

Social Psychology
Midterm #3
Textbook Study Guide
Spring 2001

EXAM 3 IS THURSDAY, 4/5.

This study guide has a slightly different format than the first 2. Different people seem to do better with different formats, so I decided to try this format for people who do better with this kind.

This study guide covers the book material only! Use the lecture outlines to study for the class material (they can be accessed at <http://psych.colorado.edu/~tito/2606/outlines.html>).

STUDY TIPS: If you find yourself getting confused on the exam by similar sounding answers, or if you feel like you know the information but have trouble coming up with answers on the actual exam, you may need to spend more time studying how similar concepts differ from one another. Said differently, you may be able to describe something or think of a definition when you are at home, studying your notes or your flashcards, but when you are taking the exam, you might be having a hard time figuring out what concept the question is asking for. As a result, people will sometimes choose a similar but incorrect answer. If this sounds like something you have been doing, then you might want to think about how all the topics from the same lecture or chapter differ from each other. For example, think about are the key features that make this a door-in-the-face versus a foot-in-the-door example, information versus normative social influence.

Also, keep in mind that the second application paper dealing with attitude change is due on Tuesday, 4/10. Be sure you follow all the directions and turn it in on time. Feel free to consult with me or Alison beforehand.

Chapter 8

know these additional details about informational and normative social influence

Factors affecting conformity to informational social influence (p. 289)

- ambiguity
- crisis
- when others are experts

Factors affecting conformity to normative social influence (p. 304)

- group size of 3 or more
- when group is important
- when group is unanimous
- cultural effects

Chapter 7

know the following information that deals with attempts to change an attitude

According to the ELM, what is the best way to achieve long-lasting attitude change (p. 252)?

Fear arousing communications (p. 255)

- What are they?
- Under what conditions do they work?
- What does the Leventhal, Watts, & Pagano experiment tell us about fear arousing communications?

Attitude inoculation (p. 259)

What is it and how does it work?
Reactance theory (p. 261)

Chapter 11 - Helping. Some of these things were discussed by Jen Overbeck in class on Thurs, 3/22. Since she did not provide an outline, I am listing them here.

know how communal versus exchange relationships affect helping (p. 447)
Based on what we know about why people help, what can be done to increase helping (p. 448)?

What is prosocial behavior? P. 419

What is altruism? P. 419

According to evolutionary models, why do people help? P. 419

What is kin selection?

How does the norm of reciprocity help evolutionary psychologists to further explain helping?

What is the social exchange model of helping? P. 422

In what ways can helping be rewarding? P. 423

In what ways can helping be costly? P. 424

What is the empathy-altruism model of helping? P. 424

what is empathy?

In this model, what role do costs for helping play? P. 427

Know the Toi & Batson (1982) experiment and what it illustrates about empathy and altruism.
P. 427

What effects do positive and negative moods have on helping? P. 434

Why do these mood effects occur?

Give people the benefit of the doubt, p 436

prolong our good mood, p. 436

increased self-attention, p. 436

Negative-state relief, p. 436