NTNU
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Department of Psychology

Examination paper for PSY2014/PSYPRO4314 – social psychology 2

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Instructions:
Part A. There are 4 questions that require a short answer. Respond to all 4 questions, each response of approximately 1 page or about 300 words. To pass the exam 3 of these questions must be evaluated as pass, (A-E). Part A counts for 60% of the final exam mark.
Part B. There are 3 questions to choose from in this part. Respond to 1 of those in an essay-like format. Part B counts for 40% of the final exam mark.

Language: You may respond in English or a Scandinavian language. If you have a problem to translate a certain concept, e.g. name of model or theory, you can use the English terminology.

Exam questions:
PART A
There are 4 questions in this part. Answer all four questions (approximately 1 page or about 300 words for each question).

Question 1. There are individual, as well as group-level, responses to injustice. In which ways do people behave individually in response to injustice?

Question 2. Describe at least two of the four fundamental insights that Ross, Lepper and Ward mention as cumulative lessons in their 2010 chapter *History of social psychology*.

Question 3. According to Williams (2007) people tend to react strongly when being subject to social exclusion. Describe briefly the theoretical foundations for Williams' claim.

Question 4. a) Present Cialdini's "weapons of influence", and b) describe ways to resist influence.

PART B.
There are 3 questions to choose from in this part. Respond to 1 of those in an essay-like format.

Question 1. Discuss how group stability and compositional diversity may influence group performance.

Question 2. There are different origins of self-representations (biological, interpersonal or social, and intrapsychic). Describe theories or approaches that relate to the interpersonal basis of the self and identity.

Question 3. A) Define social stigmatization, b) present the functions of social stigmatization, and c) describe the effects of social stigmatization on targeted groups and individuals.

Instructions to evaluators:
Thank you very much for accepting this evaluation work! In this guide for evaluation of the exam answers we (teachers) have tried to summarize the most central aspects we expect or hope to see in the students' answers. Having said that, we are also aware that the course literature is extensive, that it is hard to remember details in a test situation of only four hours, and that students have learnt related materials in other courses. Thus, use our texts of expected answers as a guide and use also your extensive experience to judge if additional responses render a plus or minus to the final grading of the respective answers. The evaluation guide and these comments are aimed to help you calibrate characters/marks and to judge fairly. Please see the course literature if there are any uncertainty, references are given below. You find the key for weighting the questions and the two included parts below.

Instructions to students at exam:
Part A. There are 4 questions that require a short answer. Respond to all 4 questions, each response of approximately 1 page or about 300 words. To pass the exam 3 of these questions must be evaluated as pass, (A-E). Part A counts for 60% of the final exam mark.
Part B. There are 3 questions to choose from in this part. Respond to 1 of those in an essay-like format. Part B counts for 40% of the final exam mark.
Language: You may respond in English or a Scandinavian language. If you have a problem to translate a certain concept, e.g. name of model or theory, you can use the English terminology.

Exam questions:
PART A
There are 4 questions in this part. Answer all four questions (approximately 1 page or about 300 words for each question).

Question 1. There are individual, as well as group-level, responses to injustice. In which ways do people behave individually in response to injustice?

Question 2. Describe at least two of the four fundamental insights that Ross, Lepper and Ward mention as cumulative lessons in their 2010 chapter *History of social psychology*.

examples do not match.

The 4 fundamental insights mentioned in the chapter are:

a) **social implications of naive realism: subjective-objective reality**; involving the tacit assumption of similarity between subjective perceptions and some objective reality (isomorphism), the "constructive nature" of perception, expectations of others' sharing one's view, and the making of (incorrect) dispositional inferences about others (attributions).

b) **The general failure to appreciate the power of the situation**; (the fundamental attribution error) including, e.g. lay people's (and experts') tendency of dispositionalism and its consequences, that this failure is indirectly related to the "nature vs nurture" issue, that attributions of personal and situational factors seldom recognize that the behavior of an individual varies across settings, that everyday experiences usually confirm our expectations (because e.g. situations and persons are interrelated or confounded), that we choose situations (that we look for confirmation) , and that we as actors are part of our own life space.

c) **The need to see the self as consistent**; for example, the strong focus on "the self" in current, especially American, society, pop-psychology; developments of self-schemas and dynamic theories about capacities of the self, production of self-help books, focus on "feel good" (self and others) and self-esteem. Examples could also involve the need to see our-selves as coherent and worthy, using ego-defensive attributions, selective or strategic social comparisons or that we may assimilate new information in the light of our beliefs, and therefore avoid admitting errors or experience dissonance.

d) **Biased perceptions**; the impact of expectations and beliefs on social outcomes, for example, confirmation biases or to prompt actions or failures to act so as to reinforce own beliefs, self-confirming (positive/negative) beliefs involving empowerment of insights vs self-handicapping, and beliefs about others influence on our expectations and evaluations of them (cf. stigmatization).

Relevant course material:

Ross, L., Lepper, M., & Ward, A. (2010). History of social psychology: Insights, challenges, and contributions to theory and application. In Susan T. Fiske, Daniel T. Gilbert & Gardner Lindzey (Eds.), *Handbook of Social Psychology* (5th ed., Vol. 1, pp. 3-50). New Jersey: John Wiley & Sons, Inc.

Question 3. According to Williams (2007) people tend to react strongly when being subject to social exclusion. Describe briefly the theoretical foundations for Williams' claim.

Guide/Sensorveiledning:

Students are expected to correctly identify Baumeister and Leary's (1995) Theory of the Need to Belong, a theory that claims than belongingness is a fundamental requirement for security, reproductive success, and mental health. Further, students are expected to acknowledge the evolutionary origins of the need to belong through observed ostracism/social exclusion in most social species and across time and cultures, preferably explaining how group living (sociability and conformity) may have been selected for.

It's assumed that a system that detects ostracism has coevolved with the widespread use of ostracism. Such a detection system was probably selectively *biased* to detect any possibility of ostracism, thus leading to an error management system that favored a bias for false alarms over misses (e.g. Haselton & Buss). Throughout the history of the human species, misperceiving an event as ostracism when it was not (false alarm) had some costs, but these have been small compared to *missing cues to ostracism* when it was about to happen (likely to result in death). Thus, humans would expect that we have evolved to detect ostracism in such a way that it would signal an alarm that would serve to direct attention toward determining if ostracism was in fact occurring, and if so, would direct our resources toward coping with it (e.g., retract from the group and seek alternative groups, or act in a more conform/agreeable way). A good alarm signal

to being excluded would be the feeling of pain. The theory provides the most important theoretical framework for studies on inclusion and exclusion.

Students who present information on signal detection systems and biases in perceptions of cues to social exclusion may obtain grades B and A.

Relevant course material:
Williams, K. D. (2007). Ostracism. Annual Review of Psychology, 58, 425-452.

Question 4. a) Present Cialdini's "weapons of influence", and b) describe ways to resist influence.

Guide/Sensorveiledning:
The expected answer for an A includes the following central points:
Cialdini talks about six weapons of influence, but the number of expected "weapons" is not mentioned in the question on purpose. For a high evaluation of (a) the answer presents and describes 5-6 of Cialdini's "6 weapons of influence": Reciprocation, consistency, social proof, liking, authority and scarcity. If less than 2 "weapons" are described this part of the question fails (to be weighted together with (b) below).
b) Expected descriptions include "just say no", the strengthening of personal commitment, learning how to challenge beliefs and develop counterarguments. There can also be examples from inoculation programs, e.g. training against peer pressure, or inoculating children against propaganda, advertising, etc. At least 2 of these ways to resist influence should be presented for a pass character, more elaborate and correct answers render better evaluations.
Relevant course material:
Cialdini, R. B., & Trost, M.R. (1998). Social influence: Social norms, conformity, and compliance. In Daniel T. Gilbert, Susan T. Fiske, & Gardner Lindzey (Eds.), *The Handbook of Social Psychology*, Vol. II., 4th ed., (pp. 151-192). Boston, Massachusetts: McGraw Hill.

PART B.
There are 3 questions to choose from in this part. Respond to 1 of those in an essay-like format.

Question 1. Discuss how group stability and compositional diversity may influence group performance.
Guide/Sensorveiledning:
The expected answer for an A includes the following central points:
Students are expected to define the three core concepts (i.e. group stability, compositional diversity and group performance). The students should be able to present a balanced account, based on empirical evidence, in how the constructs of group stability and compositional diversity may impact group performance.
Characters B-E are given in accordance with the overall quality of the essay response. The student fails (F) if/when the essay does not approach any definitions of the three concepts and/or demonstrates lack of ability to link group stability and compositional diversity to group performance by applying relevant empirical and theoretical materials (see also Hackman & Katz. 2010).
Group performance is a multifaceted construct, and refers both to whether the group accomplishes its tasks and the extent to which the capabilities of the group is strengthen both at collective level as well as among the individual members.
According to Hackman & Katz (2010) the level of group stability is reflected by whether the

group consists of the same members over time, as opposed to groups where the members are changing over time. Intuitively one may expect that groups who work together over longer periods may become complacent, comfortable and relaxed, both in terms of conducting tasks and enforcement of behavioural standards within the group. Empirical evidence challenges this point of view and has shown that groups with stable memberships perform better than groups characterized by the departure of senior members and continuous accommodation of new members. A strong response (B/A) should show command of this contradiction between conventional thought and empirical evidence. A strong essay response could also point to exceptions from the general patterns describe above (e.g. academic teams and groups which perform routine tasks), where it has been demonstrated that group performance tends to decline after a four-year period given that the same members are part of the group.

The students may also highlight the underlying social cognitive processes that may produce the above-mentioned effects, such as transactive memory (i.e. a group's collective memory encoding and decoding system) and shared mental models (i.e. overlapping mental representation of knowledge by members of a team). The students may further illuminate emotional processes, where group members who work together over time tend to experience reduced ambiguity and anxiety, particularly when they succeed at reaching goals.

Compositional diversity is defined by diverging attributes and characteristics among group members. This could be operationalized at several levels, such as by differences in demographics (e.g. gender and age), or by profession (e.g. nurses, doctors, engineers). Two large-scale reviews of the peer-reviewed literature have concluded that group diversity neither hampers nor enhances group performance (i.e. there is no main effect of compositional diversity).

The students may dwell into potential reasons for the lack of a main effect of compositional diversity. One potential reason is that people tend to like and cooperate better with individuals similar to themselves. Rather similar characteristics within a group are also likely to facilitate a strong in-group identity, in line with Social Identity Theory. Group diversity, on the other hand, may lay the foundation for stereotyping of other group members, particularly in the initial phases of group formation. It should be noted, however, that there could be several moderators in the association between compositional diversity and performance. This includes whether the group comes to realize that the variety in competence, skills and knowledge are valuable resources with potential collective benefits for the group. In such cases, diverse groups may become more productive and flexible in their approach to tasks than groups with homogenous members. A strong (B/A) type of essay response, may also bring up the potential implications for multidisciplinary teams in health care settings or other practical examples from the broad society. Vast resources are, for instance, used on establishing multidisciplinary teams in the mental health care sector and beyond, often without a critical perspective on how to facilitate performance in these groups and how to utilize the individual expertise to the benefit of the group and its output.

Relevant course material:
Hackman, J.R, & Katz, N. (2010). Group behavior and performance. In Susan T. Fiske, Daniel T. Gilbert, & Gardner Lindzey (Eds.), The Handbook of Social Psychology (5th edition, Vol. 2, pp. 1208-1251). Hoboken, NJ: Wiley.

Question 2. There are different origins of self-representations (biological, interpersonal or social, and intrapsychic). Describe theories or approaches that relate to the interpersonal basis of the self and identity.

Guide/Sensorveiledning: The expected answer for an A includes the following central points:
The response considers more than three *interpersonal* origins/theories/approaches correctly presented, and does not confuse these theories with biological or intrapsychic origins/approaches. Characters B-E describe correctly the central ideas of at least two the expected theoretical approaches, the variation due to content and structure. Fail (F) would be the character when only one theory is included or when more than two theories/approaches are

incorrectly presented. Examples of expected central theories or approaches are given in bold below. The responses can include approaches describing early as well as late development or change of self and identity.

Attachment theory (Bowlby, 1969, e.g. relating to early working models that assume that rudimentary schemas are developed before a child has self-awareness). **Symbolic interactionism** approaches, appraisals (e.g. Mead, 1934; earlier Charles Cooley) that the self is created in social interaction, by observation, use of others' reactions to construct an appraisal, and internalization of such appraisals). **Social comparisons** (Festinger, 1954 where the direction of comparison can be upward or downward). The **self-expansion theory** (e.g. Aron & Aron, 1996, that a cognitive «overlap» occurs when people become close and new self-knowledge is subsumed into the self concept). Also **social identity** (e.g. Tajfel & Turner, 1979, perceieved membership in a relevant social group) and **self-categorization theory** (e.g. Turner, 1985), the circumstances for as well the consequences of seeing a number of people as a group) approaches, and approaches presenting **cultural influences** (e.g. the influence of normative rules and structures of societies on self-structures; individualism – collectivism, relational independence qualities between men and women).

Relevant course material:

Swann, W. B., & Bossom, J. K. (2010). Self and identity. In Susan T. Fiske, Daniel T. Gilbert & Gardner Lindzey (Eds.), Handbook of Social Psychology (5th ed., Vol. 1, pp. 589-628). New Jersey: John Wiley & Sons.

Question 3. A) Define social stigmatization, b) present the functions of social stigmatization, and c) describe the effects of social stigmatization on targeted groups and individuals.

Guide/Sensorveiledning:

The expected answer for an A includes the following central points:

A good comprehension of all parts a, b, and c gives an A or high character. Fail occurs if two of the a, b, and c parts are not responded to or show inadequate knowledge.

Background/definition: Social stigmatization represents an attribute or characteristics that conveys a devalued social identity. The nature of social stigmatization involves pervasiveness of stereotypes related to specifically labeled groups or individuals perceived to be members of such groups. The concept represents a socially constructed, negatively evaluated social identity in a certain context; i.e. to possess a specific attribute that in a given context leads to devaluation. Thus, social stigmatization involves "branding" or stereotyping (to develop a mental "stereotype" about someone or something), prejudice (a preconceived judgment or opinion) and discrimination (the act of making or perceiving a difference categorically). This devaluation is connected to anxiety and ambivalence.

b) It is hypothezed in the chapter that social stigmatization serves some function for the stigmatizer. Explanations include **self-enhancement** (to enhance self-esteem through downward comparison or by buffering self-threat on self-esteem), **ingroup enhancement** (to maintain a positive social or collective identity, viz. social identity theory, or to maintain ingroup bias), and **system justification** (to legitimize unequal group status in society; that one deserves something more or better than others. Cf. «hierarchy-legitimating myths». Social dominance theory suggests that "societies minimize group conflict by creating consensus on ideologies that promote superiority of one group vs. another". In the latter context *terror management* is included, i.e. that awareness of own vulnerability and mortality creates anxiety which is attempted buffered by holding such a «cultural worldview».

c) The costs of social stigmatization to the stigmatized involve experience with prejudice and discrimination, e.g. rejections and insults, as well as anxiety, being on guard, and distrusting. The awareness of the negative value placed on one's social identity creates a state of mind that poses a threat to both personal and collective self-esteem, which may devalue perceived personal

self-worth. Awareness of what stereotypes others' hold about one's social group, may in turn be used to interpret others behavior, or influence performance. Attributional ambiguity represents the difficulty to interpret positive or negative behavior from others as really positive or negative.

Relevant course material:

Crocker, J., Major, B., & Steele, C. (1998). Social stigma. In Daniel T. Gilbert, Susan T. Fiske, & Gardner Lindzey (Eds.), The Handbook of Social Psychology, Vol. II., 4th ed., (pp. 504-553). Boston, Massachusetts: McGraw Hill.