

Unit XIV

Social Psychology

Overview

Unit XIV considers the factors that impact the individual within a group as well as the role of culture and norms on both group and individual behavior. The unit explains the formation of attitudes and prejudices, and the actions that stem from these attitudes, including pro-social helping behavior and antisocial discrimination. The factors and triggers of aggression are covered, followed by a critical examination of the role violent media and video games play in increasing aggression. The classic studies of Zimbardo, Milgram and Asch are presented along with a review of the factors that influence attraction. The unit concludes with a discussion of conflict and peacemaking.

Modules

- 74** Attribution, Attitudes, and Actions

- 75** Conformity and Obedience

- 76** Group Behavior

- 77** Prejudice and Discrimination

- 78** Aggression

- 79** Attraction

- 80** Altruism, Conflict, and Peacemaking

Tip #14

Get to Know the Free-Response Question

As you get closer to the time of the AP[®] Exam in May, visit the College Board[®] website and attempt some of the free-response questions posted on the site. Actual essay questions from previous administrations of the AP[®] Exam are available with student samples and detailed rubrics to verify your answers. Set aside a quiet time before the exam to answer two FRQs in a 50-minute time period. When you are finished, read the rubrics and use them to score one or two of the sample essays provided to make sure you understand how it works. Then score your two essays. Practice rewriting your essays with the rubric in mind. Take some time to review any missed terms on the essay and then answer another two FRQs to see if you have improved

Module 74

Attribution, Attitudes, and Action

Before You Read

Module Summary

Module 74 describes the issues and behaviors social psychologists study and discusses how we tend to explain behavior by attributing behavior to dispositional or situational factors. The module also addresses persuasive techniques, role playing, and the concept of cognitive dissonance.

Before beginning the module, take a moment to read each of the following terms and names you will encounter. You may wish to make vocabulary cards for each.

Key Terms

social psychology	central route persuasion
attribution theory	foot-in-the-door phenomenon
fundamental attribution error	role
attitude	cognitive dissonance theory
peripheral route persuasion	

Key Names

Philip Zimbardo
Leon Festinger

While You Read

Answer the following questions/prompts.

74-1

1. Give an example of a particular behavior or situation that a social psychologist might study.
2. Explain the difference between a dispositional (internal) and a situational (external) attribution. Give an example of each.

3. Janine recently received an F on her history essay. Provide an example of both a situational and dispositional attribution that could be used to explain Janine's test result?
4. Describe and give an example of the fundamental attribution error. How do cultural influences impact the prevalence of the fundamental attribution error?
5. Based on your reading on attribution styles, complete each sentence with:
- "situational" AND "dispositional" to describe the most likely attribution, and
 - an explanation of why it is either situational or dispositional
- The first one has been done for you.
- a. I give \$100 to charity every year.
- Situational: I give \$100 because I get a tax deduction for making the contribution.
 - Dispositional: I give \$100 because I am generous and look out for others.
- b. The CEO of a company gives \$100 to charity every year.
- c. My mom yelled at my nephew.
- d. That man over there just yelled at that child.
- e. I cheated on my history test in school.

6. Summarize what Philip Zimbardo's research showed regarding the impact that an assigned role can have on human behavior?

7. Explain Leon Festinger's cognitive dissonance theory.

8. What are the components necessary to create cognitive dissonance?

9. Describe a time that you have experienced cognitive dissonance.

After You Read

Module 74 Review

Answer the following questions to see if you have mastered the basics.

1. As John walks down the hallway between classes, he says "hi" to classmates as they walk by. One classmate does not return his greeting and John assumes he is standoffish and cold. In reality, the classmate who did not return John's greeting had just received a bad grade in Geometry and was disappointed and deep in thought. He didn't even notice John. John's mistaken explanation for his classmate's behavior is best explained by
 - a. the peripheral attitude.
 - b. the self-serving bias.
 - c. the fundamental attribution error.
 - d. the central attitude error.
 - e. the foot-in-the-door phenomenon.

2. Serena is a marketing major and is tasked with developing an ad campaign to promote vaccinations in children. A strong believer in vaccinations, Serena researches the statistics on disease prevention as a result of the shots and prepares a fact-based campaign intending to convince her audience. The method Serena is employing for her campaign is called the
- self-serving bias.
 - fundamental attribution technique.
 - foot-in-the door technique.
 - peripheral route persuasion.
 - central route persuasion.
3. Which of the following best describes the findings of Philip Zimbardo regarding role playing?
- People play the roles that they are genetically inclined to play.
 - Randomly assigned roles will not cause anyone to behave differently than they would in their normal lives.
 - The situation in which one is placed can cause them to role play even when this may result in acting aggressively towards others.
 - Role playing will cause us to make the self-serving bias.
 - One's disposition is the driving factor in the role that one plays.
4. Reynaldo is heading up a school-wide fundraising event. Since he knows it will be difficult to get people involved, he first asks the teachers if he can have 2 minutes in their classrooms to announce the event. The teachers agree to this. Instead of asking his classmates for money right away, he asks if they will sign a poster in the cafeteria pledging to help spread the word and most of his classmates come to sign the poster. The next month he invites a group of friends over to his house to eat pizza and make posters for the halls. Over time Reynaldo is able to build his support base, and eventually raises a record amount of money for the event. It is apparent that Reynaldo was well-versed in the
- peripheral route persuasion.
 - central route persuasion.
 - cognitive dissonance theory.
 - the foot-in-the-door phenomenon.
 - fundamental attribution technique.
5. Ashton participated in anti-smoking education classes from elementary through high school and had always rejected smoking. Recently, however, Ashton has begun smoking. Ashton feels bad about going against his beliefs and when asked by his peers why he is smoking when he knows it is dangerous to his health, he tries to rationalize his actions by telling them "I might die sooner, but at least I'll have fun." Ashton's conflicting actions and beliefs and resulting tension are evidence of
- cognitive dissonance.
 - role playing.
 - peripheral attitudes.
 - attitude change.
 - attribution theory.

Module 75

Conformity and Obedience

Before You Read

Module Summary

Module 75 introduces the research on conformity. Automatic mimicry and the power of the situation in determining behavior are also discussed. The studies conducted by Solomon Asch and Stanley Milgram are presented as illustrations of the power of social influence.

Before beginning the module, take a moment to read each of the following terms and names you will encounter. You may wish to make vocabulary cards for each.

Key Terms

norms
conformity

normative social influence
informational social influence

Key Names

Solomon Asch
Stanley Milgram

While You Read

Answer the following questions/prompts.

75-1

1. Define *conformity* and provide real-life examples from your school.

2. Define the *chameleon effect* and briefly summarize the work of Chartrand and Bargh.

3. How does automatic mimicry help us to empathize?

4. How can positive herding be used to promote positive behaviors?

5. What can be a downside to mimicry?

6. Summarize the methodology and findings of Solomon Asch's experiment on conformity.

7. Discuss the factors that make us more likely to conform.

8. Define and give an example of normative and informational social influence.

75-2

1. Summarize Stanley Milgram's work on obedience.

2. Milgram noted several instances in which obedience to authority was higher. List those below.

a.

b.

c.

d.

Module 76

Group Behavior

Before You Read

Module Summary

Module 76 explains how group behavior differs from individual behavior. The role of the group in positively and negatively influencing behavior are addressed. The concepts of groupthink and group polarization are presented as well as the impact of culture on group behavior.

Before beginning the module, take a moment to read each of the following terms you will encounter. You may wish to make vocabulary cards for each.

Key Terms

social facilitation

social loafing

deindividuation

group polarization

groupthink

culture

While You Read

Answer the following questions/prompts.

76-1

1. How does the example of Norman Triplett's work with adolescents demonstrate social facilitation? Give a personal example of a time when social facilitation occurred in your life.

2. Explain the phenomenon of social loafing. Give an original example of social loafing.

3. Explain how deindividuation might cause a shy teenager to cheer loudly at a pep rally.

4. Based on your understanding of deindividuation, how can this also lead to destructive or hurtful behaviors?

76-2

1. Briefly explain how group polarization works and provide a real-life example.

2. Discuss how group polarization might impact a jury deliberating on a death-penalty case

76-3

1. How can the internet serve as an amplifier for group polarization?

2. How can the internet be isolative to this same end?

76-4

1. What are factors that are likely to contribute to groupthink?

2. Explain how groupthink differs from group polarization.

3. Give an example of a time in which you did not speak up, even though you believed something was a bad idea.
4. How can leaders be informed about the dangers of groupthink in order to make more well-informed decisions?

76-5

1. Describe culture and provide an example.
2. Give an actual or hypothetical example of a time when your own cultural norms differed from the norms of someone you encountered from another culture.
3. How can culture shock set in when interacting with individuals from a different culture than one's own?

After You Read

Module 76 Review

Complete the Matching Questions below to see if you have mastered the basics.

Terms

- _____ 1. groupthink
- _____ 2. culture
- _____ 3. deindividuation
- _____ 4. group polarization
- _____ 5. social loafing
- _____ 6. social facilitation

Examples

- A. Ethan joins an online group that discusses how to promote liberal ideas. The group's ideas become more liberal as they all trade ideas online.
- B. Stephen puts on his black t-shirt and joins the thousands of black t-shirted protesters in front of the courthouse. He soon chants, screams and hurls rocks along with the group.
- C. The President's cabinet does not speak up about the dangers of the President's plan to invade another country because the President seems determined to invade and everyone in the cabinet just wants to get along by not creating dissent within the group.
- D. The Roosevelt HS Rockets win their home game in front of their cheering classmates.
- E. Manuel loves group projects at school and tries to pick a group with kids who will do the work for him so he can relax.
- F. Chandi studies Indian dance forms with her sisters and mother.

Module 77

Prejudice and Discrimination

Before You Read

Module Summary

Module 77 defines prejudice and describes the relationship between prejudice, stereotypes, and discrimination. The cognitive roots of prejudice are explored and distinct phenomena that impact group stereotypes are presented.

Before beginning the module, take a moment to read each of the following terms you will encounter. You may wish to make vocabulary cards for each.

Key Terms

prejudice	outgroup
stereotype	ingroup bias
discrimination	scapegoat theory
just-world phenomenon	other-race effect
ingroup	

While You Read

Answer the following questions/prompts.

77-1

1. Complete the chart.

Term	Definition	Example	Is It a Belief, Feeling, or Action?
Stereotype			

Term	Definition	Example	Is It a Belief, Feeling, or Action?
Prejudice			
Discrimination			

2. How is ethnocentrism related to prejudice?

3. Explain the difference between implicit and explicit prejudice.

4. How does the Implicit Association Test (IAT) reveal that even when individuals do not report holding negative views about a group of people, implicit bias may still exist?

5. How can implicit bias impact the work of police officers?
6. After reading the text, explain ways in which implicit and explicit gender prejudice still exist.
7. Provide examples to demonstrate that explicit prejudice still exists towards LGBTQ individuals.
8. Provide an example of how a person's belief systems may subject them to explicit acts of discrimination.

77-3

1. Explain the just-world phenomenon.
2. How does the just-world phenomenon relate to the statement "stereotypes rationalize inequalities"? How might it be used today to explain why residents of high-crime areas may find themselves victims of crime?
3. Explain how ingroup bias is present in high school cliques, rival sports teams and politics. How might this bias lead to prejudice and discrimination?
4. Discuss how the scapegoat theory might be used to explain bullying.

After You Read

Module 77 Review

Answer the following questions to see if you have mastered the basics.

For questions 1–5, indicate if the situation describes a prejudice (P), a stereotype (S) or discrimination (D).

- _____ 1. Nathaniel is not hired for a job because he is gay.
- _____ 2. Robert is not pleased that the teacher has seated him next to two Hispanic kids since he is uncomfortable around Hispanics.
- _____ 3. Ari and Tasha are forming a group for their science fair project and need three additional members. Three cheerleaders ask to join them, but Ari and Tasha turn them away because they assume cheerleaders are not good at science.
- _____ 4. Ariel needs help sewing a project for class and doesn't think to ask Wyatt since he is a boy and she can't imagine him knowing how to sew.
- _____ 5. Cindy hopes to work with Quan for her school project since he is Asian and she believes all Asians are smart.
6. Claudia is heading to Harvard in the fall and believes all of her hard work in school and volunteering in the community have been rewarded with acceptance into this prestigious university. Her belief is an example of _____.
7. Dylan is a jock at your school and believes that jocks really ROCK! He always wears school jerseys and hangs with other jocks at lunch. He doesn't hold the band and orchestra kids in very high regard. Dylan would consider himself and the other jocks to be the _____ and the band and orchestra kids to be the _____. His favoring of jocks in general would be an _____.
8. Jennifer just transferred to the dance team from another school. The other girls on the team are skeptical of accepting her midseason but their coach insists. When the team loses the state championship by 1 point, they are looking for a way to explain their defeat and blame Jennifer for not fully knowing the routine. The girls on the dance team have just demonstrated the _____.

Module 78

Aggression

Before You Read

Module Summary

Module 78 defines *aggression* and identifies the biological factors and psychological and social-cultural triggers of aggression.

Before beginning the module, take a moment to read each of the following terms you will encounter. You may wish to make vocabulary cards for each.

Key Terms

aggression

frustration-aggression principle

social script

While You Read

Answer the following questions/prompts.

78-1

1. How is the definition of aggression presented in the opening paragraph of the module different from the definition of aggression commonly used?
2. What are the genetic influences of aggression?

3. Explain how neural systems can influence aggression.

4. How can biochemical influences impact aggressive behavior?

78-2

1. Describe how the frustration-aggression principle explains increased amounts of aggression in certain cases. Provide an example from your own life in which a frustrating situation caused you to behave aggressively.

2. In what way do reinforcement and modeling trigger aggressive behavior?

3. How could modeling be used to increase acts of prosocial behaviors, rather than acts of aggression, to make society more peaceful?

Module 79

Attraction

Before You Read

Module Summary

Module 79 discusses the research on attraction and love and explains why we fall in love with some people but not with others. The characteristics of a long-lasting relationship and the typical phases of love in a committed relationship are also covered.

Before beginning the module, take a moment to read each of the following terms you will encounter. You may wish to make vocabulary cards for each.

Key Terms

mere exposure effect

equity

passionate love

self-disclosure

companionate love

While You Read

Answer the following questions/prompts.

79-1

1. How does proximity influence how much we like something or someone? Give an example of how this might work in your high school.

2. How does the mere exposure effect increase odds that we will like someone or something?
3. How might advertisers use this knowledge to persuade you to buy certain products?
4. How has online dating changed dating relationships?
5. How can evolutionary psychologists help us better understand the findings of preferences from males and females after participating in speed dating?
6. In what way does physical attractiveness impact liking?

12. Briefly explain the reward theory of attraction.

79-2

1. Describe how passionate love differs from companionate love.

2. Explain how the "Rickety bridge" study relates to passionate love.

3. How can the role of oxytocin impact companionate love?

4. How does the expectation of passionate love in long-term relationships sometimes lead to frustration?

5. Explain how equality can have a positive impact on a relationship.
6. How does self-disclosure lead to a successful relationship?

After You Read

Module 79 Review

1. Answer the following question to see if you have mastered the basics.

Chantal and Jermaine have been dating awhile and are considering marriage as the next step in their relationship. You are a marriage counselor who understands the factors that influence attraction.

Explain how the following factors in attraction may play a role in the success or demise of their relationship.

- Mere-Exposure Effect
- Similarity
- Passionate Love
- Companionate Love
- Equity

Module 80

Altruism, Conflict, and Peacemaking

Before You Read

Module Summary

Module 80 deals with altruism, conflict, and peacemaking. This module explores social exchange theory and considers the way in which group dynamics and social norms explain why people help or do not help one another. Conflict fueled by social traps and mirror-image perceptions is discussed. The module concludes by suggesting how we can transform feelings of prejudice, aggression, and conflict into peace.

Before beginning the module, take a moment to read each of the following terms you will encounter. You may wish to make vocabulary cards for each.

Key Terms

altruism	social trap
bystander effect	mirror-image perceptions
social exchange theory	self-fulfilling prophecy
reciprocity norm	superordinate goals
social-responsibility norm	GRIT
conflict	

While You Read

Answer the following questions/prompts.

80-1

1. Define *altruism* and explain how it impacts an individual's likelihood of helping others in need.

2. Describe the reciprocity norm and discuss how it differs from a social-responsibility norm. How might the reciprocity norm impact relationships?

80-3

1. Describe how a social trap can create conflict.
2. Give an example of a social trap in your high school or personal life.
3. Explain how mirror-image perceptions can lead to self-fulfilling prophecies.
4. Explain how the self-fulfilling prophecy may help or hinder a student's performance in school.

80-4

1. Summarize the research that demonstrates the role that contact can play in promoting peace.
2. If contact theory has demonstrated an increase in liking individuals from different races, ethnicities, or sexual preferences, why is this not occurring more often?
3. In what way are superordinate goals used to achieve cooperation?
4. Explain specifically how superordinate goals were used by Muzafer Sherif at the boy's camp in Oklahoma.
5. Discuss the importance of communication in reducing conflict.

6. Explain how you might use the components of GRIT to alleviate conflict in a friendship or between a teacher and student.

After You Read

Module 80 Review

Choose the term from the box that is best exemplified by each situation below.

altruism
social trap
conflict
self-fulfilling prophecy

bystander effect
reciprocity norm
GRIT

social exchange theory
social-responsibility norm
superordinate goals

- Although they were competing for first chair in the violin section, Adele and Sean knew they needed to work together and support one another if this concert was to be a success.

- Denise wants to go to prom next month, but her boyfriend wants to go to the NBA finals game in town on the same night.

- Although it put his family in jeopardy, Hans, a German civilian, sheltered three Jewish children in his home during the Holocaust.

- The Rodriguez family drives a gas-guzzling SUV because they like the space it gives them. Unfortunately, they have selected a car that is bad for the environment. If all families choose fuel efficient cars rather than acting in their own self-interest, air pollution for everyone could be significantly reduced.

- Mr. Johanssen believes the new student in his class is going to be a troublemaker and as such, treats him with strict discipline from the first day of class. The student, responding to Mr. Johanssen's behavior, begins to act out and confirms Mr. Johanssen's belief about him.

- Fiona is deciding whether or not to help her classmate with Geometry. Although it will take up her time, she will feel good about helping and may earn the respect of her teacher, so she decides to help.

7. Jan knew she could count on her classmates to donate blankets for the homeless this winter because her classmates always come through when other people are in need of assistance.
-
8. Having donated money to her neighbor's son's track fundraiser, Ms. Callahan expected her neighbor to buy cookies from her daughter for the choral fundraiser.
-
9. The new players on the basketball team are resentful that the veteran players get more playing time. Chris, the captain of the team, recognizes the guys on the team all need to get along and offers to sit out a game in order to let the newer players have time on the court. He hopes that other players will reciprocate and it will lead to increased bonding on the team.
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10. Leticia dropped her textbooks in the crowded hall and not a single person stopped to help her pick them up because they all assumed someone else would help.
-

✓ Check Yourself

Now that you have mastered the basics, work through the problems below to see if you can *synthesize*, *evaluate*, and *analyze* what you have learned.

Shanice, is a junior in high school. She is transferring midyear to a new high school that is racially and ethnically diverse. Shanice had formerly attended the rival high school and is nervous about transferring because she has long thought that the school she is moving to cheated in sports, and the students "acted better than everyone else". Discuss the effect the following will have on her ability to adjust to this change in a healthy manner.

Fundamental attribution error:

Ingroup bias:

Conformity:

Social facilitation:

Deindividuation:

Norms:

Stereotypes:

Mere-exposure effect:



Before You Move On

Use the checklist below to verify your understanding of the unit's main points.

Can I apply attribution theory to explain motives?

- Fundamental attribution error
- Self-serving bias

Can I describe the structure and function of different kinds of group behavior?

- Deindividuation
- Group polarization

Can I explain how individuals respond to expectations of others?

- Groupthink
- Conformity
- Obedience to authority

Can I discuss attitudes and how they change (e.g., central route persuasion)?

Can I predict the impact of the presence of others on individual behavior?

- Bystander effect
- Social facilitation

Can I describe processes that contribute to different treatment of group members, such as?

- Ingroup/outgroup social dynamics
- Ethnocentrism
- Prejudice

Can I articulate the impact of the following social and cultural categories on self-concept and relations with others?

Gender

Race

Ethnicity

Can I anticipate the impact of behavior on a self-fulfilling prophecy?

Can I describe the variables that contribute to altruism, aggression, and attraction?

Can I discuss attitude formation and change, including persuasion strategies and cognitive dissonance?

Can I identify the following important figures in social psychology?

Solomon Asch

Leon Festinger

Stanley Milgram

Philip Zimbardo