

## Chapter 2

### The Person and the Situation

#### Total Assessment Guide (T.A.G.)

Topic	Question Type	Remember the Facts	Understand the Concepts	Apply What You Know
The Person	Multiple Choice	2, 6, 10, 12, 20, 22, 29, 30, 39, 48	1, 3, 5, 8, 13, 17, 19, 25, 27, 31, 33, 34, 35, 38, 40, 41, 44, 45, 46, 49, 51	4, 7, 9, 11, 14, 15, 16, 18, 21, 23, 24, 26, 28, 32, 36, 37, 42, 43, 47, 50
	True/False	103, 105, 106, 108, 109, 110, 111	102, 104	107
	Short Answer	112, 113, 115, 117, 118	114, 116	
	Essay	126, 127, 128	122, 123, 124, 125	
The Situation	Multiple Choice	55, 57, 59, 61, 63, 64, 67, 70, 71, 76, 78, 80, 85, 86	52, 53, 60, 65, 68, 74, 84	54, 56, 58, 62, 66, 69, 72, 73, 75, 77, 79, 81, 82, 83
	True/False			
	Short Answer	119		120
	Essay	129		
The Person and the Situation Interact	Multiple Choice	88, 98	87, 89, 90, 92, 94, 99, 100, 101	91, 93, 95, 96, 97
	True/False			
	Short Answer			121
	Essay	130	131	

## Chapter 2 The Person and the Situation

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### Multiple Choice Questions

- 1) A fundamental principle of modern social psychology is that
- A) personality determines most social behavior.
  - B) the situation determines most social behavior.
  - C) unconscious forces determine most social behavior.
  - D) features of both the person and the situation determine most social behavior.

Answer: D

Level: 1-Easy Page Ref: 37

Topic: The Enigma of an Ordinary and Extraordinary Man

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Understand the Concepts

- 2) The driving force that moves people toward their desired outcomes is known as
- A) motivation.
  - B) personality.
  - C) situational influence.
  - D) activation.

Answer: A

Level: 1-Easy Page Ref: 38

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Remember the Facts

- 3) Which of the following is true regarding motivation?
- A) Motivation is not necessary for survival.
  - B) Motivation is the energy that drives social behavior.
  - C) Motivation is unrelated to social behavior.
  - D) Motivation usually refers to short-term goals.

Answer: B

Level: 2-Medium Page Ref: 38

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Understand the Concepts

- 4) Kendra wants to get a good grade in her social psychology course. She joins a study group that has several successful students in it. According to your textbook, Kendra's use of this study group to increase her chances to achieve social and economic status is known as a(n)
- A) goal.
  - B) subgoal.
  - C) motive.

D) exemplar.

Answer: B

Level: 3-Difficult Page Ref: 38

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Apply What You Know

5) According to your text, desires to gain status and protect family members from harm are

A) goals.

B) subgoals.

C) subordinate goals.

D) motives.

Answer: D

Level: 1-Easy Page Ref: 38

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Understand the Concepts

6) The ability of a behavior or cognitive process to operate without conscious guidance once it is put into motion is known as

A) attention.

B) automaticity.

C) motivation.

D) mindlessness.

Answer: B

Level: 2-Medium Page Ref: 38

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Remember the Facts

7) Mitsuko drives to work without giving much attention or thought to the process of driving her car. She starts the car, shifts gears, and changes lanes without consciously having to plan these actions. This is an example of

A) low self-monitoring.

B) mindfulness.

C) automaticity.

D) willpower.

Answer: C

Level: 2-Medium Page Ref: 38

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Apply What You Know

8) In the Langer et al. (1978) copy machine study, participants allowed someone to go ahead of them even when they gave an excuse that didn't make sense. This study was a demonstration of

- A) the social facilitation effect.
- B) social cognition.
- C) the automaticity of social behavior.
- D) the strategy of ingratiation.

Answer: C

Level: 2-Medium Page Ref: 38

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Understand the Concepts

9) Takashi is standing in line at the grocery checkout. A stranger with a similar number of items approaches Takashi and asks to get in front of him in line because he has to pay for his groceries. Takashi allows him to get ahead in line. This is an example of

- A) low self-monitoring.
- B) mindlessness.
- C) attitude flexibility.
- D) weak willpower.

Answer: B

Level: 3-Difficult Page Ref: 39

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Apply What You Know

10) The self-control strength used to overcome counterproductive impulses to achieve difficult goals is known as

- A) self-monitoring.
- B) attention.
- C) automaticity.
- D) willpower.

Answer: D

Level: 1-Easy Page Ref: 39

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Remember the Facts

11) Fabiana knows she has to work early in the morning, but her best friend wants her to come to a dance club that stays open until 4 A.M. Fabiana manages to tell her friend she can't go dancing. Fabiana has demonstrated

- A) high self-monitoring.
- B) poor attention.

- C) automaticity.
- D) willpower.

Answer: D

Level: 1-Easy Page Ref: 39

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Apply What You Know

12) In their test of the hypothesis that willpower is limited, Baumeister et al. (1998) showed that, compared to participants who were allowed to eat cookies and candy, participants who had to use willpower to resist eating cookies and candy

- A) were able to solve more puzzle tasks.
- B) spent more time trying to solve puzzle tasks.
- C) spent less time trying to solve puzzle tasks.
- D) gave more incorrect answers on the puzzle tasks.

Answer: C

Level: 2-Medium Page Ref: 39

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Remember the Facts

13) Research on willpower has demonstrated that

- A) the stronger one's willpower, the less glucose is needed to sustain it.
- B) when willpower is used to achieve a goal, one will have less willpower immediately available to achieve a later goal.
- C) willpower is an unlimited resource that can be used to accomplish any task.
- D) if one exerts willpower regularly, it's important to reduce one's glucose levels.

Answer: B

Level: 3-Difficult Page Ref: 39

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Understand the Concepts

14) You are having dinner with a close female friend, and you know that her boyfriend is going to propose to her later that evening. You barely manage to keep yourself from telling her the secret. As you say goodbye and begin walking home, you pass your favorite ice cream shop. According to the research on willpower, how likely are you to keep to your diet and resist buying a cone?

- A) You will be less likely to resist than normal.
- B) You will be more likely to resist than normal.
- C) You will be neither more nor less likely to resist.
- D) There is no way to determine how likely you are to resist.

Answer: A

Level: 3-Difficult Page Ref: 39

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Apply What You Know

15) Which of the following is true regarding what happens when you try NOT to think about pink elephants?

- A) It is more difficult to think of pink elephants when asked to do so later.
- B) Your thoughts are frequently interrupted by images of pink elephants.
- C) You will think more about white elephants.
- D) You will think more about pink objects other than elephants.

Answer: B

Level: 2-Medium Page Ref: 39

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Apply What You Know

16) Suppose that Jorge is on a diet and tries to suppress thoughts of chocolate. What is the most likely result of Jorge's attempt to control his thoughts this way?

- A) Jorge will constantly be in a negative mood.
- B) Jorge will strengthen his immune system as a result of attempted thought suppression.
- C) Jorge will strengthen his willpower and successfully avoid eating chocolate.
- D) Jorge will think about chocolate even more than he would have otherwise.

Answer: D

Level: 3-Difficult Page Ref: 39

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Apply What You Know

17) A mental representation capturing the general characteristics of a particular class of episodes, events, or individuals is known as a(n)

- A) sensory memory.
- B) exemplar.
- C) belief.
- D) schema.

Answer: D

Level: 1-Easy Page Ref: 41

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Understand the Concepts

18) When Phat smells a particular perfume, images of his ex-girlfriend, who used to wear the

perfume, quickly rush into his mind. This example illustrates

- A) personal memory.
- B) thought suppression.
- C) schematic memory.
- D) sensory memory.

Answer: D

Level: 2-Medium Page Ref: 40

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Apply What You Know

19) Adolf Hitler, Saddam Hussein, and Timothy McVeigh might be considered \_\_\_\_\_ of the category “evil people.”

- A) stereotypes
- B) exemplars
- C) schemas
- D) poor examples

Answer: B

Level: 1-Easy Page Ref: 42

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Understand the Concepts

20) Knowledge of a specific episode, event, or individual that constitutes an example of a category is a/an

- A) script.
- B) stereotype.
- C) exemplar.
- D) schema.

Answer: C

Level: 2-Medium Page Ref: 41

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Remember the Facts

21) Maria believes that most politicians are dishonest. This belief is part of Maria’s \_\_\_\_\_ politicians.

- A) schema for
- B) sensory memory about
- C) intuition for
- D) affordance against

Answer: A

Level: 2-Medium Page Ref: 41

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Apply What You Know

22) The process of activating knowledge or goals, of making them ready for use, is known as

- A) priming.
- B) stereotyping.
- C) self-regulation.
- D) schematizing.

Answer: A

Level: 2-Medium Page Ref: 41

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Remember the Facts

23) Kelley (1950) found that students who expected a warm substitute teacher formed a favorable impression of him, whereas students who expected a cold substitute teacher formed a negative impression of him, even though the lecture was the same for both groups. What was the reason given for this result?

- A) Students in the “cold” condition didn’t know what condition they were in.
- B) Chronic accessibility was different for different students.
- C) Students were primed with different expectations, which led to different interpretations of the teacher’s actions.
- D) Different self-knowledge led to different interpretations of the teacher’s actions.

Answer: C

Level: 3-Difficult Page Ref: 41

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Apply What You Know

24) Sitting in her social psychology class, Ingrid thinks a lot about how she can make herself more attractive to other people. At the dinner table, Ingrid thinks a lot about how she needs to get a better paying job. The different thoughts that came to mind in the in class and at home are the result of

- A) situational priming.
- B) chronic accessibility.
- C) attitude adjustment.
- D) implanted expectations.

Answer: A

Level: 3-Difficult Page Ref: 41

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.



Skill: Apply What You Know

25) \_\_\_\_\_ is the state of being easily activated, or primed, for use.

- A) Exemplar mapping
- B) Negative stereotyping
- C) Sensory memory
- D) Chronic accessibility

Answer: D

Level: 1-Easy Page Ref: 42

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Understand the Concepts

26) Because they have contact with law-breakers on a daily basis, many policemen have a representation of law-breakers constantly activated in their minds. This is an example of

- A) exemplar mapping.
- B) negative stereotyping.
- C) sensory memory.
- D) chronic accessibility.

Answer: D

Level: 3-Difficult Page Ref: 42

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Apply What You Know

27) How do social psychologists differentiate emotions from attitudes?

- A) Emotions do not have an evaluative component.
- B) Emotions possess a physiological arousal component.
- C) Emotions are not as complex as attitudes.
- D) Emotions are not as intense as attitudes.

Answer: B

Level: 2-Medium Page Ref: 42

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Understand the Concepts

28) Which of the following is an example of an attitude?

- A) Roni believes that it will rain tomorrow.
- B) Jacob behaves poorly at his birthday party.
- C) Paula asks her boyfriend to make dinner.
- D) Leon prefers Fords to Chevys.

Answer: D

Level: 2-Medium Page Ref: 42

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Apply What You Know

29) Feelings that are less focused and longer lasting than emotions, and which color all our experiences, are known as

- A) attitudes.
- B) beliefs.
- C) moods.
- D) physiological responses.

Answer: C

Level: 1-Easy Page Ref: 42

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Remember the Facts

30) Social psychologists use all of the following methods to measure emotions EXCEPT

- A) self-reports.
- B) electrodes to measure facial muscle activity.
- C) physiological measures.
- D) Rorschach ink blot tests.

Answer: D

Level: 1-Easy Page Ref: 42–43

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Remember the Facts

31) Watching people's facial expressions and looking at people's behavior are both

- A) methods of self-perception.
- B) indirect measures of emotion.
- C) ways of measuring self-esteem.
- D) ineffective ways of measuring mood.

Answer: B

Level: 2-Medium Page Ref: 46

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Understand the Concepts

32) Which of the following examples best illustrates the influence of culture on feelings?

- A) Utku Eskimos rarely express anger, whereas members of a Bedouin tribe of western Egypt frequently express anger.
- B) Japanese and Americans both express sadness at a funeral.

C) Members of cultures from all over the world agree on which facial expressions reflect happiness, sadness, and fear.

D) People are more likely to express similar feelings in a strong situation.

Answer: A

Level: 3-Difficult Page Ref: 46

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Apply What You Know

33) The fact that people from many different cultures agree on which facial expressions reflect particular emotions is evidence that

A) facial expressions are heavily influenced by culture.

B) facial expressions of emotion are probably learned from those around us.

C) there are gender differences in the expression of facial emotion.

D) there probably is a genetic component to the facial expression of emotion.

Answer: D

Level: 3-Difficult Page Ref: 46

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Understand the Concepts

34) Which of the following statements is true?

A) Members of all cultures experience similar emotions, revealing that culture has a large influence on feelings.

B) Members of all cultures interpret emotional facial expressions similarly, revealing that culture has a major influence on feelings.

C) Members of cultures from all over the world vary on which facial expressions reflect happiness, sadness, and fear.

D) People are more likely to express similar feelings in a strong situation.

Answer: D

Level: 3-Difficult Page Ref: 46

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Understand the Concepts

35) The textbook describes the classic pen-holding experiment by Strack, Martin, and Stepper (1988). What did the results of that study suggest?

A) The movement of facial muscles can influence your emotions.

B) Emotions determine how well we can write with our mouths.

C) Writing with a pen in your mouth can make you angry.

D) Cultures teach their members how and when to experience, express, and understand feelings.

Answer: A

Level: 2-Medium Page Ref: 46

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Understand the Concepts

36) Rashad misses a meeting with his professor and feels very guilty. He misses a meeting he had with a car salesman and doesn't give it a second thought. Why did Rashad feel differently about two equivalent actions?

- A) He has been classically conditioned to not like salesmen.
- B) It was someone else's fault that he missed the meeting with the salesman.
- C) The salesman probably didn't care about the missed meeting.
- D) His appraisal of the action was different in the two situations.

Answer: D

Level: 2-Medium Page Ref: 46

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Apply What You Know

37) In the tryouts for the football team, Gary finishes 31<sup>st</sup> out of 150 people who tried out. The top 30 finishers made the team, so Gary feels that he just missed the cut. He's extremely disappointed, even more disappointed than his friend who finished 125<sup>th</sup>. Most likely, Gary feels worse than his friend because of

- A) counterfactual thinking.
- B) rationalization.
- C) downward social comparison.
- D) self-perception processes.

Answer: A

Level: 3-Difficult Page Ref: 46

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Apply What You Know

38) Which of the following is true of emotions?

- A) They are generally irrational responses to situations.
- B) They alert us when something isn't normal.
- C) They can prevent us from acting quickly to avoid a dangerous situation.
- D) Different emotions typically accompany the same situation at different times.

Answer: B

Level: 2-Medium Page Ref: 46

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Understand the Concepts

39) Fredrickson and colleagues (2003) investigated how Americans coped with the shock of September 11, 2001. They found that the more resilient Americans

- A) experienced fewer negative emotions like fear and anger than less resilient Americans.
- B) denied or suppressed experiencing negative emotions.
- C) experienced as many negative emotions as less resilient Americans, but also experienced positive emotions like hope and pride.
- D) were less emotional overall than less resilient Americans.

Answer: C

Level: 3-Difficult Page Ref: 46

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Remember the Facts

40) Our views and beliefs about ourselves make up our

- A) reflected appraisal.
- B) self-concept.
- C) exemplary self.
- D) self-esteem.

Answer: B

Level: 1-Easy Page Ref: 47

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Understand the Concepts

41) Your attitude toward yourself is known as

- A) your ought self.
- B) your self-concept.
- C) self-esteem.
- D) reflected appraisal.

Answer: C

Level: 1-Easy Page Ref: 47

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Understand the Concepts

42) When traveling overseas, Luis thinks more about being an American. He is thinking about

- A) his reflected appraisal process.
- B) his ought self.
- C) a collective self.
- D) his self-esteem.

Answer: C

Level: 2-Medium Page Ref: 48

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Apply What You Know

43) While Jennifer was growing up, Jennifer's mother constantly told her she needed to watch her weight. As an adult, Jennifer thinks of herself as overweight because of

- A) the multiple self process.
- B) social comparison.
- C) the reflected appraisal process.
- D) her collective self with her mother.

Answer: C

Level: 2-Medium Page Ref: 48

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Apply What You Know

44) The term "multiple selves" refers to

- A) the mental disorder sometimes called multiple personalities.
- B) the idea that a person's self changes over time.
- C) the idea that people have ought, actual, and collective selves.
- D) the idea that people have both self-esteem and self-concept.

Answer: C

Level: 2-Medium Page Ref: 48

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Understand the Concepts

45) Where does our self-concept (our "self-schema") come from?

- A) self-perception
- B) reflected appraisal
- C) social comparison
- D) all of the above

Answer: D

Level: 3-Difficult Page Ref: 48

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Understand the Concepts

46) The self-perception process involves inferring one's own characteristics by

- A) observing one's own behavior.
- B) comparing oneself to others.
- C) imagining what others think of us.
- D) putting oneself in a category.

Answer: A

Level: 2-Medium Page Ref: 48

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Understand the Concepts

47) You cross the finish line of a race and the first thing you do is to look ahead to see how many people finished in front of you, and look behind to see how many people you beat. You are gathering information for your \_\_\_\_\_ via the use of \_\_\_\_\_.

- A) self-schema; self-perception
- B) self-perception; reflected appraisal
- C) self-concept; social comparison
- D) self-esteem; competition

Answer: C

Level: 3-Difficult Page Ref: 48

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Apply What You Know

48) In a study by Burger and Caldwell (2003), one group of college students signed a petition encouraging an end to homelessness, one group signed the petition and received \$1, and a third group signed the petition and each was told that he/she was “someone who cares about people in need.” Two days later all of the participants were asked to volunteer at a homeless shelter during the upcoming weekend. The researchers found that the \_\_\_\_\_ group volunteered the most because they \_\_\_\_\_.

- A) petition only; changed their self-perceptions
- B) petition and payment group; changed their self-perceptions
- C) petition and labeled group; changed their self-perceptions
- D) petition and payment group; were paid \$1

Answer: C

Level: 2-Medium Page Ref: 48–49

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Remember the Facts

49) The process through which people observe their own behavior to infer their own internal characteristics is known as

- A) self-perception.
- B) reflected appraisal.
- C) self-regulation.
- D) self-presentation.

Answer: A

Level: 2-Medium Page Ref: 48

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Understand the Concepts

50) Nira spends a rainy Saturday watching drag racing on TV. Later, she reflects on her behavior and thinks, “I must really like drag racing since I spent so much time watching it on TV.” Nira has learned about herself via

- A) self-presentation.
- B) reflected appraisal.
- C) self-perception.

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D) self-regulation.

Answer: C

Level: 2-Medium Page Ref: 48

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Apply What You Know

51) The process through which people select, monitor, and adjust their strategies in an attempt to reach their goals is

A) self-perception.

B) reflected appraisal.

C) self-regulation.

D) self-presentation.

Answer: C

Level: 2-Medium Page Ref: 49

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Understand the Concepts

52) Which of the following things can happen as a result of the design of your living space?

A) A poorly designed space can negatively affect your motivation.

B) A well-designed house can make you psychologically healthier.

C) Changing the layout of a living space can affect social interaction.

D) all of the above

Answer: D

Level: 1-Easy Page Ref: 51

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Understand the Concepts

53) Social psychologists consider an advertisement, the people we meet during the day, and the fact that we live in a democratic society as examples of

A) irrelevant stimuli.

B) unique experiences.

C) situations.

D) observations.

Answer: C

Level: 2-Medium Page Ref: 51

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Understand the Concepts

54) You decide to spend your spring break among the huge crowds of Mardi Gras. Your



roommate decides to rent a cabin with three close friends. According to social psychological research, which of the following is most likely to happen?

- A) Your roommate will feel more stressed after spring break than you.
- B) You will experience more stress during spring break than your roommate.
- C) You will have more fun during spring break than your roommate.
- D) Your roommate will have more fun than you.

Answer: B

Level: 3-Difficult Page Ref: 51

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Apply What You Know

55) According to the textbook, children in urban India are at greater risk to perform badly in school and have high levels of behavior problems outside of school. Why is this?

- A) Urban schools in India are not very good.
- B) Children in India are not disciplined by their parents.
- C) Their homes are often overcrowded and the families are poor.
- D) India is a more collectivist society than the United States.

Answer: C

Level: 3-Difficult Page Ref: 51

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Remember the Facts

56) Which of the following is NOT an example of an affordance?

- A) the biology teacher who gives you an opportunity to improve your grade
- B) the attractive new person in class who smiles at you
- C) the boss who threatens to fire you
- D) your performance on a test

Answer: D

Level: 1-Easy Page Ref: 53

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Apply What You Know

57) The threats and opportunities that other people provide to you are called

- A) attunements.
- B) affordances.
- C) social comparisons.
- D) expectations.

Answer: B

Level: 2-Medium Page Ref: 53

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between

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strong and weak situations.  
Skill: Remember the Facts

58) You walk down the dorm hallway on a Saturday night and discover from the empty rooms that nearly everyone has gone out instead of studying. Your dorm mates have created a/an \_\_\_\_\_ that may affect your behavior.

- A) descriptive norm
- B) bad habit
- C) affordance
- D) injunctive norm

Answer: A

Level: 1-Easy Page Ref: 53

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Apply What You Know

59) A descriptive norm gives you information about

- A) how you ought to act.
- B) what is expected of you by those in authority.
- C) what most people actually do.
- D) what actions are possible in a situation.

Answer: C

Level: 2-Medium Page Ref: 53

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Remember the Facts

60) Which of the following statements about descriptive norms is FALSE?

- A) They can influence whether or not we cooperate with one another.
- B) They give us information about how we ought to act.
- C) They usually reflect the way people really believe or act.
- D) They can lead us to engage in unhealthy behaviors like binge drinking.

Answer: B

Level: 2-Medium Page Ref: 53

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Understand the Concepts

61) Pluralistic ignorance occurs when

- A) a person is not sure of the injunctive norm.
- B) there is no descriptive norm in a situation.
- C) the descriptive norm is not consistent with people's actual beliefs.

D) people actively pressure others into acting against their beliefs.

Answer: C

Level: 3-Difficult Page Ref: 54

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Remember the Facts

62) Tamara was sitting in a lecture class totally bewildered and confused. She wanted to ask her professor to explain but, as she looked about the room, it appeared that the other students were understanding everything. As a result, she withheld her question, not realizing that they were as confused as she was. This is an example of

A) a descriptive norm.

B) pluralistic ignorance.

C) an injunctive norm.

D) a scripted situation.

Answer: B

Level: 3-Difficult Page Ref: 54

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Apply What You Know

63) According to research on college campuses, binge drinking is at least in part the result of

A) a misperception of other students' beliefs about drinking.

B) descriptive norms.

C) pluralistic ignorance.

D) all of the above

Answer: D

Level: 2-Medium Page Ref: 54–55

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Remember the Facts

64) An injunctive norm

A) indicates what we should or should not do.

B) indicates what other people actually do.

C) is an explicit rule about how to behave, such as a law.

D) exerts little control over people's behavior.

Answer: A

Level: 3-Difficult Page Ref: 55

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Remember the Facts

65) Research on injunctive norms for behaviors (e.g., talking, fighting) in different situations (e.g., a dorm lounge, church) showed that

- A) most behaviors were only enacted in limited situations.
- B) weak situations severely limit what kinds of behaviors are allowed.
- C) the acceptability of a behavior depended on the situation.
- D) in most situations it doesn't matter how you act.

Answer: C

Level: 2-Medium Page Ref: 56

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Understand the Concepts

66) As you leave home to return to campus from your holiday break, your mother says to you, "Study hard, get good grades, try to keep the partying under control." She is conveying \_\_\_\_\_ to you.

- A) a descriptive norm for behavior in college
- B) an injunctive norm for behavior in college
- C) her pluralistic ignorance of behavior in college
- D) a situational norm for behavior in college

Answer: B

Level: 2-Medium Page Ref: 55

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Apply What You Know

67) A list of events that happen in a predictable order in a particular situation is known as a(n)

- A) norm.
- B) affordance.
- C) proscription.
- D) script.

Answer: D

Level: 1-Easy Page Ref: 56

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Remember the Facts

68) According to research, when people went about getting a date in the 1980s, they tended to follow a certain sequence of steps (e.g., noticing each other, finding out about one another, beginning a conversation, etc.). This common representation of a sequence of events is known as

- A) a script.
- B) a schema.

- C) an exemplar.
- D) a self-schema.

Answer: A

Level: 2-Medium Page Ref: 56

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Understand the Concepts

69) Erica walks into a restaurant with a friend. There is no one to seat them, so they find a table. The waitress strolls out, sits down at the table with them, chats for awhile, and then hands them the bill. Erica and her friend are shocked because

- A) their affordances changed so suddenly.
- B) they felt the restaurant wasn't very busy.
- C) they were uncertain of the descriptive norms in the situation.
- D) their script for a restaurant was violated.

Answer: D

Level: 3-Difficult Page Ref: 56

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Apply What You Know

70) A strong situation is one which

- A) allows many options for appropriate behavior.
- B) is usually not scripted.
- C) has very obvious injunctive norms.
- D) does not have clear descriptive norms.

Answer: C

Level: 2-Medium Page Ref: 57

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Remember the Facts

71) A situation that is usually scripted, allows few options for appropriate behavior, and has obvious injunctive norms is described as

- A) a descriptively normative situation.
- B) a weak situation.
- C) an ambiguous situation.
- D) a strong situation.

Answer: D

Level: 2-Medium Page Ref: 57

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Remember the Facts

72) Which of the following would NOT be characterized as a strong situation?

- A) a wedding
- B) a day at the beach
- C) a graduation ceremony
- D) an onrushing truck

Answer: B

Level: 2-Medium Page Ref: 57

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Apply What You Know

73) While at the beach, Hideki spent some time sunning himself, then joined a volleyball game, and, later, played water tag. This beach is an example of a(n)

- A) weak situation.
- B) strong situation.
- C) scripted situation.
- D) violated situation.

Answer: A

Level: 2-Medium Page Ref: 57

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Apply What You Know

74) How does culture influence norms?

- A) It influences who our friends are.
- B) It influences the impact friends have on our behavior.
- C) It influences what kinds of situations we find ourselves in.
- D) all of the above

Answer: D

Level: 3-Difficult Page Ref: 57

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Understand the Concepts

75) Most of Siek Toon's friends are her cousins; she spends lots of time with her family and feels that her relatives strongly influence the way she behaves. This is probably due to the fact that Siek Toon comes from \_\_\_\_\_.

- A) a pluralistic culture
- B) an individualistic culture
- C) a collectivistic culture
- D) a foreign culture

Answer: C

Level: 2-Medium Page Ref: 58

Topic: The Situation

LO 2.5: Describe the differences between individualistic and collectivistic cultures.

Skill: Apply What You Know

76) Members of \_\_\_\_\_ cultures tend to prioritize their own goals over those of the group, whereas members of \_\_\_\_\_ cultures tend to place the group's concerns over their own.

A) pluralistic; individualistic

B) individualistic; collectivistic

C) collectivistic; individualistic

D) individualistic; pluralistic

Answer: B

Level: 2-Medium Page Ref: 57–58

Topic: The Situation

LO 2.5: Describe the differences between individualistic and collectivistic cultures.

Skill: Remember the Facts

77) José comes from Guatemala, a culture that is collectivistic in nature. Which of the following is a cultural affordance that is most likely to be provided to José?

A) the knowledge that he can grow up to be whatever he wants to be

B) a wide range of choices about how to behave

C) the ability to relate well to others and take their perspective

D) many opportunities to exert control over others

Answer: C

Level: 3-Difficult Page Ref: 58

Topic: The Situation

LO 2.5: Describe the differences between individualistic and collectivistic cultures.

Skill: Apply What You Know

78) Cultural norms which value getting along with others, seeking peace, and not standing out from a crowd are consistent with

A) collectivistic cultures.

B) independent cultures.

C) individualistic cultures.

D) directivist cultures.

Answer: A

Level: 1-Easy Page Ref: 58

Topic: The Situation

LO 2.5: Describe the differences between individualistic and collectivistic cultures.

Skill: Remember the Facts

79) Candela subscribes to norms that emphasize independence, fending for oneself, and achieving whatever heights one aspires to. Candela is most likely from

A) a collectivistic culture.

B) a traditional culture.

C) an individualistic culture.

D) a pluralistic culture.

Answer: C

Level: 1-Easy Page Ref: 57

Topic: The Situation

LO 2.5: Describe the differences between individualistic and collectivistic cultures.

Skill: Apply What You Know

80) According to Asch's famous "line judging" studies on conformity, what is true about conformity and culture?

A) People from individualistic cultures almost never conform.

B) People from collectivistic cultures conform even more than people from individualistic cultures.

C) Conformity does not differ across cultures.

D) People from individualistic cultures conform even more than people from collectivistic cultures.

Answer: B

Level: 3-Difficult Page Ref: 59

Topic: The Situation

LO 2.5: Describe the differences between individualistic and collectivistic cultures.

Skill: Remember the Facts

81) David sees his son jumping on the furniture, a behavior that is strictly forbidden. David is from an individualistic culture. How is he most likely to reprimand his son?

A) "If you keep acting like that, no one will like you!"

B) "If you keep acting like that, people will make fun of you!"

C) "If you keep acting like that, I'm not going to like you anymore!"

D) "If you keep acting like that, you're going to lose your allowance!"

Answer: D

Level: 2-Medium Page Ref: 60

Topic: The Situation

LO 2.5: Describe the differences between individualistic and collectivistic cultures.

Skill: Apply What You Know

82) If you were invited to a family meal in Japan, a collectivistic culture, would you expect it to be more or less scripted than a family meal in Great Britain, an individualistic culture?

A) You would expect the Japanese meal to be less scripted.

B) You would expect the Japanese meal to be more scripted.

C) You would expect no difference in the scripts, since the situation is the same.

D) It would depend on your expectations of the family meal.

Answer: B

Level: 3-Difficult Page Ref: 60

Topic: The Situation

LO 2.5: Describe the differences between individualistic and collectivistic cultures.

Skill: Apply What You Know

83) The festive atmosphere surrounding Berawan funeral ceremonies in Borneo, compared to



the quiet and reserved atmosphere of most American funeral ceremonies, demonstrates

- A) that the Berawan people don't take death seriously.
- B) that Americans are relatively quiet and reserved people.
- C) cultural differences in the content of scripts.
- D) all of the above

Answer: C

Level: 2-Medium Page Ref: 60

Topic: The Situation

LO 2.5: Describe the differences between individualistic and collectivistic cultures.

Skill: Apply What You Know

84) An important type of person-situation interaction is

- A) similar people behave differently in the same situation.
- B) similar people behave similarly in different situations.
- C) different people behave similarly in the same situation.
- D) different people behave differently in the same situation.

Answer: D

Level: 3-Difficult Page Ref: 62

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Understand the Concepts

85) Which of the following is NOT a way in which the person and the situation interact to affect social behavior?

- A) People can change their situations.
- B) Situations can change people.
- C) Different situations can activate different parts of the self.
- D) Most people respond in the same way to the same situation.

Answer: D

Level: 1-Easy Page Ref: 62

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Remember the Facts

86) According to research, students who were either relatively experienced or inexperienced with violent video games were asked to play either a violent or a nonviolent video game. Afterward, all of the students participated in pairs in a competitive task in which they could blast each other with loud noises. The researchers found that

- A) experienced players were more aggressive after playing a violent video game than after playing a nonviolent one.
- B) inexperienced players were more aggressive than experienced players no matter which video game they played.
- C) inexperienced players were more aggressive after playing a violent video game than after playing a nonviolent one.
- D) the violence of the video game had no effect on aggression levels.

Answer: C

Level: 2-Medium Page Ref: 62

Topic: The Situation

LO 2.6: Explain the different types of person-situation interactions.

Skill: Remember the Facts

87) In the Bartholow et al. (2005) study on aggression and violent video games, students who were relatively experienced and those who were inexperienced responded differently to competition because

A) the experienced participants were older than the inexperienced.

B) the two groups of participants interpreted their competitors' behavior in different ways.

C) the inexperienced participants did not like the competitive task as much as the experienced ones.

D) the inexperienced participants were more confused by the competitive task.

Answer: B

Level: 2-Medium Page Ref: 62

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Understand the Concepts

88) The extent to which a person and a situation are compatible is known as \_\_\_\_\_.

A) the situational constraint

B) a person-situation interaction

C) person-situation fit

D) systematic situational variation

Answer: C

Level: 1-Easy Page Ref: 63

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Remember the Facts

89) According to your textbook, why was Michael Ovitz, a dynamic deal-maker, such a bad corporate administrator?

A) There was a poor person-situation fit.

B) He did not possess enough knowledge about the entertainment industry.

C) His employees did not trust him.

D) He was collectivistic, whereas the situation was individualistic.

Answer: A

Level: 2-Medium Page Ref: 63

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Understand the Concepts

90) In a demonstration of the importance of person-situation fit, Chatman et al. (1999) showed that business school graduate students who had a "successful young manager" personality

A) got more job offers.

B) eventually earned higher salaries.

- C) changed jobs less frequently.
- D) all of the above

Answer: D

Level: 2-Medium Page Ref: 63

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Understand the Concepts

91) John goes through fraternity rush. He initially picks two fraternities he likes, but at the end of the week, only one of the two wants him as a member, so he joins that fraternity. This is an example of

- A) a person changing the situation.
- B) a situation choosing the person.
- C) a situation changing the person.
- D) different people reacting differently to the same situation.

Answer: B

Level: 2-Medium Page Ref: 63–64

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Apply What You Know

92) Individuals who are bicultural find that their internalized cultures “take turns” influencing their behavior. According to your book, the determination of which culture to follow is at least partially dependent upon

- A) the person’s mood.
- B) which goal they are focused on.
- C) the situation.
- D) how they perceive themselves.

Answer: C

Level: 3-Difficult Page Ref: 64

LO 2.6: Explain the different types of person-situation interactions.

Topic: The Person and the Situation Interact

Skill: Understand the Concepts

93) Sam is half Catholic and half Jewish. Tuesday he sees a crucifix and starts thinking he ought to go to confession. Wednesday he sees a menorah and thinks he ought to start shopping for Chanukah. For Sam,

- A) different situations prime different parts of the person.
- B) different people change his situation.
- C) the same situation primes different parts of the person.
- D) different situations prime different norms.

Answer: A

Level: 2-Medium Page Ref: 66

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Apply What You Know

94) In a study of the ways in which situations influence our actions, participants in the Bargh, Chen, and Burrows (1996) study who were exposed to rude words

- A) were less likely to subsequently interrupt a conversation.
- B) were more likely to subsequently interrupt a conversation.
- C) were in a worse mood than those exposed to polite words.
- D) were less likely to want to participate in another study.

Answer: B

Level: 3-Difficult Page Ref: 64

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Understand the Concepts

95) A group of friends is playing a relaxed game of touch football. Bill, an extremely competitive guy, asks if he can join in, and soon the game turns into a rough game of tackle football. This is an example of the way in which

- A) people choose situations.
- B) the situation can change the person.
- C) situations choose people.
- D) the person can change the situation.

Answer: D

Level: 2-Medium Page Ref: 66

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Apply What You Know

96) Which of the following is NOT an example of a way in which people can inadvertently change their situations?

- A) Monica is very cheery, and those around her feel a boost in their mood and seek her company.
- B) Hideki is depressed and those around him start feeling blue and ignore him.
- C) Pedro wants to be a member of the psychology club on campus, so he applies to join.
- D) Sara thinks people dislike her, and those around her become hostile and avoid her.

Answer: C

Level: 1-Easy Page Ref: 64

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Apply What You Know

97) When a fussy infant who does not like to be held leads a normally affectionate parent to be distant and emotionally uninvolved, this is the process of

- A) a person choosing a situation.
- B) a situation changing a person.
- C) a situation choosing a person.
- D) all of the above

Answer: B

Level: 3-Difficult Page Ref: 66  
Topic: The Person and the Situation Interact  
LO 2.6: Explain the different types of person-situation interactions.  
Skill: Apply What You Know

98) The process by which a situation “constructs” us from the beginning and shapes us as people is known as

- A) socialization.
- B) conditioning.
- C) learning.
- D) self-perception.

Answer: A

Level: 3-Difficult Page Ref: 66  
Topic: The Person and the Situation Interact  
LO 2.6: Explain the different types of person-situation interactions.  
Skill: Remember the Facts

99) Cultures differ depending upon

- A) nationality.
- B) region of a country.
- C) ethnicity.
- D) all of the above

Answer: D

Level: 1-Easy Page Ref: 67  
Topic: The Person and the Situation Interact  
LO 2.6: Explain the different types of person-situation interactions.  
Skill: Understand the Concepts

100) Martin Luther King, Jr. wanted blacks treated with respect and loved his grandmother so much he tried to kill himself upon finding out she was dead. These are defined in your textbook as characteristics of the

- A) person.
- B) situation.
- C) influence of person on the situation.
- D) era King was socialized in.

Answer: A

Level: 2-Medium Page Ref: 68  
Topic: Revisiting the Enigma  
LO 2.6: Explain the different types of person-situation interactions.  
Skill: Understand the Concepts

101) A crowd that demanded nothing less than a spectacular performance was an influence of \_\_\_\_\_ on Martin Luther King Jr.'s behavior.

- A) the political climate
- B) the situation
- C) the person
- D) emotion

Answer: B

Level: 2-Medium Page Ref: 68

Topic:Revisiting the Enigma

LO 2.6: Explain the different types of person-situation interactions.

Skill: Understand the Concepts

### **True/False Questions**

102) Socialization is the driving force that moves people to their desired outcomes.

Answer: FALSE

Level: 1-Easy Page Ref: 66

Topic:The Person

LO 2.6: Explain the different types of person-situation interactions.

Skill: Understand the Concepts

103) According to research on self-control, someone who has exercised willpower by not eating popcorn at the movies is more likely to make an impulse buy after leaving the movie theater than someone who ate popcorn.

Answer: TRUE

Level: 1-Easy Page Ref: 49

Topic:The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Remember the Facts

104) The knowledge that reptiles are cold-blooded is an exemplar.

Answer: FALSE

Level: 2-Medium Page Ref: 41

Topic:The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Understand the Concepts

105) Learning about ourselves by “stepping outside ourselves” and observing our own behavior is a process known as self-perception.

Answer: TRUE

Level: 1-Easy Page Ref: 48

Topic:The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Remember the Facts

106) An affordance is a characteristic of a situation, not a person.

Answer: TRUE

Level: 1-Easy Page Ref: 54

Topic:The Situation

LO 2.6: Explain the different types of person-situation interactions.

Skill: Remember the Facts

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107) Most of the class does not know the answer on a test. This is an example of pluralistic ignorance.

Answer: FALSE

Level: 2-Medium Page Ref: 54

Topic: The Situation

LO 2.6: Explain the different types of person-situation interactions.

Skill: Apply What You Know

108) An injunctive norm conveys what most people do in a situation.

Answer: FALSE

Level: 1-Easy Page Ref: 55

Topic: The Situation

LO 2.6: Explain the different types of person-situation interactions.

Skill: Remember the Facts

109) A strong situation is one that has clear descriptive norms and few options for appropriate behavior.

Answer: TRUE

Level: 1-Easy Page Ref: 57

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Remember the Facts

110) A funeral is an example of a weak situation.

Answer: FALSE

Level: 1-Easy Page Ref: 57

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Remember the Facts

111) Collectivistic cultures tend to be more scripted than individualistic ones.

Answer: TRUE

Level: 1-Easy Page Ref: 58

Topic: The Situation

LO 2.5: Describe the differences between individualistic and collectivistic cultures.

Skill: Remember the Facts

### **Short Answer Questions**

112) Define motives and goals and provide an example of each.

Answer: Motives are high-level goals that are fundamental to social survival. Goals are desired outcomes or something one wants to accomplish.

Level: 2-Medium Page Ref: 38

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Remember the Facts

113) Define willpower and provide an example.

Answer: Willpower is the self-control strength used to overcome counterproductive impulses to achieve difficult goals.

Level: 1-Easy Page Ref: 39

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Remember the Facts

114) Briefly explain the rebound effect related to thought suppression.

Answer: Thoughts that one attempts to suppress often become more prevalent in one's thoughts once a person is no longer guarding against them.

Level: 2-Medium Page Ref: 39

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Understand the Concepts

115) Define attitude and provide an example.

Answer: An attitude is a favorable or unfavorable evaluation of a person, object, event, or idea.

Level: 1-Easy Page Ref: 42

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Remember the Facts

116) Define mood and emotion and explain how they are different.

Answer: Mood: a relatively long-lasting feeling that is diffuse and not directed toward a particular target. Emotion: a relatively intense feeling characterized by physiological arousal and complex cognitions. Differences: moods are more diffuse; emotions are more intense; emotions are associated with physiological arousal.

Level: 2-Medium Page Ref: 42

Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Understand the Concepts

117) Define counterfactual thinking and provide an example.

Answer: Counterfactual thinking is the process of imagining alternative, "might have been versions" of actual events.

Level: 2-Medium Page Ref: 46



Topic: The Person

LO 2.2: Distinguish between exemplars and schemas, and between priming and chronic accessibility.

Skill: Remember the Facts

118) Define self-concept and list one element of your self-concept.

Answer: Self-concept: a mental representation capturing our views and beliefs about ourselves.

Level: 1-Easy Page Ref: 47

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and selfpresentation.

Skill: Remember the Facts

119) Define injunctive norm and provide an example of an injunctive norm in the classroom.

Answer: Injunctive norm: a norm that describes what is commonly approved or disapproved in a situation. An example might be that students shouldn't talk while the professor is talking.

Level: 2-Medium Page Ref: 55

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Remember the Facts

120) Describe the features of a strong situation and provide an example.

Answer: Students should mention that strong situations tend to afford a narrower range of possibilities and threats for the people in them, tend to have clear descriptive and injunctive norms, and are oftentimes scripted.

Level: 2-Medium Page Ref: 57

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Apply What You Know

121) Provide an example that illustrates how "different situations prime different parts of a person."

Answer: Students should explain how an aspect of one situation activates certain cognitions in a person, whereas an aspect of a different situation activates different cognitions in the same person.

Level: 3-Difficult Page Ref: 63–64

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Apply What You Know

### Essay Questions

122) What are three components of the person that influence social behavior?

Answer: Motivation, knowledge, and feelings. Motivation: the force that moves people toward desired outcomes.

Knowledge involves schemas: mental representations capturing the general characteristics of a

particular class of episodes, events, or individuals. Knowledge also involves exemplars: mental representations of specific episodes, events, or individuals.

Feelings are composed of attitudes, moods, and emotions.

Level: 3-Difficult Page Ref: 36–42

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Understand the Concepts

123) Define automaticity and attention, and explain how they are related.

Answer: Automaticity: the ability of a behavior or cognitive process to operate without conscious guidance once it's put into motion. Attention: The process of consciously focusing on aspects of our environment or ourselves. Automatic processes do not require significant attentional resources once they have been initiated.

Level: 3-Difficult Page Ref: 38–39

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Understand the Concepts

124) Define willpower. In what way can it be considered a limited resource? Provide an example of how it is limited.

Answer: Willpower is the self-control strength used to overcome counterproductive impulses to achieve difficult goals. Willpower is like a muscle in that it diminishes in strength as one uses it.

Level: 2-Medium Page Ref: 39

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Understand the Concepts

125) Define attitude, mood, and emotion. Provide an example of each. Explain why feelings are important.

Answer: An attitude is a favorable or unfavorable evaluation of a person, object, event, or idea.

Mood: a relatively long-lasting feeling that is diffuse and not directed toward a particular target.

Emotion: a relatively intense feeling characterized by physiological arousal and complex cognitions. Feelings are important because they can alert us when something isn't normal. They can help us make rapid approach/avoidance decisions. Positive emotions can help reduce the physical stress caused by negative events in our lives and help us develop better coping strategies.

Level: 3-Difficult Page Ref: 42–44

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Understand the Concepts

126) Describe three ways in which feelings are measured. What are the pros and cons of each method?

Answer: Self-report: pro is that people know best what they are feeling; con is that people may not want or be able to report their true feelings. Observing behavior: pro is that it avoids the problems with self-report; con is that behavior can be controlled to mask emotions, and people with the same emotion may not exhibit the same facial expressions. Physiological (blood pressure, heart rate, etc.): pro is that these responses are often more difficult to control than overt behaviors; con is that people may have different biological responses to the same emotions.

Level: 2-Medium Page Ref: 42–43

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Remember the Facts

127) What is counterfactual thinking? How can counterfactual thinking help influence our emotional responses to a particular outcome?

Answer: Counterfactual thinking is the process of imagining alternative, “might have been versions” of actual events. If the counterfactual outcome is more positive or happier than the actual outcome, we may feel sad. If the counterfactual outcome is more negative or sadder, we may feel happy.

Level: 2-Medium Page Ref: 46

Topic: The Person

LO 2.1: Understand the distinctions between motives and goals, and between automatic and conscious goal pursuit.

Skill: Remember the Facts

128) Name and define three ways in which we acquire self-knowledge. Provide an example of each.

Answer: Social comparison: the process by which people come to know themselves by comparing their abilities, attitudes, and beliefs with those of others. Reflected appraisal process: the process through which people come to know themselves by observing or imagining how others view them. Self-perception: the process through which people observe their own behavior to infer internal characteristics such as traits, abilities, and attitudes.

Level: 3-Difficult Page Ref: 50

Topic: The Person

LO 2.3: Define and describe self-concepts, self-esteem, self-regulation, and self-presentation.

Skill: Remember the Facts

129) What are descriptive norms? What are injunctive norms? How do they differ? Provide an example of each.

Answer: Descriptive norms define what is commonly done in a situation. Injunctive norms describe what is approved or disapproved in a situation. Difference: the first refers to what is the case, the latter what ought or ought not to be the case.

Level: 3-Difficult Page Ref: 53

Topic: The Situation

LO 2.4: Summarize the different types of situational influence, and discuss distinction between strong and weak situations.

Skill: Remember the Facts

130) Name and describe four ways in which the person and the situation interact. Give a specific example for each person-situation interaction.

Answer: Students should describe four of the following and provides examples of each:

- Different persons respond differently to the same situation.
- Situations choose the person.
- Persons choose their situations.
- Different situations prime different parts of the person.
- Persons change the situation.
- Situations change the person.

Level: 3-Difficult Page Ref: 61–66

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Remember the Facts

131) How do different situations prime different parts of the person? Give examples.

Answer: A bicultural individual—for example, an Italian American boy with Italian immigrant parents—may act like a typical American kid at school, but be more psychologically Italian when he smells his dad’s meatballs simmering in the kitchen. Having an attractive stranger smile at you at a party may cause you to shrug off that accidental bump you received while squirming through the crowd, whereas having the stranger actively avoid your eye contact may lead you to view the same bump as a personal affront to your status.

Level: 2-Medium Page Ref: 64–66

Topic: The Person and the Situation Interact

LO 2.6: Explain the different types of person-situation interactions.

Skill: Understand the Concepts