

PSYC 100: GENERAL PSYCHOLOGY
EXAM #4 (FINAL) STUDY GUIDE

SOCIAL PSYCHOLOGY

- Why is it that we are a part of groups?
 - Fulfills our basic human need to belong
 - Source of information, especially during ambiguous situations
 - Help us define ourselves
 - Establish social norms
- What are social norms?
 - Same as large societies, groups have their own notions of appropriate behavior
 - Power of norms on individual's behaviors become blur when one violates them often
- Stanford Prison Experiment
 - Newspaper ad recruited participants
 - 24 college students - separated into prisoners and guards
 - Everyone, even researchers, fell deeply into their roles
 - o What are social roles and how is this concept related to this study?
 - Social roles - shared expectations in a group about how particular people are supposed to behave
 - o Upside - we know what to expect from each other
 - o Downside - get too much into role and lose ourselves
 - Study showed that social roles aren't just labels - that you can BECOME the role
- Deindividuation
 - Loosening of normal constraints on behavior when people can't be identified, leading to an increase of impulsive & deviant acts (by large groups)
 - o Under what conditions will this likely occur?
 - o In large groups
 - o Examples of this?
 - o Likely to do something in a mob that you wouldn't alone, but when called by name or recognized, you're likely to stop.
- Conformity
 - Conformity is a change in one's behavior due to the real or imagined influence of other people
 - o What were the results of the Asch study (textbook and video from class time)
 - o Asch - study of perception of length of lines
 - o People were reporting on length of lines and others changed their answers to match the rest of the group - they conformed
- Obedience to authority
 - Social norm is to be obedient in all cultures
 - Socialized early on to be obedient to legitimate authority sources
 - o We still follow norms even when the authority figures aren't present
 - o What were the results of the Milgram study?
 - Shock experiment - even when they could see it hurt, they kept shocking the

- other if there was an authority figure telling them to do so
 - *We can be uneasy but we will most often keep pushing through if there is an insistent authority figure
 - o Examples of this?
 - Even if there's no police officer present we still obey the traffic laws
- Prosocial behavior and altruism
 - Prosocial Behavior – any act performed with the goal of benefitting another person
 - Altruism – the desire to help another person even if it involves a cost to the helper
 - o Video shown in class about prosocial behaviors and babies
 - Babies were given a choice between a puppet that was mean & a puppet that cooperated – and they almost always chose the cooperating puppet
 - Humans are a cooperating species
 - Kids gave help when an object was out of reach (and so did chimps!)
- Bystander effect
 - The more people around, the less likely you are to actually help someone
 - You think someone else will help – everyone is also thinking that and no one actually helps
 - If one person steps in, it breaks the bystander effect and mobilizes others to action
- Attributions about others
 - Explanations about events of actions
 - o Personal vs. Situational
 - o Personal – something about the person and their character
 - o Situational – something outside of themselves that's affecting them
 - o EX: Homeless Woman
 - Personal – this woman didn't try hard enough to find a job
 - Situational – this woman left her abusive husband and can't get the resources to get back on her feet
 - o Fundamental Attribution Error
 - o The tendency to explain others' behaviors in terms of personal factors
 - o Underestimating the power of social influence
 - o Actor-Observer Discrepancy
 - o The tendency to explain our own behavior in terms of situational factors AND the tendency to explain others' behaviors in terms of personal factors

PERSONALITY

- What is personality?
 - Personality is a set of characteristic thoughts, emotional responses, and behaviors in an individual thought to be stable over time and circumstances.
- Compare and contrast the different theoretical approaches for understanding personality
 - Five-Factor Theory (Costa & McCrae)
 - o OCEAN
 - Openness to Experience – Imaginative vs. Down to earth. Likes variety vs. like routine. Independent vs. Conforming.

- Conscientiousness – organized vs. disorganized. Careful vs. careless. Self-disciplined vs. Weak-willed.
 - Extraversion – social vs. retiring. Fun loving vs. sober. Affectionate vs. reserved.
 - Agreeableness – softhearted vs. ruthless. Trusting vs. suspicious. Helpful vs. uncooperative.
 - Neuroticism – worried vs. calm. Insecure vs. secure. Self-pitying vs. self-satisfied.
- Freud's Personality Structure
 - o Id – tries to seek pleasure and avoid pain; primal instincts: sex (libido), food, aggression
 - o Ego – logical, rational, realistic part of the personality
 - o Superego – moral component of the personality
- What are the different methods of assessing personality?
 - Idiographic approaches – person centered, focus on individual lives and how various characteristics are integrated into unique persons
 - Nomothetic approaches – focus on how common characteristics vary from person to person
 - Trait approaches
 - o Objective measures – self report
 - Observer Ratings – judgments of personality based on observations (bedrooms!)
 - Psychodynamic theory
 - o Projective measures – unconscious
 - - o Objective vs. Projective measures
 - o Objective Measures – straightforward assessments such as self report questionnaires or observer ratings
 - o Projective Measures – explore unconscious processes by having people interpret ambiguous stimuli
- Why is Walter Mischel important?
 - Proposed that behaviors are determined more by situations than by personality traits (situationalism)
 - Responses to Mischel were very intense (person/situation debate)
- Temperament vs. Personality
 - Temperament – biologically based tendency to respond to certain situations in similar ways
 - Dimensions
 - o Activity level, emotionality, sociability
 - Life experiences may alter personality traits vs. Innate biology of personality
- Self-schema vs. Self-concept
 - Self-schema – knowledge structures about the self
 - o Integrate and summarize information and experiences relevant to the self