

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Department of Brain and Cognitive Sciences
9.70 – Social Psychology – Spring 2013

PRELIMINARY INFORMATION FORM

CLASS ROSTER & CONFIRMATION OF ENROLMENT

1. Name: _____
2. Present Address: (or name of MIT living group): _____

3. Member, MIT Class of ___
4. Major Course (and/or Degree Program): _____
5. MIT ID#: _____
6. Local Telephone number: _____
7. E-Mail address (in full :) _____
8. Study Group # (leave blank for present) _____

We need this information at once so that we can include you in the course web site class list.

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BENCHMARK QUESTIONNAIRE

“Who are we? Where do we come from? Where are we going?”

1. Every instance of social psychological inquiry begins with a definition of the situation. The problems of language and communication are not trivial. In endeavoring to understand each other, it helps to know something about who we are and where we are “coming from. This is always true in a diverse academic community like this one. It is more particularly true in respect to the subject before us. So let’s start by sharing some particulars of our lives up to now. Where were you born/brought up? Please include geographical, cultural, linguistic, and socioeconomic particulars, as appropriate:

2. Students from myriad backgrounds come to MIT to study. For some, English is not their “native tongue.” If you are not a native English speaker, how well/poorly do you understand, speak, write, read, English? Do you still read/speak/understand your native tongue? How well/poorly?

3. What other language(s) do you speak/write/read? How fluently? _____

4. Why are you here? What of value are you hoping and expecting to get out of this class (gradewise and otherwise)? Please be as specific and detailed as possible. For example, if you are fairly interested but don’t want to have to do a lot of work you can easily “get by” in this class with a final grade of C. by doing the homework and just showing up and staying at least half-awake at all officially stated 9.70 (e.g. class and study group) meetings. Or you can commit yourself to do more than that (e.g. doing A or B grade work). The upper limit of permissible time/effort required is intended to be the stipulated 12 hours of time and effort per week. It is up to you to decide for yourself and to let your intentions be known among your peers, so that everyone will know what to expect from themselves and each other.

5. What are your present intentions and goals for yourself in this class this term? (e.g. What are you prepared to put into 9.70? (timewise and attitudewise and effortwise). _____

6. What do you think/feel about the way we’re beginning to enter the process (e.g. by asking you to explore your own thoughts and feelings about the subject? the instructors? your prospective classmates? yourself?). _____

7. How (in what ways? to what extent?) have your own attitudes and habits been “socially influenced” (favorably or otherwise) by the worldviews, valuesystems and lifestyles prevailing in your family of origin? _____

8. What other sources of social influences (if any) have significantly contributed to shaping your attitudes and behavior (e.g. friends; peers, neighbors, teachers, and/or mentors or role models or group memberships in the larger local community that you grew up in)? _____

9. What was their influence upon you (for better/worse)? Compare and contrast your own present worldview, valuesystem and lifestyle with the one(s) described under 7 and 8 above: _____

10. What are your present Major and Minor Area(s)/Field(s) of Academic/Professional Specialization? Areas of Interest? Study Concentrations? _____

11. Notable Accomplishments? Other things or subjects or topic(s) of particular personal or social interest: _____

12. Do you as yet have any clearly-defined long term personal/social (incl. academic/professional) goals? (“What do you want to be -- or do -- when you grow up?”)

13. What do you already know about the subject before us?
Briefly indicate the meaning to you at this point of as many of the following terms as you can:

a. Action research: _____

b. Aronson’s First Law: _____

c. attitude: _____

d. biological vs. social determinism: _____

e. cognitive dissonance: _____

f. collaborative learning system: _____

g. conformity: _____

h. corporate personhood _____

i. default assumptions _____

j. dispositional vs. situational attributions: _____

k. ethics: _____

l. fundamental attribution error _____

m. fundamentalism: _____

n. "human nature": _____

o. human systems (levels and aspects of organization and development) _____

p. paradigm(s): _____

q. prejudice; discrimination: _____

r. science: _____

s. stereotype(s): _____

t. terrorism: _____

u. violence: _____

v. xenophobia _____

Add any queries, comments, criticisms you wish:

Thank you for taking the time to complete and hand in this questionnaire.

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