

SOCIAL PSYCHOLOGY

LEARNING OBJECTIVES: STUDY GUIDE

UNIT I: Part 1 and Part 2

Modules 1 to 11

Define social psychology and give examples of the discipline's central questions, concerns, and/or topics. What aspects do the examples cited in your text as topics related to social psychology have in common (i.e. how are they similar)?

1. Identify similarities and differences between social psychology and the other disciplines that study human nature: Focus on sociology, personality psychologists, biology, and evolutionary psychologists. What is the relationship between social psychology and sociology or personality psychology?
2. Define and give the purpose of a theory and a hypothesis.
3. Describe the major research methods used in social psychology and state the advantages and disadvantages of each. Be able to distinguish between them and recognize examples. (Which two of the following are the most generalizable to factors in the "real" world?)
 - a. laboratory vs. field research
 - b. Correlation: what is the greatest strength of correlation survey research?
 - c. survey and self-report instruments
 - d. Experimental (as well as the essential ingredients, independent and dependent variables, and randomization: random sample and random assignment.)
4. Identify the APA ethical principles that govern social psychological research.
5. Discuss the nature and implications of the "hindsight bias" for social psychology. Be able to recognize an example of "hindsight bias".
6. Discuss the meaning of the "the self" and its relationship to culture, and the self-serving bias.
7. Define self-schema and be able to recognize an example. Discuss the meaning of the self-reference effect, as well as social comparison.
8. Define self-esteem and self-concept. What factors shape our self-concept?
9. Discuss the development of the social self and its relationship to our self-concept.
10. Discuss the cross-cultural perspectives on independence and interdependence (Western vs. Asian cultures).
11. Who is the founder of the theory of "locus of control", define this concept and explain how it is related to our attitudes and behaviors? Explain the difference between internal and external locus of control. Be able to recognize examples and to list the characteristics of each.
12. Define self-efficacy and explain its relationship to behavior and how it can be improved. Who is the founder?
13. Define learned helplessness, and discuss the experiences that can lead to this condition. Who is the founder of this theory? Be familiar with the research on learned helplessness (Seligman's research on dogs being unable to escape shocks).

14. Discuss Langer and Rodin research (1976) on improving nursing home residents' alertness, activity, and happiness.
15. Discuss and give examples of the self-serving bias. Discuss the application of this bias when we compare ourselves to others and recognize examples and research results. What are the adaptive and maladaptive aspects of the self-serving bias?
16. Define and recognize examples of unrealistic optimism, false consensus effect, and false uniqueness effect.
17. What is indicated in the research on self-perception concerning an individual's test results and their perception or evaluation of the test?
18. When are people most likely to resort to self-handicapping, and discuss the ways a person manifests this condition.
19. Define social identity. What social group member is more likely to be conscious of their social identity?
20. Discuss the meaning of intuition (unconscious and automatic thinking), and the research related to it. Is it effective (give or recognize examples), and what are its limits?
21. Discuss illusory thinking and why it is of interest to social psychologists.
22. Discuss memory and how we construct memories. Discuss the research in this area.
23. What is attribution theory? Who is the founder?
24. Define and give examples of the fundamental attribution error. Distinguish between situational and dispositional attributions, and identify the factors which affect each. Be able to recognize examples.
25. Explain why we make the fundamental attribution error and when we are most likely to commit it. Apply this to the research on self-awareness, i.e. what is the relationship between becoming self-conscious and attribution of responsibility?
26. How can the fundamental attribution error be corrected or reduced?
27. What is the belief perseverance phenomenon and how can it be reduced? What is the (suggested by research) relationship between examining our theories and our openness to disconfirming information.
28. Illustrate and explain the overconfidence phenomenon. Why are we overconfident? Discuss the remedies presented in your book for overconfidence (i.e. techniques to reduce it)
29. Define heuristics and availability heuristic.
30. Discuss preconceptions in social psychology. How can our preconceptions lead to us to form or sustain false belief systems..... Discuss the research in this area and recognize examples.
31. Discuss illusory correlation and the illusion of personal control.
32. Explain the concept of regression toward the average and be able to recognize an example.
33. Define and give examples of the self-fulfilling prophecy and behavioral confirmation.
34. Discuss the research concerning teacher expectations on student academic performance, as well as the research on student expectations of teachers.

35. Define and identify the components of an attitude. Be familiar with the research which addresses the question: Do attitudes influence behavior?
36. What is the bogus pipeline strategy and when is it used? What is its advantage?
37. Discuss how and why our actions affect our attitudes by discussing self-presentation theory, brain washing techniques, and cognitive dissonance theory (Festinger's definition). Discuss the research on cognitive dissonance. Compare and contrast dissonance theory with self perception theory.
38. Define the term "role", and discuss how playing certain roles can affect our behavior and attitudes.
39. Discuss Zimbardo's Stanford Prison Simulation Experiment.
40. Discuss and be able to recognize an example of "foot-in-the-door" principle, as well as the low-ball technique.
41. Discuss the "attitude-follow-behavior" principle in terms of interracial behavior, legislation, and racial attitudes.
42. Discuss how illusory correlations and the hindsight bias affect mental health professionals' clinical judgments. Be familiar with Rosenhan (1973) classic research on mental health worker's judgment and mental hospital admissions.
43. Discuss the how the self-confirming diagnoses affects clinical psychotherapy. Be familiar with the research in this area (ie the clinicians self-confirming tendencies).
44. Discuss the research on "clinical verses statistical predictions".
45. Discuss the social psychological research on depression, loneliness, shyness, and anxiety.
46. Discuss the social psychological approaches to treatment, especially social skills training and explanatory style therapy.

UNIT 2: Part 3
Modules 12 to 21

1. Discuss cultural diversity and the nature and function (or characteristics) of a norm. Be able to recognize an example of a norm. Discuss Roger Brown's concept of universal norms.
2. Discuss the meaning and research of Evolutionary Psychology
3. List male and female differences concerning: aggression, social dominance, conversational style, importance of relationships, independence, interdependence, empathy connectedness, as well as group interactions on giving information or showing support.
4. Explain the concept of personal space and recognize an example. Discuss cultural and gender differences in terms of personal space.
5. Define the concept of roles. Discuss the effect of internalizing a role and self-consciousness.
6. Discuss how gender roles vary with time and culture
7. Discuss role-reversal and its use or advantage.

8. Discuss gender differences in terms of the research findings on sexual behavior (sexuality and mating preferences).
9. Discuss evolutionary psychology in terms of gender differences. How do evolutionary psychologists explain that men are sexually assertive while women are more selective of their sexual partners?
10. How does your textbook describe the relationship between biology and culture? What term best describes this relationship?
11. Describe and compare the purpose, hypothesis, procedures, and results of two classic studies on conformity Solomon Asch and Milgram. What are the implications of these studies? Know each of these research studies in detail! (Module14)
12. Identify circumstances that are conducive to conformity (conditions or factors which influence ones conformity to a group).
13. Describe or define the central and peripheral routes persuasion. Be able to recognize examples of each.
14. Describe communicator characteristics that contribute to effective communication.
15. Describe the characteristics or components of a credible communicator.
16. What are the two important factors which determine a communicator's attractiveness?
17. Discuss persuasion in terms of the message content and how it is delivered.
18. Discuss the relationship between the type of audience (i.e. uninvolved, educational level, etc.) and persuasion technique. In other words, what influences different types of audiences in terms of persuasion?
19. Discuss the factors which affect the effectiveness of fear-arousing messages, as well as messages associated with good feelings..
20. Identify characteristics of the audience which influence susceptibility to persuasion (intelligence, age, counter arguing, tolerance for uncertainty, interest in the issue, and level of education, highly involved and uninvolved audiences). Define life-cycle and generational explanations connected to age as they are related to attitude change.
21. Discuss the two routes to persuasion in therapy
22. List the principles utilized in cult indoctrination. What personal characteristics make a person more vulnerable to being recruited by cults?
23. Apply social psychological principles to cult indoctrination (i.e. foot in the door technique, persuasive elements, and group effects)
24. What strategy is used to make new converts into active cult members quickly?
25. Explain how people may resist persuasion. Discuss the concept of attitude inoculation.
26. Discuss the characteristics and recognize an example of a group. Discuss the group influence phenomena such as social loafing, de-individuation, group polarization, and group think.

27. Discuss the meanings of social facilitation. What is a co actor (be able to recognize an example)? Discuss how the skill level of the co actor affects our performance. What skill level of the co actor enhances our performance the most?
28. Discuss the social facilitation effect on the performance of different types of tasks. Be familiar with Robert Zajonc's general research results.
29. Explain how situations of high human density affect us, especially as related to evaluation apprehension. Define evaluation apprehension. What is the relationship between evaluation apprehension on social loafing and social facilitation?
30. Identify the conditions under which social loafing is likely to occur.
31. Define the psychological state of "de-individuation." Be able to recognize examples.
32. Give or be able to recognize examples and research on de-individuation, especially the experiment conducted at the University of Georgia. Also be familiar with Zimbardo's research, and research on mobs and rioters.
33. Discuss and explain group polarization. When does it occur? How is it related to terrorist organization?
34. Discuss the causes, symptoms, and prevention of group think. Be familiar with the examples provided in your text as well as with the definition.
35. Identify the factors that strengthen minority influence and be able to identify an example of each factor.
36. Discuss leadership and the different types of leadership (i.e. task, social, democratic, charismatic, etc.).

UNIT 3: Part 4 **Modules 22 - 31**

1. Distinguish between prejudice and discrimination.
2. What is a stereotype and what factors in stereotyping leads to the development of problems? Define gender stereotypes. Be able to recognize an example of a stereotype.
3. Discuss racism and sexism, and be able to recognize examples.
4. Trace recent trends in racial and gender prejudice in the United States. List some of the conclusions which can be drawn from studies on gender and racial prejudice. How does it occur most often (out in the open or behind the screen of other motives)?
5. Discuss the social and psychological sources of prejudice (including unequal status) and the impact of discrimination including Allport's research, self-fulfilling prophesies, and stereotype threat.
6. Discuss the emotional, psychological sources of prejudice (including the scapegoat theory, personality dynamics, etc.)
7. Discuss the cognitive, psychological sources of prejudice (including categorization, distinctiveness, perceived similarities and differences, attribution theory or just world hypothesis, etc.)
8. Define and discuss in-group bias. What is the primary dynamic within in-group bias? Define social identity.
9. Discuss the meaning of unequal status in relationship to prejudice. Be able to recognize examples.

10. Explain the concept of stereotype vulnerability as it applies to discrimination and the self-fulfilling prophecy. Be able to recognize an example.
11. Demonstrate how prejudice is maintained through conformity and institutional supports (i.e. social norm perspective). If prejudice is a social norm, what are the motivational factors influencing people to act prejudiced out?
12. Explain the scapegoat theory of prejudice. Define the realistic group conflict theory.
13. Discuss the concept of ethnocentrism.
14. Discuss the just-world phenomenon. What is it and what attitudes can it produce? Be able to recognize examples.
15. Define aggression and explain the difference between hostile and instrumental aggression, and assertiveness. Be able to recognize examples of each.
16. Discuss the instinct view of aggression from Freud's and Lorenz's perspective.
17. Discuss the biological view of aggression from neural to genetics and blood chemistry.
18. Discuss the meaning of catharsis and be able to recognize examples. Be generally familiar with the research findings.
19. List aversive incidents which influence aggression (i.e. pain, heat, offensive odor, cigarette smoke, air pollution, etc.).
20. Identify the causes and consequences of frustration as it relates to the frustration-aggression theory by Dollard and Berkowitz. Define frustration. Be familiar with Berkowitz's revision of his theory.
21. Discuss the social learning view of aggression by Bandura and his research. What factors influence aggression according to this theory?
22. Describe the effects of viewing pornography on rape.
23. Discuss the research on attitudes toward rape.
24. Describe television's effects on aggressive behavior of children and adults and the reasons proposed for its effect. Be familiar with cross-cultural findings (general).
25. Discuss ways of reducing aggression, and evaluate the effectiveness of each. What is the least effective way to reduce aggression in children (according to most research results)?
26. Describe the reward theory of social attraction in terms of meaning and research.
27. Explain how the equity principle applies to attraction, as well as close, intimate friendships.
28. Discuss four important predictors of social attraction.
29. Summarize the research results on proximity and be able to apply them to real-life examples. What is the general view on attraction which is supported by the research on proximity? Discuss anticipation of interaction and mere exposure as related to attraction and the influence of proximity.
30. Discuss implicit egotism as related to what we like.

31. Discuss the role of physical attractiveness in liking and dating. Discuss the matching phenomena.
32. Discuss the physical attractiveness stereotype, evolution and attraction, the contrast effect, and research on the attractiveness of those we love.
33. Describe research findings on similarity and complementarity. Is it more important for our mates to be similar on important or trivial issues?
34. Discuss the research on the primary love styles. Discuss Rubin's research on the relationship between a couple's score on the love scale ("weak or strong-love") and their eye-contact with each other.
35. Identify the research and factors that strengthen companionate love (Hatfield et al research)...what about passionate love and arousal (discuss the research)?
36. Discuss the reciprocity effect on disclosure (self-disclosure & disclosure reciprocity).
37. Discuss Robert Sternberg's (1988) conception of love as a triangle. What are the major components of this triangle?
38. Discuss the role of the internet in isolation versus intimacy and attraction
39. Discuss the research on divorce and the detachment process.
40. What is conflict? Discuss social dilemmas and research results in the social psychological games entitled "the Prisoner's dilemma and the Tragedy of the Commons." Why do social psychologists use these games to study conflict and social dilemma?
41. How can social dilemma be resolved?
42. What is the relationship between competition and conflict?
43. Discuss the role of equity theory in terms of perceived injustice.
44. What is the role of misperceptions, mirror-image perceptions, and incompatibility in conflict situations? What are the research results in this area?
45. Discuss the four Cs of peacemaking and the research related to each. Be able to recognize examples.
46. Define altruism.
47. Discuss the social-exchange theory and how it explains altruism.
48. Discuss the relationship between altruism, empathy, self-esteem, and guilt. How do altruistic acts affect our level of self-worth?
49. Discuss two social norms that may motivate altruism.
50. Discuss the norm of reciprocity. Who do we usually feel the most indebted to?
51. Discuss the meaning of the social-responsibility norm.
52. Identify situational influences that decrease and enhance helpfulness, especially the bystander effect. What factors increase the bystander effect? Discuss the research in this area and recognize examples.
53. Explain how personal or internal factors affect helping. Discuss how guilt, moods, empathy, and personal traits affect helping behavior.

54. How can altruism and helpfulness be increased? Discuss the research on pro-social models, self-awareness, rewards, and the over-justification effect, teaching moral inclusion, etc.
55. What do the Prisoners and Commons Dilemma has in common (i.e. what are the people tempted to explain about their behavior)? What is the best choice for the prisoner in the Prisoner Dilemma pay off matrix?
56. Describe how super ordinate goals reduce conflict (address inter-group conflict). Discuss Sherif's experiment with the boys at camp. Describe how competition can produce conflict.
57. Explain how bargaining, mediation, and arbitration can be used to resolve differences between opposing parties. What strategy is used if mediation fails?
58. Describe Osgood's (1962, 1980) GRIT model for reducing conflict. What steps are involved in this strategy?
59. Discuss the results of Aronson's experiments (1978, 1979, and 1988) with elementary school children - "jigsaw techniques".