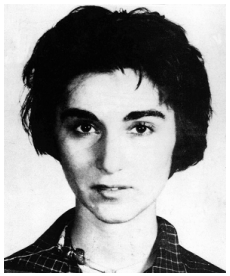
from
Person
to
People

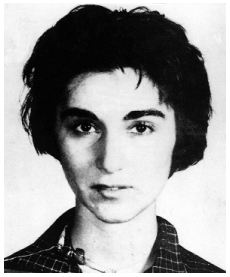


Kitty Genovese

The New York Times.

37 Who Saw Murder Didn't Call the Police

The Bystander Effect



Kitty Genovese

The Bystander Effect

Journal of Personality and Social Psychology
1968, Vol. 8, No. 4, 377-383

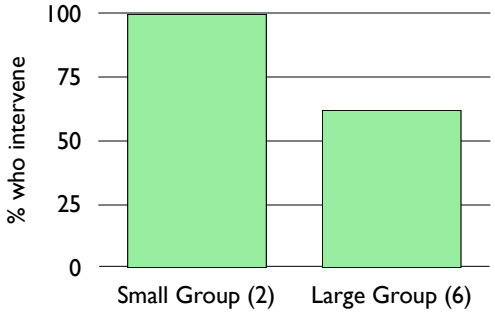
BYSTANDER INTERVENTION IN EMERGENCIES:

DIFFUSION OF RESPONSIBILITY [1]

JOHN M. DARLEY AND BIBB LATANÉ
New York University *Columbia University*

Ss overheard an epileptic seizure. They believed either that they alone heard the emergency, or that 1 or 4 unseen others were also present. As predicted the presence of other bystanders reduced the individual's feelings of personal responsibility and lowered his speed of reporting ($p < .01$). In groups of size 3, males reported no faster than females, and females reported no slower when the 1 other bystander was a male rather than a female. In general, personality and background measures were not predictive of helping. Bystander inaction in real-life emergencies is often explained by "apathy," "alienation," and "anomie." This experiment suggests that the explanation may lie more in the bystander's response to other observers than in his indifference to the victim.

The Bystander Effect



(Darley & Latané, 1968)

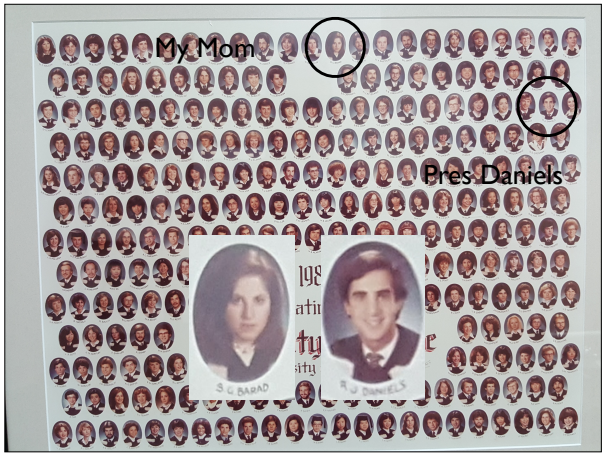
Questions + Themes

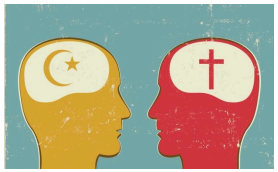
How do **groups** affect our **behavior** toward others?

How quickly and easily do we form **impressions** of other people?

How pervasive and consequential are **group stereotypes**?

Are groups a force for **good** or for **evil**?

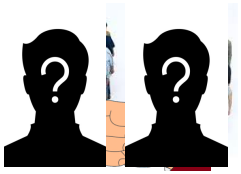


Minimal Group Paradigm

Henri Tajfel
(1919-1982)

Group A Group B



+5

-3

Fewer resources
Lower favorability
Enjoy outgroup failures

Categorization: Helpful, efficient, **fast**

"Thin Slicing"

Nalini Ambady
(1959-2013)

“Thin Slicing”

“Thin Slicing”

TEACHER COURSE EVALUATIONS

Each term, teacher course evaluations are conducted for the main purpose of supplementing the guidance of professors, academic advisors and student peers in the course selection process. They are also an instrumental tool for improving the quality of the instruction students receive. Traditionally, teacher course evaluations were conducted using paper forms; however, in fall 2011, the Krieger School of Arts and Sciences and the Whiting School of Engineering began conducting evaluations online using EvaluationKit.

How ‘thin’?

A. One lecture

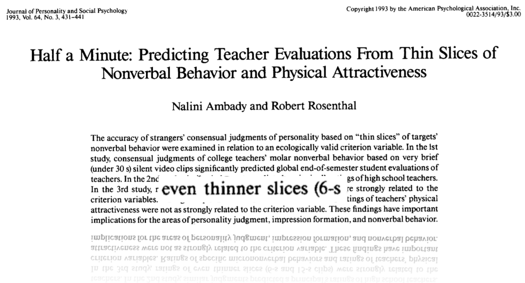
B. Twenty minutes

C. Five minutes

D. Thirty seconds

E. Six seconds

How 'thin'?



Journal of Personality and Social Psychology
1993, Vol. 64, No. 3, 431–441

Copyright 1993 by the American Psychological Association, Inc.
0022-3514/93/$3.00

Half a Minute: Predicting Teacher Evaluations From Thin Slices of Nonverbal Behavior and Physical Attractiveness

Nalini Ambady and Robert Rosenthal

The accuracy of strangers' consensual judgments of personality based on "thin slices" of targets' nonverbal behavior were examined in relation to an ecologically valid criterion variable. In the 1st study, consensual judgments of college teachers' molar nonverbal behavior based on very brief (under 30 s) silent video clips significantly predicted global end-of-semester student evaluations of teachers. In the 2nd ... gs of high school teachers. In the 3rd study, r even thinner slices (6-s re strongly related to the criterion variables. ... tings of teachers' physical attractiveness were not as strongly related to the criterion variable. These findings have important implications for the areas of personality judgment, impression formation, and nonverbal behavior.

Accuracy

vs.

Stickiness

vs.

Self-Fulfillment

Talkativeness

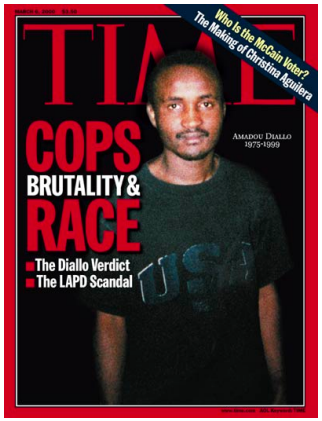
Politics

Lying

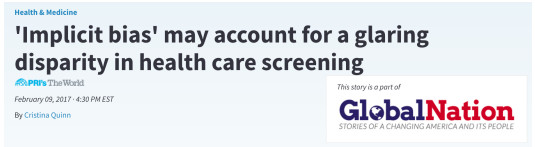
Psychopathology

"Gaydar"
("Straighdar")

Group bias
+ diffusion of responsibility
+ categorization
+ snap judgments…



Implicit Bias



Implicit Bias

Explicit Bias

Implicit Bias

bias we don't (or **can't**) verbally express

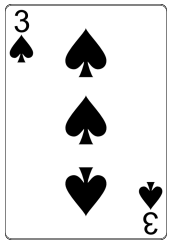
(because we may not know it exists!)

Implicit Association Test

Project Implicit®

http://implicit.harvard.edu

Heart
or
Diamond

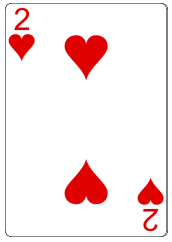


Spade
or
Club

Heart
or
Diamond

Spade
or
Club

Heart
or
Club



Spade
or
Diamond

Heart

or

Club

Spade

or

Diamond

White

or

Good

wonderful

amazing

positive

terrible

horrifying

negative

Black

or

Bad

White

or

Good

Black

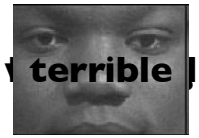
or

Bad

White

or

Bad



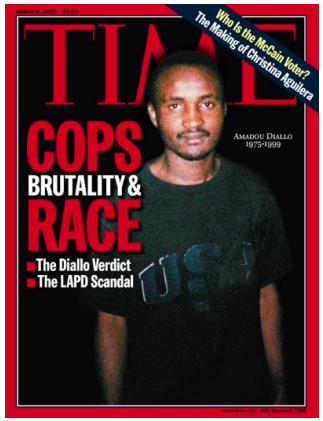
Black

or

Good

Race
Age
Sexuality
Weight
Disability
Gender
Gender-Science
Gender-Career

So what?
What's half a second?



ATTITUDES AND SOCIAL COGNITION

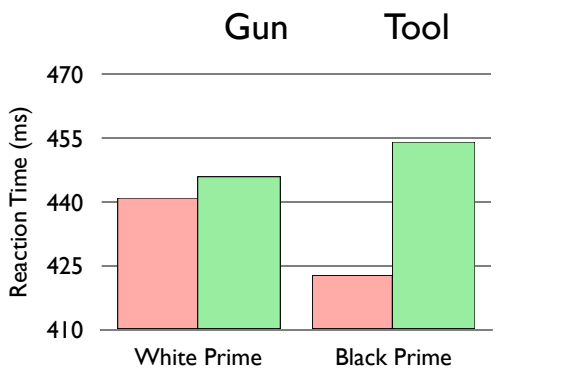
Prejudice and Perception: The Role of Automatic and Controlled Processes in Misperceiving a Weapon

B. Keith Payne
Washington University

Two experiments used a priming paradigm to investigate the influence of racial cues on the perceptual identification of weapons. In Experiment 1, participants identified guns faster when primed with Black faces compared with White faces. In Experiment 2, participants were required to respond quickly, causing the racial bias to shift from reaction time to accuracy. Participants misidentified tools as guns more often when primed with a Black face than with a White face. L. L. Jacoby's (1991) process dissociation procedure was applied to demonstrate that racial primes influenced automatic (A) processing, but not controlled (C) processing. The response deadline reduced the C estimate but not the A estimate. The motivation to control prejudice moderated the relationship between explicit prejudice and automatic bias. Implications are discussed on applied and theoretical levels.

Gun or Tool?

Gun or Tool?



Hiring

Qualifications	Experience	Description	Pregnancy Advice
Strong	Team captain, disciplinary board	Sensitive, intelligent, relaxed	Explain options, offer phone # of health center
Moderate	Team captain	Sensitive, intelligent, very emotional	Offer phone # of health center
Weak	Chess captain	Independent, forthright, intense	Don't ask me, talk to your parents

Race: Candidate is either a member of a **fraternity** or the **Black Student Union**

Hiring

Would you recommend the candidate?

Strong and **Weak** qualifications:
No effect of race

Moderate qualifications:
"Fraternity" (*76%*) preferred over
"Black Student Union" (*45%*)

(Dovidio & Gaertner, 2000)

Implicit Bias

Effects especially likely when decisions are:

- Fast *(e.g. shoot or don't shoot)*
- Ambiguous *(e.g. hiring with unclear criteria or borderline qualifications)*
- Subtle *(e.g. how far to sit, how long to talk)*

Project Implicit®

http://implicit.harvard.edu

Race
Age
Sexuality
Weight
Disability
Gender
Gender-Science
Gender-Career

"Dark Side" of Groups

"Light Side"?

Prisoner's Dilemma

Prisoner's Dilemma

		Player 1	
		Cooperate	Defect
Player 2	Cooperate		
	Defect		

Prisoner's Dilemma

		Player 1	
		Cooperate	Defect
Player 2	Cooperate	**1: Two years** **2: Two years**	
	Defect		

Prisoner's Dilemma

		Player 1	
		Cooperate	Defect
Player 2	Cooperate	**1: Two years** **2: Two years**	**1: One year** **2: Ten years**
	Defect		

Prisoner's Dilemma

		Player 1	
		Cooperate	Defect
Player 2	Cooperate	**1: Two years** **2: Two years**	**1: One year** **2: Ten years**
	Defect	**1: Ten years** **2: One year**	

Prisoner's Dilemma

		Player 1	
		Cooperate	Defect
Player 2	Cooperate	**1: Two years** **2: Two years**	**1: One year** **2: Ten years**
	Defect	**1: Ten years** **2: One year**	**1: Six years** **2: Six years**

Prisoner's Dilemma

		Player 1	
		Cooperate	Defect
Player 2	Cooperate	**1: Two years** **2: Two years**	**1: One year** **2: Ten years**

Prisoner's Dilemma

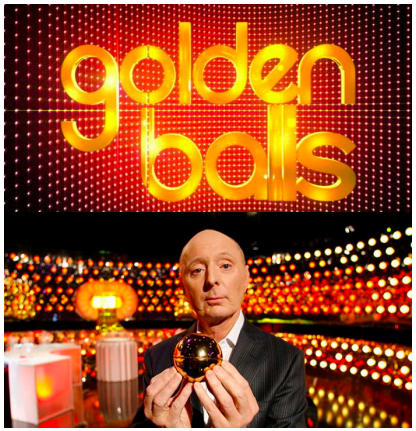
		Player 1	
		Cooperate	Defect
Player 2			
	Defect	**1: Ten years** **2: One year**	**1: Six years** **2: Six years**

Prisoner's Dilemma

		Player 1	
		Cooperate	Defect
Player 2	Cooperate	**1: Two years** **2: Two years**	**1: One year** **2: Ten years**
	Defect	**1: Ten years** **2: One year**	**1: Six years** **2: Six years**

Prisoner's Dilemma

		Player 1	
		Cooperate	Defect
Player 2	Cooperate	**1: $2** **2: $2**	**1: $3** **2: $0**
	Defect	**1: $0** **2: $3**	**1: $1** **2: $1**



Prisoner's Dilemma

		Player 1	
		Cooperate	Defect
Player 2	Cooperate	**1: $2 2: $2**	**1: $3 2: $0**
	Defect	**1: $0 2: $3**	**1: $1 2: $1**

Iterated Prisoner's Dilemma

Prisoner's Dilemma

Prisoner's Dilemma

Prisoner's Dilemma

✓ 

COPYCAT: Hello! I start with Cooperate, and afterwards, I just copy whatever you did in the last round. Meow

Prisoner's Dilemma

✓ 

COPYCAT: Hello! I start with Cooperate, and afterwards, I just copy whatever you did in the last round. Meow

✓ 

COPYKITTEN: Hello! I'm like Copycat, except I Cheat back only after you Cheat me twice in a row. After all, the first one could be a mistake! Purrrrr

Prisoner's Dilemma

It **pays** to be nice when your reputation is on the line

✓ 

COPYKITTEN:
Hello! I'm like Copycat, except I Cheat back only after you Cheat me twice in a row. After all, the first one could be a mistake! Purrrrr

Ultimatum Game

$7/$3? **OK** (\$7/\$3) **NO** (\$0/\$0)

Proposer \$10 **Responder**

Public Goods Game


\$10

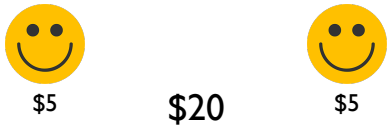

\$10

x3


\$10

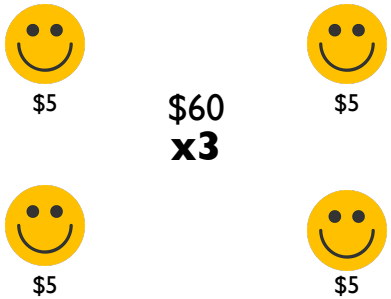

\$10

Public Goods Game



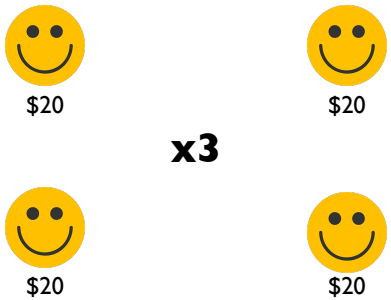
$20
x3

Public Goods Game



$60
x3

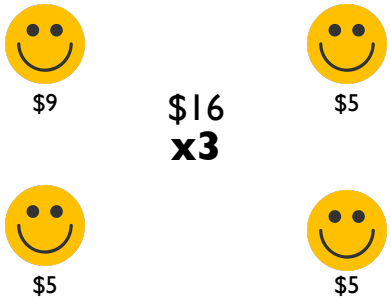
Public Goods Game



x3

Public Goods Game

Public Goods Game



Public Goods Game

Public Goods Game


$21


$17

x3


$17


$17

LETTER

doi:10.1038/nature11467

Spontaneous giving and calculated greed

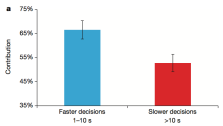
David G. Rand[1,2,3], Joshua D. Greene[2]* & Martin A. Nowak[1,4,5]*

Cooperation is central to human social behaviour[1–3]. However, choosing to cooperate requires individuals to incur a personal cost to benefit others. Here we explore the cognitive basis of cooperative decision-making in humans using a dual-process framework[4–13]. We ask whether people are predisposed towards selfishness, behaving cooperatively only through active self-control; or whether they are intuitively cooperative, with reflection and prospective reasoning favouring 'rational' self-interest. To investigate this issue, we perform ten studies using economic games. We find that across a range of experimental designs, subjects who reach their decisions more quickly are more cooperative. Furthermore, forcing subjects to decide quickly increases contributions, whereas instructing them to reflect and forcing them to decide slowly decreases contributions. Finally, an induction that primes subjects to trust their intuitions increases contributions compared with an induction that promotes greater reflection. To explain these results, we propose that cooperation is intuitive because cooperative heuristics are developed in daily life where cooperation is typically advantageous. We then validate predictions generated by this proposed mechanism. Our results provide convergent evidence that intuition supports cooperation in social dilemmas, and that reflection can undermine these cooperative impulses.

Many people are willing to make sacrifices for the common good[1–3]. Here we explore the cognitive mechanisms underlying this cooperative behaviour. We use a dual-process framework in which intuition and reflection interact to produce decisions[10–13,18]. Intuition is often associated with parallel processing, automaticity, effortlessness, lack of insight into the decision process and emotional influence. Reflection is often associated with serial processing, effortfulness and the

We recruited 212 subjects from around the world using the online labour market Amazon Mechanical Turk (AMT)[19]. AMT provides a reliable subject pool that is more diverse than a typical sample of college undergraduates (see Supplementary Information, section 1). In accordance with standard AMT wages, each subject was given US$0.40 and was asked to choose how much to contribute to a common pool. Any money contributed was doubled and split evenly among the four group members (see Supplementary Information, section 3, for experimental details).

Figure 1a shows the fraction of the endowment contributed in the slower half of decisions compared to the faster half. Faster decisions result in substantially higher contributions compared with slower decisions (rank sum test, $P = 0.007$). Furthermore, as shown in Fig. 1b, we see a consistent decrease in contribution amount with



from
Person
to
People