Ch 1: History, Definitions, and Methods in Social Psychology

I. A Brief History of Social Psychology
A. A Young Field/ Old Wine

- Essentially a 20th Century field
- 90% of all Social Psychologist are still alive
  - In contrast: Personality Psychology – Freud, Jung, Adler, Rogers, etc. are all dead
- Social Psychology is Interested in Old Issues
  - Plato: If every Athenian had been Socrates, then every Athenian assembly would STILL have been a mob.

B. Three Landmarks in Social Psychology

1. 1898 The First Social Psychology Experiment
   - Norm Triplet’s Social Facilitation Studies
   - THE DYNAMOGENIC FACTORS IN PACEMAKING AND COMPETITION
The Competition Machine

B. Three Landmarks in Social Psychology

2. The first Social Psyc textbooks published in 1908
   - Ross – *Social Psychology*
   - McDougal – *Social Psychology*

3. Hitler & WWII
3. Hitler and WWII

a. The Exodus of European Psychologists Fleeing Nazi Occupied Europe
   - brings a Gestalt Perspective to the American Psychology
   - Kurt Lewin, Fritz Heider, Bob Zajonc, Solomon Asche
   - Gives rise to Social, Cognitive, and Social Cognitive Perspectives

b. The Nazi phenomenon and Holocaust begged explanation.
   - Sparked Much Research
     - The Authoritarian Personality
     - Conformity (Asche)
     - Obedience (Milgram)
     - Prejudice Reduction (Sherif)
     - Aggression (Bandura, Buss, Taylor)
3. Hitler and WWII cont.

c. War and the Art of Persuasion
   c1. Nazi Propaganda sparked interest in persuasion research.

   c2. U.S. military Persuasion Research Unit.
      – Persuading soldiers to continue the war in Asia
      – Changing soldiers attitudes about integrating the troops.

3. Hitler and WWII cont.

c3. U.S. war effort Austerity Measures
   – Saving rubber, gas, electricity, silk, etc,
   – Keeping War Gardens, buying war bonds.
   – Using ration stamps in place of dollars
   – Kurt Lewin - The Self Persuasion Effect - getting house wives to serve tripe.

c4. Yale University Persuasion Research Group
   - made up of the ex-military researchers - Studied the topic of attitude formation, attitude change and persuasion, and how attitude affect behavior.
II. What is Social Psychology

A. Defining Social Psychology

1. Book Def. = The scientific study of how people think about, influence, and relate to others.

2. Classic Def: = The scientific study of the way in which people's thoughts, feelings and behaviors are influenced by the real, implied, or imagined presence of other people.

(adapted from Alport, 1924)
### B. Social Psychology vs. Sociology & Personality Psychology

The Person by situation matrix: You can divide the world into people (rows: p1 p2 p3) and situations (columns).

<table>
<thead>
<tr>
<th>Columns (Situations)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROWS (People)</td>
</tr>
<tr>
<td>Class    Playground   Alien Space Craft</td>
</tr>
<tr>
<td>P1  Kyle - - -</td>
</tr>
<tr>
<td>P2  Stan - - -</td>
</tr>
<tr>
<td>P3  Cartman  - - -</td>
</tr>
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</table>

Personality Psych: Interested in the ROWs, interested in differences between individuals that are consistent across situations -e.g. Cartman hits things & people with a stick in the classroom, on the playground, and on board an alien space craft. (Aggressive Personality). Kyle & Stan do not.
# B. Soc. Psy v. Sociology & Personality Psyc

## Columns (Situations)

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<th>Alien Space Craft</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1 Kyle</td>
<td>no curse</td>
<td>curse</td>
<td>curse</td>
</tr>
<tr>
<td>P2 Stan</td>
<td>no curse</td>
<td>curse</td>
<td>curse</td>
</tr>
<tr>
<td>P3 Cartman</td>
<td>no curse</td>
<td>curse</td>
<td>curse</td>
</tr>
</tbody>
</table>

Sociology: interested in factors that influence all of the columns and all of the individuals. Cursing may be an issue of SES or Regional Culture.

## B. Soc. Psy v. Sociology & Personality Psyc

## Columns (Situations)

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<td>dr</td>
<td>r</td>
<td>r</td>
</tr>
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<td>dr</td>
<td>r</td>
<td>r</td>
</tr>
<tr>
<td>P3 Cartman</td>
<td>dr</td>
<td>dr</td>
<td>r</td>
</tr>
</tbody>
</table>

Social Psychology: Is interested in the interactions between individuals and situations.

- Social Psychology would suggest that these differences in obedience to authority may be a result of the ambiguity of the situations and status of the authority presiding over these different situations.
C. Four Metaphors
1. People are Consistency Seekers
2. People are Naïve Scientists/Information Processors
3. People are Cognitive Misers
4. People are Motivated Tacticians

C. Four Guiding Metaphors Continued
1. People are Consistency Seekers
   - Field Theory
   - Balance Theory
   - Dissonance Theory
   - Expectancy Value Theory
   - Ambiguity Intolerance
   - Persuasion
   - Conformity/Compliance/Obedience
2. People are Naïve Scientists / Information Processors (Computers).
   - Attribution Theory
   - Cold Social Cognitive Theory
C. Four Metaphors Continued
3. People are Cognitive Misers
   - Attribution Biases
   - Heuristic Processes
   - Prejudice & Discrimination
4. People are Motivated Tacticians
   - Hot Social Cognitive Theory

D. 3 Core Motives
1. Need to Look Good to Others
   - Belonging
   - Trusting and Being Trusted
2. Need to Feel Good about Yourself
   - self-enhancement
3. Need to Accurately Perceive the World
   - understanding, prediction, and control
Though not mutually exclusive the often compete with one another.
D. Major Themes in Social Psyc

1) The Social Context -
- The Behavior of others
  - e.g. Social Pressure, Pro/Anti-Social Behavior, Proximity
- The characteristics of others
  - e.g. Attractiveness, Status, Sex/Gender, Group Membership, Age, novel vs. familiar.

C. Major Themes in Social Psyc cont

2) Cognitive Processes -
- Information Processing Strategies / I P Resources
  - e.g., speed vs. accuracy
- Attitudes / Beliefs / Representations of the world
  - e.g., expectancies about situations
- Motivations
  - e.g., looking good vs. being accurate
- Emotional/Arousal States
- Individual Differences (Personality)
- Enduring attitude/motivation patterns
C. Major Themes in Social Psyc cont

3) Environmental Variables
   - Physical Environment - Temperature, Time of day, Available Space, Sociopetal vs. Sociofeugal space,

4) Cultural Context
   - Historical Context
   - Cross-Cultural Comparisons: e.g., Collectivist vs. Individualist Cultures

5) Biological Factors
   - Neurological Influences
   - Genetic/Hormonal/morphological determinants
   - Evolutionary History - evolutionary psychology (socio-biology)

III. Methods in Social Psyc
A. Methods & Validity

**Methodological Validity** - the degree to which the research methods we use allow us infer that the results we obtain reflect reality.

**Internal Validity** - The ability to draw causal inferences from the relationship between IV and DV.

**External Validity** - The degree to which our results can be generalized to other settings (Realism) and to other people (the Population)

1. Internal Validity

- Established through random assignment to condition and standardized procedures.
- Creates equivalent groups: individual differences are equally distributed across all groups.
- Differences in post manipulation assessments can be attributed to the manipulation and not pre-existing group differences.
- Offers the greatest control over extraneous variables.
Convenience Grouping

N = 43

n=18

n= 25
1. Internal Validity Cont.

<table>
<thead>
<tr>
<th></th>
<th>Random Assignment</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>no</td>
<td>low</td>
</tr>
<tr>
<td>Surveys</td>
<td>no</td>
<td>low</td>
</tr>
<tr>
<td>Experimental Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Lab-Exprmt.</td>
<td>Yes</td>
<td>High</td>
</tr>
<tr>
<td>- Field-Exprmt.</td>
<td>Possibly</td>
<td>mod</td>
</tr>
<tr>
<td>- Quasi-Exprmt.</td>
<td>no</td>
<td>low-mod</td>
</tr>
</tbody>
</table>
2. External Validity

Realism – Generalizability to other settings.

- Mundane Realism - does it look like the real world
- Experimental Realism - are people involved/engaged in the same way as real world situation of interest. (Does is feel real to the participants)
- Functional Realism - does the process being studied function the same as the real world

Representativeness - Does the sample represent population. Established through random sampling. (Difficult to do, we rely heavily on convenience samples)
2. External Validity Cont.

<table>
<thead>
<tr>
<th></th>
<th>Realism Mundane</th>
<th>Realism Exprmt.</th>
<th>Representative (Rand Sample)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td>High</td>
<td>High</td>
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<tr>
<td></td>
<td>(For QEV)</td>
<td></td>
<td></td>
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</table>
B. Ethical Issues
- Hitler and American Racism
  - The Nuremburg Code 1947
  - The Tuskegee Studies (1930-1972)
  - The Milgram Studies
  - The Zimbardo Studies

B. Ethics Continued
APA Ethical Guidelines established in 1972
- Minimal risk - no risk beyond that encountered in daily life
- At Risk & The Risk Benefits Analysis
- Informed Consent - all participants must agree to participate after being told about all procedures of the study and of their freedom to withdraw.
B. Ethics Cont

Deception:
- Informed Consent vs. Experimental/Functional Realism
- Omission - don’t tell exact what will be done and why (e.g. don’t tell about different experimental conditions)
- Active deception - lie about what is happening or Participants are unaware of their participation in a study
  - Risk vs. Benefits Analysis

Complete Debriefing:
- fill in omitted details
- Informed Consent after the fact