**Reading Outline for Plotnik’s Introduction to Psychology, 4th Edition**

**Module 25 “Social Psychology”**

Introduction

 **Social psychology** –

 **Social cognition** –

A. Perceiving Others

 **Person perception** –

 *How do we form first impressions?*

 1.

 2.

 3.

 4.

 **Physical Appearance**

*What makes a face attractive?*

 *Does an attractive face help?*

**Stereotypes**

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Development and Kinds of Stereotypes

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 **Prejudice –**

 **Discrimination –**

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Functions and Stereotypes

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 *Two major functions:*

 1. Source of information =

 2. Thought-saving device –

 **Schemas**

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Kinds of Schemas

 **Person schemas –**

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 **Role schemas –**

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 **Event schemas –**

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 **Self schemas –**

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Advantages and Disadvantages of Schemas

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 ***Advantages –***

 ***Disadvantages –***

**B. Attributions**

 **-**

 *Internal versus External Attributions*

 **Internal attributions –**

 **External attributions –**

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*Kelly’s Model of Covariation*

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* Three factors involved:

 **Consensus –**

 **Consistency –**

 **Distinctiveness –**

 **Biases and Errors in Attribution**

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 **-**

 **Cognitive miser model –**

*Fundamental Attribution Error*

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*Actor-Observer Bias*

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*Self-Serving Bias*

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**C. Research Focus: Attributions & Grades**

 ***Question: Can Changing Students’ Attributions Change Their Grades?***

**1. Kinds of Attributions**

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 **2. Method: Changing Attributions**

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 **3. Results and Discussion**

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 **4. Conclusions**

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**D. Attitudes**

 **Definition of Attitudes**

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**-** Many definitions, but all share these features:

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 **Functions of Attitudes**

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 **1. Predispose:**

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 **2. Interpret:**

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 **3. Evaluate:**

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 **Attitude Change**

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*Cognitive Dissonance*

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*Self-Perception Theory*

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 **Persuasion**

 *Two Routes to Persuasion*

 **Central Route –**

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 **Peripheral Route –**

 **-**

*Elements of Persuasion*

 **Source-**

 **Message-**

 **Audience-**

**E. Social & Group Influences**

 **Conformity**

 **-**

 ***Asch’s Experiment***

 **-**

 ***Procedure***

 **-**

 **-**

 ***Results***

 **-**

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 **Compliance**

 **-**

 **-**

 **Foot-in-the-door technique –**

 **Obedience**

 **-**

 ***Milgram’s Experiment***

 ***Would you punish a learner for making errors?***

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 ***What would you do if the subject stopped answering?***

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 **Milgram’s Results**

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 ***Why People Obey***

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 ***Were Milgram’s Experiments Ethical?***

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 **-**

 **Debriefing -**

 **=**

 **Helping: Prosocial Behavior**

 **-**

 **Altruism –**

 **-**

 **Why People Help**

 **-** Three different motivations:

 **Empathy –**

 **Personal distress –**

 **Norms** and **values –**

 ***Decision Stage Model***

 **-**

 **-**

 ***Arousal-Cost-Reward Model***

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 **Group Dynamics and Membership**

 **Groups –**

 **Group cohesion –**

 **Group norms –**

 ***Why Do We Form Groups?***

 **-**

 ***Motivational reasons***

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 ***Cognitive reasons***

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 **Behavior in Crowds**

 ***Social Facilitation and Inhibition***

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 ***Deindividuation in Crowds***

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 ***The Bystander Effect***

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 **Group Decisions**

 ***Group Polarization***

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 ***Groupthink***

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**F. Aggression**

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 **Aggressive behavior –**

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 **Model of aggressive behavior –**

 **1.**

 **2.**

 **3.**

 **4.**

 ***Biological Factors***

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 ***Social Learning Factors***

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 ***Environmental Factors***

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 **Frustration-aggression hypothesis –**

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 **Modified frustration-aggression hypothesis –**

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 **Sexual Aggression**

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 ***Kinds of Rapists***

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 ***Rape Myths***

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**G. Cultural Diversity: National Attitudes**

 ***What happens when we must like what we hated?***

**1. Attitudes and Behavior**

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 **2. Persuasion**

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 **3. Attitude Change**

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 **4. Prejudice and Discrimination**

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**H. Application: Controlling Aggression**

 **Controlling Aggression in Children**

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 ***Cognitive-Behavioral Deficits***

 **1.**

 **2.**

 **3.**

 **4.**

 ***Program To Control Aggression***

 **1.**

 **2.**

 **3.**

 **4.**

 **Controlling Aggression in Adults**

 ***Catharsis***

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 ***Cognitive-Behavioral Program***

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 **Controlling Sexual Aggression**

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