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| 1. Briefly describe the focus of the field of social psychology, and provide an example of a topic that social psychologists might study.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 2. Brooke is driving on a local main thoroughfare when a car suddenly swerves in front of her. Brooke has to slam on her brakes to avoid hitting the car. Based on the fundamental attribution error, how might Brooke interpret the situation?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 3. Describe an instance in which you fell victim to the fundamental attribution error. Describe what happened, and explain why you viewed the situation and person as you did at that time.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 4. Liam's history teacher asks the class to explain why, during the Holocaust and the Rwandan Genocide, regular citizens obeyed orders to commit atrocities. Liam, pointing out that at least some citizens chose to defy these orders, suggests that all those who complied had naturally antisocial, aggressive dispositions. Use your knowledge of the fundamental attribution error and Milgram's research on obedience to highlight the shortcomings of Liam's explanation.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 5. Describe at least one example of a time, perhaps from your childhood, when you were successful at using the foot-in-the-door technique.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 6. Describe a time in your life when you adopted a brand-new role. What social prescriptions did you have to follow to inhabit this role? How did it feel at the beginning, and how did those feelings change as you became accustomed to the role?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 7. Monika, who always planned to settle permanently in her small hometown and eventually take over her parents’ bookshop, has just decided to accept a job at a big company in a major city 2000 miles away. Using your knowledge of cognitive dissonance theory, explain how Monika likely feels about her decision, and describe how and why her attitudes might change as a result of it.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 8. Explain the difference between peripheral route persuasion and central route persuasion and provide an example of each.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 9. Imagine that you are trying to convince a friend to agree with you on a hot topic or controversial issue. Explain your view on this topic and then describe the best way to convince your friend that your view is correct.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 10. As psychological research has demonstrated, cultures vary significantly across time and place. Discuss some of these variations, and describe the benefits and drawbacks of tight and loose cultures.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 11. Describe the research of Solomon Asch. Explain why participants in his study conformed to the group.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 12. Explain how conformity can be both a good and a bad thing. Give an example of each to support your explanation.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 13. Compare and contrast normative and informational social influence. Provide an example of each.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 14. Explain what obedience experiments by Milgram and others have taught social psychologists about the nature of obedience.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 15. Explain how and why social facilitation contributes to improved or worsened performance on a given task. Give personal examples of a task that is easy for you and one that is difficult for you, and discuss how social facilitation would likely affect your performance on each.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 16. You have an assignment for one of your classes that requires you to work with a group of four other students. Based on what you know about social loafing, what can you do to reduce the chance of some students not helping to complete this assignment?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 17. Bradley holds strong anti-government views. Explain how expressing his views online might influence Bradley, and discuss the roles that deindividuation and group polarization might play in this process.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 18. Arthur has never been very political, but he feels motivated to vote for a particular candidate in the upcoming presidential election. He begins reading and responding to people’s commentary about the candidate on social media and joins several forums supporting the candidate. Describe what is likely to happen to Arthur’s beliefs and attitudes, and explain why this is the case. In what ways is this beneficial, and in what ways is it harmful?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 19. “People working in groups to solve problems are *always* more effective than just one person trying to solve a problem,” says your teacher, handing out group assignments. “As they say, two heads are better than one!” Explain how social loafing, groupthink, and group polarization serve to complicate your teacher’s argument.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 20. A newspaper publishes a front-page article about NimbleFrog, a trendy new company that just lost most of its massive startup funds as a result of poor investment decisions. Several anonymous employees blame the prevalence of groupthink at NimbleFrog for these decisions. Imagine that you are one of the employees interviewed for the article. Imagine and describe specific elements of NimbleFrog’s company culture that contributed to this problem. Then, outline for the interviewer some actions the company president could have taken to reduce groupthink.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 21. Minnie, who manages a souvenir shop, feels that teenagers are dishonest and untrustworthy. As a result, she watches her teenage customers closely and occasionally follows them to be sure they aren’t stealing. Recently, when interviewing candidates to help her in the stockroom, Minnie refused to hire a 19-year-old with stockroom experience and instead hired a 40-year-old with no such experience. Describe the roles of prejudice, stereotypes, and discrimination in this situation.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 22. Identify two groups that represent frequent targets of prejudice and discrimination. Provide specific examples showing how prejudice against these groups can take both implicit and explicit forms.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 23. Using specific examples from psychological research, describe how the experience of prejudice can affect a targeted person’s day-to-day life—for example, in terms of employment, medical care, mental and physical health, or vulnerability to violence.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 24. How do the just-world phenomenon, ingroup bias, scapegoat theory, the availability heuristic, and victim blaming feed prejudice and discrimination? Imagine and describe a hypothetical situation in which understanding one or more of these tendencies could help us combat them.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 25. Explain why aggression is a biopsychosocial phenomenon, and provide several examples of biological, psychological, and social-cultural influences on aggression. How might understanding the factors that contribute to aggression help people to reduce their aggressive behaviors?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 26. Eddie has always been somewhat aggression-prone. Whenever he visits a particular bar, which is always hot and crowded, he tends to drink too much and become involved in physical altercations with other patrons. Describe how biological, psychological, and social-cultural influences may contribute to Eddie’s experience, and explain how Eddie could use this understanding to reduce his aggressive behaviors.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 27. Kayla finds her new coworker, who sits in the cubicle beside hers, to be very attractive. Given what you know about the psychology of attraction, explain what could lead Kayla’s coworker to reciprocate or these feelings.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 28. Research indicates that we perceive attractive people as healthier, happier, and more successful. Explain how popular media—including advertisements, movies, and television shows—might encourage this tendency, and discuss whether or not these perceptions are accurate.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 29. Two of your friends, who have just married, ask your advice on what they can do to make sure their relationship endures. Discuss the importance of equity and self-disclosure, as well as the hormonal changes that facilitate the shift from passion to attachment.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 30. While walking through a busy city park, Mr. Mendez experiences chest pain and collapses. Describe how the bystander effect could influence whether he receives help from others, and explain three factors that would make people more likely to help.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 31. Although he is speeding along on the highway, Alfredo notices a woman sitting in a broken-down car on the side of the road. Based on what you know about altruism, bystander intervention, and helping behavior, which factors would make Alfredo more or less likely to provide assistance?   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 32. On Saturday, 16-year-old Larissa wakes up very early to study for her math test, because she knows this will please her parents and incline them to let her visit her new friend Josie that afternoon. Departing from Josie’s after dinner, Larissa promises to return the favor and have Josie over for dinner soon, too. As she approaches her house, Larissa notices that a neighbor’s toddler is walking out the open front door; so, she runs over, grabs the child’s hand, and walks him back inside. Explain the three norms for helping that have motivated Larissa’s actions today, and describe how they operated in each situation.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 33. According to the weather forecast, a massive snowstorm is heading for Katherina’s city. Katherina immediately drives to the supermarket, where she buys as many batteries, toilet paper rolls, and cans of food as she can fit in her car. There are still some items left on the shelves, so she figures her purchases couldn’t produce a shortage. Explain how a social psychologist would characterize this situation, and describe how thinking like Katherina’s can fuel social conflict.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 34. Malcolm, a political liberal, believes that political conservatives are self-centered and do not care about the country as a whole. His next-door neighbor Karl, a political conservative, believes the same about political liberals. Malcolm feels that Karl dislikes him for his politics, so he snubs Karl; the snubbing makes Karl assume that Juan dislikes him for his politics, so he snubs Juan. Describe the two phenomena at work in this situation, and explain how they can fuel social conflicts.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 35. Identify and describe some of the social processes that fuel conflict between groups.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 36. Outline how contact, cooperation, communication, and conciliation can serve to promote peace between parties in conflict.   |  |  | | --- | --- | | *ANSWER:* |  | |

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| 37. What are some methods that can be implemented to reduce prejudice and promote peace between groups?   |  |  | | --- | --- | | *ANSWER:* |  | |