

Final Study Guide
PSYC 2606
Spring 2003

The final is on **SATURDAY, 5/3 AT 4:30 - 7:00 PM** in our regular classroom. You absolutely, positively must take the final in order to pass the class. There will be no make-up exams.

Remember also that your last application paper is due on the last day of class, Thursday, 5/1.

I'll hold extra office hours on Thursday, 5/1, at 4:00 - 5:00.

AGGRESSION

1. What is aggression? Be sure you can use the definition to recognize what would and would not be considered aggression.
2. What are the 2 types of aggression and how do they differ?
3. What did Bandura do in his Bobo doll experiments? What were the results? What do they tell us about causes of aggression?
4. What do we know about the long-term and short-term effects of exposure to violent media images?
5. What 5 ways might aggressive media influence us (p. 435)?

- i. How does salience of the relevant cues influence behavior when alcohol has been consumed?
 - c. How are studies done so the role of expectations about the effects of alcohol and the actual pharmacological effects of alcohol can be assessed?
- 9. What is the frustration-aggression theory? (P. 426)
 - a. How is aggression affected by whether the provoking event is perceived as intentional on unintentional?
- 10. How does the presence of aggressive cues such as guns affect aggression? Know the Berkowitz and LePage study (p. 428)
- 11. What is catharsis? (P. 438).
 - a. Does punishment decrease aggression?

STEREOTYPES, PREJUDICE, AND DISCRIMINATION

12. Define stereotypes, prejudice, and discrimination

13. Must stereotypes be negative by definition?

14. What types of negative effects can stereotypes have?

15. What is stereotype threat? What studies did we discuss that looked at stereotype threat?
 - a. What are the potential short-term and long-term effects of stereotype threat?

16. Why do we rely on stereotypes?

17. What is an illusory correlation and how might this mechanism explain the formation of

stereotypes (p. 477)?

18. What role might social learning play in the formation of stereotypes?

19. How can we change the content of stereotypes?
 - a. What are the bookkeeping, conversion, and subtyping models? (P. 479)

 - b. Which of those models are effective in changing stereotypes and why? What conditions lead to which kind of change?

20. According to social identity theory, why do we show bias toward outgroups?
 - a. What is the minimal group paradigm and how does it support the social identity theory?

21. According to the realistic group conflict theory, why do we show bias toward outgroups?

- a. What did Sherif do at the Robber's Cave summer camp and how do his results relate to realistic group conflict theory?

22. What is the contact hypothesis? What features are important to have present in order for contact to be successful?

23. What is the jigsaw classroom? What effects did it have when Eliot Aronson first implemented it in Austin classrooms?

24. What do we mean by more subtle versus more blatant forms of prejudice?

25. What is the Implicit Association Test (IAT)? How does it work? What does it tend to show?
 - a. What is the pattern of ingroup preferences shown by Whites versus Blacks?

26. What do we mean by internal and external motivation to control prejudice?

- a. What role does effort play in determining whether prejudiced responses are shown?

LEGAL ISSUES

27. How accurate are eyewitness?

- a. What is the relation between accuracy and confidence? P. 570

28. What factors during the acquisition of information affect eyewitness accuracy? How and why?

29. During the storage stage of eyewitness information, how does the reconstructive nature of memory affect accuracy?

30. What is the misinformation effect?

- a. How does a failure of accurate source monitoring relate to the misinformation effect?

31. What is the best guess problem in eyewitness identification and how does it affect accuracy?

- a. What can be done to diminish the best guess problem? (P. 569)
-
- 32. What is story order and what is witness order when presenting testimony in court? P. 581
(Factoid of the day – Hastie and Pennington are ex-CU profs and this research was conducted while they were at CU.)
-
- 33. What does death qualification mean?
 - a. What is the evidence that death qualified jurors have different attitudes from non-death-qualified jurors? What effect might this have on the verdicts?
 - b. How might social influence processes operate on death qualified jurors and what effects might this have on their verdicts?

HEALTH

- 34. What are the medical versus biopsychosocial models of health?
-
- 35. What do we know about getting people to comply with important health-related messages?
 - a. What is gain-framing and what is loss-framing (p. 530)?

- b. What is a prevention versus detection behavior? How does this relate to gain-framing and loss-framing?

- 36. What effect do major stressors have on our health?

- 37. What effect do smaller stressor have on our health?

- 38. What effect does social support have on our health?
 - i. How does the direct effects hypothesis explain the effects of social support?

 - ii. How does the buffering hypothesis explain the effects of social support?

- 39. What effect does perceived control have on health?

- a. Can there be negative consequences of high perceived control?