This is a comprehensive review sheet that is intended to serve for all three of our examinations. Exactly which textbook chapters will be covered on each exam will be announced in lecture as the exam approaches (if I forget to do this, remind me.)

For material presented in lecture, the presumption is that the slides provide a sufficient review sheet. Certainly, this does not mean that there is not material from lecture that is not explicitly referred to on a slide but yet you should have recognized as being emphasized enough to be worth taking notes about. The reading guides for *Age of Propaganda* and for *Speaking of Sadness* are presumed a sufficient review sheet for the material from those books. The following are the concepts and material from your textbook that strike me as the most productive for you to focus on as you prepare for your exams. Note that anything I discuss in lecture and is also covered in your textbook is obviously something that you should be paying attention to—I was not systematic about putting those things on the sheet below. Instead, what I am more careful about is telling you what you should get your closest attention among that which is presented in the book but was not discussed in lecture.

**Important Disclaimer:** This review sheet is provided as a good faith effort to be helpful in your preparations for the exam. *It does not in any way constitute any kind of “contract” regarding what will and will not be on the exam* (except that you be assured that material marked with a NO will not be on the exam).

**Chapter 1 – Intro to Social Psychology**

- middle-range theories vs. theoretical perspectives
- role theory, roles, norms
- foremost limitation of role theory
- reinforcement theory
- social learning theory, social exchange theory
- cognitive theory
- schemas, principle of consistency
- symbolic interaction theory (a.k.a. symbolic interactionism)
- definition of the situation, role-taking, significant others

**Chapter 2 – Methods in Social Psychology**

- interview survey vs. questionnaire survey
- (NO: reliability vs. validity; face validity vs. construct validity vs. criterion validity—you’ll get all this when you take a methods class)
- (NO: population, sample, simple random sample, stratified sample—same thing: if you are a soc major, wait for a methods class)
- panel study (same as longitudinal survey or a repeated-measures survey)
- experiment, random assignment (randomization)
- laboratory vs. field experiments
- manipulation checks, demand characteristics, experimenter effects
- Field study, participant observation, what it means for something to be an unobtrusive measure
- (NO: archival research, content analysis)

**Chapter 3 – Socialization**

- (NO: anything from table on page 48)
- agent, process, target, outcome as components of socialization process
- effects of divorce
- social class and socialization techniques (how use of physical punishment and importance of intentions varies by social class)
- how heterogeneity of peer groups varies with age (p. 54)
- borderwork
- (NO: cooties ?)
- shaping
- (NO: any of the terms in reinforcement schedules section)
- extrinsic motivation vs. intrinsic motivation
- self-reinforcement
- observational learning (close to concept of imitation from Chapter 1)
- Bobo doll study (p. 59)
- Studies of mass media and socialization (p. 61)
- internalization
- (NO: terms associated with acquisition of linguistic or cognitive competence)
- norms (also in Chapter 1)
- moral development (and its two components)
- Kohlberg’s model (as discussed in lecture)
- achievement motive
- anticipatory socialization
- role discontinuity (connected to other conflicts of roles described in lecture)

**Chapter 17 – Life Course and Gender Roles**

- (NO: the definition of career)
- stress (although this will be discussed more when we discuss mental health)
- normative life stage, normative transition
- birth cohort
- (NO: developmental vs. social vs. historical time)
- box 17.1: gender differences, myth or reality
- table 17.3: male female diffs in probability of being single when they are the same age, how the probability of being single has changed over time
- influences on the time men spend in housework (p. 424)
satisfaction over the life course for men and women
(Note: gender differences in communication)
ageism
What is the most severe trauma the elderly confront?
What predicts how well they will deal with this trauma if it happens? (432)
What is the main fear of retirees and does it happen? (432)

Chapter 4 – Self and Identity

self-schema/self-concept
“Who am I?” technique for measuring self-concept (75)
self as subject (source) and object
(Note: self-differentiation)
role-taking, significant others (also Chapter 1),
generalized other
(Note: play and the game stage section)
identities
role identities vs. social identities
three general kinds of self-description (81)
reflected appraisals/looking-glass self
relationship between self-ratings and perceived vs. actual
ratings by others (83)
situated self
figure 4.1 and distinctive vs. common features and the
self-concept
salience
self-verification strategies (for this one, I’ll give you the
definition—behaviors that lead to feedback that
confirms the perceptions/identities we already have
regarding ourselves)
figure 4.2—result from intriguing study about action to
reaffirm threatened identities
self-awareness
actual vs. ideal vs. ought components of self-concept (90)
(Note: “cognitive labeling theory”, sentiments)
emotion work, feeling rules
(Note: reflexive vs. empathic role-taking emotions)
self-esteem (and influences on self-esteem described in
text)
box 4.2: personal self-esteem vs. group self-esteem

Chapter 12 – Interpersonal Attraction and
Relationships
(Note: Figure 12.1, interpersonal attraction)
proximity (a.k.a., propinquity)
mere exposure effect (which we will also talk about later
this semester in lecture)
norm of homogamy
matching hypothesis
attractiveness stereotype
(Note: discussion of personal ads)
comparison level and comparison level for alternatives
(but we’ll talk about this in class in a way that will
help it make more sense)

Chapter 5 – Social Perception and Cognition

we will talk about the Rosenhan study that opens this
chapter when we talk about self-esteem

categorization/prototype
schema
types of schemas; event schemas/scripts
what an implicit personality theory is, but not the details
of the “mental map” provided in Figure 5.1 (also the
concept of trait centrality, despite not being discussed
until some pages later, is closely related)
halo effect
(Note: skip all the stuff on additive model, averaging
model, weighted averaging model)
primacy and recency effects (which we will also discuss
in class)
complexity-extremity effect
self-fulfilling prophecies, including the interesting
experiment discussed in the paragraph just before the
“Attribution Theory” heading on 116.
dispositional or situational attributions
(Note: subtractive rule)
normativeness and its relationship to personal or
distributional attributions
principle of covariation (but NO: differences among
consensus, consistency, distinctiveness)
locus of control and perceived causes of success and
failure
individualistic and collectivistic cultures and differences
in attributions
fundamental attribution error
focus of attention bias
explanations of the actor-observer difference on page 126

Chapter 6 – Attitudes

direct vs. indirect methods of attitudes – Likert scales,
semantic differential scales, lost-letter technique or
wrong-number technique
vertical vs. horizontal structure of attitudes
(Note: Balance theory—entire section)
theory of cognitive dissonance (distinction between postdecisional dissonance and counterrattitudinal behavior; difference between dissonance effect and incentive effect) (NO: attitude being “activated”)
relevance and temporal stability of attitudes as other ways attitudes vary than those discussed in class correspondence and situational constraint as other issues in attitude-behavior link than the issue of how much an attitude is “well-formed” as discussed in class reasoned action model (although you don’t need to worry about the little equations here, or about perceived behavioral control or revision into the theory of planned behavior)
subjective norm

Chapter 16 – Intergroup Conflict (pp. 390-400)
Robber’s Cave experiment and what succeeded in reducing conflict between the groups (NO: realistic group conflict theory)
ingroup and outgroup minimal intergroup situation discrimination (NO: social identity theory of intergroup behavior) (NO: section on aversive events and escalation) illusion of in-group homogeneity ultimate attribution error (NO: section on changes in relations between conflicting groups)

Chapter 10 – Helping and Altruism
prosocial behavior egoism/altruism – note that my definitions are slightly different than the books, in that I consider something motivated by internal reward to be an egoistic act; this is a matter of debate.
empathy; empathy-altruism model similarity and helping sociobiological explanation of altruism social responsibility norm norm of reciprocity personal norm (although I think this phrase is something of an oxymoron) urban-rural differences in helping image-reparation hypothesis bystander intervention, bystander effect, Figure 10.3, evaluation apprehension, diffusion of responsibility, effects of costs (although we’ll be talking about all this in class) discussion of help and obligation; effects of lacking ability to reciprocate

Chapter 7 – Communication and Language
encoder-decoder model (NO: codability) speech act theory cooperative principle

linguistic relativity hypothesis speech repertoires sociolinguistic competence section on types of nonverbal communication universality of facial expressions (p. 171) display rules the peculiar sex-specificity of the book’s definition of flirting, but NO for anything else about it standard speech and nonstandard speech (and deficit theories) (NO: section on intimacy, theory of speech accommodation) normative distances for interaction, violations of personal space (including findings from study in Figure 7.3) summons-answer sequence, back-channel feedback

Chapter 9 – Self-Presentation and Impression Management
authentic vs. ideal vs. tactical self-presentation definition of the situation & situated identity self-disclosure (incl. male -female diffs in self-disclosure) props as used impression management front regions vs. back regions ingratiation (selective self-presentation is a third tactic in addition to the two we talked in class) overall sex difference in “playing dumb” whole sections on aligning actions (i.e., disclaimers and accounts) and altercasting ingratiator’s dilemma nonverbal leakage is an worthwhile concept (227), but NO for anything else in the nonverbal cues of deception (NO: embarrassment and saving face section) cooling-out and identity degradation stigma ambivalence of “normals” toward persons with stigmas figure 9.1 of reactions to stigma

Chapter 8 – Social Influence and Persuasion (pp. 188-199, 202-207) (note also the assigned readings and reading guide for Age of Propaganda)
reactions to persuasive messages elaboration-likelihood model (central route and peripheral route, need for cognition) discrepant message social impact theory effects of fear arousal (although the important points are also discussed in Age of Propaganda) one-sided versus two-sided messages

Chapter 8 – Section on Obedience to Authority (pp. 207-212)
authority Milgram experiments

Chapter 13 – Section on Conformity (pp. 323-330)
Asch experiment and factors affecting conformity
normative influence vs. informational influence
autokinetic effect and the findings of Sherif’s study of it

Chapter 15 – Section on Groupthink (pp. 380-384)
groupthink (its symptoms and causes)
group polarization (and social comparison and persuasive argumentation explanations)

Chapter 19 – Deviant Behavior and Societal Reaction
anomie theory
anomie
learning structure and opportunity structure for deviance
control theory (as described in the textbook, what was
described in lecture as sociologically-centered control theories)
(NO: How Deviant Are You box 19.1)
four components of the social bond as discussed in
control theory
relationship between age and crime in Figure 19.1
differential association theory
studies of highly publicized suicides in 19.2
subculture of violence
routine activities perspective
labeling theory
different ways of responding to a rules violation
whole section on “determinants of the reaction”,
especially that about actor characteristics
institutionalization of deviance
(NO: backtracking)
self-fulfilling prophecy is presumably a concept you
should be familiar with already.
The case described on 484 (or the definition on 531) isn’t
even really a good example of it—it would be better if in
the example the person was clearly not deserving of the
label to begin with, because then the process of audience
treatment causing the person to then really act in ways
consistent with the label would be more clearly a “self-
fulfilling prophecy”; in general, something is self-fulfilling
prophecy when a belief that something is the case or will
happen set into motions a chain of events that actually
causes the believed-in thing to occur, where it wouldn’t
have happened in the absence of the belief.

secondary deviance
deviant subculture
informal vs. formal social controls
(NO: section on “process of labeling”)

Chapter 15 – Group Productivity and Task Performance
(NO: efficiency vs. effectiveness as attributes of groups)
disjunctive vs. conjunctive tasks and their relationship to
the effects of group size on productivity
coordination loss, motivation loss, social loafing
group goal effect
task interdependence and differential rewarding
(including Figure 15.2)
(NO: communication networks)
(NO: Box 15.2)
centralization of groups and how they perform on simple
vs. complex problems
(NO: leadership)
transactional vs. transformational leadership
contingency model of leadership effectiveness (low- and
high-LPC leaders and the 3 factors contributing to the
U-shaped curve on p. 377)
(NO: idea generation and brainstorming)

Chapter 14 – Group Structure and Interaction
(NO: sociometry)
status characteristic (diffuse vs. specific)
status generalization
burden-of-proof problem
distributive justice principles (equality principle, equity
principle, relative needs principle)

Chapter 20 – Collective Behavior and Social Movements
collective behavior
deindividuation
contagion
emergent norm theory (but don’t worry about the
definitions of rumor or milling, although the role of
rumor is important for understanding collective
behavior)
(NO: section on “gatherings”)
J-curve theory and relative deprivation
competitive, reactive, proactive collective action
precipitating events
critical points at which undercontrol or overcontrol in
response to disorders can cause them to escalate
social movement
ideology
two catalysts of recruitment
mobilization
conversion
factionalization and professionalization of movements;
the tendency for social movements to become more
conservative or radicalized over time