Social Psychology
The last lecture!!

Social Attribution Theory
Imagine you are driving and you get _________________… what do you think of the person that just cut you off?

Are you more likely to:
Give them a break and believe that they didn’t mean to
Figure that they are a ____________________________ __________and should be off the road- How DARE they!

Now....
Imagine that you are that driver that cut someone off… (you know you’ve done it)

Why did you do it?
Because you __________________________________ that you had to get over that quickly…
Because you are a crappy driver and shouldn’t be on the road

Fundamental Attribution Error
More likely to attribute bad behavior of others to their _________________and not to the _________________
This is the opposite of what we do for ourselves
More likely to say that the _________________caused our own bad behavior

Interesting Quote
“Calling 9/11 senseless, mindless, insane, or the work of madmen is wrong… it fails to adopt the perspective of the perpetrators, as an act with a clearly defined purpose that we must understand in order to challenge it most effectively.”
Phillip __________________

Social Attitudes
___________________: feelings, often based on our beliefs, that predispose us to respond in a particular way to objects, people, and events
Can attitudes affect actions?

If we believe that someone is mean, we may act differently towards them

Actions affect attitudes too
___________________ in the ___________________phenomenon
Tendency for people that agree to do something small to comply later with a larger request
Korean war vets
Through small steps eventually were manipulated into believing that ___________is good and ___________is bad

“Drive Carefully” sign experiment
“Would you display a large ugly sign in your front yard?” ___________of people asked said yes
“How about a small 3 inch tall sign?” ___________agreed
Two weeks later, ___________of those 3 inch sign homes agreed to display that large ugly sign that most wouldn’t post originally

Stanford Prison Study
Phillip Zimbardo
Began with ___________made in Northern California
Subjects had responded to an ad in the newspaper to participate in a role playing prison experiment ___________were taken
Miranda rights were read

Population
24 ___________, middle class, ___________males
Had over 70 applicants
Able to pick an “average” sample

Once in prison
Divided into 2 groups
Either a ___________or a ___________
A prison was set up in the basement of the psychology building, with the help of a consultant
Installed an ___________system in each room to make announcements and to monitor what the prisoners were saying about each other

Prisoners
Taken to the prison ___________
Greeted by a warden once they arrived
Told just how serious their offenses were

Humiliation….
Prisoners were ___________searched
Doused with a ___________to eliminate lice
Forced to wear a dress with no underwear ___________on feet
Not typical prison attire- wanted to remind them of where they were for the sake of the experiment

A few more things
Prisoners were assigned ID numbers and forced to wear caps that would minimize their ________________

No rules given about enforcement techniques ________________could make their own up

Take a moment…
Predict what is going to happen in this situation…

How will the experiment end?

First major meeting
The prisoners were awakened at 2:30AM by the guards for a ________________
This happened multiple times often at night
Brakes the prisoner’s morale
Punishment in the form of ________________

Day 2
Prisoners rebelled and took their hats off, removed their numbers, barricaded themselves in their cells
What would the guards do?
Use ________________against force
Forced the prisoners away from the doors with

To the extreme?
The guards broke into each cell, stripped the prisoners naked, took the beds out, forced the ringleaders of the prisoner rebellion into solitary confinement, and generally began to harass and intimidate the prisoners.

Psychological Tactics
Guards decided to use psychological tactics instead of physical ones
One of the three cells was designated as a "privilege cell." The three prisoners least involved in the rebellion were given special privileges. They got their uniforms back, got their beds back, and were allowed to wash and brush their teeth. The others were not. Privileged prisoners also got to eat special food in the presence of the other prisoners who had temporarily lost the privilege of eating. The effect was to break the solidarity among prisoners.

Messing with them
After a few days of the privilege cell, the guards randomly switched the prisoners around, which confused them
Prisoners began to suspect each other of being informers (to gain special privileges)

More
Every aspect of the prisoners' behavior fell under the total and arbitrary control of the guards. Even going to the toilet became a privilege which a guard could grant or deny at
his whim. Indeed, after the nightly 10:00 P.M. lights out "lock-up," prisoners were often forced to urinate or defecate in a bucket that was left in their cell. On occasion the guards would not allow prisoners to empty these buckets, and soon the prison began to smell of urine and feces -- further adding to the degrading quality of the environment.

Zimbardo’s Words

Less than 36 hours into the experiment, Prisoner #8612 began suffering from acute emotional disturbance, disorganized thinking, uncontrollable crying, and rage. In spite of all of this, we had already come to think so much like prison authorities that we thought he was trying to "con" us -- to fool us into releasing him.

When our primary prison consultant interviewed Prisoner #8612, the consultant chided him for being so weak, and told him what kind of abuse he could expect from the guards and the prisoners if he were in San Quentin Prison. #8612 was then given the offer of becoming an informant in exchange for no further guard harassment. He was told to think it over.

During the next count, Prisoner #8612 told other prisoners, "You can't leave. You can't quit." That sent a chilling message and heightened their sense of really being imprisoned. #8612 then began to act "crazy," to scream, to curse, to go into a rage that seemed out of control. It took quite a while before we became convinced that he was really suffering and that we had to release him.

More

At this point in the study, I invited a Catholic priest who had been a prison chaplain to evaluate how realistic our prison situation was, and the result was truly Kafkaesque. The chaplain interviewed each prisoner individually, and I watched in amazement as half the prisoners introduced themselves by number rather than name. After some small talk, he popped the key question: "Son, what are you doing to get out of here?" When the prisoners responded with puzzlement, he explained that the only way to get out of prison was with the help of a lawyer. He then volunteered to contact their parents to get legal aid if they wanted him to, and some of the prisoners accepted his offer.

The priest's visit further blurred the line between role-playing and reality. In daily life this man was a real priest, but he had learned to play a stereotyped, programmed role so well - talking in a certain way, folding his hands in a prescribed manner -- that he seemed more like a movie version of a priest than a real priest, thereby adding to the uncertainty we were all feeling about where our roles ended and our personal identities began.

#819

The only prisoner who did not want to speak to the priest was Prisoner #819, who was feeling sick, had refused to eat, and wanted to see a doctor rather than a priest. Eventually he was persuaded to come out of his cell and talk to the priest and superintendent so we could see what kind of a doctor he needed. While talking to us, he broke down and began to cry hysterically, just as had the other two boys we released earlier. I took the chain off his foot, the cap off his head, and told him to go and rest in a room that was adjacent to the prison yard. I said that I would get him some food and then take him to see a doctor. While I was doing this, one of the guards lined up the other prisoners and had them chant aloud: "Prisoner #819 is a bad prisoner. Because of what Prisoner #819 did, my cell is a mess, Mr. Correctional Officer." They shouted this statement in unison a dozen times.
As soon as I realized that #819 could hear the chanting, I raced back to the room where I had left him, and what I found was a boy sobbing uncontrollably while in the background his fellow prisoners were yelling that he was a bad prisoner. No longer was the chanting disorganized and full of fun, as it had been on the first day. Now it was marked by utter conformity and compliance, as if a single voice was saying, "#819 is bad." I suggested we leave, but he refused. Through his tears, he said he could not leave because the others had labeled him a bad prisoner. Even though he was feeling sick, he wanted to go back and prove he was not a bad prisoner.

At that point I said, "Listen, you are not #819. You are [his name], and my name is Dr. Zimbardo. I am a psychologist, not a prison superintendent, and this is not a real prison. This is just an experiment, and those are students, not prisoners, just like you. Let's go."

He stopped crying suddenly, looked up at me like a small child awakened from a nightmare, and replied, "Okay, let's go."

The end

The study was planned to __________________________ ____________
It lasted ______________________________________
Couldn’t justify keeping it going
Parents were shocked and the emotional toll was obvious