

Main exam PSY1100 / PSYC1201 Spring 2023

5:

Forklar forskjellen mellom normativ og informativ påvirkning. Gi eksempler for begge prosessene.	Explain the distinction between normative and informational influence. Give examples for both processes.
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15:

Hvilke faktorer er ansvarlige for vedlikehold/oppretholdelse av et forhold (f.eks. ekteskap eller samboer)?	Which factors are responsible for relationship maintenance (e.g. marriage or samboer)?
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29:

Hvordan er vår selvoppfatning med hensyn til vår uavhengighet fra andre eller gjensidig avhengighet påvirket av kulturen vi lever i?	How is our self-construal regarding our independence from others or interdependence with others influenced by the culture in which we live?
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33:

Definer aggresjon og gi minst to eksempler. Beskriv to variabler som påvirker aggressiv atferd, og forklar hvordan denne påvirkningen kan forklares.	Define aggression and provide at least two examples. Describe two variables that influence aggressive behavior and explain how this influence can be explained.
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Grading guide

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IMPORTANT – PLEASE READ FIRST

Below, I sketch the **ideal answer** and an **acceptable answer** for each question.

The ideal answer is **really an ideal, and it is also not exhaustive** – more points could be added in a very good answer.

It is **not expected that any student** would completely answer in the ideal way, and the maximum score should be given if many points of the ideal answers (or other good points) are present.

The **acceptable/minimal answer** describes what suffices for the student to PASS on this question. Note: It is still possible that a different answer is also acceptable – these are essays and arguments, not a multiple choice test, and this document is a guide, not a checklist. Knowledge of the pensum is necessary to grade the essays, and when in doubt, please refer to the book chapters, and use your background knowledge of social psychology. The complete pensum is listed below, and I add the most relevant pensum pages in the guide. If you do not have access to the pensum, please contact me, and I will send you the most relevant parts as PDFs.

You combine the performance on the separate questions by averaging them. In order to pass the exam (get a grade > F), one question can be missed, but then the performance on the other two questions has to be very good to still pass. If one question is not answered or failed completely and one of the others is also just mediocre, the exam is failed.

The emphasis of the grading is on explanation and psychological insight. Using the correct terminology is a plus, but sometimes a phenomenon can be described correctly even without using the scientific terms. This is especially true for answers in Norwegian, as students learned using an English book, and several of the lectures were in English. Knowledge and usage of the names of important authors is a plus as well. References are not expected because this is a closed book exam.

Do not downgrade answers because of lacks in grammar and spelling, unless that hinders understanding of the written text. Note that students may not have access to spellcheckers or grammar checkers – they are sometimes deactivated in Inspira. Non-native students answering in Norwegian or students with difficulties in spelling would otherwise have a disadvantage irrelevant to the pensum.

Note: The current sources are:

- Hewstone & Stroebe (2020). *An introduction to social psychology*, 7th edition. Wiley.
- Alcock & Sadava (2014), Chapter Language and communication, p. 199-232, in *An introduction to social psychology: Global Perspectives*. Sage.
- Alcock & Sadava (2014), Chapter Applied social psychology, p. 463-493, in *An introduction to social psychology: Global Perspectives*. Sage.
- Ward (2017), Chapter Understanding others, p. 174-204, in *The student's guide to social neuroscience*, 2nd edition. London: Routledge.

Grading guide

Forklar forskjellen mellom normativ og informativ påvirkning. Gi eksempler for begge prosessene.

Explain the distinction between normative and informational influence. Give examples for both processes.

This question belongs to the Social Influence topic. It is covered in Hewstone & Stroebe Chapter 8, especially the section on “The impact of social norms”. It is also discussed in the section on Social Comparison (p. 304), where normative influence is compared to informational influence, in the section on minority influence (p. 313), and again taken up in the section on group polarization (p. 329).

The ideal answer would actually start by pointing out why it is important to understand why and how we influence each other – namely the fact that we are a culture-building hyper-social animal where individuals are constantly in relations and need to coordinate their actions, and for that purpose agree on a common understanding of the world and a common way of doings.

The ideal answer provides a definition of normative influence that explains that individuals in general are likely to conform to group norms. The definition does not have to follow the narrow definition on p. 304 which locates the motivation for conformity in avoiding social punishment or disapproval. Any general notion that people are inclined/motivated to follow norms of their ingroup is acceptable here, but some reason for *why* should be given. Furthermore, informational influence will be defined as influence because of arguments brought forward and subsequent change in attitudes or beliefs. Ideally, this should be explained with a fundamental need for correct understanding and prediction of the environment, reduction of uncertainty, or similar.

The ideal answer could also discuss one distinction often made with regards to normative change, namely the difference between compliance (change to win group’s approval/avoid negative consequences, typically in public situations) and conformity (change due to bringing self in line with group stereotype, typically also in private situations).

The ideal answer will then provide fitting examples that are generally in line with the definition here, and, importantly, that are in line with the definition provided in the answer itself.

The minimal answer needs to make contrast norms and information as two sometimes conflicting sources of influence with a rough explanation of their bases, and have at least one good example.

Hvilke faktorer er ansvarlige for vedlikehold/opprettholdelse av et forhold (f.eks. ekteskap eller samboer)?	Which factors are responsible for relationship maintenance (e.g. marriage or samboer)?
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Chapter 11 in in Hewstone & Stroebe, 7th edition, section Romantic relationships, (whole section, not just the first page)

The ideal answer would start with a reflection on why we have relationships like marriages or living together (i.e., romantic relationships) in the first places: The fulfillment of various motives from need to belong, sexual motives, social support, procreation, etc.

The ideal answer could also reflect briefly on attraction and passionate love, which are crucial for starting a relation, but not necessarily for its maintenance.

Instead, the book lists various theoretical approaches to predict maintenance of romantic relationships: satisfaction about the ratio between costs and rewards associated with the relation (following equity theory), the availability of alternatives, and prior investment in the relationship.

The ideal answer will list these three factors and explain that they together (are hypothesized to) determine *relationship commitment*, and individual level variable, which in turn is expected to predict relationship stability (a social level variable).

The book then lists several typical behaviors that are associated with high relationship commitment and in turn predict relationship maintenance: accommodation in the face of problems, forgiveness, willingness to sacrifice. Additional, it lists cognitive aspects predicted by commitment: relationship superiority, derogation of alternatives, self-expansion/including the other in the self. The ideal answer would mention that commitment needs to be translated into such behavior and thinking.

The minimal answer would list at least 2 of these various factors.

Hvordan er vår selvoppfatning med hensyn til vår uavhengighet fra andre eller gjensidig avhengighet påvirket av kulturen vi lever i?	How is our self-construal regarding our independence from others or interdependence with others influenced by the culture in which we live?
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Relevant parts of the book:

Interdependent vs. independent selves, in the SELF chapter 5 of the book, p. 182-184

Defining culture, p. 622

Individualistic vs. collectivistic culture, p. 625

Culture and Self-Construal, p. 636 - 642

The ideal answer would start by explaining what cultures are (p. 622) – a social system of shared meanings for people and events that is transmitted from one generation to the next

It would then note that cultures differ in how they conceptualise the individual and its role in society, e.g., in an individualist or collectivistic way (Hofstede), and explain where in the world they are prevalent.

As a result, we develop a self-construal that is influenced by the culture. Markus and Kitayama distinguished an interdependent vs. independent self-construal. They differ in how important relations are seen for the self, how the self is described (abstract traits vs. relationships), consistency across situations vs. consistency within relationships, prevalence of self-enhancement, and other dimensions (see p. 638). The ideal answer would list at least some of those dimensions; but not that it's basically impossible to name them all.

The ideal answer would somehow reflect that culture shapes self-construal in socialization, ie. that the self-construal is an outcome of cultural norms and values. It could also explain that self-construal can still be influenced by the situation (and thus in experiments).

The minimal answer would get the difference between independence and interdependence right and define them appropriately.

Definer aggresjon og gi minst to eksempler. Beskriv to variabler som påvirker aggressiv atferd, og forklar hvordan denne påvirkningen kan forklares.	Define aggression and provide at least two examples. Describe two variables that influence aggressive behavior and explain how this influence can be explained.
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Chapter 9

Definition: p. 349 – in a nutshell: behavior that intends to harm and that the target of the behavior wants to avoid

Forms of aggressive behavior: p. 350

The book lays out various theories of aggression, from biological/evolutionary approaches to various psychological models, including the general aggression model. It then has an extra section on personal and situational variables affecting aggressive behavior (p. 365), which includes gender differences, alcohol, temperature, violent media contents.

The ideal answer should define aggression appropriately, and pick two factors/variables from this long list and explain them well. Note that the factor does not have to come from the specific “factors” section in the book, but also from the first theory section. But the ideal answer would show a good understanding of the difference between observing a factor to cause or be correlated with aggressive behavior and the theoretical explanation for this.

The ideal answer would also briefly reflect that/why aggression is a problem for society.

The minimal answer would still name two appropriate factors, but can be weaker on the theoretical explanation and the difference between observation and theory.