I. TERMS AND CONCEPTS: You should be able to define, and identify examples of the following terms and concepts:

- schema types: person, self, role, event
- schematic vs. aschematic
- achieved roles
- ascribed roles
- links and nodes
- spreading activation
- excitatory links and inhibitory links
- positive links and negative links
- cognitive miser
- the four points along the continuum on the Continuum Model of Impression Formation
- moderator
- Circadian cycles of arousal (morning types and evening types)
- self-guides (possible selves): actual, ought, ideal
- promotional goals
- preventative goals
- a close other (part of the self-evaluation maintenance model)
- role model
- self-regulation
- interdependent versus independent self-view (from film shown in class)
- self-verification v.s self-enhancement vs. accuracy motives
- heuristic
- stages (components) of social inference
- representative heuristic
- base rate fallacy
- dilution effect
- stereotypes
- stereotypes as base rates
- diagnostic case information
- non-diagnostic case information
- clearly irrelevant case information
- pseudo-irrelevant case information
- sample size heuristic
- regression (also called regression to the mean) heuristic
- conjunction fallacy
- illusory correlation
- confirmation bias
- availability heuristic
- anchoring and adjustment heuristic
- cultural stereotypes
- personal (individual) stereotypes
- consensual stereotypes
- assumptions of stereotypes: (e.g., inaccurate, resistant to change)
- formal definition of stereotypes (Ashmore & Del Boca, 1981)
• stereotype assessment measures: adjective checklists, rating scales, free responses, diagnostic ratio
• stereotype content and stereotype strength
• motivated tactician
• primitive (basic) categories
• kernel of truth idea
• stereotypes and attitude components
• objectification

II. THEORIES AND MODELS: You should be familiar with the basic ideas of the following theories and models discussed in class.
• Associative Network Models
• Parallel Constraint Satisfaction Models
• Continuum Model of Impression Formation
• Self-Discrepancy Theory
• Self-Evaluation Maintenance Model
• Self-Enhancement Theory
• Self-Consistency Theory (also referred to as Self-Verification Theory)

III. RESEARCH STUDIES: You should be sufficiently familiar with the following studies to know the study's purpose, findings, and 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. In all exam items dealing with a study, enough information will be given to identify which study I am referring to without having to know who performed the study. Thus, don't spend time memorizing the author names or years.
• Self-Schema Study -- Markus (1977)
• Circadian Cycles Study -- Bodenhausen (1990)
• Self-Discrepancy Study 1 -- Higgins, Bond, Klein, & Strauman (1986)
• Self-Discrepancy Study 2 -- Higgins, Shah, & Friedman (1997)
• Discrepancy & Memory Study -- Higgins & Tykocinski (1992)
• Friend Study -- Tesser & Cornell (1991)
• Role Model Study -- Lockwood & Kunda (1989)
• Assertiveness Study -- Locksley et al., (1980)
• Shock Study -- Nisbett, Zukier, & Lemley (1981)
• Bill H. Study -- Hilton & Fein (1989)
• Base Rate Study -- Kahneman & Tversky (1973)
• Bank Teller Study -- Kahneman & Tversky (1983)
• Arthritis Study -- Redelmeier & Tversky (1996)
• Armenian Study -- La Pierre (1936)
• Gender Stereotypes – Swim (1994)
• Princeton Trilogy Study 1 -- Katz & Braly (1933)
• Princeton Trilogy Replication Studies 1, 2, & 3 -- Madon et al (2001)

IV. OTHER ISSUES: You should be familiar with, and understand, the following ideas/questions
• Activation of nodes in associative network models
• How associative network models break down, and how parallel constraint satisfaction models correct for the problem
• Difference between associative network models and parallel constraint satisfaction model (related to above item)
• Dominant view as to why people use schemas (conserve resources - cognitive miser idea)
• Assumptions of the Continuum Model of Impression Formation
• What is a moderator?
• Examples of moderators and how they affect schema use (e.g., circadian cycles of arousal, attention)
• Three components of the self
• Functions of the self
• The emotions elicited by different kinds of self-discrepancies (e.g., self-ideal discrepancy)
• Why accessibility of a self-discrepancy is important?
• Ways to reduce threat to one's self-worth (i.e., reduce closeness to other, reduce self-relevance of domain, minimize others' performance, undermine others' future performance)
• Limitation of the Self-Evaluation Model
• Importance of "attainability" for self-evaluation (see Lockwood & Kunda, 1989)
• Function of self-enhancement motives
• Ways to self-enhance
• Functions of self-consistency motives
• When do people self-enhance versus self-verify?
• What kind of self-view should researchers focus on if they want to see whether self-enhancement theory vs. self-consistency (self-verification theory) are correct?
• When are people guided by accuracy motives?
• What was radical about Kahneman & Tversky's idea regarding Heuristics?
• What was the discrepancy between the Assertiveness Study (Locksley et. al., 1980) and the Shock Study (Nisbett et. al., 1981)?
• How did the Bill H. Study (Hilton & Fein, 1989) reconcile the Locksley-Nisbett discrepancy?
• When do people use base rates and when don't they?
• How does regression to the mean relate to the flight instructions in Israel?
• What does an observed score consist of (i.e., true ability + chance)?
• What leads to illusory correlations (i.e., biased sample, confirmation biases)?
• When will the availability heuristic lead to correct reasoning, and when won't it?
• How did the Princeton Trilogy Study 1 (Katz & Braly, 1933) measure the content of stereotypes?
• What do low and high distinctiveness scores in Katz & Braly's (1933) study reflect?
• What are the benefits and drawbacks of the three stereotype assessment measures?
• Which stereotype assessment measures can and cannot assess a stereotype's strength?
• What do diagnostic ratios close to one, substantially lower than 1, and substantially higher than 1 tell you?
• How have stereotypes been stereotyped?
• What is/are the limitations of the Princeton Trilogy Studies 2 and 3 (i.e., Gilbert 1951 & Karlins et al., 1969)?
• Timeline of beliefs regarding people's use of statistical decision rules versus heuristics (i.e., up to the 1960s, around 1960, after 1960)
• Group level explanations for stereotyping and prejudice.