Motivation Science 1st edition Burkley Test Bank

SKU: 9780205240654-TEST-BANK

Chapter 2

Burkley Test Bank

MUTIPLE CHOICE (60)

1. The ancient Greek myth of Orpheus demonstrates
a. how difficult it is to resist temptation.
b. that persistence is required to achieve our goals.
c. why humans are capable of future planning.
d. where there is a will, there is a way.

Answer: A
Topic: Ancient Greeks
Learning Objective: 2.1: Analyze the earliest philosophical theories that were devised to explain human motivation
Skill Level: Analyze It
Difficulty Level: Moderate

2. Laisha dedicates her day to doing activities she enjoys, such as eating at restaurants with friends and playing with her children. She avoids activities that she dislikes, such as doing the laundry and cleaning her house. Laisha's behavior is an example of
a. motivation.
b. hedonism.
c. Socratic philosophy.
d. rational emotive thinking.

Answer: B
Topic: Ancient Greeks
Learning Objective: 2.1: Analyze the earliest philosophical theories that were devised to explain human motivation
Skill Level: Apply What You Know
Difficulty Level: Moderate

3. In Plato's tripartite theory, rational desires include
a. wisdom, truth, and logic.
b. sex, hunger, and thirst.
c. honor, victory, and envy.
d. wisdom, truth, and honor.

Answer: C
Topic: Ancient Greeks

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Learning Objective: 2.1.1: Describe how Plato explained human motivation
Skill Level: Understand the concepts
Difficulty Level: Easy

4. In Plato's tripartite theory, spirited desires include
a. wisdom, truth, and logic.
b. sex, hunger, and thirst.
c. honor, victory, and envy.
d. wisdom, truth, and honor.

Answer: C
Topic: Ancient Greeks
Learning Objective: 2.1.1: Describe how Plato explained human motivation
Skill Level: Understand the concepts
Difficulty Level: Easy

5. In Plato's tripartite theory, appetitive desires include
a. wisdom, truth, and logic.
b. sex, hunger, and thirst.
c. honor, victory, and envy.
d. wisdom, truth, and honor.

Answer: B
Topic: Ancient Greeks
Learning Objective: 2.1.1: Describe how Plato explained human motivation
Skill Level: Understand the concepts
Difficulty Level: Easy

6. Plato believed that the three sources of our psyche were
a. connected to our mind, heart, and body.
b. in cooperation with each other.
c. in constant conflict with each other.
d. logically related to the three types of motivation.

Answer: C
Topic: Ancient Greeks
Learning Objective: 2.1.1: Describe how Plato explained human motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

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7. Kira would rather watch a documentary about social justice than play poker at the casino. According to Plato, the pleasure Kira receives from watching the film is derived from _____ desires.
a. higher-order
b. socially based
c. lowest-order
d. spirited

Answer: A
Topic: Ancient Greeks
Learning Objective: 2.1.1: Describe how Plato explained human motivation
Skill Level: Apply What You Know
Difficulty Level: Moderate

8. The use of goal rewards demonstrates one way in which we can use _____ to help us achieve our goals.
a. emotionism
b. rationalism
c. hedonism
d. persistence

Answer: C
Topic: Ancient Greeks
Learning Objective: 2.1.1: Describe how Plato explained human motivation
Skill Level: Understand the concepts
Difficulty Level: Moderate

9. Aristotle's principle of _____ claims that all things are best in moderation.
a. pleasure
b. the middle path
c. the doctrine of the mean
d. the golden mean

Answer: D
Topic: Ancient Greeks
Learning Objective: 2.1.2: Explain the components of Aristotle's theories regarding motivation
Skill Level: Understand the Concepts
Difficulty Level: Easy

10. Aristotle's theory of four causes includes
a. formal cause, informal cause, physical cause, and emotional cause.
b. physical cause, relational cause, emotional cause, and rational cause.
c. rational case, emotional cause, physical cause, and psychological cause.

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d. efficient cause, material cause, formal cause, and final cause.

Answer: D
Topic: Ancient Greeks
Learning Objective: 2.1.2: Explain the components of Aristotle's theories regarding motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

11. An evolutionary psychologist might argue that jealousy in romantic relationships has evolved out of a need to protect partnerships related to procreation and survival of our species. Aristotle would use the term _____ cause to explain this process.
a. material
b. efficient
c. formal
d. final

Answer: C
Topic: Ancient Greeks
Learning Objective: 2.1.2: Explain the components of Aristotle's theories regarding motivation
Skill Level: Apply What You Know
Difficulty Level: Difficult

12. Chantel argued with her boss in front of customers. In the heat of the moment, she was so angry that she called her boss some very insulting names. As a result, Chantel lost her job. Truthfully, she hated this job and had been thinking about finding a new job for quite a while. According to Aristotle, Chantel's behavior served the goal of her finding a new job and was an example of a(n) _____ cause.
a. final
b. true
c. efficient
d. immaterial

Answer: A
Topic: Ancient Greeks
Learning Objective: 2.1.2: Explain the components of Aristotle's theories regarding motivation
Skill Level: Analyze It
Difficulty Level: Difficult

13. Aristotle's two classes of emotions include _____ passions.
a. rational and irrational
b. physical and relationship
c. somatic and psychic
d. rational and psychic

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Answer: C
Topic: Ancient Greeks
Learning Objective: 2.1.2: Explain the components of Aristotle's theories regarding motivation
Skill Level: Understand the Concepts
Difficulty Level: Easy

14. Liza dedicates herself to striving for excellence. She feels happy when she knows she has worked hard and truly done her best. Aristotle would describe Liza's happiness as _____ happiness.
a. somatic
b. psychic
c. hedonic
d. eudaimonic

Answer: D
Topic: Ancient Greeks
Learning Objective: 2.1.2: Explain the components of Aristotle's theories regarding motivation
Skill Level: Apply What You Know
Difficulty Level: Moderate

15. The _____ were a school of philosophers who believed that emotions are a destructive motivational force.
a. ancient Greeks
b. ancient Romans
c. Stoics
d. Stokes

Answer: C
Topic: Ancient Greeks
Learning Objective: 2.1.3: Describe the motivation philosophies of the Stoics
Skill Level: Understand the Concepts
Difficulty Level: Easy

16. According to the Stoics, the presence of an object that ignites a desire for it is known as
a. *orexies*.
b. *ekklisis*.
c. *horme*.
d. *ahorme*.

Answer: A
Topic: Ancient Greeks
Learning Objective: 2.1.2: Explain the components of Aristotle's theories regarding motivation

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Skill Level: Understand the Concepts
Difficulty Level: Moderate

17. The Stoics referred to _____ as overly excessive motives that disobey reason.
a. emotions
b. hormes
c. ekklisis
d. passions

Answer: A
Topic: Ancient Greeks
Learning Objective: 2.1.3: Describe the motivation philosophies of the Stoics
Skill Level: Understand the Concepts
Difficulty Level: Moderate

18. According to the Stoics, _____ are emotions that refer to something good or bad in the future.
a. desire and fear
b. fear and pleasure
c. pleasure and pain
d. pain and desire

Answer: A
Topic: Ancient Greeks
Learning Objective: 2.1.3: Describe the motivation philosophies of the Stoics
Skill Level: Understand the Concepts
Difficulty Level: Moderate

19. According to the Stoics, _____ are emotions that refer to something good or bad in the present.
a. desire and fear
b. fear and pleasure
c. pleasure and pain
d. pain and desire

Answer: C
Topic: Ancient Greeks
Learning Objective: 2.1.3: Describe the motivation philosophies of the Stoics
Skill Level: Understand the Concepts
Difficulty Level: Moderate

20. Augustine disagreed with the Stoics' perception of emotions; Augustine argued that

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a. all emotions are a choice or will.
b. all emotions should be condemned.
c. emotions are inherently good or bad.
d. emotions arose from the body and could affect the mind.

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.1: Explain Saint Augustine's philosophy of motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

21. Augustine believed that the distinction of whether an emotion is good or bad
a. is irrelevant to our everyday actions.
b. runs contrary to reason.
c. depends on our choice of which objects we feel the emotion toward.
d. depends on whether the emotion is directed toward God or not.

Answer: C
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.1: Explain Saint Augustine's philosophy of motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

22. In contrast to Plato, Aquinas believed that
a. all emotions are a choice or will.
b. all emotions should be condemned.
c. emotions are inherently good or bad.
d. emotions arose from the body and could affect the mind.

Answer: D
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.2: Describe Saint Thomas Aquinas's perspective of motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

23. Saint Thomas Aquinas referred to the body as the_____ and the mind as the
a. form; matter.
b. matter; form.
c. soma; psychic.
d. psychic; soma.

Answer: B
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.2: Describe Saint Thomas Aquinas's perspective of motivation

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Skill Level: Analyze It
Difficulty Level: Moderate

24. Aquinas identified two types of emotions: _____ passions.
a. concupiscible and irascible
b. concupiscible and cupiscible
c. rascible and irascible
d. psychic and somatic

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.2: Describe Saint Thomas Aquinas's perspective of motivation
Skill Level: Understand the Concepts
Difficulty Level: Easy

25. Aquinas identified _____ passions as the lustful passions that reflect basic desires to pursue good things and avoid bad things; _____ passions are the irritable passions that occur whenever some obstacles blocks the other passions.
a. concupiscible; irascible
b. concupiscible; cupiscible
c. rascible; irascible
d. psychic; somatic

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.2: Describe Saint Thomas Aquinas's perspective of motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

26. Alex was so happy to receive the acceptance letter to his first-choice university. However, his parents have told him the family can't afford for him to attend that school, and Alex can't find any way to overcome this obstacle. As a result, Alex has fallen into a state of despair; according to Aquinas, Alex is experiencing a(n) _____ passion.
a. concupiscible
b. irascible
c. psychic
d. somatic

Answer: B
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.2: Describe Saint Thomas Aquinas's perspective of motivation
Skill Level: Apply What You Know
Difficulty Level: Moderate

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27. When it comes to food, Maria hates raisins and avoids all foods that contain them. Even the sight of raisins makes Maria nauseous. According to Aquinas, Maria's aversion to raisins is a(n) _____ passion.
a. concupiscible
b. irascible
c. psychic
d. somatic

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.2: Describe Saint Thomas Aquinas's perspective of motivation
Skill Level: Apply What You Know
Difficulty Level: Moderate

28. Descartes created the first systematic account of _____, which states that the mind is a nonphysical entity that is uniquely different from the body.
a. motivational theory
b. mind–body dualism
c. rational–passion dualism
d. hyperphysical phenomenon

Answer: B
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.3: Describe how Descartes's Passions related to his philosophy of motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

29. Unlike Aristotle, Descartes believed that _____ is(are) driven by a sense of purpose.
a. all objects (animate and inanimate)
b. human and animal behavior
c. only human behavior
d. only rational human behavior

Answer: C
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.3: Describe how Descartes's Passions related to his philosophy of motivation
Skill Level: Analyze It
Difficulty Level: Moderate

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30. Unlike the Ancient Greeks, Descartes believed the
a. mind influences the body and the body influences the mind.
b. mind always controls the body.
c. body always controls the mind.
d. body and mind do not influence each other in any way.

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.3: Describe how Descartes's Passions related to his philosophy of motivation
Skill Level: Understand the concepts
Difficulty Level: Moderate

31. According to Descartes, the primary passions or emotions include
a. love, hate, desire, joy, sorrow, and wonder.
b. desire, fear, pleasure, and pain.
c. hedonic happiness and eudaimonic happiness.
d. somatic passions and psychic passions.

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.3: Describe how Descartes's Passions related to his philosophy of motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

32. Teri is motivated to try new things. She wants to travel to one new place each year, and experience as many new things as she can. According to Descartes, Teri is experiencing _____ as her motivating emotion.
a. love
b. wonder
c. sorrow
d. joy

Answer: B
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.3: Describe how Descartes's Passions related to his philosophy of motivation
Skill Level: Apply What You Know
Difficulty Level: Moderate

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33. Christopher has not had many friendships that have lasted more than a few months. Christopher tends to focus on the differences between himself and others; he finds issues that divide him from others, rather than focusing on what could bring them together. According to Descartes, Christopher is experiencing _____ as his motivating emotion.
a. sorrow
b. hate
c. desire
d. wonder

Answer: B
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.3: Describe how Descartes's Passions related to his philosophy of motivation
Skill Level: Apply What You Know
Difficulty Level: Moderate

34. Unlike Descartes, Hobbes focused on the
a. mind only.
b. body only.
c. mind and body.
d. mind, body, and spirit.

Answer: B
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.4: Explain how Hobbes's theory of the relationship between thoughts and emotions aligned to the philosophy of motivation
Skill Level: Understand the concepts
Difficulty Level: Moderate

35. According to Hobbes, _____ suggests that all human behavior consists of blind, automatic reactions to environmental stimuli.
a. hedonism
b. eudaimonic passion
c. materialism
d. rationalism

Answer: C
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.4: Explain how Hobbes's theory of the relationship between thoughts and emotions aligned to the philosophy of motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

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36. According to _____, all actions can be explained by people's desire for a certain outcome and their expectation that the outcome will be achieved.
a. Aristotle
b. Plato
c. Descartes
d. Hobbes

Answer: D
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.4: Explain how Hobbes's theory of the relationship between thoughts and emotions aligned to the philosophy of motivation
Skill Level: Analyze It
Difficulty Level: Moderate

37. For Hobbes, any sense of _____, willpower, or a mind was just an illusion.
a. materialism
b. hedonism
c. rationalism
d. emotionalism

Answer: C
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.4: Explain how Hobbes's theory of the relationship between thoughts and emotions aligned to the philosophy of motivation
Skill Level: Analyze It
Difficulty Level: Moderate

38. _____ view that we shouldn't view humankind as evil for pursuing life's pleasures set the stage for the _____ approach 100 years later.
a. Locke's; behaviorist
b. Locke's; psychodynamic
c. Hobbes's; behaviorist
d. Hobbes's; psychodynamic

Answer: C
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.4: Explain how Hobbes's theory of the relationship between thoughts and emotions aligned to the philosophy of motivation
Skill Level: Analyze It
Difficulty Level: Difficult

39. According to Locke, the human mind is
a. a blank slate.

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b. solely motivated by nature.
c. predetermined based on genetics.
d. a combination of nature and nurture.

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.5: Explain how Locke contributed to the philosophy of motivation
Skill Level: Understand the Concepts
Difficulty Level: Easy

40. Unlike Hobbes, who claimed that human behavior was motivated by nature, _____ believed that human behavior was motivated entirely by the environment.
a. Aquinas
b. Descartes
c. Locke
d. Hume

Answer: C
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.5: Explain how Locke contributed to the philosophy of motivation
Skill Level: Analyze It
Difficulty Level: Moderate

41. According to _____, the "virtuous man" can consider the consequences of a specific action and its alternatives, and can choose the action that brings the most pleasure in the long run. Psychologists today call this
a. Descartes; delay of gratification.
b. Locke; delay of gratification.
c. Hobbes; expectancy-value theory.
d. Locke; expectancy-value theory.

Answer: B
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.5: Explain how Locke contributed to the philosophy of motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

42. _____ is considered the founding father of the scientific method, mainly for his belief that experience is the only way to gain knowledge.
a. Descartes
b. Locke
c. Hume
d. Berkeley

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Answer: B
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.5: Explain how Locke contributed to the philosophy of motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

43. The philosophy of _____, the belief that all individuals are created equal, was used by the writers of the Declaration of Independence to establish the structure of the new U.S. government.
a. Aristotle
b. Plato
c. Descartes
d. Locke

Answer: D
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.5: Explain how Locke contributed to the philosophy of motivation
Skill Level: Analyze It
Difficulty Level: Moderate

44. Similar to Hobbes, _____ believed that motivation included not only a cognitive component but also an underlying desire.
a. Hume
b. Locke
c. Descartes
d. Aquinas

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.6: Describe Hume's philosophy of motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

45. Hume identified _____ passions as emotions that arise immediately from feelings of pleasure and pain, while_____ passions are emotions also experienced through pleasure and pain but with the addition of beliefs associated with the object producing the pleasure or pain.
a. somatic; psychic
b. physical; emotional
c. rational; irrational
d. direct; indirect

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Answer: D
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.6: Describe Hume's philosophy of motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

46. One day, your boss compliments your work and you feel happy. According to the philosophy of Hume, your experience of joy is a(n) _____ passion.
a. indirect
b. direct
c. efficient
d. inefficient

Answer: B
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.6: Describe Hume's philosophy of motivation
Skill Level: Apply What You Know
Difficulty Level: Moderate

47. One day, your boss compliments your work and you interpret this as encouragement that you have a bright future at the company. You experience a sense of pride and ambition as a result of this compliment. According to the philosophy of Hume, your emotional experience is a(n) _____ passion.
a. indirect
b. direct
c. efficient
d. inefficient

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.6: Describe Hume's philosophy of motivation
Skill Level: Apply What You Know
Difficulty Level: Moderate

48. According to _____, beliefs play a direct and an indirect role in our passions, altering our emotional experiences.
a. Hobbes
b. Descartes
c. Locke
d. Hume

Answer: D
Topic: Medieval and Post-Renaissance Philosophers

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Learning Objective: 2.2.6: Describe Hume's philosophy of motivation
Skill Level: Understand the Concepts
Difficulty Level: Moderate

49. Motivation theories during the _____ focused almost exclusively on emotions, while motivation theories during the _____ considered a broader range of topics, including willpower, free will, and morality.
a. medieval era; post-Renaissance era
b. post-Renaissance era; Age of Enlightenment
c. medieval and post-Renaissance eras; Age of Enlightenment
d. Age of Enlightenment; medieval and post-Renaissance eras

Answer: C
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.3: Evaluate the cause of the seismic shift in philosophical explanations of motivation in the Age of Enlightenment
Skill Level: Understand the Concepts
Difficulty Level: Moderate

50. Bentham’s theory of utilitarianism states that
a. the utility of a particular course of action is determined by how much it maximizes happiness and reduces suffering.
b. the utility of a particular emotion depends on the intensity and duration of it.
c. emotion is measured by certainty, propinquity, and fecundity.
d. emotions are not inherently good or evil.

Answer: C
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.3.1: Analyze Bentham's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment
Skill Level: Understand the Concepts
Difficulty Level: Easy

51. Bentham was the first philosopher to emphasize the importance of certain motivational qualities, including
a. core emotions, direction, and orientation.
b. intensity, duration, and certainty.
c. intensity, direction, and orientation.
d. duration, direction, and doubt.

Answer: B
Topic: Medieval and Post-Renaissance Philosophers

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Learning Objective: 2.3.1: Analyze Bentham's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment
Skill Level: Analyze It
Difficulty Level: Easy

52. Bentham created a mathematical algorithm called the _____ calculus to compute the utility of a particular course of action.
a. felicific
b. propinquity
c. fecundity
d. motivational

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.3.1: Analyze Bentham's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment
Skill Level: Understand the Concepts
Difficulty Level: Moderate

53. Bentham's "springs of human action" included a list of _____ as one of the earliest attempts to identify the core human motives.
a. 14 sources of motivation
b. 10 sources of motivation
c. six sources of basic emotions
d. four sources of basic emotions

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.3.1: Analyze Bentham's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment
Skill Level: Understand the Concepts
Difficulty Level: Easy

54. In *Anthropology from a Pragmatic Point of View*, _____ indicates that reason is ideal and anything that disrupts reason is negative, similar to the Stoics.
a. Hume
b. Bentham
c. Kant
d. Schopenhauer

Answer: C
Topic: Medieval and Post-Renaissance Philosophers

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Learning Objective: 2.3.2: Analyze Kant's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment
Skill Level: Analyze It
Difficulty Level: Moderate

55. Kant makes an important distinction between two types of emotion:
a. affect and passion.
b. indirect and direct passion.
c. hedonic and eudaimonic happiness.
d. passion and reason.

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.3.2: Analyze Kant's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment
Skill Level: Understand the Concepts
Difficulty Level: Easy

56. _____ is quick to build, temporarily suspending one's reason, but when it subsides, the person has complete control over their reasoning again, according to Kant.
a. Affect
b. Passion
c. Hedonic happiness
d. Eudaimonic happiness

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.3.2: Analyze Kant's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment
Skill Level: Understand the Concepts
Difficulty Level: Easy

57. The first person in history to use the term motivation in his 1813 doctoral dissertation was
a. Hume.
b. Bentham.
c. Kant.
d. Schopenhauer.

Answer: D
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.3.3: Analyze Schopenhauer's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment
Skill Level: Understand the Concepts

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Difficulty Level: Easy

58. Today, we think of *will* as the human ability to overcome our inner desires and impulses. However, Schopenhauer considered *will* to be
a. a tangible, inactive force of nature that propels human action toward largely unselfish endeavors.
b. a controllable force that propels human action toward largely selfish endeavors.
c. an irrational, mindless, aimless urge that propels human action toward largely unselfish endeavors.
d. an irrational, mindless, aimless urge that propels human action toward largely selfish endeavors.

Answer: D
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.3.3: Analyze Schopenhauer's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment
Skill Level: Analyze It
Difficulty Level: Moderate

59. From Schopenhauer's perspective, will is the _____ that we control our own movements, but this does not necessarily mean that we actually do control our own movements.
a. subjective perception
b. objective perception
c. subjective emotion
d. objective emotion

Answer: A
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.3.3: Analyze Schopenhauer's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment
Skill Level: Analyze It
Difficulty Level: Moderate

60. Schopenhauer's concept of will is similar to today's idea of
a. passion.
b. instinct.
c. character.
d. emotion.

Answer: B
Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.3.3: Analyze Schopenhauer's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment

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Skill Level: Analyze It
Difficulty Level: Moderate

SHORT ANSWER (8)

1. Identify and briefly explain the main component of Plato's tripartite theory of motivation.

Topic: Ancient Greeks
Learning Objective: 2.1.1: Describe how Plato explained human motivation

2. What were the differences between Aristotle's somatic passions and psychic passions? Provide an example of each.

Topic: Ancient Greeks
Learning Objective: 2.1.2: Explain the components of Aristotle's theories regarding motivation

3. What were the differences between Aquinas's concupiscible passions and irascible passions? Provide an example of each.

Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.2: Describe Saint Thomas Aquinas's perspective of motivation

4. What were the six primary passions according to Descartes? Provide an example of each.

Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.3: Describe how Descartes's Passions related to his philosophy of motivation

5. According to Hobbes, what drives human behavior? How are thought and emotions connected?

Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.4: Explain how Hobbes's theory of the relationship between thoughts and emotions aligned to the philosophy of motivation

6. How did Locke view the human mind and our desires?

Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.5: Explain how Locke contributed to the philosophy of motivation

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7. How did Hume conceive of motivation? In his philosophical approach, what was the role of cognitions and emotions?

Topic: Medieval and Post-Renaissance Philosophers
Learning Objective: 2.2.6: Describe Hume's philosophy of motivation

8. How did Bentham approach motivation and morality? Identify and explain his approach.

Topic: Age of Enlightenment
Learning Objective: 2.3.1: Analyze Bentham's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment

9. How did Kant distinguish affect from passion?

Topic: Age of Enlightenment
Learning Objective: 2.3.2: Analyze Kant's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment

10. How did Schopenhauer define *will*? How is his concept similar to (or different from) how we define *will* today?

Topic: Age of Enlightenment
Learning Objective: 2.3.3: Analyze Schopenhauer's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment

ESSAY (8)

1. Identify each part of Plato's tripartite theory of motivation. Provide an original example of each of these three sources. How does this theory make sense in terms of what we know today, or are their parts that need to be revised? If so, how would you revise them?

Learning Objective(s)	2.1.1: Describe how Plato explained human motivation

2. Identity each of Aristotle's four causes and provide an original example of each. Which cause do you believe is the most significant and why? Which cause do you believe is the least significant and why?

Learning Objective(s)	2.1.2: Explain the components of Aristotle's theories regarding motivation

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3. Explain the differences between the Stoics' perception of emotions and that of Augustine. Which do you believe is a better explanation of emotions and why? How does each philosophy impact our understanding of motivation?

Learning Objective(s)	2.1.3: Describe the motivation philosophies of the Stoics 2.2.1: Explain Saint Augustine's philosophy of motivation

4. Explain the differences between Aristotle's approach to emotion and that of Aquinas. Which do you believe is a better explanation of emotions and why? How does each philosophy impact our understanding of motivation?

Learning Objective(s)	2.1.2: Explain the components of Aristotle's theories regarding motivation 2.2.2: Describe Saint Thomas Aquinas's perspective of motivation

5. Consider the primary emotions of Descartes. Identify three and provide an original example of how each passion or emotion motivates humans. Which of the primary emotions do you believe is the most important in terms of how it impacts motivation and why? Which do you believe is the least important and why?

Learning Objective(s)	2.2.3: Describe how Descartes's Passions related to his philosophy of motivation

6. There are a number of additional factors (beyond the three-step model) that can influence the process of motivation. Where might these factors originate from? How might their origins impact the relationship between goals and motivation? Provide an example for each factor. In your response, include appropriate course concepts and terminology.

Learning Objective(s)	1.1.3: Describe the relationship between goals and motivation

7. Explain the concept of hedonism from the perspective of Plato compared to that of Hobbes. Which do you believe is a better explanation of hedonism and why? How does each philosophy impact our understanding of motivation?

Learning Objective(s)	2.1.1: Describe how Plato explained human motivation

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	2.2.4: Explain how Hobbes's theory of the relationship between thoughts and emotions aligned to the philosophy of motivation

8. Using Bentham’s felicific calculus equation, explain how you would analyze eating a bowl of ice cream. Why is this equation important to the understanding of motivation?

Learning Objective(s)	2.3.1: Analyze Bentham's philosophy of motivation in relationship to other theories of motivation during the Age of Enlightenment

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