

# Social Behavior

Chapter 15

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## Social Psychology: Topics

- Conformity and obedience
  - Stanford \_\_\_\_\_ Study
  - Milgram's Study
- \_\_\_\_\_ processes
- Attitudes
- Behavior in groups
  - \_\_\_\_\_
  - Social Loafing
- Person perception
  - Stereotypes and Prejudice

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### Philip Zimbardo's Stanford Prison Experiment

Source: *Quiet Rage: The Stanford Prison Experiment, 1988-2004* (Philip G. Zimbardo and Stanford University)

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## Stanford Prison Study

- Question
  - How do \_\_\_\_\_ people react when given particular roles?
- Participants
  - Healthy young men, agreed to stay for 2 weeks (paid)
  - Randomly assigned to be prisoners or guards
- Results
  - "\_\_\_\_\_ " – distressed, helpless, & panicky
  - "Guards" – some mean, malicious, and abusive
- Study was ended after \_\_\_\_\_ days

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## Evaluating Stanford Study

- Attributed behavior to influence of social roles
  - \_\_\_\_\_ about how to behave
- \_\_\_\_\_ of the situation
  - Leads some people to abuse

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## Conformity and Obedience

- Asch's \_\_\_\_\_ studies
  - Group size and group unanimity
- \_\_\_\_\_ studies
  - Question: Would people obey an authority and violate their own ethical standards

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## Milgram's Obedience Study

- Method
  - Participants told that the experiment was investigating the effect of \_\_\_\_\_ on learning
  - Instructed to \_\_\_\_\_ another person when an error was made
  - \_\_\_\_\_ supposed to be given in ascending sequence

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## Milgram's Study, cont.

- Results
  - \_\_\_\_\_ participants gave some shock
  - \_\_\_\_\_ gave all shocks despite cries of pain
- Many participants \_\_\_\_\_, but backed down when told to continue
- Criticisms of study
  - Subjects were highly stressed
  - Extensive \_\_\_\_\_ without consent

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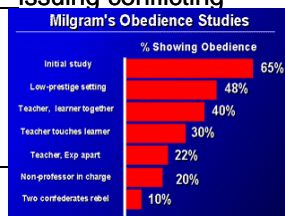
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## Milgram's Study: Factors Affecting Obedience

- When \_\_\_\_\_ leaves room
- Victim right there in room
- Two \_\_\_\_\_ issuing conflicting demands
- Non-professional
- Peers in room together
- \_\_\_\_\_



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## Milgram Conclusions

- Obedience is a function of \_\_\_\_\_, not personality
- Relationship to authority affects obedience

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## Attributions

- Attribution theory
  - People are motivated to explain their own and others' \_\_\_\_\_.
  - Attribute the behavior to a \_\_\_\_\_ or disposition
    - \_\_\_\_\_ = external attributions
    - Disposition = internal attributions

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## Attributions

- Actor-Observer Bias
  - Tendency to attribute other people's behavior to \_\_\_\_\_ factors, and our own behavior to the situation.
- \_\_\_\_\_ attribution error
  - Tendency to \_\_\_\_\_ dispositional factors when explaining others' behavior
  - Affected by culture (more common in individualistic cultures)

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## Attributions

- Self-serving bias
  - When dealing with your own behavior:
    - Attribute "\_\_\_\_\_ " actions to disposition
    - Attribute "\_\_\_\_\_ " actions to situation
  - Affected by culture (more prevalent in Western cultures)
- Just-world hypothesis
  - Need to believe that good people are rewarded and bad people are punished
  - Can lead to \_\_\_\_\_ the victim

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## Attitudes

- Stable \_\_\_\_\_ containing beliefs and emotional feelings about a topic
- Positive or negative evaluations
  - Explicit (we are aware of them)
  - \_\_\_\_\_ (influence our behavior, but we are not aware)
- Dimensions: Strength, \_\_\_\_\_, and Ambivalence
  - Strength and accessibility are correlated

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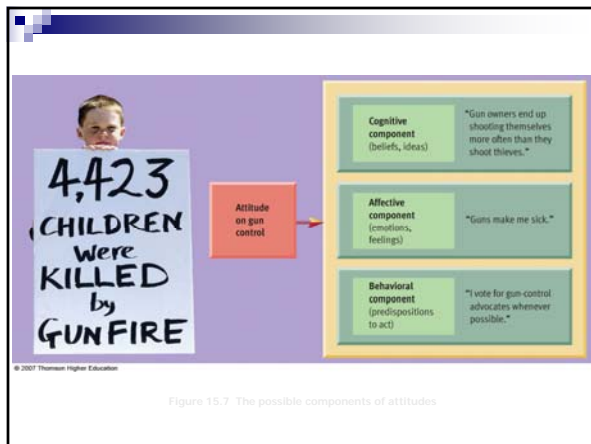
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### Factors Influencing Changes in Attitude

- \_\_\_\_\_ factors (person sending message)
  - Credibility
    - Expertise or Trustworthiness
  - Likeability
  - \_\_\_\_\_ attractiveness
- Message factors
  - Two-sided arguments
  - Validity effect (\_\_\_\_\_ matters!)
  - Fear-arousing

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### Factors Influencing Changes in Attitude

- \_\_\_\_\_ factors
  - Forewarning
  - Disconfirmation bias
  - \_\_\_\_\_ of existing attitude
- \_\_\_\_\_ theory
  - Classical conditioning (pair products with positive emotions)
  - Operant conditioning

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### Overview: Factors Influencing Attitude Change

- **Social environment**
  - Repetition increases \_\_\_\_\_ feelings
  - Exposure to a particular perspective from an admired person
  - Linking message to good feelings (classical conditioning)
- \_\_\_\_\_ **behavior**
  - Need for consistency
  - Cognitive \_\_\_\_\_: Occurs when a person holds a belief that is incongruent with his or her behavior

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## Coercive Persuasion

- Under \_\_\_\_\_ or emotional stress
- Problems are reduced to one simple explanation, \_\_\_\_\_ often
- Leader offers love, acceptance, attention, and other positive things
- New "identity" is exhibited, based on group norms
- Entrapment
- Access to \_\_\_\_\_ is controlled

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## Conformity in Real Life

- Jonesville (1978)
- Branch Davidians
- Switzerland cult
- Terrorists?



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- \_\_\_\_\_
- Tendency for all members of a group to think alike and suppress dissent
    - Pressure to conform
  - Occurs when need for \_\_\_\_\_ agreement overwhelms the need to make the wisest decision
  - Can lead to disastrous decisions
    - \_\_\_\_\_ explosion?
  - Counteracted by:
    - Rewards for dissent or critical thinking
    - Basing decisions on majority rule (instead of requiring unanimity)

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## Social loafing

- More likely when:
  - Members are not \_\_\_\_\_ for their work
  - Working harder duplicates efforts
  - Workers feel others are getting a "free ride"
  - Work is \_\_\_\_\_.
- Less likely when:
  - Individuals are held responsible
  - Each individual must make a distinct, necessary contribution
  - Challenge of the job is \_\_\_\_\_.

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## Stereotypes



- Belief that all members of a group share common \_\_\_\_\_ (positive, negative, or neutral)
- Helps processing of new information, organizing experiences, predicting how people will behave
- Distort reality
  - \_\_\_\_\_ differences between groups
  - Produce selective perception
  - \_\_\_\_\_ differences within groups

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## Prejudice

- Negative \_\_\_\_\_ characterized by a strong, unreasonable dislike of a group or its members
- Origins
  - Memory bias (remembering only the negative, and forgetting the positive)
  - \_\_\_\_\_ attribution bias
  - Observational learning
  - \_\_\_\_\_ to social identity

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## Defining & Measuring Prejudice

- Prejudice can take many forms
- \_\_\_\_\_ norms against prejudice
  - Report \_\_\_\_\_ prejudice, even if prejudice exists
- Makes prejudice difficult to study
  - Studies of “\_\_\_\_\_ prejudice”
    - Measure behavior other than self-reported attitudes
    - Measure word associations with different target groups

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## Reducing Prejudice

- Both sides have equal \_\_\_\_\_, economic opportunities, & power
- Authorities \_\_\_\_\_ egalitarian norms
- Both sides work and socialize together
- Both sides work toward a \_\_\_\_\_ goal

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## Take-home points

- All humans have potential for good and evil
- Often \_\_\_\_\_ depends more on social organization than human nature
- No \_\_\_\_\_ is wholly virtuous or villainous

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