Social Psychology 2nd edition Greenberg Test Bank

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Name:_____ Class:_____ Date:_____

Chapter 1 - Multiple Choice

1. What is social psychology?
   a. the scientific study of society as a psychological entity (i.e., society as a motivated agent)
   b. the scientific study of how individual differences in social-emotional functioning drive a person's behavior across a variety of situations
   c. the scientific study of the causes and consequences of people's thoughts, feelings, and actions, regarding themselves and other people
   d. the scientific study of the relationships between, and development of, different societies

ANSWER: c

2. The earliest treatments of social psychology (such as the theories of Spencer and McDougall) tended to emphasize:
   a. a view of humans as driven by unconscious motivation.
   b. an instinct-based view of human behavior.
   c. a view of humans as machinelike information processors.
   d. a reinforcement-centered view of humans as learning from experience.

ANSWER: b

3. The notion that much of human social behavior is driven by forces outside of conscious awareness is critical to which perspective?
   a. the psychoanalytic perspective
   b. the behaviorist perspective
   c. the social cognition perspective
   d. the evolutionary perspective

ANSWER: a

4. Which of the following is true of the very first social psychology textbook?
   a. It was inspired by Herbert Spencer's extensions of Darwin's ideas about evolution.
   b. It was inspired by the events of World War II.
   c. It ignored the role of experience in behavior.
   d. It ignored the role of instinct in behavior.

ANSWER: a

5. Behaviorists emphasize that human behavior is driven primarily by:
   a. unconscious motivation.
   b. instinct.
   c. cognitive processes.
   d. learning from past experiences.

ANSWER: d

6. What phenomena were behaviorists primarily interested in measuring?
   a. mental states
   b. observable behaviors

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c. neurological reflexes
d. unconscious drives

ANSWER: b

7. The belief that social behavior is shaped by experiences is reflective of:
a. psychoanalytic theory.
b. evolutionary theory.
c. the social cognitive perspective.
d. behaviorism.

ANSWER: d

8. While social psychology in the first half of the 20th century tended to stress _____, social psychology from the second half of the 20th century to the present stresses _____.
a. an instinct-based approach; a behaviorist approach
b. a behaviorist approach; an instinct-based approach
c. specific, topic-based theories; broad views of human sociality
d. broad views of human social behavior; specific, topic-based theories

ANSWER: d

9. Which of the following events had a major influence on the history of social psychology?
a. the economic crisis of the 1970s
b. World War II
c. the Cold War
d. the development of institutional care for people with severe personality disorders

ANSWER: b

10. From the social cognitive perspective, what is the primary metaphor for understanding human beings?
a. a tumultuous storm of conflicting drives
b. a blank slate
c. an information processor
d. a social animal

ANSWER: c

11. What is the term for the way an individual understands his or her social world?
a. social cognition
b. the existential perspective
c. embodied cognition
d. a priori causal theory

ANSWER: a

12. Which of the following is NOT one of the major perspectives that provides an integrated view of human

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social behavior in contemporary social psychology?

a. the existential perspective
b. the evolutionary perspective
c. the instinct-based perspective
d. the cognitive perspective

ANSWER: c

13. The concept of *adaptation* is most central for which influential perspective in contemporary social psychology?

a. the existential perspective
b. the evolutionary perspective
c. the neuroscience perspective
d. the cultural perspective

ANSWER: b

14. What does it mean to say that humans are *cultural animals*?

a. Humans create their own symbolic conception of reality.
b. Humans tend to live socially in groups.
c. Humans in different groups around the world are hostile toward members of other groups.
d. Humans are actually driven by instincts.

ANSWER: a

15. Jeremiah has become deeply depressed because he feels as if his life has no meaning. Which of the perspectives in contemporary social psychology is BEST suited to help us understand Jeremiah's experience?

a. the existential perspective
b. the evolutionary perspective
c. the social cognition perspective
d. the neuroscience perspective

ANSWER: a

16. Which of the following techniques of measurement is NOT considered a tool of the neuroscience perspective in social psychology?

a. brain imaging
b. assessing cardiovascular functioning
c. assessing people's behaviors
d. measuring brain waves

ANSWER: c

17. Which of the following is the best example of the "power of the situation"?

a. U.S. citizens vary in the extent to which they conform to the norms of their culture.
b. Everyone in a library tends to be quiet.

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c. Extraverted people are more likely than introverted people to talk at a party.

d. A person tends to have a stable identity that is constant through different environments.

ANSWER: b

18. Consistent preferences, ways of thinking, and behavioral tendencies that manifest across different situations and over time are referred to as:

a. dispositions.

b. situational influences.

c. selves.

d. core attitudes.

ANSWER: a

19. Carlos is a deeply introverted person. However, at a party with several of his friends he ends up talking more than he normally would. Nevertheless, he still talks less than most of his friends. What is the best explanation of Carlos's behavior in this case?

a. his genetic make-up

b. the situation that he is in

c. his disposition

d. the interaction of the situation and his disposition

ANSWER: d

20. Which of the following assumptions is NOT one of the four core assumptions of social psychology?

a. Behavior is determined exclusively by situations.

b. Virtually all human thought is social in nature.

c. Social cognition has a strong influence on social behavior.

d. The scientific method is essential for understanding the roots of social behavior.

ANSWER: a

21. Which of the following instances is an example of the way we use social comparisons to self-evaluate?

a. An instructor provides personal feedback on a test.

b. A person shooting rolled-up paper balls into a wastebasket is able to make three baskets.

c. A child thinks about how tall she is by looking around at the other children in her classroom.

d. A mother decides that her son is her favorite person in the world.

ANSWER: c

22. Akira got in a car accident recently. After assessing the situation, he believes that the accident was the other driver's fault. Akira now pays close attention to the behavior of other drivers, trying to anticipate how their mistakes might cause an accident. What does this example BEST demonstrate?

a. the importance of an evolutionary perspective

b. our reliance on social comparison

c. the power of the situation

d. the powerful influence of social cognition

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ANSWER: d

23. Which aspect of social psychology MOST distinguishes it from many other ways of understanding the causes and consequences of people's social behavior, such as philosophy or general cultural knowledge?

a. the idea that humans are inherently *social*
b. an emphasis on the scientific method
c. a sense that people's dispositions play a major role in determining their behavior
d. the use of observations from the real world to form assumptions

ANSWER: b

24. Which theory suggests that people are like "intuitive scientists," using reasoning and observation to understand the nature of the social world?

a. social cognition theory
b. social comparison theory
c. behaviorism
d. attribution theory

ANSWER: d

25. Leleti believes that her friend spilled soda all over her backpack in order to get revenge for a remark Leleti made a few days ago, even though her friend claims that the incident was an accident. Leleti is making a:

a. correlational observation.
b. causal attribution.
c. third variable assumption.
d. social comparison.

ANSWER: b

26. What is the definition of *cultural knowledge*?

a. a store of information accumulated in a culture, about how the world works
b. our understanding of a given culture using the scientific method
c. the way in which people understand themselves through comparison with others
d. people's consistent preferences and ways of thinking that are consistent across situations and time

ANSWER: a

27. Lucas has never seen a "germ," and he also hasn't read any of the medical research supporting germ theory. However, Lucas believes that if he catches a cold, it is because of a germ. Lucas is relying on _____ to understand how colds happen.

a. an existential perspective
b. confirmation bias
c. cultural knowledge
d. the scientific method

ANSWER: c

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28. Which of the following is NOT a reason why researchers are often skeptical about people's self-reported accounts and explanations of their own behavior?

a. People often don't tell the truth.
b. People sometimes repress unpleasant information.
c. People often rely on a priori causal theories to explain their behavior.
d. People have internal access to the processes that lead to their thoughts, judgments, and preferences.

ANSWER: d

29. Researchers Nisbett and Wilson found that when shoppers were asked to choose among different silk stockings, the primary factor influencing their decision was the positioning of the stockings on the table. However, when asked why they chose the stockings they chose, the shoppers generated a variety of different reasons but never mentioned the positioning of the stockings. This finding is evidence that:

a. a behaviorist perspective provides the most insight into psychology.
b. people rely on a priori causal theories to explain their behavior.
c. people are the best sources of information about their own behavior.
d. cultural knowledge is generally accurate.

ANSWER: b

30. What is one of the ultimate conclusions to be drawn from Nisbett and Wilson's research demonstrating people's limitations in explaining their own behavior?

a. While people have access to the products of their thought processes, they have little access to those processes themselves.
b. Dispositional factors are more important than situational factors in determining how people behave.
c. Situational factors are more important than dispositional factors in determining the explanations people give for their own behavior.
d. Most people have surprisingly strong powers of introspection.

ANSWER: a

31. The fact that people tend to latch onto quick and easy answers to questions, rather than expending much mental effort, has led researchers to conclude that people are:

a. social cognizers.
b. introspective.
c. cognitive misers.
d. intuitive scientists.

ANSWER: c

32. Confirmation bias is:

a. the tendency to be more positive than negative when processing social input.
b. the tendency to process information in a manner that conforms to what we desire and expect.
c. a form of prejudice based on familiarity with outgroup members.
d. an automatically higher level of agreement with everything that is being said to one at the moment.

ANSWER: b

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33. Lord and colleagues had psychology students read about two studies on the social impact of capital punishment. One study seemed to confirm that the death penalty is effective as a crime deterrent, while the other study suggested that it is not effective. Students on both sides of the debate came away holding their initial positions even more strongly than before. This finding is evidence of:

a. social comparison.
b. confirmation bias.
c. causal attribution.
d. hypocrisy.

ANSWER: b

34. Emiliano believes that dogs are better than cats. One day, he decides to search the internet to see if his opinion is rooted in fact. He reads several articles that consider all sides of the matter, presenting a rather blurry picture of whether humans should prefer the company of dogs or cats. What does research suggest Emiliano is most likely to conclude based on reading all this new information?

a. Dogs are better than cats.
b. Cats are better than dogs.
c. Both animals should be loved equally.
d. There is no way to answer the question definitively.

ANSWER: a

35. In a famous study, participants were told they were "teachers" in an experiment who were going to give instructions to a "learner." When the learner failed to do well, the participants were ordered to give the learner electric shocks. The learner was actually an actor working for the study organizers, and not a real participant. The learner in this study was what is called:

a. a confederate.
b. a research assistant.
c. an experimenter.
d. an ersatz-participant.

ANSWER: a

36. Which of the following is NOT a reason why people are often limited in their ability to explain the causes of others' behavior?

a. The act of observing behavior might change it.
b. People are biased toward trying to confirm what they already believe and expect.
c. People's observations come from a limited, idiosyncratic perspective.
d. People spend as much cognitive energy as possible trying to uncover why a given situation happened.

ANSWER: d

37. A study demonstrated that if a participant is being interviewed by a person who taps her feet, the participant is also more likely to tap his feet; and if he is being interviewed by a person who scratches her head, the participant is also more likely to scratch his head. Which principle does this finding BEST demonstrate?

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a. People are biased toward trying to confirm what they already know.
b. The act of observing behavior can change that behavior.
c. People develop a priori causal theories to explain their behavior.
d. People are cognitive misers.

ANSWER: b

38. The process whereby scientists observe events, look for patterns, and evaluate theories proposed to explain those patterns is referred to as:
a. research.
b. a priori causal theory.
c. intuitive knowledge.
d. causal attribution.

ANSWER: a

39. Within the scientific method, a *theory* is:
a. a narrative about the origin of some psychological trait.
b. an explanation (potentially false) that people give for their own behavior.
c. an explanation for how and why variables are related to each other.
d. a prediction about what will occur given certain specified conditions.

ANSWER: c

40. In the scientific method, _____ are derived from _____, in order to test the accuracy of the latter.
a. hypotheses; theories
b. theories; hypotheses
c. experiments; correlations
d. hypotheses; experiments

ANSWER: a

41. Scientists propose that the evolution of species occurs through the process of natural selection. If this is correct, then it should follow that if two groups of fruit flies from the same species are kept in radically different environments, genetic differences will emerge between the two groups over successive generations. In this example, the statement about how members of the same fruit fly species will begin to differ can be referred to as:
a. a theory.
b. an a priori causal theory.
c. a hypothesis.
d. research.

ANSWER: c

42. The content of research observations that have been repeatedly found by many researchers is called a:
a. fact.
b. theory.

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c. hypothesis.
d. explanation.

ANSWER: a

43. An if-then statement that specifies what the relationships between variables should be like if a theory is correct is called a:
a. correlation coefficient.
b. hypothesis.
c. research question.
d. causal attribution.

ANSWER: b

44. Which of the following sequences BEST demonstrates the cycle of theory and research in science?
a. Hypothesis → Theory → Revised Theory → Research Outcome
b. Theory → Hypothesis → Revised Theory → Research Outcome
c. Hypothesis → Theory → Research Outcome → Revised Theory
d. Theory → Hypothesis → Research Outcome → Revised Theory

ANSWER: d

45. Which of the following statements is most accurate?
a. A given theory should generate multiple hypotheses.
b. A given hypothesis should only generate one theory.
c. If a hypothesis derived from a theory is disproven, then the theory itself should be discarded.
d. Theories cannot be revised once they have been used.

ANSWER: a

46. In science, _____ are the content of the observations that have been made and replicated by scientists, while _____ are the explanations given by scientists for that content.
a. studies; hypotheses
b. hypotheses; studies
c. facts; theories
d. theories; facts

ANSWER: c

47. According to stereotype threat theory, why will a member of a group that is negatively stereotyped for performance on a task feel threatened when he or she is performing that task?
a. The group member will worry that their performance might reflect on the whole group.
b. The group member will desire to confirm the stereotype.
c. The group member will encounter direct stereotypes from members of other groups while performing the task.
d. It is objectively more difficult for members of that group to perform well on such a task.

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ANSWER: a

48. Jacob is a male blue-collar worker attending a group therapy session. He knows that people from his background are thought of as not being in touch with their feelings and having quick tempers. During the session, he worries about how he will appear, and he ends up getting angry and losing his temper as a result of this anxiety. Jacob's case is an example of:

a. a cognitive miser.
b. stereotype threat.
c. demand characteristics.
d. confirmation bias.

ANSWER: b

49. What is a reason posited by stereotype threat theory for shortfalls in performance by members of stigmatized groups?

a. Members of stigmatized groups are threatening to members of majority groups, who then stereotype the stigmatized group members.
b. Because of constant exposure to stereotypes, members of stigmatized groups have stopped caring about their performance.
c. Members of stigmatized groups experience more threats on a day-to-day basis.
d. Situations that remind stigmatized group members of negative stereotypes about their group cause them to worry about their performance.

ANSWER: d

50. A researcher believes that the more neurotic a person is, the more that person will tend to experience negative emotions. This is an example of a:

a. third variable problem.
b. experimental/causal hypothesis.
c. correlational hypothesis.
d. theory.

ANSWER: c

51. What is the most general term for the type of research in which two or more variables are measured and compared, to determine the extent to which they are associated?

a. the experimental method
b. the correlational method
c. quasi-experimental design
d. random assignment

ANSWER: b

52. A researcher finds a substantial negative correlation between a measure of anxiety and a measure of life satisfaction. How should we interpret the relationship between these variables?

a. There is no relationship between anxiety and life satisfaction.

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b. The higher a person scores on anxiety, the higher they score on life satisfaction.
c. The higher a person scores on anxiety, the lower they score on life satisfaction.
d. Anxiety reduces life satisfaction.

ANSWER: c

53. A positive or negative value that shows the strength and direction of the association between two variables is referred to as a:
a. point estimate.
b. dependent variable.
c. conceptual replication.
d. correlation coefficient.

ANSWER: d

54. If two psychological variables are correlated at $r = +1.0$, this probably means that:
a. the two variables are measuring the same underlying construct.
b. the two variables are completely independent of one another.
c. the two variables are moderately related.
d. the higher you score on one variable, the lower you score on the other.

ANSWER: a

55. In their research on stereotype threat, Pinel and colleagues found a negative correlation among stigmatized group members between stigma consciousness and GPA. This study was designed as a test of which of the following hypotheses?
a. The more a person is conscious of the negative stereotype of his or her group, the worse that person will perform in areas related to the stereotype.
b. Situations that make a negative stereotype of a person's group prominent in the person's mind will lead to worse performance than situations that do not.
c. People who belong to a stereotyped group will be more likely than those who don't to have a low GPA.
d. Being aware of stigmatization of one's group generally leads to an inflated sense of GPA.

ANSWER: a

56. Which of the following statements is true regarding the finding that there is a negative correlation among stigmatized group members between stigma consciousness and GPA?
a. It allows us to conclude that stigma consciousness and GPA are completely unrelated variables.
b. It is consistent with a hypothesis that can be derived from the theory of stereotype threat.
c. It strongly suggests that a person's level of stigma consciousness causally determines their GPA.
d. It suggests that if we know a person's level of stigma consciousness, we can predict with near-perfect accuracy what their GPA will be.

ANSWER: b

57. Which one of the following statements is FALSE?

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a. Some hypotheses can be effectively tested using a correlational approach.
b. A correlation between two variables may be primarily driven by a third variable that is associated with both.
c. Correlation does not imply causation.
d. Two variables do not need to be correlated with each other for one to have a causal influence on the other.

ANSWER: d

58. The reverse causality problem refers to what phenomenon?
a. The fact that when a correlation is found between two variables, it may be impossible to determine which variable causes the other
b. The fact that people's thoughts about the future can influence their present behaviors
c. The fact that people will explain their own behavior by relying on culturally common theories or factors that happen to be salient at the moment
d. The fact that there are many situations in which variables influence each other in a reciprocal fashion

ANSWER: a

59. A researcher finds that self-esteem is positively correlated with academic performance. What can the researcher conclude, from this fact, about the causal relationship between these variables?
a. High self-esteem causes people to perform better academically.
b. People who perform better academically have higher self-esteem as a result.
c. High self-esteem and academic performance both have causal influence on each other.
d. It is impossible to conclude anything about the causal relationship between these variables based on the given data.

ANSWER: d

60. The third variable problem refers to the fact that:
a. experiments allow researchers to assess relationships between independent variables, dependent variables, and third variables.
b. almost all phenomena in social psychology are driven by the interaction between three identifiable variables.
c. a correlation between two variables may be driven by their mutual association with another variable.
d. researchers in social psychology tend to statistically investigate the relationships between only three variables at a time.

ANSWER: c

61. A researcher finds that the number of murders committed during a summer is correlated with the number of ice cream cones consumed. However, the researcher realizes that there is a third variable problem related to this finding. What might this problem be?
a. It's possible that people eat more ice cream to console themselves about news that murder is being committed, rather than murder being committed as a result of ice cream sales.
b. High temperatures might be causing both greater ice cream sales and more aggressive acts of violence.

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c. Victims of murder cannot be randomly assigned to a condition.
d. The number of murders committed in an area might not only be causing more ice cream sales but also more toy sales.

ANSWER: b

62. Researchers find that attendance at horror movies is associated with neuroticism. They conclude that attending horror movies causes people to be more neurotic. Which of the following statements does NOT describe a problem with their claim?
a. It's possible that instead neurotic people like horror movies more than other people do.
b. It's possible that watching horror films reminds people of their real-life problems, and this in turn makes them more neurotic.
c. People who are lonely may be both more neurotic and more likely to attend horror movies.
d. Horror movies may be marketed in ways designed to be more appealing for neurotic individuals, causing them to attend such movies at a higher rate.

ANSWER: b

63. A study was conducted showing that the amount of violent television watched in childhood positively predicted the number of aggressive acts committed in adulthood. This study is BEST considered an example of a(n):
a. longitudinal design.
b. case study.
c. experimental design.
d. quasi-experiment.

ANSWER: a

64. The _____ method can be used to make researchers more confident about likely causal order.
a. correlational
b. experimental
c. field study
d. quasi-experiment

ANSWER: b

65. A study in which a researcher takes active control of an independent variable, manipulates it, and observes its effect on a dependent variable is called a(n):
a. correlational study.
b. longitudinal study.
c. experiment.
d. quasi-experiment.

ANSWER: c

66. In experimental research, the _____ is what we believe is being affected by the _____, which we believe to be the "cause."

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a. interaction; correlation coefficient
b. correlation coefficient; interaction
c. independent variable; dependent variable
d. dependent variable; independent variable

ANSWER: d

67. In an experiment, the "measured" variable is also known as the _____ variable.
a. independent
b. dependent
c. extraneous
d. confounding

ANSWER: b

68. When we randomly assign participants to different conditions of a variable, we are creating a(n):
a. independent variable.
b. dependent variable.
c. independent and a dependent variable.
d. correlation coefficient.

ANSWER: a

69. _____ refers to the judgment that for a particular experiment, it is possible to conclude that the independent variable caused the change in the dependent variable.
a. Internal validity
b. Operationalization
c. Construct validity
d. External validity

ANSWER: a

70. Research demonstrates that when black and white students are reminded of their race (or not) before taking a test, black students, but not white students, show lowered performance in the condition where they are reminded of their race. This result shows:
a. a general effect of race on test performance.
b. a general effect of the extent to which people are thinking about their race on test performance.
c. an interaction between race of participant and the extent to which people are thinking about their race before a test.
d. a correlation between racial identity and the extent to which one is thinking about their race prior to a test.

ANSWER: c

71. A pattern of results in which the effect of one independent variable on a dependent variable depends on the level of another independent variable is referred to as:
a. a main effect.

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b. a correlation.
c. a correlation coefficient.
d. an interaction.

ANSWER: d

72. What is the best research method for determining whether one variable has a causal influence on another?
a. a longitudinal study
b. an experiment
c. a correlational study
d. a quasi-experiment

ANSWER: b

73. Which of the following is NOT a reason why experiments help researchers determine causality?
a. In an experiment, the researcher can control the temporal sequence of two variables.
b. Because they take place in a controlled laboratory setting, experiments have greater external validity.
c. Participants can be randomly assigned to different conditions of the independent variable.
d. The experimenter can hold everything constant *except* for the variable being manipulated.

ANSWER: b

74. A researcher randomly assigns a group of male and female college students to either gossip about their friends or to play a game of basketball. Afterward, the researcher administers the students a measure of happiness. The finding is that students who played basketball are happier than those who gossiped. What is the MOST likely cause of this outcome?
a. Men were happier overall than women.
b. Students who like to play sports were happier than students who don't like to play sports.
c. Playing basketball made students happier than gossiping did.
d. The people in the basketball-playing condition were already happier to begin with.

ANSWER: c

75. Random assignment refers to a procedure through which:
a. participants are assigned to experimental conditions in such a way that they have an equal chance of being in any condition.
b. participants are recruited from a broader population such that any member of the population has an equal chance of being in the study.
c. participants are kept unaware of the purpose of the study until they are suddenly made aware of it after the independent variable has been administered.
d. quasi-experiments can be made to approximate true experiments.

ANSWER: a

76. Which of the following problems is not primarily solved by random assignment to a condition?
a. the third variable problem
b. the causal sequence problem

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c. the fact that participants might differ in their level of the dependent variable prior to the study
d. the fact that random factors experienced by different participants the day of the study might contribute to their scores on the dependent variable

ANSWER: b

77. In an experiment, participants are randomly assigned to different levels of the:
a. independent variable.
b. dependent variable.
c. independent and dependent variables.
d. third variable.

ANSWER: a

78. _____ methods are preferable for determining causal relationships between variables, but _____ methods are preferable for determining the influence of personality or dispositional variables.
a. Correlational; longitudinal
b. Longitudinal; correlational
c. Correlational; experimental
d. Experimental; correlational

ANSWER: d

79. A researcher counts the number of people wearing football team T-shirts on a college campus in years when the team is having a good versus a bad season. He finds that more people wear the shirts in years when the team is doing well. This is best conceptualized as an example of:
a. experimental research.
b. field research.
c. a case study.
d. pilot research.

ANSWER: b

80. A quasi-experiment is a:
a. study in which naturally occurring groups of participants are compared on a dependent variable without random assignment.
b. study in which only half of the participants can be randomly assigned to a condition.
c. set of studies that include both experimental and correlational components.
d. study in which two independent variables interact to produce changes in the dependent variable.

ANSWER: a

81. A researcher conducts a study in which men and women are asked to rate their level of self-esteem with reference to both appearance and intellectual ability. The researcher predicts that there will be differences between men and women on these variables. This study is best characterized as:
a. a correlational design.
b. an experiment.

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c. a quasi-experiment.
d. field research.

ANSWER: c

82. Walton and Cohen conducted a study in which they intervened in freshman college students' experience by having them read either an essay about how stress is a normal part of the college transition or a control essay. What did the researchers find when they tracked the students' GPAs over the course of the next three years?
a. The treatment had no effect.
b. All students who read an essay about stress being normal had higher GPAs than those who did not.
c. Black students who read an essay about stress being normal had higher GPAs than black students who did not.
d. White students who read an essay about stress being normal had lower GPAs than black students who read the same essay.

ANSWER: c

83. The chief weakness of a field study is that:
a. it captures social behavior as it naturally occurs instead of in the laboratory.
b. the researchers have too much control over the variables in the study.
c. the researchers lose control over the variables in the study.
d. there are too many choices of independent variables.

ANSWER: c

84. What is the ultimate function of a good theory in social psychology?
a. to control the variables
b. to be useful
c. to show relationships among the variables
d. to reduce the number of unanswered questions

ANSWER: b

85. Which of the following is NOT something that a good theory in social psychology should be required to do?
a. generate new questions
b. provide direction for research
c. show how a correlation explains causation
d. explain observations

ANSWER: c

86. What does it mean to say that a theory is parsimonious?
a. It is good at parsing large observations into sets of smaller observations.
b. It explains a large number of diverse observations with many and complex principles.
c. It generates a very large number of hypotheses.
d. It explains a large number of diverse observations with relatively few and simple principles.

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Chapter 1 - Multiple Choice

ANSWER: d

87. Which of the following statements is MOST true regarding scientific theories?
    a. If the methods do not exist to test hypotheses derived from the theory, the theory is useless.
    b. A scientific theory should be designed to match the methods and techniques currently available for scientific testing.
    c. Even if the methods do not currently exist for fully testing its hypotheses, a theory may still ultimately be shown to be an accurate representation of reality.
    d. A theory should be able to show how the methods that have been used to test previous theories are inadequate and out of date.

ANSWER: c

88. A researcher assesses anxiety by measuring heart rate. In this study, anxiety is the _____ and rapid heart rate is the _____.
    a. abstract conceptual variable; operational definition
    b. operational definition; abstract conceptual variable
    c. independent variable; dependent variable
    d. dependent variable; independent variable

ANSWER: a

89. A specific, concrete method of measuring or manipulating a conceptual variable is referred to as a(n):
    a. operational definition.
    b. independent variable.
    c. dependent variable.
    d. correlation coefficient.

ANSWER: a

90. If in an experiment the independent variable is in fact a manipulation of what was intended and the dependent variable is in fact a measure of what was intended, then the experiment can be said to be high in:
    a. construct validity.
    b. external validity.
    c. significance.
    d. practical value.

ANSWER: a

91. What is the definition of a confound?
    a. an individual difference between participants that may be contributing to their scores in an experiment
    b. a problem with the temporal order of a study which leaves open the question of reverse causality
    c. a variable other than the variable intended to be manipulated that may be responsible for an observed effect
    d. any source of random error contributing to the outcome of a study

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Chapter 1 - Multiple Choice

ANSWER: c

92. One of the primary potential problems in the research process is:
    a. lack of random assignment.
    b. experimenter bias.
    c. lack of construct validity.
    d. moderator variables.

ANSWER: c

93. A researcher believes that thinking about clowns will make people more aggressive. He randomly assigns some people to see pictures of clowns and other people to read a description of a calm forest. He finds that people who looked at pictures of clowns behaved more aggressively. However, there is at least one confound in this study. What is that confound?
    a. The researcher has no theoretical basis for this effect.
    b. Not all people will become aggressive when they think about clowns.
    c. Some people looked at pictures, while others read text.
    d. Looking at pictures of clowns may not have been a good operational definition of thinking about clowns.

ANSWER: c

94. A study that is repeated with the major conceptual variables operationalized differently, but yielding similar results, is said to have been:
    a. external validated.
    b. internal validated.
    c. conceptually replicated.
    d. directly replicated.

ANSWER: c

95. Which of the following tactics does NOT help eliminate confounds from research?
    a. random assignment to conditions
    b. making sure to get a random sample from the population of interest
    c. anticipating alternate explanations and including variables relevant to these explanations as control conditions
    d. performing conceptual replications

ANSWER: b

96. Which of the following is NOT a form of validity which social psychologists are interested in obtaining?
    a. construct
    b. reverse causality
    c. external
    d. internal

ANSWER: b

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Chapter 1 - Multiple Choice

97. A researcher is able to replicate her study results using the same operational definitions in three countries other than the country where she originally conducted the research. By doing so, she has primarily increased the _____ of her finding.

a. conceptual replicability
b. construct validity
c. internal validity
d. external validity

ANSWER: d

98. Dr. R is replicating a study on stereotype threat. Dr. R repeats the methods and procedures used in Dr. Steele's original study. Dr. R is engaging in:

a. conceptual replication.
b. meta-analysis.
c. indirect replication.
d. direct replication.

ANSWER: d

99. Power analysis is used to:

a. define independent and dependent variables.
b. establish internal validity.
c. establish external validity.
d. determine appropriate sample size.

ANSWER: d

100. Samir is writing his doctoral dissertation on the relationship between physical attractiveness and academic success. As part of his research, he analyzes numerous previously conducted studies related to the topic, in order to determine how strongly attractiveness affects educational achievement. Samir is conducting a:

a. power analysis.
b. meta-analysis.
c. direct replication.
d. conceptual replication.

ANSWER: b

101. Which of these statements does NOT capture a limitation of science?

a. Through competition between scientists, many hypotheses are disproven and theories eventually discarded.
b. There are aspects of reality that humans cannot know.
c. Human values exert an influence on the way science is conducted.
d. Because scientists are human, they often apply the scientific method in a biased way.

ANSWER: a

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Chapter 1 - Multiple Choice

102. Which of the following potential problems with research on human subjects is NOT considered an important ethical issue?

a. the possibility that participants might experience more stress during a study than they would in their everyday life
b. the use of deception in experiments
c. the fact that college students often participate in studies as part of their education
d. the possibility of long-term physical or psychological damage from a study

ANSWER: c

103. A researcher believes that receiving a self-esteem threat will make participants more depressed. She conducts a study in which participants are randomly assigned to receive negative feedback on a personality test and then measures their level of depression. She tells participants that the study is about "validation of personality measures." In this example, "validation of personality measures" is:

a. an operational definition.
b. a cover story.
c. a conceptual variable.
d. internal validity.

ANSWER: b

104. A researcher believes that people who have thought about times when others helped them in the past will be more likely to help someone else. To test this, she brings participants to the lab for what they are told is a study called "Being Good Citizens." Participants are randomly assigned to think about a time when someone helped them or to think about a different topic; then they are given the opportunity to donate money to a charity. In this example, the study title "Being Good Citizens" is likely an example of:

a. an extraneous variable.
b. a demand characteristic.
c. a confound.
d. a debriefing.

ANSWER: b

105. Keeping researchers blind to a condition primarily deals with what problem?

a. experimenter bias
b. external validity
c. the third variable problem
d. random error

ANSWER: a

106. Which of these is NOT a reason why deception is commonly used in social psychological experiments?

a. to determine if participants can "guess" how they are being deceived
b. to reduce the potential influence of demand characteristics
c. to create the conditions necessary to test a hypothesis
d. to create an artificial situation that is psychologically involving and convincing for the participants

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Chapter 1 - Multiple Choice

ANSWER: a

107. Which of the following is NOT an official ethical requirement for research with human subjects?
a. Participants must be given the chance for informed consent and be free to withdraw at any time.
b. Projects must be approved by an institutional review board.
c. The full purpose of a study must be explained to participants before they begin.
d. Participants should be assured that efforts will be taken to protect the confidentiality and anonymity of their data.

ANSWER: c

108. Which of the following procedures is a major ethical safeguard against any negative feelings that might be induced by deception in a study?
a. informed consent
b. a thorough debriefing
c. a guarantee of anonymity
d. payment of participants

ANSWER: b

109. You are participating in a psychology research experiment, and the researcher invites you to return after the experiment to learn more about it and to explore your feelings about it. This is called:
a. informed consent.
b. debriefing.
c. demand characterization.
d. experimenter biasing.

ANSWER: b

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Chapter 1 - Short Answer

1. Describe the three major perspectives on human behavior that were prominent prior to the rise of social psychology. What did each of these perspectives primarily emphasize as the explanatory force driving social behavior?

ANSWER: The instinct-based view of behavior, represented by Spencer and McDougall, suggested that all of human behavior was the result of evolutionarily acquired, specific instincts. Psychoanalytic theory, developed by Freud, suggested that human behavior is primarily driven by unconscious desires for sex and aggression. Behaviorism, championed by John Watson, claimed that behavior was learned over time and was solely the result of experiences of punishment and reward.

2. List and briefly characterize three of the five perspectives that have emerged in the last few decades of social psychology to contribute to a more integrative perspective on human behavior.

ANSWER: The social cognition perspective focuses on how people perceive, remember, and interpret events and individuals, including themselves, in their social world. The evolutionary perspective seeks to identify how and why social behavior develops as a consequence of evolved adaptations. The cultural perspective focuses on the influence of culture and broader societal norms on thought, feeling, and behavior. The existential perspective attempts to identify core human motivations to understand oneself and find meaning in the face of broader concerns about human mortality. The neuroscience perspective is the study of the neural processes that occur during social judgment and behavior.

3. List and briefly explain the four core assumptions of social psychology. What does each assumption explain about human behavior?

ANSWER: (1) Behavior is a joint product of the person and the situation: situations exert a strong influence on behavior, but people's individual differences also shape what they do. (2) Behavior depends on a socially constructed view of reality: people compare themselves to others, and constantly think about the beliefs, attitudes, and actions of others as they move about in the world. (3) Behavior is strongly influenced by our social cognition: our understanding of others and our explanations for their behavior. Finally, (4) the best way to understand social behavior is to use the scientific method: people's explanations for their own behavior can be fallible, whereas empirical testing of hypotheses about behavior is more rigorous and accurate.

4. What is the essence of attribution theory? What are causal attributions, and what is one of their primary sources?

ANSWER: Attribution theory posits that people try to understand the social world by acting like intuitive scientists, observing others' behavior and inferring explanations. In order to do so, people make causal attributions: explanations for why an individual engages in a particular action. A common source of causal attributions is our cultural knowledge—a store of knowledge accumulated from our culture about how the world works and why people act the way they do.

5. Summarize some of the research suggesting that people aren't really able to accurately describe the causes of much of their own behavior. Why do people have difficulty with this kind of understanding?

ANSWER: Sometimes people aren't honest about the motives for their actions, but often they truly aren't able to correctly identify why they do what they do. Research by Nisbett and Wilson suggests that people have difficulty identifying the causes of their behavior. Their work shows that people often rely on theories to explain their behavior—rather than identifying the correct cause, people cite factors that are in their minds at the moment, or that are culturally common explanations for behavior. These

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Chapter 1 - Short Answer

researchers posit that although people can introspect about *what* they think, feel, and do, they typically have very little mental access to the *processes* that lead to thought, feelings, and behavior.

6. Discuss at least two reasons why people often have difficulty explaining the behavior of others, and provide supporting examples from research findings. What aspects of psychology make us poor judges of the causes of others' behavior?

ANSWER: First, people are cognitive misers: they look for the simplest explanations, which are not always the most accurate. Second, people's reasoning processes are biased by what they want to find out is true—a phenomenon referred to as confirmation bias. For instance, a study showed that people opposed to capital punishment and people supporting it read the *same information* about capital punishment, and both sides found that it supported their view! Finally, there is also evidence that the very act of observing social behavior has the potential to change that behavior; for example, studies suggest that people who are interacting with others are very likely to unconsciously mimic the behavior of the other person.

7. Describe the cycle of theory and research.

ANSWER: Theories lead to hypotheses. A theory can generate many hypotheses. A hypothesis is an "if-then" statement that follows from a theory. The hypothesis is tested through research. The research may be correlational (identifying associations) or experimental (identifying cause and effect). The outcome of this research can lead to the theory being revised and then retested through new hypotheses—thus continuing the cycle.

8. What is the essence of stereotype threat theory? What are two hypotheses that can be derived from this theory?

ANSWER: Stereotype threat theory posits that, for members of a group negatively stereotyped on a given domain, performance in that domain can be undermined by concerns about possibly confirming the stereotype of their group. One hypothesis that follows is that the more a person is conscious of the negative stereotype of his or her group, the worse that person will perform on tasks related to the stereotype. Another hypothesis is that situations that make a negative stereotype of a person's group prominent in the person's mind will lead to worse performance than situations that do not bring that stereotype to mind.

9. What is the correlational method, and what is a correlation coefficient? What information does a correlation coefficient give us?

ANSWER: In the correlational method, two or more variables are measured to determine the extent to which they are associated. A correlation coefficient is a numerical value ranging from –1 to +1 that assesses the relationship between two variables. The coefficient tells us the direction of the relationship between two variables (if positive, higher scores on one variable are associated with higher scores on the other; if negative, higher scores on one variable are associated with lower scores on the other). It also tells us the strength of the relationship; values closer to –1 or +1 indicate a strong relationship, while values near zero indicate a weak or nonexistent relationship.

10. Explain the two primary reasons for why a correlation between two variables does not confirm that the first variable causes the second.

ANSWER: The first reason is the reverse causality problem: when variables are assessed simultaneously in a correlational study, it is impossible to determine if one variable precedes the other in a causal

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sequence. The second reason is the third variable problem: even if two variables are related to each other, it's possible that this relationship is due to the mutual impact of an unmeasured third variable on both of the measured variables.

11. How do true experimental designs eliminate the reverse causality and third variable problems?

ANSWER: Experiments eliminate the reverse causality problem because the experimenter administers the independent variable prior to the dependent variable in a temporal sequence. This allows one to isolate the causal effect of the independent variable on the dependent variable (and it can't be the other way around). Experiments address the third variable problem because (a) the experimenter can try to hold all variables besides the independent variable constant, and (b) through random assignment to a condition, the experimenter randomly distributes all sources of variation between participants across conditions of the independent variable, meaning no unmeasured variables can account for systematic differences between conditions.

12. Identify and briefly discuss three conditions that must be satisfied in order for a study to be a true experiment. Identify the types of variables involved in an experiment and how they are administered.

ANSWER: The experimenters must manipulate the level of exposure of participants to the independent variable, or the variable that they think is having some kind of causal impact. Participants should be randomly assigned to conditions or levels of the independent variable. The experimenters must then measure scores on a second variable (the dependent variable) that they believe will be affected by the manipulated variable (the independent variable). Finally, the experimenters must hold everything else constant in the situation, besides the independent variable.

13. Define an interaction between two variables. Give an example of an interaction, one that is either hypothetical or taken from research.

ANSWER: An interaction is a pattern of results in which the effect of one independent variable on the dependent variable depends on the level of a second independent variable. An example of an interaction comes from stereotype threat research: black students primed with their race prior to a test do poorly compared with black students not primed with their race, but race priming has no effect on white students. In other words, the effect of the race priming variable on performance depends on the race of the participant.

14. Define and discuss the concept of internal validity.

ANSWER: Internal validity is the judgment that for a particular experiment it is possible to conclude that the manipulated independent variable caused the change observed in the measured dependent variable.

15. Define random assignment. Describe why random assignment is a major component of all experiments when participants are put into different conditions.

ANSWER: Random assignment places participants into assigned conditions in a way that gives all participants the same chance of being in any given level of the independent variable. Random assignment is an essential component of all experiments where participants are going to be put into different conditions. Random assignment controls for individual differences and helps to eliminate the third variable problem.

16. Give an example of a study design that would have to be a quasi-experiment rather than a true experiment.

ANSWER: A quasi-experiment is any study in which participants are compared based on naturally occurring

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Chapter 1 - Short Answer

groups that could not be experimentally manipulated. Examples of quasi-experiments would include any study in which the hypothesis involves differences between groups, based on gender, ethnicity, or culture, or on a dependent variable. For instance, most stereotype threat studies have quasi-experimental elements, since they compare the experience of a stereotyped group to that of a non-stereotyped group.

17. List and briefly discuss four of the five functions that a good theory in social psychology should be able to serve.

ANSWER: (1) A theory should organize the disparate facts that are revealed by research. (2) A theory should be logically consistent in explaining how different variables are related to each other. (3) A theory should provide direction and insight for research, including the development of novel research methods and technologies. (4) A theory should be generative, leading to new questions about phenomena that go beyond what the theory was originally designed to explain. (5) A theory should also have practical applications, helping to solve social problems and improve quality of life.

18. Define and discuss the concepts of operational definition and construct validity. How are these concepts related to each other?

ANSWER: An operational definition is a specific, concrete method of measuring or manipulating a conceptual variable. Construct validity refers to the confidence a researcher can have that they successfully measured or manipulated the variable they intended to. Construct validity is essentially the extent to which an operational definition has been successful.

19. Define and discuss the concept of confounds. How are the concepts of internal validity and confounds related to each other?

ANSWER: In an experiment with internal validity, the conditions that make up the independent variable differ in only one way. When two (or more) conditions vary in more than one way, the experiment has a confound. A confound, then, is a variable other than the independent variable that may be responsible for any effect observed on the dependent variable. Confounds in an experiment make alternative explanations possible and present a threat to internal validity.

20. Define confounds. Describe how researchers try to deal with confounding variables in their studies.

ANSWER: A confound is a variable other than the independent variable that may be responsible for the effect on the dependent variable. Confounds makes alternative explanations possible. Researchers try to avoid the problem of confounding by: (1) considering potential confounds and alternative explanations when planning a study; (2) including control groups that only expose participants to the potential confounding variable, to test whether it alone has a similar effect on the dependent variable; and (3) using conceptual replication or repeating the study with different operationalizations of the causal variable.

21. Define external validity. Why is this form of validity important? What might be a threat to this form of validity in standard social psychological research?

ANSWER: External validity is the researcher's confidence that their findings would generalize across different settings and different groups of people at different times. External validity is important in order to determine the applicability of experimental findings to real-world situations. External validity is threatened in much of social psychological research when studies are primarily conducted with convenience samples of college students in Western cultures, which have certain unique

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Chapter 1 - Short Answer

characteristics.

22. Describe the limitations of science for understanding human behavior.

ANSWER: Science is a rigorous and reliable method for identifying the causes and consequences of human thought, behavior, and action. There are, however, limitations in what science can tell us. First, there are some things that humans can't know, due, for instance, to the limitations of our senses. Second, human beings are fallible and prone to bias in applying the scientific method. Third, some questions cannot be answered scientifically—notably, questions of values and ethics. Fourth, the choice of which scientific questions to investigate is often shaped by nonscientific factors or influences.

23. In an experimental study, what are demand characteristics, and what is one way in which they might arise?

ANSWER: Demand characteristics are aspects of a study that give away its purpose or hint at how the participant is expected to behave. One way in which demand characteristics can arise is through experimenter bias. When the experimenter is aware of the hypothesis and the conditions to which participants have been assigned, he or she may (even unconsciously) influence the participants to behave in ways that are suggested by the hypothesis.

24. What is a debriefing, and why is it important?

ANSWER: A debriefing is a procedure that occurs at the end of a study, during which the true nature of the study is explained to participants in a manner that counteracts any negative effects of the study experience. Debriefings are especially important if participants have been deceived during the study, in order to make sure they understand the reasons for this deception and that they do not have any negative feelings about participating in the study. Debriefings also educate research participants about the nature of scientific discovery in social psychology.

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Chapter 1 - Essay

1. Describe the three classical perspectives in psychology that influenced modern social psychology. How did these explanations play a role in the formation of modern social psychology?

ANSWER: The three broad perspectives influencing modern social psychology include (1) an instinct-based view, (2) psychoanalytic theory, and (3) behaviorism. McDougall strongly believed in the instinct-based view of human behavior. Extrapolating from Spencer's evolutionary view of human behavior, McDougall proposed that instincts determine the vast majority of human behavior. The psychoanalytic school led by Freud, however, believed that unconscious forces are what determined social behavior. Freud believed that these forces were sexual and aggressive in nature. Watson and other behaviorists, however, disagreed. The behaviorists believed that the unconscious forces and instincts could not be measured. They strongly believed that behaviors were learned through experiences, and that the proper study of psychology was that of outward behavior and reinforcement, not the internal life of the mind.
Student answers will vary on the rest of the question.

2. Briefly define the five major perspectives that have emerged in social psychology in the past few decades to form an integrative perspective on social thought and behavior. Do you believe that any one of these perspectives is more valuable or accurate than the others? What are some ways they complement one another?

ANSWER: The major perspectives of modern social psychology are (1) cognitive, (2) evolutionary, (3) cultural, (4) neuroscience, and (5) existential. The cognitive perspective focuses on how people remember, perceive, and interpret social stimuli, including events and other individuals, as well as themselves. The evolutionary perspective views people and their social behaviors as a result of evolved adaptations. The cultural perspective focuses on the influence of culture on people's thoughts, feelings, and behaviors. The neuroscience perspective focuses on the biological basis of social thought and behavior, examining how the brain and other parts of the body respond to social stimuli. Finally, the existential perspective focuses on how people come to terms with the big questions about their existence, such as the meaning and value of life, and how those efforts to make sense of the world influence how they think and act in their everyday lives.
Opinions on these perspectives will vary. Still, students should be encouraged to appreciate that, although unique, all five perspectives fit together at a broad level. Brains (neuroscience) evolved (evolutionary) to process information from the social world (social cognition), but that entailed a built-in responsiveness to local cultural conditions (culture) and a uniquely human awareness of the self in the grand scheme of things (existential). All five perspectives build on one another, despite pointing to competing answers on specific questions about the mechanisms behind social behavior.

3. What are the four core assumptions of social psychology? Apply at least three of these assumptions to illuminate a recent social event, such as a conflict between two groups, a famous individual's achievement, or a popular television show.

ANSWER: There are four core assumptions in modern social psychology. The first assumption is basically an interactionist view, according to which social thought and behavior is the joint product of both the person and the situation. The second assumption is that an individual's view of reality is influenced by other people, and, thus, behavior depends on a socially constructed view of reality. The third assumption is that our behavior is strongly influenced by social cognition, the set of mental processes by which people make sense of the social world and themselves. The final assumption is that the best way to understand social behavior is to investigate it using the scientific method.
Applications of these assumptions will vary. Still, students should be encouraged to use this as an opportunity to appreciate how social psychology approaches social thought and behavior from a different angle than closely related fields, such as personality psychology. Perhaps the most

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important point in this regard is that, in our efforts to explain human behavior, it helps to interpret a person's actions as influenced by what is happening in his or her situation—past and present—while also appreciating that different people respond differently to the same kinds of situations. It is important that students learn to appreciate how aspects of the person (such as personality traits) interact with aspects of the situation to produce a pattern in thought or behavior. The reason is that many students, especially those who have taken classes in clinical, personality, or abnormal psychology, will be familiar with analyzing a person's behavior as a sole function of that person's stable, dispositional attributes (or what the students presume these attributes to be). Students should be encouraged to appreciate that although those views have merit, a major advantage of social psychology is that it gives us a unique window into how the person interacts with the situation at hand, and how changing situations can make a major difference in how a person thinks and acts in everyday life.

4. Discuss some of the reasons why people are not very accurate when it comes to explaining their own behavior, and the behaviors of others, in their day-to-day lives. Inform your answer with your understanding of confirmation bias, mental effort, and the shaping influence of motives on the way people think. What are some examples from your own life that support the idea that people often don't understand the true causes of their behavior?

ANSWER: Individuals assume they would be aware of the reasons for their behaviors. Individuals, however, are sometimes not the best judges of their own motivations. There are several reason for the inaccuracy. For one thing, people may not be honest about why they engaged in certain behaviors. This may especially be true where people believe they are being judged by others (e.g., regarding their weight). Also, individuals might be sincerely mistaken about why they feel a particular way or why they do certain things. People may latch onto explanations that protect their self-esteem. They may accept preexisting causal explanations provided by their culture. In short, people may not be very good at introspection.

In addition to being mistake-prone when explaining their own behavior, some people may not be very good at explaining the behavior of others. One broad lesson of social psychology is that we are all, to varying extents, "cognitive misers" who tend to conserve our mental energy. This means that, all things being equal, we prefer familiar and simple interpretations of social stimuli, such as familiar stereotypes about social groups, over complex or ambiguous interpretations. It is sometimes easier to accept things at face value. People's perspectives may also be limited when making judgments of others. In other words, people may not see the entire picture of what is going on and just see a "slice" of behavior. People are sometimes prone to confirmation bias, the tendency to view events and people in ways that fit expectations. Confirmation bias can guide the thinking process at several stages. It can focus attention on certain aspects of a person or situation, it can bias the interpretation of ambiguous stimuli, and it can make it easier to remember social events in ways that fit with one's preferred interpretation.

Motivational factors also play a big role in accounting for why people are not normally perfectly accurate when making sense of other people and themselves. People often have motives to reach certain conclusions (e.g., that their romantic partner is a good person) or broad beliefs about how the world works (e.g., good people do not suffer unnecessarily). These motives can significantly alter how information is attended to, processed, remembered, and acted on.

Student examples will vary.

5. Summarize two studies from the literature on stereotype threat that employed different methodologies (e.g., correlational, experimental, field research). What were the findings of these studies, and how did they support

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Chapter 1 - Essay

stereotype threat theory?

ANSWER: Pinel et al. (2005) used a correlational method to test the hypothesis that the more a person is conscious of a negative stereotype of his or her group, the worse their performance will be in areas related to that stereotype. First the researchers measured stigma consciousness, the tendency to be highly conscious of one's stereotyped status. This was measured in academically stigmatized students (e.g., Hispanic Americans) and non-stigmatized students (e.g., Asian Americans). Data were obtained about their GPAs. Correlation coefficients calculated between stigma consciousness and GPA indicated a moderate negative correlation. In other words, the more concerned individuals were about being stigmatized by their stereotype, the lower their GPA. This finding fits with the idea that awareness of a negative stereotype that applies to one's own group negatively impacts performance.

An experiment was conducted by Steele and Aronson (1995) to test the hypothesis that situations that make a negative group stereotype prominent in the person's mind will lead to worse performance compared with situations that do not. White and African American college students were given a test of verbal ability using items from the GRE. Stereotype threat was manipulated by having half the participants indicate their race on an information sheet, while the other half took the test without first indicating their race. Mentioning race or not was the independent variable, and performance on the test was the dependent variable. Among African American participants, those who were reminded of their race tended to have worse performances on the test of verbal ability than those who were not. The same pattern was not detected among white students. This finding is consistent with stereotype threat theory, because it suggests that even subtle reminders of a negative group-based expectancy can interfere with performance.

6. Define and discuss the concepts of internal and external validity. How are we best able to determine if a study has either or both of these two types of validity? Is there a trade-off in studies between internal and external validity, or can a study achieve equal levels of both? Which form of validity do you think is most important?

ANSWER: In the context of an experiment, internal validity is the extent to which the independent variable or variables caused the observed change in the dependent variable. Internal validity cannot be directly assessed; rather, it is inferred based on how well-designed the experiment is. It depends on the strength of the manipulation, the validity and reliability of the dependent variable assessment, and control over extraneous variables (which includes, most importantly, random assignment to conditions). For example, internal validity is not guaranteed simply because one observed the predicted difference between two groups on the dependent variable. Rather, the difference may be due to a confound, or alternative cause, that was inadvertently introduced when manipulating the independent variable. Internal validity is also suspect if the dependent variable assessment is capturing change in another variable that is related to, but distinct from, the dependent variable under investigation. For example, if one measures hope for the future with a five-item self-report measure, but responses to the items reflect respondents' general feelings of self-esteem rather than hope per se, then one can observe a difference and yet still have low internal validity. External validity applies when the research result can be generalized in a variety of ways, such as to other people, other settings, and other times. If a study has high internal validity, the criterion of a good experiment has been met. If a study has good external validity, then the results of that study can be generalized to other people or settings. In other words, external validity means generalizability in an experiment. If a study has good external validity, then the research can be replicated under a variety of other situations and with different groups. Opinions will vary.

7. Consider the abstract conceptual variable of *romantic love*. Discuss two ways in which this conceptual

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Chapter 1 - Essay

variable could be operationally defined in a study. Then, for one of the two ways described, indicate a possible confound that might problematize that particular operational definition.

ANSWER: One way to operationalize romantic love is to use overt behaviors (e.g., gaze and personal space). A second way to operationalize romantic love is to describe it in terms of physiological behaviors (e.g., heart rate). A confound may be a problem in physiological behaviors. For example, accelerated heart rate in the presence of another person may be due to attraction, or it may be due to unease or fear. Students should also be encouraged to appreciate two important points about operational definitions. The first is that there is no absolute "right" way to operationally define a conceptual variable. Some operational definitions may provide a more valid or reliable window into the conceptual variable, but the choice of which operational definition to employ in a given experiment will depend on several other factors, including practical and ethical constraints. The second point is that a benefit of conducting several studies using different operational definitions of the same conceptual variable is that researchers can see whether the results converge on a common pattern. For example, if two studies test whether similarity increases romantic love, and one study operationalizes love in terms of self-report while the other does so in terms of heart rate, researchers can test their hypotheses with more confidence than if they had relied on one operational definition alone.

8. Discuss at least two of the four limitations of science. Do you agree that science truly has these limits? What is an example of an important phenomenon that science—and social psychology in particular—may not be able to address? Why is science important in spite of these limits?

ANSWER: While science serves an incredibly important purpose, it does have some limitations. One limitation of science is that there are some aspects of reality that we just can't know. For example, we get our information via our sense organs, but our sense organs are limited (e.g., hearing is limited to a certain range of sound frequencies). Another limitation is that humans are not always objective. In other words, experimenter bias can skew results. A third limitation is that not all questions can be answered scientifically. Often these questions involve value judgments, or judgments about what is good or bad, or right or wrong in a moral sense. For example, research can shed light on how people resolve moral dilemmas, such as whether it is right or wrong to steal food for a starving child. But research cannot definitively identify the right way to resolve such dilemmas. More generally, social psychology can make headway studying what people do, but it is not designed to prescribe what people *should* do. A final limitation is that human values can have a powerful influence on the way science is actually conducted. For example, the subject matter that is chosen or how the questions are asked are determined by a wide range of factors.
Student answers may vary on the rest of the question.

9. Do you believe that the use of deception is justified in social psychological experiments? Or do you think that deception is *never* necessary or justified? Provide supporting arguments for your position.

ANSWER: Student answers will vary on this question. Still, feedback can/should emphasize the trade-off between deception and progress in science. Deception typically involves withholding from participants certain details of the study, or giving them a "cover story" that portrays the study's purpose in a way that is different from the true purpose. In such cases, participants are not told the full truth. Still, if the study is conducted in accordance with proper ethical protocol, there are two major safeguards in place to protect subjects from harm. The first is that the informed consent disclosure must always specify whether the study involves any tasks that participants might reasonably find embarrassing, self-incriminating, or otherwise unpleasant. The disclosure will specify what those tasks might be, if there are any. Hence, participants are never expected to

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perform objectionable tasks they were not initially informed of. The second major safeguard of an ethically well-conducted study is that all participants receive a full debriefing at the conclusion of the study that explains the details and study rationale that was originally withheld from them. Indeed, it is recommended that participants be given the opportunity after receiving the debriefing to withdraw their responses from the study. With these two safeguards in mind, students should weigh the justification for deception in light of the advances in scientific understanding that can be gained from conducting studies that involve deception. In many cases, deception is useful for assessing people's spontaneous, natural responses to tasks. Put differently, when participants are not deceived and instead given a complete account of the study's details and purpose prior to participating, they often do not give their genuine, honest responses, instead responding how they think they "ought" to respond. In these cases, it can be difficult for researchers to assess how people respond to these tasks in the real world. Deception is a tool for assessing how people think, feel, and act when they are responding spontaneously to the social situation. Students should consider this benefit of deception when weighing the justification for the practice overall.

10. Discuss the three safeguards that the Code of Ethics dictates all psychological research must abide by. Why do you think these safeguards are important? Do you think that there is any area of research where the safeguards can be disregarded? Why or why not? What is debriefing, and what should debriefing accomplish?

ANSWER: The Code of Ethics was established by the American Psychological Association. The first safeguard is research approval by the ethical review board. This board will judge whether the benefits of the research outweigh the ethical costs. Next, informed consent is obtained from the study participants. Informed consent is given after the participants are told about the procedures and potential risks (if any) and that they can ask questions and withdraw from the study at any point in time. Finally, participants are assured of confidentiality of their identities and responses.
Student answers will vary with the next two parts of the question. Debriefing is given at the end of the study. The participants are given an explanation of the study if deception was involved. Debriefing is designed to be informative, educational, and comforting, and to alleviate misconceptions the participants had about the study.

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