

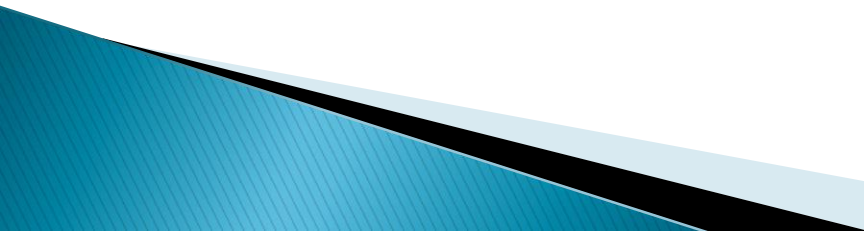
Social Psychology



Study Guide Questions

- ▶ What is social psychology?
- ▶ What are attributions, and what is the difference between situationism and dispositionism as they relate to how attributions are made?
- ▶ What is the difference between fundamental attribution error and self-serving bias? How does actor-observer bias relate to attribution errors?
- ▶ How do individualistic cultures differ from collectivistic cultures?
- ▶ What are social roles, social norms, and scripts?
- ▶ How was ZIMBARDO'S STANFORD PRISON EXPERIMENT conducted?
- ▶ What are attitudes and their components, and how do they form?
- ▶ What happens when attitudes do not match actions—cognitive dissonance?
- ▶ How does persuasion relate to attitude change?
- ▶ How are the four techniques of persuasion described?
- ▶ How is conformity defined, and what were Asch's contributions to the study?
- ▶ What is compliance?

Study Guide Questions cont.

- ▶ What is obedience, and what did Milgram's study of obedience consist of?
 - ▶ What is groupthink?
 - ▶ How does social facilitation and social loafing relate to the influence of others on task performance?
 - ▶ What is the difference between prejudice and discrimination?
 - ▶ What are stereotypes?
 - ▶ What is meant by the concept "self-fulfilling prophecy"?
 - ▶ What are in-groups versus out-groups? What is "scapegoating"?
 - ▶ How did Jane Elliott contribute to the study of prejudice and discrimination?
 - ▶ What is aggression and how is it influenced? How does it relate to bullying?
 - ▶ What is the bystander effect?
 - ▶ What is prosocial and altruism?
 - ▶ What are factors that cause attraction?
 - ▶ What is love and what are Sternberg's different forms of love?
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Social Psychology

- ▶ Social psychology – the scientific study of how a person's thoughts, feelings, and behavior are influenced by the real, imagined, or implied presence of others



Attributions



- ▶ **Attribution** – the process of explaining one’s own behavior and the behavior of others; involves thoughts of why we behave the way we do
- ▶ **Attribution theory** – the theory of *how* people make attributions
 - **Situationism**– when the cause of behavior is attributed to *external* factors, such as delays, the action of others, or some other aspect of the situation
 - **Dispositionism** – when the cause of behavior is attributed to *internal* factors such as personality or character

Attribution Errors

- ▶ **Fundamental attribution error** (attributions made of others--overestimate traits, underestimate situations)
 - *E.g., She failed the exam because she's not very bright.*
- ▶ **Self-serving bias** (attributions about self—overestimate situations, use self-enhancement, exaggerate positive beliefs, attribute success to own characteristics and failures to external factors)
 - *E.g., She failed the exam because it was not well structured.*
- ▶ **Actor-observer bias** – the phenomenon of attributing other people's behavior to internal factors (*fundamental attribution error*) while attributing our own behavior to situational forces (*self-serving bias*)

Individualism vs. Collectivism

- ***Individualistic cultures***, which tend to be found in western countries such as the United States, Canada, and the United Kingdom, promote a focus on the individual.
- ***Collectivistic cultures***, which tend to be found in east Asian countries and in Latin American and African countries, focus on the group more than on the individual.

Table 12.1 Characteristics of Individualistic and Collectivistic Cultures

Individualistic Culture	Collectivistic Culture
Achievement oriented	Relationship oriented
Focus on autonomy	Focus on group autonomy
Dispositional perspective	Situational perspective
Independent	Interdependent
Analytic thinking style	Holistic thinking style

Social Roles, Social Norms, and Scripts

- ▶ **Social roles** – Patterns of behavior that are expected of a person in a given setting or group
 - Social roles are defined by culturally shared knowledge. That is, nearly everyone in a given culture knows what behavior is expected of a person in a given role.
 - *E.g., A “student” is expected to engage in studious behavior, taking notes, listening to the professor, reading the textbook, and sitting quietly at his/her desk.*
- ▶ **Social norm** – a group’s expectation of what is appropriate and acceptable behavior for its members—how they are supposed to behave and think
- ▶ **Script** – a person’s knowledge about the sequence of events expected in a specific setting

ZIMBARDO'S STANFORD PRISON EXPERIMENT



- ▶ The famous **Stanford prison experiment**, conducted by social psychologist Philip Zimbardo and his colleagues at Stanford University, demonstrated the power of social roles, social norms, and scripts.
- ▶ In the summer of 1971, an advertisement was placed in a California newspaper asking for male volunteers to participate in a study about the psychological effects of prison life. Each student (24 in all) was paid \$15 per day and was randomly assigned to play the role of either a prisoner or a guard in the study.
- ▶ A mock prison was constructed in the basement of the psychology building at Stanford. The experiment was scheduled to run for several weeks. To the surprise of the researchers, both the “prisoners” and “guards” completely immersed in their roles. After only six days, the experiment had to be ended due to the participants’ deteriorating behavior.

Attitudes

- ▶ Attitude – a tendency to respond positively or negatively toward a certain person, object, idea, or situation.
- ▶ The three components of an attitude are the affective (emotional) component, the behavioral component, and the cognitive component.

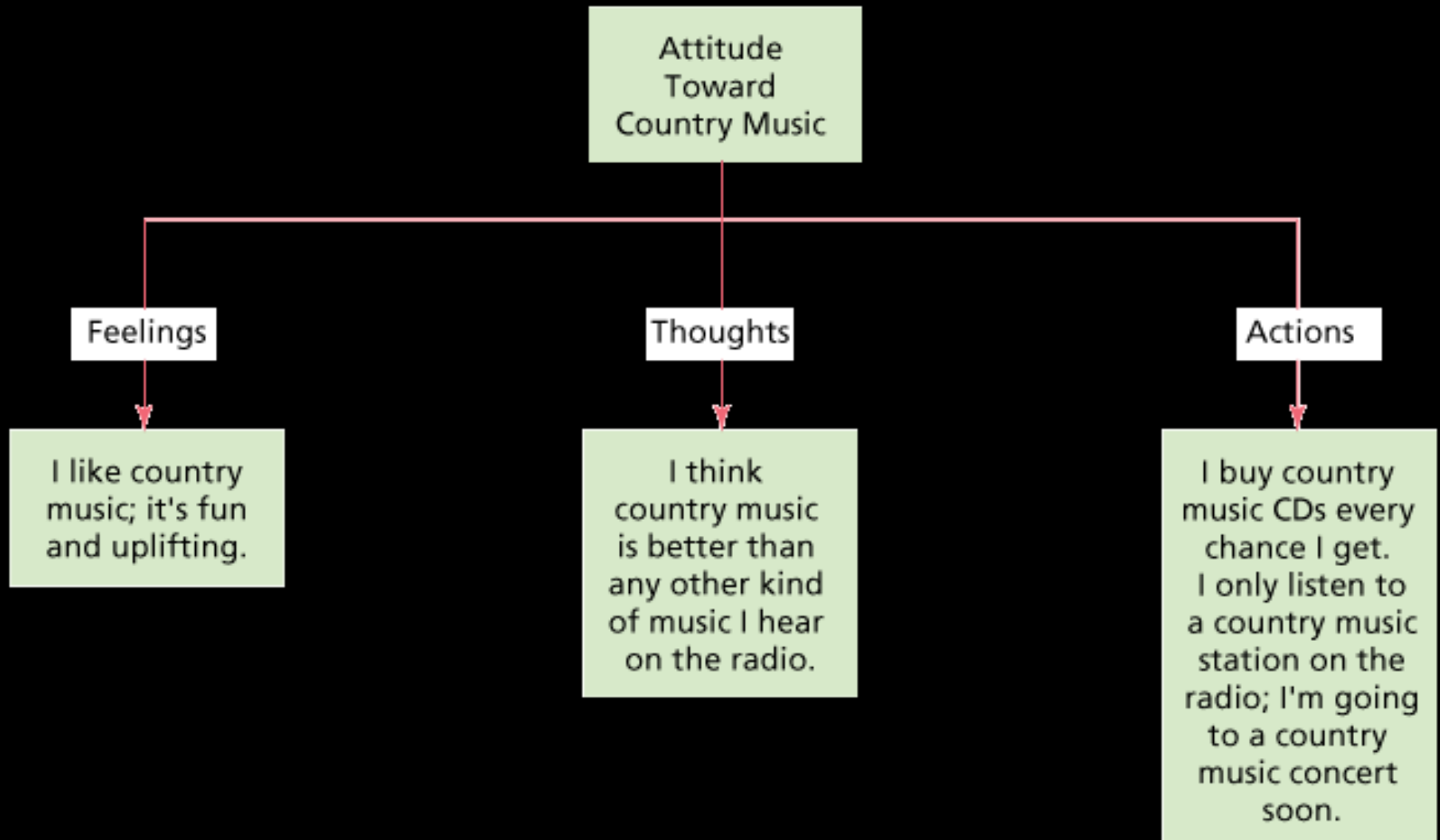


How Do Attitudes Form?



- ▶ Direct contact with the person, situation, object, or idea.
- ▶ Direct instruction from parents or others.
- ▶ Interacting with other people who hold a certain attitude.
- ▶ Watching the actions and reactions of others to ideas, people, objects, and situations.

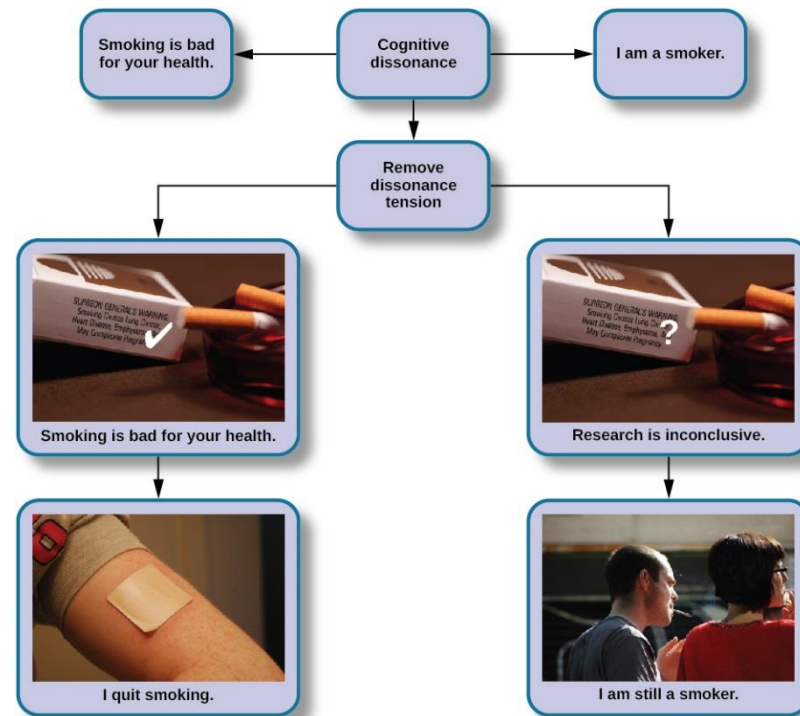
Components and formation of an attitude



Cognitive Dissonance –When attitudes do not match actions

- ▶ **Cognitive dissonance** – sense of discomfort or distress that occurs when a person's behavior does not correspond to that person's attitudes or positive self-perceptions
- ▶ “I believe that drinking alcohol is bad for you, though I still drink.”

Figure 12.11



- ▶ Cognitive dissonance is aroused by inconsistent beliefs and behaviors. Believing cigarettes are bad for your health, but smoking cigarettes anyway, can cause cognitive dissonance. To reduce cognitive dissonance, individuals can change their behavior, as in quitting smoking, or change their belief, such as discounting the evidence that smoking is harmful. (credit "cigarettes": modification of work by CDC/Debra Cartagena; "patch": modification of "RegBarc"/Wikimedia Commons; "smoking": modification of work by Tim Parkinson)

Persuasion

- ▶ Persuasion – the process by which one person tries to change the belief, opinion, position, or course of action of another person through argument, pleading, or explanation.
 - Key elements in persuasion are *the source* of the message, *the message* itself, and *the target* audience.



Four Techniques of Persuasion

- ▶ **Foot-in-the-door technique** – asking for a small commitment and, after gaining acceptance, asking for a bigger commitment
- ▶ **Door-in-the-face technique** – asking for a large commitment and being refused, and then asking for a smaller commitment

Four Techniques of Persuasion cont.

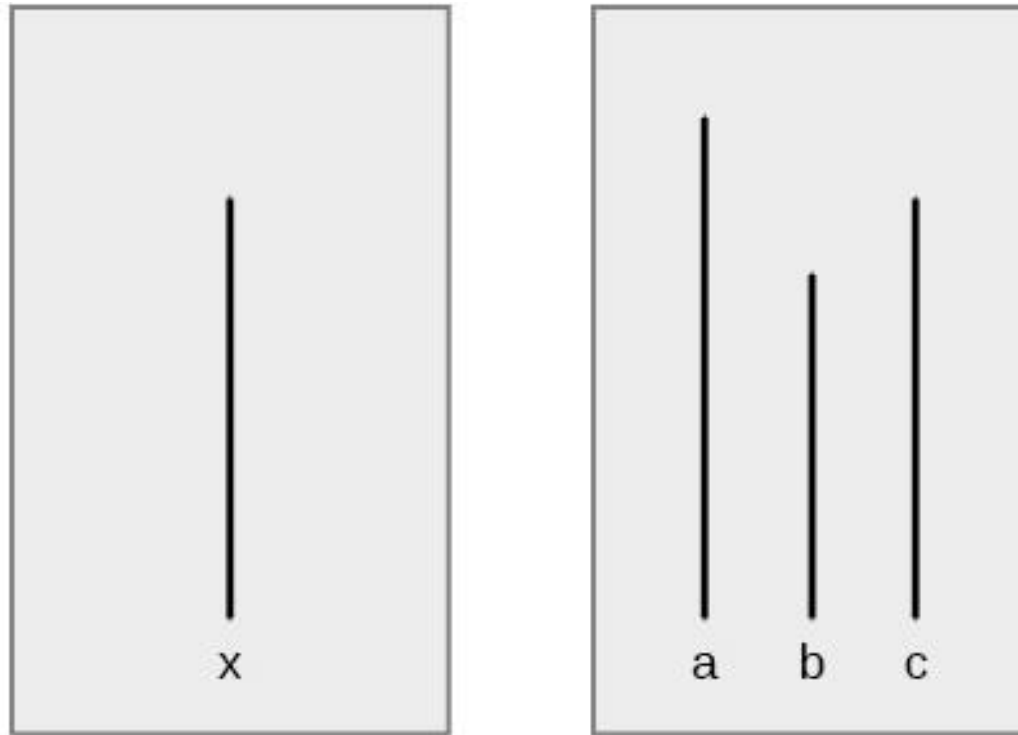
- ▶ Lowball technique – getting a commitment from a person and then raising the cost of that commitment
- ▶ That's-not-all technique – a sales technique in which the persuader makes an offer and then adds something extra to make the offer look better before the target person can make a decision



Conformity

- ▶ *A change in behavior that coincides more closely with a group standard*
- ▶ Solomon Asch's conformity experiment (1951)
- ▶ Factors that contribute to conformity
 - Normative social influence (seek approval)
 - Informal social influence (seek to be right)
 - Unanimity of the group (divided groups yield less pressure)
 - Prior commitment (prior commitments yield less pressure)
 - Personal characteristics (low self-esteem, more likely)
 - Group members' characteristics (experts, attractive, similar)
 - Cultural values (collectivists more likely)

Figure 12.17



- ▶ These line segments illustrate the judgment task in Asch's conformity study. Which line on the right—a, b, or c—is the same length as line x on the left?

What is Compliance?



- ▶ *A change in behavior in response to a direct request*
- ▶ Robert Cialdini's six conditions of compliance:
 - Reciprocation (repay what has been provided—"I scratch your back, you scratch mine.")
 - Commitment and consistency
 - Social proof ("monkey see, monkey do")
 - *Bystander effect* (help is offered less when others are present and not helping)
 - Liking (saying yes to people you know and like)
 - Authority (saying yes to people in authority)
 - Scarcity (wanting something at the thought that it may not exist much longer—e.g., cabbage patch kids, iphones)

What is Obedience?

- ▶ *A change in one's behavior at the command of an authority figure*
- ▶ Milgram study – conducted by Yale University social psychology professor Stanley Milgram (1963).
 - The volunteer participants (approximately 40 men) were led to believe that they were participating in a study to improve learning and memory. The participants were told that they were to teach other students (learners) correct answers to a series of test items.
 - The participants were shown how to use a device that they were told delivered electric shocks of different intensities to the learners. The participants were told to shock the learners if they gave a wrong answer to a test item—that the shock would help them to learn.
 - Results—about 65% of the participants were willing to give shocks up to the maximum voltage, even when the “learner” became unresponsive.

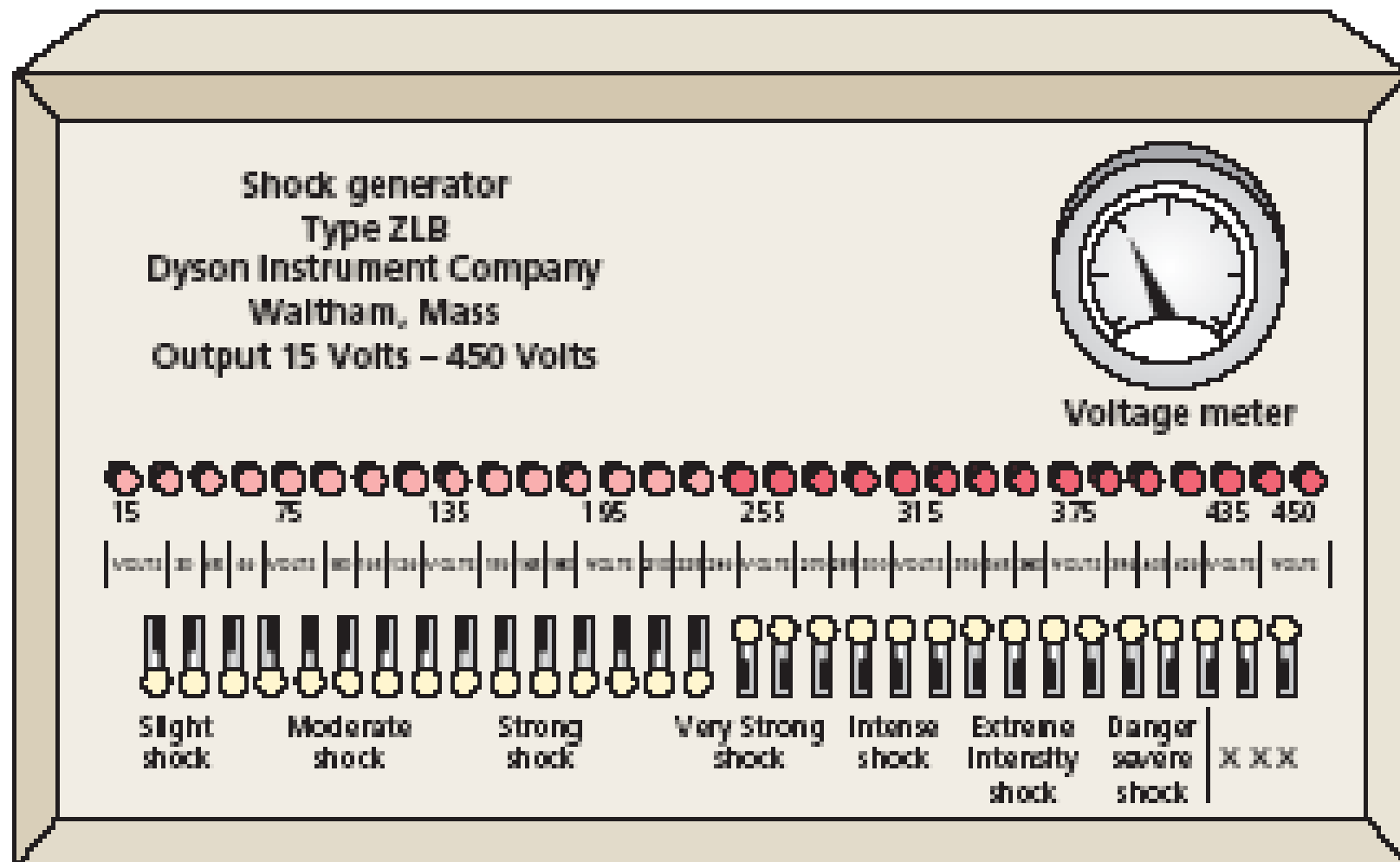


TABLE 13.2 SAMPLE SCRIPT ITEMS FROM MILGRAM'S CLASSIC EXPERIMENT

Voltage of "Shock"	Learner's Script
150	"Ugh!! Experimenter! That's all. Get me out of here. I told you I had heart trouble. My heart's starting to bother me now. Get me out of here, please. My heart's starting to bother me. I refuse to go on. Let me out."
210	"Ugh!! Experimenter! Get me out of here. I've had enough. I won't be in this experiment any more."
300	<i>(Agonized scream)</i> "I absolutely refuse to answer any more. Get me out of here. You can't hold me here. Get me out. Get me out of here."
330	<i>(Intense and prolonged agonized scream)</i> "Let me out of here. Let me out of here. My heart's bothering me. Let me out, I tell you. <i>(Hysterically)</i> Let me out of here. Let me out of here. You have no right to hold me here. Let me out! Let me out! Let me out of here! Let me out! Let me out!"

Source: Milgram (1964a, 1974).

Groupthink

- ▶ Groupthink – kind of thinking that occurs when people place more importance on maintaining group cohesiveness than on assessing the facts of the problem with which the group is concerned



Social Loafing and Social Facilitation

- ▶ Social facilitation – the tendency for the presence of other people to have a positive impact on the performance of an easy task
- ▶ Social loafing – the tendency for people to put less effort into a simple task when working with others on that task



Table 12.2 Types of Social Influence

Type of Social Influence	Description
Conformity	Changing your behavior to go along with the group even if you do not agree with the group
Compliance	Going along with a request or demand
Obedience	Changing your behavior to please an authority figure or to avoid aversive consequences
Groupthink	Group members modify their opinions to match what they believe is the group consensus
Social facilitation	Improved performance when an audience is watching versus when the individual performs the behavior alone
Social loafing	Exertion of less effort by a person working in a group because individual performance cannot be evaluated separately from the group, thus causing performance decline on easy tasks

Prejudice and Discrimination

- ▶ **Prejudice** – unjustified negative attitude held by a person about the members of a particular social group
- ▶ **Discrimination** – unjustifiably treating people differently because of prejudice toward the social group to which they belong
 - *Can be related to race, sex, age, religion, nationality, sexual orientation, or other detectable difference.*
 - *Has fueled violence throughout human history.*

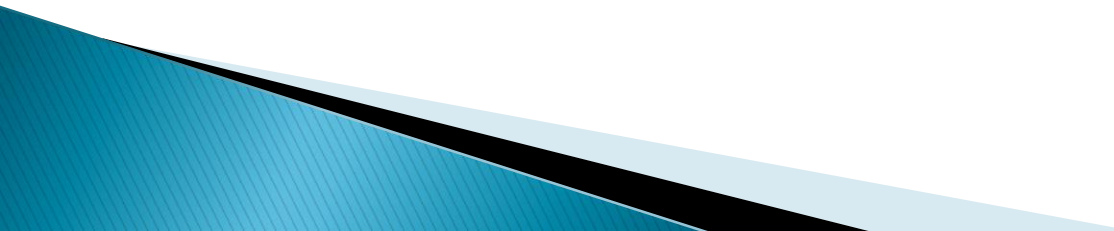


Stereotypes–The Beginning of Prejudice

- ▶ Stereotype – a set of characteristics that people believe is shared by all members of a particular social category—often is the start of prejudiced beliefs
- ▶ *E.g. “All elderly are poor drivers.” “All black people eat fried chicken.” “All men cheat.”*

What are some stereotypes of which you are aware?

Self-Fulfilling Prophecy

- ▶ *An expectation held by a person that alters his or her behavior in a way that tends to make it true*
 - ▶ When we hold stereotypes about a person, we tend to treat the person according to our expectations. This treatment can influence the person to act according to our stereotypic expectations, thus confirming our stereotypic beliefs.
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The Effects of Stereotypes and Prejudice

- ▶ In-groups – social groups with whom a person identifies; “us”
- ▶ Out-groups – social groups with whom a person does not identify; “they”
- ▶ Scapegoating – tendency to direct prejudice and discrimination at out-group members who have little social power or influence



Jane Elliott's Blue Eyes/Brown Eyes Experiment—An Exercise in Prejudice and Discrimination

- ▶ In 1968, in response to the assassination of Dr. Martin Luther King, Jr., Jane Elliott, a third grade teacher in all-white, all-Christian, Riceville, Iowa, devised the controversial and startling, "Blue Eyes/Brown Eyes" exercise.
- ▶ Elliott involved her third grade students in an exercise in discrimination based on eye color. It was her attempt to help them to understand some of the reasons why Black people were taking to the streets and demanding equitable treatment with whites.
- ▶ Elliott convinced her students that blue-eyed people were superior to brown-eyed people. This resulted in the brown-eyed students being treated unjustly. She later reversed her claim and told the children that brown-eyed people were more superior; and just like that, the roles were reversed.
- ▶ Amazingly, every child in Elliott's exercise assumed the role they were given, with the children deemed to be superior behaving rudely and arrogantly, yet excelling academically, and the children deemed as being part of the minority declining socially and academically.
- ▶ Though Elliott received much backlash for her exercise, her work has become well-known all over the world.

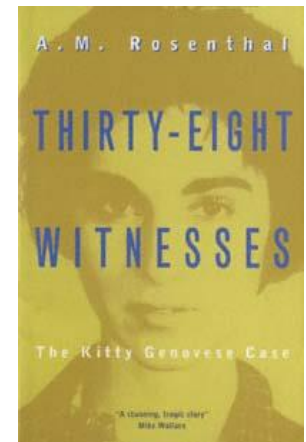
- ▶ To learn more about Elliott's exercise, visit her web page at <http://janeelliott.com/>.

Aggression and Bullying

- ▶ Aggression – behavior intended to hurt or destroy another person.
- ▶ Biological influences on aggression may include genetics, the amygdala and limbic system, and testosterone and serotonin levels.
 - Violent TV, movies, and videos are related to aggression.
- ▶ A modern form of aggression is bullying. Bullying involves three parties: the bully, the victim, and witnesses or bystanders. The act of bullying involves an imbalance of power with the bully holding more power—physically, emotionally, and/or socially over the victim.

Bystander Effect

- ▶ Bystander effect – referring to the effect that the presence of other people has on the decision to help or not help, with help becoming less likely as the number of bystanders increases
- ▶ Diffusion of responsibility – occurring when a person fails to take responsibility for actions or for inaction because of the presence of other people who are seen to share the responsibility



Prosocial Behavior and Altruism

- ▶ Prosocial behavior – socially desirable behavior that benefits others.
- ▶ Altruism – prosocial behavior that is done with no expectation of reward and may involve the risk of harm to oneself.

Attraction

Factors that cause attraction

- ▶ Interpersonal attraction – liking or having the desire for a relationship with another person.
- ▶ Proximity – physical or geographical nearness.
- ▶ People like people who are similar to themselves OR who are different or opposite from themselves (complementary).
- ▶ Reciprocity of liking – tendency of people to like other people who like them in return.



Love

- ▶ Love – a strong affection for another person due to kinship, personal ties, sexual attraction, admiration, or common interests.
- ▶ Sternberg states that the three components of love are intimacy, passion (infatuation), and commitment—consummate love—“true love.”
- ▶ Romantic love – type of love consisting of intimacy and passion—being “in love”
- ▶ Companionate love – type of love consisting of intimacy and commitment