

Chapter Sixteen

SOCIAL BEHAVIOR

Review of Key Ideas

PERSON PERCEPTION: FORMING IMPRESSIONS OF OTHERS

1. Describe how various aspects of physical appearance may influence our impressions of others.

- 1-1. In general, we attribute _____ personality characteristics to good-looking people. For example, we view attractive people as warmer, friendlier, better-adjusted, and more poised. We also tend to view attractive people as (less/more) *competent* than less attractive people.
- 1-2. A recent review also indicates that we have a surprisingly strong tendency to view attractive people as (less/more) *competent* than less attractive people. Perhaps a result, attractive people tend to obtain better jobs and higher salaries.
- 1-3. In addition, we make inferences about people based on their nonverbal behavior—how they move, talk, and gesture. For example, based on a 10-second videotape, participants in a recent study guessed others' sexual orientation with a relatively high degree of (accuracy/inaccuracy).

Answers: 1-1. positive (desirable, favorable) 1-2. more 1-3. accuracy (about 70%).

2. Explain how schemas, stereotypes, and other factors contribute to subjectivity in person perception.

- 2-1. Briefly define the following:
- (a) schemas:
- (b) stereotypes:

- 2-2. Men are competitive, women are sensitive; these are stereotypes. Stereotypes are broad generalizations that tend to ignore the _____ within a group. People who hold stereotypes do not necessarily assume that all members of a particular group have the same characteristics, but merely that there is an increased _____ that they do.
- 2-3. Whether probabilistic or absolute, schemas in general and stereotypes in particular direct our perception, so that we tend to see the things we expect to see. Such selective perception results in an over-estimation of the degree to which our expectations match actual events, a phenomenon referred to as _____ correlation.
- 2-4. In one study, discussed in the text, subjects watched a videotape of a woman engaged in various activities (including drinking beer and listening to classical music). For one set of subjects she was described as a librarian and for another as a waitress. What effect did the occupational labels have on subjects' recall of the woman's *activities*? Which of the following is(are) true?
 _____ Subjects in the "librarian" condition tended to recall her listening to classical music.
 _____ Subjects in the "waitress" condition tended to recall her drinking beer.
- 2-5. The study just described illustrates subjectivity in person perception. The schemas, in this case the _____, that we have about categories of people, affect how we perceive and what we remember.
- 2-6. We think that when we make a blunder, people notice, and that when we do something right, people notice as well. We are correct: appearance and behavior do influence impressions. Recent research indicates, however, that we (overestimate/underestimate) the extent to which others pay attention to our appearance and our behavior.
- 2-7. Thus, people are (more/less) likely to notice our blunders than we think they will. And they are (more/less) likely to notice our successes than we think they will. This phenomenon is termed the _____ effect.
- 2-8. A related finding is that people think that they understand others (better/worse) than others understand them. For example, you might think that you understand your roommate better than your roommate understands you. This phenomenon is know as the illusion of _____ insight.

Answers: 2-1. (a) clusters of ideas about people and events (b) a type of schema; widely held beliefs about people based on group membership 2-2. diversity (variability), probability 2-3. illusory 2-4. both are true 2-5. stereotypes 2-6. overestimate 2-7. less, less, spotlight 2-8. better, asymmetric.

3. Explain the evolutionary perspective on bias in person perception.

- 3-1. How does one explain bias or prejudice in terms of evolution? To explain anything in terms of evolution one assumes that the particular characteristic or trait had _____ value in our evolutionary past. For example, the bias in favor of physical attractiveness might have signaled health, associated with _____ potential in women and the ability to acquire _____ in men. The stereotype of _____ individuals as submissive and honest could simply result from our adaptive reaction to infants.

- 3-2. Evolutionary theorists also assert that we needed a quick way to categorize people as friend or enemy or, in more technical terms, as members of our _____ or members of the _____.
- 3-3. The question still remains: how could prejudice and bias be adaptive? It must be clear that what was adaptive in our evolutionary past (is also/may not be) adaptive now. Nonetheless, from the point of view of evolutionary theory, cognitive mechanisms involving bias have been shaped by natural _____.

Answers: 3-1. adaptive, reproductive, resources, baby-faced 3-2. ingroup, outgroup 3-3. may not be, selection.

ATTRIBUTION PROCESSES: EXPLAINING BEHAVIOR

4. Explain what attributions are and why we make them.

- 4-1. Why are you reading this book? The search for causes of events and of our own and others' behavior is termed _____. For example, you might _____ your reading behavior to an upcoming test (or to personal interest, lust for knowledge, fear, etc.).
- 4-2. Attributions are inferences that people make about the _____ of events and about the their own and others' behavior.
- 4-3. Why do we make attributions? We seem to have a strong need to _____ our experiences.

Answers: 4-1. attribution, attribute 4-2. causes (origin, source, explanation) 4-3. understand (explain).

5. Describe the distinction between internal and external attributions.

- 5-1. Which of the following involve internal and which external attributions? Label each sentence with an I or an E.
- _____ He flunked because he's lazy.
- _____ Our team lost because the officials were biased against us.
- _____ The accident was caused by poor road conditions.
- _____ He achieved by the sweat of his brow.
- _____ Criminal behavior is caused by poverty.
- _____ His success is directly derived from his parents' wealth and influence.

Answers: 5-1. I, E, E, I, E, E.

6. Summarize Weiner's theory of attribution.

- 6-1. Weiner proposed that attributions are made, not only in terms of an internal-external dimension, but also in terms of a stable-unstable dimension. Suppose that Sally makes a high score on an exam. She could attribute her score to her ability, an (internal/external) factor that is also (stable/unstable). If she attributed her success to her good mood, the attribution would be (internal/external) and (stable/unstable).

- 6-2. Or, Sally may think she did well because these types of test are always easy, an (internal/external) and (stable/unstable) attribution. If she attributes her score to luck, the attribution would be (internal/external) and (stable/unstable).

Answers: 6-1. internal, stable, internal, unstable 6-2. external, stable, external, unstable.

7. Describe several types of attributional bias and cultural variations in attributional tendencies.

7-1. Define or describe the following:

(a) fundamental attribution error:

(b) actor-observer bias:

(c) defensive attribution:

(d) self-serving bias:

7-2. Recent research has indicated that the attributional biases described above may not apply to all cultures. Since collectivist societies emphasize accomplishing the goals of the group over individual achievement, collectivist cultures are (less/more) likely to attribute other's behavior to personal traits. In other words, people from collectivist cultures tend to be (less/more) prone to the fundamental attribution error.

7-3. Some evidence also indicates that people from collectivist societies would be more likely to attribute their *successes* to (the ease of a task/unusual ability). Similarly, they would be more likely to attribute their *failures* to (bad luck/lack of effort). Thus, in contrast with people from individualistic societies, people from collectivist cultures appear to be (less/more) prone to the self-serving bias.

Answers: 7-1. (a) the tendency for observers to attribute an individual's behavior to *internal* rather than *external* factors (b) the tendency for observers to attribute an actor's behavior to internal rather than external factors, *and the tendency for actors to attribute their own behavior to external causes* (Yes, there is overlap between these two concepts. The fundamental attribution error is part of the actor-observer bias.) (c) the tendency to attribute other people's misfortunes to internal causes, that is, the tendency to blame the victim (d) the tendency to attribute our *successes* to internal factors and our *failures* to situational factors 7-2. less, less 7-3. the ease of a task, lack of effort, less.

CLOSE RELATIONSHIPS: LIKING AND LOVING

8. Summarize evidence on the role of physical attractiveness and similarity in attraction.

8-1. Physical attractiveness is the key determinant of romantic attraction for:

- a. males
- b. females
- c. both males and females

8-2. The *matching hypothesis* asserts that people tend to date and marry others who are:

- a. similar to them in attitudes and personality
- b. are approximately equal to them in physical attractiveness
- c. both of the above

- 8-3. Do opposites really attract, or do we like people who are similar? An overwhelming amount of research supports the idea that we are attracted to people who are (similar to/different from) us on several dimensions, especially in terms of attitudes and personality.
- 8-4. The similarity-attraction relationship extends to:
- friendship
 - romantic relationships
 - both of the above
- 8-5. It is clear that similarity causes attraction: people are attracted to others who are similar. Does attraction also cause similarity? Some studies (also/do not) support this causal direction as well.

Answers: 8-1. c 8-2. b 8-3. similar to 8-4. c 8-5. also.

9. Summarize evidence on the role of reciprocity and romantic ideals in attraction.

- 9-1. We tend to like people who like us. We also tend to think that if we like others, they will like us. This is the principle of _____ in attraction.
- 9-2. What do we get from reciprocal relationships? First, our friends frequently provide positive feedback that enhances the way we feel about ourselves, the self-_____ effect. Second, our friends may verify our own view of ourselves, the self-_____ effect.
- 9-3. In romantic relationships, people constantly evaluate their partners against various ideals. Studies have found that the *greater the difference* between people's perceptions of their partners and their ideals, the (more/less) satisfied they are with the relationship and the more likely it is to (continue/dissolve).
- 9-4. The perception of a partner is subjective, of course. People may exaggerate the good characteristics and overlook the bad. Some research has found that, among couples, individuals view their (more favorably/less favorably) than their partners view themselves. For example, suppose Jeff and Mary are a couple. Who would have the more favorable evaluation of Jeff? (Jeff/Mary).
- 9-5. Positive illusions about one's partner may make for a better relationship than will a cold view of reality. The happiest couples seem to be those who hold a reciprocated and (accurate/idealized) view of their partners.

Answers: 9-1. reciprocity 9-2. enhancement, verification 9-3. less, dissolve 9-4. idealized, Mary 9-5. idealized.

10. Describe various distinctions regarding love described by Berscheid and Hatfield, and Sternberg.

- 10-1. Hatfield and Berscheid divide love into two types, the intense emotional and sexual feelings of _____ love and the warm and tolerant affection of _____ love.
- 10-2. Sternberg further divides companionate love into _____, characterized by closeness and sharing, and _____, an intention to maintain a relationship in the face of difficulties.
- 10-3. Thus, Sternberg lists three factors or types of love. Of these, _____ love appears to peak early and drop off rapidly, while _____ and _____ gradually increase over time.

- 10-4. Commitment seems to be a particularly important factor in determining the durability of a relationship. For example, in a study of dating couples, _____ was more predictive of whether or not the relationship would continue than was overall love.

Answers: 10-1. passionate, companionate 10-2. intimacy, commitment 10-3. passion, intimacy, commitment 10-4. commitment.

11. Summarize the evidence on love as a form of attachment.

- 11-1. In Chapter 11 we discussed types of attachment styles between infants and their caregivers. What *general* conclusion did Hazen and Shaver reach concerning the association between types of infant attachment and the love relationships of adults?
- 11-2. Write the names of the three infant attachment styles next to the appropriate letters below.
- S: _____
- A-A: _____
- A: _____
- 11-3. Using the letters from the previous question, identify the types of romantic relations predicted by the infant attachment styles.
- _____ As adults, these individuals tend to use casual sex as a way of getting physically close without the vulnerability of genuine intimacy and commitment.
- _____ These people experience more emotional highs and lows in their relationships, find conflict stressful, have more negative feelings after dealing with conflict.
- _____ These individuals easily develop close, committed, well-adjusted, long-lasting relationships.

Answers: 11-1. The three types of infant-caretaker attachments (also described in Chapter 11) tend to predict the love relationships that children have as adults. 11-2. secure, anxious-ambivalent, avoidant 11-3. A, A-A, S.

12. Discuss cross-cultural research on romantic relationship and evolutionary analyses of mating patterns.

- 12-1. While there are cross-cultural similarities in what people look for in mates, there are differences as well. The idea that one should be in love in order to marry is in large part an 18th-century invention of (Eastern/Western) culture. Arranged marriages, in which romantic love is less important, tends to be characteristic of (collectivist/individualist) societies.
- 12-2. With regard to physical appearance, researchers have found some standards that appear to be consistent across cultures, such as facial _____ and men's preference for a moderately low _____ ratio.
- 12-3. What do the two sexes look for in potential mates? While both sexes value physical attractiveness, cross-cultural studies have found that _____ place greater emphasis on youth and beauty, while _____ look for mates who can acquire resources, which can be invested in children.

- 12-4.** If men emphasize physical attractiveness and women resources, how does this affect *tactics* that the sexes use in pursuing the opposite sex? In support of the evolutionary perspective, Buss has found that men tend to use tactics that emphasize their (looks/resources) and, women use tactics that emphasize their (looks/resources). For example, _____ might talk about their jobs or display what they own while _____ would try to enhance their makeup or clothing.
- 12-5.** Tactics may involve deception. Both sexes may lie about their income, careers, and past relationships. Females tend to be more upset when males lie about their _____ and also their commitment to the woman. Males tend to be more upset when females lie about previous _____.
- 12-6.** Women tend to (exaggerate/underestimate) men's potential commitment, perhaps as an evolved strategy for protection against consenting to sex and being abandoned. Men tend to overestimate women's _____ interest, perhaps as an evolved tactic of not overlooking sexual opportunities.
- 12-7.** Sometimes individuals may try to attract someone already in a relationship, a phenomenon referred to by evolutionary researchers as mate _____. According to Schmitt and Buss, about _____ % of undergraduates report having made an attempt to poach. Tactics are similar to other forms of attraction except that more secrecy is involved. One tactic is to attempt to entice the other person to poach them by complaining about their current _____ or asking for "advice."

Answers: 12-1. Western, collectivist 12-2. symmetry, waist-to-hip 12-3. males, females 12-4. resources, looks, men, women 12-5. resources (wealth, status, careers), promiscuity (sexual relationships, affairs) 12-6. underestimate, sexual 12-7. poaching, 50-60%, relationship.

ATTITUDES: MAKING SOCIAL JUDGMENTS

13. Describe the components and dimensions of attitudes.

- 13-1.** Do you favor gun control? Do you like expressionist art? Do you hate cottage cheese? Your answers would be *evaluations* and would also express your _____ toward these objects of thought.
- 13-2.** Attitudes are positive or negative _____ of objects of thought. They may include three components: cognition (thought), affect (emotion), and behavioral predispositions. For example, people have attitudes toward cottage cheese. List the three possible components of attitudes next to the examples below.
- _____ He likes cottage cheese.
- _____ He eats cottage cheese.
- _____ He thinks: "Cottage cheese seems kind of lumpy."
- 13-3.** Attitudes also vary along various dimensions: strength, accessibility, and ambivalence. Place the appropriate words in the blanks.
- _____ How easily does the attitude come to mind?
- _____ How durable or firmly held is the attitude?
- _____ To what degree does the attitude include both positive and negative aspects?

Answers: 13-1. attitudes 13-2. evaluations, affect, behavior, cognition. (Note that the components may be remembered as the ABCs of attitude.) 13-3. accessibility, strength, ambivalence.

14. Discuss the relations between attitudes and behavior.

- 14-1. As LaPiere found in his travels with a Chinese couple, attitudes (are/are not) consistently good predictors of behavior. One reason involves a failure to account for the attitude dimensions just described, attitude _____, accessibility, and ambivalence. For example, the stronger the attitude, the better it will predict _____.
- 14-2. In addition, the actual situation is likely to present new information: possible embarrassment, pressure from others, the unanticipated pleasant or unpleasant aspects of the situation, and so on. In other words, the behavioral component is just a *predisposition* that may change as a function of norms or other constraints of the _____.

Answers: 14-1. are not, strength, behavior 14-2. situation.

15. Summarize evidence on source factors, message factors, and receiver factors that influence the process of persuasion.

- 15-1. If you are the *source* of a communication, the message giver:
- (a) What factors mentioned in your text would you use to make yourself more *credible*? _____ and _____
 - (b) What else would you hope to emphasize about yourself? _____
- 15-2. With regard to *message* factors:
- (a) Which is generally more effective, a one-sided message or a two-sided message? _____
 - (b) In presenting your argument, should you use every argument that you can think of or emphasize just the stronger arguments? _____
 - (c) Is simple repetition a good strategy, or should you say something just once? _____
 - (d) If you repeat something often enough, people will come to believe it. What is the name of this effect? _____
 - (e) Do fear appeals tend to work? _____ When? _____
- 15-3. With regard to receiver *factors* in persuasive communications:
- (a) If you know in advance that someone is going to attempt to persuade you on a particular topic, you will be (harder/easier) to persuade. This is the factor referred to as _____.
 - (b) Resistance to persuasion is greater when an audience holds an attitude incompatible with the one being presented. In this case, the receiver will also tend to scrutinize arguments longer and with more skepticism, an effect referred to as _____ bias.
 - (c) In addition, in part because they may be anchored in networks of other beliefs that may also require change, _____ attitudes are more resistant to change.

Answers: 15-1. (a) expertise, trustworthiness (b) likability (for example, by increasing your physical attractiveness or emphasizing your similarity with the message receiver) **15-2.** (a) In general, two-sided (That's the kind of speech Mark Antony gave over the body of Caesar in Shakespeare's *Julius Caesar*.) (b) stronger only (c) repetition (causes people to believe it's true, whether it is or isn't) (d) validity effect (e) yes, if they arouse fear (and especially if the audience thinks the consequences are very unpleasant, likely to occur, and avoidable) **15-3.** (a) harder, forewarning (b) disconfirmation (c) stronger.

16. Discuss how learning processes can contribute to attitudes.

16-1. Following are examples that relate learning theory to attitude change. Indicate which type of learning—classical conditioning, operant conditioning, or observational learning—matches the example.

_____ Ralph hears Bob express a particular political attitude that is followed by thunderous applause. Thereafter, Ralph tends to express the same attitude.

_____ Advertisers pair soft drinks (and just about any other product) with attractive models. The audience likes the models and develops a stronger liking for the product.

_____ If you express an attitude that I like, I will agree with you, nod, say “mm-hmm,” and so on. This will tend to strengthen your expression of that attitude.

Answers: 16-1. observational learning, classical conditioning, operant conditioning.

17. Explain how cognitive dissonance can account for the effects of counter-attitudinal behavior and effort justification.

(Dissonance is a truly complicated theory, but the following exercise should help. First read over the text, then see how you do on these questions. Here's a hint: Both problems are contrary to common-sense ideas of reward and punishment. Dissonance theory prides itself on making predictions contrary to conventional wisdom. The first item, below, indicates that we like behaviors accompanied by less, not more, reward; the second item indicates that we like behaviors accompanied by more, not less, discomfort.)

17-1. Ralph bought a used car. However, the car uses a lot of gas, which he doesn't like because he strongly supports conserving energy. He rapidly concludes that conserving fuel isn't so important after all.

(a) Ralph has engaged in counter-attitudinal behavior. What were the two contradictory cognitions? (One is a thought about his *behavior*. The other is a thought about an important *attitude*.)

(b) Suppose the car was a real beauty, a rare antique worth much more than the price paid. Alternatively, suppose that the car was only marginally worth what was paid for it. In which case would dissonance be stronger? In which case would the attitude about gas guzzling be more likely to change?

17-2. Suppose Bruce decides to join a particular club. (1) One possible scenario is that he must travel a great distance to attend, the club is very expensive, and he must give up much of his free time to become a member. (2) Alternatively, suppose that the traveling time is short, the club is inexpensive, and he need not give up any free time. In which case (1 or 2) will he tend to value his membership more, according to dissonance theory? Briefly, why?

Answers: 17-1. (a) I know I bought the car. I'm against the purchase of cars that waste gas. (b) The additional reward in the first situation produces less dissonance and will tend to leave Ralph's original attitude about gas consumption intact. Ralph's attitude about gas consumption will change more when there is less justification (in terms of the value of the car) for his action. As described in your text, we tend to have greater dissonance, and greater attitude change, when less reward accompanies our counter-attitudinal behavior. 17-2. According to dissonance theory, he will value the membership more under alternative 1, even if the benefits of membership are slight, because people attempt to *justify the effort* expended in terms of the benefits received. (While dissonance is a genuine phenomenon with many of the characteristics that Festinger described in 1957, several other variables are operating, so it is difficult to predict when dissonance will occur.)

18. Relate self-perception theory and the elaboration likelihood model to attitude change.

- 18-1. At a cocktail party Bruce eats caviar. When asked whether he likes caviar he responds, "I'm eating it, so I guess I must like it." This example illustrates _____ theory.
- 18-2. According to self-perception theory, people infer their attitudes by observing their own _____. Thus, if people engage in a behavior that is not accompanied by high rewards, they are likely to infer that they (enjoy/do not enjoy) the behavior.
- 18-3. To illustrate the elaboration likelihood model: Suppose that you are to travel in Europe and must decide between two options, renting a car or traveling by train (on a Eurailpass). In the blanks below, indicate which persuasive route, central (C) or peripheral (P), is referred to in these examples.
- _____ On the basis of train brochures, showing apparently wealthy and dignified travelers dining in luxury on the train while viewing the Alps, you opt for the train.
- _____ Your travel agent is an expert who has advised many of your friends, and she strongly recommends that you take the train. You decide on the train.
- _____ A friend urges you to consider details you hadn't previously considered: traffic, waiting in line, additional cab fare, and so on. You seek additional information, and after weighing the relative expenses and conveniences for four traveling together, you decide to rent a car.
- 18-4. In the elaboration likelihood model, the route that is easier and that involves the least amount of thinking is the _____ route. The route in which relevant information is sought out and carefully pondered is the _____ route. Elaboration, which involves thinking about the various complexities of the situation, is more likely to occur when the _____ route is used.
- 18-5. Elaboration leads to (more enduring/transient) changes in attitudes. In addition, elaboration (i.e., the more central route) is (more/less) likely to predict behavior.

Answers: 18-1. self-perception 18-2. behavior, enjoy 18-3. P, P, C 18-4. peripheral, central, central 18-5. more enduring, more.

CONFORMITY AND OBEDIENCE: YIELDING TO OTHERS

19. Summarize research on the determinants of conformity.

- 19-1. Briefly summarize the general procedure and results of the Asch line-judging studies.

- 19-2. Suppose there are six accomplices, one real subject, and that one of the accomplices dissents from the majority. What effect will this “dissenter” have on conformity by the real subject?
- 19-3. Several factors affect conformity, as you may have observed. For example, people are more likely to conform in _____ situations, when the “correct” answer is very unclear.

Answers: 19-1. Subjects were asked to judge which of three lines matched a standard line, a judgment that was actually quite easy to make. Only one of the subjects was a real subject, however; the others were accomplices of the experimenter, who gave wrong answers on key trials. The result was that a majority of the real subjects tended to conform to the wrong judgments of the majority on at least some trials. 19-2. Conformity will be dramatically reduced, to about one-fourth the frequency without a dissenter. 19-3. ambiguous.

20. Describe the Featured Study on obedience to authority and the ensuing controversy generated by Milgram’s research.

- 20-1. Two individuals at a time participated in Milgram’s initial study, but only one was a real subject. The other “subject” was an accomplice of the experimenter, an actor. By a rigged drawing of slips of paper the real subject became the _____, and the accomplice became the _____. There were a total of _____ subjects, or teachers, in the initial study.
- 20-2. The experimenter strapped the learner into a chair and stationed the teacher at an apparatus from which he could, supposedly, deliver electric shocks to the learner. The teacher was to start at 15 volts, and each time the learner made a mistake, the teacher was supposed to _____ the level of shock by 15 volts—up to a level of 450 volts.
- 20-3. What percentage of the subjects continued to obey instructions, thereby increasing the shock all the way up to 450 volts? _____
- 20-4. What is the major conclusion to be drawn from this study? Why are the results of interest?
- 20-5. As you might imagine, Milgram’s studies on obedience were controversial, producing both detractors and defenders. Following are summaries of the objections, involving both *generality* and *ethics*, followed by possible counter-arguments. Complete the counter-arguments by selecting the appropriate alternatives.
- (a) “Subjects in an experiment expect to obey an experimenter, so the results don’t generalize to the real world.”
- The flaw in this argument, according to Milgram’s defenders, is that in many aspects of the real world, including the military and business worlds, obedience (is not/is also) considered appropriate. So, Milgram’s results (do/do not) generalize to the real world.
- (b) “Milgram’s procedure, by which subjects were allowed to think that they had caved in to commands to harm an innocent victim, was potentially emotionally damaging to the subjects. Milgram’s experiment was unethical.”
- Milgram’s defenders assert that the brief distress experienced by the subjects was relatively (slight/great), in comparison with the important insights that emerged.

Answers: 20-1. teacher, learner, 40 20-2. increase 20-3. 65 percent 20-4. The major conclusion is that ordinary people will tend to obey an authority, even when their obedience could result in considerable harm (and perhaps even death) to others. The result is of interest because it suggests that such obedience, as occurs in war atrocities (e.g., in World War II, at Mi Lai in Viet Nam, in Cambodia, Rwanda, Yugoslavia, and throughout history), may not be due so much to the evil *character* of the participants as to pressures in the situation. (Milgram's results are also of interest because most people would not expect them: even psychiatric experts predicted that fewer than 1% of the subjects would go all the way to 450 volts.) 20-5. (a) is also, do (b) slight. (Many psychologists today share the critics' concerns, however, and the study has not been replicated in the United States since the 1970s.)

21. Discuss cultural variations in conformity and obedience.

21-1. As with other cross-cultural comparisons, replications in other countries yield some similarities and some differences. Indicate true (T) or false (F) for the following statements.

- _____ The obedience effect found by Milgram seems to be a uniquely American phenomenon.
- _____ In replications of the Milgram studies in several European countries, obedience levels were even higher than those in the United States.
- _____ Replications of the Asch line-judging studies have found that cultures that emphasize collectivism are more conforming than are those that emphasize individualism.

Answers: 21-1. F, T, T.

BEHAVIOR IN GROUPS: JOINING WITH OTHERS

22. Describe the Stanford Prison Simulation and its implications.

- 22-1. The Stanford Prison study was conducted by Philip Zimbardo in the 1970s. A total of 24 undergraduate subjects were pre-screened and _____ assigned to be either guards or prisoners in a simulated prison on the campus at Stanford.
- 22-2. It is important to note that the participants were normal, psychologically healthy college students without obvious character flaws. Yet within a few days, subjects assigned to be _____ became sadistic and brutal, and subjects assigned to be the _____ became, for the most part, listless and apathetic. In other words, subjects tended to behave in line with the social _____ associated with the positions of guards and prisoners.
- 22-3. Although done more than 30 years ago, the study resonates with recent events involving American military personnel at Abu Ghraib prison in Iraq. While the government tended to blame character flaws (i.e., a few bad apples), Zimbardo would look for situational pressures. What would lead normal Americans to commit sadistic and brutal acts? Like the Milgram study, this simulation demonstrates once again the power of (personality differences/the situation).
- 22-4. How can we decrease the likelihood that prison guards will engage in torture or abuse? Zimbardo has several specific suggestions involving:
- a. supervision of guards, sanctions for abuses, and accountability in the chain of command.
 - b. weeding out the individuals with moral issues.
 - c. counting on people's inherent good will.

Answers: 22-1. randomly 22-2. guards, prisoners, roles 22-3. the situation 22-4. a.

23. Discuss the nature of groups and the bystander effect.

23-1. The word *group* doesn't have the same meaning for social psychologists that it does for everyone else. As I look out across my social psychology class on a Tuesday morning, I might say to myself, "Hm, quite a large group we have here today." Actually, my class is not a group in social psychological terms because it lacks one, and perhaps two, of the essential characteristics of a group. A group consists of two or more individuals who (a) _____ and (b) are _____.

23-2. Which of the following are groups, as defined by social psychologists?

- _____ A husband and wife.
- _____ The board of directors of a corporation.
- _____ A sports team.
- _____ Spectators at an athletic event.
- _____ Shoppers at a mall.

23-3. What is the bystander effect?

23-4. Why does the bystander effect occur? In part because the presence of onlookers not doing anything produces an _____ situation (no one seems to be upset, so maybe it's not an emergency). In addition, the presence of others causes a _____ of responsibility (we're all responsible, or else someone else will do it).

Answers: 23-1. (a) interact (b) interdependent 23-2. The first three are groups, and the last two are not. 23-3. When people are in groups (or at least in the presence of others), they are less likely to help than when they are alone. Or, the greater the number of onlookers in an emergency, the less likely any one of them is to assist the person in need. 23-4. ambiguous, diffusion.

24. Summarize evidence on group productivity, including social loafing.

24-1. Individual productivity in large groups is frequently less than it is in small groups. Two factors contribute to this decreased productivity: a loss of _____ among workers in larger groups (e.g., efforts of one person interfere with those of another) and decreased _____ resulting from *social loafing*.

24-2. Social loafing is the reduction in _____ expended by individuals working in groups compared to people working alone.

24-3. In some situations in which members are convinced that individual performance is crucial and that excellent group performance will be rewarded, social loafing is (less/more) likely to occur. Social loafing is also less frequent in close-knit groups that emphasize group goals. Social loafing is less common in (collectivist/individualistic) societies, for example.

Answers: 24-1. efficiency (coordination), effort 24-2. effort 24-3. less, collectivist.

25. Describe group polarization and groupthink.

- 25-1. This problem should help you understand the concept of group polarization. Suppose that a group of five corporate executives meet to decide whether, and by how much, to raise the cost of their product (between 0% and 20%). Before they meet as a group, the decisions of the five executives (expressed as a percentage) are as follows: +20%, +15%, +15%, +5%, and +5%. After they meet as a group, which of the following is most likely to be the result? Assume that group polarization occurs.
- a. +15%, +10%, +5%, +5%, and +0%
 - b. +20%, +15%, +15%, +15%, and +10%
 - c. +15%, +10%, +10%, +5%, and +5%
 - d. +10%, +10%, +10%, +0%, and +0%
- 25-2. What is group polarization?
- 25-3. Have you ever been in a group when you thought to yourself, “This is a stupid idea, but my best friends seem to be going along with it, so I won’t say anything.” If so, you may have been in a group afflicted with groupthink. Groupthink is characterized by, among other things, an intense pressure to _____ to group opinions accompanied by very low tolerance for dissent.
- 25-4. Groups afflicted with groupthink tend to ignore important information. Members are under pressure to avoid presenting conflicting views, and they (underestimate/overestimate) the unanimity of the group.
- 25-5. Recent evidence has also found that group members tend not to pool information. That is, they tend to:
- a. discuss information that is commonly known among members.
 - b. explore information that is unique to individual members.
- 25-6. According to Janis, the major cause of groupthink is high group _____, the group spirit or attraction that members have for the group. Other factors that may contribute to groupthink include *isolation*, (directive/nondirective) leadership, and *stress* accompanying the decision process.
- 25-7. Much of the support for groupthink consists of (laboratory studies/retrospective accounts). The theory is difficult to test in formal experiments, but it is a fascinating viewpoint that will undoubtedly inspire continued research.

Answers: 25-1. b 25-2. Group polarization is the tendency for a group’s decision to shift toward a more extreme position in the direction that individual members are *already leaning*. 25-3. conform 25-4. overestimate 25-5. a 25-6. cohesiveness, directive 25-7. retrospective accounts.

REFLECTING ON THE CHAPTER'S THEMES

26. Explain how the chapter highlighted three of the text's unifying themes.

- 26-1.** This chapter again illustrates psychology's commitment to empirical research. When people hear the results of psychological studies, they frequently conclude that the research just confirms common sense. Dispute this view by listing and describing *at least one study* with results that are not predictable from common sense assumptions.
- 26-2.** Cross-cultural differences and similarities also reflect one of the unifying themes. People conform, obey, attribute, and love throughout the world, but the manner and extent to which they do so are affected by cultural factors. Important among these factors is the degree to which a culture has an _____ or _____ orientation.
- 26-3.** Finally, the chapter provides several illustrations of the way in which our view of the world is highly subjective. For example, we tend to make ability and personality judgments based on people's physical _____; see what we expect to see as a result of the cognitive structures, termed social _____; distort judgments of physical lines based on pressures to _____; and make foolish decisions when we become enmeshed in the group phenomenon, known as _____.

Answers: **26-1.** This chapter has described at least three studies that defy the predictions of common sense or of experts. (1) Concerning *Milgram's studies*, psychiatrists incorrectly predicted that fewer than 1% of the subjects would go to 450 volts. (2) Results from *cognitive dissonance* studies are frequently the opposite of common sense. For example, common sense would suggest that the more people are paid, the more they would like the tasks for which they receive payment; dissonance researchers found that the opposite is true; people paid *more* liked the tasks *less*. (3) Common sense might predict that the larger the number of people who see someone in need of help, the more likely any one is to offer help. Research on the *bystander effect* consistently finds the opposite result. **26-2.** individualistic, collectivistic **26-3.** attractiveness (appearance), schemas, conform, groupthink.

PERSONAL APPLICATION • UNDERSTANDING PREJUDICE

27. Relate person perception processes and attributional bias to prejudice.

- 27-1.** Prejudice is a negative _____ toward others based on group membership. Like other attitudes, prejudice may include affective, _____, and behavioral components.
- 27-2.** The cognitive component of prejudice may be thought of as a schema about groups. This type of schema is frequently referred to as a _____.
- 27-3.** Stereotypes are part of the *subjectivity* of person perception. People tend to see what they expect to see, and when stereotypes are activated, people see and remember information that (*is/is not*) congruent with their stereotype.
- 27-4.** Stereotypes are highly accessible and frequently activated automatically, so that even though people reject prejudiced ideas, stereotypes (*can not/may still*) influence behavior.

- 27-5. Our *attributional biases* are also likely to maintain or augment prejudice. For example, observers tend to attribute success in men to (ability/luck) but success in women to (ability/luck).
- 27-6. People may also attribute other people's behavior to internal traits, the bias referred to as the _____ attribution error.
- 27-7. When people experience adversity such as prejudice, we are also likely to attribute their misfortune to character flaws, a predisposition referred to as defensive attribution or _____ blaming.

Answers: 27-1. attitude, cognitive 27-2. stereotype 27-3. is 27-4. may still 27-5. ability, luck 27-6. fundamental 27-7. victim.

28. Relate principles of attitude formation and intergroup competition to prejudice.

- 28-1. Attitudes are to a large extent learned. For example, if someone makes a disparaging remark about an ethnic group that is followed by approval, the approval is likely to function as a _____ that increases that person's tendency to make similar remarks in the future. This is the learning process known as _____. Or, if someone simply *observes* another person making such a remark, the observer may acquire the tendency to make similar remarks through the process known as _____.
- 28-2. Ingroup members view themselves as different from the outgroup in several ways. First, they tend to see their group as superior to outgroups, a tendency known as _____. In addition, they see themselves as relatively diverse or heterogeneous and outgroup members as relatively _____.
- 28-3. The tendency for ingroup members to see outgroup members as highly (dissimilar/similar) to one another is known as the illusion of outgroup _____.
- 28-4. Ingroup favoritism is something that doesn't go away. Prejudice clearly exists in modern societies, but it tends to be of the more (subtle/blatant) form. By one estimate, only about _____% of people display the more extreme form of prejudice involving intense hatred and aggression.

Answers: 28-1. reinforcer, operant conditioning, observational learning (modeling) 28-2. ethnocentrism, homogeneous 28-3. similar, homogeneity 28-4. subtle, 10.

29. Relate ingroups, outgroups, and threats to social identity to prejudice.

- 29-1. People form into groups. The groups of which they are members of are called ingroups, and groups of which they are not members of are called outgroups. People tend to think that their ingroups are superior to _____. Thus, one source of hostility to outgroups is simply group formation.
- 29-2. People also tend to think that members of their ingroups are very different from one another (i.e., heterogeneous), and that members of outgroups are very similar to one another. In other words, in their perception of outgroups people experience the illusion of outgroup _____. This illusion makes it easier to sustain stereotypic beliefs about outgroups.

- 29-3. Hostility toward outgroups is also fostered both by threats to one's personal or social identity. For example, flunking a test may be a threat to your _____ identity; the low pass-rate of your social organization may be a threat to your _____ identity. Either threat may increase outgroup derogation.

Answers: 29-1. outgroups 29-2. homogeneity 29-3. personal, social.

CRITICAL THINKING APPLICATION • WHOM CAN YOU TRUST? ANALYZING CREDIBILITY AND SOCIAL INFLUENCE TACTICS

30. Discuss some useful criteria for evaluating credibility and some standard social influence strategies.

- 30-1. We are constantly bombarded with information designed to persuade. Sometimes we are persuaded and happy about it, and sometimes we regret the outcome. How can we resist attempts at manipulation? Two tactics are discussed in this section: evaluating the _____ of the source, and learning about several widely-used social _____ strategies.
- 30-2. To assess credibility, consider these questions: Do they have a _____ interest? If so, information they provide may not be objective. What are the source's _____? Although degrees do not certify competence, they may indicate relevant training.
- 30-3. Is the information inconsistent with _____ views on the issue? If not, one should ponder why others haven't arrived at the same conclusion. Finally, what was the _____ of analysis used? One should be particularly skeptical if the source relies on anecdotes or focuses on small inconsistencies in accepted beliefs.
- 30-4. In addition, learn to recognize social influence strategies. Following are several scenarios. Identify each with one of the four strategies discussed: *foot-in-the-door*, *reciprocity*, *lowball*, and *scarcity*.

_____ Scenario 1: Mail solicitation for a magazine subscription. "Enclosed is a packet of seeds, free of charge, just for you. We hope you enjoy the beautiful flowers they produce! Also, you will benefit from subscribing to Outdoor Beauty magazine. We've enclosed a free copy."

_____ Scenario 2: Newspaper ad. "This weekend only—mammoth blowout car deals!! These beauties will go fast!!!! Don't miss this once-in-a-lifetime opportunity!!"

_____ Scenario 3: A college development office calling alumni. First week: "We don't care about the amount, perhaps \$5, just so that we can ensure full participation." You commit to \$5. Next week: "Would you become one of our member donors with a contribution of \$100?"

_____ Scenario 4: On the phone with a wholesale camera salesman. “Yes, we do have the XXY Camera at \$499.00 plus tax. We’ll ship that this afternoon. Now, did you want the new lens or the old lens with that? The new lens would be an additional \$99. Did you want the carrying case also?” (Your assumption was that the so-called extras were included in the original price.)

_____ Scenario 5: Mail solicitation. First week: “Would you answer this brief survey for us? There are only 12 questions.” Next week: “Thanks for responding to our survey! We desperately need money for this worthwhile (candidate, school, charity, etc.).”

_____ Scenario 6: At the car dealer. “Do we have a deal, then, at \$22,800 plus tax? Great!! Let me check with my manager to see if that price includes dealer prep and the CD player.” (Fifteen minutes pass while the salesman supposedly checks.) “Well, I tried, but the manager won’t budge. Fortunately it’s not much additional!”

Answers: 30-1. credibility, influence **30-2.** vested, credentials **30-3.** conventional, method **30-4.** reciprocity, scarcity, foot-in-the-door, lowball, foot-in-the-door, lowball.

Review of Key Terms

Attitudes
 Attributions
 Bystander effect
 Channel
 Cognitive dissonance
 Collectivism
 Commitment
 Companionate love
 Conformity
 Defensive attribution
 Discrimination
 External attributions
 Foot-in-the-door technique
 Fundamental attribution error

Group
 Group cohesiveness
 Group polarization
 Groupthink
 Illusory correlation
 Individualism
 Ingroup
 Internal attributions
 Interpersonal attraction
 Intimacy
 Lowball technique
 Matching hypothesis
 Message
 Obedience

Outgroup
 Passionate love
 Person perception
 Prejudice
 Receiver
 Reciprocity
 Reciprocity norm
 Self-serving bias
 Social loafing
 Social psychology
 Social roles
 Social schemas
 Source
 Stereotypes

- _____ 1. The branch of psychology concerned with the way individuals’ thoughts, feelings, and behaviors are influenced by others.
- _____ 2. The process of forming impressions of others.
- _____ 3. Clusters of ideas about categories of social events and people, which we use to organize the world around us.
- _____ 4. Widely held beliefs that people have certain characteristics because of their membership in a particular group.
- _____ 5. Error that occurs when we think that two events are strongly associated even though they are not.

- _____ 6. Inferences that people draw about the causes of events, others' behavior, and their own behavior.
- _____ 7. Attributing the causes of behavior to personal dispositions, traits, abilities, and feelings.
- _____ 8. Attributing the causes of behavior to situational demands and environmental constraints.
- _____ 9. The tendency of an observer to favor internal attributions in explaining the behavior of an actor.
- _____ 10. The tendency to blame victims for their misfortune so that we feel less likely to be victimized in a similar way.
- _____ 11. The tendency to attribute our positive outcomes to personal factors and our negative outcomes to situational factors.
- _____ 12. Liking or positive feelings toward another.
- _____ 13. Getting people to agree to a small request to increase the chances that they will agree to a larger request later.
- _____ 14. The observation that males and females of approximately equal physical attractiveness are likely to select each other as partners.
- _____ 15. Liking those who show that they like us.
- _____ 16. Widely shared expectations about how people in certain positions are supposed to behave.
- _____ 17. A complete absorption in another person that includes tender sexual feelings and the agony and ecstasy of intense emotion.
- _____ 18. A warm, trusting, tolerant affection for another whose life is deeply intertwined with one's own.
- _____ 19. Warmth, closeness, and sharing in a relationship.
- _____ 20. The intent to maintain a relationship in spite of the difficulties and costs that may arise.
- _____ 21. Positive or negative evaluation of objects of thought; may include cognitive, behavioral, and emotional components.
- _____ 22. The person who sends a communication.
- _____ 23. The person to whom the message is sent.
- _____ 24. The information transmitted by the source.
- _____ 25. The medium through which the message is sent.
- _____ 26. The rule that we should pay back when we receive something from others; may be used in an influence strategy.
- _____ 27. Behaving differently, usually unfairly, toward the members of a group.
- _____ 28. Situation that exists when related cognitions are inconsistent.
- _____ 29. Yielding to real or imagined social pressure.
- _____ 30. Involves getting someone to commit to an attractive deal before its hidden costs are revealed.
- _____ 31. A form of compliance that occurs when people follow direct commands, usually from someone in a position of authority.
- _____ 32. Involves putting group goals ahead of personal goals and defining one's identity in terms of the group one belongs to.
- _____ 33. Involves putting personal goals ahead of group goals and defining one's identity in terms of personal attributes rather than group memberships.

- _____ 34. Two or more individuals who interact and are interdependent.
- _____ 35. The apparent paradox that people are less likely to provide needed help when they are in groups than when they are alone.
- _____ 36. A reduction in effort by individuals when they work together, as compared to when they work by themselves.
- _____ 37. Situation that occurs when group discussion strengthens a group's dominant point of view and produces a shift toward a more extreme decision in that direction.
- _____ 38. Phenomenon that occurs when members of a cohesive group emphasize concurrence at the expense of critical thinking in arriving at a decision.
- _____ 39. The group one belongs to and identifies with.
- _____ 40. People who are not a part of the ingroup.
- _____ 41. The strength of the liking relationships linking group members to each other and to the group itself.
- _____ 42. A negative attitude held toward members of a group.

Answers: 1. social psychology 2. person perception 3. social schemas 4. stereotypes 5. illusory correlation 6. attributions 7. internal attributions 8. external attributions 9. fundamental attribution error 10. defensive attribution 11. self-serving bias 12. interpersonal attraction 13. foot-in-the-door technique 14. matching hypothesis 15. reciprocity 16. social roles 17. passionate love 18. companionate love 19. intimacy 20. commitment 21. attitudes 22. source 23. receiver 24. message 25. channel 26. reciprocity norm 27. discrimination 28. cognitive dissonance 29. conformity 30. lowball technique 31. obedience 32. collectivism 33. individualism 34. group 35. bystander effect 36. social loafing 37. group polarization 38. groupthink 39. ingroup 40. outgroup 41. group cohesiveness 42. prejudice.

Review of Key People

Solomon Asch
Ellen Berscheid
David Buss
Leon Festinger

Elaine Hatfield
Cindy Hazen and Phillip Shaver
Fritz Heider
Irving Janis

Stanley Milgram
Bernard Weiner
Philip Zimbardo

- _____ 1. Was the first to describe the crucial dimension along which we make attributions; developed balance theory.
- _____ 2. Did research on infant-caregiver attachment patterns as predictors of adult romantic relationships.
- _____ 3. With Hatfield, did research describing two types of romantic love: passionate and companionate.
- _____ 4. Originator of the theory of cognitive dissonance.
- _____ 5. Devised the "line-judging" procedure in pioneering investigations of conformity.
- _____ 6. In a series of "fake shock" experiments, studied the tendency to obey authority figures.
- _____ 7. Developed the concept of groupthink.
- _____ 8. Under the name of Walster, did early study on dating and physical attractiveness; with Berscheid, described types of romantic love.
- _____ 9. Concluded that attribution has not only on internal-external dimension but a stable-unstable dimension.

- _____ 10. Proposed an evolutionary view of attraction; did cross-cultural research on priorities in mate selection.
- _____ 11. Well-known for the Stanford Prison Simulation.

Answers: 1. Heider 2. Hazen & Shaver 3. Berscheid 4. Festinger 5. Asch 6. Milgram 7. Janis 8. Hatfield 9. Weiner
10. Buss 11. Zimbardo.

Self-Quiz

- Which of the following characteristics do we tend to attribute to physically attractive people?
 - low intelligence
 - friendliness
 - unpleasantness
 - coldness
- Cognitive structures that guide our perceptions of people and events are termed
 - attributions
 - stigmas
 - schemas
 - denkmals
- Inferences that we make about the causes of our own and others' behavior are termed
 - attributions
 - stigmas
 - schemas
 - denkmals
- Bruce performed very well on the examination, which he attributed to native ability and hard work. Which attributional bias does this illustrate?
 - the fundamental attribution error
 - the actor-observer bias
 - the self-serving bias
 - illusory correlation
- According to this viewpoint, men emphasize physical attractiveness in mate selection, while women emphasize the ability to acquire resources. Which theory does this describe?
 - evolutionary theory
 - cognitive dissonance
 - sexual propensity theory
 - attribution theory
- Which of the following could be an example of the fundamental attribution error?
 - Ralph described himself as a failure.
 - Ralph thought that the reason he failed was that he was sick that day.
 - Jayne said Ralph failed because the test was unfair.
 - Sue explained Ralph's failure in terms of his incompetence and laziness.
- Which influence technique involves asking for a small request in order to increase the likelihood of the target complying with a larger request later?
 - foot-in-the-door
 - feigned scarcity
 - reciprocity norm
 - lowball

8. Which of the following is, in general, likely to reduce the persuasiveness of a message?
 - a. The receiver's viewpoint is already fairly close to that of the message.
 - b. The receiver has been forewarned about the message.
 - c. A two-sided appeal is used.
 - d. The source is physically attractive.
9. Subjects in Group A are paid \$1 for engaging in a dull task. Subjects in Group B are paid \$20 for the same task. Which theory would predict that Group A subjects would enjoy the task more?
 - a. balance
 - b. cognitive dissonance
 - c. reinforcement theory
 - d. observational learning
10. In making a decision, you rely on the opinion of experts and the behavior of your best friends. According to the elaboration likelihood model, which route to persuasion have you used?
 - a. central
 - b. peripheral
 - c. attributional
 - d. 66
11. Which of the following is the best statement of conclusion concerning Milgram's classic study involving the learner, teacher, and ostensible shock?
 - a. Under certain circumstances, people seem to enjoy the opportunity to be cruel to others.
 - b. People have a strong tendency to obey an authority even if their actions may harm others.
 - c. The more people there are who observe someone in need of help, the less likely any one is to help.
 - d. Aggression seems to be a more potent force in human nature than had previously been suspected.
12. Which of the following is most likely to function as a group?
 - a. shoppers at a mall
 - b. the audience in a theater
 - c. the board of trustees of a college
 - d. passengers in an airplane
13. Someone witnesses a car accident. In which of the following cases is that individual most likely to stop and render assistance?
 - a. Only she saw the accident.
 - b. She and one other individual saw the accident.
 - c. She and 18 others saw the accident.
 - d. The other observers are pedestrians.
14. Suppose the original decisions of members of a group are represented by the following numbers in a group polarization study: 2, 3, 3, 4, 5. The range of numbers possible in the study is from 1 to 7. Which of the following possible shifts in decisions would demonstrate polarization?
 - a. 1, 2, 3, 3, 4
 - b. 3, 3, 4, 5, 5
 - c. 4, 5, 6, 6, 7
 - d. 3, 3, 6, 6, 6
15. According to Janis, what is the major cause of groupthink?
 - a. strong group cohesion
 - b. diffusion of responsibility
 - c. the tendency of group members to grandstand
 - d. group conflict

Answers: 1. b 2. c 3. a 4. c 5. a 6. d 7. a 8. b 9. b 10. b 11. b 12. c 13. a 14. a 15. a.

InfoTrac Keywords

Attributions
Cognitive Dissonance
Group cohesiveness
Group polarization

Groupthink
Illusory correlation
Individualism and collectivism

Self-serving Bias
Social loafing
Stereotype and prejudice

