o outlines social norms → see how strong people are desired to be accepted by others → change behavior in surprising ways
  o Shows strong situational influences → put our own beliefs and morals to the side in order to fit in and be accepted by our social world → influence behavior
  o Asch (1951)
    ▪ investigate the extent to which social pressure from a majority group could affect a person to conform in an unambiguous situation
    ▪ 50 male students → “vision test” → line judgement task → a naive participant in a room with seven confederates → confederates agreed to give same responses when presented with the task
    ▪ Real participants → did not know → believed other seven participants were real
    ▪ Each person → state out loud (A, B or C) → most like target line → obvious answer
    ▪ Real participant → end of the row → gave his answer last
    ▪ 18 trials → confederates gave wrong answers (12 trials → critical trials)
    ▪ whether the real participant → conform with majority view
    ▪ control condition → no confederates
    ▪ measured # of times conformed → found that:
      • 32% conformed
      • critical trials → 75% conformed / 25% did not
      • control group → <1% gave wrong answers
    ▪ people conform to fit in the → believed that the group is better informed than they are
  ➢ Linkage
    o Confederates made 75% in the 32% conformed participants choose the wrong answer in the critical trials when the correct one was obvious → on the other hand → only 1% conform rate when the participant was in the room alone → shows that behavior is affected by how much people would like to be accepted and the social norms from a majority group
    o Results → replicated several times and in different cultures → high test-retest reliability

3. Discuss how and why particular research methods are used at the sociocultural level of analysis.
  ➢ SCLOA → studies how society and culture influence human behavior
  ➢ Researchers choose different research methods to investigate how the environment influences individual behavior and find explanations for such changes
  ➢ One of the most common → Lab experiments
    o determine cause and effect relationship between two variables → by manipulating the IV and measure its effect on the DV + strictly control extraneous variables
  ➢ Asch (1951) → lab experiment
    o investigated whether group size had an effect on conformity rate
    o 50 male students → “vision test” → line judgement task → a naive participant in a room with seven confederates → confederates agreed to give same responses when presented with the task
      ▪ Real participants → did not know → believed other seven participants were real
      ▪ Each person → state out loud (A, B or C) → most like target line → obvious answer
      ▪ Real participant → end of the row → gave his answer last
      ▪ 18 trials → confederates gave wrong answers (12 trials → critical trials)
      ▪ Control condition → the target participant and confederates performed the line judgment task on their own
    o Results
      • Groups with one confederate → conformity rate of 3%
      • Groups with two and three confederates → 14% and 32% respectively
      • Groups with four or five confederates → did not further increase the conformity rate
  ➢ Linkage
    o The IV was the number of confederates in the room with the target participant and the DV was the conformity rate → effectively see how the level of conformity related to group size consistent with researcher’s aim
    o Controlled environment → strict control of the confounding variables → higher replicability
34. Explain the effect of stereotypes on behaviour.

- **Stereotype**
  - A social perception of an individual in terms of group membership or physical attributes
  - Like all schemas, stereotypes are formed over time on the basis of relevant experience
  - Affects the behavior of those who hold the stereotype as a form of social categorization

- Our social world is very complex and too much information overwhelm our capacity to process information, so we simplify our social world by avoiding information overload and social categorization called stereotypes.
  - Developed by social cognitive theories, affect behavior and can be automatically activated.

- **Bargh et al. (1996)** demonstrated the effects of stereotypes on behavior.
  - Investigate stereotype activation
  - Participants were asked to complete a test involving 30 items.
  - Presented to participants language proficiency task.
  - Each of the 30 items were 5 unrelated words.
  - Use 4 to 5 words to form a grammatically correct sentence.

  - **1st condition**
    - Words intending to activate the elderly stereotype (e.g. grey, retired, old).
  - **2nd condition**
    - Words unrelated to the elderly stereotype (thirsty, clean, books).

- After completing the experimental tasks, directed towards the elevator.
  - A confederate timed how long the participants took to walk from the experimenter room to the elevator.
  - Results showed that participants with an elderly stereotype activated walked significantly more slowly towards the elevator than the rest of the participants.

  - **Linkage**
    - Behavior was linked with prior impression of knowledge about people, which have significant effects on behavior.
    - Artificiality of settings and tasks limit ecological validity of findings.

**Social Norms**

35. Explain social learning theory, making reference to two relevant studies.

- Social learning theory developed by Albert Bandura
  - Suggests that behavior is learned through processes of modeling and reinforcement.
  - Assumes that human can learn behavior by observational learning known as modeling.

- **Watch** a reinforced or punished behavior without doing it → vicarious reinforcement.
- **The behavior may be imitated** desirable outcomes.
- **Important conditions of social learning include** attention, retention, motivation and potential.
  - In order to learn, the person must first pay attention to the model, must be able to remember the behaviour that has been observed, want to demonstrate the behaviour, and be able to replicate it.

- Supported by original study → Bandura (1961)
  - Investigated whether children would learn aggressive behavior by imitating an adult model.
  - Made up of 3-5-year-old children.
  - Evaluated to determine their level of aggression.
  - Used a matched-pairs design to make sure that different levels of aggression were evenly distributed in the groups.
  - **1st condition**
    - Children watched an adult model act aggressively to the Bobo doll.
  - **2nd condition**
    - Children observed a non-aggressive adult assembled toys.