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| 1. Social psychology can be defined as the scientific study of how people \_\_\_\_\_\_\_\_ one another.   |  |  |  | | --- | --- | --- | |  | a. | understand, feel about, and behave toward | |  | b. | think about, influence, and relate to | |  | c. | observe, understand, and communicate with | |  | d. | understand, predict, and control |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 2. Dr. Jenkins is researching the psychological factors that contribute to the development of physical attraction. Which of the following areas does his research best represent?   |  |  |  | | --- | --- | --- | |  | a. | cognitive psychology | |  | b. | personality psychology | |  | c. | clinical psychology | |  | d. | social psychology |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 3. To analyze how people explain others' behavior, Fritz Heider developed   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance theory. | |  | b. | role-playing theory. | |  | c. | attribution theory. | |  | d. | attitude theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 4. According to \_\_\_\_\_\_\_\_, people explain behavior by crediting either the situation or the person's disposition.   |  |  |  | | --- | --- | --- | |  | a. | attribution theory | |  | b. | cognitive dissonance theory | |  | c. | psychoanalytic theory | |  | d. | social influence theory |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 5. Attribution theory was developed by   |  |  |  | | --- | --- | --- | |  | a. | Walter Mischel. | |  | b. | Fritz Heider. | |  | c. | Robert Cialdini. | |  | d. | Philip Zimbardo. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 6. An attribution is   |  |  |  | | --- | --- | --- | |  | a. | the process of using the central route to persuasion. | |  | b. | a mental process people use to explain their behavior and the behavior of others. | |  | c. | a type of role-playing. | |  | d. | the process of attitudes causing behavior. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 7. Tony’s 4-year-old son, Thomas, is having a tantrum in a restaurant. Tony tells his mother that Thomas is behaving this way because he is stubborn. Tony’s mother replies that Thomas may simply be tired. Both explanations are examples of   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | an attitude. | |  | c. | an attribution. | |  | d. | the fundamental attribution error. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 8. Attributing a person’s behavior to their personality would be a(n)   |  |  |  | | --- | --- | --- | |  | a. | dispositional attribution. | |  | b. | attitude. | |  | c. | phenomenon. | |  | d. | situational attribution. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 9. What is a dispositional attribution?   |  |  |  | | --- | --- | --- | |  | a. | attributing a person’s behavior to their stable, enduring traits | |  | b. | attributing a person’s behavior to the current situation | |  | c. | feelings that predispose our reactions to objects, people, and events | |  | d. | a method of adhering to social prescriptions for a particular role |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 10. A situational attribution involves   |  |  |  | | --- | --- | --- | |  | a. | attributing a person’s behavior to their stable, enduring traits. | |  | b. | attributing a person’s behavior to the current situation. | |  | c. | feelings that predispose our reactions to objects, people, and events. | |  | d. | a method of adhering to social prescriptions for a particular role. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 11. Naomi concluded that her assistant was late for work because he was caught in heavy traffic. Her conclusion best illustrates an attribution based on   |  |  |  | | --- | --- | --- | |  | a. | her assistant’s personality. | |  | b. | an attitude. | |  | c. | the situation. | |  | d. | the foot-in-the-door phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 12. Seventeen-year-old Sam crashed his parents’ car into a tree on a rainy, windy day. His parents assumed that the accident was caused by his inept driving skills and tendency to take his eyes off the road when checking his phone. Sam's parents' assumption illustrates   |  |  |  | | --- | --- | --- | |  | a. | a dispositional attribution. | |  | b. | an attitude. | |  | c. | a situational attribution. | |  | d. | the foot-in-the-door phenomenon.  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 13. The tendency for observers to underestimate the impact of the situation and to overestimate the impact of personal dispositions on another's behavior is called   |  |  |  | | --- | --- | --- | |  | a. | the foot-in-the-door phenomenon. | |  | b. | the fundamental attribution error. | |  | c. | cognitive dissonance. | |  | d. | central route persuasion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 14. A tendency to overestimate the extent to which a stranger's violent behavior stems from his or her aggressive personality best illustrates   |  |  |  | | --- | --- | --- | |  | a. | peripheral route persuasion. | |  | b. | cognitive dissonance. | |  | c. | the fundamental attribution error. | |  | d. | the foot-in-the-door phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 15. Jesse’s friend, Mike, is late for their court time to play pickleball. Jesse thinks Mike is late because he is inconsiderate and selfish, when in fact he was late because his car wouldn’t start, and he had to have it jump-started. Jesse has 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. Sabina is annoyed because her sister is late meeting her for dinner. When her sister finally arrives, Sabina tells her that she is unreliable and inconsiderate. Sabina regrets having said this when she discovers her sister’s train broke down and was stuck underground for half an hour. Sabina committed   |  |  |  | | --- | --- | --- | |  | a. | the fundamental attribution error. | |  | b. | an attitude. | |  | c. | the foot-in-the-door phenomenon. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 17. Recognizing the powerful impact of social influence on others' behaviors is most likely to minimize   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | central route persuasion. | |  | c. | attitudes. | |  | d. | the fundamental attribution error. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 18. Students who were told that a young woman had been instructed to act in a very unfriendly way for the purposes of the experiment concluded that her behavior   |  |  |  | | --- | --- | --- | |  | a. | reflected her personal disposition. | |  | b. | was determined by the situation. | |  | c. | demonstrated role-playing. | |  | d. | illustrated central route persuasion. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 19. A dispositional attribution is to \_\_\_\_\_\_\_\_ as a situational attribution is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | central route persuasion; peripheral route persuasion | |  | b. | high ability; low motivation | |  | c. | personality traits; assigned roles | |  | d. | politically liberal; politically conservative |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 20. Nova has just learned that her friend Skylar was involved in a car accident on a nearby street. The tendency to make the fundamental attribution error may lead Nova to conclude that   |  |  |  | | --- | --- | --- | |  | a. | Skylar’s brakes must have failed. | |  | b. | Skylar’s recklessness has finally gotten her into trouble. | |  | c. | Skylar’s children probably distracted her. | |  | d. | the road must have been wet and slippery. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 21. People are especially likely to demonstrate the fundamental attribution error in cultures that focus on   |  |  |  | | --- | --- | --- | |  | a. | personal traits. | |  | b. | role-playing. | |  | c. | situational influences. | |  | d. | attributions. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 22. People in \_\_\_\_\_\_\_\_ are more sensitive to the power of the situation.   |  |  |  | | --- | --- | --- | |  | a. | Western cultures | |  | b. | China and Japan | |  | c. | the United States | |  | d. | Australia |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 23. We are more likely to blame the situation for our own behavior because we are   |  |  |  | | --- | --- | --- | |  | a. | biased in our perceptions. | |  | b. | viewing from the inside out. | |  | c. | able to take others’ view into consideration. | |  | d. | less likely to be self-critical. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 24. In which situation would you be LEAST likely to commit the fundamental attribution error?   |  |  |  | | --- | --- | --- | |  | a. | You fail a test. | |  | b. | A classmate you don't know well is late for class. | |  | c. | Your professor doesn’t understand the question you’ve asked. | |  | d. | The college administration decides to raise next year's tuition costs. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 25. Compared with how we explain our own actions, in explaining other people's behavior we are more likely to refer to   |  |  |  | | --- | --- | --- | |  | a. | dispositional influences. | |  | b. | role-playing. | |  | c. | situational influences. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 26. In explaining our own behavior or the behavior of those we know well, we often resort to   |  |  |  | | --- | --- | --- | |  | a. | dispositional attributions. | |  | b. | role-playing. | |  | c. | cognitive dissonance. | |  | d. | situational attributions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 27. Reversing the perspectives of actor and observer reduces \_\_\_\_\_\_\_\_ among observers.   |  |  |  | | --- | --- | --- | |  | a. | central route persuasion | |  | b. | cognitive dissonance | |  | c. | role-playing | |  | d. | the fundamental attribution error |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 28. Researchers have filmed two people interacting face-to-face with cameras located just behind each person. Showing each person a replay of their interaction filmed from the other person's perspective increased their tendency to attribute the other person's behavior to   |  |  |  | | --- | --- | --- | |  | a. | dispositional influences. | |  | b. | situational influences. | |  | c. | personality traits. | |  | d. | role-playing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 29. Henry was involved in a car accident in which he was hit by another car when pulling his car onto the road. When reviewing the footage of the car accident, he thinks that he pulled out in front of the other car because he was impulsive. As an observer, Henry   |  |  |  | | --- | --- | --- | |  | a. | demonstrated the cognitive dissonance theory. | |  | b. | was a victim of central route persuasion. | |  | c. | credited his behavior to his disposition. | |  | d. | became a bystander in the situation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 30. Margaret, who is in her early sixties, is thinking back on some of the things she did in her twenties. She is likely to attribute those behaviors to   |  |  |  | | --- | --- | --- | |  | a. | her parents. | |  | b. | her traits. | |  | c. | her upbringing. | |  | d. | the environment. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 31. Samantha is telling her granddaughter a story about when, as a child, she stopped traffic so an animal could cross the road. Samantha is proud of what she did and most likely attributes her behavior to   |  |  |  | | --- | --- | --- | |  | a. | the situation. | |  | b. | her own traits. | |  | c. | the cars on the road. | |  | d. | the type of animal that was in the road. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 32. One explanation for the fundamental attribution error involves observers'   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | limited visual perspective. | |  | c. | role-playing. | |  | d. | central route persuasion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 33. The fundamental attribution error is most likely to lead observers to conclude that unemployed people   |  |  |  | | --- | --- | --- | |  | a. | are discriminated against. | |  | b. | make poor choices. | |  | c. | lack opportunity. | |  | d. | want badly to find work. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 34. Poverty and unemployment are likely to be explained in terms of \_\_\_\_\_\_\_\_ by political liberals and in terms of \_\_\_\_\_\_\_\_ by political conservatives.   |  |  |  | | --- | --- | --- | |  | a. | personal dispositions; situational constraints | |  | b. | role-playing; personal dispositions | |  | c. | situational constraints; personal dispositions | |  | d. | situational influences; role-playing |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 35. Feelings, often influenced by our beliefs, that predispose us to respond in particular ways to objects, people, and events are called   |  |  |  | | --- | --- | --- | |  | a. | roles. | |  | b. | dissonance. | |  | c. | attitudes. | |  | d. | attributions. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 36. Daniella thinks that the new girl in her class is unkind and selfish. This \_\_\_\_\_\_\_\_ will likely influence Daniella to act negatively toward the new girl.   |  |  |  | | --- | --- | --- | |  | a. | attitude | |  | b. | foot-in-the-door phenomenon | |  | c. | social norm | |  | d. | role-playing |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 37. Thomas will not buy red meat because he feels it negatively impacts the environment. Thomas’ feeling about red meat is an example of   |  |  |  | | --- | --- | --- | |  | a. | an attitude. | |  | b. | the foot-in-the-door phenomenon. | |  | c. | a social norm. | |  | d. | role-playing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 38. Ayca, whose father is a longtime smoker with serious health problems, views smoking negatively. However, when a new friend she admires offers her a cigarette, Ayca accepts it and takes a couple of puffs. This demonstrates the ways in which   |  |  |  | | --- | --- | --- | |  | a. | attitudes influence behavior. | |  | b. | behavior influences attitudes. | |  | c. | situational factors can override the attitude-behavior connection. | |  | d. | the attitude-behavior connection can override situational factors. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 39. Our attitudes about another person are most likely to influence the way we treat that person if our attitudes are   |  |  |  | | --- | --- | --- | |  | a. | negative. | |  | b. | positive. | |  | c. | unconscious. | |  | d. | stable. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 40. Our attitudes are more likely to guide our actions when we   |  |  |  | | --- | --- | --- | |  | a. | experience the fundamental attribution error. | |  | b. | feel incompetent or insecure. | |  | c. | can easily recall our attitudes. | |  | d. | are exposed to cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 41. An adult’s attitude toward exercise is most likely to predict their likelihood of exercising if the attitude   |  |  |  | | --- | --- | --- | |  | a. | is implicit rather than explicit. | |  | b. | first developed during adulthood. | |  | c. | is moderately positive rather than extremely positive. | |  | d. | is stable and specific to the behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 42. To secure U.S. prisoners’ collaboration in various activities during the Korean war, Chinese captors made effective use of   |  |  |  | | --- | --- | --- | |  | a. | attribution theory. | |  | b. | role-playing. | |  | c. | central route persuasion. | |  | d. | the foot-in-the-door phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 43. The tendency for initial compliance with a small request to facilitate subsequent compliance with a larger request is known as   |  |  |  | | --- | --- | --- | |  | a. | peripheral route persuasion. | |  | b. | the fundamental attribution error. | |  | c. | role-playing. | |  | d. | the foot-in-the-door phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 44. Agreeing to a small request increases your likelihood of later agreeing to a larger request. This is known as   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | the fundamental attribution error. | |  | c. | central route persuasion. | |  | d. | the foot-in-the-door phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 45. During her first weekend at college, Laura’s new friends pressure her to try a sip of alcohol for the first time. Later that evening, she gives in and drinks a full bottle of beer. The following night, they convince her to drink three bottles. Laura’s experience best illustrates   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | attribution theory. | |  | c. | the foot-in-the-door phenomenon. | |  | d. | central route persuasion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 46. Denise is a health insurance salesperson and often takes advantage of the foot-in-the-door phenomenon. She is most likely to   |  |  |  | | --- | --- | --- | |  | a. | emphasize that her company is one of the largest in the insurance industry. | |  | b. | promise a free gift to those who agree to purchase an insurance policy. | |  | c. | ask customers first to respond to a brief survey of their attitudes regarding health insurance. | |  | d. | address customers by their first names. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 47. Experiments confirm that the foot-in-the-door tactic has helped boost charitable contributions, blood donations, and U.S. school desegregation. Experiments on the foot-in-the-door phenomenon confirm that   |  |  |  | | --- | --- | --- | |  | a. | natural mimicry enables empathy. | |  | b. | behavior is influenced by social contagion. | |  | c. | moral actions strengthen moral convictions. | |  | d. | peripheral route persuasion works better than central route persuasion.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 48. Last month, when Shelly received a call from a local food pantry asking her to donate a few cans of soup, she agreed. This month, they called asking for several more cans and a $20 donation. Shelly readily agreed to donate. This is likely related to   |  |  |  | | --- | --- | --- | |  | a. | the door-in-the-face phenomenon. | |  | b. | the foot-in-the-door phenomenon. | |  | c. | cognitive dissonance. | |  | d. | how role-playing affects attitudes. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 49. When school desegregation became law in the United States, White Americans expressed diminishing racial prejudice in the years that followed. This illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | role-playing. | |  | b. | actions on attitudes. | |  | c. | the fundamental attribution error. | |  | d. | attributions. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 50. A role can be defined as   |  |  |  | | --- | --- | --- | |  | a. | understood rules for accepted and expected behavior. | |  | b. | the set of expectations about a social position, defining how those in the position should behave. | |  | c. | the enduring behaviors, ideas, attitudes, values, and traditions shared by a group of people and transmitted from one generation to the next. | |  | d. | feelings that predispose us to respond in a particular way to objects, people, and events. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 51. Researchers found that military training among German men toughened their personalities, leaving them less agreeable even five years later, after leaving the military. 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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| 52. College professors are typically expected to teach courses, engage in scholarly activity, and serve on a variety of college committees. These professional duties are best described as requirements associated with a specific   |  |  |  | | --- | --- | --- | |  | a. | attribution. | |  | b. | attitude. | |  | c. | role. | |  | d. | disposition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 53. Studies of role-playing most directly highlight the effects of   |  |  |  | | --- | --- | --- | |  | a. | group size on persuasion. | |  | b. | actions on cognitive dissonance. | |  | c. | an audience on central route persuasion. | |  | d. | actions on attitudes. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 54. Cara, who is quiet and shy, reluctantly accepted a job as a host at a busy local restaurant. After a week of wearing her uniform and forcing herself to engage with incoming customers, Cara’s new position begins to feel natural and even enjoyable. Cara’s change in attitude about her job illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | role-playing on attitudes. | |  | b. | peripheral route persuasion. | |  | c. | attributions. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 55. In atrocity-producing situations, some people succumb to the situation and others do not. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | central route persuasion. | |  | b. | peripheral route persuasion. | |  | c. | attributions. | |  | d. | the interaction between people and situations. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 56. Beth is a new assistant preschool teacher. As a result of her own strict upbringing, she assumes that when a child misbehaves, she should express her anger and punish the child. The lead teacher, Chelsea, believes that it is more effective to explain why the behavior was wrong and calmly help the child to change it. After several weeks of watching and imitating Chelsea, Beth feels natural using these new techniques and believes they are more appropriate. Beth’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. Cognitive dissonance refers to the discomfort we feel when our thoughts and behaviors are   |  |  |  | | --- | --- | --- | |  | a. | implicit. | |  | b. | conciliatory. | |  | c. | inconsistent. | |  | d. | reciprocated. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 58. Emile knows that it is wrong to litter, but when he can’t find a trash can, he leaves his empty coffee cup on the street. 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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| 59. Cognitive dissonance theory emphasizes that we seek to reduce the discomfort we feel when we become aware that   |  |  |  | | --- | --- | --- | |  | a. | our attitudes and actions clash. | |  | b. | our efforts to achieve a goal have been blocked. | |  | c. | we have overestimated the impact of personal dispositions on behavior. | |  | d. | others' pursuit of their self-interest can harm our well-being. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 60. Feeling responsible for behavior that violates our conscience is most likely to contribute to   |  |  |  | | --- | --- | --- | |  | a. | central route persuasion. | |  | b. | cognitive dissonance. | |  | c. | the fundamental attribution error. | |  | d. | attributions. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 61. Shana, who lives in the same small town where she grew up and believes children should remain near their families, is upset when her 22-year-old daughter accepts a job halfway around the world. For her daughter’s sake, she acts happy and explains to relatives that the new job is an excellent opportunity. Before long, she finds herself feeling at peace with her daughter’s decision. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | informational social influence. | |  | c. | the foot-in-the-door phenomenon. | |  | d. | attribution theory. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 62. Cognitive dissonance theory is most helpful for understanding   |  |  |  | | --- | --- | --- | |  | a. | central route persuasion. | |  | b. | the fundamental attribution error. | |  | c. | the foot-in-the-door phenomenon. | |  | d. | peripheral route persuasion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 63. During a math test, Sebastian impulsively copies several answers from his classmate Harry’s paper. Later, he feels very uncomfortable about having done this, but he convinces himself that his situation was unfair because Sebastian works part-time and Harry had more time to study. Which theory best explains why Sebastian has adopted this new attitude?   |  |  |  | | --- | --- | --- | |  | a. | role-playing theory | |  | b. | attribution theory | |  | c. | persuasion theory | |  | d. | cognitive dissonance theory |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 64. When no weapons of mass destruction were found following the U.S. invasion of Iraq, some Americans revised their memories of the main rationale for going to war. This suggests that we can best explain why people changed their memories in terms of   |  |  |  | | --- | --- | --- | |  | a. | the fundamental attribution error. | |  | b. | role-playing theory. | |  | c. | central route persuasion. | |  | d. | cognitive dissonance theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 65. Opinion change resulting from incidental cues such as a speaker's attractiveness illustrates   |  |  |  | | --- | --- | --- | |  | a. | central route persuasion. | |  | b. | peripheral route persuasion. | |  | c. | cognitive dissonance. | |  | d. | the foot-in-the-door phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 66. Victor is watching a television commercial for a sneaker brand that shows a well-known athlete playing basketball in the sneakers. This commercial best illustrates   |  |  |  | | --- | --- | --- | |  | a. | central route persuasion. | |  | b. | peripheral route persuasion. | |  | c. | cognitive dissonance. | |  | d. | the foot-in-the-door phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 67. After hearing that a local celebrity is endorsing a particular candidate for mayor of her town, Adele decides to vote for that candidate despite not knowing much about the candidate’s policies. Adele used which of the following to make her decision?   |  |  |  | | --- | --- | --- | |  | a. | the foot-in-the-door phenomenon | |  | b. | peripheral route persuasion | |  | c. | central route persuasion | |  | d. | cognitive dissonance |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 68. Central route persuasion is most likely when people   |  |  |  | | --- | --- | --- | |  | a. | are naturally analytical. | |  | b. | are uninvolved in an issue. | |  | c. | make snap judgments. | |  | d. | have difficulty paying attention. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 69. Magazine computer ads seldom feature endorsements from Hollywood stars or great athletes. Instead, they offer detailed information for consumers to develop more positive opinions about the company's products. This advertising strategy best illustrates   |  |  |  | | --- | --- | --- | |  | a. | peripheral route persuasion. | |  | b. | central route persuasion. | |  | c. | attributions. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 70. Which of the following occurs when people are influenced by considering evidence and arguments?   |  |  |  | | --- | --- | --- | |  | a. | central route persuasion | |  | b. | cognitive dissonance theory | |  | c. | peripheral route persuasion | |  | d. | the foot-in-the-door phenomenon |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 71. Thomas, a political conservative, supports unrestricted gun ownership. Which of the following statements would be most likely to persuade him to consider banning assault rifles?   |  |  |  | | --- | --- | --- | |  | a. | “Research shows that banning assault rifles would likely reduce gun violence.” | |  | b. | “We need to ban assault rifles to ensure that gun violence is reduced for the next generation.” | |  | c. | “How can we prevent future gun violence? Banning assault rifles is the only way.” | |  | d. | “We need to return to the way things used to be, with responsible gun owners who didn’t own assault weapons.” |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 72. Which of the following is NOT a suggestion for persuading others?   |  |  |  | | --- | --- | --- | |  | a. | identify shared values or goals | |  | b. | appeal to their admirable motives | |  | c. | provide complex and detailed information | |  | d. | make your message vivid |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 73. Janet and Darlene are debating companies’ testing of their products on animals, which Janet believes is necessary and Darlene believes is unethical. Which of the following represents an effective persuasive technique?   |  |  |  | | --- | --- | --- | |  | a. | Janet raises her voice over Darlene’s. | |  | b. | Darlene implies that Janet is ignorant. | |  | c. | Darlene provides Janet with a vivid photograph of an animal suffering after being tested upon. | |  | d. | Janet provides Darlene with a comprehensive list of side effects that only animal testing would likely discover. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 74. By appealing to someone’s sense of nostalgia and calling up memories of “the good old days,” you would be most likely to persuade   |  |  |  | | --- | --- | --- | |  | a. | a political liberal. | |  | b. | a political conservative. | |  | c. | a political moderate. | |  | d. | an apolitical person. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 75. To convince a political liberal of your position, you would be best advised to   |  |  |  | | --- | --- | --- | |  | a. | keep your message future-focused. | |  | b. | invoke memories of better times in days past. | |  | c. | point out the ways in which your views differ from one another’s. | |  | d. | avoid repeating your message. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 76. Which of the following is NOT a suggestion for persuading others?   |  |  |  | | --- | --- | --- | |  | a. | identify shared values or goals | |  | b. | appeal to their admirable motives | |  | c. | provide complex and detailed information | |  | d. | make your message vivid |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 77. The understood rules for accepted and expected behavior are called   |  |  |  | | --- | --- | --- | |  | a. | natural mimicry. | |  | b. | social norms. | |  | c. | personal control. | |  | d. | mood linkage. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 78. Burton has always considered himself a “nonconformist,” but at his brother’s wedding, he wears a suit and makes a polite toast. Burton’s behavior illustrates   |  |  |  | | --- | --- | --- | |  | a. | social loafing. | |  | b. | social norms. | |  | c. | deindividuation. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 79. The practice of covering your mouth when you cough best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | genetic predispositions. | |  | b. | informational social influence. | |  | c. | division of labor. | |  | d. | norms. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 80. While Hayley is waiting to pay for her groceries at the supermarket, a man attempts to cut the line. Hayley and the others waiting for their turn are angry and surprised. The line-cutter has defied   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | mood linkage. | |  | c. | social norms. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 81. The enduring behaviors, ideas, attitudes, values, and traditions shared by a group of people and transmitted from one generation to the next is called   |  |  |  | | --- | --- | --- | |  | a. | conformity. | |  | b. | collectivism. | |  | c. | division of labor. | |  | d. | culture. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 82. By inventing the custom of using leaves to clean their bodies and passing it on to their peers and offspring, chimpanzees have exhibited a rudiment of   |  |  |  | | --- | --- | --- | |  | a. | mood linkage. | |  | b. | collectivism. | |  | c. | division of labor. | |  | d. | culture. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 83. Naomi is an author whose first book is selling well. However, Naomi had help from several others, including the agent who helped her think of the project, the artist who did all the graphics, and the editor who reviewed her work and corrected her grammar and formatting. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | cultural variation. | |  | b. | preservation of innovation. | |  | c. | division of labor. | |  | d. | advances in language. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 84. The technological advances since the telephone’s invention, from the first string telephone invented in the 1600s to today’s mobile phones, demonstrate   |  |  |  | | --- | --- | --- | |  | a. | cultural variation. | |  | b. | preservation of innovation. | |  | c. | division of labor. | |  | d. | advances in language. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 85. Unlike our ancestors of centuries past, humans today rely heavily on electronic communications. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | conformity. | |  | b. | mood linkage. | |  | c. | collectivism. | |  | d. | culture. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 86. Someone from the European Union, which requires four paid weeks of leave for workers each year, may be surprised to learn that the United States does not guarantee workers any paid vacation. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | division of labor. | |  | b. | mood linkage. | |  | c. | variation across cultures. | |  | d. | conformity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 87. Ela lives in a tight culture. It is therefore likely that Ela considers it \_\_\_\_\_\_\_\_ to litter, show affection in public, or arrive late to an event.   |  |  |  | | --- | --- | --- | |  | a. | socially unacceptable | |  | b. | socially permissible | |  | c. | socially variable | |  | d. | socially normative |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 88. Those who live in \_\_\_\_\_\_\_\_ cultures are more likely to adhere strictly to social norms.   |  |  |  | | --- | --- | --- | |  | a. | loose | |  | b. | tight | |  | c. | variable | |  | d. | conforming |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 89. Tight cultures are to \_\_\_\_\_\_\_\_ adherence to social norms as loose cultures are to \_\_\_\_\_\_\_\_ adherence to social norms.   |  |  |  | | --- | --- | --- | |  | a. | strict; variable | |  | b. | variable; strict | |  | c. | central; conforming | |  | d. | conforming; central |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 90. In one country, antibiotics that would not have been available a century ago are now relied upon to treat infections. In another country, traditional medicines are still relied upon to treat infections. This illustrates that cultures   |  |  |  | | --- | --- | --- | |  | a. | can be strict or loose. | |  | b. | are socially contagious. | |  | c. | promote conformity. | |  | d. | vary across time and place. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 91. If one person in a quiet room clears their throat, others will likely do the same. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | normative social influence. | |  | b. | group polarization. | |  | c. | informational social influence. | |  | d. | the chameleon effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 92. The chameleon effect involves   |  |  |  | | --- | --- | --- | |  | a. | informational social influence. | |  | b. | natural mimicry. | |  | c. | cognitive dissonance. | |  | d. | personal control. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 93. When Merve’s psychology professor started looking at the ceiling during class, the entire class mimicked the behavior. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | normative social influence. | |  | b. | group polarization. | |  | c. | informational social influence. | |  | d. | the chameleon effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 94. Gloria just watched a romantic comedy with her friends and is now in a happy mood. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | conformity. | |  | b. | cognitive dissonance. | |  | c. | obedience. | |  | d. | mood contagion. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 95. Just hearing someone reading a neutral text in a sad voice creates “mood contagion” in listeners. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | conformity. | |  | b. | informational social influence. | |  | c. | the chameleon effect. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 96. Hearing someone talk in a happy or sad voice can elicit the corresponding mood in the listener. This phenomenon is called   |  |  |  | | --- | --- | --- | |  | a. | group polarization. | |  | b. | mood contagion. | |  | c. | social loafing. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 97. Darla is happy to learn that her best friend from her hometown is on the phone. However, the sadness in her friend’s voice causes Darla’s mood to change from happy to sad. This change in mood resulting from the tone of her friend’s voice is called   |  |  |  | | --- | --- | --- | |  | a. | group polarization. | |  | b. | mood contagion. | |  | c. | social loafing. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 98. Natural mimicry enables our ability to   |  |  |  | | --- | --- | --- | |  | a. | be suggestible. | |  | b. | empathize. | |  | c. | conform. | |  | d. | be obedient. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 99. Mona is crying as she tells Jackie about her parents’ divorce. Jackie also begins to cry, which illustrates   |  |  |  | | --- | --- | --- | |  | a. | normative social influence. | |  | b. | social facilitation. | |  | c. | empathy. | |  | d. | conformity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 100. Ellie is eating breakfast with her friend Adra. Adra is tired from a late night of studying and yawns. Ellie then yawns too. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | normative social influence. | |  | b. | social facilitation. | |  | c. | empathy. | |  | d. | conformity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 101. Eight-year-old Marta finds that her 7-month-old sister Ana will smile when Marta smiles and laugh when Marta laughs. Ana’s imitation of Marta’s facial expressions is an example of   |  |  |  | | --- | --- | --- | |  | a. | informational social influence. | |  | b. | natural mimicry. | |  | c. | cognitive dissonance. | |  | d. | personal control. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 102. When one person in a group laughs, scratches, or checks their phone, others will do the same. This is because of   |  |  |  | | --- | --- | --- | |  | a. | conformity. | |  | b. | normative social influence. | |  | c. | obedience. | |  | d. | social contagion. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 103. You are eating lunch with a friend when she checks her phone. A few minutes later you check your phone. This may be related to   |  |  |  | | --- | --- | --- | |  | a. | social norms. | |  | b. | social contagion. | |  | c. | mood contagion. | |  | d. | normative social influence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 104. Charlene is sitting in the library studying for an upcoming exam. The person next to her is shaking his foot while studying and Charlene begins to do the same thing. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | social contagion. | |  | b. | conformity. | |  | c. | mood contagion. | |  | d. | cognitive dissonance. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 105. We tend to \_\_\_\_\_\_\_\_ those we like, and to \_\_\_\_\_\_\_\_ those who mimic us.   |  |  |  | | --- | --- | --- | |  | a. | ignore; dislike | |  | b. | gravitate toward; loath | |  | c. | avoid; like | |  | d. | mimic; like |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 106. Mood linkage refers to   |  |  |  | | --- | --- | --- | |  | a. | sharing the moods of those around us. | |  | b. | attributing others' moods to personal control. | |  | c. | changing our mood to gain social approval. | |  | d. | associating low levels of physical arousal with positive moods. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 107. Carolina’s friends are enjoying themselves at a party, but when Carolina arrives feeling miserable after having received bad news, they stop laughing and look sad. This change in her friends' behavior illustrates   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | informational social influence. | |  | c. | mood linkage. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 108. Dylan is sad because he just ended a three-year relationship with his partner, but he agrees to join his friends for coffee. He finds that everyone is laughing and having a good time, so he soon begins laughing and enjoying everyone’s company. Dylan’s reaction to his friends illustrates   |  |  |  | | --- | --- | --- | |  | a. | mood linkage. | |  | b. | informative social influence. | |  | c. | social facilitation. | |  | d. | social loafing. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 109. Jarrod has the ability to mimic the facial gestures of his friends and mirror their moods and emotional states. For this reason, his friends look to him for emotional support. Jarrod's behavior illustrates   |  |  |  | | --- | --- | --- | |  | a. | empathy. | |  | b. | subjectivity. | |  | c. | authenticity. | |  | d. | prejudice. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 110. The clusters of suicides that sometimes follow a highly publicized suicide may be the result of   |  |  |  | | --- | --- | --- | |  | a. | suggestibility. | |  | b. | social control. | |  | c. | deindividuation. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 111. Conformity is best described as   |  |  |  | | --- | --- | --- | |  | a. | performing simple tasks more quickly in the presence of others. | |  | b. | adjusting one's behavior or thinking toward a group standard. | |  | c. | neglecting critical thinking in order to preserve group harmony. | |  | d. | losing self-awareness in group situations that foster anonymity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 112. Which researcher demonstrated the pull of conforming to those around us?   |  |  |  | | --- | --- | --- | |  | a. | John Bargh | |  | b. | Stanley Milgram | |  | c. | Solomon Asch | |  | d. | Norman Triplett |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 113. When Asch asked college students to judge the length of a line, he found that \_\_\_\_\_\_\_\_ answered incorrectly when answering questions alone.   |  |  |  | | --- | --- | --- | |  | a. | less than 1 percent | |  | b. | around 5 percent | |  | c. | more than one-third | |  | d. | around two-thirds |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 114. Solomon Asch asked people to identify which of three comparison lines was identical to a standard line. His research was designed to study   |  |  |  | | --- | --- | --- | |  | a. | deindividuation. | |  | b. | social loafing. | |  | c. | social facilitation. | |  | d. | conformity. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 115. Yadira believes that eating meat is unhealthy and has not eaten meat in years. While at a party held by her new employer she is offered a hamburger. Yadira is anxious to make a good impression and really wants to be liked, so she accepts and eats the hamburger. Yadira’s behavior is an example of   |  |  |  | | --- | --- | --- | |  | a. | conformity. | |  | b. | social loafing. | |  | c. | social facilitation. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 116. Naseeb disagrees with his classmates on an issue. During a class discussion, Naseeb is most likely to conform to his classmates' opinion on the issue if he   |  |  |  | | --- | --- | --- | |  | a. | has a high level of self-esteem. | |  | b. | does not have to reveal his personal opinion at the close of the class discussion. | |  | c. | believes the rest of the class is unanimous in their position. | |  | d. | verbally expresses his own unique opinion early in the class discussion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 117. We are likely to conform to group pressure when   |  |  |  | | --- | --- | --- | |  | a. | we have observed another group member voice dissent. | |  | b. | we admire the group's status and attractiveness. | |  | c. | our opinions and behaviors are private rather than public. | |  | d. | our culture encourages a lack of respect for social norms. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 118. Conformity resulting from a person's desire to gain approval or avoid disapproval is said to be a response to   |  |  |  | | --- | --- | --- | |  | a. | group polarization. | |  | b. | social facilitation. | |  | c. | normative social influence. | |  | d. | informational social influence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 119. Duarte attends his son’s soccer games mainly to win his son’s approval. His behavior exemplifies the importance of   |  |  |  | | --- | --- | --- | |  | a. | personal control. | |  | b. | informational social influence. | |  | c. | normative social influence. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 120. Terrance publicly agrees with his friends that Elia would make the best student body president. On the secret ballot, however, he votes for Yotam. Terrance's public conformity to his friends' opinion best illustrates the power of   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | informational social influence. | |  | c. | normative social influence. | |  | d. | the chameleon effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 121. Saliyah’s political science class organizes into small groups to discuss whether it is appropriate for governments to limit citizens’ freedom of speech. While Saliyah disagrees with some of the statements her groupmates are making, she is more likely to go along with the group than to voice her disagreement. Which of the following is NOT a likely factor in her behavior?   |  |  |  | | --- | --- | --- | |  | a. | She feels secure. | |  | b. | The group has at least three people. | |  | c. | Everyone else in the group agrees. | |  | d. | She admires the group’s status. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 122. Group harmony is prized in   |  |  |  | | --- | --- | --- | |  | a. | collectivistic cultures. | |  | b. | the United States. | |  | c. | Western cultures. | |  | d. | individualist cultures. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 123. The value of social conformity is most likely to be emphasized in   |  |  |  | | --- | --- | --- | |  | a. | England. | |  | b. | France. | |  | c. | Japan. | |  | d. | North America. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 124. The concept of dynamic norms refer to how norms are   |  |  |  | | --- | --- | --- | |  | a. | consistent. | |  | b. | changing. | |  | c. | stable. | |  | d. | persistent. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 125. Conformity resulting from the acceptance of others' opinions about reality is said to be a response to   |  |  |  | | --- | --- | --- | |  | a. | group polarization. | |  | b. | social facilitation. | |  | c. | informational social influence. | |  | d. | normative social influence. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 126. Marisol, who wants to buy her mother a new coffeemaker for her birthday, discovers that the one she’d planned to buy has hundreds of negative reviews from people who claim it breaks easily. After reading through them, Marisol decides to buy a different model. Her decision is the result of   |  |  |  | | --- | --- | --- | |  | a. | normative social influence. | |  | b. | informational social influence. | |  | c. | obedience to authority. | |  | d. | general social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 127. Ira decided to cancel his canoe trip after hearing a weather forecaster warn that a severe thunderstorm would soon pass through the area. Ira’s decision best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | informational social influence. | |  | c. | social facilitation. | |  | d. | normative social influence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 128. Nathaniel is planning to purchase a new car. He was set to buy one model, but after researching online ratings, reading customer reviews, and speaking with friends, he decides on a different model. Nathaniel’s decision best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | informational social influence. | |  | c. | social facilitation. | |  | d. | normative social influence. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 129. Normative social influence is to \_\_\_\_\_\_\_\_ as informational social influence is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | deindividuation; social facilitation | |  | b. | social facilitation; deindividuation | |  | c. | social approval; accuracy | |  | d. | accuracy; social approval |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 130. Which of the following demonstrates how conformity can be negative?   |  |  |  | | --- | --- | --- | |  | a. | James going along with his peers to bully Thomas | |  | b. | Jennifer donating to charity after watching a group of her peers do so | |  | c. | Stan helping an elderly man off a bus after watching someone help him get on the bus | |  | d. | Rebecca volunteering her time at a local animal shelter after hearing her friends talk about doing so |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 131. Janie now volunteers every Saturday morning at a local animal shelter because her friends do so. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | the power of informational social influence. | |  | b. | the dangers of conformity. | |  | c. | the benefits of mood contagion. | |  | d. | how conformity can be a good thing. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 132. Stanley Milgram is the social psychologist who conducted studies to   |  |  |  | | --- | --- | --- | |  | a. | determine people’s willingness to conform to a group standard. | |  | b. | measure people’s willingness to comply with orders given by an authority figure. | |  | c. | assess how the presence of other affects performance. | |  | d. | understand the dynamics of a group decision-making process. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 133. If you were a participant in Milgram's original obedience experiment, it is very likely that you would   |  |  |  | | --- | --- | --- | |  | a. | play the role of the teacher and “shock” the learner. | |  | b. | play the role of the learner and be “shocked” by the teacher. | |  | c. | have an equal chance of being assigned to the role of either teacher or learner. | |  | d. | be given a battery of psychological tests to determine whether you were high or low in conformity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 134. Milgram described the details of his experimental design to a group of 40 psychiatrists. He asked them to predict how participants would behave. The results of this survey showed that   |  |  |  | | --- | --- | --- | |  | a. | they all thought the participants would quit once they were told about the electric shock. | |  | b. | the psychiatrists correctly predicted the results. | |  | c. | the psychiatrists thought that the “teacher” would stop once the “learner” indicated pain. | |  | d. | all of the psychiatrists thought that participants would eagerly shock the learner. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 135. In Milgram's first study of obedience, the majority of “teachers” who were ordered to shock a “learner”   |  |  |  | | --- | --- | --- | |  | a. | refused to deliver even slight levels of shock. | |  | b. | initially complied but refused to deliver more than slight levels of shock. | |  | c. | complied until ordered to deliver intense levels of shock. | |  | d. | complied fully and delivered the highest level of shock. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 136. In all of Milgram's obedience experiments, participants were deceived about   |  |  |  | | --- | --- | --- | |  | a. | the association of the research with a prestigious university. | |  | b. | Milgram's professional status as a research psychologist. | |  | c. | how much they would actually be paid for participating in the research. | |  | d. | the amount of shock the victim actually received. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 137. When the participants in Milgram's study were later surveyed about taking part in the research, most reported that they   |  |  |  | | --- | --- | --- | |  | a. | did not believe they were actually delivering shock to the “learner.” | |  | b. | had actually enjoyed shocking the “learner.” | |  | c. | did not regret taking part in the experiment. | |  | d. | did not believe the study should be repeated. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 138. Doug obeyed his boss’ commands to illegally procure information about a competing company, which was sharply inconsistent with Doug's ethical values. The discomfort associated with Doug's awareness of the inconsistency between his values and his actions best illustrates   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | cognitive dissonance. | |  | c. | social loafing. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 139. In Milgram's obedience experiments, “teachers” were LEAST likely to deliver the highest levels of shock when   |  |  |  | | --- | --- | --- | |  | a. | the experiment was conducted at a prestigious institution such as Yale University. | |  | b. | the experimenter became too pushy and told hesitant participants, “You have no choice, you must go on.” | |  | c. | the “teachers” observed other participants refuse to obey the experimenter's orders. | |  | d. | the “learner” said he had a heart condition. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 140. In Milgram's experiments, participants were torn between whether they should respond to the pleas of the \_\_\_\_\_\_\_\_ or the demands of the \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | obedient role model; “teacher” | |  | b. | “teacher”; “learner” | |  | c. | “teacher”; defiant role model | |  | d. | “learner”; experimenter |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 141. The gradually escalating levels of destructive obedience in the Milgram experiments best illustrate one of the potential dangers of   |  |  |  | | --- | --- | --- | |  | a. | deindividuation. | |  | b. | social facilitation. | |  | c. | groupthink. | |  | d. | the foot-in-the-door phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 142. Alex feels strongly that drinking alcohol is unhealthy. While having dinner with some prospective clients, Alex orders a glass of wine to fit in with the group, even though he still objects to drinking. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | social loafing. | |  | b. | social facilitation. | |  | c. | social control. | |  | d. | personal control. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 143. Conformity to peer pressure may lead us to behave in ways that violate our own personal convictions. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | social loafing. | |  | b. | social facilitation. | |  | c. | personal control. | |  | d. | social control. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 144. Our tendency to attribute the cause of behavior to personality dispositions rather than situational factors illustrates the way we may often underestimate the importance of   |  |  |  | | --- | --- | --- | |  | a. | social control. | |  | b. | social facilitation. | |  | c. | informational social influence. | |  | d. | personal control. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 145. Adan is invited to a friend’s costume party. He dislikes costumes, so he shows up in regular clothes. Adan’s choice illustrates   |  |  |  | | --- | --- | --- | |  | a. | personal control. | |  | b. | normative social influence. | |  | c. | the chameleon effect. | |  | d. | conformity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 146. The power of one or two individuals to sway majorities is called   |  |  |  | | --- | --- | --- | |  | a. | normative social influence. | |  | b. | informational social influence. | |  | c. | cognitive dissonance. | |  | d. | minority influence. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 147. Minority influence refers to the power of one or two individuals to   |  |  |  | | --- | --- | --- | |  | a. | comply with the majority. | |  | b. | depersonalize the leader. | |  | c. | get the group to obey. | |  | d. | sway the majority. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 148. Individuals holding a minority opinion are most influential when they   |  |  |  | | --- | --- | --- | |  | a. | argue positions widely divergent from those of the majority. | |  | b. | make use of emotional rather than logical appeals. | |  | c. | acknowledge the wisdom of the majority position. | |  | d. | unswervingly hold to their own position. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 149. Lincoln, who is a class representative on the student council, wants to convince his fellow council members to make some major policy changes that he knows the majority may not favor. 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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| 150. When she is at the gym, Antonia, who is a skilled weight lifter, lifts heavier weights when other patrons are using nearby equipment. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | conformity. | |  | b. | group polarization. | |  | c. | social facilitation. | |  | d. | social contagion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 151. According to social facilitation, when you are eating with others, you can expect to eat   |  |  |  | | --- | --- | --- | |  | a. | more. | |  | b. | the amount you normally would. | |  | c. | less. | |  | d. | the foods that they eat. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 152. After a light turns green, drivers take about 15 percent less time to travel the first 100 yards when another car is beside them at the intersection than when they are alone. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the foot-in-the-door phenomenon. | |  | b. | groupthink. | |  | c. | group polarization. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 153. The improved performance of well-learned tasks in the presence of others is called   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | group polarization. | |  | c. | cognitive dissonance. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 154. For tasks that are relatively simple or well-learned, social facilitation means that   |  |  |  | | --- | --- | --- | |  | a. | people tend to expend less effort on collective tasks than when performing the same task alone. | |  | b. | individuals work harder when they are in groups than when they are alone. | |  | c. | the presence of other people enhances individual performance. | |  | d. | there is a reduction of self-awareness and inhibitions when a person is part of a group whose members  feel anonymous. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 155. Social facilitation is most likely to occur in the performance of \_\_\_\_\_\_\_\_ tasks.   |  |  |  | | --- | --- | --- | |  | a. | challenging | |  | b. | unenjoyable | |  | c. | novel | |  | d. | simple |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 156. On the local trails, Barbara, a skilled cyclist, pedals much faster and harder when others are biking and running nearby. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | conformity. | |  | b. | group polarization. | |  | c. | social facilitation. | |  | d. | social loafing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 157. How does the presence of observers affect a person's performance?   |  |  |  | | --- | --- | --- | |  | a. | It improves performance on poorly learned tasks and hinders a person's performance on well-learned tasks. | |  | b. | It improves performance on physical tasks and hinders a person's performance on mental tasks. | |  | c. | It improves performance on verbal tasks and hinders a person's performance on mathematical tasks. | |  | d. | It improves performance on easy tasks and hinders a person's performance on difficult tasks. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 158. On which task would the presence of observers most likely hinder performance?   |  |  |  | | --- | --- | --- | |  | a. | raking leaves | |  | b. | washing dishes | |  | c. | reciting the alphabet | |  | d. | solving a crossword puzzle |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 159. The tendency for people to exert less effort when they are pooling their efforts toward a common goal is known as   |  |  |  | | --- | --- | --- | |  | a. | deindividuation. | |  | b. | social facilitation. | |  | c. | social loafing. | |  | d. | the foot-in-the-door phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 160. Social loafing is a phenomenon in which   |  |  |  | | --- | --- | --- | |  | a. | people tend to expend less effort on collective tasks than when performing the same task alone. | |  | b. | individuals work harder when they are in groups than when they are alone. | |  | c. | the presence of other people enhances individual performance. | |  | d. | there is a reduction of self-awareness and inhibitions when a person is part of a group whose members feel anonymous. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 161. Dominic has a group project that has to be completed for his class this semester. Which of the following is needed to ensure that Dominic does not fall prey to social loafing?   |  |  |  | | --- | --- | --- | |  | a. | He should underestimate his contributions to the project. | |  | b. | He should not worry about what others think about his effort in the project. | |  | c. | Each group member should receive an individual grade for the project. | |  | d. | Group members should not consider personal accountability for the project. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 162. Blindfolded people were observed to clap louder when they thought they were clapping alone than when they thought they were clapping with others. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | social loafing. | |  | c. | group polarization. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 163. Karen is taking a class in which students are asked to work in a group on the course term paper. Every member of a group is to receive exactly the same grade based on the quality of the group’s paper. This situation is most likely to lead to   |  |  |  | | --- | --- | --- | |  | a. | social loafing. | |  | b. | social facilitation. | |  | c. | deindividuation. | |  | d. | group polarization. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 164. In which of the following groups is social loafing LEAST likely?   |  |  |  | | --- | --- | --- | |  | a. | Girl Scouts who must gather wood for a campfire | |  | b. | restaurant food servers who are allowed to keep the individual tips they receive | |  | c. | executive board members who each receive an equal share of the company profits | |  | d. | students working on a group project for which they will all receive the same grade |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 165. Social loafing is most likely to be observed in   |  |  |  | | --- | --- | --- | |  | a. | China. | |  | b. | Japan. | |  | c. | the United States. | |  | d. | Thailand. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 166. Which of the following may contribute to social loafing?   |  |  |  | | --- | --- | --- | |  | a. | underestimating your own contributions | |  | b. | viewing individual contributions as important | |  | c. | feeling less accountable | |  | d. | high levels of motivation |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 167. Neil is working with three other students on a course project. He is aware that the class is important to the others because it is a pre-law requirement; for his major, the class is less important. So, Neil figures that they can do most of the work and he will do only what he has to. Neil is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | social loafing. | |  | c. | deindividuation. | |  | d. | group polarization.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 168. In group situations, the loss of self-awareness and self-restraint that fosters arousal and anonymity is called   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | social loafing. | |  | c. | deindividuation. | |  | d. | groupthink. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 169. Online bullying may partly be related to   |  |  |  | | --- | --- | --- | |  | a. | social contagion. | |  | b. | social facilitation. | |  | c. | social loafing. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 170. Circumstances that increase \_\_\_\_\_\_\_\_ are likely to reduce \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | anonymity; social loafing | |  | b. | self-awareness; deindividuation | |  | c. | anonymity; groupthink | |  | d. | self-awareness; social facilitation |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 171. Some individuals who are normally law-abiding become destructive when they are part of a mob. This change in behavior is best understood in terms of   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | groupthink. | |  | c. | deindividuation. | |  | d. | group polarization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 172. Wearing a mask might prompt some people to engage in less inhibited, more destructive behavior because of   |  |  |  | | --- | --- | --- | |  | a. | deindividuation. | |  | b. | group polarization. | |  | c. | groupthink. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 173. Which of the following is LEAST likely to create deindividuation?   |  |  |  | | --- | --- | --- | |  | a. | a feeling that one cannot be identified in a situation | |  | b. | heightening self-awareness by taking a video of the event | |  | c. | creating emotional arousal | |  | d. | increasing the likelihood of antisocial behavior |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 174. How can deindividuation help explain adolescent acts of vandalism on Halloween?   |  |  |  | | --- | --- | --- | |  | a. | Halloween is typically celebrated only in individualist cultures. | |  | b. | Darkness, masks, and traveling in a group all provide feelings of anonymity. | |  | c. | People are less likely to behave responsibly in the presence of other people. | |  | d. | The feelings of anonymity produce more self-awareness. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 175. Although Elana repeatedly posts negative comments on her classmates’ social media using a fake account, she would never make any of these remarks in person. This demonstrates   |  |  |  | | --- | --- | --- | |  | a. | social loafing. | |  | b. | deindividuation. | |  | c. | accountability. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 176. Group polarization refers to   |  |  |  | | --- | --- | --- | |  | a. | the lack of critical thinking that results from a strong desire for harmony within a group. | |  | b. | a split within a group produced by striking differences of opinion among group members. | |  | c. | the tendency of individuals to exert more effort when working as part of a group. | |  | d. | the enhancement of a group's prevailing inclinations through group discussion. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 177. Alicia, who is politically conservative, is active on social media. She follows her friends, posts links to conservative websites, and has joined several conservative chat forums. These activities have strengthened her views further. This is known as   |  |  |  | | --- | --- | --- | |  | a. | social contagion. | |  | b. | social facilitation. | |  | c. | social loafing. | |  | d. | group polarization. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 178. If students who join debate clubs are more politically liberal than students who do not join the clubs, the gap in the political attitudes of the debate club members and the non-members will probably widen as they move through college. This would be best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | social loafing. | |  | b. | mood linkage. | |  | c. | deindividuation. | |  | d. | group polarization. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 179. Professors Vallee, Agustian, and Glaser each tend to think that today’s students are not as hardworking as students were when *they* went to college. After discussing the matter over coffee, they come away even more convinced that students are not as diligent as they once were. This episode provides an example of   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | social facilitation. | |  | c. | group polarization. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 180. A person who is mean-spirited and nasty is likely to be viewed as more \_\_\_\_\_\_\_\_ a group discussion of that person's qualities, and a person who is thoughtful and kind is likely to be viewed as more \_\_\_\_\_\_\_\_ a group discussion of that person's qualities.   |  |  |  | | --- | --- | --- | |  | a. | negative before; positive after | |  | b. | positive after; negative after | |  | c. | negative after; positive after | |  | d. | positive after; negative before  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 181. Internet communication that enables like-minded health care advocates to share their ideas also serves to strengthen their prevailing health care attitudes. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | group polarization. | |  | c. | social facilitation. | |  | d. | natural mimicry. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 182. By providing prospective terrorists with a way to connect with others who share their attitudes, the internet most likely serves as a medium for   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | groupthink. | |  | c. | group polarization. | |  | d. | social loafing. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 183. Because of \_\_\_\_\_\_\_\_, electronic communication and social networking can encourage people to isolate themselves from those with different opinions.   |  |  |  | | --- | --- | --- | |  | a. | group polarization | |  | b. | social facilitation | |  | c. | deindividuation | |  | d. | social loafing |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 184. Lola has become more committed to reducing police violence after participating in internet discussion groups, and she no longer reads any commentary or articles that diverge from her views. Lola’s beliefs were strengthened as a result of   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | social loafing. | |  | c. | group polarization. | |  | d. | diffusion of responsibility. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 185. Benny and Marcia have lost their only son to cancer. They were having trouble recovering from the heartbreak until a friend recommended an internet group for bereaved parents. This demonstrates that the internet can be a source of   |  |  |  | | --- | --- | --- | |  | a. | groupthink. | |  | b. | emotional healing. | |  | c. | deindividuation. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 186. By going online to combat racial injustice, raise awareness, and organize activists, #blacklivesmatter has become a global force. This is an example of how the internet can   |  |  |  | | --- | --- | --- | |  | a. | combat groupthink. | |  | b. | encourage social contagion. | |  | c. | discourage conformity. | |  | d. | strengthen social movements. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 187. An overwhelming desire for harmony in a decision-making group increases the probability of   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | social loafing. | |  | c. | groupthink. | |  | d. | deindividuation. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 188. Saul, a high school principal, tells his teachers that he expects loyalty and does not want to hear any objections to his decisions. Saul’s comments to his teachers are likely to cause   |  |  |  | | --- | --- | --- | |  | a. | cognitive dissonance. | |  | b. | groupthink. | |  | c. | social facilitation. | |  | d. | social loafing. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 189. The tragic decision to launch the space shuttle *Challenger* resulted in part from the minimal expression of dissenting views among NASA personnel and advisors. This best illustrates the dangers of   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | deindividuation. | |  | c. | groupthink. | |  | d. | social control. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 190. Which of the following comments is most likely to be made by Wendell, who is the leader of a group characterized by groupthink?   |  |  |  | | --- | --- | --- | |  | a. | “We have been united on matters in the past and I hope that will continue.” | |  | b. | “We will need some outside experts to critique our decisions.” | |  | c. | “It's important for each of us to think critically about this issue.” | |  | d. | “We should probably divide into subgroups and arrive at independent decisions.” |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 191. Groupthink can be prevented by a leader who   |  |  |  | | --- | --- | --- | |  | a. | is directive and makes his or her own position clear from the start. | |  | b. | invites outside experts to critique a group's developing plans. | |  | c. | tries to maintain high morale among group members. | |  | d. | emphasizes the importance of the issue under discussion. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 192. An unjustifiable and usually negative attitude toward a group and its members is called   |  |  |  | | --- | --- | --- | |  | a. | hindsight bias. | |  | b. | ingroup bias. | |  | c. | discrimination. | |  | d. | prejudice. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 193. Sarra believes that teenagers are irresponsible and untrustworthy. Her attitude illustrates   |  |  |  | | --- | --- | --- | |  | a. | prejudice. | |  | b. | hindsight bias. | |  | c. | discrimination. | |  | d. | blaming the victim. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 194. Prejudice involves a three-part mixture of   |  |  |  | | --- | --- | --- | |  | a. | conflicts, hindsight bias, and social scripts. | |  | b. | inequality, frustration, and aggression. | |  | c. | negative emotions, stereotypes, and a predisposition to discriminate. | |  | d. | ingroup bias, outgroup homogeneity, and hindsight bias. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 195. A stereotype is best described as a   |  |  |  | | --- | --- | --- | |  | a. | hostile feeling that triggers discrimination. | |  | b. | perceived incompatibility of goals or actions. | |  | c. | belief that those who encounter misfortune deserve their fate. | |  | d. | generalized belief about a group of people. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 196. Abigail thinks that men are stronger and more athletic than women. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | a negative emotion. | |  | b. | a stereotype. | |  | c. | discrimination. | |  | d. | a preference. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 197. Andrea, who manages a convenience store, watches younger customers carefully because she believes that most teenagers shoplift. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | a negative emotion. | |  | b. | a stereotype. | |  | c. | discrimination. | |  | d. | preference. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 198. Which of the following statements is true regarding stereotypes?   |  |  |  | | --- | --- | --- | |  | a. | Stereotypes do not exaggerate observations. | |  | b. | Stereotypes are always false. | |  | c. | Sometimes stereotypes reflect reality. | |  | d. | Everyone believes all existing stereotypes. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 199. Tamar is surprised when she visits Reggie’s house and finds it neat and clean, because she believes that men are very messy. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | a negative emotion. | |  | b. | a stereotype. | |  | c. | discrimination. | |  | d. | preference. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 200. Antonio believes that all politicians are selfish and egotistical. His beliefs are examples of   |  |  |  | | --- | --- | --- | |  | a. | stereotypes. | |  | b. | hindsight bias. | |  | c. | sexual discrimination. | |  | d. | blaming the victim. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 201. Both Republicans and Democrats tend to overestimate the extremism of the other side. This is known as   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | the perception gap. | |  | c. | minority influence. | |  | d. | a microaggression. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 202. Discrimination is best described as   |  |  |  | | --- | --- | --- | |  | a. | an overgeneralized belief about a group of people. | |  | b. | an unjustifiable negative behavior toward a group or its members. | |  | c. | a feeling of hostility toward a group or its members. | |  | d. | a belief that those in an outgroup all behave the same. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 203. Refusing to hire qualified job applicants because of the color of their skin is to engage in   |  |  |  | | --- | --- | --- | |  | a. | stereotyping. | |  | b. | blaming the victim. | |  | c. | discrimination. | |  | d. | scapegoating. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 204. Alice refuses to speak to some new neighbors who practice a different religion. Alice’s behavior is an example of   |  |  |  | | --- | --- | --- | |  | a. | implicit prejudice. | |  | b. | blaming the victim. | |  | c. | discrimination. | |  | d. | social scripts. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 205. When people with anti-Black attitudes are less likely to judge as guilty a White police officer who killed a Black man, they are demonstrating   |  |  |  | | --- | --- | --- | |  | a. | negative emotions. | |  | b. | blatant prejudice. | |  | c. | a perception gap. | |  | d. | social facilitation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 206. The difference between prejudice and discrimination is most similar to the difference between   |  |  |  | | --- | --- | --- | |  | a. | ingroup bias and the just-world phenomenon. | |  | b. | outgroup homogeneity and ingroup bias. | |  | c. | blaming the victim and hindsight bias. | |  | d. | attitude and behavior. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 207. Larry, who is White, works at a hardware store. He believes he harbors no prejudice against people of other races, but he rushes to assist White customers while tending to ignore Black customers. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | ingroup bias. | |  | b. | a microaggression. | |  | c. | stereotyping. | |  | d. | scapegoating. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 208. Explicit associations are typically \_\_\_\_\_\_\_\_, whereas implicit associations are often \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | persistent; temporary | |  | b. | negative; positive | |  | c. | conscious; unconscious | |  | d. | objective; subjective |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 209. People may unconsciously harbor negative racial associations. This best illustrates the subtle nature of   |  |  |  | | --- | --- | --- | |  | a. | explicit prejudice. | |  | b. | discrimination. | |  | c. | unconscious patronization. | |  | d. | implicit prejudice. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 210. Ms. Colvin, an assistant fifth-grade teacher, believes that she treats all students fairly and equally. But when her supervising teacher reviews some essays Ms. Colvin has graded, it becomes clear that she has different expectations of students based on their race. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | implicit prejudice. | |  | b. | discrimination. | |  | c. | normative social influence. | |  | d. | explicit prejudice. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 211. Which of the following is FALSE regarding the Implicit Association Test?   |  |  |  | | --- | --- | --- | |  | a. | Millions of people have taken the test. | |  | b. | Critics caution against using the test to assess individuals. | |  | c. | The reliability of the test has been questioned by critics. | |  | d. | Implicit bias predicts a narrow range of behaviors. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 212. When White university women withheld criticism of a flawed essay attributed to a Black student, they demonstrated   |  |  |  | | --- | --- | --- | |  | a. | ingroup bias. | |  | b. | unconscious patronization. | |  | c. | stereotyping. | |  | d. | the other-race effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 213. When people look at images of faces from different ethnic groups, their facial-muscle responses may indicate   |  |  |  | | --- | --- | --- | |  | a. | the other-race effect. | |  | b. | ingroup bias. | |  | c. | implicit prejudice. | |  | d. | outgroup homogeneity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 214. While participating in an experiment, Fiona is asked to look at images of Black and White faces, while the researchers look for different responses in Fiona’s facial muscles. The researchers are looking for indications of   |  |  |  | | --- | --- | --- | |  | a. | the other-race effect. | |  | b. | ingroup bias. | |  | c. | implicit prejudice. | |  | d. | outgroup homogeneity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 215. Although Americans’ expressed approval of interracial marriage has increased dramatically over the past 60 years, many still respond indifferently when they hear prejudice-laden language. This illustrates the persistence of   |  |  |  | | --- | --- | --- | |  | a. | the other-race effect. | |  | b. | subtle prejudice. | |  | c. | ingroup bias. | |  | d. | stereotyping. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 216. As one very large analysis indicated, \_\_\_\_\_\_\_\_ scientific teams have produced some of the most influential research.   |  |  |  | | --- | --- | --- | |  | a. | all female | |  | b. | ethnically homogeneous | |  | c. | ethnically diverse | |  | d. | all male |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 217. Roughly \_\_\_\_\_\_\_\_ percent of Americans now agree that their nation’s having “many different races and ethnicities” is good for the country.   |  |  |  | | --- | --- | --- | |  | a. | 25 | |  | b. | 50 | |  | c. | 65 | |  | d. | 75 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 218. Among Black and Hispanic people, as well as in India and some East Asian cultures, those with darker skin tones sometimes experience greater prejudice and discrimination. This is known as   |  |  |  | | --- | --- | --- | |  | a. | implicit prejudice. | |  | b. | explicit prejudice. | |  | c. | stereotyping. | |  | d. | colorism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 219. Research in which White participants took longer to identify pleasant words as “good” when presented with Black-sounding names indicated the presence of   |  |  |  | | --- | --- | --- | |  | a. | implicit prejudice. | |  | b. | explicit prejudice. | |  | c. | stereotyping. | |  | d. | discrimination. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 220. Which of the following was able to predict voters’ support for U.S. presidential candidate Barack Obama in 2008?   |  |  |  | | --- | --- | --- | |  | a. | implicit prejudice | |  | b. | explicit prejudice | |  | c. | both implicit and explicit prejudice | |  | d. | neither implicit nor explicit prejudice |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 221. The election of U.S. President Barack Obama was found to   |  |  |  | | --- | --- | --- | |  | a. | increase implicit prejudice. | |  | b. | reduce implicit prejudice. | |  | c. | increase unconscious patronization. | |  | d. | reduce unconscious patronization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 222. Research has shown that \_\_\_\_\_\_\_\_ are more than twice as likely to be misperceived as threatening by police officers, even by \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | Black suspects; White officers | |  | b. | Black suspects; Black officers | |  | c. | White suspects; White officers | |  | d. | White suspects; Black officers |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 223. In one analysis of 59 unarmed suspect shootings in Philadelphia over seven years, 49 involved   |  |  |  | | --- | --- | --- | |  | a. | overt racial prejudice. | |  | b. | unconscious patronization. | |  | c. | the misidentification of an object or a movement. | |  | d. | officer impulsivity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 224. Which of the following predicts the number of African Americans killed by police in a given region?   |  |  |  | | --- | --- | --- | |  | a. | implicit bias toward African Americans | |  | b. | income level | |  | c. | population density | |  | d. | unconscious patronization of African Americans |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 225. Since 1937, Americans have expressed   |  |  |  | | --- | --- | --- | |  | a. | decreasing readiness to support laws guaranteeing a pregnant worker's right to parental leave. | |  | b. | increasing approval of people marrying at earlier ages. | |  | c. | increasing readiness to vote for a qualified female presidential candidate. | |  | d. | decreasing support for a woman's right to abortion. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 226. Which of the following is likely to blame for women being paid less than men?   |  |  |  | | --- | --- | --- | |  | a. | implicit prejudice | |  | b. | negative emotions | |  | c. | the just-world phenomenon | |  | d. | ingroup bias |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 227. The tech startup where Jon and Emma are employed encourages independent work, an assertive interaction style, and self-nomination for promotions. These \_\_\_\_\_\_\_\_ norms may limit \_\_\_\_\_\_\_\_ opportunities for inclusion and success.   |  |  |  | | --- | --- | --- | |  | a. | masculine; Jon’s | |  | b. | masculine; Emma’s | |  | c. | feminine; Jon’s | |  | d. | feminine; Emma’s |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 228. People more often refer to men, including male instructors, by their last name and women by their first name. What is the best explanation for this observation?   |  |  |  | | --- | --- | --- | |  | a. | the just-world phenomenon | |  | b. | scapegoating | |  | c. | ingroup bias | |  | d. | gender prejudice |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 229. Research has found that male directors of 1000 popular films outnumber female directors by   |  |  |  | | --- | --- | --- | |  | a. | 5 to 1. | |  | b. | 16 to 1. | |  | c. | 21 to 1. | |  | d. | 24 to 1. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 230. Research on gender prejudice and discrimination indicates that   |  |  |  | | --- | --- | --- | |  | a. | the majority of the world's children without basic schooling are boys. | |  | b. | in most countries, men and women share equally in the duties of child raising. | |  | c. | people tend to perceive their fathers as more intelligent than their mothers, despite gender equality in intelligence scores. | |  | d. | in most parts of the world, daughters are valued more than sons. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 231. If researchers found that people take longer to identify words such as *assertive* and *bold* as “strong” when the words are associated with female faces rather than with male faces, this finding would illustrate   |  |  |  | | --- | --- | --- | |  | a. | explicit prejudice. | |  | b. | implicit prejudice. | |  | c. | unconscious patronization. | |  | d. | the other-race effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 232. Of the following nations, which would be most likely to have the highest percentage of male newborns?   |  |  |  | | --- | --- | --- | |  | a. | India | |  | b. | France | |  | c. | Canada | |  | d. | the United States |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 233. Which of the following statements is FALSE about worldwide anti-gay attitudes?   |  |  |  | | --- | --- | --- | |  | a. | Men are more likely to have an anti-gay attitude. | |  | b. | Less educated people are more likely to have an anti-gay attitude. | |  | c. | Older adults are more likely to have an anti-gay attitude. | |  | d. | Younger women are more likely to have an anti-gay attitude. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 234. Almost \_\_\_\_\_\_\_\_ percent of LGBTQ Americans report being subject to slurs or jokes.   |  |  |  | | --- | --- | --- | |  | a. | 15 | |  | b. | 30 | |  | c. | 40 | |  | d. | 60 |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 235. In communities where anti-gay prejudice is high, the rates of gay and lesbian \_\_\_\_\_\_\_\_ and cardiovascular deaths are also higher than average.   |  |  |  | | --- | --- | --- | |  | a. | suicide | |  | b. | cancer | |  | c. | genetic disorders | |  | d. | aggressive behavior |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 236. Same-sex marriage recently became legal where Samantha lives. This will likely lead   |  |  |  | | --- | --- | --- | |  | a. | more people to have gay-supportive attitudes. | |  | b. | to an increase in hate crimes. | |  | c. | to an increase in implicit LGBTQ prejudice. | |  | d. | to an increase in explicit LGBTQ prejudice. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 237. The tendency to believe that people get what they deserve and deserve what they get is called   |  |  |  | | --- | --- | --- | |  | a. | the other-race effect. | |  | b. | the scapegoat theory. | |  | c. | the just-world phenomenon. | |  | d. | the frustration-aggression principle. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 238. The just-world phenomenon often leads people to   |  |  |  | | --- | --- | --- | |  | a. | dislike and distrust those who are wealthy. | |  | b. | believe that those experiencing misfortune deserve to suffer. | |  | c. | express higher levels of prejudice after suffering frustration. | |  | d. | respond with kindness to those who mistreat them. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 239. When she learned that her neighbors contracted COVID-19 at the beginning of the pandemic, Stella thought, “This would never have happened if they’d bothered to take vitamins.” This attitude illustrates   |  |  |  | | --- | --- | --- | |  | a. | the just-world phenomenon. | |  | b. | outgroup homogeneity. | |  | c. | scapegoat theory. | |  | d. | stereotyping. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 240. A readiness to assume that those experiencing wealth and those experiencing poverty each deserve their status illustrates   |  |  |  | | --- | --- | --- | |  | a. | ingroup bias. | |  | b. | outgroup homogeneity. | |  | c. | the just-world phenomenon. | |  | d. | the other-race effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 241. Mr. Yamaguchi believes that most unemployed people are to blame for their unemployment. His belief is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | the other-race effect. | |  | b. | ingroup bias. | |  | c. | outgroup homogeneity. | |  | d. | the just-world phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 242. Twelve-year-old Audrey comes home upset and tells her mother that her friend Stanley is being bullied relentlessly by some other boys in their class. “Well, Stanley can be a little annoying. What did he do to set them off?” her mother asks. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | the blame-the-victim dynamic. | |  | b. | discrimination. | |  | c. | a stereotype. | |  | d. | implicit prejudice. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 243. The ingroup is the set of people with whom we share a common   |  |  |  | | --- | --- | --- | |  | a. | outgroup homogeneity. | |  | b. | hindsight bias. | |  | c. | identity. | |  | d. | unconscious patronization. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 244. Caroline is from Texas, is Catholic, is married with two children, and is a university professor. Which of the following is NOT a characteristic of one of her ingroups?   |  |  |  | | --- | --- | --- | |  | a. | Texan | |  | b. | Catholicism | |  | c. | spouse | |  | d. | attorney |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 245. When we think about us and them, “them” refers to the   |  |  |  | | --- | --- | --- | |  | a. | outgroup. | |  | b. | ingroup. | |  | c. | scapegoat. | |  | d. | other-race. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 246. Norris is from New York, is Jewish, is single, and is a lawyer. Which of the following is his outgroup?   |  |  |  | | --- | --- | --- | |  | a. | single | |  | b. | Christian | |  | c. | New Yorker | |  | d. | lawyer |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 247. A sense of social identity is most likely to promote   |  |  |  | | --- | --- | --- | |  | a. | scapegoating. | |  | b. | ingroup bias. | |  | c. | hindsight bias. | |  | d. | unconscious patronization. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 248. The tendency to favor “us” rather than “them” is called   |  |  |  | | --- | --- | --- | |  | a. | unconscious patronization. | |  | b. | the other-race effect. | |  | c. | an implicit association. | |  | d. | ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 249. Ingroup bias is more likely to show itself as   |  |  |  | | --- | --- | --- | |  | a. | ingroup favoritism. | |  | b. | outgroup favoritism. | |  | c. | harm to the ingroup. | |  | d. | harm to the outgroup. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 250. Across 17 countries, ingroup bias appears   |  |  |  | | --- | --- | --- | |  | a. | more as the tendency to harm the outgroup. | |  | b. | to change depending on the situation. | |  | c. | to grow stronger with age. | |  | d. | more as ingroup favoritism than as harm to the outgroup. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 251. Seven-year-old Candice believes that girls are better than boys, while 6-year-old Edgar believes that boys are better than girls. Their beliefs most clearly illustrate   |  |  |  | | --- | --- | --- | |  | a. | outgroup homogeneity. | |  | b. | the other-race effect. | |  | c. | ingroup bias. | |  | d. | scapegoat theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 252. During a Girl Scout picnic, Lavinia was randomly selected to be on one baseball team and Carla on the opposing team. Before the game started, Lavinia and Carla were each convinced that her team was the better one. The girls' beliefs best illustrate   |  |  |  | | --- | --- | --- | |  | a. | outgroup homogeneity. | |  | b. | the just-world phenomenon. | |  | c. | scapegoating. | |  | d. | ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 253. The idea that finding someone to blame for our negative experiences is a cause of prejudice is known as   |  |  |  | | --- | --- | --- | |  | a. | the just-world phenomenon. | |  | b. | ingroup bias. | |  | c. | scapegoat theory. | |  | d. | the other-race effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 254. Ever since he lost his state job because he was constantly late for work, Ryan has become increasingly hostile toward the “government bureaucrats who are leading the country toward bankruptcy.” Ryan's increasing prejudice is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | the just-world phenomenon. | |  | b. | the other-race effect. | |  | c. | the hindsight bias. | |  | d. | scapegoat theory. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 255. A student bullying his classmate to boost his own sense of status after failing a test is an example of   |  |  |  | | --- | --- | --- | |  | a. | scapegoat theory. | |  | b. | the just-world phenomenon. | |  | c. | ingroup bias. | |  | d. | explicit prejudice. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 256. According to research, frequent, repetitive exposure to hate speech increases   |  |  |  | | --- | --- | --- | |  | a. | the other-race effect. | |  | b. | ingroup bias. | |  | c. | outgroup prejudice. | |  | d. | scapegoating. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 257. Greater acceptance of prejudice toward groups that then-presidential candidate Donald Trump targeted during his campaign, such as immigrants and Muslim people, may have led to a(n)   |  |  |  | | --- | --- | --- | |  | a. | increase in hate crimes. | |  | b. | reduction in hate groups. | |  | c. | reduction of discrimination in society. | |  | d. | increase in social media use. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 258. To help us understand the world around us, we   |  |  |  | | --- | --- | --- | |  | a. | form categories. | |  | b. | develop prejudice. | |  | c. | generalize from stereotypes. | |  | d. | create bias. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 259. We have a tendency to overestimate the similarities among people we have sorted into a single category. This best illustrates the \_\_\_\_\_\_\_\_ roots of prejudice.   |  |  |  | | --- | --- | --- | |  | a. | social | |  | b. | emotional | |  | c. | biological | |  | d. | cognitive |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 260. Ethan, who is in his mid-twenties, is best able to recognize the faces of people he has met that are in his age group as compared with those who are in late adulthood. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | the other-race effect. | |  | b. | own-age bias. | |  | c. | own-race bias. | |  | d. | the cross-race effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 261. We are most likely to \_\_\_\_\_\_\_\_ the diversity among members of an \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | overestimate; outgroup | |  | b. | underestimate; outgroup | |  | c. | correctly estimate; outgroup | |  | d. | underestimate; ingroup |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 262. Outgroup homogeneity is defined as   |  |  |  | | --- | --- | --- | |  | a. | the tendency to perceive the members of an outgroup as similar to one another. | |  | b. | unjustifiable negative behavior toward a group or its members. | |  | c. | the tendency to favor our own group. | |  | d. | a type of prejudice that offers an outlet for anger by providing someone to blame. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 263. Because his daughter enjoys wearing frilly “princess” dresses, Michael assumes that all young girls prefer to dress this way. Michael is demonstrating   |  |  |  | | --- | --- | --- | |  | a. | discrimination. | |  | b. | the other-race effect. | |  | c. | outgroup homogeneity. | |  | d. | ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 264. The other-race effect refers to a bias with respect to the recognition of other people's   |  |  |  | | --- | --- | --- | |  | a. | names. | |  | b. | faces. | |  | c. | voices. | |  | d. | personality traits. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 265. Alejandro, who is Hispanic, witnessed a bank robbery committed by one White suspect and one Hispanic suspect. When asked by investigators to pick them out of a lineup, Alejandro was unable to pick out the White suspect. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | hindsight bias. | |  | b. | scapegoat theory. | |  | c. | the just-world phenomenon. | |  | d. | the other-race effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 266. Asian children are better at recognizing Asian faces than European faces. This illustrates   |  |  |  | | --- | --- | --- | |  | a. | stereotyping. | |  | b. | ingroup bias. | |  | c. | outgroup homogeneity. | |  | d. | the other-race effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 267. New Zealanders of Chinese descent and European descent were asked to quickly classify faces with blended Chinese and Caucasian physical features. Compared with observers of Chinese descent, observers of European descent more readily classified ambiguous faces as   |  |  |  | | --- | --- | --- | |  | a. | Caucasian. | |  | b. | Chinese. | |  | c. | Australian. | |  | d. | American. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 268. Val is extremely afraid of air travel and spends each flight remembering news stories of plane crashes. His fear is likely related to   |  |  |  | | --- | --- | --- | |  | a. | explicit bias. | |  | b. | the just-world phenomenon. | |  | c. | the availability heuristic. | |  | d. | ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 269. When a 16-year-old boy is found to have a gun in school, many residents of his town begin to fear all the local boys, assuming they must be armed and aggressive. This is likely because   |  |  |  | | --- | --- | --- | |  | a. | we overestimate the impact of social influence on others' behavior. | |  | b. | we categorize other individuals on the basis of barely noticeable characteristics. | |  | c. | vivid cases feed our stereotypes. | |  | d. | most people strongly resent those who draw a lot of attention to themselves. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 270. Hindsight bias is defined as the tendency   |  |  |  | | --- | --- | --- | |  | a. | to favor our own group. | |  | b. | after an event has occurred, to overestimate one's ability to have foreseen or predicted the outcome. | |  | c. | to recall faces of one’s own race more accurately than faces of other races. | |  | d. | to blame ourselves for our failures while downplaying our successes. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 271. Hindsight bias tends to   |  |  |  | | --- | --- | --- | |  | a. | increase victim blaming. | |  | b. | increase social scripts. | |  | c. | decrease social scripts. | |  | d. | reduce victim blaming. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 272. Fen, who does not like big cities, discourages her daughter from visiting friends in New York City. When her daughter’s laptop is then stolen, Fen says, “See? I knew something terrible would happen if you went!” Fen’s comments illustrate   |  |  |  | | --- | --- | --- | |  | a. | scapegoating. | |  | b. | the other-race effect. | |  | c. | the just-world phenomenon. | |  | d. | hindsight bias. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 273. In some countries, women who have been raped have sometimes been sentenced to punishment for having violated adultery prohibitions. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | scapegoating. | |  | b. | the other-race effect. | |  | c. | the just-world phenomenon. | |  | d. | the blame-the-victim phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 274. It is often difficult to legislate major social changes such as health care reform. But once such policies are in place, they tend to be cherished and preserved. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | social scripts. | |  | b. | system justification. | |  | c. | hindsight bias. | |  | d. | ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 275. Verbal behavior intended to hurt another person is an example of   |  |  |  | | --- | --- | --- | |  | a. | scapegoating. | |  | b. | prejudice. | |  | c. | social scripts. | |  | d. | aggression. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 276. The majority of aggressive behaviors can be explained by   |  |  |  | | --- | --- | --- | |  | a. | scapegoat theory. | |  | b. | implicit bias. | |  | c. | the just-world phenomenon. | |  | d. | the interaction of biology and experience. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 277. The attacker who mugs you for your money most clearly illustrates   |  |  |  | | --- | --- | --- | |  | a. | hindsight bias. | |  | b. | the just-world phenomenon. | |  | c. | scapegoating. | |  | d. | aggression. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 278. Wei and Kate are angry at Saira, so they start a malicious rumor that she cheats on all of her exams. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | hindsight bias. | |  | b. | the just-world phenomenon. | |  | c. | scapegoating. | |  | d. | aggression. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 279. An explanation of aggression in terms of instinct would have the most difficulty accounting for   |  |  |  | | --- | --- | --- | |  | a. | unexpected and unprovoked outbursts of aggression. | |  | b. | wide cultural variations in aggressiveness. | |  | c. | aggression that is accompanied by anger and hostility. | |  | d. | the use of nuclear weapons to kill millions of unseen victims. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 280. Research on the biology of aggression has clearly demonstrated that   |  |  |  | | --- | --- | --- | |  | a. | human aggression is an unlearned instinct. | |  | b. | there is no physiological basis for aggression in humans. | |  | c. | animals can be bred for aggressiveness. | |  | d. | neural influences contribute to aggressive behavior by men but not by women. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 281. Studies of identical and fraternal twins indicating that violent behavior is more likely to be shared by identical twins demonstrates the impact of \_\_\_\_\_\_\_\_ on aggression.   |  |  |  | | --- | --- | --- | |  | a. | the environment | |  | b. | culture | |  | c. | genes | |  | d. | social scripts  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 282. What most well-known genetic marker identifies those who are more likely to behave aggressively?   |  |  |  | | --- | --- | --- | |  | a. | X chromosome | |  | b. | Y chromosome | |  | c. | the amygdala | |  | d. | testosterone |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 283. Owen tends to be very aggressive. Which of the following is a genetic marker for his aggression level?   |  |  |  | | --- | --- | --- | |  | a. | the Y chromosome | |  | b. | serotonin | |  | c. | epinephrine | |  | d. | the X chromosome |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 284. Monoamine oxidase A (MAOA) is sometimes called the \_\_\_\_\_\_\_\_ gene.   |  |  |  | | --- | --- | --- | |  | a. | warrior | |  | b. | stereotyping | |  | c. | frustration | |  | d. | racist |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 285. Ezekiel has always been easily angered and tends to behave aggressively when provoked. Ezekiel may have   |  |  |  | | --- | --- | --- | |  | a. | an overabundance of the warrior gene. | |  | b. | a missing MAOA gene. | |  | c. | high MAOA gene expression. | |  | d. | low MAOA gene expression. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 286. Research has shown that human brains have \_\_\_\_\_\_\_\_ that will either inhibit or facilitate aggression when provoked.   |  |  |  | | --- | --- | --- | |  | a. | a specific brain area | |  | b. | the pons | |  | c. | neural systems | |  | d. | specific hormones |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 287. Which area of the brain, when stimulated, may cause aggressive behavior?   |  |  |  | | --- | --- | --- | |  | a. | amygdala | |  | b. | MAOA | |  | c. | parietal lobes | |  | d. | pons |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 288. When neurosurgeons activated an implanted electrode in the \_\_\_\_\_\_\_\_ of a mild-mannered woman, she displayed aggression.   |  |  |  | | --- | --- | --- | |  | a. | hypothalamus | |  | b. | frontal lobe | |  | c. | amygdala | |  | d. | hippocampus |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 289. David has a history of violence. Which area of his brain do researchers believe may be partially responsible for his behavior because it is damaged, immature, or disconnected?   |  |  |  | | --- | --- | --- | |  | a. | temporal lobe | |  | b. | hippocampus | |  | c. | frontal lobe | |  | d. | hypothalamus |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 290. In Australia and South Africa, restricting alcohol sales has had the effect of   |  |  |  | | --- | --- | --- | |  | a. | reducing assaults. | |  | b. | increasing assaults. | |  | c. | reducing aversive stimuli. | |  | d. | increasing aversive stimuli. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 291. Matthias is struck in the shoulder by a badly hit tennis ball. He is most likely to respond aggressively to the person who hit the ball if he has   |  |  |  | | --- | --- | --- | |  | a. | consumed alcohol. | |  | b. | lower-than-average testosterone levels. | |  | c. | an X chromosome. | |  | d. | mature frontal lobes. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 292. Which of the following individuals is LEAST likely to respond with violence?   |  |  |  | | --- | --- | --- | |  | a. | Tyree, who has a higher-than-average level of testosterone | |  | b. | Jason, who has been drinking and is stuck in a subway train that has a very foul odor | |  | c. | Irene, who is sitting in the park doing a very difficult crossword puzzle | |  | d. | Thomas, who has a history of violent behavior and feels he has been insulted by his employer |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 293. The frustration-aggression principle would most likely affect an individual who   |  |  |  | | --- | --- | --- | |  | a. | is in an unusually empty environment. | |  | b. | is exposed to colder-than-average temperatures. | |  | c. | has chronic pain. | |  | d. | has greater-than-average frontal lobe activity. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 294. The idea that anger results when an attempt to achieve some goal is blocked is known as the   |  |  |  | | --- | --- | --- | |  | a. | scapegoat theory. | |  | b. | just-world phenomenon. | |  | c. | other-race effect. | |  | d. | frustration-aggression principle. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 295. One analysis revealed that pitchers were more likely to hit batters when the previous batter had hit a home run. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | ingroup bias. | |  | b. | the frustration-aggression principle. | |  | c. | outgroup homogeneity. | |  | d. | the just-world phenomenon. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 296. Which of the following best illustrates the path to aggression, as outlined by the frustration-aggression principle?   |  |  |  | | --- | --- | --- | |  | a. | aggression ? anger ?frustration | |  | b. | anger ? frustration | |  | c. | frustration ? anger ? aggression | |  | d. | anger ? frustration ? aggression |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 297. After Roman lost the election for president of his high school class, he spread false rumors intended to spoil the newly chosen president's reputation. Roman’s behavior is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | hindsight bias. | |  | b. | outgroup homogeneity. | |  | c. | the frustration-aggression principle. | |  | d. | implicit associations. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 298. Whenever the subway she takes to work is overcrowded, Maddy tends to be rude to her co-workers and short-tempered with her clients. Maddy’s behavior can best be explained by   |  |  |  | | --- | --- | --- | |  | a. | ingroup bias. | |  | b. | scapegoat theory. | |  | c. | the frustration-aggression principle. | |  | d. | implicit associations. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 299. When temperatures rise in summer, the rates of violent crimes increase. This is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | a culture of honor. | |  | b. | the just-world phenomenon. | |  | c. | scapegoat theory. | |  | d. | the frustration-aggression principle. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 300. Violent crime and spousal abuse rates have been found to be higher during   |  |  |  | | --- | --- | --- | |  | a. | political elections. | |  | b. | holiday weekends. | |  | c. | hotter months. | |  | d. | rainy days. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 301. Bullying younger children earns Diego the attention and respect of many classmates. As a result, his bullying behavior increases. This most clearly suggests that his aggression is a(n)   |  |  |  | | --- | --- | --- | |  | a. | reaction to frustration. | |  | b. | instinctive behavior. | |  | c. | learned response. | |  | d. | product of ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 302. Parents who discipline their children physically are often teaching aggression through the process of   |  |  |  | | --- | --- | --- | |  | a. | social scripts. | |  | b. | scapegoat theory. | |  | c. | modeling. | |  | d. | blaming the victim. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 303. Violence is more common among those who experience minimal levels of   |  |  |  | | --- | --- | --- | |  | a. | unconscious patronization. | |  | b. | prejudice. | |  | c. | stereotyping. | |  | d. | father care. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 304. Which of the following is a FALSE statement about U.S. “culture of honor” states in relation to aggressive behavior?   |  |  |  | | --- | --- | --- | |  | a. | These states were settled by Puritan, Quaker, and Dutch farmer-artisans who tend to be more aggressive. | |  | b. | These states were settled by Scots-Irish herders whose tradition encouraged violent insult, the use of arms, and slavery. | |  | c. | These states also have higher rates of students bringing weapons to school and of school shootings. | |  | d. | These states tend to be more supportive of uncontrolled gun ownership. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 305. Social script refers to   |  |  |  | | --- | --- | --- | |  | a. | a generalized belief about a group of people. | |  | b. | the tendency to favor our own group. | |  | c. | associating ourselves with certain groups and contrasting ourselves with others. | |  | d. | culturally modeled guides for how to act in various situations. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 306. A culturally modeled guide for how to behave during a job interview is best described as a(n)   |  |  |  | | --- | --- | --- | |  | a. | stereotype. | |  | b. | social script. | |  | c. | discriminator. | |  | d. | ingroup bias. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 307. A significant danger of violent media is that it provides \_\_\_\_\_\_\_\_ for impressionable viewers.   |  |  |  | | --- | --- | --- | |  | a. | ingroup bias | |  | b. | implicit associations | |  | c. | outgroup biases | |  | d. | social scripts |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 308. Leo grew up watching his father scream at his mother whenever he was frustrated at work. Leo, who now screams at his spouse whenever he becomes frustrated, has developed an aggressive \_\_\_\_\_\_\_\_ for handling frustration.   |  |  |  | | --- | --- | --- | |  | a. | stereotype | |  | b. | social script | |  | c. | hindsight bias | |  | d. | ingroup bias |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 309. By repeatedly watching violent pornographic movies, Christopher will likely become   |  |  |  | | --- | --- | --- | |  | a. | less likely to believe that women enjoy aggressive sexual treatment. | |  | b. | more likely to believe that sexual aggression is a serious issue. | |  | c. | more likely to accept the use of sexual coercion. | |  | d. | less likely to behave aggressively toward women. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 310. Viewing pornography heightens the risk of sexual aggression primarily among   |  |  |  | | --- | --- | --- | |  | a. | single men. | |  | b. | men who are already aggressive. | |  | c. | men who are currently in a romantic relationship. | |  | d. | men who exhibit gender prejudice. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 311. Two dozen longitudinal studies have found that \_\_\_\_\_\_\_\_ predicts “greater levels of overt physical violence over time.”   |  |  |  | | --- | --- | --- | |  | a. | violent video game playing | |  | b. | increased video game playing | |  | c. | person-centered video game playing | |  | d. | non-video game playing |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 312. Experimental participants randomly assigned to play a video game involving bloody murders and groaning victims became   |  |  |  | | --- | --- | --- | |  | a. | more empathic. | |  | b. | more attuned to the real-life effects of violence. | |  | c. | more sensitive to cruelty. | |  | d. | more hostile. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 313. Joshua loves to play video games. Recently, his parents have noticed that he is less sensitive to cruelty and has increased levels of aggression. This may be related to Joshua   |  |  |  | | --- | --- | --- | |  | a. | having an X chromosome. | |  | b. | having increased activity in his parietal lobe. | |  | c. | exhibiting genetic predispositions to violence. | |  | d. | playing violent video games. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 314. Research has demonstrated that watching violent behaviors can increase real-life aggression. This demonstrates that violent video games   |  |  |  | | --- | --- | --- | |  | a. | teach social scripts related to aggression. | |  | b. | are not related to aggressive behavior. | |  | c. | are the sole cause of aggressive behavior. | |  | d. | should be examined further in experimental research. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 315. Professor Ryan explains to his class that aggressive behavior often involves the interactive influence of use of alcohol, rewards for aggressive behavior, and exposure to violent media. The professor's lecture best illustrates   |  |  |  | | --- | --- | --- | |  | a. | scapegoating theory. | |  | b. | the hindsight bias. | |  | c. | genetic influences. | |  | d. | a biopsychosocial approach. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 316. Which of the following is friendship’s most powerful predictor?   |  |  |  | | --- | --- | --- | |  | a. | proximity | |  | b. | similarity | |  | c. | physical attractiveness | |  | d. | physical contact |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 317. Bryson moved into an apartment several months ago and is now close friends with Andrés, who lives two apartments down. This is likely related to   |  |  |  | | --- | --- | --- | |  | a. | proximity. | |  | b. | similarity. | |  | c. | physical attractiveness. | |  | d. | physical contact. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 318. An increased liking for a novel stimulus following repeated exposure to it is called   |  |  |  | | --- | --- | --- | |  | a. | a self-fulfilling prophecy. | |  | b. | companionate love. | |  | c. | the mere exposure effect. | |  | d. | a mirror-image perception. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 319. The mere exposure effect most directly contributes to the positive relationship between \_\_\_\_\_\_\_\_ and liking.   |  |  |  | | --- | --- | --- | |  | a. | similarity | |  | b. | physical arousal | |  | c. | self-disclosure | |  | d. | proximity |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 320. People tend to like the letters of their own name better than other letters. This is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | self-disclosure. | |  | b. | mirror-image perceptions. | |  | c. | the mere exposure effect. | |  | d. | social exchange theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 321. When Terry first hears a new song, he isn’t sure he likes it. The more often he hears it played, however, the more he enjoys it. Terry’s reaction illustrates   |  |  |  | | --- | --- | --- | |  | a. | the bystander effect. | |  | b. | the reciprocity norm. | |  | c. | mirror-image perceptions. | |  | d. | the mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 322. People tend to prefer a(n) \_\_\_\_\_\_\_\_ image of themselves, while their friends prefer a(n) \_\_\_\_\_\_\_\_ version of them.   |  |  |  | | --- | --- | --- | |  | a. | mirror; actual | |  | b. | actual; mirror | |  | c. | actual; actual | |  | d. | mirror; mirror |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 323. In the television program *Seinfeld*, George tried to make himself more attractive to a woman he just met by leaving his keys at her house, showing up at her place of work, and shopping at a store she frequented. He believed that his frequent appearances would cause her to like him. George is attempting to use   |  |  |  | | --- | --- | --- | |  | a. | the mere exposure effect. | |  | b. | mirror-image perceptions. | |  | c. | a self-fulfilling prophecy. | |  | d. | self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 324. Jazmine is 3 months old and prefers photos of the race she sees most. This is related to   |  |  |  | | --- | --- | --- | |  | a. | the mere exposure effect. | |  | b. | experiences with similarity. | |  | c. | equity. | |  | d. | self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 325. We are more likely to like someone whose face incorporates some morphed features of our own. This best illustrates the impact of   |  |  |  | | --- | --- | --- | |  | a. | the mere exposure effect. | |  | b. | mirror-image perceptions. | |  | c. | a self-fulfilling prophecy. | |  | d. | self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 326. As compared with relationships formed in person, which of the following is NOT true in relation to internet-formed friendships and romantic relationships?   |  |  |  | | --- | --- | --- | |  | a. | They are more likely to last. | |  | b. | They are less satisfying. | |  | c. | People tend to disclose more. | |  | d. | They involve less posturing.  ​ |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 327. Johanna has recently installed a dating app on her phone in hopes of finding a romantic partner. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | speed dating. | |  | b. | physical attractiveness. | |  | c. | modern matchmaking. | |  | d. | fear of rejection. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 328. At speed-dating events for straight daters, men wish future contact with \_\_\_\_\_\_\_\_ of their speed dates than women do. If women at a speed-dating event stay seated while the men circulate, this difference \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | more; disappears | |  | b. | less; remains | |  | c. | less; disappears | |  | d. | more; remains |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 329. For researchers, speed dating can provide useful information regarding \_\_\_\_\_\_\_\_ but not \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | proximity; similarity | |  | b. | the mere exposure effect; compatibility | |  | c. | first impressions; compatibility | |  | d. | physical attractiveness; proximity |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 330. Which of the following individuals is LEAST likely to be selected by another for a future date at a speed-dating gathering?   |  |  |  | | --- | --- | --- | |  | a. | Thomas, who has a fear of rejection | |  | b. | Alicia, who is extremely good looking | |  | c. | Robert, who is extremely extraverted | |  | d. | Sandy, who is very professionally accomplished |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 331. Our first impressions of those we meet are most likely to be determined by their   |  |  |  | | --- | --- | --- | |  | a. | attitudes. | |  | b. | intelligence. | |  | c. | physical appearance. | |  | d. | superordinate goals. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 332. When most people meet Fernando, the first thing they notice is how handsome he is. However, according to the research, Fernando’s level of physical attractiveness is NOT related to his   |  |  |  | | --- | --- | --- | |  | a. | self-esteem. | |  | b. | level of future income. | |  | c. | popularity. | |  | d. | frequency of dating. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 333. Strikingly attractive people are more likely to perceive praise for their work as \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | sincere | |  | b. | well deserved | |  | c. | insincere | |  | d. | undeserved  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 334. Research on physical attractiveness indicates that   |  |  |  | | --- | --- | --- | |  | a. | people with appealing traits are viewed as attractive. | |  | b. | most children perceive themselves to be physically unattractive. | |  | c. | young adults' physical attractiveness fails to predict their frequency of dating. | |  | d. | adults' incomes are unrelated to their attractiveness. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 335. Worldwide, heterosexual men tend to judge women as attractive if they appear   |  |  |  | | --- | --- | --- | |  | a. | empathic and kind. | |  | b. | honest and humorous. | |  | c. | mature and dominant. | |  | d. | youthful and fertile. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 336. Heterosexual women tend to prefer all of the following in men EXCEPT   |  |  |  | | --- | --- | --- | |  | a. | a healthy appearance. | |  | b. | dominance. | |  | c. | maturity. | |  | d. | youthfulness. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 337. People with more symmetrical faces are perceived as more   |  |  |  | | --- | --- | --- | |  | a. | reciprocal. | |  | b. | equitable. | |  | c. | intelligent. | |  | d. | attractive. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 338. We are likely to prefer as friends those who are similar to us in   |  |  |  | | --- | --- | --- | |  | a. | attitudes. | |  | b. | intelligence. | |  | c. | age. | |  | d. | any of these areas. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 339. Sarah has a college education, does not smoke, and enjoys sports. When she is seeking a romantic partner, she is likely to prefer someone who is similar to her in   |  |  |  | | --- | --- | --- | |  | a. | attitudes. | |  | b. | intelligence. | |  | c. | interests. | |  | d. | all of these areas.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 340. Kinsley, a 20-year-old college sophomore, is talkative, assertive, and politically conservative. Research suggests that she would most likely become a good friend of   |  |  |  | | --- | --- | --- | |  | a. | Nolan, who is relaxed and talkative. | |  | b. | Thor, who is politically liberal and assertive. | |  | c. | Theo, who is talkative and assertive. | |  | d. | Marco, who is reflective and quiet. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 341. Especially when our self-image is low, we are   |  |  |  | | --- | --- | --- | |  | a. | likely to focus on physical attractiveness. | |  | b. | likely to like those who like us. | |  | c. | not likely to form friendships. | |  | d. | more susceptible to the mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 342. Liking those who share and validate our attitudes is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | social exchange theory. | |  | b. | a reward theory. | |  | c. | equity. | |  | d. | the mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 343. You are likely to work hardest to like the new neighbors who   |  |  |  | | --- | --- | --- | |  | a. | seem reluctant to socialize. | |  | b. | have the biggest house on the block. | |  | c. | share your interests and attitudes. | |  | d. | seem most socially successful. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 344. Marilynn and Eva are friends. Marilynn inspires Eva with her self-discipline and helps Eva to remain focused on her studies. Eva inspires Marilynn with her sociability and has helped Marilynn to branch out and make some new friends. This mutually beneficial relationship can best be explained by   |  |  |  | | --- | --- | --- | |  | a. | social exchange theory. | |  | b. | equity theory. | |  | c. | reward theory. | |  | d. | similarity theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 345. Raymond and Jameson have been close friends for years. Which of the following is likely the most significant factor in the durability of their friendship?   |  |  |  | | --- | --- | --- | |  | a. | equity | |  | b. | proximity | |  | c. | similarity | |  | d. | physical attractiveness |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 346. \_\_\_\_\_\_\_\_ is an aroused state of intense positive absorption in another, usually present at the beginning of a love relationship.   |  |  |  | | --- | --- | --- | |  | a. | Passionate love | |  | b. | Companionate love | |  | c. | Equitable love | |  | d. | Altruism |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 347. The two-factor theory of emotion suggests that passionate love can be facilitated by   |  |  |  | | --- | --- | --- | |  | a. | the mere exposure effect. | |  | b. | self-disclosure. | |  | c. | social responsibility. | |  | d. | physical arousal. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 348. Which theory best explains why the excitement that lingers after a frightening event can facilitate passionate love?   |  |  |  | | --- | --- | --- | |  | a. | social exchange theory | |  | b. | the reciprocity norm | |  | c. | two-factor theory | |  | d. | equity theory |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 349. While biking on a narrow trail with his spouse, Ilhan narrowly avoided a collision with another bicyclist. Moments later, he experienced an unusually warm glow of affection for his spouse. His romantic reaction is best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | social exchange theory. | |  | b. | the two-factor theory of emotion. | |  | c. | equity theory. | |  | d. | the mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 350. In investigating the impact of physical arousal on passionate love, researchers arranged for an attractive woman to briefly interact with men who had recently   |  |  |  | | --- | --- | --- | |  | a. | consumed an alcoholic beverage. | |  | b. | crossed a swaying footbridge. | |  | c. | listened to romantic music. | |  | d. | intervened in an emergency. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 351. Whereas \_\_\_\_\_\_\_\_ is an aroused state of intense positive absorption in another, which occurs early in a relationship, \_\_\_\_\_\_\_\_ is a deep feeling of attachment between those who have shared, intertwined lives.   |  |  |  | | --- | --- | --- | |  | a. | altruism; passionate love | |  | b. | passionate love; self-disclosure | |  | c. | companionate love; passionate love | |  | d. | passionate love; companionate love |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 352. A deep, affectionate attachment is known as   |  |  |  | | --- | --- | --- | |  | a. | passionate love. | |  | b. | physical arousal. | |  | c. | infatuation. | |  | d. | companionate love. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 353. Claire and Harold have been together for 30 years. In fact, they also work together. Over the years, they have developed a deep, affectionate attachment for each other, called   |  |  |  | | --- | --- | --- | |  | a. | reciprocity. | |  | b. | passionate love. | |  | c. | companionate love. | |  | d. | social exchange.  ​ |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 354. Armani has been in a relationship with her romantic partner for 10 years. Which of the following is likely to facilitate continued feelings of trust and bonding with her partner?   |  |  |  | | --- | --- | --- | |  | a. | adrenaline | |  | b. | dopamine | |  | c. | oxytocin | |  | d. | testosterone |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 355. As passionate love matures into a calm and steady companionate love, the bonding of two partners is most likely to be facilitated by   |  |  |  | | --- | --- | --- | |  | a. | equity. | |  | b. | the mere exposure effect. | |  | c. | social exchange. | |  | d. | oxytocin. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 356. Which statement about companionate love is true?   |  |  |  | | --- | --- | --- | |  | a. | Companionate love has a rapid onset. | |  | b. | Companionate love reaches its peak about a decade into a relationship. | |  | c. | Companionate love grows slowly throughout a relationship. | |  | d. | Companionate love begins to decrease when passionate love disappears. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 357. Feelings of \_\_\_\_\_\_\_\_ are to passionate love as feelings of \_\_\_\_\_\_\_\_ are to companionate love.   |  |  |  | | --- | --- | --- | |  | a. | deep affection; obsession | |  | b. | attraction; equity | |  | c. | self-disclosure; attraction | |  | d. | obsession; trust |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 358. When \_\_\_\_\_\_\_\_ exists, the chances for sustained and satisfying companionate love are good.   |  |  |  | | --- | --- | --- | |  | a. | equity | |  | b. | altruism | |  | c. | similarity | |  | d. | proximity  ​ |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 359. Alexandros thinks his romantic partner derives more benefits from their relationship than he does, even though he contributes more to the relationship. Alexandros most clearly believes that their relationship lacks   |  |  |  | | --- | --- | --- | |  | a. | self-disclosure. | |  | b. | romantic love. | |  | c. | equity. | |  | d. | the mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 360. Mark and Jordan have recently begun dating. They are likely to engage in a great deal of \_\_\_\_\_\_\_\_ at this stage of their relationship.   |  |  |  | | --- | --- | --- | |  | a. | self-disclosure | |  | b. | equity | |  | c. | superordinate goals | |  | d. | cooperation |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 361. A gradual escalation of intimacy is most positively related to a gradual escalation of   |  |  |  | | --- | --- | --- | |  | a. | altruism. | |  | b. | the reciprocity norm. | |  | c. | equity. | |  | d. | self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 362. Tamika and Ramon have been happily married for 40 years. According to the text, which of the following factors is NOT a part of the companionate love they feel for each other?   |  |  |  | | --- | --- | --- | |  | a. | equity | |  | b. | self-disclosure | |  | c. | positive support | |  | d. | the mere exposure effect |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 363. Equity, positive support, and self-disclosure are all fundamental to enduring   |  |  |  | | --- | --- | --- | |  | a. | altruism. | |  | b. | passionate love. | |  | c. | companionate love. | |  | d. | social exchange. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 364. Altruism is best described as   |  |  |  | | --- | --- | --- | |  | a. | an effort to maximize benefits and minimize costs. | |  | b. | experiencing an increasing attraction to people as they become more familiar. | |  | c. | behaving unselfishly to enhance the welfare of others. | |  | d. | disclosing feelings to a person with whom you have a romantic relationship. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 365. Helping another person with no expectation of personal reward or benefit describes   |  |  |  | | --- | --- | --- | |  | a. | social exchange theory. | |  | b. | passionate love. | |  | c. | companionate love. | |  | d. | altruism. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 366. Joseph could not afford to repair his broken fence, so his friend Tristan, who had a bit of money saved, secretly hired and paid for a contractor. Tristan’s actions are an example of   |  |  |  | | --- | --- | --- | |  | a. | altruism. | |  | b. | social exchange. | |  | c. | equity. | |  | d. | the reciprocity norm. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 367. The tragic murder of Kitty Genovese outside her New York apartment stimulated social-psychology research on   |  |  |  | | --- | --- | --- | |  | a. | altruism. | |  | b. | the mere exposure effect. | |  | c. | equity. | |  | d. | the effects of self-disclosure. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 368. Which researcher(s) created a decision scheme for when people are most likely to help?   |  |  |  | | --- | --- | --- | |  | a. | John Darley and Bibb Latané | |  | b. | Tanya Chartrand | |  | c. | Lisa DeBruine | |  | d. | John Bargh |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 369. The presence of many bystanders at the scene of an emergency increases the likelihood that any individual bystander will   |  |  |  | | --- | --- | --- | |  | a. | notice the emergency. | |  | b. | report the emergency to the police. | |  | c. | fail to interpret the incident as an emergency. | |  | d. | assume responsibility for personally intervening in the emergency. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 370. As Almay walks through a local park, she passes an older man who is lying beside a tree, clutching his stomach. The presence of many other walkers in the park increases the probability that Almay will   |  |  |  | | --- | --- | --- | |  | a. | ask whether the man needs assistance. | |  | b. | call an ambulance. | |  | c. | experience a sense of empathy for the man. | |  | d. | fail to interpret the incident as an emergency. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 371. Diffusion of responsibility often plays an important role in the   |  |  |  | | --- | --- | --- | |  | a. | mere exposure effect. | |  | b. | social exchange theory. | |  | c. | bystander effect. | |  | d. | social-responsibility theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 372. \_\_\_\_\_\_\_\_ refers to the phenomenon in which the presence of other people makes it less likely that any individual will help someone in distress, because the obligation to intervene is shared among all the onlookers.   |  |  |  | | --- | --- | --- | |  | a. | Diffusion of responsibility | |  | b. | The reciprocity norm | |  | c. | Social exchange theory | |  | d. | Altruism |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 373. While reading in her building’s outdoor common area with several other neighbors nearby, Joy hears a crashing noise and someone groaning in one of the first-floor apartments. Nobody near Joy seems concerned, so Joy goes back to her reading. This example best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the bystander effect. | |  | b. | social exchange theory. | |  | c. | altruism. | |  | d. | the reciprocity norm. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 374. People are less likely to give aid if an emergency occurs in the presence of many observers. This is known as   |  |  |  | | --- | --- | --- | |  | a. | altruism. | |  | b. | social exchange theory. | |  | c. | the bystander effect. | |  | d. | the mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 375. Beatriz fell on a busy city sidewalk and broke her leg. Although hundreds of pedestrians saw her lying on the ground, most failed to recognize that she was in need of medical assistance. Their oversight best illustrates one of the dynamics involved in   |  |  |  | | --- | --- | --- | |  | a. | the self-fulfilling prophecy. | |  | b. | the reciprocity norm. | |  | c. | the bystander effect. | |  | d. | the mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 376. A failure to assume personal responsibility for helping in an emergency situation often plays an important role in the   |  |  |  | | --- | --- | --- | |  | a. | mere exposure effect. | |  | b. | reciprocity norm. | |  | c. | bystander effect. | |  | d. | social exchange theory. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 377. A failure to aid a stranger who needs help in an emergency situation is especially likely when people   |  |  |  | | --- | --- | --- | |  | a. | are feeling guilty. | |  | b. | are in a hurry. | |  | c. | are in a small town. | |  | d. | have just observed someone else being helpful. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 378. The Plattsville blood bank is desperately in need of blood donors. Which of the following students would most likely contribute to the blood bank, if asked?   |  |  |  | | --- | --- | --- | |  | a. | Ardyce, who is feeling guilty about standing up a friend for dinner | |  | b. | Grigory, who is busy studying for a history midterm | |  | c. | Sigrid, who unexpectedly lost her part-time job and has time on her hands | |  | d. | Fred, who is depressed because he just learned he got a D on a chemistry exam |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 379. Which of the following is NOT one of the factors that increases the likelihood of bystanders helping?   |  |  |  | | --- | --- | --- | |  | a. | being in a good mood | |  | b. | being surrounded by other bystanders who may help | |  | c. | feeling guilty | |  | d. | perceiving the person as deserving of help |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 380. Kellie witnesses a man clutch his chest and collapse in the middle of the street. Which of the following characteristics of this situation will NOT be a factor in Kellie’s decision to help?   |  |  |  | | --- | --- | --- | |  | a. | Kellie is in a good mood. | |  | b. | Kellie is not in a hurry. | |  | c. | The person appears to need help. | |  | d. | The person is a man. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 381. When people are \_\_\_\_\_\_\_\_, they are more eager to help and are more generous.   |  |  |  | | --- | --- | --- | |  | a. | in a good mood | |  | b. | similar to one another | |  | c. | physically attractive | |  | d. | intelligent |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 382. Which of the following internal states would make us more likely to pass someone in need WITHOUT helping?   |  |  |  | | --- | --- | --- | |  | a. | feeling happy | |  | b. | feeling preoccupied | |  | c. | feeling unhurried | |  | d. | feeling guilty |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 383. Which theory suggests that altruistic behavior is governed by calculations of rewards and costs?   |  |  |  | | --- | --- | --- | |  | a. | the reciprocity norm | |  | b. | social exchange theory | |  | c. | the self-fulfilling prophecy | |  | d. | the two-factor theory of emotion |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 384. Claudia donated money to a veterans’ hospital in order to boost her own feelings of self-esteem. Diane chose not to contribute, because she is on a limited budget and needs to conserve enough for rent and groceries. Differences in their behavior are best explained in terms of   |  |  |  | | --- | --- | --- | |  | a. | the reciprocity norm. | |  | b. | social exchange theory. | |  | c. | self-fulfilling prophecy. | |  | d. | the social-responsibility norm. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 385. What philosophers call utilitarianism, social psychologists call   |  |  |  | | --- | --- | --- | |  | a. | the social-responsibility norm. | |  | b. | the bystander effect. | |  | c. | social exchange theory. | |  | d. | diffusion of responsibility. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 386. Two social norms that influence altruistic behavior are   |  |  |  | | --- | --- | --- | |  | a. | reciprocity and social responsibility. | |  | b. | social responsibility and social exchange. | |  | c. | reciprocity and equity. | |  | d. | equity and social exchange. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 387. The reciprocity norm refers to the expectation that people should help those who   |  |  |  | | --- | --- | --- | |  | a. | need help. | |  | b. | ask for help. | |  | c. | help themselves. | |  | d. | have helped them. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 388. After Rosie accepted her new neighbor's invitation to dinner, she felt obligated to invite the neighbor over the following weekend for brunch. Rosie's sense of obligation most likely resulted from   |  |  |  | | --- | --- | --- | |  | a. | the bystander effect. | |  | b. | the reciprocity norm. | |  | c. | diffusion of responsibility. | |  | d. | the mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 389. When it comes to social behavior, a cost-benefit analysis is to \_\_\_\_\_\_\_\_ as returning help is to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | the reciprocity norm; social exchange theory | |  | b. | social exchange theory; the reciprocity norm | |  | c. | diffusion of responsibility; the social-responsibility norm | |  | d. | the social-responsibility norm; diffusion of responsibility |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 390. When a man fell into the subway tracks, Jorge risked his own life by jumping down and helping him climb back out. Jorge’s action best illustrates the   |  |  |  | | --- | --- | --- | |  | a. | bystander effect. | |  | b. | mere exposure effect. | |  | c. | reciprocity norm. | |  | d. | social-responsibility norm. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 391. During the COVID-19 pandemic, Arsan volunteered to grocery shop for his high-risk older neighbors. Arsan’s altruism best illustrates the impact of the   |  |  |  | | --- | --- | --- | |  | a. | reciprocity norm. | |  | b. | bystander effect. | |  | c. | social-responsibility norm. | |  | d. | mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 392. Feeling more compelled to run over and help a small child who has tripped and fallen than a young adult who has tripped and fallen demonstrates a principle of the   |  |  |  | | --- | --- | --- | |  | a. | reciprocity norm. | |  | b. | bystander effect. | |  | c. | social exchange theory. | |  | d. | social-responsibility norm. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 393. A perceived incompatibility of your class learning goals and the goals of your instructor best illustrates   |  |  |  | | --- | --- | --- | |  | a. | conflict. | |  | b. | the reciprocity norm. | |  | c. | social responsibility. | |  | d. | equity. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 394. If two countries are rivals for exclusive control of the same area of land, their predicament best illustrates   |  |  |  | | --- | --- | --- | |  | a. | the two-factor theory. | |  | b. | superordinate goals. | |  | c. | the reciprocity norm. | |  | d. | a conflict. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 395. A situation in which the individual pursuit of self-interest leads to collective destruction is known as   |  |  |  | | --- | --- | --- | |  | a. | a social trap. | |  | b. | GRIT. | |  | c. | the reciprocity norm. | |  | d. | superordinate goals. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 396. On the hottest day of the year and amid warnings of a possible blackout in his region, Jack continues to run his air conditioner on high; he figures the bit of power it uses won’t make a difference. Too many residents think like Jack, and the entire town loses power. This is an example of   |  |  |  | | --- | --- | --- | |  | a. | a social trap. | |  | b. | bystander intervention. | |  | c. | GRIT. | |  | d. | a self-fulfilling prophecy. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 397. Despite government warnings of a severe shortage of heating fuels, most citizens continue to turn up their home thermostats in the belief that their personal fuel consumption will have little effect on the country's total fuel reserves. This reaction best illustrates the dynamics of   |  |  |  | | --- | --- | --- | |  | a. | the bystander effect. | |  | b. | diffusion of responsibility. | |  | c. | a social exchange. | |  | d. | a social trap. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 398. When Jessie cleans up after her spouse Jay, she feels she’s trying to be helpful, but Jay feels that she’s trying make him feel guilty for not cleaning enough. When Jay calls Jessie’s parents to check on them, he feels he’s trying to keep the family close, but Jessie feels that he’s trying to make her feel guilty for not calling her parents enough. This couple’s experience best illustrates   |  |  |  | | --- | --- | --- | |  | a. | a social trap. | |  | b. | the social-responsibility norm. | |  | c. | superordinate goals. | |  | d. | mirror-image perceptions. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 399. The distorted perceptions that enemies often have of each other are called mirror-image perceptions because they are   |  |  |  | | --- | --- | --- | |  | a. | shallow. | |  | b. | self-centered. | |  | c. | similar. | |  | d. | self-defeating. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 400. Eric believes that he is not academically capable. As such, some of his teachers treat him as if he needs additional assistance to complete his work. This is an example of a   |  |  |  | | --- | --- | --- | |  | a. | self-fulfilling prophecy. | |  | b. | mirror-image perception. | |  | c. | social trap. | |  | d. | social-responsibility norm. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 401. The country of Superlia increased the size of its military force because its leaders inappropriately anticipated that their rival, the country of Piropia, would do the same. The Piropians subsequently felt it was necessary to respond to the Superlian military buildup with a military expansion of their own. The Piropian response best illustrates the danger of   |  |  |  | | --- | --- | --- | |  | a. | social responsibility. | |  | b. | the mere exposure effect. | |  | c. | self-fulfilling prophecies. | |  | d. | the reciprocity norm. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 402. Mirror-image perceptions are to \_\_\_\_\_\_\_\_ as self-fulfilling prophecies are to \_\_\_\_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | belief; confirmation | |  | b. | confirmation; belief | |  | c. | social traps; equity | |  | d. | equity; social traps |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 403. Those who are prejudiced against people of a different race are likely to develop more accepting attitudes toward people of that race following the experience of   |  |  |  | | --- | --- | --- | |  | a. | a social trap. | |  | b. | mirror-image perceptions. | |  | c. | face-to-face contact. | |  | d. | social responsibility. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 404. Adam, who is White, grew up in a small, racially homogenous town where hate speech and prejudicial language were common. As a result, Adam shares some of these attitudes. Now, in his first year at a large university, Adam is in classes and clubs with students from a wide variety of racial and ethnic backgrounds. What can be expected of Adam’s attitudes towards others who are not of his own race?   |  |  |  | | --- | --- | --- | |  | a. | His explicit prejudice will likely decrease, while his implicit prejudice will likely increase. | |  | b. | His explicit and implicit prejudices are likely to increase. | |  | c. | His explicit and implicit prejudices are likely to decrease. | |  | d. | His implicit prejudice will likely decrease, while his explicit prejudice will likely increase. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 405. In many schools, students segregate themselves by ethnic group in lunchrooms and classrooms. People in each group often think they would welcome more contact with the other group, but they assume that the other group does not reciprocate the wish. This best illustrates   |  |  |  | | --- | --- | --- | |  | a. | mirror-image perceptions. | |  | b. | altruism. | |  | c. | a social trap. | |  | d. | superordinate goals. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 406. People are more likely to support immigration if they   |  |  |  | | --- | --- | --- | |  | a. | focus on self-fulfilling prophecies. | |  | b. | have regular contact with immigrants. | |  | c. | have minimal contact with immigrants. | |  | d. | are only around people who look like them. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 407. In the research studies conducted by \_\_\_\_\_\_\_\_, researchers set a conflict in motion by separating boys into two different camp areas. The two groups had to compete with each other for prizes in various activities.   |  |  |  | | --- | --- | --- | |  | a. | Muzafer Sherif | |  | b. | Charles Osgood | |  | c. | Dirk Willems | |  | d. | John Darley |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 408. Superordinate goals refer to   |  |  |  | | --- | --- | --- | |  | a. | prevailing inclinations that have been enforced through discussion within a group. | |  | b. | mutual diabolical images that enemies have of each other. | |  | c. | social expectations that people will help those who depend on them. | |  | d. | shared goals that override differences among people and require their cooperation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 409. Aaron and Brad need to coordinate their efforts to get Brad’s house protected from the hurricane winds expected over the weekend. This shared goal that can be achieved only through their cooperation is referred to as a   |  |  |  | | --- | --- | --- | |  | a. | self-fulfilling prophecy. | |  | b. | mirror-image perception. | |  | c. | superordinate goal. | |  | d. | social trap. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 410. After their country was heavily damaged by a tsunami, two opposing political groups set aside their differences and worked together on effective disaster relief. This cooperation best illustrates the importance of   |  |  |  | | --- | --- | --- | |  | a. | mirror-image perceptions. | |  | b. | equity. | |  | c. | superordinate goals. | |  | d. | the mere exposure effect. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 411. The concept of a superordinate goal is best illustrated by   |  |  |  | | --- | --- | --- | |  | a. | the plan of a first-year university student to enter medical school and eventually become a physician. | |  | b. | the intent of management and labor to produce a fuel-efficient automobile that will outsell any car on the market. | |  | c. | the desire of a social worker to do volunteer work at a community center to improve race relations. | |  | d. | a university president's plan to give students two extra days of spring vacation. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 412. Muzafer Sherif's work with 11-year-old boys at a summer camp demonstrated that   |  |  |  | | --- | --- | --- | |  | a. | it was very difficult to establish ingroup/outgroup conflict because there were no intrinsic differences between the boys. | |  | b. | situations that required cooperation and the joint efforts of both groups reduced the conflict and hostility between them. | |  | c. | simple social contact between the two groups greatly reduced conflict and hostility. | |  | d. | contrary to expectations, competition between the two groups actually increased harmony between them. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 413. The success of multiethnic cooperative learning in classroom settings best illustrates the value of \_\_\_\_\_\_\_\_ for reducing racial conflict.   |  |  |  | | --- | --- | --- | |  | a. | equity | |  | b. | social responsibility | |  | c. | superordinate goals | |  | d. | a social trap |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 414. In a science fiction story about hostile aliens invading Earth, the major conflicting political powers join together to combat the extraterrestrial threat. Generalizing from Muzafer Sherif's research, it would be safe to conclude that this act of cooperative behavior would lead to   |  |  |  | | --- | --- | --- | |  | a. | altruism on a national level rather than on a social group level. | |  | b. | alienation, antagonism, and increased levels of conflict once the threat is over. | |  | c. | increased conflict over which group should get the most credit for defeating the aliens. | |  | d. | reduced conflict and increased harmony between the major powers. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 415. A win-win orientation is one that seeks \_\_\_\_\_\_\_\_ a conflict.   |  |  |  | | --- | --- | --- | |  | a. | mutually beneficial resolutions of | |  | b. | mirror-image perceptions of | |  | c. | altruistic resolutions of | |  | d. | superordinate goals to overcome |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 416. Two friends quarreled over possession of a single orange without realizing that one of them wanted only the fruit to make juice, and the other wanted only the peel to make a cake. This classic episode best illustrates that people sometimes fail to recognize   |  |  |  | | --- | --- | --- | |  | a. | the mere exposure effect. | |  | b. | win-win solutions. | |  | c. | self-disclosure. | |  | d. | equity. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 417. Mediators are useful in reducing conflict because they can aid   |  |  |  | | --- | --- | --- | |  | a. | communication. | |  | b. | cooperation. | |  | c. | contact. | |  | d. | goal setting. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 418. A couple has agreed to see a marriage counselor to try to resolve their issues before filing for divorce. The counselor that they will start seeing will   |  |  |  | | --- | --- | --- | |  | a. | demonstrate mirror-image perceptions. | |  | b. | facilitate communication. | |  | c. | promote peace. | |  | d. | focus on superordinate goals. |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 419. A sincere word of apology often helps to reduce the tension between two conflicting parties. This best illustrates the value of   |  |  |  | | --- | --- | --- | |  | a. | the mere exposure effect. | |  | b. | altruism. | |  | c. | the bystander effect. | |  | d. | conciliation. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 420. Lael and her roommate have been arguing for the past few weeks. In the hope that it will make peace and end the arguing, Lael has brought home a large pizza to share with her roommate. This act demonstrates   |  |  |  | | --- | --- | --- | |  | a. | attempted conciliation. | |  | b. | increased communication. | |  | c. | communication facilitation. | |  | d. | self-fulfilling prophecy. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 421. Which of the following can assist in decreasing international tensions?   |  |  |  | | --- | --- | --- | |  | a. | GRIT | |  | b. | mirror-image perceptions | |  | c. | social traps | |  | d. | social exchange |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 422. Adherence to the reciprocity norm is most relevant to the utility of   |  |  |  | | --- | --- | --- | |  | a. | social facilitation. | |  | b. | diffusion of responsibility. | |  | c. | the mere exposure effect. | |  | d. | GRIT. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 423. When U.S. President John F. Kennedy announced that the United States would discontinue all atmospheric nuclear tests, this began a series of U.S./Russia reciprocated conciliatory acts that culminated in the 1963 atmospheric test-ban treaty. This episode illustrated the potential value of   |  |  |  | | --- | --- | --- | |  | a. | mirror-image perceptions. | |  | b. | the mere exposure effect. | |  | c. | GRIT. | |  | d. | equity. |  |  |  | | --- | --- | | *ANSWER:* | c | |