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Chapter 12: Emotions as Motives

12.1. Nearly 370 years ago the philosopher Descartes linked emotions to motivation. How?
a. An emotion prepares the mind and body to achieve the intent of an emotion
b. Emotions agitated a person into unfocused action.
c. An emotion notifies the mind that some unspecified action must be taken.
d. An emotion floods the mind with affective experiences.
a
384

12.2. During the appraisal of an emotion event, the appraisal process
a. begins with a stage of heightened awareness followed by agitation.
b. initially examines stimuli for any negative valence, followed by positive valence.
c. relies on the cortex to evaluate negative stimuli and the amygdala to evaluate positive stimuli.
d. occurs totally unconsciously
b
386, 387

12.3. A person is shown in array of stimulus pictures on a computer screen. Among the pictures is a snake and a gun. Which stimulus will be looked at first?
a. snake
b. gun
c. either snake or gun equally
d. neither but some other picture
c
386, 387

12.4. A person is shown in array of pictures on a computer screen. Among the pictures is a spider and a kitten. Which animal will be looked at first?
a. either the kitten or spider equally
b. neither but some other picture
c. kitten
d. spider
d
386, 387

12.5. Approach and avoidances responses can occur to positive and negative emotion stimuli. What relationship between the stimuli and speed of responses is correct?
a. Avoidance responses occur faster to negative emotion stimuli.
b. Avoidance responses occur faster to positive emotion stimuli.
c. Approach responses occur faster to negative emotion stimuli.
d. Escape responses occur faster to positive emotion stimuli.
a
387, 388

12.6. Appraisal of an emotion situation occurs along different dimensions. Research shows that
a. the dimensions people use, depends on the country they live in.
b. people tend use the same dimensions all over the world.
c. appraisal dimensions are not useful in determining what emotions will occur.
d. there is only dimension; it determines whether the emotion is negative or positive.
b
388

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12.7. Why are appraisal dimensions necessary for understanding emotions? Appraisal dimensions explain why
a. the same emotion stimulus results in the same emotion in everyone.
b. different emotion stimuli result in different emotions in people.
c. the same emotion stimulus results in different emotions in people.
d. behavior motivates emotions.
c
389, 390

12.8. Two people are exposed to the same emotion-inducing event. What predictions can be made about the emotion that each person will experience? Each person will experience
a. the same emotion, if each person appraised the event differently.
b. the same emotion, if each person appraised the event the same way.
c. a different emotion, if each appraised the event differently.
d. either answer b or c is possible
d
389, 390

12.9. The amygdala is used during the
a. initial processing phase of emotion stimuli
b. cognitive appraisal of emotion stimuli.
c. formation of facial expressions of emotion.
d. an action that meets the aim of an emotion.
a
385, 386, 391

12.10. What have psychologists discovered about emotion stimuli using a procedure known as *subliminal priming*? Psychologists have discovered that
a. conscious awareness of an emotion stimulus is necessary for an emotion to occur
b. a stimulus presented below conscious awareness can induce an emotion.
c. facial expressions of emotion correspond with the affect a person feels.
d. affect can occur without physiological arousal.
b
391

12.11. Negatively evaluated stimuli *are to* positively evaluated stimuli *as*
a. unaware responses *are to* aware responses.
b. avoidance responses *are to* escape responses.
c. avoidance responses *are to* approach responses.
d. approach responses *are to* avoidance responses.
c
387

12.12. What is the relationship between affect and facial expressions?
a. Affect is usually out of synchrony with facial expressions
b. Affect correlates with facial expressions
c. Affect causes facial expressions .
d. Either answer b or answer c is a possibility
d
392, 393

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12.13. What is the conclusion from examining facial expressions linked to emotion in blind individuals compared to sighted individuals?
a. Blind individuals do not have the opportunity to learn to fine tune their facial expressions.
b. Facial expressions of blind and sighted individuals are equal, especially for voluntary expressions.
c. Only after practice and coaching do blind individuals show facial expressions of emotion.
d. Blind individuals do *not* show any facial expressions linked to emotion.
a
394

12.14. What is the most easily recognized facial expression of emotion that is portrayed in both blind and sighted individuals?
a. anger
b. joy, happy
c. sadness
d. fear
b
395, 396

12.15. You conduct an emotion-recognition experiment with students from different countries who are attending your university. What are the results of your experiment? These students were
a. unable to accurately recognize emotions; chance-level recognition.
b. able to recognize emotions provided the emotion stimuli were also shown.
c. able to recognize emotions even without the emotion stimuli being shown.
d. only able to recognize positive emotions but not negative emotions.
c
395

12.16. Facial expressions linked to emotion are innate. What is the evidence for this statement?
a. Facial expressions are universal.
b. Facial expressions occur in very young infants.
c. Facial expressions occur in individuals who are both blind and deaf.
d. All the above statements described the evidence.
d
393-396

12.17. _____ maintains the face is a dial of what is inside the person while _____ maintains that the face is a way of manipulating other people.
a. readout hypothesis---behavioral ecology hypothesis
b. behavioral ecology hypothesis---read out hypothesis
c. readout hypothesis---efference hypothesis
d. efference hypothesis---behavioral ecology hypothesis
a
398

12.18. Emotion recognition experiments show that people from different countries or cultures are not 100% accurate in recognizing a facial expression of emotion. This lack of 100% accuracy is because
a. facial expression of emotion are not expressed in some countries or cultures; people show blank faces.
b. facial expressions of emotion are influenced by dialect, which differs by country or culture.
c. facial expressions differ greatly among countries to the same extent that languages differ, e.g., Chinese vs English.
d. people are simply unable to interpret or lack the skill to interpret facial expressions of emotion.
b
397

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12.19. A person who shows an angry face is signaling “stay away from me, I am warning you”. This interpretation of the facial expression is in accord with the
a. appraisal-dimension hypothesis.
b. innateness hypothesis.
c. behavioral ecology hypothesis.
d. readout hypothesis.
c
398, 399

12.20. A person reacts to you with a face indicating fear. According to the behavioral ecology hypothesis, this person
a. is afraid to see you.
b. is surprised to see you.
c. is rewarding you for spending time with him/her.
d. is prepared to avoid or escape from you.
d
398, 399

12.21. Your friend greets you with smile on his face. According to the readout hypothesis, your friend
a. is happy to see you.
b. is trying to get you to do a favor for him/her.
c. is rewarding you for spending time with him/her.
d. is surprised to see you.
a
398, 399

12.22. In order to receive help, which facial expression should you portray? To receive help, the best face to exhibit would be
a. a smiley face
b. tears on your face
c. a fear face
d. an angry face
b
399, 400

12.23. Why do people exhibit social facial vasodilation? According to the *readout hypothesis,* people exhibit social facial vasodilation because they
a. want to deflect or escape the scrutiny or attention of other people.
b. want people to tease them.
c. are embarrassed or ashamed.
d. want to draw attention to themselves as punishment for a social transgression (wrongdoing).
c
400

12.24. What is the function of display rules? The function of display rules is to
a. determine what affective feelings a person should experience in a situation.
b. indicate what body parts are okay for piercings and tattoos.
c. dictate what behaviors are reinforced and punished in different situations.
d. control or govern how a person should display his/her facial expressions of emotion.
d
401

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12.25. Which of the following is labeled a self-conscious emotion that regulates or controls a person's interactions with others?
a. guilt
b. anger
c. happy
d. surprise
a
400

12.26. What does it mean that emotions are motives? As motives, emotions
a. push people to experience the affect that is synonymous with an emotion.
b. push people into action to achieve the aim or goal of an emotion.
c. push people to follow social rules for how they should act.
d. push people into general action with no specific aim.
b
402

12.27. What does *affective realism* describe?
a. People objectively perceive their emotional environment.
b. People cannot determine what stimuli are real and what are imagined.
c. People's emotional feelings influences what they perceive
d. People perceive what they want to perceive
c
404, 405, 406

12.28. Stimuli are presented below a person's level of conscious awareness, These stimuli
a. interfere with the memory of what happened before the emotion stimulus occurred.
b. fail to have any influence on a person's emotional feelings.
c. block emotional feelings from developing.
d. can influence emotional feelings
d
406

12.29. What is the relationship between decision making and emotions?
a. Anticipated emotions help determine a person's decisions.
b. Emotions stop after decisions are made.
c. The anticipated outcome of a decision does not affect a person's emotions.
d. Emotions do not depend on or are not affected by a person's actual decisions
a
406, 407

12.30. What is the appraisal tendency hypothesis? According to it,
a. a person's tendency to act determines his/her behavior.
b. negative emotions influence a person's evaluation of a situation.
c. negative emotions motivate escape behavior.
d. positive emotions erase or eliminate the effects of negative emotions.
b
407

12.31. What does it mean that emotions affect cognitive activity? It means that emotions
a. cause us to act or behave in a certain way.
b. determine our facial expressions.
c. influence our thinking.
d. cause us to experience subjective affect.
c
404

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12.32. Compared to negative emotions, positive emotions serve mostly as
a. motives for avoidance behavior.
b. a way of distorting a person's thinking.
c. negative incentives.
d. positive incentives.
d
409

12.33. What are the differences between very happy people and much less happy people?
a. The differences are due to social wealth.
b. The differences are due to chance.
c. The differences are due to their beliefs.
d. The differences are due to their geography.
a
409, 410

12.34. If a person is experiencing subjective well-being, then that person
a. is physically healthy.
b. is satisfied with life and experiences more positive affect than negative affect.
c. has a balance of positive and negative affective experiences.
d. has a lot of wealth or money.
b
409

12.35. What characteristic is associated with the set-point level of happiness? The set-point
a. is associated equally with all of the big-five personality traits.
b. is totally the result of a person's experiences.
c. is slightly above neutral; on average people are a little bit happy
d. is slightly below neutral; on average people are a little bit unhappy
c
410

12.36. You are running on the hedonic treadmill. What are you doing?
a. I am running on a real tread mill in the gym in order to become physically fit.
b. I am trying to gain material possessions in order to become happier and I am succeeding at it.
c. I am striving to increase my happiness but actually becoming less happy in the process.
d. I am striving to increase my happiness but my happiness only remains stationary.
d
410

12.37. People buy things in order to become happy. However, people always return to their set-point level of happiness. Why do people return to their set point level of happiness?
a. People habituate to the things that make them happy.
b. People return voluntarily because they are most comfortable at their set-point level of happiness.
c. People no longer pay attention to the things that made them happy.
d. Negative events offset the positive stimuli that made people happy.
a
410

12.38. What describes people's pursuit of happiness? People strive
a. to become as happy as possible.
b. to become happy, but in moderation
c. to avoid becoming unhappy; to reach a neutral point
d. to despair
b
411

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12.39. What is the relationship between happiness and achievement behavior?
a. Achieving a goal reduces happiness.
b. Being happy makes a person unproductive; not achievement oriented
c. Being happy promotes achievement behavior.
d. Achievement behavior is independent or unassociated with prior happiness.
c
412

12.40. What is a downside of happiness? A downside of happiness is
a. that people do not know what type of happiness to pursue, since all have equal utility.
b. not possible; there is no downside.
c. that happiness can only occur in moderation.
d. that the pursuit of happiness can lead to disappointment if not achieved.
d
412, 413

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Chapter 2: Evolutionary Antecedents of Motivation

2.1. The concept of human nature emphasizes
a. the commonality in motivation among humans as a result of evolution.
b. the commonality in motivation among humans as a result experience.
c. the commonality in motivation as a result of different values.
d. how different experiences produce different motives.
a
28

2.2. The rectangle metaphor about heredity (nature) and environment (nurture) illustrates that
a. only environment contributes to motivation; heredity makes no contribution.
b. how much heredity and environment contributes to motivation depends on the behavior.
c. both heredity and environment contribute equally to motivation, i.e., 50% each.
d. only heredity contributes to motivation; environment makes no contribution.
b
28, 29

2.3. The main idea of gene-environment correlation is that
a. people react to their environments
b. people's prior experiences determine the choice of their environments
c. people's genes determine their choice of environments
d. people's environments determine their personality traits
c
29, 30

2.4. Universal motives assume all of the following *except*:
a. Universal motives rely heavily on nature or heredity.
b. Universal motives are shaped by natural selection or sexual selection.
c. Universal motives are similar in societies all over the world.
d. Universal motives rely heavily on nurture or experience.
d
30, 31

2.5. What is the main point of evolutionary psychology for the study of motivation? The main point is
a. how human genetic history or genetic past determines what motivates people today.
b. that people are often unaware of the incentives that motivate them.
c. how a person's value system determines what incentives attract or repel her.
d. how an individual's personal history or past determines what motivates him today.
a
30

2.6. Brown's term of *universals* refers to
a. how emotions are expressed differently in various cultures.
b. the commonality of needs, emotions, and values in all cultures.
c. the commonality of motives that resulted from identical personal histories.
d. behaviors that serve as exceptions to general laws of motivation.
b
31

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2.7. What are *psychological mechanisms*?
a. These are knowledge schemas that are necessary for behavior to occur.
b. These are brain or mind components or units that represent cultural customs and rules.
c. These are human traits that evolved to solve problems of adaptation in our evolutionary past.
d. These are physical structures like hands that allow a person to interact with the environment.
c
30

2.8. The outcome of the nature versus nurture (heredity versus environment) debate is that
a. neither nature nor nurture are important for determining behavior
b. nature is more important for determining behavior.
c. nurture is more important for determining behavior.
d. the combination of nature and nurture is more important for determining behavior.
d.
29

2.9. What role do genes play in regard to universal motives?
a. Genes transmit recipes for building brain structures, which express universal motives.
b. Genes have no function in regard to universal motives.
c. Genes are the way that universal motives are learned in a culture.
d. Genes directly transmit universal motives across generations.
a
31, 32

2.10. According to the evolutionary mismatch hypothesis,
a. psychological mechanisms operate smoothly in the current social environment.
b. psychological mechanisms motivate behavior that is detrimental to a person's well-being.
c. people can mix and match the environments they want to live in.
d. people's experiences motivate behavior that is beneficial to their well-being.
b
32

2.11. A person's partner begins to require extra care. A rational person would abandon his/her partner. But people do not abandon their partners because of
a. evolutionary mismatch.
b. universals.
c. romantic love.
d. sexual desire.
c
33

2.12. Romantic love evolved to solve
a. the mismatch problem
b. the universal problem
c. the choice dilemma problem
d. the commitment problem
d
33, 34

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2.13. Over time, a person discovers unique aspects of his or her partner. The person discovers that my partner has a good sense of humor, satisfies my psychological needs, is sexually attractive to me. This discovery process describes
a. relational mate value
b. an evolutionary match
c. sexual selection
d. beauty process
a
34

2.14. Suppose a person rates a 7 on a Mate Value Inventory of 1(low) to 10 (high). In seeking a partner, that person will most likely seek to contact an individual with a mate value of
a. 7
b. 8
c. 3
d. 5
b
35

2.15. What governs mate selection according to the good-genes hypotheses?
a. Good genes govern mate selection because the genes indicate beauty.
b. Beauty governs mate selection because we like beautiful people
c. Beauty governs mate selection because beauty signals good genes
d. Niceness governs mate selection because we like nice people.
c
36

2.16. An alternative to the good-genes hypothesis regarding the function of beauty is that
a. beauty governs mate selection because beauty is a signal for good genes
b. beauty signals that a person is very nice
c. people are not influenced by beauty when selecting a mate
d. beauty governs mate selection because humans simply like beautiful people
d
37, 38

2.17. What does a sense of humor indicate or imply in sexual selection?
a. Sense of humor signals that a person is genetically fit and intelligent.
b. Sense of humor has no function.
c. Sense of humor makes a person standout and be noticeable in a crowd.
d. Sense of humor signals that the person has low mate value.
a
38

2.18. According to research in evolutionary psychology, in seeking a spouse or long-term mate, women prefer their potential mates to have _____more than men prefer it.
a. good looks
b. good financial prospect and ambition & industriousness
c. niceness
d. good sense of rhythm
b
39

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2.19. According to research in evolutionary psychology, in seeking a spouse or long-term mate, men prefer their potential mates to have _____more than women prefer it.
a. niceness
b. good financial prospect and ambition & industriousness
c. good looks
d. good sense of rhythm
c
39, 40, 41

2.20. According to evolutionary psychology, men and women differ in the characteristics they consider essential for a long-term mate. The reason according to evolutionary psychology is that
a. A man and woman's culture determines what is considered essential in a long-term mate.
b. Differences in personality between men and women leads to different mate preferences.
c. Actually, men and women do not differ in what they prefer in a long-term mate.
d. Evolution provided men and women with a different strategy for leaving the most surviving offspring.
d
30, 38, 39

2.21. According to biosocial theory, men and women adjust to gender-typical roles. The reason for this adjustment to gender-typical roles is that these roles are
a. less costly and more beneficial/rewarding compared to non-typical gender roles.
b. determined totally by sex differences.
c. determined by how much money can be earned.
d. determined by what roles remain after more popular roles have been filled.
a
39, 40

2.22. Women prefer men who make a lot of money or who are industrious. The reason is that women are unable to earn as much money as men based on how our society is currently organized. This explanation of women's preference is called the
a. innate nature explanation.
b. structural powerless hypothesis.
c. jealousy explanation.
d. evolutionary psychology theory.
b
40

2.23. *Niceness* is a collection of traits that are valued in a long-term mate. How does *niceness* differ from other traits in regards to how it is valued?
a. This trait is more important for *men* in economically developed countries, with gender equality
b. The importance of this trait is the same in all countries.
c. This trait is more important for *women* in economically developed countries, with gender equality.
d. The importance of *niceness* has decreased from the early 1900s to the present day.
c
40

2.24. If you are guilty of poaching, then what have you done?
a. You went hunting or fishing on private land.
b. You did something without permission, e.g., consume alcohol while under 21.
c. You did something thoughtless, e.g., told a person how bad his/her hair style appeared.
d. You obtained the smartphone number of a friend's date so that you could call his/her date.
d
42

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2.25. Based on surveys about jealousy conducted in the United States and other countries, men are more jealous regarding _____ while women are more jealous regarding _____.
a. sexual infidelity, emotional infidelity
b. sexual infidelity, sexual infidelity
c. emotional infidelity, sexual infidelity
d. emotional infidelity, sexual infidelity
a
42, 43, 44

2.26. The emotion of jealousy is based on what evolutionary concerns?
a. Each partner worrying about losing the material resources the other partner provides.
b. A man's concern about being the father and woman's concern for survival of her children.
c. A concern about preventing mate poaching.
d. A concern about losing your partner to someone with a lower mate value
b
43

2.27. What process is necessary to form a close relationship with another individual? The process of
a. reading another person's facial expressions of emotion
b. music appreciation
c. perceived partner responsiveness
d. phubbing
c
44

2.28. You have been phubbed. What has been done to you?
a. Your friends did not invite you to go to lunch with them.
b. Your lunch date ignored you and started talking to the couple at the next table.
c. Your lunch date yawned in boredom while you were talking to her.
d. Your lunch date read a text on her smartphone while you were talking to her.
d
45

2.29. Being phubbed is an example of what hypothesis?
a. Evolutionary mismatch hypothesis
b. Mate value hypothesis
c. Mate poaching hypothesis
d. Structural powerless hypothesis
a
44, 45

2.30. To place the emotion of fear in the context of evolutionary psychology, we assume that
a. fear is an emotion that is very easy to learn.
b. fear is a psychological mechanism that has survival value.
c. fear prompts a person to freeze or take quick action.
d. fear is a response that results from classical conditioning.
b
48, 49

2.31. What human characteristic evolved to help individuals avoid snakes according to snake detection theory?
a. excellent hearing
b. an excellent sense of smell
c. excellent eyesight
d. a very sensitive sense of touch
c
50

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2.32. Combining classical conditioning with the concept of preparedness, we can probably condition a fear of which animal most easily in people?
a. any animal, no matter what, cows, puppies, snakes all equally
b. kittens
c. parakeets and parrots
d. snakes and spiders
d
50, 51

2.33. Infants prefer sweet tasting substances and do not prefer sour or bitter substances. What is the evolutionary significance of this preference for sweet tastes and dislike for sour/bitter?
a. Sweet is associated with ripe, nutritious food and sour with unripe or harmful food.
b. Mothers sweeten their babies' food so that their babies will eat more.
c. The difference between sweet and bitter foods had no evolutionary significance.
d. The calorie value of sweet food is lower than the calorie value of sour/bitter food.
a
51

2.34. Preferences for sweets, for good looks by men, and fear of spiders and snakes have what feature in common regarding their origins. These preferences and fears result from
a. society's expectations; people fulfill those expectations
b. natural selection or sexual selection.
c. children observing their parents behave that way.
d. observing other people when they behave that way.
b
48, 51

2.35. What are the benefits to humans for being omnivorous?
b. Humans can easily learn to avoid the foods that make them sick.
c. Humans quickly learn to like foods that provided pleasurable consequences.
d. Humans are capable of eating whatever foods their geographic environment provides.
a. Humans prefer sweet foods, which is associated with many calories.
c
51

2.36. The link between taste and facial expressions of taste in very young infants
a. is culturally defined.
b. results from infants watching their parents.
c. is a random connection with no meaning.
d. seems innate, not learned
d
51, 52

2.37. What concept explains why one type of music (consonant versus dissonant) is preferred more than another type of music.
a. Processing fluency; the ease by which music is recognized, categorized, evaluated
b. Innate factors; musical preferences results solely from natural selection.
c. Entrainment determines what type of music a person prefers.
d. Similarity to nature; the more music resembles natural sounds, the more humans like it.
a
54, 55

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2.38. What does entrainment imply? Entrainment implies
a. evolved food preferences that determine our current food preferences.
b. possessing the capability that is necessary for enjoying listening to music.
c. that an infant's early flavor experiences determine his or her adult food preferences.
d. selecting a long-term mate with whom a person is most compatible.
b
52, 53

2.39. What are the preferences of infants for consonant versus dissonant music?
a. Infants prefer consonant music when exposed to it initially.
b. Infants prefer dissonant music when exposed to it initially.
c. Answer a and b are both possible.
d. Infants show no preference, since they cannot detect a difference.
c
54

2.40. The Tsimane' are people who live in the Amazon rain forest in Bolivia. They had little exposure to Western music. They were tested for their preference of consonant versus dissonant music. What was their preference?
a. consonant music
b. dissonant music
c. both consonant and dissonant music equally; they could *not* detect a difference
d. both consonant and dissonant music equally; they could detect a difference
d
54

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