figure out the true history of her home in order to save said home and all of the people who live there.
2. A young man, trying to find acceptance, hires a personal trainer in order to improve his personal health and perhaps earn the approval of his absentee father.
3. A father travels across the world to find his lost child that was kidnapped from a school field trip by a dentist from another country.
4. Following the death of his father, a young man runs away and decides to forget about his old life and start a new life with his two new friends.
5. A young woman joins the army to protect her father, she works hard to exercise and become strong in order to make sure she is not found out.
6. Confronted with her differences and labeled a “freak” a young woman escapes to the mountains to build her own home and live alone so that she does not have to hide her differences from people.
7. As her families’ land produces less and less fish and crops, a young woman strikes out on her own to find the one person who could possibly help if the problems they face.
8. A king talks to a young boy who tells him that he wishes to understand the ways of his people so that the king can become like the young boy and his people.
9. Following the kidnapping and imprisonment of his daughter, an inventor goes to the leader of his local town in order to try and get him to help with the taking back of his daughter and punishment of the young prince who took her.
10. A young girl leaves her childhood home where she has been quarantined for her entire life in order to find out the meaning of the lights that fly over her house on her birthday every year.