I. TERMS AND CONCEPTS: You should be able to define, and identify examples of the following terms and concepts:
- attribution
- internal attributions
- external attributions
- over-justification effect
- actors and observers
- principle of non-common effects
- emotion
- ecological validity
- post identification feedback effect
- fundamental attribution error
- actor observer effect
- self-serving attribution bias
- self-enhancing bias
- self-protective bias
- ultimate attribution error
- false consensus effect
- bottom up processing
- top down processing
- schemas
- prototypes
- exemplars
- primacy effect
- recency effect
- social cognition
- cognitive miser
- spontaneous thought
- deliberative thought
- hedonic relevance
- personalism
- discounting principle
- augmenting principle

II. THEORIES AND MODELS: You should be familiar with the basic ideas of the following theories and models discussed in class.
- Heider's Theory of Naive Psychology
- Correspondent Inference Theory
- Covariation Model (distinctiveness, consistency, consensus)
- Theory of Emotional Lability
- Self-Perception Theory
- Cognitive Dissonance Theory
- Weiner’s attribution model
III. RESEARCH STUDIES: You should be sufficiently familiar with the following studies to know the study’s purpose, findings, what theory or process it examined and whether or not it supported the prediction under investigation. You will NOT be asked to recall the names of authors or years in which a study was performed.

- Littering Study & Math Ability Study -- Miller, Brickman & Bolen (1975) - study 1 and 2
- Magic Marker Study -- Lepper, Greene & Nisbett (1975)
- Castro Study -- Jones & Harris (1967)
- Seizure Victim Study -- Nisbett & Borgida (1975)
- Pill Study -- Zanna & Cooper (1974)
- Post Identification Feedback Study -- Wells & Bradfield (1999)
- Quiz Game Study -- Ross et al. (1977)
- Depression Study -- Lewinson et. al. (1980)
- Sign Study -- Ross, Greene & House (1977)
- Warm-Cold Study -- Asch (1946)
- Racial Bias Study -- Sagar & Schofield (1980)
- Asian Priming Study -- Gilbert & Hixon (1991)
- Feedback Study -- Fein & Spencer (1997)
- Rosch's work on typicality
- Racoon Study -- Kiel (1989)

IV. MISCELLANEOUS ISSUES: You should be familiar with, and understand, the following ideas/questions

- What are the three cognitive processes involved in social cognition?
- Reasons that people generate attributions
- Heider's five levels of responsibility
- Controversy between self-perception theory and cognitive dissonance theory
- How people reduce cognitive dissonance (change, add or alter importance of attitude)
- What evidence suggests that the fundamental attribution error isn't universal
- Why do people fall prey to the fundamental attribution error
- Causes of self-serving biases
- Assumptions of the motivational explanation for the self-serving bias
- Reasons for the false consensus effect (motivational, cognitive)
- Individual differences in attributional biases ( locus of control)
- Implications of the self-serving bias for people with internal and external locus of controls
- Cross-cultural perspectives on bias/error
- Functions of schemas
- What activates schemas
- How schemas are structured (classical view, probabilistic view)
- Assumptions and limitations of the classical view
- Assumptions of the probabilistic view
- How the probabilistic view accounts for the limitations of the classical view
- Prototype model of schemas
- Exemplar model of schemas
- Probabilistic view of schemas and the DSM
- Criticisms of the probabilistic view of schemas