

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

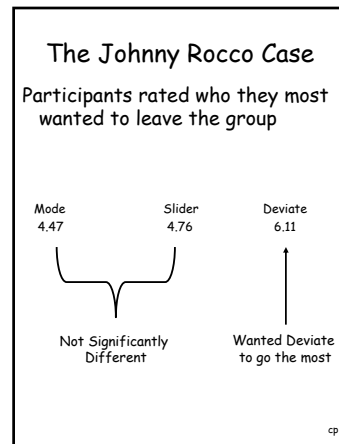
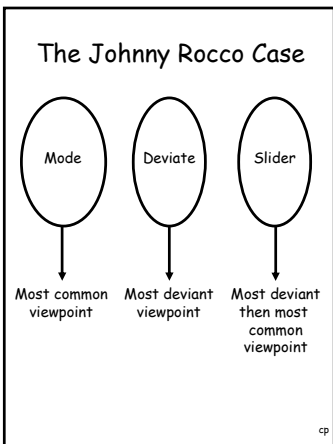
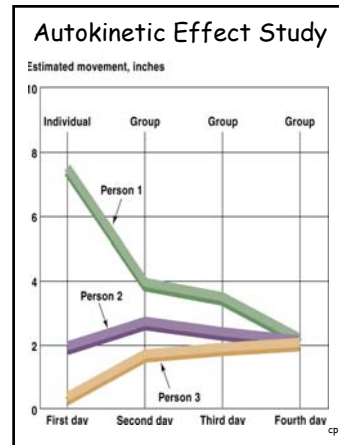
Conformity: Change in behavior or belief as a result of real or imagined social influence

### 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



## 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

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## 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

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## 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)*

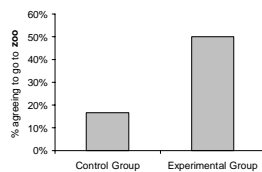
*"No? Ok, would you be willing to serve as unpaid chaperons for juvenile delinquents on a day trip to the zoo?" (concession)*

Control group: Asked....

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

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## County Youth Study



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## Door-in-the-Face Technique

Factors that reduce its effectiveness:

-Initial request too extreme

-Request for selfish purposes

-Delay between 1st and 2nd request

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### Cupcake Sale: Burger (1986)

#### 3 Conditions:

##### That's Not All:

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

##### Bargain:

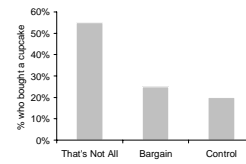
- Cost per cupcake \$1.00, had been \$1.25

##### Control:

- Cost per cupcake \$1.00

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### Cupcake Sale



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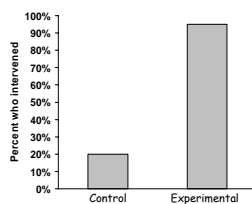
### Commitment & Consistency

### Commitment and Consistency

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

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### Beach Towel Study



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### 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 \$)

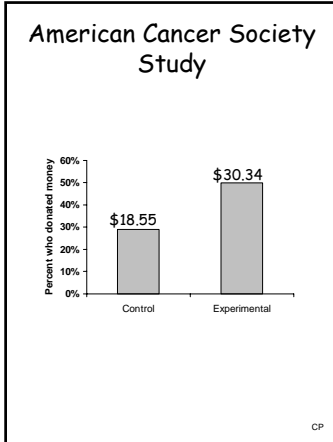
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**American Cancer Society Study**  
(Cialdini & Schroeder, 1976)

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."*

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**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.

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**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?

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**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

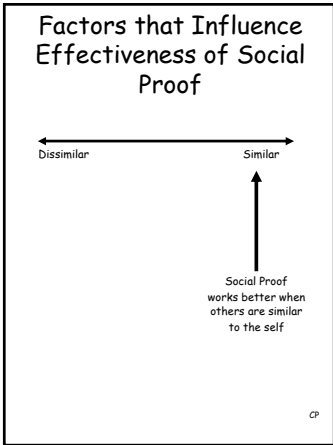
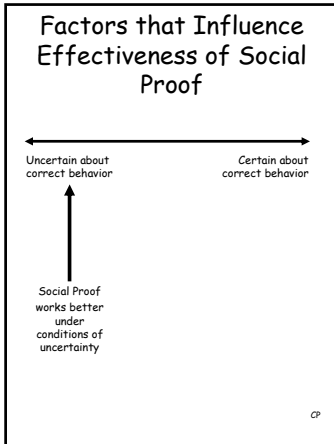
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### Why Social Proof Gains Compliance

Why does it work?

- People make fewer errors when they "follow the crowd"
- Following the crowd is easier - takes less mental effort

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### Copycat Suicides

Schmidtke & Hafter (1988)

Examined # of suicides following broadcast of FICTIONAL TV show

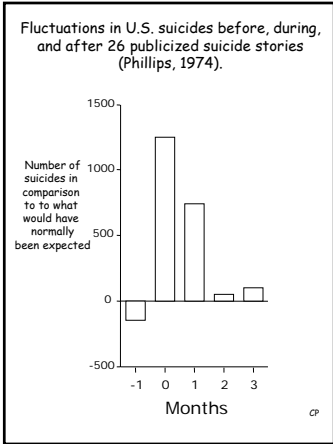
- TV show lasted 6 weeks
- Depicted 19 yr. old male who committed suicide by leaping in front of a train

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

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### 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

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### 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**

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### 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

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### 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

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### 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!

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### 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

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### 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

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### Authority

### Stanley Milgram

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

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### 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

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### 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

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### 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

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## 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

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## Why Do People Obey Authority?

### 1. Socialization practices

### 2. Heuristic

Authority is a heuristic for knowledge, wisdom, and power

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## 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

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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

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### Devil Effect:

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

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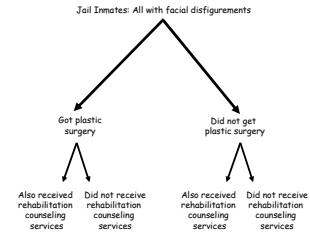
### Attractiveness Stewart (1980)

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

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### Attractiveness Kurtzburg, Safar, & Cavior (1968)



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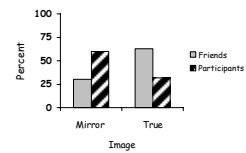
### Attractiveness Kurtzburg, Safar, & Cavior (1968)

Results:

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

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### Familiarity Mita, Dermer, & Knight (1977)



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

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### 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

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### 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

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### 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.

**Outcome = Rewards - Costs**

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### 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.

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### 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

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### 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

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### 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

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## 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

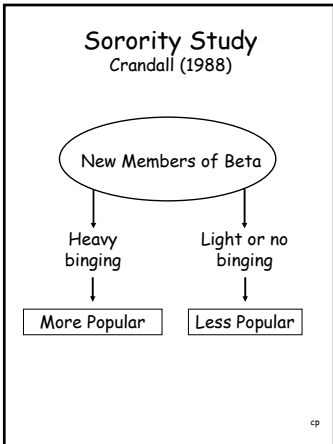
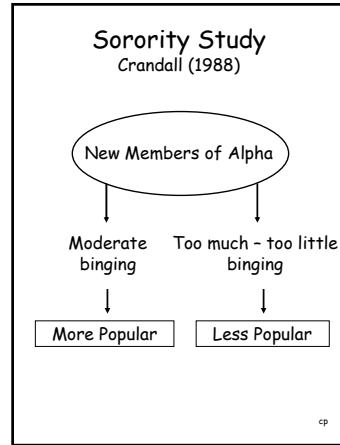
### Are These Groups?

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

\_\_\_ \_\_\_ People attending a worship service  
Yes No

\_\_\_ \_\_\_ The 'Spice Girls Fan Club'  
Yes No

\_\_\_ \_\_\_ Students in a seminar class  
Yes No



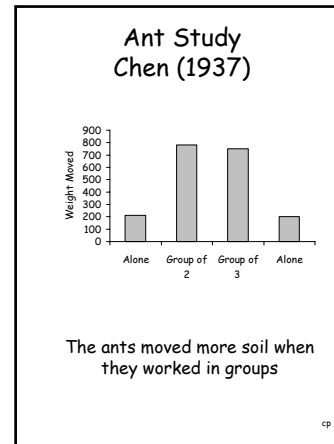
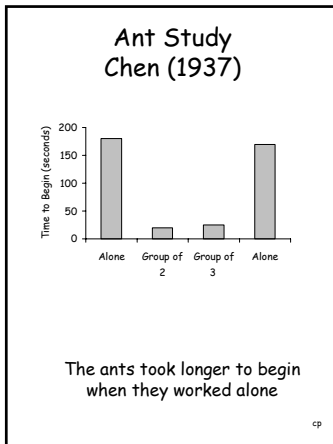
### Ant Study Chen (1937)

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?



### 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

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### Zajonc: An Integrative Theory

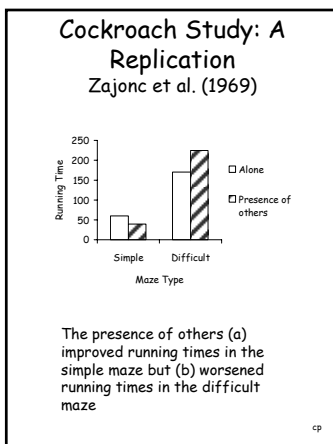
Proposed that:

- 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

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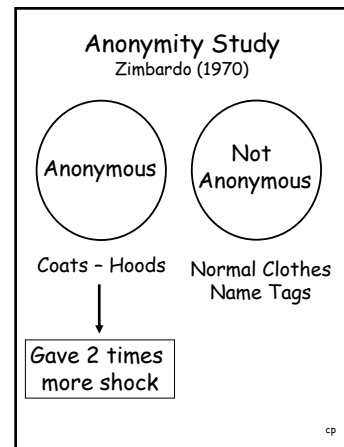
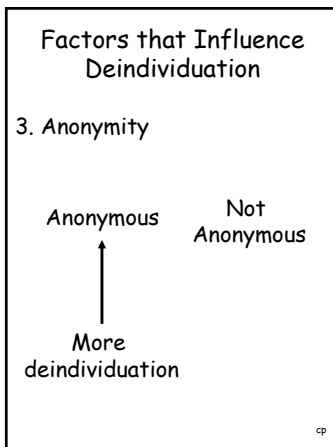
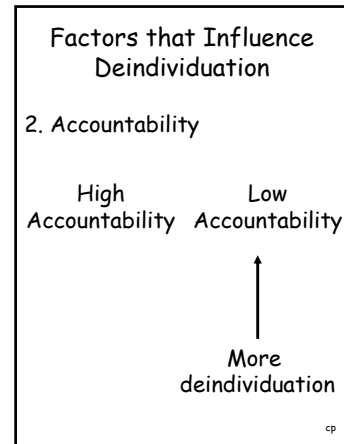
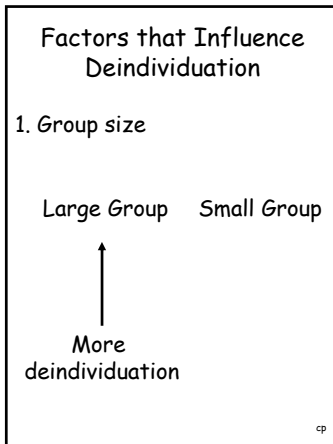
### Social Facilitation Effect

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

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### Conflict & Peacemaking

### Conflict

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

A text box with the title 'Conflict' and a definition: 'Belief that one's behaviors or goals are not compatible with the behaviors or goals of others'. A small 'cp' logo is in the bottom right corner.

### Prisoner's Dilemma

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

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### 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

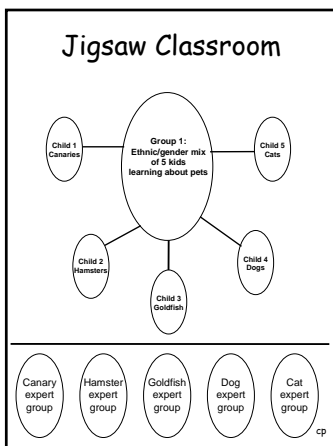
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### Tragedy of the Commons

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

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- ### Factors that Influence Conflict
1. Social Dilemmas
  2. Competition
- People competing for same resources believe their individual self-interests are not compatible
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- ### GRIT
1. Announces conciliatory intention
  2. Does conciliatory act
  3. Reciprocates any conciliatory acts
  4. Maintains ability to retaliate
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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

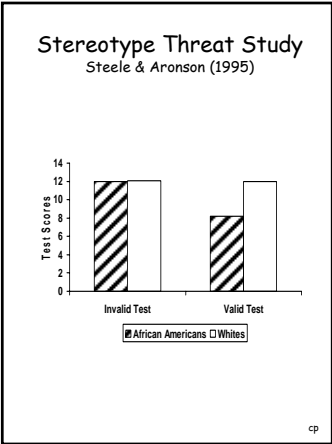
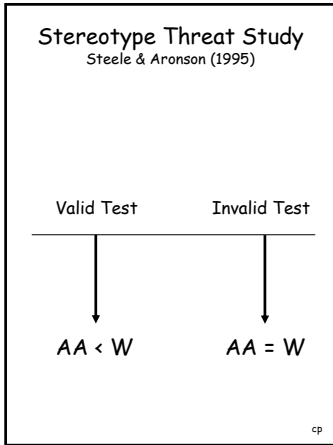
Stereotypes: Attributes believed to describe a social group

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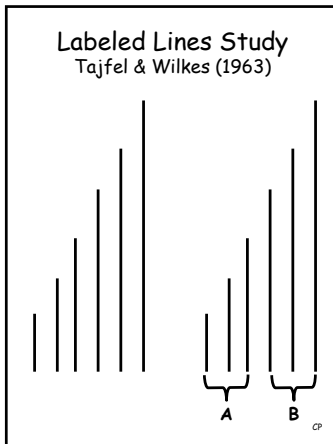
**Stereotype Threat**

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

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**Stereotypes:  
Formation & Maintenance**



- ### 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

### Labeled Lines Study Tajfel & Wilkes (1963)

Overestimate similarity within groups  
> (within category homogeneity)

Exaggerate differences between groups  
> (accentuation of inter-category difference)

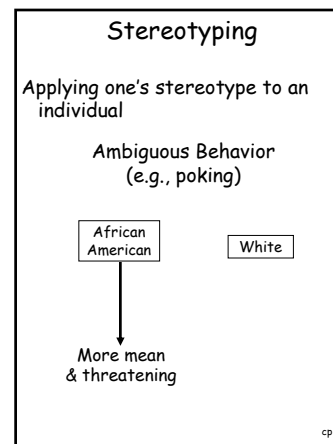
### Stereotype Formation

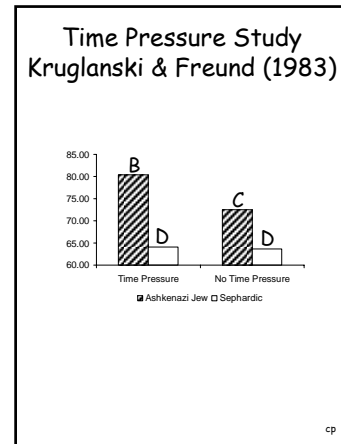
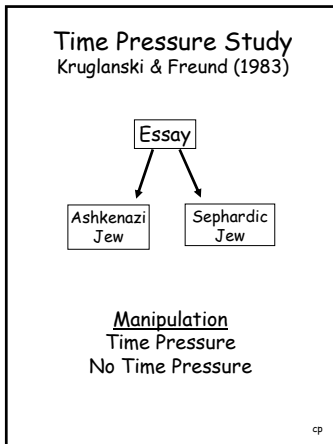
People naturally categorize others into groups

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

### Stereotyping, Self-Fulfilling Prophecies, & Prejudice





### 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

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### 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

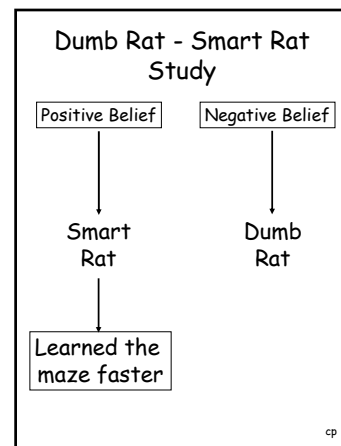
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### Two Types of SFPs

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

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**Interview Study**

**Study 1**

Do W treat AA and W different?

Participants interviewed confederate for a job

Confederate: African American or White

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**Interview Study**

**Results: Study 1**

Interview length: AA < W  
 Distance: AA > W  
 Eye contact: AA < W  
 Speech dysfluencies: AA > W

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**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

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**Interview Study**

**Results: Study 2**

Treated like African Americans	Treated like Whites
↓	↓
Worse Performance	Better Performance

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**Realistic Group Conflict Theory**

Prejudice stems from competition between groups

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**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

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### 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

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### Minimal Group Paradigm

Simple distinction  
between groups causes bias

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### Minimal Group Paradigm

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

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### 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 in-group profit

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### 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 woman 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

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**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

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**Types of Aggression**

1. Instrumental aggression:

A means to an end

Intentional harm for purpose other than desire to inflict harm

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**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

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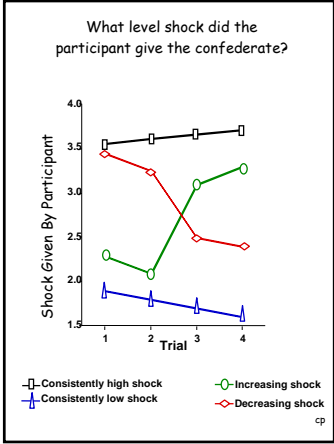
**Types of Aggression**

2. Hostile aggression:

Aggression IS the end goal

Intentional harm done for purpose of inflicting harm

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**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

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## 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**)

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## Arousal

### Excitation-Transfer Theory

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

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## 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

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## 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

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## Typical Experimental Design

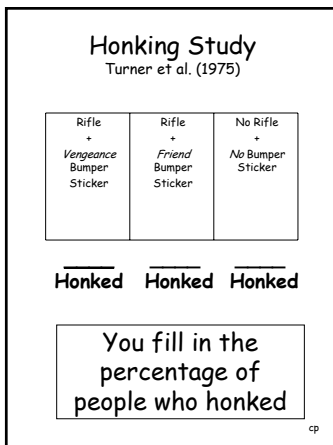
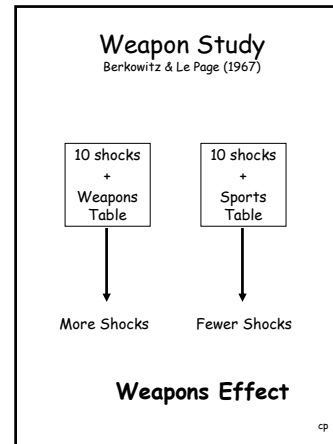
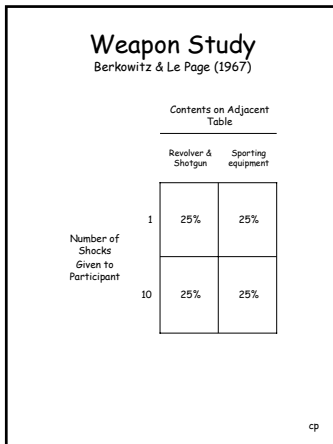
		Did they <u>believe</u> they were drinking alcohol	
		Yes	No
Did they <u>actually</u> drink alcohol	Yes	25%	25%
	No	25%	25%

cp

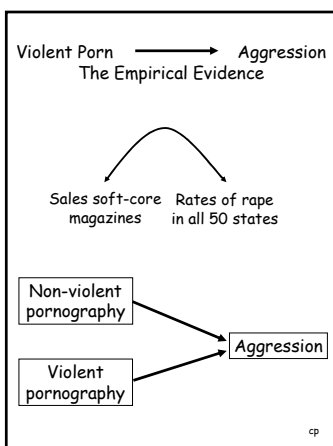
## Findings



cp



- 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

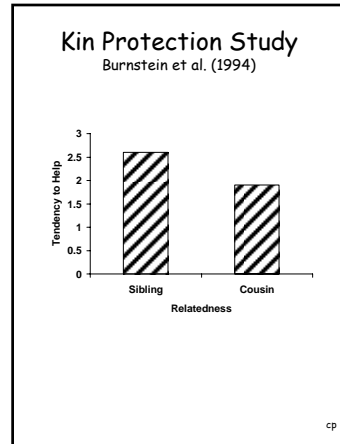
Kin Protection Study  
Burnstein et al. (1994)

Life & Death Situations

↓

More likely to help relatives than non-relatives

cp



### Kin Protection Study

Burnstein et al. (1994)



cp

### Reciprocity Norm

People will help those who:

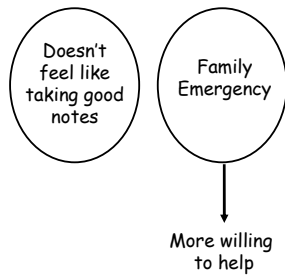
1. Recognize them
2. Live close enough to return the favor
3. Have the resources to return the favor

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

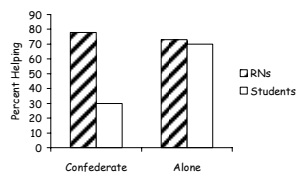
### Five Steps To Helping

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

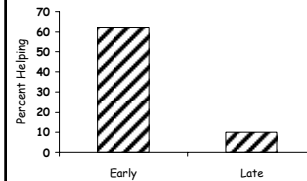
### Results: Falling Ladder Study



cp

### Good Samaritan Study

Darley & Batson (1973)



cp

### Long Term Nurturing Helping:

Religious > non-religious

### Emergency Helping:

Religious = non-religious

cp

### Stress & Coping

