

Study Guide Psychology 280
Exam 4

Lecture Material

1. **Films:** You are responsible for all information presented in the films shown during class time.

2. **Definitions:**

A, B, C's	instrumental aggression
prejudice	hostile aggression
discrimination	narcissism
stereotypes	self-esteem
stereotype threat	weapons effect
personal stereotype	reciprocity norm
consensual stereotype	social responsibility norm
categorization	bystander effect
within category homogeneity	diffusion of responsibility
accentuation of intercategory difference	direct help
outgroup homogeneity effect	indirect help
subtyping	audience inhibition effect
self-fulfilling prophecy	stress
positive self-fulfilling prophecy	major stressful events
negative self-fulfilling prophecy	everyday hassles
ingroup	potential stressor
outgroup	instrumental support
intergroup relations	informational support
minimal group	appraisal support
superordinate goal	emotional support
aggression	

3. **Processes:**

Stereotypes favorableness and (in)accuracy.

Why have social psychologists traditionally been more interested in studying consensual stereotypes over personal stereotypes?

How are stereotypes formed?

What are the implications of the labeled lines study (Tajfel & Wilkes, 1963) with respect to people's perceptions of real social groups?

What causes the outgroup homogeneity effect?

How are stereotypes maintained?

According to the cognitive miser perspective, what is the function of stereotypes?

Steps of a (a) self-fulfilling prophecy, (b) positive self-fulfilling prophecy, (c) negative self-fulfilling prophecy.

Be able to concisely define a self-fulfilling prophecy, positive self-fulfilling prophecy, and negative self-fulfilling prophecy.

According to realistic group conflict theory, what is the cause of prejudice?

According to the minimal groups paradigm, what is the cause of prejudice?

Stages of the Robber's cave study.

Examples of aggression.

Examples of instrumental aggression.

Examples of hostile aggression.

What is the relationship between aggression and narcissism?

What is the relationship between aggression and temperature?

What causes aggression? (Hint: narcissism, aversive situations, arousal, alcohol, aggressive cues)

What alternative explanations can be made for the relationship between temperature and aggression AND how does the hot temperature study (Anderson et al., 1997) rule out each of these alternative explanations?

What is the main idea of excitation-transfer theory?
 How does excitation-transfer theory explain aggression?
 What does and does not work to reduce aggression?
 What is the main idea of sociobiological theory?
 Why do people and animals help strangers? (Hint: kin protection, perceived similarity, norms)
 Examples of the reciprocity norm.
 What is the relationship between the fundamental attribution error and the murder of Kitty
 Genovese?
 Five steps to helping.
 How does a crowd inhibit helping at each of the five stages to helping?
 What causes diffusion of responsibility?
 Examples of direct and indirect help.
 What five situational factors that influence helping? (Hint: role models, time pressure, mood,
 personality traits, religiosity).
 Why does a good mood promote helping?
 Examples of major life events and everyday hassles.
 Which kind of stressor (major life events or everyday hassles) is most strongly related to physical
 and mental health?
 Stages of the stress and coping model (Lazarus & Folkman, 1984).
 When are events experienced as more stressful? (Hint: negative, unpredictable, uncontrollable)
 Ways of coping with stress.

4. Experiments: Be familiar with the purpose and findings of each of the following studies:

Stereotype threat study (Steele & Aronson, 1995)
 Labeled lines study (Tajfel & Wilkes, 1963)
 Time pressure study (Kruglanski & Freund, 1983)
 Dumb rat – Smart rat study (Rosenthal, 1963)
 Interview study 1 (Word, Zanna, & Cooper, 1974)
 Interview study 2 (Word, Zanna, & Cooper, 1974)
 Robber's cave study (Sherif, 1966)
 Bean toss study (Sherif, 1966)
 Minimal group paradigm study (Tajfel, 1970)
 Provocation study (O'Leary & Dengerink, 1973)
 Hot temperature study (Anderson et al., 1997)
 Bridge study (Dutton & Aron, 1974)
 Typical experimental design and findings from research that has examined the relationship between
 aggression and alcohol.
 Weapon study (Berkowitz & LePage, 1967)
 Horn honking study (Turner, Layton, & Simmons, 1975)
 Kin protection study (Brunstein et al., 1994)
 Social responsibility norm study (Barnes et al., 1979)
 Smoke study (Darley & Latane, 1968)
 Falling ladder study (Cramer et al., 1988)
 Orphan fund study (Rosenhan & White, 1967)
 Good samaritan study (Darley & Batson, 1973)
 Feeling guilty study (McMillen & Austin, 1971)
 Yoked shock study (Staub, 1971)
 Perceived control shock study (Geer, Davison, Gatchel, 1970)
 Biological coping study (Brown, 1991)

Textbook: Chapters 11, 12, 13, & SPA 1

IMPORTANT:

1. You are responsible for all information presented in Chapters 11, 12, 13, & SPA 1.
2. Any material presented in these chapters may appear on the exam.
3. There are also particular content areas covered in the textbook that I believe are especially important (see point 6 below for exceptions). These content areas are organized by chapter below.
4. Although these content areas have a particularly high likelihood of appearing on the exam, you may be tested on any information presented in the assigned chapters.
5. You are expected to be familiar with all research studies discussed in the textbook, especially those that are discussed within the content areas listed below.
6. When material in the text has also been covered in lecture, it is typically listed only once (under lecture material above). The absence of this information from the following list in no way signifies that this information is unimportant. For example, the Robber's cave study (Sherif, 1963) was discussed in lecture and is also covered in the textbook. This is a very important study in social psychology and the exam might test your knowledge about the textbook's discussion of this study even though the relevant section of the textbook it is not specifically listed below.

Chapter 11:

Altruism (p. 344).
Kin selection (p. 345).
Social exchange: The costs and rewards of helping (pp. 347-348).
Empathy and altruism: The pure motive for helping (pp. 348-351).
Empathy-altruism hypothesis (p. 348).
Gender differences in prosocial behavior (p. 353).
Cultural differences in prosocial behavior (p. 353-354, Table 11.1).
The effects of mood on prosocial behavior (pp. 355-356).
Pluralistic ignorance (p. 362).
Increasing the likelihood that bystanders will intervene (p. 366-367).

Chapter 12:

Is aggression instinctual? Situational? Optional? (pp. 375-378).
Aggression and culture (p. 378-379).
Neural and chemical influences on aggression (p. 380).
Gender and aggression (p. 381).
Alcohol and aggression (p. 382).
Frustration and aggression (p. 384-386).
Frustration-aggression theory (p. 385).
Violence in the media: TV, Movies, & Video Games (pp. 390-395).
Violent pornography and violence against women (p. 395-397).
Catharsis and aggression (p. 399-403).
The effect of war on general aggression (p. 403).

Chapter 13:

Prejudice and self-esteem (p. 416).
A progress report (p. 416-417).
What causes prejudice? (p. 422-424).
The way we think: Social cognition (p. 424-435).
Illusory correlations (p. 433-434).
The role of the scapegoat (p. 443-444).
Institutionalized racism (p. 444).
Institutionalized sexism (p. 444).
Modern prejudice (p. 446-447).
Subtle sexism (p. 447).

Hostile sexism (p. 447).
Benevolent sexism (p. 447).
How can prejudice be reduced? (p. 449-453).

Chapter 15:

Perceived stress and health (p. 488-490).
Increasing perceived control in nursing homes (p. 491-493).
Perceived control and mortality (p. 493).
Knowing you can do it: Self-efficacy (p. 494).
Learned helplessness (p. 496).
Stable attribution (p. 496).
Internal attribution (p. 496).
Global attribution (p. 496).
Gender differences in coping with stress (p. 498-499).
Buffering hypothesis (p. 500).
Type A personality (p. 503).
Type B personality (p. 503).

If you have any questions about this study guide, please contact Dr. Madon (madon@iastate.edu)