

世新大學九十八學年度碩士班招生考試試題卷

第 1 頁共計 2 頁

系所組別	考試科目
社會心理學系	英文

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※考生請於答案卷內作答

**Instructions: Read and translate the following abstracts of a journal paper from English into Chinese.**

I.

This paper summarizes the experimental studies on intergroup relations, with emphasis on the reduction of conflict between groups. In the first phase, two groups were established independently by introducing specified conditions for interaction; in the second phase, the groups were brought into functional contact in conditions perceived by the members of the respective groups as competitive and frustrating. Members developed unfavorable attitudes and derogatory stereotypes of the other group; social distance developed to the point of mutual avoidance, even in pleasant activities. In the final phase of the experiment the measure that proved effective in reducing tension between groups was the introduction of goals which were compellingly shared by members of the groups and which required the collaborative efforts of all. (Sherif, 1958/2001) < 33分 >

II.

The frequency of the use of deception in American psychological research was studied by reviewing articles from journals in personality and social psychology from 1921 to 1994. Deception was used rarely during the developmental years of social psychology into the 1930s, then grew gradually and irregularly until the 1950s. Between the 1950s and 1970s the use of deception increased significantly. This increase is attributed to changes in experimental methods, the popularity of realistic impact experiments, and the influence of cognitive dissonance theory. Since 1980 there appears to have been a decrease in the use of deception as compared to previous decades which is related to changes in theory, methods, ethical standards, and federal regulation of research. (Nicks, Korn, & Mainieri, 1997) < 33分 >

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第 2 頁共計 2 頁

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III.

Many of the most important decisions and recommendations made by school psychologists occur within the context of school-based teams. Despite this, research and theory regarding group decision making has attracted little attention in the school psychology literature. To begin addressing this problem, this paper reviews group-based social psychological work with both extensive empirical support and important pragmatic implications for school psychology practitioners and researchers. Primary foci include the need for improved outcome criteria with which school psychologists can assess the quality of group decision making, the power of majorities in groups, the value of minority dissent, group polarization, and the establishment of shared norms. Although far from an exhaustive list, these social psychological phenomena exemplify the kinds of issues needing greater attention by school psychologists as they work with school-based teams. (Gutkin, & Nemeth, 1997) (34分)