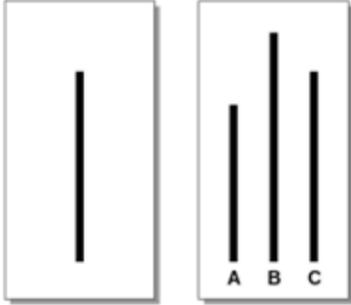
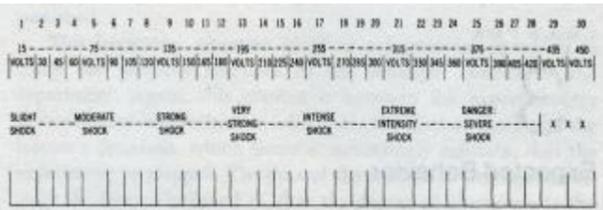


Key terms		Conformity – effect of real or unseen group pressure	
Key Term	Definition	Asch's study (key study 7)	Factors affecting conformity -
Conformity	A form of social influence. It occurs when a person's behaviour or thinking changes as a result of group pressure. The pressure can be real or imagined and can come from one person or a group.	<p><b>Aim</b> – to investigate group pressure in a unambiguous situation  <b>Method:</b> 123 American men. Two card: the standard line and three comparison lines.            12 critical trials where confederates gave the wrong answer.  <b>Results:</b> On critical trials the participant gave the wrong answer 1/3 of the time. 25% never gave a wrong answer.  <b>Conclusion:</b> People are influenced by group pressure. Though many can resist.</p> <div style="text-align: center;">  </div> <p><b>Evaluation</b>  <b>Child of the times</b> – only reflective of conformity in 1950s America, much less conformity in UK (Perrin and Spencer found only 1 conforming response in 396 trials).  <b>An artificial task</b> – task (judging lines) was trivial and situation involved strangers so doesn't reflect everyday situations.  <b>Cultural difference:</b> results can't be generalised to collectivist cultures where rates are higher.</p>	<p><b>Social factors</b>  <b>Group size</b> – 2 confederates = 13.6% conformity, 3 confederates = 31.8% conformity, more than three made little difference            Evaluation – depends on task as when there is no obvious answer then no conformity until group is greater than 8 people  <b>Anonymity</b> – writing an answer down is anonymous and lowers conformity            Evaluation: strangers versus friends – if participants are friends or opinion is anonymous then conformity is higher  <b>Task difficulty</b> – if comparison lines are more similar to the standard lines this makes the task harder so conformity increases            Evaluation – people with more expertise are less affected by task difficulty  <b>Dispositional factors</b>  <b>Personality</b> – the higher your internal locus of control, the less likely you are to conform.            Evaluation – familiarity of the situation – control is less important in familiar situations (Rotter)  <b>Expertise</b> – more knowledgeable, you conform less. Lucas found maths experts less likely to conform to other's answers on maths problems            Evaluation – no single factor – maths experts may conform to a group of strangers in order to be liked</p>
Dispositional factors	Explanations of behaviour in terms of an individual's personality, character or temperament.		
Locus of control	The sense we have about what directs events in our lives. Internals believe they are responsible, externals believe it is a matter of luck.		
Social factors	Explanations in terms of the social world around you. Your 'social world' is the groups of people you identify with, friends, family school, football team etc.		
Obedience	A type of social influence that causes a person to act in response to a direct order from a figure with perceived authority.		
Agency theory	Explains obedience in terms of whether an individual is making their own free choice or acting as an agent for an authority figure.		
Agentic state	A mental state where we feel no responsibility for our behaviour because we believe ourselves to be acting for an authority figure.		
Autonomous state	Being aware of the consequences of one's own actions and therefore taking voluntary control of one's behaviour.		
Authority	The power or right to give orders and expect obedience.		
Culture	The beliefs and expectations that surround us. We are not conscious of living in a culture, yet it influences us powerfully.		
Authoritarian personality	A person who is especially susceptible to obeying people in authority.		
Cognitive style	Cognition refers to thinking so 'cognitive style' refers to the way a person thinks about the world.		
Displace or displacement	A form of ego defence mechanism where an individual unconsciously redirects a threatening emotion from the person or thing that has caused it onto a third party.		
Bystander behaviour	The observation that the presence of others (bystanders) reduces the likelihood that help will be offered in an emergency situation.		
Prosocial behaviour	Behaviour which is beneficial to other people, and may not necessarily benefit the helper.		
Anti-social behaviour	Behaviour which is harmful to other people, includes behaving aggressively as well as other behaviour which may distress others.		
Collective behaviour	Collective behaviour is the actions that happen when people are part of a group/what people do when they are part of a group		
Crowd	A large but temporary gathering of people with a common focus.		
Deindividuation	A psychological state in which you lose your personal identity and take on the group identity of those around them.		
Social loafing	Individuals make a reduced effort when they are part of a group than when they are on their own.		

Obedience – response to a direct order from an authority figure	Prosocial – behaviour which is beneficial to other people, and may not necessarily benefit the helper	
<p><b>Milgram’s study</b></p> <p><b>Aim</b> – to investigate if Germans are different in terms of obedience</p> <p><b>Method:</b> 40 male volunteers. ‘Teacher’ instructed by experimenter to give a shock if ‘learner’ answered a question incorrectly</p> <p><b>Results:</b> No participant stopped below 300 volts. 65% shocked to 450 volts. Extreme tension shown e.g. three had seizures.</p> <p><b>Conclusion:</b> Obedience related to social factors not disposition e.g. – location and novel situation</p>  <p><b>Evaluation</b></p> <p><b>Lacked realism</b> – participants may not have believed the shocks were real, hence they played along and continue to increase the voltage given.</p> <p><b>Supported by other research</b> – Sheridan and King found that 100% of females followed orders to give a fatal shock to a puppy.</p> <p><b>Ethical issues</b> – participants distress, caused psychological harm. Such research brings psychology into disrepute.</p>	<p><b>Factors affecting obedience</b></p> <p><b>Social factors – Milgram’s agency theory</b></p> <p><b>Agency</b>            Agentic state – follow orders with no responsibility            Autonomous – free choice</p> <p><b>Authority –</b>            Agentic shift – move from making own free choices to following orders, occurs when someone is in authority</p> <p><b>Culture – the social hierarchy</b>            Some people have more authority than others. Hierarchy depends on society and socialisation.</p> <p><b>Proximity</b>            Participants less obedient in Milgram’s study when they were in the same room as the learner, increasing the ‘moral strain’</p> <p><b>Evaluation –</b></p> <p><b>Research support</b> – Blass and Schmidt showed students a film of Milgram’s study and they blamed the experimenter rather than the participants</p> <p><b>Doesn’t explain all findings</b> – can’t explain why there isn’t 100% obedience in Milgram’s study</p> <p><b>Obedience alibi</b> – agency theory offers an excuse for destructive behaviour, potentially dangerous</p> <p><b>Dispositional factors – Adorno’s theory of the authoritarian personality</b></p> <p><b>The authoritarian personality</b> – some people have a strong respect for authority and look down on people of lower status. This is made up of -</p> <p><b>Cognitive style</b> – rigid stereotypes and don’t like change</p> <p><b>Originates in childhood</b> – strict parents who only show love if behaviour is correct, these values are internalised</p> <p><b>Scapegoating</b> – hostility felt towards parents for being critical is put onto people who are socially inferior</p> <p><b>Evaluation –</b></p> <p><b>Lack of support</b> – authoritarian personality is based on the F scale which has response bias</p> <p><b>Results are correlational</b> – can’t say authoritarian personality causes greater obedience</p> <p><b>Social and dispositional</b> – Germans were obedient but did not all have the same upbringing. Social factors are involved.</p>	<p><b>Piliavin’s study (key study 8)</b></p> <p><b>Aim</b> – to investigate if characteristics of a victim affect help given in an emergency</p> <p><b>Method:</b> male confederate collapsed on subway. 103 trials, victim apparently drunk or disabled (had a cane)</p> <p><b>Results:</b> disabled victim given help on 95% of trials compared to 50% helped when drunk. Help was as likely in crowded and empty carriages</p> <p><b>Conclusion:</b> characteristics of a victim affects help given. Number of onlookers does not affect help in natural setting.</p> <p><b>Evaluation</b></p> <p><b>High realism</b> – participants didn’t know their behaviour was being studied, so acted more naturally</p> <p><b>Urban sample</b> – participants from the city so may be use to emergencies</p> <p><b>Qualitative data</b> – observers noted remarks from passengers giving deeper insights into why they helped</p> <p><b>Social factors</b></p> <p><b>Presence of others</b> – the more people present the less likely someone will help. Latane and Darley found that 85% on own helped person with seizure but only 31% in a group of four.</p> <p><b>Evaluation –</b>            Depends on situation – in serious emergencies response correlated to severity of situation (Faul et al).</p> <p><b>Cost of helping</b> – includes danger to self or embarrassment. Also costs of not helping e.g. guilt or blame</p> <p><b>Evaluation –</b>            Interpretation of a situation – if it is a married couple arguing only 19% intervened compared with 85% intervening if the attacked was a stranger</p> <p><b>Dispositional factors</b></p> <p><b>Similarity to victim</b> - help is more likely if the victim is similar to self e.g. Man Utd fans heling someone wearing a Man Utd shirt</p> <p><b>Evaluation –</b>            High costs – high costs of ambiguous situation means help isn’t forthcoming</p> <p><b>Expertise</b> – people with specialist skills more likely to help in emergencies, eg nurses helping a workman</p> <p><b>Evaluation –</b>            Effects on the quality of help – Red cross trained were no more likely to give help than untrained people, but gave higher quality help</p>

## Unit 2 Social Influence Knowledge Organiser

Crowd and collective behaviour – a large gathering of people who may behave differently from when on their own					
<p><b>Deindividuation</b> – losing your sense of identity and taking on that of the group around you Crowds experience deindividuation due to reduced sense of responsibility and antisocial behaviour.</p> <p><b>Zimbardo’s study –</b> <b>Aim</b> – To study the effects of loss of individual identity <b>Method:</b> Female participants told to deliver fake electric shocks. Individuated group wore normal clothes. Deindividuated group wore a large coat with hood. <b>Results:</b> Deindividuated more likely to shock person and held down shock button twice as long <b>Conclusion:</b> this shows being anonymous increases aggression</p> <p><b>Evaluation -</b> <b>Not always antisocial</b> – Prosocial group norm (nurses) leads to less antisocial behaviour than antisocial group norm (KKK) <b>Real-world application</b> – manage sporting crowds using video cameras to increase self-awareness <b>Crowding</b> – feeling packed together creates aggression too</p>	<p>A case study of crowd and collective behaviour</p> <p><b>Reicher study –</b> <b>Aim</b> – to investigate crowd behaviour to see if it was ruly or unruly <b>Method</b> – studied newspapers and TV reports. Interviewed 20 people, 6 in depth <b>Results</b> – riot triggered by police raiding café which community felt was unjust. Crowd threw bricks, burnt police cars but calmed when police left. <b>Conclusion</b> – shows damage was rule-driven and targeted at police, reflecting the social attitude of the area</p> <p><b>Evaluation</b> <b>Supported by research</b> – football hooligans’ violence doesn’t escalate beyond a certain point <b>Issues with methodology</b> – study is based on eyewitness testimony so data may be biased <b>Real-world application</b> – increasing police presence doesn’t always lead to a decrease in violence</p>	<b>Social factors</b>			
		<b>Factor</b>		<b>Evaluation</b>	
		<p><b>Deindividuation</b> – group norms determine crowd behaviour</p> <p><b>Social loafing</b> – when working in a group people put in less effort as you can’t identify individual effort</p> <p><b>Culture</b> – Earley found Chinese people (collectivist culture) put in the same effort even if amount cannot be identified. Not true of Americans (individualist)</p>	<p><b>Crowding</b> – being packed tightly together is unpleasant and may explain antisocial behaviour</p> <p><b>Depends on task</b> – on creative tasks, eg brainstorming, people individually produce more when in groups</p> <p><b>Overgeneralised</b> – people belong to more than one culture so hard to make predictions</p>		
		<b>Dispositional factors</b>		<b>Factor</b>	
		<p><b>Personality</b> – high locus of control enables individuals to be less influenced by crowd behaviour</p> <p><b>Morality</b> – strong sense of right and wrong helps resist pressure from group norms</p>	<p><b>Whistleblowing</b> – personality made no difference</p> <p><b>Real examples</b> – Sophie Scholl sacrificed her life rather than following group behaviour</p>		