



Knowledge Organiser: Year 12

Psychology; SOCIAL INFLUENCE

CONFORMITY- ASCH'S RESEARCH

1

PROCEDURE:

Confederates deliberately gave wrong answers to see if participants would conform.

FINDINGS:

Naïve participants conformed on 36.8% of the trials.
25% never conformed.

VARIATIONS:

Conformity increased up to group size of 4.
Dissenter reduced conformity.
Conformity increased when task was harder.

EVALUATION

- A child of its time – less conformity in 1980's than 1950's.
- Artificial situation and task – demand characteristics meant participants just played along.
- Limited application – Asch's research was only conducted on American men

CONFORMITY TO SOCIAL ROLES:

ZIMBARDO'S RESEARCH

3

PROCEDURE:

Mock prison with students randomly assigned to prisoner or guard.

FINDINGS:

Guards became increasingly brutal, prisoners increasingly withdrawn and depressed.

CONCLUSION:

Participants conformed to their roles.

EVALUATION

- Control – random assignment to roles increased internal validity.
- Lack of realism – participants were play-acting their roles according to media-devised stereotypes.
- Dispositional influences – only one-third of guards brutal, so exaggerated conclusions.

CONFORMITY – TYPES AND EXPLANATIONS

2

TYPES OF CONFORMITY

- Internalisation – private and public acceptance of group norms.
- Identification – change behaviour to be part of a group we identify with.
- Compliance – go along with group publicly, but no private change.

EXPLANATIONS OF CONFORMITY

- Informational social influence – conform to be right.
- Normative social influence – conform to be liked.

EVALUATION

- Research support for ISI – more conformity to incorrect maths answers when they were difficult.
- Individual differences in NSI.
- ISI and NSI work together.

OBEDIENCE: MILGRAM'S RESEARCH

4

PROCEDURE:

Participants gave false electric shocks to a 'learner' in obedience to instructions from the experimenter.

FINDINGS:

65% gave highest shock of 450v.
100% gave shocks of up to 300v.

EVALUATION

- Low internal validity – participants realised shocks were fake.
- Good external validity – findings generalise to other situations, such as hospital wards.
- Supporting replication – other studies have found similar results.

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<u>OBEDIENCE: SITUATIONAL VARIABLES</u> 5 PROXIMITY: Obedience decreased to 40% when teacher could hear learner, and 30% in touch proximity condition. LOCATION: Obedience decreased to 47.5% when study moved to run-down office block. UNIFORM: Obedience decreased to 20% when 'member of the public' was experimenter. <u>EVALUATION</u> • Research support – Bickman showed power of uniform in field experiment. • Lack of internal validity – some of Milgram's procedures contrived, so not genuine obedience. • Cross-cultural replications – cross-cultural replications support Milgram.	<u>OBEDIENCE: SOCIAL PSYCHOLOGICAL FACTORS</u> 6 AGENTIC STATE: • Agentic state – acting as an agent for another. • Autonomous state – free to act according to conscience. • Binding factors – keeps individual in agentic state. <u>EVALUATION</u> • Research support – Blass and Schmitt found people do blame authority for their actions. • A limited explanation – cannot explain why some people disobey. LEGITIMATE AUTHORITY: • Legitimate authority – created by social hierarchy. • Destructive authority – problem's arise e.g. Hitler. <u>EVALUATION</u> • Cultural differences – explains obedience in different cultures.
<u>OBEDIENCE: DISPOSITIONAL EXPLANATIONS</u> 7 THE AUTHORITARIAN PERSONALITY: PROCEDURE – Adorno used F-scale to study unconscious attitudes towards social groups. FINDINGS – people with authoritarian personality identify with the strong. AUTHORITARIAN CHARACTERISTICS: • Extreme respect for authority and obedience to it. ORIGIN OF THE AUTHORITARIAN PERSONALITY: • Harsh parenting creates hostility. <u>EVALUATION</u> • Research support – some of Milgram's participants had an authoritarian personality. • Limited explanation – can't explain obedience across a whole culture.	8 <u>RESISTANCE TO SOCIAL INFLUENCE</u> SOCIAL SUPPORT: • Conformity – reduced by presence of dissenters from the group. • Obedience – decreases in presence of disobedient peer. <u>EVALUATION</u> • Research support – Asch's line study. LOCUS OF CONTROL: • A sense of what directs events in our lives. • People with internal are less likely to conform. <u>EVALUATION</u> • Research support – internals less likely to fully obey in Milgram-type procedure. • Contradictory research – People have become more external and more disobedient recently.



Knowledge Organiser: Year 12 Psychology; SOCIAL INFLUENCE

<u>MINORITY INFLUENCE</u>	<u>SOCIAL INFLUENCE AND SOCIAL CHANGE</u>
9 CONSISTENCY: If the minority is consistent, it attracts attention over time. COMMITMENT: Augmentation principle – personal sacrifices show commitment and attract attention. FLEXIBILITY: Minority more convincing if they accept counter-arguments. THE PROCESS OF CHANGE: Snowball effect – minority view gathers momentum, until it becomes majority. <u>EVALUATION</u> • Research support for consistency – Moscovici’s green and blue slides. • Artificial tasks – tasks are often trivial, so do not reflect real-life.	10 THE SPECIAL ROLE OF MINORITY INFLUENCE: Minority influence is powerful force for innovation and social change. LESSONS FROM CONFORMITY RESEARCH: NSI can lead to social change by drawing attention to what the majority is doing. LESSONS FROM OBEDIENCE RESEARCH: Disobedient role models. <u>EVALUATION</u> • Research support – NSI valid explanation of social change. • Only indirectly effective – effects of minority influence are limited because they are indirect and appear later. • Role of deeper processing – It is majority views that are processed more deeply than minority views, challenging central feature of minority influence.

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How do we use Knowledge Organisers in Psychology

How can you use knowledge organisers at home to help us?

- **Retrieval Practice:** Read over a section of the knowledge organiser, cover it up and then write down everything you can remember. Repeat until you remember everything.
- **Flash Cards:** Using the Knowledge Organisers to help on one side of a piece of paper write a question, on the other side write an answer. Ask someone to test you by asking a question and seeing if you know the answer.
- **Mind Maps:** Turn the information from the knowledge organiser into a mind map. Then reread the mind map and on a piece of paper half the size try and recreate the key phrases of the mind map from memory.
- **Sketch it:** Draw an image to represent each fact; this can be done in isolation or as part of the mind map/flash card.
- **Teach it:** Teach someone the information on your knowledge organiser, let them ask you questions and see if you know the answers.

How will we use knowledge organisers in Psychology?

- **Test:** We will do regular low stakes tests to check your ability to retrieve information from memory.
- **Mark our answers:** Once you have done a low stake test you can mark your work using the knowledge organiser.
- **Improve our work:** Once you have finished a piece of work you may be asked to check your knowledge organiser to see if there is any information on it that you could add into an answer.

<u>ASSESSMENT</u>	<u>SECTION ON KNOWLEDGE ORGANISER</u>	<u>DATE</u>	<u>SCORE</u>
Learning Check point 1			/10
16 marker exam question			/16
MID UNIT			/20
Learning Check point 3			/10
16 marker exam question			/16
END OF UNIT			/40