**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 –**

**-**

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 –**

**-**

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*

**-**

* Three factors involved:

**Consensus –**

**Consistency –**

**Distinctiveness –**

**Biases and Errors in Attribution**

**-**

**-**

**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**

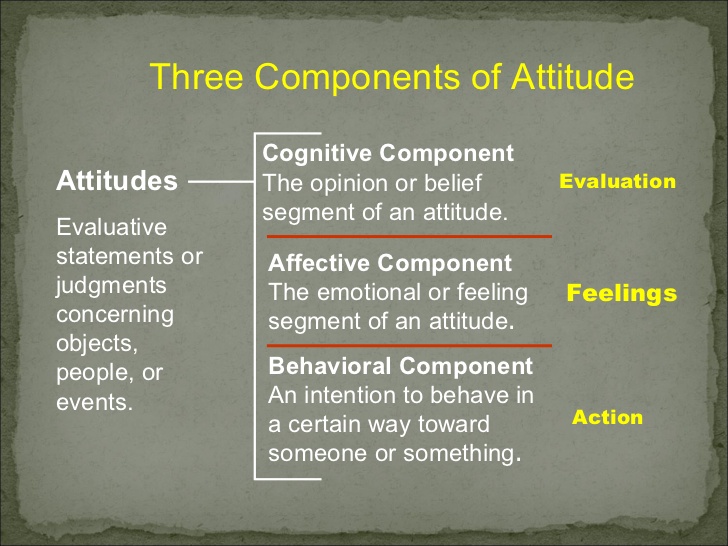
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**D. Attitudes**

**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**

**-**

*Cognitive Dissonance*

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*Self-Perception Theory*

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**Persuasion**

*Two Routes to Persuasion*

**Central Route –**

**-**

**Peripheral Route –**

**-**

*Elements of Persuasion*

**Source-**

**Message-**

**Audience-**

**E. Social & Group Influences**

**Conformity**

**-**

***Asch’s Experiment***

**-**

***Procedure***

**-**

**-**

***Results***

**-**

**-**

**Compliance**

**-**

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**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 -**

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**Helping: Prosocial Behavior**

**-**

**Altruism –**

**-**

**Why People Help**

**-** Three different motivations:

**Empathy –**

**Personal distress –**

**Norms** and **values –**

***Decision Stage Model***

**-**

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***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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**=**

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***Cognitive-Behavioral Program***

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**Controlling Sexual Aggression**

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