

INTRODUCTION TO SOCIAL PSYCHOLOGY

This test is an introduction to the field of social psychology, its theories, research methods and research findings. Topics include interpersonal behavior, social cognition and person perception, attitudes, attitude change, persuasion, aggression and helping behavior, groups, collective behavior, environmental behavior, and conflict. (3 s.h.) PSY-370-TE

This is a two-hour examination in which you must answer 100 multiple-choice questions worth 1 point each. A passing score is **60** out of 100 points.

Here are the topics covered and their approximate importance on the test:

I. INTRODUCTION TO THE FIELD OF SOCIAL PSYCHOLOGY (5%)

- A. Definition and scope of field
 - 1. Relevant terms or concepts
 - 2. Different approaches to study of behavior
 - 3. Main theoretical approaches
- B. Methods of social psychological research
 - 1. Advantages and disadvantages of major research methods
 - 2. Factors which produce experimental artifacts
 - 3. Ethical problems in research
 - 4. Statistical terms

II. SOCIALIZATION, SOCIAL DEVELOPMENT AND PERSONALITY (10%)

- A. Major processes of socialization
 - 1. Developmental vs. learning principles
 - 2. Socialization in relation to gender, self-processes, prejudice and social behavior
- B. Language and communication
 - 1. Nonverbal communication
 - 2. Communication channels, modalities and their interrelationships
- C. Individual differences
 - 1. Personality traits
 - 2. Situational influences on behavior

III. INTERPERSONAL BEHAVIOR AND SOCIAL COGNITION (20%)

- A. Process of perception and formation of impressions of others
 - 1. Categorization and other patterns of information processing
 - 2. Motivational processes in perception of others
 - 3. Attribution theories
- B. Theories of interpersonal attraction
 - 1. Environmental influences on attraction and interaction
 - 2. Role of similarity in attraction
 - 3. Gain/loss theory of attraction
 - 4. Depth dimension of human interaction
- C. Exchange theory
 - 1. Social approval or acceptance
 - 2. Rewards/costs matrix
 - 3. Interpersonal bargaining
 - 4. Social norms and roles
 - 5. Machiavellianism
- D. Self processes and emotion

IV. ATTITUDES, ATTITUDE FORMATION AND ATTITUDE CHANGE (20%)

- A. Attitudes: definition and measurement
- B. Attitude formation and stereotypes
- C. Attitude change
 - 1. Communication process
 - 2. Context or frame of reference
 - 3. Dissonance theory
 - 4. Prejudice
 - 5. Theory of reasoned action (planned behavior)
 - 6. Balance theory
 - 7. Cognitive response theory, systematic and heuristic processing
- D. Attitude-behavior relationships

V. INFLUENCING AND HELPING OTHERS (20%)

- A. Social influence
 - 1. Autokinetic effect
 - 2. Social comparison
 - 3. Social conformity and nonconformity
 - 4. Techniques of persuasion
 - 5. Obedience and social power
 - 6. Sequential compliance techniques
- B. Altruistic (prosocial) behavior
 - 1. Definition, reasons for current emphasis and causes
 - 2. Bystander intervention and group behavior
 - 3. Related personality factors
 - 4. Effects of altruistic behavior on benefactor and beneficiary

VI. GROUPS AND ORGANIZATIONS (15%)

- A. Characteristics and dynamics of groups
 - 1. Development of norms
 - 2. Development of structures
 - 3. Cohesiveness
 - 4. Leadership and followership
 - 5. Comparisons of groups and individuals in problem-solving, decision-making and effective task completion
- B. Research on intergroup relations
 - 1. Sherif's summer camp study of superordinate goals
 - 2. Major conflict models
 - 3. Encounter group movement and role of intensive groups
 - 4. Riskiness of group decisions

VII. AGGRESSION, COLLECTIVE BEHAVIOR, ENVIRONMENTAL BEHAVIOR, CONFLICT (10%)

- A. Aggression, conflict and conflict resolution
 - 1. Definitions, causes, consequences of aggression and conflict
 - 2. Methods for reducing aggression and managing conflict
- B. Collective behavior
 - 1. Definition, causes and relevant theories
 - 2. Types and consequences of collective behavior
- C. Environmental behavior
 - 1. Environmentally relevant behaviors and their causes and consequences
 - 2. Effective methods of encouraging ecologically-protective behaviors

Textbooks to help you prepare:

Aronson, Elliot A., et al. *Social Psychology*
Current edition. Prentice-Hall/Pearson

Baron, Robert and Donn Byrne. *Social Psychology*
Current edition. Allyn & Bacon/Pearson

Kenrick, Douglas et al. *Social Psychology: Goals in Interaction*
Current edition. Allyn & Bacon/Pearson

Taylor, Shelley E. et al. *Social Psychology*
Current edition. Prentice-Hall/Pearson

SAMPLE QUESTIONS

1. The tendency to assume that a person who is attractive and friendly is also intelligent is an example of
 - a. positive halo effect
 - b. negative halo effect
 - c. central organizing trait
 - d. Pygmalion effect

2. A person taking a Likert-type attitude scale
 - a. indicates either agreement or disagreement with an opinion statement
 - b. indicates one of five categories of response from strongly approve to strongly disapprove
 - c. checks a point on a rating scale between two polar adjectives
 - d. indicates which of several relationships one would be willing to engage in

3. Research on the pattern of a cohesive group's response to a deviant has shown that
 - a. the deviant is first given the "silent treatment"
 - b. the deviant is generally accepted and given a special role of group "kook"
 - c. communication at first increases to the deviant but then falls when he/she fails to change
 - d. communication to the deviant gradually increases for as long as the deviation exists

4. Research evidence suggests the LEAST effective method of reducing aggression is
 - a. modeling
 - b. catharsis
 - c. reward and punishment
 - d. knowledge of the consequences

5. The type of leadership in which subordinates are invited to take part in the decision-making process is called
 - a. autocratic
 - b. charismatic
 - c. normative
 - d. democratic

6. Which of the following best describes the phenomenon known as the bystander effect?
 - a. Large groups of onlookers tend to gather at the scene of an accident.
 - b. Groups of strangers are less likely to take action in emergency situations than groups of acquaintances.
 - c. Accidents where large numbers of persons gather are judged more serious than ones that attract less attention.
 - d. Persons in groups are less likely to take action in emergency situations than individuals.

7. What is the basic, underlying reason that lonely people have difficulty relating to others?
 - a. They are uneasy with others.
 - b. They resent and envy others.
 - c. They lack interest in others.
 - d. They are competitive with others.

8. In the famous Robber's Cave study by Sherif and colleagues
 - a. two groups were created and placed into competition with one another
 - b. antagonism was created between groups by having each group wear different color clothing
 - c. competition was created between groups by placing high authoritarians in one group and low authoritarians in the other
 - d. two groups joined together in common antagonisms against the camp counselors

9. According to the traditional view, what is the most basic feature of cognitive dissonance?
 - a. Feelings of responsibility for negative events or outcomes
 - b. Inconsistency
 - c. Situations in which not enough information is available to make rational decisions
 - d. Elaboration

10. Mental rules-of-thumb that allow individuals to make rapid decisions about social stimuli are called
 - a. anchoring
 - b. inference schema
 - c. appraisal rules
 - d. heuristics

11. Which of the following would fit the matching hypothesis?
 - a. People tend to marry partners of similar physical attractiveness to them.
 - b. People tend to engage in as much self-disclosure as their parents did.
 - c. People usually remember instances that confirm their stereotypes.
 - d. People's income after approximately 15 years in the full-time labor market tends to reach the level of their aspirations.

12. Which of the following is NOT an explanation for the actor-observer difference in attributions?
 - a. The focus of attention and figure-ground relationships are different.
 - b. There is differential amount of information available.
 - c. Motivational differences lead actors to over-attribute to the situation.
 - d. Cognitive differences lead actors to focus more on the self and less on the situation

13. An increase in the degree of persuasiveness of a message that occurs over time is known as
 - a. delayed reaction effect
 - b. recipient categorization effect
 - c. sleeper effect
 - d. accretion over time

14. You agree to the car salesperson's price of \$20,000 for the car, but then he returns from checking with his boss and says the boss won't agree because a mistake in calculation was made and the real cost is \$20,457. You keep your commitment and agree to buy the car. The sequential social influence that best explains this is called
 - a. foot-in-the-door
 - b. low-ball
 - c. the "that's-not-all" strategy
 - d. compliance gradation

15. The norm of social responsibility states that
 - a. we should abide by the laws and social rules of the culture we are in
 - b. people usually follow through on their commitments
 - c. people have a societal obligation to help those who are dependent or in need
 - d. responsibility is not diffused when there are two people present at an emergency

16. The contingency model of leadership effectiveness states that
 - a. people can be trained to be good leaders if they are open to change
 - b. high LPC people perform best in situations of moderate favorability
 - c. low LPC people perform best in situations of moderate and high favorability
 - d. people's performance as leaders depends on how much experience they have had

17. What is a common consequence of social categorization?
 - a. Outgroup homogeneity bias
 - b. In-group homogeneity bias
 - c. Peripheral route to persuasion
 - d. Assumed similarity of opposites

18. Prejudice is to stereotypes as
 - a. behavior is to cognitions
 - b. behavior is to attitudes
 - c. attitude is to cognitions
 - d. conflict is to prejudgment

19. Which of the following is NOT a function of territorial behaviors?
 - a. They make aggression and conflict more likely since people often fight for territory.
 - b. They simplify and bring order to daily interactions.
 - c. They contribute to the maintenance of privacy.
 - d. They help to regulate social interaction.

ANSWERS TO SAMPLE QUESTIONS

1. **a** 2. **b** 3. **c** 4. **b** 5. **d** 6. **d** 7. **c** 8. **a** 9. **b** 10. **d**
 11. **a** 12. **d** 13. **c** 14. **b** 15. **c** 16. **b** 17. **a** 18. **c** 19. **a**