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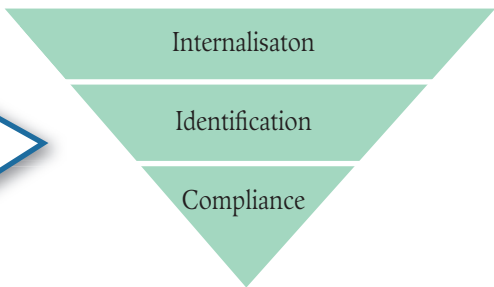
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Paired discussion questions

1. This demonstrates a concept called 'conformity' – come up with a suitable definition of this idea.
2. What might have been the cause of the people's behaviour?
3. How might they have felt if they had not conformed?
4. Would you have conformed?
5. Some people do not conform in similar circumstances – what reasons might there be for this?
6. Psychology such as this has useful applications – what common situations could this research help us understand?
7. Can you think of any ways that this research could be misused – in other words not for helpful purposes?
8. Consider the ethical costs and benefits of repeating this research as a Psychology investigation. Do you think it is ethical?

Do you remember the definitions of each of these terms? Check that you could define each term in an exam!

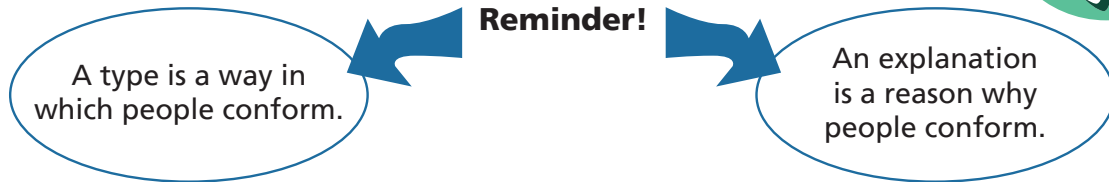


Now look at the examples below and decide which type of conformity it is and enter your answer next to the illustration.

		INTERNALSISATION IDENTIFICATION COMPLIANCE
Liz is by nature a smart dresser but she wears jeans and a sweater to work on 'Dress Down Friday' because she doesn't want to give the impression of being stand offish to her work colleagues who she likes.		
Lewis is eating alone at a Chinese restaurant. Although he finds eating with chopsticks rather tedious and inconvenient, he uses them because he feels too awkward to ask for a fork.		
Harsa puts some money in a charity box even though she doesn't particularly agree with the cause because she feels uncomfortable walking past the collector in the local small supermarket.		
Len slows down to 30 mph as soon as he reaches that speed zone because he believes it is wrong to drive faster than that in a built-up area.		
Winston is visiting the UK from the US. At a concert he stands for the National Anthem because he doesn't want to upset his hosts.		
Jack is on a solo visit to London for the day. At a pedestrian crossing everyone suddenly surges across as soon as there's a gap in the traffic even though the lights are red. Jack follows, feeling uncomfortable but too embarrassed to be the only one not to cross.		
Jenny is at a local restaurant with 5 of her friends. They all say 'Go on try it' after they have all ordered an unusual spicy dish which is the chef's recommendation. She follows suit because she doesn't want to look unadventurous to her friends.		



It is important that you can distinguish between the types and explanations of conformity that you have learned about. To check your understanding fill in the following gaps – the missing words are given below – but you could cover them up if you want a real challenge!



1. Compliance is a type of conformity because
For example
2. Normative social influence is an explanation of conformity because
For example
3. Internalisation is..... because it suggests that sometimes people genuinely change their private opinions and beliefs to those of the group norms.
For example
4. Informational social influence is
because it suggests that people conform when they feel that others have the right answer.
For example
5. Identification is because it suggests some people conform to the opinions of the group without necessarily agreeing with all the group's ideas.
For example

Answers to choose from:

- a type of conformity
- the new student looks around to see if others put their hand up in class
- a student returns from the first term at university as a vegetarian like his flatmates
- it suggests sometimes people only superficially go along with group norms
- a pupil who is asked to straighten their tie by a teacher later loosens it
- an explanation of conformity
- on the first day in a new job you watch to see whether everyone else goes home in their uniform
- it suggests that people conform because they seek social approval
- a type of conformity
- a student returning from the first term at university is desperate for roast beef, having been a vegetarian along with the rest of her flatmates all term

Conformity to a bogus majority



Have you ever been in a situation where, as part of a charity fundraiser, you are asked to guess how many jelly beans there are in a jar? You haven't a clue – there could be 100 or 2000! So, not wanting to appear a fool, you take a quick look at what other people have put down and choose a number that's roughly the same. At least that way, even if they are completely wrong, you won't be the only one who is ridiculously way out! What you have done is to conform to what other people have written down.

We can use this principle in order to study conformity: we can pretend that people have already entered some information (like the number of jelly beans) and manipulate it to see if people conform. We can create something called a bogus majority. A bogus majority is not a real majority – it is simply a way of making it look as if a lot of people have behaved in a certain way.



The practical activity

Using the example above, you can ask people to guess a number of items in a jar or the weight of a cake, etc., and have a sheet already completed (make sure it looks genuine with different handwriting for the bogus answers). You can change the average (mean) score of the guesses on the sheet in order to see if people conform.

So let's look at this in a bit more detail. You will need:

- Two sets of sheets on which people have already supposedly entered their responses. One set has a mean of, say, 100, the other set has a mean of, say, 500.
- A large jar of sweets/ loom bands/ lego bricks/ marbles or whatever. Think carefully about the number there should be (approximately) in this jar: it should be roughly half way between the two bogus estimates on the sheets (in our example, about 300).

Introduce yourself as a student studying the way in which people make judgments of quantity (do NOT pretend to be collecting for charity!) and emphasise that all responses will be anonymous. Then, if they agree, ask them to fill in the questionnaire. You will need a new questionnaire for each participant. (Of course, you can work in small groups to collect more data but use an identical jar.) Afterwards you should do a debrief – so write this before you start.

HOW MANY BEANS ARE IN THE JAR???

I am a student interested in the way people make judgements about quantity.

I should be very grateful if you would think about how many sweets are in this jar and write down your estimate in the space below. Your answer is completely anonymous – we have no record of who you are.



HOW MANY BEANS ARE IN THE JAR???????

Fill you answer in the table below after the last answer.

Thank you for your time and trouble!



ANALYSING YOUR RESULTS

We have two conditions. Using the example above, our conditions are a bogus majority of 100 (condition 1) and a bogus majority of 500 (condition 2).

Work out the mean score of the guesses in condition 1 and the mean score of the guesses in condition 2. Also work out the standard deviation for each group of scores.

An example table is shown below.

RAW SCORES	
Condition 1 (bogus majority of 100)	Condition 2 (bogus majority of 500)
105	523
116	468
84	390
89	561
157	345
236	505
109	479
Total score =	Total score =
Mean score =	Mean score =
Standard deviation =	Standard deviation =

When you have done the study, answer the following questions.

1. Do you think there was a significant difference between the mean scores?
2. Was the standard deviation between the groups similar? If not, could this have affected your findings?
3. What was the range of your data sets?
4. Which measure of dispersion was most informative? Explain your answer.
5. Draw a bar chart of the results. Remember to put a title and label the axes.
6. Why was it necessary to do a debrief?
7. Write a brief conclusion from the results you obtained.

Extension work



These are extra question which you can try if you have studied the relevant section on research methods.

8. What type of experiment was this?
9. What was the independent variable (IV)?
10. What was the dependent variable (DV)?
11. Suggest **one** confounding variable in this study.
12. What sampling method was used to obtain your participants?
Give **one** advantage of using this sampling method.

As shown by many studies of conformity including the famous ones by Asch, the rate of conformity varies depending on the conditions. For each of the conditions below, state whether the rate of conformity is likely to increase, decrease or stay roughly the same. If you cannot find the exact variation, make an educated guess.



Note that, unless otherwise stated, the comparison is with the original Asch study.

CONDITION	UP, DOWN OR THE SAME?  
1. The task is more difficult.	
2. The task is on a topic with which the participant is very familiar.	
3. There is another non-conformist in the group who gives a right answer.	
4. There is only one confederate.	
5. The task is easier.	
6. There are more people in the group, all giving the wrong answer.	
7. The confederates are more expert than the participant on the task.	
8. Instead of 7 confederates, there are 4.	
9. The participant does the task alone, seeing other responses on a screen.	
10. There is another non-conformist in the group who gives a different wrong answer.	

Extension activity; Identify three key findings from Asch's variations. What do you conclude about conformity from these variations?

Priebe and Spink (2014) set out to investigate this idea with a Pilates class and the plank exercise.

The participants (68 in total, 9 men, average age 40 years) were asked to hold the plank position (see the picture) for as long as they could and the time was noted.

They were given a three-minute break and then half of them were told that 80% of people like them (age, gender and Pilates experience) could hold the plank for 20% longer the second time around, whilst the other half were not told anything. In fact it would be reasonable to assume that after the exertion of the first attempt muscles would be weak and the second attempt would be shorter.



The results of the study are shown below:

	1st attempt time held	2nd attempt time held
Intervention group	95.82 seconds	99.79 seconds
Control group	90.9 seconds	76.38 seconds

Now answer the following questions on this study

1. What was the research design?
2. State **two** ethical issues that would have had to have been considered by the researchers and explain why they would be a problem.
3. What does the data show? Refer to the percentage change that you have calculated in each case.
4. What are the potential applications of this research for increasing the nation's fitness?
5. What concerns would you have about generalising from this research?
6. From what you have learned about the factors that affect conformity, how might the impact of the social norms be intensified by changes in the way that the norms were communicated to the participants?

Priebe, C and Spink, K (2014) Blood, sweat and the influence of others: The effect of descriptive norms on muscular endurance and task self-efficacy. *Psychology of sport and exercise* 15 (5) 491-497.



EXAM STYLE TEST

1. If you were referring to the Stanford prison study in an exam, how should you refer to (reference) the study?
..... (1 mark)
2. What sampling method was used to obtain a pool of participants?
..... (1 mark)
3. From the volunteers they had available, how did they select the actual participants?
.....
..... (1 mark)
4. How were the participants allocated to their social roles?
.....
..... (1 mark)
5. Which **two** social roles were being investigated?
.....
..... (1 mark)
6. For each of these **two** social roles, suggest **two** ways in which the researchers helped to reinforce these roles.
.....
.....
.....
..... (4 marks)
7. Summarise the main findings of the study.
.....
.....
.....
..... (4 marks)
8. What was the main conclusion drawn by Zimbardo from this study?
.....
..... (1 mark)



We are going to consider some of the ethical issues involved in **Zimbardo's prison study**. Imagine you are writing an essay evaluating **Zimbardo's study in terms of ethics**. Below, the issues are raised for you. **What you need to do is place a comment by each one to complete the point made as you would in a well-structured essay.**



<p>The participants who were due to play prisoners were arrested at night in their own homes and handcuffed outside in the street before being bundled into police cars. This was done without their prior knowledge and in full view of the neighbours. This raises several ethical issues:</p>	
<p>When the 'prisoners' reached the jail, they were stripped, blindfolded and deloused. This is an ethical problem because</p>	
<p>Some of the guards were hostile and dehumanising towards the prisoners and were not prevented from treating them unreasonably. For example, they controlled when they could go to the toilet and woke them in the middle of the night to stand on parade. This is an ethical problem because the prisoners were</p>	
<p>Zimbardo himself overlooked the abusive behaviour of the prison guards until a graduate student questioned the morality of the situation. Even then it was several more days before the study was ended. This is considered by some to be ethically unacceptable because</p>	

HINTS - POINTS YOU MAY WISH TO RAISE.

- Zimbardo put his own research interests before the welfare of the participants.
- The neighbours had no way of knowing this was a simulated study. How would that reflect on the participant and his family?
- Some participants were treated far more harshly than they might have expected when they volunteered to take part.



On a scale of 1-5 (1 being very likely and 5 being very unlikely) please rate the likelihood that you would obey in the following situations. Circle the number that best fits your view.

Someone comes up to you on the bus and tells you to give up your seat for them.	1	2	3	4	5
A teacher tells you that your clothes are too untidy and you must be smart tomorrow.	1	2	3	4	5
A woman at the airport tells you that you must put a package in your suitcase 'or else'.	1	2	3	4	5
In a café you sit down to drink your coffee, when the owner comes over and tells you to get out.	1	2	3	4	5
A researcher tells you that you must carry on and complete the questionnaire you have started.	1	2	3	4	5
A school prefect tells you that you must be quiet whenever they walk into the room.	1	2	3	4	5
In a hospital a nurse tells you to get into a very unflattering gown.	1	2	3	4	5

Total

1. Collect the scores of the rest of the class anonymously and then work out:
 - a. The mean obedience score
 - b. The modal obedience score
 - c. The median obedience score
2. From this exercise, what factors do you think affect obedience?
3. What did you note about the strengths and limitations of using a questionnaire to collect data?

BACKGROUND

Some people are surprised that Milgram's study was allowed to go ahead in that it raised concerns regarding a number of ethical issues including deception, right to withdraw and protection from harm. Today the British Psychological Society sets clear guidelines as to what is acceptable in terms of research.

However, decisions about ethics are not always clear cut and it is often a case of balancing costs and benefits. Research carried out today has to be approved by an ethics committee before it goes ahead. This is a group of academics and lay people who consider the research proposal.



Your brief

1. Split into groups of four and decide who will take each of the four roles: **Milgram, the psychologist, the prison specialist** and the **lay person**. The roles are described in the box below left.
2. Consider '**Some things each person should think about**' (see box below right). Prepare either your argument (if you are Milgram) or questions (if you are member of the ethics committee).
3. Milgram will be given two minutes to state his case for being allowed to go ahead with his research and then the ethics committee will have a further three minutes to question him.
4. Based on the arguments, the three members of the ethics committee should then vote as to whether they would allow Milgram to go ahead.
5. The final decision must be a Yes or No and written on the Post-it provided.

The roles

1. Milgram – who of course is keen to ensure that he gets the go ahead for this and is convinced that the research is worthwhile.
2. A psychologist who specialises in trauma and who is concerned about the long-term impact that the experience might have on the participants.
3. A prison specialist who is keen to see the research go ahead because knowing more about obedience could revolutionise the prison system.
4. A lay person who has to consider the way that ordinary people might view the research and whether it is society's interest in general.

Some things each person should think about

- How the proposed research relates to the current ethical guidelines.
- How much the research could benefit the population in general.
- The potential and extent for participants to be harmed.
- Any alternative ways of studying obedience.
- Any safeguards that need to be in place.

Why So Different?

The studies of Hofling *et al.* (1966) and Rank and Jacobson (1977) both looked at obedience to authority by nurses. Their results, however, are very different. Complete the comparison table and consider why these results were so different.



	HOFLING <i>et al.</i> (1966)	RANK & JACOBSON (1977)
How was the instruction given to the nurses by the doctor and how was he/she introduced?		
Were the nurses alone or with others when they received the instruction?		
What type of drug were they asked to administer?		
What were the main findings?		
What conclusions were drawn from the findings?		

Extension task:

Rank and Jacobson (1977) offered three reasons, other than the set up of the study, why nurses were less likely to obey dangerous orders in 1977 than in 1966. Can you think what these might be?

It is really important that you understand the difference between these two concepts – in pairs try and come up with as many differences as possible.

Some hints: think about whether it involves peers or authority, whether people are aware of the forces involved, whether they are likely to admit to being affected by it ...



Conformity	Obedience

Is it conformity or obedience?

Anne agrees to try snails to avoid upsetting her French exchange partner.

Wilf runs round the pitch as his coach told him to.

The recruit remade his bed following a 'request' from the sergeant.

The car driver pulled over to allow an ambulance through after three others did the same.

Flora arrived at the new yoga class and took off her shoes having noted that everyone else was barefoot.

A study of Obedience and Disobedience



Ella and Greg carried out a study into obedience. They are particularly interested in how disobedient confederates influence obedience rates. After getting the permission of the College Principal, they put a notice on one of the main doors which read, ‘Please Use Other Door’ with an arrow pointing to a small side door round a corner and not easy to access.

For one hour they counted the number of people who went up to the door, read the notice and then walked to the side door and the number of people who ignored the sign and walked through. For the next hour they asked a friend to wait until they saw someone who looked as if they might be approaching the door and to walk nonchantly through the door after appearing to read the sign. The friend did this at regular intervals during the hour. They again counted the number of people who walked to the side door or who went through the main door.

Answer the following questions concerning this study:

1. This is a study measuring obedience and disobedience.
 - a. Define the term obedience. (2 marks)
 - b. In this study, how did Ella and Greg operationalise obedience? (1 marks)
 - c. How did they operationalise disobedience? (1 marks)

2. What is the independent variable in this study? (1 marks)

3. Suggest **two** factors, other than the one investigated here, that might reduce obedience rates. (2 marks)

4. In the first hour, 45 people walked to the side door and 5 people used the main door with the notice on it.
 - a. What was the ratio of people who obeyed to those who disobeyed? (2 marks)
 - b. What percentage of people walked through the side door? (2 marks)

5. In the second hour, 48 people used the side door and 72 people went through the main door. Draw a bar chart of these results, giving it a heading and appropriate labels. (4 marks)

6. Suggest **three** extraneous variables that might be a problem in this study and, for each one, suggest how this extraneous variable might have affected the results. (6 marks)

7. Suggest **two** ethical issues that are raised by the study. (4 marks)

TOTAL = 25 marks

Fill in the gaps in the following passage about the agentic state explanation for obedience. The missing terms are provided in the box below.

DESCRIPTION

..... (1973) proposed the concept of an agentic state to explain why people are prepared to go against their and do as they are told even if it causes them considerable distress. He suggested that there are two distinct modes of social consciousness. One is the state in which we act according to our own conscience and we feel for our actions. In this state, the vast majority of people behave decently towards others. The second is the state in which we are no longer independent but act according to instructions from someone else. When in this state people justify their behaviour by saying that they acted that way because they were to do so.

People move from the state into the state when confronted with an figure. This shift from autonomy to 'agency' is called the

If we obey an order that goes against our conscience, we are likely to experience which results when we have to do something we believe to be immoral in order to function as an agent of authority. Although people in such a situation may want to stop, they feel unable to do so due to-aspects of the situation that allow a person to minimise the damaging effect of their behaviour.

EVALUATION

The theory is supported by several studies. Milgram's own research demonstrated how the majority of ordinary people will follow even when they are acting against conscience. and Schmitt (2001) found that people who saw Milgram's study blamed the, indicating that they believed the participants were agents of The explanation is also supported by many historical events which demonstrate that as a result of normal people can act in a callous and inhumane way.

On the negative side, there are alternative reasons why people obey an authority figure. It could be due to rather than the situation. In addition, agency theory cannot explain why some people as was shown by a third of the participants in the original Milgram study.

responsible	agentic	conscience	personality	binding factors
autonomous	authority	instructions	Blass	autonomous
moral strain	agentic	Milgram	agentic shift	instructed
authority	disobey	experimenter	social pressure	

Explain obedience in the following cases. Base your explanation on either Legitimate Authority or Agentic State. Try and use each explanation at least once!

Make sure that your explanation includes reference to the concept (Legitimate Authority or Agentic State) and also to the context (Army, hospital, prison, school).

A new recruit to the Army drops to the floor and completes fifty press ups having been ordered to do so by the Physical Training Sergeant.

EXPLANATION:

A patient stubs out their cigarette when told there is no smoking on hospital premises.

EXPLANATION:

A prisoner is told that a fellow inmate is the Top Dog and must be obeyed. When asked by the Top Dog to deliberately spill their meal over a new prisoner, they do so without question.

EXPLANATION:

A headmaster orders everyone to hand in their mobile phones at the start of school and everyone does so.

EXPLANATION:

A psychologist conducted a study to see if there was a relationship between the tendency to obey and authoritarian personality traits. She administered a questionnaire on obedience and a questionnaire based on the F-scale to 15 people and correlated the results.

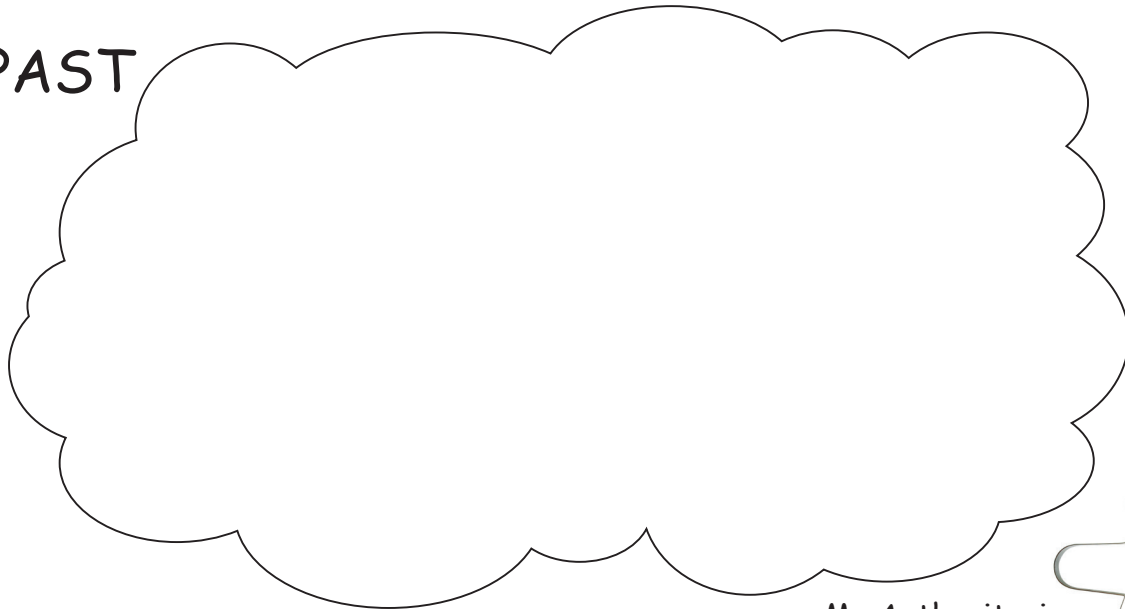
Her findings, using a scale of 0–20 on both measures, are as follows:

Participant number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Obedience score	8	15	11	12	7	7	13	12	10	11	11	5	8	16	11
F-scale score	8	14	9	13	9	4	17	14	9	12	11	2	9	18	12

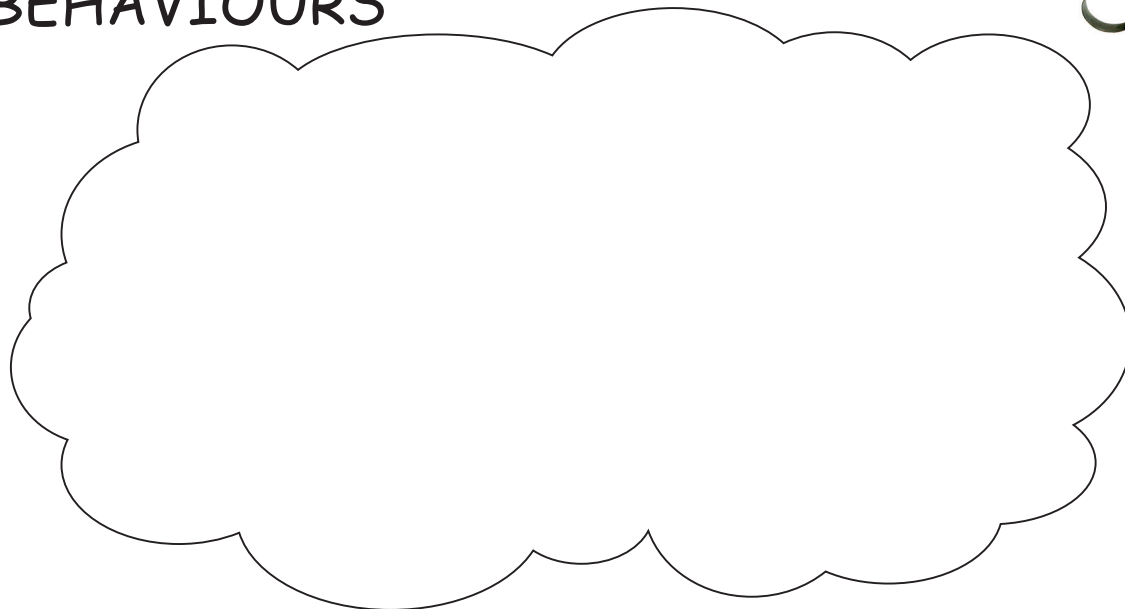
- What is the modal score for
 - The obedience score. (1 mark)
 - The F-scale score. (1 mark)
- The F-scale measures the authoritarian personality. Give **three** characteristics of such a personality. (3 marks)
- The F-scale was originally used by Adorno *et al.* (1950). They found a problem with acquiescent bias. What is this and why is it a problem? (2 marks)
- Draw a scattergram of the results. Make sure you provide a heading and label each of the axes. (6 marks)
- What kind of relationship does the scattergram indicate? (1 mark)
- Draw a rough sketch of a scattergram showing:
 - Positive relationship. (1 mark)
 - Negative relationship. (1 mark)
 - No relationship. (1 mark)
- Give **one** limitation of correlational research. Explain your answer in relation to this study. (3 marks)
- Suggest **one** strength of correlational research. Apply your answer to this study. (3 marks)

Using sketches and diagrams rather than words, fill the idea clouds below with representations of (1) what past experiences might influence the authoritarian personality and (2) what behaviours are representative of the authoritarian personality.

PAST



BEHAVIOURS



Mr Authoritarian
Personality



Some people would find someone with an authoritarian personality rather difficult to have as a friend. Can you suggest some reasons why?

Rotter (1966) proposed that people differ on a dimension he called locus of control and that this affects their ability to resist social pressure to conform or obey.



Your Task

Below are two columns – one is labelled ‘internals’ and the other ‘externals’. Place the following statements in the appropriate column.

No I'm not a killjoy, I just don't want another drink, I've had plenty already.

I had no choice - I had to marry him or my parents would have disowned me.

I never found maths easy so I made sure I got extra help and worked at it.

I'm going to get to the top.

My parents brought me up not to question what I'm told to do and I respect that.

I've never had a problem passing exams: I'm fortunate that I'm bright but I always work hard too.

I'm just an unlucky person - I never win in raffles.

We lost the domino game - we were just so unlucky in the tiles we got.

I never vote, I don't see the point. A single vote can't make a difference.

No, I didn't audition for a part - I'd never be any good at acting no matter who directed the play.

I don't care what my teacher says, I'm not doing the cross country run at the weekend.

I did it my way.

I failed my driving test because I can't park well.

I'm going to join a religious sect and live entirely by their rules.

I'm a confident person and I'll manage it somehow.

I always take my lucky mascot into exams.

INTERNALS	EXTERNALS

Your Task

Using the knowledge that you have gained from learning about minority influence, work with a partner to design a campaign to get the whole class revising on Christmas Day.

Currently you, your partner and the teacher are in a minority given that you are the only three in the room that believe that this is a good idea!

Use the text book and the questions below to help you apply the principles of consistency, commitment, flexibility and finally the snowball effect in your successful campaign.



1. Where and how will you apply the idea of consistency in the campaign?
2. What could you do to show your commitment to the cause?
3. How might you demonstrate flexibility in this case?
4. What part might the snowball effect play in the final campaign?



Research suggests that this should all work a treat and soon everyone should be convinced by this great idea sometimes even the best campaigns do not succeed though.

Can you think of reasons why some people may not come around to the obviously perfectly sensible idea?

.....

.....

.....

.....

Having graduated in Psychology and specialised in Social Psychology, you have set up a small company to help professionals who seek your advice.

You have been approached by a dedicated but small group of environmental activists who wish to convince people that it would be advisable for the government to ban the use of cars on three non-consecutive days of the week, (e.g. Mondays, Wednesdays and Fridays in one area; Tuesdays, Thursdays, Sundays in another). They recognise that the government will not take them seriously unless they can convince people that their idea will work.

Several radio stations have decided to take the group seriously and give them a voice. You have been asked to provide the group with advice on how to present their case. You are NOT concerned with their policies or arguments (it's up to the group to work those out) **but the way in which they should be presented**. The radio stations will be using interviewers who will examine their ideas critically and will probably attempt to ridicule them.



Prepare a clearly worded, concise and colourful leaflet to provide this advice to the environmental group.

You should do this by using the headings:

CONSISTENCY (or similar, such as BE CONSISTENT)

COMMITMENT (or similar, such as SHOW COMMITMENT)

FLEXIBILITY (or similar, such as BE FLEXIBLE)

...after that it's up to you!!!

A group of social historians have been asked to visit secondary schools to give a presentation to groups of school children on significant attitude changes that have occurred in fairly recent history (within the last 70 years). They have consulted you, as a group of Psychologists, on the processes that lead to significant changes of attitude within a society.

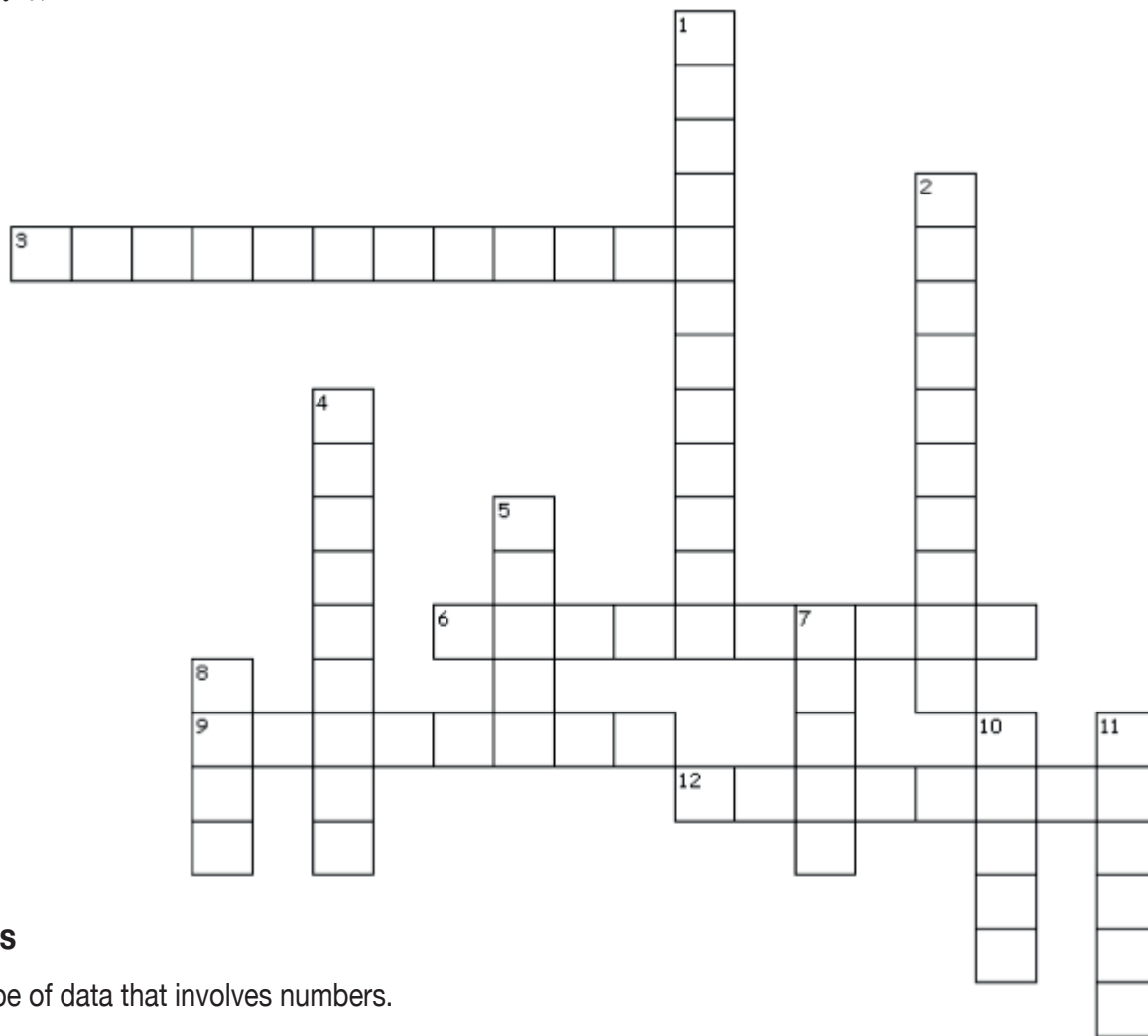
Your Task

As a small group, write a short illustrated presentation (say 15 minutes) on one particular area of social change. Your presentation must include the psychological processes involved from at least one of the following: the steps involved in minority influence, lessons from conformity research, lessons from obedience research.



You can choose any area of social change you wish. Some suggestions are:

- attitudes to child sex abuse
- attitudes to disciplining children
- attitudes to divorce
- attitudes to marriage and/or having children outside wedlock
- attitudes to domestic violence
- attitudes towards people with AIDS
- attitudes to what constitutes a fair health system (starting before the NHS)
- attitudes towards protection of the environment
- attitudes to fox hunting
- attitudes to drink driving
- attitudes to apartheid
- attitude to homosexuals



Across

- 3. Type of data that involves numbers.
- 5. The scale used to investigate the authoritarian personality.
- 6. of authority is an explanation of obedience.
- 9. and King (1972) conducted an obedience study giving real shocks to puppies.
- 12. The university location of the famous prison study.

Down

- 1. Type of culture in which the social group is considered more important than the individual.
- 2. A superficial and temporary type of conformity.
- 4. The type of sample used by Asch (1951).
- 5. A type of experiment done in a natural setting with the independent variable set up by the experimenter.
- 7. The type of strain caused by obeying instructions with which you don't agree.
- 8. He studied conformity using lines.
- 10. of control – the sense we have about what directs our lives.
- 11. Psychologist associated with the authoritarian personality.