Social Psychology

CREDIT HOURS 3
LEVEL UPPER

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Before You Choose This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.
- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable grade.

Exam-takers who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Exam-takers not enrolled in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

Examination Length and Scoring

The examination consists of approximately 120 questions, most of which are multiple choice; for samples of all the item types on this exam, see the sample items in the back of this guide. Some items are unscored, pretest items. The pretest items are embedded throughout the exam and are indistinguishable from the scored items. You will have two (2) hours to complete the examination. Your score will be reported as a letter grade.

UExcel Exam Resources

**Excelsior College Bookstore**

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required): www.excelsior.edu/bookstore

**UExcel Practice Exams**

The official UExcel practice exams are highly recommended as part of your study plan. Once you register for your UExcel exam, you are eligible to purchase the corresponding practice exam, which can be taken using any computer with a supported Web browser. Each practice exam includes two forms that you may take within a 180-day period.

**Excelsior College Library**

Enrolled Excelsior College students can access millions of authoritative resources online through the Excelsior College Library. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. Special library
Preparing for UECEXCEL Exams

Take Charge of Your Own Learning

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to exam takers that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the Learning Outcomes for this exam and recommended textbooks, will serve as your primary resources.

How Long Will It Take Me to Study?

A UECEXCEL exam enables you to show that you’ve learned material comparable to one or more 15-week college-level courses. As an independent learner, you should study and review as much as you would for a college course. For a 3-credit course in a subject they don’t know, most students would be expected to study nine hours per week for 15 weeks, for a total of 135 hours.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter
- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group** (if you are an enrolled student, search for partners on MyExcelsior Community)
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Using UECEXCEL Practice Exams

We recommend taking the first form of the practice exam when you begin studying, to see how much you already know. After taking the first practice exam, check your performance on each question and find out why your answer was right or wrong. This feedback will help you improve your knowledge of the subject and identify areas of weakness that you should address before taking the exam. Take the second form of the
Preparing for This Exam

Prior Knowledge

A knowledge of and understanding of research methods in psychology is assumed.

Using the Content Outline

Each content area in the outline includes (1) the recommended minimum hours of study to devote to that content area and (2) the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. Chapter numbers and titles may differ in other editions.

This content outline contains examples of the types of information you should study. Although these examples are numerous, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College is not affiliated with any test preparation firm and does not endorse the products or services of these companies. No test preparation vendor is authorized to provide admissions counseling or academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.
Recommended Resources for the UExcel Exam in Social Psychology

The resources and materials listed below were used by the examination development committee to verify all the questions on the exam. Excelsior College recommends you use these resources as the most appropriate information when ordering textbooks from the college’s bookstore (see page 1 of this content guide). You should allow ample time to obtain resources and to study sufficiently before taking the exam, so plan appropriately and systematically.

A word about textbook editions: Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list supplemental resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on OER has been included in this guide to help you locate additional resources to augment your study.

Textbooks

The following textbook was used by the examination development committee to verify all questions on the exam. These study materials may be purchased from the Excelsior College Bookstore.

www.excelsior.edu/bookstore


Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

A Word About Open Educational Resources

Open educational resources (OER) are educational materials available for study at no cost on the Web. Some OER are available for anyone to access any time. Others, such as Massive Open Online Courses (MOOCs), require sign-up and are only available during certain windows. Please note that some MOOC providers offer certificates of completion or other products or services for a fee. No MOOC or other OER is a complete substitute for the content guide and officially Recommended Resources listed here in this content guide. However, by definition, MOOCs are essentially free of charge and include access to a main body of learning materials that may help you in your learning.

Being an independent learner preparing for credit by exam, you may not need any of the fee-based options that are offered elsewhere online. But if you are looking for a coherent academic course for self-study, lectures on specific topics, or audio or visual materials that fit your learning style better than print materials alone, a MOOC or other type of OER may be your answer. Keep in mind that none of these OER were designed by Excelsior, nor are they guaranteed to match the exam content outlines completely. They are simply another tool available in your study kit.

We highly encourage using the Recommended Resources. In the content outline, you will see that the topics in the exam are referenced to specific portions of recommended textbooks. Using OER alone will not ensure you’ve completely covered the content in the exam, or it may not cover some topics in sufficient-enough depth without the use of the formal, recommended textbooks.

If the OER course you choose does not include a textbook for reference and you do not have significant practical theory-based experience in the field of study, use a college textbook to ensure adequate preparation for the exam, and use the exam’s content outline as a guide.

Combined with comparable college textbooks, OER provides you with a variety of choices in knowledge sources and learning experiences, to enhance your understanding of the subject matter.
Choosing Open Educational Resources
Most sites for university-based OER can be searched through www.ocwconsortium.org and/or www.oercommons.org.

Sites that specialize in Web courses designed by college professors under contract with the website sponsor, rather than in Web versions of existing college courses, include:

www.education-portal.com
www.opencourselibrary.org (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It’s worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

In addition, sites like Khan Academy (www.khanacademy.com) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (http://www.apple.com/education/ipad/itunes-u/).

We have chosen a few courses and collections for this listing.

Other Online Resources
This section of the OER Guide is provided to allow learners to independently search for resources. Send an e-mail to OER@excelsior.edu if you have questions about a resource’s credibility.

Open Online Textbooks
Boundless open textbooks
   https://www.boundless.com/open-textbooks/

BookBoon
   http://bookboon.com/en/textbooks-ebooks

Flatworld Knowledge
   http://catalog.flatworldknowledge.com/#our-catalog

College Readiness
Khan Academy
   http://www.khanacademy.org/

Hippocampus
   http://www.hippocampus.org/

Open Course Library
   http://opencourselibrary.org/col1g110-college-success-course/

Study Aids
Education Portal
   http://education-portal.com/
Khan Academy
   http://www.khanacademy.org/
Annenberg Learner
   http://www.learner.org/
OpenCourseWare
   http://ocwconsortium.org/en/courses/search
OER Commons
   http://www.oercommons.org/
Open Course Library
   http://www.opencourselibrary.org/
Content Outline

General Description of the Examination

The UExcel Social Psychology examination is based on material typically taught in a one-semester upper-level course in social psychology.

The examination measures knowledge and understanding of theories and principles of social psychology, knowledge of research methods (types of design, validity, and ethical concerns), understanding of major theories and phenomena within social psychology, and the ability to apply this knowledge to examples of social psychology events in everyday life. The content of the examination consists of nine major categories: methodology, social cognition and perception, the self, attitudes, group decisions, attraction, helping, prejudice, and applications.

Those beginning to study for this exam should be familiar with the concepts generally taught in research methods in psychology.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Give an overview of the field of social psychology, and differentiate social psychology from sociology, personality, and anthropology.
2. Discuss research designs, hypothesis testing, and p value, and explain the role of research ethics in conducting studies in social psychology.
3. Define and distinguish among the various types of social cognition.
4. Discuss theories related to the development of self.
5. Describe the models for and typology of attitudes and explain the theory of planned behavior.
6. Discuss concepts of group decision making.
7. Describe the factors and theories related to social attraction, including cultural standards and theories of love.
8. Discuss prosocial and altruistic behaviors.
9. Describe the ABC model of out-group bias, and explain the role of prejudice in excluding others from social groupings.
10. Describe the causes of and methods for reducing prejudice and addressing aggression.
11. Discuss ways of applying social psychology to an understanding of health-related, environmental, and legal issues.
Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Social Psychology examination, the percent of the examination, and the hours to devote to each content area are listed below.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Percent of the Examination</th>
<th>Hours of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Overview of Social Psychology and Methodology</td>
<td>10%</td>
<td>13</td>
</tr>
<tr>
<td>II. Social Cognition and Perception</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>III. The Self</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>IV. Attitudes</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>V. Group Decisions</td>
<td>15%</td>
<td>20</td>
</tr>
<tr>
<td>VI. Attraction</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>VII. Prosocial Behavior and Altruism</td>
<td>10%</td>
<td>14</td>
</tr>
<tr>
<td>VIII. Stereotyping, Prejudice, and Discrimination</td>
<td>15%</td>
<td>20</td>
</tr>
<tr>
<td>IX. Applied Social Psychology</td>
<td>10%</td>
<td>13</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

I. Overview of Social Psychology and Methodology

10 PERCENT OF EXAM | 13 HOURS OF STUDY

Aronson (2016)
Chapter 1, Introducing Social Psychology
Chapter 2, Methodology: How Social Psychologists Do Research

A. Defining social psychology

B. Comparing and contrasting social psychology with sociology, personality, and anthropology

C. Nonexperimental designs
   1. Ethnography
   2. Participant observation
   3. Archival analysis
   4. Correlation

D. Experimental design
   1. Independent and dependent variables
   2. Operational definitions
   3. Internal validity — random assignment
   4. External validity
      a. Random selection
      b. Generalizability
      c. Mundane realism
E. Hypothesis testing and p-value
F. Basic versus applied research
G. Research ethics
   1. Informed consent
   2. Deception
   3. Debriefing

II. Social Cognition and Perception

Aronson

Chapter 3, Social Cognition: How We Think about the Social World
Chapter 4, Social Perception: How We Come to Understand Other People

A. Low-effort thinking
   1. Schemas
   2. Priming
   3. Self-fulfilling prophecy
   4. Heuristics

B. High-effort thinking
   1. Thought suppression
   2. Counterfactual thinking

C. Distinguishing between high-effort and low-effort thinking

D. Nonverbal behavior

E. Attribution
   1. Internal versus external
   2. Covariation model
      a. Consensus
      b. Distinctiveness
      c. Consistency
   3. Correspondence bias
      a. Fundamental attribution
      b. Perceptual salience
      c. Two-step process
      d. Actor-observer difference
   4. Self-serving attributions

III. The Self

A. Introspection
   1. Self-awareness theory
   2. Self-perception theory

B. Motivation — intrinsic versus extrinsic

C. Emotions
   1. Two-factor theory — misattribution of arousal
   2. Cognitive appraisal theory

D. Upward and downward social comparison

E. Impression management
   1. Ingratiation
   2. Self-handicapping
   3. Relevance to culture

F. Positive self-image
   1. Cognitive dissonance
      a. Postdecision dissonance
      b. Effort justification
      c. Counterattitudinal advocacy
   2. Culture and dissonance

5. Culture and attributions
IV. Attitudes

Aronson

Chapter 7, Attitudes and Attitude Change: Influencing Thoughts and Feelings

A. ABC model of attitudes: affect, behavior, cognition
B. Explicit versus implicit
C. Attitude change
   1. Elaboration likelihood model
   2. Emotions
D. Persuasion techniques
   1. Lowballing
   2. Subliminal messages
E. Resisting persuasive messages
   1. Attitude inoculation
   2. Reactance theory
F. Theory of planned behavior

V. Group Decisions

Aronson

Chapter 8, Conformity: Influencing Behavior
Chapter 9, Group Processes: Influence in Social Groups

A. Informational versus normative conformity
B. Social norms
   1. Asch’s line judgment studies
   2. Idiosyncrasy credits
   3. Minority influence
   4. Injunctive and descriptive norms
   5. Zimbardo’s prison study
   6. Gender and social roles
C. Informational versus normative obedience — Milgram’s Study
D. Groups and individuals’ behavior
   1. Social facilitation
   2. Social loafing
   3. Deindividuation
E. Group decisions
   1. Process loss
   2. Groupthink
   3. Group polarization
   4. Leadership
   5. Prisoner’s dilemma

VI. Attraction

Aronson

Chapter 10, Interpersonal Attraction: From First Impressions to Close Relationships

A. Factors that lead to attraction
   1. Mere exposure
   2. Similarity
   3. Reciprocal liking
   4. Physical attractiveness
B. Cultural standards
C. Social exchange theory and equity theory
D. Theories of love
   1. Sternberg’s triangular theory of love
   2. Evolutionary theories of love
   3. Attachment theory
VII. **Prosocial Behavior and Altruism**

10 PERCENT OF EXAM | 14 HOURS OF STUDY

Aronson

Chapter 11, Prosocial Behavior: Why Do People Help?

A. Evolutionary theories of helping
B. Altruism
   1. Empathy
   2. Personality
   3. Gender and culture in prosocial behavior
C. Bystander effect
D. Volunteerism

VIII. **Stereotyping, Prejudice, and Discrimination**

15 PERCENT OF EXAM | 20 HOURS OF STUDY

Aronson

Chapter 12, Aggression: Why Do We Hurt Other People? Can We Prevent It?

Chapter 13, Prejudice: Causes, Consequences, and Cures

A. ABC model of out-group bias
   1. Prejudice: the affective component
   2. Discrimination: the behavioral component
   3. Stereotypes: the cognitive component
B. Causes of prejudice
   1. Social categorization
   2. In-group bias
   3. Out-group homogeneity
C. Realistic conflict theory and scapegoating
D. Institutionalized racism and sexism

IX. **Applied Social Psychology**

10 PERCENT OF EXAM | 13 HOURS OF STUDY

Aronson

Social Psychology in Action 1, Making a Difference with Social Psychology: Attaining a Sustainable Future

Social Psychology in Action 2, Social Psychology and Health

Social Psychology in Action 3, Social Psychology and the Law

A. Health
   1. Stress and perceived control
   2. Self-efficacy
   3. Learned helplessness
   4. Social support
   5. Personality and coping
   6. Health communications
B. Environment
   1. Crowding and noise
   2. Conservation
C. Law
   1. Eyewitness testimony
   2. Recovered memory
   3. Jury deliberation
Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 15–18 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. Social psychology deals with the study of which of the following?
   1) general laws and theories about society
   2) general laws and theories about the individual
   3) the individual in the context of the group
   4) the stable psychological traits that determine one’s behavior

2. Which variable is expected to change as a result of experimental manipulation?
   1) independent
   2) dependent
   3) extraneous
   4) treatment

3. Which type of validity allows the researcher to infer a causal link between the independent and dependent variables?
   1) statistical conclusion validity
   2) internal validity
   3) external validity
   4) content validity

4. A student who believes that the professor will be arrogant approaches the professor in a guarded manner. The professor reacts to the guarded manner by not being very friendly. The student therefore decides that the assumption of arrogance was correct. Which phenomenon has just occurred?
   1) perseverance effect
   2) self-fulfilling prophecy
   3) correspondence bias
   4) multichannel nonverbal behavior

5. A judge in a court case must decide why he thinks a woman was sexually harassed. Which of the possible reasons for the harassment listed below would be an example of the judge using the “belief in a just world” assumption? The woman was harassed because
   1) her supervisor is sexist.
   2) it was just an unlucky day for her.
   3) her coworkers thought it would be funny.
   4) she is known for being sexually promiscuous.
6. Often people believe that planes are more dangerous than cars because the people can think of several plane accidents in which many people died, but not many car accidents that led to several deaths. However, data show that there are actually more deaths from car accidents, but they are just not publicized as much. This misconception about the safety of car travel is an example of which mental heuristic?

1) base rate heuristic 
2) availability heuristic 
3) representativeness heuristic 
4) anchoring and adjustment heuristic

7. Based on misattribution of arousal, which activity would most likely cause a new couple to assume that the thumping in their hearts is due to attraction to each other?

1) a romantic, candlelit dinner 
2) collaborating together on a jigsaw puzzle 
3) taking a roller coaster ride at the local fair 
4) challenging one another to a game of Scrabble

8. Based on postdecision dissonance, which outcome will occur after an individual finalizes a big decision?

The individual will

1) ask other people if the unselected option would have been a better choice.
2) emphasize the positive aspects of the selected option and the negative aspects of the unselected option.
3) determine if it is too late to change one’s mind.
4) feel uncomfortable wondering if most people would have done things differently.

9. In order to increase children’s reading during summer months, many libraries offer incentives based on the number of books a child reads. As a result of these rewards, the children will probably read more books. Based on the overjustification effect, once the summer reading program ends, what outcome will occur?

1) The children will probably make new friends at the library, and this power of conformity should further promote reading.
2) The children may lose interest in books, because their summer reading was due primarily to external rewards.
3) The children may have begun the program with a limited interest in reading; however, the sense of accomplishment they experienced should further enhance their motivation.
4) Intrinsic interest should be highest when the rewards are in place.

10. At a baseball game, one person asks another person to refrain from smoking during the game. The request is refused. Which theory explains this response?

1) causal theory 
2) social learning theory 
3) reactance theory 
4) theory of planned behavior

11. Which concept explains the evaluations one makes of various aspects of our social world?

1) attachment 
2) attitudes 
3) heuristics 
4) inoculation

12. A high school senior visits several colleges before selecting one to attend. The student forms an attitude about each campus by logically evaluating a list of pros and cons for each campus. Which attitude component is this student favoring to make a final selection?

1) affective 
2) behavioral 
3) cultural 
4) cognitive
13. In the Asch line study, participants were asked to specify which of three comparison lines best matched the length of a standard line. What was the main finding from this study?
1) When it was difficult to judge the best match, most participants looked for nonverbal cues from the others.
2) The participants knew the correct answer, but the power of the experimenter's authority made it almost impossible to provide a correct answer.
3) Taking on the "role of the participant" caused most of the individuals to experience social loafing.
4) Even when the judgment task was obvious, most participants gave wrong answers when a wrong answer was first provided by others in the study.

14. To take advantage of the power of injunctive norms, what should an antismoking public service announcement emphasize?
1) Show how to overcome the peer pressure to smoke by demonstrating a way to avoid this type of conformity.
2) Show that many people are disgusted by smoking.
3) Show that the norm is that people do not smoke.
4) Show a vivid tragic example of an individual who lost a family member due to lung cancer.

15. In the Milgram study, many participants obeyed an authority figure and gave increasingly painful electric shocks to a fellow participant (actually a confederate). How does informational social influence explain this surprising degree of obedience?
1) The participants assumed the experimenter was an expert and trusted that following the orders was the correct thing to do.
2) The participants witnessed others in the situation who did the same thing, so the ambiguity of the situation made conformity more powerful.
3) Because the pace of the study was so fast, participants did not have an opportunity to carefully weigh their options.
4) Because the shock levels increased gradually, participants were unable to determine a clear stopping point.

16. A married couple find themselves feeling close and emotionally bonded with each other, and they have both decided that this relationship will last for the rest of their lives. However, they do not feel very sexually attracted to each other. According to Sternberg's theory of love, which type of love is the couple experiencing?
1) fatuous love
2) romantic love
3) companionate love
4) passionate love
17. A person sees a family in a car pulled off to the side of the road in need of help. The person decides to help the family. According to the empathy-altruism hypothesis, why did the person decide to help?

1) The person is helping purely for the sake of helping, regardless of what the person might gain from this action.
2) The person is helping because the person believes that in the future, the person would want someone to help her or him in the same situation.
3) The person is helping because the person believes this action will increase the person's mood.
4) The person is helping because the person believes if he or she does not help, the person will feel guilty later.

18. A first-year college student has a roommate from a foreign country. The roommate has some unique eating habits. The first-year student assumes that everyone from the roommate's country eats similarly. Which concept describes this assumption?

1) heuristic thinking
2) out-group homogeneity
3) groupthink
4) in-group bias

19. A married couple with a young child are having regular arguments. One spouse blames the child for taking too much of the other spouse's time. Which concept explains this behavior?

1) scapegoating
2) sexism
3) prejudice
4) diffusion of responsibility

20. A child sleeps overnight at a friend's house and sees a great deal of punching between the friend's siblings. Shortly after returning home, the child punches a younger sibling for the first time. Which theory explains the child's behavior?

1) attribution theory
2) social learning theory
3) realistic conflict theory
4) cognitive dissonance theory

21. The owner of a car dealership interviews two equally inexperienced job applicants. The owner hires the male applicant because the owner believes that females do not understand the working mechanics of cars. The owner's action represents which concept?

1) illusory correlation
2) discrimination
3) prejudice
4) social categorization

22. A parent takes a child to a psychotherapist because the child has an anger problem and has punched some holes in a bedroom wall. The therapist recommends that the parent buy a punching bag and gloves for the child to use when angry. The therapist based this suggestion on which concept?

1) aggressive stimulus
2) overjustification
3) catharsis
4) learned helplessness

23. Which concept is defined as the ability to carry out specific actions that produce desired outcomes?

1) social support
2) learned helplessness
3) self-efficacy
4) buffering hypothesis

24. An individual receives more stimulation from the environment than the individual can pay attention to or process. Which term describes this experience?

1) density
2) eustress
3) injunctive norm
4) sensory overload

25. Which theory suggests that misleading questions or information distort the recollection of an incident?

1) own-race bias
2) reconstructive memory
3) deterrence theory
4) storage and retrieval
Rationales

1.(IA)
1) Sociology is the study of general laws and theories about societies, not about individuals.
2) This is the focus of clinical and/or personality psychology.
3) Social psychology studies individual behavior in the context of a group.
4) This is the definition of personality.

2.(ID1)
1) The independent variable is manipulated in order to determine its effects on some other variable.
2) The dependent variable is measured to determine if it is influenced by the independent variable.
3) An extraneous variable is a variable that interferes with one’s ability to infer causality between the independent and dependent variable.
4) This is another term for the independent variable.

3.(ID3)
1) This validity speaks to the appropriateness of the statistics given the research design.
2) Internal validity refers to the extent to which only the independent variable affects the dependent variable.
3) External validity refers to the extent to which the results of an experiment can be generalized to real-world situations.
4) This validity applies to test content/domain, not to causality.

4.(IIA3)
1) The perseverance effect is the finding that people’s beliefs about themselves and the world persist even after evidence supporting these beliefs is discredited.
2) A self-fulfilling prophecy exists when expectations about someone else lead one to act in a manner that brings about those expectations, thus making the expectations come true.
3) The correspondence bias is the tendency to infer that people’s behavior matches their internal dispositions or personality.
4) Multichannel nonverbal communication occurs when people use many different types of nonverbal communications at the same time, such as smiling and nodding simultaneously.

5.(IIE5)
1) In this case, belief in a just world refers to the victim of harassment, not the perpetrator (her supervisor).
2) Belief in a just world does not align with beliefs of luck.
3) In this case, belief in a just world would not predict the judge believing that the harassment was the fault of malevolent coworkers.
4) Belief in a just world is the thought process that bad things happen to bad people; therefore, the harassment must have been the fault of the victim

*correct answer
6. (IIA4)
1) Base rate heuristics are mental shortcuts based on information about the frequency of members of different categories in the population.
2*) The availability heuristic is a mental shortcut in which people base a judgment on the ease with which they can bring something to mind.
3) The representativeness heuristic is a mental shortcut in which people classify something according to how similar it is to a typical case.
4) The anchoring and adjustment heuristic is a mental shortcut in which people start with a number or value and then insufficiently adjust away from this starting point.

7. (IIID1)
1) Sharing a romantic dinner is unlikely to cause increased heart rates.
2) Working on a jigsaw puzzle is unlikely to cause increased heart rates.
3*) Taking a roller coaster ride is most likely to cause increased heart rates.
4) Playing Scrabble is unlikely to cause increased heart rates.

8. (IIIF1a)
1) Considering the other option does not justify the selected option.
2*) Emphasizing the reasons behind the decision should reduce cognitive dissonance associated with this big decision.
3) Considering whether one can change the decision will not reduce dissonance.
4) Feeling uncomfortable is a feeling of dissonance, and post-decision dissonance describes how one is motivated to avoid this feeling.

9. (IIIC)
1) Conformity is not relevant to the overjustification effect.
2*) The overjustification effect explains that getting rewards for intrinsically interesting activities can undermine intrinsic interest in that activity because the motivation for the behavior is assumed to be due to the rewards.
3) A sense of accomplishment is not relevant to the overjustification effect.
4) Intrinsic interest is lowest when rewards are in place.

10. (IVE2)
1) This deals with the causes of one’s own feelings and behaviors.
2) This theory suggests that behavior, such as aggression, is learned by observing others.
3*) This theory suggests that when one’s personal freedom is threatened, it induces a negative reaction.
4) This theory suggests that behavior can be predicted by one’s attitudes.

11. (IVA)
1) Attachment deals with the quality of relationships one makes based on early experiences.
2*) Attitudes are evaluations we make about our environment.
3) Heuristics are mental shortcuts used to make judgments.
4) Inoculation makes people immune to attempt to change their attitudes by initially exposing them to small doses of the arguments about their position.

12. (IVA)
1) Affect involves feelings or emotions.
2) The behavioral component refers to an action.
3) Culture is not an attitude component.
4*) Logically evaluating a list is a cognitive or thought process.
13.(VB1)
1) No participants in the Asch study used nonverbal cues in order to decide their response.
2) Authority was not an issue in the Asch study.
3) Social roles and social loafing are not relevant in this study.
*4) Participants tended to give wrong answers in a simple task because of the power of conformity: fellow participants answered first with a unanimous wrong answer.

14.(VB4)
1) Peer pressure and conformity are more relevant to descriptive norms, not injunctive norms.
*2) Social disapproval is the hallmark of injunctive norms.
3) Emphasizing what most people do is relevant to descriptive norms.
4) A vivid example is not relevant to injunctive norms.

15.(VC)
*1) Informational social influence explains that people tend to obey in situations where they assume that the authority figure is providing accurate information.
2) Ambiguity is not relevant to informational social influence.
3) Pace is not relevant to informational social influence.
4) The gradual nature of the task is not relevant to informational social influence.

16.(VID1)
1) In Sternberg’s theory, fatuous love refers to love that includes passion and commitment; this couple does not experience passion.
2) In Sternberg’s theory, romantic love refers to love that includes intimacy and passion; this couple does not experience passion.
*3) In Sternberg’s theory, companionate love refers to love that includes intimacy and commitment, but not passion. This type of love is described in the item.
4) In Sternberg’s theory, passionate love refers to love that includes passion, but not intimacy or commitment; this couple has the opposite of passionate love.

17.(VIIB1)
*1) The empathy-altruism hypothesis is the idea that when we feel empathy for others, we will help for purely altruistic reasons (not for other potential benefits).
2) In this case, the person is hoping for future reciprocity, which is a potential benefit.
3) In this case, the person is hoping to be rewarded by a good mood, which is a potential benefit.
4) In this case, the person is hoping to avoid future guilt, which is a potential benefit.

18.(VIIB3)
1) Heuristic thinking involves mental shortcuts used in making judgments.
*2) Out-group homogeneity is a perception that those in an out-group are very similar to one another.
3) This way of thinking is involved in creating group consensus.
4) In-group bias deals with positively viewing those of one’s own group as special.

*correct answer
19. (VIIIC)
1) Scapegoating involves one's tendency to displace aggression onto someone else who is generally powerless.
2) Sexism is negative attitudes against the opposite sex.
3) This deals with negative attitudes toward people merely because they belong to a particular group.
4) This concept deals with the decreased sense of responsibility within groups.

20. (VIIIF2)
1) Attribution theory refers to ways in which individuals explain causes of their own behavior.
2) This theory suggests that social behavior is learned by observing others.
3) This suggests that limited resources lead to conflict and thus prejudice and discrimination.
4) This suggests that a feeling of discomfort occurs from performing an action that is contrary to one's customary concept of self.

21. (VIIIA2)
1) Illusory correlation is the tendency to see connections or correlations between unrelated events.
2) This is a negative action or behavior toward someone merely because they belong to a particular group.
3) This is a negative attitude without action toward others merely because they belong to a particular group.
4) This represents us-versus-them grouping, based on certain individual characteristics.

22. (VIIIF4)
1) This deals with an object that elicits aggressive behavior, thus increasing the probability of further aggressive acts.
2) This deals with a tendency for individuals to view their own behavior as being caused by extrinsic reasons rather than intrinsic ones.
3) Catharsis involves "letting off steam." A punching bag gives the child a controlled method to relieve the anger before acting in aggressive and harmful ways.
4) This is a learned state of pessimism by attributing events to internal factors.

23. (IXA2)
1) Social support is the perception that others are responsive to one's needs.
2) Learned helplessness is the state of pessimism that results from attributing a negative event to stable, internal factors.
3) Self-efficacy is the belief in one's ability to carry out specific actions that produce desired outcomes.
4) The buffering hypothesis states that social support provides a buffer against stress.

24. (IXB1)
1) Density refers to the number of people occupying a particular amount of space.
2) This is stress that is experienced in a positive way.
3) Injunctive norms refer to people's perceptions of which behaviors are approved by others.
4) Sensory overload occurs when we receive too much stimulation from the environment.

25. (IXC2)
1) Own-race bias is the finding that people are better at recognizing faces from their own race.
2) Reconstructive memory is the process whereby memory of an event can become distorted by information encountered after the event occurred.
3) Deterrence theory is the hypothesis that the threat of legal punishment causes people to refrain from illegal activity as long as the punishment is severe, swift, and certain.
4) Storage is the process by which information is put into memory, and retrieval is the process by which information is recalled from memory.
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