

Study Guide Questions

Questions are sorted by chapter and page number. There are 10 (+/- 1) questions per chapter.

DO NOT ASSUME THAT THESE QUESTIONS COVER EVERYTHING THAT WILL BE ON EXAM.

Tips for doing well on exams:

1. Come to class, take good notes.
2. READ THE TEXTBOOK.

Class lecture can only cover a portion of the material that will be on the exam. Make certain that you spend a lot of time reading and reviewing your textbook.

- 1) Name and define the four major perspectives of social psychology. What are two views of social behavior that all four perspectives have in common?

Answer: The sociocultural perspective is the theoretical approach that searches for the causes of social behavior in influences from larger social groups, such as nationality and social class. The evolutionary perspective is a theoretical viewpoint in social psychology that searches for the causes of social behavior in the physical and psychological predispositions that helped our ancestors survive and reproduce. The social learning perspective focuses on past learning experiences as determinants of a person's social behavior, including both direct and indirect learning experiences. The social cognitive perspective locates the causes of social behavior in the mental processes involved in paying attention to, interpreting, and remembering social experiences.

The two assumptions are that : a) Social behavior is goal oriented; and b) Social behavior represents a continual interaction between the person and the situation.

Page Ref: 6-12

- 2) Compare and contrast the sociocultural and social learning perspectives. Define each and describe how they are similar and how they are different.

Answer: The sociocultural perspective is the theoretical approach that searches for the causes of social behavior in influences from larger social groups, such as nationality and social class. The social learning perspective focuses on past learning experiences as determinants of a person's social behavior, including both direct and indirect learning experiences. The two perspectives are similar in that both search for the causes of social behavior in a person's environment. They differ slightly in their breadth of focus over time and place. Social learning theorists emphasize the individual's unique experiences in a particular family, school, or peer group. Sociocultural theorists are less concerned with specific individuals or their unique experiences and are more focused on larger groups of individuals, such as Asian Canadians, Hispanic Americans, college students in sororities, or members of the upper class.

Page Ref: 6-10

- 3) Describe the evolutionary perspective in social psychology. Where does it look for the causes of social behavior? What is natural selection? What are adaptations? How are these important to the evolutionary perspective?

Answer: The evolutionary perspective is a theoretical viewpoint in social psychology that searches for the causes of social behavior in the physical and psychological predispositions that helped our ancestors survive and reproduce. Natural selection is the process by which characteristics that help animals survive and reproduce are passed on to their offspring. An adaptation is a characteristic that is well designed for survival and reproduction in a particular environment. Natural selection may be considered the driving force behind evolution (what makes evolution happen), and adaptations are the products of natural selection: they are essentially our evolutionary legacy.

Page Ref: 7-8

- 4) Define descriptive methods, naturalistic observation, and surveys. Discuss the advantages and disadvantages of naturalistic observation and surveys.

Answer: Descriptive methods are procedures for measuring or recording behaviors, thoughts, and feelings in their natural state. Naturalistic observation involves recording everyday behaviors as they unfold in their natural settings. Advantages to naturalistic observation include the ability to observe spontaneous behaviors and the fact that it does not rely on a person's ability to report on his/her own experiences. Disadvantages to naturalistic observation are that the researcher may interfere with ongoing behavior, that some interesting behaviors are hard to observe because they are rare, the possibility of researcher bias, and that they may be time consuming. Surveys are techniques in which the researcher asks people to report on their beliefs, feelings, or behaviors. The primary advantage of surveys is that they allow for the study of difficult-to-observe behaviors, thoughts, and feelings. Disadvantages of the survey approach are that the participants may not be representative of the appropriate population and that they may be untruthful or biased in their self-reports.

Page Ref: 18-21

- 5) Define experimental and descriptive methods in social psychology. Define the descriptive methods of naturalistic observation and survey studies. What advantages do experimental methods have over these descriptive methods?

Answer: Experimental methods are procedures for uncovering causal processes by systematically manipulating some aspect of a situation. Descriptive methods are procedures for measuring or recording behaviors, thoughts, and feelings in their natural state. Naturalistic observation involves recording everyday behaviors as they unfold in their natural settings. Surveys are techniques in which the researcher asks people to report on their beliefs, feelings, or behaviors. The advantages of the experimental method over these descriptive methods are the ability to manipulate variables, carefully control the participants' environment, and to infer causality.

Page Ref: 18-25

- 6) Define the experimental method in social psychology. Describe the advantages and disadvantages to this approach.

Answer: Experimental methods are procedures for uncovering causal processes by systematically manipulating some aspect of a situation. The advantages of the experimental method are the ability to manipulate variables, carefully control the participants' environment, and to infer causality. Disadvantages of the experimental method include limits to cause-effect conclusions if potential confounds are not controlled for and to the generalizability or external validity of the findings. In addition, experiments are unable to study many kinds of naturally-occurring behavior.

Page Ref: 22-25

- 7) Say you are a researcher interested in studying the effects of drinking Gatorade or plain water on college student performance on a four hour math test. Describe how you would conduct this experiment. What is the independent variable? The dependent variable? How would you decide who drinks Gatorade and who drinks water? Is deception appropriate here and, if so, what deception would you use and why?

Answer: The independent variable would be type of drink (Gatorade or water). The dependent variable would be performance or score on the math test. Assignment to condition (Gatorade or water) would be performed randomly in order to ensure that most confounds are controlled, and as a result each testing session should include approximately equal numbers of participants from each condition. Finally, the participants would have to be deceived about the type of drink each consumed (they would have to look and taste the same) so they cannot "guess" the hypothesis and behave in a socially desirable way.

Page Ref: 22-25

- 8) Explain the difference between internal validity and external validity in experimental research. Why must experimenters usually make a "trade-off" between internal and external validity?

Answer: External validity refers to the extent to which the results of an experiment can be generalized to other circumstances, such as other populations or places. Internal validity is the degree to which an experiment allows confident statements about cause and effect. Experimenters often are forced to make a "trade-off" between external and internal validity. The reason is that externally valid studies—those that are most generalizable to the world outside the laboratory—tend to be less controlled (and therefore have less internal validity) as a result. Conversely, experiments that have high internal validity often are so well controlled that they produce a very artificial environment, and therefore are more limited in the degree to which they generalize to the outside world.

Page Ref: 24-25

- 9) Why do social psychologists combine different research methods? What is the "full cycle" approach to the study of social psychology and how does it exemplify such combining?

Answer: Social psychologists combine different research methods because each method has unique strengths and weaknesses. By combining these methods, social psychologists can gain greater confidence in results that are consistent across several methods. The "full cycle" approach involves moving back and forth between the laboratory and the real world. Here, the social psychologist utilizes evidence drawn from descriptive studies of the real world to develop theories and subsequently test them in rigorous experiments. The results of these theory-testing experiments can lead back to new hypotheses about natural events in the real world.

Page Ref: 25-26

- 10) Why do social psychologists sometimes choose to deceive participants about the true purpose of an experiment? What is the primary argument against deception in experiments? What is debriefing and how does it relate to experimental deception? In other words, what is the purpose of debriefing?

Answer: Social psychologists sometimes deceive experimental participants in order to avoid the problem of demand characteristics, or cues in the study that make participants aware of how the experimenter wants them to behave. By distracting participants from the actual purpose of the study, researchers are better able to produce natural reactions in participants. Debriefing is a post-experimental procedure in which the experimenter discusses procedures, hypotheses, and participant reactions with the participant. Its primary purpose is to alleviate any problems or concerns that the participant might have as a result of participation in the study. Debriefing should be performed for any experiment, but it is particularly important when deception is involved. Debriefing may also include a discussion of the costs and benefits of the research.

Page Ref: 24-28

11) What are three components of the person that influence social behavior?

Answer: Motivation, knowledge, and feelings. Motivation: the force that moves people toward desired outcomes. Knowledge involves schemas: mental representations capturing the general characteristics of a particular class of episodes, events, or individuals. Knowledge also involves exemplars: mental representations of specific episodes, events, or individuals. Feelings are composed of attitudes, moods, and emotions.

Page Ref: 37

12) Define automaticity and attention, and explain how they are related.

Answer: Automaticity: the ability of a behavior or cognitive process to operate without conscious guidance once it's put into motion. Attention: The process of consciously focusing on aspects of our environment or ourselves. Automatic processes do not require significant attentional resources once they have been initiated.

Page Ref: 38

13) Define willpower. In what way can it be considered a limited resource? Provide an example of how it is limited.

Answer: Willpower is the self-control strength used to overcome counterproductive impulses to achieve difficult goals. Willpower is like a muscle in that it diminishes in strength as one uses it.

Page Ref: 39

14) Define attitude, mood, and emotion. Provide an example of each. Explain why feelings are important.

Answer: An attitude is a favorable or unfavorable evaluation of a person, object, event, or idea. Mood: a relatively long-lasting feeling that is diffuse and not directed toward a particular target. Emotion: a relatively intense feeling characterized by physiological arousal and complex cognitions. Feelings are important because they can alert us when something isn't normal. They can help us make rapid approach/avoidance decisions. Positive emotions can help reduce the physical stress caused by negative events in our lives, and help us develop better coping strategies.

Page Ref: 43-47

15) Describe three ways in which feelings are measured. What are the pros and cons of each method?

Answer: Self-report: pro is that people know best what they are feeling; con is that people may not want or be able to report their true feelings. Observing behavior: pro is that it avoids the problems with self-report; con is that behavior can be controlled to mask emotions, and people with the same emotion may not exhibit the same facial expressions. Physiological (blood pressure, heart rate, etc.): pro is that these responses are often more difficult to control than overt behaviors; con is that people may have different biological responses to the same emotions.

Page Ref: 45

16) What is counterfactual thinking? How can counterfactual thinking help influence our emotional responses to a particular outcome?

Answer: Counterfactual thinking is the process of imagining alternative, "might have been versions" of actual events. If the counterfactual outcome is more positive or happier than the actual outcome, we may feel sad. If the counterfactual outcome is more negative or sadder, we may feel happy.

Page Ref: 47

17) Name and define three ways in which we acquire self-knowledge. Provide an example of each.

Answer: Social comparison: the process by which people come to know themselves by comparing their abilities, attitudes, and beliefs with those of others. Reflected appraisal process: The process through which people come to know themselves by observing or imagining how others view them. Self-perception: the process through which people observe their own behavior to infer internal characteristics such as traits, abilities, and attitudes.

Page Ref: 49-50

18) What are descriptive norms? What are injunctive norms? How do they differ? Provide an example of each.

Answer: Descriptive norms define what is commonly done in a situation. Injunctive norms describe what is approved or disapproved in a situation. Difference: the first refers to what is the case, the latter what ought or ought not to be the case.

Page Ref: 55-57

19) What is pluralistic ignorance? How can it contribute to binge drinking on college campuses?

Answer: Pluralistic ignorance is the phenomenon in which people in a group misperceive the beliefs of others because everyone is acting inconsistently with their beliefs. It can contribute to binge drinking because many college students believe that many or most of their peers condone binge drinking, when in fact many or most are uncomfortable with heavy drinking.

Page Ref: 56

20) Name and describe four ways in which the person and the situation interact. Give a specific example for each person-situation interaction.

Answer: Students should describe four of the following and provides examples of each:

Different persons respond differently to the same situation.

Situations choose the person.

Persons choose their situations.

Different situations prime different parts of the person.

Persons change the situation.

Situations change the person.

Page Ref: 62-67

21) Discuss one goal of social cognition and describe at least three factors that affect one's ability to achieve that goal.

Answer: Conserving mental effort: factors include expectations, dispositional inferences and other cognitive shortcuts, arousal, circadian rhythms, need for structure, complex situations, time pressure.

Managing self-image: factors include upward and downward social comparison, self-serving attributions, exaggerating one's strengths and diminishing one's weakness, perception of self-control, reactions to self-esteem threats, fragility of self-esteem, need for positive self-regard.

Seeking an accurate understanding: factors include unbiased information gathering, considering alternatives, attributional processes, mood, need for cognition, unexpected events, social interdependence, and cognitive resource availability.

Page Ref: 77-102

22) Describe three cognitive shortcuts people use to simplify their processing of social information. Name and describe three person and situation factors that increase the likelihood that people use these cognitive shortcuts.

Answer: Shortcuts include the correspondence bias, representativeness heuristic, availability heuristic, and anchoring and adjustment heuristic. Factors that increase their use include heightened arousal, performing at less than optimal times, higher need for structure, complex situations, and time pressure.

Page Ref: 80-84

- 23) Name and describe the three goals of social cognition. Discuss at least one person and one situation factor that affects the achievement of each one.

Answer: Conserving mental effort: factors include expectations, dispositional inferences and other cognitive shortcuts, arousal, circadian rhythms, need for structure, complex situations, time pressure.
Managing self-image: factors include upward and downward social comparison, self-serving attributions, exaggerating one's strengths and diminishing one's weakness, perception of self-control, reactions to self-esteem threats, fragility of self-esteem, need for positive self-regard.
Seeking an accurate understanding: factors include unbiased information gathering, considering alternatives, attributional processes, mood, need for cognition, unexpected events, social interdependence, and cognitive resource availability.

Page Ref: 84-102

- 24) Using the covariation model, explain a scenario in which one would likely make an internal attribution after Rosa, a 7-year old girl, told her classmate, Sally, to shut up. Do the same for an external and an interaction attribution.

Answer: Students should discuss consensus, distinctiveness, and consistency. To make an internal or dispositional attribution, consensus would need to be low (other classmates don't tell Sally to shut up), distinctiveness low (Rosa tells many of her classmates to shut up), and consistency high (Rosa often tells Sally to shut up). To make an external one, consensus is high, distinctiveness is high, and consistency is high. For the interaction, consensus is low, distinctiveness is high, consistency is high.

Page Ref: 98-99

- 25) People are often motivated to enhance or protect their self-images. In what circumstances are self-image enhancement and protection especially important? Describe three cognitive or behavioral strategies that people use for boosting and protecting their self-images.

Answer: Circumstances include various threats to self-esteem such as poor performance, negative interpersonal feedback, thinking about one's death, fragile or unstable self-esteem. Strategies include upward and downward social comparison, self-serving attributions, exaggerating our strengths, diminishing our weaknesses, believing we have control when it is possible, but giving up this perception when it is not possible.

Page Ref: 86-94

- 26) Two goals of social cognition seem to be in opposition to each other. In what situations do people seek to conserve mental effort? Under what circumstances do they seek accuracy? What features within the person encourage people toward one goal versus the other?

Answer: We conserve mental effort when we don't have the mental resources necessary for effortful processing or don't have the motivation to engage in it, such as when the information available is too complex or we are under time pressure. We seek accuracy when we need to justify our decisions, when the decision is important to us, when faced with unexpected events, or when socially interdependent. Personal factors that facilitate the conservation of mental effort include arousal, thinking during circadian rhythm downtimes, and need for structure. Personal factors that encourage accuracy motivation include sad mood and high need for cognition.

Page Ref: 77-102

- 27) Discuss the roles that expectations can play in social cognitive processing. Be sure to discuss this in the context of both conserving mental effort and accuracy motivation.

Answer: Students should discuss: the role that expectations can play as shortcuts to help conserve resources; unexpected events and their triggering of accuracy motivation; searching for disconfirming versus confirming evidence. Students may also discuss self-fulfilling prophecies.

Page Ref: 78-100

28) Discuss the role of culture, and the individualism/collectivism dimension in particular, on social cognition. Include discussion of research on attributional and self-enhancement processes.

Answer: Students should describe the cultural boundedness of the fundamental attribution error and the research on attributions in the press. In addition, they should describe cultural differences in the need for positive self-regard, including the self-serving bias. Finally, students should discuss the finding that members of the two kinds of cultures are likely to self-enhance with regards to traits that are highly valued in the respective cultures.

Page Ref: 80-94

29) Imagine you are the CEO of a firm that succeeds only if its employees avoid relying on cognitive shortcuts. How would you go about encouraging people to be more accurate in their judgments? What strategies would you teach them? What types of people would you hire if you want them to be motivated to avoid cognitive shortcuts?

Answer: To facilitate accuracy, create interdependence, provide sufficient time, and provide clear instructions and information. Strategies include encouraging the consideration of alternatives, assigning a devil's advocate, searching for disconfirming evidence. For types, look for low need for structure and high need for cognition.

Page Ref: 84-102

30) Some situations are more likely to evoke self-presentation behaviors than others. Discuss the situational factors related to the goals of appearing likable, appearing competent, and conveying status and power.

Answer: Appearing likable: friendship settings, when interacting with people in powerful positions.

Appearing competent: when competence matters.

Conveying status and power: when self-image is threatened; when new valuable resources are available.

Page Ref: 123-137

31) Although ingratiation strategies can provide benefits, some of them also have potential risks. What are some potential risks of ingratiation strategies such as flattery and projecting modesty?

Answer: Flattery: it may be seen as insincere, especially by third parties.

Modesty: if people know that you are successful, they may believe your modest statements; people may see you as low in self-esteem or lacking self-insight; if seen as insincere, people may see you as arrogant and smug.

Page Ref: 117-122

32) You are new to the company, and you want your co-workers to LIKE you. Based on your knowledge about self-presentation, what tactics would you employ? List and explain three specific tactics, and give a concrete example of how you would use each one.

Answer: Tactics: ingratiation, creating similarity, and projecting modesty. Ingratiation is an attempt to get others to like us. Creating similarity involves pointing out or creating things in common with your co-workers, such as conforming your opinions to theirs, emphasizing shared tastes in movies, food, and by dressing in a similar fashion. Projecting modesty may involve giving co-workers credit for your successes and minimizing your own past successes or achievements.

Page Ref: 116-122

33) You are new to the company, and you want your boss to see you as extremely COMPETENT. Based on your knowledge about self-presentation, which tactics would you employ? List three specific tactics, and give a concrete example of how you would use each one.

Answer: Tactics: self-promotion via staging performances, claiming competence, using the trappings of competence, making excuses and claiming obstacles (self-handicapping).

Page Ref: 125-131

34) Describe the three goals of self-presentation as well as one strategy for achieving each of them.

Answer: Goals: appearing likable, appearing competent, conveying status and power.

Page Ref: 116-137

35) Describe the self-presentation strategy known as self-handicapping. What goal does this strategy serve? Who is more likely to use this strategy? Give two specific examples of self-handicapping in different settings.

Answer: Self-handicapping is the behavior of withdrawing effort or creating obstacles to one's future success.

Goal is to appear competent to others. It is especially likely when people doubt that their previous achievements accurately reflect their personal abilities and efforts. People who have fragile self-esteem, who have a strong desire to demonstrate their competence, and males.

Possible examples of self-handicapping include: taking condition-impairing drugs; not practicing; consuming alcohol; choosing unattainable goals; giving competitors a performance advantage.

Page Ref: 127-128

36) You are new woman in a sorority and you are interested in displaying your status and power to impress other members. Based on your knowledge about self-presentation, which tactics would you employ? List three specific tactics, and give a concrete example of how you would use each one.

Answer: Possible tactics: displaying the artifacts of status and power; conspicuous consumption; personal associations (BIRGing and CORFing); and using nonverbal expressions and behaviors.

Page Ref: 132-134

37) Describe two of the examples provided in the textbook of interactions between the person and the situation. What goals did they serve?

Answer: Multiple audiences, appearing likable; competence checks, appearing competent; interpersonal cycle of self-promotion, appearing competent; different strategies for different audiences, conveying status and power.

Page Ref: 124-137

38) Describe the three goals of self-presentation. Then, for each, provide one detailed example of how YOU sought to achieve each of these goals, and explain which particular strategy YOU used in your attempt to achieve them.

Answer: Goals: appearing likable, appearing competent, conveying status and power.

Page Ref: 116-137

39) The self-presentational goal of appearing likable could interfere with the goals of appearing competent and of conveying status and power. Describe each goal and list and then give an example of how strategies designed to increase liking could undermine each of the other two goals.

Answer: Possible conflicts between appearing likable and appearing competent: women's self-presentational dilemma; projecting modesty may undermine the perception of one's competence because one can't claim both modesty and competence; projecting modesty may prevent the use of the trappings of competence; creating similarity with equals may prevent one from conveying status and power.

Possible conflicts between appearing likable and conveying status and power: women's self-presentation dilemma applies here as well; projecting modesty may prevent the use of the trappings of status and power; projecting modesty may prevent one from claiming associations with powerful or high status individuals.

Page Ref: 116-137

40) Name and describe three of the sources of attitudes discussed in the book.

Answer: Four possible sources: classical conditioning, operant conditioning, observational learning, and heredity.

Page Ref: 146

41) Describe all of the components of the theory of planned behavior and their connections to each other. Using the model's terminology, provide one example and explanation of when a person's behavior is inconsistent with his or her attitude.

Answer: Attitudes, subjective norms, and perceived behavioral control all determine behavioral intention, which in turn determines behavior. One way in which attitude-behavior inconsistency can arise is when a person has a favorable attitude toward a behavior (like stopping smoking) but does not believe that he/she can control this (due to the physical addiction). Thus, the favorable attitude does not translate into consistent action.

Page Ref: 149

42) Name and define the two factors that, according to the ELM, impact the route through which persuasion can occur.

Answer: Motivation: the desire to process message arguments. High motivation is associated with central processing, and low motivation with peripheral processing.

Ability: if the person has the time, the knowledge, and the cognitive resources available to process message arguments carefully, the central route will be taken. otherwise, the peripheral will be followed.

Page Ref: 157

43) Describe the two routes through which people change their attitudes, according to the ELM. When would people be likely to change their attitudes through each of the two routes?

Answer: Central route: involves carefully scrutiny of the message arguments to determine message agreement, and is more likely when individuals have the motivation and ability to process carefully.

Peripheral route: absence of careful processing and instead there is reliance on cues such as source attractiveness to determine message agreement, and is more common when individuals lack either the motivation or the ability to process carefully.

Page Ref: 157

44) Describe the three goals of persuasion discussed in the textbook. For each, name and describe at least one factor that can impact the achievement of that goal, and give an example for each of the three factors.

Answer: Goals: hold a more accurate view of the world; be consistent within themselves; gain social approval and acceptance.

Page Ref: 160-177

45) When do people use shortcut evidence in order to make their judgments? Describe what shortcut evidence people use and give an example of how it might lead a person to change an important attitude, belief, or behavior.

Answer: People use them when they want to be accurate but lack the time and/or ability to process messages carefully. Good shortcuts include credible communicators (both expert and trustworthy), others' responses, and ready ideas.

Page Ref: 161-162

46) How can the desire to be consistent affect persuasion? Describe one of the two major consistency theories about persuasion discussed in the text. Using the theory you describe, give one example of how the desire to be consistent might lead a person to change an important attitude, belief, or behavior.

Answer: Students should describe either Balance Theory or Cognitive Dissonance Theory and provide a corresponding example.

Page Ref: 168-171

47) Describe three factors that affect the desire for social approval. Give an example of how these factors might lead a person to change an important attitude, belief, or behavior.

Answer: Factors are:

Self-monitoring: the tendency to be chronically concerned with one's public image and to adjust one's actions to fit the needs of the current situation (from Chap 4). People high on this dimension have greater need for social approval.

Gender: women tend to be more concerned with social approval than men, especially in public situations.

Expectation of discussion: oftentimes individuals will moderate their positions if they expect to discuss the topic with other individuals.

Page Ref: 175-177

48) Name and describe three person factors discussed in the text that can impact the persuasive process.

Answer: Person factors include: mood, arousal, preference for consistency, self-monitoring, gender.

Page Ref: 165-176

49) Describe the Festinger & Carlsmith (1959) study. Be sure to discuss which individuals were more likely to experience dissonance and change their attitudes. What was the more general lesson learned about counterattitudinal behavior?

Answer: A complete answer would mention the boring task; payment of \$1 or \$20 to the two groups; the request to lie to a waiting "participant"; that persons in both groups lied; that the \$1 group experienced dissonance because they had insufficient justification to lie, and this was inconsistent with their view of themselves as honest people; that the \$20 group did not experience dissonance because of the external justification and did not adjust their attitudes. The more general principle is that counterattitudinal behavior will produce significant dissonance only if there is insufficient justification for engaging in the behavior.

Page Ref: 169-170

50) Define conformity, compliance, and obedience. Give an example of each.

Answer: Conformity: behavior change designed to match the behavior of others.

Compliance: changing one's behavior as a result of a direct request.

Obedience: changing one's behavior as a result of a directive from an authority.

Page Ref: 186-187

51) Briefly describe the methods and results of both the Asch line-segment studies and Sherif's "autokinetic effect" studies. What are the similarities and the differences between these two research programs?

Answer: Students should describe the basic procedure in each. The primary similarity was that both examined group norms. Initially, Asch studied how one person responded to incorrect responses by the group on a relatively simple and unambiguous task. In contrast, Sherif examined the formation of group norms in the face of an ambiguous stimulus. In addition, Asch was focused on the nature of conformity, whereas Sherif focused more on the effects of uncertainty on behavior.

Page Ref: 187-199

- 52) You are on the Board of Directors for the local Boys and Girls Club, spearheading their annual fund-raising sale of tasty desserts. Of course, you see the value of applying your knowledge of social influence principles to this situation. Briefly describe the social validation, reciprocity, and scarcity principles, and how you would use each of them to increase sales.

Answer: Social validation: People are more willing to take a recommended action if they see evidence that many others, especially similar others, are taking it.

Reciprocity: People are more willing to comply with requests from someone who has done them a favor of a similar kind.

Scarcity: People find objects and opportunities more attractive to the degree that they are scarce, rare, or dwindling in number.

Page Ref: 190-191

- 53) How would you utilize the principles of reciprocity, social validation, liking, and commitment/consistency to sell a used car? How would you use these same principles to defend yourself against a salesperson using these principles?

Answer: Sample responses, to sell:

Reciprocity: offer free gifts simply for coming to the dealership.

Liking: use a well-liked spokesperson in ads, or find ways to get the customer to like you in a face-to-face situation, perhaps by finding or creating similarity.

Consistency: encourage the customer to make little commitments to the vehicle in question, such as by asking them to agree that they like certain features; also could ask them to initial a tentative agreement, assuring the customer that it is only tentative. Could use various other tactics, such as foot-in-the-door, etc.

Sample responses, to defend:

Reciprocity: label favors as really designed to make a sale, not given out of mere kindness. Also, first provide a favor the salesperson.

Liking: make the salesperson like you so that he/she will be more inclined to say yes to your requests/negotiations.

Consistency: get the salesperson to agree not to try to sell you a car that doesn't match your criteria, etc.

Page Ref: 191

- 54) Describe the three sources of uncertainty that can increase conformity to the group. Give an example of each.

Answer: Sources are: doubting one's own judgment; lack of familiarity with the situation; when faced with a difficult task.

Page Ref: 199

- 55) Describe the steps involved in the foot-in-the-door and door-in-the-face techniques. What influence principle does each utilize? Provide an example of each.

Answer: The foot-in-the-door technique that increases compliance with a large request by first gaining compliance with a smaller, related request. This technique relies on the commitment/consistency principle.

The door-in-the-face technique works by asking for a large favor and then, when the first favor is rejected, retreating to a smaller favor. This second request is typically accepted because the concession seems like a favor done for the influence target. Thus, this technique capitalizes on the reciprocity norm.

Page Ref: 204-211

56) What person and situation factors cause people to yield to social influence in order to gain social approval? Give examples of how these factors might lead people to change their behavior.

Answer: Person factors: desire for approval; collective sense of self; resistance.

Situation factors: the appeal of others, such as their attractiveness; the public observability of the behavior.

Page Ref: 206-206

57) Describe three techniques of social influence based on the desire to be consistent with existing behaviors, promises, and self-images. Give examples of how each one of these techniques might lead people to change their behavior.

Answer: Four possible techniques: foot-in-the-door; low-ball; bait-and-switch; labeling technique.

Page Ref: 211-213

58) Explain why active and public commitments are typically more effective than passive and private commitments. Provide separate examples of an active and a public commitment.

Answer: Active commitments increase compliance because people come to perceive themselves in part by examining their own actions, and thus the act of committing can change a person's self-image. Public commitments increase compliance because individuals often feel pressure to remain consistent with a decision when others can observe a possible change.

Page Ref: 215

59) Describe the three goals of social influence and describe one strategy people use to achieve each goal. Give an example of each.

Answer: Goals are to choose correctly, to gain social approval, and to be consistent with commitments.

Page Ref: 194-217

60) Describe the three components in Sternberg's (1986) theory of love. How does each component change over the course of a typical romantic relationship?

Answer: Passion: physiological arousal, longing to be with another. Tends to begin high and gradually fade over time.

Decision/commitment: decision to love, commitment to a long term relationship. Tends to grow as passion fades.

Intimacy: close bond, sharing, emotional support. Tends to grow as passion fades.

Page Ref: 257-258, 268-269

61) What is factor analysis? Give one example of a research study for which factor analysis would be useful in analyzing the data.

Answer: Factor analysis statistical technique for sorting test items or behaviors into conceptually similar groupings.

Example: Factor analysis was used to group various features of love into passion, intimacy, and commitment from ratings of a larger number of items related to these terms.

Page Ref: 258

62) What is the two-factor theory of love? Be sure to describe both factors and how they interrelate, and provide an example of a misattribution and how this theory can explain it.

Answer: According to this theory, feelings of love consist of: general physiological arousal and a label for that arousal. The theory posits that we can confuse the specific cause of our arousal and may mistakenly interpret or label arousal stemming from one source as attraction or love for another person. Consistent with the theory, men report more attraction to attractive women they meet in various arousing situations, such as when they are expecting electric shock, crossing a shaky suspension bridge, or after exercising. In these examples, the arousal that the men felt was mistakenly labeled by the men as attraction for a nearby woman.

Page Ref: 266

63) Describe how men and women often interpret interactions between males and females in different ways, and discuss how evolutionary theory might explain these differences.

Answer: Males tend to view female behavior, including compliments, gifts, or touches, as more seductive and more indicative of sexual interest than women do. Thus, they are prone to perceiving sexual interest from women when it isn't there. This may be an adaptive response to the fact that women tend to be choosy when selecting male sexual partners. It is in man's interest not to miss possible signs of sexual interest so as not to miss opportunities for reproduction. Women tend to underperceive a men's commitment to them. This may be adaptive because women have traditionally relied on men for resources and couldn't risk having children with men who are not truly committed to her.

Page Ref: 267-268

64) Explain why children who were close friends in a kibbutz tend not to marry each other as adults, and what empirical data it violates.

Answer: The lack of sexual interest among these children is likely a product of the adaptive tendency against sexual interest among family members that may have generalized to an aversion to sexual contact with those raised under the same roof. Data from the kibbutz violates the classic finding that people tend to marry their neighbors.

Page Ref: 268

65) Describe the three-stage pattern of separation distress for infants, and provide an example of how this can apply to adult relationships.

Answer: The Three-stage Pattern of Separation Distress:

Protest: attempts to re-establish contact

Despair: inactivity and helplessness

Detachment: lack of concern and coolness towards parents

Persons ending romantic relationships may progress through these same stages.

Page Ref: 269

66) In what types of relationships are men's and women's preferences for mates the same? In what types of relationships are there large gender differences in what men and women are looking for? What are the differences in terms of the characteristics men and women prefer?

Answer: Men and women are more similar in their preferences for long-term than short-term partners. For short (e.g., a date or a one-night stand), men have relatively low minimum standards for intelligence compared to women, but for long-term relationships they are more similar with respect to intelligence. More generally, there are differences in terms of physical and other preferences.

With regard to physical characteristics, some differences are: female preferences--medium nose; large jaw; symmetrical appearance.; male preferences-- low waist-to-hip ratio; shiny, lustrous hair; large eyes; small nose.

With regard to other features, some differences are: females tend to prefer men with status and resources, or the potential to gain resources; males tend to prefer women who are of child-bearing age (particular in their 20s) who appear fertile and healthy.

Page Ref: 269-278

67) Imagine that a good friend asks you for advice concerning how to improve communication in her marriage. Describe four research-based recommendations you would give to her?

Answer: Students should discuss four of the following:

1. Positive framing: When your partner asks you to do something, say what you can do rather than what you cannot do or don't want to do. Say "I'd enjoy playing tennis" NOT "I don't want to go hang out with your boring friends again!"
2. Express appreciation: Say "Thanks for doing the dishes" vs. "You missed one!"
3. Avoid silent treatment: Say something when arriving, leaving, or going to bed.
4. Don't be a "psychopest." Don't analyze your partner's behavior as a guise for being a critic. "Hmm, that's just like your mother's behavior."
5. Speak for yourself, not your partner. Don't say "I know YOU'D enjoy a movie-- say I'd really enjoy a movie."
6. Say it directly. Don't say "do you want to eat out?" when you're thinking "I'm dying to eat Mexican food."
7. Nothing nice to say? Then keep quiet.

Page Ref: 285-286

68) Define the three attachment styles described in the textbook, and describe how they are likely to be translated into different styles of loving for adults.

Answer: Secure: Attachments marked by trust that the other will continue to provide love and support.

Avoidant: Defensive detachment from the other

Anxious/ambivalent: Fear of abandonment; feeling that one's needs are not being met.

Students should address some (but not necessarily all) of the following key characteristics for adults:

Secure adults report staying in loving relationships longer than other individuals, and focus on how they are similar to intimate friends. They also tend to base their self-worth on family support.

Avoidant individuals find intimacy unpleasant but are prone to jealousy, and focus on how they are different from intimate friends.

Anxious/ambivalent are more likely to report roller-coaster-like relationships, relatively higher level of sexual motivation, are less willing to compromise when finding a mate, may base their self-worth on physical attractiveness, and may perceive their partner as less supportive and more argumentative.

Page Ref: 270-271

69) What are the gender differences in jealousy described in the textbook? How might these differences have been adaptive (for each gender)?

Answer: The majority of men reported more distress related to the sexual infidelity, whereas about 80% of the women were more distressed over emotional attachment. Each pattern may have been adaptive for the respective genders. Men face paternal uncertainty (never really knowing if their partner's child is their own) and, in order not to invest in another man's children, must prevent her from copulating with another man. Even if the woman becomes emotionally attached to another man, as long as sex is not involved he will know that her children are his children. Women rely on men for resources and protection for themselves and their offspring, and therefore are more concerned about losing these if their partner becomes emotionally attached to another woman. If the man simply copulates with another woman, and the resources are not threatened, then the sexual infidelity is of lesser concern.

Page Ref: 274-275

70) Define polyandry and polygyny. Under what circumstances does each type of arrangement make sense?

Answer: Polyandry: one woman weds more than one husband. This arrangement makes sense in places like the harsh conditions in the highlands of Tibet where it is difficult for a man and a woman to survive without the help of others. Here, a woman may marry several brothers who can pool their resources and thereby produce more surviving offspring than a monogamous relationship would.

Polygyny: one man weds more than one wife. This arrangement is more likely when there is a steep social hierarchy, a generally rich environment so one family can accumulate wealth, and occasional famines so the poor face some danger of starvation. Under these conditions, a woman who joins a large wealthy family obtains greater benefits than she likely would in a monogamous relationship, even if it means sharing the husband with other women.

Page Ref: 279-280

71) What are the three defining features of aggression? What is the difference between direct and indirect aggression? What is the difference between emotional and instrumental aggression?

Answer: Features: behavior, intended, aimed at hurting another. Direct: aggression involving face-to-face confrontation. Indirect: aggression not involving face-to-face confrontation. Emotional: hurtful behavior stemming from angry feelings. Instrumental: hurtful behavior designed to accomplish a nonaggressive goal.

Page Ref: 331-332

72) What is the relationship between gender and aggression? In other words, how are males and females similar and different with respect to their aggressive behaviors?

Answer: Students should discuss how males tend to demonstrate more direct aggression, whereas females show more indirect aggression. However, this is not true with romantic relationships in which women show more direct aggression, even if that aggression is much less damaging to the male than male aggression toward the female.

Page Ref: 332-333

73) What is the frustration-aggression hypothesis? What were some problems with the original hypothesis? How was the hypothesis "reformulated"?

Answer: Original: aggression is an automatic response to any blocking of goal-directed activity (response to any frustration). Problems included that people often aggress when they are not frustrated, and don't aggress when are frustrated. Reformulated: any unpleasant stimulation will lead to emotional aggression to the extent that it generates unpleasant feelings.

Page Ref: 335-336

74) What is the "weapons effect," and how can the cognitive–neoassociationist theory explain this effect?

Answer: The weapons effect: the tendency for weapons, such as guns, to enhance aggressive thoughts, feelings, and actions. The cognitive–neoassociationist theory states that any unpleasant situation triggers a complex chain of internal events, including negative emotions and negative thoughts. Depending on the other cues in the situation, these negative feelings will be expressed as either aggression or flight. Weapons can serve as these "other" cues.

Page Ref: 339–340

75) What is the social learning theory of aggression? How did Bandura's "Bobo Doll" experiments demonstrate that aggressive behavior could be learned?

Answer: The theory states that aggressive behavior is caused by rewards for punishments, which may be either direct or indirect. The Bobo Doll experiments demonstrated that children were more likely to imitate an aggressive person's violent behavior toward an inflatable doll if that person was rewarded for aggression, but not if punishment ensued instead.

Page Ref: 343

76) What is meta–analysis? What were the findings of a meta–analysis that examined the effects of watching violent media on aggressive behavior in children and adolescents?

Answer: It is a statistical technique for combining the results of a number of studies in order to discover their commonalities. The meta–analysis showed that there is a correlation of approximately .30 between exposure and violent behavior.

Page Ref: 346–347

77) Describe the theory of differential parental investment. What is sexual selection, and how does it relate to parental investment?

Answer: Differential parental investment theory states that animals that are more invested in the offspring tend to be more careful in choosing mates. Sexual selection is a form of natural selection favoring characteristics that assist animals in attracting mates or competing with members of their own sex.

Page Ref: 350

78) Describe the culture of honor and its relation to aggression. In which regions of the United States is the culture of honor most prevalent? Describe one experiment that tested hypotheses derived from the culture of honor.

Answer: It is a set of societal norms whose central idea is that people should be ready to defend their honor with violent retaliation if necessary. The southern states are more likely to have this culture. Students should briefly describe one of the studies from the text.

Page Ref: 353–355

79) Imagine you are consulting with an urban school that is struggling to cope with frequent student violence. Describe two of the three broad approaches discussed in the text that you might recommend to reduce violence. Provide an example of each type you discuss.

Answer: The three approaches described in the book are rewarding alternatives, rewarding alternatives to aggression, utilizing legal punishments, and enhancing prevention by removing possible threats.

Page Ref: 358–362

80) Prejudice, stereotyping, and discrimination can serve multiple goals. Briefly describe the four main goals addressed in the text. In what situations is each of these goals likely to come into play?

Answer: The goals are to help support and protect one's own group, gain social approval, manage one's self–image, and seek mental efficiency. For each, students should describe a situation in which one or more goals is likely to be operating.

Page Ref: 378 – 399

81) Describe three material costs of prejudice, stereotyping, and discrimination, as well as one psychological cost. Provide an example of each.

Answer: Material costs include greater difficulty in obtaining certain types of jobs, greater risk of hate crimes, less pay, higher costs and greater barriers to purchasing some items, poorer medical care, etc. The primary psychological cost is a decrement in performance related to stereotype threat. A secondary and related cost is disidentification with the domain in questions.

Page Ref: 375-377

82) Some people are more likely to express prejudice and use stereotypes than others. Describe three personal factors that influence the tendency to express prejudice. To which goal is each of these factors related?

Answer: Possible personal factors categorized by goal:

Goal of Supporting and Protecting One's Group: social dominance orientation.

Goal of Seeking Social Approval: Conformity seeking, self-monitoring, perceived social standing.

Goal of Managing Self-Image: authoritarianism, ingroup identification.

Goal of Seeking Mental Efficiency: need for structure, moods and emotions.

Page Ref: 381-397

83) What are authoritarianism and social dominance orientation? How are they related to prejudice?

Answer: Students need to define each and then describe how persons high on one or both of these are more likely to hold negative prejudices.

Page Ref: 381-389

84) Describe the five components of the self-fulfilling spiral of intergroup competition, and illustrate each with an example. Be sure to specify the sequence of these components (a diagram would be helpful here). How is this a self-fulfilling prophecy?

Answer: Five components are: limited resources (which increase the likelihood that each group sees the other as a threat), group A sees group B as a threat, which leads to group A acting in a competitive and hostile manner, which in turn leads to group B perceiving group A as a threat, and this in turn leads to group B acting in a competitive and hostile manner. The cycle is self-fulfilling because group A's perception of B as a threat eventually leads B to act in a threatening way and confirming A's prophecy.

Page Ref: 382-383

85) Stereotyping allows us to gain potentially useful information for relatively little cognitive effort. What personal and situational factors can make people more likely to use their stereotypes in order to conserve mental effort?

Answer: Personal factors: need for structure and mood/emotions. Situational factors: cognitively taxing circumstances, overhearing ethnic slurs (contextual cues).

Page Ref: 391-399

86) Archie is a bigoted white man who works down at the local pizza parlor. Archie's boss hires Bob, a black man, to work with Archie on the pizza assembly line. Bob is highly intelligent, very motivated, and in all respects a very personable man. What should Archie's boss do to manipulate the situation so that Archie might change his initial negative impression of Bob to a more accurate one?

Answer: Options include making it clear that injunctive and descriptive norms run counter to the expression of prejudice; assure that Bob and Archie are of equal status (if possible), create interdependence between the two, assure that there is contact between the two (which is likely anyway), emphasize the need to work together to achieve superordinate goals.

Page Ref: 399-406

87) Describe the ignorance hypothesis and two major reasons why it is inadequate.

Answer: The hypothesis states that if people simply learned more about the groups toward which they harbor negative prejudices and stereotypes and against whom they discriminate, they would not demonstrate these tendencies. Problems include the fact that research does not support this hypothesis, that these tendencies tend not to be linked to "facts" and thus are relatively immune from fact-based falsification, and this approach assumes that people will readily accept information that is counter to information they already believe to be true.

Page Ref: 400

88) Describe three goal-based strategies that can guide us in attempts to reduce prejudice, stereotyping, and discrimination. Provide examples that illustrate each.

Answer: Possible interactions include changing features of the person, changing features of the situation, giving alternative ways to satisfy their goals, and activating goals that are incompatible with prejudice, stereotyping, and discrimination.

Page Ref: 400-402

89) Describe four ways in which intergroup contact can successfully reduce intergroup conflict. Give an example of each.

Answer: Options include: outgroup members must possess traits and abilities that challenge the negative stereotypes of their group; contact should be supported by local authorities and norms; groups should be of equal status, at least within the contact setting; contact should occur at the individual level, contact should be rewarding, and contact should involve working together on superordinate goals.

Page Ref: 403-404

90) The presence of other people can have different influences on task performance. When does the presence of others improve task performance? When does the presence of others hinder task performance? Why?

Answer: Students should define social facilitation and differentiate between mastered and unmastered tasks. In addition, they should mention the role of apprehension evaluation in strengthening dominant responses.

Page Ref: 416-417

91) What is deindividuation? Describe the two ways in which groups can deindividuate members, and a simple way to reindividuate members that is discussed in the textbook.

Answer: Deindividuation is the process of losing one's sense of personal identity, which makes it easier to behave in ways inconsistent with one's normal values. The two ways are masking of individual identity and distracting persons from their individual selves and personal values. Two simple ways to reindividuate group members are to insure that they are individually identifiable, such as by requiring name tags, or to require that they view themselves in the mirror.

Page Ref: 418

92) What are the properties of real groups? Define each of these properties. What does it mean to say that groups are more or less "grouplike?"

Answer: Groups may be characterized by the extent to which they exhibit interdependence, group identity, and group structure. Groups become more grouplike as they possess more of each of the three properties.

Page Ref: 421-422

93) What is social loafing? Give two examples. Why does social loafing occur, and how can social loafing be reduced?

Answer: Social loafing is the reduction in one's personal efforts when in a group. The reasons it occurs are the mirror image of the ways it can be reduced: lack of identifiability of individual contributions; tasks that are meaningless, not challenging, or not important; belief that individual contributions are not necessary to meet the group goal; low interpersonal cohesiveness, and individualistic interpersonal orientation.

Page Ref: 425-426

94) What are the advantages and the disadvantages of having diversity in a group?

Answer: Diversity is most valuable when only one member of a group is required to obtain the correct answer. Heterogeneous groups are better at tasks requiring new solutions, flexibility, and quick adjustments to changing conditions. Diversity can hurt performance on tasks that require each of the members to perform his/her role well. In addition, heterogeneous groups tend to have greater turnover and less frequent and less formal communication.

Page Ref: 428-430

95) Describe four conditions under which minorities are most likely to have influence in a group.

Answer: Possible conditions include: hold steadily to their views; if they once held the majority position; if they are willing to compromise a bit; if they have at least some support from others; if the present their views as compatible with the majority view, but just ahead of the curve; and if the audience is interested in making an accurate decision.

Page Ref: 434-444

96) Describe transactive memory and how it can improve accuracy in decisions.

Answer: Transactive memory is group memory that is made up of (1) the knowledge held by individual group members and (2) a communication network for sharing this knowledge among the members. This can improve group decisions because it provides a rich storehouse of information, but could hinder decisions if this information is inaccurate or misleading.

Page Ref: 431

97) What is groupthink? Suppose that you are a leader of a campus group. What can you do in order to prevent groupthink?

Answer: Groupthink is a style of group decision making characterized by a greater desire among members to get along and agree with one another than to generate and critically evaluate alternative viewpoints and positions. Several strategies can be used to prevent groupthink, including appointing a devil's advocate, bringing in an outside viewpoint, encouraging the expression of doubts and alternative views, and refraining from airing one's views until group members have freely discussed theirs.

Page Ref: 436-437

98) Name and describe three situational factors described in the textbook that can affect group processes.

Answer: Students should discuss three of the following: current needs, individualistic societies, uncertain circumstances, voids at the top, and connections among individuals.

Page Ref: 416-445

99) Name and describe three personal factors described in the textbook that can affect group processes.

Answer: Students should discuss three of the following: expectations of individual failure and group success; need to know, ambition (need for power and need for achievement), energy, and gender.

Page Ref: 416-445