CONFORMITY
WHEN PEOPLE ARE FREE TO DO AS THEY PLEASE,
THEY USUALLY IMITATE EACH OTHER.
www.despair.com

# Social Psychology



It's simple-you can't have an in-crowd unless you leave somebody out of it- without uncool, there is no cool. So basically, you're nothing without me. HA!

Suzie would later win a Nobel Prize for her Theory of Special Social Relativity.
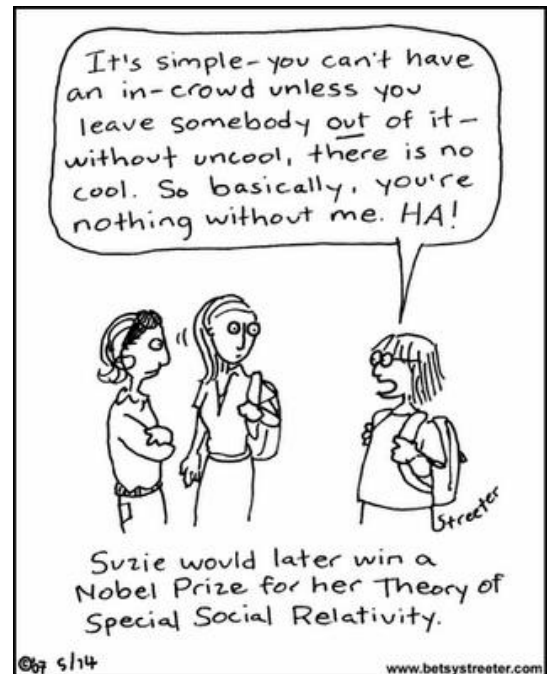
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METEA VALLEY
AP
PSYCHOLOGY

# Social Psychology Unit Guide

**Essential Questions**
- Does what we think affect what we do, or does what we do affect what we think?
- How do conformity experiments reveal the power of social influence?
- What did Milgram's obedience experiments teach us about the power of social influence?
- How is our behavior affected by the presence of others?
- What are group polarization and groupthink, and how much power do we have as individuals?
- How do cultural norms affect our behavior?
- What is prejudice? What are its cultural, emotional, and biological roots?
- How does psychology define aggression, and what biological factors make us more prone to hurt one another?
- What psychological and social-cultural factors may trigger aggressive behavior?
- Why do we befriend or fall in love with some people but not others?
- When are people most – and least – likely to help?
- How do social traps fuel social conflict?
- How can we transform feelings of prejudice, aggression, and conflict into attitudes that promote peace?

## Key Terms, Concepts and Contributors

| MODULE 74: | MODULE 76: | MODULE 78: | MODULE 80: |
|---|---|---|---|
| Social psychologists | Social facilitation | Aggression | Altruism |
| Attribution theory | Social loafing | Frustration-aggression | Bystander effect |
| Dispositional attribution | Deindividuation | principle | Diffusion of responsibility |
| Situational attribution | Group polarization | Social scripts | Social exchange theory |
| Fundamental attribution | Groupthink | | Reciprocity norm |
| error | Culture | **MODULE 79:** | Social-responsibility norm |
| Self-serving bias | Norms | Mere exposure effect | Conflict |
| Halo effect | | Passionate love | Social traps |
| Attitude | **MODULE 77:** | Companionate love | Mirror-image perceptions |
| Persuasion | Prejudice | Equity | Self-fulfilling prophecy |
| Central route to | Stereotypes | Self-disclosure | Superordinate goals |
| persuasion | Pygmalion effect | | GRIT |
| Peripheral route to | Discrimination | | |
| persuasion | Just-world phenomenon | | **Key contributors:** |
| Foot-in-the-door | Ingroup | | Phil Zimbardo |
| phenomenon | Outgroup | | Leon Festinger |
| Door-in-the-face | Ingroup bias | | Solomon Asch |
| phenomenon | Scapegoat theory | | Stanley Milgram |
| Role | Other-race effect | | Jane Elliott |
| Cognitive dissonance | | | |
| | | | |
| **MODULE 75:** | | | |
| Conformity | | | |
| Normative social influence | | | |
| Informational social | | | |
| influence | | | |
| Obedience | | | |

# But My Teacher Made Me Do It

**Purpose:**

- To study the effects of abnormal behavior on others.
- To experience the effects of being considered abnormal by others.

**What to do:**

- Think of an abnormal behavior that you can perform "in Public" (this could include doing something with your friends without notice).
- Do something crazy. For example, one student walked through a shopping mall near her home holding an open umbrella above her head.
- Do not do anything that would cause others harm in any way or that would obstruct traffic or peoples' usual activities or commerce.
- Write a two paragraph report including:
    - Describe what social norm you broke and how.
    - Describe people's reactions.

OR
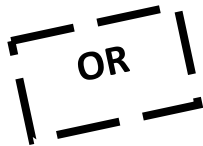
# Random Act of Kindness

**Purpose:**

- To study the impact of doing something nice without expectations
- To experience the effect of helping others

**What to do:**

- Think of something you could do to help or create a positive experience for someone you do not already know.
- Plan the event and complete your random act outside of school.
- Write a two paragraph report including:
    - Describe what random act you performed.
    - Describe the person's reaction.
    - Reflect on whether or not you enjoyed this deed and explain your answer.

Report is due:_____

# Comfort in Social Situations Survey

*Instructions:* Read the following statements and rate what you think your comfort level would be in each situation using the scale below. There are no right or wrong answers. Simply be honest with yourself and do not over-think the situations. However, the way you answer the questions may be different depending on your own social group membership, such as your race/ethnicity, gender, age, weight, or ability status. In some cases, you may not think a situation is personally applicable; if so, mark "N/A" in the space provided. After you have completed all sections, follow the instructions to create a total score for each section.

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| Very Comfortable | Comfortable | Neutral | Uncomfortable | Very Uncomfortable |

## Section A:
_____ Your best friend starts dating a Latino-American.
_____ You go into a Japanese restaurant where all the patrons and employees are Asian.
_____ You realize you are the only person of your race when you visit a community.
_____ A Saudi Arabian sits down next to you on a crowded bus.
_____ Your new doctor went to medical school in India.
　　　　*Total:* _____

## Section B:
_____ You find out a family friend is choosing to be a stay-at-home dad.
_____ You greet someone but can't determine the person's gender.
_____ You take your car in for repairs and the head mechanic is a woman.
_____ You see a little boy playing with a princess Barbie.
_____ You see a businessman getting a manicure.
　　　　*Total:* _____

## Section C:
_____ You see two men holding hands.
_____ A person of the same sex is flirting with you.
_____ You move in next door to a same sex couple who have two children.
_____ You go on a date with someone who used to date someone of the same sex.
_____ You see two females kiss lovingly in public.
　　　　*Total:* _____

## Section D:
_____ You don't know whether to open a door for someone in a wheelchair.
_____ You watch someone who does not have a visible disability park in a handicap spot.
_____ You walk by a mentally disabled person who is talking loudly in the grocery store.
_____ Your friend is dating someone with Aspergers Syndrome (high functioning autism).
_____ You are standing in line behind a deaf person at a fast food restaurant.
　　　　*Total:* _____

## Section E:
_____ A heavily obese person is working out in the gym next to you.

_____ You are sitting next to an obese woman on a plane.

_____You notice a coworker who is obese is holding up the cafeteria line because she/he wants to fill the tray.

_____ You watch an obese man get stuck trying to sit in a desk in a classroom.

_____You friend sees an overweight person and makes a joke about him/her.

*Total:* _____

## Section F:
_____There is a 30-year age difference between you and your lab partner.

_____Your internship coordinator assigns you to an assisted care facility.

_____Your senior citizen landlord wears a hearing aid and often has difficulty understanding you.

_____Your grandmother often asks you for help with her computer.

_____Your 70-year-old next door neighbor can never remember your name.

*Total:* _____

*Results:* Compute your total for each section by adding up the numbers from your responses. If you marked an item "N/A," score it as a "3" before computing your total score for that section. Higher numbers indicate greater discomfort with social situations in that section.

_____ Section A: Race

_____ Section B: Gender

_____ Section C: Sexuality

_____ Section D: Disability

_____ Section E: Weight

_____ Section F: Age

## *Analysis:*

1. On which section did you score the lowest? Highest? Or are all your scores similar?

2. Do you feel surprised, disappointed, or satisfied by your results? Why?

3. Think about your own social group memberships. How do you think the answers for each section would be different for dominant group members (e.g., a White person answering the questions in Section A or a heterosexual answering the questions in Section C) compared to minority group members (e.g., a disabled person answering the questions in Section D)? Explain your reasoning.

4. Think about your friends and family and how they might have completed the questionnaire. Do you think their responses would be similar to or different from yours? Why?

5. What experiences have you had that may have contributed to the way you answered the questions?

Name_____

A CLASS DIVIDED VIDEO GUIDE

1. What did the children's body language indicate about the impact of discrimination?

2. How did the negative and positive labels placed on a group become self-fulfilling prophecies?

3. Both Elliott and her former students talk about whether or not this exercise should be done with all children. What do you think? If the exercise could be harmful to children, as Elliott suggests, what do you think actual discrimination might do?

# Lab: Schellings Checkerboard & Segregation

Understanding Prejudice: Can you avoid segregation?

Step 1: Go to http://www.understandingprejudice.org/segregation/board1.htm

Step 2: Follow the instructions to please the Blue and Green residents of the community who wish to move (circles with "X").

What does this community look like once you've made everyone happy?


Step 3: Follow the instructions to de-segregate a community.

Can this easily be done in our own communities? Why?


What would it take?


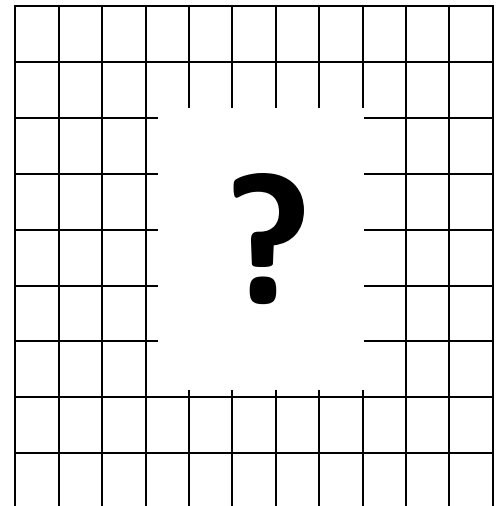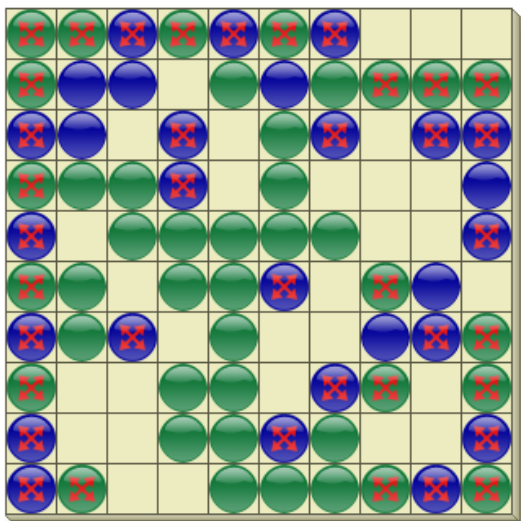Finally, read through the last few slides of information and answer the following questions:

   a. Who experiences the most segregation in terms of housing?
      _____

   b. What are the top two most segregated cities in the country?
      _____
      _____

# Prejudice and Discrimination in Entertainment

|  | Men | Women | Lead roles | Supporting roles | Positive role models |
|---|---|---|---|---|---|
| Black |  |  |  |  |  |
| White |  |  |  |  |  |
| Asian |  |  |  |  |  |
| Latino/a |  |  |  |  |  |
| Native American |  |  |  |  |  |
| LGBT |  |  |  |  |  |
| Disabled |  |  |  |  |  |

## Analysis

1. Which categories was it more difficult to find examples for? Which were the easiest? Why?

2. If you had difficulty finding people to list in some of the categories, how did that make you feel?

3. Does it matter that some groups are overrepresented or underrepresented in the media? Explain your reasoning.

4. Is the number of dominant groups represented in the media related to social privileges? Why or why not?

# Cognitive Dissonance: Attitude Survey

Please indicate whether you agree with the statements below by circling the appropriate answer:

1. Texting while driving is dangerous.

    a. Yes b. No

2. It is important to stay informed about proposed legislation that affects my community.

    a. Yes b. No

3. Soft drinks/sodas are unhealthy beverages.

    a. Yes b. No

4. Poverty is a serious problem that needs to be addressed.

    a. Yes b. No

5. Smoking is an unhealthy behavior.

    a. Yes b. No

# Cognitive Dissonance: Behavior Survey

Please indicate whether you have performed each of the following behaviors by circling the correct response:

1. I text when I am driving.

   a. Yes b. No

2. I can name at least one bill affecting my community that was passed in the last year by the legislators in my county or my state.

   a. Yes b. No

3. I drink soft drinks/sodas.

   a. Yes b. No

4. Within the last year I have donated money or engaged in volunteer work to address the problem of poverty.

   a. Yes b. No

5. Within the last year I have smoked a cigarette.

   a. Yes b. No



COGNITIVE DISSONANCE
an unpleasant state that arises when an individual holds beliefs, attitudes or behaviors that are at odds with one another

DO NOT ENTER

ENTER ONLY

CONFLICTING THOUGHTS
"I know it is good for my health to exercise three times a week," and "I did not exercise at all this week."

CAUSE
Anxiety & discomfort; individuals are motivated to move themselves out of dissonance

COPING STRATEGIES
Rationalization, Denial, Minimization
"That was a long walk from the parking lot, I can count that as my exercise."

RECOGNIZE & CHALLENGE
Recognize and challenge the anxiety and discomfort. Transformational learning occurs when we open our minds and hearts to this work.

# How Easily Are You Persuaded?

There are many techniques commonly used to persuade people. Use this handout to help you identify different types of persuasion.  Then, identify these types of persuasion in the media you encounter every day.

**BANDWAGON:** The basic idea behind the bandwagon approach is just that, "getting on the bandwagon." The propagandist puts forth the idea that everyone is doing this, or everyone supports this person/cause, so should you. The bandwagon approach appeals to the conformist in all of us: No one wants to be left out of what is perceived to be a popular trend.

> EXAMPLE: Everyone in Lemming town is behind Jim Duffie for Mayor. Shouldn't you be part of this winning team?

**TESTIMONIAL:** This is the celebrity endorsement of a philosophy, movement or candidate. In advertising, for example, athletes are often paid millions of dollars to promote sports shoes, equipment and fast food. In political circles, movie stars, television stars, rock stars and athletes lend a great deal of credibility and power to a political cause or candidate. Just a photograph of a movie star at political rally can generate more interest in that issue/candidate or cause thousands, sometimes millions, of people to become supporters.

> EXAMPLE: "Sam Slugger", a baseball Hall of Famer who led the pros in hitting for years, appears in a television ad supporting Mike Politico for U.S. Senate. Since Sam is well known and respected in his home state and nationally, he will likely gain Mr. Politico many votes just by his appearance with the candidate.

**PLAIN FOLKS:** Here the candidate or cause is identified with common people from everyday walks of life. The idea is to make the candidate/cause come off as grassroots and all-American.

> EXAMPLE: After a morning speech to wealthy Democratic donors, Bill Clinton stops by McDonald's for a burger, fries, and photo-op.

**TRANSFER:** Transfer employs the use of symbols, quotes or the images of famous people to convey a message not necessarily associated with them. In the use of transfer, the candidate/speaker attempts to persuade us through the indirect use of something we respect, such as a patriotic or religious image, to promote his/her ideas. Religious and patriotic images may be the most commonly used in this propaganda technique, but they are not alone. Sometimes even science becomes the means to transfer the message.

> EXAMPLE: The environmentalist group PEOPLE PROMOTING PLANTS, in its attempt to prevent a highway from destroying the natural habitat of thousands of plant species, produces a television ad with a "scientist" in a white lab coat explaining the dramatic consequences of altering the food chain by destroying this habitat.

**FEAR:** This technique is very popular among political parties and PACs (Political Action Committees) in the U.S. The idea is to present a dreaded circumstance and usually follow it up with the kind of behavior needed to avoid that horrible event.

> EXAMPLE: The Citizens for Retired Rights present a magazine ad showing an elderly couple living in poverty because their social security benefits have been drastically cut by the Republicans in Congress. The solution? The CRR urges you to vote for Democrats.

**LOGICAL FALLACIES:** Applying logic, one can usually draw a conclusion from one or more established premises. In the type of propaganda known as the logical fallacy, however, the premises may be accurate, but the conclusion is not.

> EXAMPLE:
>
> *Premise 1: Bill Clinton supports gun control.
>
> *Premise 2: Communist regimes have always supported gun control.
>
> *Conclusion: Bill Clinton is a communist.

We can see in this example that the Conclusion is created by a twisting of logic, and is therefore a fallacy.

**GLITTERING GENERALITIES:** This approach is closely related to what is happening in TRANSFER (see above). Here, a generally accepted virtue is usually employed to stir up favorable emotions. The problem is that these words mean different things to different people and are often manipulated for the propagandists' use. The important thing to remember is that in this technique the propagandist uses these words in a positive sense. They often include words like: democracy, family values (when used positively), rights, civilization, even the word "American."

> EXAMPLE: An ad by a cigarette manufacturer proclaims to smokers: Don't let them take your rights away! ("Rights" is a powerful word, something that stirs the emotions of many, but few on either side would agree on exactly what the 'rights' of smokers are.)

**NAME-CALLING:** This is the opposite of the GLITTERING GENERALITIES approach. Name-calling ties a person or cause to a largely perceived negative image.

> EXAMPLE: In a campaign speech to a logging company, the Congressman referred to his environmentally conscious opponent as a "tree hugger."

# Propaganda Finder

Directions: Based on what you have read so far, find five of the following examples of propaganda used in the media. Make one Google slide to compile your findings for each type of propaganda. **Underneath each, write which technique they are trying to achieve with their propaganda.**

- Testimonial

- Fear

- Glittering Generalities

- Name Calling

- Logical Fallacies

Name:_____

# ASCH, FESTINGER, MILGRAM, & ZIMBARDO: ATTITUDE CHANGE

| ASCH & CONFORMITY | FESTINGER & CONGITIVE DISSONANCE |
|---|---|
| Experimental Procedure: | Experimental Procedure: |
| Findings: | Findings: |
| How does this demonstrate conformity? | How does this demonstrate cognitive dissonance? |
| How does conformity influence people's attitudes? | How does cognitive dissonance influence people's attitudes? |

| MILGRAM & OBEDIENCE | ZIMBARDO & ROLE PLAY |
|---|---|
| Experimental Procedure: | Experimental Procedure: |
| Findings: | Findings: |
| How does this demonstrate *obedience*? | How does this demonstrate *role playing*? |
| How does *obedience* influence people's attitudes? | How does *role play* influence people's attitudes? |

# Physical Appearance Categorization Activity



What characteristics of each person did you notice first?

Person A_____          Person B_____

Which person would you choose as partner to work with on a class project? Person A or Person B? Why?

What does the research say about this: Categorization is the process of simplifying the social world by placing people into categories on the basis of characteristics such as age, race, gender, clothing style, height, ability status, or other cues. These categories are based on schema that contain a person's knowledge and beliefs about social groups and that cue what people attend to and use to organize their social world (Macrae & Bodenhausen, 2000).

Categorization happens very quickly and the first cues people attend to are another's race and gender (Ito & Urland, 2003). However, people also attend to nonverbal cues such as facial expressions and posture (Zebrowitz, 1996) and to physical appearance cues such as attractiveness (Etcoff, 1999) and clothing (Stangor, Lynch, Changming, & Glas, 1992).

Once a person has been categorized, the stereotypic beliefs associated with that category are activated, a process that often occurs automatically. However, stereotype activation can be inhibited when people are motivated to do so by goals such as the desire to see oneself in a positive light or the need to form accurate impressions of others (Kunda & Spencer, 2003).