

Psy 320
Study Guide
Exam 3
Spring 2010

Questions on the exam will require you to apply your knowledge and to recognize examples of concepts, so it is important that you understand the material and don't simply memorize definitions.

You are responsible for all material presented in class on gender development, aggression, and moral development. I have indicated below the sections in the textbook that were NOT covered in class and for which you are also responsible. Focus on the key (bold) terms presented and the major themes/findings in each section. The questions on textbook material will focus on broad themes and key terms rather than very specific details. If a textbook section is not indicated below, you are NOT responsible for it. For the two articles, see more specific guidelines below. There will be no more than 10 questions (out of 50) on material presented only in the textbook or in the articles. If there are fewer than 50 questions on the exam, the number of questions from the reading will be adjusted so that these questions are no more than 20% of the exam questions.

The first set of page numbers refers to the 6th edition of the textbook. The second set of page numbers refers to the 5th edition of the textbook.

Ch. 8

Cultural Myths and Do Cultural Myths Contribute to Sex Differences in Ability (and Vocational Opportunity)? (246-249; 233-237)
Subcultural Variations in Gender Typing (255-257; 242-243)

You should know the following information from the article by Pasterski et al. (2005) in addition to the findings discussed in class:

1. Participants: Who were the four groups of children included, and what was the age range for the entire sample? (See p. 268)
2. Procedures, Material, and Coding: Know the basic procedures that were used in this study (number of play sessions for each child and who was included), what kinds of toys were used (just the three categories of toys, not all of the specific toys), and what parental responses were measured (just the three major categories of responses, not all of the specific behaviors). See pp. 268-269.

You should know the following information from the article by Martin, Eisenbud, & Rose (1995) in addition to the findings discussed in class:

1. The age range and the average/mean age of the children in **Study/Experiment 3** (See Method section, p. 1462)—the age range and the mean are presented in months, not years. You should convert the age range and the mean to years (divide the number of months by 12 in each case). Don't worry about the decimal values—just focus on the whole numbers.
2. Basic procedures for **Study/Experiment 3**--that is, what did the researchers present to the children and what did they ask the children to do? (See Method section, p. 1463).

Ch. 9

Cultural and Subcultural Influences on Aggression (308-310; 290-291)

Methods of Controlling Aggression and Antisocial Conduct (318-321; 298-301)

Ch. 10

What are Altruism and Prosocial Behavior? (325-326; 305-306)

Developmental Trends in Altruism (329-332; 309-311)

Cognitive and Affective Contributors to Altruism (332-337; 311-315)

Cultural and Social Influences on Altruism (337-341; 316-319)