

OVERVIEW OF SOCIAL PSYCHOLOGY

- I. What is Social Psychology?
  - A. Formal Definition of Social Psychology
  - B. Social Psychology as a Science
  - C. Social Psychology vs. Individual (Personality) Psychology vs. Sociology
  - D. Influences on Social Behavior
    - 1. Behavior of Others
    - 2. Characteristics of Others
    - 3. Social Cognition
    - 4. Environmental Variables
    - 5. Sociocultural Factors
    - 6. Biological Factors
  - E. Is Social Psychology Really "Common Sense"?
- II. Theories Useful To Social Psychology

RESEARCH METHODS OF SOCIAL PSYCHOLOGY

- I. Overview of Research Methods
- II. Criteria For Assessing Research
  - A. Reliability
  - B. Validity
    - 1. Statistical Conclusion Validity
    - 2. Internal Validity
    - 3. Construct Validity
    - 4. External Validity
  - C. Utility
  - D. Ethics
- III. Basic Types of Research
  - A. Laboratory Experiments
    - 1. Experimental Group
    - 2. Control Group
    - 3. Random Assignment
    - 4. Independent Variables
    - 5. Dependent Variables
    - 6. Extraneous or Confounding Variables
      - a. Placebo Effect
      - b. Experimenter Expectancy -- Double-Blind Studies
      - c. Demand Characteristics
    - 7. Experimental Realism vs. Mundane Realism
  - B. Field Experiments
  - C. Quasi-Experiments
  - D. Observational Studies
    - 1. Unobtrusiveness
  - E. Archival Research
  - F. Survey Research
    - 1. Representativeness of Sample
- IV. Drawing Conclusions From Research
  - A. Correlations
    - 1. Positive Correlations
    - 2. Negative Correlations
    - 3. Zero Correlations
    - 4. Correlation vs. Causation
  - B. Inferential Statistics
    - 1. The Null Hypothesis
    - 2. Statistical Significance

ATTITUDES TOWARD WOMEN SCALE

The statements listed below describe attitudes toward the roles of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you agree strongly, agree mildly, disagree mildly, or disagree strongly.

	Agree Strongly	Agree Mildly	Disagree Mildly	Disagree Strongly
1. Swearing and obscenity are more repulsive in the speech of a women than a man.	1	2	3	4
2. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.	4	3	2	1
3. It is insulting to women to have the "obey" clause remain in the marriage service.	4	3	2	1
4. A woman should be as free as a man to propose marriage.	4	3	2	1
5. Women should worry less about their rights and more about becoming good wives and mothers.	1	2	3	4
6. Women should assume their rightful place in business and all the professions along with men.	4	3	2	1
7. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.	1	2	3	4
8. It is ridiculous for a woman to run a locomotive and for a man to darn socks.	1	2	3	4
9. The intellectual leadership of a community should be largely in the hands of men.	1	2	3	4
10. Women should be given equal opportunity with men for apprenticeship in the various trades.	4	3	2	1
11. Women earning as much as their dates should bear equally the expense when they go out together.	4	3	2	1
12. Sons in a family should be given more encouragement to go to college than daughters.	1	2	3	4

ATTITUDES TOWARD WOMEN SCALE, page 2

	Agree Strongly	Agree Mildly	Disagree Mildly	Disagree Strongly
13. In general, the father should have greater authority than the mother in the bringing up of children.	1	2	3	4
14. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.	4	3	2	1
15. There are many jobs in which men should be given preference over women in being hired or promoted.	1	2	3	4

Directions for scoring the scale: Add up the numbers you circled for each of the fifteen questions above. This is your score on the Attitudes Toward Women Scale.

REFERENCE

Spence, Janet T., & Helmreich, Robert L. (1978). Masculinity and femininity: Their psychological dimensions, correlates, and antecedents. Austin, TX: University of Texas Press.

## ATTITUDES

- I. Definition of Attitude
- II. Components of Attitudes
  - A. Cognitive (Beliefs)
  - B. Affective (Emotions)
  - C. Behavioral (Behaviors or Behavioral Intentions)
  - D. The Theory of Reasoned Action -- Martin Fishbein and Izek Ajzen
    - 1. Attitude
    - 2. Subjective Norm
    - 3. Behavioral Intention
    - 4. Behavior
  - E. The Theory of Planned Behavior -- Izek Ajzen
    - 1. Attitude
    - 2. Subjective Norm
    - 3. Perceived Behavioral Control
    - 4. Behavioral Intention
    - 5. Behavior
- III. Functions of Attitudes
  - A. Understanding or Knowledge
  - B. Need Satisfaction or Utilitarian
  - C. Ego Defense
  - D. Value Expression
- IV. Attitude Formation -- Sources of Attitudes
  - A. Salient Incidents
  - B. Repeated Exposure or Mere Exposure
  - C. Parental Influence
  - D. Schools
  - E. Peer Groups
  - F. Reference Groups
  - G. Mass Media
- V. Processes of Attitude Formation
  - A. Conditioning
    - 1. Classical Conditioning
    - 2. Operant Conditioning
  - B. Imitation or Modeling
  - C. Persuasive Communication
  - D. Information Integration
    - 1. Integrative Complexity -- Philip Tetlock
- VI. Predictive Utility of Attitudes
  - A. Personality Traits
  - B. Other Attitudes
  - C. Behaviors
    - 1. Richard LaPiere's Study of Attitudes Toward Chinese Tourists

VIII. Attitude Measurement

- A. Questionnaires and Surveys
  - 1. Sampling Techniques
    - a. Simple Random Sampling
    - b. Area Sampling; Multistage Cluster Sampling
    - c. Quota Sampling
  - 2. Types of Questions and Scales
    - a. Open-Ended Questions
    - b. Likert Scales
      - i. Attitudes Toward Women Scale --  
Janet Spence and Robert Helmreich
- B. Behavioral Observation
  - 1. Must Be Unobtrusive
- C. Lost Letter Technique

VII. Public Opinion

- A. Elitist View of Public Opinion -- Philip Converse
  - 1. Use of Ideological Concepts
  - 2. Relationships Between Beliefs About Specific Issues
  - 3. Importance of Groups in Belief Systems
  - 4. Stability of Beliefs over Time
  - 5. Every Issue Has Its Own Public
- B. Mass Politics View of Public Opinion -- Robert Lane and others
  - 1. Other Ideological Dimensions -- Populist Ideology
  - 2. Consistency Within Single Individuals
  - 3. Parties Rather Than Issues
  - 4. Importance of Local Issues
  - 5. Importance of Salient Issues

IX. Trends in American Attitudes and Public Opinions

- A. Presidential Popularity
- B. Ideological Conservatism vs. Operational Liberalism
- C. International Attitudes
  - 1. Attitudes Toward the Soviet Union
    - i. The Mirror Image
  - 2. Attitudes Toward the Vietnam and Korean Wars

ATTITUDES, page 3

- X. Attitude Change -- Persuasive Communication
  - A. Stages of Persuasion
    - 1. Exposure
    - 2. Attention
    - 3. Comprehension
    - 4. Yielding or Acceptance
    - 5. Retention
    - 6. Action
  - B. Factors in Persuasive Communication
    - 1. The Elaboration Likelihood Model
      - a. Central Route to Persuasion
      - b. Peripheral Route to Persuasion
    - 2. Source Factors
      - a. Credibility
      - b. Attractiveness of the Communicator
      - c. Similarity with the Communicator
    - 3. Message Factors
      - a. Comprehensibility
      - b. Number of Arguments
      - c. Fear Arousal
      - d. One-Sided Messages vs. Two-Sided Messages
      - e. Timing of the Message
        - i. Primacy Effect
        - ii. Recency Effect
    - 4. Medium Factors
      - a. Written Communication
      - b. Verbal Communication
        - i. Face-to-face Communication
        - ii. Mass Media
    - 5. Audience or Recipient Factors
      - a. Intelligence of Recipients
      - b. Self-Esteem of Recipients
      - c. Differential Effects At Different Stages of Persuasion
- XI. Theories of Attitude Change
  - A. Social Judgement Theory -- Muzafer Sherif
    - 1. Anchor
    - 2. Latitude of Acceptance
    - 3. Latitude of Rejection
    - 4. Latitude of Noncommitment
    - 5. Ego Involvement
    - 6. Assimilation
    - 7. Contrast
    - 8. Message Discrepancy
  - B. Balance Theory -- Fritz Heider
    - 1. Liking Relationships
    - 2. Unit Relationships
    - 3. Balance and Imbalance in Dyadic Relationships
    - 4. Balance and Imbalance in Triadic Relationships
      - a. Person (P)
      - b. Other (O)
      - c. Object or Issue (X)
    - 5. Principle of Least Effort

- XI. Theories of Attitude Change, continued
  - C. Cognitive-Affective Consistency
  - D. Cognitive Dissonance Theory --
    - Leon Festinger, Elliot Aronson, J. Merrill Carlsmith
    - 1. Importance of Consistency
    - 2. Discomfort of Dissonance
    - 3. Attitude Change To Reflect Behavior
      - a. Forced Compliance To A Counterattitudinal Behavior
        - i. Barely Sufficient Incentives
        - ii. Insufficient Justification
      - b. Post-Decision Dissonance
        - i. Commitment
        - ii. Choice
      - c. Selective Exposure
      - d. Applications of Cognitive Dissonance Theory
        - i. "When Prophecy Fails"
  - E. Self-Perception Theory -- Daryl Bem
    - 1. Reinterpretation of Dissonance Theory
- XII. Extreme Persuasion and Attitude Change -- Brainwashing
  - A. Exposure To A Single Viewpoint
  - B. Isolation
  - C. Low Self-Esteem
  - D. Social Support
  - E. Eliciting Brainwashed Behavior
  - F. Immunization Against Brainwashing

STANFORD PRISON EXPERIMENT -- Philip Zimbardo

- A. Situational Determination of Behavior
- B. Brutality and Inhumanity of the Situation
- C. Lack of Experimental Control
- D. Ethics

SOCIAL COGNITION

- I. Impression Formation
  - A. Dimensions in Impressions
    - 1. Evaluation
    - 2. Potency
    - 3. Activity
  - B. Primacy Effect
  - C. Halo Effect; Negative Halo Effect
  - D. Physical Appearance
  - E. Character Traits
    - 1. Central Traits
      - a. Gordon Allport's Research
      - b. Harold Kelley's Study
  - F. Theories of Impression Formation
    - 1. Averaging Model
    - 2. Summation or Additive Model
    - 3. Weighted Average Model
    - 4. Gestalt Model
    - 5. Evaluation of the Models
- II. The Categorization of Other People
  - A. Implicit Personality Theories
  - B. Schemas
  - C. Prototypes
  - D. Scripts
  - E. Stereotypes
  - F. Usefulness of Schemas, Prototypes, and Stereotypes
  - G. Problems with Schemas, Prototypes, and Stereotypes
    - 1. Heuristics
      - a. Availability Heuristic
      - b. Representativeness Heuristic
    - 2. Illusory Correlation Effect; Confirmation Bias

III. Attribution Theory

- A. Internal, Personal, Dispositional, or Actor Attributions
- B. External, Situational, or Environmental Attributions
- C. Covariation Model of Attributions -- Harold H. Kelley
  - 1. Types of Information
    - a. Consensus
    - b. Distinctiveness
    - c. Consistency
  - 2. Types of Attributions
    - a. Person or Actor
    - b. Entity
    - c. Circumstance
- D. Causal Schema Model of Attributions -- Harold H. Kelley
  - 1. Multiple Sufficient Cause Model
    - a. Discounting
    - b. Augmentation
  - 2. Multiple Necessary Cause Model
- E. Correspondent Inference Theory -- Edward E. Jones and Keith Davis
  - 1. Correspondent Inferences
  - 2. Factors Which Influence Correspondent Inferences
    - a. Common Effects and Noncommon Effects
    - b. Social Desirability
    - c. Expectancies
      - i. Category-Based Expectancies
      - ii. Target-Based Expectations
    - d. Choice
    - e. Hedonic Relevance
    - f. Personalism
- F. Comparison of the Kelley and Jones & Davis Models
- G. Dimensions of Attributions -- Bernard Weiner
  - 1. Locus of Causality -----
  - 2. Controllability -----|-----> Locus of Control
  - 3. Stability
  - 4. Attributions in Achievement Settings
    - a. Ability, Effort, Luck, etc.
    - b. Attributions of Achievement and Depression
- H. Belief In A Just World
- I. Attribution Errors
  - 1. The Fundamental Attribution Error
  - 2. Actor-Observer Effect
  - 3. False Consensus Bias

COMMUNICATION

- I. Language
  - A. Definition of Language
  - B. Units of Language
    - 1. Phonemes
    - 2. Morphemes
    - 3. Syntax or Grammar
    - 4. Semantics
  - C. Paralanguage
- II. Nonverbal Communication
  - A. Facial Expressions -- Paul Ekman
    - 1. Conveyors of Emotion
    - 2. Universality of Expressions
    - 3. Display Rules
  - B. Gaze
    - 1. Power, Status, and Dominance
    - 2. Intimacy
  - C. Gestures
    - 1. Illustrators
    - 2. Emblems
  - D. Touch
    - 1. Meanings of Touch
    - 2. Sex Differences in Touching
    - 3. Power and Status
  - E. Interpersonal Distance or Proxemics -- Edward Hall
    - 1. Intimate Distance
    - 2. Personal Distance
    - 3. Social Distance
    - 4. Public Distance
    - 5. Sex Differences in Interpersonal Distance
  - F. Sex Differences in Nonverbal Abilities
    - 1. Encoding or Sending
    - 2. Decoding or Receiving or Understanding
  - G. Accuracy and Deception in Nonverbal vs. Verbal Communication
- III. Expectancies in Communication
  - A. Self-Fulfilling Prophecies
  - B. Robert Rosenthal and Lenore Jacobson's Study

COMPLIANCE, CONFORMITY, AND OBEDIENCE

- I. Compliance
  - A. Definition of Compliance
  - B. Foot-In-The-Door Technique
    - 1. Research on the Foot-In-The-Door Technique --  
Jonathan Freedman and Scott Fraser's Studies
    - 2. Ego Involvement
  - C. Door-In-The-Face Technique
    - 1. Research on the Door-In-The-Face Technique
    - 2. Reciprocal Concessions
    - 3. Self-Presentation Effect
  - D. That's Not All Technique
  - E. Low-Ball Technique
  - F. Lure Technique
  - G. Ingratiation
- II. Bases of Social Power -- Jack French and Bert Raven
  - A. Reward Power
  - B. Coercive Power
  - C. Legitimate Power
  - D. Referent Power
  - E. Expert Power
  - F. Information Power
- III. Conformity
  - A. Definition of Conformity
  - B. Solomon Asch's Study
    - 1. Group Size
    - 2. Unanimity
    - 3. Reasons for Conformity in Asch's Study
      - a. Distortion of Perception
      - b. Distortion of Judgement
      - c. Distortion of Action
  - C. Psychological Reasons For Conformity
    - 1. Informational Social Influence
    - 2. Normative Social Influence
  - D. Independence; Anticonformity
- IV. Obedience
  - A. Definition of Obedience
  - B. Stanley Milgram's Study
    - 1. Extent of Obedience
    - 2. Importance of Experimenter-Subject and Subject-Victim  
Distances In Producing Obedience
    - 3. Legitimate Authority
    - 4. Ethics of Milgram's Study
    - 5. Recent Partial Replication of Milgram's Study
    - 6. Social Implications of Milgram's Study



7. I feel that I can confide in \_\_\_\_\_ about virtually everything.
- 1      2      3      4      5      6      7      8      9
- Not at all true;  
disagree completely                      Moderately true;  
agree to some extent                      Definitely true;  
agree completely
8. One of my primary concerns is \_\_\_\_\_'s welfare.
- 1      2      3      4      5      6      7      8      9
- Not at all true;  
disagree completely                      Moderately true;  
agree to some extent                      Definitely true;  
agree completely
9. I think that \_\_\_\_\_ and I are quite similar to one another.
- 1      2      3      4      5      6      7      8      9
- Not at all true;  
disagree completely                      Moderately true;  
agree to some extent                      Definitely true;  
agree completely
10. I feel that \_\_\_\_\_ is an extremely intelligent person.
- 1      2      3      4      5      6      7      8      9
- Not at all true;  
disagree completely                      Moderately true;  
agree to some extent                      Definitely true;  
agree completely
11. Most people would react favorably to \_\_\_\_\_ after a brief acquaintance.
- 1      2      3      4      5      6      7      8      9
- Not at all true;  
disagree completely                      Moderately true;  
agree to some extent                      Definitely true;  
agree completely
12. I feel very possessive toward \_\_\_\_\_.
- 1      2      3      4      5      6      7      8      9
- Not at all true;  
disagree completely                      Moderately true;  
agree to some extent                      Definitely true;  
agree completely
13. If I were lonely, my first thought would be to seek \_\_\_\_\_ out.
- 1      2      3      4      5      6      7      8      9
- Not at all true;  
disagree completely                      Moderately true;  
agree to some extent                      Definitely true;  
agree completely

14. When I am with \_\_\_\_\_, we almost always are in the same mood.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |
15. I would do almost anything for \_\_\_\_\_.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |
16. I have great confidence in \_\_\_\_\_'s good judgement.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |
17. I feel responsible for \_\_\_\_\_'s well-being.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |
18. \_\_\_\_\_ is the sort of person whom I myself would like to be.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |
19. If I could never be with \_\_\_\_\_, I would feel miserable.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |
20. I would forgive \_\_\_\_\_ for practically anything.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |

21. I would highly recommend \_\_\_\_\_ for a responsible job.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

22. I think that \_\_\_\_\_ is one of those people who quickly wins respect.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

23. I would vote for \_\_\_\_\_ in a class or group election.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

24. I would greatly enjoy being confided in by \_\_\_\_\_.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

25. I find it easy to ignore \_\_\_\_\_'s faults.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

26. It seems to me that it is very easy for \_\_\_\_\_ to gain admiration.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

DIRECTIONS: Think about a close friend of the same sex as you. This should be your same sex "best friend" or other person you know very well. (If you are gay or lesbian, this should be a non-romantic friend.) Please circle the extent to which each of the following questions are true in reference to this close friend.

1. In my opinion, \_\_\_\_\_ is an exceptionally mature person.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

2. It would be hard for me to get along without \_\_\_\_\_.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

3. If \_\_\_\_\_ were feeling bad, my first duty would be to cheer him/her up.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

4. \_\_\_\_\_ is one of the most likable people I know.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

5. I think that \_\_\_\_\_ is unusually well-adjusted.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

6. When I am with \_\_\_\_\_, I spend a good deal of time just looking at him/her.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

7. I feel that I can confide in \_\_\_\_\_ about virtually everything.
- 1      2      3      4      5      6      7      8      9
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- Not at all true;  
disagree completely                      Moderately true;  
agree to some extent                      Definitely true;  
agree completely

14. When I am with \_\_\_\_\_, we almost always are in the same mood.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |
15. I would do almost anything for \_\_\_\_\_.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |
16. I have great confidence in \_\_\_\_\_'s good judgement.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |
17. I feel responsible for \_\_\_\_\_'s well-being.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |
18. \_\_\_\_\_ is the sort of person whom I myself would like to be.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |
19. If I could never be with \_\_\_\_\_, I would feel miserable.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |
20. I would forgive \_\_\_\_\_ for practically anything.
- |   |   |   |  |   |   |                                      |   |   |
|---|---|---|--|---|---|--------------------------------------|---|---|
| 1                                       | 2 | 3 | 4  | 5 | 6 | 7                                    | 8 | 9 |
| Not at all true;<br>disagree completely |   |   | Moderately true;<br>agree to some extent |   |   | Definitely true;<br>agree completely |   |   |

21. I would highly recommend \_\_\_\_\_ for a responsible job.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

22. I think that \_\_\_\_\_ is one of those people who quickly wins respect.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

23. I would vote for \_\_\_\_\_ in a class or group election.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

24. I would greatly enjoy being confided in by \_\_\_\_\_.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

25. I find it easy to ignore \_\_\_\_\_'s faults.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

26. It seems to me that it is very easy for \_\_\_\_\_ to gain admiration.

1      2      3      4      5      6      7      8      9

Not at all true;  
disagree completely

Moderately true;  
agree to some extent

Definitely true;  
agree completely

Directions for Scoring Rubin's Liking and Loving Scales

Take the questionnaire you filled out in reference to your boyfriend/girlfriend, spouse, lover, etc. Add questions 2, 3, 6, 7, 8, 12, 13, 15, 17, 19, 20, 24, and 25 together.

This is your love score for your intimate other.

Now, from the same questionnaire, add together questions 1, 4, 5, 9, 10, 11, 14, 16, 18, 21, 22, 23, and 26.

This is your liking score for your intimate other.

Now repeat this procedure for the questionnaire you filled out in reference to your close same sex friend. From this questionnaire add together questions 2, 3, 6, 7, 8, 12, 13, 15, 17, 19, 20, 24, and 25.

This is your love score for your close friend.

Finally, from the friend questionnaire, add together questions 1, 4, 5, 9, 10, 11, 14, 16, 18, 21, 22, 23, and 26.

This is your liking score for your close friend.

REFERENCES

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- Rubin, Zick. (1974). Liking and loving. In Z. Rubin (Ed.), Doing unto others. Englewood Cliffs, NJ: Prentice Hall.
- Rubin, Zick. (1970). Measurement of romantic love. Journal of Personality and Social Psychology, 16(2), 265-273.

AFFILIATION, ATTRACTION, AND LOVE

- I. Loneliness
  - A. Definition of Loneliness
  - B. Emotional Loneliness
  - C. Social Loneliness
  - D. Trait Loneliness
  - E. State Loneliness
  - F. Loneliness At College
  - G. Age and Loneliness
  
- II. Affiliation
  - A. Stanley Schachter's Experiments
  - B. Social Comparison Theory
  - C. Social Support
  
- III. Personal Attraction
  - A. Factors In Determining Attraction
    - 1. Proximity or Propinquity
    - 2. Similarity
      - a. Similarity vs. Complementarity
    - 3. Physical Attractiveness
    - 4. Familiarity
    - 5. Reciprocity
    - 6. Competence
  - B. Theories Of Attraction
    - 1. Reinforcement-Affect Theory
    - 2. Balance Theory
  
- IV. Love and Friendship
  - A. Elements of Friendship
    - 1. Enjoyment
    - 2. Acceptance
    - 3. Trust
    - 4. Respect
    - 5. Confiding
    - 6. Understanding
    - 7. Spontaneity
  - B. Elements of Love
    - 1. Passion
      - a. Fascination
      - b. Exclusiveness
      - c. Sexual Desire
    - 2. Caring
      - a. Giving The Utmost
      - b. Being A Champion Advocate
  - C. Measurement of Friendship and Love -- Zick Rubin
    - 1. Liking and Loving Scales
    - 2. Research Findings

IV. Love and Friendship, continued

- D. Categories of Love
  - 1. Ellen Berscheid and Elaine Hatfield Walster
    - a. Passionate Love
    - b. Companionate Love
  - 2. "The Colors of Love" -- John Alan Lee
    - a. Eros -- Passionate Love
    - b. Ludus -- Game-Playing Love
    - c. Storge -- Friendship Love
    - d. Mania -- Possessive Love
    - e. Agape -- Altruistic Love
    - f. Pragma -- Pragmatic Love
  - 3. Sex Differences in Love Types
  - 4. Changes In Love During A Relationship
- E. Triangular Theory of Love -- Robert J. Sternberg
  - 1. Intimacy
  - 2. Passion
  - 3. Commitment
  - 4. Properties of Intimacy, Passion, and Commitment
  - 5. Types of Relationships
    - a. Nonlove
    - b. Liking
    - c. Infatuation
    - d. Empty Love
    - e. Romantic Love
    - f. Fatuous Love
    - g. Companionate Love
    - h. Consummate Love
  - 6. Love Triangles in Relationships
- F. The Evaluation of Relationships
  - 1. Social Comparison Theory
  - 2. Social Exchange Theory
    - a. Comparison Level
    - b. Comparison Level For Alternatives
  - 3. Equity Theory
    - a. Contributions
    - b. Outcomes

Psychology 11  
Aaron Cohen

AFFILIATION, ATTRACTION, AND LOVE, page 3

This page will be distributed in class as a handout

IV. Love and Friendship Relationships, continued

- G. Breakups -- Charles Hill, Zick Rubin, and Anne Peplau
  - 1. Love Scores
  - 2. Sex and Cohabitation
  - 3. Similarity
  - 4. Need For Power
  - 5. Calendar
  - 6. Initiators of Breakup
    - a. Sex of Initiator
    - b. Self-Serving Bias in Perceptions of Breakup
    - c. Involvement in the Relationship
      - i. Sex Differences
  - 7. Friendship After Breakup
  - 8. 15-Year Follow-Up Study
    - a. Basic Findings
    - b. Gender-Role Attitudes
  - 9. Romanticism
  - 10. Emotional Consequences
  - 11. Reasons For Sex Differences
    - a. Simple Economics
    - b. Interpersonal Sensitivity
    - c. Macho

SEX AND GENDER

- I. Overview of Sex and Gender
  - A. Sex vs. Gender
  - B. Physiological Determinants of Sex
  - C. Gender Identity
- II. Patterns of Sexual Behavior
  - A. Surveys By Alfred Kinsey, Morton Hunt, NORC Group
  - B. Sexuality In Children
  - C. Masturbation
    1. Frequency of Masturbation
    2. Historical Attitudes Toward Masturbation
      - a. The "Cereal Barons"
  - D. Petting
    1. Incidence of Petting
  - E. Premarital Intercourse
    1. Incidence of Premarital Intercourse
    2. Attitudes Toward Premarital Sex
      - a. The Sexual Double Standard
      - b. The Boston Couples Study --  
Anne Peplau, Zick Rubin, Charles Hill
        - i. Traditional Pattern
        - ii. Moderate Pattern
        - iii. Liberated Pattern
        - iv. Importance of the Woman in Determining Activity
    3. Types of Premarital Sexual Experience
      - a. Inexperienced Virgins
      - b. Adamant Virgins
      - c. Potential Nonvirgins
      - d. Engaged Nonvirgins
      - e. Liberated Nonvirgins
      - f. Confused Nonvirgins
  - F. Nonmarital Cohabitation
    1. Incidence of Nonmarital Cohabitation
    2. Characteristics of Cohabiting Couples
  - G. Extramarital Sex
    1. Incidence of Extramarital Sex
    2. Patterns of Extramarital Sex
  - H. Homosexuality
    1. Incidence of Homosexuality
    2. Homosexual Lifestyles
      - a. Close Couples
      - b. Open Couples
      - c. Functionals
      - d. Dysfunctionals
      - e. Asexuals
    3. Psychological Adjustment of Homosexuals
  - I. Marital Sex
    1. Incidence of Marital Sex
    2. Patterns of Marital Sex

BEM SEX-ROLE INVENTORY

Please indicate how well each of the following items describe yourself:

	Never or almost never true				Always or almost always true			
1. Self-reliant	1	2	3	4	5	6	7	
2. Yielding	1	2	3	4	5	6	7	
3. Helpful	1	2	3	4	5	6	7	
4. Defends own beliefs	1	2	3	4	5	6	7	
5. Cheerful	1	2	3	4	5	6	7	
6. Moody	7	6	5	4	3	2	1	
7. Independent	1	2	3	4	5	6	7	
8. Shy	1	2	3	4	5	6	7	
9. Conscientious	1	2	3	4	5	6	7	
10. Athletic	1	2	3	4	5	6	7	
11. Affectionate	1	2	3	4	5	6	7	
12. Theatrical	7	6	5	4	3	2	1	
13. Assertive	1	2	3	4	5	6	7	
14. Flatterable	1	2	3	4	5	6	7	
15. Happy	1	2	3	4	5	6	7	
16. Strong personality	1	2	3	4	5	6	7	
17. Loyal	1	2	3	4	5	6	7	
18. Unpredictable	7	6	5	4	3	2	1	
19. Forceful	1	2	3	4	5	6	7	
20. Feminine	1	2	3	4	5	6	7	
21. Reliable	1	2	3	4	5	6	7	
22. Analytical	1	2	3	4	5	6	7	
23. Sympathetic	1	2	3	4	5	6	7	
24. Jealous	7	6	5	4	3	2	1	
25. Has leadership abilities	1	2	3	4	5	6	7	
26. Sensitive to the needs of others	1	2	3	4	5	6	7	
27. Truthful	1	2	3	4	5	6	7	

BEM SEX-ROLE INVENTORY, page 2

	Never or almost never true				Always or almost always true			
28. Willing to take risks	1	2	3	4	5	6	7	
29. Understanding	1	2	3	4	5	6	7	
30. Secretive	7	6	5	4	3	2	1	
31. Makes decisions easily	1	2	3	4	5	6	7	
32. Compassionate	1	2	3	4	5	6	7	
33. Sincere	1	2	3	4	5	6	7	
34. Self-sufficient	1	2	3	4	5	6	7	
35. Eager to soothe hurt feelings	1	2	3	4	5	6	7	
36. Conceited	7	6	5	4	3	2	1	
37. Dominant	1	2	3	4	5	6	7	
38. Soft spoken	1	2	3	4	5	6	7	
39. Likable	1	2	3	4	5	6	7	
40. Masculine	1	2	3	4	5	6	7	
41. Warm	1	2	3	4	5	6	7	
42. Solemn	7	6	5	4	3	2	1	
43. Willing to take a stand	1	2	3	4	5	6	7	
44. Tender	1	2	3	4	5	6	7	
45. Friendly	1	2	3	4	5	6	7	
46. Aggressive	1	2	3	4	5	6	7	
47. Gullible	1	2	3	4	5	6	7	
48. Inefficient	7	6	5	4	3	2	1	
49. Acts as a leader	1	2	3	4	5	6	7	
50. Childlike	1	2	3	4	5	6	7	
51. Adaptable	1	2	3	4	5	6	7	
52. Individualistic	1	2	3	4	5	6	7	
53. Does not use harsh language	1	2	3	4	5	6	7	
54. Unsystematic	7	6	5	4	3	2	1	
55. Competitive	1	2	3	4	5	6	7	

BEM SEX-ROLE INVENTORY, page 3

	Never or almost never true				Always or almost always true			
56. Loves children	1	2	3	4	5	6	7	
57. Tactful	1	2	3	4	5	6	7	
58. Ambitious	1	2	3	4	5	6	7	
59. Gentle	1	2	3	4	5	6	7	
60. Conventional	7	6	5	4	3	2	1	

Directions for scoring the BSRI:

Add up the numbers you circled for items 1, 4, 7, 10, 13, 16, 19, 22, 25, 28, 31, 34, 37, 40, 43, 46, 49, 52, 55, and 58. This is your score on the Masculinity scale.

Add up the numbers you circled for items 2, 5, 8, 11, 14, 17, 20, 23, 26, 29, 32, 35, 38, 41, 44, 47, 50, 53, 56, and 59. This is your score on the Femininity scale.

Add up the numbers you circled for items 3, 6, 9, 12, 15, 18, 21, 24, 27, 30, 33, 36, 39, 42, 45, 48, 51, 54, 57, and 60. This is your score on the Social Desirability scale.

If you scored 98 or more on the masculinity scale and 96 or more on the femininity scale, you are androgynous by the criteria of Sandra Bem (1977).

If you scored 96 or more on the femininity scale but 97 or less on the masculinity scale, you are feminine-typed.

If you scored 98 or more on the masculinity scale but 95 or less on the femininity scale, you are masculine-typed.

If you scored 97 or less on the masculinity scale and 95 or less on the femininity scale, you are undifferentiated.

REFERENCES

- Bem, Sandra L. (1974). The measurement of psychological androgyny. Journal of Consulting and Clinical Psychology, 42(2), 155-162.
- Bem, Sandra Lipsitz. (1977). On the utility of alternative procedures for assessing psychological androgyny. Journal of Consulting and Clinical Psychology, 45(2), 196-205.

III. Gender Roles

- A. Gender Stereotypes
  - 1. Men are Instrumental or Agentic
  - 2. Women are Expressive or Communal
  - 3. Sex Differences in Gender Traits --  
Eleanor Maccoby and Carol Jacklin
    - a. Size and Origins of Sex Differences
    - b. Aggression in Boys
    - c. Visual/Spatial Abilities in Boys
    - d. Mathematical Abilities in Boys
    - e. Verbal Abilities in Girls
  - 4. Breadwinners and Homemakers
  - 5. Sexist Practices
  - 6. Evaluation Bias
- B. Stereotypes and Negative Impacts on Women --  
Jean Lipman-Blumen's Nine "Control Myths"
- C. Differential Impacts on Men and Women
- D. Themes In The Male Gender Role -- Robert Brannon, James A. Doyle
  - 1. No Sissy Stuff; The Anitfeminine Element
  - 2. The Big Wheel; The Success Element
  - 3. The Sturdy Oak; The Self-Reliant Element
  - 4. Give 'Em Hell; The Aggressive Element
  - 5. The Sexual Element
  - 6. Evaluation of the Male Gender Role
- E. Negative Impacts on Men -- Joseph Pleck
  - 1. The Male Sex Role Identity (MSRI) Paradigm
  - 2. The Sex Role Strain (SRS) Paradigm
- F. Gender Stereotypes in Psychotherapy -- The Broverman Study
- G. Androgyny -- Sandra Bem
  - 1. Incidence of Sex-Typing and Androgyny
  - 2. Advantages of Androgyny
  - 3. Criticisms of Androgyny
- H. Gender Roles In The Work Setting
  - 1. The Sex Role Spillover Model -- Barbara Gutek
- I. Gender Roles in Intimate Relationships
  - 1. Courtship
  - 2. The "Norm of Male Superiority"
  - 3. Marriage
    - a. Traditional
    - b. Modern
      - i. Patterns of Employment and Household Labor
    - c. Egalitarian
    - d. Role Reversal Marriages

AGGRESSION AND PROSOCIAL BEHAVIOR

- I. Aggression
  - A. Definition of Aggression
  - B. Theories of Aggression
    - 1. Evolutionary Psychology (Sociobiology)
    - 2. Freud
    - 3. Learning Theory
      - a. Operant Conditioning or Instrumental Learning
      - b. Observational Learning or Modeling
        - i. Albert Bandura's Research
        - ii. Catharsis vs. Modeling
        - iii. Aggression on TV and in the Movies
        - iv. Pornography
  - C. Factors Which Promote Aggression
    - 1. Frustration
    - 2. Discriminative Stimuli
    - 3. Attack
    - 4. Alcohol
    - 5. Temperature
    - 6. Deindividuation
    - 7. Arousal-Labeling Theory
  - D. Situations Where Aggression Occurs
    - 1. Families
    - 2. Crowds
      - a. Deindividuation
      - b. Temperature
      - c. Relative Deprivation
        - i. Egoistic Deprivation
        - ii. Fraternal Deprivation

- II. Bystander Apathy and Bystander Intervention
  - A. The Kitty Genovese Case
  - B. Conditions For Bystander Intervention
    - 1. Notice Emergency
    - 2. Define Situation As An Emergency
    - 3. Taking Responsibility
    - 4. Action
- III. Prosocial Behavior and Altruism
  - A. Definition of Prosocial Behavior
  - B. Definition of Altruism
  - C. Does Altruism Really Exist?
  - D. Theories of Prosocial Behavior
    - 1. Evolutionary Psychology (Sociobiology)
      - a. Kin Selection
    - 2. Freud
    - 3. Learning Theory
  - E. Norms For Prosocial Behavior
    - 1. Norm of Reciprocity
    - 2. Norm of Social Responsibility
    - 3. Norms of Social Justice
      - a. Equality
      - b. Relative Need
      - c. Equity

GROUP BEHAVIOR

- I. Definition of Groups
- II. Group Socialization
  - A. Processes in Group Socialization
    - 1. Evaluation
    - 2. Commitment
    - 3. Role Transitions
  - B. Stages of Group Socialization -- Richard Moreland and John Levine
    - 1. Investigation
    - 2. Entry
    - 3. Socialization
    - 4. Acceptance
    - 5. Maintenance
    - 6. Divergence
    - 7. Resocialization
    - 8. Exit
    - 9. Remembrance
- III. Leadership
  - A. Definition of Leadership
  - B. Basic Types of Leadership
    - 1. Task Leadership, Initiating Structure,  
or Instrumental Leadership
    - 2. Socioemotional Leadership, Relationship Leadership,  
Consideration, or Expressive Leadership
  - C. Contingency Model of Leadership -- Fred Fiedler
    - 1. Situation Factors
      - a. Leader-Member Relations
      - b. Task Structure
        - i. Goal Clarity
        - ii. Solution Specificity
        - iii. Decision Verifiability
      - c. Position Power
    - 2. Situational Control and Leader Effectiveness
    - 3. Criticisms of Fiedler's Theory
      - a. Operational Definition of Situational Control
      - b. Least Preferred Co-Worker (LPC) Scale

III. Leadership, continued

- D. Decision Making by Leaders -- Victor Vroom and Phillip Yetton
  - 1. Autocratic I (AI)
  - 2. Autocratic II (AII)
  - 3. Consultation I (CI)
  - 4. Consultation II (CII)
  - 5. Group II (GII)
- E. Bases of Social Power -- John French and Bertram Raven
  - 1. Rewards
  - 2. Coercion
  - 3. Legitimate Authority
  - 4. Referent Power
  - 5. Expertise
  - 6. Information
- F. Communication Networks
  - 1. Types of Networks
    - a. Wheel
    - b. Chain
    - c. Y
    - d. Circle
    - e. Comcon
  - 2. Network Patterns and Leadership
  - 3. Group Members' Satisfaction and Morale
  - 4. Task Efficiency
- G. Models of Societal Leadership
  - 1. The "Great Person" Theory
  - 2. The Theory of Social Determinism or Zeitgeist

IV. Group Processes

- A. Effects of The Mere Presence of Others
  - 1. Social Facilitation
  - 2. Social Inhibition
  - 3. Social Loafing
- B. Group Polarization
  - 1. The Risky Shift Phenomenon
  - 2. Reasons for Group Polarization
    - a. Social Comparison
    - b. Informational Influence; Persuasive Arguments
    - c. Group Identification or Social Influence
- C. Deindividuation
  - 1. Crowd Behavior

- V. Group Conflict
  - A. Size of Group Differences
  - B. Causes of Group Differences
  - C. Ingroups and Outgroups
  - D. Orientations Toward Scarce Resources
    - 1. Competitive
    - 2. Cooperative
    - 3. Individualistic
    - 4. Reward Structures
  - E. Ethnocentrism
  - F. Prejudice
    - 1. Definition of Prejudice
    - 2. Stereotypes
    - 3. Reasons For Prejudice
      - a. Conflict or Competition Over Scarce Resources
      - b. Historical Factors
      - c. Socio-Economic Factors
      - d. Learning
      - e. Authoritarian Personality -- Theodor W. Adorno
        - i. Nature of Authoritarian Personality
          - ii. The F-Scale
          - iii. Findings on Authoritarianism
          - iv. Criticisms of Authoritarianism Research
            - a. Based on Psychoanalytic Theory
            - b. Assumption of Stable Personality Traits
            - c. Response Bias on F-Scale
  - G. Eliminating Prejudice and Group Conflict
    - 1. Equal Status Inter-Group Contact
    - 2. The "Robber's Cave" Study -- Muzafer Sherif
      - a. Cooperation To Achieve Superordinate Goals
    - 3. Jigsaw Classrooms -- Elliot Aronson
      - a. The Jigsaw Technique
      - b. Results of Research on Jigsaw Classrooms
        - i. Liking of Classmates
          - ii. Self-Esteem
        - iii. Cooperation
        - iv. Academic Performance
        - v. Liking of School

VI. Group Decision Making

- A. Groupthink -- Irving Janis
  - 1. Historical Examples of Groupthink
  - 2. The Groupthink Phenomenon
    - a. Antecedent Conditions
      - i. Cohesive Decision-Making Group
      - ii. Structural Faults of the Organization
      - iii. Provocative Situational Context
    - b. Concurrence-Seeking -- The Groupthink Tendency
    - c. Observable Consequences
      - i. Symptoms of Groupthink
      - ii. Symptoms of Defective Decision-Making
      - iii. Low Probability of Successful Outcome
    - d. Preventing Groupthink
- B. Brainstorming

A flow-chart of the Groupthink process will be distributed in class as a handout.

ORGANIZATIONAL BEHAVIOR

- I. Overview of Organizations
  - A. Definition of Organizations
  - B. Units of Analysis
    - 1. Individuals
    - 2. Groups
    - 3. Tasks and Technology
    - 4. Organizational Design
    - 5. Environment
  
- II. Organizations as Open Systems -- Daniel Katz and Robert Kahn
  - A. Inputs
  - B. Outputs
  - C. Throughput
  - D. External Environment
  - E. Cyclic Character of the Transformation
  - F. Negative Entropy
  - G. Information Control Mechanisms
  - H. Steady State Behavior
  - I. Role Differentiation
  - J. Integration and Coordination
  - K. Equifinality
  - L. Boundary of Systems
  - M. Levels of Analysis of Systems
    - 1. Subsystems
    - 2. Supersystems
  
- III. Requirements of Organizations
  - A. Resource Acquisition
  - B. Production
  - C. Output
  - D. Efficiency
  - E. Rational Coordination
  - F. Renewal and Adaptation
  - G. Conformity
  - H. Constituency Satisfaction
  
- IV. Generic Subsystems of Organizations -- Daniel Katz and Robert Kahn
  - A. Productive or Technical Subsystem
  - B. Supportive Subsystem
  - C. Maintenance Subsystem
  - D. Adaptive Subsystem
  - E. Managerial or Political Subsystem
  - F. Organizations as Generic Subsystems of the Overall Social System
  
- V. Organizational Structure
  - A. Organizational Hierarchy
    - 1. Centralization
    - 2. Formalization
    - 3. Specialization or Division Of Labor
    - 4. Steepness of Hierarchy -- Tall vs. Flat Hierarchies
  - B. Size
  - C. Technology

VI. Organizational Roles

- A. Definition of Role
- B. Organizations as Role Systems
  - 1. Role Senders
  - 2. Focal Persons
  - 3. Boundary Roles

A flow-chart of Organizations as Role Systems will be distributed in class as a handout.

- C. Role Conflict
  - 1. Inter-Sender Conflict
  - 2. Intra-Sender Conflict
  - 3. Inter-Role Conflict
  - 4. Self-Role Conflict
  - 5. Role Overload
  - 6. Role Ambiguity
- D. Advantages of Multiple Roles

VII. Job Satisfaction

- A. The Work Itself
- B. Pay
- C. Promotional Opportunities
- D. Supervision
- E. Co-Workers
- F. Behavioral Consequences of Job Satisfaction

VIII. Work Design

- A. Poor Job Designs
- B. Ways To Improve Work Design
  - 1. Changes in the Work Itself -- Job Enrichment
  - 2. Job Rotation
  - 3. Flextime or Flexitime
  - 4. Job Sharing
  - 5. Employee Participation in Work Design

ENVIRONMENTAL PSYCHOLOGY

- I. Aspects of the Physical Environment Which Affect Social Behavior
  - A. Temperature
  - B. Noise
  - C. Seating Arrangements at a Table -- Robert Sommer
    - 1. Conversing
    - 2. Cooperating
    - 3. Co-acting
    - 4. Competing
    - 5. Leadership
  - D. Seating Arrangements in the Classroom
- II. Personal Space
  - A. Intimate Distance
  - B. Personal Distance
  - C. Social Distance
  - D. Public Distance
  - E. Personal Space and Interpersonal Behavior
    - 1. Attraction and Liking
    - 2. Space Invaders
    - 3. Cultural Differences
- III. Architecture
  - A. Proximity and Attraction
  - B. Housing Designs and Interaction Possibilities
  - C. Social Overload
    - 1. Studies of Dorm Design
  - D. Open-Space Schools and Offices

IV. Privacy

- A. The Need For Privacy
- B. Levels of Privacy in Different Environments
  - 1. Public Spaces
  - 2. Semipublic Spaces
  - 3. Semiprivate Spaces
  - 4. Private Spaces

V. Territoriality

- A. Types of Territories -- Irwin Altman
  - 1. Primary Territories
  - 2. Secondary Territories
  - 3. Public Territories
- B. Personalization of Territories
  - 1. Homes, Dorms, and Offices
  - 2. Public Places; Territorial Markers

VI. Crowding

- A. John Calhoun's Rat Colony
- B. Crowding and Stress
- C. Crowding and Location
  - 1. Primary Environments
  - 2. Secondary Environments
  - 3. Opportunities for Privacy

APPLIED SOCIAL PSYCHOLOGY

- I. Pure Science vs. Applied Research
  - A. The Instructor's Experiences
  - B. The History of Applied Social Psychology
    - 1. Action Research -- Kurt Lewin
- II. Health Psychology or Behavioral Medicine
  - A. Stress
    - 1. Stress vs. Strain
    - 2. Life Changes as Stress
    - 3. Chronic vs. Acute Stress
    - 4. Type A vs. Type B
  - B. Psychology and Seriousness of Disease
    - 1. Commonness of the Disease
    - 2. Having the Disease Oneself
- III. Energy Use
  - A. Attributions and Solutions
  - B. Factors Which Encourage Conservation
    - 1. Information
    - 2. Feedback
    - 3. Commitment
    - 4. Cognitive Dissonance
    - 5. Reward
    - 6. Amount of Conservation Desired
  - C. Social Dilemmas or Social Traps
- IV. Psychology and the Legal System
  - A. Jury Selection
    - 1. Demographics
    - 2. Capital Punishment
  - B. The Trial Process
    - 1. Opening Statements
      - a. Extensive vs. Brief
      - b. Primacy Effect
      - c. Following Through During the Trial
    - 2. Eyewitness Testimony
- V. Social Change
  - A. Strategies For Change
    - 1. Empirical-Rational Strategy
    - 2. Normative-Reeducative Strategy
    - 3. Power-Coercive Strategy
  - B. Level Of Change
    - 1. Individual
    - 2. Group
    - 3. Society
- VI. Program Evaluation Research

Psychology 11  
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