

Begin Slides for
Exam 3

Conformity

Social Influence & Conformity

Social Influence: Use of social power to change the attitudes or behavior of others in a particular direction

Conformity: Change in behavior or belief as a result of real or imagined social influence

cp

Autokinetic Effect Study

Estimate how far point of light moved in dark room

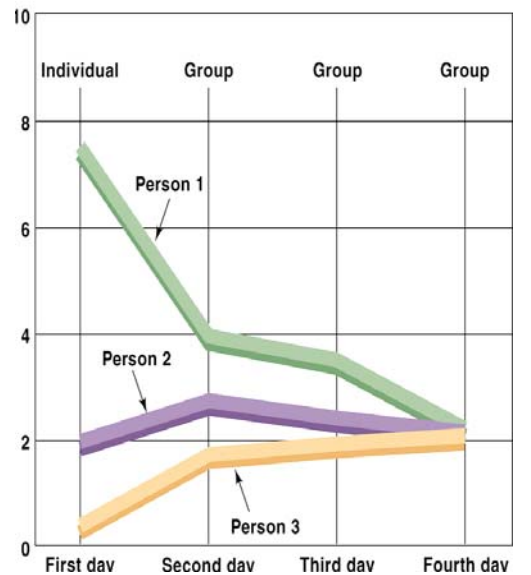
After many trials, individual's estimates converged

Repeated procedure in a group situation

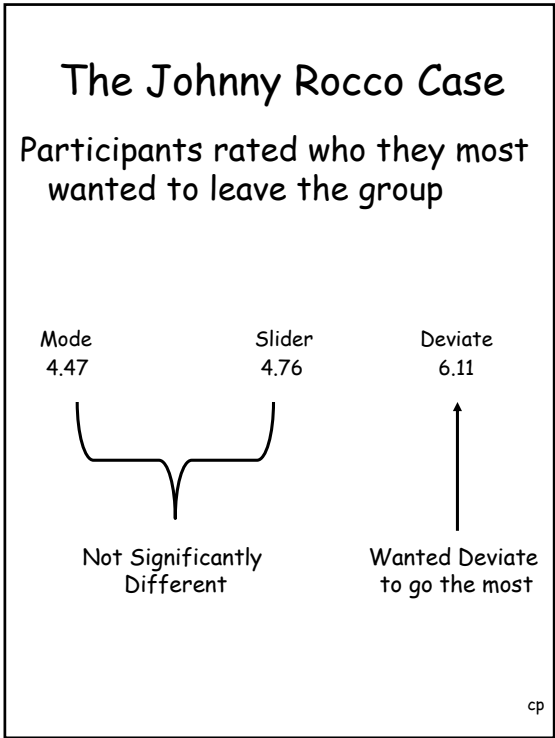
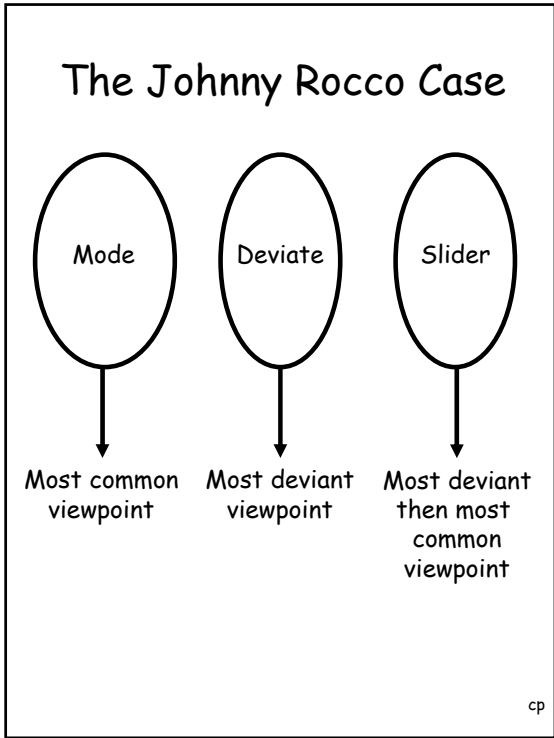
cp

Autokinetic Effect Study

Estimated movement, inches



cp



Reciprocation

Christmas Card Study

Phil Kunz, a psychologist at Brigham Young University in Provo Utah sent 578 Christmas cards (signed "Joyce and Phil") to strangers living in Chicago, Illinois.

117 (over 20%) sent a card in return

A significant number of return cards had notes or letters enclosed

Only 6 of the 117 people who returned a card said they could not remember them

cp

Reciprocation

Two step procedure:

1. Large request (get No!)
2. Smaller request (get Yes!)

Works because:

- 1st request makes 2nd request seem more moderate and acceptable
- By making a 2nd, more moderate, request the requester appears to have made a concession, which makes other person feel obligated to make a reciprocal concession

cp

County Youth Study: Cialdini et al. (1975)

Independent variable: Request

Experimental group:

"Would you be willing to serve as unpaid counselors to juvenile delinquents 2 hrs./wk for 2 years?" (inflated request)

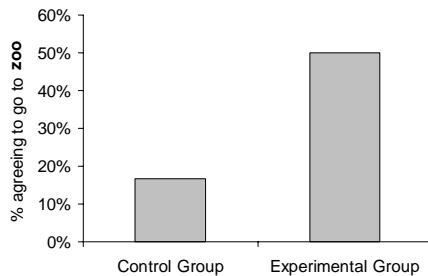
"No? Ok, would you be willing to serve as unpaid chaperons for juvenile delinquents on a day trip to the zoo?" (concession)

Control group: Asked....

"Would you be willing to serve as unpaid chaperons for juvenile delinquents on a day trip to the zoo?"

cp

County Youth Study



cp

Door-in-the-Face Technique

Factors that reduce its effectiveness:

-Initial request too extreme

-Request for selfish purposes

-Delay between 1st and 2nd request

cp

Cupcake Sale: Burger (1986)

3 Conditions:

That's Not All:

- *Cost per cupcake \$1.25, then reduced to \$1.00*

Bargain:

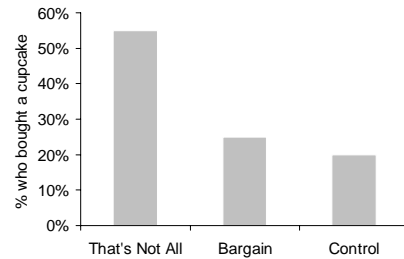
- *Cost per cupcake \$1.00, had been \$1.25*

Control:

- *Cost per cupcake \$1.00*

cp

Cupcake Sale



cp

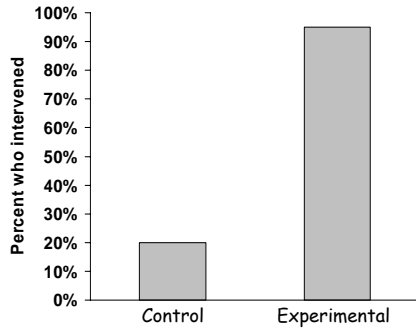
Commitment & Consistency

Commitment and Consistency

Once we make a commitment, we feel pressure from ourselves and others to behave consistently with that commitment.

CP

Beach Towel Study



CP

Here's another example...

Researchers asked 1/2 of the residents in an apt. complex to sign a petition to create a recreation center for the handicapped

2 weeks later, all residents were approached and asked to donate money to the cause

This reflects a two-step process for the 1/2 of participants who signed the petition:

Step 1: obtain commitment (i.e., petition signature) Step 2: get consistency in behavior (i.e., donate \$)

CP

American Cancer Society Study (Cialdini & Schroeder, 1976)

Control Group:

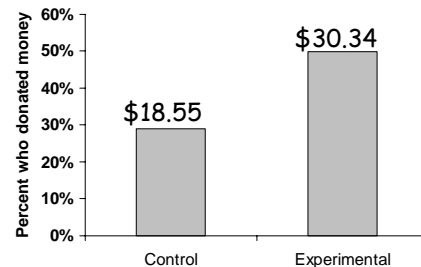
"I'm collecting money for the American Cancer Society. Would you be willing to help by giving a donation."

Experimental Group:

"I'm collecting money for the American Cancer Society. Would you be willing to help by giving a donation. Even a penny would help."

CP

American Cancer Society Study



CP

Commitments "grow their own legs"

People add reasons and justifications to support the commitments they have made.

This causes prior commitments to be self-perpetuating because people will stick to their prior commitments even when the original factor leading to compliance is gone.

CP

Factors that Affect Commitment and Consistency

Is the commitment voluntary or forced?

He that complies against his will is of his own opinion still

Is the commitment made in public or private?

Did the commitment take effort or not?

Is the commitment made actively or passively?

CP

Social Proof

Social Proof: Craig & Prkachin (1978)

1. Administered shock to participant
2. Asked participant how painful shock was
3. Took physiological measures of pain

Participants felt less shock on both pain indexes if they were in the presence of another participant who was apparently experiencing little or no pain

CP

Why Social Proof Gains Compliance

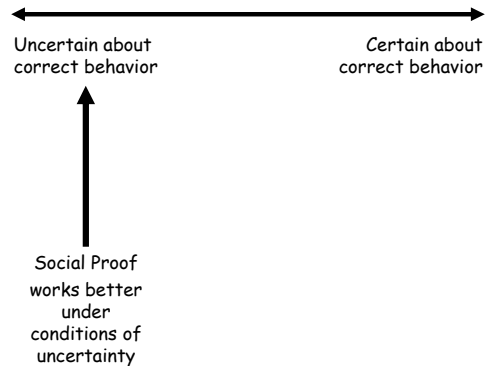
Why does it work?

-People make fewer errors when they "follow the crowd"

-Following the crowd is easier - takes less mental effort

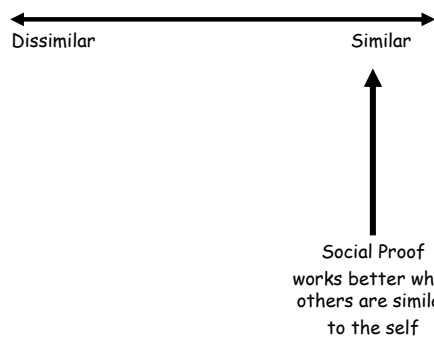
CP

Factors that Influence Effectiveness of Social Proof



CP

Factors that Influence Effectiveness of Social Proof



CP

Copycat Suicides Schmidtke & Hafer (1988)

Examined # of suicides following broadcast of FICTIONAL TV show

- TV show lasted 6 weeks
- Depicted 19 yr. old male who committed suicide by leaping in front of a train

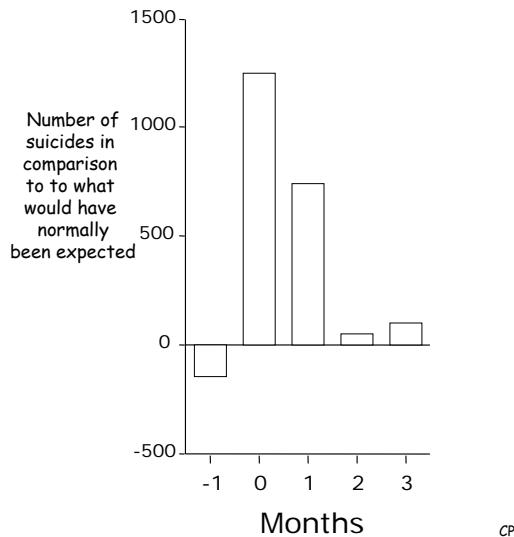
Following the series, railway suicides increased substantially

This increase was greatest for males who were same age as TV character

Copy cat suicides called the Werther Effect

CP

Fluctuations in U.S. suicides before, during, and after 26 publicized suicide stories (Phillips, 1974).



Scarcity

Strategies Derived from Scarcity Principle

1. Limited Numbers:

-Customer told that a particular product is in short supply

2. Time Limits:

-Customer told that there is a deadline to the sale of a product

cp

Reactance and Toy Preference

Brehm & Weintraub (1977)

Toddlers put in room with attractive toys

One toy behind a Plexiglas sheet that was:

- 1 foot high (no barrier)
- 2 feet high (barrier)

Toddlers made contact with toy behind the barrier 3 times faster

cp

Reactance and Teen Love

Driscoll, Davis, & Lipetz (1972)

The more parents objected to their teens' relationship, the more in love the couples said they were, and the more the couples wanted to get married.

The couples' love increased as parental interference increased and decreased as parental interference decreased

cp

Factors that Influence Effectiveness of Scarcity

1. New scarcity

People are more likely to want something that has just become scarce than something that has already been scarce for some time

cp

Cookie Study

Worchel, Lee, & Adewole (1975)

Showed people a jar of cookies

Jar had either:

-10 cookies in it

-2 cookies in it

People rated cookies as more desirable, more attractive, & more expensive when there were only 2 in the jar.

They were the SAME cookies!

cp

Cookie Study: A Modification

Participants given jar of:

-2 cookies (Always scarce)

-10 cookies, which was then replaced with a jar of 2 cookies (Newly scarce)

More positive reaction to the newly scarce cookies than the always scarce cookies

cp

Factors that Influence Effectiveness of Scarcity

1. New scarcity
2. Competition for scarce resources

People are more likely to want a scarce item that they are competing for

cp

Authority

Stanley Milgram

Milgram's participants obeyed because of the experimenter's authority, and not because of abnormal psychological problems

cp

Obedience Study: Replications

Experimenter told "teacher" to stop delivering the shock even though the "learner" clearly indicated that he wanted the study to go on

100% of the time, the "teacher" stopped delivering shock

cp

Obedience Study: Replications

The experimenter (the authority figure) was hooked up to the shock generator, and the "learner" gave the directives to continue

100% of the time the "teachers" stopped delivering shock when the experimenter said to

cp

Obedience Study: Replications

Two experimenters gave contradictory orders. One ordered the "teacher" to continue giving the shock, the other ordered the "teacher" to stop

"Teachers" asked for consensus, but 100% of the time ultimately stopped delivering shock

cp

Why Do People Obey Authority?

1. Socialization practices

From a very young age, we are taught that obedience to authority is the correct way to behave

cp

Why Do People Obey Authority?

1. Socialization practices
2. Heuristic

Authority is a heuristic for knowledge, wisdom, and power

cp

Doctor's Orders

There were 4 reasons why the nurse should have refused the order:

- Prescription given over the phone, which was in violation of hospital policy
- Medication was unauthorized
- Dosage was obviously and dangerously excessive
- Physician was unknown to the nurse

cp

Liking

Why Attractiveness Works

Halo Effect:

One very positive trait possessed by a person influences the total judgment of that person.

Attractiveness is one such very positive trait

cp

Devil Effect:

One very negative trait possessed by a person influences the total judgment of that person.

cp

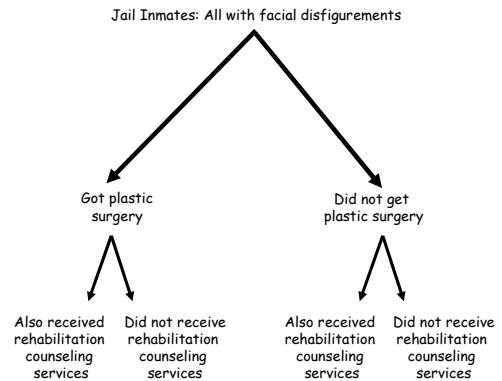
Attractiveness Stewart (1980)

1. Evaluated attractiveness of 74 male defendants prior to trial
2. Followed the defendants to find out their trial outcomes

Result: Unattractive defendants were **2 times** more likely to get a jail sentence than attractive defendants

cp

Attractiveness Kurtzburg, Safar, & Cavior (1968)



cp

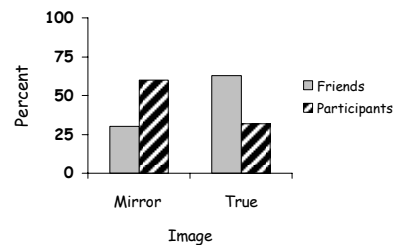
Attractiveness Kurtzburg, Safar, & Cavior (1968)

Results:

Inmates who had the plastic surgery were significantly **LESS** likely to return to jail regardless of whether they had counseling or not

cp

Familiarity Mita, Dermer, & Knight (1977)



Participants liked their mirror image more
Friends liked participants' true image more

cp

Close Relationships

Filtering Model of Mate Selection

Romantic relationships involve 4 fixed stages:

- Stage 1: Proximity Filter
- Stage 2: Stimulus Filter
- Stage 3: Value Filter
- Stage 4: Role Filter

cp

Social Exchange Theory

Based on the Max-Min principle

- People seek to maximize their benefits and minimize their costs
- A relationship is more satisfying the more rewards and fewer costs it entails

cp

Social Exchange Theory

Rewards: All positive things that a close relationship offers people. These are all of the reasons why somebody would want to be in a relationship.

Costs: All of the downsides to a relationship. These are all of the reasons why somebody would not want to be in a relationship.

Outcome: The difference between the rewards and costs of a relationship.

$$\text{Outcome} = \text{Rewards} - \text{Costs}$$

cp

Social Exchange Theory

Additional factors that influence one's interpretation of the outcome:

Comparison level (CL): The standard against which the outcome is compared.

Comparison level alternative (CLalt): A person's expectations about his or her other alternatives.

cp

Social Penetration Theory

Proposes that:

1. Relationships progress from superficial exchanges to more intimate ones.
2. Specific stages of relationships are characterized by specific patterns of self-disclosure

cp

Social Penetration Theory

Stage 1: Initial encounters

-Self-disclosure follows strict pattern of reciprocity

Stage 2: Established relationships

-Self-disclosure does NOT follow strict pattern of reciprocity. Partners self-disclose but do not expect nor receive reciprocity each time they self-disclose

cp

Love in the Lab

1. Two strangers put in a room together for 90 minutes during which time they exchange intimate information
2. They stare into each others' eyes for 2 min. without talking
3. "Tell the other person what you like about him/her"
4. Participants leave by separate doors

cp

Group Influence

Terms to Know

Group: Two or more people who interact for more than a few moments, feel like a group, and who influence each other via interdependent goals/needs.

Aggregate: A collection of people who are in the presence of one another, but do not typically interact for more than a few moments and who do not feel like a group. Independent goals/needs.

Critical difference:

- Level of interaction
- Feeling
- Interdependent vs. independent goals/needs

cp

Are These Groups?

___ ___ Five people waiting at the
Yes No same corner for a bus

___ ___ People attending a worship
Yes No service

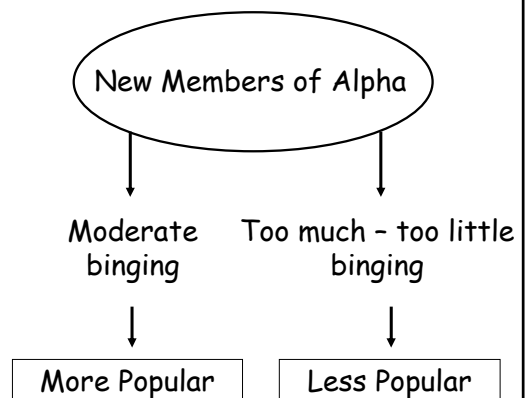
___ ___ The 'Spice Girls Fan Club'
Yes No

___ ___ Students in a seminar class
Yes No

cp

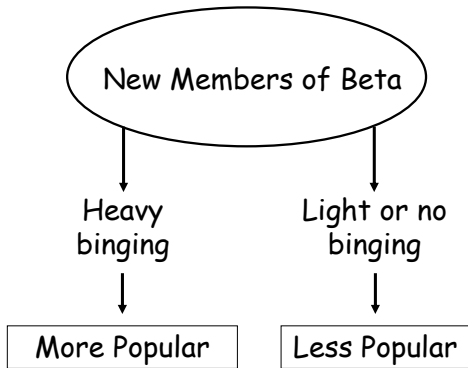
Sorority Study

Crandall (1988)



cp

Sorority Study Crandall (1988)



cp

Ant Study Chen (1937)

Observed ants excavating soil for 4 days

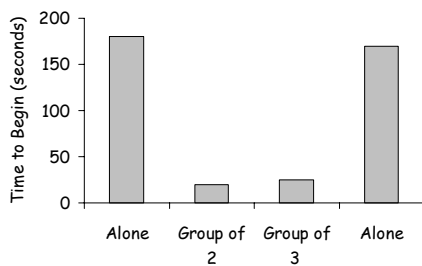
- Day 1: alone
- Day 2: groups of 2
- Day 3: groups of 3
- Day 4: alone

How long did the ants take to begin excavating?

How much soil (in weight) was excavated?

cp

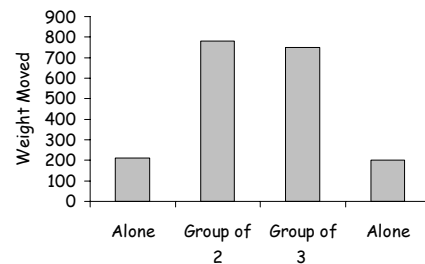
Ant Study Chen (1937)



The ants took longer to begin when they worked alone

cp

Ant Study Chen (1937)



The ants moved more soil when they worked in groups

cp

Cockroach Study Gates & Allee (1933)

1. Taught cockroaches to learn a maze whereby they could escape the light by running into a dark bottle.
2. The maze was difficult for a roach to learn.
3. Learned the maze alone, groups of two, groups of three



Result: Learned maze faster when alone, than when in a group

cp

Zajonc: An Integrative Theory

Proposed that:

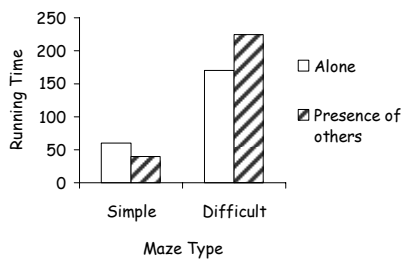
- Presence of others increases arousal
- Arousal enhances whatever response is dominant

Dominant response: Response elicited most easily and most quickly

- Easy tasks: Correct response is dominant
- Difficult tasks: Incorrect response is dominant

cp

Cockroach Study: A Replication Zajonc et al. (1969)



The presence of others (a) improved running times in the simple maze but (b) worsened running times in the difficult maze

cp

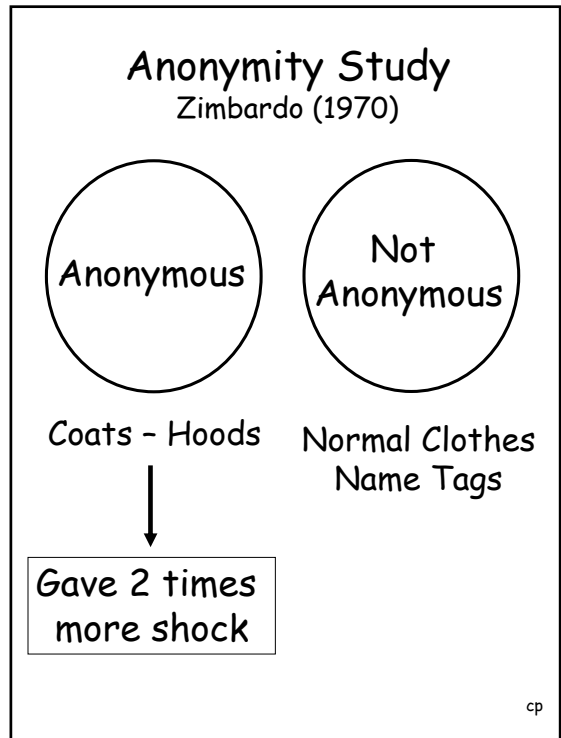
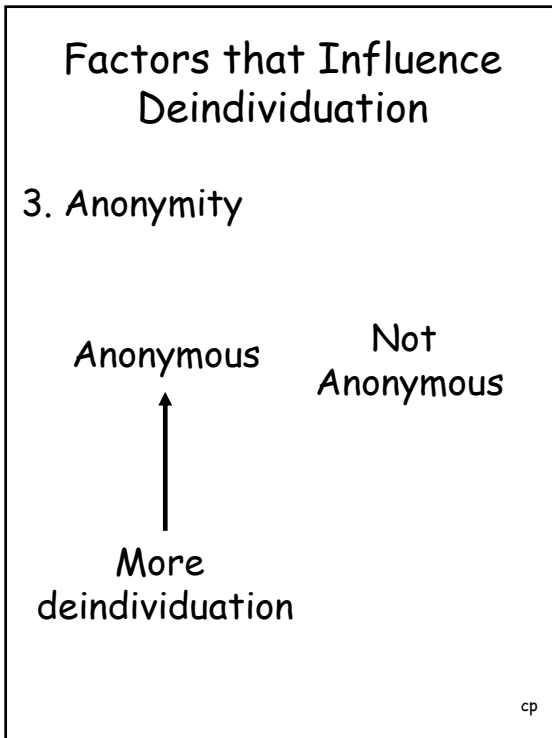
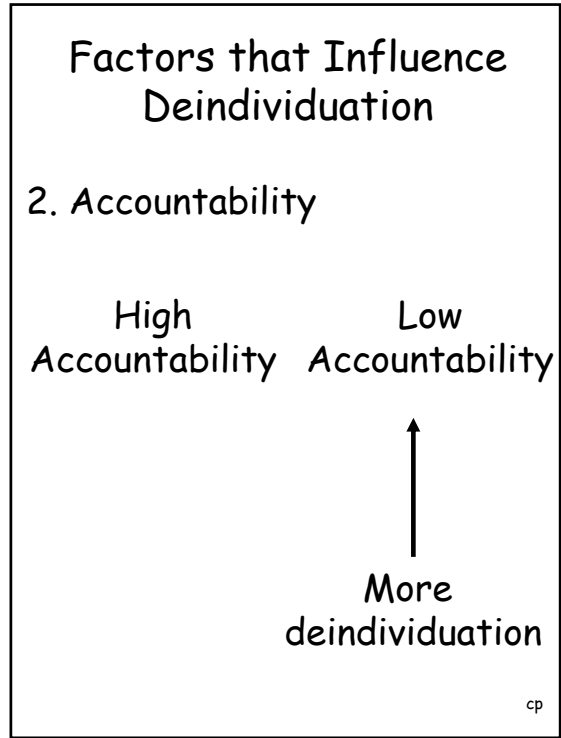
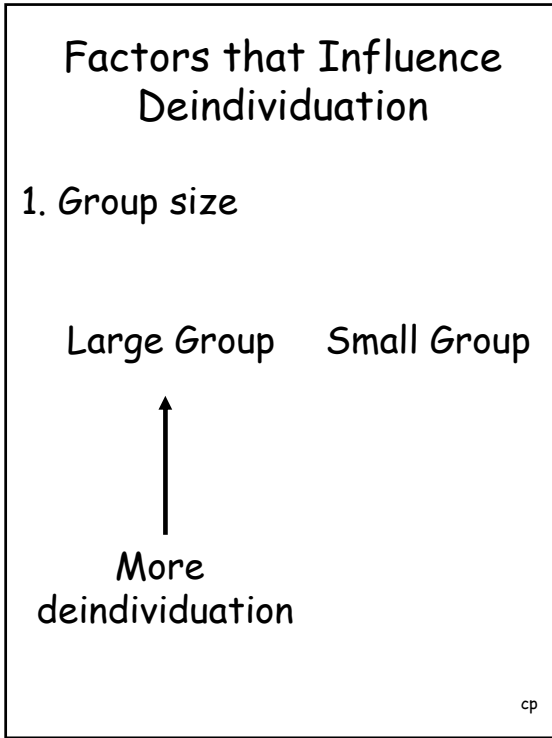
Social Facilitation Effect

The strengthening of the dominant response in the presence of others

Or

The presence of others improves performance on simple tasks but worsens performance on difficult tasks

cp



Conflict & Peacemaking

Conflict

Belief that one's behaviors or goals are not compatible with the behaviors or goals of others

cp

Prisoner's Dilemma

		Prisoner A	
		Confesses	Does Not Confess
Prisoner B	Confesses	5 / 5	10 / 0
	Does Not Confess	0 / 10	1 / 1

cp

Prisoner's Dilemma

		Country A	
		Develops Nuclear Arms	Does Not Develop Nuclear Arms
Country B	Develops Nuclear Arms	Moderate / Moderate	High / None
	Does Not Develop Nuclear Arms	None / High	None / None

cp

Tragedy of the Commons

Wasting shared resource by acting in one's self-interest

cp

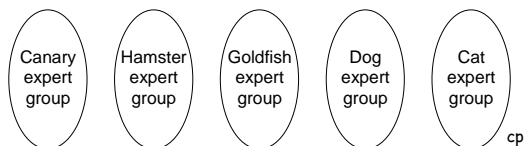
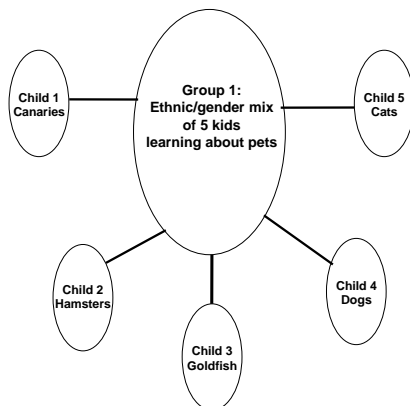
Factors that Influence Conflict

1. Social Dilemmas
2. Competition

People competing for same resources believe their individual self-interests are not compatible

cp

Jigsaw Classroom



cp

GRIT

1. Announces conciliatory intention
2. Does conciliatory act
3. Reciprocates any conciliatory acts
4. Maintains ability to retaliate

cp

Begin Slides for Exam 4

Overview of Stereotypes, Prejudice, and Discrimination

Prejudice, Discrimination, & Stereotypes

Prejudice: Positive or negative feeling about a person based on attitude about the person's social group membership

Discrimination: Unfair treatment of a person or group in comparison to others who are not members of the same social group

Stereotypes: Attributes believed to describe a social group

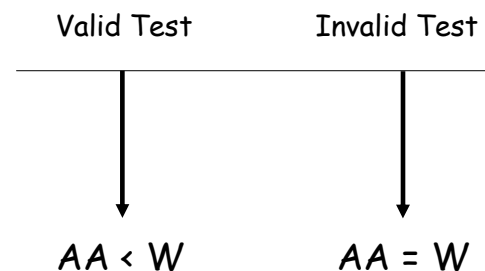
cp

Stereotype Threat

Fear that one will be viewed or treated in way consistent with a negative stereotype, or fear that one will confirm the stereotype

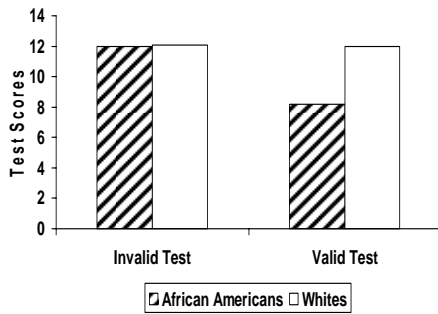
cp

Stereotype Threat Study Steele & Aronson (1995)



cp

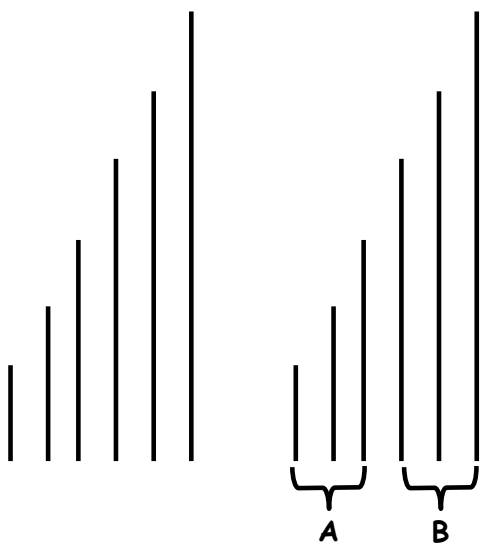
Stereotype Threat Study Steele & Aronson (1995)



cp

Stereotypes: Formation & Maintenance

Labeled Lines Study Tajfel & Wilkes (1963)



CP

Labeled Lines Study Tajfel & Wilkes (1963)

The labels caused participants to:

1. perceive the lines in group A as highly similar to one another
2. perceive lines in group B to be highly similar to one another
3. perceive large differences between the line groups

CP

Labeled Lines Study Tajfel & Wilkes (1963)

Overestimate similarity within groups

➤ (within category homogeneity)

Exaggerate differences between groups

➤ (accentuation of inter-category difference)

CP

Stereotype Formation

People naturally categorize others into groups

People perceive members of a group as more similar to one another than they really are and as more different from other groups than they really are

The ways that group members are perceived to be similar to one another and different from other groups becomes the content of the stereotype associated with their social group

CP

Stereotyping, Self-Fulfilling Prophecies, & Prejudice

Stereotyping

Applying one's stereotype to an individual

Ambiguous Behavior
(e.g., poking)

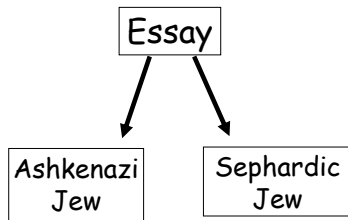
African American

White

↓
More mean
& threatening

CP

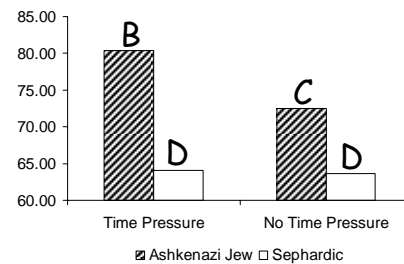
Time Pressure Study Kruglanski & Freund (1983)



Manipulation
Time Pressure
No Time Pressure

cp

Time Pressure Study Kruglanski & Freund (1983)



cp

Self-Fulfilling Prophecies

A false belief that leads to its own fulfillment:

1. Perceiver develops false belief about a target
2. Perceiver treats target in a manner consistent with false belief
3. Target responds to the treatment in such a way as to confirm the originally false belief

cp

Two Types of SFPs

Positive SFPs:

1. Perceiver overestimates target's ability
2. Perceiver treats target consistent with that overly positive belief
3. Target responds by confirming the overly positive belief

cp

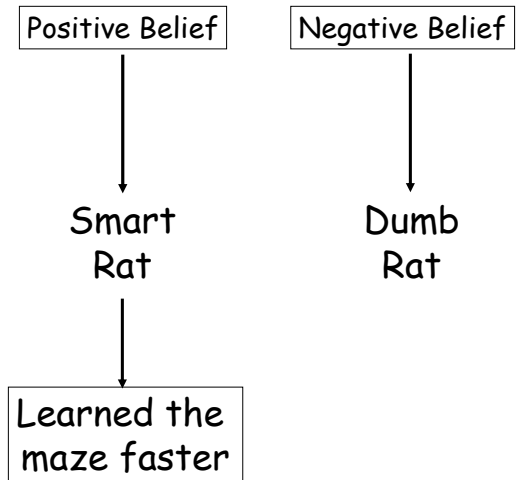
Two Types of SFPs

Negative SFPs:

1. Perceiver underestimates target's ability
2. Perceiver treats target consistent with that overly negative belief
3. Target responds by confirming the overly negative belief

cp

Dumb Rat - Smart Rat Study



cp

Interview Study

Study 1

Do W treat AA and W different?

Participants interviewed
confederate for a job

Confederate: African American or
White

cp

Interview Study

Results: Study 1

Interview length: AA < W

Distance: AA > W

Eye contact: AA < W

Speech dysfluencies: AA > W

cp

Interview Study

Study 2

Does differential treatment influence behavior?

Confederates interviewed participant for job

Treated participant like AA or W were treated in Study 1

cp

Interview Study

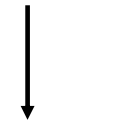
Results: Study 2

Treated like
African
Americans

Treated like
Whites



Worse
Performance



Better
Performance

cp

Realistic Group Conflict Theory

Prejudice stems from competition between groups

cp

Terms

Group: Individuals who are interdependent

In-Group: Social group to which a person belongs

Out-Group: Social group to which a person does not belong

Intergroup relations: When individuals from one group interact with individuals from another group

cp

Robber's Cave Study

Bean Toss:

- Collected as many beans as possible
- Estimate # beans in a sack

-
- Overestimated beans collected by in-group
 - Underestimated beans collected by out-group

cp

Minimal Group Paradigm

Simple distinction
between groups causes bias

cp

Minimal Group Paradigm

1. Alone & anonymous
2. Estimated dots
3. Labeled: Over- or Underestimators
4. Completed pay off matrices

cp

Minimal Group Paradigm

Payoff Matrix

#26, one of the: overestimators (in-group)	7	8	9	10	11	12	13	14	15	16	17	18	19
#17, one of the: underestimators (out-group)	1	3	5	7	9	11	13	15	17	19	21	23	25

Boys most often selected 12:11 strategy

Fairness combined with ingroup profit

cp

Aggression

Is It Aggression?

A hit man kills an unfaithful husband for 1,000 dollars

A jealous man kills his wife and her lover

A prison ward executes a criminal

A depressed person commits suicide

A man mentally rehearses a murder

A hunter kills an animal for a trophy

A Girl Scout tries to help an elderly women cross the street, but trips her by accident

A person punches a hole in the wall in anger

One person calls another a racial slur

A person slams a door shut after an argument

cp

Aggression: What is it?

Any form of behavior directed toward the goal of harming or injuring another living being who is motivated to avoid such treatment

- Behavior
- Directed toward a living organism
- Behavior is intentional
- Victim motivated to avoid harm

cp

Types of Aggression

1. Instrumental aggression:

A means to an end

Intentional harm for purpose other than desire to inflict harm

cp

Examples of Instrumental Aggression

A hit man kills an unfaithful husband for 1,000 dollars

A prison ward executes a criminal

A hunter kills an animal for a trophy

An American soldier kills an Iraqi soldier

cp

Types of Aggression

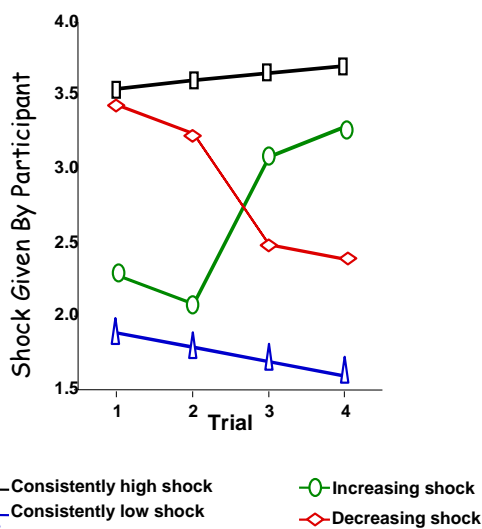
2. Hostile aggression:

Aggression IS the end goal

Intentional harm done for purpose of inflicting harm

cp

What level shock did the participant give the confederate?



cp

Alternative Explanations

Culture: More crimes in south than north because south more steeped in a "culture of violence"

Demographics: Temperature doesn't matter. Age, race, SES of South is what matters

Idle hands: More crimes summer than winter because children out of school and adults on vacation

cp

RESULTS

1. Violent crime higher in hotter summers than cooler summers in both South and North (**rules out culture**)
2. Violent crimes higher in hotter summers than cooler summers in the same cities (**rules out demographics**)
3. Violent crime higher in hotter summers than cooler summers even though in both summers kids are not in school and adults take vacations (**rules out idle hands**)

cp

Arousal

Excitation-Transfer Theory

- Physiological arousal dissipates slowly
- Arousal caused by 1st event can be **mis**attributed to 2nd event

cp

Bridge Study

Dutton & Aron (1974)

Arousal caused by high bridge misattributed as sexual attraction

Men on high bridge:

- Called experimenter more
- Stories had more sexual content

cp

Excitation Transfer Theory

Misattribution occurs unconsciously

Misattribution more likely when people believe arousal of first event has worn off, when it actually hasn't

This theory may explain why hot temperatures increase aggression

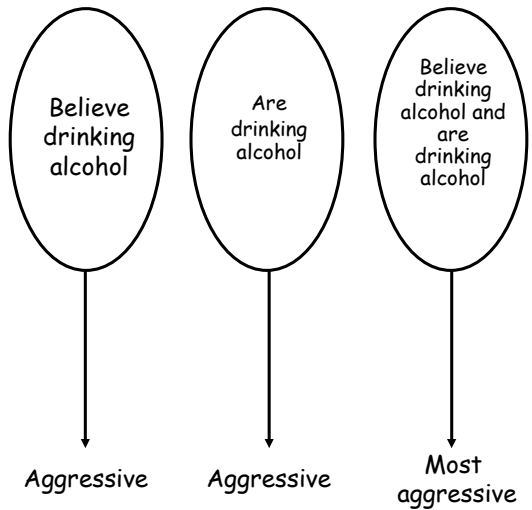
cp

Typical Experimental Design

		Did they <u>believe</u> they were drinking alcohol	
		Yes	No
Did they <u>actually</u> drink alcohol	Yes	25%	25%
	No	25%	25%

cp

Findings



cp

Weapon Study

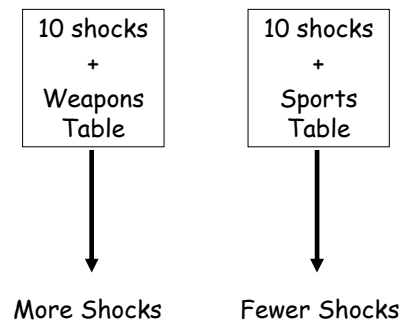
Berkowitz & Le Page (1967)

		Contents on Adjacent Table	
		Revolver & Shotgun	Sporting equipment
Number of Shocks Given to Participant	1	25%	25%
	10	25%	25%

cp

Weapon Study

Berkowitz & Le Page (1967)



Weapons Effect

cp

Honking Study

Turner et al. (1975)

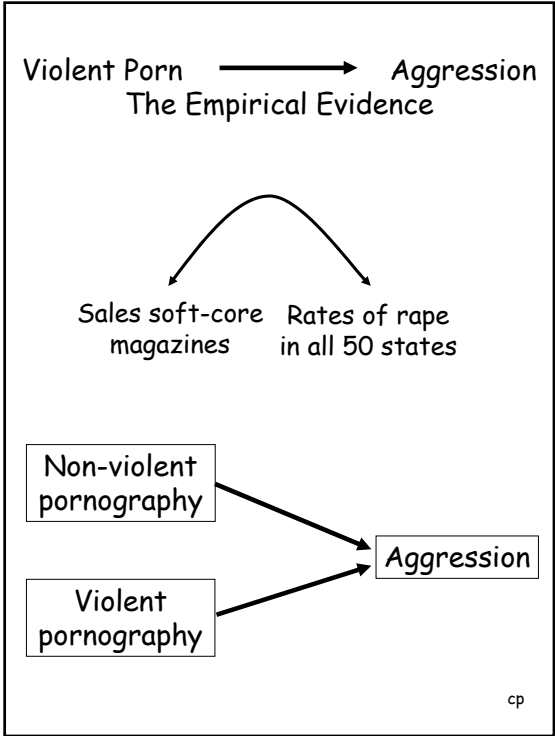
Rifle + <i>Vengeance</i> Bumper Sticker	Rifle + <i>Friend</i> Bumper Sticker	No Rifle + No Bumper Sticker
---	--	---------------------------------------

Honked Honked Honked

You fill in the percentage of people who honked

cp

- Amount TV children watched at age 8 correlated with number violent crimes committed by age 30
 - Violent media affects some people more than others
 - The effects of TV violence accumulate
- cp



- ### Reducing Aggression
- What does work:
- Delay
 - Distraction
 - Relax
 - Incompatible response
- cp

Helping

Why do People & Animals Help?

1. Socio-Biological Theory

Behavior understood in terms of reproductive success

cp

Why do People & Animals Help Strangers?

Kin Protection

Predisposed to help others who share our genes

cp

Kin Protection Study

Burnstein et al. (1994)

Predictions:

1. Help family over non-family
2. Help is proportional to relatedness
3. Help young over old

cp

Kin Protection Study

Burnstein et al. (1994)

Life & Death
Situations



More likely to help
relatives than
non-relatives

cp

Kin Protection Study

Burnstein et al. (1994)



cp

Kin Protection Study

Burnstein et al. (1994)



cp

Reciprocity Norm

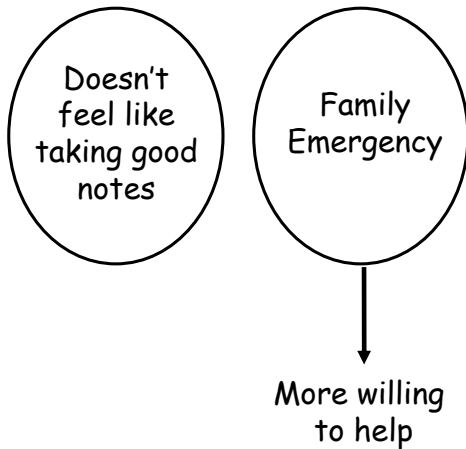
People will help those who:

1. Recognize them
2. Live close enough to return the favor
3. Have the resources to return the favor

People are less likely to help
another if doing so puts their
life in danger

cp

Social Responsibility Norm Study Barnes et al. (1979)



cp

Bystander Effect

The tendency to NOT help another in need when others are present.

cp

Five Steps To Helping

1. Notice an emergency

Crowd effect: Distraction

cp

Five Steps To Helping

1. Notice an emergency
2. Interpret event as an emergency

Crowd effect: Social proof

cp

Five Steps To Helping

1. Notice an emergency
2. Interpret event as an emergency
3. Take responsibility for providing help

Crowd effect:
Diffusion of responsibility

cp

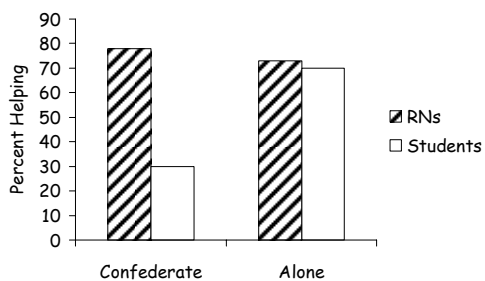
Five Steps To Helping

1. Notice an emergency
2. Interpret event as an emergency
3. Take responsibility for providing help
4. Decide how to help

Crowd effect: Confidence

cp

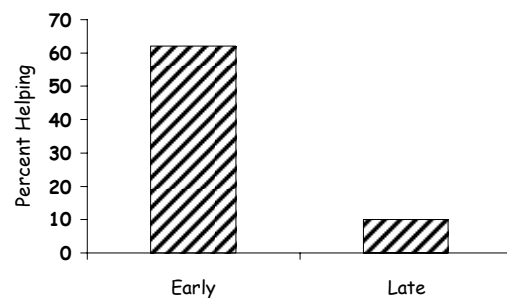
Results: Falling Ladder Study



cp

Good Samaritan Study

Darley & Batson (1973)



cp

Long Term Nurturing
Helping:

Religious > non-
religious

Emergency Helping:

Religious = non-
religious

cp

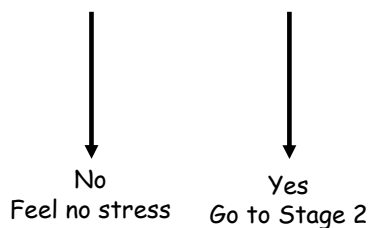
Stress & Coping

Stress and Coping Model

Lazarus & Folkman (1984)

Stage 1: Primary Appraisal

Is potential stressor
a threat or challenge?



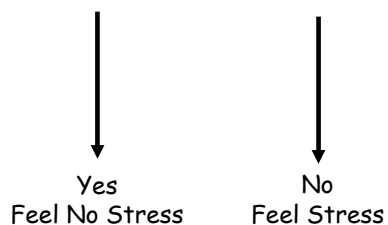
CP

Stress and Coping Model

Lazarus & Folkman (1984)

Stage 2: Secondary Appraisal

Can I cope with the
stressor?



CP

