



PSY403

Final-Term (Solved)

ABSTRACT

This comprehensive collection of notes is accurately crafted to empower students to excel academically, ensuring they achieve a minimum of 80% marks in their examinations. The content is organized with clarity and precision, focusing on key concepts, critical analyses, and practical applications tailored to the syllabus. These notes serve as a reliable resource for both thorough preparation and last-minute revision. Designed to inspire confidence and mastery, this guide is an essential tool for students striving for academic excellence.

Maha Malik
Social Psychology

**PSY403_Social Psychology
Final-Term (Solved)**

1. Correspondent Inference Theory (Jones & Davis, 1965)

This theory describes how we use heuristics to infer dispositional (stable and internal) causes of behavior. It emphasizes making dispositional attributions under conditions such as:

- **Social Desirability:** When socially undesirable behaviors are observed.
- **Choice:** When the actor freely chooses the behavior.
- **Non-common Effects:** When behavior leads to unique outcomes.

2. Gender Aggression

Men are more likely to engage in physical aggression, while women use indirect forms like gossiping or social exclusion. Personality traits, such as irritability and emotional susceptibility, are significant predictors of aggression.

3. Stereotype Recategorization

Recategorization reduces bias by combining groups into a single entity or emphasizing individual uniqueness. For example, promoting intermarriages or fostering a shared identity within diverse groups.

4. Reducing Social Loafing

Strategies include:

- Making individual contributions identifiable.
- Providing performance standards.
- Rewarding group productivity.
- Assigning meaningful tasks.

5. Factors of Conformity

Key factors include group size, group cohesiveness, and social support. Conformity increases with group size (up to three people) and decreases with social dissent.

6. Observational Learning and Prosocial Behavior

Children learn prosocial behavior by observing role models exhibiting acts like sharing and kindness, emphasizing the importance of positive reinforcement.

7. Attachment Styles and Later Relationships

Early attachment patterns (secure, avoidant, or anxious) influence adult relationship dynamics, affecting trust, intimacy, and dependency.

8. Deindividuation Explained with Example

Deindividuation occurs in anonymous or group settings, reducing self-awareness and accountability. For example, during riots, individuals may act aggressively due to diminished personal responsibility.

9. Social Comparison and Social Exchange

Social comparison involves assessing oneself against others, influencing self-esteem. Social exchange theory explains relationships as cost-benefit analyses, promoting behaviors that maximize rewards and minimize costs.

10. Self-Fulfilling Prophecy

This occurs when beliefs influence behaviors to confirm those beliefs. For instance, expecting a student to perform poorly may lead to less support, resulting in poor performance.

11. Arousal Cost-Reward Model

According to Piliavin et al. (1981), bystanders can:

PSY403_Social Psychology
Final-Term (Solved)

- Intervene indirectly by contacting authorities (e.g., police, ambulance).
- Redefine the situation as non-emergency to alleviate discomfort, such as assuming someone else will help.

12. Gender Differences in Aggression

Men typically engage in physical aggression, while women are more likely to use indirect aggression (e.g., gossip). Hormonal activity, particularly testosterone, also contributes to male aggression. However, situational and cultural factors significantly shape aggression across genders.

13. Real-life Example of Arousal Cost-Reward Model

In emergencies, if helping involves high costs (e.g., risking safety), a bystander might call for professional assistance rather than intervening directly. For instance, witnessing a road accident may prompt calling an ambulance instead of physically aiding the injured.

14. Facial Expression Experiment (Six Groups)

Experiments reveal that basic emotions like anger, disgust, fear, happiness, sadness, surprise, and contempt are universally recognized across cultures. These emotions are critical in studying facial expression recognition.

15. Group and Its Basic Characteristics

A group is defined as two or more people interacting, sharing goals, being interdependent, and recognizing their membership. Key characteristics include norms, roles, status, and cohesiveness.

16. Two-Step Compliance Strategies

- **Foot-in-the-Door Technique:** Start with a small request, followed by a larger one.
- **Door-in-the-Face Technique:** Begin with an unreasonable large request, then shift to a smaller one.

17. Social Norms

Shared rules or expectations guide group members' behavior, promoting conformity and reducing deviance. Examples include dress codes or smoking prohibitions.

18. Behavior Changing Attitudes

Attitudes can be shaped by behavior through operant conditioning (rewards/punishments) and observational learning, as seen in Bandura's studies.

19. Social Identity Theory

This theory explains intergroup behavior based on self-concept derived from group memberships. It emphasizes in-group favoritism and out-group discrimination.

20. Observation Rules Learning Perspective in Children

Children imitate observed behaviors, especially when models are rewarded. This influences the development of both prosocial and aggressive behaviors.

21. Accuracy of Eyewitnesses

Factors such as stress, weapon focus, and suggestive questioning affect eyewitness accuracy. For example, eyewitnesses are prone to memory errors influenced by leading questions or stress, which may narrow their focus.

22. Close Relationships

Close relationships, including friendships and romantic ties, contribute to mental and

**PSY403_Social Psychology
Final-Term (Solved)**

physical well-being. Secure attachment styles foster positive relationships, while insecure styles may lead to challenges like fear of abandonment.

23. Phenomenon of Deindividuation

Deindividuation reduces self-awareness and personal accountability, leading to impulsive actions. For example, during riots, anonymity encourages behaviors such as vandalism.

24. Open-Ended vs. Closed-Ended Questions

- **Open-ended questions:** "What do you think about online education?"
 - **Closed-ended questions:** "Do you agree with online education? (Yes/No)"
- Open-ended questions elicit detailed responses, while closed-ended are easier to analyze.

25. Three Strategies to Reduce Social Loafing

- Make individual contributions identifiable.
- Provide meaningful tasks.
- Offer rewards for group productivity.

26. Obesity and Attractiveness Bias

Obese individuals may face negative biases in social and professional settings due to stereotypes associating obesity with laziness or lack of self-control.

27. Aggression vs. Assertiveness

Aggression involves harmful intent, while assertiveness is expressing oneself confidently without infringing on others' rights.

28. Self-Awareness

Self-awareness allows individuals to align their behaviors with personal values and social expectations. It is crucial for ethical decision-making.

29. Infant Attachment Responses

Within minutes of birth, infants display attachment behaviors like the rooting reflex (sucking) and Moro reflex (grasping) to connect with caregivers.

30. Negative Thinking and Depression

Persistent negative thoughts contribute to the onset and maintenance of depression, forming a vicious cycle.

31. Cognitive Dissonance Theory

Proposed by Leon Festinger (1957), this theory explains discomfort when behaviors contradict attitudes. To reduce this dissonance, individuals either change their attitudes or justify the behavior.

32. Theory Refinement

This involves testing theories through research, revising them based on findings, and improving their explanatory power. It focuses on refining hypotheses for better empirical validation.

33. Pros and Cons of Internet

- **Pros:** Accessibility, global reach, and cost efficiency in communication and research.
- **Cons:** Data privacy concerns and non-representative sampling.

**PSY403_Social Psychology
Final-Term (Solved)**

34. Kin Selection for Gene Survival

Kin selection explains preferences for helping genetic relatives to ensure gene survival. This evolutionary perspective highlights altruistic behaviors to enhance reproductive success.

35. Hostile vs. Instrumental Aggression

- **Hostile Aggression:** Impulsive, driven by anger, aims to cause harm.
- **Instrumental Aggression:** Goal-oriented, calculated, used as a means to an end.

36. Hypotheses Affecting Memory

Cognitive Neo-Association Theory suggests that memory networks link aggression-related thoughts, which influence recall under emotional states.

37. Adult Relationships

These are influenced by early attachment styles. Secure attachment fosters trust and intimacy, while insecure attachment can lead to dependence or avoidance.

38. Catharsis Hypothesis

Catharsis proposes that venting aggression reduces its intensity. However, research shows that expressing aggression often escalates it rather than alleviating it.

39. Reinforcement and Punishment (Operational Definitions)

- **Reinforcement:** Any stimulus increasing the likelihood of a behavior.
- **Punishment:** A stimulus decreasing the likelihood of a behavior.

40. Effectiveness of Punishment in Reducing Aggression

Punishment can deter aggression when consistent and immediate, but overuse may escalate aggressive behaviors, emphasizing alternative strategies like reinforcement of prosocial behaviors.

41. Heat Hypothesis

This hypothesis suggests that high temperatures can increase hostile thoughts and aggression. Research links heat with higher rates of violence, including murder and assault. For instance, urban riots in the 1960s were more likely during hot days.

42. Main Questions of Interest in Social Psychology

Key questions in social psychology revolve around:

- Thinking about self and others (e.g., How do we form impressions?).
- Evaluating relationships (e.g., Why do attitudes change?).
- Interacting with others (e.g., What influences helping behavior?).

43. Symptoms of Groupthink

- **Illusion of invulnerability:** Overconfidence in decisions.
- **Close-mindedness:** Dismissing alternative viewpoints.
- **Conformity Pressure:** Silencing dissent within the group.

**PSY403_Social Psychology
Final-Term (Solved)**

44. Aggressive Cues as Triggers of Aggression

Aggressive cues, like weapons or hostile words, prime aggression by activating related memories and emotions. For example, the presence of a gun increases aggressive responses in angered individuals.

45. Does Affiliation Desire Increase with Anxiety?

Schachter's studies (1959) revealed that people experiencing anxiety prefer company, even without interaction. This serves as a distraction and emotional comparison to manage stress.

46. Social Psychology vs. Sociology

- **Social Psychology:** Focuses on individual behaviors in social contexts using experimental methods.
- **Sociology:** Studies broader societal structures and group behaviors.

47. Participant vs. Naturalistic Observation

- **Participant Observation:** Researcher becomes part of the group.
- **Naturalistic Observation:** Researcher observes without interference.

48. Social Impact Theory Features

- Influence depends on strength, immediacy, and number of sources.
- Highlights group dynamics and interpersonal influences.

49. Effects of Positive and Negative Moods on Helping Behavior

- Positive moods increase willingness to help.
- Negative moods, like guilt, may also prompt helping as a way to relieve discomfort.

50. Limitations of Observation Methods

- Observer bias.
- Limited generalizability.
- Difficulty in controlling variables.

51. Social Skills Training for Reducing Aggression

Social skills training helps replace aggressive reactions with socially acceptable behaviors through methods like:

- Role-playing non-aggressive behaviors.
 - Modeling prosocial actions.
 - Generating alternative solutions to conflict.
- For example, programs for delinquents reduced aggressive beliefs and actions.

52. Affiliation Needs and Support

The need for affiliation is influenced by evolutionary heritage, brain activity, and cultural

**PSY403_Social Psychology
Final-Term (Solved)**

norms. Women tend to define themselves through close relationships, often demonstrating stronger relational tendencies.

53. Contingency Theory of Relationships

This theory posits that the effectiveness of leaders depends on their orientation (task- or relationship-focused) and the situational context. Leaders adapt their style based on group needs and tasks.

54. Important Ingredients of a Research Article

- Title
- Abstract
- Introduction
- Method
- Results
- Discussion
- Conclusions
- References
- Tables and Figures
- Appendices (if needed).

55. Views on Women Leadership

Women are often chosen for leadership roles involving "feminine" tasks, whereas men are preferred for "masculine" tasks. Women exhibit relational leadership styles, fostering harmony and cohesion.

56. Evolutionary Heritage in Facilitation

Evolutionary psychologists argue that socialization and the need to belong are inherited traits. Individuals vary in affiliation desires based on genetic predispositions and environmental influences.

57. Mimicry and Impression Formation

Mimicry, such as adopting gestures or speech patterns, enhances social bonds and fosters positive impressions by signaling similarity and empathy.

58. Social Facilitation in Drive Theory

Social facilitation refers to improved performance on simple tasks in the presence of others due to heightened arousal, but it can impair performance on complex tasks.

59. Depressed Mood and Negative Thinking

Depression perpetuates itself through cycles of negative experiences, thoughts, and behaviors. Interventions aim to reverse these cycles through positive experiences and skill training.

60. Social Psychology Applied Examples

Applications include strategies for reducing aggression, improving group dynamics, and enhancing interpersonal relationships. For instance, social modeling reduces violent behavior in children.

61. Helping Behaviors in Positive and Negative Moods

Positive moods enhance helping behavior due to increased attention to others' needs and a desire to maintain a good mood. Negative moods may also lead to helping if it relieves distress or guilt, though extreme negative moods like grief may reduce helping.

**PSY403_Social Psychology
Final-Term (Solved)**

62. Kin Selection for Gene Survival Explanation

Kin selection theory suggests helping relatives ensures the survival of shared genes. For instance, people are more likely to donate organs to family members, as this indirectly promotes genetic continuity.

63. Differentiating Clinical and Statistical Predictions

- **Clinical Prediction:** Based on expert judgment and intuition.
- **Statistical Prediction:** Relies on algorithms or empirical data. Statistical methods are generally more accurate and consistent.

64. Methods to Reduce Aggression

- **Punishment:** Effective when consistent, prompt, and proportional.
- **Inducing Incompatible Responses:** Promoting empathy or humor.
- **Social Skills Training:** Teaching non-aggressive conflict resolution.

65. Best Theory for Affiliation Needs

The **Social Identity Theory** effectively explains affiliation needs by highlighting how individuals derive self-esteem from group memberships, fostering a sense of belonging and purpose.

66. Positive and Negative Reinforcement (Examples)

- **Positive Reinforcement:** Giving praise for completing homework.
- **Negative Reinforcement:** Removing a strict deadline when tasks are completed early.

67. Reasons Punishment May Reduce Aggression

Punishment suppresses aggression temporarily but can provoke counter-aggression if perceived as unfair. It works best alongside strategies like modeling and reinforcement of prosocial behavior.

68. Effective Leadership Factors

- Adaptability to group needs.
- Task-focused or relationship-focused style depending on the situation.
- Clear communication and decision-making skills.

69. Positive Mood for Helping

Positive moods encourage helping by increasing attention to others' needs, enhancing perceptions of others as "nice," and reinforcing the rewarding nature of social activities. For example, individuals in a good mood are more likely to help a person struggling with an armful of books.

70. Limitations of Punishment in Reducing Aggression

- May model aggression as a conflict-resolution tool.
- Ineffective if inconsistent or delayed.
- May provoke anger or counter-aggression, particularly if perceived as unfair.

**PSY403_Social Psychology
Final-Term (Solved)**

71. Factors Influencing Leadership Effectiveness

- **Situational Factors:** Task structure, group relations, and leader authority.
- **Leadership Style:** Task-oriented vs. relationship-oriented leaders excel in different contexts.
- **Transformational Leadership:** Inspires collective goals beyond self-interest.

72. Examples of Effective Punishment

- Consistent, immediate reprimands for bullying behavior in schools.
- Penalties for aggressive actions, such as fines or suspensions, when accompanied by restorative practices.

73. Role of Mimicry in Social Interactions

Nonconscious mimicry, such as adopting gestures or expressions of interaction partners, fosters liking and cooperation. Studies show mimicked individuals rate imitators more favorably.

74. Theory Explaining Affiliation and Anxiety

Schachter's studies (1959) suggest that anxiety increases affiliation needs, as people seek others for emotional support and social comparison during stressful situations.

75. Leadership Styles and Effectiveness

- **Great-Person Theory:** Attributes leadership to inherent traits like intelligence and charisma.
- **Contingency Theory:** Effectiveness depends on matching leadership style to situational needs.
- **Transformational Leaders:** Elevate group motivation and morality through shared vision.

76. Applications of Positive Reinforcement

- Rewarding students with praise for completing assignments promptly.
- Providing employees with bonuses for exceeding performance targets.

77. Effective Strategies for Reducing Aggression

- Modeling non-aggressive behaviors.
- Promoting empathy and humor to counter anger.
- Reducing exposure to violence in media and surroundings.

78. Limitations of Observational Studies

- Observer bias due to subjective interpretations.
- Lack of control over variables, limiting causality conclusions.
- Ethical concerns when observing sensitive behaviors.

**PSY403_Social Psychology
Final-Term (Solved)**

79. Effective Strategies to Improve Helping Behavior

- **Education on Barriers:** Teaching about the bystander effect encourages action.
- **Modeling Prosocial Behavior:** Observing others help increases the likelihood of helping.
- **Enhancing Empathy:** Fostering emotional connection with those in need boosts helping.

80. Examples of Leadership Adaptation to Situations

- **Task-Oriented Leadership:** Effective in structured, high-control environments.
- **Relationship-Oriented Leadership:** Best in unstructured, moderate-control situations.

81. Limitations of Reinforcement Techniques

- Overuse can lead to dependency on rewards.
- May not generalize to different contexts.
- Inconsistent reinforcement can prolong undesirable behaviors.

82. Examples of Empathy Reducing Aggression

- Mediating conflicts by understanding each party's perspective.
- Encouraging children to consider how their actions affect others reduces bullying.

83. Ethical Concerns in Observational Research

- **Privacy Violation:** Observing without consent can infringe on participants' rights.
- **Observer Bias:** Researchers' expectations may skew observations.
- **Interference:** Presence of an observer can alter natural behavior.

84. Importance of Task-Oriented Leadership

Task-oriented leaders excel in achieving specific goals, especially in high-pressure or clear-cut tasks where efficiency and productivity are critical.

85. Factors Influencing Punishment Effectiveness

- **Consistency:** Regular enforcement of rules.
- **Severity:** Punishment should fit the offense.
- **Promptness:** Immediate consequences enhance learning.

86. Examples of Prosocial Behavior Training

- Role-playing scenarios like helping a lost child.
- School programs teaching sharing and empathy via interactive activities.

87. Ethical Considerations in Social Psychology Research

- **Informed Consent:** Participants must understand the risks and purpose.

**PSY403_Social Psychology
Final-Term (Solved)**

- **Confidentiality:** Protecting participants' identity and responses.
- **Debriefing:** Explaining study outcomes and purpose post-participation.

88. Strategies to Reduce Observer Bias

- Use multiple observers and assess inter-rater reliability.
- Blind observers to research hypotheses.
- Define behaviors clearly to minimize subjective interpretation.

89. name any one theory which in your opinion best explain the affiliation needs support

Two theories explain the reasons for our affiliation needs:

- ❖ Social comparison Theory
- ❖ Social exchange theory

90. what is contingency theory of Leadership? what does it suggest? discuss in detail

According to the contingency theory of leadership, the group member who acts as leader is contingent, or dependent, on what the group needs to accomplish (Fiedler, 1964, 1967, 1971, 1993). According to the contingency theory of leadership, potential leaders differ in whether they are task-oriented or relationship oriented. Task-oriented leaders concentrate the group's energies on the task at hand. They are impatient with and intolerant of group members who do not contribute to the group effort. Relationship-oriented leaders, in contrast, concentrate the group's energies on maintaining cohesion, harmony, and cooperation. They tend to get along well with subordinates, even those who may not be contributing as much as they might to a particular group effort. To identify these two leadership styles, Fiedler developed the Least Preferred Coworker Scale, which asks leaders to evaluate the person in the group they like least. Fiedler found that leaders who evaluated their least preferred coworker (LPC) very negatively were primarily motivated to attain successful task performance and only secondarily motivated to seek good interpersonal relations among group members. These low LPC leaders fit the mold of the task-oriented leader. In contrast, Fiedler found that leaders who evaluated their LPCs positively were primarily motivated toward achieving satisfactory interpersonal relationships among the group members and only secondarily motivated to successfully complete group tasks. These high LPC leaders fit the mold of the relationship-oriented leader.

91. What are the views about women leadership in our society?

In one study of how subordinates react to male versus female leaders, groups of four college students held a discussion (Butler & Geis, 1990). The group's goal was to rank how important various items (for example, food, a first-aid kit, water, a compass, rope, a star map) would be for surviving a spaceship crash on the moon. Only two of the four group members (one man and one woman) were actual participants. The other two group members were confederates who had studied all possible arguments for and against each survival item. In some of the group discussions, either the male or the female confederate "took over" and started leading the group. The "solo leader," whether male or female, directed the discussion and provided the

PSY403_Social Psychology
Final-Term (Solved)

final rationale for each group decision. The other confederate, although he or she offered good suggestions, adopted the role of "follower." In other group discussions, the male and female confederates both "took over." With their greater preparation, the confederates were easily able to direct and to dominate the discussion and the group's decisions. When the discussion ended, the experimenters asked participants to rate each other's competence. The participants did not display sex bias by rating female leaders as less competent than male leaders. The experimenters suspected, though, that participants might be biased without being aware of it. During the discussion, the experimenters placed observers behind one-way mirrors to record the facial expressions of participants. According to these observers, whose ratings agreed with each other, participants betrayed their true feelings by smiling and nodding agreement whenever the male confederate "took charge" and by frowning and tightening their facial muscle whenever the female confederate "took charge." Also, when participants were later asked to describe each other's personality traits, both men and women described the female solo leader as bossy and excessively dominating. When she talked more than everyone else and forced the group to be task-oriented, which she had to do to become a solo leader, the female solo leader violated sex role expectations and "earned" the condemnation of other group members.

92. Is Evolutionary heritage affects need of facilitation?

Need to belong is a powerful, fundamental and extremely pervasive motivation. Evolutionary psychologists state that the tendency to socialize, and make friends is an inherited trait. People differ in their desire for affiliation; some are "people persons" while some like a more restricted range of social contact. People want not merely the presence of others but close ties to people who care about them. Unfulfillment of these needs leads to stress, anxiety, and self-defeating thinking and behaviour. MRI studies show that the social pain we experience following rejection is neurologically similar to the affective distress associated with physical pain, both originating in anterior cingulate, a part of frontal lobe of cerebral cortex of brain tissue. The social attachment alarm system seems to be connected with anterior cingulate during the course of evolution.

93. Is mimicry affecting impression formation?

Beyond interpreting the meaning of specific nonverbal gestures, our impressions of others are also shaped by nonconscious mimicry, which is the tendency to adopt the behaviors, postures, or mannerisms of interaction partners without conscious awareness or intention. Mimicking others' facial expressions appears to be so inborn that 1-month-old infants have been shown to smile, stick out their tongues, and open their mouths when they see someone else doing the same (Metzlaff & Moore, 1989). Evidence that mimicry is often nonconscious and unintentional comes from number of studies. Insight into the biological basis for nonconscious mimicry comes from PET scans and EEG recordings of people's brains while they observe another person performing an action. These studies found that similar neural circuits are firing in the observers' brains as are firing in the brains of those who are carrying out the action. These specialized neural circuits located in the premotor cortex are called mirror neurons How does mimicking affect impression formation? In a follow-up experiment to their

PSY403_Social Psychology
Final-Term (Solved)

face rubbing/foot-shaking study, Chartrand and Bargh (1999) found evidence that mimicry increases liking for the imitator. The researchers instructed confederates to subtly imitate the mannerisms of people they were interacting with in a "get acquainted" session (for example, rubbing their face or tapping their foot when their partner did so). Their findings indicated that people whose gestures had been mimicked liked the confederates more than those who had not been mimicked. Prosocial behavior these studies suggest that mimicry triggers _ positive reactions in people that lead to benefits to those who are present.

94. Define social facilitation in drive theory?

- ❖ Researchers attempted to answer that presence of others should affect differently in case of easy and complex tasks. Zajonc proposed a theory to reconcile the contradictory findings.
- ❖ All animals are genetically predisposed to become physiologically aroused when around conspecifics (members of one's own species) because they receive most of the rewards and punishments from them, and have developed an innate arousal response due to their mere presence
- ❖ Correct responses are dominant in case of easy tasks, but correct responses are not dominant in case of difficult, unless memorized, like math test or learning maze (difficult) vs. clapping (easy).
- ❖ Increased arousal enhances performance on easy task, increased arousal promotes incorrect responding in case of complex tasks.
- ❖ This, in turn, increases the tendency to make a dominant (well learned) response.
- ❖ If the response correct - social facilitation, if incorrect - inhibition

95. Aggressive cues as triggers?

- ❖ Berkowitz believes that the presence of aggression-associated cues in the environment can' act as triggers for hostile outbursts by making aggressive thoughts more accessible.
- ❖ An aggression-associated cue is anything that is associated with either violence or unpleasantness, such as guns, knives, and clubs.
- ❖ The most obvious aggressive cues are weapons, while less obvious cues are negative attitudes and unpleasant physical characteristics.
- ❖ Numerous studies indicate that the presence of aggression-associated cues does indeed trigger aggression

96. Depressed mood cause negative thinking?

- ❖ Currently depressed people recall their parents as having been rejecting and punitive. But formerly depressed people recall their parents in the same positive terms as do never depressed people (Lewinsohn & Rosenbaum, 1987).
- ❖ Edward Hirt and his colleagues (1992) demonstrated, in a study of Indiana University basketball fans, that even a temporary bad mood induced by defeat can darken our thinking. After the fans were either depressed by watching their team lose or elated by a victory, the researchers asked them to predict the team's future performance, and their own. After a loss, people offered bleaker assessments not only of the team's future but also of their own likely performance at throwing darts, and solving anagrams. When things aren't going our way, it may seem as though they never will.

**PSY403_Social Psychology
Final-Term (Solved)**

- ❖ Being depressed has cognitive and behavioral effects: A depressed mood also affects behavior. The person who is withdrawn, glum, and complaining does not elicit joy and warmth in others. Stephen Strack and James Coyne (1983) found that depressed people were realistic in thinking that others didn't appreciate their behavior. Their pessimism and bad moods trigger social rejection. Depressed behavior can also trigger reciprocal depression in others. College students who have depressed roommates tend to become a little depressed themselves. In couples, too, depression is often contagious (Katz & others, 1999).

97. Negative thinking causes depressed mood

- ❖ Negative explanatory style contributes to depressive reactions.
- ❖ One study monitored university students every six weeks for two and a half years (Alloy & others, 1999). Only one percent of those who began college with optimistic thinking styles had a first depressive episode, but 17 percent of those with pessimistic thinking styles did.
- ❖ "A recipe for severe depression is preexisting pessimism encountering failure," notes Martin Seligman (1991, p. 78). Patients who end therapy no longer feeling depressed but retaining a negative explanatory style tend to relapse as bad events occur (Seligman, 1992). If those with a more optimistic explanatory style relapse, they often recover quickly
- ❖ Vicious cycle of depression makes one more vulnerable to depression

98. Does affiliation desire increased with anxiety?

In the late 1950s, Stanley Schachter attempted to answer this question by bringing female college students into the laboratory and creating a stressful event. In his initial study, Schachter (1959) introduced himself to the women as "Dr. Gregor Zilstein" of the Neurology and Psychiatry Department. He told them that they would receive a series of electrical shocks as part of an experiment on their physiological effects. In the "high-anxiety" condition, participants were told that the shocks would be quite painful but would cause no permanent damage. In the "low anxiety" condition, they were led to believe that the shocks were virtually painless, no worse than a little tickle. In actuality, no shocks were ever delivered—the intent was merely to cause participants to believe that they soon would be receiving these shocks. After hearing this information, the women were told there would be a ten-minute delay while the equipment was set up. They could spend this time waiting either in a room alone or in a room with another participant in the study. Their stated preference was the dependent variable.

99. Differentiate between Social psychology & sociology

Edward Jones (1998) indicates in Handbook of Social Psychology that two scientific disciplines known as social psychology are employed in both, one in psychology, and the other in sociology. He suggests that the larger of the two is psychological branch: psychological social psychology, and sociological social psychology. Social psychology focuses on the influence of people on the individual, whereas Sociology downplays the role of individual and focuses on societal variables like socio-economic status (SES), people's social roles, cultural norms, etc. On the other hand, social psychology concentrates on individual traits (personality traits and temperament) and processes that occur at individual level Although there have been

**PSY403_Social Psychology
Final-Term (Solved)**

calls to merge the two branches into a single field, and a joint psychology-sociology doctorate program at the university of Michigan from 1946 to 1967- their different orientation made it doubtful. Despite the fact that an interdisciplinary social psychology may never materialize, the two fields influence each other. The recent interest of social psychology is on the impact of culture on social behavior, while sociological social psychology's is becoming increasingly interested in individual differences. Regardless of the crosspollination that has occurred over the years, both disciplines will continue to provide important yet differing perspectives on social behavior.

100. Participant & naturalistic observation

Naturalistic observation is a form of observational method that investigates behavior in its natural environment (Lofland & Lofland, 1995). In such naturalistic studies, observers usually remain as unobtrusive as possible, so that their presence does not influence the behavior under study. In some observational studies, researchers are not present at all during data collection— hidden video cameras record the events. Later, researchers analyze the behaviors being investigated

Advantages:

- ❖ Behaviour remains unobtrusive
- ❖ Besides being used as the primary scientific method, also can be used during the initial phases of a project

PARTICIPANT OBSERVATION

Another type of observational method is participant observation. Here, as in naturalistic observation, a researcher records behavior as it occurs in its natural environment but does so as a participant of the group being studied (Whyte, 1994). One of the chief benefits of this research strategy is that it allows investigators to get closer to what they are studying than any other method.

Advantages

- ❖ Allow researchers the opportunity to watch behavior in its "wholeness," providing the full context in which to understand it.
- ❖ Provide researchers the opportunity to record rare events that may never occur in a controlled laboratory environment.
- ❖ Allow researchers the opportunity to systematically record events that were previously seen only by nonscientists.
- ❖ Allow researchers to observe events that would be too risky, dangerous, or unethical to create in the laboratory

B.Ed. (1.5 Years) VU channel on WhatsApp

<https://whatsapp.com/channel/0029VauLLHE1iUxVjU2nD82t>