



- V. Know about the different versions of Milgram's experiments and what they tell us about obedience:
- A. What happened when participants were allowed to choose the level of shock they delivered? What does this tell us about obedience?
  - B. What happened when there was a substitute experimenter or the experimenter gave the instructions over the phone? What does this tell us about obedience?
  - C. What happened when the immediacy of the victim was varied? What does this tell us about obedience?
- VI. Cialdini's 6 compliance principles
- A. How does friendship/liking affect compliance?
  - B. How do compliance techniques make use of commitment and consistency?
    - 1. What did the Freedman & Fraser (1966) study with the "drive safely" signs show about compliance?
    - 2. What is the foot-in-door technique? Know how to employ it and know how it relates to commitment consistency.
    - 3. Why does wanting to keep a commitment/act consistently affect compliance? What is the role of self-perception and dissonance?
  - C. How does scarcity affect compliance? What are some examples of this technique in use?

- D. What is reciprocity?
1. What did the Cialdini (1975) study about taking juvenile delinquents to the zoo show about the effects of reciprocity?
  2. What is door-in-the-face? Know how to employ it and know how it relates to reciprocity.
  3. What is the that's-not-all technique? How does it relate to reciprocity?
- E. How does social validation affect compliance? What are some examples of this technique in use?
- F. How does authority affect compliance?
- VII. What are the 2 main reasons why we conform? What outcomes do they produce? (I.e., normative social influence, informational social influence, private acceptance, public compliance).
- VIII. How does ambiguity, crisis, and being in the presence of experts affect conformity via information social influence?

- IX. How does group size, group importance, group unanimity, and culture affect conformity via normative social influence?
- X. What did Asch do in his line judgment task and what does that tell us about conformity? What type of conformity was being displayed and how do we know that?
- XI. What did Sherif do in the autokinetic study and what does that tell us about conformity? What type of conformity was being displayed and how do we know that?
- XII. How does the subjective/objective nature of the issue affect the likelihood of conformity? How do we know that?
- XIII. What is meant by the term minority influence?
- XIV. What will increase the likelihood of successful minority influence?

Chapter 7 – Attitudes

- XV. What is an attitude?

XVI. What functions do they serve?

XVII. What are the A, B, and C part of attitudes?

A. Why are people interested in knowing how an attitude was formed?

XVIII. What do the LaPiere (1934) (sight-seeing with a Chinese couple) and Corey (1937) (cheating) study tell us about the relation between attitudes and behavior?

XIX. What is meant by the idea of attitude specificity and how does it relate to the issue of attitude-behavior consistency? (This is discussed in the section with the theory of planned behavior, p 239)

XX. What is attitude accessibility and how does it relate to the issue of attitude-behavior consistency?

XXI. What effect does forming the attitude based on direct versus indirect experience have on the attitude-behavior relationship? How does Regan & Fazio's (1977) study on the student housing crisis illustrate this?

- XXII. According to the ELM, what are the 2 routes to attitude change?
- XXIII. What variable influences the route a person will be in when encountering a persuasive communication?
- XXIV. What did the Petty, Cacioppo, & Goldman (1981) study on instituting senior comprehensive exams show about the effects of personal relevance and message quality? Make sure you understand what the effects of those variables should be on attitude change according to the ELM.
- XXV. What are some of the more common types of peripheral cues and why do they seem to lead to attitude change?
- XXVI. According to the ELM, what is the best way to achieve long-lasting attitude change (p. 228)?
- XXVII. What are subliminal messages?
- XXVIII. What did Murphy & Zajonc (1993) show in their study of subliminal effects of reactions to Chinese ideographs?

A. What can we conclude about subliminal effects from that study?

XXXIX. What did Greenwald (1991) do and find in his study on subliminal self-esteem and memory tapes?

A. What does Greenwald's study show about people's expectations about the effects of subliminal messages?

XXX. What are fear-arousing communications? (P. 231)

A. Under what conditions do they work?

B. What does the Leventhal, Watts, & Pagano experiment tell us about fear arousing communications?

XXXI. What is attitude inoculation and how does it work? (p. 235)

XXXII. What is the theory of planned behavior? (P. 239). Be sure you know what is meant by all the parts in the model.

A. According to this model, what one variable should be the best predictor of behavior?

Chapter 11 - Helping

XXXIII. According to social exchange theory, what determines if we will help?

- A. What is the minimax strategy?
- B. How does this model explain sex differences in helping?
- C. What aspects of helping does this model have trouble explaining?

XXXIV. What is the empathy-altruism model ?

- A. What effect should empathy versus distress have on helping?
- B. What does the study with a volunteer being asked to receive electrical shocks tell us about empathy and helping?

XXXV. What is the kin selection explanation of helping?

- A. How else do evolutionary psychologists explain helping, especially to non-relatives?

XXXVI. How does the number of bystanders present affect the rate of helping?

A. What are the 3 factors related to helping that are affected by # of bystanders? Be sure you know what they are and what studies have shown these effects.

B. What is pluralistic ignorance and what role does information social influence play in bystander intervention?

XXXVII. Based on what we learned about helping, what are some things that could be done to increase helping?

XXXVIII. What effects do moods have on helping? (P. 395) Why?

XXXIX. What in deindividuation?

A. What factors increase the likelihood of deindividuation?

B. What did Deiner show about deindividuation in his studies on Halloween?