

## PSYCHOLOGY 1100 FINAL EXAM REVIEW

- Social Psychology (Chapter 13 492-517; 520-533) [39]
  - o **What is Social Psychology?**
  - o **Social Psychology:** the study of how people influence others' behavior, beliefs and attitudes.
  - o **Need to Belong Theory:** humans have a biologically based need for interpersonal connections. We seek out social bonds when we can and suffer negative psychological and physical consequences when we can't. (Roy Baumeister & Mark Leary)
  - o *Conformity, obedience, and many other forms of social influence become maladaptive only when they're blind or unquestioning*
  - o **Social Comparison Theory:** Theory that we seek to evaluate our abilities and beliefs by comparing them with those of others.
    - *Upward Social Comparison* – we compare ourselves with people who seem superior to us in some way.
    - *Downward Social Comparison* – we compare ourselves with others who seem inferior to us in some way.
  - o **Mass Hysteria** – outbreak of irrational behavior that is spread by social contagion
  - o **Collective Delusions** – When many people simultaneously come to be convinced of bizarre things that are false.
  - o **Urban Legends** – False stories repeated so many times that people believe them to be true.
  - o **Social Facilitation:** enhancement of performance brought about by the presence of others. (Easy tasks)
  - o **Social Disruption** – a worsening of our performance in the presence of others. (Difficult tasks)
  - o **Attribution:** process of assigning cause to behavior.
  - o **Fundamental Attribution Error** – Tendency to overestimate the impact of dispositional influences on other people's behavior. (Because of this error we attribute too much of people's behavior to who they are and tend to underestimate the impact of situational influences on other's behavior)
  - o **Dispositional Influences** – enduring characteristics such as personality traits, attitudes, and intelligence
  - o **Social Influence: Conformity and Obedience**
  - o **Conformity** – Tendency of people to alter their behavior as a result of group pressure.
  - o **Confederates** – undercover agents of the researcher
  - o **Deindividuation** – tendency of people to engage in uncharacteristic behavior when they are stripped of their usual identities due to a feeling of anonymity and lack of individual responsibility.
  - o **Groupthink** – An emphasis on group unanimity at the expense of critical thinking.
  - o **Group Polarization** – tendency of group discussion to strengthen the dominant positions held by individual group members.
  - o **Cult** – group of individuals who exhibit intense and unquestioning devotion to a single cause.
  - o **Brainwashed** – transformed by group leaders into unthinking zombies.
  - o **Inoculation Effect** – Approach to convincing people to change their minds about something by first introducing reasons why the perspective might be correct and then debunking them.
  - o **Obedience** – Adherence to instructions from those of higher authority.
  - o **Authoritarianism** – figures of authority are to be respected and obeyed, not questioned. More likely to comply with experimenters' demands
  - o **Helping and Harming Others: Prosocial Behavior and Aggression**
  - o **Pluralistic Ignorance** – error of assuming that no one in a group perceives things as we do
  - o **Diffusion of Responsibility** – reduction in feelings of personal responsibility in the presence of others
  - o **Social Loafing** – phenomenon whereby individuals become less productive in groups.
  - o **Altruism** – helping others for unselfish reasons
  - o **Enlightenment Effect** – Learning about psychological research can change real-world behavior for the better
  - o **Attitudes and Persuasion: Changing Minds**
  - o **Belief** - a conclusion regarding factual evidence
  - o **Attitude** – belief that includes an emotional component
  - o Attitude does not predict behavior well
  - o When attitudes are highly accessible and firmly held over time they tend to be better predictors of behavior.
  - o **Self-monitoring** – personality trait that assesses the extent to which people's behavior reflects their true feelings and attitudes.
    - *Low self-monitors* – what you see is what you get
    - *High self-monitors* – social chameleons
    - Attitude predicts behavior better for low self-monitors than for high self-monitors
  - o **Recognition Heuristic** – makes us more likely to believe something we've heard many times (generally serves us well)
  - o **Religiosity** – the depth of our religious convictions
  - o **Cognitive Dissonance Theory** – we alter our attitudes because we experience an unpleasant state of tension – **cognitive dissonance** – between two or more conflicting thoughts (cognitions).
  - o **Cognitive Dissonance** – unpleasant mental experience of tension resulting from two conflicting thoughts or beliefs
    - Reduce anxiety by:
      - Changing cognition A

- Changing cognition B
  - Introducing a new cognition, C, that resolves the inconsistency between A and B
- o **Self-Perception Theory** – theory that we acquire our attitudes by observing our behaviors
- o **Impression Management Theory** – theory that we don't really change our attitudes, but report that we have so that our behaviors appear consistent with our attitudes
- o **Dual process models** – there are two alternative pathways to persuading others
  - **Central route** – leads us to evaluate the merits of persuasive arguments carefully and thoughtfully
    - Here we focus on the informational content of the arguments: do they hold up under close scrutiny
    - Attitudes acquired via this route tend to be strongly held and relatively enduring
  - **Peripheral route** – leads us to respond to persuasive arguments on the basis of snap judgments
    - Here we focus on the surface aspects of the arguments: how appealing or interesting are they?
    - Attitudes acquired via this route tend to be relatively weaker and unstable, however they can affect short-term choices in powerful ways.
- o **Foot-In-The-Door Technique** – persuasive technique involving making a small request before making a bigger one
- o **Door-In-The-Face Technique** – persuasive technique involving making an unreasonably large request before making the small request we're hoping to have granted
- o **Low-Ball Technique** – persuasive technique in which the seller of a product starts by quoting a low sales price, and then mentions all of the "add-on" costs once the consumer has agreed to purchase the product.
  - **Implicit egotism** – the finding that we're more positively disposed toward people, places or things that resemble us
  - **Name-letter effect** – gravitating toward people and places similar to our name (John/Jessica, Louises in Louisiana)
- o **Prejudice and Discrimination**
- o **Prejudice** – drawing negative conclusions about a person, group of people, or situation prior to evaluating the evidence.
- o **Stereotype** – a belief, positive or negative, about the characteristics of members of a group that is applied generally to most members of the group
- o **Cognitive Misers** – We strive to save mental energy by simplifying reality
- o **Ultimate Attribution Error** – assumption that behaviors among individual members of a group are due to their internal dispositions. Leads us to underestimate the impact of situational factors on people's behavior.
- o **Adaptive Conservatism** – evolutionary principle that creates a predisposition toward distrusting anything or anyone unfamiliar or different.
- o **In-Group Bias** – Tendency to favor individuals within our group over those from outside our group.
- o **Out-Group Homogeneity** – Tendency to view all individuals outside our group as highly similar.
- o **Discrimination** – negative behavior toward members of out-groups (*whereas prejudice refers to negative attitudes toward others, discrimination refers to negative behaviors toward others*)
- o **Minimal intergroup paradigm** – a laboratory method for creating groups on arbitrary differences.
- o **Scapegoat Hypothesis** – claim that prejudice arises from a need to blame other groups for our misfortune.
- o **Just-World Hypothesis** – claim that our attributions and behaviors are shaped by a deep-seated assumption that the world is fair and all things happen for a reason.
- o **Extrinsic religiosity** – view religion as a means to an end, such as obtaining friends or social support, tend to have high levels of prejudice
- o **Intrinsic religiosity** – religion is a deeply ingrained part of their belief system, tend to have equal or lower levels of prejudice than nonreligious people
- o **Explicit Prejudice** – unfounded negative belief of which we're aware regarding the characteristics of an out-group
- o **Implicit Prejudice** – unfounded negative belief of which we're unaware regarding the characteristics of an out-group
- o **Jigsaw Classroom** – educational approach designed to minimize prejudice by requiring all children to make independent contributions to a shared project
- o *Increase contact between racial groups is rarely sufficient to reduce prejudice*
- **Intelligence (Chapter 9 316-330; 334-349) [30]**
  - o **What is Intelligence: Definitional Confusion**
  - o **Child prodigy** – one who displays astounding intellectual achievements at an early age
  - o **Intelligence test** – diagnostic tool designed to measure overall thinking ability
  - o **Higher mental processes** – reasoning, understanding and judgment
  - o **Abstract thinking** – capacity to understand hypothetical concepts
  - o Intelligence consists of the abilities to: reason abstractly, learn to adapt to novel environmental circumstances, acquire knowledge, and benefit from experience
  - o **g (general intelligence)** – hypothetical factor that accounts for overall differences in intellect among people
  - o **s (specific abilities)** – particular ability level in a narrow domain
  - o **Fluid intelligence** – capacity to learn new ways of solving problems
  - o **Crystallized intelligence** – accumulated knowledge of the world acquired over time
  - o **Multiple intelligences** – idea that people vary in their ability levels across different domains of intellectual skill

- o Autistic savants – show remarkable abilities in one or two narrow domains
- o Existential intelligence – the ability to grasp deep philosophical ideas, like the meaning of life.
- o **Triarchic Model** – model of intelligence proposed by Robert Sternberg positing three distinct types of intelligence; analytical, practical, and creative
  - **Analytical intelligence**: the ability to reason logically (book smarts)
  - **Practical intelligence**: tacit intelligence, the ability to solve real world problems, especially those involving other people. (Street smarts)
    - Relates to **social intelligence** – the capacity to understand others
  - **Creative intelligence** – our ability to come up with novel and effective answers to questions
    - Practical and creative predict job outcomes
- o Reaction time – speed of responding to a stimulus
- o **Intelligence Testing: The Good the Bad and the ugly**
- o *Double curse of incompetence* – people with poor cognitive skills are especially likely to overestimate their intellectual abilities
- o **Metacognitive skills** – play key role in the double curse, refers to knowledge of our own knowledge
- o **Stanford-Binet IQ test** – intelligence test based on the measure developed by Binet and Simon, adapted by Lewis Terman of Stanford University
- o Norms – baseline scores in the general population from which we can compare each individual's score
- o **Intelligence Quotient (IQ)** – systematic means of quantifying differences among people in their intelligence
  - $(\text{Mental age} / \text{Chronological age}) \times 100$
- o **Mental age** – age corresponding to the average person's performance on an intelligence test
- o **Deviation IQ** – expression of a person's IQ relative to his or her same-aged peers
- o **Eugenics** – meaning good genes, the movement in the early 20th century to improve a population's genetic stock by encouraging those with good genes to reproduce (*positive eugenics*), preventing those with bad genes from reproducing (*negative eugenics*), or both
- o **Wechsler Adult Intelligence Scale (WAIS)** – most widely used intelligence test for adults today, consisting of 15 subtests to assess different types of mental abilities
- o **Culture-fair IQ tests** – abstract reasoning measure that doesn't depend on language and is often believed to be less influenced by cultural factors than other IQ tests
- o **Bell curve** – distribution of scores in which the bulk of the scores fall toward the middle, with progressively fewer scores toward the tails or extremes
- o *Assertive mating* - the tendency of individuals with similar genes to have children
- o **Mental retardation** – condition characterized by an onset prior to adulthood, an IQ below about 70, and an inability to engage in adequate daily functioning
- o *Gullibility* – the susceptibility to being duped by others, recently added as a criterion for mental retardation.
- o *Mainstreamed* - integrated into regular classrooms
- o *Mosaics* – a subset of individuals with Down syndrome so called because only some of their cells contain an extra chromosome 21. Usually have relatively normal IQ's
- o **Genetic and Environmental Influences on IQ**
- o *Adoption studies* – examine the extent to which children adopted into new homes resemble their adoptive vs. biological parents
- o *Selective placement* – one potential confound of adoption studies, adoption agencies frequently place children in homes similar to those of the biological parents
- o *Social environment* – school, parents, etc.
- o *Biological environment* – the availability of nutrients and exposure to toxic substances, such as lead.
- o *Cumulative deficit* – a difference that grows over time
- o **Flynn effect** – finding that average IQ scores have been rising at a rate of approximately three points per decade
- o **Group Differences in IQ: The Science and the Politics**
- o *Emotional reasoning / the affect heuristic* – the tendency to judge the validity of an idea by our emotional reactions to it
- o Men are more variable in their overall IQ than women
- o Females better at verbal tasks, arithmetic in childhood, and detecting feelings in others
- o Men are better at spatial ability tasks such as those requiring *mental rotation*, geography, mathematics involving complicated reasoning like proofs (not until adolescence)
- o *The variability within races tends to be higher than the variability between races*
- o **Within-group heritability** – the extent to which the variability of a trait within a group is genetically influenced
- o **Between-group heritability** – extent to which differences in a trait between groups is genetically influenced
- o **Test bias** – tendency of a test to predict an outcome better in one group than another
- o **Stereotype threat** – fear that we may confirm a negative group stereotype
- **Personality (Chapter 14 538-548; 561-566) [15]**
  - o **Personality: What is it and how can We Study it?**
  - o *Fundamental attribution error* – tendency to attribute too much of others' behavior to their dispositions, including their personalities, and not enough to the situations they confront
  - o **Personality** – people's typical ways of thinking, feeling, and behaving
  - o **Traits** – relatively enduring predisposition that influences our behavior across many situations
  - o **Nomothetic approach** – approach to personality that focuses on identifying general laws that govern behavior of all individuals