Lecture Material

1. Films: You are responsible for information presented in the films shown during class. Students who attend to the films usually have no difficulty answering items based on the film material. You are not responsible for any of the film clips shown before class – these are just for fun!

2. Definitions:
   - social influence
   - conformity
   - social norms
   - acceptance
   - compliance
   - obedience
   - informational social influence
   - normative social influence
   - principle of scarcity
   - principle of authority
   - principle of reciprocity
   - repayment
   - concessions
   - door-in-the-face technique
   - that's-not-all technique
   - principle of commitment and consistency
   - foot-in-the-door technique
   - low-ball technique
   - principle of social proof
   - Werther effect
   - principle of liking
   - halo effect
   - devil effect
   - principle of scarcity
   - limited numbers
   - time limits
   - newly scarcity
   - always scarce
   - symbols of authority (title, clothes, trappings)
   - group
   - aggregate
   - social roles
   - dominant response
   - social facilitation effect
   - deindividuation
   - rewards
   - costs
   - outcome
   - comparison level (CL)
   - comparison level alternative (CLalt)
   - ostracism
   - responsible and satisfaction
   - self-disclosure

3. Processes:
   - What kind of social influence (i.e., normative vs. informational) led to conformity in the Autokinetic Effect and Line studies?
   - How are deviants treated by others?
   - Why does repayment gain compliance?
   - Steps of the door-in-the-face technique?
   - Why is the door-in-the-face technique effective in gaining compliance?
   - What factors decrease the effectiveness of the door-in-the-face technique?
   - Steps of the that's-not-all technique?
   - Why do concession strategies (i.e., door-in-the-face and that's-not-all) gain compliance (hint: responsible and satisfaction)?
   - Steps of the foot-in-the-door technique.
   - What four factors influence the effectiveness of commitment and consistency?
   - Why does commitment and consistency gain compliance?
   - Examples of social proof.
   - What two factors influence how effective social proof will be at gaining compliance?
   - What is the connection between the fundamental attribution error and Jonestown?
   - Examples of scarcity.
   - What five factors influence liking?
   - Why does scarcity increase compliance?
   - The principle of scarcity and the fear of loss vs. possibility of gain.
   - What factors influence the effectiveness of the scarcity principle?
   - What objective measures did scarcity influence in the cookie studies and what objective measure did scarcity not influence in these studies?
   - What principle of social influence is at least partially responsible for My Lai Massacre?
   - What is the most fundamental lesson to be learned from Milgram’s studies of obedience?
Why do people obey authority figures?
Symbols of authority.
Examples of groups and aggregates.
How do groups affect behavior (hint: similarity, performance on tasks, deindividuation).
What four factors influence deindividuation?
Four stages of the filtering model of mate selection.
What is the main limitation of the filtering model of mate selection?
What is the main idea of social exchange theory?
What is the main idea of social penetration theory?
Two stages of social penetration theory.
Gender and cultural differences in self-disclosure.

4. Experiments: Be familiar with the purpose and findings of each of the following studies:
   - Autokinetic effect study (Sheriff, 1936)
   - Line study (Asch, 1955)
   - Obedience study (Milgram, 1965)
   - The Johnny Rocco case (Schachter, 1951)
   - The Christmas card study (Kunz & Woolcott, 1976)
   - County youth study (Cialdini et al., 1975)
   - Cupcake sale study (Burger, 1986)
   - Beach towel study (Moriarty, 1975)
   - American cancer society study (Cialdini & Schroeder, 1976)
   - Quite smoking study (Joule, 1987)
   - Aids awareness study (Cioffi & Garner, 1996)
   - Social proof study 1 (Milgram et al., 1969)
   - Social proof study 2 (Craig & Prkachin, 1978)
   - Copy cat suicide study (Schmidtke & Hafter, 1988)
   - Fluctuations in copy cat suicides (Phillips, 1974)
   - Attractiveness study 1 (Kulka & Kessler, 1979)
   - Attractiveness study 2 (Stewart, 1980)
   - Attractiveness study 3 (Kurtzburg, Safart, & Cavior, 1968)
   - Familiarity study (Mita, Dermer, & Knight, 1977)
   - Reactance and toy preference study (Brehm & Weintraub, 1977)
   - Reactance and teen love (Driscoll, Davis, & Lipetz, 1972)
   - Cookie study (Worchel, Lee, & Adewole, 1975)
   - Cookie study: A replication (Worchel et al., 1975)
   - Obedience replications (Milgram, 1974)
   - Doctor's orders (Hofling, 1966)
   - Visitor's height study (Wilson, 1968)
   - Symbol of authority and clothes (Bickman, 1974)
   - Horn honking study (Doob & Gross, 1968)
   - Sorority study (Crandall, 1988)
   - Ant study (Chen, 1937)
   - Cockroach study (Gates & Allee, 1933)
   - Cockroach study: A replication (Zajonc, 1969)
   - Anonymity study (Zimbardo, 1970)
   - Love in the lab (Aron, 1994)
Textbook: Chapters 8, 9, and 10

IMPORTANT:

1. You are responsible for all information presented in Chapters 8, 9, and 10.
2. Any material presented in these chapters may appear on Exam 3.
3. There are also particular content areas covered in the textbook that I believe are especially important (see point 6 below for exceptions). These content areas are organized by chapter below.
4. Although these content areas have a particularly high likelihood of appearing on the exam, you may be tested on any information presented in the assigned chapters.
5. You are expected to be familiar with all research studies discussed in the textbook, especially those that are discussed within the content areas listed below.
6. When material in the text has also been covered in lecture, it is typically listed only once (under lecture material above). The absence of this information from the following list in no way signifies that this information is unimportant. For example, the Line Study (Asch, 1955) was discussed in lecture and is also covered in the textbook. This is a very important study in social psychology and the exam might test your knowledge about the textbook’s discussion of this study even though the relevant section of the textbook it is not specifically listed below due to the fact that the Line Study is listed as part of the lecture material.

Chapter 8:
- Informational social influence and the importance of being accurate
- When informational conformity backfires
- When will people confirm to informational social influence?
- Variations in Asch's line study
- Social influence and body image
- When will people conform to normative social influence?
- Social impact theory
- Gender differences in conformity
- Minority influence: When the few influence the many
- Injunctive norms
- Descriptive norms
- Other reasons why we obey

Chapter 9:
- Group cohesiveness
- Social loafing
- Group think
- Group polarization
- Great person theory
- Contingency theory of leadership
- Task oriented leader
- Relationship oriented leader
- Social dilemmas.
- Social dilemmas and how they relate to Stephen King’s novel
- Prisoner's dilemma
- Tit-for-tat strategy
- Public goods dilemma
- Commons dilemma
- Integrative solution
- Why do people join groups?
- Gender roles
- Groups' and individuals' behavior
- Gender and cultural differences in social loafing
- Deindividuation and accountability
- Deindividuation and obedience to group norms
Avoiding group think
Leadership in groups
Using threats to resolve conflict

Chapter 10:
Propinquity effect
Mere exposure effect
Assumptions about attractive people
Social exchange theory
Companionate love
Passionate love
Exchange relationships
Communal relationships
Similarity, Reciprocal liking, Physical attractiveness and liking
Equity theory
Evolution and love: Choosing a mate
Attachment styles
Equity in long term relationships.

If you have any questions about this study guide, please contact Dr. Madon (madon@iastate.edu).