Unit 14: Social Psychology

Dirk Willems faced a moment of decision in 1569. Threatened with torture and death as a member of a persecuted religious minority, he escaped from his Asperen, Holland, prison and fled across an ice-covered pond. His stronger and heavier jailer pursued him but fell through the ice and, unable to climb out, pled for help. With his freedom in front of him, Willems acted with ultimate selflessness. He turned back and rescued his pursuer, who, under orders, took him back to captivity. A few weeks later Willems was condemned to be “executed with fire, until death ensues.” For his martyrdom, present-day Asperen has named a street in honor of its hero (Tavris, 2004).

What drives people to feel contempt for religious minorities such as Dirk Willems, and to act so spitefully? And what motivated the selflessness of Willems’ response, and of so many who have died trying to save others? Indeed, what motivates any of us when we volunteer kindness and generosity toward others?

As such examples demonstrate, we are social animals. We may assume the best or the worst in others. We may approach them with closed fists or open arms. But as the novelist Herman Melville remarked, “We cannot live for ourselves alone. Our lives are connected by a thousand invisible threads.” Social psychologists explore these connections by scientifically studying how we think about, influence, and relate to one another.

753
Unit 15 - Overview

- Attribution, Attitudes, and Actions
- Conformity and Obedience
- Group Behavior
- Prejudice and Discrimination
- Aggression
- Attraction
- Altruism, Conflict, and Peacemaking

Click on the any of the above hyperlinks to go to that section in the presentation.
Module 74: Attribution, Attitudes, and
Module 74

Attribution, Attitudes, and Actions

Module Learning Objectives

74-1 Identify what social psychologists study, and discuss how we tend to explain others’ behavior and our own.

74-2 Explain whether what we think affects what we do, and whether what we do affects what we think.
Introduction

- Social Psychology
The Fundamental Attribution Error
The Fundamental Attribution Error

- Attribution theory
  - Dispositional vs. situational attribution
  - Fundamental attribution error
  - Self-serving bias
Attitudes and Actions
Attitudes and Actions

Attitudes Affect Actions

- **Attitude**
  - Central route persuasion
  - Peripheral route persuasion
Attitudes and Actions
Actions Affect Attitudes:

- The Foot-in-the-Door Phenomenon
  – “start small and build”
Attitudes and Actions
Actions Affect Attitudes:

- Role-Playing Affects Attitudes
  - Role
  - Stanford prison study
  - Abu Ghraib
Attitudes and Actions
Actions Affect Attitudes:

• Cognitive Dissonance: Relief From Tension
  – Cognitive dissonance theory
  – “Attitudes follow behavior”
Module 75:
Conformity and Obedience
Module 75

Conformity and Obedience

Module Learning Objectives

75-1 Describe automatic mimicry, and explain how conformity experiments reveal the power of social influence.

75-2 Describe what we learned about the power of social influence from Milgram's obedience experiments.
Conformity: Complying With Social Pressures
Conformity: Complying With Social Pressures

Automatic Mimicry

• Chameleon effect

• Mood linkage
Conformity: Complying With Social Pressures

Conformity and Social Norms

• **Conformity**
  – Solomon Asch study
Conformity: Complying With Social Pressures

Conformity and Social Norms
Conformity: Complying With Social Pressures

Conformity and Social Norms

• Conditions That Strengthen Conformity
  – One is made to feel incompetent or insecure
  – Group has at least three people
  – Group is unanimous
  – One admires the group’s status
  – One has made no prior commitment
  – Others in group observe one’s behavior
  – One’s culture strongly encourages respect for social standards
Conformity: Complying With Social Pressures

Conformity and Social Norms

• Reasons for Conforming
  – **Normative social influence**
  – **Informational social influence**

“I love the little ways you’re identical to everyone else.”
Obedience: Following Orders
Obedience: Following Orders

- Obedience
  - Milgram’s studies on obedience
    - Procedure
    - Results
    - Ethics
    - Follow up studies
Obedience: Following Orders

Percentage of participants who obeyed experimenter

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%


Shock levels in volts

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Obedience: Following Orders

![Graph showing percentage of participants who obeyed orders at different shock levels in volts. The graph illustrates a decrease in obedience as shock levels increase.](image)
Obedience: Following Orders

![Graph showing percentage of participants who obeyed orders at different shock levels in volts.](image-url)
Obedience: Following Orders

The majority of participants continued to obey to the end.

Shock levels in volts:
- Slight (15–60)
- Moderate (75–120)
- Strong (135–180)
- Very strong (195–240)
- Intense (255–300)
- Extreme intensity (315–360)
- Danger: severe (375–420)
- XXX (435–450)
Obedience: Following Orders

Lessons From the Obedience

• Ordinary people being corrupted by an evil situation
Module 76

Group Behavior

Module Learning Objectives

76-1 Describe how our behavior is affected by the presence of others.

76-2 Explain group polarization and groupthink, and discuss the power of the individual.

76-3 Describe how behavior is influenced by cultural norms.
Social Facilitation
Social Facilitation

- Task difficulty
- Expertise effects
- Crowding effects

Table 76.1 Home Advantage in Team Sports

<table>
<thead>
<tr>
<th>Sport</th>
<th>Games Studied</th>
<th>Home Team Winning Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>120,576</td>
<td>55.6%</td>
</tr>
<tr>
<td>Cricket</td>
<td>513</td>
<td>57.0</td>
</tr>
<tr>
<td>American football</td>
<td>11,708</td>
<td>57.3</td>
</tr>
<tr>
<td>Ice hockey</td>
<td>50,739</td>
<td>59.5</td>
</tr>
<tr>
<td>Basketball</td>
<td>30,174</td>
<td>62.9</td>
</tr>
<tr>
<td>Rugby</td>
<td>2,653</td>
<td>63.7</td>
</tr>
<tr>
<td>Soccer</td>
<td>40,380</td>
<td>67.4</td>
</tr>
</tbody>
</table>

Social Loafing
Social Loafing

- Reasons why?
  - Less accountability
  - View themselves as dispensable
Deinviduation

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Group Polarization
Group Polarization
Group Polarization
Group Polarization

- **Group Polarization**
Group Polarization

- Group Polarization

![Graph showing prejudice levels before and after discussion for high-prejudice and low-prejudice groups.](image)
Group Polarization

- Group Polarization

Diagram: Discussion among like-minded people tends to strengthen preexisting attitudes.

Axes:
- X-axis: Before discussion, After discussion
- Y-axis: Prejudice (High to Low)

Key:
- High-prejudice groups: Increase from low to high
- Low-prejudice groups: Decrease from high to low
Groupthink
Groupthink

- Groupthink
- Bay of Pigs
- Challenger explosion
The Power of Individuals
The Power of Individuals

- Social control vs personal control
- Minority influence
Cultural Influences

• **Culture**
  – Culture within animals
  – Culture in humans
Cultural Influences
Variation Across Cultures

• **Norm**
  – Culture shock
  – Pace of life
Cultural Influences

Variation Over Time

• Changes over the generations
Module 77: Prejudice and Discrimination
Module 77
Prejudice and Discrimination

Module Learning Objectives

77-1 Define prejudice, and identify its social and emotional roots.
77-2 Identify the cognitive roots of prejudice.
Prejudice

- Prejudice
- Stereotype
- Discrimination
Prejudice
How Prejudiced Are People?

[Graph showing support for interracial dating over years for different birth decades.]

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Prejudice
Social Roots of Prejudice:

- *Just world phenomenon*
- Blame the victim
Prejudice

Social Roots of Prejudice:

• Us and Them: Ingroup and Outgroup
  – Ingroup
  – Outgroup
  – Ingroup bias
Prejudice

Emotional Roots of Prejudice

• Emotional roots of prejudice
  – Scapegoat theory
  – Economic variables
  – Negative emotions
Prejudice

Cognitive Roots of Prejudice

• Categorization
  – Outgroup homogeneity
  – Other-race effect

• Vivid cases

• Believing the world is just
  – Hindsight bias
Module 78: Aggression
Module 78

Aggression

Module Learning Objectives

78-1 Explain how psychology’s definition of aggression differs from everyday usage, and identify the biological factors that make us more prone to hurt one another.

78-2 Outline psychological and social-cultural triggers of aggression.
Introduction

• Aggression
The Biology of Aggression
The Biology of Aggression

• Genetic Influences
• Neural Influences
• Biochemical Influences
Psychological and Social-Cultural Factors in Aggression
Psychological and Social-Cultural Factors in Aggression

Aversive Events

- Aversive Events
  - Frustration-aggression principle

- Social and cultural influences
  - Aggression-replacement program
Psychological and Social-Cultural Factors in Aggression

Aversive Events:

• Reinforcement and Modeling
  – Aggression-replacement program

• Media Model for Violence
  – Social scripts

• Do violent video games teach social scripts for violence?
Module 79

Attraction

Module Learning Objectives

79-1 Explain why we befriend or fall in love with some people but not others.

79-2 Describe how romantic love typically changes as time passes.
The Psychology of Attraction
The Psychology of Attraction

Proximity

- Mere exposure effect
The Psychology of Attraction

Physical Attractiveness

• Physical attractiveness
The Psychology of Attraction

Similarity

- Positive correlation between similarity and liking
- Reward theory of attraction
Romantic Love
Romantic Love

• Love
  – Passionate love
  – Companionate love

• Equity

• Self-disclosure
Module 80: Altruism, Conflict, and
Module 80

Altruism, Conflict, and Peacemaking

Module Learning Objectives

80-1 Identify the times when people are most—and least—likely to help.

80-2 Discuss how social exchange theory and social norms explain helping behavior.

80-3 Explain how social traps and mirror-image perceptions fuel social conflict.

80-4 Discuss how we can transform feelings of prejudice, aggression, and conflict into attitudes that promote peace.
Altruism
Altruism

- **Altruism**
  - Kitty Genovese

- **Bystander Intervention**
  - Diffusion of responsibility
  - **Bystander effect**
Altruism

Notices incident?

No

No help
Altruism

Notices incident? → Yes → Interprets incident as emergency?

No → No help
Altruism

Notices incident? Yes

Interprets incident as emergency? No

No help

No help
Altruism

- Notices incident?
  - Yes → Interprets incident as emergency?
    - Yes → Assumes responsibility
    - No → No help
  - No → No help
Altruism

- Notices incident? Yes → Interprets incident as emergency? Yes → Assumes responsibility
- Notices incident? Yes → Interprets incident as emergency? No → No help
- Notices incident? No → No help
- Interprets incident as emergency? Yes → Assumes responsibility
- Interprets incident as emergency? No → No help
Altruism

- Notices incident?
  - Yes → Interprets incident as emergency?
    - Yes → Assumes responsibility → Yes → Attempts to help
    - No → No help
  - No → No help

- Interprets incident as emergency?
  - Yes → Assumes responsibility
    - Yes → Attempts to help
    - No → No help
  - No → No help
Altruism

The graph shows the percentage of people attempting to help as a function of the number of others presumed available to help. The percentage decreases significantly as the number of others increases, indicating that fewer people help if others seem available.

- At 1 other, percentage attempting to help is 90%.
- At 2 others, percentage attempting to help drops to 80%.
- At 3 others, percentage attempting to help drops to 70%.
- At 4 others, percentage attempting to help drops to 60%.

Legend:
- Fewer people help if others seem available.
Altruism

The Norms for Helping

- Social exchange theory
- Reciprocity norm
- Social-responsibility norm
Conflict and Peacemaking
## Conflict and Peacemaking

### Elements of Conflict

- **Conflict**

- **Social trap**
  - Non-zero sum game

### Game Theory Example

<table>
<thead>
<tr>
<th></th>
<th>Person 1: Choose A</th>
<th>Person 1: Choose B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person 2: Choose A</td>
<td>+$5</td>
<td>+$10</td>
</tr>
<tr>
<td>Person 2: Choose B</td>
<td>+$5</td>
<td>-$5</td>
</tr>
</tbody>
</table>

- **Optimal outcome**: +$5, +$10
- **Probable outcome**: 0, 0

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Wednesday, October 1, 14
Conflict and Peacemaking

Elements of Conflict:

- Mirror-image perceptions
- Self-fulfilling prophecy
Conflict and Peacemaking

Promoting Peace

• Contact
• Cooperation
  – Superordinate goals
Conflict and Peacemaking

Promoting Peace

- Communication
- Conciliation

- GRIT
The End
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• Animation
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• Adding slides to this presentation
  – Teachers are encouraged to adapt this presentation to their personal teaching style. To help keep a sense of continuity, blank slides which can be copied and pasted to a specific location in the presentation follow this “Teacher Information” section.
Teacher Information

• Unit Coding
  – Just as Myers’ Psychology for AP 2e is color coded to the College Board AP Psychology Course Description (Acorn Book) Units, so are these Powerpoints. The primary background color of each slide indicates the specific textbook unit.
  • Psychology’s History and Approaches
  • Research Methods
  • Biological Bases of Behavior
  • Sensation and Perception
  • States of Consciousness
  • Learning
  • Cognition
  • Motivation, Emotion, and Stress
  • Developmental Psychology
  • Personality
  • Testing and Individual Differences
  • Abnormal Psychology
  • Treatment of Abnormal Behavior

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  – **Unit subsections hyperlinks**: Immediately after the unit title and module title slide, a page can be found listing all of the unit’s subsections. While in slide show mode, clicking on any of these hyperlinks will take the user directly to the beginning of that subsection.
  – **Bold print term hyperlinks**: Every bold print term from the unit is included in this presentation as a hyperlink. While in slide show mode, clicking on any of the hyperlinks will take the user to a slide containing the formal definition of the term. Clicking on the “arrow” in the bottom left corner of the definition slide will take the user back to the original point in the presentation.

These hyperlinks were included for teachers who want students to see or copy down the exact definition as stated in the text. Most teachers prefer the definitions not be included to prevent students from only “copying down what is on the screen” and not actively listening to the presentation.

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    • By presenting information in small chunks, students will find it easier to process and remember the concepts.
    • By continually changing slides, students will stay interested in the presentation.
    • To facilitate class discussion and critical thinking. Students should be encouraged to think about “what might come next” in the series of slides.

• Please feel free to contact me at kkorek@germantown.k12.wi.us with any questions, concerns, suggestions, etc. regarding these presentations.
  Kent Korek
  Germantown High School
  Germantown, WI 53022
Division title (red print)
subdivision title (blue print)

• XXX
  –XXX
  –XXX
Division title (red print in text)
subdivision title (*blue print in text*)

Use this slide to add a table, chart, clip art, picture, diagram, or video clip. Delete this box when finished
Definition Slide

= add definition here
Definition
Social Psychology

= the scientific study of how we think about, influence, and relate to one another.
Attribution Theory

= the theory that we explain someone’s behavior by crediting either the situation or the person’s disposition.
Fundamental Attribution Error

= the tendency for observers, when analyzing another’s behavior, to underestimate the impact of the situation and to overestimate the impact of personal disposition.
Attitude

= feelings, often influenced by our beliefs, that predispose us to respond in a particular way to objects, people, and events.
Peripheral Route Persuasion

= occurs when people are influenced by incidental cues, such as a speaker’s attractiveness.
Central Route Persuasion

= occurs when influenced people focus on the arguments and respond with favorable thoughts.
Foot-in-the-Door Phenomenon

= the tendency for people who have first agreed to a small request to comply later with a larger request.
Role

= a set of expectations (norms) about a social position, defining how those in the position ought to behave.
Cognitive Dissonance Theory

= the theory that we act to reduce the discomfort (dissonance) we feel when two of our thoughts (cognitions) are inconsistent. For example, when we become aware that our attitudes and our actions clash, we can reduce the resulting dissonance by changing our attitudes.
Conformity

= adjusting our behavior or thinking to coincide with a group standard.
Normative Social Influence

= influence resulting from a person’s desire to gain approval or avoid disapproval.
Informational Social Influence

\[ \text{influence resulting from one’s willingness to accept others’ opinions about reality.} \]
Social Facilitation

= stronger responses on simple or well-learned tasks in the presence of others.
Social Loafing

= the tendency for people in a group to exert less effort when pooling their efforts toward attaining a common goal than when individually accountable.
Deindividuation

= the loss of self-awareness and self-restraint occurring in group situations that foster arousal and anonymity.
Group Polarization

= the enhancement of a group’s prevailing inclinations through discussion within the groups.
Groupthink

= the mode of thinking that occurs when the desire for harmony in a decision-making group overrides a realistic appraisal of alternatives.
Culture

= the enduring behaviors, ideas, attitudes, values, and traditions shared by a group of people and transmitted from one generation to the next.
Norm

= an understood rule for accepted and expected behavior. Norms prescribe “proper” behavior.
Prejudice

= an unjustifiable and usually negative *attitude* toward a group and its members. Prejudice generally involves stereotyped beliefs, negative feelings, and a predisposition to discriminatory action.
Stereotype

= a generalized (sometimes accurate but often overgeneralized) belief about a group of people.
Discrimination

= unjustifiable negative *behavior* toward a group and its members.
Just-World Phenomenon

= the tendency for people to believe the world is just and that people therefore get what they deserve and deserve what they get.
Ingroup

= “Us” – people with whom we share a common identity.
Outgroup

= “Them” – those perceived as different or apart from our ingroup.
Ingroup Bias

= the tendency to favor our own group.
Scapegoat Theory

= the theory that prejudice offers an outlet for anger by providing someone to blame.
Other-Race Effect

= the tendency to recall faces of one’s own race more accurately than faces of other races. Also called the cross-race effect and the own-race bias.
Aggression

= any physical or verbal behavior intended to hurt or destroy.
Frustration-Aggression Principle

= the principle that frustration – the blocking of an attempt to achieve some goal – creates anger, which can generate aggression.
Social Script

= culturally modeled guide for how to act in various situations.
Mere Exposure Effect

= the phenomenon the repeated exposure to novel stimuli increases liking of them.
Passionate Love

= an aroused state of intense positive absorption in another, usually present at the beginning of a love relationship.
Companionate Love

= the deep affectionate attachment we feel for those with whom our lives are intertwined.
Equity

= a condition in which people receive from a relationship in proportion to what they give to it.
Self-Disclosure

= revealing intimate aspects of oneself to others.
Altruism

= unselfish regard for the welfare of others.
Bystander Effect

= the tendency for any given bystander to be less likely to give aid if other bystanders are present.
Social Exchange Theory

= the theory that our social behavior is an exchange process, the aim of which is to maximize benefits and minimize costs.
Reciprocity Norm

= an expectation that people will help, not hurt those who have helped them.
Social-Responsibility Norm

= an expectation that people will help those needing their help.
Conflict

= a perceived incompatibility of actions, goals, or ideas.
Social Trap

= a situation in which the conflicting parties, by each rationally pursuing their self-interest rather than the good of the group, become caught in mutually destructive behavior.
Mirror-Image Perceptions

= mutual views often held by conflicting people, as when each side sees itself as ethical and peaceful and views the other side as evil and aggressive.
Self-Fulfilling Prophecy

= a belief that leads to its own fulfillment.
Superordinate Goals

= shared goals that override differences among people and require their cooperation.
GRIT

= Graduated and Reciprocated Initiatives in Tension-Reduction – a strategy designed to decrease international tensions.