1. Research on physical attractiveness indicates that men are more likely than women to
   A) be attracted to dating partners whose hips are narrower than their waists.
   B) judge members of the opposite sex as more attractive if they have a youthful appearance.
   C) express dissatisfaction with their own physical appearance.
   D) deny that their liking for physically attractive dates is influenced by good looks.
   E) marry someone who is less physically attractive than themselves.

2. Fernando's favorable attitude toward capital punishment began to change when he was asked to offer arguments opposing it in a class debate. His attitude change is best explained by _______ theory.
   A) equity
   B) cognitive dissonance
   C) social exchange
   D) the two-factor
   E) scapegoat

3. The just-world phenomenon often leads people to
   A) believe that victims of misfortune deserve to suffer.
   B) work to resolve and lessen social injustices.
   C) dislike and distrust those who are wealthy.
   D) express higher levels of prejudice after suffering frustration.
   E) respond with kindness to those who mistreat them.

4. Toby publicly agrees with his friends that Ahmed, a senior, would make the best Student Senate President. On the secret ballot, however, he actually votes for Yoram. Toby's public conformity to his friends' opinion best illustrates the power of
   A) informational social influence.
   B) social facilitation.
   C) the mere exposure effect.
   D) normative social influence.
   E) deindividuation.

5. The rules of a culture for accepted and expected behavior are
   A) self-disclosure.
   B) stereotypes.
   C) prejudice.
   D) norms.
   E) attitudes.
6. The three components of prejudice are
   A) schemas, attributions, and social scripts.
   B) beliefs, emotions, and predispositions to action.
   C) inequality, frustration, and aggression.
   D) social loafing, group polarization, and groupthink.
   E) ingroup bias, mirror-image perceptions, and deindividuation.

7. Social loafing refers to the tendency for people to
   A) become more distracted from their tasks when working with friends than when working with strangers.
   B) perform a complex task more poorly when others are present.
   C) exert less effort when they are pooling their efforts toward a common goal.
   D) stop working once they have reached their goal.
   E) exert less effort when they are paid by the hour, not by the amount of work completed.

8. Norms are best described as
   A) buffer zones we like to maintain between ourselves and others.
   B) a person's characteristic emotional reaction to stress.
   C) personality traits we inherit from our parents.
   D) rules for socially acceptable behavior.
   E) our deeply held beliefs about what is moral and ethical.

9. Joel's violent behavior is influenced by his unrealistic social scripts, his repeated experience of ostracism, and his persistent abuse of alcohol. An integrated understanding of Joel's behavior within the framework of multiple levels of analysis is most clearly provided by
   A) the frustration-aggression principle.
   B) a biopsychosocial approach.
   C) a humanistic approach.
   D) social exchange theory.
   E) the reciprocity norm.

10. Opinion change resulting from a thoughtful focus on the content of arguments illustrates
   A) central route persuasion.
   B) social facilitation.
   C) cognitive dissonance.
   D) normative social influence.
   E) peripheral route persuasion.
11. Comparisons of identical and fraternal twins highlight the impact of _______ on aggression.
   A) genetic influences
   B) attribution
   C) proximity
   D) the bystander effect
   E) deindividuation

12. When New York University women were dressed in Ku Klux Klan-style hoods, they demonstrated significantly more aggression. This finding is best explained in terms of
   A) social facilitation.
   B) modeling.
   C) groupthink.
   D) deindividuation.
   E) ingroup bias.

13. In Milgram's obedience experiments, “teachers” exhibited a somewhat lower level of compliance with an experimenter's orders when
   A) the “learner” complained of a slight heart condition just before the experiment began.
   B) the “learner” screamed as the shocks became more punishing.
   C) the experiment was not associated with a prestigious institution like Yale University.
   D) the “learner” was in another room where his physical well-being couldn't be observed by the “teacher.”
   E) the “teacher” was instructed to administer the learning test and someone else was asked to shock the “learner.”

14. At a conscious level, Aaron doesn't think he's prejudiced. Yet he automatically feels uncomfortable in situations where he has to interact with people of different races from his own. Aaron's experience best illustrates the distinction between
   A) social facilitation and social loafing.
   B) situational and dispositional attributions.
   C) equity and self-disclosure.
   D) normative and informational social influence.
   E) explicit and implicit attitudes.
15. Overgeneralized beliefs about a group of people that often underlie prejudicial emotions are called
A) social traps.
B) social norms.
C) stereotypes.
D) situational attributions.
E) superordinate goals.

16. Organisms often respond to _______ with a fight-or-flight reaction.
A) social facilitation
B) discrimination
C) superordinate goals
D) the mere exposure effect
E) stress

17. Equity and self-disclosure are important to the development of
A) companionate love.
B) groupthink.
C) deindividuation.
D) social facilitation.
E) ingroup bias.

18. Solomon Asch reported that individuals conformed to a group's judgment of the lengths of lines
A) only when the group was composed exclusively of males.
B) only when members of the group were friends prior to the experiment.
C) even when the group judgment was clearly incorrect.
D) only when the group was composed of at least six members.
E) even when the group seemed uncertain and repeatedly altered its judgment.

19. Fritz Heider, who coined the term "Fundamental Attribution Error," concluded that people tend to attribute others' behavior either to their
A) biological motives or their psychological motives.
B) heredity or their environment.
C) abilities or their effort.
D) dispositions or their situations.
E) thoughts or their emotions.
20. Nora, Ko, Ian, and May each think that Ms. Akey may be a slightly better teacher than Mr. Schwenke. After discussing why each of them believes this to be so, they all conclude that Ms. Akey is definitely a much better teacher than Mr. Schwenke. This episode provides an example of
A) social facilitation.
B) group polarization.
C) modeling.
D) deindividuation.
E) obedience.

21. Circumstances that increase ________ are likely to reduce ________.
A) anonymity; groupthink
B) anonymity; stress
C) stress; social loafing
D) self-awareness; social facilitation
E) self-awareness; deindividuation

22. A vivid example of a North Korean's behavior has an unusually strong influence on people's judgments of all North Koreans primarily because people
A) are motivated to confirm their current stereotypes of specific groups.
B) typically categorize other individuals on the basis of barely noticeable characteristics.
C) strongly resent those who draw a lot of attention to themselves.
D) are prone to committing the fundamental attribution error.
E) estimate the frequency of group characteristics in terms of the memorability of these characteristics.

23. After three months of riding the 8:30 bus to work, Cindy has actually started to feel affection for the gruff and scowling old bus driver. Cindy's reaction best illustrates
A) the fundamental attribution error.
B) the mere exposure effect.
C) the bystander effect.
D) the social exchange theory.
E) mirror-image perceptions.
24. Which of the following comments is most likely to be made in a group characterized by groupthink?
   A) “We all seem to be in basic agreement, so there's no sense in continuing our discussion of this issue.”
   B) “To proceed democratically, we need to know the honest opinions of all group members.”
   C) “Let's research the opposing sides of the issue so that we know we're making an educated decision as a group.”
   D) “As a group, we have to think carefully about all the pros and cons surrounding this issue.”
   E) “Do any of you see any potential problem with our group's position?”

25. Vince, an extraverted university freshman, has just moved into a dormitory. Vince is most likely to become friends with
   A) Alfonse, a junior who is majoring in psychology and lives across the hall.
   B) James, a lonely sophomore who lives down the hall and is undecided about his major.
   C) Bill, his assigned roommate who is majoring in computer science.
   D) Mohammed, an introverted student who lives on the next floor and enjoys playing chess.
   E) Ester, a freshman who sits across the row from him in his first large lecture class.

26. Professors Maksoud, Struthers, and Vasic each tend to think that obtaining a university degree is easier today than it was when they were students. After discussing the matter over coffee, they are even more convinced that obtaining a degree is easier today. This episode provides an example of
   A) the fundamental attribution error.
   B) social facilitation.
   C) group polarization.
   D) deindividuation.
   E) the foot-in-the-door phenomenon.

27. Attitudes are _________ that guide behavior.
   A) dispositional attributions
   B) mirror-image perceptions
   C) belief-based feelings
   D) norms and roles
   E) superordinate goals
28. Prejudice is a(n) ________; discrimination is a(n) ________.
   A) dispositional attribution; situational attribution
   B) normative influence; informational influence
   C) role; norm
   D) attitude; behavior
   E) ingroup bias; outgroup bias

29. When the task of correctly identifying an individual in a slide of a four-person lineup was both difficult and important, participants in an experiment were especially likely to conform to others’ wrong answers. This best illustrates the impact of
   A) the mere exposure effect.
   B) the fundamental attribution error.
   C) ingroup bias.
   D) informational social influence.
   E) normative social influence.

30. How does the presence of observers affect a person's performance?
   A) It improves performance on easy tasks and hinders a person's performance on difficult tasks.
   B) It improves performance on verbal tasks and hinders a person's performance on mathematical tasks.
   C) It improves performance on poorly learned tasks and hinders a person's performance on well-learned tasks.
   D) It improves performance on unenjoyable tasks and hinders a person's performance on enjoyable tasks.
   E) It improves performance on physical tasks and hinders a person's performance on mental tasks.

31. Parents who discipline their children with beatings are often teaching aggression through the process of
   A) cognitive dissonance.
   B) social facilitation.
   C) attachment theory.
   D) modeling.
   E) deindividuation.

32. Groupthink can be prevented by a leader who
   A) tries to maintain high morale among group members.
   B) emphasizes the importance of the issue under discussion.
   C) invites a "devil's advocate" to critique a group's developing plans.
   D) makes sure that all conflicts are resolved through consensus.
   E) is directive and makes his or her own position clear from the start.
33. The tendency to categorize people on the basis of their gender is most likely to lead Jack to believe that
   A) women all have pretty much the same attitudes about sex.
   B) women seem to be unpredictable, because no two are alike.
   C) most men tend to be logical and emotionally controlled.
   D) in contrast to women, men have very similar tastes in dress and fashion.
   E) women tend to act on ingroup bias, while men tend to act on outgroup bias.

34. Unconsciously mimicking those around us is known as
   A) social loafing.
   B) mirror-image perceptions.
   C) the chameleon effect.
   D) social facilitation.
   E) group polarization.

35. We have a tendency to overestimate the similarities among people we have sorted into a single category. This best illustrates the ________ roots of prejudice.
   A) emotional
   B) cognitive
   C) biological
   D) social
   E) neurological

36. In Milgram's first study of obedience, the majority of “teachers” who were ordered to shock a “learner”
   A) initially complied but refused to deliver more than slight levels of shock.
   B) complied fully and delivered the highest level of shock.
   C) refused to deliver shocks to all participants who expressed doubt about the experiment.
   D) complied until ordered to deliver intense levels of shock.
   E) refused to deliver even slight levels of shock.

37. Psychologists describe shared goals that override differences among people and require their cooperation as
   A) companionate.
   B) implicit.
   C) deindividuated.
   D) superordinate.
   E) altruistic.
38. Compared with numerical majorities, numerical minorities, such as the Scots in Britain, are especially conscious of their
   A) implicit attitudes.
   B) reciprocity norms.
   C) social identities.
   D) personal space.
   E) superordinate goals.

39. The gradually escalating levels of destructive obedience in the Milgram experiments best illustrate one of the potential dangers of
   A) deindividuation.
   B) the fundamental attribution error.
   C) social facilitation.
   D) the bystander effect.
   E) the foot-in-the-door phenomenon.

40. The text defines social psychology as the scientific study of how people ________ one another.
   A) understand, feel about, and behave toward
   B) think about, influence, and relate to
   C) perceive, think about, and talk about
   D) observe, understand, and communicate with
   E) understand, predict, and control
Answer Key

1. B
2. B
3. A
4. D
5. D
6. B
7. C
8. D
9. B
10. A
11. A
12. D
13. C
14. E
15. C
16. E
17. A
18. C
19. D
20. B
21. E
22. E
23. B
24. A
25. C
26. C
27. C
28. D
29. D
30. A
31. D
32. C
33. A
34. C
35. B
36. B
37. D
38. C
39. E
40. B