

Social Psychology

Based on *Social Psychology* by John DeLamater and Daniel Myers

Chapter 1

Study Questions

1. What is social psychology?
2. Social psychology is related to two other academic disciplines. Identify and describe those disciplines.
3. What are the core concerns of social psychology?
4. What are the characteristics of science?
5. How does social psychology meet the characteristics of science? Discuss social psychology in terms of each of these characteristics.
6. Is social psychology the same as common sense?

Progress Evaluation Essay

For this assignment, you should choose three theoretical perspectives that relate to your own life. Describe these perspectives briefly including key assertions they make about social life. By providing examples, show how they relate to your life. Also, you should identify and define any relevant concepts that are related to the theoretical perspective you choose.

This assignment assesses how well you can identify and compare major theoretical perspectives by applying them to examples from your own life. Progress evaluations in future lessons will often ask you to do more than just specifying knowledge from a lesson. Usually, you will be asked to take that knowledge and apply it to your own life, analyze some particular example, synthesize, or evaluate.

Chapter 2

Study Questions

1. What are the defining features of at least three major research methods? What are the benefits and disadvantages of these methods?
2. First, what is meant by "sampling"? Second, why is it important to have a random sample?

3. Choose one method of measuring attitudes? Be sure to explain the method you choose.
4. What are some ethical concerns in social psychological research? How can researchers address these concerns?

Progress Evaluation Essay

Evaluate the study described below. What research methods are used? Are ethical concerns addressed adequately? If so, how? Identify any potential problems suggested by the concepts and issues in this lesson. Is this study likely to produce useful results? Is there anything you could change about the study that would make it a better study?

Self-Fulfilling Prophecies and Stereotypes

Stereotypes are sets of expectations about a social group or category of people, often suggesting particular characteristics and behaviors typical of members of that group. Often the expectations are negative ones. For example, a group of people might be regarded as lazy, shiftless, unwilling to work, and not terribly smart. As bad as stereotypes are, what is even worse is that sometimes the expectations for behaviors based on stereotypes lead people to behave in the manner expected. This is a self-fulfilling prophecy—an assumption that, once having been made, leads to the predicted event occurring. For example, all of us form first impressions about people based on visible characteristics such as gender, age, race, and physical attractiveness. In many cases those impressions are biased and negative. However, when we act upon them we may encourage people to behave in the negative way we expect. But how do we separate this self-fulfilling prophecy effect from real differences that might describe a category of people? In an intriguing social psychological experiment, Mark Snyder (1977) creates a study that does just this—permitting us to see how the physical attractiveness of a female can lead men to treat her differently; leading her, in turn, to act in a manner consistent with that stereotype.

Mark Snyder expected that the physical attractiveness of a person influences the perception of them by others and the way others treat them. Specifically, he expected that attractive women would be perceived and treated more favorably by men. To test this, Snyder (1977) had fifty-one male and fifty-one female undergraduate students at the University of Minnesota interact with one another in male-female dyads in which they could not see one another but could talk via telephone. The photographs were not actually of the females with whom they were interacting, but instead were photographs of either a physically attractive or physically unattractive female one of which was randomly assigned to each dyad. This effectively created two groups, one with a woman the man perceived as attractive and the other with a woman the man did not perceive as attractive. At that point, before any interaction took place, each male was asked to provide his first impressions of the female (based on the picture only) on a number of characteristics. Each dyad then engaged in ten-minute unstructured conversation in which the statements by the male and female were recorded on separate channels of an audio tape so that they could be analyzed separately later. Then twelve raters were asked to rate the females on the same personality characteristics by listening to just her side of the taped conversation. Finally, nine raters were asked to rate the males on the same personality characteristics by listening to just his side of the taped conversation. The consistency of the raters with one another in their ratings of the same males or females was assessed and found to be highly reliable. The raters did not know the hypotheses of the study and did not know whether the female had been assigned to the “attractive” or “unattractive” condition.

Snyder found that the men formed their initial stereotypes of the females based on general stereotypes associating physical attractiveness with socially desirable personality characteristics. Females in the “attractive photo” condition were perceived to be more cordial, poised, socially adept, and humorous, while those in the “unattractive photo” condition were perceived to be more awkward, serious, withdrawn, and socially inept. The men also treated the women differently. The judges perceived men in the “attractive photo condition” to be more cordial, sexually warm, bold, outgoing, humorous, sexually permissive, and socially adept than those in the “unattractive photo” condition. Finally, the changed behavior of the men led the women to behave in ways that conformed to the men’s stereotype of them. Women in the “attractive photo” condition (who did not know in which condition they were) were perceived by the judges to be more friendly, likable, and social. In short, those women tended to act in the manner expected by the men.

This study by Snyder dramatically illustrates how our stereotypes of people, even when based on something as flimsy as a first impression from a photograph, can change our behavior towards those people enough that it leads those people to act in ways we expect from our stereotype. If “beautiful” people can be made to act more gracefully because of our perceptions of them, then how are our expectations influencing the behaviors of other people with whom we interact, such as members of minority groups, people on welfare, people from other countries, or people of a different age or gender?

Hint: you should provide definitions and example excerpts from the study for 6 of the following 13 concepts:

- | | | | |
|----------------------|-------------------|----------------------|--------------------|
| confidentiality | control group | control variable | dependent variable |
| experimental group | external validity | extraneous variable | hypothesis |
| independent variable | internal validity | measurement validity | reliability |
| stratified sample | | | |

Chapter 3

Study Questions

1. What is socialization?
2. Explain the four perspectives on socialization.
3. Describe the primary agents of socialization. Are there others?
4. What is the difference between extrinsic and intrinsic motivation?
5. Identify and describe the two types of norms.
6. What is the difference between anticipatory socialization and role acquisition?

7. How are selves and identities different?

8. What is self-efficacy?

Progress Evaluation Essay

Read the following hypothetical personals advertisement posted on a personals web site. (Note, this advertisement has been changed in some places to disguise the real identity of the person.) As you read through this advertisement, identify sections that illustrate important concepts from this lesson. Some of those may be related to socialization, types of socialization, agents of socialization, etc. Others may be related to self and identity. Identify at least 8 concepts from the lesson illustrated in this advertisement. Define those 8 concepts in your own words and be sure to spell out what part of the advertisement suggests each concept. Identify at least three of the person's social identities and at least one role identity.

Desperately Seeking Susan

Age: 25; Columbia, MO
Active during the last 3 days

About Me

First Name:Shawn
Gender:Man seeking a Woman
Marital Status:Single - never married
Body Type:Slender
Height:6' 0"
Eyes:Brown
Hair:Dark Brown
Ethnicity:Caucasian (white)
Sense of Humor:Friendly, Dry / Sarcastic
Social Setting:Side kick, Better in small groups
TV Watching:Documentaries, MTV
Smoking:Doesn't smoke
Drinking:Doesn't drink
Living Situation:Alone, With parents
Have Kids:No
Want (more) kids:I'll tell you later
Education:Some College
Employment Status:Part-time
Occupation:I'll tell you later
Income:Less than \$24,999
Religion:Christian / Catholic
Attend Services:Only on holidays
Political Views:I'll tell you later
Astrology:Aries
Languages:English

Interests: Movies, Listening to Music, Reading, Watching Sports, Computers / Internet, Health/Fitness

In my own words

Initiating conversation is my weak point. I have become more and more shy and quiet, therefore I'm not the life of the party. Lately I have not had a social life.

I am seeking out someone who I can feel comfortable around and who will break me out of my shell.

I think I'm pretty good looking. Lots of people have told me I am, and who am I to argue with that? When I look at other guys at work and school I think I'm definitely in the top third on the "looks" scale. My good looks have made it fairly easy to get dates with women. But it just hasn't worked out with any of them yet. So far they have all had issues or don't seem to know how to have a relationship.

Movies: not blockbusters, I like foreign, Indies, sci-fi, movies that make you think

Music: Foo Fighters, Pink Floyd, New Found Glory-like bands (not MTV hits or top 40)

Books: Oryx and Crake, Dune, Brave New World, Discovery and Scientific American Magazine

Guilty Pleasures: Grey's Anatomy, 1st-Person-Shooters online, Keira Knightley

Biggest Regrets: not playing HS soccer, being 25 without graduating college.

Life Experiences: HS grad in 2000. I have lived in a dorm and on my own and with roommates. Never went to HS prom. No drugs or alcohol in a few years. I've worked at grocery store full/part time for last 4 years. Also, I have a cat who acts like a dog.

Life Plan(not set in stone): I am finally going to get my 2-year-degree in December and right now my goal is to become an RN or higher working in the medical field. I've always enjoyed working with people and helping them. I'm good at it. I don't even mind the occasional blood and gore. I know if I was a patient I'd appreciate having nurses and doctors who like their work. I have to admit the relatively good pay compared to lots of other jobs helps too. I guess my mother influenced me here because she is a nurse and I have always looked up to her. I saw how much she enjoyed the work and thought I should try it too.

I am currently not the kind of guy who goes to clubs and bars. We all know it's not good to sleep around too much and I'm not that kind of guy. I am now hoping that I can connect with someone who can show me some of the things I feel I have missed out on.

Hint: you should provide definitions and example excerpts from the personal ad for 8 of the following 17 concepts:

agent of socialization	anticipatory socialization	extrinsically motivated	generalized other
internalization	intrinsically motivated	observational learning (or modeling)	positive feedback from others

rites of passage

role acquisition

role taking

self-differentiation

self-efficacy

self-esteem

self-serving bias

significant others

social comparison

Chapter 4

Study Questions

1. What is a schema?
2. Identify and describe two types of schema, and give an example of each.
3. Differentiate between the three methods of information integration.
4. What is a heuristic and what are the types of heuristics?
5. What is the fundamental attribution error?

Progress Evaluation Essay

Read the following two descriptions of a meeting between a college student and an advisor. Use concepts from this lesson to try to understand the attributions the student makes to the professor and the attributions the professor makes to the student. Be sure to define those concepts and identify what part of the examples illustrate them. Notice that in one case the student and advisor seem to do things right while in the other case they do not. What strategies did the student or instructor in the second example use to make the interaction turn out more favorably?

MEETING THE ADVISOR

Dr. Smith Advises Jessica

All students are required to meet their advisor before registering for the next semester's classes. Jessica waited patiently in the line of students outside her advisor's door until it was her turn. Upon entering the room she was disappointed to hear him say he was running late with his student meetings and would have to get done in 10 minutes and there was only time for last minute checks of her schedule. She had hoped to discuss her career plans and get advice on courses to include on her area of concentration. She tried to disguise her disappointment and anger because her advisor cared too little for his students to allow enough time to meet every student for the time they needed. Her anger was evident as she began searching through her materials for her list of desired courses.

The advisor noticed her anger and thought it was inappropriate. After all, it wasn't his fault all of the students arrived near the end of the semester and rarely came to his office hours most of the semester. Many students had successfully completed their degrees due in large part to his good

advice. He was a good advisor and prided himself on it. It was hard enough to work with so many students without having students with a chip on their shoulder like this one. As she continued to look through her papers he thought no wonder he was running behind when students come in ill-prepared. This student appeared both rude and incompetent.

Dr. Jones Advises Jonathan

All students are required to meet their advisor before registering for the next semester's classes. Jonathan waited patiently in the line of students outside his advisor's door until it was his turn. Upon entering the room he was disappointed to hear Dr. Jones say she was running late with his student meetings and would have to get done in 10 minutes and there was only time for last minute checks of her schedule. Dr. Jones said she was genuinely sorry, but far more students were showing up than usual that day and she couldn't turn others away. She said she takes pride in being a good advisor and hoped he could come back soon to discuss his long-term plans. Jonathan had hoped to discuss his career plans and get advice on courses to include on his area of concentration. Though disappointed, he tried to hide it because at least she seemed to care for the students and it wasn't really her fault that so many students showed up at the same time. He began searching through his materials for his list of desired courses.

Dr. Jones was impressed with Jonathan's maturity as he took the disappointment well and tried to get on with setting his schedule for this semester. She didn't blame Jonathan for taking a bit of time to get the right papers since he had apparently intended to talk about his future plans first and had been thrown for a loop by the change in plans. She didn't remember this student, but thought she remembered he had good grades given his maturity.

Hint: you should provide definitions and example excerpts from the story for 6 of the following 12 concepts:

actor-observer difference	dispositional attribution	event schema (or scripts)	focus of attention bias
fundamental attribution error	halo effect	implicit personality theory	person schema
reconstructive memory	self schema	self-serving bias	situational attribution

Chapter 5

Study Questions

1. What is an attitude?
2. Define cognitive consistency.
3. What is the difference between sentiment relations and unit relations?

4. Explain the theory of cognitive dissonance.
5. What is a situational constraint? Give an example.
6. Explain the reasoned action model. Be sure to define the subjective norm.

Progress Evaluation Essay

As we are writing this, the 2006 U.S. mid-term elections have just ended. As usual, there are lots of disagreements about the significance of the results. But one area where there is a lot of agreement is that there were a lot of attack advertisements designed to sway voters. Generally these ads try to make a connection between an opposition candidate and some negative event or person or position. This is not a new tactic. In 2004 for example, there was a widely circulated picture appearing to show John Kerry beside Jane Fonda at an anti-war rally from the Vietnam War era.

Part I.

Below is a newspaper report describing one such attack ad.

Grunwald, Michael. "The Year Of Playing Dirtier: Negative Ads Get Positively Surreal," Washington Post, Friday, October 27, 2006; A01.

Rep. Ron Kind pays for sex!

Well, that's what the Republican challenger for his Wisconsin congressional seat, Paul R. Nelson, claims in new ads, the ones with "XXX" stamped across Kind's face.

It turns out that Kind -- along with more than 200 of his fellow hedonists in the House -- opposed an unsuccessful effort to stop the National Institutes of Health from pursuing peer-reviewed sex studies. According to Nelson's ads, the Democrat also wants to "let illegal aliens burn the American flag" and "allow convicted child molesters to enter this country."

To Nelson, that doesn't even qualify as negative campaigning.

"Negative campaigning is vicious personal attacks," he said in an interview. "This isn't personal at all."

How would Balance Theory help us understand this attack advertisement? Identify the concepts from Balance Theory that apply. Describe what the attack advertisement attempts to do in terms of those concepts.

Part II.

Some advertisements try to make salient particular aspects of a position or issue that voters are likely to find negative and mention them in conjunction with the opposition candidate.

Advertisements against stem-cell research stressed danger to women selling their eggs for stem-cell research, argued that it made human cloning protected by the Missouri Constitution,

and argued that stem-cell research was immoral because it destroyed human life. Advertisements in favor of stem-cell research stressed potential cures for common diseases like diabetes, treatment of burns, Parkinson's disease, paralysis, and so on.

How could the Reasoned Action Model be used to understand these competing advertisements? The advertisements talk about the same ballot issue but highlight different potential consequences of that amendment being passed. Use the concepts related to this model to analyze what these two different interest groups are trying to accomplish. Be sure to define the concepts and identify which parts of the text are related to the concepts? How are each of these interest groups trying to lead to different behavioral intentions and ultimately different votes?

Chapter 6

Study Questions

1. Describe three classic studies of conformity or obedience and distinguish the types of behavior they examine.
2. Identify 5 factors that influence conformity in groups.
3. What are four common strategies for gaining compliance?
4. What is the difference between informational social influence and normative social influence? How do they relate to private acceptance and public obedience? How do the two forms of influence differ in the factors that cause that type of social influence to increase or decrease?
5. Steve was looking for a new computer and saw an advertisement for just what he wanted at a great price in a local store. However, when he arrived there he was told they were all sold out of that model, but he could purchase a slightly inferior model from another manufacturer for an extra \$50. What strategy for gaining compliance does this illustrate? Compare and contrast that strategy with at least two other strategies for gaining compliance.
6. Define and contrast the concepts of conformity, compliance, and obedience.
7. Describe the three situations that can increase the occurrence of informational social influence.

Progress Evaluation Essay

In this assignment, you will use your knowledge of obedience and authority to interpret the experiences of Juan in a typical day. While reading about Juan's day, look for the portions of the story that illustrate concepts related to obedience and conformity. You should be able to identify at least five concepts related to obedience and conformity illustrated in the text. For each concept you detect in the story, paraphrase or quote the part of the story that you believe reflects that concept.

A DAY IN THE LIFE OF JUAN

Juan overslept that morning before his social psychology class, barely waking up in time to throw on a pair of designer jeans and tight-fitting t-shirt he and his friends are fond of wearing before rushing off to class. He walked into the back of the auditorium and tried to take his seat quietly in hopes of escaping the instructor's attention. Just as he sat down, the TA came over and in whispered tones instructed him to show his ID so he could be marked late. "Why couldn't he just let it go, he thought?" as he showed the TA his ID. Just as he got his ID back he heard the instructor say "That assignment is due next time." As the professor went on with the day's lecture, Juan looked over at the person sitting next to him and was happy to see it was Phillip. He didn't particularly like Phillip, but knew him from a previous class where, thank heavens, Phillip usually showed up early and took great notes. Juan had been able to borrow Phillip's notes regularly and aced the class even though he rarely attended.

As the class ended and people began packing up their books and filing out, Juan turned to Phillip and said, "So, Phillip, can I count on you to take notes for me again this semester?" Phillip frowned and said, "No, Juan. I'm not doing that again. It's too much trouble to lend them to you and you failed to return them several times last semester. "Well, can I at least borrow today's notes to see the assignment?" said Juan. "OK, but this is the last time," said Phillip.

Juan glanced quickly at the assignment and almost didn't believe Phillip's notes when he read the assignment was to violate a norm. Why would the instructor want us to do that, he thought? But eventually, he was convinced and decided he would have to do it. Juan thought it was a lame idea but he resolved to do it in order to get the points he so desperately needed to keep his grade up.

Just as Juan was heading out the door of the class on his way to his next class he ran into Amy and Holly, two friends he often spends time with. "We're skipping the rest of the day and getting a head start on partying. Join us," said Amy. "What the heck, I might as well," said Juan, and the three headed toward Amy's apartment. Just as they got outside the class building, Amy turned to Juan and said "First we have to go buy the snacks and drinks. Holly and I will pop in this store and get snacks. Since you're the only one of us who is 21, so can you go by the liquor store and pick up the wine?" "Uh, I guess so," said Juan, as he began wondering whether he'd have enough money after this to survive until his next payday.

Hint: you should provide definitions and example excerpts from the story for 5 of the following 11 concepts:

compliance

conformity

door-in-the-face
technique

foot-in-the-door
technique

informational

legitimate power

norm

normative influence

influence

obedience to authority private beliefs social influence

Chapter 7

Study Questions

1. What is social influence?
2. What is the difference between the source and the target?
3. According to the elaboration likelihood model, what are the two routes through which messages change attitudes? Explain the defining features of the two routes.
4. Identify the components of the communication-persuasion paradigm. How does each affect persuasion?
5. What is the difference between a threat and a promise? How does each influence compliance?

Progress Evaluation Essay

Consider the following example attempt at persuading someone. What does the Elaboration Likelihood model have to say about this example? What elements from the communication-persuasion paradigm are reflected in this example? Identify the kinds of persuasion strategies used by Jeff. What factors make him more likely to succeed at persuading Marla? What factors make that less likely? Use the sociological concepts, perspectives, and findings from the chapter that support your judgment.

Jeff has his eye on this flat-screen plasma HDTV that he really wants to get before the playoffs. Unfortunately, Jeff's wife, Marla, has other plans for their meager joint savings. Jeff has tried to persuade Marla they should buy this TV in the past without much luck. Marla has actually thought carefully about the purchase herself, researched the issues, and each time she has argued the prices were coming down and the technology was still too new and they should wait. However, today he has struck pay-dirt. The latest issue of Consumer Reports has just arrived and in it they have an article rating various HDTVs. The article points out the pros and cons of HDTVs but finally argues now is a good time to buy them and gives the HDTV that Jeff wants to buy a very favorable ranking. Marla is a big believer in Consumer Reports so Jeff asks Marla to read the article and discuss the TV yet one more time. Marla still is reluctant, so Jeff is getting a bit irritated then tries to "sweeten the pot" by reminding Marla that having the TV will make it more likely Jeff will spend more time at home with her since his friends will probably want to come to his house and watch the big games on the new TV. At this point, Marla storms out of the room muttering something about Jeff's crude football buddies and the last thing she wants to do is spend her time waiting on them.

Chapter 8

Study Questions

1. What are the four theories attempting to explain aggression that were outlined in the text?
2. Identify and describe some of the ways aggression may be increased by exposure to media violence? What do results of empirical studies say about this relationship?
3. Which form of aggression is most likely to occur:
 4. a white assailant with a black victim,
 5. a black assailant with a white victim, or
 6. a white assailant with a white victim?
7. What situational factors contribute to the occurrence of aggression?

Progress Evaluation Essay

Use the information about aggression from this chapter to evaluate your own life. Identify factors that may make you more or less likely to be a victim and to influence how you respond to being victimized. What are some situational factors that might encourage the occurrence of aggression that you may try to avoid? What strategies might you employ to reduce the likelihood of aggression?

Chapter 9

Study Questions

1. What is self-presentation and what are some of the varieties of self-presentation?
2. What are some commonly used strategies for impression management?
3. How can we detect deceptive efforts at impression management? Be sure to define all your terms.
4. What happens when impression management goes wrong? What is a spoiled identity and its likely consequences?

Progress Evaluation Essay

Apply concepts from this lesson to identify strategies you might use in an important job interview. Be able to define those strategies, give examples in the job interview context, and distinguish them from one another.

Hint: you should provide definitions and make up examples for 5 of the following 17 concepts:

account	aligning actions	altercasting	authentic self-presentation
disclaimer	frontstage	ideal self-presentation	ingratiation
managing appearances	opinion conformity	other enhancement	selective self-presentation
self-disclosure	self-presentation	supplication	tactical impression management
tactical self-presentation			

Chapter 10

Study Questions

1. What are some of the ways someone can encourage the development of a relationship with someone else?
2. What things might be expected when a relationship breaks up? In other words, what factors might lead to a break up?
3. What makes one person more attractive or desirable than another?

Progress Evaluation Essay

Analyze the following example relationship and point out key concepts and perspectives from social psychology that are illustrated in that text. Make sure to point out which excerpts from the passage illustrate those concepts. Use those to assess how likely you believe the relationship is to lead to a long-term successful relationship.

Curtis first noticed Brenda when they sat together in the same social psychology class. Curtis broke the ice with a joke about helping her with the night's topic, relationships. She laughed so hard they got glares from the instructor. After class they ended up on their first date, walking to a nearby Starbucks where Curtis bought them overpriced coffee while they laughed about getting in trouble in class. He walked her back to her dorm that night and gave her a discrete kiss as they

said goodnight. Over the semester they sat by one another several times in discussion group and eventually became friends.

Curtis is from a small rural town in mid-Missouri and Brenda is from a medium-sized city in Tennessee. They both are journalism majors and often talk about the other courses they have both had. They are both 19, white, non-Hispanic, and rarely go to church. Curtis's parents are very liberal. Brenda's parents, on the other hand, are very conservative and whenever she visits home, they insist she go to church with them on Sunday morning.

Both Curtis and Brenda are very attractive and, truth be told, they were first drawn to one another by that attractiveness. They both were seeing someone else when they first met, but as they became more attracted to one another, those other relationships faded. They each saw the other as more attractive than people they had been dating in the past and more attractive than the person they were currently dating). Well, to be precise, Curtis had recently fallen badly for another woman, but she was already in a relationship and he had just given that up when he met Brenda.

Brenda was drawn to Curtis because of his boisterous personality, good looks, and charm but was wary of him because he had just moved back to their college town from a large city where he had briefly tried cocaine.. The same night Curtis mentioned his battle with cocaine, Brenda shared her own tribulations with binging and purging to control her weight. They ended that night regaling each other with stories of how they lost their respective virginities (beyond the scope of this chapter), and they both went to bed that night (separately) thinking "this relationship could be the one." They found they both liked to dance and hang out in college bars near campus. Their friends liked each other, and even their parents were positive despite the liberal-conservative thing. They just tried not to talk about politics much around the parents, and the little cocaine episode somehow never came up in discussions with Brenda's parents.

As the relationship deepened, Bren and Curt (their names for each other by this point) began spending more and more time together as a couple, often snuggled down on the sofa in her apartment watching a rented DVD, and spent less time hanging with their friends at the bars. She would help him with his homework, and he would work on her increasingly mobility-challenged 8-year old compact car handed down from her mother. Well, they weren't "just" snuggling on the sofa. They fell madly for each other and would spend long hours in bed. . . well you get the picture. In another few months they had ditched their former roommates and moved in together in their own apartment.

Hint: you should provide example excerpts from the story for 5 of the following 19 concepts:

access display	comparison level	comparison level for alternatives	costs
dyadic withdrawal	functional distance (or proximity)	initiate the interaction	interdependence
matching hypothesis	mere exposure effect	norm of homogamy	opening line
passionate love	propinquity (or familiarity)	rewards	routine activities

script (or event
schema)

self-disclosure

shared activities

Chapter 11

Study Questions

1. Why do we help others? What are our likely motives?
2. What role do norms play in pro-social behavior?
3. What is the bystander effect and how is helping affected by the number of bystanders?
4. What factors influence helping?

Progress Evaluation Essay

Below are described two different cases in which someone needs help, Case A and Case B. In which case do you think people are more likely to offer help? What factors make help more likely in that case and less likely in the other case? In each case, which of the people described do you think are more likely to offer help? Why do you think that? In the case where you believe help is less likely, what could the person needing help do to increase their chances of achieving help? Be sure and define any concepts you use from the lesson, and indicate what part of the text reflects that concept.

CLASS NOTES

Imagine you are taking a course like this only it is on-campus with lectures and you know that in the middle of the semester you have to be gone for 2 weeks as part of your job. You will need help from someone in the class during that time. Most likely you will at least need copies of their notes from lectures. You may also need them to help explain some of the material.

The first day of class, as students are introducing themselves Jesse announces to the class of 50 students that he needs notes and help studying the material he will have to miss when he misses the next two weeks due to a vacation trip. There was an awkward silence; then people continued around the room introducing themselves. Jesse was disappointed and didn't know how he would get help.

Geoff also had to miss some days of class. However, he waited to ask for help until a few weeks into the semester. He was talking alone during a class break to Mark, a friend he had made. They often talked and sat near one another, they both were from the same high school, and they were both business majors. Just the week before, the teacher had asked Mark a tough question in class and Mark was clearly getting embarrassed because he didn't know the answer. Geoff spoke up answering the question and diverting attention to himself. Tonight, as they chatted during break, Geoff told Mark about his job requiring that he be gone the next two weeks and asked if he could borrow Mark's class notes when he returned. He went on for a few minutes about how he tried to

get out of it but they insisted at work and he didn't know what he would do. Mark said "Sure, I'm happy to help."

What are some of the differences between Jesse's and Geoff's requests for help? What factors from this lesson help predict whether they will receive help?

Hint: you should provide definitions and example excerpts from the story for 5 of the following 8 concepts:

acquaintanceship	altruism	bystander effect	bystander intervention
deservingness	liking	norm of reciprocity	similarity

Chapter 12

Study Questions

1. What is a group and what are some common types of groups?
2. Do groups cause us to do things we would not do alone? To become more risky, or more extreme?

Progress Evaluation Essay

Apply the concepts and perspectives from this lesson to compare two different work groups and assess how successful they might be at solving two very different kinds of problems. What kind of groups are these? What characteristics of each group make it more or less likely to succeed than the other group at each problem? Is the performance of the two groups on each problem likely to be improved or made worse by increasing their size? Which members of the groups are more likely to be influenced by the others? Are the leaders of the group the people you would have expected from this lesson? What factors might account for the different amounts of effort being put into the groups by different people? Evaluate the wisdom of the manager who created these two groups. Did they design the groups well given what we know about group behavior from this lesson?

Hint: you should provide definitions and come up with examples for 10 of the following 22 concepts:

co-optation	coalition	conjunctive task	diffuse status characteristics
disjunctive task	goal isomorphism	group cohesion	group goal effect
group size	leadership	relationship-oriented leadership	revolutionary coalition

role differentiation

social facilitation

social loafing

social-emotional
specialist

specific status
characteristics

status generalization

task interdependence

task specialist

task-oriented
leadership