

18

Social Psychology

CHAPTER OVERVIEW

Chapter 18 demonstrates the powerful influences of social situations on the behavior of individuals. Central to this topic are research studies on attitudes and actions, conformity, compliance, and group and cultural influences. The social principles that emerge help us to understand how individuals are influenced by advertising, political candidates, and the various groups to which they belong. Although social influences are powerful, it is important to remember the significant role of individuals in choosing and creating the social situations that influence them.

The chapter also discusses how people relate to one another, from the negative—developing prejudice, behaving aggressively, and provoking conflict—to the positive—being attracted to people who are nearby and/or similar and behaving altruistically.

The chapter concludes with a discussion of techniques that have been shown to promote conflict resolution.

Although there is some terminology for you to learn in this chapter, your primary task is to absorb the findings of the many research studies discussed. The chapter headings, which organize the findings, should prove especially useful to you here. In addition, you might, for each main topic (conformity, group influence, aggression, etc.), ask yourself the question, "What situational factors promote this phenomenon?" The research findings can then form the basis for your answers.

NOTE: Answer guidelines for all Chapter 18 questions begin on page 481.

CHAPTER REVIEW

First, skim each section, noting headings and boldface items. After you have read the section, review each

objective by answering the fill-in and essay-type questions that follow it. As you proceed, evaluate your performance by consulting the answers beginning on page 481. Do not continue with the next section until you understand each answer. If you need to, review or reread the section in the textbook before continuing.

Social Thinking (pp. 723–730)

David Myers at times uses idioms that are unfamiliar to some readers. If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 489–490 for an explanation: *typecast*; *tart-tongued remark*; *freeloaders*; *stand up for*; *"brainwashed"*; *chicken-and-egg spiral*; *heartening implication*.

Objective 1: Describe the three main focuses of social psychology.

1. Psychologists who study how we think about, influence, and relate to one another are called _____.

Objective 2: Contrast dispositional and situational attributions, and explain how the fundamental attribution error can affect our analyses of behavior.

2. Heider's theory of how we explain others' behavior is the _____ theory. According to this theory, we attribute behavior either to an internal cause, which is called a _____, or to an external cause, which is called a _____.

3. Most people tend to _____ (overestimate/underestimate) the extent to which people's actions are influenced by social situations because their _____ is focused on the person. This tendency is called the _____. When explaining our own behavior, or that of someone we know well, this tendency is _____ (stronger/weaker). When observers view the world from others' perspectives, attributions are _____ (the same/reversed).

Give an example of the practical consequences of attributions.

Objective 3: Define *attitude*.

4. Feelings, often based on our beliefs, that predispose our responses are called _____.

Objective 4: Describe the conditions under which attitudes can affect actions.

List three conditions under which our attitudes do predict our actions. Give examples.

Objective 5: Explain how the foot-in-the-door phenomenon, role-playing, and cognitive dissonance illustrate the influence of actions on attitudes.

5. Many research studies demonstrate that our attitudes are strongly influenced by our _____. One example of this is the tendency for people who agree to a small request to comply later with a larger one. This is

the _____ phenomenon.

6. When you follow the social prescriptions for how you should act as, say, a college student, you are adopting a _____.
7. Taking on a set of behaviors, or acting in a certain way, generally _____ (changes/does not change) people's attitudes.
8. According to _____ theory, thoughts and feelings change because people are motivated to justify actions that would otherwise seem hypocritical. This theory was proposed by _____.
9. Dissonance theory predicts that people induced (without coercion) to behave contrary to their true attitudes will be motivated to reduce the resulting _____ by changing their _____.

Social Influence (pp. 730–742)

If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 490–491 for an explanation: "open-minded"; draw slips from a hat; draw back; kindness and obedience on a collision course; zap; devilish villains; tug-of-war; waffles.

Objective 6: Describe the chameleon effect, and give an example of it.

1. The *chameleon effect* refers to our natural tendency to unconsciously _____ others' expressions, postures, and voice tones. This helps us to feel what they are feeling, referred to as _____.
2. Copycat violence is a serious example of the effects of _____ on behavior.
3. Sociologists have found that suicides sometimes increase following a _____ suicide.

Objective 7: Discuss Asch's experiments on conformity, and distinguish between normative and informational social influence.

4. The term that refers to the tendency to adjust one's behavior to coincide with an assumed group standard is _____.
5. The psychologist who first studied the effects of group pressure on conformity is _____.
6. In this study, when the opinion of other group members was contradicted by objective evidence, subjects _____ (were/were not) willing to conform to the group opinion.
7. One reason that people comply with social pressure is to gain approval or avoid rejection; this is called _____.
Understood rules for accepted and expected behavior are called social _____.
8. Another reason people comply is that they have genuinely been influenced by what they have learned from others; this type of influence is called _____.
9. In one experiment, Robert Baron and colleagues found that people were more likely to conform to the group's judgments when the task was construed as _____ (important/unimportant) and when it was _____ (easy/difficult).
10. Conformity rates tend to be lower in _____ (individualistic/collectivistic) cultures.

Objective 8: Describe Milgram's experiments on obedience, and outline the conditions in which obedience was highest.

11. The classic social psychology studies of obedience were conducted by _____. When ordered by the experimenter to electrically shock the "learner," the majority of participants (the "teachers") in these studies _____ (complied/refused). More recent studies have found that women's compliance rates in similar situations were _____ (higher than/lower than/similar to) men's.

List the conditions under which obedience was highest in Milgram's studies.

Objective 9: Explain how the conformity and obedience studies can help us understand our susceptibility to social influence.

12. In getting people to administer increasingly larger shocks, Milgram was in effect applying the _____ technique.
13. The Asch and Milgram studies demonstrate that strong _____ influences can make _____ people _____ to falsehoods and _____ orders to commit cruel acts.

Objective 10: Describe conditions in which the presence of others is likely to result in social facilitation, social loafing, or deindividuation.

14. The tendency to perform a task better when other people are present is called _____. In general, people become aroused in the presence of others, and arousal enhances the correct response on a(n) _____ (easy/difficult) task. Later research revealed that arousal strengthens the response that is most _____ in a given situation.
15. Researchers have found that the reactions of people in crowded situations are often _____ (lessened/amplified).
16. Ingham found that people worked _____ (harder/less hard) in a team tug-of-war than they had in an individual contest. This phenomenon has been called _____.

17. The feeling of anonymity and loss of self-restraint that an individual may develop when in a group is called _____.

Objective 11: Discuss how group interaction can facilitate group polarization and groupthink.

18. Over time, the initial differences between groups usually _____ (increase/decrease).

19. The enhancement of each group's prevailing tendency over time is called _____.

Future research studies will reveal whether electronic discussions on the _____ also demonstrate this tendency.

20. When the desire for group harmony overrides realistic thinking in individuals, the phenomenon known as _____ has occurred.

Objective 12: Identify the characteristic common to minority positions that sway majorities.

21. In considering the power of social influence, we cannot overlook the interaction of _____ (the power of the situation) and _____

(the power of the individual).

22. The power of one or two individuals to sway the opinion of the majority is called _____.

23. A minority opinion will have the most success in swaying the majority if it takes a stance that is _____ (unswerving/flexible).

Social Relations (pp. 742-771)

If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 491-492 for an explanation: "horsing around"; with the toss of a coin; Ferdinand; she melts; an outlet for bottled-up impulses; diabolical images; familiarity breeds fondness; "beauty is only skin deep"; opposites retract; revved up; bystanders turns people away from the path that leads to helping; blasé; "sneaky," "smart-alecky stinkers"; down the tension ladder to a safer rung.

Objective 13: Identify the three components of prejudice.

1. Prejudice is an _____ (and usually _____) attitude toward a group that involves overgeneralized beliefs known as _____.

2. Like all attitudes, prejudice is a mixture of _____, _____, and predispositions to _____.

3. Prejudice is a negative _____, and _____ is a negative _____.

Objective 14: Contrast overt and subtle forms of prejudice, and give examples of each.

4. Americans today express _____ (less/the same/more) racial and gender prejudice than they did 50 years ago.

5. Blatant forms of prejudice _____ (have/have not) diminished. However, even people who deny holding prejudiced attitudes may carry negative _____ about race or gender.

6. (Close-Up) Recent studies of prejudice indicate that it is often an unconscious, or _____, action. In one study, people who displayed the most _____ were the quickest to perceive apparent threat in black faces.

7. (Close-Up) Today's biopsychosocial approach has stimulated neuroscience studies that have detected implicit prejudice in people's _____-muscle responses and in the activation of their brain's _____.

8. Worldwide, _____ (women/men) are more likely to live in poverty, and two-thirds of children without basic schooling are _____ (girls/boys). However, people tend to perceive women as being more _____ and _____, and less _____ than men.

Objective 15: Discuss the social factors that contribute to prejudice.

9. For those with money, power, and prestige, prejudice often serves as a means of _____ social inequalities.
10. Discrimination increases prejudice through the tendency of people to _____ victims for their plight.
11. Through our _____, we associated ourselves with certain groups.
12. Prejudice is also fostered by the _____, a tendency to favor groups to which one belongs—called the _____—while excluding others, or the _____.

Objective 16: Explain how scapegoating illustrates the emotional component of prejudice.

13. Research studies also reveal that the terror of facing _____ tends to heighten aggression toward people who threaten one's _____.
14. That prejudice derives from attempts to blame others for one's frustration is proposed by the _____ theory.
15. People who feel loved and supported become more _____ to and _____ of those who differ from them.

Objective 17: Cite four ways that cognitive processes help create and maintain prejudice.

16. Research suggests that prejudice may also derive from _____, the process by which we attempt to simplify our world by classifying people into groups. One by-product of this process is that people tend to _____ the similarity of those within a group.
17. Another factor that fosters the formation of group stereotypes and prejudice is the tendency to

_____ from vivid or memorable cases.

18. The belief that people get what they deserve—that the good are rewarded and the bad punished—is expressed in the _____ phenomenon. This phenomenon is based in part on _____, the tendency to believe that one would have foreseen how something turned out.

Objective 18: Explain how psychology's definition of aggression differs from everyday usage.

19. Aggressive behavior is defined by psychologists as _____. Thus, psychologists _____ (do/do not) consider assertive salespeople to be aggressive.
20. Like other behaviors, aggression emerges from the interaction of _____ and _____.

Objective 19: Describe three levels of biological influences on aggression.

21. Today, most psychologists _____ (do/do not) consider human aggression to be instinctive.
22. In humans, aggressiveness _____ (varies/does not vary) greatly from culture to culture, era to era, and person to person.
23. That there are genetic influences on aggression can be shown by the fact that many species of animals have been _____ for aggressiveness.
24. Twin studies suggest that genes _____ (do/do not) influence human aggression. One genetic marker of those who commit the most violence is the _____ chromosome. Studies of violent criminals reveal diminished activity in the brain's _____, which plays an important role in controlling _____.

25. In humans and animals, aggression is facilitated by _____ systems, which are in turn influenced by _____ and other substances in the blood.
26. The aggressive behavior of animals can be manipulated by altering the levels of the hormone _____. When this level is _____ (increased/decreased), aggressive tendencies are reduced.
27. High levels of testosterone correlate with _____, low tolerance for _____, _____, and _____. Among teenage boys and adult men, high testosterone also correlates with _____, hard _____, _____, and aggressive responses to _____. With age, testosterone levels—and aggressiveness—_____ (increase/decrease). Although testosterone heightens aggressiveness, aggression _____ (increases/decreases) testosterone level.
28. One drug that unleashes aggressive responses to provocation is _____.

Objective 20: Outline four psychological triggers of aggression.

29. According to the _____ principle, inability to achieve a goal leads to anger, which may generate aggression.
30. Other aversive stimuli can provoke hostility, including _____.
31. Aggressive behavior can be learned through _____, as shown by the fact that people use aggression where they've found it pays, and through _____ of others.
32. Crime rates are higher in countries in which there is a large disparity between those who are _____ and those who are _____. High violence rates also are typical of cultures and families in which there is minimal _____.

33. Once established, aggressive behavior patterns are _____ (difficult/not difficult) to change. However, _____ programs have been successful in bringing down re-arrest rates of juvenile offenders.
34. Violence on television tends to _____ people to cruelty and _____ them to respond aggressively when they are provoked.
35. A woman's risk of rape is generally _____ (greater/less) today than it was half a century ago. Most rapes _____ (are/are not) reported.
36. Increased sexual aggression has coincided with the rise of the _____ video business, giving easier access to R- and X-rated films.

Comment on the impression of women that pornography frequently conveys and the effects this impression has on attitudes and behavior.

Summarize the findings of the Zillmann and Bryant study on the effects of pornography on attitudes toward rape.

37. Experiments have shown that it is not eroticism but depictions of _____ that most directly affect men's acceptance and performance of aggression against women. Such depictions may create _____ to which people respond when they are in new situations or are uncertain how to act.

Objective 21: Discuss the effects of violent video games on social attitudes and behavior.

38. Kids who play a lot of violent video games see the world as more _____, get into more _____ and _____, and get worse _____.
39. Research studies of the impact of violent video games _____ (confirm/disconfirm) the idea that we feel better if we "blow off steam" by venting our emotions. This idea is the _____.
Expressing anger breeds _____.
40. Many factors contribute to aggression, including _____ factors, such as an increase in testosterone; _____ factors, such as frustration; and _____, such as deindividuation.

Objective 22: Explain how social traps and mirror-image perceptions fuel social conflict.

41. A perceived incompatibility of actions, goals, or ideas is called _____. This perception can take place between individuals, _____, or _____.
42. Two destructive social processes that contribute to conflict are _____ and _____ perceptions.
43. When the "non-zero-sum game" is played, most people fall into the social trap by mistrusting the other player and pursuing their own _____. To prevent people from falling into social traps, psychologists are exploring ways for people to operate for their mutual betterment—through agreed-upon _____, through better _____, and through _____ of their communal responsibilities.
44. The diabolical images people in conflict form of each other are called _____ perceptions.

Objective 23: Describe the influence of proximity, physical attractiveness, and similarity on interpersonal attraction.

45. A prerequisite for, and perhaps the most powerful predictor of, attraction is _____.
46. When people are repeatedly exposed to unfamiliar stimuli, their liking of the stimuli _____ (increases/decreases). This phenomenon is the _____ effect. Robert Zajonc contends that this phenomenon was _____ for our ancestors, for whom the unfamiliar was often dangerous. One implication of this is that _____ against those who are culturally different may be a primitive, _____, emotional response.
47. Our first impression of another person is most influenced by the person's _____.
48. In a sentence, list several of the characteristics that physically attractive people are judged to possess: _____.
49. A person's attractiveness _____ (is/is not) strongly related to his or her self-esteem or happiness. Since 1970, the number of women unhappy with their appearance has _____ (increased/decreased/remained stable).
50. Cross-cultural research reveals that men judge women as more attractive if they have a _____ appearance, whereas women judge men who appear _____, _____, and _____ as more attractive.
51. People also seem to prefer physical features that are neither unusually _____ or _____. Average faces, which tend to be _____, are judged to be more sexually attractive.
52. Relationships in which the partners are very similar are _____ (more/less) likely to last.

53. Compared with strangers, friends and couples are more likely to be similar in terms of _____
_____.

Explain what a reward theory of attraction is and how it can account for the three predictors of liking—proximity, attractiveness, and similarity.

Objective 24: Describe the effect of physical arousal on passionate love, and identify two predictors of enduring companionate love.

54. Hatfield has distinguished two types of love: _____ love and _____ love.

55. According to the two-factor theory, emotions have two components: physical _____ and a _____ label.

56. When college men were placed in an aroused state, their feelings toward an attractive woman _____ (were/were not) more positive than those of men who had not been aroused.

57. Companionate love is promoted by _____—mutual sharing and giving by both partners. Another key ingredient of loving relationships is the revealing of intimate aspects of ourselves through _____.

Objective 25: Define *altruism*, and give an example.

58. An unselfish regard for the welfare of others is called _____.

Give an example of altruism.

Objective 26: Describe the steps in the decision-making process involved in bystander intervention.

59. According to Darley and Latané, people will help only if a three-stage decision-making process is completed: Bystanders must first _____ the incident, then _____ it as an emergency, and finally _____ for helping.

60. When people who overheard a seizure victim calling for help thought others were hearing the same plea, they were _____ (more/less) likely to go to his aid than when they thought no one else was aware of the emergency.

61. In a series of staged accidents, Latané and Darley found that a bystander was _____ (more/less) likely to help if other bystanders were present. This phenomenon has been called the _____.

Identify the circumstances in which a person is most likely to offer help during an emergency.

Objective 27: Explain altruistic behavior from the perspective of social exchange theory and social norms.

62. The idea that social behavior aims to maximize rewards and minimize costs is proposed by _____ theory.

63. One rule of social behavior tells us to return help to those who have helped us; this is the _____ norm.

64. Another rule tells us to help those who need our help; this is the _____ -
_____ norm.

Objective 28: Discuss effective ways of encouraging peaceful cooperation and reducing social conflict.

65. In most situations, establishing contact between two conflicting groups _____
(is/is not) sufficient to resolve conflict.

66. In Sherif's study, two conflicting groups of campers were able to resolve their conflicts by working together on projects in which they shared _____ goals. Shared _____ breed solidarity, as demonstrated by a surge in use of the word _____ in the weeks after 9/11.

67. When conflicts arise, a third-party _____ may facilitate communication and promote understanding.

68. Osgood has advanced a strategy of conciliation called GRIT, which stands for _____ and _____ in _____ -
_____. The key to this method is each side's offering of a small _____ gesture in order to increase mutual trust and cooperation.