Psychology is the study of the human mind. Psychologists investigate human behavior and feelings. The readings in this unit come from a particular branch of psychology that studies group behavior. The two principles examined here, the association principle and the scarcity principle, explain some aspects of why people in crowds or groups behave the way they do.
Part 1: The Association Principle

Getting Started

Sports fans are known for their strong loyalty to teams who come from their country (when playing internationally) or who come from their hometown or the university that they attended (when playing nationally). This is true even if the fans have never played the game and do not know the athletes personally. Answer these questions with a partner.

1. What sports teams are associated with your hometown or university? Have you ever watched their games live, on TV, or online?
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

2. Do you consider yourself a loyal fan to any of these teams? Why or why not?
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________

3. What do you think are some reasons that fans support local teams?
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
   ____________________________________________________________________________________
Reading 1 is from a popular psychology textbook titled *Influence: Science and Practice*. This excerpt discusses how the association principle explains the attachment sports fans have to their teams. The association principle holds that if you connect two things—for example, a celebrity and the brand of soft drink he or she is advertising—you will transfer the opinions you have about the first thing (you think the celebrity is popular and fashionable) to the second (therefore, the soft drink must be popular and fashionable too).

Before reading an academic passage, it is useful to skim the text by quickly checking for key features and information.

### Before Reading Strategy: Skimming

**Skimming** is a pre-reading strategy that will help you read more quickly and with greater understanding. **Skimming is not reading.** You are only looking quickly at some key information.

1. First, check the title of the article or chapter. Notice the length of the passage. This will give you an idea of how long it will take you to read it.
2. Then read the introduction, the first one or two sentences in each paragraph, and the conclusion.
3. Notice if there are features such as illustrations, graphs and charts, or bold or italic words that indicate key vocabulary.
4. Read any questions or exercises connected with the reading.

By doing these four things, you will have an idea of the main points in the reading. Skimming will make it easier for you to both understand and remember important information as you read it.
Practice Activity: Skimming

Skim Reading 1, and answer the questions. Do not read slowly and carefully. See how quickly you can find the answers. Raise your hand as soon as you are finished to show your instructor that you have finished.

1. The reading is _____ pages long.
   a. two
   b. three
   c. four

2. Paragraph 2 is mostly _____.
   a. a story that gives an example of how serious sports fans are
   b. an explanation of why sports fans feel strongly
   c. a connection between the association principle and medical care

3. The reading is mostly about _____.
   a. how sports is like business
   b. problems caused by sports fans
   c. the behavior of sports fans
During Reading Strategy: Annotating as You Read

Annotating means summarizing the most important information in each paragraph as you read. You cannot summarize without understanding what you've read, so it is a useful way to check comprehension. In addition, you are creating a useful study guide that you can use to participate during class discussions and to study for tests. You can write your notes in the margin or on sticky notes.

When you annotate, you can also circle or underline main ideas and definitions. You might wish to note the purpose of some paragraphs, for example, a story used to explain a point you could mark as “example.” Look at this example of how the first paragraph of Reading 1 could be annotated:

A lot of strange behavior can be explained by the fact that people understand the association principle well enough to try to link themselves to positive events and separate themselves from negative events—even when they have not caused the events. Some of the strangest of such behavior takes place in the great arena of sports. The actions of athletes are not the issue, though. After all, in the heated contact of the game, they are entitled to an occasional eccentric outburst. Instead, it is the often raging, irrational, boundless fervor of sports fans that seems, on its face, so puzzling. How can we account for wild sports riots in Europe, or the murder of players and referees by South American soccer crowds gone berserk,* or the unnecessary lavishness of gifts provided by local fans to already wealthy American ballplayers on the special “day” set aside to honor them? Rationally, none of this makes sense. It’s just a game! Isn’t it?

* berserk = crazy
* intro: the association principle—people want to be connected to pos. events and not to neg. events
* sports fans = very passionate about their team
* WHY?
**Practice Activity: Annotating**

Read the sentences from another source about sports fans, and re-state the main idea in your own words. Compare your annotations with a partner.

1. A recent survey shows that teenage boys are the most enthusiastic sports fans, possibly because of their own involvement in playing sports. However, they are less likely than older males to watch live sports matches on television. Instead, they rely on summaries of the games on televised news programs or the Internet.

2. Women between the ages of 25 and 34 are the least interested in sports. Teenage girls are major sports fans, though they don’t watch a lot of sports on television. After age 35, women show more interest in watching televised sports, especially with friends and family.

3. When men over the age of 50 watch sports, it’s usually with a female friend or family member. While younger men, especially in the 25–34 age range, turn to the Internet for sports coverage, men over the age of 50 are far less likely to, though they may spend more time listening to sports on the radio.
Vocabulary Power

There are a number of terms and phrases in this reading that you may encounter in other academic settings. Add at least five vocabulary items to your vocabulary notebook or log.

Match the words in bold from the reading on the left with a definition on the right.

1. _____ It is serious, intense, and highly personal.  
   a. taken, concluded, learned
   b. connect
   c. result
   d. very
   e. important, essential
   f. comments, words
   g. manner, way
   h. push with force

2. _____ There are two important lessons to be derived from this true story.

3. _____ When viewed in this light, the passion of a sports fan begins to make sense.

4. _____ Perhaps the twin desires to connect ourselves to winners and to distance ourselves from losers were combined perfectly in the remarks of one particular student.

5. _____ A lot of strange behavior can be explained by the fact that people understand the association principle well enough to try to link themselves to positive events and separate themselves from negative events—even when they have not caused the events.

6. _____ Have you noticed for example, how often after a home-team victory fans crowd into the view of a TV camera, thrust their index fingers high, and shout, “We’re number one! We’re number one!”

Some of the students were asked the outcome of a certain game their team lost; the other students were asked the outcome of a different game—one their team had won.

8. _____ The second lesson reveals much about the nature of the union of sports and sports fans, something crucial to its basic character: It is a personal thing.
Reading

Now, read the passage. Check your comprehension by annotating in the margins as you read.

The Passion of Sports Fans

(1) A lot of strange behavior can be explained by the fact that people understand the association principle well enough to try to link themselves to positive events and separate themselves from negative events—even when they have not caused the events. Some of the strangest of such behavior takes place in the great arena of sports. The actions of athletes are not the issue, though. After all, in the heated contact of the game, they are entitled to an occasional eccentric outburst. Instead, it is the often raging, irrational, boundless fervor of sports fans that seems, on its face, so puzzling. How can we account for wild sports riots in Europe, or the murder of players and referees by South American soccer crowds gone berserk,* or the unnecessary lavishness of gifts provided by local fans to already wealthy American ballplayers on the special “day” set aside to honor them? Rationally, none of this makes sense. It’s just a game! Isn’t it?

berserk: energetically violent
Hardly. The relationship between sport and an earnest fan is anything but
game-like. It is serious, intense, and highly personal. A good illustration comes from an
anecdote: It concerns a World War II soldier who returned to his home in the Balkans
after the war and shortly thereafter stopped speaking. Medical examinations could find
no physical cause for the problem. There was no wound, no brain damage, no vocal
impairment. He could read, write, understand a conversation, and follow orders. Yet he
would not talk—not for his doctors, not for his friends, not even for his family. Perplexed
and exasperated, his doctors moved him to another city and placed him in a veteran’s
hospital where he remained for 30 years, never breaking his self-imposed silence and
sinking into a life of social isolation. Then one day, a radio in his ward
happened to be tuned to a soccer match between his hometown team
and a traditional rival. When at a crucial point of play the referee called a
foul against a player from the mute* veteran’s home team, he jumped from
his chair, glared at the radio, and spoke his first words in more than three
decades: “You dumb ass!”* he cried. "Are you trying to give
them the
match?" With that, he returned to his chair and to a silence he never
again broke.

There are two important lessons to be derived from this true story. The first
concerns the sheer power of the phenomenon. The veteran’s desire to have his
hometown team succeed was so strong that it alone produced a deviation from his
firmly established way of life. The second lesson reveals much about the nature of the
union of sports and sports fans, something crucial to its basic character: It is a personal
thing. Whatever fragment of an identity that damaged, mute man still possessed was
engaged by soccer play. No matter how weakened his ego may have become after 30
years of silence in a hospital ward, it was involved in the outcome of the match. Because
he personally, would be diminished by a hometown defeat, and he, personally, would be
enhanced by a hometown victory. How? Through the principle of association. The mere
connection of birthplace hooked him, wrapped him, tied him to the approaching triumph
or failure.

ward: section of a hospital
mute: unable or unwilling to speak; silent
dumb ass: (very informal, slang) a stupid, unintelligent, or unskilled person
As distinguished author Isaac Asimov (1975) put it describing our reactions to the contests we view, “All things being equal, you root for your own sex, your own culture, your own locality . . . and what you want to prove is that you are better than the other person. Whomever you root for represents you, and when he [or she] wins, you win.” When viewed in this light, the passion of a sports fan begins to make sense. The game is no light diversion to be enjoyed for its inherent form* and artistry. The self is at stake. That is why hometown crowds are so adoring and, more tellingly, so grateful toward those regularly responsible for home-team victories. That is also why the same crowds are often ferocious in their treatment of players, coaches, and officials they feel are responsible for athletic failures.

So we want our affiliated sports teams to win to prove our own superiority, but to whom are we trying to prove it? Ourselves, certainly, but everyone else, too. According to the association principle, if we can surround ourselves with success that we are connected with in even a superficial way (for example, place of residence), our public prestige will rise.

All this says is that we purposefully manipulate the visibility of our connections with winners and losers in order to make ourselves look good to anyone who views these connections. By showcasing the positive associations and burying the negative ones, we are trying to get observers to think more highly of us and to like us more. There are many ways we go about this, but one of the simplest and most pervasive is in the pronouns we use. Have you noticed, for example, how often after a home-team victory fans crowd into the range of a TV camera, thrust their index fingers high, and shout, “We’re number one! We’re number one!” Note that the call is not, “They’re number one” or even “Our team is number one.” The pronoun is we, designed to imply the closest possible identity with the team.

Note also that nothing similar occurs in the case of failure. No television viewer will ever hear the chant, “We’re in last place! We’re in last place!” Hometeam defeats are the times for distancing oneself. Here we is not nearly as preferred as the insulating pronoun they. To prove the point, I once did a small experiment in which students at Arizona State University were phoned and asked to describe the outcome of a football game their school had played a few weeks earlier (Cialdini et al., 1976). Some of the
students were asked the outcome of a certain game their team lost; the other students were asked the outcome of a different game—one their team had won. My fellow researcher, Avril Thorne, and I simply listened to what was said and recorded the percentage of students who used the word we in their descriptions. When the results were tabulated, it was obvious that the students had tried to connect themselves to success by using the pronoun we to describe their school-team victory—“We beat Houston, 17 to 14” or “We won.” In the case of the lost game, however, we was rarely used. Instead, the students used terms designed to keep themselves separated from their defeated team—“They lost to Missouri, 30 to 20,” or “I don’t know the score, but Arizona State got beat.” Perhaps the twin desires to connect ourselves to winners and to distance ourselves from losers were combined perfectly in the remarks of one particular student. After dryly recounting the score of the home-team defeat—“Arizona State lost it, 30 to 20”—he blurted in anguish, “They threw away our chance for a national championship!”

(8) The tendency to trumpet one’s links to victors is not unique to the sports arena. After general elections in Belgium, researchers looked to see how long it took homeowners to remove their lawn-signs favoring one or another political party. According to Boen et al. (2002), the better the election result for a party, the longer homeowners wallowed in the positive connection by leaving the signs up.

In-text citations are explained on page 28.
After Reading Strategy: Summarizing

Summarizing means identifying the main points of the reading and stating them in your own words. If you can summarize a reading, you know you have understood it.

How detailed your summary is will depend on your purpose for reading. For example, if you are reading for background information, a basic summary will be enough. If you need to understand the reading’s main ideas as well as be able to explain examples to prepare for a discussion or a test, your summary should be more detailed. In either case, a summary is much shorter than the original.

Your annotations will be very useful in writing your summary, since they should already express the main ideas in your own words.

Practice Activity: Summarizing

Work with the same partner for each task.

1. Take turns. Re-read your annotation for one paragraph, and then cover it. Re-state the points in your own words. Your partner will compare your version with his or her version.

2. Take turns. Explain the purpose of each paragraph. Use phrases such as *It explains the important concept of . . .*, *It gives an example of . . .*, *It explains why . . .*.

3. Think about the information in each paragraph. Which paragraphs show essential information? Which paragraphs do not?
Practice Activity: Reading for the Big Picture

Choose the best answer to each question.

1. What is the main idea of the passage?
   a. Sports fans have stronger feelings than people who are not sports fans. That is why they can be more likely to commit violent behavior or to have unusual reactions.
   b. Sports fans’ loyalty to their teams is not rational. It cannot be understood through logic.
   c. Sports fans support their teams because they feel a personal connection through a shared common origin.
   d. Sports fans support teams when they win, but they don’t pay as much attention to or may even dislike teams that lose.

2. Which best describes the association principle as it relates to sports?
   a. Sports fans link themselves to their sports teams whether they win or lose.
   b. Sports fans have a serious and rational relationship with their teams.
   c. Sports fans often cause the events they later separate themselves from.
   d. Sports fans like being associated with a good sports team, even if it is only superficial.
Paraphrasing to Simplify

Write a paraphrase that expresses the main points of the original without re-using too many words or phrases from the original.

1. The veteran’s desire for his hometown team to succeed was so strong that it alone produced a deviation from his established way of life.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

2. By showcasing the positive associations and burying the negative ones, we are trying to get observers to think more highly of us and to like us more.

_____________________________________________________________________________________
_____________________________________________________________________________________
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3. According to the association principle, if we can surround ourselves with success that we are connected with even in a superficial way (for example, place of residence), our public prestige will rise.

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Writing Strategy: Writing a Summary

A summary explains the main ideas and most important supporting ideas of a reading in your own words. A summary should give the title, author, and source of the reading.

Look at these common ways to introduce or note the source for summaries:

In her article *Women Sports Fans: A Different Purpose?* from the online website Sportsfans.com (April 11, 2010), researcher Ellen Dover explains that... .


According to Ellen Dover, a behavioral scientist and researcher, men and women watch sports for different reasons. Her article *Women Sports Fans: A Different Purpose?* (Sportsfans.com, April 11, 2010) explains three main differences.

Besides using your own words to summarize the main ideas, there are a few other tips to follow.

- Do not include details (a summary is shorter than the original).
- Do not include your own opinions or ideas.
- Do not change the author’s original idea or meaning or to include incorrect statements while you paraphrase.
- Use your own words and sentence structure.
Practice Activity: Writing a Summary

Write a summary of this passage from a book about traveling to Australia by Bill Bryson. Include the main ideas and only the most important supporting details. Be sure to list the source. Refer to the box on page 15 to review the strategy and tips.

Each time you fly from North America to Australia, and without anyone asking how you feel about it, a day is taken away from you when you cross the international date line. I left Los Angeles on January 3 and arrived in Sydney fourteen hours later on January 5. For me there was no January 4. None at all. Where it went exactly I couldn’t tell you. All I know is that for one twenty-four-hour period in the history of earth, it appears I had no being.

I find that a little uncanny, to say the least. I mean to say, if you were browsing through your ticket folder and you saw a notice that said, “Passengers are advised that on some crossings twenty-four-hour loss of existence may occur” (which is, of course, how they would phrase it, as if it happened from time to time), you would probably get up and make inquiries, grab a sleeve, and say, “Excuse me.” There is, it must be said, a certain metaphysical comfort in knowing that you can cease to have material form and it doesn’t hurt at all; and, to be fair, they do give you the day back on the return journey when you cross the date line in the opposite direction and thereby manage to somehow arrive in Los Angeles before you left Sydney, which in its way, of course, is an even neater trick.

Now, I vaguely understand the principles involved here. I can see that there has to be a notional line where one day ends and the next begins, and that when you cross that line temporal oddities will necessarily follow. But that still doesn’t get away from the fact that on any trip between America and Australia you will experience something that
would be, in any other circumstance, the starkest impossibility. However hard you train
or concentrate or watch your diet, no matter how many steps you take on the
StairMaster, you are never going to get so fit that you can cease to occupy space for
twenty-four hours or be able to arrive in one room before you left the last one.

So there is a certain sense of achievement just in arriving in Australia—a pleasure
and satisfaction to be able to step from the airport terminal into dazzling antipodean
sunshine and realize that all your many atoms, so recently missing and unaccounted for,
have been reassembled in an approximately normal manner (less half a pound or so of
brain cells that were lost while watching a Bruce Willis movie). In the circumstances, it
is a pleasure to find yourself anywhere; that it is Australia is a positive bonus.

Short Writing Tasks

Write your response to each task following the directions given for length and source material.

Task 1 (Summary)

Look again at Reading 1. Write a one-paragraph summary of the reading. Do not simply copy from the reading. A suggested approach is to make a list of key words and main ideas from the reading and then not look at the reading again. Review the box on page 15. Use only your notes as you prepare your own summary. Be sure to mention or cite your source. (Length: 5–7 sentences)

_____________________________________________________________________________________
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_____________________________________________________________________________________
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Task 2 (Research)

Reading 1 talks about wild sports fans. Based on your instructor's guidelines, do some light research online or in a library to find an example of a sporting event and its fans. Light research is not as detailed and does not take as much time as preparation for a long essay or research paper. Light research includes finding a few sources that provide some supporting details. Write about the event and describe who played, the event's importance, the role of the fans, and the results of the event. Take notes in the space provided. Then write your paragraph on a separate piece of paper. (Length: 5–7 sentences)

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Part 2: The Scarcity Principle

Getting Started

The word *scarcity* refers to how rare or unusual something is. In general, items are more valuable when they are less common; gold costs more than iron not because it is more attractive or more useful, but because there is less of it. This principle also explains why people want something that they cannot have: they assume it is more valuable because it is not available. Answer these questions with a partner.

1. Think of three materials or products that are rare. Are they also expensive? Can you think of any rare items that are not expensive?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

2. What other factors can cause a material or product to be valuable or expensive (for example, usefulness)? What factors can cause a material or product to be unimportant or inexpensive?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

3. Think of one expensive thing that you own and one cheap thing that you own. What are the factors that make the first one expensive and the second one cheap?

_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Reading 2 is also from the popular psychology textbook *Influence: Science and Practice*. It discusses how an understanding of the scarcity principle can be used to influence behavior, whether to get students or patients to take certain actions or to get customers to buy more products.

You will read more quickly and understand academic passages better if you activate background knowledge about the topic before you read.

**Before Reading Strategy: Activating Background Knowledge**

You probably have some knowledge, however small, about almost every topic that you read about. Activating this background knowledge will help you learn new information more effectively and comprehend what you read more easily. To *activate* something means to set it in motion; think of charging a battery, for example, or flipping the switch that turns on a machine.

1. Make sure you know the topic of the reading before you begin. Check the title and any introductory information. Skim the reading.

2. Take a few minutes to think about what you already know about the topic. It is useful to talk with a classmate, both to put your ideas into words and to hear your classmate’s information; however, even thinking silently to yourself is useful. Consider information you have heard or read before, general impressions about the topic, and questions you have.

3. Think about what vocabulary will be used to discuss the topic. What words and phrases do you already know and associate with that topic? Is there any vocabulary you know in another language but not in English? Consider looking words up in advance. You might meet that vocabulary in the reading, or you might just use it later for discussions or writing assignments.
Practice Activity: Activating Background Knowledge

Work with a partner. For each topic listed, take notes on a separate piece of paper about (1) what you already know about the topic and (2) what words and phrases you think would appear in a reading about that topic. Spend no more than ten minutes on each topic (five minutes for each set of notes).

Note: The first two topics are related to the general subject of Reading 2 but are not directly addressed. The final topic is the one covered in the reading. Keep your notes from #3 to check after you have finished the reading.

1. reasons that stores put items on sale
2. the effects of over-praising children (giving them too many compliments too often)
3. how the scarcity principle affects the value of an item and how badly a customer wants it

During Reading Strategy: Keeping a Vocabulary Log

During academic reading, you will encounter a lot of vocabulary. Most words you will already know, but some will be new. Many vocabulary words will be words that you will see again in other academic readings and in other disciplines. Therefore, it is important to notice those as you read and keep a vocabulary log.

Keeping a log is a good strategy to use to increase your vocabulary. You will have your words in a notebook and can easily retrieve the definition or notes later. There are many ways to keep a vocabulary log, but it is a good idea to include columns for the vocabulary word or phrase, its definition or translation, and your use of it in a short phrase or sentence or your note that helps you remember it.

A vocabulary log is included in every unit of this textbook (see pages 35–36 for an example), but you may also want to keep a separate notebook reserved for only vocabulary. A sample vocabulary log might look like this:

<table>
<thead>
<tr>
<th>Vocabulary Item</th>
<th>Definition or Translation</th>
<th>Your Original Phrase, Sentence, or Note</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>an item</em></td>
<td><em>one thing</em></td>
<td><em>I bought 3 items.</em></td>
</tr>
</tbody>
</table>
Practice Activity: Building a Vocabulary Log

Read these sentences from Reading 1, and fill in your vocabulary log with the given underlined words.

1. A lot of strange behavior can be explained by the fact that people understand the association principle well enough to try to link themselves to positive events and separate themselves from negative events—even when they have not caused the events.

2. How can we account for . . . the unnecessary lavishness of gifts provided by local fans to already wealthy American ballplayers on the special “day” set aside to honor them?

3. Because he, personally, would be diminished by a hometown defeat, and he, personally, would be enhanced by a hometown victory.

4. The mere connection of birthplace hooked him, wrapped him, tied him to the approaching triumph or failure.

5. That is also why the same crowds are often ferocious in their treatment of players, coaches, and officials implicated in athletic failures.

<table>
<thead>
<tr>
<th>Vocabulary Item</th>
<th>Definition or Translation</th>
<th>Your Original Phrase, Sentence, or Note</th>
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</thead>
<tbody>
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</tbody>
</table>
Vocabulary Power

There are a number of terms and phrases in this reading that you may encounter in other academic settings. Add at least five vocabulary items to your vocabulary notebook or log.

Match the words in bold from the reading on the left with a definition on the right.

1. _____ Collectors of everything from baseball cards to antiques are keenly aware of the scarcity principle’s influence in determining the **worth** of an item.
   a. danger
   b. value
   c. pushed, influenced
   d. understanding, ideas, thoughts
   e. indicate, show, reveal
   f. direct, obvious
   g. asked
   h. purpose

2. _____ Take as evidence the experience of Florida State University students who, like most undergraduates when **surveyed**, rated the quality of their campus cafeteria food unsatisfactory.

3. _____ Especially under conditions of **risk** and uncertainty, the threat of potential loss plays a powerful role in human decision making.

4. _____ Health researchers Alexander Rothman and Peter Salovey have applied this **insight** into the medical arena, where individuals are frequently urged to undergo tests to detect existing illnesses.

5. _____ People seem to be more **motivated** by the thought of losing something than by the thought of gaining something of equal value.

6. _____ There are all sorts of cues that **tip off** such interest—closer-than-normal examination of the appliance, a casual look at any instruction booklets associated with the appliance, discussions held in front of the appliance, but no attempt to seek out a salesperson for further information.

   **straightforward**

   Probably the most straightforward use of the scarcity principle occurs in the “limited-number” tactic in which a customer is informed that a certain product is in short supply that cannot be guaranteed to last long.

7. _____

8. _____ In each instance, however, the **intent** was to convince customers of an item’s scarcity and thereby increase its immediate value in their eyes.
Reading

Now, read the passage. Mark words to add to your vocabulary log as you read.

**Less Is Best and Loss Is Worst**

(1) Almost everyone is vulnerable to the scarcity principle in some form. Take as evidence the experience of Florida State University students who, like most undergraduates when surveyed, rated the quality of their campus cafeteria food unsatisfactory. Nine days later, according to a second survey, they had changed their minds. Something had happened to make them like their cafeteria's food significantly better than before. Interestingly, the event that caused them to shift their opinions had nothing to do with the quality of the food service, which had not changed a whit.* But its availability had. On the day of the second survey, the students learned that, because of a fire, they could not eat at the cafeteria for the next two weeks (West, 1975).

(2) Collectors of everything from baseball cards to antiques are keenly aware of the scarcity principle’s influence in determining the worth of an item. As a rule, if an item is rare or becoming rare, it is more valuable. Especially enlightening on the importance of scarcity in the collectible market is the phenomenon of the “precious mistake.” Flawed items—a blurry stamp or double-struck* coin—are sometimes the most valued of all. Thus, a stamp carrying a three-eyed likeness of George Washington is anatomically incorrect, aesthetically unappealing, and yet highly sought after.* There is instructive irony here: Imperfections that would otherwise make for rubbish* make for prized possessions when they bring along a lasting scarcity.

(3) Since my own encounter with the scarcity principle—that opportunities seem more valuable to us when they are less available—I have begun to notice its influence over a whole range of my actions. For instance, I...
routinely will interrupt an interesting face-to-face conversation to answer the ring of an unknown caller. In such a situation, the caller possesses a compelling feature that my face-to-face partner does not—potential unavailability. If I don’t take that call, I might miss it (and the information it carries) for good. Never mind that the present conversation may be highly engaging or important—much more than I could reasonably expect an average phone call to be. With each unanswered ring, the phone interaction becomes less retrievable. For that reason and for that moment, I want it more than the other conversation. (4) People seem to be more motivated by the thought of losing something than by the thought of gaining something of equal value (Hobfoll, 2001). For instance, college students experienced much stronger emotions when asked to imagine losses as opposed to gains in their romantic relationships or in their grade point averages (Ketelaar, 1995). Especially under conditions of risk and uncertainty, the threat of potential loss plays a powerful role in human decision making (Tversky & Kahneman, 1981; De Dreu & McCusker, 1997). Health researchers Alexander Rothman and Peter Salovey have applied this insight to the medical arena, where individuals are frequently urged to undergo tests to detect existing illnesses (e.g., mammography procedures, HIV screenings, cancer self-examinations). Because such tests involve the risk that a disease will be found and the uncertainty will be cured, messages stressing potential losses are most effective (Rothman & Salovey, 1997; Rothman, Martino, Bedell, Detweiler, & Salovey, 1999). For example, pamphlets advising young women to check for breast cancer through self-examinations are significantly more successful if they state their case in terms of what stands to be lost rather than gained (Meyerwitz & Chaiken, 1987). In the world of business, research has found that managers weigh potential losses more heavily than potential gains (Shelley, 1994). Even our brains seem to have evolved to protect us against loss in that it is more difficult to disrupt good decision-making regarding loss than gain (Weller et al., 2007).
Limited Numbers

(5) With the scarcity principle operating so powerfully on the worth we assign things, it is natural that sales and marketing professionals will do some similar operating of their own. Probably the most straightforward use of the scarcity principle occurs in the "limited-number" tactic in which a customer is informed that a certain product is in short supply that cannot be guaranteed to last long. During the time I was researching compliance strategies by infiltrating various organizations, I saw the limited-number tactic employed repeatedly in a range of situations: "There aren’t more than five convertibles with this engine left in the state. And when they’re gone, that’s it, ’cause we’re not making ’em anymore." "This is one of only two unsold corner lots* in the entire development. You wouldn’t want the other one; it’s got a nasty east-west exposure." "You may want to think seriously about buying more than one case today because production is backed way up and there’s no telling when we’ll get any more in."

(6) Sometimes the limited-number information was true, sometimes it was wholly false. In each instance, however, the intent was to convince customers of an item’s scarcity and thereby increase its immediate value in their eyes. I admit to developing a grudging admiration for the practitioners who made this simple device work in a multitude of ways and styles. I was most impressed, however, with a particular version that extended the basic approach to its logical extreme by selling a piece of merchandise at its scarcest point—when it seemingly could no longer be had. The tactic was played to perfection in one appliance store I investigated where 30 to 50 percent of the stock was regularly listed on sale. Suppose a couple in the store seemed, from a distance, to be moderately interested in a certain sale item. There are all sorts of cues that tip off such interest—closer-than-normal examination of the appliance, a casual look at any instruction booklets associated with the appliance, discussions held in front of the appliance, but no attempt to seek out a salesperson for further information. After observing the couple so
engaged, a salesperson might approach and say, “I see you’re interested in this model here, and I can understand why: it’s a great machine at a great price. But, unfortunately, I sold it to another couple not more than 20 minutes ago. And, if I’m not mistaken, it was the last one we had.”

(7) The customers’ disappointment registers unmistakably. Because of its lost availability, the appliance suddenly becomes more attractive. Typically, one of the customers asks if there is any chance that an unsold model still exists in the store’s back room or warehouse or other location. “Well,” the salesperson allows, “that is possible, and I’d be willing to check. But do I understand that this is the model you want, and if I can get it for you at this price, you’ll take it?” Therein lies the beauty of the technique. In accord with the scarcity principle, the customers are asked to commit to buying the appliance when it looks least available and therefore most desirable. Many customers do agree to purchase at this singularly vulnerable time. Thus, when the salesperson (invariably) returns with the news that an additional supply of the appliance has been found, it is also with a pen and sales contract in hand. The information that the desired model is in good supply actually may make some customers find it less attractive again (Schwarz, 1984), although by then the business transaction has progressed too far for most people to renege.* The purchase decision made and committed to publicly at an earlier crucial point still holds. They buy.

* renegade: to go back on; to fail to fulfill a promise or agreement
After Reading Strategy: Understanding Citations and Bibliographic Entries

Many academic works use information from other experts or publications. When this happens, the author needs to let the reader know the material came from another source.

As a reader, you need to recognize when the author is giving credit to another source. In-text citations are easy to recognize. Although there are several formats, a common method is to include the original author’s last name and the year of the original work in parentheses at the end of borrowed material.

In the world of business, research has found that managers weigh potential losses more heavily than potential gains (Shelley, 1994).

If you need more information about the original sources, you can then search for the bibliographic entry on the paper’s Works Cited page or in its Bibliography, where the sources are arranged in alphabetical order by the original author’s last name. For this example, you would search for Shelley because that is the author’s last name. The bibliographic entry will include complete information for the source so that you can find Shelley’s article, book, or website. The bibliographic entry for Shelley in 1994 would look like this:


This entry includes the author’s name, publication date, the title of the article, the title of the journal or book where the text appeared, the volume number, and the page numbers. If it’s an online article, the name of the website and the web address are usually included. This entry is in APA style. You need to check with your instructors and your department so that you use the format and punctuation that is desirable.

Note that the phrase \textit{et al.} appears in in-text citations when there are more than three authors of the text. See pages 11 and 25 for examples.

Understanding citations and bibliographic entries will help you do more research when you need to write your own paper or read other sources on the same topic.
Practice Activity: Understanding Bibliographic Entries

Read the bibliographic entry for Reading 2. Identify the pieces of information.


1. Author: ___________________________________________________________
2. Title: ______________________________________________________________
3. Publication Year: ___________________________________________________
4. Publisher: _________________________________________________________

Practice Activity: Reading for the Big Picture

Circle the correct information about the reading.

1. Collectors of items such as stamps and coins are / are not aware of the effects of the scarcity principle.

2. The best motivation for checking for breast cancer is the attraction of improving future appearance or health / the fear of losing a breast or life to cancer.

3. Business managers are more motivated by making more money / not losing money they already have.

4. When salespeople use the limited-number tactic, they are always / sometimes telling the truth.

5. If a customer finds out that an item she thought was unavailable actually is still available, she might buy it even though it seems less attractive now if she already told the salesperson she would / because she thinks it will become unavailable again.
Paraphrasing to Simplify

Write a paraphrase that expresses the main points of the original without re-using too many words or phrases from the original.

1. With the scarcity principle operating so powerfully on the worth we assign things, it is natural that sales and marketing professionals will do some similar operating of their own.

2. Probably the most straightforward use of the scarcity principle occurs in the “limited-number” tactic in which a customer is informed that a certain product is in short supply that cannot be guaranteed to last long.

3. The customers’ disappointment registers unmistakably. Because of its lost availability, the appliance suddenly becomes more attractive.
Writing Strategy: Outlining

Writing a simple outline is a good way not only to make sure you have understood the reading, but also a good way to organize notes to make sure you include the main ideas in a research paper or essay. Outlining also helps you prepare for tests because the most important ideas are compiled in one place. For example, a social science test may ask about a theory—its definition and its effects. The sample outline would help you prepare to address questions on a test about the association principle.

1. Start with a very basic outline of the most important ideas. Look at this outline of the first reading:
   I. The association principle explains why sport fans are so devoted.
   II. People feel connected to others most like them.
   III. People want to be associated with successful sports teams in order to look good to others.
   IV. Similar associations exist outside of sports.

2. Add details and examples under the points they support. As a rough guide, each paragraph in a reading will correspond to either a main idea or a detail.

   Note: An outline contains ideas not just the order that information is presented in the reading. Sometimes examples explain a preceding point, and sometimes they explain a point that follows.

   I. The association principle explains why sport fans are so devoted.
      A. The bond between fans and their teams is very strong (silent soldier story).
      B. The bond is personal (silent soldier story).
   II. People feel connected to others most like them.
      A. They cheer for own gender, culture, or hometown.
      B. They distance themselves from failure.
   III. People want to be associated with successful sports teams in order to look good to others.
      A. They use we to feel closer to teams that are winning.
      B. They use they to distance themselves from teams that are losing.
   IV. Similar associations exist outside of sports.
      A. In politics: homeowners kept up signs of the winning party after elections.

It isn’t necessary to write your outline in complete sentences or to include every detail. However, if your outline is too general, it will not offer you much help when you write or study for an exam.
Practice Activity: Outlining

Work with a partner to complete an outline for Reading 2. Follow the steps. Then write your outline on a separate piece of paper.

1. Create a basic outline of the main ideas.
2. Add details to each main point of your outline.
3. Add any examples in parentheses next to the detail they illustrate.

Your Active Vocabulary in the Real World

Vocabulary is important. Some words are useful for your speaking or for your writing, but other words are useful for your reading or your listening. For each word, decide how you think you will probably need this word for your English. Put a check mark (✓) under the correct ways you think you are likely to need the word. It is possible to have a check mark in more than one column.

<table>
<thead>
<tr>
<th>YOUR VOCABULARY</th>
<th>I need to be able to use this word in WRITING</th>
<th>I need to be able to use this word in SPEAKING</th>
<th>I need to understand this word in READING</th>
<th>I need to understand this word in LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. available</td>
<td></td>
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<tr>
<td>2. item</td>
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<td>3. opportunity</td>
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<tr>
<td>4. possession</td>
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<tr>
<td>5. principle</td>
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<tr>
<td>6. rare</td>
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<tr>
<td>7. scarcity</td>
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<tr>
<td>8. valuable</td>
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<tr>
<td>9. vulnerable</td>
<td></td>
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<tr>
<td>10. worth</td>
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</tbody>
</table>
Rapid Vocabulary Review

From the three answers on the right, circle the one that best explains, is an example of, or combines with vocabulary word on the left as it is used in this unit.

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Synonyms</strong></td>
<td></td>
</tr>
<tr>
<td>1. puzzling</td>
<td>annoying</td>
</tr>
<tr>
<td></td>
<td>frightening</td>
</tr>
<tr>
<td></td>
<td>confusing</td>
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<td>2. crucial</td>
<td>important</td>
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<tr>
<td></td>
<td>temporary</td>
</tr>
<tr>
<td></td>
<td>dangerous</td>
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<tr>
<td>3. a wound</td>
<td>an example</td>
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<tr>
<td></td>
<td>an argument</td>
</tr>
<tr>
<td></td>
<td>an injury</td>
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<tr>
<td>4. to shift</td>
<td>to create</td>
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<tr>
<td></td>
<td>to change</td>
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<td></td>
<td>to cancel</td>
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<tr>
<td>5. flawed</td>
<td>has a good ending</td>
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<td></td>
<td>has a mistake</td>
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<td></td>
<td>has two possibilities</td>
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<td>6. the outcome</td>
<td>the result</td>
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<td></td>
<td>the ingredient</td>
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<td></td>
<td>the middle part</td>
</tr>
<tr>
<td>7. likely</td>
<td>good-tasting</td>
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<td></td>
<td>beautiful</td>
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<td></td>
<td>probable</td>
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<tr>
<td>8. a concept</td>
<td>an idea</td>
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<tr>
<td></td>
<td>a statement</td>
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<td></td>
<td>a plan</td>
</tr>
<tr>
<td>9. remove</td>
<td>take away</td>
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<td></td>
<td>turn on</td>
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<td></td>
<td>find out</td>
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<tr>
<td>10. an anecdote</td>
<td>a medicine</td>
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<tr>
<td></td>
<td>a family member</td>
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<td></td>
<td>a story</td>
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<tr>
<td>11. a tactic</td>
<td>a dictionary</td>
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<td></td>
<td>a plan</td>
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<td></td>
<td>an application</td>
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<tr>
<td>12. for good</td>
<td>easily</td>
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<tr>
<td></td>
<td>permanently</td>
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<tr>
<td></td>
<td>occasionally</td>
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<tr>
<td><strong>Combinations and Associations</strong></td>
<td></td>
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<tr>
<td>13. the bond ___ X and Y</td>
<td>between</td>
</tr>
<tr>
<td>14. a loyal ___</td>
<td>fan</td>
</tr>
<tr>
<td>15. reveal the ___</td>
<td>eraser</td>
</tr>
<tr>
<td>16. ___ aware of something</td>
<td>takes</td>
</tr>
<tr>
<td>17. you’re ___ to something</td>
<td>entitled</td>
</tr>
<tr>
<td>18. ___ out the answer</td>
<td>think</td>
</tr>
<tr>
<td>19. was ___ in something</td>
<td>angry</td>
</tr>
<tr>
<td>20. was enhanced ___</td>
<td>at</td>
</tr>
</tbody>
</table>
### Synthesizing: Writing Projects

<table>
<thead>
<tr>
<th>In-Class Assignments</th>
<th>Outside Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>An Association</strong></td>
<td><strong>Olympic Ties</strong></td>
</tr>
</tbody>
</table>
| Describe something from your hometown, culture, or country with which you associate yourself, such as a sports team, school, or group of people. What are its characteristics? Do you feel you share any of the same characteristics? Give examples.  
*Suggested Length*: 300 words  
*Preparation*: none | Choose a famous Olympic athlete and describe how his/her career affected citizens of that country. You may choose someone who did well or who did poorly, or someone whose career had ups and downs. You can also choose a team. Give examples.  
*Suggested Length*: 800 words  
*Preparation*: Light research in a library or online |

<table>
<thead>
<tr>
<th><strong>The Scarcity Principle</strong></th>
<th><strong>The Limited-Number Tactic in Action</strong></th>
</tr>
</thead>
</table>
| Imagine you were taking a test in a psychology class. The instructor has given you an essay question. Write an essay that defines the scarcity principle and describes its causes and effects. Then choose an object whose value depends on scarcity that you do not think is worth what people will pay for it. Explain why you feel it is not actually valuable and why you think people want it or value it. Discuss why you would or would not like to own one.  
*Suggested Length*: 500 words  
*Preparation*: none | Visit an appliance or electronics store and show interest in a mid-range or inexpensive item. Ask a salesperson for advice. Find answers to questions like these: Does the salesperson use the limited-number tactic in any way? Does the store itself show any signs of using the limited-number tactic (for example, items on sale for a limited time)? Do you feel these tactics were persuasive? Why or why not? How did you personally respond to them? Were your responses different because of the reading in this unit? Discuss your results in a research report.  
*Suggested Length*: 1,000 words  
*Preparation*: Personal research in a store |
### Vocabulary Log

To increase your vocabulary knowledge, write a definition or translation for each vocabulary item. Then write an original phrase, sentence, or note that will help you remember the vocabulary item.

<table>
<thead>
<tr>
<th>Vocabulary Item</th>
<th>Definition or Translation</th>
<th>Your Original Phrase, Sentence, or Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. detect</td>
<td>discover, find</td>
<td>detect a problem</td>
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<tr>
<td>2. grateful</td>
<td></td>
<td></td>
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<td>3. to notice</td>
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<tr>
<td>4. set (something) aside</td>
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<tr>
<td>5. wealthy</td>
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<td>6. make sense</td>
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<td></td>
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<tr>
<td>7. pervasive</td>
<td></td>
<td></td>
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<tr>
<td>8. firmly</td>
<td></td>
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<td>9. superficial</td>
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<td>10. account for</td>
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<td>11. to damage</td>
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<td>12. a tendency</td>
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<td>13. in terms of</td>
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<tr>
<td>Vocabulary Item</td>
<td>Definition or Translation</td>
<td>Your Original Phrase, Sentence, or Note</td>
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<td>------------------</td>
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<td>----------------------------------------</td>
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<tr>
<td>14. infiltrating</td>
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<td>15. enthusiastic</td>
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<td>16. compliance</td>
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<td>17. a switch</td>
<td></td>
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<td>18. vulnerable</td>
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<td>19. blurry</td>
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<tr>
<td>20. distinguished (adj.)</td>
<td></td>
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<td>21. be prone to</td>
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<td></td>
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<td>22. to disrupt</td>
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<td>23. particular</td>
<td></td>
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<tr>
<td>24. never mind</td>
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<tr>
<td>25. a fragment</td>
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</tbody>
</table>