

## Psychology 3410 Introduction to Social Psychology

### Study Guide for Exam 2

This review sheet is meant to help you organize your materials/notes. It is by no means exhaustive -- we recommend that you review your lecture and discussion notes, and any notes you may have about in - class demonstrations and activities, as well as read the text book and try to integrate the material from the textbook with the material we have covered in class. The following guide includes some of the information important for the midterm exam, but does not necessarily include all of the information that will be required of you for testing purposes. Please be thorough in test preparation.

**An exam review will be held on the afternoon of Monday, March 20**, time and location to be announced (and posted on the class web site). As before, the price of admission to the review session is at least one written question.

**Important Note:** We are running a bit behind in the lecture schedule. In the event that we do not cover all of the material listed in the overheads that are posted on the web site and/or all of the materials for the topic of attitudes and persuasion, you will still be responsible for all of the assigned textbook chapters, but we will adjust the exam to test only lecture material that is actually presented in lecture. Put differently, you are still completely responsible for Chapter 7 in the Myers textbook, even if we do not finish the lectures on attitudes and persuasion before Exam 2. If there is material that we do not get to in the lectures and this material is not covered in the textbook, we will **not** put that material on the exam.

### Help Write the Exam

Each student is invited to submit up to five potential exam questions to Dr. Aspinwall by e-mail ([lisa.aspinwall@psych.utah.edu](mailto:lisa.aspinwall@psych.utah.edu)). The deadline for submitting questions is midnight Saturday, March 18. Writing exam questions is one of the best ways to find out if you know the material sufficiently well to do well on the exam. If you submit a question and your own answer to it is incorrect, we will contact you with an explanation. Each question should be a multiple-choice question with four options. Please use an asterisk (\*) to indicate the correct answer. Wouldn't it be nice to sit down to an exam and recognize some of the questions?

### Special Office Hours Prior to Exam 2

Dr. Aspinwall will move her office hours for Tuesday, March 21 from 2-3 p.m. to 10:45 a.m. - 12 noon in order to meet with students who may have questions about Exam 2. Her office is Room 804 in the behavioral sciences tower. No appointment is necessary.

Dr. Aspinwall will keep her regular office hours for Thursday, March 9, 2 p.m.-3 p.m. in Room 804. This would be a good time to ask any questions you may have about the paper assignment and/or the material for Exam 2.

Watch Pengchit has office hours on Thursday, March 9, 10 a.m. to 12 in Room 803.

## Study Tips: Ways to Think About Social Influence & Reorganize Your Notes

**Study Tip #1:** Organize your thinking by overall concept, rather than thinking about the specific topics in isolation. Why? Because many of the same factors cut across the specific topics from the sections of the class (i.e., social influence, conformity, group processes, attitude change). That is, you should avoid thinking about each of the terms in the study guide as a separate concept from the others, and you should work to develop an understanding of how each of these concepts fits into a broader understanding of social influence in its many forms.

**Study Tip #2:** Try to work through some of these organizing questions, using your lecture notes and materials from the text for all of the major topics in this part of the class.

1. How (and why) do people influence the beliefs and behaviors of others?
2. What are unique properties of group interactions, and how do these properties influence people's thoughts and behaviors? (That is, what influences operate on people when they are in groups, compared to when they are alone?)
  - a. Next, how do aspects of group interaction relate to the processes in question #1 above?
3. Why do we hold the beliefs that we do? When do we change our beliefs? When (and how) do we resist change?
  - a. What determines how much thought and/or effort we put into our beliefs on different topics?
  - b. How is the way we form beliefs related to how we respond to subsequent efforts to change our attitudes?

## MAJOR TOPIC 1: SOCIAL INFLUENCE

Social Influence = changes in beliefs, attitudes and/or behaviors of a TARGET person as a result of the actions of an influencing AGENT

1. Conformity=change in behavior or beliefs as a result of real or imagined group pressure and in the absence of a direct request to change behavior or beliefs.
2. Differences among:
  - compliance = conformity that involves publicly acting in accord with social pressures while privately disagreeing
  - acceptance/internalization = conformity that involves both acting and believing in accord with social pressure
  - obedience = compliance to a direct request from a high-status person
3. The Six Bases of Power (Raven)  
How and why they "work" to gain compliance and/or to influence beliefs

- Rewards
- Coercion
- Expertise
- Information
- Referent Power = really cool people...
- Legitimate Authority

#### 4. Low Power Techniques: how and why they "work" (to gain compliance)

- Foot in the Door = small request, then large
- Door in the Face = large request, then small. This works because of the following processes:
  - a: contrast effect
  - b: reciprocal concessions
  - c: self-image repair
- Low Ball = agree to a good deal that later becomes a worse deal
- Even a penny will help = makes people feel guilty and cheap, want to repair self-image, i.e., not to look cheap
- Free Gift = norm of reciprocity

5. Informational Influence = conformity that results from accepting evidence about reality provided by other people (when we are unsure of ourselves or when reality is ambiguous, we tend to look towards others to gain the information we need to make the correct decisions or choices)

#### Informational influence in groups

- group discussion elicits a pooling of ideas, most of which favor the dominant viewpoint
- persuasive arguments might come up that some group members had not previously considered
- Tie to central route persuasion = what people THINK in response to a message is crucial in attitude formation/change => even just expecting to discuss an issue will motivate people to think of arguments and thus adopt a more extreme position (forewarning)

6. Normative Influence = conformity based on person's desire to fulfill others' expectations, often to gain acceptance (or to be liked, gain acceptance, avoid rejection)

- social comparison: we want to evaluate our opinions and abilities by comparing ourselves with others =>we are most persuaded by people in groups we identify with (reference groups)
- pluralistic ignorance: a false impression of how other people are thinking, feeling, or responding.

#### 7. Sherif's Autokinetic Effect

Factors that make the Sherif experiments like or unlike real-life situations in which we experience social influence of different kinds

8. Asch's Experiments--group pressure = Ss are place in group of 6 confederates (trained to give wrong ans.), Ss asked to compare 3 lines. Ss conformed 37% of the time, 75-80% conformed at least once.

Factors that make the Asch experiments like or unlike real-life conformity situations

#### 9. Milgram's Series of Obedience Experiments

Factors that increase obedience (and why)

- emotional distance of the victim
- closeness and legitimacy of the authority
- institutional authority
- the liberating effects of group influence (defiant confederates)

Ethical critiques of the Milgram studies (Baumrind article handed out in class) and Milgram's reply (also handed out in class; copies of these brief articles are now posted on the web site)

10. Factors that increase or decrease conformity: how and why they work

- Presence of an ally = breaks group unanimity; even if ally doesn't agree with minority, just as long as ally disagrees with the group
- Someone who punctures a group's unanimity deflates its power to influence
- Group size (3-5) = increasing # beyond 5 will yield diminishing returns and why
- Group Cohesiveness = a "we feeling"; the more cohesive a group the more power it gains over its members
- Role of prior commitment
  - Once having made a public commitment, people tend to stick to it because they convince themselves to accept the commitment and also because they don't want to appear indecisive
- Gender = no real differences between the sexes
- Culture = individualistic vs. collectivistic society (culture socializes people to be more or less socially responsive and this responsiveness may depend on the particular group that is trying to influence us)

11. Reactance = a motive to protect or restore one's sense of freedom.

Reactance arises when someone threatens our freedom of action. When social pressures become so strong and direct that they threaten people's sense of freedom, people often rebel.

12. Study of Hawthorne electric plant

13. Schachter's Johnny Rocco study and what it illustrates

- Deviant = always disagree with group
- Slider =initially disagrees, then agrees with group
- Mode = always goes along with the group

## MAJOR TOPIC 2: GROUP INFLUENCE

14. Social Facilitation

- Original theory = being with others makes you work harder and faster (the tendency of people to perform simple or well-learned tasks better when others are present)
- Current theory = the strengthening of dominant responses due to the presence of others but arousal has curvilinear relationship to performance

15. Role of arousal in group based behaviors

- Evaluation apprehension = concern for how others are evaluating us; the enhancement of dominant responses is strongest when people think they are being evaluated
- Mere presence = mere presence of others produces some arousal without evaluation apprehension or distraction
- Crowding = being in a crowd intensifies positive or negative reactions, crowding also enhances arousal, which facilitates dominant responses. Crowding hampers performance only on complex tasks

16. Deindividuation = loss of self-awareness and evaluation apprehension; occurs in group situations that foster anonymity and draw attention away from the individual; people are more likely to abandon normal restraints, to lose their sense of individual responsibility and values

- Effect of group size = in large numbers, people will perceive an action as that of the group's; the bigger the mob, the more its members lose self-awareness and become willing to commit atrocities if negative cues are present in the situation
- Effect of physical anonymity = increase anonymity = increase in aggression/deindividuation except when wearing nurses' uniforms (make sure you understand why --being anonymous makes one less self-conscious and more responsive to cues present in the situation, whether negative (KKK uniforms) or positive (nurses' uniforms))

17. Social Loafing = the tendency for people to exert less effort when they pool their efforts towards a common goal than when they are individually accountable

- "Rope tug-of-war study"

This particular kind of group situation decreases evaluation apprehension. When people are not accountable and/or cannot evaluate their own efforts, responsibility is diffused across all group members. People loaf less when the task is challenging, appealing, or involving.

## 18. Group Polarization

Group discussion typically produces an enhancement of members' preexisting tendencies, a strengthening of the members' AVERAGE tendency, not a split within the group

- Why? Group discussion often strengthens members' initial inclinations, good or bad, through both informational and normative influence
  - risky-shift phenomenon = groups make riskier decisions than individuals
- Think: What are some of the social and political implications of group polarization?

## 19. Groupthink & symptoms of Groupthink

- Groupthink occurs when a homogenous highly cohesive group is so concerned with maintaining unanimity that they fail to evaluate all of their alternatives and options; further, disagreeing viewpoints are either silenced quickly by the actions of group members or never voiced in the first place.
- Groupthink members see themselves as part of an in-group working against an outgroup opposed to their goals.

- Three antecedents of groupthink are (1) cohesive group, (2) relative isolation of the group from dissenting viewpoints, and (3) a directive leader.

### Symptoms of Groupthink

- illusion of invulnerability = groups develop excessive confidence that blinds them to warnings of danger
- unquestioned belief in group's morality = assume the inherent morality of the group and ignore ethical/moral issues
- Rationalization = group discounts challenges by collectively justifying their decisions; spends more time explaining and justifying than on reflecting upon prior decision
- Stereotyped View of opponent = tendency for ingroup to think negatively of outgroup (i.e., weak, evil, unintelligent)
- conformity pressure = members rebuff those who raise doubts about the group's assumption and plans
- self-censorship = members withhold or discount their misgivings
- illusion of unanimity = self-censorship and pressure not to puncture the consensus create an illusion of unanimity
- mindguards = members protect the group from information that would call into question the effectiveness or morality of the group's decisions

### 20. Ways in which leaders may prevent groupthink

### 21. Minority Influence (MI) & essential factors in MI (and why they work)

- consistency
- consistency
- self-confidence
- defection

## TOPIC 3: PERSUASION

**Important Note:** If we are not able to cover all of the lecture material on attitudes and persuasion by the end of class on Thursday, March 9, we will adjust the exam accordingly. As noted at the beginning of this study guide, you are still responsible for all of Myers Chapter 7, even if we do not finish the lectures prior to the exam.

### 22. Source Effects in Attitude Change

- Expertise
- Trustworthiness
- Attractiveness
- Reference Group

### 23. Other influences on persuasion

- Transfer of Affect
- Effect of Arousing Fear
- Anchoring Effects

## 24. Elaboration Likelihood Model of Persuasion

- Central Route Persuasion
- Peripheral Route Persuasion
- In what situations do we use each route?

Central route = thoughtful, involved audiences; crucial factors are the message and the responses it evokes in a person's mind. If the message summons favorable thoughts, then it persuades us. If it provokes us to think of counterarguments, we remain unpersuaded.

Peripheral route = disinterested or busy audiences, more affected by how much they like the communicator, other factors "outside" the message

## 25. The influences of forewarning and distraction on message processing and subsequent persuasion

## 26. Credibility

## 27. Sleeper Effect & The Big Lie

The sleeper effect is the delayed impact of a message; it occurs when we remember the message, but forget a reason for discounting it (forgetting the source and or its connection with the message)

## 28. Discrepancy of arguments

## 29. One Sided vs. Two Sided Appeals

- One-sided = most effective with those who already agree, an informed audience will think of counterarguments and view the communicator as biased
- Two-sided = acknowledging opposing arguments work best for those who disagree, if people are or will be aware of opposing arguments, a 2-sided appeal is more persuasive and enduring

## 30. Primacy Effect

## 31. Recency Effect

## 32. Channel of Communication

- Active Experience
- Passive Reception

## 33. Personal vs. Media Influence -- the major influence is personal contact, not the mass media

34. Two-step flow of communication = the process by which media influence often occurs through opinion leaders, who, in turn, influence others

## 35. Audience factors in persuasion and conformity

**TOPIC 4: SOCIAL PSYCHOLOGY IN COURT**

## 36. Misinformation Effect

Witnessing an event, receiving misleading information about it, and then incorporating the "misinformation" into one's memory of the event (witnesses easily incorporate misleading information into their memories, especially when they believe the questioner is well-informed)

## 37. Sources of error in memory

- expectation
- beliefs
- current knowledge

## 38. Factors that Influence Jurors

- Eyewitness testimony
- Defendant's characteristics
- Physical attractiveness
- Similarity to the jurors
- Judge's instructions (reactance)

## 39. The Jury as a Group

- Minority Influence in the Jury
  - Group Polarization in the Jury
  - Leniency
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