PSYC 035 Textbook Study Guide (Smith & Mackie Chapters 9, 10, 11, 13, 14)

Here is your textbook study guide for exam 3. As a reminder, for every exam you’ll need to know all the definitions that appear in boxes in the margins of each specific chapter that is relevant to that exam. For exam 3, then, you should learn all of the definitions in the margins of chapters 9, 10, 11, 13, and 14. You should also know that on every exam I will expect you to know and be able to apply all of the axioms and principles in Chapter 1 (pp. 14-20). This includes my own spin on the two axioms of social psych (e.g., what I call the power of the situation they call the pervasiveness of social influence). From each chapter in this section of the text, I have also selected a few things (usually empirical studies) that I’d also like you to understand well. Together with the definitions that appear in the margins, this is everything I expect you to know from the textbook. As far as the lecture goes, you’ll need to know everything, as usual.

Because we are beginning the busiest time of the semester, and because we are covering five chapters on this exam, I am choosing a maximum of seven empirical studies, figures, or process models from each of these five chapters. So in addition to knowing all of the terms in the margins, you’ll only need to know my 5-7 favorite studies or processes from each chapter in this set. I hope this will make these chapters a little more manageable than they would be otherwise.

Finally, as I always like to remind you, research suggests that one of the best ways to learn and retain information well is to engage in **retrieval practice**, which means testing yourself as you study to see if you can **recall** material – rather than just re-reading or repeating it as you study.

Chapter 9

Know all about Asch’s classic conformity studies including, for example, the finding that people were a lot less likely to conform to the obviously wrong answers when even one lone dissenter gave the correct answer.

Know all about the Kassin and Kiechel (1996) false confession study (pp. 313-314), which blends the power of the situation and constructivism in a very scary way.

Know that we typically obey social norms because of (a) the need for mastery and (b the need for connectedness.

Know the two complete paragraphs on p. 320 about how only similar others or ingroup members are treated as meaningful reference groups when we are making value-laden judgments.

Know the gist of Figure 9.4, which clarifies the difference between normative and informational influence.

Know whether group polarization happens because of superficial processing, systematic processing, or both (Figure 9.6).

Know the gist of Figure 9.7

Chapter 10

Know all about the Cialdini et al. (1990) study of littering summarized in Figure 10.1.

Know all about the Johnson & Downing (1979) study of deindividuation & accessible group norms (Figure 10.2).

Know all about the Regan (1971) study and its implications for paying $5,000 too much for your first car (Fig. 1.03.).

Know all about the Milgram obedience studies (pp. 370-372), including the Hofling et al. follow up (nurse) study.

Know about Milgram (1974) as summarized in Figure 10.6.

Know about the role of accessibility when attitudes and norms are in conflict (bottom of p. 387 to end of first full paragraph on p. 389)

Chapter 11

Know the three main reasons why social interaction promotes liking (p. 398; see also Figure 11.1)

Know about the mutually reinforcing effects of interaction similarity, and liking (summarized in Figure 11.2)

Know the gist of attachment styles in Table 11.2 (e.g., preoccupied style = negative self-view + pos view of others)

Know the gist of how **passionate** love is different from **companionate** love (which your book just calls “liking” on p. 420. Rubin’s concept of companionate love is love based on liking, respect and the bonds of a good friendship.

Know the gist of the Simpson et al. (1996) study that shows that attachment style determines how members of a couple typically fare after discussing a relationship problem (bottom of p. 427 and top of p. 428).

Know the gist of the Kachadourian et al. (2004) attachment style study described briefly on p. 429.

Chapter 13

Know about how easily Muzafer Sherif was able to create conflict between two groups of boys in the “Robber’s Cave” study (pp. 473-474).

Know all about the difference between instrumental and hostile aggression summarized on pp. 478-479.

Know all about the culture of honor, summarized on pp. 481-482.

Know why the Parker et al. (1977) study provides particularly strong evidence that observing aggression on TV can increase actual aggressive behavior in the real world. What theory beginning with the letter M does this finding support?

Know how Figure 13.2 demonstrates an intergroup drawback of competition.

Know all about how **superordinate goals** can reduce intergroup conflict (pp. 510-511 and Figure 13.7.

Chapter 14

Know about how the negative state relief model (see p. 528) is like the Piliavin & Piliavin model covered in lecture.

Know the gist of Figure 14.2, which is that either positive OR negative mood can increase OR decrease helping depending, for example, on attentional processes and the perceived likely consequences for one’s future mood.

Know all about social dilemmas (include both resource depletion dilemmas and public goods dilemmas), including the basics of how to promote cooperation and reduce defection, competition, or free riding (pp. 532-537).

Know that there are two personality variables known to be pretty strongly associated with helping (empathy and self-efficacy) and be able to relate each variable to a different basic textbook motivational principle (pp. 544-545).

Know the six rules for increasing prosocial behavior in society (pp. 546-548).