Exam 3

- Wednesday Dec. 12, 10am-noon, regular classroom
- Will cover Chapters 13 and 15-17, plus material from Exams 1 and 2
- Format:
  - 75 points total
  - 55 multiple choice questions
  - 8 short-answer questions totaling 20 points

Multiple-choice questions

- 55 total
  - 20 on material from Exams 1 and 2
  - 35 on material not previously tested
    - 20 on material discussed in class and in the book
    - 13 book-only
    - 2 class-only

Multiple-choice questions

- Distribution of class-and-book questions:

<table>
<thead>
<tr>
<th>Chapter</th>
<th># of questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 13</td>
<td>8</td>
</tr>
<tr>
<td>Ch. 15</td>
<td>4</td>
</tr>
<tr>
<td>Ch. 16</td>
<td>4</td>
</tr>
<tr>
<td>Ch. 17</td>
<td>4</td>
</tr>
<tr>
<td>Total:</td>
<td>20</td>
</tr>
</tbody>
</table>

Multiple-choice questions

- 13 book-only questions:
  - Physiology and personality traits
  - Deindividuation
  - Norm of reciprocity
  - Self-fulfilling prophecies
  - Routes to persuasion
  - Conformity x 2
  - Social loafing
  - Diffusion of responsibility
  - Pluralistic ignorance
  - Projective tests
  - Somatogenic vs. psychogenic hypotheses
  - Schizophrenia and socioeconomic status

Multiple-choice questions

- 2 class-only questions:
  - Regression to the mean
Short-answer questions

• Joel Rifkin
  – What kind of neuropsych tests did he fail? What brain regions did the tests say were impaired?
• Positive symptoms of schizophrenia
  – Identify them, give one example for each
• The spotlight effect (Gilovich et al., 2000)
  – Pattern of results for Barry Manilow conditions
  – Role of the control condition

Short-answer questions

• What different factors can contribute to reduced depression?
  – Kirsch and Sapirstein (1998)
• Design of Stanford Prison project
• Given a modified Milgram procedure:
  – Identify independent and dependent variables
  – Identify it as an experiment or a quasi-experiment

Short-answer questions

• “Quiz show” study of fundamental attribution error (L. Ross et al., 1977)
  – What were the groups and how were they formed?
  – Pattern of results
• Implicit association demonstration from attributions and attitudes class
  – Decision rules for both groups
  – A couple of stimulus words