

Introduction

- **Social psychology:** scientific study of the way in which people’s *thoughts, feelings, and behaviours* are influenced by the *real or imagined presence* of other people, e.g.:
 - **social agents.**
 - **social symbols:** e.g., languages/signs.
 - **objects with social meanings:** e.g., meeting room, camping tent.
- **Situation** → social **psychological processes** → **construals/interpretations** of external reality → **affect, behaviour, and cognition** (ABC).
 - Main goal of socpsych: **change, understand, and predict** (CUP) humans’ ABC.
- **Hindsight bias:** people exaggerate how likely they could have predicted an outcome, after knowing that it occurred.

	Sociology	Social psychology	Pers. psych
Emphasis	Society/societal factors	Psychological processes resulting in social influence	Individual differences
Level of analysis	Groups and institutions	Individuals in the context of a social situation	Individuals

Methodology

- Hypothesize: specific predictions of what should occur, inspired by:
 - personal observations.
 - theories (e.g., **just world theory**).
- Operationalize: *observable* and *quantifiable* measurement of a concept.
 - E.g., **hot sauce paradigm**.
- Methods:
 - **Observational:** e.g., **ethnography, archival analysis**.
 - * Suitable for **understanding** but not for predicting/changing ABC.
 - * We can address subjectivity via **interjudge reliability**.
 - **Correlational:** e.g., surveys employing **random selection** from a population.
 - * Suitable for **prediction** but not for inferring causation.
 - * Potential problems: **reverse causation, third variables**.
 - **Experimental:** emphasis on **random assignment** of participants to conditions.
 - * Suitable for identifying **causal relationships**.
 - * Controls for reverse causation and third variables.
- Evaluate:
 - **Probability level:** i.e., *p*-values.
 - **Internal validity:** ensured by *random assignment* and controlling **confounders**.
 - **External validity:** ensured by *random selection* and **psychological realism**.
 - * *Mundane realism* > *psychological realism*, but the latter is usually sufficient.
 - * Typically, **lab studies** → **field studies**.
- Revise: to ↑ **power** of IV, and/or **sensitivity** of DV.
Replicate: to ↑ *internal* and/or *external validity*.

Factorial design

- **Main effect:** are the means different at different levels of the IV?
- **Interaction effect:** does the (main) effect depend on the levels of other IVs?
- **Simple main effect:** what is the effect of IV₁ at each level of IV₂?

Social Cognition

- **Social cognition:** how people select, interpret, remember, and use social information to make judgments and decisions.
- | | Controlled | Automatic |
|------------|------------------|--|
| Awareness | Conscious | Unconscious |
| Intention | Active intention | Usually occur outside of our intention |
| Efficiency | High effort | Low effort |
| Control | High control | Low/No control |
- **Controlled processes** include:
 - **Counterfactual thinking:** what could have happened if I had done ... instead?
 - * Types: **downward** (cf. worse outcome), **upward** (cf. better outcome).
 - **Automatic processes** include:
 - **Heuristics:** e.g., *representativeness* (e.g., **conjunction fallacy**), *availability*.
 - * Used when we lack the **ability** and **motivation** for controlled processing.
 - **Schemas:** e.g., *scripts/event schemas, trait schemas, self-schemas, stereotypes* (cf. **self-fulfilling prophecy**).
 - * **Organizational** function: organize and make sense of the world.
 - * **Executive** function: automatically guide our ABC.
 - **Priming.**

- Automatic processes:
 - prevent *processing overload*.
 - free up mental resources for more important tasks.
 - operate efficiently.

Self

- **Self-concept:** self-schema, beliefs we have about ourselves.
- We can know one’s self through:
 - **Introspection:** examining our thoughts and feelings.
 - * **Self-awareness theory:** if people see that their behaviour do not meet their standards, they either:
 1. change their behaviour to match their standards, or
 2. try to escape self-focus.
 - **Behaviour:**
 - * **Self-perception theory:** when our attitudes and feelings are uncertain or ambiguous, we infer them by observing our behaviour in the situation in which it occurs.
 - **Overjustification effect:** if we observe that there is a compelling extrinsic reason for our actions, we will underestimate the influence of intrinsic reasons behind our actions.
 - High extrinsic rewards are more likely to undermine intrinsic interest.
 - *Performance-contingent* rewards are better than *task-contingent* rewards.
 - **Emotion:**
 - * **Two-factor theory of emotion:** experience of physiological arousal → look for environmental cues to explain arousal.
 - **Misattribution of arousal:** when arousal cannot be explained, it is misattributed to environmental cues.
 - **Social comparison:**
 - * **Social comparison theory:** we can learn about our abilities and attitudes by comparing ourselves to other people.
 - * Typically employed when:
 - skill/ability has no objective standard, or
 - we are uncertain of our ability.
 - * Types: **downward, upward**, same-level.
- **Social tuning:** we adopt the views of people whom we like.
- *Self* is multi-faceted, and developed as means for survival in a social environment.
 - **Self-control:** limited resource that gets depleted after use.
 - **Self-esteem:** we generally have high self-esteem.
 - **Self-presentation:** we frequently engage in **impression management**, e.g.:
 - * **Ingratiation:** using flattery/praise to make ourselves likeable.
 - * **Self-handicapping:** creating obstacles/excuses to avoid self-blame.

Cognitive Dissonance

- **Cognitive dissonance** is a drive/feeling of discomfort caused by performing an action that is discrepant from one’s customary self-conception.
- Outcomes of cognitive dissonance:
 1. **Changing behaviour** (least likely).
 - **Increase cognition:** make the behaviour inexcusable.
 - **Use behaviour to fight behaviour:** e.g., using the **hypocrisy paradigm**.
 2. **Changing cognition.**
 3. **Adding cognition.**
- Pathways to justify our actions:
 - **Justification of effort:** e.g. hazing.
 - **Justification of good deeds:** *A* did good to stranger/enemy *B* → *A* like *B* ↑.
 - **Justification of bad deeds:** may lead to Δ values/perceptions, e.g., cheating.
 - **Justification of rewards/punishment:** smaller reward/punishment → no/little external justification → cognitive dissonance → greater behavioural change.
- **Post-decision dissonance:** we accentuate the pros of our choice, and downplay the pros of other choices after making decisions.
 - ↑ **irrevocable/permanent** → ↑ dissonance (e.g., **illusion of irrevocability**).
 - We have an **impact bias:** tendency to overestimate the intensity and duration of our emotional reactions to negative events.

Social Perception

- **Social perception:** how we form impressions and inferences about other people.
- Main factors influencing social perception include:
 - **Appearance.**
 - **Communication:** i.e., facial displays, postures, and tone of voice.
 - **Internal processing:**
 - * **Automatic:** i.e., **implicit personality theories**.
 - * **Controlled:** i.e., **two-step attribution process:**
 1. Make an automatic inference about the actor’s personality.
 2. Make a controlled correction by considering situational influences.
 - * For an action, there are 3 possible attributions:
 1. **Actor:** i.e., individual performing the action.
 2. **Target:** i.e., recipient of the action.
 3. **Context.**
 - * **Kelly’s covariation model:** we form attributes based on several info types.
 1. **Consensus:** do other people react to target in the same way?
 2. **Distinctiveness:** does actor react in the same way to different targets?
 3. **Consistency:** does actor behave in the same way to target across time?
 - **Cognitive biases:**
 - **Fundamental attribution error/Correspondence bias:** tendency to overestimate the influence of internal factors on others’ behaviour, and underestimate the role of situational factors; occurs due to **perceptual salience**.
 - **Actor-observer effect:** tendency to attribute own behaviour to external factors.
 - **Motivational biases:**
 - **Self-serving attributions:** explanations that credit one’s failures to situational factors, and successes to internal factors.
 - **Defensive attributions:** explanations for behaviour that avoid feelings of vulnerability and mortality.

Attitudes

- **Cognitively-based:** based on people’s beliefs about the properties of an object.
- **Affectively-based:** based on people’s feelings and values about an object.
Developed via:
 - **Classical conditioning:** pairing of UCS with CS.
 - **Operant conditioning:** reward/punishment → response ↑ / ↓.
- **Behaviourally-based:** based on observations of one’s behaviour toward an object.
- There is small consistency between our **explicit** and **implicit** attitudes, especially for socially sensitive topics, due to:
 - **Self-presentational concerns.**
 - **Genuine unawareness** of our true attitudes.
- Attitude change:
 - **Yale attitude change approach:** attitude change is a comm. process involving:
 - * **Who:** speaker’s **credibility** and **attractiveness**.
 - * **What:**
 - Perceived to be a **blatant attempt at persuasion**?
 - **Two-sided message?** (i.e., presenting both pros and cons)
 - **Sequence of presentation:** **primacy/recency effect**, depending on whether a delay is present.
 - * **Whom:** people who are **distracted, young, or low in intelligence**.
 - YACA does not elaborate on the underlying process of persuasion and the relative importance of each factor.
 - **Elaboration likelihood model:** attitude change can occur via either:
 - * **Central route:** careful consideration + elaboration of information.
 - * **Peripheral route:** irrelevant cues (e.g., credibility/attractiveness).

	Central route	Peripheral route
Ability	Low distraction	High distraction
Motivation	High personal relevance	Low personal relevance
Durability	Attitude change lasts over a longer time	Attitude change lasts over a shorter time
Resistance	Attitude is resistant	Attitude is not resistant
Predictability	Attitude predicts behaviour	Attitude does not predict behaviour

- **Emotional factors:** e.g., fear-arousing messages, works due to:
 1. Get people to pay attention to arguments.
 2. Instill negative attitude toward topic of message.
- May backfire, most effective when:
1. Accompanied by specific instructions.

- 2. Not too threatening (or people may engage in denial).
 - 3. Match between nature of attitude and choice of advertisement.
- Emotions may also serve as a basis for **heuristic thinking** (i.e., attitude change via the peripheral route).
- Resisting persuasion:
 - **Attitude inoculation**: to persuade somebody, we should give our strongest argument at the first possible opportunity.
 - **Reactance theory**: when people feel their freedom to perform a certain behaviour is threatened, an unpleasant state of reactance is aroused, which they can reduce by performing the prohibited behaviour.

Conformity

- **Conformity**: tendency to change behaviours or thoughts in ways that are consistent with group norms.
- Pathways to influence:
 - **Informational**: arises from the need to be accurate. Increased by:
 - 1. **Ambiguous situations**: e.g., when there is a need for accuracy.
 - 2. **Crises**: i.e., panic-inducing situations.
 - 3. **Expertise**: i.e., when others are perceived to be experts.
 - **Normative**: arises from the need to be accepted. **Latane’s social impact theory** highlights the factors affecting normative influence:
 - 1. **Strength**: how important is the group to us?
 - 2. **Immediacy**: how close is the group to us in space/time during the attempt to influence us?
 - 3. **Number**: how many people are there in the group?
 - 4. **Allies**: how many allies do we have?
- Other factors include:
 - * **Culture**: collectivistic cultures are more susceptible to group norms.
 - * **Individual differences**: e.g., gender and self-esteem.

Informational	Normative
Private acceptance : voicing out an opinion due to one’s acceptance of an idea.	Public compliance : voicing out an opinion due to the responses of other individuals.
The more important an issue, the higher likelihood of conformity.	The more important an issue, the lower likelihood of conformity.

- Types of norms:
 - **Descriptive**: how others behave in the situation.
 - **Injunctive**: how others approve/disapprove certain behaviours.
- Typically, injunctive norms have a greater effect on *normative social influence*.
- **Minority influence**: group’s majority change their behaviour to be consistent with minority members. More likely to occur when:
 - 1. Minority has **idiosyncratic credits** (i.e., plus points for conforming in the past).
 - 2. The opinion is **consistent**.
 - 3. Informational influence is employed.
 - 4. Minority has higher status/position of authority → **obedience**.

Group Processes

- Humans have a **need to be unique** and a **need to belong**.
- Groups dictate **social norms** (through influence) and **social roles** (via shared expectations about how people are supposed to behave).
- Behavioural changes when people are in groups:
 - **Social facilitation**: presence of others increases arousal by:
 - 1. Creating (non-social) distractions.
 - 2. Making us more alert due to concern about the intentions and behaviour of other people.
 - 3. **Evaluation apprehension**: anxiety about being evaluated by others. Arousal ↑ dominant response → ↑ performance when task is easy, ↓ performance when task is hard.
 - **Social loafing**: presence of others causes relaxation → ↓ performance when task is easy, ↑ performance when task is hard.
 - **Deindividuation**: loosening of constraints on behaviour when people are in a crowd → ↑ impulsive and deviant acts, ↑ obedience to group norms.
- Group decision making leads to:
 - **Process loss**: inhibition of problem solving due to group interactions.
 - **Group polarization**: tendency to make decisions which are more extreme than the initial inclinations of its members, due to:
 - 1. **Persuasive arguments**: having arguments that others have not considered.
 - 2. **Social comparison**: trying to lean more towards the extreme than others.

- **Groupthink**: tendency to seek agreement and solidarity over accuracy.
- Symptoms:
 - 1. **Interpersonal pressure** to perform and reach a unanimous decision.
 - 2. **Self-censorship**.
 - 3. **Biased perceptions of the outgroup**.
 - 4. **Illusion of invulnerability**.
 - 5. **Illusion of unanimity**.
 - 6. **Illusion of morality**: losing sight of personal moral principles.
 - 7. **Defective decision-making strategies**.
 - 8. **Mindguards**: members who apply pressure on dissenting members and omit information which may cause doubts within the group.
- Antecedents:
 - 1. High cohesiveness.
 - 2. Pressure to conform.
 - 3. Authoritative leader.
 - 4. Stress.
 - 5. Unwillingness to revisit previous points.
 - 6. Low likelihood of alternative views.
- Consequences:
 - 1. Incomplete survey of available options.
 - 2. Failure to examine risks of favoured alternative.
 - 3. Poor information search.
 - 4. No contingency plans.
- Solutions:
 - 1. Seeking anonymous opinions within the group.
 - 2. Seeking outside opinions.
 - 3. Have somebody play the devil’s advocate.
- Measures to increase cooperation:
 - 1. Framing of problem.
 - 2. Adopting a **tit-for-tat strategy**.
 - 3. Make decisions as an individual than as a group (‘: **discontinuity effect**).
 - Higher likelihood for two individuals than two groups to be cooperative.
 - 4. Removing/Reducing the presence of threat.
- **Contingency theory of leadership**:
 - Types of leaders: **task-oriented** and **relationship-oriented**.
 - Effectiveness of leaders differ with the amount of control people have in a situation:
 - 1. **Low control**: tendency to look for a leader, prioritize tasks over relationships. [TO>RO]
 - 2. **High control**: tendency to care more about what needs to be done, prioritize efficiency over relationships. [TO>RO]
 - 3. **Moderate control**: able to devote time to relationships. [TO<RO]
- Female leaders:
 - Behave **communally** → considered to have fewer leadership qualities.
 - Behave **agentically** → faulted for not behaving in line with their gender role.

Interpersonal Attraction

- There is a universal, cross-cultural consensus on physical attractiveness, e.g., baby face, prominent cheekbone, and symmetrical face.
- **What-is-beautiful-is-good stereotype**: belief that physically attractive individuals also have desirable personality characteristics.
 - Individualistic cultures: physical attractiveness ≈ **personal strength**.
 - Collectivistic cultures: physical attractiveness ≈ **honesty**.
- The stereotype is often perpetuated due to the **self-fulfilling prophecy**.
- Factors increasing one’s attraction:
 - 1. **Proximity**: proximity between individuals.
 - **Proximity effect**: the more we see and interact with people, the more likely they are to become our friends.
 - **Mere exposure effect**: the more exposure people have to a stimulus, the more positively it is evaluated.
 - 2. **Similarity**: we like others who similar to us, in terms of *personality, opinions, interests, and appearance*.
 - 3. **Reciprocity**: we like others who like us in return.

- Asymmetrical cost of reproduction:

Females	Males
Reproduction is costly.	Reproduction is low-cost and is a short-term burden.
Purpose of reproduction is to ensure survival of offspring.	Purpose of reproduction is to ensure dissemination of genes.
Prefers partners who can provide resources and support needed to raise a child.	Prefers partners who are capable of reproducing successfully (i.e., physically attractive).

 - Thus, females find emotional cheating more intolerable than physical cheating, whereas males find physical cheating more intolerable.
 - Culture may determine gender differences in mate preferences (e.g., being initiator → less picky).
- **Aggression**: act *intended to harm* another person who does not want to be harmed.
- Types:
 - **Hostile**: stems from feelings of anger, aimed at causing pain.
 - **Instrumental**: means to some goal other than causing pain.
- Myths:
 - 1. Aggression is innate. [**Social learning theory**: we learn aggression by observing others.]
 - 2. Males are more aggressive than females. [Gender differences in mean aggressiveness only differ slightly, females exhibit greater **relational aggression**.]
 - 3. Severe physical punishment reduces aggressive behaviour. [Deterrent to adults when punishment is **prompt** and **certain**, but likely to backfire on children due to social learning.]
 - 4. **Catharsis**: blowing off steam reduces the likelihood of further aggressive behaviour. [Catharsis leads to increased aggressive tendencies in the long run.]
 - 5. Media violence increases actual violence. [Aggressive personality is likely to be a moderating variable; short-term → physiological arousal, ↑ accessibility of aggressive acts; long-term → ↓ empathy, ↑ propensity for violence.]
- Reducing aggression:
 - 1. Raise self-awareness.
 - 2. Apologize to people whom we have offended.
 - 3. Build empathy.
- **Prosocial behaviour**: performed with the goal of benefiting another person. People help others because:
 - 1. **Social exchange theory**: people weigh the rewards and costs of helping, and rewards > costs.
 - 2. **Empathy-altruism hypothesis**: feel empathy → help ‘: altruism; no empathy → help ‘: self-interests.
 - 3. **Situational factors**: e.g., rural vs urban context, **bystander effect**.
- Steps to helping during an emergency:
 - 1. Notice the event. [**Urban overload hypothesis**: urban people are bombarded with stimulation, and will keep to themselves to avoid being overwhelmed.] [People in a **hurry** are less likely to help.]
 - 2. Interpret as emergency. [**Pluralistic ignorance**: people mistakenly believe that no one is worried about the situation.]
 - 3. Accept personal responsibility. [**Diffusion of responsibility**: believing others will/should take responsibility for providing assistance.]
 - 4. Decide on appropriate form of assistance. [We may not always know how to provide the most suitable assistance.]
 - 5. Implement the action. [**Audience inhibition**: reduced helping due to concern of how we will look to others.] [Cost of perceived danger/hassle.]

Prejudice

- **Prejudice:** hostile/negative attitude toward people in a distinguishable group, based solely on their membership in that group. Components:
 - **Cognitive:** stereotypes, formed due to our limited cognitive resources, via:
 1. **Confirmation bias:** more attention to stereotype-confirming evidence → ↑ rehearsal → better remembered.
 2. **Illusory correlation:** tendency to see relationships/correlations between unrelated events.
 3. **Subtyping:** creating subcategories to accommodate exceptions/contradictions to the stereotype.
 4. **Self-fulfilling prophecy.**
 - **Emotional:** stereotypes falsified → prejudice may still linger emotionally.
 - **Behavioural:** may appear as **overt/covert discrimination**.
- Forms of prejudice:
 1. **Blatant racism:** uncensored racism.
Modern racism: acting unprejudiced despite having a prejudiced attitude.
 2. **Hostile sexism:** stereotypical views of women as inferior to men.
Benevolent sexism: idealized views of women as weak, pure, etc.
 3. **Implicit prejudice:** i.e., unconscious prejudice.
Explicit prejudice.
- Causes of prejudice:
 1. **Cognitive perspective:**
 - **Ingroup bias:** tendency to like ingroup members more.
 - **Outgroup homogeneity:** tendency to assume greater similarity among outgroup members (e.g., **cross-race effect**).
 - **Ultimate attribution error:** tendency to attribute negative outgroup behaviour to internal factors over external factors.
 2. **Economic perspective:**
 - **Realistic conflict theory:** limited resources lead to conflict between groups and result in increased prejudice and discrimination.
 3. **Motivational perspective:**
 - **Just-world belief:** tendency to fault the victim to arrive at the conclusion that our world is just.
 - **Justification-suppression model:** constantly suppressing our prejudice requires a significant amount of energy; we are constantly on the lookout for justifications to express our prejudice.
- Consequences of prejudice:
 - Confirmation bias.
 - Illusory correlation.
 - Self-fulfilling prophecy.
 - Subtyping.
 - **Stereotype threat:** experiences of anxiety due to the fear that one's behaviour may confirm to the cultural stereotype.
- Reducing prejudice:
 - **Desegregation.**
 - **Contact hypothesis:** to reduce prejudice, ensure that members of different groups have the following conditions during contact:
 1. Mutual interdependence.
 2. Common goals.
 3. Equal statuses.
 4. Informal contact.
 5. Multiple contacts.
 6. Social norms of equality.