

Unit 9: Social Psychology

Topic 9.1 – Attribution Theory and Person perception

1. What do social psychologists focus on? **How different environments, social perceptions, interactions, and situations impact people and their behaviors**
2. Describe the attribution theory. **This theory explains how a person justifies their own behaviors and the behaviors of others, whether it is situational or internal motives.**
3. What is the difference between situational and dispositional attribution? **Situational attribution is when a person blames the situation for causing a behavior. While dispositional attribution is when a person blames another person's internal characteristics for the behavior.**
4. Provide an example for situational attribution. **Answers will vary. Example: The desk I sat in during the test was unbalanced, causing me to lose focus during the test**
5. Provide an example for a dispositional attribution. **Answers will vary. Example: At work you never let your coworkers complete your tasks because you do not believe they will do a good job. Your boss later asks you why you do not delegate, and you respond by telling her it is because the other workers are lazy, it is just how they are.**
6. Explain fundamental attribution error. **This is when a person incorrectly attributes a person's actions. Often times the observer underestimates the significance of a situation and overestimates the impact of personal disposition**
7. Complete the table below.

Concept	Description
Self-serving bias	This is when a person reflects back on events that they have experienced and only focus on the positive outcomes, and blame negative outcomes on other factors. (Main focus is positive elements of ourselves)
False consensus effect	When a person overestimates how others think and act (Person thinks more people think like them)
Confirmation bias	The tendency to focus on information that confirms a person's pre-existing view
Just-world hypothesis	The tendency for people to believe that the world is fair and that things are the way they are for a reason
Halo effect	When a person has a positive first impression of someone they will interpret other information about that person in a positive way

8. Explain how a confirmation bias can support a self-serving bias. **When a person focuses on information that confirms their worldview they often focus on information that makes them look good. (Confirmation bias is a person finding information and self serving bias is a person thinking about the information)**
9. Explain how the just-world hypothesis can lead to victim blaming.
When something bad happens to another person an individual will justify the negative outcome by saying the person brought it on themselves (This can be especially true if the person is not in the individual's ingroup)
10. What is the difference between ingroup and outgroup? **Ingroup is people who a person shares a common identity with. While outgroup refers to people who are perceived to be part of a different group of people (Individual is not part of the outgroup)**
11. What is outgroup homogeneity? **This is when a person views an outgroup of people as the same.**
12. Explain how social and cultural categories created for outgroups can impact a person's view on gender, race, and ethnicity. **Individuals will often use heuristics, mental shortcuts, to view different people in different outgroups as one. This leads to generalizations, stereotypes, and the fundamental attribution error**
13. Describe the self-fulfilling prophecy. **This when a person's belief leads to its fulfillment**
14. Provide an example of the self-fulfilling prophecy. **A person is not good at taking tests so there is no reason to try. Which results in the person doing poorly on the test (Blame is on situational factors)**

Topic 9.2- Attitude Formation and Attitude Change

1. Describe two different things that could cause a person to change how they view something. **Answers will vary. Examples: 1) Access to more information 2) Object/concept impacts an individual in a new way 3) Individual grows and matures**
2. Describe what causes cognitive dissonance. **This happens when an individual's attitudes and beliefs are in conflict with their behaviors and actions**
3. Who first proposed cognitive dissonance? **Leon Festinger**
4. Explain how cognitive dissonance can change a person's view or attitude. **When individuals experience cognitive dissonance they become stressed and uncomfortable, which causes them to change their perception and actions to fix the inconsistencies**
5. Provide an example of cognitive dissonance changing a person's thoughts/actions in real life. **Person A and B are playing a game. Person A originally talks about how they are going to beat person B. Eventually it becomes apparent that person B is going to win. When that happens person A starts to say that it does not matter who wins because they never cared about the game**
6. Explain the elaboration likelihood model. **This is a theory that looks at the ways a person can be persuaded to change their perception of a concept, person, or object.**
7. How does the elaboration likelihood model connect with logic and emotions? **The model looks to see how much of a person's argument is based on logic and how much is emotions.**
8. Explain the difference between central route to persuasion and peripheral route to persuasion. **Central route to persuasion uses facts to persuade someone. This uses a high degree of time and elaboration. While peripheral route to persuasion use emotions to persuade someone. This takes less time and focuses on quick decisions.**

Topic 9.3- Conformity, Compliance, and Obedience

1. Describe the chameleon effect. **This is the tendency of people to mimic other people's bodily movements or gestures. Example: When one person yawns another person yawns. This was observed in a study that was observing students working together**
2. Who first described the chameleon effect? **Tany Chartrand and John Bargh**
3. Explain what social contagion is and provide an example. **This is when behaviors and attitudes spread throughout a social group. For example when sitting with a group of friends one person starts complaining about how a teacher grades and by the end of lunch everyone is complaining about the grading practices**
4. What is a confederate in an experiment? **A person who is an aide of the experimenter and pretends to be a participant in the study or experiment. Throughout the study they give rehearsed behaviors**
5. Describe the Asch line experiment. **This experiment had people sit at a table to answer questions about what they saw. Everyone in the experiment was in on the experiment except for one volunteer. The people would view a line and then be asked to identify which answer looked most similar to the line they saw. At the start the confederates and volunteers gave correct answers. But as the experiment went on the confederates started to give wrong answers, which would cause the volunteer to sometimes give the wrong answer as well.**
6. Explain what Solomon Asch discovered in the Asch line experiments. **He discovered that people began to conform to the group that surrounds them. Since the confederates responded out loud first then when it was the volunteers turn, they would sometimes give the same answer that the others in the group did even though they knew it was the wrong answer.**
7. Explain the difference between normative and informational social influence. **Normative social influence is when an individual wants to fit in and be part of a group causing the person to conform. While informational social influence is when a person conforms to what others are doing because they might be more knowledgeable.**
8. Briefly describe Milgram's obedience experiment. **Milgram had a confederate and participants "randomly" pick roles for the experiment. The confederate would be given the role of learner, while the participant would always be given the teacher role. (The participant did not know this) After the roles were assigned the two people would be brought to two different rooms. The person leading the experiment would tell the teacher to read a list of words to the learner and have them say the words back. If the learner got an answer wrong the teacher was to give the learner a shock, starting at low voltage and upping the volts each time they got a question wrong. The results of the experiment were that the teacher often would continue to shock the learner even when they were in clear distress and pain, just because the researcher would say to continue.**

Topic 9.3- Conformity, Compliance, and Obedience (Continued)

9. Describe what this experiment showed about obedience. Individuals are more likely to listen to an authority figure, even if what they are saying goes against their internal thinking (An example of cognitive dissonance)
10. Explain what happened in the stanford prison experiment. 24 different men were randomly assigned to either be a prisoner or a guard. The experiment took place in the basement of a building where the rooms and hallways had been transformed to look like a prison. The prisoners were put in the cells and the guards were told to keep order. Individuals in the experiment quickly took on their roles, prisoners started to think they really were in a prison and lost their identity and some of the guards started to become cruel to the prisoners. The experiment had to be stopped early due to the amount of stress that the participants in the experiment were experiencing.
11. Describe what this experiment showed about obedience. Individuals will listen to people in power even when it is against their best interests. Prisoners in the experiment conformed to the guards demands and allowed the guards to take more of their freedoms away.
12. Identify three problems with the stanford prison experiment. 1) No control group 2) violated ethical guidelines 3) No experimental group

Topic 9.4- Group Influences on Behavior and Mental Processes

1. What is group behavior? Actions that an individual does when part of a group or actions performed by a group.
2. Explain what the diffusion of responsibility is and how it impacts an individual. When individuals are in a larger group they feel less responsible for certain actions, since the responsibility is spread between the group. This can lead an individual to act in a manner in which they would not do on their own
3. Describe the bystander effect. This is when a person is less likely to help someone when others are present, because the responsibility has been diffused between the members of the group.
4. Use the bystander effect to explain why a person is less likely to help stop a fight if they are in a large group, compared to if they see a fight happen by themselves. If you are the only person who saw the fight occurring you will feel more responsible for not stopping it, but if you are in a larger group the responsibility diffuses and you may think that someone else will do something.
5. Complete the table below

Concept	Description	Examples
Social facilitation	This is when a group of people are together they start to perform better (The increase in performance is because of the group not the individual)	Football players may perform better in a real game with fans then by themselves in their backyard
Social inhibition	This is when an individual changes their behavior, comments, and/or personality to match a social setting	Ali swears with her friends and makes crude jokes, but when she is with her family she does not swear or say inappropriate jokes
Group polarization	This is when people's opinions, thoughts, and/or actions become more extreme in the group setting	Frank did not like the current president and after spending time online talking with other like minded individuals he started to hate the president and believed he needed to be impeached
Deindividuation	This is the temporary loss of a person's self-awareness (The individual gets swept up into the group mentality)	When waiting in line for black Friday the group of people outside the store start yelling and rushing the store. Instead of assessing the situation you automatically join in
In-group/ out-group bias	This is when a person is more likely to be favorable to those in their ingroup and judge others who are not in their ingroup	Esmerelda believed that the reason her friend failed the psychology test was because the teacher does not like her friend, but thinks the reason why her other classmate Izzy failed was because she was lazy

Topic 9.4- Group Influences on Behavior and Mental Processes (Continued)

5. Complete the table below (Continued)

Concept	Description	Examples
Reciprocity norms	When one person does a positive or negative thing the next person often does a similar action back (Think about every action has a reaction)	You get a gift for your birthday from your friend and in the future you give them a gift for their birthday
Social norms	Unwritten rules, beliefs, attitudes and behaviors that are considered acceptable by a culture, group, or society	In the United States of America people will shake with their right hand not their left hand
Social traps	When competition in the short run reduces the long term benefit and utility	Carson binge drinks at a party because he sees it as fun and believes it will make him fit in. But his excessive drinking causes him to have to go to the hospital later in the night

6. Identify two reasons why an individual should cooperate with others. Answers will vary. Examples: 1) Individuals can learn more from others 2) Each person has specific skills that are useful 3) Resources are limited and sometimes need to be shared

7. Describe superordinate goals. This is when there are two or more groups that work together to achieve a common goal (The superordinate goal supersedes other goals)

8. Identify two reasons why an individual should not cooperate with others. Answers will vary. Examples: 1) Other people may slow down what you can achieve 2) Individuals may not be interested in what is best for the group 3) It may be more of a hassle to work with a larger group

9. Describe what conflict resolution means. This is when individuals work with other individuals over disagreements, scarce resources, conflicting ideas, actions, or goals to try and achieve a desirable outcome for both people.

10. Explain Game Theory. This is the study of human behavior with the focus on competitive situations in which the outcome of a person's choice impacts others.

11. Complete the table below for the prisoner's dilemma.

Prisoner's Dilemma Matrix		Person B	
		Remain Silent (Cooperate)	Betray (Defect)
Person A	Remain Silent (Cooperate)	Person A gets 1 year in prison Person B gets 1 year in prison	Person A gets 4 years in prison Person B goes free
	Betray (Defect)	Person A goes free Person B gets 4 years in prison	Person A gets 2 years in prison Person B gets 2 years in prison

12. Based on the matrix above, what is the most likely outcome? Person A and B will both serve 2 years in prison because they will both betray each other. This is because if the people did any other strategy they risk being worse off. Example if person A remains silent their best case scenario is they only serve 1 year, but if person B betrays them they serve 4 years. But if they betray the other person the worst case is 2 years and the best case is they go free

Topic 9.5- Bias, Prejudice, and Discrimination	Topic 9.6- Altruism and Aggression										
<p>1. What is bias? This is prejudice in favor of or against another thing, person, or group</p> <p>2. What are stereotypes? Generalizations that a person has about another person or group of people. Stereotypes can be both positive and negative.</p> <p>3. What can stereotypes lead to? Out-group homogeneity bias, which is when a person views another group as all the same.</p> <p>4. Explain the difference between discrimination and prejudice. Discrimination is when a person acts on a bias they have against another person, group, or thing. While prejudice is an opinion against a person, group, or thing that is not based on reason (Prejudice = attitude/thought: Discrimination = action)</p> <p>5. What are three common aspects of prejudice? 1) Negative emotions about the person or group 2) Established stereotypes about the person or group 3) Person is more inclined to discriminate against the person or group</p> <p>6. Explain the difference between implicit and explicit prejudice. Explicit prejudice is prejudice that people are aware of and consciously agree with. While implicit prejudice is negative feelings that an individual has towards another person or group that they have without them being aware of it</p> <p>7. Explain scapegoat theory. A person has prejudice against someone or some group and they blame them for an event or outcome that they were not involved with</p> <p>8. Explain how ethnocentrism differs from cultural relativism. Cultural relativism is the practice of judging a culture by its own standards. While ethnocentrism is the practice of judging another culture by the standards of one's own culture</p> <p>9. Describe the mere exposure effect. This is when a person starts to feel more positive about a person or item the more they are exposed to it.</p> <p>10. Provide an example of the mere exposure effect. Answers will vary. Example: The more you hear a song the more you will start to like it</p>	<p>1. What is aggression? This is behavior that is harmful towards another person. This behavior can be either physical or psychological</p> <p>2. How does passive aggression differ from aggression? Passive aggression is when a person is being harmful to another person indirectly. While aggression is when a person is directly being harmful to another person</p> <p>3. Compare how the different approaches view aggression.</p> <table border="1" data-bbox="732 432 1474 951"> <thead> <tr> <th data-bbox="738 436 946 495">Approach</th> <th data-bbox="953 436 1468 495">View on Aggression</th> </tr> </thead> <tbody> <tr> <td data-bbox="738 499 946 594">Evolutionary</td> <td data-bbox="953 499 1468 594">Aggression comes from a person's genes and is part of the evolutionary process</td> </tr> <tr> <td data-bbox="738 598 946 722">Biological</td> <td data-bbox="953 598 1468 722">Aggression comes from electrical and chemical reactions between different brain structures</td> </tr> <tr> <td data-bbox="738 726 946 821">Psychodynamic</td> <td data-bbox="953 726 1468 821">Aggression comes from unconscious thoughts and tendencies that a person has</td> </tr> <tr> <td data-bbox="738 825 946 947">Social</td> <td data-bbox="953 825 1468 947">Aggression comes from interaction with other individuals and interactions with society</td> </tr> </tbody> </table> <p>4. Explain what it means to project anger? This is when a person who is upset about something takes that frustration and puts it on another person or object</p> <p>5. Describe the difference between hostile aggression and instrumental aggression. Hostile aggression is when a person seeks to cause physical or psychological harm. While instrumental aggression is when a person uses aggression to get something that the person wants</p> <p>6. How does the frustration-aggression hypothesis explain aggression? When an individual gets frustrated it causes them to become angry. When a person gets angry enough it then leads to aggression</p> <p>7. Identify three ways in which a person can resolve their aggression. Answers will vary. Examples: 1) Find a neutral space to think about the source of the frustration 2) Use superordinate goals to come to common understanding 3) Utilize a mediator to help reduce tension</p> <p>8. What is altruism? The concern and belief for the well-being of others above one's own needs</p> <p>9. What is the feel good/ do good effect? This is the idea that when a person feels good they are able to do good. Meaning that you have to feel good first yourself before you can truly go and help others feel good</p>	Approach	View on Aggression	Evolutionary	Aggression comes from a person's genes and is part of the evolutionary process	Biological	Aggression comes from electrical and chemical reactions between different brain structures	Psychodynamic	Aggression comes from unconscious thoughts and tendencies that a person has	Social	Aggression comes from interaction with other individuals and interactions with society
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Topic 9.7- Interpersonal Attraction

1. What are three factors that impact if we connect with someone else? 1) The proximity of them 2) Attractiveness of them 3) The shared similarities they have with you
2. Why is it difficult to define what makes someone attractive? Beauty standards change depending on the culture, person, and time.
3. Describe how similarity impacts a person's attraction. At first individuals might be attracted to individuals who are opposite, however, this does not always last long. People are more attracted to individuals that have similar values and interests
4. Complete the table below on the different types of attraction

Type of Attraction	Description
Companionate	Attraction that is more intense than a friendship, but is lacking intimacy
Passionate	The attraction is physical and intense, but does not have a strong commitment (Needs to change in order to last)
Consummate	Attraction has passion, intimacy, and commitment (Stronger compared to companionate and passionate)