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| 1. Which branch of psychology is concerned with the study of how people think about, influence, and relate to one another?   |  |  |  | | --- | --- | --- | |  | a. | developmental psychology | |  | b. | social psychology | |  | c. | personality psychology | |  | d. | clinical psychology |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 2. Professor Dragutan found that his students scored much lower than usual on their final exam, which was just before the semester ended. Professor Dragutan believes that students were preoccupied with their plans for the summer and did not prepare well for the exam. Professor Dragutan’s explanation for his students’ exam performance is an example of   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | an attitude. | |  | c. | an attribution. | |  | d. | the fundamental attribution error. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 3. Attribution theory was designed to account for   |  |  |  | | --- | --- | --- | |  | a. | the process of revealing intimate aspects of ourselves to others. | |  | b. | the impact of both heredity and environment on social behavior. | |  | c. | the loss of self-awareness that occurs in group situations. | |  | d. | how people explain others' behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 4. The mental process people use to explain their behavior and the behavior of others is called   |  |  |  | | --- | --- | --- | |  | a. | an attribution. | |  | b. | an attitude. | |  | c. | cognitive dissonance. | |  | d. | the fundamental attribution error. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 5. Fritz Heider's attribution theory suggests that we attribute others' behavior to either their   |  |  |  | | --- | --- | --- | |  | a. | physiology or their environment. | |  | b. | biological motives or their psychological motives. | |  | c. | thoughts or their emotions. | |  | d. | dispositions or their situations. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 6. It’s Kofi’s birthday, and his girlfriend has forgotten to buy him a gift. Kofi is not upset, though, because he believes she was preoccupied with her upcoming finals and her father's poor health. Kofi's explanation for his girlfriend's forgetfulness is an example of   |  |  |  | | --- | --- | --- | |  | a. | an attribution. | |  | b. | an attitude. | |  | c. | cognitive dissonance. | |  | d. | the fundamental attribution error. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 7. Attributing behavior to a person’s traits is to \_\_\_\_\_\_\_\_ as attributing behavior to the situation is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | attitudes; cognitive dissonance | |  | b. | the fundamental attribution error; attribution theory | |  | c. | cognitive dissonance; situational attribution | |  | d. | dispositional attribution; situational attribution |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 8. Attributing a behavior to a person's stable, enduring traits is known as   |  |  |  | | --- | --- | --- | |  | a. | central route persuasion. | |  | b. | a situational attribution. | |  | c. | a dispositional attribution. | |  | d. | peripheral route persuasion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 9. Attributing a behavior to the current situation is known as   |  |  |  | | --- | --- | --- | |  | a. | central route persuasion. | |  | b. | a situational attribution. | |  | c. | a dispositional attribution. | |  | d. | peripheral route persuasion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 10. Fernando insists that his girlfriend’s biking accident resulted from her carelessness. His explanation for the accident provides an example of   |  |  |  | | --- | --- | --- | |  | a. | a situational attribution. | |  | b. | cognitive dissonance. | |  | c. | the foot-in-the-door phenomenon. | |  | d. | a dispositional attribution. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 11. Loren thinks of her classmate Ada as a shy person. So, when she sees Ada speak confidently and assertively in front of their class while giving a mandatory presentation, Loren attributes Ada’s behavior to the course requirement. Loren’s explanation for Ada’s behavior is an example of   |  |  |  | | --- | --- | --- | |  | a. | a situational attribution. | |  | b. | cognitive dissonance. | |  | c. | the foot-in-the-door phenomenon. | |  | d. | a dispositional attribution. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 12. The fundamental attribution error refers to our tendency to underestimate the impact of \_\_\_\_\_\_\_\_ and to overestimate the impact of \_\_\_\_\_\_\_\_ in explaining the behavior of others.   |  |  |  | | --- | --- | --- | |  | a. | attitudes; cognitive dissonance | |  | b. | cognitive dissonance; attitudes | |  | c. | personal disposition; situational influences | |  | d. | situational influences; personal disposition |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 13. Sharat did not do well on his last physics test. The tendency to make the fundamental attribution error might lead his tenth-grade teacher to conclude that Sharat earned a low grade because   |  |  |  | | --- | --- | --- | |  | a. | he is unmotivated to do well in school. | |  | b. | the test covered material that had not been adequately covered in class. | |  | c. | his parents had an argument the evening before the test. | |  | d. | he was not given enough time to complete the test. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 14. Vikas, who averages two touchdowns a game for his football team, did not score a touchdown in today’s game. The other players believe that he was “slacking off,” but in reality he was playing despite an injury. Vikas’ teammates have committed   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | the fundamental attribution error. | |  | c. | the foot-in-the-door phenomenon. | |  | d. | an attitude. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 15. When dining at a restaurant, you see a server's tray accidentally tilt, and an avalanche of food and beverages splatters on four people. “That guy’s really clumsy,” you think to yourself as you resume eating. You have just committed   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | an attitude. | |  | c. | the foot-in-the-door phenomenon. | |  | d. | the fundamental attribution error. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 16. In experiments, the fundamental attribution error has been demonstrated by people’s tendency to underestimate the extent to which others' behavior is influenced by   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | assigned roles. | |  | c. | attitudes. | |  | d. | personality traits. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 17. The tendency in Western cultures to attribute the behavior of others to internal, personal characteristics while ignoring or underestimating the effects of external, situational factors is called   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | an attitude. | |  | c. | foot-in-the-door phenomenon. | |  | d. | the fundamental attribution error. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 18. Compared with people from East Asian cultures, those from Western cultures are more likely to demonstrate   |  |  |  | | --- | --- | --- | |  | a. | situational attributions. | |  | b. | cognitive dissonance. | |  | c. | positive attitudes. | |  | d. | the fundamental attribution error. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 19. Akino is from Japan; her college roommate, Bree, is from the United States. While waiting in line to buy school supplies, they witness an irate customer yelling at the cashier. Later, when they discuss it, Akino is more likely to attribute the customer’s behavior to \_\_\_\_\_\_\_\_; Bree is more likely to attribute it to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | their disposition; the situation | |  | b. | normative social influence; cognitive dissonance | |  | c. | cognitive dissonance; normative social influence | |  | d. | the situation; their disposition  ​ |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 20. Lucas hits his older brother, who is constantly teasing him. People from East Asian cultures would be more likely than people from Western cultures to explain Lucas' behavior in terms of   |  |  |  | | --- | --- | --- | |  | a. | hostile motives. | |  | b. | a lack of self-control. | |  | c. | an enduring personality trait. | |  | d. | the stressful situation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 21. Researchers studying the fundamental attribution error have found that people in Japan   |  |  |  | | --- | --- | --- | |  | a. | are more sensitive than are Westerners to the power of the situation. | |  | b. | are not particularly sensitive to the power of the situation. | |  | c. | attribute behavior to a person’s personal traits more often than Westerners do. | |  | d. | are not prone to the fundamental attribution error. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 22. Samantha, who lives in the United States, is unhappy with her last sociology exam score. Which of the following attributions is she most likely to use?   |  |  |  | | --- | --- | --- | |  | a. | “I am just not working hard enough.” | |  | b. | “I am not a responsible student.” | |  | c. | “The exam was unfair because the questions were tricky.” | |  | d. | “I spend too much time on social media.” |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 23. We are less likely to make the fundamental attribution error if we observe someone   |  |  |  | | --- | --- | --- | |  | a. | in a variety of situations. | |  | b. | who is unemployed. | |  | c. | who is wealthy. | |  | d. | we dislike. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 24. You would most likely commit the fundamental attribution error in explaining why   |  |  |  | | --- | --- | --- | |  | a. | you failed to finish a term paper in time. | |  | b. | you failed to return a phone call from a friend. | |  | c. | a server at a restaurant was unfriendly to you. | |  | d. | you received a low grade on an exam. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 25. In explaining the actions of people we do not know well, we often demonstrate   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | central route persuasion. | |  | c. | the fundamental attribution error. | |  | d. | the foot-in-the-door phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 26. The fundamental attribution error is most likely to occur when we explain an instance of   |  |  |  | | --- | --- | --- | |  | a. | good behavior performed by a person we have never met before. | |  | b. | good behavior performed by a person we have previously met in a number of different situations. | |  | c. | bad behavior performed by a person we have never met before. | |  | d. | bad behavior performed by a person we have previously met in a number of different situations. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 27. Hannah is hesitant to interact with her history tutor Jenny, because Jenny’s attitude toward her leads Hannah to believe that Jenny is an unkind person. Jenny, on the other hand, feels frustrated with Hannah, because she interprets Hannah’s lack of interaction as an indication that Hannah is unmotivated to learn. At this point, both Hannah and Jenny should be informed of the dangers of   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | central route persuasion. | |  | c. | negative attitudes. | |  | d. | the fundamental attribution error. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 28. The fundamental attribution error is likely to lead observers to attribute a stranger's   |  |  |  | | --- | --- | --- | |  | a. | lack of employment to a weak economy. | |  | b. | angry act to a disagreeable temperament. | |  | c. | criminal behavior to a difficult childhood. | |  | d. | friendliness to social role requirements. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 29. We have a tendency to explain the behavior of strangers we have observed in only one type of situation in terms of \_\_\_\_\_\_\_\_ and to explain our own behavior in terms of \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | attitudes; cognitive dissonance | |  | b. | situational constraints; personality traits | |  | c. | cognitive dissonance; attitudes | |  | d. | personality traits; situational constraints |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 30. Researchers filmed two people interacting, with a camera behind each person. Then they showed each person a replay of their interaction—filmed from the other person’s perspective. This reversed participants’ attributions of the behaviors. Seeing the world from the actor’s perspective, the observers   |  |  |  | | --- | --- | --- | |  | a. | better appreciated the situation. | |  | b. | attributed the observed behavior to personality. | |  | c. | were less likely to attribute the cause of behavior to the situation. | |  | d. | were more likely to commit the fundamental attribution error. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 31. Observing yourself on a video replay is most likely to increase your tendency to attribute your behavior to   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | role-playing. | |  | c. | personality traits. | |  | d. | attitudes. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 32. In an experiment in which observers were made to see the world from the actor’s perspective, the observers credited their own behavior more to their personal character, or their   |  |  |  | | --- | --- | --- | |  | a. | observer status. | |  | b. | social influence. | |  | c. | attitudes. | |  | d. | disposition. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 33. When people assess a police officer’s actions from the perspective of the\_\_\_\_\_\_\_\_, they become more sympathetic to the officer.   |  |  |  | | --- | --- | --- | |  | a. | officer’s body cam | |  | b. | dash cam | |  | c. | victim | |  | d. | suspect |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 34. Our explanations of our own admirable actions are \_\_\_\_\_\_\_\_ likely to involve situational attributions than our explanations of our own shameful actions. Our explanations of our own actions performed long ago are \_\_\_\_\_\_\_\_ likely to involve dispositional attributions than our explanations of our own very recent actions.   |  |  |  | | --- | --- | --- | |  | a. | less; less | |  | b. | more; more | |  | c. | less; more | |  | d. | more; less |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 35. Bradley and Veronica live in a large city where many residents are homeless. Bradley, who believes that homelessness reflects people’s own bad choices, refuses to vote in favor of policies that provide aid to those in need. Veronica, who believes that homelessness reflects systemic discrimination and a lack of opportunity, always votes in favor of such policies. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | the foot-in-the-door phenomenon. | |  | b. | the effect of role-playing on attitudes. | |  | c. | the real-world consequences of our attributions. | |  | d. | the effect of cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 36. Poverty and unemployment tend to be explained in terms of personal dispositions by \_\_\_\_\_\_\_\_ and in terms of situational influences by \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | people from East Asian cultures; people from Western cultures | |  | b. | women; men | |  | c. | social psychologists; evolutionary psychologists | |  | d. | political conservatives; political liberals |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 37. After reflecting on the power of choice, participants in experiments became increasingly LESS likely to attribute the misfortunes of others to   |  |  |  | | --- | --- | --- | |  | a. | personality traits. | |  | b. | role-playing. | |  | c. | situational influences. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 38. Attitudes are \_\_\_\_\_\_\_\_ that predispose our reactions.   |  |  |  | | --- | --- | --- | |  | a. | roles | |  | b. | situational attributions | |  | c. | belief-based feelings | |  | d. | dispositional attributions |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 39. Attitudes, which predispose us to respond in a particular way to objects, people, and events,   |  |  |  | | --- | --- | --- | |  | a. | are situational attributions. | |  | b. | are the roles we assume. | |  | c. | are often influenced by our beliefs. | |  | d. | result from cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 40. During the first video of an online course, the instructor skips from topic to topic. Jenni thinks that this instructor doesn’t know enough about the subject. This \_\_\_\_\_\_\_\_ will likely influence her to consider changing courses.   |  |  |  | | --- | --- | --- | |  | a. | role-playing | |  | b. | foot-in-the-door phenomenon | |  | c. | situational attribution | |  | d. | attitude |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 41. Rick believes that the foods served at fast-food restaurants are unhealthy and has protested against the building of a new fast-food restaurant in his neighborhood. Rick’s belief about fast-food restaurants is an example of   |  |  |  | | --- | --- | --- | |  | a. | an attitude. | |  | b. | the foot-in-the-door phenomenon. | |  | c. | a situational attribution. | |  | d. | role-playing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 42. Whether Alicia exercises regularly is best predicted by her attitude about   |  |  |  | | --- | --- | --- | |  | a. | sports training. | |  | b. | physical health. | |  | c. | exercise. | |  | d. | role-playing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 43. Politicians who publicly oppose a tax increase that they privately favor best illustrate that   |  |  |  | | --- | --- | --- | |  | a. | strong social pressure has very little influence on attitudes. | |  | b. | attitudes and actions are always consistent. | |  | c. | actions may sometimes be inconsistent with attitudes. | |  | d. | situations rarely influence actions and attitudes. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 44. Attitudes are especially likely to affect behavior when   |  |  |  | | --- | --- | --- | |  | a. | the attitudes are implicit rather than explicit. | |  | b. | external influences on behavior are minimal. | |  | c. | the person has not publicly stated those attitudes. | |  | d. | the attitudes differ from most other people's opinions. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 45. Millie’s sister, whose healthy lifestyle Millie finds inspiring, recently made a simple, memorable argument about the negative impact of alcohol on the body. Now, when Millie is home alone, she no longer drinks. However, when Millie is out with friends, she continues to drink despite this change in her attitude. This is likely because   |  |  |  | | --- | --- | --- | |  | a. | attitudes more readily affect behavior when external influences are present. | |  | b. | attitudes are less likely to affect behavior when external influences are present. | |  | c. | attitudes are more powerful when they are behavior-specific. | |  | d. | attitudes are more powerful when they are easily recalled. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 46. The foot-in-the-door phenomenon refers to the tendency to   |  |  |  | | --- | --- | --- | |  | a. | behave according to our feelings rather than our beliefs. | |  | b. | change our attitude because it differs from our behavior. | |  | c. | comply with a large request if one has previously complied with a small request. | |  | d. | attribute strangers' behavior to their personal dispositions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 47. The impact of our actions on our attitudes is best illustrated by   |  |  |  | | --- | --- | --- | |  | a. | the fundamental attribution error. | |  | b. | the foot-in-the-door phenomenon. | |  | c. | central route persuasion. | |  | d. | peripheral route persuasion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 48. During the Korean war, many U.S. prisoners were held in Chinese communist war camps. The captors secured prisoners’ collaboration in various activities, ranging from simple tasks to more serious actions. After doing so, the prisoners sometimes adjusted their beliefs to be more consistent with their public acts. Which technique was used to accomplish this?   |  |  |  | | --- | --- | --- | |  | a. | the fundamental attribution error | |  | b. | the foot-in-the-door phenomenon | |  | c. | peripheral route persuasion | |  | d. | central route persuasion |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 49. Janet and Cora are friends. Cora is leaving for vacation in a few weeks and asks Janet, “Could you swing by my house each day just to check on it and keep an eye on things?” After Janet agrees, Cora then says, “Do you mind checking on my dog too while you’re there?” Janet agrees as well. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | the foot-in-the door phenomenon. | |  | b. | the fundamental attribution error. | |  | c. | cognitive dissonance theory. | |  | d. | central route persuasion. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 50. When a sales representative knocks on your door and asks you to try a free sample of a skin-care product, you agree. When the representative returns the following week and asks you to purchase an expensive set of skin-care products, you make the purchase. The sales representative appears to have made effective use of   |  |  |  | | --- | --- | --- | |  | a. | the fundamental attribution error. | |  | b. | peripheral route persuasion. | |  | c. | the foot-in-the-door phenomenon. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 51. After first agreeing to display a 3-inch-high “Be a Safe Driver” sign in their window, people were far more likely to permit the installation of a large “Drive Carefully” sign in their front yards. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | peripheral route persuasion. | |  | b. | the foot-in-the-door phenomenon. | |  | c. | the fundamental attribution error. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 52. Liam agreed to Ethan's suggestion that they shoplift some video games. Later in the week, Liam agreed to go along with Ethan's suggestion to steal a neighbor's expensive racing bike. Reflecting on what he had done, Liam was surprised by his willingness to comply with Ethan's request. Liam's experience illustrates   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | the foot-in-the-door phenomenon. | |  | c. | the fundamental attribution error. | |  | d. | central route persuasion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 53. The set of prescribed behaviors associated with a particular social position is best described as a(n)   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | attribution. | |  | c. | attitude. | |  | d. | role. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 54. After you graduate from college and start a new position in your chosen field, you will take on   |  |  |  | | --- | --- | --- | |  | a. | a new role. | |  | b. | a new attitude. | |  | c. | new attributions. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 55. Once she was promoted to a high-level executive position at her large company, Jillian developed more pro-business political attitudes. This best illustrates the impact of \_\_\_\_\_\_\_\_ on attitudes.   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance | |  | b. | peripheral route persuasion | |  | c. | role-playing | |  | d. | dispositional attributions |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 56. After graduating from college, Jamie was offered a position at a large consulting firm. When giving her first presentation to clients, Jamie felt nervous and unsure of herself; so, she imitated the confident, assertive demeanor she had observed when her boss gave such presentations. Now, after many client interactions, she feels naturally confident and assertive. Jamie’s change in attitude illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | peripheral route persuasion. | |  | c. | attributions. | |  | d. | role-playing on attitudes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 57. In the early 1970s, the Greek military government eased men into their roles. First, a trainee played the role of guard outside an interrogation cell. After this, he stood guard inside. Only then was he ready to become actively involved in the questioning-and-torture role. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | the door-in-the-face phenomenon. | |  | b. | the foot-in-the-door phenomenon. | |  | c. | cognitive dissonance. | |  | d. | how role-playing affects attitudes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 58. In real-life atrocity-producing situations, we can expect   |  |  |  | | --- | --- | --- | |  | a. | all people to succumb to the situation. | |  | b. | most people to succumb to the situation. | |  | c. | no people to succumb to the situation. | |  | d. | some people to succumb to the situation and others not to succumb. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 59. The discomfort we feel when our thoughts and behaviors are inconsistent is called   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | an attribution. | |  | c. | role-playing. | |  | d. | an attitude. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 60. Russell knows that smoking is bad for him but he continues to smoke up to two packs of cigarettes a day. He is likely to experience   |  |  |  | | --- | --- | --- | |  | a. | a new role. | |  | b. | a new attitude. | |  | c. | new attributions. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 61. Cognitive dissonance theory was proposed by   |  |  |  | | --- | --- | --- | |  | a. | Fritz Heider. | |  | b. | Philip Zimbardo. | |  | c. | Leon Festinger. | |  | d. | Solomon Asch. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 62. Which theory best explains why our actions can lead us to modify our attitudes?   |  |  |  | | --- | --- | --- | |  | a. | role-playing theory | |  | b. | cognitive dissonance theory | |  | c. | attribution theory | |  | d. | attitude theory |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 63. Felipe's favorable attitude toward capital punishment began to change when he was asked to offer arguments opposing it in a university debate class. His attitude change is best explained by \_\_\_\_\_\_\_\_ theory.   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance | |  | b. | role-playing | |  | c. | attribution | |  | d. | attitude |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 64. We are most likely to experience cognitive dissonance if we feel   |  |  |  | | --- | --- | --- | |  | a. | little sense of responsibility for engaging in behaviors of which we personally disapprove. | |  | b. | little sense of responsibility for engaging in behaviors of which we personally approve. | |  | c. | a great sense of responsibility for engaging in behaviors of which we personally disapprove. | |  | d. | a great sense of responsibility for engaging in behaviors of which we personally approve. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 65. Before Sari left for college, she told her friend Laura that she thought sororities were silly and she would never consider joining one. During Sari's first week on campus, a sorority member invited her to a social function and encouraged her to pledge. After Sari attended the party, she told Laura, “Sororities do a lot of good things for the community. They're really service organizations.” Sari's change in attitude illustrates   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance theory. | |  | b. | role-playing theory. | |  | c. | attribution theory. | |  | d. | attitude theory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 66. Lori has strongly negative opinions about the high rents in her neighborhood. However, when Lori becomes a property manager for a nearby luxury building, she develops a more favorable attitude about the cost of rent. Which theory best explains why?   |  |  |  | | --- | --- | --- | |  | a. | attribution theory | |  | b. | attitude theory | |  | c. | cognitive dissonance theory | |  | d. | role-playing theory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 67. Samia is feeling glum after receiving a low grade on an exam. What can she do to improve her mood?   |  |  |  | | --- | --- | --- | |  | a. | She can explain her bad grade in more positive terms, such as looking for ways to improve her study skills. | |  | b. | She can blame her bad grade on her college professor. | |  | c. | She should suggest ways that the professor can improve their teaching methods. | |  | d. | She should tell her friends that she earned a bad grade on the exam. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 68. Kai is 16 years old and volunteers in his community each week. What is this behavior likely to promote?   |  |  |  | | --- | --- | --- | |  | a. | adhering to social norms | |  | b. | a compassionate identity | |  | c. | reduced cognitive dissonance | |  | d. | the central route to persuasion |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 69. Robin dislikes his new job. But he decides that instead of walking into his office each morning with a frown on his face, he will try to smile and greet his colleagues cheerfully. According to \_\_\_\_\_\_\_\_, by altering his behavior, Robin is likely to change his negative attitude about work.   |  |  |  | | --- | --- | --- | |  | a. | the foot-in-the-door phenomenon | |  | b. | informational social influence | |  | c. | cognitive dissonance theory | |  | d. | attribution theory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 70. Although we often cannot directly control all of our feelings, we can influence our feelings by changing our behavior, according to   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance theory. | |  | b. | social facilitation theory. | |  | c. | attribution theory. | |  | d. | role-playing theory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 71. Anton has recently begun to bully and hurt his younger brother. If this behavior continues, it is likely that Anton will   |  |  |  | | --- | --- | --- | |  | a. | experience a substantial loss of self-esteem. | |  | b. | develop an increasing dislike for his brother. | |  | c. | experience a sense of cognitive dissonance. | |  | d. | develop a great sense of admiration and respect for his brother. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 72. Peripheral route persuasion involves   |  |  |  | | --- | --- | --- | |  | a. | offering evidence and arguments in hopes of motivating careful thinking. | |  | b. | the tendency, when analyzing others' behavior, to overestimate the influence of personal traits and underestimate the effects of the situation. | |  | c. | being influenced by emotion-provoking cues, such as vivid imagery. | |  | d. | the tendency for people who have first agreed to a small request to comply later with a larger request. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 73. Which of the following illustrates peripheral route persuasion?   |  |  |  | | --- | --- | --- | |  | a. | Dan searches *Consumer Reports* for ratings and information on new dishwashers. | |  | b. | Advik provides research-based evidence to Lincoln about the benefits of buying a gym membership. | |  | c. | Donna, who is a city councilperson, provides the mayor with information and evidence on the benefits of spending more money on bike trails. | |  | d. | Logan is tempted to buy a new car because his favorite actress advertises the car on television commercials. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 74. Compared with central route persuasion, peripheral route persuasion tends to   |  |  |  | | --- | --- | --- | |  | a. | be more durable. | |  | b. | occur more rapidly. | |  | c. | be more likely to influence behavior. | |  | d. | involve a greater number of logical arguments. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 75. Instead of providing arguments in favor of a political candidate, ads may build political support by associating pictures of the candidate with emotion-evoking music and images. This strategy best illustrates   |  |  |  | | --- | --- | --- | |  | a. | central route persuasion. | |  | b. | cognitive dissonance. | |  | c. | peripheral route persuasion. | |  | d. | role-playing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 76. Opinion change resulting from a thoughtful focus on the content of arguments illustrates   |  |  |  | | --- | --- | --- | |  | a. | central route persuasion. | |  | b. | peripheral route persuasion. | |  | c. | the fundamental attributional error. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 77. Nicole is planning to buy a new car. The salesperson shows her the various features of the car she is considering, explaining how they work and why they are beneficial. The salesperson's strategy illustrates   |  |  |  | | --- | --- | --- | |  | a. | central route persuasion. | |  | b. | cognitive dissonance. | |  | c. | peripheral route persuasion. | |  | d. | role-playing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 78. Derek, who is a copy machine salesman, provides information on all models and honestly explains all their pros and cons, even of his competitors' machines. Derek is using   |  |  |  | | --- | --- | --- | |  | a. | role-playing. | |  | b. | cognitive dissonance. | |  | c. | peripheral route persuasion. | |  | d. | central route persuasion. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 79. Jenna is about to vote in a presidential election. Jenna chose a particular candidate because she agrees with her policies on taxes, health care, and climate change. Jenna made her decision on the basis of   |  |  |  | | --- | --- | --- | |  | a. | the foot-in-the-door phenomenon. | |  | b. | peripheral route persuasion. | |  | c. | central route persuasion. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 80. Steven and Terrance are in their psychology class and the topic being covered today is violent crime. The professor asks the class what things society can do to help reduce violent crime. Steven raises his hand and answers “Close the border.” Terrance disagrees and is upset by Steven’s answer. Which of the following is the best option for Terrance in terms of how to persuade Steven?   |  |  |  | | --- | --- | --- | |  | a. | raise his voice when responding to Steven | |  | b. | imply that Steven is ignorant | |  | c. | provide Steven complex data related to immigration and crime | |  | d. | try to find a shared goal with Steven |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 81. Janet is debating political views online when she calls another person an “idiot.” What is likely to happen?   |  |  |  | | --- | --- | --- | |  | a. | Janet will successfully convince the person to agree with her stance. | |  | b. | Janet will not be able to persuade the other person. | |  | c. | The other person will persuade Janet to agree with their view. | |  | d. | The other person will agree with Janet. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 82. Which of the following is NOT one of the major “Do nots” regarding persuading others?   |  |  |  | | --- | --- | --- | |  | a. | loudly arguing with those who do not agree with you | |  | b. | insulting those who do not agree with you | |  | c. | appealing to the admirable motives of those who do not agree with you | |  | d. | boring those who do not agree with you with complex information |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 83. Social norms are best described as   |  |  |  | | --- | --- | --- | |  | a. | generalized beliefs about various groups of people. | |  | b. | people's explanations for their own behaviors. | |  | c. | rules for socially expected and accepted behavior. | |  | d. | feelings that predispose our reactions to events. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 84. Frances avoids talking with food in his mouth because he knows others think it is socially inappropriate. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | mood contagion. | |  | c. | social facilitation. | |  | d. | social norms. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 85. Early one morning, Jade is the only passenger on a public bus. After several stops, a second passenger boards and chooses the seat directly beside Jade, even though the bus is otherwise empty. Although Jade often sits beside others when the bus is crowded, in this situation, she feels surprised and uncomfortable. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | individualism. | |  | b. | collectivism. | |  | c. | mood linkage. | |  | d. | social norms. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 86. Janey feels far more comfortable in casual, loose clothes than dressy, confining clothes. For her job interview, however, she wears a tailored suit. Janey’s behavior best illustrates   |  |  |  | | --- | --- | --- | |  | a. | social loafing. | |  | b. | social norms. | |  | c. | deindividuation. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 87. *Culture* is defined as   |  |  |  | | --- | --- | --- | |  | a. | similarities in language, money, sports, religion, and customs across different countries. | |  | b. | adjusting our behavior or thinking toward some group standard. | |  | c. | the behaviors, ideas, attitudes, values, and traditions shared by a group of people and transmitted from one generation to the next. | |  | d. | simply human nature. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 88. Whether people rely on medical doctors or traditional healers to cure what ails them depends on their   |  |  |  | | --- | --- | --- | |  | a. | values. | |  | b. | culture. | |  | c. | conformity. | |  | d. | informational social influence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 89. The invention and transmission of dating and courtship customs best illustrate   |  |  |  | | --- | --- | --- | |  | a. | collectivism. | |  | b. | cultural influence. | |  | c. | conformity. | |  | d. | informational social influence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 90. The transmission of shared knowledge and customs across generations is an indication of   |  |  |  | | --- | --- | --- | |  | a. | collectivism. | |  | b. | informational social influence. | |  | c. | culture. | |  | d. | individualism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 91. The transmission of a capitalist economic system from one generation to the next best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | culture. | |  | b. | social norms. | |  | c. | the division of labor. | |  | d. | collectivism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 92. The preservation of innovation best illustrates the survival value of   |  |  |  | | --- | --- | --- | |  | a. | culture. | |  | b. | conformity. | |  | c. | individualism. | |  | d. | social norms. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 93. The many professional specialties by which people support themselves and their societies best illustrate that culture enables   |  |  |  | | --- | --- | --- | |  | a. | conformity. | |  | b. | mood linkage. | |  | c. | division of labor. | |  | d. | natural mimicry. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 94. Cultural diversity best illustrates our human   |  |  |  | | --- | --- | --- | |  | a. | individualism. | |  | b. | genetic variations. | |  | c. | conformity. | |  | d. | adaptive capacities. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 95. People are most likely to notice the impact of environmental influences on behavior when confronted by   |  |  |  | | --- | --- | --- | |  | a. | natural mimicry. | |  | b. | mood linkage. | |  | c. | cultural diversity. | |  | d. | collectivism. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 96. Nicole lives in a loose culture. It is therefore likely that Nicole considers it \_\_\_\_\_\_\_\_ to jaywalk, display affection in public, and arrive slightly late to an event.   |  |  |  | | --- | --- | --- | |  | a. | socially unacceptable | |  | b. | socially permissible | |  | c. | socially variable | |  | d. | socially normative |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 97. A culture in which most people obey social norms is considered a \_\_\_\_\_\_\_\_ culture; a culture in which people adhere to these norms with more variability is considered a \_\_\_\_\_\_\_\_ culture.   |  |  |  | | --- | --- | --- | |  | a. | tight; loose | |  | b. | loose; tight | |  | c. | variable; conforming | |  | d. | conforming; variable |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 98. Stricter adherence to social norms is to \_\_\_\_\_\_\_\_ culture as more flexible adherence to social norms is to \_\_\_\_\_\_\_\_ culture.   |  |  |  | | --- | --- | --- | |  | a. | tight; loose | |  | b. | loose; tight | |  | c. | variable; conforming | |  | d. | conforming; variable |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 99. Since 1960, Americans have experienced a(n)   |  |  |  | | --- | --- | --- | |  | a. | increase in the incidence of depression and a decrease in work hours. | |  | b. | decrease in the incidence of depression and an increase in work hours. | |  | c. | increase in the incidence of depression and an increase in work hours. | |  | d. | decrease in the incidence of depression and a decrease in work hours. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 100. Since 1960, most Western cultures have changed with remarkable speed. The LEAST likely explanation for these variations involves changes in   |  |  |  | | --- | --- | --- | |  | a. | communication systems. | |  | b. | the human gene pool. | |  | c. | scientific knowledge. | |  | d. | social norms. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 101. When Connie is eating dinner with her father, her father yawns. Connie then yawns too. This is likely related to   |  |  |  | | --- | --- | --- | |  | a. | social contagion. | |  | b. | conformity. | |  | c. | normative social influence. | |  | d. | obedience. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 102. Jack begins to yawn while he and his roommate are studying for their final exam. Soon his roommate begins to yawn, too. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the chameleon effect. | |  | b. | social loafing. | |  | c. | social facilitation. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 103. Unconsciously mimicking those around us is known as   |  |  |  | | --- | --- | --- | |  | a. | group polarization. | |  | b. | the chameleon effect. | |  | c. | social facilitation. | |  | d. | social loafing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 104. If a cluster of people stand staring at the sky, passersby will often pause to do likewise. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | deindividuation. | |  | c. | social loafing. | |  | d. | the chameleon effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 105. When her cat stretches its legs, Marsha finds herself stretching her legs. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | informational social influence. | |  | b. | natural mimicry. | |  | c. | cognitive dissonance. | |  | d. | personal control. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 106. In one experiment, researchers had students work in a room beside another person, who was actually an accomplice working for the experimenters. Sometimes the accomplice would rub their face and other times they would shake their foot. Students tended to rub their face with the face-rubbing accomplice and then shake their foot with the foot-shaking accomplice. This research demonstrated   |  |  |  | | --- | --- | --- | |  | a. | social contagion. | |  | b. | conformity. | |  | c. | mood contagion. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 107. Joan just heard a sad love song on the radio and now feels sad. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | conformity. | |  | b. | cognitive dissonance. | |  | c. | obedience. | |  | d. | mood contagion. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 108. Hearing someone reading a neutral text in a happy-sounding voice is most likely to trigger   |  |  |  | | --- | --- | --- | |  | a. | group polarization. | |  | b. | mood contagion. | |  | c. | social loafing. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 109. Milly is known for her great sense of humor and easygoing personality. Even though she and her teammates are sad when they lose the basketball game, as soon as Milly cracks a joke, everyone begins to smile. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | informational social influence. | |  | c. | mood contagion. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 110. Which of the following is most likely to help us empathize with others?   |  |  |  | | --- | --- | --- | |  | a. | deindividuation | |  | b. | natural mimicry | |  | c. | social loafing | |  | d. | social facilitation |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 111. Which of the following statements is true?   |  |  |  | | --- | --- | --- | |  | a. | Social contagion is limited to behavior. | |  | b. | Empathic mimicking leads to abhorring. | |  | c. | Natural mimicry helps people to empathize. | |  | d. | Social contagion is associated with deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 112. \_\_\_\_\_\_\_\_ is to feel what others are feeling.   |  |  |  | | --- | --- | --- | |  | a. | Empathy | |  | b. | Conformity | |  | c. | Obedience | |  | d. | Deindividuation |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 113. To feel what others are feeling is to   |  |  |  | | --- | --- | --- | |  | a. | empathize. | |  | b. | conform. | |  | c. | obey. | |  | d. | deindividuate. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 114. Andrea is well liked by her friends, most likely because she mimics their gestures and seems to match their moods. Researchers would suggest that this natural mimicry is a component of   |  |  |  | | --- | --- | --- | |  | a. | empathy. | |  | b. | deindividuation. | |  | c. | personal control. | |  | d. | conformity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 115. We tend to feel cheerful around happy people and sad around depressed people. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | informational social influence. | |  | b. | mood linkage. | |  | c. | deindividuation. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 116. Leo is feeling unhappy after an argument with his brother, but he decides to attend Caleb’s party anyhow. At the party, people are laughing and enjoying themselves, so Leo immediately cheers up and joins the fun. Leo’s emotional change is due to   |  |  |  | | --- | --- | --- | |  | a. | mood linkage. | |  | b. | informational social influence. | |  | c. | social facilitation. | |  | d. | social loafing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 117. Theresa tends to \_\_\_\_\_\_\_\_ people she likes.   |  |  |  | | --- | --- | --- | |  | a. | ignore | |  | b. | argue with | |  | c. | avoid | |  | d. | mimic |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 118. Research has found that \_\_\_\_\_\_\_\_ synchronizes movements between two people and increases rapport and empathy.   |  |  |  | | --- | --- | --- | |  | a. | going for a walk with someone | |  | b. | sitting across from someone | |  | c. | eating lunch with someone | |  | d. | talking to someone |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 119. You and your coworker Jessica don’t always get along. But one evening after work, you and Jessica end up walking a mile to the bus stop together. This experience may   |  |  |  | | --- | --- | --- | |  | a. | demonstrate conformity. | |  | b. | lead to social contagion. | |  | c. | help you empathize with her. | |  | d. | demonstrate normative social influence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 120. Donnie's sister-in-law always has a smile on her face and a joke to tell. The moment she walks into his house Donnie starts smiling, even before she says something funny. This is caused by   |  |  |  | | --- | --- | --- | |  | a. | natural mimicry. | |  | b. | mood linkage. | |  | c. | the chameleon effect. | |  | d. | all of these things. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 121. Adjusting our behavior or thinking to coincide with a group standard is called   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | mood contagion. | |  | c. | social loafing. | |  | d. | conformity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 122. Eleven-year-old Eddie watched his friends do a swan dive at the school pool. Eddie refused to do so until his friends called him a “chicken.” He then did the swan dive, too. Eddie's behavior illustrates   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | conformity. | |  | c. | social loafing. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 123. The social psychologist who is best known for his pioneering studies of conformity is   |  |  |  | | --- | --- | --- | |  | a. | Solomon Asch. | |  | b. | Stanley Milgram. | |  | c. | Leon Festinger. | |  | d. | Philip Zimbardo. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 124. Research participants believed that the Asch conformity test involved a study of   |  |  |  | | --- | --- | --- | |  | a. | natural mimicry. | |  | b. | visual perception. | |  | c. | learning. | |  | d. | aggression. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 125. Solomon Asch reported that individuals conformed to a group's judgment of the lengths of lines   |  |  |  | | --- | --- | --- | |  | a. | only when the group was composed of at least six members. | |  | b. | even when the group judgment was clearly incorrect. | |  | c. | even when the group seemed uncertain and repeatedly altered its judgment. | |  | d. | only when members of the group were friends prior to the experiment. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 126. Stasia has just gone along with the decision of the other students in her study group, although she isn’t sure she agrees with them. It is most likely that Stasia   |  |  |  | | --- | --- | --- | |  | a. | feels competent and secure. | |  | b. | witnessed someone else disagreeing. | |  | c. | was in a group with more than three people. | |  | d. | felt that the other group members were of a lower status. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 127. Researchers find that conformity to the group is more likely when all of the following occur EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | one is made to feel secure. | |  | b. | one has not made a prior commitment to any response. | |  | c. | the group is unanimous. | |  | d. | one admires the group's status and attractiveness. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 128. Colton thinks vaping is addictive, but other players on his soccer team insist that it’s not. Colton is likely to conform to their opinion if   |  |  |  | | --- | --- | --- | |  | a. | he has publicly voiced his opinion on this issue. | |  | b. | there is obvious disagreement among team players regarding the issue. | |  | c. | he feels insecure in his role as a new member of the team. | |  | d. | there are very few team members whom he currently wants to befriend. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 129. Professor Torres is on the faculty committee to review student applications. Other committee members want to stop providing scholarships for certain students. Professor Torres personally disagrees, but he will probably vote in favor of their plan if   |  |  |  | | --- | --- | --- | |  | a. | the other committee members are all in favor of the plan. | |  | b. | he states his personal opinion early in the committee’s discussion. | |  | c. | the committee votes by private ballot. | |  | d. | he has a high level of self-esteem. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 130. Individuals are likely to conform to the responses of other group members if they \_\_\_\_\_\_\_\_ already publicly committed themselves to their own personal response and if they know that others in the group \_\_\_\_\_\_\_\_ observe their response.   |  |  |  | | --- | --- | --- | |  | a. | have; will | |  | b. | have; will not | |  | c. | have not; will | |  | d. | have not; will not |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 131. Our desire to gain others' approval and avoid their rejection most clearly contributes to the powerful influence of   |  |  |  | | --- | --- | --- | |  | a. | social loafing. | |  | b. | deindividuation. | |  | c. | social norms. | |  | d. | mood linkage. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 132. Normative social influence results from people's desire to   |  |  |  | | --- | --- | --- | |  | a. | clarify reality. | |  | b. | maintain personal control. | |  | c. | gain social approval. | |  | d. | demonstrate self-restraint. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 133. Kieran hates ties, but he wears one to his sister's wedding to avoid his family's disapproval. Kieran's behavior demonstrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | deindividuation. | |  | b. | informational social influence. | |  | c. | normative social influence. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 134. Lorena publicly agrees with her school friends that parents should allow 12-year-olds to date. Later that day, she writes in her diary that she actually believes parents should prohibit kids from dating until they are at least 16 years old. Lorena’s public conformity to her classmates’ opinion best illustrates the power of   |  |  |  | | --- | --- | --- | |  | a. | deindividuation. | |  | b. | normative social influence. | |  | c. | informational social influence. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 135. The term used to describe that norms are changing is   |  |  |  | | --- | --- | --- | |  | a. | dynamic norms. | |  | b. | social contagion. | |  | c. | conformity. | |  | d. | normative social influence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 136. Informational social influence is defined as   |  |  |  | | --- | --- | --- | |  | a. | influence resulting from a person’s desire to gain approval from others. | |  | b. | improved performance on simple tasks in the presence of others. | |  | c. | adjusting our behavior to coincide with a group standard. | |  | d. | influence resulting from the acceptance of others’ opinions about reality. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 137. Accepting others' opinions about reality is to \_\_\_\_\_\_\_\_ as the desire to gain approval is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | deindividuation; social facilitation | |  | b. | social facilitation; deindividuation | |  | c. | informational social influence; normative social influence | |  | d. | normative social influence; informational social influence |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 138. After listening to an inspiring podcast in which several experts spoke about the value of exercise, Frankie, who has rarely exercised, begins to jog regularly. The change in Frankie's behavior best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | normative social influence. | |  | b. | cognitive dissonance. | |  | c. | social facilitation. | |  | d. | informational social influence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 139. Terra was a fervent believer in astrology until she heard her psychology professor convincingly refute the claims made by astrologers and watched a documentary arguing that astrology is a pseudoscience. This evidence persuaded her to adopt the views of her professor and the documentary. This change of views demonstrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | normative social influence. | |  | b. | cognitive dissonance. | |  | c. | social facilitation. | |  | d. | informational social influence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 140. A culture that promotes individualism is most likely to encourage   |  |  |  | | --- | --- | --- | |  | a. | nonconformity. | |  | b. | deindividuation. | |  | c. | groupthink. | |  | d. | mood linkage. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 141. Who is most likely to conform to a group?   |  |  |  | | --- | --- | --- | |  | a. | Samantha, who is from the United States | |  | b. | Mark, who is from Australia | |  | c. | Margo, who is from Europe | |  | d. | Seojun, who is from Korea |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 142. Which of the following is a researcher investigating conformity in collectivist cultures and individualist cultures most likely to find?   |  |  |  | | --- | --- | --- | |  | a. | Conformity tends to be higher in collectivist cultures than in individualist cultures. | |  | b. | Conformity tends to be lower in collectivist cultures than in individualist cultures. | |  | c. | There is no difference in the level of conformity between collectivist cultures and individualist cultures. | |  | d. | Conformity in individualist cultures does not seem to carry the same negative connotations that it does in collectivist cultures. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 143. The social psychologist who is best known for his controversial studies investigating destructive obedience to an authority is   |  |  |  | | --- | --- | --- | |  | a. | Solomon Asch. | |  | b. | Philip Zimbardo. | |  | c. | Stanley Milgram. | |  | d. | Norman Triplett. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 144. Participants in the Milgram obedience studies were ordered to   |  |  |  | | --- | --- | --- | |  | a. | play the role of a psychiatrist. | |  | b. | write an essay supporting a position they didn't believe in. | |  | c. | deliver electric shocks to a learner for giving incorrect answers. | |  | d. | participate in a team tug-of-war by pulling on a rope as hard as they could. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 145. Most people are likely to be surprised by the results of Milgram's initial obedience experiment because   |  |  |  | | --- | --- | --- | |  | a. | the “learners” made so few learning errors under stressful circumstances. | |  | b. | the “teachers” actually enjoyed shocking another person. | |  | c. | the “teachers” were more obedient than most people would have predicted. | |  | d. | the “learners” obediently accepted painful shocks without any protest. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 146. In Milgram's original obedience experiment, participants who were assigned the role of “teacher”   |  |  |  | | --- | --- | --- | |  | a. | were deceived about the real role of the “learner” and the level of shock that he actually received. | |  | b. | were told to stop whenever they felt the slightest discomfort about what they were doing. | |  | c. | seemed to enjoy shocking the “learner,” especially at the higher voltage levels. | |  | d. | quickly figured out that the “learner” was not really being shocked. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 147. In Milgram's classic obedience study, if the “teacher” began to resist delivering shocks to the “learner,” what did the experimenter do?   |  |  |  | | --- | --- | --- | |  | a. | The experimenter immediately stopped the experiment. | |  | b. | The experimenter ignored the protests. | |  | c. | The experimenter said, “The experiment requires that you continue.” | |  | d. | The experimenter offered the “teacher” more money to continue. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 148. What were the basic results of psychologist Stanley Milgram's original obedience study?   |  |  |  | | --- | --- | --- | |  | a. | Only about one-third of the participants continued to obey the experimenter and administer shocks beyond the 350-volt level. | |  | b. | Despite hearing protests from the “learner” in another room, more than 60 percent of the participants continued to administer shocks all the way to the full 450-volt level. | |  | c. | The majority of the participants refused to continue the experiment when the “learner” first protested that the shocks were painful at the 90-volt level. | |  | d. | Even though ordered by the experimenter to do so, no participant went beyond the 300-volt level. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 149. The Milgram obedience experiments were controversial because the   |  |  |  | | --- | --- | --- | |  | a. | “teachers” actually seemed to enjoy shocking the “learners.” | |  | b. | “learners” received painful electric shocks even if they had heart problems. | |  | c. | experiments were performed despite mass student protests against the research. | |  | d. | “teachers” were deceived and frequently subjected to stress. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 150. At the end of his obedience studies, Milgram informed participants of the deception and the real intent of the studies. Virtually none of them regretted taking part in them. The lack of regret may have resulted from their reduced   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | cognitive dissonance. | |  | c. | group polarization. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 151. In the Milgram experiments, the level of obedience was highest when the “teacher” was \_\_\_\_\_\_\_\_ the experimenter and \_\_\_\_\_\_\_\_ the “learner.”   |  |  |  | | --- | --- | --- | |  | a. | close to; close to | |  | b. | far from; far from | |  | c. | close to; far from | |  | d. | far from; close to |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 152. The high levels of obedience in the Milgram experiments are LEAST likely to be attributable to   |  |  |  | | --- | --- | --- | |  | a. | the perceived legitimacy of the commanding authority figure. | |  | b. | an aspect of gender-related behavior found only in males. | |  | c. | the placement of “teacher” and “learner” in separate rooms. | |  | d. | the very gradual increase in shock level ordered after each new learning error. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 153. Dr. Matsui is designing an experiment on obedience to authority. She will set up a learning laboratory and have participants deliver loud blasts of sound as punishment for incorrect answers given by a confederate of the researcher. How can Dr. Matsui increase the likelihood of the participants' obedience?   |  |  |  | | --- | --- | --- | |  | a. | She can set up the learning laboratory in a room above a restaurant. | |  | b. | She can make sure the participants know that she has a Ph.D. from a prestigious university. | |  | c. | She can make the participants think she is unsure of her role as an authority figure. | |  | d. | She can have a second confederate in the room, who should be a role model for defiant behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 154. Which of the following does NOT make obedience more likely?   |  |  |  | | --- | --- | --- | |  | a. | The person giving orders is viewed as an authority figure. | |  | b. | The person giving orders is in close proximity to the participant. | |  | c. | There are role models of defiance. | |  | d. | There is depersonalization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 155. In Milgram's obedience experiments, “teachers” were most likely to deliver high levels of shock when   |  |  |  | | --- | --- | --- | |  | a. | the experimenter was perceived to be an ordinary college student like themselves. | |  | b. | the “learner” was placed in a different room from the “teacher.” | |  | c. | they saw that other “learners” disobeyed the experimenter. | |  | d. | they saw how “learners” who disobeyed the experimenter were punished. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 156. In Milgram's obedience experiments, “teachers” exhibited a somewhat lower level of compliance with an experimenter's orders when   |  |  |  | | --- | --- | --- | |  | a. | the experiment was not associated with a prestigious institution. | |  | b. | the “learner” complained of a slight heart condition just before the experiment began. | |  | c. | the “learner” screamed as the shocks became more punishing. | |  | d. | the “learner” was in another room where his physical well-being couldn't be observed by the “teacher.” |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 157. In 1942, German reserve police officers obeyed orders to kill 1500 Jews in the village of Jozefow, Poland. This incident illustrated that people are most likely to be destructively obedient when   |  |  |  | | --- | --- | --- | |  | a. | they fail to realize their actions are morally wrong. | |  | b. | their victims are distant and depersonalized. | |  | c. | they perceive their orders as coming from legitimate authority figures. | |  | d. | they derive personal satisfaction from destructive acts. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 158. According to Milgram, the most fundamental lesson to be learned from his study of obedience is that   |  |  |  | | --- | --- | --- | |  | a. | people are naturally predisposed to be hostile and aggressive. | |  | b. | even ordinary people, who are not usually hostile, can become agents of destruction. | |  | c. | the desire to be accepted by others is one of the strongest human motives. | |  | d. | people value their personal freedom and react negatively when they feel they are being coerced to do something. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 159. The impact of the foot-in-the-door phenomenon is most clearly illustrated by   |  |  |  | | --- | --- | --- | |  | a. | the increased number of suicides shortly after a celebrity's highly publicized death. | |  | b. | President John F. Kennedy's ill-fated decision to invade Cuba. | |  | c. | the tragic murder of a woman just outside her New York apartment. | |  | d. | the destructive obedience of participants in the Milgram experiments. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 160. Those who assert their freedom by refusing to yield to conformity pressures best illustrate   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | deindividuation. | |  | c. | the chameleon effect. | |  | d. | personal control. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 161. Our tendency to give in to group pressure or pressure from situations is called   |  |  |  | | --- | --- | --- | |  | a. | social control. | |  | b. | social facilitation. | |  | c. | informational social influence. | |  | d. | personal control. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 162. Jake wears a suit to his cousin’s wedding, even though he would prefer to wear something more comfortable. Jake's behavior illustrates the influence of   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | social control. | |  | c. | informational social influence. | |  | d. | personal control. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 163. Those who feel socially pressured sometimes assert their freedom by doing the opposite of what is socially expected. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | conformity. | |  | b. | normative social influence. | |  | c. | the chameleon effect. | |  | d. | personal control. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 164. Jana and Declan are worried about their 16-year-old daughter Julia’s new friends, who often skip school and stay out later than Julia’s curfew. They tell Julia that she can no longer spend time with these friends; so, Julia begins sneaking out of the house to be with them. Julia's response to her parents’ rules illustrates   |  |  |  | | --- | --- | --- | |  | a. | personal control. | |  | b. | normative social influence. | |  | c. | the chameleon effect. | |  | d. | conformity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 165. The same set of harmful social pressures that corrupts some individuals can lead others to respond with a healthy resistance. This best illustrates the \_\_\_\_\_\_\_\_ of social control and personal control.   |  |  |  | | --- | --- | --- | |  | a. | mood linkage | |  | b. | conformity | |  | c. | deindividuation | |  | d. | interaction |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 166. Research has shown that if you are the minority in a group, you are more likely to influence the majority if you   |  |  |  | | --- | --- | --- | |  | a. | hold firmly to your position. | |  | b. | are popular in the group. | |  | c. | are generally an influential person. | |  | d. | have low self-confidence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 167. The power of one or two individuals to sway a majority is known as   |  |  |  | | --- | --- | --- | |  | a. | normative social influence. | |  | b. | minority influence. | |  | c. | informational social influence. | |  | d. | obedience. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 168. Rick is the only member of his book club to favor reading a particularly controversial novel. To influence the majority, he should   |  |  |  | | --- | --- | --- | |  | a. | express some uncertainty about his position. | |  | b. | be self-confident and consistent in expressing his viewpoint. | |  | c. | be the last member to speak and present his argument as briefly as possible. | |  | d. | address his arguments specifically to the member of the majority who seems most disagreeable. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 169. To study social facilitation, Norman Triplett observed adolescents while they were   |  |  |  | | --- | --- | --- | |  | a. | judging the lengths of lines. | |  | b. | winding fishing reels. | |  | c. | mimicking emotions. | |  | d. | conforming to group pressure. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 170. Social facilitation refers to the tendency to   |  |  |  | | --- | --- | --- | |  | a. | neglect critical thinking because of a strong desire for social harmony within a group. | |  | b. | perform well-learned tasks more effectively in the presence of others. | |  | c. | lose self-restraint in group situations that foster anonymity. | |  | d. | comply with a large request if one has previously complied with a small request. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 171. When a task is relatively simple or well-learned, the presence of other people tends to enhance individual performance, a pattern called   |  |  |  | | --- | --- | --- | |  | a. | social loafing. | |  | b. | groupthink. | |  | c. | social facilitation. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 172. The presence of others   |  |  |  | | --- | --- | --- | |  | a. | improves our performance on difficult tasks. | |  | b. | improves verbal performance only. | |  | c. | strengthens our most likely response. | |  | d. | hinders our performance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 173. The presence of others does not always lead to social facilitation because   |  |  |  | | --- | --- | --- | |  | a. | an increasing familiarity with novel stimuli facilitates free riding. | |  | b. | the loss of self-restraint often accompanies arousal and anonymity. | |  | c. | a high level of arousal inhibits the correct performance of difficult tasks. | |  | d. | group discussion enhances whatever attitude is initially dominant in a group. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 174. Our most likely response in the presence of others is the   |  |  |  | | --- | --- | --- | |  | a. | incorrect one on an easy task. | |  | b. | correct one on a difficult task. | |  | c. | correct one on an easy task and the incorrect one on a difficult task. | |  | d. | correct one on a difficult task and the incorrect one on an easy task. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 175. Zahara takes dance classes weekly. She enjoys dancing and practices on her own between classes. At the dance recital, Zahara outshines all the other dancers. This demonstrates how the presence of others can   |  |  |  | | --- | --- | --- | |  | a. | improve performance on difficult tasks. | |  | b. | worsen the performance on easy tasks. | |  | c. | worsen the performance on intrinsically motivated tasks. | |  | d. | improve performance on well-learned tasks. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 176. Linda is watching her son complete his math homework and has noticed that he is answering all the math problems incorrectly. This may be because he   |  |  |  | | --- | --- | --- | |  | a. | would rather be outside playing. | |  | b. | dislikes his math teacher. | |  | c. | already finds math difficult. | |  | d. | has not learned this particular math concept. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 177. Tyrone is an expert dart player. When practicing at the local tavern, his accuracy seems to increase significantly as soon someone he finds attractive enters the pub. Tyrone’s increase in accuracy illustrates   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | group polarization. | |  | c. | deindividuation. | |  | d. | groupthink. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 178. On which task would the presence of others most likely lead to improved performance?   |  |  |  | | --- | --- | --- | |  | a. | reciting the months of the year in alphabetical order | |  | b. | learning foreign language words | |  | c. | counting backward from 10 to 1 | |  | d. | learning nonsense syllables |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 179. Sanjay has been playing golf for only a couple of years and has very little confidence in his game. One day when he was playing by himself, a foursome offered to let him play through. He proceeded to hit his ball into the pond. This illustrates that   |  |  |  | | --- | --- | --- | |  | a. | an increasing familiarity with novel stimuli facilitates performance. | |  | b. | the loss of self-restraint often accompanies arousal and anonymity. | |  | c. | a high level of arousal inhibits the correct performance of difficult tasks. | |  | d. | group discussion enhances whatever attitude is initially dominant in a group. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 180. Blake is the star player on his school’s basketball team. When shooting hoops with friends at the local basketball court, he notices a few members of the rival school’s team watching nearby, and his performance improves significantly. Blake’s improved performance illustrates   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | group polarization. | |  | c. | deindividuation. | |  | d. | groupthink. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 181. Professional athletes perform better before a friendly audience than when alone. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | group polarization. | |  | c. | conformity. | |  | d. | social loafing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 182. Comedy routines that are mildly amusing to people in an uncrowded room seem funnier in a densely packed room. This is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | deindividuation. | |  | b. | social facilitation. | |  | c. | social loafing. | |  | d. | group polarization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 183. With a packed audience. John’s comedy routine   |  |  |  | | --- | --- | --- | |  | a. | seems funnier. | |  | b. | is not at all funny. | |  | c. | is mildly funny. | |  | d. | comes across as insensitive. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 184. Blindfolded university students were observed to pull harder on a rope when they thought they were pulling alone than when they thought three others were pulling with them on the same rope. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | social loafing. | |  | b. | deindividuation. | |  | c. | group polarization. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 185. Social loafing is most likely to occur among   |  |  |  | | --- | --- | --- | |  | a. | audience members who are asked to applaud after a speaker is introduced. | |  | b. | factory workers paid on the basis of individual level of productivity. | |  | c. | a group of runners competing for first place in a race. | |  | d. | students who are each assigned a different topic for their course term papers. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 186. People sometimes feel less personally accountable and less concerned about what others think of them when acting as part of a group. This most clearly contributes to   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | group polarization. | |  | c. | social loafing. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 187. Levi and three classmates are working together on a group psychology project. Levi, who is a psychology major and a hardworking student, needs a good grade on the project. His classmates know this, and Levi finds that he is being asked to do the vast majority of the work. The others in Levi’s group are demonstrating   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | group polarization. | |  | c. | social loafing. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 188. Social loafing has been found to be especially noticeable among   |  |  |  | | --- | --- | --- | |  | a. | women in cultures that value collectivism. | |  | b. | women in cultures that value individualism. | |  | c. | men in cultures that value collectivism. | |  | d. | men in cultures that value individualism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 189. Padma and three of her psychology classmates are working on a group project. Which of the following would make Padma LESS likely to engage in social loafing?   |  |  |  | | --- | --- | --- | |  | a. | feeling more accountable for the group project | |  | b. | viewing individual contributions to the project as dispensable | |  | c. | overestimating her own contributions to the group project | |  | d. | being unmotivated and not identifying with the group members |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 190. Which of the following is NOT one of the reasons that people engage in social loafing?   |  |  |  | | --- | --- | --- | |  | a. | They feel less accountable for the work. | |  | b. | They view individual contributions to the work as unnecessary. | |  | c. | They free ride on the efforts of others. | |  | d. | They underestimate their contributions and overestimate those of others. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 191. Jenna, Marcus, Pietro, Aaron, and Nellie are working on a group presentation for their philosophy class. They will all receive the same grade for the project. While Jenna, Marcus, and Pietro have been working hard on the assignment, Aaron and Nellie have done very little. Which aspect of social loafing might account for Aaron and Nellie's lack of work?   |  |  |  | | --- | --- | --- | |  | a. | They feel more accountable for the work. | |  | b. | They view their contributions as indispensable. | |  | c. | They have underestimated the level of their effort on the project. | |  | d. | They are taking a free ride on the efforts of the other members of the group. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 192. Deindividuation refers to   |  |  |  | | --- | --- | --- | |  | a. | lack of critical thinking due to a strong desire for social harmony within a group. | |  | b. | the tendency to comply with a large request after agreeing to a small request. | |  | c. | a loss of self-awareness and self-restraint in group situations that foster arousal and anonymity. | |  | d. | the enhancement of a group's prevailing attitudes through group discussion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 193. When New York University women were dressed in Ku Klux Klan–style hoods, they demonstrated significantly more aggression. This finding is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | groupthink. | |  | c. | deindividuation. | |  | d. | minority influence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 194. While you are browsing your social media, you see several posts that would be considered hate speech. This type of posting is likely because of   |  |  |  | | --- | --- | --- | |  | a. | social contagion. | |  | b. | social facilitation. | |  | c. | social loafing. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 195. Circumstances that decrease \_\_\_\_\_\_\_\_ are likely to increase \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | anonymity; social loafing | |  | b. | self-awareness; deindividuation | |  | c. | anonymity; groupthink | |  | d. | self-awareness; social facilitation |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 196. As you are reading through online news article comments about a recent football game, you see that many of them are quite negative and cruel. These may be related to the fact that the commenters feel   |  |  |  | | --- | --- | --- | |  | a. | accountable. | |  | b. | deindividuated. | |  | c. | responsible. | |  | d. | dispensable. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 197. John secretly holds White supremacist beliefs. Although he would never make a racial slur to someone’s face for fear of repercussions in his community and at work, he has no problem making such comments anonymously online. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | social loafing. | |  | b. | deindividuation. | |  | c. | accountability. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 198. Cyberbullying and online hate speech can both be explained by   |  |  |  | | --- | --- | --- | |  | a. | social loafing. | |  | b. | social facilitation. | |  | c. | conformity. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 199. After a baseball game against their archrival in which their team loses by only two points, upset fans throw garbage and begin to tear up the field. This behavior is best understood in terms of   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | deindividuation. | |  | c. | cognitive dissonance. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 200. Which of the following helps to counteract deindividuation?   |  |  |  | | --- | --- | --- | |  | a. | heightening self-awareness | |  | b. | heightening feelings of anonymity | |  | c. | heightening antisocial behavior | |  | d. | heightening arousal |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 201. In the context of a protest, a crowded concert, or an anonymous social media group, people may lose self-awareness and self-restraint. This is known as   |  |  |  | | --- | --- | --- | |  | a. | normative social influence. | |  | b. | social facilitation. | |  | c. | deindividuation. | |  | d. | social loafing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 202. Recently, a campus celebration of the university football team’s big win ended in violent, destructive behavior. Professor Karkera, a psychologist, would like to help university authorities keep the peace after the next game. He knows that such behavior thrives in situations that foster deindividuation. To help counteract deindividuation, Professor Karkera might advise the university to   |  |  |  | | --- | --- | --- | |  | a. | mandate that students keep their faces exposed. | |  | b. | create a website on which students can vent their feelings. | |  | c. | allow authorities to celebrate with students. | |  | d. | insist that celebrations take place outside of the campus setting. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 203. Every Halloween, Mrs. Aleman puts a bowl of candy on her porch with a sign that says, “Take one.” This year the bowl was empty after just a few minutes, leading Mrs. Augustin to believe that one group of children took more than their fair share. To discourage such dishonest actions, Mrs. Aleman positioned a mirror above the candy bowl, which may work because   |  |  |  | | --- | --- | --- | |  | a. | children who can see their own costumes will be too distracted to take candy. | |  | b. | seeing your own face in a mirror heightens self-awareness, counteracting deindividuation that can lead to irresponsible behavior. | |  | c. | self-reflection increases in-group behavior. | |  | d. | seeing your own face in a mirror heightens the sense of being watched, inhibiting irresponsible behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 204. The enhancement of a group's prevailing inclinations through group discussion is called   |  |  |  | | --- | --- | --- | |  | a. | group polarization. | |  | b. | social facilitation. | |  | c. | mood linkage. | |  | d. | the chameleon effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 205. Group polarization is most likely to occur in a group in which   |  |  |  | | --- | --- | --- | |  | a. | little communication is possible. | |  | b. | individuals share a similar opinion. | |  | c. | each individual has a unique perspective. | |  | d. | individuals have not formed any opinion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 206. Nia, Oshan, Dan, and Mei each think that Ms. Garcia may be a slightly better teacher than Mr. Davis. After discussing it amongst themselves, they all conclude that Ms. Garcia is absolutely a significantly better teacher than Mr. Davis. This episode provides an example of   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | groupthink. | |  | c. | group polarization. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 207. At a meeting of their university’s Students for the Environment club, members are discussing recycling. During their conversation, their attitudes change to an increased promotion of the benefits of recycling. This is related to   |  |  |  | | --- | --- | --- | |  | a. | group polarization. | |  | b. | the chameleon effect. | |  | c. | social facilitation. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 208. Groups of citizens from liberal Boulder, Colorado, and groups of citizens from conservative Colorado Springs, Colorado, were asked to discuss socially relevant issues such as affirmative action and same-sex unions. After group discussion, the groups from Boulder expressed increasingly \_\_\_\_\_\_\_\_ positions and the groups from Colorado Springs expressed increasingly \_\_\_\_\_\_\_\_ positions.   |  |  |  | | --- | --- | --- | |  | a. | liberal; liberal | |  | b. | moderate; moderate | |  | c. | conservative; liberal | |  | d. | liberal; conservative |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 209. Rosa feels that capital punishment should be abolished and is discussing the issue with a group of like-minded friends. Research on group interaction suggests that after this discussion, Rosa will be   |  |  |  | | --- | --- | --- | |  | a. | even more convinced that capital punishment should be abolished. | |  | b. | convinced that capital punishment should be retained. | |  | c. | sharply divided over whether capital punishment should be abolished or retained. | |  | d. | in favor of a more moderate position on the issue. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 210. A terrorist mentality that becomes increasingly extreme among people who interact without outside moderating influences best illustrates   |  |  |  | | --- | --- | --- | |  | a. | mood linkage. | |  | b. | deindividuation. | |  | c. | group polarization. | |  | d. | social loafing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 211. In their town’s social media forum, several high-prejudice neighborhood residents are discussing an upcoming LGBTQ Pride parade. As they post back and forth, they become even more prejudiced in their views, and their comments become increasingly negative and cruel. This best illustrates the influences of   |  |  |  | | --- | --- | --- | |  | a. | group polarization and deindividuation. | |  | b. | group polarization and groupthink. | |  | c. | social facilitation and deindividuation. | |  | d. | groupthink and deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 212. By permitting like-minded political liberals to pool their ideas, internet social networking sites are likely to contribute to   |  |  |  | | --- | --- | --- | |  | a. | the chameleon effect. | |  | b. | social facilitation. | |  | c. | social loafing. | |  | d. | group polarization. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 213. When groups of people who believe that the government is conspiring to force all citizens to give up their guns get together for discussions on the internet, their decisions tend to be more extreme than any one member would have made alone. This phenomenon is known as   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | social facilitation. | |  | c. | group polarization. | |  | d. | diffusion of responsibility. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 214. Rain is a breast cancer survivor who interacts with other survivors online. This demonstrates that the internet can be a source of   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | emotional healing. | |  | c. | deindividuation. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 215. The internet can be an avenue to strengthen social movements, lending support for the notion of   |  |  |  | | --- | --- | --- | |  | a. | group polarization. | |  | b. | emotional healing. | |  | c. | deindividuation. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 216. Mandi is feeling overwhelmed after her daughter is diagnosed with a rare genetic disorder. Unsure of her next steps, she joins an online support group for parents who have children with this same disorder. This may   |  |  |  | | --- | --- | --- | |  | a. | lead to Mandi conforming to the group. | |  | b. | evoke feelings of deindividuation for Mandi. | |  | c. | bring emotional healing to Mandi. | |  | d. | lead to group polarization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 217. Samson has pancreatic cancer and believes that he can heal himself holistically, regardless of what his family and doctors say. He has found support for his views in various internet discussion groups. These group discussions have strengthened his views because of   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | social loafing. | |  | c. | group polarization. | |  | d. | diffusion of responsibility. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 218. Anti-government militias often become more militaristic after finding support for their beliefs online. This supports the notion that the internet can lead to   |  |  |  | | --- | --- | --- | |  | a. | group polarization. | |  | b. | social contagion. | |  | c. | conformity. | |  | d. | obedience. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 219. The ill-fated decision of President John F. Kennedy and his advisors to invade Cuba best illustrates the dangers of   |  |  |  | | --- | --- | --- | |  | a. | deindividuation. | |  | b. | mood linkage. | |  | c. | social facilitation. | |  | d. | groupthink. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 220. Groupthink is defined as   |  |  |  | | --- | --- | --- | |  | a. | the mode of thinking that occurs when the desire for harmony in a decision-making group overrides a realistic appraisal of alternatives. | |  | b. | enhancement of a group's prevailing inclinations through discussion within the group. | |  | c. | improved performance on simple or well-learned tasks in the presence of others. | |  | d. | the loss of self-awareness and self-restraint that occurs in group situations, which fosters arousal and anonymity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 221. Which of the following is a factor related to groupthink?   |  |  |  | | --- | --- | --- | |  | a. | overconfidence | |  | b. | social facilitation | |  | c. | social loafing | |  | d. | deindividuation |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 222. Which of the following processes most obviously operates in groupthink?   |  |  |  | | --- | --- | --- | |  | a. | social facilitation | |  | b. | deindividuation | |  | c. | group polarization | |  | d. | mood linkage |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 223. Which of the following is NOT a factor related to groupthink?   |  |  |  | | --- | --- | --- | |  | a. | overconfidence | |  | b. | conformity | |  | c. | social loafing | |  | d. | group polarization |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 224. Which of the following comments is most likely to be made in a group characterized by groupthink?   |  |  |  | | --- | --- | --- | |  | a. | “To proceed democratically, we need to know the honest opinions of all group members.” | |  | b. | “We all seem to be in basic agreement, so there's no sense in continuing our discussion of this issue.” | |  | c. | “Do any of you see any potential problem with our group's position?” | |  | d. | “As a group, we have to think carefully about all the pros and cons surrounding this issue.” |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 225. A CEO who welcomes others’ opinions, encourages subordinates to give her anonymous written feedback on her ideas, and invites experts to critique her company's developing plans is most likely to inhibit   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | cognitive dissonance. | |  | c. | social facilitation. | |  | d. | social loafing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 226. Rose is the president of the city council. At her first meeting she announces, “I expect all of you to speak freely. Your only loyalty is to the people in our community.” Rose is trying to avoid   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | groupthink. | |  | c. | social facilitation. | |  | d. | social loafing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 227. One of the dangers of groupthink is the group's tendency to   |  |  |  | | --- | --- | --- | |  | a. | overthink all possible options. | |  | b. | come up with too many solutions to a problem. | |  | c. | be unable to come up with a solution. | |  | d. | make poor decisions in order to achieve consensus. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 228. Which group is most likely to be creative and have superior outcomes in relation to other groups?   |  |  |  | | --- | --- | --- | |  | a. | a large cohesive group | |  | b. | a large group made up of only women | |  | c. | a small but diverse group | |  | d. | a small group of only men |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 229. *Prejudice* is best defined as   |  |  |  | | --- | --- | --- | |  | a. | the tendency to favor members of one's own group. | |  | b. | an unjustifiable and usually negative attitude toward a group and its members. | |  | c. | a perceived incompatibility of actions or goals. | |  | d. | the belief that victims of misfortune deserve their fate. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 230. Prejudice is a mixture of all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | generalized beliefs. | |  | b. | negative emotions. | |  | c. | hindsight bias. | |  | d. | predispositions to actions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 231. Steve believes that all college athletes are egotistical and self-absorbed. These negative feelings are reflected in his refusal to attend any college athletic events. Steve's attitude toward college athletes illustrates   |  |  |  | | --- | --- | --- | |  | a. | prejudice. | |  | b. | the just-world phenomenon. | |  | c. | ingroup bias. | |  | d. | blaming the victim. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 232. Overgeneralized beliefs about a group of people that often underlie prejudicial emotions are called   |  |  |  | | --- | --- | --- | |  | a. | hindsight bias. | |  | b. | discrimination. | |  | c. | stereotypes. | |  | d. | blaming the victim. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 233. Seventy-year-old Bernadette is taking college courses to complete her bachelor's degree. Her grandchildren think older people cannot learn new information and doubt Bernadette’s ability to succeed. Their attitude illustrates   |  |  |  | | --- | --- | --- | |  | a. | hindsight bias. | |  | b. | prejudice. | |  | c. | discrimination. | |  | d. | stereotyping. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 234. Stefan is worried about his teenage son Marko’s new friend, who wears black clothes, chain jewelry, and a spiky hairstyle. “Kids who dress that way are always skipping school and getting into trouble,” he warns Marko. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | a negative emotion. | |  | b. | a stereotype. | |  | c. | discrimination. | |  | d. | preference. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 235. Which of the following describes a stereotype?   |  |  |  | | --- | --- | --- | |  | a. | Vladimir is afraid of law enforcement officials. | |  | b. | Peter feels very uncomfortable interacting with people of other races. | |  | c. | Robin believes that men are insensitive and uncaring. | |  | d. | Cyril never hires people younger than 16 to work in his restaurant. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 236. Michelle is a liberal and Sarah is a conservative. Both overestimate the extremism of the other. This is known as   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | the perception gap. | |  | c. | minority influence. | |  | d. | a microaggression. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 237. Unjustifiable and negative behavior toward a group and its members is called   |  |  |  | | --- | --- | --- | |  | a. | stereotyping. | |  | b. | blaming the victim. | |  | c. | discrimination. | |  | d. | hindsight bias. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 238. An electrician charges Hispanic customers more than White customers for the exact same service. The electrician is most clearly engaging in   |  |  |  | | --- | --- | --- | |  | a. | social scripts. | |  | b. | stereotyping. | |  | c. | scapegoating. | |  | d. | discrimination. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 239. The owner of a local bakery refuses to make a wedding cake for a gay couple who will soon be getting married. The bakery owner’s behavior illustrates   |  |  |  | | --- | --- | --- | |  | a. | social scripts. | |  | b. | stereotyping. | |  | c. | scapegoating. | |  | d. | discrimination. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 240. Prejudice is a(n) \_\_\_\_\_\_\_\_; discrimination is a(n) \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | behavior; attitude | |  | b. | ingroup bias; outgroup bias | |  | c. | explicit attitude; implicit attitude | |  | d. | attitude; behavior |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 241. Which of the following is NOT an example of discrimination?   |  |  |  | | --- | --- | --- | |  | a. | race-related traffic stops | |  | b. | committing to the hiring of a diverse staff | |  | c. | less Airbnb acceptance for African Americans | |  | d. | reluctance to sit next to someone of a different race on a train |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 242. Evan claims that he is not prejudiced against members of other races. However, on a bus he never sits next to anyone of a different race and in class he never works on a project with members of a different race. This type of subtle prejudice illustrates   |  |  |  | | --- | --- | --- | |  | a. | hindsight bias. | |  | b. | microaggressions. | |  | c. | stereotyping. | |  | d. | scapegoating. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 243. Race-related traffic stops, a reluctance to choose a train seat next to someone of a different race, and longer Uber wait times and less Airbnb acceptance for people with African American names are all examples of   |  |  |  | | --- | --- | --- | |  | a. | scapegoating. | |  | b. | stereotypes. | |  | c. | overgeneralizations. | |  | d. | microaggressions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 244. Which of the following tend(s) to be obvious?   |  |  |  | | --- | --- | --- | |  | a. | discrimination | |  | b. | explicit prejudice | |  | c. | stereotypes | |  | d. | implicit prejudice |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 245. Delia tells a local real estate agent that she does not want people of color moving into her mostly White neighborhood. Delia is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | explicit prejudice. | |  | b. | the other-race effect. | |  | c. | scapegoating. | |  | d. | implicit prejudice. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 246. Conscious is to \_\_\_\_\_\_\_\_ as unconscious is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | explicit prejudice; implicit prejudice | |  | b. | racial prejudice; ethnic prejudice | |  | c. | prejudice; discrimination | |  | d. | the scapegoat theory; the other-race effect |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 247. An unthinking knee-jerk response when encountering someone from a different race demonstrates   |  |  |  | | --- | --- | --- | |  | a. | discrimination. | |  | b. | explicit prejudice. | |  | c. | stereotypes. | |  | d. | implicit prejudice. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 248. Studies of implicit prejudice indicate that prejudice is often   |  |  |  | | --- | --- | --- | |  | a. | triggered by scapegoating. | |  | b. | a response to frustration. | |  | c. | unconscious. | |  | d. | unlearned. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 249. Which of the following is FALSE regarding implicit bias?   |  |  |  | | --- | --- | --- | |  | a. | Implicit biases are unconscious. | |  | b. | Implicit biases can predict behavior. | |  | c. | We are aware of our implicit biases. | |  | d. | Tests for implicit bias may not be reliable. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 250. Prejudice can be not only subtle but also automatic and unconscious. This is best illustrated in studies of   |  |  |  | | --- | --- | --- | |  | a. | hindsight bias. | |  | b. | implicit associations. | |  | c. | explicit associations. | |  | d. | the just-world phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 251. The \_\_\_\_\_\_\_\_ is used in research to measure unconscious racial prejudice.   |  |  |  | | --- | --- | --- | |  | a. | Outgroup Bias Test | |  | b. | Implicit Association Test | |  | c. | Scapegoat Test | |  | d. | Hindsight Bias Test |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 252. At a conscious level, Benjamin doesn't think he's prejudiced. Yet he automatically feels uncomfortable in situations in which he has to interact with people of different races from his own. Benjamin's experience best illustrates the distinction between   |  |  |  | | --- | --- | --- | |  | a. | blaming the victim and hindsight bias. | |  | b. | hindsight bias and scapegoat theory. | |  | c. | explicit and implicit attitudes. | |  | d. | scapegoat theory and ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 253. Having lower expectations when assessing the performance of students from minoritized groups is called   |  |  |  | | --- | --- | --- | |  | a. | unconscious patronization. | |  | b. | hindsight bias. | |  | c. | scapegoating. | |  | d. | the other-race effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 254. In one study, White university women assessed flawed student essays. Their evaluations of essays supposedly written by White students were low, often with harsh comments. They gave high evaluations to essays that were said to have been written by Black students. The women's evaluations were influenced by   |  |  |  | | --- | --- | --- | |  | a. | unconscious patronization. | |  | b. | hindsight bias. | |  | c. | scapegoating. | |  | d. | the other-race effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 255. In an educational setting, low expectations and inflated praise of Black students can   |  |  |  | | --- | --- | --- | |  | a. | enhance the academic achievement of minority students. | |  | b. | hinder the academic achievement of White students. | |  | c. | hinder the academic achievement of all students. | |  | d. | hinder the academic achievement of minority students. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 256. Based on facial-muscle responses and brain activity in the amygdala, neuroscientists are able to detect   |  |  |  | | --- | --- | --- | |  | a. | explicit prejudice. | |  | b. | the other-race effect. | |  | c. | stereotypes. | |  | d. | implicit prejudice. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 257. Neuroscientists have detected implicit prejudice in an emotion-processing center known as the   |  |  |  | | --- | --- | --- | |  | a. | thalamus. | |  | b. | amygdala. | |  | c. | hippocampus. | |  | d. | sensory cortex. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 258. Ed and Sarah have been an interracial couple for 60 years. Derek and Rita have been an interracial couple for the past 2 years. It is likely that, if they remain together, Derek and Rita will experience less racism and discrimination than did Ed and Sarah. Why is this the case?   |  |  |  | | --- | --- | --- | |  | a. | Racial attitudes have changed dramatically in the last half-century. | |  | b. | Racial attitudes have stabilized over the last half-century. | |  | c. | Discriminatory practices have increased over the last half-century. | |  | d. | Racial attitudes have remained the same over the last half-century. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 259. In the last half-century in the United States, expressed approval for interracial marriage has \_\_\_\_\_\_\_\_, and agreement that having many different races and ethnicities is good for the country has \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | increased; decreased | |  | b. | decreased; decreased | |  | c. | increased; increased | |  | d. | decreased; increased |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 260. One analysis of 9 million papers and 6 million scientists demonstrated that ethnically diverse research teams   |  |  |  | | --- | --- | --- | |  | a. | resulted in haphazard research results. | |  | b. | ended in racial conflict among researchers. | |  | c. | produced the most influential research. | |  | d. | were too divisive to successfully complete the research. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 261. Within certain racial and ethnic groups, those with darker skin tones experience greater discrimination and prejudice. This phenomenon is known as   |  |  |  | | --- | --- | --- | |  | a. | racism. | |  | b. | colorism. | |  | c. | stereotyping. | |  | d. | unconscious patronization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 262. Black men are judged more harshly when they commit “stereotypically Black” crimes rather than “stereotypically White” crimes. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | a reflexive response. | |  | b. | colorism. | |  | c. | subtle prejudice. | |  | d. | unconscious patronization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 263. A medical provider who recommends a sophisticated test to diagnose a White patient, but does not recommend the test to a Black patient with the same symptoms, is exhibiting   |  |  |  | | --- | --- | --- | |  | a. | subtle prejudice. | |  | b. | blatant prejudice. | |  | c. | the perception gap. | |  | d. | minority influence. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 264. In one experiment, White respondents typically took longer to identify words such as *peace* and *paradise* as “good” when the words were associated with Black-sounding names rather than White-sounding names. This best illustrated   |  |  |  | | --- | --- | --- | |  | a. | explicit prejudice. | |  | b. | the other-race effect. | |  | c. | unconscious patronization. | |  | d. | implicit prejudice. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 265. The rate at which Black men have been killed by a police officer is \_\_\_\_\_\_\_\_ that of White men.   |  |  |  | | --- | --- | --- | |  | a. | about the same as | |  | b. | less often than | |  | c. | double | |  | d. | more than double |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 266. Priming people with a flashed Black face rather than a flashed White face makes them more likely to misperceive a flashed tool as a gun. This best illustrates the subtle character of   |  |  |  | | --- | --- | --- | |  | a. | ingroup bias. | |  | b. | explicit prejudice. | |  | c. | implicit racial associations. | |  | d. | unconscious patronization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 267. Which of the following has been found to be true of fatigue?   |  |  |  | | --- | --- | --- | |  | a. | It reduces conscious control. | |  | b. | It increases automatic reactions. | |  | c. | It increases racial bias in decisions to shoot. | |  | d. | It is associated with all of these things. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 268. In the last half-century in the United States, expressed   |  |  |  | | --- | --- | --- | |  | a. | gender prejudice has decreased, and racial prejudice has increased. | |  | b. | gender prejudice has increased, and racial prejudice has decreased. | |  | c. | gender prejudice has decreased, and racial prejudice has decreased. | |  | d. | gender prejudice has increased, and racial prejudice has increased. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 269. Which of the following is an example of gender prejudice?   |  |  |  | | --- | --- | --- | |  | a. | Myra, who says she would vote for a qualified woman for president of the United States | |  | b. | Rebecca, who is 16, assumes that her mother is less intelligent than her father | |  | c. | Mark, who says he would vote for a qualified woman for president of the United States | |  | d. | Wayne, who is paid the same as Jane for the same job |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 270. Which of the following people is likely to be paid a higher salary?   |  |  |  | | --- | --- | --- | |  | a. | Sarah, who is an elementary school teacher | |  | b. | Theresa, who works at a day care center | |  | c. | Jennifer, who is a lawyer | |  | d. | Steven, who is an engineer |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 271. Which of the following contributes to women NOT being promoted in their careers?   |  |  |  | | --- | --- | --- | |  | a. | the just-world phenomenon | |  | b. | implicit bias | |  | c. | ingroup bias | |  | d. | explicit bias |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 272. Worldwide, women are \_\_\_\_\_\_\_\_ likely than men to be underpaid for their work, and they are \_\_\_\_\_\_\_\_ likely than men to be valued.   |  |  |  | | --- | --- | --- | |  | a. | more; less | |  | b. | less; more | |  | c. | more; more | |  | d. | less; less |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 273. Emily, a management consultant with a democratic interaction style, encourages those on her team to work together and share ideas. Her colleague Geoffrey is very assertive and encourages independent work on his team. Geoffrey is significantly less qualified than Emily, but when a promotion becomes available, he nominates himself for and ultimately gets the job. It is likely that Emily and Geoffrey’s company   |  |  |  | | --- | --- | --- | |  | a. | is premised upon the idea that women are less capable than men. | |  | b. | values and rewards masculine norms. | |  | c. | is run by executives who believe that men have more right than women to scarce jobs. | |  | d. | is run entirely by men. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 274. China has recently experienced a shortfall in \_\_\_\_\_\_\_\_ births, making it \_\_\_\_\_\_\_\_ likely that Chinese bachelors will be unable to find mates.   |  |  |  | | --- | --- | --- | |  | a. | female; less | |  | b. | male; less | |  | c. | female; more | |  | d. | male; more |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 275. A shortage of women has contributed to an increase in all of the following EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | crime. | |  | b. | prejudice. | |  | c. | violence. | |  | d. | prostitution. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 276. Around the world, anti-gay attitudes are more common among \_\_\_\_\_\_\_\_ and \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | women; older adults | |  | b. | men; younger adults | |  | c. | men; older adults | |  | d. | women; younger adults |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 277. You have recently met a person with strongly anti-gay attitudes. Based on current research, this person is LEAST likely to be   |  |  |  | | --- | --- | --- | |  | a. | a younger adult. | |  | b. | unemployed. | |  | c. | unhappy. | |  | d. | male. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 278. By 2019, more than two dozen countries \_\_\_\_\_\_\_\_ allowed same-sex marriage, but dozens more \_\_\_\_\_\_\_\_ laws criminalizing same-sex relationships.   |  |  |  | | --- | --- | --- | |  | a. | had not; had | |  | b. | had; had not | |  | c. | had; had | |  | d. | had not; had not |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 279. In U.S. states without protections against LGBTQ hate crime and discrimination, gay people experience   |  |  |  | | --- | --- | --- | |  | a. | higher rates of depression and related disorders. | |  | b. | decreased risk of alcohol use disorder. | |  | c. | decreased risk of generalized anxiety disorder. | |  | d. | an increase in explicit anti-gay bias and a decrease in implicit anti-gay bias. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 280. Monica, who is twelve, lives in a state where same-sex marriage has been legal for her whole life. “Things are better than they used to be,” explains her Uncle Andrew. “In the years before Uncle Carl and I were able to get married, there was a lot more discrimination against gay people around here.” The shift in local anti-gay bias following the legalization of same-sex marriage is an illustration of   |  |  |  | | --- | --- | --- | |  | a. | attitudes following behavior. | |  | b. | behavior following attitudes. | |  | c. | a predisposition to discriminate. | |  | d. | unconscious group associations. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 281. The just-world phenomenon refers to the   |  |  |  | | --- | --- | --- | |  | a. | tendency to favor our own group. | |  | b. | idea that prejudice offers an outlet for anger by providing someone to blame for negative events. | |  | c. | tendency to believe that people get what they deserve and deserve what they get. | |  | d. | phenomenon that repeated exposure to novel stimuli increases liking of them. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 282. Prejudice often develops as a way of rationalizing   |  |  |  | | --- | --- | --- | |  | a. | ingroup bias. | |  | b. | outgroup homogeneity. | |  | c. | aggression. | |  | d. | social inequalities. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 283. Matt, who owns a large, comfortable home in a wealthy neighborhood, believes that those who live in poverty on the other side of town do so because they choose not to work as hard as he does. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | outgroup homogeneity. | |  | b. | ingroup bias. | |  | c. | the other-race effect. | |  | d. | the just-world phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 284. An eagerness to believe that victims of a natural disaster are being punished by God for their sins is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | the scapegoat theory. | |  | b. | ingroup bias. | |  | c. | hindsight bias. | |  | d. | the just-world phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 285. If poverty causes high rates of crime, the high crime rates can be used to justify discrimination against those who live in poverty. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | scapegoating theory. | |  | b. | the frustration-aggression principle. | |  | c. | the blame-the-victim dynamic. | |  | d. | outgroup homogeneity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 286. A common identity is shared among   |  |  |  | | --- | --- | --- | |  | a. | members of the ingroup. | |  | b. | those adhering to the scapegoat theory. | |  | c. | those who experience ingroup bias. | |  | d. | ethnic groups. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 287. Sherry is an active member of her local church community. Others in this community would be considered her   |  |  |  | | --- | --- | --- | |  | a. | ingroup. | |  | b. | outgroup. | |  | c. | friends. | |  | d. | supporters. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 288. The set of people perceived as different from “us” is called a(n)   |  |  |  | | --- | --- | --- | |  | a. | ingroup. | |  | b. | scapegoat. | |  | c. | other-race effect. | |  | d. | outgroup. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 289. Francesca is at the park cheering for her local baseball team, the North Side Navigators. Beside her is Lee, who is cheering for the opposing team, the South Side Stars. Lee would be considered part of Francesca’s   |  |  |  | | --- | --- | --- | |  | a. | ingroup. | |  | b. | outgroup. | |  | c. | social identity. | |  | d. | scapegoats. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 290. Ingroup bias refers to   |  |  |  | | --- | --- | --- | |  | a. | the tendency to favor “us” rather than “them.” | |  | b. | those who share a common identity. | |  | c. | those perceived as different and separate from us. | |  | d. | the tendency to recall faces of one's own race more accurately than faces of other races. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 291. Ingroup bias best illustrates the impact of our \_\_\_\_\_\_\_\_ on prejudice.   |  |  |  | | --- | --- | --- | |  | a. | unconscious patronization | |  | b. | social identities | |  | c. | scapegoating | |  | d. | discrimination |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 292. Creating groups based on the outcome of a coin toss leads people to favor their own new group when dividing any rewards. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | outgroup homogeneity. | |  | b. | implicit prejudice. | |  | c. | the just-world phenomenon. | |  | d. | ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 293. Kate is politically conservative, and Carmine is politically liberal. Both believe that those who believe as they do are more correct and more trustworthy those who believe otherwise. This belief best illustrates   |  |  |  | | --- | --- | --- | |  | a. | outgroup homogeneity. | |  | b. | the just-world phenomenon. | |  | c. | scapegoating. | |  | d. | ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 294. Most children believe their school is better than the other schools in town. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the just-world phenomenon. | |  | b. | ingroup bias. | |  | c. | outgroup homogeneity. | |  | d. | scapegoating. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 295. People are more likely to cling to their ingroup in all of the following situations EXCEPT when   |  |  |  | | --- | --- | --- | |  | a. | facing their own death. | |  | b. | experiencing frustration. | |  | c. | feeling content. | |  | d. | feeling threatened. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 296. Which theory most clearly suggests that prejudice offers an outlet for anger by providing someone to blame when things go wrong?   |  |  |  | | --- | --- | --- | |  | a. | discrimination | |  | b. | the just-world phenomenon | |  | c. | unconscious patronization | |  | d. | scapegoat theory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 297. Scapegoat theory proposes that prejudice is likely to result from   |  |  |  | | --- | --- | --- | |  | a. | the other-race effect. | |  | b. | the just-world phenomenon. | |  | c. | ingroup bias. | |  | d. | anger. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 298. Jared was recently passed over for a promotion, which instead went to his more qualified coworker, Marlena. Yet Jared insists to his best friend that “companies give all the good jobs to women now, because they’re afraid they’ll get sued if they don’t.” Jared’s beliefs can be explained by   |  |  |  | | --- | --- | --- | |  | a. | the just-world phenomenon. | |  | b. | scapegoat theory. | |  | c. | the blaming-the-victim dynamic. | |  | d. | heuristics. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 299. U.S. counties that hosted Trump rallies in 2016 experienced \_\_\_\_\_\_\_\_ afterward.   |  |  |  | | --- | --- | --- | |  | a. | no change in hate crimes | |  | b. | a significant decrease in hate crimes | |  | c. | a minor decrease in hate crimes | |  | d. | an increase in hate crimes |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 300. Economically frustrated people often express heightened prejudice. This can be explained by   |  |  |  | | --- | --- | --- | |  | a. | scapegoat theory. | |  | b. | the just-world phenomenon. | |  | c. | ingroup bias. | |  | d. | explicit prejudice. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 301. During the COVID-19 pandemic in the United States, hate crimes and incidents of discrimination against Asian Americans rose steeply. This provides a demonstration of   |  |  |  | | --- | --- | --- | |  | a. | the other-race effect. | |  | b. | the just-world phenomenon. | |  | c. | scapegoat theory. | |  | d. | the blame-the-victim dynamic. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 302. Disparaging or belittling a despised outgroup provides people with a heightened sense of   |  |  |  | | --- | --- | --- | |  | a. | social scripts. | |  | b. | social identity. | |  | c. | self-esteem. | |  | d. | the other-race effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 303. People tend to perceive the members of an outgroup as \_\_\_\_\_\_\_\_ one another and the members of an ingroup as \_\_\_\_\_\_\_\_ one another.   |  |  |  | | --- | --- | --- | |  | a. | different from; similar to | |  | b. | similar to; different from | |  | c. | similar to; similar to | |  | d. | different from; different from |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 304. The tendency to perceive the members of an outgroup as similar to one another is referred to as   |  |  |  | | --- | --- | --- | |  | a. | outgroup bias. | |  | b. | outgroup homogeneity. | |  | c. | the other-race effect. | |  | d. | the own-race bias. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 305. When we overestimate the extent to which members of other groups are alike, we are perceiving   |  |  |  | | --- | --- | --- | |  | a. | discrimination. | |  | b. | prejudice. | |  | c. | outgroup homogeneity. | |  | d. | conformity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 306. The tendency to categorize people on the basis of their gender is most likely to lead Joshua to believe that   |  |  |  | | --- | --- | --- | |  | a. | women have very similar attitudes about relationships. | |  | b. | women seem to be unpredictable, because no two are alike. | |  | c. | most men tend to be logical and emotionally controlled. | |  | d. | in contrast to women, men have very similar tastes in dress and fashion. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 307. When trying to make sense of our world, we form categories to explain what we see and experience. This may feed   |  |  |  | | --- | --- | --- | |  | a. | negative emotions. | |  | b. | explicit prejudice. | |  | c. | discrimination. | |  | d. | the formation of stereotypes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 308. The tendency to recall faces of one's own race more accurately than faces of other races is called   |  |  |  | | --- | --- | --- | |  | a. | ingroup bias. | |  | b. | the other-race effect. | |  | c. | outgroup homogeneity. | |  | d. | scapegoating. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 309. Hua, who is Chinese, is introduced to several exchange students from China and Germany. Although she has no trouble later distinguishing each of the Chinese students, she has a difficult time remembering each of the German students. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | social scripts. | |  | b. | social identities. | |  | c. | the other-race effect. | |  | d. | scapegoating. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 310. Our selective attention is drawn to distinctive features of a less-familiar racial group. Therefore, a person who does not fit easily into our racial categories will   |  |  |  | | --- | --- | --- | |  | a. | experience stereotypes and discrimination. | |  | b. | fall victim to ingroup bias. | |  | c. | be assigned to their minority identity. | |  | d. | be classified according to their racial status. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 311. White children are better at recognizing White faces than Black faces. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | stereotyping. | |  | b. | ingroup bias. | |  | c. | outgroup homogeneity. | |  | d. | the other-race effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 312. When New Zealand observers were asked to quickly classify faces with blended Chinese and White features, those of European descent were more likely to classify the ambiguous faces as   |  |  |  | | --- | --- | --- | |  | a. | Caucasian. | |  | b. | Chinese. | |  | c. | Australian. | |  | d. | American. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 313. The tendency to estimate the frequency of an event by how readily it comes to mind is referred to as   |  |  |  | | --- | --- | --- | |  | a. | explicit bias. | |  | b. | the just-world phenomenon. | |  | c. | the availability heuristic. | |  | d. | ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 314. Gregor is a first-year college student whose parents frequently send him articles and warnings about school shootings. Each day on his walk to class, Gregor maps out what he would need to do if there was an active shooter, and he always sits by the exit in lectures. Gregor’s fear illustrates   |  |  |  | | --- | --- | --- | |  | a. | explicit bias. | |  | b. | the just-world phenomenon. | |  | c. | the availability heuristic. | |  | d. | ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 315. The violent crimes of some group members inflate people's judgments of the crime rate within the entire group because the instances of violent crime are   |  |  |  | | --- | --- | --- | |  | a. | social events. | |  | b. | frustrating events. | |  | c. | memorable cases. | |  | d. | repetitive events. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 316. Twenty Wallonians were arrested for nonviolent crimes, whereas 20 Pireaneans were arrested for violent crimes. The tendency to judge that more crimes were committed by Pireaneans than by Wallonians best illustrates the power of   |  |  |  | | --- | --- | --- | |  | a. | ingroup bias. | |  | b. | the other-race effect. | |  | c. | social scripts. | |  | d. | vivid cases. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 317. The tendency, after an event has occurred, to overestimate one's ability to have foreseen or predicted the outcome is called   |  |  |  | | --- | --- | --- | |  | a. | the other-gender effect. | |  | b. | scapegoating. | |  | c. | hindsight bias. | |  | d. | unconscious patronization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 318. Blaming a sexual assault on the victim’s behavior best illustrates   |  |  |  | | --- | --- | --- | |  | a. | stereotyping. | |  | b. | hindsight bias. | |  | c. | scapegoating. | |  | d. | the availability heuristic. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 319. Darius is wealthy, and his peers are aware of this. They are more likely to view Darius as   |  |  |  | | --- | --- | --- | |  | a. | physically attractive. | |  | b. | aggressive. | |  | c. | undeserving. | |  | d. | intelligent. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 320. People have a basic tendency to justify their culture’s social systems. This \_\_\_\_\_\_\_\_ makes it difficult to legislate major social changes, such as climate change policies.   |  |  |  | | --- | --- | --- | |  | a. | just-world phenomenon | |  | b. | natural conservatism | |  | c. | scapegoat theory | |  | d. | other-race effect |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 321. In psychology, aggression necessarily entails   |  |  |  | | --- | --- | --- | |  | a. | physical damage. | |  | b. | anger and hostility. | |  | c. | the intent to harm another. | |  | d. | a reaction to frustration. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 322. Any physical or verbal behavior that is intended to harm someone physically or emotionally is known as   |  |  |  | | --- | --- | --- | |  | a. | aggression. | |  | b. | victim blaming. | |  | c. | the other-race effect. | |  | d. | ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 323. Which of the following persons is most clearly acting aggressively?   |  |  |  | | --- | --- | --- | |  | a. | a noisy neighbor who often mows his lawn at 8 o'clock on Saturday mornings | |  | b. | a child who tries to hit another child with a rock | |  | c. | an assertive salesperson who interrupts your evening meal with a telephone sales pitch | |  | d. | a careless motorist who accidentally smashes into the fender of a parked car |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 324. Mark has consumed a large amount of alcohol and is intoxicated. When he is accidentally bumped as a person walks by, Mark starts yelling and cursing at the person. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | scapegoat theory. | |  | b. | implicit association. | |  | c. | the just-world phenomenon. | |  | d. | the interaction of biology and experience. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 325. The fact that human aggression varies widely from culture to culture most strongly suggests that it is NOT   |  |  |  | | --- | --- | --- | |  | a. | a reaction to frustration. | |  | b. | influenced by social norms. | |  | c. | an unlearned instinct. | |  | d. | a product of social scripts. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 326. Which of the following is NOT a level of biological influence on aggression?   |  |  |  | | --- | --- | --- | |  | a. | genetic | |  | b. | biochemical | |  | c. | neural | |  | d. | aversive events |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 327. Comparisons of identical and fraternal twins highlight the impact of \_\_\_\_\_\_\_\_ on aggression.   |  |  |  | | --- | --- | --- | |  | a. | the environment | |  | b. | culture | |  | c. | genes | |  | d. | social scripts |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 328. The Y chromosome is the most well-known genetic marker identifying those who are more likely to   |  |  |  | | --- | --- | --- | |  | a. | form stereotypes. | |  | b. | engage in aggression. | |  | c. | experience scapegoating. | |  | d. | demonstrate the other-race effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 329. \_\_\_\_\_\_\_\_ is involved in breaking down neurotransmitters such as dopamine and serotonin.   |  |  |  | | --- | --- | --- | |  | a. | Experiencing a microaggression | |  | b. | The MAOA gene | |  | c. | Outgroup homogeneity | |  | d. | The frontal lobe |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 330. People with low MAOA gene expression are more likely to   |  |  |  | | --- | --- | --- | |  | a. | form stereotypes. | |  | b. | engage in aggression. | |  | c. | experience hindsight bias. | |  | d. | experience the other-race effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 331. The monoamine oxidase A (MAOA) gene, sometimes called the “warrior gene,”   |  |  |  | | --- | --- | --- | |  | a. | helps break down hormones involved in stress reduction. | |  | b. | helps break down neurotransmitters such as dopamine and serotonin. | |  | c. | regulates the action of the amygdala. | |  | d. | helps stimulate the production of hormones such as norepinephrine. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 332. Which of the following statements is true?   |  |  |  | | --- | --- | --- | |  | a. | The amygdala is the only part of the brain that is activated during aggression. | |  | b. | Aggression only has genetic causes. | |  | c. | People’s level of aggression depends only on their testosterone levels. | |  | d. | There is no one spot in the brain that controls aggression. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 333. When a leader of a caged monkey colony became threatening, one small monkey learned to push the control button, which reduced this behavior by activating the   |  |  |  | | --- | --- | --- | |  | a. | food release mechanism. | |  | b. | alcoholic drink dispenser. | |  | c. | room lighting fixture. | |  | d. | leader's brain-implanted electrode. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 334. When a a neurosurgeon implanted an electrode in the amygdala of a mild-mannered woman, she   |  |  |  | | --- | --- | --- | |  | a. | behaved aggressively toward her doctor. | |  | b. | acted just as she had before the implantation. | |  | c. | became even milder, unable to refuse anyone’s request for help. | |  | d. | lost her ability to remember events that had recently occurred. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 335. Which area(s) of the brain do researchers believe may be responsible for violent behavior as a result of being damaged, immature, inactive, or disconnected?   |  |  |  | | --- | --- | --- | |  | a. | temporal lobes | |  | b. | frontal lobes | |  | c. | hippocampus | |  | d. | hypothalamus |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 336. Travis breeds dogs for fighting, which is illegal. However, Travis’ work demonstrates   |  |  |  | | --- | --- | --- | |  | a. | the genetic nature of aggression. | |  | b. | biochemical influences on aggression. | |  | c. | social constructions of aggressive behavior. | |  | d. | neurological influences on aggression. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 337. A recent study that examined more than 200 convicted murderers found   |  |  |  | | --- | --- | --- | |  | a. | increased levels of estrogens. | |  | b. | decreased levels of estrogens. | |  | c. | increased tissue in the frontal lobes. | |  | d. | reduced tissue in the frontal lobes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 338. Another passenger on a crowded bus accidentally stepped on Ruggero's foot. Research suggests that Ruggero would be most likely to respond aggressively to this incident if he has a   |  |  |  | | --- | --- | --- | |  | a. | lower-than-average level of adrenaline. | |  | b. | higher-than-average level of serotonin. | |  | c. | higher-than-average level of oxytocin. | |  | d. | higher-than-average level of testosterone. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 339. Alcohol slows the brain activity that controls judgment and inhibitions, making it a(n)   |  |  |  | | --- | --- | --- | |  | a. | MAOA. | |  | b. | neurotransmitter. | |  | c. | reinforcer. | |  | d. | disinhibitor. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 340. Testosterone levels are \_\_\_\_\_\_\_\_ correlated with aggression, and blood alcohol levels are \_\_\_\_\_\_\_\_ correlated with frustration tolerance.   |  |  |  | | --- | --- | --- | |  | a. | positively; positively | |  | b. | negatively; negatively | |  | c. | positively; negatively | |  | d. | negatively; positively |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 341. Aggressive behavior is most likely to be \_\_\_\_\_\_\_\_ by injections of testosterone and \_\_\_\_\_\_\_\_ by consumption of alcohol.   |  |  |  | | --- | --- | --- | |  | a. | increased; decreased | |  | b. | decreased; increased | |  | c. | increased; increased | |  | d. | decreased; decreased |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 342. Freddy is tackled by an unfamiliar opponent during a football game at a neighborhood park. Because he was drinking alcohol prior to the game, Freddy is most likely to interpret the tackle as   |  |  |  | | --- | --- | --- | |  | a. | funny. | |  | b. | his own fault. | |  | c. | unintended. | |  | d. | an aggressive act. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 343. When alcohol sales have been restricted in different parts of the world, assaults have dropped. This illustrates the importance of \_\_\_\_\_\_\_\_ on aggression.   |  |  |  | | --- | --- | --- | |  | a. | modeling | |  | b. | biochemical influences | |  | c. | legal influences | |  | d. | neural influences |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 344. Which of the following individuals is more likely to respond aggressively to a situation?   |  |  |  | | --- | --- | --- | |  | a. | Dale, whose brother has a history of picking fights | |  | b. | 70-year-old John, who exhibited violent behavior when he was younger | |  | c. | Marcus, who has a history of heavy drinking and high levels of testosterone | |  | d. | Samantha, who plays nonviolent video games |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 345. Which of the following is LEAST likely to be a factor in producing aggressive behaviors?   |  |  |  | | --- | --- | --- | |  | a. | physical pain | |  | b. | very hot temperatures | |  | c. | alcohol consumption | |  | d. | very cold temperatures |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 346. Which situation is LEAST likely to produce the level of frustration that could lead to increased violence?   |  |  |  | | --- | --- | --- | |  | a. | foul odors coming from a sewer into a neighborhood | |  | b. | increased global temperatures due to global warming | |  | c. | a crowded bus with no air conditioning on a hot summer day | |  | d. | driving to work, with normal traffic, on a cool fall day |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 347. The frustration-aggression principle suggests that anger results when   |  |  |  | | --- | --- | --- | |  | a. | false stereotypes influence perceptions of others. | |  | b. | an attempt to achieve some goal is blocked. | |  | c. | there are striking differences of opinion among group members. | |  | d. | self-awareness and self-restraint are reduced. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 348. By the time 6-year-old Matt was reached the front of the balloon line all the balloons ran out. So, he turned around and angrily popped his younger sister’s balloon. Matt’s action is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | the just-world phenomenon. | |  | b. | ingroup bias. | |  | c. | scapegoat theory. | |  | d. | the frustration-aggression principle. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 349. Drew’s coach told him that he was not selected to be starting pitcher on his high school baseball team. An angry Drew emptied out his teammates’ lockers and stole all the soap from the showers. His behavior is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | social scripts. | |  | b. | the self-fulfilling prophecy. | |  | c. | ingroup bias. | |  | d. | the frustration-aggression principle. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 350. One analysis of 27,667 hit-by-pitch Major League Baseball incidents between 1960 and 2004 revealed the link between frustration and aggression. Which of the following is LEAST likely to cause the pitcher to hit a batter?   |  |  |  | | --- | --- | --- | |  | a. | The pitcher had been frustrated by the previous batter hitting a home run. | |  | b. | The current batter had hit a home run the last time at bat. | |  | c. | A teammate had been hit by a pitch in the previous half-inning. | |  | d. | The game is being played in front of a larger-than-usual crowd. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 351. In Major League Baseball games, the probability of batters being hit by a pitched ball increases with   |  |  |  | | --- | --- | --- | |  | a. | the batter's age. | |  | b. | larger crowd sizes. | |  | c. | higher air temperatures. | |  | d. | the salary levels of the pitchers. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 352. In situations where experience has taught us that there are advantages to behaving aggressively, we are   |  |  |  | | --- | --- | --- | |  | a. | likely to become a victim of aggressive behavior. | |  | b. | less likely to behave aggressively in the future. | |  | c. | likely to behave aggressively again. | |  | d. | more likely to identify aggressive acts. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 353. Animals that have successfully fought to get food or mates become increasingly ferocious. This best illustrates that aggression is influenced by   |  |  |  | | --- | --- | --- | |  | a. | social scripts. | |  | b. | scapegoating. | |  | c. | frustration. | |  | d. | reinforcement. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 354. Jarrod, who tends to be a somewhat aggressive child, has frequently been successful in intimidating other children to get what he wants. Based on what you know about reinforcement and modeling, what is a likely outcome for Jarrod?   |  |  |  | | --- | --- | --- | |  | a. | He is likely to become a victim of bullying. | |  | b. | He will probably be the most popular kid in school. | |  | c. | He may become a bully. | |  | d. | He is likely to be well-liked by his peers. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 355. Which of the following would be the best advice to give parents who are concerned about the frequent aggressive outbursts of their 6-year-old son?   |  |  |  | | --- | --- | --- | |  | a. | “Make a point of rewarding and praising your son whenever he is socially cooperative and altruistic.” | |  | b. | “Be consistent in punishing your child after every outburst so he'll realize that aggression never pays.” | |  | c. | “Encourage your son to watch the devastating consequences of violence portrayed on TV.” | |  | d. | “Don't be concerned about your child's aggressiveness, unless the behavior pattern continues beyond the fifth grade.” |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 356. Parent training programs are most likely to advise parents to avoid   |  |  |  | | --- | --- | --- | |  | a. | implicit prejudice. | |  | b. | the other-race effect. | |  | c. | modeling violence. | |  | d. | hindsight bias. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 357. A wide economic gulf between a country's rich and poor is especially likely to be associated with   |  |  |  | | --- | --- | --- | |  | a. | hindsight bias. | |  | b. | implicit prejudice. | |  | c. | high crime rates. | |  | d. | the just-world phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 358. Father absence is associated with high levels of   |  |  |  | | --- | --- | --- | |  | a. | stereotyping. | |  | b. | discrimination. | |  | c. | social scripts. | |  | d. | aggression. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 359. High violence rates among White Americans in southern U.S. towns settled by Scots-Irish herders illustrate the impact of \_\_\_\_\_\_\_\_ on aggression.   |  |  |  | | --- | --- | --- | |  | a. | ingroup bias | |  | b. | social influence | |  | c. | implicit prejudice | |  | d. | hindsight bias |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 360. Scots-Irish herders who settled in southern towns in the United States are more aggressive than men from New England towns primarily because   |  |  |  | | --- | --- | --- | |  | a. | they have slightly higher baseline levels of testosterone than New England men. | |  | b. | they are taught to react aggressively to acquire resources. | |  | c. | they are taught to react aggressively when they feel their status has been challenged to protect their “manly honor.” | |  | d. | they experience a greater disparity between people of low- and high-income levels. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 361. Culturally modeled guides for how to act in various situations are called   |  |  |  | | --- | --- | --- | |  | a. | social scripts. | |  | b. | implicit associations. | |  | c. | hindsight bias. | |  | d. | outgroup homogeneity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 362. People heavily exposed to violent pornography are likely to engage in sexually aggressive behaviors that reflect a misleading   |  |  |  | | --- | --- | --- | |  | a. | hindsight bias. | |  | b. | social script. | |  | c. | implicit association. | |  | d. | ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 363. German university men administered hotter chili sauce to a woman after listening to woman-hating lyrics. The song lyrics provided the university men with   |  |  |  | | --- | --- | --- | |  | a. | discrimination. | |  | b. | a social script. | |  | c. | ingroup bias. | |  | d. | unconscious patronization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 364. After watching pornography, Ollie will probably   |  |  |  | | --- | --- | --- | |  | a. | report lower levels of aggression and be less willing to administer laboratory noise blasts to partners. | |  | b. | report higher levels of aggression and be more willing to administer laboratory noise blasts to partners. | |  | c. | report lower levels of aggression and be more willing to administer laboratory noise blasts to partners. | |  | d. | report higher levels of aggression and be less willing to administer laboratory noise blasts to partners. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 365. Repeated exposure to pornographic films tends to   |  |  |  | | --- | --- | --- | |  | a. | decrease men's readiness to behave aggressively toward women and to be less accepting of short prison sentences for convicted rapists. | |  | b. | increase men's readiness to behave aggressively toward women and to be less accepting of short prison sentences for convicted rapists. | |  | c. | increase men's readiness to behave aggressively toward women and to be more accepting of short prison sentences for convicted rapists. | |  | d. | decrease men's readiness to behave aggressively toward women and to be more accepting of short prison sentences for convicted rapists. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 366. Extensive exposure to violent pornographic films contributes to a(n)   |  |  |  | | --- | --- | --- | |  | a. | increased willingness to hurt women. | |  | b. | decreased willingness to hurt women. | |  | c. | increased sense of empathy for survivors of sexual aggression. | |  | d. | decreased acceptance of the use of coercion in sexual relations. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 367. In contrast to watching violence on television, participating in violent video games involves   |  |  |  | | --- | --- | --- | |  | a. | acquiring social scripts. | |  | b. | role-playing aggression. | |  | c. | desensitization to violence. | |  | d. | priming aggressive thoughts. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 368. Research indicates that people who are randomly assigned to play a violent video game tend to   |  |  |  | | --- | --- | --- | |  | a. | become more hostile. | |  | b. | become less hostile. | |  | c. | experience little change in their natural aggression levels. | |  | d. | become more or less hostile depending on their natural tendencies toward aggression or empathy. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 369. Which of the following is NOT associated with playing violent video games?   |  |  |  | | --- | --- | --- | |  | a. | It can make players less sensitive to cruelty. | |  | b. | It can prime aggressive thoughts. | |  | c. | It can increase empathy. | |  | d. | It can lead to behaving aggressively. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 370. Kevin plays a lot of video games, mostly those that involve some kind of murder. Which of the following is NOT associated with Kevin’s video game playing?   |  |  |  | | --- | --- | --- | |  | a. | It can make him less sensitive to cruelty. | |  | b. | It can prime aggressive thoughts. | |  | c. | It can increase empathy. | |  | d. | It can lead to behaving aggressively. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 371. Which of the following is FALSE regarding kids who play violent video games, as compared with nongaming kids?   |  |  |  | | --- | --- | --- | |  | a. | They get into more arguments. | |  | b. | They are more likely to handle a real gun. | |  | c. | They are likely to earn better grades. | |  | d. | They get into more physical fights. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 372. Compared with their nonplaying counterparts, young adolescents who play a lot of violent video games have been found to   |  |  |  | | --- | --- | --- | |  | a. | experience fewer angry feelings. | |  | b. | see the real world as less dangerous. | |  | c. | get into more arguments and fights. | |  | d. | earn better grades in school. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 373. Russell’s aggressive behavior is influenced by the hostility he observed in his father while growing up, his social rejection, and his excessive alcohol consumption. A comprehensive understanding of Russell's behavior is most clearly provided by   |  |  |  | | --- | --- | --- | |  | a. | the hindsight bias. | |  | b. | the frustration-aggression principle. | |  | c. | a biopsychosocial approach. | |  | d. | scapegoat theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 374. People are most inclined to like those who are nearby. This most clearly illustrates the association between \_\_\_\_\_\_\_\_ and interpersonal attraction.   |  |  |  | | --- | --- | --- | |  | a. | physical arousal | |  | b. | beauty | |  | c. | equity | |  | d. | proximity |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 375. Darec, an introverted first-year college student, has just moved into a dormitory. He is most likely to become friends with   |  |  |  | | --- | --- | --- | |  | a. | Alfred, a junior who is majoring in sociology and lives across the hall. | |  | b. | Mohammed, an extraverted student who lives on the next floor and enjoys sports. | |  | c. | James, a lonely sophomore who lives down the hall and is undecided about his major. | |  | d. | Michael, his assigned roommate who is majoring in English literature. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 376. The mere exposure effect refers to the fact that people   |  |  |  | | --- | --- | --- | |  | a. | are more likely to help people who are nearby. | |  | b. | tend to help those who are most like them. | |  | c. | are more likely to become friends with attractive people. | |  | d. | experience increasing attraction to novel stimuli that become more familiar. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 377. When buying groceries, Angie prefers certain products simply because they have a familiar brand name. Her preference best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | the self-fulfilling prophecy. | |  | b. | the mere exposure effect. | |  | c. | mirror-image perceptions. | |  | d. | a social trap. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 378. Four equally attractive men silently attended a 200-student class for zero, 5, 10, or 15 class sessions. When shown slides of each man, it can be expected that students in the class rated the women who had attended \_\_\_\_\_\_\_\_ class sessions as the most attractive.   |  |  |  | | --- | --- | --- | |  | a. | zero | |  | b. | 5 | |  | c. | 10 | |  | d. | 15 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 379. After several months of picking up her morning coffee at the same cafe, Daria has actually started to feel affection for the gruff, scowling owner. Daria's reaction best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the reciprocity norm. | |  | b. | the mere exposure effect. | |  | c. | mirror-image perceptions. | |  | d. | the bystander effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 380. Andrew Yang's homeroom teacher seats her students in alphabetical order. By the end of the school year, Andrew’s best friends are Billy Yates and Adesh Yarbrough. This demonstrates the phenomenon called   |  |  |  | | --- | --- | --- | |  | a. | the mere exposure effect. | |  | b. | mirror-image perceptions. | |  | c. | the self-fulfilling prophecy. | |  | d. | the bystander effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 381. You have seen Manuel in class twice a week for the past 9 weeks. Yesterday, you ran into him at the post office. You would be likely to perceive him as   |  |  |  | | --- | --- | --- | |  | a. | happy. | |  | b. | angry. | |  | c. | moody. | |  | d. | sad. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 382. People's preference for mirror-image photographs of themselves illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | the bystander effect. | |  | b. | mirror-image perceptions. | |  | c. | the mere exposure effect. | |  | d. | self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 383. If participants in a voter preference study favored the candidate whose face blended some of their own facial features with those of the candidate, this would illustrate the impact of   |  |  |  | | --- | --- | --- | |  | a. | the mere exposure effect. | |  | b. | mirror-image perceptions. | |  | c. | the self-fulfilling prophecy. | |  | d. | the bystander effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 384. In one study, McMaster University students were more trusting of the game player whose face had some of their own facial features morphed into it. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | the mere exposure effect. | |  | b. | mirror-image perceptions. | |  | c. | the self-fulfilling prophecy. | |  | d. | the bystander effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 385. Erin, who is 23 years old, would like to find a romantic partner. If she is like 27 percent of Americans in her age group, she may try   |  |  |  | | --- | --- | --- | |  | a. | a singles bar. | |  | b. | an online dating service or app. | |  | c. | speed dating. | |  | d. | visiting a club. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 386. Compared with relationships formed in person, internet-formed friendships and romantic relationships are, on average, \_\_\_\_\_\_\_\_ likely to promote self-disclosure and slightly \_\_\_\_\_\_\_\_ likely to last and be satisfying.   |  |  |  | | --- | --- | --- | |  | a. | more; less | |  | b. | less; less | |  | c. | more; more | |  | d. | less; more |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 387. Although online connecting comes with some risks, such as receiving unwanted sexual messages, around \_\_\_\_\_\_\_\_ Americans use online matchmaking.   |  |  |  | | --- | --- | --- | |  | a. | 10,000 | |  | b. | 1 million | |  | c. | 10 million | |  | d. | 10 billion |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 388. Manny attended a matchmaking gathering in which he met several women one at a time for 3 to 8 minutes. Manny was participating in   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | speed dating. | |  | c. | social scripts. | |  | d. | the bystander effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 389. Researchers have found all of the following about speed dating EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | compared with men, women tended to wish for future contact with more of their speed dates. | |  | b. | given more options, people make more superficial choices. | |  | c. | men wish for future contact with more of their speed dates. | |  | d. | people who fear rejection often provoke rejection. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 390. Our first impression of another person is most affected by the person’s   |  |  |  | | --- | --- | --- | |  | a. | proximity. | |  | b. | similarity. | |  | c. | physical attractiveness. | |  | d. | intellectual capacity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 391. What determined whether new students who had been randomly paired for a Welcome Week dance liked each other?   |  |  |  | | --- | --- | --- | |  | a. | similarity in attitudes | |  | b. | similarity in intelligence | |  | c. | physical attractiveness | |  | d. | self-disclosure skills |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 392. Jia’s sister has set her up on a dinner date with someone Jia has never met. After an hour spent eating and chatting, Jia ducks into the restroom to call her sister with a report. Which of the following is most likely to influence Jia’s liking of this new person?   |  |  |  | | --- | --- | --- | |  | a. | intelligence | |  | b. | affluence | |  | c. | sensitivity | |  | d. | appearance |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 393. Iylah has just moved to a new town and would like to begin dating. Which of the following is most likely to influence her potential dates’ first impressions of Iylah?   |  |  |  | | --- | --- | --- | |  | a. | proximity | |  | b. | similarity | |  | c. | physical attractiveness | |  | d. | intellectual capacity |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 394. Nadia is strikingly attractive. Research suggests that she is likely to be perceived as   |  |  |  | | --- | --- | --- | |  | a. | less socially skilled. | |  | b. | happier. | |  | c. | less successful. | |  | d. | insensitive. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 395. Brenda views Mark as physically attractive. Which of the following is NOT a trait she is likely to attribute to him?   |  |  |  | | --- | --- | --- | |  | a. | happiness | |  | b. | insensitivity | |  | c. | success | |  | d. | health |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 396. Yesenia and Darlene are best friends with similar personalities. But most people find Yesenia to be unusually physically attractive. Compared with Darlene, Yesenia is more likely to   |  |  |  | | --- | --- | --- | |  | a. | be physically coordinated and athletic. | |  | b. | have high self-esteem. | |  | c. | be more sensitive. | |  | d. | believe the compliments she receives are insincere. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 397. Anton, who is extremely physically attractive, recently began a new job in software sales. He has since received a great deal of praise from both his boss and his clients for his work. Research indicates that Anton is more likely than a less attractive person to   |  |  |  | | --- | --- | --- | |  | a. | believe the compliments are sincere. | |  | b. | believe he deserves more compliments than his colleagues. | |  | c. | believe the compliments are insincere. | |  | d. | work harder for more compliments. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 398. Which of the following is NOT a feature that heterosexual women tend to find attractive in men?   |  |  |  | | --- | --- | --- | |  | a. | maturity | |  | b. | affluence | |  | c. | docility | |  | d. | an appearance of good health |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 399. Heterosexual women tend to be attracted to healthy-looking men, especially if they also seem   |  |  |  | | --- | --- | --- | |  | a. | submissive. | |  | b. | insecure. | |  | c. | mature. | |  | d. | less attractive than themselves. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 400. Which of the following traits is most likely to negatively impact perceptions of a person’s physical attractiveness?   |  |  |  | | --- | --- | --- | |  | a. | honesty | |  | b. | humor | |  | c. | politeness | |  | d. | aggression |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 401. In general, symmetrical faces are viewed as   |  |  |  | | --- | --- | --- | |  | a. | healthy. | |  | b. | attractive. | |  | c. | both healthy and attractive. | |  | d. | neither healthy nor attractive. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 402. Some adult physical features seem attractive everywhere. These include   |  |  |  | | --- | --- | --- | |  | a. | a healthy appearance. | |  | b. | a relatively symmetrical face. | |  | c. | a healthy appearance and a relatively symmetrical face. | |  | d. | neither a healthy appearance nor a symmetrical face. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 403. Juan is going on his first date with Amanda. Which of the following is he most likely to find attractive in her?   |  |  |  | | --- | --- | --- | |  | a. | a relatively symmetrical face | |  | b. | her different political views | |  | c. | her unique spiritual views | |  | d. | a high waist-to-hip ratio |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 404. Roberto, a 21-year-old college junior, is very quiet, intelligent, shy, and politically liberal. Research suggests that he would be most likely to develop a close friendship with   |  |  |  | | --- | --- | --- | |  | a. | Micah, who is quiet and shy. | |  | b. | Azarich, who is talkative and assertive. | |  | c. | Tom, who is liberal and talkative. | |  | d. | Fabio, who is politically conservative and quiet. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 405. Compared with randomly paired people, friends are more likely to share the same attitudes and beliefs. This best illustrates the association between \_\_\_\_\_\_\_\_ and attraction.   |  |  |  | | --- | --- | --- | |  | a. | equity | |  | b. | proximity | |  | c. | similarity | |  | d. | self-disclosure |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 406. Joel tends to have a low self-image. Because of this, he is   |  |  |  | | --- | --- | --- | |  | a. | likely to make friends easily. | |  | b. | more likely to like and gravitate to those who like him. | |  | c. | likely to focus on a person’s level of physical attractiveness when they meet. | |  | d. | less likely to focus on similarity when meeting new people. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 407. Which of the following sayings is most clearly supported by research on social attraction?   |  |  |  | | --- | --- | --- | |  | a. | Beauty is only skin deep. | |  | b. | Birds of a feather flock together. | |  | c. | Familiarity breeds contempt. | |  | d. | Absence makes the heart grow fonder. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 408. According to the \_\_\_\_\_\_\_\_ of attraction, we will like those whose behavior is rewarding to us, including those who are both able and willing to help us achieve our goals.   |  |  |  | | --- | --- | --- | |  | a. | social exchange theory | |  | b. | equity theory | |  | c. | reward theory | |  | d. | law |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 409. Jeaneth and Delon work as waiter and assistant waiter in the ship’s dining room. Jeaneth is very good with the passengers and Delon is very efficient in keeping everything moving. They both benefit from working together. They are now friends and spend time together when they are not working. Which theory best explains the emergence of their friendship?   |  |  |  | | --- | --- | --- | |  | a. | social exchange theory | |  | b. | equity theory | |  | c. | reward theory | |  | d. | attraction theory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 410. Scharisse has been dating someone new for a few months and is experiencing passionate love. When her partner enters a room, she experiences blood flow to a part of her brain that is linked to   |  |  |  | | --- | --- | --- | |  | a. | desire and intimacy. | |  | b. | lust and hunger. | |  | c. | craving and obsession. | |  | d. | sociability and trust. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 411. The two-factor theory of emotion has been used to explain   |  |  |  | | --- | --- | --- | |  | a. | passionate love. | |  | b. | companionate love. | |  | c. | the mere exposure effect. | |  | d. | altruism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 412. According to the two-factor theory, emotions involve   |  |  |  | | --- | --- | --- | |  | a. | the mere exposure effect. | |  | b. | reciprocity and social responsibility. | |  | c. | physical arousal and cognitive appraisal. | |  | d. | self-disclosure and equity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 413. Josie, who is attractive and likable, has just called Niels and asked him out. According to the two-factor theory of emotion, Niels is likely to experience the most intense romantic feelings for Josie during their phone conversation if he has just   |  |  |  | | --- | --- | --- | |  | a. | awakened from a short nap. | |  | b. | finished eating dinner. | |  | c. | gone for a run. | |  | d. | been studying for an upcoming exam. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 414. Tanya and Rossen are oncologists who have just operated successfully on a young man with lung cancer. Afterward, they both are physically aroused, which they interpret as physical attraction and romantic feelings for each other. Tanya and Rossen are experiencing   |  |  |  | | --- | --- | --- | |  | a. | altruism. | |  | b. | self-disclosure. | |  | c. | companionate love. | |  | d. | passionate love. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 415. In an experiment, a group of men were asked by an attractive woman to complete a short questionnaire immediately after they had crossed a swaying footbridge suspended 230 feet (70 meters) above the Capilano River. This experiment was designed to study the factors that contribute to   |  |  |  | | --- | --- | --- | |  | a. | altruism. | |  | b. | the mere exposure effect. | |  | c. | passionate love. | |  | d. | companionate love. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 416. Which of the following is a true statement about passionate love?   |  |  |  | | --- | --- | --- | |  | a. | Passionate love takes some time to develop. | |  | b. | Passionate love seldom endures. | |  | c. | Passionate love can last a lifetime. | |  | d. | Passionate love increases as companionate love decreases. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 417. The affectionate attachment that keeps a relationship going after passionate feelings cool is known as   |  |  |  | | --- | --- | --- | |  | a. | altruism. | |  | b. | self-disclosure. | |  | c. | companionate love. | |  | d. | the mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 418. Celia and Tomas have been married for 30 years. They have a deep commitment to the marriage and to each other. They both give and receive equitably within their marriage and depend on and trust each other. Celia and Tomas' marriage illustrates   |  |  |  | | --- | --- | --- | |  | a. | passionate love. | |  | b. | altruism. | |  | c. | companionate love. | |  | d. | the reciprocity norm. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 419. Craving and obsession are to \_\_\_\_\_\_\_\_ as deep affection and trust are to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | companionate love; passionate love | |  | b. | attraction; equity | |  | c. | equity; attraction | |  | d. | passionate love; companionate love |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 420. Which of the following hormones does NOT facilitate feelings of passion?   |  |  |  | | --- | --- | --- | |  | a. | testosterone | |  | b. | dopamine | |  | c. | oxytocin | |  | d. | adrenaline |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 421. Oxytocin is a hormone that has been found to promote feelings of   |  |  |  | | --- | --- | --- | |  | a. | anonymity. | |  | b. | anger. | |  | c. | trust. | |  | d. | envy. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 422. Cultures where people rate love as less important for marriage have   |  |  |  | | --- | --- | --- | |  | a. | lower divorce rates. | |  | b. | higher divorce rates. | |  | c. | lower relationship equity. | |  | d. | higher birthrates. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 423. A condition in which people receive from a relationship in proportion to what they give to it is called   |  |  |  | | --- | --- | --- | |  | a. | altruism. | |  | b. | self-disclosure. | |  | c. | equity. | |  | d. | reciprocity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 424. Both Nesar and Kimberly receive from their relationship in proportion to what they put into it. Their relationship can be said to have   |  |  |  | | --- | --- | --- | |  | a. | equity. | |  | b. | self-disclosure. | |  | c. | passionate love. | |  | d. | similarity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 425. Sharing household chores ranks high on a list of things people associate with successful marriages. This best illustrates the perceived value of   |  |  |  | | --- | --- | --- | |  | a. | equity. | |  | b. | proximity. | |  | c. | passionate love. | |  | d. | self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 426. Ana is warm and friendly, and she makes sure her husband knows how much she cares about him. He displays little affection for her, however, and rarely makes her feel appreciated. Ana’s relationship with her husband is best characterized as   |  |  |  | | --- | --- | --- | |  | a. | altruistic. | |  | b. | companionate. | |  | c. | inequitable. | |  | d. | passionate. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 427. Nondini and Dan have a fulfilling marital relationship because they readily confide their deepest hopes and fears to each other. This best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | passionate love. | |  | b. | altruism. | |  | c. | self-disclosure. | |  | d. | the mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 428. When we share our likes and dislikes with others, we are engaging in   |  |  |  | | --- | --- | --- | |  | a. | equity. | |  | b. | self-disclosure. | |  | c. | passionate love. | |  | d. | similarity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 429. The fact that it takes multiple compliments to equal the power of one criticism demonstrates   |  |  |  | | --- | --- | --- | |  | a. | our sensitivity to criticism. | |  | b. | our lack of self-worth. | |  | c. | a decrease in self-esteem. | |  | d. | a lack of self-efficacy. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 430. Three keys to an enduring companionate love include   |  |  |  | | --- | --- | --- | |  | a. | the reciprocity norm, bystander intervention, and passionate love. | |  | b. | self-disclosure, altruism, and social responsibility. | |  | c. | equity, self-disclosure, and positive support. | |  | d. | superordinate goals, mirror-image perceptions, and GRIT. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 431. Behaving with unselfish concern for the welfare of others is called   |  |  |  | | --- | --- | --- | |  | a. | social exchange theory. | |  | b. | passionate love. | |  | c. | companionate love. | |  | d. | altruism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 432. After a hurricane devastates her hometown, Selena takes a leave of absence from her job to return and help rebuild houses and schools. This behavior best illustrates   |  |  |  | | --- | --- | --- | |  | a. | altruism. | |  | b. | social exchange. | |  | c. | the bystander effect. | |  | d. | equity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 433. Guney won $10 million in Powerball. He secretly gave $3 million to a veteran’s hospital without anyone knowing who gave the money. Guney’s behavior can be described as   |  |  |  | | --- | --- | --- | |  | a. | altruism. | |  | b. | social exchange. | |  | c. | equity. | |  | d. | the reciprocity norm. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 434. Dr. Orama spent his career traveling to developing countries to provide low- or no-cost healthcare to those with few resources. This example illustrates   |  |  |  | | --- | --- | --- | |  | a. | altruism. | |  | b. | social exchange. | |  | c. | equity. | |  | d. | the reciprocity norm. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 435. Observers' responses to the tragic murder of Kitty Genovese outside her New York apartment best illustrated   |  |  |  | | --- | --- | --- | |  | a. | the bystander effect. | |  | b. | the mere exposure effect. | |  | c. | the social-responsibility norm. | |  | d. | social exchange theory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 436. According to Darley and Latané, the decision-making process necessary for bystander intervention in an emergency situation requires   |  |  |  | | --- | --- | --- | |  | a. | recognizing a shared predicament and identifying a superordinate goal. | |  | b. | an increase in self-awareness, the recognition of personal responsibility, and the experience of cognitive dissonance. | |  | c. | learning the social responsibility norm and applying the norm to the situation at hand. | |  | d. | noticing an incident, interpreting the incident as an emergency, and assuming responsibility for helping. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 437. Which social psychologist(s) drew attention to bystander intervention as a reason that onlookers of the murder of Kitty Genovese did not help?   |  |  |  | | --- | --- | --- | |  | a. | Moreland and Zajonc | |  | b. | Steinberg | |  | c. | Rosenfeld | |  | d. | Darley and Latané |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 438. Social psychologists John Darley and Bibb Latané staged emergencies under various conditions in their effort to study   |  |  |  | | --- | --- | --- | |  | a. | the reciprocity norm. | |  | b. | self-fulfilling prophecies | |  | c. | altruism. | |  | d. | the bystander effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 439. Darley and Latané observed that most university students failed to help a person having an epileptic seizure when they thought there were other witnesses to the emergency. The students' failure to help is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | the reciprocity norm. | |  | b. | a failure to interpret the incident as an emergency. | |  | c. | indifference and apathy. | |  | d. | a diffusion of responsibility. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 440. Studies of bystander intervention have revealed the situational factors that make our \_\_\_\_\_\_\_\_ acts more or less likely.   |  |  |  | | --- | --- | --- | |  | a. | reciprocal | |  | b. | apathetic | |  | c. | altruistic | |  | d. | responsible |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 441. Allison has been asked to donate to an organization dedicated to helping children in developing nations access clean water. She declines, assuming that many other people will donate. Allison is experiencing   |  |  |  | | --- | --- | --- | |  | a. | a diffusion of responsibility. | |  | b. | altruism. | |  | c. | self-disclosure. | |  | d. | equity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 442. When 18-year-old Calphus saw an elderly woman lying on a park bench, he began walking over to help. But when he noticed several adults in the area, he concluded that the woman did not need any help. His reaction most clearly illustrates one of the dynamics involved in   |  |  |  | | --- | --- | --- | |  | a. | social exchange theory. | |  | b. | the reciprocity norm. | |  | c. | social-responsibility norm. | |  | d. | the bystander effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 443. The bystander effect refers to the tendency for an observer of an emergency to withhold aid if the   |  |  |  | | --- | --- | --- | |  | a. | emergency takes place in a large city. | |  | b. | observer has just endured a frustrating experience. | |  | c. | emergency is being observed by a number of other people. | |  | d. | observer has been exposed to many similar emergencies in the past. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 444. When 75-year-old Mrs. McDonald ran out of gas on a quiet road, she received help from the first car that drove by. One year later, when she ran out of gas on a busy freeway, an hour elapsed before someone finally stopped to offer assistance. Mrs. McDonald’s experience best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the self-fulfilling prophecy. | |  | b. | the mere exposure effect. | |  | c. | altruism. | |  | d. | the bystander effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 445. Social psychologists have observed people's willingness to pick up dropped coins or pencils in elevators in order to study the   |  |  |  | | --- | --- | --- | |  | a. | self-fulfilling prophecy. | |  | b. | mere exposure effect. | |  | c. | reciprocity norm. | |  | d. | bystander effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 446. The odds of our helping someone are higher when we are in a \_\_\_\_\_\_\_\_ town and we are feeling \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | small; frustrated | |  | b. | large; frustrated | |  | c. | small; guilty | |  | d. | large; guilty |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 447. Who would be most likely to help Arsan study for his biology exam?   |  |  |  | | --- | --- | --- | |  | a. | Arsan’s older sister, whose plans for the evening have just been canceled | |  | b. | Arsan’s mother, who is excited about the unexpected bonus she just received at work | |  | c. | Arsan’s father, who always points out how differently men and women think and act | |  | d. | Arsan’s younger brother, who views Arsan as a mentor |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 448. In which of the following scenarios is the person most likely to be helped by other people?   |  |  |  | | --- | --- | --- | |  | a. | At a mostly deserted bus station, a woman struggles to retrieve her suitcase from a man who shouts at her, “Do you understand? You're not leaving!” | |  | b. | Moments after hundreds of people get off a crowded subway train on their way to work, an oddly dressed man in the crowd stumbles and falls as he is walking up the exit steps. | |  | c. | Carla's car dies in the middle of an intersection during rush hour in a major city. | |  | d. | As an impatient crowd surges forward to enter the stadium and find the best possible seats for the concert, a man in the crowd yells, “Wait! Stop! I dropped my contact lens!” |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 449. While Larry was working alone in the biology lab, he noticed a strange burning smell and immediately went to report the incident. Larry’s behavior   |  |  |  | | --- | --- | --- | |  | a. | was not constrained by the bystander effect. | |  | b. | was the result of shared responsibility. | |  | c. | is an example of the reciprocity norm. | |  | d. | was constrained by altruism. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 450. In one experiment, researchers gave participants money and instructions either to spend it on themselves or to spend it on others. Those assigned to spend it on others subsequently experienced the greatest   |  |  |  | | --- | --- | --- | |  | a. | equity. | |  | b. | reciprocity norm. | |  | c. | self-disclosure. | |  | d. | happiness. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 451. According to \_\_\_\_\_\_\_\_, altruistic behavior is guided by calculations of costs and benefits.   |  |  |  | | --- | --- | --- | |  | a. | social exchange theory | |  | b. | passionate love | |  | c. | companionate love | |  | d. | altruism theory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 452. According to social exchange theory, altruistic behavior is guided by   |  |  |  | | --- | --- | --- | |  | a. | calculations of costs and benefits. | |  | b. | feelings of social responsibility. | |  | c. | reciprocity norms. | |  | d. | family ties. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 453. Your younger sister asks you to help her create a science project. According to social exchange theory, you would be most likely to help her if   |  |  |  | | --- | --- | --- | |  | a. | your parents helped you study for tests when you were younger. | |  | b. | you know you would feel terribly guilty for refusing her request. | |  | c. | you know that someone else helped her create another project. | |  | d. | your sister cannot afford to pay for someone to mentor her. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 454. The expectation that people should return help, not harm, to those who have helped them is called the   |  |  |  | | --- | --- | --- | |  | a. | bystander effect. | |  | b. | equity norm. | |  | c. | social-responsibility norm. | |  | d. | reciprocity norm. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 455. Doing a favor for someone because they have helped you in the past illustrates   |  |  |  | | --- | --- | --- | |  | a. | conflict. | |  | b. | cost-benefit analysis. | |  | c. | the reciprocity norm. | |  | d. | the social-responsibility norm. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 456. After she received free a page of address labels from a children’s hospital, Mrs. Stranks felt an obligation to donate to the hospital. Her response to the free gift best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | the mere exposure effect. | |  | b. | the social-responsibility norm. | |  | c. | a social trap. | |  | d. | the reciprocity norm. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 457. Kayla gave her friend a great present for her birthday and expects to receive a great gift when it is her birthday in a few months. She has this expectation based on   |  |  |  | | --- | --- | --- | |  | a. | the reciprocity norm. | |  | b. | the social-responsibility norm. | |  | c. | social exchange theory. | |  | d. | the bystander effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 458. An expectation that people will help those who depend on them is known as   |  |  |  | | --- | --- | --- | |  | a. | the reciprocity norm. | |  | b. | the bystander effect. | |  | c. | diffusion of responsibility. | |  | d. | the social-responsibility norm. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 459. The social-responsibility norm refers to the expectation that people should help those who   |  |  |  | | --- | --- | --- | |  | a. | need help. | |  | b. | deserve help. | |  | c. | help themselves. | |  | d. | have helped them. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 460. Reciprocity and social responsibility are social norms that   |  |  |  | | --- | --- | --- | |  | a. | affect equity. | |  | b. | correspond to the reward theory of attraction. | |  | c. | affect self-disclosure. | |  | d. | influence altruistic behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 461. Finn believes that his nation should provide aid to asylum seekers without surviving family. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | conflict. | |  | b. | the just-world phenomenon. | |  | c. | the reciprocity norm. | |  | d. | the social-responsibility norm. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 462. While waiting in line in a large supermarket, Abigail spots a lost toddler. She abandons her groceries, walks the child over to the customer service desk, and waits while the parents are paged over the intercom. Abigail likely helped in this way because of   |  |  |  | | --- | --- | --- | |  | a. | the reciprocity norm. | |  | b. | the social-responsibility norm. | |  | c. | social exchange theory. | |  | d. | the bystander effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 463. Picking up a prescription for an older neighbor who is ill illustrates   |  |  |  | | --- | --- | --- | |  | a. | conflict. | |  | b. | the just-world phenomenon. | |  | c. | the reciprocity norm. | |  | d. | the social-responsibility norm. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 464. Despite the risk of infection, nurses and doctors continued to work during the COVID-19 pandemic, as did grocery and other store clerks. Their behavior is related to   |  |  |  | | --- | --- | --- | |  | a. | the social-responsibility norm. | |  | b. | the bystander effect. | |  | c. | social exchange theory. | |  | d. | diffusion of responsibility. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 465. Gallup surveys indicate that Americans who frequently attend religious services are more likely than those who do not attend religious services to   |  |  |  | | --- | --- | --- | |  | a. | report that they have volunteered time to an organization. | |  | b. | demonstrate the bystander effect. | |  | c. | violate the social-responsibility norm. | |  | d. | base their altruistic acts on the principle of reciprocity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 466. New surveys of 42,000 New Zealanders have replicated the association between \_\_\_\_\_\_\_\_ and volunteerism.   |  |  |  | | --- | --- | --- | |  | a. | religious engagement | |  | b. | home environment | |  | c. | intelligence scores | |  | d. | academic achievement |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 467. To a social psychologist, a perceived incompatibility of goals is indicative of   |  |  |  | | --- | --- | --- | |  | a. | superordinate goals. | |  | b. | a social trap. | |  | c. | conflict. | |  | d. | the social-responsibility norm. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 468. Christophe wants to put a fence around his yard, so his dog has a place to roam. But he and his neighbor disagree about where his yard ends and the neighbor’s yard begins. This disagreement illustrates   |  |  |  | | --- | --- | --- | |  | a. | a conflict. | |  | b. | the reciprocity norm. | |  | c. | social responsibility. | |  | d. | equity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 469. A social trap is a situation in which   |  |  |  | | --- | --- | --- | |  | a. | one's pursuit of the collective good is prioritized above self-interest. | |  | b. | there are insufficient resources to satisfy the needs of all group members. | |  | c. | a fair resolution between conflicting groups results. | |  | d. | the pursuit of self-interest leads to collective harm. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 470. Continuing to operate a fuel-inefficient car despite warnings about the effect of greenhouse gases best illustrates the dynamics of   |  |  |  | | --- | --- | --- | |  | a. | the reciprocity norm. | |  | b. | a social trap. | |  | c. | equity. | |  | d. | the mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 471. As COVID-19 cases rose, the city of Port St. Lucie began requiring the use of face masks in public places. Many residents resisted, believing that this requirement impinged on their personal freedoms. Consequently, there was a disastrous spread of COVID-19 caused by unmasked people in public places. This incident best illustrates the dynamics of   |  |  |  | | --- | --- | --- | |  | a. | a reciprocity norm. | |  | b. | social traps. | |  | c. | the bystander effect. | |  | d. | diffusion of responsibility. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 472. Which of the following is NOT a way that psychologists have explored to convince people to cooperate for their mutual betterment?   |  |  |  | | --- | --- | --- | |  | a. | agreed-upon regulations | |  | b. | social traps | |  | c. | improved communication | |  | d. | promoting awareness |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 473. To help people avoid social traps, psychologists should promote an increased awareness of   |  |  |  | | --- | --- | --- | |  | a. | equity. | |  | b. | the mere exposure effect. | |  | c. | the reciprocity norm. | |  | d. | the social-responsibility norm. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 474. Two conflicting groups who share the same negative views of one another demonstrate   |  |  |  | | --- | --- | --- | |  | a. | the reciprocity norm. | |  | b. | social traps. | |  | c. | GRIT. | |  | d. | mirror-image perceptions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 475. Claudine thinks Bechir’s silence indicates that he’s upset with her, so she spends time working on her own. Bechir thinks Claudine’s quietness signifies that she’s upset with him and wants to be left alone. This situation best illustrates   |  |  |  | | --- | --- | --- | |  | a. | mirror-image perceptions. | |  | b. | the reciprocity norm. | |  | c. | superordinate goals. | |  | d. | equity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 476. By demonizing one another with \_\_\_\_\_\_\_\_, parties in conflict may then act in ways that confirm these beliefs, leading them to become \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | social traps; self-fulfilling prophecies | |  | b. | mirror-image perceptions; social traps | |  | c. | mirror-image perceptions; self-fulfilling prophecies | |  | d. | self-fulfilling prophecies; mirror-image perceptions |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 477. A belief that confirms itself by influencing us to react in a way that seems to justify the belief is called   |  |  |  | | --- | --- | --- | |  | a. | a self-fulfilling prophecy. | |  | b. | a social trap. | |  | c. | a superordinate goal. | |  | d. | the bystander effect. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 478. Maria heard that Juan was angry at her, but he was not. She came into the house with an angry facial expression and spoke very little. Juan, who took her behavior to mean that she was in a bad mood, spoke sarcastically to her, which led to an argument. This misunderstanding was facilitated by each person forming   |  |  |  | | --- | --- | --- | |  | a. | a self-fulfilling prophecy. | |  | b. | superordinate goals. | |  | c. | GRIT. | |  | d. | a social trap. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 479. University College London volunteers used a mechanical device to press on another volunteer's finger, after feeling pressure on their own finger. They typically responded to the pressure on their finger with   |  |  |  | | --- | --- | --- | |  | a. | less pressure than they had just experienced. | |  | b. | more pressure than they had just experienced. | |  | c. | the same amount of pressure they had just experienced. | |  | d. | Graduated and Reciprocated Initiatives in Tension-Reduction. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 480. Stavros believes that Tim does not like him. As a result, Stavros pointedly ignores Tim. Tim does not appreciate being ignored, so he acts rudely to Stavros. This is an example of a   |  |  |  | | --- | --- | --- | |  | a. | self-fulfilling prophecy. | |  | b. | social trap. | |  | c. | mirror-image perception. | |  | d. | superordinate goal. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 481. Noncompetitive contact between members of two different ethnic groups is likely to reduce prejudice when the contact is between individuals with   |  |  |  | | --- | --- | --- | |  | a. | a self-fulfilling prophecy. | |  | b. | superordinate goals. | |  | c. | equal status. | |  | d. | mirror-image perceptions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 482. Which of the following statements is true?   |  |  |  | | --- | --- | --- | |  | a. | Countries with the most immigrants tend to have more supportive attitudes toward immigrants. | |  | b. | Countries with no immigrants tend to have more supportive attitudes toward immigrants. | |  | c. | Countries with a diverse group of immigrants tend to have less supportive attitudes toward immigrants. | |  | d. | Countries with few immigrants tend to have more supportive attitudes toward immigrants. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 483. Which of the following people is most likely to have a supportive attitude regarding immigrants?   |  |  |  | | --- | --- | --- | |  | a. | Jane, who lives in a state that has a large number of established immigrants | |  | b. | Vince, who lives in a state with few immigrants | |  | c. | Clara, who lives in a state with few immigrants | |  | d. | Marla, who lives in a state with an influx of recent immigrants |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 484. Jennifer, who is straight, has a brother, an aunt, and several good friends who are gay. Which of the following is likely to be true of Jennifer?   |  |  |  | | --- | --- | --- | |  | a. | She will display outgroup prejudice toward gay people. | |  | b. | She will be supportive of same-sex marriage. | |  | c. | Her explicit and implicit attitudes toward gay people will differ. | |  | d. | Her explicit and implicit attitudes toward same-sex marriage will differ. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 485. Lisa's attitude toward other racial groups had always been negative. In her first year of college, she was assigned a roommate from a different racial group. This experience caused her to lose her prejudicial attitude. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | altruism. | |  | b. | the reciprocity norm. | |  | c. | equal status contact. | |  | d. | equity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 486. Psychologists describe shared goals that override differences among people and require their cooperation as   |  |  |  | | --- | --- | --- | |  | a. | social responsibilities. | |  | b. | diffused. | |  | c. | companionate. | |  | d. | superordinate. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 487. Sherif's study of conflict in a summer camp indicated that conflict between two groups of boys could be reduced most effectively by   |  |  |  | | --- | --- | --- | |  | a. | bringing the members of both groups into close contact. | |  | b. | having one group make conciliatory gestures to the other group. | |  | c. | allowing leaders of the two groups to communicate. | |  | d. | exposing the groups to tasks that required their joint cooperation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 488. Sherif planned a disruption of the water supply in a summer camp in order to observe how social relationships are influenced by   |  |  |  | | --- | --- | --- | |  | a. | reciprocity norms. | |  | b. | social-responsibility norms. | |  | c. | superordinate goals. | |  | d. | the mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 489. Generalizing from the results of Sherif's study of conflict resolution, the best way for two nations to improve their relationship would be to   |  |  |  | | --- | --- | --- | |  | a. | hold highly publicized athletic contests between the two countries. | |  | b. | minimize their trade and economic exchanges. | |  | c. | conduct a joint space program designed to land humans on Mars. | |  | d. | allow citizens of each country the right to freely emigrate to the other country. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 490. Steven and Miguel dislike each other. Which of the following could help them overcome their feelings of dislike and promote peace between them?   |  |  |  | | --- | --- | --- | |  | a. | working together on superordinate goals | |  | b. | understanding conflict resolution strategies | |  | c. | learning about their differences | |  | d. | observing someone else be friendly to the other person |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 491. Ms. Gui teaches at a high school with students from a wide variety of racial, ethnic, and socioeconomic backgrounds. When assigning group activities, she chooses the groups herself to ensure that each group has a diversity of students. As a result, all of her students get along well regardless of their individual differences. Ms. Gui has instituted the use of \_\_\_\_\_\_\_\_ in her classroom.   |  |  |  | | --- | --- | --- | |  | a. | equity | |  | b. | social responsibility | |  | c. | superordinate goals | |  | d. | a social trap |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 492. Researchers have found that when countries are experiencing conflict, having them imagine the shared threat of global climate change tends to reduce conflict. This demonstrates the power of   |  |  |  | | --- | --- | --- | |  | a. | equity. | |  | b. | social responsibility. | |  | c. | superordinate goals. | |  | d. | a social trap. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 493. When conflicts between parties become intense, a third-party mediator will try to help these parties reach   |  |  |  | | --- | --- | --- | |  | a. | a mutually beneficial resolution. | |  | b. | mirror-image perceptions. | |  | c. | altruistic goals. | |  | d. | superordinate goals. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 494. Guney and Julia argued over the use of the last lemon in the refrigerator. Neither realized, however, that Julia needed the lemon for the juice and that Guney needed it only for the peel. Guney and Julia’s failure to resolve their argument for their mutual benefit illustrates a failure to develop   |  |  |  | | --- | --- | --- | |  | a. | mirror-image perceptions. | |  | b. | a win-lose orientation. | |  | c. | a win-win solution. | |  | d. | GRIT. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 495. The strategy of Graduated and Reciprocated Initiatives in Tension-Reduction was designed for the purpose of decreasing   |  |  |  | | --- | --- | --- | |  | a. | self-fulfilling prophecies. | |  | b. | superordinate goals. | |  | c. | the bystander effect. | |  | d. | international conflict. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 496. One strategy designed to decrease international tensions is known as   |  |  |  | | --- | --- | --- | |  | a. | equity. | |  | b. | social responsibility. | |  | c. | GRIT. | |  | d. | a social trap. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 497. Sven and Autumn are a married couple who recently had an argument. Both are still upset and have not been talking much to each other. Sven decides to apologize for his role in the argument and fixes dinner for the both of them. Autumn later turns on a movie that she knows Sven likes. They then begin to talk about the issue, instead of arguing. This demonstrates the application of \_\_\_\_\_\_\_\_ in reducing conflict.   |  |  |  | | --- | --- | --- | |  | a. | equity | |  | b. | social responsibility | |  | c. | GRIT | |  | d. | a social trap |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 498. GRIT attempts to reduce conflict through   |  |  |  | | --- | --- | --- | |  | a. | third-party mediation. | |  | b. | intimidation. | |  | c. | conciliation. | |  | d. | pacifism. |  |  |  | | --- | --- | | *ANSWER:* | c | |