1. It has been said that first impressions are the most important. However, there are certain groups that are not allowed to make a first impression simply because they possess certain behavioral tendencies or physical characteristics. How do the following terms relate to first impressions: halo effect, prejudice, discrimination, and stereotypes? Define each term. Following that, present what you believe to be true? Can these terms be a good thing or are they just bad?

2. Prejudice, discrimination, and stereotyping seem to have existed as long as humankind has been around. Define each of those terms and then present an argument on how the use of racial slurs do and do not relate to each of those terms.

3. Some argue that racism is a thing of the past. Others argue that while explicit racism is gone, implicit racism exists. What is the difference between implicit and explicit racism? What do you think?

4. The Robber’s Cave experiment described in your textbook was important for understand how prejudice between two groups grows and can be reduced. What is necessary for contact to reduce prejudice?

5. In making attributions to a person or situation, people rely on three types of information: consensus, consistency, and distinctiveness. Briefly define each of these terms and explain how each relates to the process of making attributions. Then explain how making an attribution is typically a three-part process. Be sure to include descriptions of both discounting and augmentation in your explanation.

6. In order to make a decision about attributions, people rely on three types of information. What are the three types of information? Provide an example to show how these types of information would suggest that the action is caused either by personality or by situation.

7. Let us assume that the fighting between the people of Israel and Palestine is a result of biases in social information processing. Start by defining correspondence bias, self-serving bias, and confirmation bias. How do you think they might contribute to the fighting between those two groups?

8. Assume that the attitudes of terrorists are the source of their violent behavior against the United States. Define attitude strength, attitude importance, and attitude accessibility. Show how you believe it could be that each of these is evident in the behavior of terrorists.

9. Psychologists have identified several components of persuasion, among them the source, message, channel, context, and receiver. Briefly discuss each of these components.

10. The world seems to be a very violent place. Assume that you have the chance to persuade terrorists not to hurt any more people. Start by describing the ELM model of persuasion. Following that, use the ELM model of persuasion to come up with a plan
that you could use to persuade people that terrorism is not a good way to bring about change.

11. What is cognitive dissonance? According to Festinger, what happens as a result of it? Present five examples of it that exist in your life. Do NOT use any examples that can be found in the textbook.

12. The self, as stated in the textbook, is a complicated notion. What is the difference between self, self-concept, and self-esteem? Using yourself as the target of choice, come up with concrete examples of each of those terms.

13. Your textbook described how an individual has three different perspectives of the self. Explain what a person’s actual, ideal, and ought selves are and how the person might have discrepancies between the self-schemas. What are the emotional consequences and likely health outcomes associated with discrepancies between actual, ideal, and ought selves?

14. Two factors seem to explain the differences between contemporary Western and other views of self: level of individualism and technological development. Describe each of these factors and explain how they are interrelated. Delineate the development of technology in relation to the changing view of self.