Social Psychology 7th edition Kenrick Test Bank

SKU: 9780135198421-TEST-BANK

Chapter 2
The Person and the Situation
Total Assessment Guide (T.A.G.)

Topic	Question Type	Remember the Facts	Understand the Concepts	Apply What You Know	Analyze It
2.1 The Person	Multiple Choice	1, 2, 3, 5, 8, 9, 10, 17, 31, 48, 52, 53, 54, 58, 62	4, 6, 12, 15, 19, 21, 24, 25, 26, 28, 33, 35, 36, 39, 40, 41, 43, 44, 47, 50, 51, 59, 61	7, 14, 16, 18, 20, 22, 23, 27, 29, 30, 32, 37, 38, 45, 49, 55, 56, 57, 60, 63	11, 13, 34, 42, 46
	Short Answer	109	110, 114	111	112
	Essay		120	124, 125	119, 121, 122, 123
2.2 The Situation	Multiple Choice	74, 77	65, 67, 68, 70, 71, 72, 75, 78, 80, 81, 86, 88	64, 66, 69, 73, 76, 79, 82, 83, 85, 87, 89, 90, 91	84
	Short Answer		115	116, 117	
	Essay				126
2.3 The Person and the Situation Interact	Multiple Choice	96	92, 95, 97, 98, 102, 106, 107, 108	99, 100, 101, 103, 104, 105	93, 94
	Short Answer			118	
	Essay			128	127

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

Chapter 2 The Person and the Situation

Multiple Choice Questions

1) According to Martin Luther King Jr.'s sister, he was a(n) _____.
A) ordinary man
B) extraordinary man
C) man destined for success
D) hard working, special man.
Answer: A
Learning Objective: None
Topic: Introduction
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

2) The driving force that moves people toward their desired outcomes is known as _____.
A) motivation
B) personality
C) situational influence
D) activation
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

3) When the police want to know why someone has committed a crime, they often look for the perpetrator's _____.
A) motive
B) personality
C) intelligence
D) activation
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

4) Which statement is true regarding motivation?
A) Motivation is not necessary for survival.
B) Motivation is the energy that drives social behavior.
C) Motivation is unrelated to social behavior.
D) Motivation usually refers to short-term goals.
Answer: B
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

5) A desired outcome is a _____.
A) goal
B) subgoal
C) motive
D) exemplar
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

6) Something that you wish to accomplish is a _____, whereas _____ are steps toward achieving that larger outcome.
A) goal; subgoals
B) subgoal; goals
C) motive; goals
D) exemplar; motives
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

7) Kendra wants to get a good grade in her social psychology course. She joins a study group that has several successful students in it. According to your textbook, Kendra's use of this study group to increase her chances to achieve social and economic status is known as a(n) _____.
A) goal
B) subgoal
C) motive
D) exemplar
Answer: B
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

8) A high-level goal that is fundamental for social survival is a _____.
A) norm
B) subgoal
C) subordinate goal
D) motive
Answer: D
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

9) According to your text, desires to gain status and protect family members from harm are _____.
A) goals
B) subgoals
C) subordinate goals
D) motives
Answer: D
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

10) According to your text, the process of consciously focusing on aspects of our environment or ourselves is _____.
A) attention
B) motivation
C) automaticity
D) suppression
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

11) Which statement is accurate regarding attention?
A) We can pay attention to a large amount of information at one time.
B) Attention is a limited resource.
C) Automatizing tasks limits our attention.
D) The more we attend to one task, the more we will be able to attend to other tasks.
Answer: B
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

12) The ability of a behavior or cognitive process to operate without conscious guidance once it is put into motion is known as _____.
A) attention
B) automaticity
C) motivation
D) mindlessness
Answer: B
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

13) Which statement is accurate regarding automaticity?
A) Automaticity can help us to efficiently move toward our goals.
B) Automaticity always causes us to make mistakes.
C) Automaticity is a conscious process.
D) Mindlessness causes automaticity.
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

14) Mitsuko drives to work without giving much attention or thought to the process of driving her car. She starts the car, shifts gears, and changes lanes without consciously planning these actions. This is an example of _____.
A) low self-monitoring
B) mindfulness
C) automaticity
D) willpower
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

15) In the Langer et al. (1978) study of people in line to use a copy machine, participants allowed someone to go ahead of them even when that person gave an excuse that didn't make sense. This study was a demonstration of _____.
A) the social facilitation effect
B) social cognition
C) the automaticity of social behavior
D) the strategy of ingratiation
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

16) Takashi is playing on his phone while in line at the food store waiting to pay for a few things that he picked up. A stranger with a similar number of items approaches Takashi and asks to get in front of him in line because he has to pay for his groceries. Takashi allows him to get ahead in line. This is an example of _____.
A) low self-monitoring
B) mindlessness
C) attitude flexibility
D) weak willpower
Answer: B
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

17) We sometimes engage in _____ as an attempt to overcome counterproductive impulses.
A) self-efficacy
B) attention
C) automaticity
D) thought suppression
Answer: D
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

18) Which statement is true regarding what happens when you try not to think about pink elephants?
A) It is more difficult to think of pink elephants when asked to do so later.
B) Your thoughts are frequently interrupted by images of pink elephants.
C) You will think more about white elephants.
D) You will think more about pink objects other than elephants.
Answer: B
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

19) Which of the following is something that goal pursuit sometimes requires?
A) mindlessness
B) explanations
C) automaticity
D) willpower
Answer: D
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

20) Suppose that Broderick is trying not to think about his ex-girlfriend. What is the most likely result of Broderick's attempt to control his thoughts in this way?
A) Broderick will constantly be in a negative mood.
B) Broderick will strengthen his immune system as a result of attempted thought suppression.
C) Broderick will strengthen his willpower and successfully avoid thinking about his ex-girlfriend.
D) Broderick e will think about his ex-girlfriend even more than he would have otherwise.
Answer: D
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

21) Visual images, smells, sounds, tastes, and touches are examples of _____.
A) sensory memories
B) exemplars
C) beliefs
D) schemas
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Knowledge: Our View of the World
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

22) When Cole smells an apple scented candle, images of holidays with his Nana, who used to bake apple pies, quickly rush into his mind. This example illustrates _____.
A) personal memory
B) thought suppression
C) schematic memory
D) sensory memory
Answer: D
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Knowledge: Our View of the World
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

23) Kelley (1950) found that students who expected a warm substitute teacher formed a favorable impression of him, whereas students who expected a cold substitute teacher formed a negative impression of him, even though the lecture was the same for both groups. What was the reason given for this result?
A) Students in the "cold" condition didn't know what condition they were in.
B) Chronic accessibility was different for different students.
C) Students were primed with different expectations, which led to different interpretations of the teacher's actions.
D) Different self-knowledge led to different interpretations of the teacher's actions.
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Knowledge: Our View of the World
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

24) Knowledge of a specific episode, event, or individual that constitutes an example of a category is a(n) _____.
A) script
B) stereotype
C) exemplar
D) schema
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Knowledge: Our View of the World
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

25) Oprah Winfrey and Jeff Bezos might be considered _____ of the category "business smart."
A) stereotypes
B) exemplars
C) schemas
D) primers
Answer: B
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Knowledge: Our View of the World
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

26) A mental representation capturing the general characteristics of a particular class of episodes, events, or individuals is known as a(n) _____.
A) sensory memory
B) exemplar
C) belief
D) schema
Answer: D
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Knowledge: Our View of the World
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

27) Stacey believes that most car salespersons are dishonest. This belief is part of Stacey's _____ car dealerships.
A) schema for
B) sensory memory about
C) intuition for
D) affordance against
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Knowledge: Our View of the World
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

28) The process of activating knowledge or goals—of making them ready for use—is known as _____.
A) priming
B) stereotyping
C) self-regulation
D) schematizing
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Knowledge: Our View of the World
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

29) Thinking of your pet dog and then being reminded of the other pets that you have had over the years and then starting to think about how old you were and where you lived at the time, is an example of _____.
A) priming
B) stereotyping
C) self-regulation
D) schematizing
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Knowledge: Our View of the World
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

30) Sitting in her social psychology class, Ingrid thinks a lot about how she can make herself more attractive to other people. At the dinner table, Ingrid thinks a lot about how she needs to get a better-paying job. The different thoughts that came to mind in class and at home are the result of _____
A) situational priming
B) chronic accessibility
C) attitude adjustment
D) implanted expectations
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Knowledge: Our View of the World
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

31) _____ is the state of being easily activated, or primed, for use.
A) Exemplar mapping
B) Negative stereotyping
C) Sensory memory
D) Chronic accessibility
Answer: D
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Knowledge: Our View of the World
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

32) Because they have contact with law-breakers on a daily basis, many police officers have a representation of law-breakers constantly activated in their minds. This is an example of _____.
A) exemplar mapping
B) negative stereotyping
C) sensory memory
D) chronic accessibility
Answer: D
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Knowledge: Our View of the World
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

33) _____ are evaluations of particular people, objects, events, or ideas.
A) Attitudes
B) Emotions
C) Moods
D) Exemplars
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

34) Which statement is accurate regarding attitudes?
A) Attitudes can be favorable or unfavorable evaluations.
B) Attitudes are only favorable evaluations.
C) Attitudes are only unfavorable evaluations.
D) Attitudes involve physiological components.
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

35) _____ are feelings such as guilt, fear, or happiness.
A) Attitudes
B) Emotions
C) Moods
D) Exemplars
Answer: B
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

36) How do social psychologists differentiate emotions from attitudes?
A) Emotions do not have an evaluative component.
B) Emotions possess a physiological arousal component.
C) Emotions are not as complex as attitudes.
D) Emotions are not as intense as attitudes.
Answer: B
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

37) Which of the following people shows an example of an attitude?
A) Jacci, who believes that all things happen for a reason
B) Erik, who behaves poorly at his birthday party
C) Simon, who asks his teacher for help
D) Kara, who prefers vanilla over chocolate ice cream
Answer: D
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology; 1.2 Develop a working knowledge of the content domains of psychology.

38) Which of the following people shows an example of a mood?
A) Judy, who believes that "the early bird gets the worm"
B) Karla, who has been unhappy for a few weeks
C) Kyle, who asks his friends to play soccer with him
D) Jesse, who prefers to wear black pants every day
Answer: B
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology; 1.2 Develop a working knowledge of the content domains of psychology.

39) Relatively long-lasting feelings are called _____.
A) attitudes
B) beliefs
C) moods
D) physiological responses
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Easy
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

40) Feelings that are less focused and longer lasting than emotions, and which color all our experiences, are known as _____.
A) attitudes
B) beliefs
C) moods
D) physiological responses
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

41) Researchers use _____ to gather information about blood pressure, heart rate, and sweating.
A) self-reports
B) fMRIs
C) physiological measures
D) Rorschach ink blot tests
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

42) Which statement about physiological measures is accurate?
A) Different people exhibit different biological responses to the same emotional state.
B) Physiological measures are only influenced by emotional processes.
C) Self-reports are the best physiological measures because they give information about how a person thinks he or she feels.
D) Researchers have discovered physiological patterns that map perfectly to emotion.
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

43) Watching people's facial expressions and looking at people's behavior are _____.
A) methods of self-perception
B) indirect measures of emotion
C) ways of measuring self-esteem
D) ineffective ways of measuring mood
Answer: B
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

44) The fact that people from many different cultures agree on which facial expressions reflect particular emotions is evidence that _____.
A) facial expressions are heavily influenced by culture
B) facial expressions of emotion are probably learned from those around us
C) there are gender differences in the expression of facial emotion
D) there probably is a genetic component to the facial expression of emotion
Answer: D
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

45) Which example best illustrates the influence of culture on feelings?
A) Utku Eskimos rarely express anger, whereas members of a Bedouin tribe of western Egypt frequently express anger.
B) Japanese people and Americans both express sadness at a funeral.
C) Members of cultures from all over the world agree on which facial expressions reflect happiness, sadness, and fear.
D) People are more likely to express similar feelings in a strong situation.
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

46) Which statement is accurate?
A) Members of all cultures experience similar emotions.
B) Members of all cultures interpret emotional facial expressions similarly.
C) Members of cultures from all over the world vary on which facial expressions reflect happiness, sadness, and fear.
D) All people are more likely to express similar feelings in a strong situation.
Answer: D
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

47) Rashad misses a meeting with his professor and feels very guilty. He misses a meeting he had with a car salesman and doesn't give it a second thought. Why did Rashad feel differently about two equivalent actions?
A) He has been classically conditioned to not like salespeople.
B) It was someone else's fault that he missed the meeting with the salesman.
C) The salesman probably didn't care about the missed meeting.
D) His appraisal of the action was different in the two situations.
Answer: D
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

48) The process of imaging alternative versions of actual events is called _____.
A) counterfactual thinking
B) rationalization
C) downward social comparison
D) self-perception processes
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

49) In tryouts for the football team, Gary finishes 31st out of 150 people who tried out. The top 30 finishers made the team, so Gary feels that he just missed the cut. He's extremely disappointed, even more disappointed than his friend who finished 125th. Most likely, Gary feels worse than his friend because of _____.
A) counterfactual thinking
B) rationalization
C) downward social comparison
D) self-perception processes
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

50) Which statement about emotions is true?
A) They are generally irrational responses to situations.
B) They alert us when something isn't normal.
C) They can prevent us from acting quickly to avoid a dangerous situation.
D) Different emotions typically accompany the same situation at different times.
Answer: B
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

51) Fredrickson and colleagues (2003) investigated how Americans coped with the shock of September 11, 2001. They found that more resilient Americans _____.
A) experienced fewer negative emotions like fear and anger than less resilient Americans did
B) denied or suppressed experiencing negative emotions
C) experienced as many negative emotions as less resilient Americans but also experienced positive emotions like hope and pride
D) were less emotional overall than less resilient Americans
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

52) Our views and beliefs about ourselves make up our _____.
A) reflected appraisal
B) self-concept
C) exemplary self
D) self-esteem
Answer: B
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

53) Your attitude toward yourself is your _____.
A) ought self
B) self-concept
C) self-esteem
D) reflected appraisal
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

54) The term "multiple selves" refers to _____.
A) the mental disorder sometimes called multiple personalities
B) the idea that a person's self changes over time
C) the idea that people have ought, actual, and collective selves
D) the idea that people have both self-esteem and self-concept
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

55) When traveling overseas, Luis thinks about being an American. He is thinking about _____.
A) his reflected appraisal process
B) his ought self
C) a collective self
D) his self-esteem
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

56) You cross the finish line of a race and the first thing you do is to look ahead to see how many people finished in front of you, and then you look behind to see how many people you beat. You are gathering information for your _____ via the use of _____.
A) self-schema; self-perception
B) self-perception; reflected appraisal
C) self-concept; social comparison
D) self-esteem; competition
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology. ;1.3 Describe applications that employ discipline-based problem solving.

57) While Jennifer was growing up, her mother constantly told her that she needed to watch her weight. As an adult, Jennifer thinks of herself as overweight because of _____.
A) the multiple self-process
B) social comparison
C) the reflected appraisal process
D) her collective self with her mother
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

58) The process by which people observe their own behavior to infer their own internal characteristics is known as _____.
A) self-perception
B) reflected appraisal
C) self-regulation
D) self-presentation
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

59) The self-perception process involves inferring one's own characteristics by _____.
A) observing one's own behavior
B) comparing oneself to others
C) imagining what others think of us
D) putting oneself in a category
Answer: A
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

60) Nira spends a rainy Saturday watching drag racing on TV. Later, she reflects on her behavior and thinks, "I must really like drag racing since I spent so much time watching it on TV." Nira has learned about herself via _____.
A) the self-presentation process
B) reflected appraisal
C) the self-perception process
D) the self-regulation process
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

61) In a study by Burger and Caldwell (2003), one group of college students signed a petition encouraging an end to homelessness, one group signed the petition and received $1, and, as members of a third group signed the petition, each was told that he or she was "someone who cares about people in need." Two days later all of the participants were asked to volunteer at a homeless shelter during the upcoming weekend. The researchers found that the _____ group volunteered the most because they _____.
A) petition only; changed their self-perceptions
B) petition and payment group; changed their self-perceptions
C) petition and labeled group; changed their self-perceptions
D) petition and payment group; were paid $1
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

62) The process through which people select, monitor, and adjust their strategies in an attempt to reach their goals is _____.
A) self-perception
B) reflected appraisal
C) self-regulation
D) self-presentation
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

63) You are trying to find someone to study with at the local coffee shop. You invite your friend Ryan, but he has plans. You then decide to ask your friend Lia, who says she can go but first she must run some errands. You would rather not run errands but do not want to study alone, so you decide to help Lia with the errands so that she can then study with you. This is an example of _____.
A) self-perception
B) reflected appraisal
C) self-regulation
D) self-presentation
Answer: C
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

64) Which statement about the design of your living space is accurate?
A) A poorly designed space can negatively affect your motivation.
B) A well-designed house will not affect psychologically health.
C) Changing the layout of a living space cannot affect social interaction.
D) The design of your living space will not affect your motivation.
Answer: A
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: The Situation
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

65) Social psychologists consider the people we meet during the day and the fact that we live in a democratic society as examples of _____.
A) irrelevant stimuli
B) unique experiences
C) situations
D) observations
Answer: C
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: The Situation
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

66) You decide to spend your spring break among the huge crowds in a beach town. Your roommate decides to rent a cabin with three close friends. According to social psychological research, which of the following is most likely to happen?
A) After spring break, your roommate will feel more stressed than you will.
B) You will experience more stress during spring break than your roommate will.
C) You will have more fun during spring break than your roommate will.
D) There will be no difference between your spring break experience and that of your roommate.
Answer: B
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: The Situation
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

67) Baum and Davis (1980) found that changing the arrangement of a dorm floor impacted _____.
A) the number of friendships among students that lived there
B) the grades of students who lived there
C) the reading skills of students who lived there
D) the noise experienced by the students who lived there
Answer: A
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: The Situation
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

68) The threats and opportunities that other people and situations provide to you are called _____.
A) attunements
B) affordances
C) social comparisons
D) expectations
Answer: B
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Persons as Situations: Mere Presence, Affordances, and Descriptive Norms
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

69) You walk down the dorm hallway on a Saturday night and discover from the empty rooms that nearly everyone has gone out instead of studying. Your dorm mates have created a(n) _____ that may affect your behavior.
A) descriptive norm
B) bad habit
C) affordance
D) injunctive norm
Answer: A
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Persons as Situations: Mere Presence, Affordances, and Descriptive Norms
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology. ;1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

70) A descriptive norm gives you information about _____.
A) how you ought to act in a situation
B) what is expected of you by those in authority
C) what most people actually do in a situation
D) what actions are possible in a situation
Answer: C
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Persons as Situations: Mere Presence, Affordances, and Descriptive Norms
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

71) Which statement about descriptive norms is accurate?
A) They can influence whether or not we cooperate with one another.
B) They give us information about how we ought to act.
C) Sometimes they are not reflected in what people really believe or how they act.
D) They do not affect our behaviors.
Answer: C
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Persons as Situations: Mere Presence, Affordances, and Descriptive Norms
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

72) Pluralistic ignorance occurs when _____.
A) a person is not sure of the injunctive norm
B) there is no descriptive norm in a situation
C) the descriptive norm is not consistent with people's actual beliefs
D) people actively pressure others into acting against their beliefs
Answer: C
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Persons as Situations: Mere Presence, Affordances, and Descriptive Norms
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

73) Tamara was sitting in a lecture class totally bewildered and confused. She wanted to ask her professor to explain, but, as she looked about the room, it appeared that the other students understood everything. As a result, she withheld her question, not realizing that others were as confused as she was. This is an example of _____.
A) a descriptive norm
B) pluralistic ignorance
C) an injunctive norm
D) a scripted situation
Answer: B
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Persons as Situations: Mere Presence, Affordances, and Descriptive Norms
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

74) An injunctive norm _____.
A) indicates what people should or should not do
B) indicates what other people actually do
C) is an explicit rule about how to behave, such as a law
D) exerts little control over people's behavior
Answer: A
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Rules: Injunctive Norms and Scripted Situations
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

75) Research on injunctive norms for behaviors (e.g., talking, fighting) in different situations (e.g., a dorm lounge, church) showed that _____.
A) most behaviors were only enacted in limited situations
B) weak situations severely limit what kinds of behaviors are allowed
C) the acceptability of a behavior depended on the situation
D) in most situations it doesn't matter how a person acts
Answer: C
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Rules: Injunctive Norms and Scripted Situations
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

76) As you leave home to return to campus from your holiday break, your mother says to you, "Study hard, get good grades, try to keep the partying under control." She is conveying _____ to you.
A) a descriptive norm for behavior in college
B) an injunctive norm for behavior in college
C) her pluralistic ignorance of behavior in college
D) a situational norm for behavior in college
Answer: B
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Rules: Injunctive Norms and Scripted Situations
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

77) A list of events that happen in a predictable order in a particular situation is known as a(n) _____.
A) norm
B) affordance
C) proscription
D) script
Answer: D
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Rules: Injunctive Norms and Scripted Situations
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

78) According to research, when people went about getting a date in the 1980s, they tended to follow a certain sequence of steps (e.g., noticing each other, finding out about one another, beginning a conversation, etc.). This common representation of a sequence of events is known as _____.
A) a script
B) a schema
C) an exemplar
D) a self-schema
Answer: A
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Rules: Injunctive Norms and Scripted Situations
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

79) Erica walks into a restaurant with a friend. There is no one to seat them, so they find a table. The waitress strolls out, sits down at the table with them, chats for a while, and then hands them the bill. Erica and her friend are shocked because _____.
A) their affordances changed so suddenly
B) they thought the restaurant wasn't very busy
C) they were uncertain of the descriptive norms in the situation
D) their script for a restaurant was violated
Answer: D
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Rules: Injunctive Norms and Scripted Situations
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

80) A strong situation is one that _____.
A) allows many options for appropriate behavior
B) is usually not scripted
C) has very obvious injunctive norms
D) does not have clear descriptive norms
Answer: C
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Strong Versus Weak Situations
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

81) A situation that is usually scripted, allows few options for appropriate behavior, and has obvious injunctive norms is described as _____.
A) a descriptively normative situation
B) a weak situation
C) an ambiguous situation
D) a strong situation
Answer: D
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Strong Versus Weak Situations
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

82) While at the beach, Hideki spent some time sunning himself, then joined a volleyball game, and, later, played water tag. This beach is an example of a(n) _____.
A) weak situation
B) strong situation
C) scripted situation
D) violated situation
Answer: A
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Strong Versus Weak Situations
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

83) Most of Siek Toon's friends are her cousins; she spends lots of time with her family and thinks that her relatives strongly influence the way she behaves. This is probably due to the fact that Siek Toon comes from _____.
A) a pluralistic culture
B) an individualistic culture
C) a collectivistic culture
D) a foreign culture
Answer: C
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Culture
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

84) Members of _____ cultures tend to prioritize their own goals over those of the group, whereas members of _____ cultures tend to place the group's concerns over their own.
A) pluralistic; individualistic
B) individualistic; collectivistic
C) collectivistic; individualistic
D) individualistic; pluralistic
Answer: B
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Culture
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

85) José comes from Guatemala, a culture that is collectivistic in nature. Which of the following is a cultural affordance that is most likely to be provided to José?
A) the knowledge that he can grow up to be whatever he wants to be
B) a wide range of choices about how to behave
C) the ability to relate well to others and take their perspective
D) many opportunities to exert control over others
Answer: C
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Culture
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

86) Cultural norms based on getting along with others, seeking peace, and not standing out from a crowd are consistent with _____/
A) collectivistic cultures
B) independent cultures
C) individualistic cultures
D) directivist cultures
Answer: A
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Culture
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

87) Candela subscribes to norms that emphasize independence, fending for oneself, and achieving whatever heights one aspires to. Candela is most likely from _____.
A) a collectivistic culture
B) a traditional culture
C) an individualistic culture
D) a pluralistic culture
Answer: C
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Culture
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

88) According to Asch's famous "line judging" studies on conformity, what is true about conformity and culture?
A) People from individualistic cultures almost never conform.
B) People from collectivistic cultures conform even more than people from individualistic cultures.
C) Conformity does not differ across cultures.
D) People from individualistic cultures conform even more than people from collectivistic cultures.
Answer: B
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Culture
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

89) Julie hears her daughter screaming while she is playing with friends, a behavior that is strictly forbidden. Julie is from an individualistic culture. How is she most likely to reprimand her daughter?
A) "If you keep acting like that, no one will like you!"
B) "If you keep acting like that, people will make fun of you!"
C) "If you keep acting like that, I'm not going to like you anymore!"
D) "If you keep acting like that, you're going to lose your allowance!"
Answer: D
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Culture
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

90) How do cultural scripts affect your expectation of what a family meal would be like in an individualistic culture versus a collectivistic culture??
A) You would expect the Japanese meal to be less scripted.
B) You would expect the Japanese meal to be more scripted.
C) You would expect no difference in the scripts, since the situation is the same.
D) The expectations of scripting would depend on your expectations of the family meal.
Answer: B
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Culture
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

91) The festive atmosphere surrounding Berawan funeral ceremonies in Borneo, compared to the quiet and reserved atmosphere of most American funeral ceremonies, demonstrates _____.
A) that the Berawan people don't take death seriously
B) that Americans are relatively quiet and reserved people
C) cultural differences in the content of scripts
D) that Americans do not celebrate death properly
Answer: C
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Culture
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

92) An important type of person–situation interaction is _____.
A) similar people behave differently in the same situation
B) similar people behave similarly in different situations
C) different people behave similarly in the same situation
D) different people behave differently in the same situation
Answer: D
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: The Person and the Situation Interact
Difficulty Level: Difficult
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

93) Which statement describes a way in which the person and the situation interact to affect social behavior?
A) People can't change their situations.
B) Situations can change people.
C) Different situations do not change how people behave.
D) People respond in different ways to the same situation.
Answer: B
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Different Persons Respond Differently to the Same Situation
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

94) In research by Bartholow, Sestir, and David (2005), students who were either relatively experienced or inexperienced with violent video games were asked to play either a violent or a nonviolent video game. Afterward, all of the students participated in pairs in a competitive task in which they could blast each other with loud noises. The researchers found that _____
A) experienced players were more aggressive after playing a violent video game than after playing a nonviolent one.
B) inexperienced players were more aggressive than experienced players no matter which video game they played.
C) inexperienced players were more aggressive after playing a violent video game than after playing a nonviolent one.
D) the violence of the video game had no effect on aggression levels.
Answer: C
Learning Objective: 2.3 Explain the different types of person-situation interactions.
Topic: Different Persons Respond Differently to the Same Situation
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

95) In the Bartholow et al. (2005) study on aggression and violent video games, students who were relatively experienced and those who were inexperienced responded differently to competition because _____.
A) the experienced participants were older than the inexperienced participants
B) the two groups of participants interpreted their competitors' behavior in different ways
C) the inexperienced participants did not like the competitive task as much as the experienced ones
D) the inexperienced participants were more confused by the competitive task
Answer: B
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Different Persons Respond Differently to the Same Situation
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

96) The extent to which a person and a situation are compatible is known as _____.
A) the situational constraint
B) a person–situation interaction
C) person–situation fit
D) systematic situational variation
Answer: C
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Situations Choose the Person
Difficulty Level: Easy
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

97) According to your textbook, why was Michael Ovitz, a dynamic deal maker, such a bad corporate administrator?
A) There was a poor person–situation fit.
B) He did not possess enough knowledge about the entertainment industry.
C) His employees did not trust him.
D) He was collectivistic, whereas the situation was individualistic.
Answer: A
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Situations Choose the Person
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

98) In a demonstration of the importance of person–situation fit, Chatman et al. (1999) showed that business school graduate students who had a "successful young manager" personality _____.
A) got more job offers
B) consistently earned smaller salaries
C) changed jobs more frequently
D) couldn't get hired
Answer: A
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Situations Choose the Person
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

99) John goes through fraternity rush. He initially picks two fraternities he likes, but at the end of the week, only one of the two wants him as a member, so he joins that fraternity. This is an example of _____.
A) a person changing the situation
B) a situation choosing the person
C) a situation changing the person
D) different people reacting differently to the same situation
Answer: B
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Persons Choose Their Situations
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

100) Individuals who are bicultural find that their internalized cultures "take turns" influencing their behavior. According to your textbook, the determination of which culture to follow is at least partially dependent on _____.
A) the person's mood
B) which goal they are focused on
C) the situation
D) how they perceive themselves
Answer: C
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Different Situations Prime Different Parts of the Person
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

101) Sam is half Catholic and half Jewish. Tuesday he sees a crucifix and starts thinking he ought to go to confession. Wednesday, he sees a menorah and thinks he ought to start shopping for Chanukah. For Sam, _____.
A) different situations prime different parts of the person
B) different people change his situation
C) the same situation primes different parts of the person
D) different situations prime different norms
Answer: A
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Different Situations Prime Different Parts of the Person
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

102) Participants in the Bargh, Chen, and Burrows (1996) study who were exposed to rude words _____.
A) were less likely to subsequently interrupt a conversation
B) were more likely to subsequently interrupt a conversation
C) were in a worse mood than those exposed to polite words
D) were less likely to want to participate in another study
Answer: B
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Different Situations Prime Different Parts of the Person
Difficulty Level: Difficult
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.

103) A group of friends is playing a relaxed game of touch football. Bill, an extremely competitive guy, asks whether he can join in, and soon the game turns into a rough game of tackle football. This is an example of the way in which _____.
A) people choose situations
B) the situation can change the person
C) situations choose people
D) the person can change the situation
Answer: D
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Persons Change the Situation
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

104) A fussy infant who does not like to be held leads a normally affectionate parent to be distant and emotionally uninvolved. This is an example of _____.
A) a person choosing a situation
B) a situation changing a person
C) a situation choosing a person
D) an environment changing a situation
Answer: B
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Situations Change the Person
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

105) Identical twin sisters Kellie and Kendell chose to attend different universities. When they reunited for the holidays, they were surprised at how different they seem to be after just one semester. This is an example of _____.
A) a person choosing a situation
B) a situation changing a person
C) a situation choosing a person
D) an environment changing a situation
Answer: B
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Situations Change the Person
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

106) The process by which a culture teaches a person about beliefs, customs, habits, and language is known as _____.
A) socialization
B) conditioning
C) learning
D) self-perception
Answer: A
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Situations Change the Person
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

107) Martin Luther King Jr. wanted African Americans treated with respect and loved his grandmother so much he tried to kill himself on finding out she was dead. These are defined in your textbook as characteristics of the _____.
A) person
B) situation
C) influence of person on the situation
D) era King was socialized in
Answer: A
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Revisiting the Enigma of an Ordinary and Extraordinary Man
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

108) A crowd that demanded nothing less than a spectacular performance was an influence of _____ on Martin Luther King Jr.'s behavior.
A) the political climate
B) the situation
C) the person
D) emotion
Answer: B
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: Revisiting the Enigma of an Ordinary and Extraordinary Man
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Short Answer Questions

109) Define motives and goals, and provide an example of each.
Answer: Motives are high-level goals that are fundamental to social survival. Goals are desired outcomes or things one wants to accomplish. Someone is motivated to earn money for food, but a goal would be to eat at the fanciest restaurants.
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Moderate
Skill Level: Remember the Facts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

110) Briefly explain the rebound effect related to thought suppression.
Answer: Thoughts that one attempts to suppress often become more prevalent in that person's thoughts once he or she is no longer guarding against them.
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Motivation: What Drives Us
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

111) Define attitude, and provide an example.
Answer: An attitude is a favorable or unfavorable evaluation of a person, object, event, or idea. Someone may really like or dislike a person or place.
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

112) Define mood and emotion, and explain how they are different.
Answer: A mood is a relatively long-lasting feeling that is diffuse and not directed toward a particular target. An emotion is a relatively intense feeling characterized by physiological arousal and complex cognitions. Moods are more diffuse and emotions are more intense and are associated with physiological arousal.
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology. ;1.3 Describe applications that employ discipline-based problem solving.

113) Define counterfactual thinking, and provide an example.
Answer: Counterfactual thinking is the process of imagining alternative, “might have been” versions of actual events. For example, a person who was not selected for a part in a play that they tried out for may keep thinking about what he or she might have done differently when trying out for the part.
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Feelings: Attitudes, Emotions, and Moods
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

114) Where does our self-concept (our "self-schema") come from?
Answer: Our self-concept is a mental representation capturing our views and beliefs about ourselves. It comes from our self-perception, reflected appraisal, and social comparison.
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.

115) According to research on college campuses, which social factors affect binge drinking?
Answer: Binge drinking is in part a result of some students' misperceptions of other students' beliefs about drinking, descriptive norms, and pluralistic ignorance.
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations.
Topic: Persons as Situations: Mere Presence, Affordances, and Descriptive Norms
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

116) Define injunctive norm, and provide an example of an injunctive norm in the classroom.
Answer: An Injunctive norm is a norm that describes what is commonly approved or disapproved in a situation. A classroom example might be that students shouldn't talk while the professor is talking.
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Rules: Injunctive Norms and Scripted Situations
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

117) Describe the features of a strong situation, and provide an example.
Answer: Strong situations tend to afford a narrower range of possibilities and threats for the people in them, tend to have clear descriptive and injunctive norms, and are oftentimes scripted. A college class is an example of a strong situation.
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Rules: Injunctive Norms and Scripted Situations
Difficulty Level: Moderate
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

118) Provide an example that illustrates how "different situations prime different parts of a person."
Answer: The person and the situation interact in various ways to influence what we think, feel, and do. For example, someone may feel very shy at a small party but behave differently at a club.
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: The Person and the Situation Interact
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Essay Questions

119) How is attention related to motivation and goals?
Answer: A good answer would include the following key points:
1. Motivation is the energy that moves people toward their goals.
2. Achieving goals sometimes requires considerable attention.
3. With practice, however, strategies for reaching some goals can become automatized, enabling us to devote our limited amount of attention to other tasks.

Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: The Person
Difficulty Level: Moderate
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

120) What are three components of the person that influence social behavior?
Answer: A good answer would include the following key points:
1. The three components of the person are motivation, knowledge, and feelings.
2. Motivation is the force that moves people toward desired outcomes. Knowledge involves schemas, which are mental representations capturing the general characteristics of a particular class of episodes, events, or individuals. Knowledge involves exemplars: mental representations of specific episodes, events, or individuals.
3. Feelings are composed of attitudes, moods, and emotions.

Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: The Person
Difficulty Level: Moderate
Skill Level: Understand the Concepts
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

121) Define automaticity and attention, and explain how they are related.
Answer: A good answer would include the following key points:
1. Automaticity is the ability of a behavior or cognitive process to operate without conscious guidance once it's put into motion.
2. Attention is the process of consciously focusing on aspects of our environment or ourselves.
3. Automatic processes do not require significant attentional resources once they have been initiated.

Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: The Person
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

122) Define attitude, mood, and emotion. Provide an example of each. Explain why feelings are important.
Answer: A good answer would include the following key points:
1. An attitude is a favorable or unfavorable evaluation of a person, object, event, or idea. A person may really like one person and dislike another.
2. A mood is a relatively long-lasting feeling that is diffuse and not directed toward a particular target. An example of a mood is feeling happy that you do not have to take the final in a class.
3. An emotion is a relatively intense feeling characterized by physiological arousal and complex cognitions. An example of an emotion is feeling love for your partner.
4. Feelings are important because they can alert us when something isn't normal. They can help us make rapid approach/avoidance decisions. Positive emotions can help reduce the physical stress caused by negative events in our lives and help us develop better coping strategies.

Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: The Person
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

123) Describe three ways in which feelings are measured. What are the pros and cons of each method?
Answer: A good answer would include the following key points:
The three ways feelings are measured are self-report, observation, and physiological measures.
1. A pro to self-report is that people know best what they are feeling and a con is that people may not want or be able to report their true feelings.
2. A pro to observing behavior is that it avoids the problems with self-report but the con is that behavior can be controlled to mask emotions, and people with the same emotion may not exhibit the same facial expressions.
3. A pro to physiological measures, such as blood pressure, heart rate, and so on, is that these responses are often more difficult to control then overt behaviors, but a con is that people may have different biological responses to the same emotions.

Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: The Person
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.; 2.4 Interpret, design and conduct basic psychological research.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

124) What is counterfactual thinking? How can counterfactual thinking help influence our emotional responses to a particular outcome?
Answer: A good answer would include the following key points:
1. Counterfactual thinking is the process of imagining alternative, "might have been" versions of actual events.
2. If an event's counterfactual outcome is more positive or happier than the actual outcome, we may feel sad. If the counterfactual outcome is more negative or sadder, we may feel happy.

Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: The Person
Difficulty Level: Difficult
Skill Level: Apply What I Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

125) Name and define three ways in which we acquire self-knowledge. Provide an example of each.
Answer: A good answer would include the following key points:
1. Social comparison is the process by which people come to know themselves by comparing their abilities, attitudes, and beliefs with those of others. An example is Logan feeling like he is a good student because he gets the same grades as the "smart kids" in school.
2. The reflected appraisal process is the process by which people come to know themselves by observing or imagining how others view them. For example, Elizabeth starts to think she is a great singer after everyone comments positively on the video of her singing that she posted on social media.
3. Self-perception is the process by which people observe their own behavior to infer internal characteristics such as traits, abilities, and attitudes. For example, Paul starts to think he is a good parent after thinking about how he handled his toddler's meltdown in the grocery store.

Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Topic: Introducing the Self
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

126) What are descriptive norms? What are injunctive norms? How do they differ?
Answer: A good answer would include the following key points:
1. Descriptive norms define what is commonly done in a situation.
2. Injunctive norms describe what is approved or disapproved in a situation.
3. The difference between descriptive and injunctive norms is that the former refers to what is done and the latter refers to what ought or ought not to be done.

Learning Objective: 2.2 Summarize the different types of situational influence, and discuss distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Topic: Persons as Situations: Mere Presence, Affordances, and Descriptive Norms; Rules: Injunctive Norms and Scripted Situations
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

127) How does culture influence circumstances and vice versa?
Answer: A good answer would include the following key points:
1. Culture can influence the circumstances we're in and how these circumstances influence us.
2. Individualistic cultures socialize members to view themselves as individuals and to prioritize their personal goals.
3. Collectivistic cultures socialize their members to view themselves as members of the larger social group and to place the group's concerns before their own.

Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: The Person and the Situation Interact
Difficulty Level: Difficult
Skill Level: Analyze It
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

128) Name and describe all the ways in which the person and the situation interact.
Answer: A good answer would include the following key points:
1. Different people respond differently to the same situation.
2. Situations choose the people who enter them; not everyone can be in situations of their choice.
3. People can often choose which situations to enter, and they pick situations that they believe provide the best opportunities to reach their goals.
4. Different situations prime different goals, beliefs, and feelings in each person's repertoire.
5. People change their situations.
6. Situations change people.

Learning Objective: 2.3 Explain the different types of person–situation interactions.
Topic: The Person and the Situation Interact
Difficulty Level: Difficult
Skill Level: Apply What You Know
APA Learning Objective: 1.1 Describe key concepts, principles, and overarching themes in psychology.; 1.2 Develop a working knowledge of the content domains of psychology.; 1.3 Describe applications that employ discipline-based problem solving.

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

Revel Quiz Questions

The following questions appear at the end of each module and at the end of the chapter in Revel for *Social Psychology: Goals in Interaction, 7e*.

End of Module Quiz 2.1: The Person

EOM Q2.1.1
Knowledge of a specific episode, event, or individual is a(n) _____, whereas a(n) _____ is knowledge of the general characteristics of a particular class of episodes, events, or individuals.

a) exemplar; schema
b) schema; exemplar
Consider This: Martin Luther King Jr. is an exemplar of a nonviolent activist. 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
c) exemplar; primed knowledge
Consider This: Martin Luther King Jr. is an exemplar of a nonviolent activist. Priming is the process of activating knowledge or goals. 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
d) schema; primed knowledge
Consider This: Martin Luther King Jr. is an exemplar of a nonviolent activist. Priming is the process of activating knowledge or goals. 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

Answer: a
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOM Q2.1.2

_____ are long-lasting feelings that are diffuse and not directed toward particular targets; _____ are relatively intense feelings that involve physiological arousal and complex cognitions; favorable or unfavorable evaluations of particular people, objects, events, or ideas are known as _____.

a) Moods; emotions; attitudes

b) Emotions; moods; attitudes

Consider This: Emotions are feelings such as fear, joy, anger, and guilt. When we're in a bad mood, everything about the morning seems gray. Saying you like double fudge ice cream sundaes would be expressing an attitude. 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

c) Moods; attitudes; emotions

Consider This: Emotions are feelings such as fear, joy, anger, and guilt. When we're in a bad mood, everything about the morning seems gray. Saying you like double fudge ice cream sundaes would be expressing an attitude. 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

d) Attitudes; moods; emotions

Consider This: Emotions are feelings such as fear, joy, anger, and guilt. When we're in a bad mood, everything about the morning seems gray. Saying you like double fudge ice cream sundaes would be expressing an attitude. 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

Answer: a

Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

Difficulty Level: Moderate

Skill Level: Understand the Concepts

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOM Q2.1.3
Which of the following is an example of self-regulation?

a) sticking to your diet by not ordering dessert at a restaurant
b) impressing a potential date by mentioning your high-status job
Consider This: Self-*regulation* is the process through which people select, monitor, and adjust their strategies in an attempt to reach their goals. Self-*presentation* is the process through which we try to control the impressions people form of us. 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
c) dressing in a professional suit for an important interview
Consider This: Self-*regulation* is the process through which people select, monitor, and adjust their strategies in an attempt to reach their goals. Self-*presentation* is the process through which we try to control the impressions people form of us. 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
d) adding a new profile picture to social media that shows you with your many friends to show others how popular you are
Consider This: Self-*regulation* is the process through which people select, monitor, and adjust their strategies in an attempt to reach their goals. Self-*presentation* is the process through which we try to control the impressions people form of us. 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

Answer: a
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Difficulty Level: Easy
Skill Level: Understand the Concepts

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

End of Module Quiz 2.2: The Situation

EOM Q2.2.1
A(n) _____ norm describes what is commonly done in a situation, whereas a(n) _____ norm describes what is commonly approved or disapproved in a situation.

a) descriptive; injunctive
b) descriptive; associative
Consider This: Descriptive norms describe, injunctive norms prescribe. 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
c) injunctive; descriptive
Consider This: Descriptive norms describe, injunctive norms prescribe. 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
d) injunctive; associative
Consider This: Descriptive norms describe, injunctive norms prescribe. 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.

Answer: a
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOM Q2.2.2
Which of the following represents a "strong" situation?

a) a funeral
b) a friend's house party
Consider This: Strong situations tend to afford a narrower range of opportunities and threats for the people in them. Does a party typically involve strong limits on your choices? 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
c) spending time alone in your garage
Consider This: Strong situations tend to afford a narrower range of opportunities and threats for the people in them. Does being by yourself typically involve strong limits on your choices? 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
d) attending a picnic in a park
Consider This: Strong situations tend to afford a narrower range of opportunities and threats for the people in them. Does a picnic typically involve strong limits on your choices? 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.

Answer: a
Learning Objective: 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Difficulty Level: Easy
Skill Level: Understand the Concepts

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOM Q2.2.3

_____ cultures socialize members to view themselves as individuals and prioritize personal goals, whereas _____ cultures socialize members to view themselves as members of the larger social group and prioritize the group's concerns.

a) Individualistic; collectivistic

b) Collectivistic; individualistic

Consider This: Examples of individualistic cultures would be the United States, Australia, and Great Britain. Examples of collectivistic cultures would be Guatemala, South Korea, and Taiwan. 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.

c) Hedonistic; collectivistic

Consider This: The text does not discuss hedonistic cultures. Examples of individualistic cultures would be the United States, Australia, and Great Britain. Examples of collectivistic cultures would be Guatemala, South Korea, and Taiwan. 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.

d) Individualistic; hedonistic

Consider This: The text does not discuss hedonistic cultures. Examples of individualistic cultures would be the United States, Australia, and Great Britain. Examples of collectivistic cultures would be Guatemala, South Korea, and Taiwan. 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.

Answer: a

Learning Objective: 2.2 Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.

Difficulty Level: Easy

Skill Level: Understand the Concepts

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

End of Module Quiz 2.3: The Person and the Situation Interact

EOM Q2.3.1
Which of these is an example of a situation choosing the person?

a) A law school applicant gets rejected from his first-choice college.
b) A student spends the night in the library rather than at a friend's party.
Consider This: Some situations, such as sports teams, limit enrollment—not everyone gets in. 2.3 Explain the different types of person–situation interactions.
c) A woman decides to start a family after finishing college.
Consider This: Some situations, such as sports teams, limit enrollment—not everyone gets in. 2.3 Explain the different types of person–situation interactions.
d) A man attends a concert the Sunday night before school starts.
Consider This: Some situations, such as sports teams, limit enrollment—not everyone gets in. 2.3 Explain the different types of person–situation interactions.

Answer: a
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Difficulty Level: Easy
Skill Level: Understand the Concepts

EOM Q2.3.2
A person thinks more individualistically after viewing an American flag, but thinks more collectivistically after viewing a Chinese flag. This is an example of what?

a) Different situations prime different parts of the person.
b) Different persons respond differently to the same situation.
Consider This: The situations we're in bring to mind goals and beliefs that influence how we think, feel, and behave. 2.3 Explain the different types of person–situation interactions.
c) Persons change the situation.
Consider This: The situations we're in bring to mind goals and beliefs that influence how we think, feel, and behave. 2.3 Explain the different types of person–situation interactions.
d) Persons choose their situations.
Consider This: The situations we're in bring to mind goals and beliefs that influence how we think, feel, and behave. 2.3 Explain the different types of person–situation interactions.

Answer: a
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOM Q2.3.3
Which of these is an example of a situation changing the person?

a) A person who grew up in New York City moves to a rural area and learns to be strongly connected to a small-town community.

b) A person starts a community garden to strengthen the community's social ties and health.

Consider This: Socialization is the process through which a culture teaches its members about its beliefs, customs, habits, and languages. 2.3 Explain the different types of person–situation interactions.

c) A person contributes to her community by volunteering at an animal shelter.

Consider This: Socialization is the process through which a culture teaches its members about its beliefs, customs, habits, and languages. 2.3 Explain the different types of person–situation interactions.

d) A person begins riding his bike more as a means to save gas money and reduce carbon emissions.

Consider This: Socialization is the process through which a culture teaches its members about its beliefs, customs, habits, and languages. 2.3 Explain the different types of person–situation interactions.

Answer: a
Learning Objective: 2.3 Explain the different types of person–situation interactions.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

Chapter Quiz: The Person and the Situation

EOC Q2.1
The text describes a study in which students were asked: "May I use the Xerox machine, because I have to make copies." This study demonstrated _____.

a) automaticity
b) collectivism
Consider This: This study illustrated the consequences of people's unthinking responses to situations; it did not demonstrate collectivism. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
c) individualism
Consider This: This study illustrated the consequences of people's unthinking responses to situations; it did not demonstrate individualism. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
d) need for structure
Consider This: This study illustrated the consequences of people's unthinking responses to situations; it did not demonstrate need for structure. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

Answer: a
Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Difficulty Level: Easy
Skill Level: Apply What You Know

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOC Q2.2
Mia's grandmother often discusses how Franklin Roosevelt signed the New Deal during the Great Depression. Psychologists call someone's knowledge about a specific event or person _____, whereas knowledge about a class of events or people (such as politicians in general) is called _____.

a) an exemplar; a schema
b) schematic; episodic
Consider This: The correct answer for the first blank refers to knowledge of a particular episode, event, or individual. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
c) a schema; an exemplar
Consider This: A schema refers to a more generalized set of knowledge. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
d) individualist; collective
Consider This: The terms individualist and collective in this chapter refer to how cultures socialize their members. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

Answer: a
Learning Objective: 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Difficulty Level: Moderate
Skill Level: Apply What You Know

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOC Q2.3

_____ increases the chance that relevant knowledge will be accessible to us when we need it.

a) Priming

b) Sensory memory

Consider This: The correct answer reflects the fact that circumstances may bring specific types of information to the forefront of our awareness. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

c) Instinctive knowledge

Consider This: The correct answer reflects the fact that circumstances may bring specific types of information to the forefront of our awareness. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

d) Willpower

Consider This: The correct answer reflects the fact that circumstances may bring specific types of information to the forefront of our awareness. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

Answer: a

Learning Objective: 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

Difficulty Level: Easy

Skill Level: Remember the Facts

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOC Q2.4
Victoria Medvec, Scott Madey, and Thomas Gilovich's (1995) experiment about happiness after Olympic performances described in your text illustrates which of the following concepts?

a) counterfactual thinking
b) pluralistic ignorance
   Consider This: This experiment illustrates athletes taking part in "what might have been" thinking. Pluralistic ignorance is when people in a group misperceive the beliefs of others because everyone acts inconsistently with their beliefs. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
c) reflected appraisal process
   Consider This: This experiment illustrates athletes taking part in "what might have been" thinking. The reflected appraisal process is the process through which people come to know themselves by observing or imagining how others view them. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
d) socialization
   Consider This: This experiment illustrates athletes taking part in "what might have been" thinking. Socialization is the process whereby a culture teaches its members about its beliefs, customs, habits, and language. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

Answer: a
Learning Objective: 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOC Q2.5

_____ is our attitude toward ourselves, whereas _____ is a mental representation of our views and beliefs about ourselves.

a) Self-esteem; self-concept

b) Self-concept; self-perception

Consider This: Self-concept refers to the knowledge we possess about ourselves, and self-perception is a process of observing one's own behavior to gain self-knowledge. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

c) Self-esteem; reflected appraisal

Consider This: Self-esteem refers to our attitude toward ourselves, but reflected appraisal is a process of gaining self-knowledge by observing or imagining how others view us. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

d) Self-concept; reflected appraisal

Consider This: Self-concept refers to the knowledge we possess about ourselves, and reflected appraisal is a process of gaining self-knowledge by observing or imagining how others view us. 2.1: Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

Answer: a

Learning Objective: 2.1 Understand the following distinctions: motives versus goals, automatic versus conscious goal pursuits, exemplars versus schemas, priming versus chronic accessibility, self-concept versus self-esteem.

Difficulty Level: Moderate

Skill Level: Analyze It

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOC Q2.6
A(n) _____ norm describes what is commonly approved or disapproved in a situation, whereas a(n) _____ norm describes what is commonly done in a situation.

a) injunctive; descriptive
b) descriptive; injunctive
Consider This: Descriptive norms communicate what people typically do, whereas injunctive norms communicate what people should (and should not) do. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
c) descriptive; collectivistic
Consider This: Descriptive norms describe what is commonly done in a situation, whereas collectivism describes a type of culture that socializes members to prioritize the group's concerns over individual desires. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
d) conjunctive; descriptive
Consider This: "Conjunctive" is not a term used to describe a social norm; descriptive norms describe what is commonly done in a situation. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.

Answer: a
Learning Objective: 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Difficulty Level: Difficult
Skill Level: Analyze It

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOC Q2.7
Psychologists call the opportunity or threat offered by a situation a(n) _____.

a) affordance
b) schema
Consider This: Schemas are abstract concepts, not the opportunities and threats that people and situations provide. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
c) exemplar
Consider This: Exemplars are particular examples of categories, not the opportunities and threats that people and situations provide. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
d) heuristic
Consider This: Heuristics are rules of thumb, not the opportunities and threats that people and situations provide. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.

Answer: a
Learning Objective: 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Difficulty Level: Easy
Skill Level: Remember the Facts

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOC Q2.8
Julia notices that she is the only one wearing a dress to her classes, so she starts wearing jeans, even though she knows that wearing a dress is completely acceptable and there is neither an implicit nor an explicit rule against it. Her decision reflects adherence to a(n) _____ norm.

a) descriptive
b) injunctive
Consider This: Injunctive norms are rules that define what is typically approved or disapproved of in a given situation. There is no implicit or explicit rule here, only a desire to match what other people are doing. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
c) schematic
Consider This: There is no such thing as a schematic norm. The correct answer refers to information about what most people commonly do in a situation. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
d) cultural
Consider This: A cultural norm would refer to a more general set of rules about how a group of people should behave, but in this case the correct answer refers to information about what most people commonly do in a situation. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.

Answer: a
Learning Objective: 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Difficulty Level: Moderate
Skill Level: Apply What You Know

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOC Q2.9
While court is in session, no one is supposed to speak while the judge is talking, even though many people break this rule. The official rule, as opposed to what people actually do, is called _____.

a) an injunctive norm
b) a cultural norm
Consider This: A cultural norm would refer to a more general set of rules about how a group of people should behave across a number of situations, but in this case the correct answer refers to rules about what is typically approved or disapproved of in a very particular situation. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
c) a descriptive norm
Consider This: A descriptive norm gives information about what is commonly done, but in this case the correct answer refers to rules about what is typically approved or disapproved of in a situation. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
d) the judge's standards
Consider This: The judge's standards may be relevant, but in this case there is a norm that dictates actions that are or are not approved of in this situation. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.

Answer: a
Learning Objective: 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Difficulty Level: Moderate
Skill Level: Apply What You Know

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOC Q2.10
Anaya was born in India but has grown up in the United States. While her parents still hold many aspects of the Indian culture close, Anaya embraces aspects of American culture like focusing on goals that are specific to her. What culture is Anaya being socialized in?

a) individualistic
b) weak
Consider This: Cultures are not typically categorized as "weak" or "strong"; the correct answer relates to collectivism and individualism. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
c) strong
Consider This: Cultures are not typically categorized as "weak" or "strong"; the correct answer relates to collectivism and individualism. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
d) collectivistic
Consider This: In this example, it seems that Anaya's parents are still connected to India's collectivist culture, yet Anaya seems to be socialized differently due to growing up in the United States. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.

Answer: a
Learning Objective: 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Difficulty Level: Moderate
Skill Level: Analyze It

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOC Q2.11
The sequence of events that is supposed to happen when you get to class, including finding a seat, taking out your notebook, and waiting for the instructor to start lecturing, fits which of the following definitions?

a) a script
b) an injunctive norm
Consider This: The correct answer refers to a list of events that happen in a predictable order. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
c) a normative plot-line
Consider This: The correct answer refers to a list of events that happen in a predictable order. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
d) an affordance
Consider This: The correct answer refers to a list of events that happen in a predictable order. 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.

Answer: a
Learning Objective: 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Difficulty Level: Easy
Skill Level: Understand the Concepts

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOC Q2.12
As described in the text, some evidence exists that excessive drinking on college campuses reflects the process of _____.

a) pluralistic ignorance
b) attentional overload
Consider This: The correct answer refers to the phenomenon in which people in a group misperceive the beliefs of others because everyone acts inconsistently with their beliefs.
2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
c) automaticity
Consider This: The correct answer refers to the phenomenon in which people in a group misperceive the beliefs of others because everyone acts inconsistently with their beliefs.
2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
d) excessive individualism
Consider This: The correct answer refers to the phenomenon in which people in a group misperceive the beliefs of others because everyone acts inconsistently with their beliefs.
2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.

Answer: a
Learning Objective: 2.2: Summarize the different types of situational influence, and discuss the distinctions between strong versus weak situations and individualistic versus collectivistic cultures.
Difficulty Level: Easy
Skill Level: Understand the Concepts

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOC Q2.13
The text describes a study that found that playing violent video games increased participants' subsequent aggression on unrelated tasks, but only for participants who were unaccustomed to playing violent video games. This study was discussed to illustrate which type of person–situation interaction?

a) Different people respond differently to the same situation.
b) person–situation fit
Consider This: Person–situation fit refers to the extent to which a person and situation are compatible; the study did not demonstrate person–situation fit. 2.3: Explain the different types of person–situation interactions.
c) Situations choose the person.
Consider This: The study did not illustrate this particular type of person–situation interaction. 2.3: Explain the different types of person–situation interactions.
d) People choose their situations.
Consider This: The study did not illustrate this particular type of person–situation interaction. 2.3: Explain the different types of person–situation interactions.

Answer: a
Learning Objective: 2.3: Explain the different types of person–situation interactions.
Difficulty Level: Moderate
Skill Level: Understand the Concepts

EOC Q2.14
Wayne and Debbie hear a window break in their home in the middle of the night. Debbie remains in bed and calls 911 while Wayne unthinkingly grabs a bat and heads downstairs to confront the burglar. Which type of person–situation interaction best describes their different reactions?

a) Different people respond differently to the same situation.
b) People choose their situations.
Consider This: Wayne and Debbie did not choose to have their home burglarized. 2.3: Explain the different types of person–situation interactions.
c) Situations change the person.
Consider This: The different responses of Wayne and Debbie do not indicate that this situation fundamentally changed them as persons. 2.3: Explain the different types of person–situation interactions.
d) person–situation fit
Consider This: This answer refers to the extent to which a person and situation are compatible. Given the nature of one's likely response to being burglarized, it is unlikely that this example demonstrates a high level of fit. 2.3: Explain the different types of person–situation interactions.

Answer: a
Learning Objective: 2.3: Explain the different types of person–situation interactions.
Difficulty Level: Difficult
Skill Level: Apply What You Know

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank

EOC Q2.15
Jennie, a lawyer, is considered merciless and curt when in the courtroom. At home, everybody calls her "Sweet Jennie" as she never raises her voice and is considered to be shy. The difference in her behavior illustrates _____.

a) different situations prime different parts of the person
b) cultural influences on behavior
Consider This: Culture usually refers to influences at a broader level than single situations. 2.3: Explain the different types of person–situation interactions.
c) how a person changes the situation
Consider This: The description of Jennie does not discuss how she changes her situation, but rather describes how differently she acts depending on the situation. 2.3: Explain the different types of person–situation interactions.
d) the relatively stronger influence of descriptive as opposed to injunctive norms
Consider This: Descriptive norms refer to what most people do in a given situation, not to individual differences in behavior. 2.3: Explain the different types of person–situation interactions.

Answer: a
Learning Objective: 2.3: Explain the different types of person–situation interactions.
Difficulty Level: Moderate
Skill Level: Apply What You Know

Copyright © 2020, 2015, 2010 Pearson Education, Inc. All rights reserved.

Social Psychology 7th edition Kenrick Test Bank