About your instructor:

I am a PhD graduate student in Sociology with an emphasis in Comparative International Sociology. I graduated with Master's degree in Social Psychology in 2006 with an emphasis in theoretical and philosophical psychology. I began teaching university courses as an undergraduate and have been responsible for my own curriculum for over 11 semesters.

I believe wholeheartedly in education and its merits but I believe education is only useful in as much as it can be applied to real world experiences and situations. As such, I value dialogue and discussion to include diverse experiences as a useful and necessary means to educational ends. It is my opinion that learning comes with a balance between effort and success. Therefore, if you just want to cruise through class, I do not recommend taking this course—this course is an elective, so it is available to you to change courses and still fulfill the program requirements. I invite you to consider your goals as a student at University as you are spending valuable time and money to be here.

I expect students to be interested and enthusiastic in the subject matter and willing to put in time and effort to learn material. I encourage students in my classes to think practically, creatively, and flexibly or “outside-the-box.” I want to help students verify that their learning style matches my teaching style as a good student-teacher match will ideally make for an enjoyable and productive semester for everyone.

Course Overview:

Social Psychology is the scientific study of how our behaviors, thoughts, and emotions are affected by the real or imagined presence of other people. Social psychology is, in essence, the study of people in social interactions. This course is designed to introduce students to selected areas of research in social psychology, including domains such as the social self, social influence, and social relations. Through lectures, readings, discussions, and group activities, students will learn about the theories and research practices surrounding the study of social psychological phenomena.

Course Objectives:

To enable students to identify and describe behavioral phenomena as they relate to social groups.

To familiarize students with researchers and areas of research involved in developing the discipline of Social Psychology.

To critically evaluate and apply course material to social situations and to students themselves.

Text:


Additional Readings:
From time to time, there will be additional journal articles to supplement course topics. These materials are listed on the course schedule when they will be covered in class and are available on WebCT.


**Assignments:**

**Participation:**
There will be class activities where you will be required to participate. There will be 10 points for each class period assignment. You may choose to miss 2 class period assignments without penalty to your grade. You are encouraged to come prepared for lectures having read course materials. You will not be penalized for class periods that have been canceled.

**Question Sets:**
For each chapter, there are sets of short essay questions designed to help you apply material from your textbook for each chapter we cover (1-13). You are encouraged to complete 5 short essays of your choice including an illustration or example of each principle from your own personal experience or of someone you know well. A personal experience is required so that you can apply this material to your own life. In some questions, an explicit example is explicitly required in the question; in such cases you do not need to provide more than one. You may use your textbook and other resources to complete these essays. Essay responses are due in class on the date indicated and are to be double spaced, 1 inch margins, size 12 pt font. Each assignment is worth 50 points. You may miss one assignment without penalty to your grade.

As this class is meets at an extension campus once a week, there will be occasions which you will need to hand in a late assignment and you might not be able to. Digital copies will only be accepted if they are late. Each day late will be penalized 10%. If you anticipate being gone, please take measures to turn in your assignments ahead of time. Please note the University Cheating and Plagiarism policy at the end of this syllabus.

**Final Exam:**
The final exam will be essay format comprised of select questions from your question set list. You will be given the list of questions ahead of the exam date and will be required to choose the questions you would like to answer. This exam can be considered a gambler’s exam--you will indicate how many points you feel each question you answer is worth but the total exam score must total 80 points. The more detailed an answer is the more points it should be worth. If you feel you cannot give sufficient detail, it would be in your best interest to wager a low point value for that question. If you have a very detailed understanding of a specific topic, you would do well to wager a higher point value for that question. You are not required to provide a personal experience of the topic of each question. Your
exam will be worth 20% of your total grade.

**Extra Credit:**
Social psychology is visible in small groups which can be manipulated to accentuate how such social processes and phenomenon work. The party game “Mafia” is such an environment where you can practice watching certain social principles at work. 30 points extra credit will be given to students who play the game and provide a 4 page write up of the social psychology of the game.

There are many variants of the game, most of which are acceptable (see [http://www.princeton.edu/~mafia/oldmafia/rules.htm](http://www.princeton.edu/~mafia/oldmafia/rules.htm) for details of game play and variations). Apply what you learn from the course to your game of Mafia. Please describe the type of game, the number of players, the principle(s) you observed and how it played out during the game. Explain the actors' roles in the processes you describe and how it compared with your knowledge of the principle from class. Be specific and include examples from the game you played.

Final grades will be based on your cumulative total points from the above assignments at the end of the semester. Grades are based on the following percentages.

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**Class Schedule:**
This schedule is subject to change and will likely occur depending on our progress.

**August 24** Course Info and Introduction to Social Psychology

31 The Person and the Situation ch. 2  
Question Set ch1 due

**September 7** Social Cognition. Ch 3  
Question Set ch 2 due

14 Presenting the Self. Ch 4  
Question Set ch 3 due3  
Additional Reading “Private Reactions to Public Transgressions”

21 Attitudes and Persuasion. Ch 5  
Question Set ch 4 due

28 Social Influence Ch 6  
Question Set ch 5 due  
Additional Reading “Behavioral Study of Obedience”

**October 5** “12 Angry Men”  
Question Set ch 6 due

12 Fall Break—No Class
19 Affiliation and Friendship. Ch 7

26 Love and Romantic Relationships. Ch 8
Question Set ch 7 due

November 2 Prosocial Behavior. Ch 9
Question Set ch 8 due

9 Aggression. Ch 10
Question Set ch 9 due
Additional Reading “Southern Culture of Honor”

16 Prejudice, Stereotyping and Discrimination. Ch 11
Question Set ch 10 due

23* Thanksgiving Holiday—No Class

30* Groups Ch 12
Question Set ch 11 due

December 7 Social Dilemmas (through page 468) Ch 13 and Conclusions
Question Set ch 12 due
Additional Reading “Plan 9 from CyberSpace”

14 –Final Exam
Question Set ch 13 due

This syllabus may change depending on circumstances during the semester. You will be notified of any changes throughout the course of the semester. Please ensure that the your email account registered with the University is one you regularly check as I will attempt to send information using that email account.

Things to Remember:

- Faculty and Student Responsibilities: All University policies and procedures will be followed. Please refer to the University of Utah Faculty Handbook (http://www.admin.utah.edu/fhb/) and Student Code (http://www.admin.utah.edu/ppmanual/8/8-10.html).
- Cases of suspected cheating or plagiarism will be reported to the Dean. The penalty for cheating is an automatic failing grade for the course, in addition to other potential penalties decided by the Dean's Office.
- These actions are consistent with consequences of other forms of theft. The reason for strict cheating and plagiarism guidelines results from the fact that plagiarism is stealing other's work and claiming it as your own. The foundation of science is that one person's findings can be trusted. Furthermore, distrust undermines the whole progress of scientific
discovery. Please prepare ahead of time so you will not feel tempted to steal work from other people. See to it that you are not guilty of undermining the progress of knowledge.

- ADA Statement: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. Please inform me of disabilities with written documentation from the Center for Disability Services within the first 2 weeks of class so appropriate accommodations can be made.

- Accommodations: Some of the writings, lectures, films or presentations in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus and course materials carefully to see if this course is one you are committed to taking. If you have concerns, please discuss it with me within the first two weeks of the course.

- If you are a member of a university athletic team, you must provide me with a schedule of games and team commitments during the first two weeks of the semester.

- I will retain unclaimed student exams and papers until Jan 9th 2010. Please make a note of this for your records.

- As there will be class discussions, I ask that you please be respectful towards me and others as well as turning off cell phones, refraining from disruptive personal conversation and arriving on time. If you do bring a laptop for notes, please do not surf the interwebs as it is a distraction to others around you and your instructor can usually tell making it a distraction to him/her also.
Question Set Chapter 1:
Please answer 5 of the following. Note that the requirement for you to describe an experience from your life to illustrate the concept in question will be relaxed for this assignment.

1) Name and define the four major perspectives of social psychology. What are two views of social behavior that all four perspectives have in common?

2) Compare and contrast the sociocultural and social learning perspectives. Define each and describe how they are similar and how they are different.

3) Describe the evolutionary perspective in social psychology. Where does it look for the causes of social behavior? What is natural selection? What are adaptations? How are these important to the evolutionary perspective?

4) Define descriptive methods, naturalistic observation, and surveys. Discuss the advantages and disadvantages of naturalistic observation and surveys.

5) Define experimental and descriptive methods in social psychology. Define the descriptive methods of naturalistic observation and survey studies. What advantages do experimental methods have over these descriptive methods?

6) Define the experimental method in social psychology. Describe the advantages and disadvantages to this approach.

7) Say you are a researcher interested in studying the effects of drinking Gatorade or plain water on college student performance on a four hour math test. Describe how you would conduct this experiment. What is the independent variable? The dependent variable? How would you decide who drinks Gatorade and who drinks water? Is deception appropriate here and, if so, what deception would you use and why?

8) Explain the difference between internal validity and external validity in experimental research. Why must experimenters usually make a “trade-off” between internal and external validity?

9) Why do social psychologists combine different research methods? What is the “full cycle” approach to the study of social psychology and how does it exemplify such combining?

10) Why do social psychologists sometimes choose to deceive participants about the true purpose of an experiment? What is the primary argument against deception in experiments? What is debriefing and how does it relate to experimental deception? In other words, what is the purpose of debriefing?
Question Set Chapter 2:
Please answer 5 of the following. Also, provide an illustration of the principle included in each question from your own personal life.

1) What are three components of the person that influence social behavior?

2) Define automaticity and attention, and explain how they are related.

3) Define willpower. In what way can it be considered a limited resource? Provide an example of how it is limited.

4) Define attitude, mood, and emotion. Provide an example of each. Explain why feelings are important.

5) Describe three ways in which feelings are measured. What are the pros and cons of each method?

6) What is counterfactual thinking? How can counterfactual thinking help influence our emotional responses to a particular outcome?

7) Name and define three ways in which we acquire self-knowledge. Provide an example of each.

8) What are descriptive norms? What are injunctive norms? How do they differ? Provide an example of each.

9) What is pluralistic ignorance? How can it contribute to binge drinking on college campuses?

10) Name and describe four ways in which the person and the situation interact. Give a specific example for each person-situation interaction.
Question Set Chapter 3:
Please answer 5 of the following. Also, provide an illustration of the principle included in each question from your own personal life.

1) Discuss one goal of social cognition and describe at least three factors that affect one's ability to achieve that goal.

2) Describe three cognitive shortcuts people use to simplify their processing of social information. Name and describe three person and situation factors that increase the likelihood that people use these cognitive shortcuts.

3) Name and describe the three goals of social cognition. Discuss at least one person and one situation factor that affects the achievement of each one.

4) Using the covariation model, explain a scenario in which one would likely make an internal attribution after Rosa, a 7-year old girl, told her classmate, Sally, to shut up. Do the same for an external and an interaction attribution.

5) People are often motivated to enhance or protect their self-images. In what circumstances are self-image enhancement and protection especially important? Describe three cognitive or behavioral strategies that people use for boosting and protecting their self-images.

6) Two goals of social cognition seem to be in opposition to each other. In what situations do people seek to conserve mental effort? Under what circumstances do they seek accuracy? What features within the person encourage people toward one goal versus the other?

7) Discuss the roles that expectations can play in social cognitive processing. Be sure to discuss this in the context of both conserving mental effort and accuracy motivation.

8) Discuss the role of culture, and the individualism/collectivism dimension in particular, on social cognition. Include discussion of research on attributional and self-enhancement processes.

9) Imagine you are the CEO of a firm that succeeds only if its employees avoid relying on cognitive shortcuts. How would you go about encouraging people to be more accurate in their judgments? What strategies would you teach them? What types of people would you hire if you want them to be motivated to avoid cognitive shortcuts?

10) Search through newspapers and magazines for advice columns in which people ask for help with personal problems or discuss their experiences and insights about life. Collect several examples and conduct an analysis of the kinds of attributions people make when discussing their own behavior and the behavior of others (You do not need to provide a personal illustration for this question.).
Question Set Chapter 4:
Please answer 5 of the following. Also, provide an illustration of the principle included in each question from your own personal life.

1) Some situations are more likely to evoke self-presentation behaviors than others. Discuss the situational factors related to the goals of appearing likable, appearing competent, and conveying status and power.

2) Although ingratiation strategies can provide benefits, some of them also have potential risks. What are some potential risks of ingratiation strategies such as flattery and projecting modesty?

3) You are new to the company, and you want your co-workers to LIKE you. Based on your knowledge about self-presentation, what tactics would you employ? List and explain three specific tactics, and give a concrete example of how you would use each one.

4) You are new to the company, and you want your boss to see you as extremely COMPETENT. Based on your knowledge about self-presentation, which tactics would you employ? List three specific tactics, and give a concrete example of how you would use each one.

5) Describe the three goals of self-presentation as well as one strategy for achieving each of them.

6) Describe the self-presentation strategy known as self-handicapping. What goal does this strategy serve? Who is more likely to use this strategy? Give two specific examples of self-handicapping in different settings.

7) You are new woman in a sorority and you are interested in displaying your status and power to impress other members. Based on your knowledge about self-presentation, which tactics would you employ? List three specific tactics, and give a concrete example of how you would use each one.

8) Describe two of the examples provided in the textbook of interactions between the person and the situation. What goals did they serve?

9) Describe the three goals of self-presentation. Then, for each, provide one detailed example of how YOU sought to achieve each of these goals, and explain which particular strategy YOU used in your attempt to achieve them.

10) The self-presentational goal of appearing likable could interfere with the goals of appearing competent and of conveying status and power. Describe each goal and list and then give an example of how strategies designed to increase liking could undermine each of the other two goals.
Question Set Chapter 5:
Please Answer 5 of the following. Also, provide an illustration of the principle included in each question from your own personal life.

1) Name and describe three of the sources of attitudes discussed in the book.

2) Describe all of the components of the theory of planned behavior and their connections to each other. Using the model's terminology, provide one example and explanation of when a person's behavior is inconsistent with his or her attitude.

3) Name and define the two factors that, according to the Elaboration Likelihood Model, impact the route through which persuasion can occur.

4) Describe the two routes through which people change their attitudes, according to the ELM. When would people be likely to change their attitudes through each of the two routes?

5) Describe the three goals of persuasion discussed in the textbook. For each, name and describe at least one factor that can impact the achievement of that goal, and give an example for each of the three factors.

6) When do people use shortcut evidence in order to make their judgments? Describe what shortcut evidence people use and give an example of how it might lead a person to change an important attitude, belief, or behavior.

7) How can the desire to be consistent affect persuasion? Describe one of the two major consistency theories about persuasion discussed in the text. Using the theory you describe, give one example of how the desire to be consistent might lead a person to change an important attitude, belief, or behavior.

8) Describe three factors that affect the desire for social approval. Give an example of how these factors might lead a person to change an important attitude, belief, or behavior.

9) Name and describe three person factors discussed in the text that can impact the persuasive process.

10) Describe the Festinger & Carlsmith (1959) study. Be sure to discuss which individuals were more likely to experience dissonance and change their attitudes. What was the more general lesson learned about counterattitudinal behavior?
Question Set Chapter 6:
Please answer 5 of the following. Also, provide an illustration of the principle included in each question from your own personal life.

1) Define conformity, compliance, and obedience. Give an example of each.

2) Briefly describe the methods and results of both the Asch line-segment studies and Sherif's "autokinetic effect" studies. What are the similarities and the differences between these two research programs?

3) You are on the Board of Directors for the local Boys and Girls Club, spearheading their annual fund-raising sale of tasty desserts. Of course, you see the value of applying your knowledge of social influence principles to this situation. Briefly describe the social validation, reciprocity, and scarcity principles, and how you would use each of them to increase sales.

4) How would you utilize the principles of reciprocity, social validation, liking, and commitment/consistency to sell a used car? How would you use these same principles to defend yourself against a salesperson using these principles?

5) Describe the three sources of uncertainty that can increase conformity to the group. Give an example of each.

6) Describe the steps involved in the foot-in-the-door and door-in-the-face techniques. What influence principle does each utilize? Provide an example of each.

7) What person and situation factors cause people to yield to social influence in order to gain social approval? Give examples of how these factors might lead people to change their behavior.

8) Describe three techniques of social influence based on the desire to be consistent with existing behaviors, promises, and self-images. Give examples of how each one of these techniques might lead people to change their behavior.

9) Explain why active and public commitments are typically more effective than passive and private commitments. Provide separate examples of an active and a public commitment.

10) Describe the three goals of social influence and describe one strategy people use to achieve each goal. Give an example of each.
Question Set Chapter 7:
Please answer 5 of the following. Also, provide an illustration of the principle included in each question from your own personal life.

1) What is the experience sampling method of studying social relationships? What are the advantages of experience sampling over retrospective reports of interactions?

2) What are the reinforcement-affect and social exchange models of affiliation? Why are they called "domain-general" models of attraction?

3) What is health psychology? What are some of the harmful effects of isolation on physical health, including risk for second heart attacks?

4) Describe how loneliness often is a self-perpetuating cycle.

5) Describe how status may be gained or lost via a person's affiliations, and state the term used in the book to refer to each tendency. Then provide an example from your own life of when you experienced each of these.

6) According to Alan Fiske, there are four fundamental types of relationships around the world. Describe each of these four types of relationships.

7) What is communal orientation and what kind of relationships do people who are high or low on this dimension prefer?

8) Describe the proximity-attraction principle and the mere-exposure effect, and explain how they may be related.

9) How are exchange relationships different in Western and non-Western cultures, and why are they different?

10) What are the four goals of affiliation and friendship? Provide an example of how people may enact each of the goals.
Question Set Chapter 8:
Please answer 5 of the following. Also, provide an illustration of the principle included in each question from your own personal life.

1) Describe the three components in Sternberg's (1986) theory of love. How does each component change over the course of a typical romantic relationship?

2) What is factor analysis? Give one example of a research study for which factor analysis would be useful in analyzing the data.

3) What is the two-factor theory of love? Be sure to describe both factors and how they interrelate, and provide an example of a misattribution and how this theory can explain it.

4) Describe how men and women often interpret interactions between males and females in different ways, and discuss how evolutionary theory might explain these differences.

5) Explain why children who were close friends in a kibbutz tend not to marry each other as adults, and what empirical data it violates.

6) In what types of relationships are men's and women's preferences for mates the same? In what types of relationships are there large gender differences in what men and women are looking for? What are the differences in terms of the characteristics men and women prefer?

7) Imagine that a good friend asks you for advice concerning how to improve communication in her marriage. Describe four research-based recommendations would you give to her?

8) Define the three attachment styles described in the textbook, and describe how they are likely to be translated into different styles of loving for adults.

9) What are the gender differences in jealousy described in the textbook? How might these differences have been adaptive (for each gender)?

10) Define polyandry and polygyny. Under what circumstances does each type of arrangement make sense? (You do not need to provide a personal illustration of this principle.)
Question Set Chapter 9:
Please answer 5 of the following. Also, provide an illustration of the principle included in each question from your own personal life.

1) What are the four goals cited in your text that can be achieved by performing prosocial actions? Describe each goal and give an example of how each goal might lead one person to help another.

2) Briefly describe the circumstances surrounding the murder of Kitty Genovese, and describe two social psychological concepts that help explain the lack of assistance provided to her.

3) What are the approximate ages at which help seeking behavior is likely to decrease, and why?

4) How do person factors such as age, gender, and self-esteem affect the likelihood of someone asking for needed help?

5) Describe three situational factors that are relevant to performing prosocial action and give an example of each factor.

6) Suppose that you encounter a potential emergency situation in which someone needs help. How might the presence of other bystanders as sources of help influence your decision to help? Give an example of an emergency situation and describe how the presence of other people might influence the likelihood of receiving help.

7) Suppose that you encounter a potential emergency situation in which someone needs help. How might the presence of other bystanders as sources of information about helping influence your decision to help? Give an example of an emergency situation and describe how the presence of other people might influence the likelihood of receiving help.

8) Describe three important person-situation interactions that have been found relevant to prosocial behavior. Give "real-life" examples of each one.

9) Describe the arousal/cost reward model of helping, and describe three conditions under which helping is more likely.

10) Describe Batson's empathy-altruism hypothesis. Describe the roles of perspective taking and empathic concern, and the conditions under which, according to Batson, pure altruism can occur.
Question Set Chapter 10:
Please answer 5 of the following. Also, provide an illustration of the principle included in each question from your own personal life.

1) What are the three defining features of aggression? What is the difference between direct and indirect aggression? What is the difference between emotional and instrumental aggression?

2) What is the relationship between gender and aggression? In other words, how are males and females similar and different with respect to their aggressive behaviors?

3) What is the frustration-aggression hypothesis? What were some problems with the original hypothesis? How was the hypothesis "reformulated"?

4) What is the "weapons effect", and how can the cognitive-neoassociationist theory explain this effect?

5) What is the social learning theory of aggression? How did Bandura's "Bobo Doll" experiments demonstrate that aggressive behavior could be learned?

6) What is meta-analysis? What were the findings of a meta-analysis that examined the effects of watching violent media on aggressive behavior in children and adolescents? (You do not need to provide a personal illustration of this principle.)

7) Describe the theory of differential parental investment. What is sexual selection, and how does it relate to parental investment?

8) Describe the culture of honor and its relation to aggression. In which regions of the United States is the culture of honor most prevalent? Describe one experiment that tested hypotheses derived from the culture of honor.

9) Imagine you are consulting with an urban school that is struggling to cope with frequent student violence. Describe two of the three broad approaches discussed in the text that you might recommend to reduce violence. Provide an example of each type you discuss.
Question Set Chapter 11:

Please answer 5 of the following. Also, provide an illustration of the principle included in each question from your own personal life.

1) Prejudice, stereotyping, and discrimination can serve multiple goals. Briefly describe the four main goals addressed in the text. In what situations is each of these goals likely to come into play?

2) Describe three material costs of prejudice, stereotyping, and discrimination, as well as one psychological cost. Provide an example of each.

3) Some people are more likely to express prejudice and use stereotypes than others. Describe three personal factors that influence the tendency to express prejudice. To which goal is each of these factors related?

4) What are authoritarianism and social dominance orientation? How are they related to prejudice?

5) Describe the five components of the self-fulfilling spiral of intergroup competition, and illustrate each with an example. Be sure to specify the sequence of these components (a diagram would be helpful here). How is this a self-fulfilling prophecy?

6) Stereotyping allows us to gain potentially useful information for relatively little cognitive effort. What personal and situational factors can make people more likely to use their stereotypes in order to conserve mental effort?

7) Archie is a bigoted white man who works down at the local pizza parlor. Archie's boss hires Bob, a black man, to work with Archie on the pizza assembly line. Bob is highly intelligent, very motivated, and in all respects a very personable man. What should Archie's boss do to manipulate the situation so that Archie might change his initial negative impression of Bob to a more accurate one?

8) Describe the ignorance hypothesis and two major reasons why it is inadequate.

9) Describe three goal-based strategies that can guide us in attempts to reduce prejudice, stereotyping, and discrimination. Provide examples that illustrate each.

10) Describe four ways in which intergroup contact can successfully reduce intergroup conflict. Give an example of each.
Question Set Chapter 12:
Please answer 5 of the following. Also, provide an illustration of the principle included in each question from your own personal life.

1) The presence of other people can have different influences on task performance. When does the presence of others improve task performance? When does the presence of others hinder task performance? Why?

2) What is deindividuation? Describe the two ways in which groups can deindividuate members, and a simple way to reindividuate members that is discussed in the textbook.

3) What are the properties of real groups? Define each of these properties. What does it mean to say that groups are more or less “grouplike”?

4) What is social loafing? Give two examples. Why does social loafing occur, and how can social loafing be reduced?

5) What are the advantages and the disadvantages of having diversity in a group?

6) Describe four conditions under which minorities are most likely to have influence in a group.

7) Describe transactive memory and how it can improve accuracy in decisions.

8) What is groupthink? Suppose that you are a leader of a campus group. What can you do in order to prevent groupthink?

9) Name and describe three situational factors described in the textbook that can affect group processes.

10) Name and describe three personal factors described in the textbook that can affect group processes.
Question Set Chapter 13:
Please answer 5 of the following. Also, provide an illustration of the principle included in each question from your own personal life.

1) Describe the goals of social dilemmas and provide an example of how a social dilemma can meet each goal.

2) Describe the three main ways in which the costs of social traps may be hidden in the short term.

3) Describe three ways in which the timing of punishments and rewards can be altered to reduce the consequence of short-sighted selfishness. Provide an example of each.

4) The timing of rewards and punishments has a large impact on decisions for immediate self-interest versus long-term group benefit. Describe what is meant by moving future negative consequences into the present, and adding immediate punishments for undesirable behaviors. Provide an example of each.

5) What are the various methods of encouraging unselfish actions? In the context of trying to encourage industries to pollute the environment less, give an example of how you would use each of these methods to develop an antipollution intervention.

6) Name and describe the three categories of environmental policies discussed in the book. Provide an example of each.