

Exam 3 Study Guide

75 Questions covering Chapters 5, 10, 11, 12, plus lecture/film material

Terms to define (* = text only)

- The mere exposure effect
- Romantic illusions
- Excitation transfer
- Androgyny
- Brown's universal norm*
- empathy*
- social dominance*
- peer-transmitted culture*
- The bystander effect
- Diffusion of responsibility
- Pluralistic ignorance
- Illusion of transparency
- Altruism
- Moral exclusion*
- Aggression
- Relative deprivation*
- The catharsis hypothesis
- The cue-aggression hypothesis
- Frustration-aggression hypothesis
- Desensitization

Taxonomies

- Predictors of social attraction
- The 3 stages of love
- Attachment styles
- Gottman's 4 predictors of divorce
- Motives for volunteering (Mark Snyder)
- 3 Types of aggression
- Biological factors linked to aggression
- Situational factors linked to aggression

Compare & Contrast

- Companionate vs. passionate love
- Exchange vs. communal relationships
- Balanced vs. imbalanced triads
- Balance theory's vs. reward theory's explanation for predictors of social attraction
- Evolutionary theory vs. social explanations for sex differences in social attraction and mating strategies (especially, Eagly's social role theory)
- Tit-for-tat vs. nag/withdrawal communication patterns
- Genuine vs. unproven gender differences (lecture + Chapter 5)
- Social norms that motivate vs. hinder helping behavior
- Mood effects (good and bad) on helping behaviors
- Genuine vs. unproven media effects on anti-social behavior

Theories

- Balance theory (Newcomb's A-B-X model)
- Reward theory (a.k.a. social exchange theory)
- Attachment theory
- Evolutionary theory
- Social role theory
- Equity theory (relationships)
- Schachter & Singer's two-factor emotion theory
- Mandler's theory of emotion (as applied to close relationships and aggression)
- Rusbult's model of relationship stability
- Bem's model of the psychology of gender
- Bernhardt's integrated model of aggression
- Social learning theory of aggression* (Bandura)

Research Paradigms

- The strange situation
- Teacher-learner paradigm as applied to aggression

Research from lecture
(what were the main findings?)

- The freshmen mixer study at the U of MN
- Eagly & Wood's (2000) GEM study (reanalysis of Buss's 36 cultures data)
- Aron et al.'s (1991) study of psychological intimacy in married couples
- Gender differences in physiological arousal when discussing conflict and separation
- Gender differences and similarities in break-up motives
- Attachment in the lab (the "strange situation" applied to women and their partners)
- Cohabitation and divorce (are they truly related? if not, why not?)
- The sabotage study (football vs. knowledge of child development)
- Hartshorne & May (1929) altruistic personality study
- The epileptic seizure study
- Snyder's "motive-matching" study of volunteerism
- Cohen & Nisbett's "culture of honor" research
- The telemarketing study
- The dart study (sex and aggression)
- Milgram's "Medical Center" research

Text/Lecture research

- Sandra Murray's research on romantic illusions
- Schachter & Singer's classic adrenalin study
- The bridge study (Dutton & Aron, 1974)
- Study of arranged marriages in India (Gupta & Singh, 1982)
- The smoke study
- The Good Samaritan study
- Berkowitz & LePage's (1967) cue-aggression study
- The rubber mallet study

Text only research

- Hennigan's study of the effects of television on U.S. crime rates
- Arthur Beaman et al. (1978) – bystander effect intervention research