Chapter 15

Mini Unit on Social Behavior
Social Psychology

- Attribution processes
  - Schemes (schemas)
- Attitudes
- Conformity and obedience
- Behavior in groups
How are attitudes formed?

- A Genetics
- B Family beliefs
- C. School
- D. Television
Social roles - patterns of behavior expected of persons in various positions defines how those in the position ought to behave.

Ascribed - assigned (e.g. son, inmate)

Achieved – teacher,

Group formation and bias
Zimbardo Prison Study

- Social Roles – internalizing social roles
- People may obey or take on assigned roles – under various conditions
- What is ideology?
- Examples of social and institutional support for carrying out oppressive actions.
Conformity and Obedience: Yielding to Others

- Conformity – Solomon Asch (1950s)
  - Classic experiment
    - Group size
    - Group unanimity
Social Influence

- Asch’s conformity experiments

![Diagram of conformity experiment](image-url)
Figure 18.2: Types of Stimulus Lines

Participants judged which person in Slide 2 was the same as the person in Slide 1.
Conformity and Compliance

- **Conformity**: Person changes behavior or beliefs to match other members of the group
  - Occurs as the result of unspoken group pressure, real or imagined
- **Compliance**: Person adjusts his or her behavior because of a request
- Asch’s study of conformity to an incorrect norm (1956)
Which is the best example of compliance?

- A. Employer Nazi Germany; asks employees to wear Jewish Stars if Jewish
- B. All the kids in your class make fun of Suzy and you join in.
- C. Your friends get their hair dyed with a purple streak; you do also.
Obedience – Stanley Milgram (1960s)
- “I was just following orders”
- Controversial landmark experiment
  - Teacher/Learner
  - 65% administered all levels of shock
  - Pressure from authority figures
Factors that lead to obedience

- Legitimacy/closeness of authority figure
- Remoteness of victim
- Assignment of responsibility
- Modeling
- **Attributions**
  - Internal vs. External

- **Bias in attribution**
  - Fundamental attribution error
  - Self-serving bias

- **Cultural influences**
Social Thinking

- **Fundamental Attribution Error**
  - tendency for observers, when analyzing another’s behavior, to underestimate the impact of the situation and to overestimate the impact of personal disposition

- **Attitude**
  - belief and feeling that predisposes one to respond in a particular way to objects, people and events
Social Thinking

- Foot-in-the-Door Phenomenon
  - tendency for people who have first agreed to a small request to comply later with a larger request
3 components
- cognitive, affective, and behavioral

Factors in changing attitudes
- source, message, and receiver

Theories of attitude change
- Learning theory
- Dissonance theory
- Elaboration likelihood model
Figure 15.7 The possible components of attitudes.

Attitude on gun control

Cognitive component (beliefs, ideas)
“Gun owners end up shooting themselves more often than they shoot thieves.”

Affective component (emotions, feelings)
“Guns make me sick.”

Behavioral component (predispositions to act)
“I vote for gun-control advocates whenever possible.”
Figure 15.18 The three potential components of prejudice as an attitude.

- **Cognitive component** (beliefs, ideas): “I believe women should be wives, not workers.”
- **Affective component** (emotions, feelings): “I get angry when I see a woman doing a man’s job.”
- **Behavioral component** (predispositions to act): “I wouldn’t hire a woman manager.”
Social Thinking

- Cognitive Dissonance Theory
  - we act to reduce the discomfort (dissonance) we feel when two of our thoughts (cognitions) are inconsistent
  - example- when we become aware that our attitudes and our actions clash, we can reduce the resulting dissonance by changing our attitudes
Social Thinking

- Cognitive dissonance

Fiona’s attitude:

The tuition here is too high

Cognitive dissonance
(awareness that attitude and behavior are inconsistent)

Dissonance resolved

Maybe the school has a point

Fiona’s behavior:

THE SCHOOL NEEDS THE MONEY!

- Cognitive dissonance
Figure 15.8, page 469

Figure 15.8 Overview of the persuasion process.

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>By what means</th>
<th>To whom</th>
</tr>
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<tbody>
<tr>
<td>Source factors</td>
<td>Message factors</td>
<td>Channel factors</td>
<td>Receiver factors</td>
</tr>
<tr>
<td>Credibility</td>
<td>Fear appeal versus logic</td>
<td>In person</td>
<td>Personality</td>
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<tr>
<td>Expertise</td>
<td>One-sided versus two-sided argument</td>
<td>On television or radio</td>
<td>Expectations (e.g., forewarning)</td>
</tr>
<tr>
<td>Trustworthiness</td>
<td>Number of strong or weak arguments</td>
<td>Via newspapers or magazines</td>
<td>Strength of preexisting attitudes</td>
</tr>
<tr>
<td>Likability</td>
<td>Repetition</td>
<td>Via computer</td>
<td>Prior knowledge of the issues</td>
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<tr>
<td>Attractiveness</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Similarity</td>
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The Bystander Effect - Darley and Latane (1968)
- Diffusion of responsibility
What do you think?

- People in the room with One person?
- People in the room with 5 persons?
Five Steps to Helping in an Emergency
Latane & Darley (1970)

1. Notice that something is happening
2. Interpret the event as an emergency
3. Take responsibility for providing help
4. Decide how to help
5. Provide help
Five Steps to Helping in an Emergency
Latane & Darley (1970)

1. Notice that something is happening
2. Interpret the event as an emergency

- Pluralistic ignorance
Other Factors

- Audience Inhibition
- Diffusion of responsibility
Step 2: Interpret as emergency
Smoke-filled room study

You’re taking an experiment, when the room suddenly begins to fill with smoke. Do you call the experimenter?

Condition 1: 1 person in the room
Condition 2: 3 people in the room
DV: who gets up to call the experimenter
Step 2: Interpret as emergency
Smoke-filled room study

**Percent reporting smoke**

- 2 min
- 6 min

<table>
<thead>
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<th></th>
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