



**OAKCREST HIGH SCHOOL
1824 DR. DENNIS FOREMAN DRIVE
MAYS LANDING, NJ 08330**

May 18, 2009

Dear AP Psychology Student:

Welcome to AP Psychology! I am looking forward to meeting you as we begin the new school year.

Attached you will find your summer assignment. If you have any questions, please do not hesitate to contact me in room 202 before the end of the school year or by email at jraff@geh.nj.k12us.com.

AP Psychology requires a large amount of reading and assignments throughout the year. It is very important that you dedicate time to this class. All assignments are due on the **due date**. There will be **no exceptions!!!**

Please be prepared on the first day of class with the following supplies:

1. 2" binder with 6 dividers
2. loose leaf paper
3. pen/pencil

Have a fantastic summer!!!

Ms. Raff

**AP PSYCHOLOGY
SUMMER ASSIGNMENT**

Textbook:

- Psychology: Themes & Variations, 7th Edition by Wayne Weiten

Supplies:

- 2" binder with dividers
 - Dividers should be labeled as follows: outlines, guided reading, terms & people, essays, handouts, quizzes & tests
- Loose leaf paper placed in binder under "Terms & People"
- You will also need a 1 ½" binder for review materials for AP exam (keep at home)

Assignments:

The below assignments are due on the 1st day of school. **Late assignments will not be accepted.**

1. Read - Chapter 16 "Social Behavior" pgs. 633-675 of textbook & create an outline of the chapter. Outline should be very detailed. This is to be **typed**. Place in your binder under "Outlines" section.
2. **Hand-write** terms from chapter 16 on loose leaf paper (a list can be found on page 674). Terms must be numbered & clearly written. Place in your binder under "Term & People" section.
3. Complete the "Key People" chart which is attached to this package. Place in binder under "Terms & People" section
4. Complete the attached "Guided Reading, Chapter 16"
5. Be prepared to take a test on Chapter 16 the first week of school.

CHAPTER 16 – “SOCIAL PSYCHOLOGY”
KEY PEOPLE

PERSON	CONTRIBUTION TO PSYCHOLOGY
Solomon Asch	
Ellen Berscheid	
David Buss	
Leon Festinger	
Elaine Hatfield	
Cindy Hazen & Philip Shaver	
Fritz Heider	
Irving Janis	
Stanley Milgram	
Bernard Weiner	
Philip Zimbardo	

Name: _____

DIRECTIONS: Answer the following questions by filling in the blank, circling the best answer from the underlined choices, or completing a short-answer.

PERSON PERCEPTION – FORMING IMPRESSIONS OF OTHERS

Describe how various aspects of physical appearance may influence our impressions of others.

1. In general, we attribute _____ personality characteristics to good-looking people. For example, we view attractive people as warmer, friendlier, better-adjusted, & more poised. We also tend to view attractive people as less OR more competent than less attractive people.
2. A recent review also indicates that we have a surprisingly strong tendency to view attractive people as less OR more competent than less attractive people. Perhaps as a result, attractive people tend to obtain better jobs & higher salaries.
3. In addition, we make inferences about people based on their nonverbal behavior – how they move, talk, & gesture. For example, based on a 10 second videotape, participants in a recent study guessed others' sexual orientation with a relatively high degree of accuracy OR inaccuracy.

Explain how schemas, stereotypes, & other factors contribute to subjectivity in person perception.

4. Briefly define the following:
 - a. Schemas:
 - b. Stereotypes:
5. Men are competitive, women are sensitive: these are stereotypes. Stereotypes are broad generalizations that tend to ignore the _____ within a group. People who hold stereotypes do not necessarily assume that all members of a particular group have the same characteristics, but merely that there is an increased _____ that they do.
6. Whether probabilistic or absolute, schemas in general & stereotypes in particular direct our perception, so that we tend to see the things we expect to see. Such selective perception results in an over-estimation of the degree to which our expectations match actual events, a phenomenon referred to as _____ correlation.
7. In one study, discussed in the text, subjects watched a videotape of a woman engaged in various activities (including drinking beer & listening to classical music). For one set of subjects she was described as a librarian & for another as a waitress. What effect did the occupational labels have on subjects' recall of the woman's activities? Which of the following is (are) true?
 - a. _____ Subjects in the "librarian" condition tended to recall her listening to classical music.
 - b. _____ Subjects in the "waitress" condition tended to recall her drinking beer.
8. The study just described illustrates subjectivity in person perception. The schemas, in this case the _____ that we have about categories of people, affect how we perceive & what we remember.
9. We think that when we make a blunder, people notice, & that when we do something right, people notice as well. We are correct – appearance & behavior do influence impressions. Recent research indicates, however, that we overestimate OR underestimate the extent to which other pay attention to our appearance & our behavior.
10. Thus, people are more OR less likely to notice our blunders than we think they will. And they are more OR less likely to notice our successes than we think they will. This phenomenon is termed the _____
11. A related finding is that people think that they understand others better OR worse than others understand them. For example, you might think that you understand your roommate better than your roommate understands you. This phenomenon is known as the illusion of _____ insight.

22. Recent research has indicated that the attributional biases described above may not apply to all cultures. Since collectivist societies emphasize accomplishing the goals of the group over individual achievement, collectivist cultures are less OR more likely to attribute other's behavior to personal traits. In other words, people from collectivist cultures tend to be less OR more prone to the fundamental attribution error.
23. Some evidence also indicates that people from collectivist societies would be more likely to attribute their successes to the ease of a task OR unusual ability. Similarly, they would be more likely to attribute their failures to bad luck OR lack of effort. Thus, in contrast with people from individualistic societies, people from collectivist cultures appear to be less prone to the self-serving bias.

CLOSE RELATIONSHIPS – LIKING & LOVING

Summarize evidence on the role of physical attractiveness & similarity in attraction.

24. Physical attractiveness is the key determinant of romantic attraction for:
- males
 - females
 - both males & females
25. The matching hypothesis asserts that people tend to date & marry others who are:
- similar to them in attitudes & personality
 - are approximately equal to them in physical attractiveness
 - both of the above
26. It is clear that similarity causes attraction: people are attracted to others who are similar. Does attraction also cause similarity? Some studies also OR do not support this causal direction as well.

Summarize evidence on the role of reciprocity & romantic ideals in attraction.

27. We tend to like people who like us. We also tend to think that if we like others, they will like us. This is the principle of _____ in attraction.
28. What do we get from reciprocal relationships? First, our friends frequently provide positive feedback that enhances the way we feel about ourselves, the _____ effect. Second, our friends may verify our own view of ourselves, the _____ effect.
29. In romantic relationships, people constantly evaluate their partners against various ideals. Studies have found that the greater the difference between people's perceptions of their partners & their ideals, the more OR less satisfied they are with the relationship & the more likely it is to continue OR dissolve.
30. Positive illusions about one's partner may make for a better relationship than will a cold view of reality. The happiest couples seem to be those who hold a reciprocated & accurate OR idealized view of their partners.

Describe various distinctions regarding love described by Berscheid & Hatfield, & Sternberg.

31. Hatfield & Berscheid divide love into two types, the intense emotional & sexual feelings of _____ love & the warm & tolerant affection of _____ love.
32. Sternberg further divides companionate love into _____, characterized by closeness & sharing, & _____, an intention to maintain a relationship in the face of difficulties.
33. Thus, Sternberg lists three factors or types of love. Of these, passion love appears to peak OR decline early & drop off slowly OR quickly, while intimacy & commitment gradually increase OR decrease over time.
34. Commitment seems to be a particularly important factor in determining the durability of a relationship. For example, in a study of dating couples, _____ was more predictive of whether or not the relationship would continue than was overall love.

Summarize the evidence on love as a form of attachment.

35. In Chapter 11 we discussed types of attachment styles between infants & their caregivers. What general conclusion did Hazen & Shaver reach concerning the association between types of infant attachment & the love relationships of adults?
36. Identify the types of romantic relations predicted by infant attachment styles (secure, anxious-ambivalent, or avoidant)
- a. As adults, these individuals tend to use casual sex as a way of getting physically close without the vulnerability of genuine intimacy & commitment. _____
 - b. These people experience more emotional highs & lows in their relationships, find conflict stressful, have more negative feelings after dealing with conflict. _____
 - c. These individuals easily develop close, committed, well-adjusted, long-lasting relationships. _____

Discuss cross-cultural research on romantic relationship & evolutionary analyses of mating patterns.

37. While there are cross-cultural similarities in what people look for in mates, there are differences as well. The idea that one should be in love in order to marry is in large part an 18th century invention of Eastern OR Western culture. Arranged marriages, in which romantic love is less important, tends to be characteristic of collectivist OR individualist societies.
38. With regard to physical appearance, researchers have found some standards that appear to be consistent across cultures, such as facial _____ & men's preference for a moderately low _____ ratio.
39. What do the two sexes look for in potential mates? While both sexes value physical attractiveness, cross-cultural studies have found that _____ place greater emphasis on youth & beauty, while _____ look for mates who can acquire resources, which can be invested in children.
40. Buss has found that men tend to use tactics in pursuit of the opposite sex that emphasize their looks OR resources & women use tactics that emphasize their looks OR resources.
41. Tactics may involve deception. Both sexes may lie about their income, careers, & past relationships. Females tend to be more upset when males lie about their _____ & also their commitment to women. Males tend to be more upset when females lie about previous _____.
42. Women tend to exaggerate OR underestimate men's potential for commitment, perhaps as an evolved strategy for protection against consenting to sex & being abandoned. Men tend to overestimate women's sexual interest, perhaps as an evolved tactic of not overlooking sexual opportunities.
43. Sometimes individuals may try to attract someone already in a relationship, a phenomenon referred to by evolutionary researchers as mate _____. Tactics are similar to other forms of attraction except that more secrecy is involved. One tactic is to attempt to entice the other person to poach them by complaining about their current _____ or asking for "advice."

ATTITUDES – MAKING SOCIAL JUDGMENTS

Describe the components & dimensions of attitudes.

44. Do you favor gun control? Do you like expressionist art? Do you hate cottage cheese? Your answers would be evaluations & would also express your _____ toward these objects of thought.
45. Attitudes may include three components: cognition (thought), affect (emotion), & behavioral predispositions. List the three possible components of attitudes next to the examples below:
- a. He likes cottage cheese. _____
 - b. He eats cottage cheese. _____
 - c. He thinks "Cottage cheese seems kind of lumpy." _____
46. Attitudes also vary along various dimensions: strength, accessibility, & ambivalence. Place the appropriate words in the blanks.
- a. How easily does the attitude come to mind? _____
 - b. How durable or firmly held is the attitude? _____

c. To what degree does the attitude include both positive & negative aspects? _____

Discuss the relations between attitudes & behavior.

47. As LaPiere found in his travels with a Chinese couple, attitudes are OR are not consistently good predictors of behavior. One reason involves a failure to account for the attitude dimensions just described attitude strength, accessibility, & ambivalence. For example, the stronger the attitude, the better it will predict _____.

Summarize evidence on source factors, message factors, & received factors that influence the process of persuasion.

48. If you are the source of communication, the message giver what factors mentioned in your text would you use to make yourself more credible?

49. With regard to message factors, which is generally more effective a one-sided message OR a two-sided message.

50. In presenting your argument, you should use every argument you can think of OR emphasize just the stronger arguments.

51. Is simple repetition a good strategy or should you say something just once? _____

52. If you repeat something often enough, people will come to believe it. What is the name of this effect?

53. With regard to receiver factors in persuasive communications, if you know in advance that someone is going to attempt to persuade you on a particular topic, you will be harder OR easier to persuade. This is the factor referred to as
_____.

54. Resistance to persuasion is greater when an audience holds an attitude incompatible with one being presented. In this case, the receiver will also tend to scrutinize arguments longer & with more skepticism, an effect referred to as
_____.

55. In addition, in part because they may be anchored in networks of other beliefs that may also require change weaker OR stronger attitudes are more resistant to change.

Discuss how learning processes can contribute to attitudes.

56. Following are examples that relate learning theory to attitude change. Indicate which type of learning – classical conditioning, operant conditioning, or observation learning – matches the example.

a. Ralph hears Bob express a particular political attitude that is followed by thunderous applause. Thereafter, Ralph tends to express the same attitude. _____

b. Advertisers pair soft drinks (and just about any other product) with attractive models. The audience likes the models & develop a stronger liking for the product. _____

c. If you express an attitude that I like, I will agree with you, nod, say “mm-hmm,” & so on. This will tend to strengthen your expression of that attitude. _____

Explain the dissonance theory.

57. Cognitive dissonance exists when related cognitions are consistent OR inconsistent, that is, when they contradict each other.

Relate self-perception theory & the elaboration likelihood model to attitude change.

58. At a cocktail party Bruce eats caviar. When asked whether he likes caviar he responds, “I’m eating it, so I guess I must like it.” This example illustrates _____ theory.

59. According to self-perception theory, people infer their attitudes by observing their own _____. Thus, if people engage in a behavior that is not accompanied by high rewards, they are likely to infer that they enjoy OR do not enjoy the behavior.

60. In the elaboration likelihood model, the route that is easier & that involves the least amount of thinking is the _____ route. The route in which relevant information is sought out & carefully pondered is the _____ route. Elaboration, which involves thinking about the various complexities of the situation, is more likely to occur when the _____ route is used.

61. Elaboration leads to more enduring OR transient changes in attitudes. In addition, elaboration is more likely to predict behavior.

CONFORMITY & OBEDIENCE – YIELDING TO OTHERS

Summarize research on the determinants of conformity.

62. Suppose there are six accomplices, one real subject, & that one of the accomplices dissents from the majority. The “dissenter” will cause conformity to be dramatically reduced OR increased.

63. Several factors affect conformity, as you may have observed. For example, people are more likely to conform in _____ situations, when the “correct” answer is very unclear.

Describe the Featured Study on obedience to authority & the ensuing controversy generated by Milgram’s research.

64. Two individuals at a time participated in Milgram’s initial study, but only one was a real subject. The other “subject” was an accomplice of the experimenter, an actor. By a rigged drawing of slips of paper the real subject became the _____ & the accomplice became the _____. There were a total of _____ subjects, or teachers, in the initial study.

65. The experimenter strapped the learner into a chair & stationed the teacher at an apparatus from which he could, supposedly, deliver electric shocks to the learner. The teacher was to start at 15 volts, & each time the learner made a mistake, the teacher was supposed to _____ the level of shock by 15 volts – up to a level of 450 volts.

66. What is the major conclusion to be drawn from this study? Why are the results of interest?

Discuss cultural variations in conformity & obedience.

67. As with other cross-cultural comparisons, replications in other countries yield some similarities & some differences. Indicate whether the following statements are true or false.

_____ The obedience effect found by Milgram seems to be a uniquely American phenomenon.

_____ In replications of the Milgram studies in several European countries, obedience levels were even higher than those in the U.S.

BEHAVIOR IN GROUPS – JOINING WITH OTHERS

Describe the Stanford Prison Simulation & its implications.

68. The Stanford Prison study was conducted by Philip Zimbardo in the 1970’s. A total of 24 undergraduate subjects were pre-screened & _____ assigned to be either guards or prisoners in a simulated prison on the campus at Stanford.

69. It is important to note that the participants were normal, psychologically healthy college students without obvious character flaws. Yet within a few days, subjects assigned to be _____ became sadistic & brutal. Subject assigned to be the _____ became, for the most part, listless & apathetic. In other words, subjects tended to behave in line with the social _____ associated with the positions of guards & prisoners.

Discuss the nature of groups & the bystander effect.

70. The word group doesn’t have the same meaning for social psychologists that it does for everyone else. As I look out across my social psychology class on Tuesday morning, I might say to myself, “Hm, quite a large group we have here today.” Actually, my class is not a group in social psychological terms because it lacks one, & perhaps two, of the essential characteristics of a group. A group consists of two or more individuals who (a) _____ & (b) are _____.

71. Which of the following are groups, as defined by social psychologists. Place an X next to each group.

_____ A husband & wife

_____ A board of directors of a corporation

_____ A sports team

_____ Spectators at an athletic event

_____ Shoppers at a mall

72. The _____ occurs when people are less likely to provide needed help when they are in groups than when they are alone.

Summarize evidence on group productivity, including social loafing.

73. Individual productivity in large groups is frequently less than it is in small groups. Two factors contribute to this decreased productivity: a loss of _____ among workers in larger groups & decreased _____ resulting from social loafing.

74. In some situations in which members are convinced that individual performance is crucial & that excellent group performance will be rewarded, social loafing is less OR more likely to occur. Social loafing is also less frequent in close-knit groups that emphasize group goals. Social loafing is less common in collectivist OR individualistic societies.

Describe group polarization & groupthink

75. Group polarization occurs when group discussion strengthens OR weakens a group's dominant point of view & produces a shift toward a more extreme decision in that direction.

76. Groupthink is characterized by, among other things, an intense pressure to _____ to group opinions accompanied by very low tolerance for dissent.

77. Groups affiliated with groupthink tend to ignore important information. Members are under pressure to avoid presenting conflicting views, & they underestimate OR overestimate the unanimity of the group.