

PSY 350 – Social Psychology Fall 2007

INSTRUCTOR INFORMATION

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COURSE DESIGNATION

PSY 350. SOCIAL PSYCHOLOGY. A survey of the effects of society and cultural factors upon individual and group behavior. Topics include conformity, persuasion, attitude change, leadership, self-perception, aggression, and affiliation. Prerequisite: PSY 201. (3)

GENERAL COURSE OBJECTIVES (BASED ON APA LEARNING GOALS)

At the end of this course, students will be able to:

- Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology (Goal 1: Knowledge Base in Psychology)
- Students will respect and use critical and creative thinking, skeptical inquiry, and when possible, the scientific approach to solve problems related to behavior and the mental processes (Goal 3: Critical Thinking Skills in Psychology)
- Students will understand and apply psychological principles to personal, social, and organizational issues (Goal 4: Application of Psychology)
- Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline (Goal 5: Values in Psychology)
- Students will demonstrate information competence and the ability to use computers and other technology for many purposes (Goal 6: Information and Technological Literacy)
- Students will be able to communicate effectively in a variety of formats (Goal 7: Communication Skills)
- Students will recognize, understand, and respect the complexity of sociocultural and international diversity (Goal 8: Sociocultural and International Awareness)
- Students will develop insight into their own and others' behavior and mental processes and apply effective strategies for self-management and self-improvement (Goal 9: Personal Development)

REQUIRED COURSE TEXTS

Gilovich, T., Keltner, D., & Nisbett, R. E. (2006). *Social Psychology*. New York: Norton.
ISBN: 0393978753

You will also need 4 Scantrons - Form 882-ES (half sheet green) by Sept. 7 for Quiz 1

SPECIFIC OBJECTIVES - LEARNING OUTCOMES

At the completion of the course students will be able to:

1. Define social psychology and give examples of the discipline's central concerns.
2. Identify similarities and differences between social psychology and the other disciplines that study human nature.
3. Describe the nature of our self-concept and discuss how our beliefs about ourselves influence our thoughts and actions.
4. Give several examples of the self-serving bias and discuss why people perceive themselves in self-enhancing ways.
5. Identify the assumptions, questions, and general findings of attribution theory.
6. Describe research findings on the relationship between attitudes and behavior.
7. Discuss the nature and function of norms, roles, and role-playing.

8. Describe the findings of three classic studies on conformity or obedience and the reasons people conform or obey.
9. Identify the two paths to persuasion, how persuasion works, and the persuasion principles utilized in indoctrination.
10. Discuss how we are affected by the presence of others.
11. Explain how unequal status, self-fulfilling prophecy, and the mere formation of groups foster prejudice.
12. Demonstrate how prejudice is maintained through conformity and institutional supports.
13. Identify the causes, consequences, and methods of reducing of aggression.
14. Describe how social-exchange theory explains altruism and how evolutionary psychology accounts for altruism.
15. Describe the nature of passionate love and identify cultural, personality, and gender variations in love.
16. Describe the factors that increase conflict and differences between opposing parties can be resolved.

MAJOR STUDENT ACTIVITIES & ASSESSMENTS

IN-CLASS EXERCISES (WORTH 50 POINTS)

Although I will not regularly take attendance, there will be many class discussion, activities, and video clips. I will pass around an attendance sheet on a variable interval schedule to reinforce student attendance by awarding in-class exercise points. These points cannot be made up.

CRITICAL THINKING QUESTIONS (WORTH 110 POINTS – 10 PTS PER CHAPTER)

Critical thinking questions are found at the end of the syllabus. Students should complete all questions for a given chapter by the date of the quiz over the material. Instructions for completion are listed with the questions. If a student misses a due date for an excused absence (documentation of illness or death in the family), the student may turn in the questions the next course day for full points. If a student does not have the questions completed by the quiz date, he or she may turn them in the following course day for a 50% late penalty.

QUIZZES (WORTH 100 POINTS – 10 POINTS EACH)

There will be 11 quizzes in this class – one per chapter covered. These quizzes are designed to prepare you for the midterm and final exams in conjunction with the critical thinking questions. Quizzes will be multiple-choice formatted and you may drop your lowest grade. If you miss a quiz for any reason you may count that quiz as your dropped quiz. Quizzes cannot be made up.

EXAMS (WORTH 200 POINTS – 100 POINTS EACH)

There will be two exams given in this course, a midterm and a final, and will be composed of multiple choice and short-answer questions. The multiple-choice questions will resemble the questions on the quizzes and may actually include some of the same questions. There will be two or three short answer questions included that will be taken from the critical thinking questions from the relevant chapters. Exams may only be made up in the case of an excused absence (documentation of illness or death in the family) and arrangements to make up missed exam should be made by the student as soon as she/he returns to class.

ACTIVITIES (WORTH 40 POINTS – 20 POINTS EACH)

As part of the course requirements, you are required to complete two of the following three activities. A third activity may be completed for extra credit (a maximum of 10 points). All activities (including the one for extra credit) are due on the dates listed. Late activities may be turned in the following course day for a 50% late penalty.

#1 Conformity Activity - Due Oct. 12*Step I: Participate in the Day of Nonconformity*

On Tuesday, October 9th, our Social Psychology class will observe a "Day of Nonconformity." To participate in this event, your challenge will be to live each minute of that day in a way that is as uninfluenced as possible by conformity pressures to appear cool, fit in with a group, or go along with others to be liked or accepted. In other words, for a full 24-hour period you should live in a way that is true to yourself while not infringing on the rights of others.

When carrying out this assignment, leave no behavior unexamined -- from washing your face to eating lunch to talking with friends to watching TV. That is, don't just avoid obvious acts of phoniness or insincerity; strive for the deepest level of authenticity, in whatever way you define it for yourself. The goal is not to be different, unique, or selfish, but to be your own person.

Note: To minimize any bias in social reactions, it is best if you do not tell others about the class assignment until after the Day of Nonconformity is over. Also, under no circumstances should you behave in a way that harms others or is unethical or illegal (yes, this means keeping your clothes on in public).

Step II: Write About Your Experience

At the beginning of class on October 12th turn in a social psychological analysis of what the day was like (limited to one typewritten doubled-spaced page using 12-point font and 1" margins). Here are some sample questions you might address:

- How did you define nonconformity, and what did you focus your efforts on?
- If your behavior was different than normal, which person did you like more: the "Day of Nonconformity you" or the "normal you"? If you preferred the "Day of Nonconformity you," what are the psychological factors that prevent this "you" from coming out?
- What are the psychological costs and benefits of living authentically? In your view, do the benefits outweigh the costs?
- How did others respond to your nonconformity? Do you think they noticed a difference in your behavior? What attributions did people make for your behavior, and why?
- If you wanted to encourage others to behave as you did during the Day of Nonconformity, what psychological techniques would you use?
- If you were to predict your behavior one month from now, do you think it will be changed in any way as a result of participating in the Day of Nonconformity? If so, how? If not, why not?

In carrying out this assignment, try to go beyond superficial descriptive accounts and see if you can arrive at social psychological insights about yourself or others. Later in the semester, Dr. Eyre may share a few of these accounts with the class. If you prefer that your account not be shared, simply make a note of this on the sheet that you turn in.

- #2 IAT Activity - Due Nov. 19.** For this activity, visit the Implicit Attitudes website at <https://implicit.harvard.edu/implicit/demo/index.jsp> and follow the link to demonstrations. Read the informed consent and then proceed on to the next page. There are approximately 15 different IAT tests listed on this page. Select TWO or THREE to participate in. Follow the instructions complete the demonstration. Be sure to record the test that was completed and the results that are presented at the end of each IAT. After finishing the tests, read the "FAQ" section that is listed under the Background Info (<https://implicit.harvard.edu/implicit/demo/faqs.html>). Write a one-page summary of and reaction to the IAT results. Do you consider them to be accurate? Why or why not? According to #12 on the IAT FAQ page, there are two possible reasons implicit and

explicit attitudes may or may not match. Does this explanation make sense with regard to your results? Were there any things presented in the IAT that might have influenced your results (e.g., words that you consistently categorized incorrectly, etc.)? Do “preferences” for one group over another indicate that the test taker is prejudiced? Why or why not?

#3 Aggression Activity - Due Dec. 3. For this activity, first decide whether you want to watch children’s of two adult programs. One should be a program you expect to contain a lot of aggression; the other should be on you expect to contain relatively little aggression. For example, if you decide to watch children’s programs, you might compare *Sesame Street* (nonaggressive) with a *Road Runner* cartoon (aggressive program). If you want to view adult programs, you might compare a situation comedy (nonaggressive program) with a crime drama (aggressive program).

Look at the data summary sheet and review and become familiar with the various types of physical and verbal aggression. Next, practice recording the various aggressive behaviors by watching a sample program for 5 to 15 minutes (not one of your target shows). Use a hash mark to note each instance of aggression, recording in pencil so you can reuse the form. This practice run will familiarize you with the different categories of physical and verbal aggression and increase the accuracy of your recording.

When you are ready, view each program for 30 minutes (skipping the commercials) for one hour total, recording the aggressive acts on the data summary sheet. If you can, record the two segments; this will make observation and recording easier.

When you have finished recording the data on your sheet, convert your hash marks to actual numbers. Total the numbers as indicated. Write the titles of the two programs you watched within the parentheses at the top of each column.

Using complete sentences, state whether you observed any differences in aggressive behavior between the two programs with regard to (a) total physical acts, (b) total verbal acts, and (c) total physical and verbal acts. Did these findings support your expectations regarding the level of aggression in these programs? Comment on anything noteworthy you observed that the numerical data did not reveal.

PRESENTATION METHODS

Class will consist of a variety of presentation methods. The majority of the class meetings will be lecture-based. However, students will also engage in small-group discussions regarding controversial or noteworthy topics. Finally, students will complete some class activities individually, reporting their own findings and reflections.

EVALUATION AND GRADING

Points (500 points possible):

Critical Thinking Questions (10 pts per chapter x 11 chapters)	110
Quizzes (10 pts per quiz x 10 quizzes)	100
Exams (100 points per exam x 2 exams)	200
Activities (20 points each x 2 activities)	40
<u>In-class Exercises</u>	<u>50</u>
	500 points

Letter Grades:

Above 450.00 points	Above 90.00%	A
400.00 – 449.99 points	80.00% - 89.99%	B
350.00 – 399.99 points	70.00% - 79.99%	C
300.00 – 349.99 points	60.00% - 69.99%	D
00.00 – 299.99 points	0.0% - 60.00%	F

ACADEMIC HONESTY POLICY (From the JSU Student Handbook)

In a University community, true knowledge can be gained only through honest means. All academic dishonesty is expressly prohibited. This policy is applicable for campus and distance learning activities. Violations include BUT ARE NOT LIMITED TO, the following:

- A. The use of unauthorized materials or the receipt of unauthorized assistance during an examination or in the completion of any other assignment, exercise, experiment, or project for academic credit. Unauthorized materials may include, but are not limited to, notes, textbooks, previous examinations, exhibits, experiments, papers, or other supplementary items.
- B. Copying or utilizing information from a paper of another student during an examination.
- C. Rendering unauthorized assistance to another student by knowingly permitting him or her to copy an examination, project, paper, assignment, exhibit, exercise, or other material to be submitted for academic credit.
- D. Illegally obtaining or attempting to obtain unauthorized prior knowledge of an examination or test materials.
- E. Selling or giving to another student unauthorized copies of tests or examinations or research assignments.
- F. The use of a commercially prepared term paper or research project or the submission of a paper, project, or experiment completed by someone other than the student submitting any of the above for academic credit.
- G. Falsifying class attendance.
- H. Falsifying reasons why a student did not attend a required class or take a scheduled examination.
- I. Taking an examination in the place of another student.
- J. Making unauthorized change in any reported grade or on an official academic report form.
- K. Unauthorized collaboration between two students on an examination, paper, or project.
- L. Plagiarism, which is the deliberate act of copying, writing, or presenting as one's own the information, ideas, or phrasing of another person without proper acknowledgment of their true source.
- M. Making use of computing facilities in an academically dishonest manner.

Note: Students may be found in violation of the Academic Honesty Policy through the academic grading procedure as long as notice and hearing are granted and appeal is available and/or through the University Judicial System (See Judicial Procedures, Section III, 1-4)

In this course, the penalty for academic dishonesty may range from a *minimum* of a zero on the given assignment or exam to a maximum of a failing grade in the course, depending on the severity of the infraction. Notice of the infraction will also be placed in the student's permanent file.

STUDENT CONDUCT POLICY

RESPECT...I will treat you with respect and, in turn, I expect you to treat me with respect (e.g., no newspapers, studying or doing homework for another class, heads on desks, talking, cell phones, text-messaging).

- o Please do not visit with other students during class. This is very distracting to students who are trying to listen, take notes, or participate in class discussion. It is also very distracting to the professor. If visiting occurs, the student(s) will be asked to stop. Then, if visiting still persists, the student(s) will be asked to leave the classroom.
- o Do not be late for class, leave class early, or leave during class unless you have a very good reason.
- o Students should **turn off** and **put away** their cell phones during class. Any student behavior deemed disruptive by the professor will result in expulsion of the student from the classroom.

**If a student has a disability that qualifies under the Americans with Disabilities Act and requires accommodation, he/she should contact the Disability Support Services at 139 Daugette Hall, <http://www.jsu.edu/depart/dss/students.html> or (256)782-8380 (Voice/TTY). Documentation from DSS is required before any accommodations can be made (accommodations cannot be made retroactively).

Social Psychology Schedule

<u>Date</u>	<u>Class Discussion (Unit being covered)</u>	<u>Quiz</u>	<u>Gilovich Chapter</u>	<u>Activity Due</u>
Aug 29 - W	Syllabus			
	Introducing Social Psychology		Ch. 1	
Aug 31 - F	Introducing Social Psychology		Ch. 1	

Sept 3 - M	<i>Labor Day – No class</i>			
Sept 5 - W	Introducing Social Psychology		Ch. 1	
Sept 7 - F	Groups	#1	Ch. 2	CT 1
Sept 10 - M	Groups		Ch. 2	
Sept 12 - W	Groups		Ch. 2	
Sept 14 - F	Attraction	#2	Ch. 3	CT 2
Sept 17 - M	Attraction		Ch. 3	
Sept 19 - W	Attraction		Ch. 3	
Sept 21 - F	Relationships	#3	Ch. 4	CT 3
Sept 24 - M	Relationships		Ch. 4	
Sept 26 - W	Relationships		Ch. 4	
Sept 28 - F	The Social Self	#4	Ch. 5	CT 4
Oct 1 - M	The Social Self		Ch. 5	
Oct 3 - W	The Social Self		Ch. 5	
Oct 5 - F	Social Influence	#5	Ch. 6	CT 5
Oct 8 - M	Social Influence		Ch. 6	
Oct 10 - W	Social Influence		Ch. 6	
Oct 12 - F	Social Influence		Ch. 6	Act. #1
Oct 15 - M	Social Influence		Ch. 6	
Oct 17 - W	Midterm Exam (Chapters 1 to 6)	#6		CT 6
Oct 19 - F	Attitudes & Persuasion		Ch. 7	
Oct 22 - M	Attitudes & Persuasion		Ch. 7	
Oct 24 - W	Attitudes & Persuasion		Ch. 7	
Oct 26 - F	Obedience Video			
Oct 29 - M	Attitudes & Behavior	#7	Ch. 8	CT 7
Oct 31 - W	Attitudes & Behavior		Ch. 8	
Nov 2 - F	Attitudes & Behavior		Ch. 8	
Nov 5 - M	Causal Attribution	#8	Ch. 9	CT 8
Nov 7 - W	Causal Attribution		Ch. 9	
Nov 9 - F	Causal Attribution		Ch. 9	
Nov 12 - M	Stereotyping, Prejudice, & Discrimination	#9	Ch. 11	CT 9
Nov 14 - W	Stereotyping, Prejudice, & Discrimination		Ch. 11	
Nov 16 - F	Stereotyping, Prejudice, & Discrimination		Ch. 11	
Nov 19 - M	Stereotyping, Prejudice, & Discrimination		Ch. 11	Act. #2
Nov 21 - W	<i>No School - Thanksgiving</i>			
Nov 23 - F	<i>No School - Thanksgiving</i>			
Nov 26 - M	Aggression & Altruism	#10	Ch. 13	CT 10
Nov 28 - W	Aggression & Altruism		Ch. 13	
Nov 30 - F	Aggression & Altruism		Ch. 13	

Dec 3 - M Aggression & Altruism

Ch. 13

Act. #3

Dec 12 – Tu 10:30-12:30 *Final Exam (Ch. 7-9, 11, 13)* #11

CT 11

Social Psychology Critical Thinking Questions

Instructions: Many of these questions are framed as opinion questions. In order to earn maximum points on these questions, a student should report his or her personal opinion and back it up with material from the chapter. An unsupported opinion will receive fewer points.

Chapter 1 Critical Thinking Questions

1. In what ways is social psychology similar to and different from related disciplines, such as personality psychology, sociology, and cognitive psychology?
2. What are some ways that evolutionary theory might help explain social behavior? Do you think it is more appropriate, accurate, or fruitful to explore the proximal or distal causes of human social behavior? Why?
3. How have classic experiments by Milgram, Darley, Batson, and others demonstrated the power of situational factors as they influence our behavior?
4. How does Lewin's "channel factor" explain how a situation can influence behavior?
5. Why do you suppose that the fundamental attributional error is so "fundamental"? That is, why do we tend to assume the behavior of others is always due to some internal personality factor?
6. To what degree would you characterize the neighborhood in which you were raised (immediate family, neighbors, church, etc.) as individualistic or collectivistic? Why?

Chapter 2 Critical Thinking Questions

1. In light of what you've learned about the presence of others on performance, what activities can you think of that (a) are typically performed with people working side-by-side but would be better performed by people working alone, and (b) are typically performed by people working alone but would be better performed by people working side-by-side?
2. Research on the spotlight effect indicates that people tend to overestimate the extent to which others take note of them and their behavior. But as with nearly all psychological phenomena, there are exceptions. Can you think of any examples of circumstances or instances in which people systematically underestimate the extent to which others take note of them?
3. In what ways does living in groups help a person attain his or her goals, and how might it hinder these pursuits?
4. Sports fans have plenty of explanations about why people perform deviant (harmful, criminal) behavior when they attend a sporting event and their team when they attend a sporting event and their team loses. But, why, even when their team wins, do fans exhibit many of the same destructive behaviors?
5. Why do you suppose that, when we sit in a group of individuals who feel the same way we do about an issue, we emerge from the group feeling even more confident about our attitude on that issue? Is that group polarization effect a bad thing? Why or why not? If you believe that it is something to be avoided, what are some ways to prevent group polarization?
6. Do you think that most people are susceptible to groupthink because they want to be liked by the rest of the group or that they want to feel that they are correct (with the majority)? Why?

Chapter 3 Critical Thinking Questions

1. Why do you think similarity is more attractive to most people than someone who is opposite in a number of respects?
2. Why does familiarity make us feel more positive about (and even more attracted to) someone?
3. From an evolutionary point of view, why would attractive face or body features be adaptive?
4. Why do you think that men and women look for different characteristics when it comes to mate selection?
5. Do you agree with an evolutionary explanation for the differences between men and women in mate selection? Why or why not? If not, how would you explain the differences?
6. Evolutionary psychology is the idea that behavioral predispositions, in the same way as anatomy and physiology, are determined by genes and passed on from generation to generation. This idea has been derided by some as "just so" theorizing because its advocates provide evolutionary explanations that fit (like Rudyard Kipling's "just so" stories) the behavior patterns we observe "just so." Can you think of any examples for which this criticism seems valid? Can you think of any for which it is invalid?
7. Select a total of four heterosexual couples sitting together that appears to like each other (in a romantic way). Rate each individual on the separate 7-point attractiveness scales that follow by circling the number that best represents your judgment. After completing your ratings, reflect on whether your findings appear to match those presented in the chapter regarding attractiveness.

a. Couple 1 Assessment:

- | | | | | | | | |
|---------------------------|---|---|---|---|---|---|----------------|
| i. Male (unattractive) | 1 | 2 | 3 | 4 | 5 | 6 | 7 (attractive) |
| ii. Female (unattractive) | 1 | 2 | 3 | 4 | 5 | 6 | 7 (attractive) |

b. Couple 2 Assessment:

- | | | | | | | | |
|---------------------------|---|---|---|---|---|---|----------------|
| i. Male (unattractive) | 1 | 2 | 3 | 4 | 5 | 6 | 7 (attractive) |
| ii. Female (unattractive) | 1 | 2 | 3 | 4 | 5 | 6 | 7 (attractive) |

c. Couple 3 Assessment:

- | | | | | | | | |
|---------------------------|---|---|---|---|---|---|----------------|
| i. Male (unattractive) | 1 | 2 | 3 | 4 | 5 | 6 | 7 (attractive) |
| ii. Female (unattractive) | 1 | 2 | 3 | 4 | 5 | 6 | 7 (attractive) |

d. Couple 4 Assessment:

- | | | | | | | | |
|---------------------------|---|---|---|---|---|---|----------------|
| i. Male (unattractive) | 1 | 2 | 3 | 4 | 5 | 6 | 7 (attractive) |
| ii. Female (unattractive) | 1 | 2 | 3 | 4 | 5 | 6 | 7 (attractive) |

Chapter 4 Critical Thinking Questions

1. Do you think that the dissolution of marriage or other long-term romantic relationships may be due to the transition from passionate love to companionate love (the "thrill is gone" phenomenon)?
2. Are attachment styles changeable? Why or why not?
3. How do you choose your friends? Is it based on the fact that they demonstrated that they liked you first? Do you choose your friends to help you gain some goal or to grow as a person (e.g., to learn something new)?
4. Part of who we are depends on the feedback we get from others (the looking-glass self). Do you think it is adaptive to be concerned about what others think about you, or should you "be your own person" and not consider feedback about yourself from anyone?
5. If you were on a radio show and were asked to provide ten tips for avoiding divorce and having a satisfying marriage, what advice would you give? More specifically, what five things would you

encourage people thinking about marrying to do to avoid marital problems? And what five things would you recommend to bring greater pleasure and joy to their relationship?

Chapter 5 Critical Thinking Questions

1. What are some different ways in which the self is a product of the situation?
2. Consider some situation bearing both potential for success and possibilities of failure. What aspect of self-understanding would be called upon in each case?
3. Do you think interdependent people would be more likely to be high self-monitors or low self-monitors than independent people? Why?
4. What are some biases and illusions that people like to maintain about their selves? Are those maladaptive? Why or why not?
5. Why do we self-handicap? Have you ever self-handicapped? If so, describe the situation?
6. Do you believe we are more likely to be motivated to feel good (self-enhancement) or to feel true to our self-conceptions (self-verification)? Why?
7. Do you believe that gender differences in interests, abilities, personality traits, behaviors, and goals are driven by genetics or social influences, such as socialization? Why?

Chapter 6 Critical Thinking Questions

1. What are some of the “unwritten rules” in society (e.g., hold the door open for someone who is entering a building behind you, perhaps within 20 feet of you)? Why do we continually conform to those social norms? Have you ever violated any of those norms? If so, what happened?
2. If you go along with a group (i.e., conform to a group decision), do you conform to be right (informational influence) or to be liked (normative influence)? Why? What do you suppose most people do?
3. What situational factors tend to affect whether you go along with a group (conform) or not?
4. Why do you suppose we obey even the most minimal signs of authority (e.g., someone who wears a uniform—of any kind)? Why is obedience so powerful? Does society condition us to obey all authority? If yes, how?
5. Can you think of a time when you complied with a request (from a person you talked to, advertiser, or politician), but realize that the requestor may have been using one of the compliance techniques discussed? Which technique? How was it used?
6. According to Ellen Langer, why do we often seem to comply to requests “mindlessly”?
7. The “foot-in-the-door” and the “door in the face” compliance techniques sound similar, but they can be better understood by comparing and contrasting them. What psychological processes are responsible for each? What conditions need to be met (that is, who must make the request, what must the nature of the request be) for each to be effective?
8. Your mother (bless her heart) does not believe that you would flip the higher voltage switches if you participated in one of Milgram's experiments and were commanded to do so. What could you tell your mother about the Milgram situation that could get her to believe—really, truly believe—that maybe her child would act like the other participants after all?

Chapter 7 Critical Thinking Questions

1. Why are people so easily persuaded by celebrity endorsements?
2. Do you think that most of your attitudes are based on the way the stimulus or person makes you feel or on the merits of the product?
3. Why do so many commercials contain humor? What is at work here?
4. Do you believe that most of your core attitudes (e.g., about religion or politics) closely mirror those of their original source (i.e., your parents or guardians)? If so, are those attitudes malleable? Why or why not?

5. Gordon Allport, one of the founders of social psychology, argued that the attitude is the central construct in our discipline. Certainly the four important functions that attitudes serve bolster this claim. For each of the four functions of attitudes that we covered in this chapter, discuss a finding from another chapter you have read so far that illustrates the function.
6. Imagine that you have been put in charge of a political ad campaign for a young candidate running for office. She has given you the charge of appealing to two sectors of the population who have been showing low rates of voter turnout—young voters aged eighteen to twenty and busy women who have children and full-time careers. What sort of audience specific campaigns would you propose, based on what you have learned from the dual-process approach to persuasion?
7. Imagine you were designing an anti-drug campaign for children aged nine to twelve, who are particularly vulnerable to pressure to take drugs. What sort of techniques would you use to encourage them to resist this kind of persuasion?

Chapter 8 Critical Thinking Questions

1. Why do you suppose there is often a large disconnection between people's expressed attitudes and their attitude-relevant behavior?
2. Do you think attitudes are a good predictor of behavior? Why or why not?
3. Why do you suppose that, as Wilson and his colleagues discovered, the mere act of thinking about the reasons for one's attitude toward something actually changes one's attitude?
4. What are some ways that daily primes influence your attitudes and behavior? Under what conditions do you think that being primed about a particular individual makes you more likely to act the opposite of that person's category stereotype?
5. In the induced-compliance experiments such as Festinger and Carlsmith's \$1/\$20 experiment, all participants agree to say or write something that is at variance with their true, initial beliefs. The typical result is an inverse relationship between what they are paid and their subsequent belief in what they were induced to say or write: those who were paid more believe what they said less. But what do you think the relationship between the amount paid and the final attitude would be if the incentives were not sufficient to get participants to say or write something they didn't believe? If everyone turned down payment to express a belief that is counter to their true attitudes, with some turning down more money than others, what do you think the relationship would be between the amount offered and final attitudes?
6. How well do you think that the theory of reasoned action and the theory of planned behavior model attitude formation? Why?

Chapter 9 Critical Thinking Questions

1. What percentage of the time would you say that you are correct for the fundamental attribution error in the attributions you make about other people's behavior? Why?
2. Why are people so prone to the false consensus effect?
3. Can you think of any current events that seem to illustrate the actor-observer difference in attribution? That is, are there any events, controversies, or conflicts being covered in the news in which one "side" is offering situational explanations of its behavior and the other side is offering a dispositional account of that very same behavior?
4. Tell yourself a dispositional tale of your life—that is, how you got to where and who you are right now by virtue of your personal characteristics, traits, and decisions. Try to describe, in other words, the ways in which, if you weren't just the kind of person you are, you would not be where you are today, doing the kinds of things you are doing. After telling yourself that tale and letting it sink in, now tell a situational tale of your life—that is, how you got to where and who you are by virtue of the intervention of others, external circumstances, or simple chance. Which tale is more compelling or are they equally compelling? What does this tell you about the causes of human behavior?

5. In what ways do the "role conferred self-presentational advantages" explored in the quiz-game study help to boost the impressions made by the professors in your university? What specific self-presentational advantages do they enjoy?
6. Why is it uncommon for people to engage in counterfactual thinking after a positive event?
7. Do you think counterfactual thinking is adaptive, healthy? Why or why not?
8. In what ways would people, industries, or other businesses be different if everyone was very aware of the fundamental attribution error (and corrected for situational forces when evaluating another's behavior)?

Chapter 11 Critical Thinking Questions

1. It has been said (in this chapter, in fact) that race relations have progressed more smoothly in the U.S. military than on college campuses, and that this pattern fits with the findings of the Robbers Cave experiment. In what other areas might we expect (and you might have observed) race relations to progress rather smoothly? Do these examples also fit with the lessons of the Robbers Cave study? In what other areas might we expect (and you might have observed) race relations to progress less smoothly?
2. Close your eyes and try to picture in detail an aggressive act on the part of a construction worker. Briefly write down what you imagined. Now close your eyes and try to picture an aggressive act on the part of a housewife. Write down that as well. Are there any differences between the two episodes you imagined? If so, why are they different, and does this have anything to say about your stereotypes of construction workers and housewives?
3. Is benevolent sexism as bad as hostile sexism? Why or why not?
4. Is it possible to not think about a stereotype about another group when one thinks about the group or sees a member of the group? Why or why not?
5. Why do you suppose people are so reluctant to give up their stereotypes?
6. What can we learn from minimal groups research? To what extent do the processes involved in that situation mirror the way people feel about their in-groups and out-groups in daily life?

Chapter 13 Critical Thinking Questions

1. Think of a situation in which aggression is likely to be both hostile and instrumental. Do you think people would be more likely to perceive the hostile motives or the instrumental ones?
2. What do you think "freezes" people (from helping) when there is an emergency? Why do you think people are reluctant to get involved and help the victim?
3. Do you think that knowing about the Darley and Latané findings on bystander intervention would affect bystanders' behavior when they see someone who suddenly appears to be seriously ill or is involved in an accident? (To find out if it really does, see Beaman, Barnes, Kleentz, & McQuirk, 1978.)
4. Who would be more likely to give altruistic aid—a member of an independent culture or a member of an interdependent culture? Would it make a difference whether the victim was a member of an ingroup or an outgroup?
5. Think of some ways you might reduce hostile aggression in some setting. Think of some ways you might increase altruism in some setting.
6. Are aggressive and pro-social behavior adequately explained by evolutionary theory? Why or why not?
7. Is there such a thing as pure altruism? Can you think of any behavior that would be classified as purely altruistic?
8. Regarding the culture of honor, why do you believe there are differences in aggressive behavior, still present today, between people in the Northern states and those in the Southern states?
9. How would you teach young children about the importance of helping others and constructively managing their anger?