

Social Psychology Module
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- I. Objectives: Day 1: At the end of the unit students should be able to:
 - A. Understand the effect first impressions have on later interactions
 - B. Understand what prejudice and stereotypes are and what we can do to overcome them
 - C. Understand the different attributions we make for different behavior and the errors that can arise in our attributions.
- II. Resources: Day 1
 - A. Lecture: Robinson-Riegler, Robinson-Riegler, and Kohn (1999) Instructors resource guide for Kalat's Introduction to Psychology
 - B. Required Reading:
 1. Kalat pp. 516-523
- III. General Outline: Day 1
 - A. First Impressions
 - B. Stereotypes
 - C. Breaking down prejudice (Sherif)
 - D. Attribution
 1. internal attributions
 2. external attributions
 3. Kelley a. consensus
 - b. consistency
 - c. distinctiveness
 - E. Mistakes in attributions—fundamental attribution error
- IV. Detailed Outline
 - A. First impressions influence later interactions with others, the primacy effect, by altering our impressions of later interactions and creating self-fulfilling prophecies. (From reading assignment--Objective A)
 - B. Stereotype is a “generalized belief or expectation about a group of people” and Prejudice is “an unfavorable stereotype, a negative attitude about a group of people” (from reading—Objective B)
 - C. The most effective way to break down prejudices is to have groups work together toward a common goal, as exemplified by Sherif's (1966) Robbers' Cave Studies (from reading—Objective B)
 - D. We often ask ourselves questions like: Why does my roommate always leave her dirty socks in the middle of the room? Why did that person drop his candy wrapper on the ground instead of throwing it away? Why did my classmate hold the door open for me coming into Conant today? Everyday as we make our way through the world we ask questions like these. Why did he or she do that? Was that action because he really meant it or was it a reaction to the situation?
 1. Basically we try to decide whether individuals do something because of internal forces, like attitudes, personality or abilities—if the actions were due something like attitudes, personality, or abilities we make internal attributions

- a. your roommate leaves her socks in the middle of the floor because she's sloppy.
 - b. Your classmate opened the door for you because he or she is a nice person and thinks holding doors for people is a good thing to do.
2. or if the action was due to external forces, like the events of the day, the environment, and the rewards and penalties of those acts—if the actions are due to these things we make external attributions.
 - a. your roommate left dirty socks in the middle of the floor because she was in a hurry and figured you wouldn't mind.
 - b. That person dropped the candy wrapper because he or she hasn't ever been reprimanded for littering or the person has his/her hands full and couldn't hold on to the wrapper along with everything else.
3. As you read in your book Harold Kelley (1967) proposed that to make an attribution of whether an action was internal or externally motivated we rely on three types of information: consensus information, consistency information, and distinctiveness.
 - a. consensus information—"how a person's behavior compares with other people's behavior" so, if everyone is dropping candy wrappers, you might attribute the person's candy wrapper dropping action to external forces.
 - b. Consistency information—"how the person's behavior varies from one time to the next" if your classmate held open the door for you this time, but hasn't any other time, you might conclude they are having a good day today, an external attribution, but if they always hold the door open for other people you might conclude they are a nice person, an internal attribution. What is important to remember about this type of information is that it is across time
 - c. Distinctiveness information—"how the person's behavior varies from one object or social partner to another" if your roommate leaves her dirty socks in the middle of the floor at school, but doesn't do it at home you don't conclude she's a messy person, an internal attribution, but can conclude that the cause for her behavior is external. The important part of this type of information is that it is across situations.
 - d. Identifying Consensus, consistency, and distinctiveness information worksheet (14-2). Students will get into small groups of about 3 and complete the worksheet. We will then go over them as a class.
- E. Despite all the information we process to come up with a judgement of the reason for a person's action we can make mistakes in our attributions. We may think someone opened a door for us because they are nice, but their reason for doing it is that they want to look good to other people. (Objective C)
 1. You read about the fundamental attribution error in your book—the likelihood that when we are attributing others behavior we tend to make internal attributions for their actions, even if there are external reasons for their behavior.

2. Can any of you think of an instance that you can share where you made this error? (Allow time for examples. If no one offers an example offer two or so. Ask students to watch themselves as they spend thanksgiving with their family or friends for evidence of their use of this error.)

- V. Objectives: Day 2: At the end of the unit students should be able to:
- A. Understand what attitudes are and what influences the behavior associate with them.
 - B. Understand the different theories and techniques about changing attitudes.
 - C. Understand how cognitive dissonance theory and attitudes are related..
 - D. Understand some reasons why we become friends with other people.
 - E. Know about some of the theories about why attractiveness is valued.
 - F. Know some characteristics of romantic relationships that last.

VI. Resources: Day 2

- A. Lecture: Eagly and Chaiken (1993) Psychology of Attitudes
Instructor's Resource Guide for Kalat's Intro to Psych.
LaPiere. Attitudes vs Actions. Social Forces, 13, 230-237.
- B. Required Reading
 1. Kalat 524-543
- I. General Outline
 - a. Definition of attitudes
 - b. Do attitudes predict behavior? LaPiere
 - c. Attitude change
 1. Central
 2. Peripheral
 3. worksheet
 - d. Persuasion strategies
 - e. Cognitive dissonance
 - f. Attraction/friendship/romantic relationships
- II. Detailed Outline: Day 2
 - A. Without looking in your book I would like you to write down a definition of what an attitude is. (give a minute to write down an answer, ask students to share).

Attitudes are "like or dislike that influences our behavior toward a person or thing" or according to Eagly and Chaiken (1993) an attitudes is "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p. 1).

What is common in these definitions (and hopefully the classes) is that an attitude can be positive or negative and it involves how we act toward the attitude object if we do infact act toward it (it's a tendency, the attitude influences our behavior). (Objective A)
 - B. But do attitudes really predict behavior?

In 1966 a sociologist named LaPiere took a couple around the US who were from China. At that time attitudes toward the Chinese were quite negative. LaPiere and the couple visited 250 hotels and resturaunts (66 hotels, 184 restraunts) and at only one of those did the owners or workers refuse to serve the couple. So maybe the attitudes toward the Chinese weren't as bad as I

said. Unfortunately they were, when the owners of these establishments filled out a survey 92% said that they would not be willing to serve people who were Chinese. Back to the question of do attitudes predict behavior. They do, sometimes. The likelihood that attitudes will predict behavior depends on:

1. attitude specificity—the more specific the attitude the more likely it will predict behavior. So if you don't like spiders with really long legs and think they should be squashed, you are more likely to kill a spider with long legs than someone who doesn't like spiders in general.
2. Attitude strength—the stronger the attitude is, the more likely the behavior is to follow.
3. Attitude salience—the more central the attitude is to an individual the more likely their behavior is to be consistent with that attitude. You may have a negative attitude toward loud concerts, but you have a positive attitude toward doing things with your group of friends. If the attitude toward doing things with friends is more central to you as a person, or more important to you, you may follow the one and go against the other attitude.
4. Attitude relevance—the more relevant an attitude is toward your life, the more likely it is to influence your behavior. If the legislature of New Hampshire was trying to pass a bill that would raise the drinking age to 30, the under 30 year olds with a positive attitude toward drinking would be leading the campaign because it is relevant to them, not to the over 30 year olds.
5. Extent of outside influences—when outside influences are small, the attitude is more likely to influence behavior.

(Objective A)

- C. Attitudes can be changed through central routes or peripheral routes
(Objective B)

1. central route to persuasion—when a message is evaluated on characteristics like logic and weight of the evidence supporting it. This is best used when the issue is important.
2. peripheral route to persuasion—when a message is evaluated on characteristics like the number, not the quality, of arguments presented, and the appearance or reputation of the speaker. Usually the topic is of little importance.
3. Worksheet on central and peripheral routes to persuasion.

- D. Strategies of Persuasion (from reading, journal entry--Objective B)

Journal entry assignment: The book discusses four strategies used by salespeople and others to persuade us: 1) foot-in-the-door technique, 2) door-in-the-face technique, 3) lowball technique, and 4) that's-not-all technique. Please write about an instance when you experience each one of these, either as the one being persuaded or as the one doing the persuasion. If you cannot think of an instance where you were in the situation provide an example of how this technique might be used. Do not copy the examples from the book.

- E. Cognitive dissonance and attitudes (from reading—Objective C)

- F. (From reading—Objective D, E, & F) Remind students that this material will be on the test and ask them if they would like anything explained in these sections
- III. Objectives: Day 3 by the end of the unit students will:
- A. Know what conformity is and understand how susceptible we are to conforming to a group.
 - B. Understand the situations in which we will accept responsibility to help others or not work as hard as we otherwise would.
 - C. Understand what group polarization and group think are.
 - D. Understand how behavior traps work.
 - E. Understand what the Milgram experiments tell us about obedience to authority
- IV. Resources
- A. Lecture: Instructors Manual to In Search of the Human Mind (bystander journal entry)
Table 14.23 from Kalat's Introduction to Psychology
Meyer's Psychology
 - B. Required Reading: Kalat 544-557
- V. General Outline
- A. Milgram's obedience study
 - B. Conformity
 - C. Bystander
 - D. Group polarization and group think
 - E. Behavior traps
- VI. Detailed Outline
- A. Hand out textbook survey (41-9)—to later illustrate conformity.
 - B. Last time we talked about how attitudes may affect our behavior, something which is inside us. Today we are going to talk about things that are outside of ourselves that influence our behavior. One strong influence on our behavior can be authority figures. When a person in authority asks you to do something you generally do it. If you remember the first day of class I asked all of you to introduce yourself to the people sitting next to you and find one thing in common in your group and one thing that was different about all of you. Why did you do it? On test days I ask you to close your books and notes and put them where you can't see them. Why do you do it? You probably figure I have a good reason for asking what I ask and, for example, if you didn't close your notes and book when you were taking a test you would fail the class for cheating. Generally people in authority have that authority for good reason and what they ask that you do makes things better for everyone. Unfortunately that isn't always true. During the second world war authority figures within the German government ordered the killing of many people because of their ethnic background. During the Viet Nam War US soldiers killed many women, children and old people in a village on orders from their superiors (My Lai). You may think these incidents involve people who are fundamentally different from yourself, but they don't. They involve ordinary people who were just following the rules.

1. As you read in your book after WWII Stanley Milgram implemented one of the most famous studies in psychology. He wanted to know if ordinary people would actually obey orders from an authority figure when doing so involved hurting someone else.
 2. Experimental design: learner (confederate) and teacher (actual subject). The teacher was asked to test the learners memory and give an ever increasing shock when the learner did not get the answer right. In the original design the learner was in a second room and at points moaned, protested and screamed for the teacher to stop. The experimenter urged the teacher to go on.
 3. Results: (overhead) as we can see when the procedure I just described was employed 25 out of the 40 participants obeyed the experimenter to the point of “giving” a 450 volt shock, beyond the label of Danger: Severe, on the machine.
 4. What we can also see from this graph (from book—overhead) is that in different versions of the study subjects gave the largest shock at different levels.
 - a. From these results we can see that when the authority figure was near the participant and when the authority figure was perceived as having more authority the teacher was more likely to obey.
 - b. When the authority figure was backed by a prestigious institution (Yale) the teacher was more likely to obey.
 - c. If the learner was distant the teacher was more likely to obey
 - d. The presence of other subjects made a difference. If there were more who continued giving shocks without protest the participant continued giving shocks, if there were others who refused to give more shocks the participant was more likely to refuse also.
 5. “I was only following orders.” Adolf Eichmann, Director of Nazi deportation of Jews to concentration camps
 “...the Milgram experiment is really a valuable attack on the denial and indifference of all of us. Whatever upset follows facing the truth, we must eventually face up to the fact that so many of us are, in fact, available to be genociders or their assistants.” Israel W. Charny (1982), Executive Director, International Conference on the Holocaust and Genocide. [put both quotes on an overhead]
 Does this excuse people from their actions??? (Objective E)
- C. Authority figures are not the only thing that influences our actions. The people around us also influence what we do. A bit of that could be seen in the Milgram study—when others continued on with giving the shocks the subject went along with it, when others refused, the subject was also more likely to go along with it. The sheets I handed around weren’t actually a survey. One of the sheets I handed around was primed with a low starting figure, one had no starting figure, and one had a high starting figure. Those of you who saw the low starting figure tended (hopefully) to also write down a low figure. When there was nothing on the sheet when you averaged... and when there was a high starting figure those of you who saw it tended to also put down a high

figure. The reason I used this exercise is that I wanted you to see that your behavior really is affected by other peoples. [if there's time explain the Asch experiment] (Objective A)

D. Bystander Effect (Objective B) Journal entry

Pick a setting where the bystander apathy may occur, for example the New York subway. Design an advertising campaign (something like a billboard, or the dialogue/images occurring in a commercial) that would make the people in the situation more likely to help. In your campaign address at least one of the explanations for not helping: 1) diffusion of responsibility 2) pluralistic ignorance Please tell me why I should use your add campaign—how does it address the problem of bystander apathy?

E. Group Polarization and Group think (Objective C) reading

F. Behavior Traps (Objective D) reading

XIII. Table of Specifications

TOPIC	FACTUAL	CONCEPTUAL	APPLIED
Social Perception and Cognition	2	3	3
Attitudes and Persuasion	2	2	4
Interpersonal Attraction	1	1	1
Interpersonal Influence	2	2	2
Power of the Social Situation	2	2	0
Total	9	10	10

X. Evaluation Items

A. Day 1: 8 questions, 2 factual, 3 conceptual, 3 applied

1. Test bank, question 8, p. 480, factual (first impressions)
2. Test bank question 10, page 481, application (first impressions)
3. Test bank, question 23, p. 482, conceptual (stereotypes)
4. Test bank, question 29, p. 483, application (attribution)
5. Kalat suggests that stereotypes and prejudice function even when we aren't aware of it. He bases this on studies
 - a. In which participants responded more quickly to words paired with stereotypes than with words inconsistent with a stereotype.
 - b. In which boys at a summer camp engaged in prejudiced and hostile behavior toward each other, even though they had been randomly assigned to their groups.
 - c. In which participants assigned traits to themselves, a friend, their father, and Walter Cronkite.
 - d. In which projective tests such as the TAT showed stereotyped answers. Factual (stereotypes)

6. Test bank, question 38, p. 483, application (attribution)
 7. An example of a self-handicapping strategy would be a student who
 - a. barely studied for a test he thought he would probably get an "A" on
 - b. barely studied for a test he thought he would probably fail
 - c. took an extremely heavy load of courses during the fall semester, and studied constantly in order to do well.
 - d. Pretend to need a wheelchair in order to meet girls.
 Conceptual (attribution)
 8. Kelly watches a stranger throw a piece of paper toward a trash can. The paper misses the can but the stranger does not come back to pick the paper up. Kelly thinks 'What a slob!' Kelly is most likely experiencing
 - a. the distinctiveness of the situation
 - b. the primacy effect
 - c. a high level of self-monitoring
 - d. the fundamental attribution error
 application (attribution)
- B. Day 2: 12 questions, 3 factual, 3 conceptual, 5 application
9. Test bank, question 72, conceptual (attitudes)
 10. Test bank, question 81, application (persuasion)
 11. Test bank, question 88, factual (attitude)
 12. Attitudes and behavior are more closely linked if the attitudes is:
 - a. specific, salient, and strong
 - b. specific, irrelevant, and gained through peripheral persuasion
 - c. strong, gained through peripheral persuasion, and dissonant
 - d. dissonant, irrelevant, and strong
 factual (attitudes)
 13. According to the research we discussed in class, senator is more likely to vote for a bill in accordance with his attitude toward the issue involved if
 - a. he is looking to be reelected, so the outside influences are strong
 - b. a minority view is presented to him for the first time
 - c. he is not looking for reelection, so the outside influences are minimal
 - d. he is from Oklahoma
 application (attitudes)
 14. Test bank, question 107 application (persuasion)
 15. Test bank, question 116 application (persuasion)
 16. Test bank, question 124 conceptual (cog. dissonance)
 17. Test bank, question 155 factual (attraction)
 18. Test bank, question 149 conceptual (attraction)
 19. Test bank, question 153 application (attraction)
- C. Day 3: 10 questions, 4 factual, 3 conceptual, 3 application
20. Test bank, question 173 factual (conformity)
 21. Test bank, question 182 factual (bystander)
 22. If faced with a possible emergency situation, knowing the results of Latane and Darley's studies on bystander apathy you should

- a. look to others to find out what to do and follow their lead
 - b. ignore the situation and go about your business—you could get in the way of the real helpers
 - c. ignore the other people in the situation and assume responsibility for action
 - d. not obey the authority figure, they may be hurting more than helping application (bystander)
23. Test bank, question 197 conceptual (social loafing)
24. Test bank, question 205 conceptual (group polarization)
25. Test bank, question 210 application (groupthink)
26. Test bank, question 215 factual (traps)
27. Test bank question 226 conceptual (traps)
28. Test bank, question 233 conceptual (Milgram)
29. In our coverage of Milgram’s experiments on obedience in class which of the following was not mentioned as a factor in the obedience of the research participants:
- a. closeness of the authority figure (experimenter)
 - b. presence of other consenting subjects
 - c. gullibility of the research participant
 - d. proximity of the “learner” to the “teacher”
- factual (Milgram)

Worksheet on Central and Peripheral Routes to Persuasion

I'm on a committee which would like to recommend a rise in mandatory fees for next year. I present one logical argument to you, a UNH student who will be here next year. Based on what we talked about in class was my choice of arguments a good choice or a bad one? Why? If not what should I have done?

You are not allowed to have pets in your apartment. I have a ferret and am convinced that these are the best animals in the world to have. In trying to sway you to my way of thinking I tell you that ferrets are the most well behaved, friendly, curious, easy to care for, and fun animals to have a pet. Based on what we talked about in class was my choice of arguments a good choice or a bad one? Why? If not what should I have done?

You are looking to buy a laptop computer. As a salesperson I tell you that Brand N is the best because it is lightweight, has plenty of memory, is priced lower than many other brands, and comes in four different designer colors. Based on what we talked about in class was my choice of arguments a good choice or a bad one? Why? If not what should I have done?

Journal Entry Assignments for Social Psychology (Chapter 14)

The book discusses four strategies used by salespeople and others to persuade us: 1) foot-in-the-door technique, 2) door-in-the-face technique, 3) lowball technique, and 4) that's-not-all technique. Please write about an instance when you experience each one of these, either as the one being persuaded or as the one doing the persuasion. If you cannot think of an instance where you were in the situation provide an example of how this technique might be used. Do not copy the examples from the book.

Pick a setting where the bystander apathy may occur, for example the New York subway. Design an advertising campaign (something like a billboard, or the dialogue/images occurring in a commercial) that would make the people in the situation more likely to help. In your campaign address at least one of the explanations for not helping: 1) diffusion of responsibility 2) pluralistic ignorance Please tell me why I should use your add campaign—how does it address the problem of bystander apathy?