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# Chapter 12

## Social Behavior

# Social Psychology

- **Social psychology** is the branch of psychology concerned with the way individuals' thoughts, feelings, and behaviors are influenced by 1.

# Forming Impressions of Others

- 2 (**2 words**) is the process of forming impressions of others.
- People tend to attribute desirable characteristics, such as intelligence, competence, warmth, and friendliness to those who are 3 looking.
  - In reality, research on physical variables in **person perception** indicate that there is little relationship between 4 and personality traits.
- 5 is the product of 6 cognitive processes that involve widely held beliefs (called **social schemas**) that lead people to expect that others will have certain characteristics because of their membership in a specific group.
  - Common groups affected : Gender, age, ethnic, and occupational **stereotypes** are common.

## Forming Impressions of Others 2

- Person perception is a subjective process.
  - Stereotypes and other social schemas create biases in person perception that frequently lead to 7 of one's expectations about others.
  - An 8 (2 words) occurs when people estimate they have encountered more confirmations of an association between social traits than they have actually seen. That is... stereotypes may lead people to see what they expect to see and to 9 how often they see it.
- Evolutionary psychologists argue that many biases in person perception were adaptive in our ancestral past, for example, automatically categorizing others may reflect the primitive need to quickly separate friend from foe (or, as is stated in the text, we group others into "10" or "outgroups."

# Attribution Processes: Explaining Behavior

- 11 are inferences that people draw about the causes of events, others' behavior, and their own behavior...  
Why did your friend turn down your invitation? Why did you make an A on the test?
  - **Internal attributions** ascribe the causes of behavior to 12 (**2 words**), traits, abilities, and feelings.
  - **External attributions** ascribe the causes of behavior to 13 (**2 words**) and environmental constraints.

# Biases in Attribution

- Research indicates that people tend to be biased in the way they make **attributions**,
  - The **14 (3 words)** is an **observers' bias** in favor of **15 attributions** in explaining others' behavior.
  - In general, we are likely to attribute our own behavior to situational causes and others' behavior to dispositional causes.
- **Actor-Observer Bias** involves the differences in attributions between the individual acting (**the actor**) and those observing the action (**the observers**). *Observers* often are **16** of situational considerations, hence they tend to make internal attributions. *Circumstances that have influenced the actor's behavior tend to be more known* (salient) hence they are more likely to attribute causes of their behavior to the situation.
- **17 (3 words)** is the tendency to attribute one's success to **personal factors** and one's failure to **situational factors**.
- Research indicates that there are cultural influences on **attributional tendencies**. **18** (more often seen in Western cultures) appears to promote the fundamental attribution error and the self-serving bias that help them to feel independent, competent and self-reliant

## Close Relationships: Liking and Loving

- 19 (2 words) refers to positive feelings toward another..
- **Physical attractiveness** is significant in attraction particularly in the initial stages of dating. Being physically appealing appears to be more important in influencing “liking” for females than males.
- The 20 (2 words) proposes that males and females of approximately equal physical attractiveness are likely to select each other as partners.
- Research supports the hypothesis that “*Birds of a feather tend to flock together*”. The most obvious explanation is that 21 causes attraction. The connection is strengthened because people who become close modify their attitudes to become more similar...a phenomena called, attitude 22.
- **Reciprocity** is liking those who show that they 23 you. In romantic relationships, reciprocity often extends to idealizing one’s partner...
- **Berscheid & Hatfield** have distinguished betw passionate and companionate love. **Passionate love** is a 24 (2 words) in another that includes tender sexual feelings and the agony and ecstasy of intense emotion. **Companionate love** is warm, trusting, 25 affection for another whose life is deeply intertwined with one’s own. These may coexist, but not necessarily. Cultures vary in their emphasis on passionate love as a prerequisite for marriage.

## Close Relationships: Liking and Loving

- Passionate loving produces powerful changes in thinking, emotion & behavior. Brain imaging research indicates that when people think about someone they are passionately in love with, [26](#) circuits known also to be activated by cocaine and addictive drugs are activated. This explains why passionate love sometimes resembles [27](#).
- [Hazan and Shaver's](#) theory suggests that love relationships in adulthood mimic [attachment patterns](#) in infancy/childhood. Those with [28 attachments](#) to parents find it relatively easy to get close to others & describe their love relations as trusting.
- Cross-cultural similarities in the characteristics that heterosexuals seek in mates support an [evolutionary perspective on love](#). According to this theory, characteristics such as youthful attractiveness (males); status and [29](#) potential (females) are attractive because they are indicators of greater reproductive potential and ability to invest material resources in children.



# Attitudes and Attitude Change/Persuasion

- **Attitudes** are positive or negative evaluations of objects of 30. Attitudes have **cognitive, 31, and behavioral components**.
- It is important to remember that attitudes create a **predisposition to act** in certain ways. However, attitudes and behavior are not as correlated as one might assume, in part because **attitude 32 and situational constraints** can vary.
- Research has indicated that there are many factors at play in **attitude change**.
  - A **33** of communication who is seen as **credible, expert, trustworthy, likable, and physically attractive** tends to be relatively effective in stimulating attitude change (persuasive).
  - Although there are some situational limitations, **34 (#)-sided arguments and 35 appeals** are effective **message factors** in persuasive communication.
  - **Receiver factors** are individual qualities affecting the likelihood of persuasion in the person receiving the message. Personality, Being **forewarned** of a persuasive attempt, and **strength of one's attitudes** are consider receiver factors.

## Attitude Change 2

- Attitudes may be shaped through classical conditioning, operant conditioning, and observational learning.
- Festinger's 36 theory asserts that engaging on behavior that is inconsistent with one's current attitudes (counterattitudinal behavior) causes tension and that people will alter their attitudes/beliefs to reduce cognitive dissonance.
- Therefore, 37 (2 words) exists when related cognitions are inconsistent-- that is, they contradict each other.
- The elaboration likelihood model holds that 38 routes (when people carefully ponder the content and logic of persuasive messages) to persuasion yield longer-lasting attitude change than 39 routes (persuasion depends on nonmessage factors such as attractiveness of the source).

# Yielding to Others

- 40 involves yielding to real or imagined **social pressure**.
- 41 (Full name) conducted a classic experiment where subjects were asked to make judgments, indicating which of three lines on a card matched an original standard.
  - The task was easy, and 7 subjects were asked one at a time to make their judgments aloud.
  - Only the 6<sup>th</sup> subject was a real subject, the others gave wrong answers...Asch wanted to see how often people conformed, and gave an answer they knew was wrong, just because everyone else did. He found that on average, research subjects conformed 42 (%) of the time; however there was considerable variability among subjects (some never caved at all).
- Subsequent studies using a similar protocol found that 43 (2 words) and **group unanimity** influences conformity, with larger groups increasing conformity.
- Group size makes little difference, if just one other person did not go along with the group. The presence of another 44 lowered group conformity to about a quarter of its peak pressure.

# Yielding to Others

- 45 is a form of compliance that occurs when people follow direct commands, usually from someone in a position of authority.
- 46 (Full name), like many people, was troubled over the Nazi war criminal defense (“I was just following orders”).
- He designed a landmark experiment to determine how often ordinary people will obey an authority figure, even if it means hurting another person.
  - His first experiment consisted of 47 (#) men from the local community recruited to participate in a psychology experiment, supposedly on the effects of punishment on learning.
  - The research subjects were given the role of “48” in the experiment, while a confederate (and experimental accomplice) was given the role of “49”.
  - The teacher was seated before an apparatus that had 30 switches ranging from 15 to 450 volts, with labels of slight shock, danger: severe shock, and XXX etc.
  - Although the electrical apparatus looked and sounded real, it was fake. The learner was never shocked when he made a mistake, but the “teacher” did not know this.

## Yielding to Others 3

- **Milgram** found that 50 (#)% of the men administered all 30 levels of the shock, even though they displayed considerable distress at harming the learner.
- Subsequent studies (and there were many) indicated that, like in **Asch's** study, if an accomplice defied the experimenter and supported the subject's objections, they were significantly less likely to give all the shocks (only 10%).
- Milgram's experiments were extremely controversial, as his participants were exposed to extensive 51 (without prior consent) that could undermine their trust in people and leave "emotional scars" on the subjects.

# Behavior in Groups

- A **group** consists of two or more individuals who interact and are **52**.
- The **53 (2 words)** is the now well studied phenomenon (**Darley and Latane** and colleagues) that people are less likely to provide needed help when they are in groups than when they are alone.
  - Reviews of studies on over 6,000 subjects in a variety of helping situations indicate that subjects who are alone help about **54(#)%** of the time, while subjects in the presence of others help about 53% of the time.
  - The only variable shown to significantly impact the **bystander effect** is **ambiguity of the need for help**. The less ambiguous the need for help, the more likely someone is to give it.
- The **bystander effect** is believed to occur because of **55 (3 words)**...when the responsibility is divided among many, everyone thinks that someone else will help.

# Behaving in Groups

- Studies also show that productivity decreases as group size increases.
  - This is believed to be due to 2 factors, loss of efficiency resulting from a loss of coordination of effort and **social loafing**.
- **56 (2 words)** is a reduction in effort by individuals when they work in groups as compared to when they work alone.
- **Decision making processes** can be influenced by groups as well.
  - **57 (2 words)** occurs when group discussion strengthens a group's **58** point of view and produces a shift toward a more extreme decision in that direction.
  - **59** occurs when members of a cohesive group emphasize **60** at the expense of critical thinking in arriving at a decision.
  - Research indicates that **cohesiveness** (strength of the liking relationships linking group members) is a significant contributor to **groupthink**.