

PSYC1101 Final Exam Material

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Final Exam Study Guide designed for PSYC1101 with Professor Kathryn Frazier, covering Chapters 14-16.

Chapter 14 - Social Psychology

How we think in relation to other people

How other people influence not only our thinking but our actions

How we treat each other, relate to each other

Conformity
Obedience
Group Behavior

Prejudice
Attraction
Aggression
Altruism
Conflict and peacemaking

Social Thinking

- The study of how we interpret, analyze, remember, and use information about the world and how that changes when we're in a group
- Attribution Theory:
 - o **Attribution**: a conclusion about the cause of an observed behavior or event
 - o **Attribution Theory**: we explain others' behavior with two types:
 - Situational Attribution (factors outside the person doing the action, such as peer pressure)
 - Ex. Someone cuts you in line: they must be late for class
 - Dispositional Attribution (factors of person's stable, enduring traits, personality, ability, emotions)
 - Ex. Someone cuts you in line: they're an asshole
 - Emotional Effects of Attribution
 - Someone cuts you off:
 - ◆ Situational - let the person off the hook
 - ◆ Dispositional - angry behavioral reaction
 - Errors in Attribution
 - Self-Serving Bias
 - ◆ Tendency to view one's self favorably
 - ◆ Think highly of ourselves
 - ◆ I look good - it was me
 - ◆ I look bad - it was the situation
 - Fundamental Attribution Error
 - ◆ Tendency to attribute other people's behavior to their dispositions, and less likely to consider situational causes
 - ◇ Tend to do the exact opposite as we do to ourselves
 - Cultural Differences
 - ◆ People in collectivist cultures do not make the same kind of attributions

- ◇ The behavior of others is attributed more to the situation
- ◇ Credit for successes is given more to others and situations
- ◇ Blame for failures is taken on oneself

- Attitudes

- Feelings, ideas, beliefs that guide how we react to and interact with people, objects and events
- ABCs of attitudes
 - Affect (emotional reactions)
 - Behavior (behavioral intentions)
 - Cognitive
- Changing Attitudes
 - Persuasion (act of changing someone's attitude)
 - Two primary ways:
 - ◆ Central Route Persuasion
 - ◇ Relying on evidence, logic
 - ◇ Best when attitude is important to the person
 - ◆ Peripheral Route Persuasion
 - ◇ Appealing to fears, desires, associations (go around the issue)
 - ◇ Best when attitude is unimportant to the person
- Attitudes affect behaviors when:
 - External influences are minimal
 - The attitude is stable
 - The attitude is specific to the behavior
 - The attitude is easily recalled
- Behaviors can also affect attitudes
 - Because of Cognitive Dissonance
 - Any time our actions don't match up with our attitudes
 - Behaving hypocritically, don't like that
 - Cognitive Dissonance Theory
 - We often resolve dissonance by changing attitudes that fit our actions
 - Can change their actions to fit their attitudes (less common)
 - Ex. Writing an essay for an hour, only get \$1: think, well, I wrote for an hour and only got a dollar, the reason is I actually do agree with the policy (group that got \$50 validated it with the money and didn't change attitude)
 - Foot in the Door Phenomenon: the tendency to be more likely to agree to a large request after agreeing to a small one
 - Effect on attitudes: we adjust our attitudes to our actions
 - ◆ We like the people we agree to help, dislike the people we agree to harm
 - Ex. Agree to buy more cookies after agreeing to buy a few
 - Door in the Face Phenomenon: tendency to agree to a smaller request after rejecting a larger request
 - Ask for a huge favor at first, then ask for a small request
 - They shut you down once, more motivated to fulfill your smaller request

- Social Influence

- Social situations have many ways of influencing our behavior, attitudes, beliefs, and decisions
- (Groups of 4-5+ people)
- Conformity
 - A change in behavior or belief as a result of real or imagined group pressure
 - Why do we conform?
 - Automatic Mimicry
 - ◆ Some of our mimicry of other people is not by choice but automatic
 - ◆ Contagious Yawning, contagious arm folding, hand wringing, face rubbing

- ◇ Neurons fire in the same way seeing something as they do when you do it as well
 - ◇ Adopting regional accents, grammar, and vocabulary
 - ◇ Empathetic shifts in mood that fit the mood of people around us
 - ◇ Adopting coping styles of parents or peers, including, violence, yelling, withdrawal
- Informational Social Influence
 - ◆ Deliberate conscious choice to fit in
 - ◆ Choose to conform because we believe other people's views are correct or their behavior is appropriate
 - ◆ When?
 - ◇ Situation is ambiguous
 - ◇ There is a crisis
 - ◇ Task is very difficult
 - ◇ Other people are (or are thought to be) experts
 - ▶ Look for an expert
- Normative Social Influence
 - ◆ Conformity because we want to be liked or thought of positively
 - ◆ Can happen even in unambiguous situations
 - ◆ Desire to be accepted/"fit in"
 - ◆ Leads to public compliance
 - ◇ People act on group norms
 - ◆ Solomon Asch's study
 - ◆ "Which comparison line looks the same as the standard line?"
 - ◇ About one third of people will agree with obvious mistruths to go along with the group.
 - ◆ You are not firmly committed to one set of beliefs or style of your behavior
 - ◆ The group is medium sized (4-5) and unanimous
 - ◆ You admire or are attracted to the group
 - ◆ The group tries to make you feel incompetent, insecure, and closely watched (what you do or say will be noticed)
 - ◆ Your culture encourages respect for norms
- Obedience
 - Pressure to obey
 - Stanley Milgram
 - Studied obedience to authority
 - Motivated by the question why German citizens had participated in the Holocaust
 - Hypothesis: Americans would not comply with authority to such an extent
 - Obedience Studies:
 - ◆ "Learner" (confederate) and "teacher" (participant) in "learning task"
 - ◆ Authority figure/experimenter in lab coat in the room with teacher
 - ◆ "Shocked" for giving wrong answers
 - ◆ Shocks were given of increasing voltage
 - ◆ Responses of Learner
 - ◇ 120 volts: heart condition, shouts that shocks are too painful
 - ◇ 150 volts: ask to stop
 - ◇ 180: screams can't stand the pain
 - ◇ 300: pounds on wall and demands to be let out
 - ◇ 330: silence
 - ◆ Prodding of experimenter
 - ◇ Please continue