Study Guide for Final Exam (Part 1)

The material included in the following questions is fair game for the exam. We will take most of the exam questions, in some form, from the following list. However, you should know that this list is not exhaustive, and there may be some questions on the test that are not covered by the questions below.

**Cognitive Development**

Social referencing
Joint attention
Tabula rasa
Selective looking
Object permanence
Visual cliff
Assimilation
Accommodation

Operations
Zone of proximal development
Theory of mind
Adaptation
Empiricism

Contructivism
Schemes
Structures
Appearance/reality
Conservation of number
Reflexes

1. Infants and small children are not able to speak. What are some methods that we can use to test their knowledge and beliefs about the world?
2. What kinds of knowledge do young infants have about the world? Do they start out as blank slates?
3. What are the four Piagetian stages of cognitive development?
   a. What are the major characteristics of each stage?
   b. How do the processes of assimilation and accommodation function both separately and together?
4. Give an example of a false belief test.
   a. What does it illustrate about a child’s cognitive development?
   b. At what approximate age does a child overcome this difficulty?

**Social Development**

Socialization
Interdependence
Attachment (secure, insecure)
Strange situation test
Gender identity
Disengagement theory
Activity theory

Social exchange theory
Socio-emotional
Selectivity theory

1. What are Erikson’s eight psychosocial stages?
2. What is attachment (as a psychological concept in development)?
   a. How can attachment be tested? What can we learn from the test results?
   b. Name several pro-social behaviors later on in childhood, adolescence, and adulthood that are correlated with being securely attached as an infant.
3. Children spend a lot of time playing. How does play aid in different kinds of development?
4. What factors contribute to gender identity development?
   a. At what age do children embrace traditional gender roles?
   b. Why are they inclined to do so?
5. Older individuals are often observed to be socially withdrawn and depressed.
   a. What theories have been proposed to explain these observations?
   b. What are several reasons why people’s activities, goals and interests change as they grow older?

**Social Psychology**

<table>
<thead>
<tr>
<th>Attribution</th>
<th>Social comparison</th>
<th>Informational influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person bias</td>
<td>Reference group</td>
<td>Normative influence</td>
</tr>
<tr>
<td>Fundamental attribution error</td>
<td>Self-serving bias</td>
<td>Group polarization</td>
</tr>
<tr>
<td>Situation bias</td>
<td>Values</td>
<td>Bystander apathy</td>
</tr>
<tr>
<td>Actor-observer</td>
<td>Insufficient justification</td>
<td>Social loafing</td>
</tr>
<tr>
<td>discrepancy</td>
<td>effect</td>
<td>Obedience</td>
</tr>
<tr>
<td>Stereotypes</td>
<td>Just world bias</td>
<td>Conformity</td>
</tr>
<tr>
<td>Self-fulfilling prophecies</td>
<td>Social interference</td>
<td>Prisoner’s dilemma</td>
</tr>
<tr>
<td>Self-concept</td>
<td>Impression management</td>
<td></td>
</tr>
</tbody>
</table>

1. What is the fundamental attribution error? Give an example of this. Why would this bias primarily exist when one is observing others’ actions (as opposed to our own actions)?

2. How do others contribute to our development and maintenance of self-concept? How do our own biases help to maintain that self-concept?

3. What is cognitive dissonance?
   a. Give an example, explaining the proposed thought process of the individual experiencing dissonance.
   b. How does cognitive dissonance contribute to our understanding of social behaviors or bystander apathy, obedience, and conformity?
   c. How can cognitive dissonance be used to persuade others?

4. When you first meet an individual, you generally make inferences about that person.
   a. What kinds of information do you base your inferences on?
   b. What kinds of biases do we have that influence our opinions of others?

5. In the Stanford Prison study video shown in class, healthy undergraduate males were randomly assigned to either prisoner or guard roles. Describe (generally) their behavior after 1 day, 3 days, and 6 days.
   a. What aspects of the situation contributed to the participants’ behavior changes?
   b. How do you think you would behave if placed in a similar situation or in an actual prison? Why?
   c. Was it ethical to do this experiment? Imagine that you were reviewing this experiment for an Institutional Review Board for Carleton. What kinds of changes (if any) would you insist upon if you received a proposal for this experiment?
Personality

Trait (surface, central)       Personality factors       Big five theory (Five factor model)
Reliability                  Validity                    Defense mechanisms
locus of control             humanistic theory           self-efficacy
psychodynamic theory
self-actualization

1. What are *The Big Five*?
   a. How are they measured?
   b. Are they stable across the life span?
   c. Are they stable across different situations?

2. How do personality traits develop?
   a. What evidence is there that supports the heritability of personality traits?
   b. What other factors could contribute to the development of personality traits?

3. Compare and contrast the basic assumptions and theories of the psychodynamic school, the social-cognitive perspective, and the humanistic tradition.

4. What kinds of unconscious motivations have the psychologists in the psychodynamic school proposed?

5. What are the different defense mechanisms? How might they account for differences in personality and behavior?