## Chapter One: The Science of Mind – The Discipline of Psychology

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MULTIPLE CHOICE

1. Which of the following best describes the mind?
   a. The basis of rational thought
   b. The hidden instinctual self
   c. The embodiment of the soul
   d. The brain and its activities

   ANS: D  PTS: 1  DIF: Remember  REF: What Is Psychology?

2. The scientific study of behavior and mental processes is called ____.
   a. introspection
   b. psychology
   c. behaviorism
   d. functionalism

   ANS: B  PTS: 1  DIF: Remember  REF: What Is Psychology?

3. The word psychology is a combination of two Greek words: psyche (or psuche), meaning the soul, and logos, meaning the ____.
   a. law of
   b. expression of
   c. study of
   d. representation of

   ANS: C  PTS: 1  DIF: Remember  REF: What Is Psychology?

4. Rosa, a doctoral student in psychology, observes that one of her young study participants grimaces after taking a bite of broccoli. His facial expression is an example of ____.
   a. a psychosomatic response
   b. a behavior
   c. an integrated mental process
   d. introspection


5. Although the bulk of psychology focuses on human behavior, studying animal behavior has been an essential part of the discipline that allows for ____.
   a. making essential comparisons with humans
   b. understanding animal-human interactions
   c. understanding behavior from an evolutionary standpoint
   d. designing better psychoanalytical therapies


6. A doctor notices that many soldiers returning from fighting in the trenches in World War I were highly anxious, fearful of loud noises, and having difficulty reconnecting with their families. He asks them to record personal observations of their own thoughts, feelings, and behaviors in a journal. This process is called ____.
   a. extroversion
   b. transference
   c. objectivism
   d. introspection

   ANS: D  PTS: 1  DIF: Remember  REF: What Is Psychology?
7. It is difficult for others to confirm an individual’s subjective introspections; therefore, this approach does not lend itself well to ____.
   a. psychoanalysis  
   b. the scientific method  
   c. case studies  
   d. cognitive therapy

8. Over the last 30 years, new methods have allowed psychologists to observe brain activity and revisit questions of mental processes. What element have these methods introduced to psychological research?
   a. objectivity  
   b. subjectivity  
   c. generalizability  
   d. conclusiveness

9. Kevin Boyack and his colleagues generated a map of the sciences, similar to a map of friendship networks on social media, by using ____.
   a. the number of doctoral dissertations in each field  
   b. the titles of journal articles  
   c. reference lists in journal articles  
   d. search terms related to psychology

10. The mapping done by Boyack and colleagues shows that psychology is one of the major hub sciences, with strong connections to ____.
    a. the medical sciences, the social sciences, and education  
    b. the humanities, education, and the medical sciences  
    c. the social sciences, the medical sciences, and the humanities  
    d. the medical sciences, education, and philosophy

11. Psychology as a hub science tells us that ____.
    a. psychological research is well-funded  
    b. the general population is intrigued by the study of human behavior  
    c. psychology is one of the oldest disciplines  
    d. many disciplines require an in-depth understanding of people

12. As a discipline, psychology dates back to ____.
    a. ancient Greece  
    b. the Roman Empire  
    c. the Renaissance era  
    d. the 1870s
13. The psychology family tree includes two major roots: ____.
   a. biology and philosophy
   b. medicine and the social sciences
   c. anthropology and physics
   d. philosophy and the physical sciences
   ANS: D  PTS: 1  DIF: Understand
   REF: What Are Psychology's Roots? OBJ: LO2

14. The discipline that systematically examines basic concepts, including the source of knowledge, is called ____.
   a. psychology
   b. History
   c. science
   d. philosophy
   ANS: D  PTS: 1  DIF: Remember
   REF: What Are Psychology's Roots? OBJ: LO2

15. Any science that studies nonliving matter, including physics, chemistry, astronomy, and geology, is called a(n) ____ science.
   a. natural
   b. physical
   c. applied
   d. earth
   ANS: B  PTS: 1  DIF: Remember
   REF: What Are Psychology's Roots? OBJ: LO2

16. Philosophers and psychologists have a shared interest in ____.
   a. helping others gain self-confidence
   b. anatomy of the nervous system
   c. the scientific method
   d. the origin of knowledge
   ANS: D  PTS: 1  DIF: Understand
   REF: What Are Psychology's Roots? OBJ: LO2

17. The ancient Greek philosopher Plato was one of the earliest thinkers to address the question, “What is the mind?” He viewed the mind as three parts that must be in balance: ____.
   a. id, ego, and superego
   b. intellect, emotion, and instinct
   c. reason, spirit, and appetite
   d. cognition, creativity, and sanity
   ANS: C  PTS: 1  DIF: Understand
   REF: What Are Psychology's Roots? OBJ: LO2

18. While attending the opening of her friend’s art exhibit, Lisbeth weighs the pros and cons of having a third glass of wine. In Plato’s version of the mind, this is the role of the ____.
   a. driver
   b. horse
   c. reins
   d. carriage
   ANS: A  PTS: 1  DIF: Apply
   REF: What Are Psychology's Roots? OBJ: LO2

19. Ancient Greek philosophers ____.
   a. were exclusively monists
   b. provided natural explanations for their observations
c. were exclusively dualists
d. relied on the supernatural to explain their observations

ANS: B  PTS: 1  DIF: Understand
REF: What Are Psychology's Roots?  OBJ: LO2

20. The philosophies of monism and dualism address which of the following questions?
a. Does the mind operate through innate processes or is it formed through experience?
b. How does one study the processes of the mind?
c. Does the mind work as the sum of its parts or as individual elements?
d. What is the relationship between the body and mind?

ANS: D  PTS: 1  DIF: Understand
REF: What Are Psychology's Roots?  OBJ: LO2

21. Which of the following titles suggests monism?
a. Midnight in the Garden of Good and Evil, by John Berendt
b. Sense and Sensibility, by Jane Austen
c. We All Are One, by Jimmy Cliff
d. War and Peace, by Leo Tolstoy

ANS: C  PTS: 1  DIF: Analyze
REF: What Are Psychology's Roots?  OBJ: LO2

22. Who was a vocal proponent of dualism?
a. Aristotle
c. Baruch Spinoza
b. René Descartes
d. Democritus

ANS: B  PTS: 1  DIF: Remember
REF: What Are Psychology's Roots?  OBJ: LO2

23. Contemporary scientists studying the brain are ____.
a. primarily dualists
b. monists
c. nearly evenly split between monism and dualism
d. entirely dualists

ANS: B  PTS: 1  DIF: Understand
REF: What Are Psychology's Roots?  OBJ: LO2

24. The relationship between behavior and biology is ____.
a. unilateral: biology affects behavior
b. unilateral: behavior affects biology
c. reciprocal: biology affects behavior and vice versa
d. mutually exclusive: biology and behavior function independently

ANS: C  PTS: 1  DIF: Analyze
REF: What Are Psychology's Roots?  OBJ: LO2

25. Most philosophers beginning with Aristotle commonly believed that all knowledge is ____.
a. gained through sensory experience
b. innate or inborn
c. built upon from simple schema present at birth
d. acquired by integrating environmental cues with innate skills

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26. Which of the following best describes the British empiricists' view of the mind?
   a. Infants acquire language primarily by drawing from innate mechanisms.
   b. Infants learn to process language entirely based on their sensory experiences.
   c. Infants with similar genetic backgrounds will acquire language at similar rates.
   d. Infants are born with varying degrees of aptitude for acquiring language.

   ANS: B  PTS: 1  DIF: Analyze
   REF: What Are Psychology's Roots?  OBJ: LO2

27. Which of the following is one of the greatest contributions of empiricism?
   a. The idea that the brain is the essence of the mind.
   b. The idea that each person has a different capacity for learning.
   c. The idea that our brains are composed of interconnected “living units.”
   d. The idea that all men are created equal.

   ANS: D  PTS: 1  DIF: Understand
   REF: What Are Psychology's Roots?  OBJ: LO2

28. Empiricism profoundly influenced the foundations of ____.
   a. sociology
   b. psychoanalysis
   c. philosophy
   d. science

   ANS: D  PTS: 1  DIF: Understand
   REF: What Are Psychology's Roots?  OBJ: LO2

29. American political thought was profoundly influenced by ____.
   a. behaviorism
   b. psychoanalysis
   c. dualism
   d. empiricism

   ANS: D  PTS: 1  DIF: Understand
   REF: What Are Psychology's Roots?  OBJ: LO2

30. Which of the following best describes how contemporary psychology views the mind?
   a. Sam was just born smart, though no one else in his family seems to share his intelligence
   b. Sam must have gotten the “smart gene” from his mother: he never studies but gets good grades.
   c. Sam was sent to the best schools and thus became a highly intelligent individual.
   d. Sam was alert and responsive as a baby, studied diligently in school, and was admitted to a top-ranked college.

   ANS: D  PTS: 1  DIF: Analyze
   REF: What Are Psychology's Roots?  OBJ: LO2
31. At what point did the discipline of psychology distinguish itself from the discipline of philosophy?
   a. When psychologists began to explore individual rather than global phenomenon
   b. When psychologists adopted the scientific method
   c. When psychologists became interested in providing therapeutic treatments
   d. When psychologists began to investigate abnormal behaviors
   ANS: B   PTS: 1   DIF: Analyze
   REF: What Are Psychology's Roots?   OBJ: LO2

32. In what way did ancient physicians contribute to contemporary psychology?
   a. By studying the nervous system and developing the scientific method
   b. By studying hormone imbalances and developing the scientific method
   c. By studying the nervous system and developing diagnostic tools
   d. By studying hormone imbalances and developing diagnostic tools
   ANS: A   PTS: 1   DIF: Understand
   REF: What Are Psychology's Roots?   OBJ: LO2

33. As early as 500 B.C.E., Greek physicians began to ____.
   a. interpret the cardiovascular system as the locus of the mind
   b. prohibit bloodletting as a form of treatment
   c. systematically dissect human bodies
   d. drill holes in people's skulls to cure seizures
   ANS: C   PTS: 1   DIF: Remember
   REF: What Are Psychology's Roots?   OBJ: LO2

34. Which of the following was one of the findings of early Greek physicians regarding the brain?
   a. The brain controls the coordinated movement of the body.
   b. The brain is divided into four major lobes.
   c. The brain controls personality by secreting yellow bile.
   d. The brain is connected to the sense organs, such as the eyes.
   ANS: D   PTS: 1   DIF: Understand
   REF: What Are Psychology's Roots?   OBJ: LO2

35. Greek physicians described a rudimentary theory of personality, stating that it is affected by the relative amounts of four different body fluids. A person with depression might be diagnosed as having an excess of ____.
   a. blood
   b. black bile
   c. phlegm
   d. yellow bile
   ANS: B   PTS: 1   DIF: Apply
   REF: What Are Psychology's Roots?   OBJ: LO2

36. Beginning in the 17th and 18th centuries, with new technologies including the light microscope, scientists began to make a series of important new discoveries showing that ____.
   a. a single nerve cell carries one type of information
   b. nerve cells use electrical impulses to transmit signals
   c. the mind works in isolation from the rest of the body
   d. chemical messengers facilitate communication in the brain
   ANS: A   PTS: 1   DIF: Analyze
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37. Hermann von Helmholtz’s work on ____ provided further evidence that the mind had a physical basis.
   a. dissection and human anatomy  
   b. the range of human hearing  
   c. the mind/body dichotomy  
   d. the speed of nerve conduction
   ANS: D  PTS: 1  DIF: Remember

38. Contrary to popular belief during his time, Hermann von Helmholtz’s work on nerve conduction showed that ____.
   a. different brain regions work together to integrate information  
   b. specific regions of the brain control specific behaviors  
   c. nerve conduction is quick and in all practicality, instantaneous  
   d. behavior is not instantaneous
   ANS: D  PTS: 1  DIF: Analyze

39. Jake trips; he knocks his elbow against the edge of the door jamb while simultaneously stubbing his toe on a chair. Based on the work of von Helmholtz’s, which of the following is likely to occur?
   a. The intensity of the elbow pain is greater than that of the toe pain.  
   b. The intensity of pain for both the toe and elbow is equal.  
   c. He experiences the elbow pain before the toe pain.  
   d. He experiences the toe and elbow pain instantaneously.
   ANS: C  PTS: 1  DIF: Analyze

40. The first experimental psychologist and proponent of the structuralist approach, along with his students, was ____.
   a. Edward Titchener  
   b. Wilhelm Wundt  
   c. Max Wertheimer  
   d. Kurt Koffka
   ANS: B  PTS: 1  DIF: Remember

41. The first official psychological experiment involved ____.
   a. observing the behavior of cats when escaping puzzle boxes  
   b. measuring how quickly, after hearing a ball drop onto a platform, a person could respond by striking a telegraph key  
   c. the salivation of dogs in anticipation of food in response to the arrival of the handler  
   d. the use of a stroboscope to control the timing of the appearance of two black lines against a white background
   ANS: B  PTS: 1  DIF: Understand

42. In Titchener’s view, the mind constructs an overall perception ____.
   a. based on prior life experiences  
   b. based on its relationship to evolutionary survival

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c. by perceiving complete forms within their context  
d. out of building blocks made up of separate sensations and emotional responses

ANS: D  PTS: 1  DIF: Understand  
REF: How Did the Science of Psychology Begin?  OBJ: LO3

43. Wundt’s student Edward Titchener developed an approach in which the mind is broken into the smallest elements of mental experience. What is this called?
   a. structuralism  
b. functionalism  
c. behaviorism  
d. humanism

ANS: A  PTS: 1  DIF: Remember  
REF: How Did the Science of Psychology Begin?  OBJ: LO3

44. Titchener’s approach to psychology paralleled which of the following trends of his day?
   a. The development of graduate programs in mathematics  
b. The movement for women’s suffrage in American politics  
c. Efforts in chemistry to break molecules into elements  
d. The use of light in Impressionist art

ANS: C  PTS: 1  DIF: Apply  
REF: How Did the Science of Psychology Begin?  OBJ: LO3

45. Which of the following describes Wundt’s use of introspection as an experimental technique?
   a. The participants in his study focused on internal thoughts and feelings about their competence while performing a task.  
b. The participants in his study drew from their internal thoughts and feelings as they describe an object in detail.  
c. The participants in his study pressed a telegraph key as soon as they heard a ball drop onto a platform, indicating their internal state.  
d. The participants in his study used mental building block constructs to describe their perception of an object.

ANS: C  PTS: 1  DIF: Understand  
REF: How Did the Science of Psychology Begin?  OBJ: LO3

46. Acknowledging that an experience is different than the sum of its elements is reflective of ____.
   a. psychodynamic theory  
b. Gestalt psychology  
c. structuralism  
d. functionalism

ANS: B  PTS: 1  DIF: Remember  
REF: How Did the Science of Psychology Begin?  OBJ: LO3

47. The group of early 20th century German psychologists who founded Gestalt psychology included Kurt Koffka, Max Wertheimer, and ____.
   a. Wilhelm Wundt  
b. William James  
c. Wolfgang Köhler  
d. Ulric Neisser
48. The Gestalt psychologists believed that breaking a “whole” perception into its building blocks, as advocated by the structuralists, would result in the loss of ____.
   a. important psychological information  
   b. fundamental intellect  
   c. learned consciousness  
   d. irrational behaviors
   
   **ANS:** A  **PTS:** 1  **DIF:** Remember  
   **REF:** How Did the Science of Psychology Begin?  **OBJ:** LO3

49. Which of the following proverbs best describes Gestalt theory?
   a. A chain is only as strong as its weakest link.
   b. The more things change, the more they stay the same.
   c. A little knowledge is a dangerous thing.
   d. The whole is greater than the sum of its parts.

   **ANS:** D  **PTS:** 1  **DIF:** Apply  
   **REF:** How Did the Science of Psychology Begin?  **OBJ:** LO3

50. While largely known for their work in perception, the Gestalt psychologists also had wide-ranging interests in learning, memory, motivation, and ____.
   a. anatomy  
   b. group dynamics  
   c. discrete mathematics  
   d. personality disorders

   **ANS:** B  **PTS:** 1  **DIF:** Understand  
   **REF:** How Did the Science of Psychology Begin?  **OBJ:** LO3

51. The Gestalt movement traces its origin to a single experiment conducted by Max Wertheimer in 1912 that demonstrated the ____.
   a. apparent movement of stationary objects  
   b. influence of introspection on behavior  
   c. speed of nerve conduction  
   d. salivation of dogs in anticipation of food

   **ANS:** A  **PTS:** 1  **DIF:** Remember  
   **REF:** How Did the Science of Psychology Begin?  **OBJ:** LO3

52. In an experiment, Wertheimer flickered between two images on a wall. What did the participants in this study perceive?
   a. diffusion  
   b. distortion  
   c. movement  
   d. contrast

   **ANS:** C  **PTS:** 1  **DIF:** Understand  
   **REF:** How Did the Science of Psychology Begin?  **OBJ:** LO3

53. What is the approach to psychology that saw behavior as purposeful and contributing to survival?
   a. behaviorism  
   b. functionalism  
   c. humanism  
   d. structuralism

   **ANS:** B  **PTS:** 1  **DIF:** Remember
54. Functionalism emerged partly in response to the publication of ____.
   a. *Great Expectations*, by Charles Dickens
   b. *The Prince and the Pauper*, by Mark Twain
   c. *The Origin of the Species*, by Charles Darwin
   d. *Far from the Madding Crowd*, by Thomas Hardy

   ANS: C  PTS: 1  DIF: Understand

55. Who is the American psychologist who proposed the functionalist approach and whose textbook, *Principles of Psychology*, dominated the field of psychology for the fifty years after its publication?
   a. Sigmund Freud
c. Abraham Maslow
   b. B.F. Skinner
d. William James

   ANS: D  PTS: 1  DIF: Remember

56. Throughout his discussions of mental processes and behavior, James emphasized the role of ____.
   a. environment
   c. abandonment
   b. evolution
d. nurture

   ANS: B  PTS: 1  DIF: Remember

57. William James’ impact on contemporary psychology is evidenced by the fact that functionalism ____.
   a. was absorbed into mainstream psychology
   b. became a separate discipline
   c. bridged the gap between philosophy and psychology
   d. bridged the gap between structuralism and Gestalt psychology

   ANS: A  PTS: 1  DIF: Analyze

58. An approach to psychology that features the study and careful measurement of observable behaviors is called ____.
   a. functionalism
c. behaviorism
   b. structuralism
d. humanism

   ANS: C  PTS: 1  DIF: Understand

59. As part of their effort to measure behavior carefully, many behaviorists restricted their research to studies using ____.
   a. animals
c. adults
   b. children
d. males

   ANS: A  PTS: 1  DIF: Remember

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60. A leading behaviorist who first explored classical conditioning is ____.
   a. Edward Thorndike  
   b. B.F. Skinner  
   c. John B. Watson  
   d. Ivan Petrovich Pavlov
   
   ANS: D  
   PTS: 1  
   DIF: Remember  
   REF: How Did the Science of Psychology Begin?  
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61. The salivation of dogs in Pavlov’s experiments was significant because it ____.
   a. emphasized conscious thought  
   b. demonstrated the ability to learn to anticipate future events as a survival advantage  
   c. indicated that intelligence is innate  
   d. demonstrated that the ability to smell food prior to its arrival is a highly developed sense
   
   ANS: B  
   PTS: 1  
   DIF: Understand  
   REF: How Did the Science of Psychology Begin?  
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62. Which of the following is least likely to be an example of classical conditioning?
   a. A child hears a police siren for the first time and cries.  
   b. A whiff of perfume on a crowded subway triggers a memory of a prior love.  
   c. A dog sits upon sight or smell of a treat.  
   d. A former soldier cringes at the sound of an airplane overhead.
   
   ANS: A  
   PTS: 1  
   DIF: Apply  
   REF: How Did the Science of Psychology Begin?  
   OBJ: LO3

63. John B. Watson was ____.
   a. part of the cognitive revolution  
   b. a leading behaviorist  
   c. a leading humanist  
   d. one of Freud’s disciples
   
   ANS: C  
   PTS: 1  
   DIF: Remember  
   REF: How Did the Science of Psychology Begin?  
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64. Which of the following most closely paraphrases Watson’s views regarding human behavior?
   a. Some children are born with artistic talent; others are not.  
   b. I can raise a child to be an artist if he has at least a small amount of talent and interest.  
   c. Very few children actually have the skill and discipline to become artists.  
   d. I can raise any child to be an artist, regardless of her tendencies.
   
   ANS: D  
   PTS: 1  
   DIF: Analyze  
   REF: How Did the Science of Psychology Begin?  
   OBJ: LO3

65. Watson changed the goal of psychology from Wundt’s desire to understand consciousness to the ____.
   a. explication of the unconscious  
   b. prediction and control of behavior  
   c. understanding of cognition  
   d. analysis of the whole beyond the parts
   
   ANS: B  
   PTS: 1  
   DIF: Remember  
   REF: How Did the Science of Psychology Begin?  
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66. Which leading behaviorist proposed the law of effect?
   a. B.F. Skinner  
   b. John B. Watson  
   c. Noam Chomsky
   
   ANS: A  
   PTS: 1  
   DIF: Analyze  
   REF: How Did the Science of Psychology Begin?  
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b. John B. Watson
d. Edward Thorndike

ANS: D     PTS: 1     DIF: Remember
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67. In Thorndike’s experiment on trial and error learning, the cat would escape a puzzle box faster and faster on progressive trials. In other words, the cat ____.
a. acquired faster nerve impulses on successive trials
b. became more physically fit
c. memorized the solution to the puzzle
d. repeated effective behaviors and abandoned ineffective ones

ANS: D     PTS: 1     DIF: Analyze
REF: How Did the Science of Psychology Begin?    OBJ: LO3

68. B. F. Skinner, a leading behaviorist who explored operant conditioning, believed that inner, private states such as thinking and feeling existed and ____.
a. should be analyzed based on introspection
b. viewed them as behaviors that followed the same rules as public behaviors
c. viewed them as behaviors that should be attended to through psychodynamic therapy
d. are a part of what makes a person inherently human and good

ANS: B     PTS: 1     DIF: Understand
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69. Skinner generalized his findings to complex human behaviors even though his subject pool was limited to ____.
a. rats and pigeons
c. graduate students
b. children
d. dogs and cats

ANS: A     PTS: 1     DIF: Understand
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70. Which of the following is an application of Skinner’s behaviorism?
a. Dr. Monson provides humane living conditions for the mice in his research laboratory.
b. Doug needs to lose a few pounds, and has a rule that if he eats a dessert, he must go for a five-mile run.
c. Sandra is learning a new surgical procedure by observing several operations performed by other physicians.
d. Dylan is delaying vaccinations for his young son because of his concerns regarding autism.

ANS: B     PTS: 1     DIF: Apply
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71. By the 1950s, the behaviorists’ disinterest in mental states and activity was challenged by scientists from diverse fields, including linguistics and computer science, leading to ____.
a. psychodynamic theory
c. a new appreciation of humanism
b. client-centered therapy  
   d. a cognitive revolution

ANS: D  PTS: 1  DIF: Remember
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72. Who is a leading cognitive psychologist?
   a. Carl Rogers  
   b. Jean Piaget  
   c. Ulric Neisser  
   d. Edward Thorndike

ANS: C  PTS: 1  DIF: Remember
REF: How Did the Science of Psychology Begin?  OBJ: LO3

73. Which of the following refers to the very private and internal mental processes that the behaviorists avoided studying—information processing, thinking, reasoning, and problem solving?
   a. client-centered therapy  
   b. self-actualization  
   c. Cognition  
   d. study of the id

ANS: C  PTS: 1  DIF: Understand
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74. Which of the following best represents a cognitive approach to childhood language learning?
   a. Children acquire language in response to parental approval.  
   b. Children are born with distinct physical features that facilitate learning the language of their parents.  
   c. Children are born with innate mechanisms for learning language.  
   d. Children acquire language in response to being understood.

ANS: C  PTS: 1  DIF: Analyze
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75. Many of the big questions tackled by behaviorists are now examined through the lens of the _____ perspective.
   a. cognitive or biological  
   b. structural or historical  
   c. evolutionary or cross-cultural  
   d. psychodynamic or humanistic

ANS: A  PTS: 1  DIF: Remember
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76. With the exception of occasional bursts of insight from the Egyptians and Greeks, the most common view of psychological disorders over the course of history has been that they____.
   a. originated in childhood from repressive parenting  
   b. resulted from the actions of evil spirits or other external, magical forces  
   c. originated from guilt for condemned behaviors  
   d. resulted from malfunctions of the human body

ANS: B  PTS: 1  DIF: Remember
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77. Between the 17th and 19th centuries, supernatural explanations for psychological disorders began to give way to two scientific approaches: _____.
   a. functionalism and behaviorism  
   b. a cognitive model and a behavioral model  
   c. a medical model and a psychological model  
   d. psychodynamic theory and humanism

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78. Edward has a fear of being contaminated when shaking hands with others, touching doorknobs, and being in crowded public spaces such as subway cars. He washes his hands roughly 100 times a day. His doctor has recently prescribed an antidepressant to increase his level of serotonin. Which approach to psychological disorders does this exemplify?
   a. The psychotherapeutic model    
   b. The medical model
   c. The psychological model
   d. The self-actualization model
   
   ANS: B   PTS: 1   DIF: Apply
   REF: How Did the Science of Psychology Begin?   OBJ: LO3

79. Valerie recently lost her sister to suicide. She is having difficulty sleeping, feels hopeless about the future, and is easily startled or frightened. Her doctor recommends that she participate in a discussion group led by a social worker to connect with others who are going through a similar experience. Which approach to psychological disorders does this exemplify?
   a. The psychological model
   b. The behavioral model
   c. The self-actualization model
   d. The medical model
   
   ANS: A   PTS: 1   DIF: Apply
   REF: How Did the Science of Psychology Begin?   OBJ: LO3

80. Who contributed ideas about the unconscious mind, the development of sexuality, dream analysis, psychological roots of abnormal behavior, personality, and therapy?
   a. Abraham Maslow
   b. Carl Rogers
   c. Sigmund Freud
   d. Noam Chomsky
   
   ANS: C   PTS: 1   DIF: Remember
   REF: How Did the Science of Psychology Begin?   OBJ: LO3

81. Freud’s psychodynamic theory and its applications to the treatment of psychological disorders dominated much of psychological thinking for the ____.
   a. first half of the 19th century
   b. second half of the 19th century
   c. first half of the 20th century
   d. second half of the 20th century
   
   ANS: C   PTS: 1   DIF: Remember
   REF: How Did the Science of Psychology Begin?   OBJ: LO3

82. Which of the following statements about Freud’s work is true?
   a. His theories do not lend themselves to experimentation.
   b. His patients were primarily working class men and therefore not representative of the broad population.
   c. His theories were based exclusively on animal studies.
   d. His psychoanalytic techniques are replicated in their original form today.
   
   ANS: A   PTS: 1   DIF: Understand
   REF: How Did the Science of Psychology Begin?   OBJ: LO3

83. An approach to psychology that sees people as inherently good and motivated to learn and improve is called ____.
   a. behaviorism
   b. humanistic psychology
   c. Freudian psychology
   d. Gestalt psychology

The Science of Mind – The Discipline of Psychology
84. Humanistic psychologists believed that ____.
   a. human behavior is on a continuum with animal behavior
   b. society acts to civilize humans who are otherwise innately selfish and aggressive
   c. people only behave badly when corrupted by society
   d. the true motivation for humans to be successful is to see others fail

   ANS: C    PTS: 1    DIF: Understand
   REF: How Did the Science of Psychology Begin?    OBJ: LO3

85. A leading humanist thinker who introduced a major theory of motivation with a goal of self-actualization is ____.
   a. Abraham Maslow
   b. Alan Newell
   c. Herbert Simon
   d. Carl Rogers

   ANS: A    PTS: 1    DIF: Understand
   REF: How Did the Science of Psychology Begin?    OBJ: LO3

86. Carl Rogers, a leading humanist, developed the approach of ____.
   a. psychoanalysis
   b. cognitive therapy
   c. behavioral therapy
   d. client-centered therapy

   ANS: D    PTS: 1    DIF: Remember
   REF: How Did the Science of Psychology Begin?    OBJ: LO3

87. Which of the following statements is an example of humanistic influence?
   a. Capital punishment serves a protective role in a liberal society.
   b. “I hear what you’re saying.”
   c. Parental love should mirror the behavior of the child.
   d. “Do as I say, not as I do.”

   ANS: B    PTS: 1    DIF: Apply
   REF: How Did the Science of Psychology Begin?    OBJ: LO3

88. What was a major shortcoming of early psychologists?
   a. They overgeneralized their findings.
   b. They abandoned the scientific method.
   c. They diluted their efforts by diverging into several psychological specializations.
   d. They tried to establish theories without a large body of experimental data.

   ANS: D    PTS: 1    DIF: Analyze
   REF: What Are Psychological Perspectives?    OBJ: LO4

89. By the second half of the 20th century, the majority of psychologists were pursuing an understanding of behavior from the ____.
   a. centrist approach
   b. divergent approach
   c. perspectives approach
   d. dualistic approach

   ANS: C    PTS: 1    DIF: Remember
   REF: What Are Psychological Perspectives?    OBJ: LO4

16  Chapter One
90. When psychologists examine psychological phenomena from different perspectives, it ____.
   a. implies disagreement on basic principles
   b. represents a lack of awareness of alternative perspectives
   c. indicates different points of view about behavior
   d. reflects changing trends in psychology
   ANS: C      PTS: 1      DIF: Analyze
   REF: What Are Psychological Perspectives?    OBJ: LO4

91. What is the psychological perspective that focuses on the relationships between mind, behavior, and their underlying biological processes, including genetics, biochemistry, anatomy, and physiology?
   a. evolutionary psychology  c. cognitive psychology
   b. developmental psychology  d. biological psychology
   ANS: D      PTS: 1      DIF: Remember
   REF: What Are Psychological Perspectives?    OBJ: LO4

92. In the 1970s, what initiated an explosion of knowledge about the connections between brain and behavior?
   a. New methods for observing brain activity
   b. Looser government regulations on human experimentation
   c. A focus away from animal research toward human research
   d. The advent of the statistical method
   ANS: A      PTS: 1      DIF: Remember
   REF: What Are Psychological Perspectives?    OBJ: LO4

93. Which of the following is most likely to be the topic of research of a biological psychologist?
   a. Did contagious yawning provide a survival advantage in early societies?
   b. Do stress hormones due to abuse in early childhood affect the ability to form memories?
   c. At what age can a child correctly separate the vocabulary and grammar of two languages?
   d. Will a study participant obey an authority figure even in violation of her own moral code?
   ANS: B      PTS: 1      DIF: Analyze
   REF: What Are Psychological Perspectives?    OBJ: LO4

94. The psychological perspective that investigates how physical structure and behavior have been shaped by their contributions to survival and reproduction is called ____ psychology.
   a. biological  c. evolutionary
   b. social      d. clinical
   ANS: C      PTS: 1      DIF: Remember
   REF: What Are Psychological Perspectives?    OBJ: LO4

95. An evolutionary psychologist would be most interested in the question of ____.
   a. whether gambling affects brain chemistry and fosters addiction
   b. how best to assist a person to reduce a propensity to gamble
   c. whether attraction to gambling varies over the lifespan
   The Science of Mind – The Discipline of Psychology
d. whether there is an adaptive reason why men tend to gamble more than women

ANS: D  PTS: 1  DIF: Analyze
REF: What Are Psychological Perspectives?  OBJ: LO4

96. The psychological perspective that investigates information processing, thinking, reasoning, and problem solving is called ____.
   a. evolutionary psychology  c. cognitive psychology
   b. the individual differences perspective  d. developmental psychology

ANS: C  PTS: 1  DIF: Remember
REF: What Are Psychological Perspectives?  OBJ: LO4

97. Which of the following research questions is most likely to be asked by a cognitive psychologist?
   a. To what extent is student learning influenced by the socio-cultural makeup of the class?
   b. Do students learn material better when the learning takes place over time or when they “cram” for an exam?
   c. Which stress reduction techniques are most effective for college students to reduce the stress of balancing academic and social demands?
   d. Are there common characteristics among students who graduate in the top one percent of their class?

ANS: B  PTS: 1  DIF: Analyze
REF: What Are Psychological Perspectives?  OBJ: LO4

98. The psychological perspective that examines the effects of the social environment on the behavior of individuals is called ____ psychology.
   a. evolutionary  c. cultural
   b. social  d. clinical

ANS: B  PTS: 1  DIF: Remember
REF: What Are Psychological Perspectives?  OBJ: LO4

99. What limited the understanding of the mind by early psychologists?
   a. They focused on behavior rather than biology.
   b. They approached psychological questions from their own sociocultural context.
   c. They did not appreciate the complexity of the mind.
   d. They tried to understand perspectives to which they could not relate.

ANS: B  PTS: 1  DIF: Understand
REF: What Are Psychological Perspectives?  OBJ: LO4

100. Our judicial system relies heavily on eyewitness testimony; however, as ____ informs us, eyewitness testimony can be shaped by a community’s perceptions of race.
    a. clinical psychology  c. developmental psychology
    b. the individual differences perspective  d. social psychology

ANS: D  PTS: 1  DIF: Understand
REF: What Are Psychological Perspectives?  OBJ: LO4
101. The psychological perspective that examines the normal changes in behavior that occur across the lifespan is called ____.
   a. social psychology  c. developmental psychology
   b. the individual differences perspective  d. evolutionary psychology
   ANS: C  PTS: 1  DIF: Remember
   REF: What Are Psychological Perspectives?  OBJ: LO4

102. Using the developmental perspective, a psychologist might look at whether the loss of a parent ____.
   a. affects the storage and retrieval of memories contemporaneous with the loss
   b. triggers changes in brain chemistry, temporarily or permanently
   c. is experienced differently at different ages
   d. is experienced differently depending on family size
   ANS: C  PTS: 1  DIF: Analyze
   REF: What Are Psychological Perspectives?  OBJ: LO4

103. The psychological perspective that seeks to explain, define, and treat abnormal behaviors is called ____.
   a. the individual differences perspective  c. developmental psychology
   b. clinical psychology  d. evolutionary psychology
   ANS: B  PTS: 1  DIF: Remember
   REF: What Are Psychological Perspectives?  OBJ: LO4

104. More recently, clinical and counseling psychologists have expanded their perspective to include ____.
   a. the promotion of general well-being
   b. the influences of evolutionary adaptation on behavior
   c. monitoring chemical changes in the brain in response to treatment
   d. brain scans in the course of therapeutic treatment
   ANS: A  PTS: 1  DIF: Remember
   REF: What Are Psychological Perspectives?  OBJ: LO4

105. An approach to psychology that investigates variations in behavior from one person to the next is called ____.
   a. clinical psychology  c. socio-cultural psychology
   b. individual differences  d. evolutionary psychology
   ANS: B  PTS: 1  DIF: Remember
   REF: What Are Psychological Perspectives?  OBJ: LO4

106. Recognizing individual differences is especially important to psychologists interested in variations in an individual’s characteristic way of thinking, feeling, and behaving. This is referred to as ____.
   a. personality  c. type
   b. cognition  d. psyche
   ANS: A  PTS: 1  DIF: Remember
   REF: What Are Psychological Perspectives?  OBJ: LO4

107. Entering the 21st century and armed with in-depth research results compiled in the various perspectives, psychologists are returning to ____.
   a. the structuralist view of the mind

The Science of Mind – The Discipline of Psychology
b. viewing the mind as a set of building blocks based on introspection
c. viewing the “the whole as greater than the sum of its parts”
d. a more comprehensive view of the mind

ANS: D       PTS: 1       DIF: Understand
REF: What Are Psychological Perspectives?       OBJ: LO5

108. The authors of this text believe that the future of psychology will ____.
a. depend upon the development of independent, individual perspectives
b. draw from the success of existing perspectives
c. turn increasingly to cross-cultural studies
d. combine and integrate new and existing perspectives

ANS: D       PTS: 1       DIF: Understand
REF: What Are Psychological Perspectives?       OBJ: LO5

109. Alejandro is developing a preliminary research study to address the question of whether four-year-olds who are asked to delay gratification (e.g., to delay eating candy) perform differently in solitude than with other four-year-olds. Which combination of research perspectives would be best for this preliminary study?
a. biological psychology and the individual differences approach
b. developmental psychology and social psychology
c. cognitive psychology and evolutionary psychology
d. evolutionary psychology and clinical psychology

ANS: B       PTS: 1       DIF: Analyze
REF: What Are Psychological Perspectives?       OBJ: LO5

110. Many of the new ways of looking at the mind will take advantage of the revolution in techniques for studying the brain; for example, ____ currently investigate the biological factors that vary along with people’s feelings and experience of social inclusion, rejection, or loneliness.
a. social neuroscientists       c. clinical psychologists
b. cognitive neuroscientists       d. behavioral neuroscientists

ANS: A       PTS: 1       DIF: Understand
REF: What Are Psychological Perspectives?       OBJ: LO5

111. If we restrict our thinking about an aspect of mind to the information provided by one perspective, at worst, the result may ____.
a. be incomplete       c. lead us in the wrong direction
b. lack depth       d. be overly simplistic

ANS: C       PTS: 1       DIF: Understand
REF: What Are Psychological Perspectives?       OBJ: LO5

112. A biological psychologist studies the effects of amphetamine on aggression in rhesus monkeys. However, to the researcher’s surprise, the experimental results differ for isolated monkeys versus monkeys in a colony. What is missing from this experiment?
a. The social psychology perspective
b. Human controls
c. Physiological measurements
d. An integration between biology and psychology

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Chapter One
ANS: A  PTS: 1  DIF: Understand  
REF: What Are Psychological Perspectives?  OBJ: LO5

113. The diversity of career pathways for those with degrees in psychology reflects, in relation to other disciplines, that psychology is a(n) “____.”
   a. epicenter  c. hub
   b. pathway  d. vocation
   ANS: C  PTS: 1  DIF: Remember  OBJ: LO6

114. Harold is trying to decide between teaching at the nearby community college or obtaining a therapist’s license. What degree is the minimum degree required for these positions?
   a. master’s degree  c. doctoral degree
   b. bachelor’s degree  d. associate’s degree
   ANS: A  PTS: 1  DIF: Apply  OBJ: LO6

115. Petra will soon complete her doctoral degree in psychology. She, like the highest percentage of doctoral level psychologists, will work ____.
   a. as a university professor  c. as a therapist
   b. in business  d. in government
   ANS: C  PTS: 1  DIF: Apply  OBJ: LO6

116. Walter is applying to graduate programs in psychology and is curious about current trends in the field. What trend is occurring in many psychology graduate school programs?
   a. Students are trained in specific specializations.
   b. Students are trained in combined specialties.
   c. There is a movement away from animal research.
   d. There is a movement away from using human subjects.
   ANS: B  PTS: 1  DIF: Understand  OBJ: LO6

117. The clinical or counseling specialty includes extensive internships and supervised training prior to ____ that usually add at least one year to students’ graduate studies.
   a. working with children  c. a human subject committee review
   b. government-regulated licensure  d. commencement of dissertation research
   ANS: B  PTS: 1  DIF: Remember  OBJ: LO6

118. Josh has a doctoral degree in psychology and is a therapist in New York. His sister Sarah has a medical degree and is in a residency program for psychiatry. Currently, the biggest difference between the two professions is that, in contrast to Josh, Sarah can ____.
   a. prescribe medication
   b. conduct research
   c. conduct psychotherapy
   d. peer review the work of other researchers
   ANS: A  PTS: 1  DIF: Apply

The Science of Mind – The Discipline of Psychology
REF: What Does It Mean to Be a Psychologist? OBJ: LO6

119. Beth has always enjoyed solving theoretical problems, is very good at math and statistics, and is excited to learn more about experimental design. She may be most interested in the ____ track of psychology.
   a. therapy  c. Experimental
   b. applied  d. Developmental

ANS: C  PTS: 1  DIF: Apply

REF: What Does It Mean to Be a Psychologist? OBJ: LO6

120. Eric has held a part-time job in a community mental health clinic throughout college. He values his interactions with the clients and is known for remaining calm during high stress situations at the clinic. He may be most interested in the ____ track of psychology.
   a. applied  c. Social
   b. therapist  d. Experimental

ANS: B  PTS: 1  DIF: Remember

REF: What Does It Mean to Be a Psychologist? OBJ: LO6

121. Amber is fascinated by forensic psychology, the application of psychology to the study of crime and the legal system. This is an example of a(n) ____ track of psychology.
   a. applied  c. Experimental
   b. therapist  d. Cognitive

ANS: A  PTS: 1  DIF: Apply

ESSAY

1. What are the two major roots of the psychology family tree? Describe their relationship. What areas of interest do they share?

ANS:

The psychology family tree includes two major roots: philosophy and the physical sciences. Psychologists answer questions traditionally posed by philosophers by borrowing the methods of the physical sciences.

Philosophers and psychologists share an interest in questions regarding the nature of the self, the effects of early experience, the existence of free will, and the origin of knowledge. Both disciplines consider the relative balance of biological factors (nature) and environmental factors (nurture) in the end product of human behavior. Both attempt to determine the relationships between self-interest and the welfare of the community, between body and mind, and between humans and the other species with whom we share the planet. Although we typically consider questions of the unconscious mind and abnormal behavior to be the realm of the psychologist, philosophers investigated these issues thousands of years before the first psychologist was born.

PTS: 1  DIF: Understand  REF: What Are Psychology's Roots?
OBJ: LO2
2. In a famous speech given in 1926, John B. Watson made the following claim:

Give me a dozen healthy infants, well-formed, and my own specified world to bring them up in and I’ll guarantee to take any one at random and train him to become any type of specialist I might select—a doctor, lawyer, artist, merchant-chief, and yes, even into beggarman and thief, regardless of his talents, inclinations, tendencies, abilities, vocations and race of his ancestors.

Place this statement in historical perspective. Do you agree or disagree? Explain your reasoning.

ANS:
John B. Watson (1878-1958) was a behaviorist. Psychologists following the behaviorist perspective concentrated on observable, measurable behaviors and dominated psychology for the first half of the 20th century. Watson echoed the “blank slate” approach of the British empiricist philosophers in his emphasis on the role of experience in forming behavior. By the 1950s, the behaviorists’ disinterest in mental states and activity was challenged by scientists from diverse fields, including linguistics and computer science, leading to a cognitive revolution. In addition, the work of Freud and of humanists provided new perspectives.

Students should discuss whether they agree or disagree with Watson’s statement in reference to the nature versus nurture debate. As the text notes, contemporary psychology views the mind as being a function of interactions between inborn characteristics and experiences, not a product of just nature or just nurture.

PTS: 1  DIF: Evaluate  REF: How Did the Science of Psychology Begin?
OBJ: LO3

3. Briefly discuss the phenomenon of drug abuse in the context of the seven psychological perspectives.

ANS:
The text notes that to understand the phenomenon of drug abuse, many perspectives can contribute to our understanding, but no one specialty offers a complete explanation. Biological psychologists approach drug abuse by tracing pathways in the brain correlated with cravings. Behaviorists focus on the reinforcing qualities of the experience. Behaviorist techniques regarding the use of reward and punishment to shape behavior are also relevant to efforts to stop drug use. Developmental and social psychologists consider the family and peer influences. In each case, something valuable is learned about drug abuse, but understanding the “whole” requires zooming out for a more comprehensive perspective.

The text also notes that there are highly different patterns of use for different drugs. Drawing on multiple perspectives can provide a fuller understanding of the patterns, which may also aid in reducing problematic drug use.

Students might also consider whether other perspectives contribute to an understanding of drug abuse, such as evolutionary, clinical, and individual differences. For example, did an enhanced reaction to natural drug ingredients provide a survival advantage in the past? Clinicians who treat persons with drug addictions may have a wealth of knowledge based on individual cases that may provide a basis for developing hypotheses. Studying individuals who are most or least affected by certain drugs may provide additional information.

PTS: 1  DIF: Analyze  REF: What Are Psychological Perspectives?
OBJ: LO4
### Chapter Three: The Evolving Mind — Nature and Nurture Intertwined

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<td>2. Explain how sexual reproduction increases genetic variation among individuals within a population, even among members of the same family.</td>
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<td>7. Explain the mechanisms by which intrasexual and intersexual selection might influence the evolution of human behavior.</td>
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<td>8. Explain and illustrate the epigenetic and cultural mechanisms by which nature and nurture can interact to influence human behavior.</td>
<td>92-100</td>
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Chapter 3: The Evolving Mind - Nature and Nurture Intertwined

MULTIPLE CHOICE

1. Your university is hosting an interdisciplinary conference entitled "Contemporary Perspectives on Evolution." Two leading psychologists have been invited to debate the effects of nature and nurture on human behavior. They would most likely reach the consensus that these two entities ____.
   a. are not mutually exclusive
   b. maintain distinct and equal functions
   c. compete to influence behavior
   d. have a negative correlation

ANS: A PTS: 1 DIF: Understand
REF: Why Do We Say Nature and Nurture are Intertwined? OBJ: LO1

2. Who is credited for first describing the contrast between heredity and environment as “nature versus nurture”?
   a. Charles Darwin
   b. Francis Galton
   c. Gregor Mendel
   d. James Watson

ANS: B PTS: 1 DIF: Remember
REF: Why Do We Say Nature and Nurture are Intertwined? OBJ: LO1

3. As human beings, we each have a personal set of instructions, or alleles. What term best describes this set?
   a. genotype
   b. homotype
   c. phenotype
   d. heterotype

ANS: A PTS: 1 DIF: Remember
REF: What Are the Building Blocks of Behavior? OBJ: LO1

4. Molly, whose eyes are brown, inherited a gene for blue eyes from her mother and a gene for brown eyes from her father. Molly’s brown eyes are part of her ____.
   a. phenotype
   b. homotype
   c. heterotype
   d. genotype

ANS: A PTS: 1 DIF: Apply
REF: What Are the Building Blocks of Behavior? OBJ: LO1

5. What is the relationship between a gene and DNA?
   a. A gene is a helical structure, and DNA contains the regulatory elements that decode the structure.
   b. A gene is the subset of “turned on” DNA.
   c. A gene is a static superset of the entire DNA in a specific individual.
   d. A gene is a specific segment of DNA.

ANS: D PTS: 1 DIF: Understand
REF: What Are the Building Blocks of Behavior? OBJ: LO1

6. The process of gene expression involves ____.
a. replicating a cell’s genetic makeup during division
b. influencing the behavior of a segment of society
c. converting genetic instructions into a feature of a living cell
d. chromosomal recombination during gamete formation

ANS: C  PTS: 1  DIF: Understand
REF: What Are the Building Blocks of Behavior? OBJ: LO1

7. Gene expression results in the synthesis of what component of a living cell?

a. proteins  c. lipids
b. nucleic acids  d. carbohydrates

ANS: A  PTS: 1  DIF: Remember
REF: What Are the Building Blocks of Behavior? OBJ: LO1

8. Jang, who has Type A blood, inherited the gene for Type A blood from his mother and the gene for Type O blood from his father. What is the genotype for Jang’s blood type?

a. Type A  c. Type AO
b. Type O  d. Type AA

ANS: C  PTS: 1  DIF: Apply
REF: What Are the Building Blocks of Behavior? OBJ: LO1

9. Each cell type in the human body has ____.

a. the same gene expression  c. a different set of genes, but the same gene expressions
b. a different set of genes  d. the same set of genes, but different gene expressions

ANS: D  PTS: 1  DIF: Understand
REF: What Are the Building Blocks of Behavior? OBJ: LO1

10. Variations of a single gene are known as ____.

a. alleles  c. homozygotes
b. chromosomes  d. heterozygotes

ANS: A  PTS: 1  DIF: Remember
REF: What Are the Building Blocks of Behavior? OBJ: LO1

11. Recessive alleles determine a phenotype when an individual is ____.

a. neither homozygous nor heterozygous for a particular gene
b. either homozygous or heterozygous for a particular gene
c. only heterozygous for a particular gene
d. only homozygous for a particular gene

ANS: D  PTS: 1  DIF: Understand
REF: What Are the Building Blocks of Behavior? OBJ: LO1

12. Dominant alleles determine a phenotype when an individual is ____.

a. neither homozygous nor heterozygous for a particular gene
b. either homozygous or heterozygous for a particular gene

c. only heterozygous for a particular gene

d. only homozygous for a particular gene

ANS: B  PTS: 1  DIF: Understand
REF: What Are the Building Blocks of Behavior?  OBJ: LO1

13. Simon has curly hair. If he is homozygous for the gene that determines curly hair, what is true of his parents?

a. They must each have a recessive allele for straight hair.

b. They have together contributed four dominant alleles for this gene.

c. They have contributed the same type of allele for this gene.

d. One, but not both, of his parents, have contributed an allele for curly hair.

ANS: C  PTS: 1  DIF: Analyze
REF: What Are the Building Blocks of Behavior?  OBJ: LO1

14. Vestigial wings (very small wings) are a recessive trait of the fruit fly. For a fruit fly to have a vestigial phenotype, it must inherit the gene(s) for vestigial wings from ____.

a. both parents

b. either parent

c. the mother

d. the father

ANS: A  PTS: 1  DIF: Analyze
REF: What Are the Building Blocks of Behavior?  OBJ: LO1

15. The curly wing trait of the fruit fly is carried by a dominant gene. What is the minimum number of curly winged genes that a fruit fly must have to exhibit a curly wing phenotype?

a. one

b. two

c. three

d. four

ANS: A  PTS: 1  DIF: Apply
REF: What Are the Building Blocks of Behavior?  OBJ: LO1

16. Darren suffers from fragile bone X (FBX) disorder. He inherited the FBX allele from his father and the normal allele for bone development from his mother. What can we conclude?

a. FBX is a recessive allele.

b. FBX is a dominant allele.

c. Darren’s children will most likely suffer from FBX disorder.

d. Darren’s children are unlikely to suffer from FBX disorder.

ANS: B  PTS: 1  DIF: Apply
REF: What Are the Building Blocks of Behavior?  OBJ: LO1

17. Janelle inherited the allele for muscle fiber X (MFX) disorder from her mother and the normal allele for muscle fiber formation from her father. Janelle does not suffer from any variant of MFX disorder. What can we conclude?

a. Janelle’s mother has MFX disorder.

b. MFX disorder is a sex-linked disorder.

c. The MFX gene is dominant.

d. The MFX gene is recessive.

ANS: D  PTS: 1  DIF: Apply
REF: What Are the Building Blocks of Behavior?  OBJ: LO1

18. Scott suffers from metabolic insufficiency X (MIX) disorder. His mother also has MIX disorder, but his father does not. What can we conclude?
a. The MIX gene must be recessive.
b. The MIX gene must be dominant.
c. Scott may or may not pass down the gene for MIX disorder to his children.
d. Scott will pass down the MIX disorder to his children, but they may not get the disease.

ANS: C  PTS: 1  DIF: Analyze  REF: What Are the Building Blocks of Behavior? OBJ: LO1

19. Researchers found that specific combinations of serotonin transporter alleles affected how students reacted to being bullied. Students with the SS alleles had the strongest reaction, those with the LL alleles the mildest reaction, and those with the heterozygous SL alleles reacted somewhere in between. What do these results suggest?
   a. The L allele is the dominant allele.
   b. The S allele is the recessive allele.
   c. The S allele is the dominant allele.
   d. The L and S alleles do not have a dominant/recessive relationship.

ANS: D  PTS: 1  DIF: Analyze  REF: What Are the Building Blocks of Behavior? OBJ: LO1

20. When a parent’s cell divides to make an egg or sperm cell, each resulting cell contains

   a. 11 chromosomes  
   b. 23 chromosomes
   c. 46 chromosomes  
   d. 92 chromosomes

ANS: B  PTS: 1  DIF: Remember  REF: What Are the Building Blocks of Behavior? OBJ: LO2

21. Tara and Boris, expectant parents, wonder about the endless possibility of traits their unborn son might inherit from them (e.g., Tara’s red hair and allergies; Boris’s tall frame and poor eyesight). As a genetics expert, what can you share with them about the number of chromosomal combinations that are possible when a parental cell divides to make an egg or sperm cell?
   a. After cell division, the egg or sperm contain 23 chromosomes; thus, a male or female can produce $2^{23}$ different combinations of his or her chromosomes.
   b. After cell division, the egg or sperm contain 23 chromosomes; thus, a male or female can produce $2^{23}$ different combinations of his or her chromosomes.
   c. After cell division, the egg or sperm contain 46 chromosomes; thus, a male or female can produce $2^{46}$ different combinations of his or her chromosomes.
   d. After cell division, the egg or sperm contain 46 chromosomes; thus, a male or female can produce $46^2$ different combinations of his or her chromosomes.

ANS: A  PTS: 1  DIF: Apply  REF: What Are the Building Blocks of Behavior? OBJ: LO2

22. Harry would like to take a paternity test to determine if he is Maia’s father. He asks Maia’s mother, Julia, to provide DNA samples for both her and Maia. Which technique will most likely be used to compare the three DNA samples?
a. high performance liquid chromatography  

b. immunocytochemistry  
c. western blots  
d. autoradiographs

ANS: D  PTS: 1  DIF: Apply  
REF: What Are the Building Blocks of Behavior?  OBJ: LO2

23. The probability that two people share the same allele from a common ancestor is referred to as ____.
   a. familiality  
   b. degree of origin  
c. gene lineage  
d. relatedness

ANS: D  PTS: 1  DIF: Remember  
REF: What Are the Building Blocks of Behavior?  OBJ: LO2

24. You are attending a family reunion of your dad's extended family. You often wonder how you could be related to any of them based on their physical and behavioral characteristics. What is the chance you share an allele with your first cousins?
   a. one sixteenth  
   b. one eighth  
c. one fourth  
d. one half

ANS: B  PTS: 1  DIF: Apply  
REF: What Are the Building Blocks of Behavior?  OBJ: LO2

25. Your sister-in-law frequently comments on how many traits you seem to have in common with your eight-year-old niece. You share your extensive knowledge on genetics and explain that the chance you share an allele with your niece is ____.
   a. one sixteenth  
   b. one eighth  
c. one fourth  
d. one half

ANS: C  PTS: 1  DIF: Apply  
REF: What Are the Building Blocks of Behavior?  OBJ: LO2

26. What is the likelihood of your sharing an allele with a parent or with a sibling?
   a. The chance that you share an allele with either a parent or a sibling is one fourth.  
   b. The chance that you share an allele with either a parent or a sibling is one half.  
c. The chance that you share an allele with a parent is one-half and with a sibling, one fourth.  
d. The chance that you share an allele with a parent is one-fourth and with a sibling, one eighth.

ANS: B  PTS: 1  DIF: Understand  
REF: What Are the Building Blocks of Behavior?  OBJ: LO2

27. Evolutionary psychologists suggest that sacrificing yourself for others is much more likely when the “others” are ____.
   a. members of the same sex  
   b. members of the opposite sex  
c. genetically related relatives  
d. genetically diverse individuals

ANS: C  PTS: 1  DIF: Understand  
REF: What Are the Building Blocks of Behavior?  OBJ: LO2

28. Which of the following statements is true of sex-linked disorders?
b. Hormonal fluctuations lead to a great prevalence of sex-linked disorders in women than men.

c. Sex-linked disorders, which are more prevalent in males, are typically caused by recessive diseased alleles found on the X chromosome.

d. Sex-linked disorders are caused by genetic mutations on the X chromosome for females and on the Y chromosome for males.

ANS: C  PTS: 1  DIF: Analyze
REF: What Are the Building Blocks of Behavior?  OBJ: LO2

29. The gene for nerve deterioration X (NDX) disorder is located on the X chromosome. What can we conclude?

a. It is more prevalent in females.
b. It is more prevalent in males.
c. Only mothers can pass down the gene for NDX.
d. Only fathers can pass down the gene for NDX.

ANS: B  PTS: 1  DIF: Analyze
REF: What Are the Building Blocks of Behavior?  OBJ: LO2

30. Why is hemophilia more prevalent in males?

a. Fathers can only pass the diseased allele along to their sons.
b. The Y chromosome activates the diseased allele on the X chromosome.
c. There is no other X chromosome to offset the diseased gene.
d. The diseased gene is located on the Y chromosome.

ANS: C  PTS: 1  DIF: Analyze
REF: What Are the Building Blocks of Behavior?  OBJ: LO2

31. The study of gene-environment interactions in the production of phenotype is called

a. genospherics  c. biogenics
b. epigenetics  d. phenomics

ANS: B  PTS: 1  DIF: Remember
REF: What Are the Building Blocks of Behavior?  OBJ: LO3

32. Leena and Leia are identical twins. Which of the following is true of their genetic makeup?

a. They have identical genotypes and identical phenotypes.
b. They have identical genotypes but not identical phenotypes.
c. They have identical phenotypes but not identical genotypes.
d. They have neither identical phenotypes nor genotypes.

ANS: B  PTS: 1  DIF: Understand
REF: What Are the Building Blocks of Behavior?  OBJ: LO3

33. Which example best illustrates the concept of epigenetics?

a. Josh and Jason are identical twins; Josh is two inches taller than Jason.
b. Fareed and Asha are fraternal twins; they are often mistaken for identical twins.
c. Toby has Huntington’s disease; his son has a 50% chance of inheriting the disease.
d. Joe and Elaine have brown eyes; their youngest daughter has blue eyes.

ANS: A  PTS:  1  DIF:  Apply
REF:  What Are the Building Blocks of Behavior?  OBJ:  LO3

34. In one study, rats licked frequently during infancy by their mothers were calmer than rats licked infrequently when faced with stress later in life. What is the most likely explanation for this?

a. The rat pups that were frequently licked learned to engage in the licking behavior as a coping strategy during times of stress.
b. Because mothers who chose to lick their pups had a calmer demeanor, their pups were raised in less stressful environments.
c. By licking their pups, these mothers had influenced the expression of genes that influenced responses to a stress hormone.
d. The “licking” prone mothers only cared for the calmest pups of the litter, causing the more aggressive pups to die prematurely.

ANS: C  PTS:  1  DIF:  Analyze
REF:  What Are the Building Blocks of Behavior?  OBJ:  LO3

35. What do humans share that allows them to be so similar to one another, but different from other animals?

<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a.</td>
<td>alleles</td>
</tr>
<tr>
<td>b.</td>
<td>genes</td>
</tr>
<tr>
<td>c.</td>
<td>number of chromosomes</td>
</tr>
<tr>
<td>d.</td>
<td>structure of DNA</td>
</tr>
</tbody>
</table>

ANS: B  PTS:  1  DIF:  Understand
REF:  What Is the Field of Behavioral Genetics?  OBJ:  LO3

36. What allows for variation within the human species?

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>a.</td>
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<tr>
<td>d.</td>
<td>structure of DNA</td>
</tr>
</tbody>
</table>

ANS: A  PTS:  1  DIF:  Understand
REF:  What Is the Field of Behavioral Genetics?  OBJ:  LO3

37. You are trying to convince your classmates to register for Professor Engle’s genetics class. Since she is a behavioral geneticist, which of the following would you describe as her primary interest?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The discovery of single genes that drive behavior</td>
</tr>
<tr>
<td>b.</td>
<td>Evolutionary pressures that shape behavior</td>
</tr>
<tr>
<td>c.</td>
<td>Genes that make us different from other species</td>
</tr>
<tr>
<td>d.</td>
<td>Genes we share with other species</td>
</tr>
</tbody>
</table>

ANS: C  PTS:  1  DIF:  Apply
REF:  What is the Field of Behavioral Genetics?  OBJ:  LO3

38. Which gene is thought to play a major role in the development of language?

<p>| | |</p>
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<tbody>
<tr>
<td>a.</td>
<td>Sp1</td>
</tr>
<tr>
<td>b.</td>
<td>Nrf2</td>
</tr>
<tr>
<td>c.</td>
<td>FoxP2</td>
</tr>
<tr>
<td>d.</td>
<td>HIF-1a</td>
</tr>
</tbody>
</table>

ANS: C  PTS:  1  DIF:  Remember
REF:  What is the Field of Behavioral Genetics?  OBJ:  LO3

39. Humans share what percent of their genes with mice?
40. Humans share what percent of their genes with fruit flies?

a. 18%  

b. 26%  

c. 44%  

d. 92%

ANS: C  

PTS: 1  

DIF: Remember  

OBJ: LO3

41. The statistical likelihood that variations observed in a population are due to genetics is referred to as ____.

a. inheritance  

b. selectability  

c. covariation  

d. heritability

ANS: D  

PTS: 1  

DIF: Remember  

OBJ: LO3

42. Which statement best illustrates the concept of heritability?

a. Dara is outgoing, just like her father and older sisters.  

b. Mario is the first person in his family in three generations to have blue eyes.  

c. Naomi inherited the mutated BRCA1 gene, increasing her risk for certain cancers.  

d. Selma has a 50% chance of passing the gene for curly hair to her children.

ANS: C  

PTS: 1  

DIF: Apply  

OBJ: LO3

43. If genes play no part in producing phenotypical differences between individuals, heritability is ____.

a. 0.0  

b. 0.25  

c. 0.5  

d. 1.0

ANS: A  

PTS: 1  

DIF: Understand  

OBJ: LO3

44. Why does Huntington’s disease have a heritability ratio of 1.0?

a. The gene that causes Huntington’s disease is dominant.  

b. In families where Huntington’s disease is prevalent, it tends to appear at least once every generation.  

c. If someone inherits the gene for Huntington’s disease, it is inevitable that he/she will acquire the disease.  

d. Because of environmental influences, it is difficult to predict if someone will acquire the disease despite having the diseased allele.

ANS: C  

PTS: 1  

DIF: Analyze  

OBJ: LO3

45. Heritability of most human traits is typically in the range of ____.
46. The heritability ratio of having a liver is ____.
   a. 0.0  
   b. 0.25  
   c. 0.75  
   d. 1.0


47. Heritability takes into account ____.
   a. environmental factors only  
   b. genetic factors only  
   c. both environmental and genetic factors  
   d. neither environmental nor genetic factors

ANS: C  PTS: 1  DIF: Understand  REF: What is the Field of Behavioral Genetics?  OBJ: LO3

48. What is an argument against using adoption studies for assessing the relative influences of genetics and environment on child development?
   a. Adoptive parents go through a rigorous screening process, decreasing their diversity.  
   b. Because adoptive parents are under constant scrutiny, they tend to downplay the negative behaviors of their children.  
   c. Children who are adopted are more likely to feel out of place in their adopted home and community.  
   d. The mere knowledge of knowing they were adopted will alter the behavior of a child.

ANS: A  PTS: 1  DIF: Analyze  REF: What is the Field of Behavioral Genetics?  OBJ: LO3

49. Dr. Pohlson is studying the heritability of self-confidence. Because all of his research participants are upper-middle class adolescents from the same private school in New York City, the heritability of self-confidence will appear to be ____.
   a. low  
   b. high  
   c. nondiscrete  
   d. constant

ANS: B  PTS: 1  DIF: Apply  REF: What is the Field of Behavioral Genetics?  OBJ: LO3

50. Dr. Mahr is studying the heritability of shyness. Because her research participants are adolescents from different socioeconomic groups across the county, the heritability of self-confidence will appear to be ____.
   a. low  
   b. high  
   c. variable  
   d. constant

ANS: A  PTS: 1  DIF: Apply  REF: What is the Field of Behavioral Genetics?  OBJ: LO3

51. Two groups of students (Group A and Group B) participate in standardized agility tests. The results show that Group A is considerably more agile than Group B and that agility is heritable. What can we conclude?
   a. The genetic variability between the two groups is high.
b. Genetic factors play a role in agility.
c. The genetic variability within each group is low.
d. Environment has no effect on agility.

ANS: B PTS: 1 DIF: Apply
REF: What is the Field of Behavioral Genetics? OBJ: LO3

52. Which statement regarding the role of genes on human behavior is accurate?
   a. In general, a single gene drives behavior and small differences in auxiliary genes modify that behavior.
   b. Typically, one to two particular genes drive specific patterns of human behavior.
   c. Small differences in a cluster of genes typically drive specific behaviors.
   d. Genes play a negligible role in driving human behavior.

ANS: C PTS: 1 DIF: Analyze
REF: What is the Field of Behavioral Genetics? OBJ: LO3

53. What do modern biologists describe as the “descent with modification from a common ancestor”?
   a. genetic lineage
   b. heritability
   c. epigenetics
   d. evolution

ANS: C PTS: 1 DIF: Remember
REF: How Does Evolution Occur? OBJ: LO4

54. The process by which survival and reproduction pressures act to change the frequency of alleles in subsequent generations is referred to as ____. 
   a. coercive inheritance
   b. natural selection
   c. randomized lineage
   d. genetic exclusion

ANS: B PTS: 1 DIF: Remember
REF: How Does Evolution Occur? OBJ: LO4

55. Which scenario best illustrates the concept of natural selection?
   a. The gene for sickle cell anemia has been passed down for generations because those with sickle cell anemia are typically resistant to malaria.
   b. Farmers typically breed only their strongest animals to ensure that the offspring will retain the most desirable characteristics.
   c. The gene for brown eyes is dominant; therefore, the most common eye color in the world is brown.
   d. As identical twins age, they typically show more physical differences because of epigenetic processes.

ANS: A PTS: 1 DIF: Apply
REF: How Does Evolution Occur? OBJ: LO4

56. Which early scientist was the first to develop a method to account for variations observed in particular traits?
   a. Charles Darwin
   b. Francis Galton
   c. James Watson
   d. Gregor Mendel

ANS: D PTS: 1 DIF: Apply
57. Which early scientist described how species change in an orderly manner?

| a. Charles Darwin | c. James Watson |
| b. Francis Galton | d. Gregor Mendel |

ANS: A  PTS: 1  DIF: Remember  REF: How Does Evolution Occur?
OBJ: LO4

58. An error that occurs when DNA is replicated is referred to as a ____.

| a. mutation | c. splicing event |
| b. migration | d. genetic drift |

ANS: A  PTS: 1  DIF: Remember  REF: How Does Evolution Occur?
OBJ: LO4

59. A change in a population’s genes from one generation to the next due to chance or accident is referred to as a ____.

| a. mutation | c. splicing event |
| b. migration | d. genetic drift |

ANS: D  PTS: 1  DIF: Remember  REF: How Does Evolution Occur?
OBJ: LO4

60. What is true of genetic mutations?

| a. They typically lead to disease. |
| b. They are a rare occurrence. |
| c. They typically cause no phenotypical change. |
| d. They generally lead to a survival advantage. |

ANS: C  PTS: 1  DIF: Understand  REF: How Does Evolution Occur?
OBJ: LO4

61. Which scenario best illustrates the concept of genetic drift?

| a. Twelve thousand years ago Native Americans traversed the Bering Strait to settle in the Americas, causing different genetic traits to be favored over others. |
| b. The genetic mutation that causes sickle cell anemia also increases resistance to malaria, increasing the frequency of the diseased allele in the general population. |
| c. The prevalence of depression is greater in populations where the serotonin transporter gene translocated to position q21 along chromosome 17. |
| d. There is a higher than average rate of Ellis-van Creveld syndrome in the Amish community because the diseased allele was introduced by some of the original Amish settlers. |

ANS: D  PTS: 1  DIF: Apply  REF: How Does Evolution Occur?
OBJ: LO4

62. Which scenario best illustrates the concept of migration?

| a. Twelve thousand years ago Native Americans traversed the Bering Strait to settle in the Americas, causing different genetic traits to be favored over others. |
| b. The genetic mutation that causes sickle cell anemia also increases resistance to malaria, increasing the frequency of the diseased allele in the general population. |
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ANS: A  PTS: 1  DIF: Apply  REF: How Does Evolution Occur?
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ANS: A  PTS: 1  DIF: Apply  REF: How Does Evolution Occur?  
OBJ: LO4

63. The ability of one genotype to reproduce more successfully relative to other genotypes is referred to as ____.
   a. fitness  
   b. malleability  
   c. adaptation  
   d. exclusivity  

ANS: A  PTS: 1  DIF: Remember  REF: How Does Evolution Occur?  
OBJ: LO4

64. The concept of fitness includes survival to adulthood, the ability to find a mate, and ____.
   a. the loss of recessive traits  
   b. diversification of the genetic pool  
   c. adaptation to multiple environments  
   d. successful reproduction  

ANS: D  PTS: 1  DIF: Understand  REF: How Does Evolution Occur?  
OBJ: LO4

65. A change due to natural selection is referred to as ____.
   a. fitness  
   b. malleability  
   c. adaptation  
   d. exclusivity  

ANS: C  PTS: 1  DIF: Remember  REF: How Does Evolution Occur?  
OBJ: LO4

66. Which scenario best illustrates the concept of adaptation?
   a. Plant “A” produces either large fruit or small fruit; farmers breed only the large fruit plants, causing them to outnumber the small fruit variant.  
   b. Plant “B” has a rare waxy leaf variant; as the environment becomes more arid, the waxy leaf variant becomes more prevalent.  
   c. Plant “C” has a genetic mutation that creates a taller variant; this variant is able to survive and reproduce.  
   d. Plant “D” has a recessive allele that causes a higher rate of photosynthesis; plants with this phenotype have a higher energy reserve.  

ANS: B  PTS: 1  DIF: Analyze  REF: How Does Evolution Occur?  
OBJ: LO4

67. Over the seven-million-year period of hominin evolution, ____.
   a. brains grew very rapidly  
   b. quadrupeds became bipeds  
   c. agriculture replaced hunting  
   d. ecological complexity shaped modern intelligence  

ANS: A  PTS: 1  DIF: Remember  REF: How Does Evolution Occur?
68. The major factor distinguishing human intelligence from the intelligence of other species is the ____.
   a. ability to recognize the self
   b. size of the human brain
   c. ability to combat environmental factors
   d. richness and complexity of social behaviors

ANS: D  PTS: 1  DIF: Understand  REF: How Does Evolution Occur?

69. Why is it thought that advances such as agriculture, literacy, and urbanization have not been accompanied by additional increases in brain size?
   a. The earliest *homo sapiens* were as intelligent as contemporary humans.
   b. Although brain size has remained constant, brain density has increased.
   c. The physiological cost of a bigger brain exceeds its benefit.
   d. More efficient neuronal connections account for modern human advancements.

ANS: C  PTS: 1  DIF: Analyze  REF: How Does Evolution Occur?

70. Which of the following is evidence of the adaptation of the contemporary human brain?
   a. Brain size has gradually increased over the last 6,000 years.
   b. Genes involved with brain development appear to have changed as recently as 6,000 years ago.
   c. Compared with non-human primates, the human brain uses oxygen more efficiently.
   d. Although the brain comprises only about 2% of the body’s weight, it requires about 15% of the body’s resources when at rest.

ANS: B  PTS: 1  DIF: Analyze  REF: How Does Evolution Occur?

71. Which of the following best describes the relationship between evolutionary forces and behavior?
   a. Evolutionary forces influence simple physical traits and simple behaviors, but not complex behaviors.
   b. Although behavior is complex, evolutionary forces influence both physical traits and behavior.
   c. Because behaviors have no genetic component, evolutionary forces are irrelevant in shaping behavior.
   d. The idea that evolutionary forces can mold behavior has come to light only in the last decade.


72. What psychological perspective assumes that our current behavior exists because it provided survival and reproductive advantages to our ancestors?
   a. adaptive psychology
   b. evolutionary psychology
   c. biological psychology
   d. behavioral genetics

ANS: B  PTS: 1  DIF: Remember
73. The field of evolutionary psychology directly descends from which early school of thought?
   a. functionalism  c. gestaltism  
b. dualism  d. structuralism

ANS: A  PTS: 1  DIF: Understand

74. Which statement is most consistent with the evolutionary psychology perspective?
   a. Men are promiscuous because of increasing societal pressures.
   b. Men are promiscuous because of the need to spread their genes.
   c. Men are promiscuous because of the high levels of testosterone in Western culture.
   d. Men are promiscuous because they have adapted to low impulse control behaviors.

ANS: B  PTS: 1  DIF: Apply

75. What is the common factor that most influences the social behavior of all species?
   a. intelligence  c. competition  
b. emotions  d. dexterity

ANS: C  PTS: 1  DIF: Understand

76. Steve and Allie, who work at the same research institute, are competing to be the first scientist to isolate novel protein X from cancer cells. They run into one another while signing up for the same lab microscope and discuss their research progress. The end result is that Steve's research project benefited from the interaction but Allie's did not. Which set of interactional styles could have occurred between Steve and Allie?
   a. cooperative or altruistic  c. altruistic or spiteful  
b. spiteful or selfish  d. altruistic or selfish

ANS: D  PTS: 1  DIF: Understand

77. Which type of interaction is most likely to result in a negative outcome for both parties in a relationship?
   a. spitefulness  c. selfishness  
b. altruism  d. cooperation

ANS: A  PTS: 1  DIF: Understand

78. Sandra rushes over to her friend Denise’s house because Denise is distraught over a recent breakup with her boyfriend. Even though Sandra has a term paper due the next day, she wants to console Denise because she knows Denise would do the same for her. This is an example of ____.
   a. mutual kinship  c. atypical selflessness  
b. anticipatory cooperation  d. reciprocal altruism

ANS: D  PTS: 1  DIF: Apply
79. Reciprocal altruism is best described as helping someone who ____.
   a. has helped you in the past
   b. you expect will help you in the future
   c. makes a promise to help you with a specific task in return
   d. has an advantageous position with which to return the favor

   ANS: B   PTS: 1   DIF: Analyze
   REF: Does Evolution Influence Behavior?   OBJ: LO6

80. Reciprocal altruism is likely to flourish in situations ____.
   a. of extreme stress
   b. where individuals are in regular contact
   c. that have a high cost-benefit ratio
   d. where the reward is more emotional than physical

   ANS: B   PTS: 1   DIF: Understand
   REF: Does Evolution Influence Behavior?   OBJ: LO6

81. From an evolutionary psychological perspective, why would social structures be more important for humans than for other animals?
   a. Humans are highly intelligent.
   b. Humans lack impressive claws or teeth.
   c. Humans are able to express emotions.
   d. Humans are able to empathize.

   ANS: B   PTS: 1   DIF: Analyze
   REF: Does Evolution Influence Behavior?   OBJ: LO6

82. The development of traits that help an individual compete for mates is referred to as ____.
   a. fertility fitness
   b. procreative agility
   c. sexual selection
   d. reproductive ratio

   ANS: C   PTS: 1   DIF: Remember
   REF: Does Evolution Influence Behavior?   OBJ: LO7

83. What is an argument against the idea that promiscuity is an ideal way to pass one’s genes onto successive generations?
   a. Parental care suffers when a parent has too many children.
   b. Fertility rates typically decrease when sexual activity goes beyond a threshold level.
   c. Increased sexual activity introduces a variety of fatal infections to the individual.
   d. The quality of the selected mate tends to decrease with increased promiscuity.

   ANS: A   PTS: 1   DIF: Analyze
   REF: Does Evolution Influence Behavior?   OBJ: LO7

84. According to evolutionary psychologists, what traits do women subconsciously look for in a potential mate to maximize the survival of their children?
   a. low levels of testosterone
   b. high levels of testosterone
   c. low levels of progesterone
   d. high levels of progesterone

   ANS: A   PTS: 1   DIF: Understand
   REF: Does Evolution Influence Behavior?   OBJ: LO7
85. According to evolutionary psychologists, which male would be most interested in sharing child rearing responsibilities with his wife?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Chung, who has a strong brow ridge and square chin</td>
</tr>
<tr>
<td>b.</td>
<td>Milan, who has a soft brow ridge and square chin</td>
</tr>
<tr>
<td>c.</td>
<td>Jonathan, who has strong brow ridge and round chin</td>
</tr>
<tr>
<td>d.</td>
<td>Ahmed, who has a soft brow ridge and round chin</td>
</tr>
</tbody>
</table>


86. The term intrasexual selection refers to ____.

<table>
<thead>
<tr>
<th>Option</th>
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</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>homosexual behavior</td>
</tr>
<tr>
<td>b.</td>
<td>procreation within the same family</td>
</tr>
<tr>
<td>c.</td>
<td>choosing a mate from a genetically similar population</td>
</tr>
<tr>
<td>d.</td>
<td>same-sex competition for a mate</td>
</tr>
</tbody>
</table>


87. On a field assignment with her students, Professor Miller observes two male elephant seals engaged in a fierce battle. She explains to her students that they are fighting for mating control of the female harem, a process termed ____.

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>intersexual selection</td>
</tr>
<tr>
<td>b.</td>
<td>intrasexual selection</td>
</tr>
<tr>
<td>c.</td>
<td>sexual fitness</td>
</tr>
<tr>
<td>d.</td>
<td>sexual adaptation</td>
</tr>
</tbody>
</table>


88. Which of the following best describes a characteristic of intersexual selection?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>The tendency to view close relatives as unattractive</td>
</tr>
<tr>
<td>b.</td>
<td>Ensuring species continuation via heterosexual behavior</td>
</tr>
<tr>
<td>c.</td>
<td>Having characteristics that are likely to attract a mate</td>
</tr>
<tr>
<td>d.</td>
<td>Choosing a mate with genetic diversity</td>
</tr>
</tbody>
</table>


89. Deandra and her son Jake are visiting the local petting zoo. Deandra points out a peacock spreading his feathers, and explains to him that the peacock is attempting to attract a mate. What is this process called?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>intersexual behavior</td>
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<tr>
<td>b.</td>
<td>intrasexual behavior</td>
</tr>
<tr>
<td>c.</td>
<td>sexual fitness</td>
</tr>
<tr>
<td>d.</td>
<td>sexual adaptation</td>
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</tbody>
</table>


90. Researchers believe that humor attracts potential mates because it signifies ____.

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<tr>
<th>Option</th>
<th>Description</th>
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<tbody>
<tr>
<td>a.</td>
<td>intelligence</td>
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<tr>
<td>b.</td>
<td>empathy</td>
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<tr>
<td>c.</td>
<td>the ability to nurture</td>
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<tr>
<td>d.</td>
<td>self-confidence</td>
</tr>
</tbody>
</table>


91. A recent study found that when men and women describe an “ideal date,” both sexes indicate that a sense of humor is an important feature. What were the specific findings of the study?
Both men and women were more interested in someone who appreciated, rather than produced, humor.

Both men and women were more interested in someone who made them laugh rather than someone who appreciated humor.

Women were interested in men who appreciated, rather than produced, humor, while men were interested in women who made them laugh.

Men were interested in women who appreciated, rather than produced, humor, while women were interested in men who made them laugh.

The practices, values, and goals shared by groups of people is referred to as ____.  
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<tbody>
<tr>
<td>a. civilization</td>
<td>c. culture</td>
<td></td>
<td></td>
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<tr>
<td>b. mores</td>
<td>d. society</td>
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Although aggression is highly valued for both Waorani and Yanomamō men, the high mortality rates amongst aggressive males is causing these tribe populations to dwindle.

Although male aggression is highly valued in both societies, aggressive Yanomamō men are more successful than Waorani men in passing along their genes because Yanomamō men stand down between conflicts.

In contrast to other tribes of the same region, the Waorani and Yanomamō people value peace and tranquility and thus have had the greatest success in passing along their genes.

In contrast to other tribes of the same region, the Waorani and Yanomamō people value peace and tranquility; however, because the Waorani, but not the Yanomamō people, refuse to defend themselves, their gene pool is dwindling.

Approximately 10,000 years ago humans experienced a dramatic change in their social structure because of the advent of ____.

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<tbody>
<tr>
<td>a. monogamy</td>
<td>c. new hunter-gatherer tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. religion</td>
<td>d. agriculture</td>
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</table>

Compared with hunter-gatherer societies, agricultural societies are more ____.

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<tbody>
<tr>
<td>a. matriarchal</td>
<td>c. egalitarian</td>
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<td></td>
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<tr>
<td>b. patriarchal</td>
<td>d. homogenous</td>
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</tbody>
</table>

How did early industrialization impact the male-female dynamic?

Men and women interacted in a manner more consistent with the hunter-gatherer model than the agricultural model.
b. Although the power differential between men and women still existed, it was less pronounced.

c. The power differential between men and women was further accentuated.

d. Society turned toward a more egalitarian model.

ANS: C   PTS: 1   DIF: Analyze
REF: Does Evolution Influence Behavior?   OBJ: LO8

97. As societies became larger, humans devised new cultural systems to ____.

a. weed out the weakest members
b. foster innovation
c. promote rugged individualism
d. maintain group cohesion

ANS: D   PTS: 1   DIF: Understand
REF: Does Evolution Influence Behavior?   OBJ: LO8

98. An evolutionary psychologist would suggest that the function of a tradition, such as wearing green on St. Patrick’s day, is to ____.

a. enhance the sense of group membership
b. show pride in one’s native culture
c. intimidate others who are considered outsiders
d. attract a mate by showing commitment to a group

ANS: A   PTS: 1   DIF: Apply
REF: Does Evolution Influence Behavior?   OBJ: LO8

99. In a study where participants rated the pleasantness of T-shirt odors, what gene alleles influenced their odor preference?

a. serotonin transporter
b. major histocompatibility complex
c. blood type
d. phosphatase enzyme

ANS: B   PTS: 1   DIF: Remember
REF: Interpersonal Relationships from an Evolutionary Perspective   OBJ: LO8

100. Which statement best reflects the major histocompatibility complex (MHC) theory of sexual selection?

a. People tend to choose mates with similar MHC genotypes to prevent their offspring from acquiring autoimmune disorders.
b. People tend to choose mates with similar MHC genotypes to increase the immune capacity of their offspring.
c. People tend to choose mates with different MHC genotypes to prevent their offspring from acquiring autoimmune disorders.
d. People tend to choose mates with different MHC genotypes to increase the immune capacity of their offspring.
1. Explain what behavioral geneticists mean by the term heritability and why it is frequently misunderstood. Provide one example of low heritability and one example of high heritability.

ANS:
Heritability is the statistical likelihood that variations observed across individuals in a population are due to genetics. Heritability is usually presented as a ratio of the amount of variation observed in a population due to genetics relative to the total amount of variation due to both genetic and environmental influences. Heritability is a concept that is frequently misunderstood. *Heritability always refers to populations, not to individuals*. Saying that a trait such as shyness is 40% heritable does not say that 40% of one individual’s shyness is produced by genes and the other 60% by the environment. Instead, a 0.40 heritability ratio suggests that the variations in shyness we see across the population (from very high to very low) are influenced moderately by both genetic and environmental factors.

If genes play no part in producing phenotypical differences between individuals, heritability is zero. For example, genes are responsible for us having hearts, but there is no individual variation in the population in terms of the presence of a heart—we all have one. Consequently, the heritability of having a heart is 0.0. If genes are totally responsible for all phenotypical differences between individuals, heritability is 1.0. All variation in the population in terms of having or not having a fatal neurological condition known as Huntington’s disease is entirely due to genetics. If you inherit a Huntington’s gene from one parent, you will develop the condition, so the heritability of Huntington’s is 1.0.

2. Explain how mutation, migration, genetic drift, and natural selection affect evolutionary processes. Provide a specific example for each.

ANS:
Mutations are errors that occur when DNA is replicated. The average human baby is born with about 130 new mutations, but the vast majority have no effect. Mutant alleles that provide some advantage often spread through the population, but most mutant alleles that result in a disadvantage disappear from future generations. Example: The original appearance of the allele for blonde hair was probably the result of a random mutation that occurred in Northern Europe some 10,000 years ago.

Migration occurs when organisms move from one geographical location to the next. Phenotypical traits that are advantageous in one environment might be less so in another. Example: Migration, or rather the lack of it, might account for the relatively restricted area in Northern Europe populated by blondes
until fairly recent times. Geographical barriers of mountain and ocean contained the blonde allele for many centuries.

Genetic drift produces change from one generation to the next through chance or accident. Example: Genetic drift undoubtedly reduced the global frequency of the blonde allele between 1300 and 1700, as waves of Bubonic plague decimated the European population, which at that time contained nearly everyone carrying the blonde allele. If by chance every single person carrying the blonde allele had died from the plague before reproducing, the allele would have disappeared from the human genome.

Natural selection is the process by which survival and reproduction pressures act to change the frequency of alleles in subsequent generations. Example: The continuation of the blonde hair allele may have been influenced by natural selection. When a person has a choice of mates of equal value, he or she will select the one that “stands out from the crowd.” Individuals with blonde hair color, which was different and more rare, might have enjoyed more reproductive success than those with more common, darker hair colors.

3. If altruism can result in the destruction of the individual with altruistic genes, why does this behavior not disappear? Provide a specific example.

ANS:
From an evolutionary psychological perspective, altruism is beneficial because sacrificing your life to save a close blood relative might actually increase the likelihood that your alleles would be passed along to subsequent generations. In other cases where altruism is not directed toward a blood relative, reciprocal altruism may be beneficial. With reciprocal altruism it is customary to help another individual when you can reasonably expect the other individual to return the favor at some future date. Reciprocal altruism is likely to flourish in situations where individuals are in regular contact with one another.

Altruism can extend to entire social organizations, regardless of the degree of relatedness. Among the Emperor penguin (Aptenodytes forsteri), survival of the chicks in the hostile Antarctic cold depends not only on an individual parent but on the larger huddle formed by other parents. Human survival similarly depends on collective abilities, rather than individual success. Because of our long period of dependency in childhood, along with our rather puny fighting equipment in the form of teeth or claws,
we humans are especially in need of our social structures for survival. To the extent that genes build structures consistent with social tendencies, they are more likely to survive into future generations. Darwin noted that tribes that worked together to aid one another and to sacrifice for the common good would be victorious over other tribes - exemplifying natural selection.

# Chapter Four: The Biological Mind — The Physical Basis of Behavior

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Related Questions</th>
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<tbody>
<tr>
<td>1. Debate the strengths and limitations of biological psychology as a major psycholo-gical perspective, considering the roles of monism, reductionism, and reciprocity between biology and experience.</td>
<td>1-5</td>
</tr>
<tr>
<td>2. Analyze the implications of advances in methods used to study the brain for our understanding of biological psychology.</td>
<td>6-12</td>
</tr>
<tr>
<td>3. Explain what it means for a neuron to “fire” an action potential, describing how the neuron’s structure makes this possible.</td>
<td>13-37</td>
</tr>
<tr>
<td>4. Explain the process by which neurons communicate with each other, allowing the nervous system to integrate complex information.</td>
<td>38-48</td>
</tr>
<tr>
<td>5. Differentiate the roles played by major neurotransmitters in supporting physical functioning and psychological experience.</td>
<td>49-59</td>
</tr>
<tr>
<td>6. Differentiate the major branches of the nervous system, explaining the core biological function of each branch.</td>
<td>60-83</td>
</tr>
<tr>
<td>7. Associate key structures in, and regions of, the brain with important aspects of physical and psychological functioning.</td>
<td>84-122</td>
</tr>
<tr>
<td>8. Explain the process by which hormones influence psychological experience and behavior, differentiating this process from neurotransmission.</td>
<td>123-133</td>
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</tbody>
</table>

The Biological Mind – The Physical Basis of Behavior
MULTIPLE CHOICE

1. Dr. Arnold is a biological psychologist interested in understanding how climate influences male aggression. Which hypothesis most closely reflects a biological psychological perspective?
   a. Men who live in warmer climates tend to have higher levels of testosterone, which leads to more male aggression.
   b. Warm weather tends to create more competition and thus more aggression among males.
   c. In societies where climates are warm, attitudes towards male aggression tend to be more acceptable.
   d. In regions with warm climates, people socialize more outdoors, which naturally leads to more male aggression.

   ANS: A
   PTS: 1
   DIF: Analyze
   REF: What is Biological Psychology? OBJ: LO1

2. Which statement is consistent with a monistic philosophy?
   a. The soul is the essence of the self and the brain is its vessel.
   b. The mind and the brain are one.
   c. The mind controls our emotions and the brain controls our bodies.
   d. The brain is too rudimentary to explain complex human behavior.

   ANS: B
   PTS: 1
   DIF: Understand
   REF: What is Biological Psychology? OBJ: LO1

3. Dr. Benson discovers a new hormone, “hormone X,” which becomes elevated when people experience extreme anxiety. To establish a reciprocal relationship, Dr. Benson needs to show that ____.
   a. blocking the binding sites of “hormone X” leads to feelings of euphoria
   b. feelings of euphoria decrease “hormone X” levels
   c. people experience anxiety when injected with “hormone X”
   d. levels of anxiety correlate with levels of “hormone X”

   ANS: C
   PTS: 1
   DIF: Apply
   REF: What is Biological Psychology? OBJ: LO1

4. Which statement is consistent with a reductionistic perspective?
   a. Most aspects of human behavior are easily explained by biological factors; environmental influence on behavior is negligible.
   b. Studying the brain at the cellular level is not necessary to explain human behavior; understanding brain function at the anatomical level is sufficient.
   c. Understanding how isolated brain regions integrate information at the cellular level is sufficient for explaining human behavior.
   d. Understanding brain cell communication is important for understanding human behavior, but it is just one component that ties into the bigger picture.

   ANS: D
   PTS: 1
   DIF: Understand
   REF: What is Biological Psychology? OBJ: LO1
5. Hal meets some friends at a local sports bar. After drinking several beers, Hal picks a fight with someone that he thinks is giving him “dirty” looks. Normally very mellow and calm, the alcohol has interfered with Hal’s judgment, causing him to lose control. Which theory best explains Hal’s behavior?
   a. Dawson’s theory that people use alcohol as an excuse to act in ways they truly desire
   b. Jackson’s theory that the nervous system is organized as a hierarchy
   c. Anderson’s theory that our behavior is linked more to physiological cues than environmental cues
   d. Friedrich’s theory that the brain behaves differently when people are in groups versus isolation

   ANS: B    PTS: 1    DIF: Understand
   REF: What is Biological Psychology? OBJ: LO1

6. Before contemporary research methods were available, ____ provided significant advancements in our understanding of the nervous system.
   a. autopsies
   b. clinical observations of healthy individuals
   c. X-rays
   d. phrenology

   ANS: A    PTS: 1    DIF: Remember
   REF: What is Biological Psychology? OBJ: LO2

7. During the 20th century, which method led to a burst of knowledge about the nervous system?
   a. radiography
   b. phrenography
   c. functional magnetic resonance imaging
   d. cranial formation diagnostic imaging

   ANS: C    PTS: 1    DIF: Remember
   REF: What is Biological Psychology? OBJ: LO2

8. Mariah is a neuroscience graduate student interested in understanding how the human brain processes early childhood memories. What technique should Mariah use to determine which brain regions are activated when someone recalls their first memory?
   a. single cell recording
   b. positron emission tomography
   c. evoked potential
   d. transcranial magnetic stimulation

   ANS: B    PTS: 1    DIF: Apply
   REF: What is Biological Psychology? OBJ: LO2

9. Maxwell is a participant in a research study aimed at understanding how the brain responds to prolonged periods of isolation. After spending several hours in a room alone, Maxwell undergoes a(n) ____ procedure; a method that measures the brain’s electrical activity using electrodes placed on the scalp.
   a. skin conductance response
   b. electroencephalogram
   c. magnetoencephalography
   d. electrical stimulation

   ANS: B    PTS: 1    DIF: Apply
   REF: What is Biological Psychology? OBJ: LO2
10. Professor Kingston is interested in understanding the origins of gambling addictions. To study the brain activity of gambling addicts, Professor Kingston tracks oxygen flow in their brains while they engage in online gambling. What method is he most likely using?
   a. single cell recording       c. functional magnetic resonance imaging
   b. transcranial magnetic stimulation    d. magnetoencephalography
   ANS: C         PTS: 1         DIF: Apply
   REF: What is Biological Psychology?    OBJ: LO2

11. Professor Laurent wants to understand how violence in the media affects adolescents. What method should she use to monitor the arousal state of adolescents while they view a news report of a violent crime?
   a. single cell recording       c. skin conductance response
   b. magnetoencephalography      d. electrical stimulation
   ANS: C         PTS: 1         DIF: Apply
   REF: What is Biological Psychology?    OBJ: LO2

12. Giacomo Rizzolatti and a team of Italian scientists conducted research that led to the discovery of “mirror neurons” in monkeys. Which research method did they use?
   a. positron emission tomography       c. electroencephalography
   b. functional magnetic resonance imaging   d. single cell recording
   ANS: D         PTS: 1         DIF: Understand
   REF: What Are the Structures and Functions of the Central Nervous System?    OBJ: LO2

13. What distinguishes a neuron from most other cell types?
   a. It can translate proteins.
   b. It contains DNA.
   c. Its nucleus is contained within the cell body.
   d. It has specialized features for sending and receiving messages.
   ANS: D         PTS: 1         DIF: Remember
   REF: How Do Neurons Communicate?    OBJ: LO3

14. The relationship between neurons and glia is similar to the relationship between ____.
   a. plumbers and electricians    c. ballerinas and their audience members
   b. racecar drivers and their pit crews    d. dentists and their patients’ teeth
   ANS: B         PTS: 1         DIF: Understand
   REF: How Do Neurons Communicate?    OBJ: LO3

15. If channels in the outer membrane of a neuron were blocked, what would be the consequence?
   a. Membrane fluidity would be impaired and the neuron would undergo apoptosis.
   b. Osmosis would be disrupted and the neuron would be unable to communicate.
   c. Many chemicals would not be able to move into and out of the neuron, disrupting communication.
   d. The neuron would be deprived of oxygen and would undergo necrotic death.
   ANS: C         PTS: 1         DIF: Analyze
   REF: How Do Neurons Communicate?    OBJ: LO3
16. Melanie, a graduate student working in a neuroscience lab, grows neurons in a petri dish to study the effects of environmental toxins on neuronal communication. During one of Melanie’s experiments, she accidentally damages the axon of a neuron. What will be an immediate consequence of this mishap?
   a. The neuron will not be able to transmit information to other cells.
   b. The neuron will not be able to translate proteins.
   c. The neuron will not be able to receive inputs from other cells.
   d. The neuron’s other axons will have to take over the function of the damaged axon.

   ANS: A  PTS: 1  DIF: Understand
   REF: How Do Neurons Communicate?  OBJ: LO3

17. How do dendrites facilitate neuronal communication?
   a. They provide structural support for the neuron.
   b. They select the type of neurotransmitter that is released.
   c. They allow a neuron to receive multiple inputs from other neurons.
   d. They increase the speed of action potentials.

   ANS: C  PTS: 1  DIF: Understand
   REF: How Do Neurons Communicate?  OBJ: LO3

18. Enclosed within axons are ____, which are hollow spheres containing ____.
   a. peroxisomes; myelin
   b. vesicles; myelin
   c. peroxisomes; chemical messengers
   d. vesicles; chemical messengers

   ANS: D  PTS: 1  DIF: Remember
   REF: How Do Neurons Communicate?  OBJ: LO3

19. Marguerite, a first-year doctoral student, scrutinizes the neural tissue that she prepared for study under her microscope. She knows from experience that the areas that look gray have a high density of cell bodies, while the areas that look white consist of large bundles of myelinated ____.
   a. axons
   b. dendrites
   c. soma
   d. nuclei

   ANS: A  PTS: 1  DIF: Remember
   REF: How Do Neurons Communicate?  OBJ: LO3

20. In hopes of better understanding how glia affect brain repair, Dr. Jennings develops a special mouse lacking specific types of glia. In her experimental design, Dr. Jennings injures the brain of this special mouse and monitors neuronal repair. What is Dr. Jennings likely to observe?
   a. Action potentials can no longer propagate in unmyelinated nerves.
   b. Cell debris from damaged neurons is not cleared.
   c. A blood-brain barrier is formed in response to the injury.
   d. Neurons undergo hypermyelination.

   ANS: B  PTS: 1  DIF: Understand
   REF: How Do Neurons Communicate?  OBJ: LO3
21. How does myelination affect the signal transmission of a neuron?
   a. It slows the transmission of a signal.
   b. It speeds the transmission of a signal.
   c. It filters the signals so that only the “correct” signals are sent.
   d. It allows two or more signals to be transmitted simultaneously.

   ANS: B
   PTS: 1
   DIF: Remember
   REF: How Do Neurons Communicate? OBJ: LO3

22. Myelin, which insulates many neuronal axons, is formed by ____.
   a. synaptic coatings
   b. blood vessel extensions
   c. dendritic ensheathings
   d. glial membranes

   ANS: D
   PTS: 1
   DIF: Remember
   REF: How Do Neurons Communicate? OBJ: LO3

23. Georgio is jogging barefoot along the beach when he suddenly steps on the sharp edge of a broken shell. He instantly feels pain due to the message carried to his brain by ____. He then slowly walks home with an achy foot. The message of the ache is carried by ____.
   a. myelinated axons; unmyelinated axons
   b. myelinated dendrites; unmyelinated axons
   c. unmyelinated dendrites; myelinated axons
   d. unmyelinated axons; myelinated axons

   ANS: A
   PTS: 1
   DIF: Apply
   REF: How Do Neurons Communicate? OBJ: LO3

24. Following a spinal cord injury, formation of the ____ prevents neuronal regeneration in the ____.
   a. blood-brain barrier, central nervous system
   b. blood-brain barrier, peripheral nervous system
   c. glial scar, central nervous system
   d. glial scar, peripheral nervous system

   ANS: C
   PTS: 1
   DIF: Understand
   REF: How Do Neurons Communicate? OBJ: LO3

25. The last area of the nervous system to be myelinated is the part of the brain located right behind the eyes. Which of the following situations reflects this fact?
   a. Marilyn, age 54, realizes that the glasses she purchased just two years ago are no longer strong enough.
   b. Martin and Tobias, ages 16 and 17 are long-time friends, impulsively decide to drag race their cars down a dark road.
   c. Nora, age 2, cries in frustration and discomfort when she falls down.
   d. Daniel, age 35, is considered highly intelligent amongst his peers.

   ANS: B
   PTS: 1
   DIF: Analyze
   REF: How Do Neurons Communicate? OBJ: LO3
26. Neuronal communication is a two-step process. In the second step, which takes place between two neurons, what does the arrival of an action potential at the axon terminal of the first neuron signal?
   a. The synthesis of neurotransmitters by specialized enzymes
   b. The uptake of neurotransmitters from the extracellular space
   c. The enzymatic breakdown of residual neurotransmitters
   d. The release of neurotransmitters into the extracellular fluid
   ANS: D
   PTS: 1
   DIF: Remember
   REF: How Do Neurons Communicate? OBJ: LO3

27. Juan, a graduate student in an electrophysiology lab, stimulates an isolated neuron grown in a petri dish and measures its action potential. How will the neuron respond to the firing of the action potential?
   a. Its dendrites will retract.
   b. Its dendrites will extend.
   c. It will take up chemical messengers.
   d. It will release chemical messengers.
   ANS: D
   PTS: 1
   DIF: Understand
   REF: How Do Neurons Communicate? OBJ: LO3

28. Marcus is excited to be working in the laboratory of Dr. Flores, an expert on electrical signaling in neurons. However, he is surprised to learn that the research is done on squid axons placed in sea water. He asks Dr. Flores the reasons for this. Which of the following is NOT one of the reasons that Dr. Flores provides?
   a. A recording electrode can be inserted into a squid axon without disrupting its function.
   b. Sea water has a chemical composition similar to the fluid surrounding our body’s cells.
   c. Squid axons are myelinated, increasing the speed of propagation of an action potential.
   d. Squid axons can be as great as one millimeter in diameter.
   ANS: C
   PTS: 1
   DIF: Apply
   REF: How Do Neurons Communicate? OBJ: LO3

29. Marcus works in the laboratory of Dr. Flores, an expert in squid axon electrophysiology. After taking a reading from a recording electrode placed within a squid axon, Marcus comments to Dr. Flores that the squid axon is at its resting potential. What measurement did Marcus take with the recording electrode?
   a. -70 mV
   b. -40 mV
   c. 0 mV
   d. +40 mV
   ANS: A
   PTS: 1
   DIF: Apply
   REF: How Do Neurons Communicate? OBJ: LO3
30. Elaine, a graduate student in a neuroscience department, is interested in understanding the effects of popular herbal remedies on neuronal communication. After growing neurons in a petri dish, she exposes the neurons to several common herbal supplements. After performing a series of electrophysiology experiments, she notes that one class of herbal supplements caused the neurons to become depolarized. What does this mean?
   a. The difference between the electrical charges of the extracellular and intracellular recordings decreased, increasing the chances of an action potential.
   b. The difference between the electrical charges of the extracellular and intracellular recordings decreased, decreasing the chances of an action potential.
   c. The difference between the electrical charges of the extracellular and intracellular recordings increased, increasing the chances of an action potential.
   d. The difference between the electrical charges of the extracellular and intracellular recordings increased, decreasing the chances of an action potential.
   ANS: A  PTS: 1  DIF: Understand
   REF: How Do Neurons Communicate?  OBJ: LO3

31. Which is an accurate statement regarding the generation of an action potential?
   a. If a neuron becomes hyperpolarized to the threshold level, an action potential is inevitable.
   b. Small hyperpolarizations lead to small action potentials and large hyperpolarizations lead to large action potentials.
   c. If a neuron becomes depolarized to the threshold level, an action potential is inevitable.
   d. Small depolarizations lead to small action potentials and large depolarizations lead to large action potentials.
   ANS: C  PTS: 1  DIF: Understand
   REF: How Do Neurons Communicate?  OBJ: LO3

32. Once the “threshold” for an action potential is reached what is the sequence of events that occur?
   1. Potassium channels are activated and potassium ions move out of the neuron.
   2. Sodium channels are activated and sodium ions move into the neuron.
   3. The interior of the neuron becomes more negatively charged than the exterior.
   4. The interior of the neuron becomes more positively charged than the exterior.
   a. 1, 3, 4, 2  
   b. 2, 4, 1, 3  
   c. 4, 1, 2, 3  
   d. 3, 2, 1, 4
   ANS: B  PTS: 1  DIF: Analyze
   REF: How Do Neurons Communicate?  OBJ: LO3

33. Marcus, who works in the laboratory of Dr. Flores, a prominent electrophysiologist, takes readings with a recording electrode placed within a squid axon. He reports to Dr. Flores that the cell is firing an action potential. What measurement did Marcus take with the recording electrode?
   a. -70 mV  
   b. 0 mV  
   c. +40 mV  
   d. +70 mV
   ANS: C  PTS: 1  DIF: Apply
   REF: How Do Neurons Communicate?  OBJ: LO3
34. Marcus is conducting a squid axon electrophysiology experiment with Dr. Flores. While monitoring a recording electrode placed within a squid axon, Marcus reports to Dr. Flores that the neuron is in a refractory period. What does this mean?
   a. The cell is hyperpolarized and cannot fire another action potential.
   b. The cell is depolarized and cannot fire another action potential.
   c. The cell is hyperpolarized and is getting ready to fire a larger action potential.
   d. The cell is depolarized and is getting ready to fire a larger action potential.

   ANS: A  PTS: 1  DIF: Understand
   REF: How Do Neurons Communicate? OBJ: LO3

35. A squid axon is large enough to be visible to the naked eye, while a human axon can only be viewed with a microscopic. Compared with an action potential for a human axon, the size of an action potential for a squid axon will be ____.
   a. the same
   b. smaller
   c. larger
   d. smaller or larger depending on the length of the axon

   ANS: A  PTS: 1  DIF: Understand
   REF: How Do Neurons Communicate? OBJ: LO3

36. Denise, a first year graduate student, is getting ready to begin a lab rotation with Dr. Hudson, an expert on the nodes of Ranvier. What should Denise know about the nodes of Ranvier before beginning her lab rotation?
   a. Action potentials occur only at the nodes of Ranvier in unmyelinated axons.
   b. Action potentials occur only at the nodes of Ranvier in myelinated axons.
   c. Action potentials “skip” over the nodes of Ranvier in unmyelinated axons.
   d. Action potentials “skip” over the nodes of Ranvier in myelinated axons.

   ANS: B  PTS: 1  DIF: Understand
   REF: How Do Neurons Communicate? OBJ: LO3

37. Professor Freeman calls on his student Maya to describe how the presence of myelin affects an action potential. Maya should respond with which of the following statements?
   a. Current flows along the unmyelinated segments and action potentials propagate along the myelinated portions of the axon, decreasing the speed and efficiency of the action potential
   b. Current flows under the myelin and action potentials propagate along the unmyelinated segments of the axon, decreasing the speed and efficiency of the action potential
   c. Current flows along the unmyelinated segments and action potentials propagate along the myelinated portions of the axon, increasing the speed and efficiency of the action potential
   d. Current flows under the myelin and action potentials propagate along the unmyelinated segments of the axon, increasing the speed and efficiency of the action potential

   ANS: D  PTS: 1  DIF: Analyze
   REF: How Do Neurons Communicate? OBJ: LO3

38. Synaptic communication between two neurons usually occurs via ____.
   a. direct contact
   b. molecular transduction
   c. chemical messengers
   d. electrical signaling

   ANS: C  PTS: 1  DIF: Remember
39. Chemical messengers used in neuronal communication are referred to as ____.
   a. neuroregulators  
   b. neuromolecules  
   c. neuromodulators  
   d. neurotransmitters

   **ANS:** D  **PTS:** 1  **DIF:** Remember  

40. The arrival of a(n) ____ causes synaptic vesicles to be released from their protein anchors, allowing the vesicles to fuse with the cell membrane and release ____ into the synaptic cleft.
   a. action potential; neurotransmitters  
   b. neurotransmitter; an electrical charge  
   c. action potential; an electrical charge  
   d. neurotransmitter; more neurotransmitters

   **ANS:** A  **PTS:** 1  **DIF:** Understand  

41. Synaptic vesicles have been released from their protein anchors. What happens next?
   a. The vesicles cross the synaptic gap, deliver their contents to the receptors, and dissolve into the fluid.  
   b. The vesicles migrate to the cell membrane, spill their contents into the synaptic gap, and complete their life cycle.  
   c. The vesicles cross the synaptic gap, enter the receiving neuron and deliver their contents to the receptors.  
   d. The vesicles migrate to the cell membrane, spill their contents into the synaptic gap, and are refilled for later use.

   **ANS:** D  **PTS:** 1  **DIF:** Understand  

42. Molly, a second year neuroscience graduate student, treats neurons grown in a petri dish with drugs that “block” the function of neuronal receptors. What is a consequence of the drug treatment?
   a. The neurons will become hyperpolarized, initiating a refractory period.  
   b. The neurons will not be able to “sense” neurotransmitters, blocking neuronal communication.  
   c. The synaptic vesicles will be void of neurotransmitters, blocking neuronal communication.  
   d. Action potentials will fire immediately, enhancing neuronal communication.

   **ANS:** B  **PTS:** 1  **DIF:** Understand  

43. Which of the following is the strongest analogy to explain the relationship between receptors and neurotransmitters?
   a. needle and thread  
   b. bat and ball  
   c. lock and key  
   d. boat and sail

   **ANS:** C  **PTS:** 1  **DIF:** Understand  

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Chapter Four
44. How do drugs classified as “SSRIs,” such as Prozac, alter neuronal communication?
   a. They increase the effectiveness of the neurotransmitter serotonin by stopping its diffusion from the synaptic cleft.
   b. They decrease the effectiveness of the neurotransmitter serotonin by returning it to the axon terminal for recycling.
   c. They increase the effectiveness of the neurotransmitter serotonin by blocking its reuptake into the axon terminal.
   d. They decrease the effectiveness of the neurotransmitter serotonin by facilitating its metabolism by neuronal enzymes.

   ANS: C  PTS: 1  DIF: Analyze  REF: How Do Neurons Communicate?  OBJ: LO4

45. Dr. Pohler is a neurobiologist studying ways to enhance the perception of sound in people with hearing difficulties. He discovers a natural neurotransmitter that increases the chance a neuron will fire an action potential, increasing sensitivity to sound. What is the effect of this neurotransmitter on the receiving neuron?
   a. inhibitory, causing hyperpolarization
   b. inhibitory, causing depolarization
   c. excitatory, causing hyperpolarization
   d. excitatory, causing depolarization


46. A well-known local herbalist sells the neurotransmitter gamma-aminobutyric acid (GABA) as “the body’s natural tranquilizer,” stating that it helps to calm the central nervous system and prevent anxiety and stress-related messages from reaching the motor centers of the brain. This portrayal reflects GABA’s ____.
   a. inhibitory effect on brain activity
   b. depolarizing properties
   c. lack of hyperpolarization
   d. excitatory effect on brain activity

   ANS: A  PTS: 1  DIF: Apply  REF: How Do Neurons Communicate?  OBJ: LO4

47. The depolarizing or hyperpolarizing current that results from neurotransmitter activity at the synapses of the receiving neuron drifts to the junction of the ____.
   a. dendrites and cell body
   b. glia and dendrites
   c. cell body and axon
   d. axon and nucleus

   ANS: C  PTS: 1  DIF: Remember  REF: How Do Neurons Communicate?  OBJ: LO4
48. Joan, a neuroscience graduate student, is asked by her laboratory mentor to study the communication of two neurons grown in a petri dish. She is asked to stimulate an action potential in the first neuron, which will send a depolarizing stimulus to the second, “receiving” neuron. However, her mentor would also like her to block the receiving neuron from generating an action potential. How can Joan accomplish this?
   a. She must cause the depolarization current in the receiving neuron to drift to the junction where the cell body and the axon meet.
   b. She must block the process of summation in the receiving neuron.
   c. She must cause the first neuron to release excitatory neurotransmitters.
   d. She must remove the myelin from the receiving neuron.

   ANS: B      PTS: 1      DIF: Analyze
   REF: How Do Neurons Communicate? OBJ: LO4

49. ____ is a neurotransmitter that is found at the neuromuscular junction, in the autonomic nervous system, and in the central nervous system.
   a. Dopamine
   b. Serotonin
   c. Acetylcholine
   d. Glutamate

   ANS: C      PTS: 1      DIF: Remember
   REF: How Do Neurons Communicate? OBJ: LO5

50. Washington State is one of several states that actively tracks and investigates pesticide-related illnesses. In an attempt to understand how to minimize the devastating effects of these illnesses, the state initiated a research program to study the relationship between pesticides and the neurotransmitter ____.
   a. endorphins
   b. acetylcholine
   c. norepinephrine
   d. dopamine

   ANS: B      PTS: 1      DIF: Apply
   REF: How Do Neurons Communicate? OBJ: LO5

51. Elsie, an 85-year-old woman, has been diagnosed with early-stage Alzheimer’s disease. Her doctor has prescribed the medication donepezil, which belongs to which class of medications?
   a. serotonin reuptake inhibitors
   b. dopamine agonists
   c. benzodiazepines
   d. cholinesterase inhibitors

   ANS: D      PTS: 1      DIF: Understand
   REF: How Do Neurons Communicate? OBJ: LO5

52. ____ is a neurotransmitter that contributes to arousal and vigilance.
   a. GABA
   b. Serotonin
   c. Acetylcholine
   d. Norepinephrine

   ANS: D      PTS: 1      DIF: Remember
   REF: How Do Neurons Communicate? OBJ: LO5

53. Doris’s heart suddenly races as a speeding car nearly collides with hers on the highway. Which neurotransmitter is playing a role in this response?
   a. norepinephrine
   b. GABA
   c. serotonin
   d. dopamine

   ANS: A      PTS: 1      DIF: Apply

Chapter Four
54. ____ is a neurotransmitter that participates in movement, planning, and reward.
   a. Serotonin  
   b. Acetylcholine  
   c. Dopamine  
   d. Glutamate  
   ANS: C  
   PTS: 1  
   DIF: Remember  

55. Rodney, who has ____, takes medication to help offset the depletion of ____ in his brain. However, although the medication is helping his condition, his wife is alarmed that as a consequence of the medication, Rodney recently developed a gambling addiction.
   a. Parkinson’s disease; dopamine  
   b. posttraumatic stress disorder; serotonin  
   c. bipolar disorder; norepinephrine  
   d. Alzheimer’s disease; acetylcholine  
   ANS: A  
   PTS: 1  
   DIF: Analyze  

56. ____ is a neurotransmitter that participates in the processing of mood, appetite, and sleep.
   a. Epinephrine  
   b. Serotonin  
   c. Dopamine  
   d. Acetylcholine  
   ANS: B  
   PTS: 1  
   DIF: Remember  

57. John reports to his doctor that he has been experiencing changes in his appetite. This suggests that John is experiencing fluctuations in which neurotransmitter?
   a. acetylcholine  
   b. histamine  
   c. glutamate  
   d. serotonin  
   ANS: D  
   PTS: 1  
   DIF: Apply  

58. Endorphin, short for “endogenous morphine,” is a neurotransmitter involved in ____.
   a. schizophrenia  
   b. Parkinson’s disease  
   c. the perception of pain  
   d. muscle paralysis  
   ANS: C  
   PTS: 1  
   DIF: Remember  

59. Officers of the federal Drug Enforcement Administration recently broke up a ring of drug traffickers involved in dealing oxycodone, a prescription pain killer that mimics the action of ____ at the synapse.
   a. acetylcholine  
   b. endorphins  
   c. serotonin  
   d. dopamine  
   ANS: B  
   PTS: 1  
   DIF: Apply
60. How does the brain control human behavior?
   a. Specific brain regions control specific behaviors.
   b. Simple behaviors are controlled by specific brain regions; complex behaviors are controlled by the interaction of multiple brain regions.
   c. Multiple brain regions work together to control human behavior.
   d. Conscious behaviors are controlled by specific brain regions; subconscious behaviors are controlled by the interaction of multiple brain regions.

ANS: C  PTS: 1  DIF: Analyze

REF: How is the Nervous System Organized?  OBJ: LO6

61. The nervous system is divided into two major components: the ____ and the ____.
   a. autonomic nervous system; somatic nervous system
   b. central nervous system; somatic nervous system
   c. central nervous system; peripheral nervous system
   d. peripheral nervous system; autonomic nervous system

ANS: C  PTS: 1  DIF: Remember


62. The brain and the spinal cord form the ____.
   a. autonomic nervous system
   b. central nervous system
   c. peripheral nervous system
   d. somatic nervous system

ANS: B  PTS: 1  DIF: Remember


63. The spinal cord is a(n) ____ extending from the medulla of the brain down to the middle of the back.
   a. long cylinder of neural tissue
   b. hollow canal
   c. interwoven network of tissue and cartilage
   d. series of interlocking bones

ANS: A  PTS: 1  DIF: Remember


64. What system transmits commands for voluntary movement from the central nervous system to the muscles and brings sensory input back to the CNS for further processing?
   a. autonomic
   b. somatic
   c. parasympathetic
   d. sympathetic

ANS: B  PTS: 1  DIF: Remember


65. Which of the following does NOT protect the brain at the physical level?
   a. meninges
   b. cerebrospinal fluid
   c. blood-brain barrier
   d. skull

ANS: C  PTS: 1  DIF: Understand
The discovery of “mirror neurons” in monkeys, while not yet established in humans, has stimulated new hypotheses regarding the origins of ____.

a. depression  c. schizophrenia  
b. bipolar disorder  d. autism

ANS: D  PTS: 1  DIF: Understand

What is the major function of the spinal cord?

a. It provides structural support for the trunk of the body.

b. It serves as a major conduit for information flowing to and from the brain.

c. It sends sensory information from the brain to the peripheral nervous system.

d. It serves as a centralized muscle mass that coordinates intricate muscle movements.

ANS: B  PTS: 1  DIF: Understand

A(n) ____ is a neuron that carries information from the external environment, or from the body, back to the central nervous system.

a. sensory neuron  c. cerebellar neuron  
b. interneuron  d. motor neuron  

ANS: A  PTS: 1  DIF: Remember

A(n) ____ is a neuron that carries commands from the central nervous system to muscles or glands.

a. interneuron  c. sensory neuron  
b. cerebellar neuron  d. motor neuron  

ANS: D  PTS: 1  DIF: Remember

What is an accurate statement regarding interneurons found in the central nervous system?

a. They form bridges between sensory and motor neurons.

b. They block motor output to allow for sensory input.

c. They block sensory input to allow for motor output.

d. They act as either sensory or motor neurons.

ANS: A  PTS: 1  DIF: Understand
71. While jogging barefoot on the beach, Georgio steps on the sharp edge of a broken shell and immediately lifts his foot. What causes Georgio to immediately lift his foot in response to the shell?
   a. Sensory neurons relay information directly to the spinal cord and motor neurons in the spinal cord send information to muscles in the foot.
   b. Sensory neurons relay information directly to the brain and motor neurons in the brain send information to muscles in the foot.
   c. Motor neurons relay information directly to the spinal cord and sensory neurons in the spinal cord send information to muscles in the foot.
   d. Motor neurons relay information directly to the brain and sensory neurons in the brain send information to muscles in the foot.

   ANS: A  PTS: 1  DIF: Analyze
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO6

72. Which statement best describes the relationship between the central nervous system and the peripheral nervous system?
   a. The central nervous system carries out the commands; the peripheral nervous system is the command center.
   b. The central nervous system is the command center; the peripheral nervous system carries out the commands.
   c. The central nervous system consumes the fuel; the peripheral nervous system is the fuel station.
   d. The central nervous system is the fuel station; the peripheral nervous system consumes the fuel.

   ANS: B  PTS: 1  DIF: Analyze
   REF: What are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?
   OBJ: LO6

73. The ____ is the part of the peripheral nervous system that brings sensory information to the central nervous system and transmits commands to the muscles.
   a. somatic nervous system
   b. endocrine system
   c. parasympathetic nervous system
   d. autonomic nervous system

   ANS: A  PTS: 1  DIF: Remember
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?
   OBJ: LO6

74. The ____ is the part of the peripheral nervous system that directs the activity of glands, organs, and smooth muscles.
   a. somatic nervous system
   b. endocrine system
   c. autonomic nervous system
   d. central nervous system

   ANS: C  PTS: 1  DIF: Remember
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?
   OBJ: LO6
75. Which of the following is an example of the autonomic nervous system at work?
   a. Manoj enjoys listening to bird songs early in the morning.
   b. Rachel’s foot kicks out when her physician taps her knee.
   c. Peter struggles to scratch an itch in the middle of his back.
   d. Gina salivates at the smell of fresh bread baking in her grandmother’s kitchen.

   ANS: D  PTS: 1  DIF: Analyze
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System? OBJ: LO6

76. The _____ is the division of the autonomic nervous system that coordinates arousal.
   a. endocrine system
   b. sympathetic nervous system
   c. parasympathetic nervous system
   d. somatic nervous system

   ANS: B  PTS: 1  DIF: Remember
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System? OBJ: LO6

77. The _____ is the division of the autonomic nervous system associated with rest, repair, and energy storage.
   a. parasympathetic nervous system
   b. somatic nervous system
   c. endocrine system
   d. sympathetic nervous system

   ANS: A  PTS: 1  DIF: Remember
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System? OBJ: LO6

78. Which of the following is an accurate match between a division of the autonomic nervous system and a bodily function or state?
   a. sympathetic; slows heart rate
   b. parasympathetic; induces sweaty palms
   c. sympathetic; dilates pupils
   d. parasympathetic; induces rapid breathing

   ANS: C  PTS: 1  DIF: Apply
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System? OBJ: LO6

79. Which of the following is an accurate match between a division of the autonomic nervous system and a bodily function or state?
   a. sympathetic; constricts pupils
   b. parasympathetic; stimulates digestion
   c. sympathetic; stimulates immune response
   d. parasympathetic; induces rapid heart beat

   ANS: B  PTS: 1  DIF: Apply
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System? OBJ: LO6
80. Edgar sees that the last train of the evening is leaving. He sprints through the terminal and the length of platform, just barely making his train. During a surge of energy like this, which of the following systems may temporarily shut down?
   a. respiratory  
   b. cardiovascular  
   c. thermoregulatory  
   d. immune

   ANS: D  PTS: 1  DIF: Apply
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?  OBJ: LO6

81. When do the sympathetic and parasympathetic divisions cooperate, rather than antagonize one another?
   a. during sexual activity  
   b. at times of relative calm  
   c. when a fight-or-flight response is required  
   d. following the ingestion of a meal

   ANS: A  PTS: 1  DIF: Understand
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?  OBJ: LO6

82. The allocation of responsibilities between the sympathetic and parasympathetic divisions of the autonomic nervous system are least effective at appropriately dealing with ____.
   a. battle  
   b. natural disasters  
   c. bountiful harvests  
   d. chronic stress

   ANS: D  PTS: 1  DIF: Understand
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?  OBJ: LO6

83. Sustained ____ depletes the body of resources at the same time as the ____ is unable to store new resources; this can lead to fatigue and wear and tear on internal organs.
   a. somatic activation; autonomic division  
   b. sympathetic activation; parasympathetic division  
   c. autonomic activation; somatic division  
   d. parasympathetic activation; sympathetic division

   ANS: B  PTS: 1  DIF: Understand
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?  OBJ: LO6

84. What does *pons* mean in Latin?
   a. balance  
   b. below  
   c. bridge  
   d. border

   ANS: C  PTS: 1  DIF: Remember
   REF: What Are the Structures and Functions of the Central Nervous System?  OBJ: LO7
85. Damage to which part of the brain would result in death due to the loss of heart function and blood pressure regulation?
   a. midbrain                   c. pons
   b. medulla                   d. cerebellum

   ANS: B                        PTS: 1                      DIF: Understand
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

86. The ____ lies above the medulla and contains structures involved with the management of ____.
   a. cerebellum; sensory reflexes, movement, and pain
   b. midbrain; heart rate and blood pressure
   c. pons; sleep, arousal and facial expressions
   d. brain stem; balance and motor coordination

   ANS: C                        PTS: 1                      DIF: Remember
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

87. The ____ is a structure attached to the brainstem that participates in skilled movement and, in humans, complex cognitive processing. It is connected to the rest of the brain by the ____.
   a. thalamus; brainstem
   b. cerebellum; pons
   c. midbrain; amygdala
   d. pons; medulla

   ANS: B                        PTS: 1                      DIF: Remember
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

88. Police Officer Amy Randall suspects that the driver of a car in front of her is driving under the influence of alcohol. She pulls the driver over and administers a field sobriety test. She asks the driver to stand on one leg so that she can evaluate the driver’s balance. This test is performed because the ____ is one of the first structures in the brain to be affected by alcohol.
   a. cerebellum
   b. cerebral cortex
   c. pons
   d. medulla

   ANS: A                        PTS: 1                      DIF: Apply
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

89. Damage to the midbrain would most likely result in ____.
   a. the inability to speak
   b. changes in pain perception
   c. the inability to regulate blood pressure
   d. difficulties with facial expressions

   ANS: B                        PTS: 1                      DIF: Understand
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7
90. Stephanie reports to her physician that she suddenly cannot sleep because she is unable to tune out noises such as the humming of the refrigerator or an occasional car driving down the street. After undergoing an MRI, she finds out that she has a tumor in her ____.
   a. reticular formation   c. hippocampus
   b. cerebellum           d. thalamus
   ANS: A   PTS: 1   DIF: Analyze
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

91. Why is the thalamus referred to as the “gateway to the cortex?”
   a. Motor outputs generated in the cerebral cortex are funneled first through the thalamus, which then sends inputs to the motor neurons.
   b. Input from most of our sensory systems travels first to the thalamus, which then funnels the information to the cerebral cortex.
   c. Motor outputs generated in the thalamus are funneled first through the cerebral cortex, which then sends inputs to the motor neurons.
   d. Input from most of our sensory systems travels first to the cerebral cortex, which then funnels the information to the thalamus.
   ANS: B   PTS: 1   DIF: Understand
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

92. Parkinson’s disease, characterized by difficulties in initiating voluntary movements, is caused by degeneration of the ____.
   a. amygdala   c. basal ganglia
   b. cerebral cortex   d. cerebellum
   ANS: C   PTS: 1   DIF: Understand
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

93. Rima washes her hands repeatedly, unable to find relief from the thought that they are dirty or contaminated. This obsessive behavior may be related to a disorder of the ____.
   a. thalamus   c. nucleus accumbens
   b. hippocampus   d. basal ganglia
   ANS: D   PTS: 1   DIF: Analyze
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

94. The ____ is a subcortical structure that participates in the regulation of thirst, temperature, hunger, sexual behavior, and aggression.
   a. hippocampus   c. thalamus
   b. hypothalamus   d. cingulate cortex
   ANS: B   PTS: 1   DIF: Remember
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7
95. Christopher suffered a traumatic brain injury in an automobile accident. Since the accident, he has great difficulty in forming new memories but remembers his childhood well, which suggests that his ____ was damaged.
   a. hippocampus  
   b. hypothalamus  
   c. basal ganglia  
   d. amygdala
ANS: A  PTS: 1  DIF: Apply  
REF: What Are the Structures and Functions of the Central Nervous System?
OBJ: LO7

96. The cingulate cortex is a subcortical structure above the corpus callosum. Its anterior (forward) segment participates in ____, and its posterior (rear) segment participates in ____.
   a. memory and visual processing; decision-making and emotion
   b. the four Fs; formation of long-term memories
   c. decision-making and emotion; memory and visual processing
   d. formation of long-term memories; the four Fs
ANS: C  PTS: 1  DIF: Remember  
REF: What Are the Structures and Functions of the Central Nervous System?
OBJ: LO7

97. The ____ is a subcortical structure located in the ____ lobe and believed to participate in emotional processing.
   a. hippocampus; parietal
   b. amygdala; temporal
   c. hypothalamus; frontal
   d. medulla; occipital
ANS: B  PTS: 1  DIF: Remember  
REF: What Are the Structures and Functions of the Central Nervous System?
OBJ: LO7

98. A rare health condition caused damage to the amygdala on both sides of Nina’s brain. She is now more likely than most people to ____.
   a. be fearful of strangers
   b. eat excessively
   c. have problems sleeping
   d. try skydiving
ANS: D  PTS: 1  DIF: Apply  
REF: What Are the Structures and Functions of the Central Nervous System?
OBJ: LO7

99. Dr. Stevens, a drug addiction researcher, hopes to find a drug that will stop heroin addiction. Which area of the brain is most likely a focus of Dr. Stevens’ research?
   a. the hypothalamus  
   b. the hippocampus  
   c. the nucleus accumbens  
   d. the amygdala
ANS: C  PTS: 1  DIF: Apply  
REF: What Are the Structures and Functions of the Central Nervous System?
OBJ: LO7
100. What would be a consequence of destroying the corpus callosum?
   a. The left and right cerebral hemispheres would not be able to effectively communicate.
   b. A person would have difficulty breathing.
   c. A severe movement disorder would eventually emerge.
   d. A person would lose the ability to experience fear.

   ANS: A     PTS: 1     DIF: Understand
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

101. Comprised primarily of ____, the degree of convolutions in the cerebral cortex positively correlates with the ____ of a species.
   a. gray matter; intellectual capacity
   b. gray matter; size
   c. white matter; intellectual capacity
   d. white matter; size

   ANS: A     PTS: 1     DIF: Understand
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

102. The ____ cortices are important for processing incoming information such as smell or vision.
   a. association
   b. cingulate
   c. motor
   d. sensory

   ANS: D     PTS: 1     DIF: Remember
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

103. The ____ cortices are important for helping us form abstract thoughts related to our senses.
   a. basal
   b. motor
   c. somatosensory
   d. association

   ANS: D     PTS: 1     DIF: Remember
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

104. Why is the primary motor cortex important for the control of movement?
   a. It is the only brain area that regulates movement.
   b. It provides the highest level of voluntary control over movement.
   c. It regulates all involuntary movements.
   d. It contains all of the motor neurons of the brain.

   ANS: B     PTS: 1     DIF: Understand
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

105. The ____ lobe is the most forward of the four lobes of the cerebral cortex. It is the location of the primary motor cortex and some of the most complex cognitive processes.
   a. occipital
   b. temporal
   c. frontal
   d. parietal

   ANS: c     PTS: 1     DIF: Understand
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7
106. _____ area is an area adjacent to primary motor cortex in the frontal lobe that participates in speech production.
   a. Broca’s
   b. Wernicke’s
   c. Ranvier’s
   d. M’Naghten’s

AN: A  PTS: 1  DIF: Remember
REF: What Are the Structures and Functions of the Central Nervous System?
OBJ: LO7

107. The most forward part of the frontal lobe of the cerebral cortex, known as the _____, is involved with _____.
   a. primary somatosensory cortex; processing emotions
   b. prefrontal cortex; the planning of behavior, attention, and judgment
   c. parietal cortex; processing touch, pain, and body position
   d. primary cortex; processing the movement of objects

AN: B  PTS: 1  DIF: Remember
REF: What Are the Structures and Functions of the Central Nervous System?
OBJ: LO7

108. Remarkably, Phineas Gage survived a horrific traumatic brain injury in 1848, but was not the same person as before his accident. Although outwardly normal in his intelligence, speech, and movement, Gage became prone to angry outbursts and unreliability. In which area of his brain did Phineas Gage experience trauma?
   a. right parietal lobe
   b. right occipital lobe
   c. left temporal lobe
   d. left frontal lobe

AN: D  PTS: 1  DIF: Understand
REF: What Are the Structures and Functions of the Central Nervous System?
OBJ: LO7

109. The _____ is a part of the prefrontal cortex located right behind the eyes that participates in impulse control.
   a. orbitofrontal cortex
   b. occipital lobe
   c. frontal lobe
   d. parietal cortex

AN: A  PTS: 1  DIF: Remember
REF: What Are the Structures and Functions of the Central Nervous System?
OBJ: LO7

110. Following the development of a brain tumor, Jerome starts to exhibit impulsive behavior with little regard for right or wrong. He attacks a man in a bar for looking at him the “wrong” way, breaking the man’s nose and damaging bar property. Yet, he feels no remorse for the harm he has caused. The tumor is most likely in Jerome’s _____.
   a. somatosensory cortex
   b. occipital lobe
   c. parietal lobe
   d. orbitofrontal cortex

AN: D  PTS: 1  DIF: Apply
REF: What Are the Structures and Functions of the Central Nervous System?
OBJ: LO7
111. Tomas, age 15, beat a younger boy severely, causing extensive injuries. When asked why, he said the boy sat in a seat on the school bus that Tomas wanted. Which of the following statements might his attorney make in his defense? “Neuroscience evidence shows that ____.”
   a. Damage to the parietal lobe causes impaired judgment.
   b. Overdevelopment of the nucleus accumbens leads to bad behavior.
   c. The prefrontal cortex continues to mature until the age of 25 years.
   d. Damage to the hippocampus impairs intelligence.

ANS: C  PTS: 1  DIF: Apply
OBJ: LO7

112. The ____ is the lobe of the cerebral cortex located at the back of the brain in which the ____ is located.
   a. frontal lobe; primary auditory cortex
   b. parietal lobe; Wernicke’s area
   c. temporal lobe; primary somatosensory cortex
   d. occipital lobe; primary visual cortex

ANS: D  PTS: 1  DIF: Remember
OBJ: LO7

113. The ____ lobe in the cerebral cortex curves around the side of each hemisphere and is the location of the primary ____ cortex.
   a. parietal; visual
   b. occipital; somatosensory
   c. temporal; auditory
   d. frontal; associative

ANS: C  PTS: 1  DIF: Remember
OBJ: LO7

114. Mrs. Agos is unable to recognize her husband by sight when he enters her hospital room. However, once she hears his voice, she recognizes him. Mrs. Agos has likely suffered damage to her ____.
   a. Wernicke’s area
   b. temporal lobe
   c. Broca’s area
   d. parietal lobe

ANS: B  PTS: 1  DIF: Apply
OBJ: LO7

115. Dave is asked a series of questions by a neuropsychologist such as, “Please describe the weather outside today.” Speaking with ease Dave replies, “The traffic on the way to your office was awful, I could not use my airplane because it was stuck in the garage.” In which area of his brain does Dave have damage?
   a. Broca’s
   b. Wernicke’s
   c. Ranvier’s
   d. M’Naghten’s

ANS: B  PTS: 1  DIF: Apply
OBJ: LO7
116. The parietal lobe in the cerebral cortex lies at the top of the head between the frontal and occipital lobes and is the location of the ____.
   a. primary auditory cortex  
   b. orbitofrontal cortex  
   c. primary visual cortex  
   d. primary somatosensory cortex  
   
   ANS: D  PTS: 1  DIF: Remember  
   REF: What Are the Structures and Functions of the Central Nervous System?  
   OBJ: LO7

117. When a specialized function of the cerebral cortex occurs on either the right or the left hemisphere, this is referred to as ____.
   a. bipolarity  
   b. localization  
   c. lateralization  
   d. categorization

   ANS: C  PTS: 1  DIF: Remember
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

118. Junko’s grandmother survived a stroke but is paralyzed on her left side. She has likely suffered damage to her ____.
   a. left hemisphere  
   b. cerebellum  
   c. brain stem  
   d. right hemisphere

   ANS: D  PTS: 1  DIF: Apply
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

119. A surgeon had severed Barbara’s corpus callosum in order to reduce the severity of her epileptic seizures. After the surgery, when she was shown an image in her left visual field, she could not ____.
   a. see it  
   b. point to it with her left hand  
   c. name it  
   d. remember it

   ANS: C  PTS: 1  DIF: Analyze
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

120. Stefan is ____; therefore, he is nearly certain to lateralize language to his left hemisphere.
   a. left-handed  
   b. ambidextrous  
   c. right-handed  
   d. bidextrous

   ANS: C  PTS: 1  DIF: Apply
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7
121. The idea that a person’s dominant hemisphere influences their creativity or ability to think logically is ___.
   a. supported by the evidence that most left-handed individuals are employed as artists or musicians
   b. a popular myth about lateralization
   c. supported by the research findings on split-brain operations
   d. important for teachers to consider when working with children who have learning disabilities

   ANS: B  PTS: 1  DIF: Understand
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

122. Which of the following is NOT one of the theories regarding the possible advantages of lateralization?
   a. Lateralization may reduce vulnerability to some diseases and disorders.
   b. Lateralization of human brain structures made language possible.
   c. Lateralization might provide organisms with the ability to multitask.
   d. Left-handedness might afford an advantage in hand-to-hand combat.

   ANS: A  PTS: 1  DIF: Understand
   REF: What Are the Structures and Functions of the Central Nervous System?
   OBJ: LO7

123. The endocrine system is comprised of a number of glands that release chemical messengers known as ___ into the ___.
   a. hormones; blood
   b. neurotransmitters; blood
   c. hormones; cerebrospinal fluid
   d. neurotransmitters; cerebrospinal fluid

   ANS: A  PTS: 1  DIF: Remember
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?
   OBJ: LO8

124. How do hormones differ from neurotransmitters?
   a. They are typically much smaller in size.
   b. They are typically much larger in size.
   c. They target adjacent cells.
   d. They target distant cells.

   ANS: D  PTS: 1  DIF: Understand
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?
   OBJ: LO8

125. The endocrine system responds to input from the nervous system, particularly from the ___.
   a. thalamus
   b. hypothalamus
   c. amygdala
   d. nucleus accumbens

   ANS: B  PTS: 1  DIF: Remember
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?
   OBJ: LO8
126. The endocrine system is directly involved with ____.
   a. movement and balance            c. arousal, metabolism, growth and sex
   b. pleasure and pain                d. vision, hearing, and taste

   ANS: C  PTS: 1  DIF: Remember
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?  OBJ: LO8

127. Piya suffers from severe jet lag when traveling between Bangkok and Boston. He might benefit from an added dose of the chemical messenger ____ , which is endogenously released by the ____.
   a. thyroid hormone; thyroid gland  c. oxytocin; pituitary gland
   b. melatonin; pineal gland         d. insulin; islets of Langerhans

   ANS: B  PTS: 1  DIF: Apply
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?  OBJ: LO8

128. The ____ , located just above the roof of the mouth and just below the ____, is often referred to as the body’s master gland because many of the hormones it releases activate the body’s other glands.
   a. pineal gland; hippocampus       c. pituitary gland; hypothalamus
   b. thyroid gland; amygdala         d. hypotalamus; medulla

   ANS: C  PTS: 1  DIF: Remember
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?  OBJ: LO8

129. Elias is a young athlete and body builder who hopes to be a personal trainer someday. He sees that other athletes at the gym take ____ for performance enhancement; however, he is hesitant to take it because he is unsure of its side effects.
   a. insulin                        c. estrogen
   b. vasopressin                    d. growth hormone

   ANS: D  PTS: 1  DIF: Apply
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?  OBJ: LO8

130. Hormones released from the ____ gland control the production and release of sex hormones by the ovaries and testes, initiating puberty and maintaining fertility.
   a. pineal                         c. thyroid
   b. pituitary                      d. adrenal

   ANS: B  PTS: 1  DIF: Remember
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?  OBJ: LO8

131. Lower than normal levels of hormones released from the ____ , which raises or lowers metabolism, can mimic the symptoms of ____.
   a. islets of Langerhans; diabetes  c. thyroid gland; depression
   b. pineal gland; insomnia         d. adrenal gland; chronic stress

   The Biological Mind – The Physical Basis of Behavior
132. Henry works the night shift at a convenience store. He sees a man entering the store with his hood up, hands in his pockets, and eyes darting around. This causes Henry’s stress level to surge. At times of stress, pituitary hormones activate the ____ gland(s), which release(s) other hormones, including ____., that travel throughout the body and brain to provide a general “wake up” message.
   a. pancreatic; insulin  
   b. pineal; melatonin  
   c. thyroid; serotonin  
   d. adrenal; cortisol
   
   ANS: D  
   PTS: 1  
   DIF: Apply  
   REF: What Are the Major Structures and Functions of the Peripheral Nervous System and the Endocrine System?  
   OBJ: LO8

133. Mary Ann and Toby have been married for two years and are very happy. Each feels they receive a high level of support from the other and are very physically compatible. They may have higher than average levels of which hormone?
   a. oxytocin  
   b. growth hormone  
   c. insulin  
   d. estrogen
   
   ANS: A  
   PTS: 1  
   DIF: Apply  
   REF: Interpersonal Relationships from a Biological Perspective  
   OBJ: LO8
1. You reach for a pot on the stove but it is much too hot, causing your hand to quickly withdraw from the handle. Explain how information traveled from your hand to your spinal cord by describing the steps involved in generating and transmitting an action potential, and the steps involved in neuronal communication following the action potential.

ANS:
Sensory neurons in the hand respond to the high temperature of the pot by carrying information back to the central nervous system. At rest, the interior of the sensory neuron is negatively charged relative to its exterior. If the neuron becomes depolarized (meaning that the difference between the electrical charge inside and outside the cell is decreasing) in response to sufficient input, it will reach a threshold that initiates a sequence of events producing an action potential. When threshold is reached, channels open allowing sodium ions to rush into the neuron’s axon. Because sodium ions carry a positive electrical charge, at the peak of the action potential the electrical charge has completely reversed itself from the resting state. The interior of the axon is now more positively charged than the outside. Near the peak of the action potential, channels that allow positively charged potassium ions to move across the membrane begin to open, and potassium begins to leave the cell’s axon. As the interior loses these positively charged potassium ions, the interior electrical charge heads in the negative direction again.

Action potentials do not affect the entire axon all at once. The process takes place first in a very small segment of the axon where the axon connects to the cell body. The next step is propagation, or the duplication of the electrical signal down the length of the axon until it reaches the axon terminal. Propagation in myelinated axons is faster and more efficient than propagation in unmyelinated axons.

Once the action potential reaches the axon terminal, the neuronal communication system switches from an electrical signaling system to a chemical signaling system. At the synapse, neurotransmitters are released across the synaptic gap and come into contact with special channels on the receiving neuron, referred to as receptors. The interaction between neurotransmitters and their receptors can have one of two effects on the receiving neuron: excitation or inhibition. When a neurotransmitter has an excitatory effect, it will slightly depolarize the receiving neuron, increasing the likelihood that the neuron will reach threshold and initiate an action potential, i.e., it will pass the message along. In contrast, when a neurotransmitter has an inhibitory effect, it will slightly hyperpolarize the receiving neuron, moving the cell farther from threshold and reducing the likelihood that it will initiate an action potential.

Following the production of an action potential, the neuron requires a time-out, or refractory period, during which it returns to its resting state. Excess sodium within the cell must be pumped out, and potassium outside the cell must be taken back up by the cell. During this refractory period, the cell is unable or unlikely to respond to further input by producing another action potential.

PTS: 1  DIF: Apply  REF: How Do Neurons Communicate?
OBJ: LO1
2. According to the text, “The nature of the autonomic nervous system is important to our understanding of stress. The sympathetic division was designed to deal with emergencies that could be resolved relatively quickly. Our ancestors either escaped that lion or they did not. Worrying about far distant dangers is a luxury that human beings did not have until quite recently.” Do you agree or disagree with this statement? Explain your reasoning. What are the physical consequences of “worrying about far distant dangers?”

ANS:
Students could agree with the text, which states as follows: “Unfortunately, we now have the opportunity to worry about upcoming exams, next month’s rent payment, what to do following graduation, and if we have sufficient funds for retirement.... Because most modern stress is unavoidable, it is essential that you practice good stress management, such as maintaining excellent dietary and sleep habits, exercising regularly, and maintaining strong social networks.”

Alternatively, students might disagree and view the lives of our ancestors as containing significant, ongoing stressors, such as the stress of producing enough food by hunting or agriculture, malnourishment, starvation, dangers presented by animals, accidents, natural disasters, infections, illnesses, unexplained epidemics, death in childbirth, keeping children safe, infant and child mortality due to illness or injury, the lack of health care, interpersonal and tribal strife, etc. Most people likely had a shorter life span than people of the present day, which may have limited the impact of chronic stress or may have been related in part to chronic stress.

Whenever a person identifies something as a significant threat, the sympathetic division goes into action. Sustained sympathetic activation depletes the body of resources at the same time that the parasympathetic division is unable to store new resources. If left unchecked, sympathetic division activity can lead to fatigue and wear and tear on internal organs.
3. Describe the relationship between the biological mind and the immune system in situations of social inclusion or exclusion. What purpose does this serve? How is it accomplished?

ANS:
If a person feels like part of the group, her brain will initiate a cascade of hormonal signals that tell her immune cells to prepare to protect her against viruses. If she normally feels isolated and often left to fend for herself, she will face a greater threat from bacteria than from viruses. In that case, her brain will generate hormonal signals that will tell her immune system to gear up to protect her against bacteria.

Human beings, who lack impressive teeth or claws, formed groups to enhance the odds of their survival. Anyone who was socially excluded from these groups experienced a more hostile environment. Social exclusion not only separated a person from the help of others in life-threatening situations, perhaps in fending off a predator, but worse yet, exclusion could lead to outright conflict with others, including combat. Under such hostile circumstances, socially excluded people faced a greater risk from bacterial infections than from catching viruses. Bacteria enter the body through cuts and scratches, whereas viruses are transmitted through body fluids (e.g., sneezing), so you are most likely to be exposed to them when you are in close contact with other people.

An evaluation of a person’s changing social environment, and her place and security within it, requires some of the most sophisticated processing of the cerebral cortex, which in turn communicates to subcortical structures, including the hypothalamus, to implement a response. These subcortical structures activate the endocrine system, leading to the release of hormones that direct the immune system to prepare for bacteria or viruses.

PTS: 1     DIF: Analyze     REF: Introduction | Chapter Reflections  
OBJ: LO8

4. Psychologists have described the human nervous system as the communication and control center for the body. The nervous system allows us to take in information from the environment, communicate the information to different parts of the body, and coordinate the body's response. The nervous system itself is made up of neurons, or nerve cells, that communicate with each other by receiving and transmitting electrochemical signals, called neurotransmission. All human behavior is made possible by the activity of individual neurons working together in the nervous system. Think about a simple action you do every day, like answering your phone. When you perform this routine act, what are the individual neurons in your nervous system doing to make it possible?

In a multi-paragraph essay, explain how the activity of individual neurons enables you to perform a simple action like answering your phone. Be sure to describe the main parts of a neuron, explain the unique function of each part, and describe how neurons use electrochemical signals for neurotransmission. Include details from class materials, readings, and research on the nervous system to support your discussion.

ANS: Answers will vary.

PTS: 1     DIF: Create     REF: How do Neurons Communicate?  
OBJ: LO4     MSC: Vantage

The Biological Mind – The Physical Basis of Behavior
# Learning Objective

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Related Questions</th>
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<tr>
<td></td>
<td>Multiple Choice</td>
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<tr>
<td>1. Explain the basic steps of sensation/perception, including transduction of</td>
<td>1-14</td>
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<tr>
<td>stimuli into neural signals and the distinction between bottom-up and top-down</td>
<td></td>
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<tr>
<td>perceptual processing.</td>
<td></td>
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<tr>
<td>1. Classify signal detection outcomes in perception scenarios as hits, misses,</td>
<td>15-20</td>
</tr>
<tr>
<td>false alarms, or correct rejections.</td>
<td></td>
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<tr>
<td>1. Analyze the process by which the physical structures of the eye modulate and</td>
<td>21-39</td>
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<td>transduce light waves into neural signals producing the sense of vision.</td>
<td></td>
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<td>2. Contrast the trichromacy and opponent process theories of color vision in</td>
<td>40-46</td>
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<td>terms of biological mechanisms and perceptual phenomena explained.</td>
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<td>4. Evaluate the evidence for bottom-up and top-down perceptual processing</td>
<td>47-67</td>
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<td>mechanisms in the contexts of object recognition and depth perception.</td>
<td></td>
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<td>4. Analyze the process by which physical structures of the ear transduce sound</td>
<td>68-88</td>
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<td>waves into neural signals, producing perception of pitch, loudness, and spatial</td>
<td></td>
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<td>location in hearing.</td>
<td></td>
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<tr>
<td>4. Summarize the mechanisms by which the somatosensory and chemical sense systems</td>
<td>89-107</td>
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<tr>
<td>produce perception of body position, touch, temperature, pain, smell, and taste.</td>
<td></td>
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<tr>
<td>4. Analyze the causes of various individual differences in perception (including</td>
<td>108-121</td>
</tr>
<tr>
<td>development and culture) in terms of biology, experience, and their interaction.</td>
<td></td>
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</tbody>
</table>
Chapter 5: The Perceiving Mind - Sensation and Perception

MULTIPLE CHOICE

1. Noreen gazes out at the city lights from her 23rd floor apartment; Jonah feels a stinging pain after falling from his bike and scraping his elbow; Maher hears the loud wail of sirens outside his dorm room window. The process that allows Noreen, Jonah, and Maher to detect these external or internal stimuli is termed ____.
   a) transduction  
   b) perception  
   c) sensory adaptation  
   d) sensation

   ANS: D    PTS: 1    DIF: Understand
   REF: How Does Sensation Lead to Perception?    OBJ: LO1

2. College roommates Michelle, Renee, and Kecia are curtain shopping for their new off-campus apartment. They find the perfect set of curtains, but disagree as to their actual color. Michelle states that they are jade; Renee is leaning towards teal; and Kecia insists that they are turquoise. What causes each roommate to have a different interpretation of the color of the curtains?
   a) transduction  
   b) perception  
   c) sensory adaptation  
   d) sensation

   ANS: B    PTS: 1    DIF: Understand
   REF: How Does Sensation Lead to Perception?    OBJ: LO1

3. How do sensory systems differ for humans versus non-human animals?
   a) Because of a highly developed cerebral cortex, humans have highly diverse sensory systems in comparison to most other animals.
   b) In contrast to contemporary humans, non-human animals use their sensory systems to enhance survival.
   c) Industrialization has had a negative effect on the sensory systems of humans; as human sensory systems declined, the sensory systems of other animals became more efficient.
   d) Developed out of natural selection, sensory systems are unique to an individual species (human or non-human) and work to maximize the survival of that species.

   ANS: D    PTS: 1    DIF: Analyze
   REF: How Does Sensation Lead to Perception?    OBJ: LO1

4. Manu’s suffers from a rare genetic disorder that does not allow incoming light from her eyes to be transmitted to her brain. Because of Manu’s disorder, which process is directly disrupted?
   a) transduction  
   b) perception  
   c) sensory adaptation  
   d) sensation

   ANS: A    PTS: 1    DIF: Apply
   REF: How Does Sensation Lead to Perception?    OBJ: LO1

5. The process of transduction is analogous to ____.
   a) a person using social media to communicate with friends

   .
b. a rocket ship breaking through the earth’s atmosphere

c. a TV picking up and processing the signal from a remote control

d. a sailboat utilizing the wind’s energy to glide along the water

ANS: C  PTS: 1  DIF: Analyze
REF: How Does Does Sensation Lead to Perception?  OBJ: LO1

6. Thad returns home from class on a hot summer’s evening, turns on the air conditioner full blast, and sits down to watch TV. His roommate Sean returns home an hour later and wonders how Thad can hear the TV above the loud noise of the air conditioner. Thad remarks that he doesn’t even notice the sound. Which process causes the air conditioner to seem louder to Sean than to Thad?

<table>
<thead>
<tr>
<th>a. transduction</th>
<th>c. sensory adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. perception</td>
<td>d. Sensation</td>
</tr>
</tbody>
</table>

ANS: C  PTS: 1  DIF: Understand
REF: How Does Sensation Lead to Perception?  OBJ: LO1

7. An important gateway to perception is the process of ____, defined as a narrow focus of consciousness.

<table>
<thead>
<tr>
<th>a. interpretation</th>
<th>c. Adaptation</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. cognition</td>
<td>d. Attention</td>
</tr>
</tbody>
</table>

ANS: D  PTS: 1  DIF: Remember
REF: How Does Sensation Lead to Perception?  OBJ: LO1

8. Professor Radcliffe prepares an exam for her Sensation and Perception class. In a rush, she writes: *Provide the correct answers for the following questions.* While quickly proofreading the exam, she misses her mistakes. What caused this oversight?

<table>
<thead>
<tr>
<th>a. bottom-up processing</th>
<th>c. outward-in processing</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. top-down processing</td>
<td>d. inward-out processing</td>
</tr>
</tbody>
</table>

ANS: B  PTS: 1  DIF: Apply
REF: How Does Sensation Lead to Perception?  OBJ: LO1

9. Celeste moved into her college dorm room today. She turns off her light before going to bed and notices glow-in-the-dark stickers on the ceiling, presumably left behind from the previous occupant. What process best exemplifies her recognition of the light generated by these stickers?

<table>
<thead>
<tr>
<th>a. bottom-up processing</th>
<th>c. outward-in processing</th>
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<tr>
<td>b. top-down processing</td>
<td>d. inward-out processing</td>
</tr>
</tbody>
</table>

ANS: A  PTS: 1  DIF: Apply
REF: How Does Sensation Lead to Perception?  OBJ: LO1

10. Top-down processing involves the _____.

| a. brain’s use of incoming signals to construct perceptions |


b. brain tuning into select information

c. brain’s ability to integrate several stimuli simultaneously

d. brain imposing its own structure on incoming information

ANS: D  PTS: 1  DIF: Understand
REF: How Does Sensation Lead to Perception?  OBJ: LO1

11. Bottom-up processing involves the ____.
   a. brain’s use of incoming signals to construct perceptions
   b. brain tuning into select information
   c. brain’s ability to integrate several stimuli simultaneously
   d. brain imposing its own structure on incoming information

ANS: A  PTS: 1  DIF: Understand
REF: How Does Sensation Lead to Perception?  OBJ: LO1

12. The smallest amount of stimulus that can be detected is known as the ____.
   a. difference threshold  c. absolute threshold
   b. fixed threshold  d. distinct threshold

ANS: C  PTS: 1  DIF: Remember
REF: How Does Sensation Lead to Perception?  OBJ: LO1

13. Seven-year-old Sangram is not allowed to touch the TV remote. Nevertheless, he uses the remote to change the volume from level 15 to 17. His parents, who are in the next room, seem unaware. The next day, Sangram becomes bold and turns the volume from level 15 to 30. His father yells at him, “Stop playing with the remote!” What prevented Sangram’s father from noticing the volume change on the previous day?
   a. difference threshold  c. absolute threshold
   b. fixed threshold  d. distinct threshold

ANS: A  PTS: 1  DIF: Apply
REF: How Does Sensation Lead to Perception?  OBJ: LO1

14. What are the two steps of signal detection?
   a. The category of stimulus and the observer’s criteria
   b. The category of stimulus and the conduction velocity
   c. The intensity of stimulus and the observer’s criteria

ANS: a
REF: How Does Sensation Lead to Perception?  OBJ: LO1
15. Kate longs for a committed romantic relationship. She decides to date as many men as possible in the hopes of finding her Mr. Right. Selma is also interested in finding Mr. Right; however, she takes the approach of being extra selective in her choice of dates. What are the likely consequences of Kate and Selma’s dating strategies?

a. Kate will have more false alarms but fewer misses; Selma will have fewer false alarms but more misses.

b. Kate will have fewer false alarms but more misses; Selma will have more false alarms but fewer misses.

c. Kate will have fewer false alarms and fewer misses; Selma will have more false alarms and more misses.

d. Kate will have more false alarms and more misses; Selma will have fewer false alarms and fewer misses.

ANS: A  PTS: 1  DIF: Apply  REF: How Does Sensation Lead to Perception?  OBJ: LO2

16. Which scenario is likely to result in many hits and a high rate of false alarms?

a. Siobhan wants to lose weight, so she decides to alternate between several exercise routines each morning: aerobics, yoga, and weight training.

b. Derek would like to complete his bachelor’s degree in three years, so he takes extra courses during his summer breaks.

c. Willow is eager to find a summer internship, so she sends her resume to every local business looking for an intern.

d. Carlton is applying to several colleges, and at the last minute, he decides to withdrawal his applications from his “safety” schools.

ANS: C  PTS: 1  DIF: Apply  REF: How Does Sensation Lead to Perception?  OBJ: LO2

17. Devinder is a participant in a research study. She is asked to look at a series of images of black dots scattered in a random order and then identify which images contain at least one gray dot. She ends up greatly underestimating the number of “gray dot” images, illustrating a high number of ____.

a. cautious picks

b. false alarms

c. defeats

d. misses

ANS: D  PTS: 1  DIF: Apply  REF: How Does Sensation Lead to Perception?  OBJ: LO2

18. Saul is a cytotechnologist in training. He is asked to screen a series of tissue samples for pre-cancerous cells. His supervisor checks his work and determines that Saul greatly overestimated the number of samples containing pre-cancerous cells. This illustrates ____.

a. false alarms

b. sham hits

c. misidentifications

d. erroneous judgments

ANS: C  PTS: 1  DIF: Understand  REF: How Does Sensation Lead to Perception?  OBJ: LO1
19. Maria is the victim of an armed robbery. She is called into the police station to identify her assailant from a line-up of men. She correctly reports that none of the men were her attacker. This illustrates the concept of a(n) ____.
   a. hit  
   b. elimination  
   c. correct rejection  
   d. accurate refusal

ANS: C  PTS: 1  DIF: Apply  REF: How Does Sensation Lead to Perception?  OBJ: LO2

20. Hugo is running an experiment to determine if a specific DNA allele is present in a new transgenic mouse line. He glances through numerous data sets and identifies the correct DNA “band” in the majority of his experiments. This illustrates the concept of a ____.
   a. hit  
   b. random result  
   c. target  
   d. correct assumption

ANS: A  PTS: 1  DIF: Apply  REF: How Does Sensation Lead to Perception?  OBJ: LO2

21. What important fact supports the idea that vision is one of the most important sensory systems in humans?
   a. From an evolutionary perspective, the eyeball was one of the last sense organs to develop.  
   b. The eyeball is controlled by more muscles than any other body part.  
   c. Fifteen percent of our body’s oxygen is utilized by our eyes.  
   d. Approximately 50% of our cerebral cortex processes visual information.

ANS: D  PTS: 1  DIF: Analyze  REF: How Do We See?  OBJ: LO3

22. Visible light is a type of ____.
   a. radiation  
   b. molecule  
   c. potential energy  
   d. chemical

ANS: A  PTS: 1  DIF: Remember  REF: How Do We See?  OBJ: LO3

23. The best analogy for light energy is: ____.
   a. a rabbit hoping along a path  
   b. a plane flying through the air  
   c. raindrops falling from the sky  
   d. the propagation of waves in the ocean

ANS: D  PTS: 1  DIF: Understand  REF: How Do We See?
24. Adele is planning to paint the walls in her room over spring break. She studies several color samples and is trying to decide between yellow, green, and blue hues. What light wave attribute allows Adele to differentiate between these colors?

<table>
<thead>
<tr>
<th></th>
<th>a. The types of waves</th>
<th>c. The amplitude of waves</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. The number of waves</td>
<td>d. The distance between peaks</td>
</tr>
</tbody>
</table>

ANS: D  PTS: 1  DIF: Apply  REF: How Do We See?

OBJ: LO3

25. Adele decides to paint her room green. She studies several bright green and pastel green color samples. What attribute of the light wave allows Adele to differentiate between these light intensities?

<table>
<thead>
<tr>
<th></th>
<th>a. The types of waves</th>
<th>c. The amplitude of waves</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. The number of waves</td>
<td>d. The distance between peaks</td>
</tr>
</tbody>
</table>

ANS: C  PTS: 1  DIF: Apply  REF: How Do We See?

OBJ: LO3

26. What is true of light detection across species?

<table>
<thead>
<tr>
<th></th>
<th>a. For all known species, the eye has evolved to see only visible light.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. Visible, infrared, and ultraviolet rays are detected by most species, including humans.</td>
</tr>
<tr>
<td></td>
<td>c. Humans can see visible, ultraviolet, and infrared light; many non-mammalian species, such as insects and snakes, can see only in the visible light range.</td>
</tr>
<tr>
<td></td>
<td>d. Visible light is only detected by humans; some insects can see in the ultraviolet range and snakes can see in the infrared range.</td>
</tr>
</tbody>
</table>

ANS: D  PTS: 1  DIF: Analyze  REF: How Do We See?

OBJ: LO3

27. The clear surface at the front of the eye that begins the process of directing light to the retina is the ____.

<table>
<thead>
<tr>
<th></th>
<th>a. pupil</th>
<th>c. retina</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. iris</td>
<td>d. cornea</td>
</tr>
</tbody>
</table>

ANS: D  PTS: 1  DIF: Remember  REF: How Do We See?

OBJ: LO3

28. Marcella gets up early, turns on the light in the bathroom, and watches herself in the mirror as the blue ring of her eyes constrict. What is this blue ring called?

<table>
<thead>
<tr>
<th></th>
<th>a. pupil</th>
<th>c. retina</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>b. iris</td>
<td>d. cornea</td>
</tr>
</tbody>
</table>

OBJ: LO3
29. Which feature of the eye is analogous to a hole in the center of a donut?

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a</td>
<td>pupil</td>
</tr>
<tr>
<td>b</td>
<td>iris</td>
</tr>
</tbody>
</table>

ANS: A  PTS: 1  DIF: Understand  REF: How Do We See?  OBJ: LO3

30. Which structure of the eye is responsible for detecting light?

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a</td>
<td>pupil</td>
</tr>
<tr>
<td>b</td>
<td>iris</td>
</tr>
</tbody>
</table>

ANS: C  PTS: 1  DIF: Understand  REF: How Do We See?  OBJ: LO3

31. After suffering an eye injury during a lacrosse match, Gregg is forced to wear an eye patch. In addition to problems with depth perception, Gregg’s ophthalmologist tells him that his blind spot will be more evident. What structure of the eye has been affected with regard to his blind spot?

<p>| | |</p>
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<tbody>
<tr>
<td>a</td>
<td>fovea</td>
</tr>
<tr>
<td>b</td>
<td>lens</td>
</tr>
</tbody>
</table>

ANS: C  PTS: 1  DIF: Understand  REF: How Do We See?  OBJ: LO3

32. An area of the retina that is specialized for highly detailed vision is referred to as the_____.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>fovea</td>
</tr>
<tr>
<td>b</td>
<td>lens</td>
</tr>
</tbody>
</table>

ANS: A  PTS: 1  DIF: Remember  REF: How Do We See?  OBJ: LO3

33. In what orientation are images projected onto the retina?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>a</td>
<td>perpendicular</td>
</tr>
<tr>
<td>b</td>
<td>upside down</td>
</tr>
</tbody>
</table>

ANS: B  PTS: 1  DIF: Understand  REF: How Do We See?  OBJ: LO3

34. How do rods differ from cones in the retina?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>Rods are less sensitive to light than cones.</td>
</tr>
</tbody>
</table>
b. In contrast to cones, rods are optimally activated by light entering the center of the eye.

c. Unlike cones, rods cannot detect color.

d. Rods provide the ability to see sharper images than cones.

ANS: C  PTS: 1  DIF: Analyze  REF: How Do We See?
OBJ: LO3

35. Of the following, who is likely to have the most rods activated in the retina?

a. Blake, who is reading a book while sunbathing at the park

b. Yasmeen, who is searching for her keys under the bed

c. Gavin, who is painting a mural as part of a community outreach program

d. Dale, who is working on a detailed pen and ink drawing

ANS: B  PTS: 1  DIF: Apply  REF: How Do We See?
OBJ: LO3

36. How does the brain process visual information?

a. Visual information from the retina travels to the thalamus and then to the primary visual cortex in the occipital lobe.

b. Visual information from the cornea travels to the amygdala and then to the primary visual cortex in the parietal lobe.

c. Visual information from the lens travels to the hippocampus and then to the primary visual cortex in the temporal lobe.

d. Visual information from the pupil travels to the reticular formation and then to the primary visual cortex in the frontal lobe.

ANS: A  PTS: 1  DIF: Analyze  REF: How Do We See?
OBJ: LO3

37. Where does the optic nerve cross the midline?

a. corpus callosum  c. optic chiasm

b. primary visual cortex  d. midbrain

ANS: C  PTS: 1  DIF: Remember  REF: How Do We See?
OBJ: LO3

38. What is the role of the amygdala in processing visual information?

a. It decodes the color of the stimulus.

b. It makes quick emotional judgments about visual stimuli.

c. It perceives the intensity of the stimulus.
It interprets the contours of an object.

ANS: B  PTS: 1  DIF: Understand  REF: How Do We See?  OBJ: LO3

39. Seth is involved in an automobile accident and suffers damage to his temporal lobe. How may this affect his ability to process visual information?

   a. He may have difficulty seeing low contrast objects.
   b. He may have difficulty processing movement.
   c. He may have difficulty recognizing faces.
   d. He may have difficulty distinguishing colors.

ANS: B  PTS: 1  DIF: Apply  REF: How Do We See?  OBJ: LO3

40. The primary colors of light are _____.

   a. red, green, and blue  
   c. red, yellow, and green
   b. red, yellow, and blue  
   d. yellow, green, and blue

ANS: A  PTS: 1  DIF: Remember  REF: How Do We See?  OBJ: LO4

41. One theory of color vision is based on the existence of different types of receptors for the detection of short, medium, and long wavelengths. What is this theory?

   a. The tricolor detection scheme  
   b. The primary paradigm  
   c. The trichromacy theory  
   d. The tiered wavelength model

ANS: C  PTS: 1  DIF: Remember  REF: How Do We See?  OBJ: LO4

42. The world perceived by Matteo is very different than the world perceived by most; he can only see black, white or shades of gray. What can we conclude about Matteo?

   a. His retina is void of at least one type of rod.
   b. His retina is void of at least two types of rods.
   c. His retina is void of at least one type of cone.
   d. His retina is void of at least two types of cones.

ANS: D  PTS: 1  DIF: Analyze  REF: How Do We See?  OBJ: LO4
43. As a young child, Terrence struggled in school. After being diagnosed with “colorblindness” – meaning that he perceives colors differently – his teachers were able to address his learning difficulties. What can we conclude about Terrence?

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a</td>
<td>His retina is void of at least one type of rod.</td>
</tr>
<tr>
<td>b</td>
<td>His retina is void of at least two types of rods.</td>
</tr>
<tr>
<td>c</td>
<td>His retina is void of at least one type of cone.</td>
</tr>
<tr>
<td>d</td>
<td>His retina is void of at least two types of cones.</td>
</tr>
</tbody>
</table>

ANS: C    PTS: 1    DIF: Analyze    REF: How Do We See?    OBJ: LO4

44. Our perception of color is best described by which of the following processes?

<p>| | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>a</td>
<td>The response of individual cones to either red, green, blue, yellow, purple or white light</td>
</tr>
<tr>
<td>b</td>
<td>A comparison of the responses of the red, green, and blue cones to light</td>
</tr>
<tr>
<td>c</td>
<td>The transmission of information from the primary red, green or blue cones to secondary yellow, purple or white cones</td>
</tr>
<tr>
<td>d</td>
<td>The sensation and transmission of light by rods to more specialized red, green, or blue cones</td>
</tr>
</tbody>
</table>

ANS: B    PTS: 1    DIF: Understand    REF: How Do We See?    OBJ: LO4

45. What anatomical feature of the retina supports the opponent theory of color recognition?

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<thead>
<tr>
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<tbody>
<tr>
<td>a</td>
<td>Groups of cells that process yellow and blue or red and green are located together.</td>
</tr>
<tr>
<td>b</td>
<td>Cells that process red and green occupy different clusters within the center of the retina; blue and yellow cells occupy different clusters within the periphery of the retina.</td>
</tr>
<tr>
<td>c</td>
<td>Cones are more efficient at processing yellow and blue; rods are more efficient at processing red and green.</td>
</tr>
<tr>
<td>d</td>
<td>Cells responsible for detecting yellow, blue, red, or green are located in opposing clusters within the retina.</td>
</tr>
</tbody>
</table>

ANS: A    PTS: 1    DIF: Analyze    REF: How Do We See?    OBJ: LO4

46. While attempting to overcome writer’s block, Devin stares at her yellow, green, and white striped journal. When she finally returns to her blank computer screen, she sees a blue, red, and black striped afterimage. Which theory best explains the afterimage that Devin sees?

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>a</td>
<td>negative illusion theory</td>
</tr>
<tr>
<td>b</td>
<td>excitation emission theory</td>
</tr>
<tr>
<td>c</td>
<td>trichromacy theory</td>
</tr>
<tr>
<td>d</td>
<td>opponent process theory</td>
</tr>
</tbody>
</table>

ANS: D    PTS: 1    DIF: Apply    REF: How Do We See?    OBJ: LO4
47. A hypothetical cell that responds to only one specific visual stimulus is referred to as a ____.
   a. direct identifier
   b. defined receptor
   c. feature detector
   d. precision sensor

   **ANS:** C  **PTS:** 1  **DIF:** Remember  **REF:** How Do We See?
   **OBJ:** LO5

48. What is a critique of the feature detector model of object recognition?
   a. Specific neurons that respond to round, square or irregular shapes do not integrate their signals to recognize multi-shaped objects.
   b. It accounts only for the recognition of simple two dimensional shapes, not more complex three-dimensional shapes.
   c. Feature detector neurons have been found in non-human primates, but not in humans themselves.
   d. It does not account for the fact that our expectations influence what we see.

   **ANS:** D  **PTS:** 1  **DIF:** Analyze  **REF:** How Do We See?
   **OBJ:** LO5

49. The mathematical approach to object recognition suggests that we ____.
   a. consolidate hues and saturation
   b. subtract background images
   c. analyze patterns of lines
   d. integrate gradients of light

   **ANS:** C  **PTS:** 1  **DIF:** Understand  **REF:** How Do We See?
   **OBJ:** LO5

50. In terms of object recognition, the simplest patterns of lines are gratings, which can vary in two dimensions: ____.
   a. frequency and depth
   b. frequency and contrast
   c. hue and depth
   d. hue and contrast

   **ANS:** B  **PTS:** 1  **DIF:** Remember  **REF:** How Do We See?
   **OBJ:** LO5

51. Pamela watches her cat Mr. Big swat his paw at the wall and calls out, “Crazy Big, what are you swatting at; nothing is there.” How would you explain the fact that Mr. Big can see something that Pamela cannot?
   a. Cats see low-frequency, low contrast objects better than humans.
   b. Cats see low-frequency, high contrast objects better than humans.
   c. Cats see high-frequency, low contrast objects better than humans.
   d. Cats see high-frequency, high contrast objects better than humans.

   **ANS:**
52. Which statement is most consistent with the Gestalt psychology point of view?

a. The whole is more than the sum of its parts.

b. The world is best understood by breaking it down into individual elements.

c. We perceive our environment through separate but equal senses.

d. Where one sense is lost, another is gained.

ANS: A  PTS: 1  DIF: Apply  REF: How Do We See?
OBJ: LO5

53. According to Gestalt psychologists, we recognize objects in part by _____.

a. understanding the function of an object

b. integrating visual input with our other sense

c. differentiating the gratings of an object

d. dividing a scene into figure and ground

ANS: D  PTS: 1  DIF: Understand  REF: How Do We See?
OBJ: LO5

54. On a class trip to the Art Institute of Chicago, Sami is entranced by the painting, *A Sunday Afternoon on the Island of La Grande Jatte*, by Georges-Pierre Seurat. He is amazed that although the painting is constructed of individual dots of color, the objects in the painting are easily recognizable. According to Gestalt psychology, which of the following best explains this phenomenon?

a. differentiation and allocation

b. proximity and allocation

c. differentiation and similarity

d. proximity and similarity

ANS: D  PTS: 1  DIF: Apply  REF: How Do We See?
OBJ: LO5

55. At the House of Reptiles, three-year-old Sinead is intrigued by a motionless python snake in a large cage with three parallel viewing windows. Sinead cries out, “Look mommy, a snake!” According to Gestalt psychology, how does Sinead know that the snake is not broken into individual segments?

a. The principle of continuity

b. The principle of familiarity

c. The principle of order

d. The principle of fragmentation

ANS: A  PTS: 1  DIF: Apply  REF: How Do We See?
OBJ: LO5
56. Leo works tirelessly on a new logo for his flower shop. He decides on a simple pattern: five petal shapes (set in a circular path) and a long stem. Despite the fact that Leo does not include a center circle and his shapes are disconnected, the logo is easily recognizable as a flower with a large center disk. What Gestalt principle best explains this phenomenon?

a. The principle of aggregation  

b. The principle of absoluteness  

c. The principle of closure  

d. The principle of familiarity

ANS: C  PTS: 1  DIF: Apply  REF: How Do We See?  OBJ: LO5

57. Constructed by Albert Ames, the Ames room illustrates vulnerabilities in our perception of_____.

a. color  

b. depth  

c. contrast  

d. motion

ANS: B  PTS: 1  DIF: Remember  REF: How Do We See?  OBJ: LO5

58. To construct a three-dimensional image, we_____.

a. integrate trinomial inputs  

b. make assumptions about the continuity of objects  

c. use monocular and binocular cues  

d. divide scenes into figure and ground

ANS: C  PTS: 1  DIF: Understand  REF: How Do We See?  OBJ: LO5

59. Persis is a summer intern at a new video game software company, Generation Z Gamers. She is working on three-dimensional landscapes for a new role-playing video game Submarine Adventures. As her supervisor, what advice can you give Persis to help her create the illusion of three dimensions?

a. Reds and blues make objects appear closer than yellows and greens.  

b. Use more texture on background rather than foreground objects.  

c. Continuous lines should only be used for distant objects.  

d. Converge parallel lines at the horizon to create a linear perspective.

ANS: D  PTS: 1  DIF: Apply  REF: How Do We See?  OBJ: LO5

60. One of the most powerful monocular depth cues is_____.

a. occlusion  

b. proximity  

c. simplicity  

d. continuity
61. According to the Müller-Lyer illusion, we tend to see lines with outward-pointing arrowheads as ____.
   a. the focal point of an image  
   b. the secondary object of an image  
   c. being farther away from us  
   d. being closer to us

ANS: C  PTS: 1  DIF: Understand  REF: How Do We See?
OBJ: LO5

62. Ginger examines a painting of a stone path extending into the horizon of a field. Two sticks lie horizontally across the path: one in the beginning of the path and the other near the horizon. Each stick measures 10 cm in length, but the stick near the horizon appears much larger than the stick at the beginning of the path. What illusion explains this phenomenon?
   a. Roger Shepard parallelogram illusion  
   b. Munker illusion  
   c. Müller-Lyer illusion  
   d. Ponzo illusion

ANS: D  PTS: 1  DIF: Analyze  REF: How Do We See?
OBJ: LO5

63. Why does the moon appear to be much larger when it is just above the hills on the horizon than when it is straight overhead?
   a. This is primarily due to the curve of the earth.  
   b. This is primarily due to the change in brightness.  
   c. This is primarily due to comparisons with the sizes of familiar objects.  
   d. This is primarily due to the refractory index.

ANS: C  PTS: 1  DIF: Understand  REF: How Do We See?
OBJ: LO5

64. Tarik is designing a new race car video game. To create the illusion of depth, how should Tarik design the backdrop in relationship to the first person driver?
   a. Show distant objects traveling in the opposite direction of the first person driver; show closer objects moving with the driver.
   b. Show distant objects traveling with the first person driver; show closer objects moving in the opposite direction of the driver.
   c. Show peripheral objects traveling with the first person driver; show central objects moving in the opposite direction of the driver.
   d. Show central objects traveling with the first person driver; show peripheral objects moving in the opposite direction of the driver.

ANS: B  PTS: 1  DIF: Analyze  REF: How Do We See?
65. The difference between the images projected onto each eye is referred to as ____.
   a. planar overlap  c. binocular differential
   b. three-dimensional subtraction  d. retinal disparity
   ANS: D  PTS: 1  DIF: Remember  REF: How Do We See?

66. The image separation of objects differs for each of our eyes. How does this influence our perception?
   a. It tells us exactly how far away an object is.
   b. It provides information about the relative distance between two objects.
   c. It enhances the sharpness of an object.
   d. It increases our ability to see the object in dim light.
   ANS: B  PTS: 1  DIF: Understand  REF: How Do We See?

67. Why is the binocular depth system advantageous for predators?
   a. It helps with the perception of continuity, even when an animal is well hidden.
   b. It helps an animal stand out against its background, even when it is well camouflaged.
   c. It helps colors appear more vibrant, even in very low light.
   d. It helps with motion detection, even for the slightest of movements.
   ANS: B  PTS: 1  DIF: Analyze  REF: How Do We See?

68. For his creative writing class, Dorian writes a short story about the adventures and perils of space travel. As he
describes an epic space battle between two enemy ships, Dorian portrays the battle fought in an eerie silence.
Why is Dorian correct that an otherwise noisy battle would produce no sound in space?
   a. Sound waves cannot be generated in a vacuum.
   b. Sound waves are too diffuse in the absence of gravity.
   c. In the absence of matter, sounds waves travel in a multi-path direction.
   d. Sound waves are readily absorbed by gamma particles.
   ANS: A  PTS: 1  DIF: Apply  REF: How Do We Hear?

69. A high-amplitude, high-frequency sound wave is perceived as ____.
   a. loud and high-pitched  c. soft and high-pitched
   b. loud and low-pitched  d. soft and low-pitched
   ANS: A  PTS: 1  DIF: Understand  REF: How Do We Hear?
70. A complex tone combining multiple waves is perceived as having a characteristic quality, known as the ____.
   a. vibrato  
   b. pitch  
   c. timbre  
   d. cadence  

   ANS: C  PTS: 1  DIF: Remember  REF: How Do We Hear?  

OBJ: LO6

71. What type of sound is particularly effective for many marine mammals because it allows sound to travel for very long distances in water?
   a. ultrasound  
   b. infrasound  
   c. parasound  
   d. durasound  

   ANS: B  PTS: 1  DIF: Understand  REF: How Do We Hear?  

OBJ: LO6

72. Before entering the auditory canal, sound waves are funneled into the outer ear via the ____.
   a. cochlea  
   b. eustachian tube  
   c. oval window  
   d. pinna  

   ANS: D  PTS: 1  DIF: Understand  REF: How Do We Hear?  

OBJ: LO6

73. In the middle ear, the purpose of three tiny bones known as the ossicles is to ____.
   a. buffer sound waves before entering the inner ear  
   b. decode the frequency and amplitude of sounds waves  
   c. transfer sound energy to the fluid of the inner ear  
   d. directly stimulate the auditory nerve  

   ANS: C  PTS: 1  DIF: Analyze  REF: How Do We Hear?  

OBJ: LO6

74. Which structure of the ear contains the auditory receptors?
   a. cochlea  
   b. tympanic membrane  
   c. pinna  
   d. auditory nerve  

   ANS: A  PTS: 1  DIF: Remember  REF: How Do We Hear?  

OBJ: LO6
75. What portion of the organ of Corti transduces sound energy into neural signals?
   a. cilia
   b. hair cells
   c. flagella
   d. microvilli

   ANS: B PTS: 1 DIF: Remember REF: How Do We Hear? OBJ: LO6

76. Dr. Tanner is studying the effects of continuous pesticide exposure on auditory function. Using a rodent model, Dr. Tanner monitors the organ of Corti in rats with long-term pesticide exposure via two-photon microscopy. Based on his observations, he suspects that pesticides do indeed disrupt auditory function. What did Dr. Tanner observe?
   a. Pesticide exposure caused the organ of Corti to fill with fluid, preventing the transmission of sound waves.
   b. Pesticide exposure caused the eustachian tube to constrict, restricting the passage of sound waves.
   c. Pesticide exposure caused the ossicles to fracture and fail to vibrate in response to sound waves.
   d. Pesticide exposure caused damage to hair cells, preventing them from bending in response to sound.

   ANS: D PTS: 1 DIF: Analyze REF: How Do We Hear? OBJ: LO6

77. How do hair cells stimulate the auditory nerve?
   a. neurotransmitter release
   b. direct mechanical stimulation
   c. direct electrical stimulation
   d. stimulate muscle contractions

   ANS: A PTS: 1 DIF: Understand REF: How Do We Hear? OBJ: LO6

78. Kathy, a neuroscience graduate student, is running the final experiments for her thesis, *The Effects of Loud Noise on Auditory Perception*. Kathy stimulates the auditory nerve of rodents exposed to loud noise and records the activity of neurons in the primary and secondary cortices. Through which brain pathway is sound input processed prior to arriving at the primary and secondary cortices?
   a. cerebellum – substantia nigra – amygdala
   b. striatum – hippocampus – hypothalamus
   c. pons – reticular formation – hippocampus
   d. medulla – midbrain – thalamus

   ANS: D PTS: 1 DIF: Apply REF: How Do We Hear? OBJ: LO6

79. When Genaya drops a plate in the kitchen, her roommate Kayla in the next room quickly turns her head toward the kitchen. What brain structure is responsible for Kayla reflexively turning her head toward the loud noise?
   a. primary auditory cortex
   c. pons
According to the place theory of pitch perception, how do sound waves affect the basilar membrane?

- High-frequency tones stiffen the membrane; low-frequency tones relax the membrane.
- High-frequency tones relax the membrane; low-frequency tones stiffen the membrane.
- High-frequency tones produce maximum movement at the base; low-frequency tones produce maximum movement near the apex.
- High-frequency tones produce maximum movement near the apex; low-frequency tones produce maximum movement at the base.

The place theory of perception is analogous to tones produced by:

- Sonar technology
- Stringed instruments
- A raindrop hitting a puddle
- A jet producing a sonic boom

What is a critique of the place theory of sound perception?

- Place theory does not account for sounds that are below 60 dB.
- Place theory only works well for sounds that are above 60 dB.
- Place theory does not account for frequencies below 4000 Hz.
- Place theory only works well for sounds above 4000 Hz.

How does our perception of sound change with intensity of the stimulus?

- Our sound perception changes at the same rate.
- Our sound perception changes at a higher rate.
- Our sound perception changes at a smaller rate.
- Our sound perception changes at a variable rate.
84. Over the summer break, Jed earns extra cash working as a salesman at Sensational Sound Systems. As one of the most knowledgeable salesmen on staff, Jed tells a young couple shopping for a sound system that the more expensive models are worth the money because they ____.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>amplify sound up to 160 dB</td>
<td>c</td>
</tr>
<tr>
<td>b</td>
<td>boost frequencies below 80 Hz</td>
<td>d</td>
</tr>
</tbody>
</table>

ANS: B  PTS: 1  DIF: Analyze  REF: How Do We Hear?  
OBJ: LO6

85. Our primary method for localizing sound in the horizontal plane is ____.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>via undulation differentiation in the basilar membrane</td>
<td>b</td>
</tr>
<tr>
<td>c</td>
<td>via sound waves funneling through the pinna</td>
<td>d</td>
</tr>
</tbody>
</table>

ANS: D  PTS: 1  DIF: Understand  REF: How Do We Hear?  
OBJ: LO6

86. According to research studies, what heavily skews our perception of the localization of sound?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Watching a moving object</td>
<td>b</td>
</tr>
<tr>
<td>c</td>
<td>Density of the atmosphere</td>
<td>d</td>
</tr>
</tbody>
</table>

ANS: A  PTS: 1  DIF: Understand  REF: How Do We Hear?  
OBJ: LO6

87. What plays an especially significant role in the perception of music and speech?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>rhythm</td>
<td>c</td>
</tr>
<tr>
<td>b</td>
<td>fragmentation</td>
<td>d</td>
</tr>
</tbody>
</table>

ANS: D  PTS: 1  DIF: Understand  REF: How Do We Hear?  
OBJ: LO6

88. Which is an example of top-down processing in the perception of speech?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Brie’s father yells, “Take out the ....”; before he can finish his sentence, Brie jumps up from the couch to take out the garbage.</td>
</tr>
<tr>
<td>b</td>
<td>While watching eight-year-old Tyler practice his ventriloquist act, his sister states drily,</td>
</tr>
</tbody>
</table>

ANS: C  PTS: 1  DIF: Understand  REF: How Do We Hear?  
OBJ: LO6
When five-year-old Lucretia screeches “Ice cream!” at the top of her lungs, her little brother covers his ears as the sound waves are processed by his auditory system.

Terrence sits at the piano and composes a song for his band that is sure to evoke strong emotions from any listener.

ANS: A   PTS: 1   DIF: Analyze   REF: How Do We Hear?
OBJ: LO6

89. Sensations of body position, touch, skin temperature, and pain are referred to as ____.
   a. sympathetic sensation  c. somatosensation  
   b. autonosensation  d. parietal sensation

ANS: C   PTS: 1   DIF: Remember   REF: How Do We Feel Body Position, Touch, Temperature, and Pain?
OBJ: LO7

90. How do somatosensory stimuli differ from visual or auditory stimuli?
   a. Somatosensory stimuli are processed by the periphery not the central nervous system.
   b. Somatosensory stimuli are specialized; visual and auditory stimuli are general.
   c. Somatosensory stimuli simultaneously activate several senses.
   d. Somatosensory stimuli arise from within the body.

ANS: D   PTS: 1   DIF: Analyze   REF: How Do We Feel Body Position, Touch, Temperature, and Pain?
OBJ: LO7

91. How did the transition from walking on four legs to two legs influence the evolution of human somatosenses?
   a. There was more evolutionary pressure for the development of somatosenses.
   b. There was less evolutionary pressure for the development of somatosenses.
   c. Somatosenses evolved from top-down to bottom-up processing.
   d. Somatosenses evolved from bottom-up to top-down processing.

ANS: B   PTS: 1   DIF: Analyze   REF: How Do We Feel Body Position, Touch, Temperature, and Pain?
OBJ: LO7

92. Alicia climbs into the passenger side of her boyfriend Bo’s car. In an attempt to impress Alicia, Bo speeds away from the curb as Alicia’s head presses against the headrest. What allows Alicia to sense this linear acceleration?
   a. When thrust backward, the medulla sends signals to the cortex.
   b. When thrust backward, the cerebellum sends signals to the cortex.
   c. Hair cells in the cochlea bend with the forward motion.
d. Hair cells in the vestibular system bend with the forward motion.

ANS: D  PTS: 1  DIF: Apply
REF: How Do We Feel Body Position, Touch, Temperature, and Pain?
OBJ: LO7

93. The movement of hair cells in the vestibular system results in the production of signals in the auditory nerve. Where do the axons of the auditory nerve then form connections?

<table>
<thead>
<tr>
<th></th>
<th>a. somatosensory cortex and cerebellum</th>
<th>b. medulla and cerebellum</th>
<th>c. somatosensory cortex and thalamus</th>
<th>d. medulla and thalamus</th>
</tr>
</thead>
</table>

ANS: B  PTS: 1  DIF: Remember
REF: How Do We Feel Body Position, Touch, Temperature, and Pain?
OBJ: LO7

94. In humans, information from the vestibular system is tightly integrated with ____ processing.

<table>
<thead>
<tr>
<th></th>
<th>a. gustatory</th>
<th>b. olfactory</th>
<th>c. auditory</th>
<th>d. visual</th>
</tr>
</thead>
</table>

ANS: D  PTS: 1  DIF: Understand
REF: How Do We Feel Body Position, Touch, Temperature, and Pain?
OBJ: LO7

95. While working to restore the roof of his house, Stan feels the rough surfaces of the roof’s shingles. What allows Stan to sense the roughness of the shingles?

<table>
<thead>
<tr>
<th></th>
<th>a. Small vibrations caused by the rough surface generate contractions in the underlying muscle.</th>
<th>b. When the skin is perturbed by a rough surface, blood vessels in the skin begin to constrict.</th>
<th>c. Specialized neurons in the skin generate action potentials when distorted by the rough surface.</th>
<th>d. Specific chemicals in the skin are released in response to the physical pressure of the rough surface.</th>
</tr>
</thead>
</table>

ANS: C  PTS: 1  DIF: Analyze
REF: How Do We Feel Body Position, Touch, Temperature, and Pain?
OBJ: LO7

96. Information about touch travels from the skin directly to the ____.

<table>
<thead>
<tr>
<th></th>
<th>a. medulla</th>
<th>b. somatosensory cortex</th>
<th>c. spinal cord</th>
<th>d. thalamus</th>
</tr>
</thead>
</table>

ANS:  |
REF: How Do We Feel Body Position, Touch, Temperature, and Pain?
OBJ: LO7
97. What is the purpose of a sensory homunculus?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>It maps out the somatosensory cortex in relationship to the corresponding motor outputs.</td>
</tr>
<tr>
<td>b.</td>
<td>It delineates which areas of the somatosensory cortex require the greatest oxygen and glucose supply.</td>
</tr>
<tr>
<td>c.</td>
<td>It demonstrates how our sensory inputs are connected to the central nervous system.</td>
</tr>
<tr>
<td>d.</td>
<td>It shows how areas of the body are represented in the somatosensory cortex on the basis of sensitivity.</td>
</tr>
</tbody>
</table>

ANS: D  PTS: 1  DIF: Understand

REF: How Do We Feel Body Position, Touch, Temperature, and Pain?
OBJ: LO7

98. Doug lost his left leg in an automobile accident several months ago. He tells his wife that when he was shaving his face one morning, he felt the same scraping sensation on his missing leg. What may account for Doug’s phantom limb sensation?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Reorganization of the somatosensory cortex</td>
</tr>
<tr>
<td>b.</td>
<td>Misappropriated top-down processing</td>
</tr>
<tr>
<td>c.</td>
<td>Spinal cord axons attempting to reinnervate the site of the injury</td>
</tr>
<tr>
<td>d.</td>
<td>Motor cortex redirecting its outputs</td>
</tr>
</tbody>
</table>

ANS: A  PTS: 1  DIF: Apply

REF: How Do We Feel Body Position, Touch, Temperature, and Pain?
OBJ: LO7

99. While hanging up a picture, Joy hits her thumb with a hammer, causing agonizing pain. Joy immediately puffs out her cheeks and blows air onto her thumb over and over again. Her roommate Bethany laughs and then remarks, “Are you drying nail polish or hoping to blow away the pain?” However, Joy’s thumb does in fact feel better. Why?

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>She is simply buying time until the pain receptors enter a refractory period; blowing air onto the thumb plays only a psychological role.</td>
</tr>
<tr>
<td>b.</td>
<td>She is hyper-stimulating the pain receptors in her skin, causing the sensation of pain to fade away quicker.</td>
</tr>
<tr>
<td>c.</td>
<td>She is activating a competing sensory pathway, which dilutes the amount of pain information getting to the brain.</td>
</tr>
<tr>
<td>d.</td>
<td>She is redirecting her attention towards a random behavior, which will activate areas of the cortex involved in higher order processing.</td>
</tr>
</tbody>
</table>

ANS: C  PTS: 1  DIF: Analyze

REF: How Do We Feel Body Position, Touch, Temperature, and Pain?
OBJ: LO7

100. Which theory suggests that input from touch fibers competes with input from pain receptors, possibly preventing pain messages from reaching the brain?
ANS: B  PTS: 1  DIF: Remember  
REF: How Do We Process Smells and Tastes?  OBJ: LO7

103. How does the input of olfactory information to the brain differ from other sensory input pathways?

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>It does not require the cortex for higher order processing.</td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Direct connections to the thalamus are not made before information reaches the cortex.</td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>The first direct connection is to the thalamus and not to the medulla.</td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Prior to making connections with the medulla, sensory input travels through the spinal cord.</td>
<td></td>
</tr>
</tbody>
</table>

ANS: B  PTS: 1  DIF: Analyze  
REF: How Do We Process Smells and Tastes?  OBJ: LO7

104. Isabella is a judge at the campus’s annual Fine Foods Fair. She has an excellent palate and is able to easily
distinguish between the four major categories of taste (sweet, sour, bitter, and salty) as well as the fifth, less familiar category of taste, known by the ____.

<table>
<thead>
<tr>
<th></th>
<th>Japanese term umami</th>
<th></th>
<th>German term geschmack</th>
<th></th>
<th>French term gourmand</th>
<th></th>
<th>Indian term raita</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>keratin protrusions</td>
<td>c</td>
<td>papillae</td>
<td>b</td>
<td>corpuscles</td>
<td>d</td>
<td>gustatory bulbs</td>
</tr>
</tbody>
</table>

ANS: A   PTS: 1   DIF: Apply
REF: How Do We Process Smells and Tastes?   OBJ: LO7

105. Small bumps on the tongue that contain taste buds are referred to as ____.

<table>
<thead>
<tr>
<th></th>
<th>somatosensory cortex</th>
<th></th>
<th>medulla</th>
<th></th>
<th>orbitofrontal cortex</th>
<th></th>
<th>gustatory bulbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>keratin protrusions</td>
<td>c</td>
<td>thalamus</td>
<td>b</td>
<td>corpuscles</td>
<td>d</td>
<td>gustatory bulbs</td>
</tr>
</tbody>
</table>

ANS: C   PTS: 1   DIF: Remember
REF: How Do We Process Smells and Tastes?   OBJ: LO7

106. Heather considers herself a “chocoholic.” When she is having a bad day, she knows that a few bites of chocolate will always make her feel better. Which area of her brain is responsible for this effect?

<table>
<thead>
<tr>
<th></th>
<th>somatosensory cortex</th>
<th></th>
<th>medulla</th>
<th></th>
<th>orbitofrontal cortex</th>
<th></th>
<th>gustatory bulbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>keratin protrusions</td>
<td>c</td>
<td>thalamus</td>
<td>b</td>
<td>corpuscles</td>
<td>d</td>
<td>gustatory bulbs</td>
</tr>
</tbody>
</table>

ANS: B   PTS: 1   DIF: Apply
REF: How Do We Process Smells and Tastes?   OBJ: LO7

107. Kevin is a participant in a taste-off as part of his campus’s Greek Week. He is blindfolded and his nose is pinched off with a close pin. He is asked to taste a slice of apple and a slice of raw potato. Kevin is likely to ____.

<table>
<thead>
<tr>
<th></th>
<th>perceive the tastes as pleasant because he is having fun at Greek Week</th>
<th></th>
<th>recognize the apple but not the potato because the apple is acidic</th>
<th></th>
<th>think that the apple and the potato are the same</th>
<th></th>
<th>perceive the tastes as aversive because he can’t see the food</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>keratin protrusions</td>
<td>c</td>
<td>thalamus</td>
<td>b</td>
<td>corpuscles</td>
<td>d</td>
<td>gustatory bulbs</td>
</tr>
</tbody>
</table>

ANS: C   PTS: 1   DIF: Apply
REF: How Do We Process Smells and Tastes?   OBJ: LO7

108. Melinda is three months old. She is most likely to stare at which of the following images?

<table>
<thead>
<tr>
<th></th>
<th>A field of sunflowers</th>
<th></th>
<th>A colorful parrot</th>
<th></th>
<th>Black triangles on a gray surface</th>
<th></th>
<th>A black and white soccer ball</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>keratin protrusions</td>
<td>c</td>
<td>thalamus</td>
<td>b</td>
<td>corpuscles</td>
<td>d</td>
<td>gustatory bulbs</td>
</tr>
</tbody>
</table>

ANS: D   PTS: 1   DIF: Apply
REF: How Do We See?   OBJ: LO8
109. Juliet shows her four-month-old son Simon a book filled with colorful shapes. In comparison with his mother, how are the colors likely to appear to Simon?

<p>| | | | |</p>
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<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>the same</td>
<td>c</td>
<td>brighter</td>
</tr>
<tr>
<td>b</td>
<td>duller</td>
<td>d</td>
<td>monochromatic</td>
</tr>
</tbody>
</table>

ANS: A        PTS: 1        DIF: Apply        REF: How Do We See?        OBJ: LO8

110. As people age, what alters their perception of color?

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<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Rods begin to outnumber cones.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>The iris loses elasticity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>The lens begins to turn yellow.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>The shape of the cornea becomes distorted.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ANS: C        PTS: 1        DIF: Understand        REF: How Do We See?        OBJ: LO8

111. Cavin recently began wearing prescription glasses after her ophthalmologist informed her that she is affected by astigmatism. She learns that this is caused by ____.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>the loss of elasticity of the lens</td>
<td>c</td>
<td>an irregular eyeball shape</td>
</tr>
<tr>
<td>b</td>
<td>the degeneration of the retina</td>
<td>d</td>
<td>an uneven surface of the cornea</td>
</tr>
</tbody>
</table>

ANS: D        PTS: 1        DIF: Apply        REF: How Do We See?        OBJ: LO8

112. Why are Westerners more likely than people from New Guinea or India to see the Müller-Lyer illusion?

<p>| | | | |</p>
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<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>Western philosophy maintains that spatial or mathematical problems have only one correct answer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>Westerners are more accustomed to environments that consist of right angles, rectangles, and straight lines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c</td>
<td>Those of Western descent tend to have more cones than rods, decreasing their ability to see faint contrast.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d</td>
<td>Westerners tend to rely more on their visual senses than their auditory or olfactory senses.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

ANS: B        PTS: 1        DIF: Apply        REF: How Do We See?        OBJ: LO8

113. What were the results of a study that tracked the eye movements of American and Chinese college students as they scanned photographs?

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>The American students sporadically surveyed several images with their eyes, regardless of the image; Chinese students used the same pattern of eye movement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b</td>
<td>The Chinese students sporadically surveyed several images with their eyes, regardless of the image; American students used the same pattern of eye movement.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Americans were more likely to focus on the figure; the Chinese gave approximately equal viewing time to figure and background.

The Chinese were more likely to focus on the figure; Americans gave approximately equal viewing time to figure and background.

ANS: C  PTS: 1  DIF: Analyze  REF: How Do We See?  OBJ: LO8

114. What is the evidence that hearing begins well before birth?

- Fetuses as young as six months move more often when their mothers’ speak than in response to a stranger’s voice.
- Hours after birth, newborns begin to curl their tongues in preparation for generating specialized sounds.
- Newborns as young as two days old recognize their mother’s voice.
- Ultrasound waves stimulate the auditory nerve in fetuses as young as seven months.

ANS: C  PTS: 1  DIF: Analyze  REF: How Do We Hear?  OBJ: LO8

115. Jenni’s 72-year old grandfather has difficulty understanding her when she speaks, but he seems to understand her father much better. Why might this be?

- People over 70 typically have difficulty with sounds over 6000 Hz.
- People over 70 typically have difficulty with sounds over 9,000 Hz.
- People over 70 typically have difficulty with sounds over 12,000 Hz.
- People over 70 typically have difficulty with sounds over 15,000 Hz.

ANS: A  PTS: 1  DIF: Apply  REF: How Do We Hear?  OBJ: LO8

116. Noel has perfect pitch, which means that she can name any musical tone that she hears. Compared with other people, Noel is likely to have ____.

- areas of her left hemisphere that are larger
- areas of her right hemisphere that are larger
- less white matter
- more white matter

ANS: A  PTS: 1  DIF: Apply  REF: How Do We Hear?  OBJ: LO8

117. When scientists artificially alter recordings of speech to resemble regular, repeating sine waves, people typically interpret this as ____.

ANS: C  PTS: 1  DIF: Analyze  REF: How Do We See?  OBJ: LO8
118. Three year old Joshua spits out his broccoli, scrunches his face and shouts, “Yuck!” His mother can’t understand why he distastes broccoli so much, because she finds it to be rather bland. Why might Joshua and his mother have such different reactions to the taste of broccoli?

- As we get older, the overall number of taste buds decreases.
- The orbitofrontal cortex loses a significant number of neurons as we age.
- Myelinated axons connecting to the medulla become unmyelinated as we age.
- Hyperstimulation of taste buds in young children may produce the sensation of burning.

ANS: A  PTS: 1  DIF: Apply  REF: How Do We Process Smells and Tastes?  OBJ: LO8

119. In combat veterans, the experience of post-traumatic stress disorder appears to interact with which sense?

- Taste
- Vision
- Audition
- Olfaction

ANS: D  PTS: 1  DIF: Understand  REF: How Do We Process Smells and Tastes?  OBJ: LO8

120. Compared with other cultures, how do Americans tend to differ in their odor categorization?

- Americans tend to separate odor into broader categories.
- Americans tend to find body odor offensive.
- Americans are not as skilled at sorting odors into fruit or flower categories.
- Americans tend to clump all natural odors into one category.

ANS: B  PTS: 1  DIF: Understand  REF: How Do We Process Smells and Tastes?  OBJ: LO8

121. What is the evidence that the effects of experience on taste begin in the prenatal environment?

- Fetuses with higher than normal levels of sodium in their amniotic fluid preferred food with at least some salt as infants.
- Mothers with high glucose levels during pregnancy reported having a more difficult time getting their infants to consume vegetable purees, but not fruit purees.
- Infants whose mothers consumed carrot juice during pregnancy showed stronger preferences for carrot flavor.
- Mothers who drank coffee during pregnancy reported that their infants were more ac-
1. Describe the concepts of sensory adaptation, bottom-up processing, and top-down processing, and provide an example of how perception is shaped by each of these processes.

ANS:
Sensory adaptation is the tendency to pay less attention to a nonchanging source of stimulation. Students may provide a number of examples. For instance, a student may describe a scenario where an appliance is first turned on, such as a dishwasher. At first the sound of the dishwasher attracts our attention by engaging our auditory senses. However, as our auditory senses become accustomed to the noise, our senses adapt and we no longer hear the drone of the dishwasher.

Bottom-up processing is perception based on building simple input into more complex perceptions. Students may use examples of visual, auditory or chemical stimuli. For example, visible light generated from a bright red apple is transmitted to the eye. The visual system then decodes information from this light wave: the distance between two peaks of the light wave is decoded as the color of the apple and the amplitude of the wave is decoded as its brightness.

Top-down processing is the perceptual process in which memory and other cognitive processes are required for interpreting incoming sensory information. Students may use examples of receiving incomplete sensory information that requires top-down processing to make sense of particular stimuli. For example, a train conductor makes an announcement over a PA system that keeps cutting in-and-out: “Please have your [static] ready. Next [static] is Grand Central Terminal.” Despite the missing words, one may easily perceive this statement as, “Please have your tickets ready. Next stop is Grand Central Terminal.”

2. Describe how light enters the eye and how the major structures of the eye process this light. Include a brief description of how information from light is sensed by the eye before transmission to the brain.

ANS:
Light first passes through the cornea, which begins the process of bending light to form an image on the back of the eye. Traveling light next enters the pupil, which is actually an opening formed by the muscles of the iris. The iris adjusts the opening of the pupil in response to the amount of light present in the environment and to signals from the autonomic nervous system. Directly behind the pupil and iris is the main optical instrument of the eye, the lens. Muscles attached to the lens can change its shape, allowing us to adjust our focus to see near or distant objects. Behind the lens is the main chamber of the eye, and located on the rear surface of this chamber is the retina, a thin but complex network of neurons specialized for the processing of light.

Located in the deepest layer of the retina are the specialized receptors, the rods and cones, which transduce the light information. These rods and cones are responsible for different aspects of vision. The rods are predominantly localized to the periphery and are more sensitive to light than the cones. Rods excel at seeing in dim light, but do not provide information about color, nor do they provide clear, sharp images. In contrast, cones, which are predominantly found in the fovea (center of retina), function best under bright light and provide the ability to see both sharp images and color.
3. Describe how sound waves are transmitted from the outer ear to the auditory nerve.

ANS: 
Sound waves enter the outer ear at the pinna, which collects and focuses sounds. Sounds collected by the pinna are then channeled through the auditory canal, which ends at the tympanic membrane, or eardrum, at the boundary between the outer and middle ear. The sound waves then reach three tiny bones in the middle ear known as ossicles. The ossicles amplify sound wave input by transferring sound energy from the air of the outer and middle ear to the fluid found in the inner ear via the oval window.

The inner ear contains a fluid filled cavity known as the cochlea, which contains specialized receptor cells that respond to vibrations transmitted to the inner ear. Vibrations transmitted by the bones of the middle ear to the oval window produce waves in the fluid of the vestibular canal of the cochlea that travel around the apex and back through its tympanic canal. As waves travel through the cochlea, the basilar membrane responds with its own wavelike motion. The movement of the basilar membrane causes the hair cells of the organ of Corti to move back and forth within the fluid of the cochlear duct. Bending the hair cells stimulates the release of neurotransmitters onto the cells of the auditory nerve.
# Chapter Seven: The Feeling Mind — Motivation and Emotion

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The Feeling Mind – Motivation and Emotion
Chapter 7: The Feeling Mind: Motivation and Emotion

MULTIPLE CHOICE

Laundry Day
Clarice wakes up in a daze and remembers that she has to do laundry, and once again, her depression sets in for the day. On her way to the laundry room, she encounters an enormous black spider, which causes her heart to race. Despite this, she continues to the laundry room and stays until all of her clothes are washed and dried to her satisfaction.

1. At what point does Clarice experience an emotion?
   a. When she remembers that she has to do laundry
   b. When she wakes up in a daze
   c. When she encounters the spider
   d. When she starts her laundry
   ANS: C  PTS: 1  DIF: Apply  OBJ: LO1
   REF: How are Motivation and Emotion Related?

2. What is the best description of Clarice’s mood?
   a. depressed
   b. fearful
   c. dazed
   d. satisfied
   ANS: A  PTS: 1  DIF: Apply  OBJ: LO1
   REF: How are Motivation and Emotion Related?

3. What aspect of Clarice’s day demonstrates motivation?
   a. Feeling her heart race
   b. Waking up in a daze
   c. Encountering the spider
   d. Doing her laundry
   ANS: D  PTS: 1  DIF: Apply  OBJ: LO1
   REF: How are Motivation and Emotion Related?

4. What do motivation and emotion have in common?
   a. They both arouse an organism to stimulate some type of behavior.
   b. They both stimulate behavioral changes in a specific manner.
   c. They both cause a prolonged change in behavior.
   d. They both lead to general rather than specific behavioral changes.
   ANS: A  PTS: 1  DIF: Understand  OBJ: LO1
   REF: How are Motivation and Emotion Related?

5. Hours into their cross country road trip, Omar and Carl are famished. The two friends argue about what to do. Should they stop at a highway rest stop, or search for a place to eat in the nearest town? They decide to stop this time at a rest stop, and next time in town. How is motivation demonstrated in this scenario?
   a. They compete for similar resources.
   b. They seek to eat food.
   c. They find a resolution.
   d. They react instinctively to their hunger.
   ANS: B  PTS: 1  DIF: Understand  OBJ: LO1
   REF: How are Motivation and Emotion Related?
6. How does motivation offer a survival advantage?
   a. It dictates the formation of social bonds.
   b. It stimulates competition and ingenuity.
   c. It fosters ambition and perseverance.
   d. It prevents the waste of precious energy resources.
   
   ANS: D  PTS: 1  DIF: Understand  OBJ: LO1

7. Why are animals motivated to explore their environments?
   a. To find potential mates and pass on their genes
   b. To act more effectively when the need arises
   c. To boost overall brain function through curiosity
   d. To avoid confrontation by ensuring that the territory is unmarked
   
   ANS: B  PTS: 1  DIF: Analyze  OBJ: LO1

8. We can think of motivation as a process that maintains ____.
   a. self-awareness  c. Homeostasis
   b. self-actualization d. Competition
   
   ANS: C  PTS: 1  DIF: Remember  OBJ: LO1

9. Caesar ingests a large meal, causing his blood glucose levels to rise. In response, Caesar’s pancreas
   releases insulin to remove glucose from the blood stream. As glucose levels drop, the pancreas stops
   releasing insulin. Which factor establishes the set point?
   a. insulin  c. Pancreas
   b. glucose  d. Blood
   
   ANS: B  PTS: 1  DIF: Apply  OBJ: LO1

10. A state of tension and arousal triggered by cues important for survival is referred to as ____.
    a. emotion  c. Drive
    b. mood  d. Motivation
    
    ANS: C  PTS: 1  DIF: Remember  OBJ: LO1

11. Which scenario best illustrates the concept of drive reduction?
    a. The sun is bothering Mary’s eyes, so she moves into the shade of a nearby tree.
    b. Tashaun has an intense itch on his back that he unsuccessfully tries to reach.
    c. A wave of fear washes over Luisa as she narrowly misses the car in front of her.
    d. Julio expects to receive a sizable bonus and is ecstatic when he finally gets it.
    
    ANS: A  PTS: 1  DIF: Apply  OBJ: LO1

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12. Drive theories of motivation are often described as “____” theories.
   a. push  c. Throw
   b. pull d. Catch
   ANS: A  PTS: 1  DIF: Understand  REF: What Does It Mean To Be Motivated?  OBJ: LO1

13. Which researcher supports an incentive theory of motivation?
   a. Dr. Morgan, who believes that “unpleasant internal forces are the biggest factors that drive
      motivation”
   b. Dr. Stern, who believes that “rewards play a central role in shaping motivation”
   c. Dr. Chen, who believes that “motivation is an innate characteristic based on instinctive
      behaviors”
   d. Dr. Lopez, who believes that “only external, but not internal forces, can be strong
      motivating factors”
   ANS: B  PTS: 1  DIF: Apply  REF: What Does It Mean To Be Motivated?  OBJ: LO1

14. Sally loves to run, and works jogging into her daily schedule because of the “runner’s high” she
    experiences. Sally is motivated by a(n) ____ reward.
   a. top-down  c. extrinsic
   b. bottom-up  d. intrinsic
   ANS: D  PTS: 1  DIF: Apply  REF: What Does It Mean To Be Motivated?  OBJ: LO1

15. Millie has always struggled with her weight. During a recent physical examination, her doctor
    recommended that she lose 30 lbs. What is the most probable reason that Millie is overweight?
   a. She is highly sensitive to external cues for hunger.
   b. She is highly sensitive to internal cues for hunger.
   c. She is relatively insensitive to external cues for hunger.
   d. She is relatively insensitive to internal cues for hunger.
   ANS: A  PTS: 1  DIF: Apply  REF: What Does It Mean To Be Motivated?  OBJ: LO2

16. What was Walter Cannon’s hypothesis regarding hunger cues (Cannon & Washburn, 1912)?
   a. Hunger originates from psychological factors.
   b. Hunger correlates with the extent of stomach contractions.
   c. Hunger is mainly influenced by blood glucose levels.
   d. Hunger is influenced by visual and social cues.
   ANS: B  PTS: 1  DIF: Understand  REF: What Does It Mean To Be Motivated?  OBJ: LO2

17. Following his afternoon classes, Darren stops at the cafeteria and eats a burger and fries. If you were to
    run a blood test on Darren shortly after his meal, what would you expect to find?
   a. low glucose; low insulin  c. high glucose; high insulin
   b. low glucose; high insulin  d. high glucose; low insulin
18. Why are diabetics with high blood glucose levels likely to report feeling hungry?
   a. Because of a rebound effect  
   b. Because of heightened metabolic activity  
   c. Because of increased insulin levels  
   d. Because their cells are deprived of glucose  
   ANS: D  
   PTS: 1  
   DIF: Analyze  
   OBJ: LO2

19. The body monitors fat stores by assessing levels of the hormone ____.
   a. insulin  
   b. glucocorticoid  
   c. calcitonin  
   d. leptin  
   ANS: D  
   PTS: 1  
   DIF: Remember  
   OBJ: LO2

20. Dr. Pasantes is investigating how the brain regulates patterns of eating behavior. She performs an experiment and finds that lesioning a particular brain region causes rodents to completely stop eating. What area of the brain has Dr. Pasantes lesioned?
   a. lateral hypothalamus  
   b. ventromedial hypothalamus  
   c. lateral amygdala  
   d. ventromedial amygdala  
   ANS: A  
   PTS: 1  
   DIF: Apply  
   OBJ: LO2

21. Dr. Pollini is investigating how the brain regulates patterns of eating behavior. He performs an experiment and finds that lesioning a particular brain region causes rodents to significantly increase their food intake and to gain weight. What area of the brain has Dr. Pollini lesioned?
   a. lateral hypothalamus  
   b. ventromedial hypothalamus  
   c. lateral amygdala  
   d. ventromedial amygdala  
   ANS: B  
   PTS: 1  
   DIF: Apply  
   OBJ: LO2

22. According to research (Stacher, 1986), what hormone contributes to feelings of satiety in response to the ingestion of food?
   a. insulin  
   b. ghrelin  
   c. orexins  
   d. cholecystokinin  
   ANS: D  
   PTS: 1  
   DIF: Remember  
   OBJ: LO2

23. Eric has recently put on some weight and has excess fat stores. How is Eric’s body likely to react to the increased fat storage?
   a. Leptin levels will increase and the sympathetic nervous system will be activated.  
   b. Leptin levels will decrease and the sympathetic nervous system will be activated.  
   c. Leptin levels will increase and the parasympathetic nervous system will be activated.  
   d. Leptin levels will decrease and the parasympathetic nervous system will be activated.  
   The Feeling Mind – Motivation and Emotion
24. Derek, a neuropsychology graduate student, works in a behavioral eating research lab. He attends the lab meeting on Monday morning, eager to share his brilliant weight loss idea. Derek is sure that injecting people with leptin will help them lose weight. His idea is quickly shot down by the lab director, who states, “Not so fast, Derek; ____.”

a. as leptin increases, glucose absorption decreases
b. high levels of leptin inhibit insulin synthesis
c. leptin is metabolized by fat cells quicker than it is produced
d. obese humans already have high levels of circulating leptin

ANS: D  PTS: 1  DIF: Analyze  
REF: What Does It Mean To Be Motivated?  OBJ: LO2

25. The height-to-weight ratio used to identify healthy weight, underweight, overweight, and obesity is referred to as the ____.

a. personal mass index  c. body mass index
b. personal density index  d. body density index

ANS: C  PTS: 1  DIF: Remember  
REF: What Does It Mean To Be Motivated?  OBJ: LO2

26. From 1991 to 2008, the rates of obesity have risen from 12% to ____ (Flegal, Carroll, Ogden, & Curtin, 2010).

a. 24%  c. 44%
b. 34%  d. 54%

ANS: B  PTS: 1  DIF: Remember  
REF: What Does It Mean To Be Motivated?  OBJ: LO2

27. Why has our contemporary, sedentary lifestyle, with many people spending hours sitting in front of televisions or computers, contributed to a significant rise in obesity?

a. Because low muscle tone promotes insulin insensitivity
b. Because blood glucose levels remain stagnant during inactivity
c. Because leptin is most effective when people are active
d. Because humans use energy very efficiently

ANS: D  PTS: 1  DIF: Analyze  
REF: What Does It Mean To Be Motivated?  OBJ: LO2

28. Molly is hungry. She passes right by the fruit basket on her kitchen counter and instead, grabs the ice cream out of the freezer. Molly’s behavior demonstrates what about human food preferences?

a. Our digestive system is innately suited for sugary, high fat foods.
b. Short bursts of elevated blood glucose lead to increased arousal.
c. We retain the preferences of our ancestors for calorie-rich foods to ward off starvation.
d. Sugary, high fat food stimulates orexin release to relieve stress.

ANS: C  PTS: 1  DIF: Understand  
REF: What Does It Mean To Be Motivated?  OBJ: LO2
29. Elroy is eager to lose weight after gaining 15 pounds during his freshman year of college. He decides to do a crash diet over the summer, which starts with cabbage soup and salad every day for two weeks. Elroy loses weight at first but quickly puts weight back on, even gaining an extra five pounds before returning to college. What is the most likely reason for this?
   a. By choosing low fat foods, he increased ghrelin levels.
   b. He ate too many vegetables, which contain a high carbohydrate content.
   c. He chose a diet that was not diverse.
   d. He triggered mechanisms designed to prevent starvation.

ANS: D   PTS: 1   DIF: Apply   OBJ: LO2

30. Long-term, who is most likely to succeed in their attempts to lose weight?
   a. Diane, who decides to lose weight by cutting out potato chips and ice cream from her diet
   b. Enrique, who decides to lose weight by going on a high-protein, no-carbohydrate diet
   c. Padma, who decides to lose weight by cutting meat completely out of her diet
   d. Tommy, who decides to lose weight by restricting his caloric intake to 1,000 calories per day

ANS: A   PTS: 1   DIF: Apply   OBJ: LO2

31. Suppose that it is 1964, and that Betty, a homemaker who put on weight with each of her three pregnancies, wants to lose twenty pounds. What medication would have been prescribed to Betty at that time to help her lose weight?
   a. ephedrine
   b. orlistat
   c. amphetamines
   d. sibutramine

ANS: C   PTS: 1   DIF: Remember   OBJ: LO2

32. Interested in losing weight, Patrick seeks the advice of his doctor. Dr. Burns recommends a medication that can help Patrick by inhibiting the absorption of fats by the digestive tract. What medication is Patrick’s doctor recommending?
   a. ephedrine
   b. orlistat
   c. amphetamines
   d. sibutramine

ANS: B   PTS: 1   DIF: Remember   OBJ: LO2

33. Approximately what percent of individuals with eating disorders today are male?
   a. 10%
   b. 15%
   c. 20%
   d. 25%

ANS: D   PTS: 1   DIF: Remember   OBJ: LO2

34. Anorexia nervosa is characterized by the maintenance of unusually low body weight and ____.
   a. cycles of binge eating and purging
   b. the need to defy conventional norms
   c. a distorted view of the body as obese
   d. the extreme need for control

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35. Brianna suffers from anorexia nervosa. In addition to having an unusually low body weight, she has irregular menstrual cycles, feels cold constantly, and has skin that appears _____.
   a. oily with a blue tint     c. dry with a blue tint
   b. oily with a yellow tint   d. dry with a yellow tint
   ANS: D       PTS: 1       DIF: Understand
   REF: What Does It Mean To Be Motivated?   OBJ: LO2

36. After a night of eating a gallon of ice cream and potato chips, Raven takes laxatives to purge the ingested food from her body. Raven, like many others who suffer from bulimia nervosa, is likely to feel what after purging?
   a. relief    c. depression
   b. sense of control   d. elation
   ANS: C       PTS: 1       DIF: Apply
   REF: What Does It Mean To Be Motivated?   OBJ: LO2

37. The research of Anne Becker illustrates how cultural attitudes toward beauty affect eating behaviors (Becker, Burwell, Herzog, Hamburg, & Gilman, 2002). What did Anne Becker find?
   a. With the introduction of American television, adolescent girls in Fiji reported higher rates of dieting.
   b. Home-schooled American teens with no access to television reported less of a desire to diet than their public school counterparts.
   c. In regions of Africa once plagued by famine, food surplus levels positively correlate with the number of women reporting the need to diet.
   d. Adolescent German girls were three times as likely to go on diets after visiting America while vacationing with their families.
   ANS: A       PTS: 1       DIF: Analyze
   REF: What Does It Mean To Be Motivated?   OBJ: LO2

38. The binge-purge cycling of bulimia involves processes similar to those of _____.
   a. the circadian cycle    c. addiction
   b. a hypoglycemic reaction   d. a panic attack
   ANS: C       PTS: 1       DIF: Understand
   REF: What Does It Mean To Be Motivated?   OBJ: LO2

39. Selena has suffered from bulimia nervosa for several years. She finally seeks professional help and is surprised to find out that medication can help her. What type of medication would be most helpful for Selena?
   a. selective serotonin reuptake inhibitors    c. amphetamines
   b. phenothiazines   d. catecholamine reuptake inhibitors
   ANS: A       PTS: 1       DIF: Apply
   REF: What Does It Mean To Be Motivated?   OBJ: LO2
40. From an evolutionary psychology perspective, the best reproductive strategy for men is promiscuity. However, one could argue that _____.
   a. as promiscuous behavior increases, the genetic quality of potential mates decreases
   b. there is no point in producing a large number of children who fail to survive
   c. as a man produces more and more sperm, the quality of the sperm decreases
   d. there is an adaptive advantage to monogamy that produces the same results

ANS: B  PTS: 1  DIF: Analyze
REF: What Does It Mean To Be Motivated?  OBJ: LO3

41. According to research (Bryant & Haselton, 2009), women who are ovulating are more likely to _____.
   a. have extramarital affairs
   b. speak in higher tones
   c. break-up with abusive partners
   d. consume less calories

ANS: B  PTS: 1  DIF: Understand
REF: What Does It Mean To Be Motivated?  OBJ: LO3

42. What is the evidence to support the idea that hormones involved in the menstrual cycle do not significantly influence women’s sexual interest?
   a. Women report more pain during sex and less sexual interest while ovulating.
   b. Menopause has little impact on a woman’s sexual interest and activity.
   c. Women report increased sexual activity during ovulation but only if they are trying to get pregnant.
   d. Fertility drugs that increase gonadotropin levels have little impact on female sexual interest.

ANS: B  PTS: 1  DIF: Analyze
REF: What Does It Mean To Be Motivated?  OBJ: LO3

43. Nicole tells her gynecologist that lately, she has had no sexual desire. Nicole and her gynecologist discuss the possibility of using a hormone patch to address her sexual dysfunction. This hormone patch likely uses which hormone?
   a. testosterone
   b. estrogen
   c. progesterone
   d. follicle stimulating hormone

ANS: A  PTS: 1  DIF: Apply
REF: What Does It Mean To Be Motivated?  OBJ: LO3

44. Which physiological response represents a remnant of our ancestors’ need to defend their territory?
   a. When study participants were asked to escape a virtual fire, individuals told to imagine their homes on fire showed the greatest amygdala activity.
   b. Police reports show higher incidences of aggression for men facing foreclosure than for men experiencing unemployment.
   c. Victims demonstrated a surge in corticosteroid levels weeks following a crime that occurred at or near their home, but not in a far off location.
   d. Males experience greater drops in testosterone when witnessing their favorite teams lose

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home games rather than away games.

ANS: D   PTS: 1   DIF: Analyze
REF: What Does It Mean To Be Motivated?   OBJ: LO3

45. According to research (van Anders, Hamilton, & Watson, 2007), who is likely to have the highest testosterone levels?
   a. Eric, who cannot seem to stay in a long-term relationship, and was called a commitment-phobe by his last girlfriend
   b. Don, who just proposed to Sandra, his girlfriend of two years, but secretly longs for his former girlfriend, Jen, whom he dated for six years
   c. Sergio, who has been married for fourteen years to Sarafena, but also has a mistress, Donatella, whom he has been seeing for the last ten years
   d. Eduardo, who has been married for eleven years and has four boys ages two through seven, and is secretly relieved that he has no daughters

ANS: C   PTS: 1   DIF: Apply
REF: What Does It Mean To Be Motivated?   OBJ: LO3

46. What is the connection between romantic love and sexual desire?
   a. Romantic love is not possible without some degree of sexual desire.
   b. Sexual desire cannot be sustained without romantic love.
   c. Although they represent separate emotional states, they are physiologically similar.
   d. Romantic love and sexual desire represent distinct biological and emotional states.

ANS: D   PTS: 1   DIF: Understand
REF: What Does It Mean To Be Motivated?   OBJ: LO3

47. What two hormones are associated with romantic love?
   a. testosterone and estrogen
   b. testosterone and oxytocin
   c. vasopressin and estrogen
   d. vasopressin and oxytocin

ANS: D   PTS: 1   DIF: Remember
REF: What Does It Mean To Be Motivated?   OBJ: LO3

48. What hormonal differences in women cause them to be more likely than men to equate sexual desire with feelings of romantic love?
   a. higher oxytocin and lower testosterone
   b. higher vasopressin and lower testosterone
   c. higher oxytocin and higher estrogen
   d. higher vasopressin and higher estrogen

ANS: A   PTS: 1   DIF: Understand
REF: What Does It Mean To Be Motivated?   OBJ: LO3

49. Sexual orientation is best defined as ____.
   a. engaging in sexual activity with a specific gender
   b. a stable pattern of attraction to members of a particular sex
   c. exhibiting characteristic behaviors consistent with a particular gender
   d. exhibiting sexual attractions that are inconsistent with one’s gender

ANS: B   PTS: 1   DIF: Analyze
REF: What Does It Mean To Be Motivated?   OBJ: LO3

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50. According to research (Kirk, Bailey, & Martin, 2000), if one identical male twin is homosexual, his twin has what percent chance of also being homosexual?
   a. 30%       c. 70%
   b. 50%       d. 90%
   ANS: B       PTS: 1       DIF: Remember
   REF: What Does It Mean To Be Motivated?       OBJ: LO3

51. What is the evidence to suggest that exposure to sex hormones in the womb affects sexual orientation?
   a. Females exposed to higher than normal levels of male hormones in the womb develop male external genitalia and report more same-sex sexual activity.
   b. Males whose mothers were on hormone replacement therapy while pregnant report more attraction to males than the general population.
   c. The testosterone hormonal patch used to stimulate sexual desire in females also leads to higher birth rates of babies who later identified themselves as lesbians.
   d. Women who took drugs to stimulate ovulation had sons who were more likely to experiment with same-sex activity.
   ANS: A       PTS: 1       DIF: Understand
   REF: What Does It Mean To Be Motivated?       OBJ: LO3

52. Why are men with older brothers, but not men with older sisters or those who are only children, more likely to be gay?
   a. Mothers are more likely to unknowingly treat their youngest sons like daughters.
   b. A mother’s heightened immunological response with subsequent male-fetus pregnancies affects brain development.
   c. Older brothers are likely to deride and belittle the youngest brother, creating a more sensitive, fearful, and confused individual.
   d. Older brothers are more likely to protect and guard the youngest brother, shielding him from rough-and-tumble play and traditional masculine rituals.
   ANS: B       PTS: 1       DIF: Analyze
   REF: What Does It Mean To Be Motivated?       OBJ: LO3

53. According to the work of Simon LeVay (1991), gay men and women have similarities in their ____.
   a. levels of estrogen     c. hypothalamic brain structure
   b. levels of oxytocin     d. basal ganglia brain structure
   ANS: C       PTS: 1       DIF: Understand
   REF: What Does It Mean To Be Motivated?       OBJ: LO3

54. Achievement is usually defined as ____.
   a. the need to reach a level of self-perfection
   b. a desire to excel or outperform others
   c. the fulfillment of culturally dictated goals
   d. meeting the needs of those we seek to please
   ANS: B       PTS: 1       DIF: Understand
   The Feeling Mind – Motivation and Emotion
55. Of the following, who displays characteristics most consistent with high levels of achievement motivation?
   a. April, who tackles her quantum physics problems with a high level of abstract reasoning
   b. Devlin, who feels frustrated when his professor gives him a check mark on a writing assignment instead of a grade
   c. Calista, who worries constantly about whether or not her parents are happy with her grades
   d. NaShaun, who is climbing the corporate ladder and knows to keep his friends close but his enemies closer

   ANS: B    PTS: 1    DIF: Analyze

56. Whose career path displays characteristics consistent with high levels of achievement motivation?
   a. Desmond, who takes over as the CEO of a fledgling company as a fair boss but one who enforces strict adherence to his guidelines
   b. Sabina, who graduates at the top of her medical school class and chooses to do a residency in neurology, a challenging field with few therapeutic options for patients
   c. Mateo, who is a state senator and works tirelessly trying to get his constituents to sign off on bills that will support his district
   d. Donna, who is a dedicated scientist, and puts her heart and soul into her research knowing that her experiments are just as likely to fail as they are to succeed

   ANS: A    PTS: 1    DIF: Analyze

57. When asked to identify what is most important to their happiness, an overwhelming majority of people typically rated ____ at the top of their list.
   a. wealth
   b. physical health
   c. intimacy
   d. mental capabilities

   ANS: C    PTS: 1    DIF: Understand

58. In one study (Twenge, Baumeister, Tice, & Stucke, 2001), students who were told that a personality test revealed that they were “the type likely to end up alone later in life” were more likely to ____.
   a. show signs of depression
   b. act aggressively
   c. report low self-esteem
   d. demonstrate introversion

   ANS: B    PTS: 1    DIF: Understand

59. Compared with other species, why are social connections especially important for the survival of human beings?
   a. Human beings typically lose the drive to survive during times of prolonged isolation.
   b. Human beings require the greatest amount of parenting to survive to adulthood.
   c. Human beings have a set point for social activity and need external connections to monitor the balance.
d. Human beings suffer both psychological and physical damage from isolation, whereas most other species are unaffected by it.

ANS: B  PTS: 1  DIF: Analyze
REF: What Does It Mean To Be Motivated?  OBJ: LO4

60. What evidence illustrates that the need for affiliation has a genetic component?
   a. Adoption studies show that siblings raised in different environments show similar patterns of social activity.
   b. Our set point for needing affiliation correlates with cortical thickness.
   c. People who are low in their need for affiliation are more likely to have genetic 5-HTTLPR polymorphism.
   d. Twin studies show that set points for the need for affiliation are influenced by genetics.

ANS: D  PTS: 1  DIF: Analyze
REF: What Does It Mean To Be Motivated?  OBJ: LO4

61. Maslow’s view of motivation is best described as a _____.
   a. tree of power  c. pyramid of needs
   b. web of ambition  d. pinwheel of desire

ANS: C  PTS: 1  DIF: Remember
REF: What Does It Mean To Be Motivated?  OBJ: LO4

62. Martha, a first grade teacher, is concerned about her student, Marvin. She knows that six-year-old Marvin has the potential to learn, but he always comes to school hungry and without a coat, even in the coldest months. According to Maslow, why is Marvin in danger of failing?
   a. He is showing signs of neglect; thus, he likely lives in an environment void of enrichment.
   b. He will eventually feel like a social outcast and rebel against conventional societal norms.
   c. He will have impaired brain development due to the lack of appropriate physiological and psychological care.
   d. He will have little to no motivation to learn at school if his most basic needs are not met.

ANS: D  PTS: 1  DIF: Apply
REF: What Does It Mean To Be Motivated?  OBJ: LO4

63. According to Maslow, what is at the pinnacle of human motivation?
   a. affection  c. belongingness
   b. esteem  d. self-actualization

ANS: D  PTS: 1  DIF: Understand
REF: What Does It Mean To Be Motivated?  OBJ: LO4

64. Which saying best reflects the concept of self-actualization?
   a. “Search for inner peace.”
   b. “Be all that you can be.”
   c. “Do unto others as you would have done onto you.”
   d. “Take time to stop and smell the roses.”

ANS: B  PTS: 1  DIF: Analyze
REF: What Does It Mean To Be Motivated?  OBJ: LO4

The Feeling Mind – Motivation and Emotion
65. What is a critique of the human motivation for self-actualization (Kenrick, Griskevicius, Neuberg, & Schaller, 2010)?
   a. The evolutionary advantage is not clear.
   b. It is overly simplistic.
   c. Self-actualization contradicts the motivation for affiliation.
   d. Cultures differ dramatically in their emphasis on self-actualization

   ANS: A          PTS: 1          DIF: Understand
   REF: What Does It Mean To Be Motivated?    OBJ: LO4

66. As part of his honor’s thesis, Braydon develops a survey to evaluate the updated hierarchy of needs of Kenrick and colleagues, specifically in young adult men and women. Braydon is most interested in determining if men and women differ in the highest level of motivation, which is ____.
   a. mate retention  
   b. parenting  
   c. Affiliation  
   d. Status

   ANS: B          PTS: 1          DIF: Apply
   REF: What Does It Mean To Be Motivated?    OBJ: LO4

67. A major advantage provided by emotion is ____.
   a. that it creates the desire for affiliation
   b. in its ability to produce arousal
   c. that it promotes self-actualization and empathy
   d. in its ability to produce an internal drive for survival

   ANS: B          PTS: 1          DIF: Analyze
   REF: Why Are We Emotional?    OBJ: LO5

68. According to the Yerkes-Dodson law, ____ (Yerkes & Dodson, 1908).
   a. the ideal amount of arousal interacts with the complexity of a task
   b. performance and arousal function independently
   c. heightened arousal leads to heightened performance on complex tasks
   d. dampened arousal disinhibits instinctive behaviors

   ANS: A          PTS: 1          DIF: Analyze
   REF: Why Are We Emotional?    OBJ: LO5

69. Baby Alec squints his face and screams at the top of his lungs; his mother runs over to try to soothe him. Alec’s actions demonstrate that ____.
   a. emotions are easily communicated through non-verbal means
   b. complex emotions require maturity
   c. emotions drive classical conditioning
   d. without language, emotions are abstractions

   ANS: A          PTS: 1          DIF: Apply
   REF: Why Are We Emotional?    OBJ: LO5

70. What is the evidence to support that there is coordinated development of language and emotional communication in our brains?
   a. Stroke victims with infarcted Broca’s areas have difficulty producing language and the appropriate emotional response.
   b. Children with autism typically demonstrate delayed language development and difficulty expressing emotion.
   c. We use the same pathways for language and for the perception and appreciation of music.

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d. The brains of novelists show a wider range of emotions than that of doctors.

ANS: C  PTS: 1  DIF: Analyze  REF: Why Are We Emotional?
OBJ: LO5

71. Consider the case of Eliot (Damasio, 1994), who had frontal lobe surgery to remove a tumor. What did we learn with regard to the brain’s use of emotional information?
   a. Emotions act as the gateway for social intelligence by establishing limits for appropriate behaviors that promote survival.
   b. Emotions regulate higher order cognition by allowing the mind to integrate concrete knowledge with abstract reasoning.
   c. Emotions set the stage for forming strong connections with other individuals and establishing long-lasting bonds.
   d. Emotions provide a bridge to past experiences that can be used to set priorities such as approach and avoidance.

ANS: D  PTS: 1  DIF: Analyze  REF: Why Are We Emotional?
OBJ: LO5

72. Which nervous system structure participates in the general arousal associated with emotional states?
   a. cranial nervous system  
   b. somatic nervous system  
   c. autonomic nervous system  
   d. encephalic nervous system

ANS: C  PTS: 1  DIF: Understand  REF: Why Are We Emotional?
OBJ: LO5

73. According to research (Cacioppo, Berntson, Norris, & Gollan, 2011), why do humans place a general priority on negative emotions over positive emotions?
   a. Negative emotions require less energy to maintain.
   b. Negative emotions weed out potential enemies.
   c. Negative emotions establish dominance in social hierarchies.
   d. Negative emotions signal more serious threats to survival.

ANS: D  PTS: 1  DIF: Understand  REF: Why Are We Emotional?
OBJ: LO5

74. Gaia glances over at her roommate, who is on the phone with her mother. She watches as her roommate’s facial expressions change from happy – to sad – to angry – as she progresses through the phone conversation. What area of Gaia’s brain is most likely to change activity as she processes the different facial expressions?
   a. hippocampus  
   b. amygdala  
   c. basal ganglia  
   d. striatum

ANS: B  PTS: 1  DIF: Remember  REF: Why Are We Emotional?
OBJ: LO5

75. Patient S.M., who was unable to detect negative emotion in music and fear in images, suffered damage to which brain region?
   a. hippocampus  
   b. amygdala  
   c. basal ganglia

The Feeling Mind – Motivation and Emotion
76. Abnormal development of the amygdala is associated with which disorder?
   a. bipolar disorder  
   b. depression  
   c. obsessive compulsive disorder  
   d. autism  
   **ANS:** D  
   **PTS:** 1  
   **DIF:** Remember  
   **REF:** Why Are We Emotional?
   **OBJ:** LO5

77. Following a serious automobile accident several months ago, Lata is not able to read her bosses facial expressions to determine if he is happy or disappointed with her performance. Lata likely suffered damage to her ____.
   a. Insula  
   b. medulla  
   c. corpus callosum  
   d. hippocampus  
   **ANS:** A  
   **PTS:** 1  
   **DIF:** Apply  
   **REF:** Why Are We Emotional?
   **OBJ:** LO5

78. The emotional quality of pain likely results from information processing at which level of the brain?
   a. basal ganglia  
   b. amygdala  
   c. cingulate cortex  
   d. insula  
   **ANS:** C  
   **PTS:** 1  
   **DIF:** Remember  
   **REF:** Why Are We Emotional?
   **OBJ:** LO5

79. Ahn is participating in a research study assessing the impact of brain damage on emotion relatability. She is asked to scan through a series of images and decipher the facial expressions of several individuals. Ahn performs well on the task but consistently is unable to recognize the expression of disgust. Ahn most likely suffered damage to which area of her brain?
   a. basal ganglia  
   b. amygdala  
   c. cingulate cortex  
   d. insula  
   **ANS:** A  
   **PTS:** 1  
   **DIF:** Apply  
   **REF:** Why Are We Emotional?
   **OBJ:** LO5

80. Which brain region coordinates movements in response to emotional stimuli?
   a. basal ganglia  
   b. amygdala  
   c. cingulate cortex  
   d. insula  
   **ANS:** A  
   **PTS:** 1  
   **DIF:** Remember  
   **REF:** Why Are We Emotional?
   **OBJ:** LO5

81. Months after suffering head trauma from a work accident, Maxwell’s wife Jessica notices that he is acting irresponsibly. For example, he decided on a whim to go sky diving, he drives his car at high speeds on the highway and constantly blurts out obscenities to people. In what region did Maxwell likely suffer brain damage?
   a. basal ganglia  
   b. Insula  
   c. cerebral cortex  
   d. amygdala  
   **ANS:** C  
   **PTS:** 1  
   **DIF:** Apply  
   **REF:** Why Are We Emotional?
   **OBJ:** LO5
82. How do the right and left brain hemispheres process emotion?
   a. The left hemisphere processes positive emotions; the right hemisphere processes negative emotions.
   b. The right hemisphere processes positive emotions; the left hemisphere processes negative emotions.
   c. The left hemisphere funnels information about emotion to the right hemisphere.
   d. The right hemisphere funnels information about emotion to the left hemisphere.
   ANS: A   PTS: 1   DIF: Understand   REF: Why Are We Emotional?
   OBJ: LO5

83. Donatella participates in a study and is asked to view a series of images that are likely to provoke strong emotion: a father caressing his newborn baby; a child crying at his mother’s funeral; and a shark ferociously attacking a seal. While she views these images, a PET scan monitors her brain activity. What is the PET scan likely to show?
   a. A specialized region of the prefrontal cortex shows robust activity for all of her emotions.
   b. Separate cortical “emotion centers” respond to each of her emotions.
   c. The prototypic “emotional pattern” of activity is observed in response to all of her emotions.
   d. Distinct patterns of activity will be observed for each of her emotions.
   ANS: D   PTS: 1   DIF: Apply   REF: Why Are We Emotional?
   OBJ: LO5

84. Several months ago, Ambreena suffered moderate brain damage following the surgical removal of a brain tumor. Her husband is perplexed by the fact that she struggles to smile when they are together sharing a happy moment, but when looking at a recent family photograph, he notices a big grin on her face. This indicates that Ambreena suffered damage to her ____.
   a. motor cortex
   b. amygdala
   c. basal ganglia
   d. cerebellum
   ANS: C   PTS: 1   DIF: Apply   REF: Why Are We Emotional?
   OBJ: LO5

85. Dr. Burke performs a neurological examination on his patient Ishmael. At one point he asks Ishmael to smile, but Ishmael produces only a crooked smirk. At the end of the examination, Ishmael tells Dr. Burke a humorous story, at which point Ishmael smiles ear-to-ear. Dr. Burke suspects that Ishmael suffered damage to his ____.
   a. motor cortex
   b. amygdala
   c. basal ganglia
   d. cerebellum
   ANS: A   PTS: 1   DIF: Apply   REF: Why Are We Emotional?
   OBJ: LO5

86. What is the evidence to support Charles Darwin’s claim that human emotional expression was shaped through evolution?
   a. The recognition of emotional facial expressions is uniquely tailored to promote survival in different climatic regions around the world.
   b. Infants’ social smiles emerge at about the same age, regardless of whether an infant can see faces or is born blind.
   c. Individuals who are capable of showing the widest range of emotions typically have the
greatest number of progeny.
d. The same breadth of different emotions expressed by humans are also expressed by nearly all species, but to varying degrees.

ANS: B  
PTS: 1  
DIF: Analyze  
REF: Why Are We Emotional?
OBJ: LO6

87. A cultural norm that specifies when, where, and how a person should express an emotion is referred to as a ____.
a. display rule            
c. conformative law
b. normative action        
d. controlled expression

ANS: A  
PTS: 1  
DIF: Remember  
REF: Why Are We Emotional?
OBJ: LO6

88. According to a study (Matsumoto, Yoo, and Nakagawa, 2008), individuals from which nation are most likely to show emotion freely?
a. United States     
c. Hong Kong
b. Italy           
d. Switzerland

ANS: D  
PTS: 1  
DIF: Remember  
REF: Why Are We Emotional?
OBJ: LO6

89. Children who are highly responsive and show strong emotional reactions to novel stimuli are more likely to be ____ adults.
a. overly anxious  
c. depressed
b. psychopathic    
d. highly intelligent

ANS: A  
PTS: 1  
DIF: Understand  
REF: Why Are We Emotional?
OBJ: LO6

90. What do twin studies tell us about genetics and the ability to read emotions?
a. Genetics plays a negligible role in reading emotions.
b. Genetics plays a small but significant role in reading emotions.
c. Genetics plays a moderate role in reading emotions.
d. Genetics plays a very large role in reading emotions.

ANS: D  
PTS: 1  
DIF: Understand  
REF: Why Are We Emotional?
OBJ: LO6

91. Individual differences in emotional intelligence are most predictive of ____.
a. self-confidence  
c. the success of relationships
b. emotional stability    
d. cognitive capabilities

ANS: C  
PTS: 1  
DIF: Understand  
REF: Why Are We Emotional?
OBJ: LO6

92. In a study of Japanese and American individuals (Matsumoto et al., 2002), how did the two cultures differ with regards to reading emotions?
a. The Japanese were more accurate in identifying the correct emotion being expressed.
b. The Americans were more accurate in identifying the correct emotion being expressed.
c. The Japanese interpreted low intensity emotions as being understated; Americans interpreted high intensity emotions as exaggerated.
d. The Americans interpreted low intensity emotions as being understated; Japanese
interpreted high intensity emotions as exaggerated.

ANS: C  PTS: 1  DIF: Analyze  REF: Why Are We Emotional?
OBJ: LO6

93. Which model or theory of emotion proposes that physical sensations lead to subjective feelings?
   a. James-Lange theory
   b. catharsis theory
   c. Somatovisceral Afference Model of Emotion
   d. Cannon-Bard theory

ANS: A  PTS: 1  DIF: Remember  REF: Why Are We Emotional?
OBJ: LO7

94. Which model or theory proposes that emotions act as a reservoir that fills up and spills over, and that expressing these emotions will reduce arousal?
   a. James-Lange theory
   b. Schachter-Singer two-factor theory
   c. catharsis theory
   d. Cannon-Bard theory

ANS: C  PTS: 1  DIF: Remember  REF: Why Are We Emotional?
OBJ: LO7

95. Which model or theory of emotion proposes that there is a simultaneous and independent occurrence of physical sensations and subjective feelings during an emotional experience?
   a. catharsis theory
   b. Schachter-Singer two-factor theory
   c. Somatovisceral Afference Model of Emotion
   d. Cannon-Bard theory

ANS: D  PTS: 1  DIF: Remember  REF: Why Are We Emotional?
OBJ: LO7

96. Which model or theory of emotion proposes that general arousal leads to assessment, which in turn leads to subjective feelings?
   a. James-Lange theory
   b. Schachter-Singer two-factor theory
   c. Somatovisceral Afference Model of Emotion
   d. Cannon-Bard theory

ANS: B  PTS: 1  DIF: Remember  REF: Why Are We Emotional?
OBJ: LO7

97. Which model or theory of emotion proposes that a range of physical sensations, from precise to general, requires varying degrees of cognitive processing prior to subjective feelings?
   a. James-Lange theory
   b. Schachter-Singer two-factor theory
   c. Somatovisceral Afference Model of Emotion
   d. Cannon-Bard theory

ANS: C  PTS: 1  DIF: Remember  REF: Why Are We Emotional?
OBJ: LO7
98. Which scenario supports the James-Lange theory of emotion?
   a. Tony approaches his friend Juanita, who is walking her dog. As the dog begins to bark, Tony’s heart races; he thinks about why this is the case, and realizes he has a crush on Juanita.
   b. Micah wakes up feeling glum. He forces himself to smile from ear-to-ear and laugh out loud, and then he begins to feel happy.
   c. Bethany feels very depressed about her recent break-up with her boyfriend. She slumps down on her couch and cries for an hour straight, and then she begins to feel better.
   d. Aaron relaxes in his hammock. Suddenly, he feels an earthquake, causing him to feel afraid; at the same time, his heart beats rapidly and his palms sweat.
   ANS: B
   OBJ: LO7

99. Which scenario supports the catharsis theory of emotion?
   a. Tony approaches his friend Juanita, who is walking her dog. As the dog begins to bark, Tony’s heart races; he thinks about why this is the case, and realizes he has a crush on Juanita.
   b. Micah wakes up feeling glum. He forces himself to smile from ear-to-ear and laugh out loud, and then he begins to feel happy.
   c. Bethany feels very depressed about her recent break-up with her boyfriend. She slumps down on her couch and cries for an hour straight, and then she begins to feel better.
   d. Aaron relaxes in his hammock. Suddenly, he feels an earthquake, causing him to feel afraid; at the same time, his heart beats rapidly and his palms sweat.
   ANS: C
   OBJ: LO7

100. Which scenario supports the Cannon-Bard theory of emotion?
   a. Tony approaches his friend Juanita, who is walking her dog. As the dog begins to bark, Tony’s heart races; he thinks about why this is the case, and realizes he has a crush on Juanita.
   b. Micah wakes up feeling glum. He forces himself to smile from ear-to-ear and laugh out loud, and then he begins to feel happy.
   c. Bethany feels very depressed about her recent break-up with her boyfriend. She slumps down on her couch and cries for an hour straight, and then she begins to feel better.
   d. Aaron relaxes in his hammock. Suddenly, he feels an earthquake, causing him to feel afraid; at the same time, his heart beats rapidly and his palms sweat.
   ANS: D
   OBJ: LO7

101. Which scenario supports the Schachter-Singer two-factor theory of emotion?
   a. Tony approaches his friend Juanita, who is walking her dog. As the dog begins to bark, Tony’s heart races; he thinks about why this is the case, and realizes he has a crush on Juanita.
   b. Micah wakes up feeling glum. He forces himself to smile from ear-to-ear and laugh out loud, and then he begins to feel happy.
   c. Bethany feels very depressed about her recent break-up with her boyfriend. She slumps
down on her couch and cries for an hour straight, and then she begins to feel better.

d. Aaron relaxes in his hammock. Suddenly, he feels an earthquake, causing him to feel afraid; at the same time, his heart beats rapidly and his palms sweat.

ANS: A  PTS: 1  DIF: Analyze  REF: Why Are We Emotional?
OBJ: LO7

102. Consider the Capilano Canyon experiment (Dutton & Aron, 1974). What is the explanation for why the men crossing the more frightening suspension bridge included much more sexual content in their interviews?
   a. In the presence of an attractive woman, the men attempted to repress their fear.
   b. Fear-provoking situations exaggerate risk-taking in all areas, including finding a mate.
   c. During times of heightened fear, people often try to distract themselves.
   d. The men misinterpreted physiological signals of fear as sexual arousal.

ANS: D  PTS: 1  DIF: Understand  REF: Why Are We Emotional?
OBJ: LO7

103. The Somatovisceral Afference Model of Emotion (SAME) provides a middle ground between which two theories of emotion?
   a. The Cannon-Bard theory and the Schachter-Singer two-factor theory
   b. The Cannon-Bard theory and the catharsis theory
   c. The James-Lange theory and the Schachter-Singer two-factor theory
   d. The James-Lange theory and the catharsis theory

ANS: C  PTS: 1  DIF: Understand  REF: Why Are We Emotional?
OBJ: LO7

104. According to the Somatovisceral Afference Model of Emotion (SAME), which scenario is likely to elicit the slowest emotional response?
   a. Tiana receives a rare phone call from her husband who is away at war; she happily grins from ear-to-ear.
   b. While hiking, Daria sees a mountain lion off in the distance; she has never been so scared, and stops dead in her tracks as her heart beats uncontrollably.
   c. Doug is finishing up his term paper as his roommate accidentally drops a pint of beer on his laptop; Doug starts to shake uncontrollably with anger.
   d. Tyrone looks over his annual progress report from his boss; the comments are mostly positive and he is proud of his accomplishments.

ANS: D  PTS: 1  DIF: Apply  REF: Why Are We Emotional?
OBJ: LO7

105. According to contemporary views of emotion, an emphasis on what factor may account for the vast range of emotional reactions that individuals have toward the same event?
   a. physiology  
   b. individualism  
   c. appraisal  
   d. intelligence

ANS: C  PTS: 1  DIF: Understand  REF: Why Are We Emotional?
OBJ: LO7
ESSAY

1. Describe Maslow’s hierarchy of needs and discuss how Maslow felt motivation is shaped. How does the contemporary hierarchy of needs (Kenrick, Griskevicius, Neuberg, & Schaller, 2010) differs from Maslow’s? Which model do you prefer, and why?

ANS:
Maslow viewed motivation as a hierarchy of needs, in which lower levels must be satisfied before the individual has the time and energy to pursue higher level needs. At the lowest level of the pyramid, we find “physiological needs,” including food, water, and shelter. These basic needs must be met on a daily basis, or life will be threatened. Consequently, if meeting these needs is a challenge for a person, Maslow predicted that the person is unlikely to care about needs appearing at higher levels of the hierarchy. Once physiological needs are generally met, Maslow suggests that we turn our attention to safety, and then to belongingness, represented by the love and affection of others. For Maslow, these three lower categories are essential to human life. Freed from the challenges of meeting basic needs, we begin to seek esteem, or the respect we receive from other members of the community. At the pinnacle of human striving, however, is the goal of self-actualization, according to Maslow. A person seeking self-actualization desires to fully meet his or her potential.

Maslow’s classic theory received a recent modification that retained the overall hierarchical organization but added three new perspectives: the evolutionary functions of motives, the development of motives over the lifespan, and the cognitive priorities assigned to motives in response to environmental stimuli. This modified pyramid replaces self-actualization with mate acquisition, mate retention, and parenting. The authors of the revision noted that self-actualization was interesting, but they could not find an evolutionary explanation for why we would seek to reach this level. Many of the activities described by Maslow as helping people to reach self-actualization, such as art and poetry, might be better explained as efforts to gain status, which in turn would attract mates.

PTS: 1 DIF: Evaluate REF: What Does It Mean To Be Motivated?
OBJ: LO4

2. Describe the four theories of emotion discussed in the text and provide an example for each. Which do you agree with the most and which the least? Explain your answer.

ANS:
The James-Lange theory of emotion proposes that physical sensations lead to subjective feelings. At the core of the James-Lange theory is the idea that classes of emotions are the result of a sequence of events. Once an individual perceives a stimulus, such as a grizzly bear, he or she will experience a physiological response. This physiological response is subsequently interpreted by the individual, giving rise to a conscious awareness of a subjective feeling.

The Cannon-Bard theory of emotion features the simultaneous and independent occurrence of physical sensations and subjective feelings during an emotional experience. For Cannon-Bard, the sight of the bear would immediately and simultaneously trigger a subjective feeling of fear (oh no, there’s a bear in my room) and physical sensations (probably the autonomic nervous system’s fight-flight response in this example). The Cannon-Bard theory does not assume that the experience of a subjective feeling is dependent on any physical sensations.
The Schachter-Singer two-factor theory asserts that general arousal leads to assessment, which in turn leads to subjective feelings. Schachter and Singer believed that each emotional experience begins with an assessment of our physical sensations. Because these reactions can be similar among emotional states (i.e. fear and sexual arousal), they suggested that interpreting these states requires another step. Any emotional arousal signals us to make a conscious, cognitive appraisal of our circumstances, which then allows us to identify the emotion we’re experiencing. Physical sensations may lead to several different interpretations, based on the way an individual assesses a situation. The sight of a bear would initiate a general state of arousal. To identify the source of your arousal, you would assess your situation, attribute your arousal to the presence of a bear in your room, and identify your feelings as fear.

The Somatovisceral Afference Model of Emotion (SAME) begins with a recognition that physical responses to a stimulus can range from quite specific to quite general. For example, the physical sensations associated with disgust can be more precise than the physical sensations associated with pride. The initial degree of specificity of the physical response leads to different cognitive processing. A highly specific physical response leads to unambiguous recognition of a subjective feeling. (e.g., A bear walks in, I react physically, I know I’m scared). At the other extreme, instead of specific physical responses, a situation might produce very general arousal, which will require significant cognitive processing and evaluation. For example, a valedictorian giving a graduation speech might not understand her arousal until she sees her parents and other members of the audience clapping and realizes the emotion she is feeling is pride.

PTS: 1    DIF: Evaluate    REF: Why Are We Emotional?
OBJ: LO7

3. Describe John Gottman’s work in predicting the success of a relationship (Gottman, 2011). Think about your own relationship with a romantic partner or close friend. How does your style of communication affect this relationship? How might it be improved?

ANS: Psychologist John Gottman uses a combination of heart rate, facial expression, and an analysis of the way people talk about their relationships to each other and to others to predict whether a relationship will last. He is correct over 90% of the time. One of Gottman’s key observations is the ratio of positive to negative comments in a couple’s discussion of a problem. Happy couples make 5 times more positive comments about each other and their relationship during these discussions (e.g., we laugh a lot versus we never have any fun).

The human mind is skewed toward the negative, like noticing bitter tastes over sweet. This slant suggests that it is all too easy to focus on your partner’s negative qualities, which will lead to negative emotions and conflict. If we put our relationships on evolutionary cruise control, the ratio of positive to negative comments might drop to a point where the relationship is in danger. Maintaining a more positive outlook on your partner requires attention and work.

PTS: 1    DIF: Evaluate
REF: Interpersonal Relationships From the Perspective of Emotion
OBJ: LO4
### Chapter Eight: The Adaptive Mind — Learning

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<td>2. Analyze the components of a classical conditioning experiment, identifying the unconditioned stimulus, conditioned stimulus, unconditioned response, and conditioned response.</td>
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<td>3. Evaluate whether a classical conditioning scenario has the features needed to produce acquisition of a conditioned response, extinction, spontaneous recovery, conditioned inhibition, generalization versus discrimination, and/or latent inhibition.</td>
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<td>4. Differentiate operant conditioning from classical conditioning and implement operant conditioning principles in real-life learning scenarios (e.g., training a pet or child).</td>
<td>14; 47-52</td>
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<td>5. Compare and contrast positive reinforcement, negative reinforcement, positive punishment, and negative punishment in terms of learning process and effects on behavior.</td>
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<td>6. Analyze the ways in which animals’ evolved instincts appeared to constrain learning in some studies of classical and operant conditioning (e.g., Garcia &amp; Koelling, 1966; Breland &amp; Breland, 1961).</td>
<td>90-98</td>
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<td>7. Analyze the classic “Bobo Doll” study and other examples of observational learning, identifying the cognitive processes necessary to produce learning, and differentiating observational learning from operant conditioning.</td>
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<td>8. Apply learning principles and terminology to analyzing problems with interpersonal relationships, phobias, addiction, and other behaviors.</td>
<td>111-120</td>
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MULTIPLE CHOICE

1. Inevitable, involuntary responses to stimuli that are primarily controlled by circuits located in the spinal cord and brainstem are referred to as ____.
   a. behaviors  
   b. habits  
   c. instincts  
   d. reflexes  
   
   ANS: D  PTS: 1  DIF: Remember  
   REF: How Do Animals Use Reflexes, Instincts, and Learning to Respond to the Environment?  
   OBJ: LO1

2. What distinguishes a reflex from an instinct?
   a. In contrast to an instinct, a reflex does not depend on prior experience.  
   b. In contrast to a reflex, an instinct does not depend on prior experience.  
   c. An instinct is a more complex behavior than a reflex.  
   d. A behavior is a more complex behavior than an instinct.  
   
   ANS: C  PTS: 1  DIF: Understand  
   REF: How Do Animals Use Reflexes, Instincts, and Learning to Respond to the Environment?  
   OBJ: LO1

3. Which process below is defined as a relatively permanent change in behavior due to experience?
   a. learning  
   b. fixed action pattern  
   c. reflex  
   d. variable action pattern  
   
   ANS: A  PTS: 1  DIF: Remember  
   REF: How Do Animals Use Reflexes, Instincts, and Learning to Respond to the Environment?  
   OBJ: LO1

4. Jim and his father are watching the ball game on TV. Jim’s father starts to yawn and Jim soon follows. This is an example of ____.
   a. associative learning  
   b. an instinct  
   c. a reflex  
   d. imitation  
   
   ANS: B  PTS: 1  DIF: Apply  
   REF: How Do Animals Use Reflexes, Instincts, and Learning to Respond to the Environment?  
   OBJ: LO1

5. Sara allows her dog, Isabel, to run freely at a local park. As Isabel is chased by several other dogs, Sara notices that Isabel’s hair rises up along her spine. Isabel’s response illustrates ____.
   a. an instinct  
   b. operant conditioning  
   c. sensitization  
   d. a reflex  
   
   ANS: D  PTS: 1  DIF: Apply  
   REF: How Do Animals Use Reflexes, Instincts, and Learning to Respond to the Environment?  
   OBJ: LO1
6. As Angel speeds down Elm Avenue, he suddenly slams on his brakes to avoid a collision with another car. Angel’s response is an example of a(n) ____.
   a. reflex  
   b. variable pattern response
   c. learned behavior
   d. instinct

   ANS: C  PTS: 1  DIF: Apply
   REF: How Do Animals Use Reflexes, Instincts, and Learning to Respond to the Environment?
   OBJ: LO1

7. Which process best illustrates the effect of development stages on the interaction between instinct and learning?
   a. imprinting  
   b. facilitating
   c. conditioning
   d. engulfing

   ANS: A  PTS: 1  DIF: Understand
   REF: How Do Animals Use Reflexes, Instincts, and Learning to Respond to the Environment?
   OBJ: LO1

8. Which process gives organisms the flexibility to survive in a changing world?
   a. learning  
   b. instincts
   c. reflexes
   d. variable action patterns

   ANS: A  PTS: 1  DIF: Remember
   REF: How Do Animals Use Reflexes, Instincts, and Learning to Respond to the Environment?
   OBJ: LO1

9. Which of the following behavioral changes best illustrates the process of learning?
   a. Evan, age two months, just started to smile at his parents.
   b. Daniel, age 36, sees an attractive woman, which causes his pupils to dilate.
   c. Claire, age 8, practices treading water so that she will be allowed to swim in her grandmother’s pool.
   d. Nathan, age 11, quickly withdraws his hand from the hot oven just as his mother is about to scold him.

   ANS: C  PTS: 1  DIF: Analyze
   REF: How Do Animals Use Reflexes, Instincts, and Learning to Respond to the Environment?
   OBJ: LO1

10. Learning is traditionally divided into three categories: associative, nonassociative, and ____.
    a. classical  
    b. operant
    c. conditioned
    d. observational

    ANS: D  PTS: 1  DIF: Remember
    REF: What Are the Three Main Types of Learning?  OBJ: LO2

11. Why does associative learning provide an enormous survival advantage?
    a. Organisms are able to instinctively and rapidly respond to threats.
    b. Organisms can comprehend the complex relationship between environment and habitant.
    c. Organisms can predict the future and thus are given time to prepare for future events.
    d. Organisms can change their behaviors and the unpredictably protects them from natural enemies.
12. The process of associating a behavior with its consequences is known as ____.
   a. habituative learning
   b. nonassociative learning
   c. classical conditioning
   d. operant conditioning

ANS: D PTS: 1 DIF: Understand
REF: What Are the Three Main Types of Learning? OBJ: LO2

13. The formation of associations between two stimuli, which occur sequentially in time, is referred to as ____.
   a. operant conditioning
   b. classical conditioning
   c. observational conditioning
   d. associative conditioning

ANS: B PTS: 1 DIF: Remember
REF: What Are the Three Main Types of Learning? OBJ: LO2

14. If people are continuously startled by a stimulus that they know will not cause them harm, they will fail to ____.
   a. tolerate the stimulus
   b. control their reflexes
   c. form an association with the stimulus
   d. habituate to the stimulus

ANS: D PTS: 1 DIF: Understand
REF: What Are the Three Main Types of Learning? OBJ: LO4

15. Learning that involves changes in the magnitude of responses to a specific stimulus is referred to as ____.
   a. nonassociative learning
   b. associative learning
   c. observational learning
   d. operant learning

ANS: A PTS: 1 DIF: Remember
REF: What Are the Three Main Types of Learning? OBJ: LO1

16. Why is the process of sensitization advantageous?
   a. It improves fixed action patterns.
   b. It improves reaction time.
   c. It improves cognition.
   d. It facilitates adaptation.

ANS: B PTS: 1 DIF: Understand
REF: What Are the Three Main Types of Learning? OBJ: LO1

17. Following a devastating fire that destroyed her home, Lisbeth finds that she is startled by the sound of car horns and sirens, the smell of smoke, and loud noises. This is an example of ____.
   a. observational learning
   b. habituation
   c. sensitization
   d. operant conditioning

ANS: C PTS: 1 DIF: Apply
REF: What Are the Three Main Types of Learning? OBJ: LO1
18. What is an advantage of observational learning?
   a. It synchronizes behaviors.
   b. It creates imprinting.
   c. It transmits information across generations.
   d. It provides rapid adaptation.
   ANS: C   PTS: 1   DIF: Understand
   REF: What Are the Three Main Types of Learning?   OBJ: LO7

19. When he was nine years old, Mike tried shrimp for the first time; but felt ill shortly after. To this day, he cannot bring himself to eat shrimp. This is an example of ____.
   a. nonassociative learning
   b. classical conditioning
   c. operant conditioning
   d. observational learning
   ANS: B   PTS: 1   DIF: Apply
   REF: What Are the Three Main Types of Learning?   OBJ: LO2

20. Which of the following is an example of nonassociative learning?
   a. Andrea recently learned how to drive a car. At first she found merging into highway traffic very stressful, but now can do it with ease.
   b. As a child, Maxwell had a frightening experience with his neighbor’s large dog. He now fears all large dogs.
   c. Hoping to understand more about her parent’s culture, Parvati carefully watches as her grandmother prepares a traditional South Indian meal.
   d. Gabriel tells his four-year-old daughter each night: “No dessert until you eat your dinner without complaining.” To get the dessert, his daughter obeys.
   ANS: A   PTS: 1   DIF: Analyze
   REF: What Are the Three Main Types of Learning?   OBJ: LO2

21. An environmental cue or event whose significance is learned through classical conditioning is referred to as a(n) ____.
   a. unconditioned stimulus
   b. conditioned stimulus
   c. characteristic stimuli
   d. uncharacteristic stimuli
   ANS: B   PTS: 1   DIF: Remember

22. What type of stimulus elicits a response without prior experience?
   a. classical
   b. unconditioned
   c. conditioned
   d. habitual
   ANS: B   PTS: 1   DIF: Remember

23. A reaction that is learned through classical conditioning is referred to as a(n) ____.
   a. unconditioned response
   b. conditioned response
   c. characteristic response
   d. uncharacteristic response
   ANS: B   PTS: 1   DIF: Remember

The Adaptive Mind – Learning
24. A response to an unconditioned stimulus requiring no previous experience is referred to as a(n) ____.
   a. unconditioned response  
   b. conditioned response  
   c. characteristic response  
   d. uncharacteristic response
   ANS: A  PTS: 1  DIF: Remember

25. Dr. Graham exposes rats to a vanilla scent prior to receiving a food pellet in the left corner of their cage, but provides no food after exposure to a lemon scent. After several trials, upon smelling a vanilla scent, the rats wait at the far left corner of the cage regardless of whether a food pellet is present. However, they do not wait in the far left corner when exposed to the lemon scent. What is the unconditioned stimulus in the experiment?
   a. vanilla scent  
   b. food pellet  
   c. left corner of cage  
   d. lemon scent
   ANS: B  PTS: 1  DIF: Apply

26. As Ronnie hears a song on the radio, she feels stressed: her heart races, her hands became clammy, and her breathing became rapid. The song is familiar because it was very popular at a time when her parents were going through a divorce. During this time, they fought bitterly with one another, causing Ronnie intense anxiety. In this scenario, identify the following in the same respective order: the conditioned stimulus, the unconditioned stimulus, the conditioned response, and the unconditioned response.
   a. parents fighting; song; anxiety towards parents fighting; anxiety towards song  
   b. parents fighting; anxiety towards parents fighting; song; anxiety towards song  
   c. song; parents fighting; anxiety towards song; anxiety towards parents fighting  
   d. song; anxiety towards song; parents fighting; anxiety towards parents fighting
   ANS: C  PTS: 1  DIF: Analyze

27. The development of a learned response is called ____.
   a. generalization  
   b. higher order conditioning  
   c. habituation  
   d. acquisition
   ANS: D  PTS: 1  DIF: Remember

28. Which of the following would decrease the likelihood of acquisition?
   a. The unconditioned stimulus is presented long after the conditioned stimulus.  
   b. The unconditioned stimulus is presented shortly after the conditioned stimulus.  
   c. The conditioned stimulus evokes an emotional response in the participant.  
   d. The unconditioned stimulus evokes a negative response in the participant.
   ANS: A  PTS: 1  DIF: Understand
29. In which of the following scenarios is Roxie the dog most likely to rapidly learn to associate a conditioned stimulus with food?
   a. When Roxie’s owner gets home from work, sometimes she gives Roxie a food treat right away; other times, they go for a short walk before Roxie is given the treat.
   b. During the week, Roxie gets treats for not scratching the furniture; during the weekend, she gets treats for performing complex tricks.
   c. Roxie’s owner has two sons: the older son teaches Roxie tricks and sometimes rewards her with a treat; the younger son likes to play fetch with Roxie.
   d. Each morning, Roxie’s owner opens the squeaky kitchen cupboard, pours dog food into a bowl, and immediately puts the bowl of food on the floor for Roxie to eat.
   
   ANS: D  PTS: 1  DIF: Analyze

30. What mechanism is responsible for the process of extinction?
   b. The previously formed association is forgotten.
   c. An aversion is formed in response to the association.
   d. Spontaneous recovery replaces the association.
   
   ANS: A  PTS: 1  DIF: Understand

31. During extinction training, the reappearance of conditioned responses after periods of rest is called ____.
   a. dominant presentation  
   b. re-acquisition  
   c. spontaneous recovery  
   d. higher order conditioning
   
   ANS: C  PTS: 1  DIF: Remember

32. When a conditioned stimulus can predict the nonoccurrence of an unconditioned stimulus, this is referred to as ____.
   a. extinction  
   b. inhibition  
   c. latent inhibition  
   d. discrimination
   
   ANS: B  PTS: 1  DIF: Remember

33. Peter’s father normally arrives home from work in a terrible mood, causing Peter extreme anxiety. However, when Peter sees that his father is wearing sweat pants, Peter feels at ease, knowing that his father has been home from work for awhile. Peter’s distinct responses towards his father illustrates ____.
   a. extinction  
   b. latent inhibition  
   c. higher order conditioning  
   d. inhibition
   
   ANS: D  PTS: 1  DIF: Apply

The Adaptive Mind – Learning
34. Greg, who mainly smoked cigarettes when out with friends, recently quit smoking. However, each time he visits a bar or restaurant with his friends, he has the strong urge to light up a cigarette. This is an example of ____.
   a. latent inhibition
   b. spontaneous recovery
   c. habituation
   d. observational learning

ANS: B 
PTS: 1 
DIF: Apply

REF: What Is Classical Conditioning? 
OBJ: LO3

35. When Roxie the dog was a puppy, she would jump excitedly on anyone who entered the house; receiving praise for her actions. Now that Roxie weighs 65 pounds, Roxie’s owner has asked everyone who enters the house to ignore the dog until she settles down. This scenario illustrates the use of ____.
   a. latent inhibition
   b. discrimination
   c. extinction
   d. generalization

ANS: C 
PTS: 1 
DIF: Apply

REF: What Is Classical Conditioning? 
OBJ: LO3

36. The tendency to respond to stimuli that are similar to an original conditioned stimulus is called ____.
   a. generalization
   b. sensitization
   c. aggregation
   d. habituation

ANS: A 
PTS: 1 
DIF: Remember

REF: What Is Classical Conditioning? 
OBJ: LO3

37. The learned ability to distinguish between stimuli is referred to as ____.
   a. delectability
   b. differentiation
   c. desensitization
   d. discrimination

ANS: D 
PTS: 1 
DIF: Remember

REF: What Is Classical Conditioning? 
OBJ: LO3

38. Learning in which stimuli associated with a conditioned stimulus also elicit conditioned responding is called ____.
   a. sensitization
   b. higher order conditioning
   c. habituation
   d. generalization

ANS: B 
PTS: 1 
DIF: Remember

REF: What Is Classical Conditioning? 
OBJ: LO3

39. As a gate creaks open, Oscar the puppy notices a cat heading into his yard. The cat hisses and scratches Oscar on the nose, causing Oscar to yelp in pain. Which outcome to this scenario portrays discrimination?
   a. Now when Oscar sees the cat who scratched his nose he runs away, but he feels comfortable with the cat with whom he shares a home.
   b. Now when Oscar sees a cat or small dog coming towards him, he runs away.
   c. Now whenever Oscar sees a cat, including the cat in his own home, he runs away.
   d. Now when Oscar hears a gate creak, regardless of who is coming through it, he runs away.

ANS: A 
PTS: 1 
DIF: Apply

REF: What Is Classical Conditioning? 
OBJ: LO3

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40. As a gate creaks open, Oscar the puppy notices a cat heading into his yard. The cat hisses and scratches Oscar on the nose, causing Oscar to yelp in pain. Which outcome to this scenario portrays higher order conditioning?
   a. Now when Oscar sees the cat who scratched his nose he runs away, but he feels comfortable with the cat with whom he shares a home.
   b. Now when Oscar sees a cat or small dog coming towards him, he runs away.
   c. Now whenever Oscar sees a cat, including the cat in his own home, he runs away.
   d. Now when Oscar hears a gate creak, regardless of who is coming through it, he runs away.

   ANS: D            PTS: 1            DIF: Apply

41. What is true of latent inhibition?
   a. Learning associated with latent inhibition involves forgetting a response; resulting in relatively poor learning.
   b. Learning associated with latent inhibition involves forgetting a response; resulting in very effective learning.
   c. Learning associated with latent inhibition is slow; resulting in relatively poor learning.
   d. Learning associated with latent inhibition is slow; resulting in very effective learning.

   ANS: C            PTS: 1            DIF: Understand

42. At dinner Candace eats several familiar food (pasta, salad, bread) and an unfamiliar food (mussels). Later that evening she suffers abdominal discomfort. She attributes this to the mussels, but later learns that she had developed a sensitivity to gluten. Her misattribution of the problem to the mussels is likely due to ____. 
   a. latent inhibition
   b. discrimination
   c. habituation
   d. sensitization

   ANS: A            PTS: 1            DIF: Apply

43. A person with schizophrenia who associates a boiling pot of water with anger has reduced ____. 
   a. inhibition
   b. higher order conditioning
   c. discrimination
   d. latent inhibition

   ANS: D            PTS: 1            DIF: Understand
   REF: What is Classical Conditioning?      OBJ: LO3

44. Counterconditioning in which people relax while being exposed to stimuli that elicit fear is referred to as ____. 
   a. higher order conditioning
   b. habituation
   c. latent inhibition
   d. systematic desensitization

   ANS: D            PTS: 1            DIF: Remember
45. Which of the following statements describes a belief of the early behaviorists?
   a. Behavior follows the same general rules across species.
   b. Psychological research should focus on introspection.
   c. Human subjects are preferable to animals because they replicate the complexity of real life.
   d. Not all stimuli can be equally paired to form conditioned associations.

   ANS: A  PTS: 1  DIF: Understand

46. According to Rescorla and Wagner, the association between a conditioned stimulus and an unconditioned stimulus is strongest when the association is ____.
   a. consistent  
   b. surprising  
   c. familiar  
   d. variable

   ANS: B  PTS: 1  DIF: Remember

47. Thorndike’s Law of Effect states that behavior is ____.
   a. based on a strong relationship between conditioned and unconditioned stimuli
   b. an adaptation based on imitation
   c. engrained relative to the consequences of the behavior
   d. predetermined by the type of organism

   ANS: C  PTS: 1  DIF: Understand

48. A modified cage containing levers or buttons that can be pressed or pecked by animals and is used to investigate operant conditioning is referred to as a ____.
   a. puzzle box  
   b. sequential conditioning chamber  
   c. Skinner box  
   d. pigeon chamber

   ANS: C  PTS: 1  DIF: Remember

49. What is a key distinction between classical conditioning and operant conditioning?
   a. Operant conditioning makes associations between two stimuli; classical conditioning associates a behavior with its consequence.
   b. Classical conditioning makes associations between two stimuli; operant conditioning associates a behavior with its consequence.
   c. In contrast to classical conditioning, operant conditioning leads to a relatively permanent behavioral change.
   d. In contrast to operant conditioning, classical conditioning leads to a relatively permanent behavioral change.

   ANS: B  PTS: 1  DIF: Understand
50. What is true of operant conditioning?
   a. It involves either voluntary or involuntary behaviors depending on the response state.
   b. It involves either voluntary or involuntary behaviors depending on the stimulus.
   c. It generally involves involuntary behaviors.
   d. It generally involves voluntary behaviors.

   ANS: D    PTS: 1    DIF: Understand

51. Compared with classical conditioning, the role of the learner for operant conditioning is ____.
   a. more active
   b. less affected by incentives
   c. more passive
   d. less productive

   ANS: A    PTS: 1    DIF: Understand

52. Nick wants to encourage his six-year-old daughter, Anna, to help with family chores. He makes an outline of a rainbow with seven bands so that Anna can color in a band each time she does a chore. If she does seven chores in a week, coloring in the full rainbow, she gets one dollar. Nick’s technique demonstrates which methods?
   a. habituation, positive punishment, and a fixed interval schedule
   b. shaping, negative reinforcement, and a variable interval schedule
   c. chaining, negative punishment, and a variable ratio schedule
   d. a token economy, positive reinforcement, and a fixed ratio schedule

   ANS: D    PTS: 1    DIF: Analyze

53. Derek is frustrated that his one-and-a-half year old dog does not let him know when he needs to go outside to urinate. Sometimes he comes home to find a mess near the door. Which training method is most likely to be successful?
   a. Derek takes his dog outside on a fixed schedule and gives him a treat when they return to the house, whether he urinated or not.
   b. Derek takes his dog over to the mess, puts the dog’s nose near it so he smells it, and tells him “bad dog, don’t do this again!”
   c. If Derek comes home and finds a mess by the door, he ignores his dog for an hour.
   d. Derek takes his dog outside on a fixed schedule and promptly gives him a treat for urinating outside.

   ANS: D    PTS: 1    DIF: Analyze

54. Mrs. Collora teaches social studies to junior high school students. Two boys in her class often loudly make jokes about the material being discussed. She has tried several techniques without success: 1) ignoring them; 2) encouraging and rewarding them for contributing to the class discussion; 3) removing their opportunities to participate in field trips; and 4) sending them to detention. In the order presented, list the operant conditioning principles she has applied to the situation.
   a. extinction, positive reinforcement, negative punishment, positive punishment
   b. positive punishment, positive reinforcement, extinction, negative punishment
   c. negative punishment, negative reinforcement, positive punishment, extinction
   d. extinction, positive reinforcement, positive punishment, negative punishment

   ANS: A    PTS: 1    DIF: Analyze
55. Martha wants to teach her dog Max the command, “Get beer, Max.” This involves going to the refrigerator and opening it by pulling on a dishtowel tied to the handle, taking out a can of beer with his mouth, and bringing it to her dinner guest. Which of the following training methods is likely to work best?

a. chaining and positive reinforcement  
c. chaining and negative punishment  
b. shaping and positive punishment  
d. shaping and negative reinforcement  

ANS: A  
PTS: 1  
DIF: Apply  

56. After a stressful day of work, Randi often makes small burn marks on her inner arm with a cigarette; which she feels helps her sleep better at night. This type of behavior is an example of ____.

a. positive punishment  
c. positive reinforcement  
b. negative reinforcement  
d. negative punishment  

ANS: C  
PTS: 1  
DIF: Apply  

57. Determining whether an action constitutes reinforcement or punishment requires understanding ____.

a. the intrinsic quality of the consequence  
b. specific social and cultural norms associated with the action  
c. the action’s effect on behavior  
d. the external stimulus driving the action  

ANS: C  
PTS: 1  
DIF: Understand  

58. Which of the following methods of behavior modification adheres to the Premack Principle?

a. Knowing his daughter loves to ride her bike, Miguel states: “you can ride your bike as soon as you clean your room.”  
b. Donna comes home to find that her dog has chewed her expensive new shoes and yells: “bad dog.”  
c. Knowing his daughter loves to ride her bike, Miguel states: “you didn’t clean your room today, so no bike riding for you this weekend.”  
d. Donna makes a loud noise each time her dog approaches her shoes; causing him to veer away.  

ANS: A  
PTS: 1  
DIF: Apply  

59. How can extinction be avoided with operant conditioning?

a. Establish a strong value for a conditioned stimulus.  
b. Introduce variable reinforcement paradigms.  
c. Merge classical conditioning with operant conditioning techniques.  
d. Continuously reinforce a behavior, even after it is learned.  

ANS: D  
PTS: 1  
DIF: Understand
Marcus, who runs a software development company, repeatedly thanks his administrative assistant, Shana, for her hard work. Lately however, Marcus neglects to acknowledge the accomplishments of Shana; leading to her dwindling performance. What likely contributed to Shana’s performance problems?

a. negative reinforcement  
c. negative punishment  
b. latent inhibition  
d. extinction  

ANS: D  PTS: 1  DIF: Apply  

A reinforcer that gains value from being associated with other things that are valued is called a(n)

a. unconditioned reinforcer  
c. conditioned reinforcer  
b. primary reinforcer  
d. associative reinforcer  

ANS: C  PTS: 1  DIF: Remember  

Which of the following is an example of a conditioned reinforcer?

a. food  
c. sleep  
b. money  
d. sex  

ANS: B  PTS: 1  DIF: Understand  

The method for increasing behaviors that allow an organism to escape or avoid an unpleasant consequence is referred to as _____.

a. positive punishment  
c. negative punishment  
b. positive reinforcement  
d. negative reinforcement  

ANS: D  PTS: 1  DIF: Remember  

Lucia, who experiences extreme anxiety when taking an exam, practices meditation breathing to reduce her anxiety prior to taking a test. Her meditation breathing is an example of a _____.

a. negative punishment  
c. positive punishment  
b. negative reinforcer  
d. positive reinforcer  

ANS: B  PTS: 1  DIF: Apply  

A consequence that eliminates or reduces the frequency of a behavior by applying an aversive stimulus is referred to as _____.

a. negative reinforcement  
c. negative punishment  
b. positive punishment  
d. positive reinforcement  

ANS: B  PTS: 1  DIF: Remember  
66. Richard, who is sixteen years old, misses his curfew and as a result is grounded by his parents. His parent’s actions illustrate ____.
   a. negative reinforcement
c. positive reinforcement
   b. positive punishment
d. negative punishment
   ANS: D  PTS: 1  DIF: Apply

67. Three conditions must be met for punishment to have any observable effects on behavior: ____.
   a. application, explanation, and reinforcement
   b. selection, focus, and severity
   c. significance, immediacy, and consistency
   d. quality, quantity, and relevance
   ANS: C  PTS: 1  DIF: Understand

68. Which of the following is likely to provide the most powerful method for managing behavior?
   a. positive punishment
c. negative punishment
   b. positive reinforcement
d. conditioned reinforcement
   ANS: B  PTS: 1  DIF: Understand

69. Which of the following is likely to be the most efficacious form of punishment?
   a. Marjorie promptly takes away her son Ben’s crayons each time he refuses to share with his younger brother, causing Ben to cry.
   b. Alice catches her daughter Debby smoking in the attic and shouts: “Just wait until your father gets home this weekend!”
   c. Ken sometimes yells at his son Artie for coming home later than his curfew.
   d. Jane sends her son Josh to bed without supper when he uses swear words at the dinner table; although hungry, Josh uses this time to read in his room.
   ANS: A  PTS: 1  DIF: Analyze

70. Which of the following approaches would B.F. Skinner recommend to alter an undesirable behavior?
   a. Offering candy to persuade a child to stop having a tantrum in the grocery store
   b. Standing by but ignoring a child who is having a tantrum in the grocery store
   c. Immediately removing a child from the grocery store when he/she is having a tantrum
   d. Threatening to leave the child behind at the grocery store when he/she is having a tantrum
   ANS: B  PTS: 1  DIF: Analyze

71. The reinforcement of a desired behavior on some occasions but not others is called ____.
   a. fragmented reinforcement
c. fractional reinforcement
   b. partial reinforcement
d. incomplete reinforcement
   ANS: B  PTS: 1  DIF: Remember
72. What is a disadvantage of continuous reinforcement?
   a. It is not convenient.
   b. It is not effective.
   c. The target behavior cannot adapt to new stimuli.
   d. The target behavior will eventually become desensitized.
   ANS: A  PTS: 1  DIF: Understand

73. What type of partial reinforcement depends on the number of times a behavior occurs?
   a. ratio  c. continuous
   b. variable  d. interval
   ANS: A  PTS: 1  DIF: Remember

74. A schedule of reinforcement in which reinforcement occurs after a set number of behaviors is called a
   ____.
   a. fixed interval schedule  c. fixed ratio schedule
   b. concrete interval schedule  d. concrete ratio schedule
   ANS: C  PTS: 1  DIF: Remember

75. A schedule of reinforcement in which reinforcement occurs after a fluctuating number of behaviors is
called a(n) ____.
   a. variable ratio schedule  c. arbitrary interval schedule
   b. variable interval schedule  d. arbitrary ratio schedule
   ANS: A  PTS: 1  DIF: Remember

76. A schedule of reinforcement in which the first response after a specified period of time will be reinforced is called a ____.
   a. fixed ratio schedule  c. concrete ratio schedule
   b. concrete interval schedule  d. fixed interval schedule
   ANS: D  PTS: 1  DIF: Remember

77. A schedule of reinforcement in which the first response after a varying period of time is reinforced is called a(n) ____.
   a. variable ratio schedule  c. arbitrary interval schedule
   b. variable interval schedule  d. arbitrary ratio schedule
   ANS: B  PTS: 1  DIF: Remember

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78. Which of the following is an example of a fixed ratio schedule?
   a. In hopes of winning a big jackpot, Penny plays the slot machines at a nearby casino.
   b. Sam earns extra money by mowing his neighbors’ lawns in the summer and shoveling
      their driveways and sidewalks in the winter. He charges $20 per job.
   c. Hoping to catch a message from her boyfriend, Wendy checks her email again and again
      throughout the day.
   d. Jaime has a paper due once a month in his sociology course. His productivity is low at the
      beginning of the month and high as the deadline approaches.
   
   ANS: B  PTS: 1  DIF: Apply  

79. Which of the following is an example of a variable interval schedule?
   a. In hopes of winning a big jackpot, Penny plays the slot machines at a nearby casino.
   b. Sam earns extra money by mowing his neighbors’ lawns in the summer and shoveling
      their driveways and sidewalks in the winter. He charges $20 per job.
   c. Hoping to catch a message from her boyfriend, Wendy checks her email again and again
      throughout the day.
   d. Jaime has a paper due once a month in his sociology course. His productivity is low at the
      beginning of the month and high as the deadline approaches.
   
   ANS: C  PTS: 1  DIF: Apply  

80. In which of the following examples is the person likely to show the highest, and very steady, rate of
    response over time?
   a. In hopes of winning a big jackpot, Penny plays the slot machines at a nearby casino.
   b. Sam earns extra money by mowing his neighbors’ lawns in the summer and shoveling
      their driveways and sidewalks in the winter. He charges $20 per job.
   c. Hoping to catch a message from her boyfriend, Wendy checks her email again and again
      throughout the day.
   d. Jaime has a paper due once a month in his sociology course. His productivity is low at the
      beginning of the month and high as the deadline approaches.
   
   ANS: A  PTS: 1  DIF: Analyze  

81. What delays the process of extinction?
   a. continuous reinforcement
   b. partial reinforcement
   c. inhibitory reinforcement
   d. arbitrary reinforcement
   
   ANS: B  PTS: 1  DIF: Understand  

82. Who is likely to discontinue his or her behavior first if reinforcement completely stops?
   a. Penny, who plays the slot machines
   b. Sam, who receives $20 each time he mows his neighbor’s lawn
   c. Ralph, who is out on his boat fishing for striped bass
   d. Wendy, who repeatedly checks for email while studying
   
   ANS: B  PTS: 1  DIF: Analyze

Chapter Eight
83. When is the matching law most applicable?
   a. When creating a fixed ratio schedule
   b. When choosing between classical or operant conditioning
   c. When forced to choose a form of punishment
   d. When exposed to at least two schedules of reinforcement
   ANS: D PTS: 1 DIF: Understand

84. What is an effective method for teaching a new behavior that involves balancing too much versus too little reinforcement?
   a. chaining  
   b. shaping  
   c. molding  
   d. imprinting
   ANS: B PTS: 1 DIF: Understand

85. The rats involved in Skinner’s research boxes learned to press levers for food through the process of ____.
   a. shaping  
   b. latent learning  
   c. cognitive mapping  
   d. chaining
   ANS: A PTS: 1 DIF: Remember

86. Learning that occurs in the absence of reinforcement is referred to as ____.
   a. latent learning  
   b. endogenous cognition  
   c. higher order conditioning  
   d. self enhancement
   ANS: A PTS: 1 DIF: Remember

87. Based on his experiments with rats in mazes, Edward Tolman believed that ____.
   a. rats learned a route through the maze only when rewarded by finding food
   b. rats learned one specific route through the maze that enabled them to reach food
   c. rats adhered to the familiar route even when it no longer led to food
   d. rats developed a cognitive map for where they could find food
   ANS: D PTS: 1 DIF: Understand

88. How does the presence of other people alter performance?
   a. It causes the extinction of the performance of a simple task and facilitates that of a complex task.
   b. It causes the extinction of the performance of a complex task and facilitates that of a simple task.
   c. It enhances the performance of a simple task but hinders that of a complex task.
   d. It enhances the performance of a complex task but hinders that of a simple task.
   ANS: C PTS: 1 DIF: Understand
89. What is a token economy?
   a. Tokens are exchanged for valued reinforcers to increase the frequency of a desired behavior.
   b. Tokens gradually replace negative reinforcers to increase the frequency of a desired behavior.
   c. Tokens are provided at fixed intervals to increase the frequency of a desired behavior.
   d. Tokens are provided at variable intervals to increase the frequency of a desired behavior.

ANS: A        PTS: 1        DIF: Remember

90. What was a key implication of Garcia and Koelling’s classic taste aversion studies?
   a. The studies demonstrated the common traits of several species.
   b. The studies confirmed the applicability of classical conditioning in species other than canines.
   c. The studies demonstrated the relative interchangeability of stimuli.
   d. The studies highlighted the unique biological predispositions of specific species.

ANS: D        PTS: 1        DIF: Understand

91. In Garcia and Koelling’s taste aversion study, why were the rats unable to associate a bright-noisy stimulus with feeling ill?
   a. The rats lacked the cognitive ability to do so.
   b. The rats enjoyed the bright-noisy stimulus enough to tolerate their illness.
   c. The rats relied more on taste and smell rather than vision and hearing for identifying food.
   d. The rats were so distracted or frightened by the bright-noisy stimulus they did not notice they were ill.

ANS: C        PTS: 1        DIF: Understand

92. Based on the findings of Garcia and Koelling, which type of stimuli would be most effective for training birds?
   a. visual stimuli
   b. aromatic stimuli
   c. tactile stimuli
   d. audible stimuli

ANS: A        PTS: 1        DIF: Understand

93. Garcia and Koelling’s findings prompted a renewed interest in ____.
   a. social learning theory
   b. biological influences in learning
   c. the roles of reflexes and instincts in operant conditioning
   d. forms of nonassociative learning

ANS: B        PTS: 1        DIF: Understand
94. On what aspect of behavior did Garcia and Koelling’s taste aversion experiments shed light?
   a. imprinting
   b. cognitive mapping
   c. extrinsic modulation
   d. internal influences
   ANS: D    PTS: 1    DIF: Understand

95. Keller and Marion Breland, two of B. F. Skinner’s former students who used operant conditioning to
train animals for entertainment, encountered ____.
   a. extensive cognitive mapping
   b. repeated latent inhibition
   c. biological boundaries
   d. observer interference
   ANS: C    PTS: 1    DIF: Remember

96. A pig trained by the Brelands to pick up large wooden coins and deposit them in a wooden “piggy
bank” learned quickly to do so for food rewards, but eventually ____.
   a. reverted to washing the coins instead, in accordance with its natural approach to food
   b. became too bored with the repetition of the task to continue
   c. chose to wallow in the mud instead, in order to cool off
   d. reverted to rooting for the coins instead, in accordance with its natural approach to food
   ANS: D    PTS: 1    DIF: Remember

97. The Brelands concluded that animals’ strong instinctive behaviors predominated over behaviors that
had been conditioned, which they described as ____.
   a. instinctive drift
   b. behavioral reversion
   c. the self-intrinsic effect
   d. inconclusive conditioning
   ANS: A    PTS: 1    DIF: Remember

98. Experienced whale trainer Dawn Brancheau was killed by one of her favorite killer whales during a
2010 show at Sea World in Orlando, Florida. Animal experts believed that the whale had simply
reverted to normal whale behavior; illustrating ____.
   a. trainer-animal conflict
   b. instinctive drift
   c. innate aggression
   d. species incompatibility
   ANS: B    PTS: 1    DIF: Apply

99. Which of the following is an advantage of observational learning?
   a. Anyone in a child’s life can act as a role model.
   b. It is most effective for teaching desirable rather than undesirable behaviors.
   c. The learning occurs very rapidly.
   d. It expands learning capacity.
   The Adaptive Mind – Learning
100. Children are most likely to pattern their own behavior based on the ____ of their parents.
   a. verbiage  
   b. punishment styles  
   c. actions  
   d. thought processes

ANS: C  PTS: 1  DIF: Understand

101. Copying a behavior that is unlikely to occur naturally and spontaneously is referred to as ____.
   a. imitation  
   b. duplication  
   c. imprinting  
   d. mirroring

ANS: A  PTS: 1  DIF: Remember

102. What was a key finding of the Bobo doll experiment?
   a. Reprimanding the adult for her aggressive behavior slightly increased the children’s aggressive behavior
   b. Reprimanding the adult for her aggressive behavior did not affect the children’s aggressive behavior
   c. Reprimanding the adult for her aggressive behavior slightly reduced the children’s aggressive behavior
   d. Reprimanding the adult for her aggressive behavior substantially reduced the children’s aggressive behavior

ANS: C  PTS: 1  DIF: Understand

103. Bandura identified four necessary cognitive processes in the modeling of others’ behavior: ____.
   a. significance, immediacy, consistency, and reinforcement  
   b. attraction, distinction, repetition, and meaning  
   c. uncertainty, desire, connection, and resolution  
   d. attention, retention, reproduction, and motivation

ANS: D  PTS: 1  DIF: Remember

104. Brian watches the Boston Celtics games on TV. According to Bandura, what would motivate Brian to try to imitate the Boston Celtics?
   a. Brian’s father encouraged him to play basketball as a young boy.
   b. Brian is no stranger to discipline; he and his team mates in high school were often scolded by their coach for poor performance on the court.
   c. Brian’s friend improved his three point shot after mimicking the shooting style of one of the Boston Celtics.
   d. Realizing he needs to get in shape, Brian is considering joining the local YMCA’s basketball team.

ANS: C  PTS: 1  DIF: Analyze

202  Chapter Eight
105. What indicates that imitation provides adaptive advantages?
   a. Imitation is unique to humans.
   b. Imitation is frequently used in the animal world.
   c. Imitation is most effective for teaching aggression.
   d. Imitation is unique to the young, regardless of species.
   ANS: B   PTS: 1   DIF: Understand

106. Which condition is characterized by a lack of gesture and facial expression imitation during infancy and deficits in empathy and social skills later in life?
   a. Down syndrome
   b. bipolar disorder
   c. autism
   d. schizophrenia
   ANS: C   PTS: 1   DIF: Understand

107. In what process do mirror neurons play a key role?
   a. imitation
   b. habituation
   c. bonding
   d. imprinting
   ANS: A   PTS: 1   DIF: Understand

108. What type of learning is most influential in developing and maintaining culture?
   a. classical conditioning
   b. observational learning
   c. nonassociative learning
   d. operant conditioning
   ANS: B   PTS: 1   DIF: Understand

109. Based on the work of Richard Dawkins, the basic unit of cultural transmission is known as a(n) ____.
   a. meme
   b. token
   c. abstract gene
   d. trifle
   ANS: A   PTS: 1   DIF: Remember

110. Research suggests that children over-imitate adults ____.
   a. because they cannot distinguish necessary from unnecessary actions
   b. to most efficiently learn new skills
   c. to promote shared experiences and build rapport with others
   d. because they fear the consequences of doing otherwise
   ANS: C   PTS: 1   DIF: Understand

The Adaptive Mind – Learning
111. Jenna, a recovering drug addict, attends counseling sessions so that she will no longer associate the sight of a needle and syringe with an expected drug effect. During the counseling sessions, Jenna handles a syringe without receiving any drugs as her counselor pairs a new signal with the sight of the syringe: a favorite song of Jenna’s. The method used here illustrates the use of ____.
   a. extinction  
   b. an inhibitory conditioned stimulus  
   c. an excitatory unconditioned stimulus  
   d. cognitive mapping

ANS: B  PTS: 1  DIF: Apply  

112. Eduardo, a psychologist, uses systematic desensitization to help his client, Catherine, address her extreme fear of heights. What technique is Eduardo likely to use?
   a. Each week, Eduardo and Catherine take an elevator to the 50th floor of his office building and go outside on the observation deck. They stand close to the edge while he reassures her that everything will be alright.
   b. Eduardo teaches Catherine relaxation techniques then gradually, through guided imagery, asks her to imagine herself in a high place. If she starts to feel anxious, they temporarily return to the relaxation techniques.
   c. Eduardo and Catherine repeatedly visit a scenic viewpoint at the top of a hill. They have a pleasant picnic there, gradually moving to picnic tables that are closer to the top of the hill.
   d. Each week, Eduardo and Catherine take an elevator to the 50th floor of his office building and go outside on the observation deck. They stand there in silence while she internally works through her fear.

ANS: B  PTS: 1  DIF: Analyze  

113. Eduardo, a psychologist, uses counterconditioning to help his client, Catherine, address her extreme fear of heights. What technique is Eduardo likely to use?
   a. Each week, Eduardo and Catherine take an elevator to the 50th floor of his office building and go outside on the observation deck. They stand close to the edge while he reassures her that everything will be alright.
   b. Eduardo teaches Catherine relaxation techniques then gradually, through guided imagery, asks her to imagine being in a high place. If she starts to feel anxious, they temporarily return to the relaxation techniques.
   c. Eduardo and Catherine repeatedly visit a scenic viewpoint at the top of a hill. They have a pleasant picnic there, gradually moving to picnic tables that are closer to the top of the hill.
   d. Each week, Eduardo and Catherine take an elevator to the 50th floor of his office building and go outside on the observation deck. They stand there in silence while she internally works through her fear.

ANS: C  PTS: 1  DIF: Analyze  

114. Tim would like to stop drinking alcohol, but he is finding it difficult to resist the urge to drink when he meets up with friends. Tim’s therapist assures him that if he can resist the urge to drink during these social events, his cravings for alcohol will diminish even further, eventually fading away. What process is Tim’s therapist describing?
   a. avoidance  
   b. systematic desensitization  
   c. spontaneous dissipation  
   d. extinction

ANS: C  PTS: 1  DIF: Analyze  
115. Tim, an alcoholic, is prescribed disulfiram by his doctor to help him halt his alcohol consumption. Disulfiram works by causing unpleasant physiological effects when even small amounts of alcohol are consumed. This type of treatment is best described as ____.
   a. counterconditioning  
   b. flooding  
   c. systematic desensitization  
   d. inhibition

ANS: A  PTS: 1  DIF: Apply

116. Which process explains why children exposed to news reports about crime tend to form stronger associations between criminal acts and people of unfamiliar races rather than between criminal acts and people of their own race?
   a. generalization  
   b. latent inhibition  
   c. negative reinforcement  
   d. imitation

ANS: B  PTS: 1  DIF: Understand

117. Based on a patient’s prior experience with medicine, which mode of learning is likely responsible for the efficacy of the placebo effect?
   a. operant conditioning  
   b. observational learning  
   c. cognitive learning  
   d. classical conditioning

ANS: D  PTS: 1  DIF: Understand

118. Sonia first trains her new dog by saying “good dog!” before giving him a food treat. She then trains her dog to sit and stay, saying “good dog!” when he provides the correct behavior; while continuing to periodically provide a food treat. Sonia is using which method(s)?
   a. operant conditioning only  
   b. operant conditioning and observational learning  
   c. classical conditioning and operant conditioning  
   d. classical conditioning only

ANS: C  PTS: 1  DIF: Apply

119. Kate’s six-year-old son has autism. To help him learn daily tasks, she breaks down activities into their component parts. Tooth brushing, for example, involves several steps that occur in basically the same order each time. Which of the following learning principles would provide the strongest foundation for learning how to brush one’s teeth in this context?
   a. shaping  
   b. partial reinforcement  
   c. integrating  
   d. chaining

ANS: D  PTS: 1  DIF: Apply
Steve and his wife Bethany both work full-time. Since Steve usually arrives home first, he takes on the burden of cooking and cleaning, but he is becoming frustrated with the current division of chores. Which of the following learning approaches is likely to work best to increase Bethany’s participation in the household duties?

a. Steve should consistently comment upon Bethany’s lack of help with cooking and dish washing until her behavior changes.

b. Steve should refuse to cook and clean, forcing Bethany to realize how her actions affect their relationship.

c. Steve should ignore negative behaviors and notice and reward positive behaviors, gradually increasing Bethany’s participation in cooking and dish washing.

d. Steve should make a list of how all of Bethany’s behaviors have affected his life.

ANS: C  PTS: 1  DIF: Analyze
REF: Interpersonal Relationships From the Learning Perspective
OBJ: LO8
ESSAY

1. Carlos has an intense fear of public speaking, which hinders his advancement in his job. He is an assistant professor of economics and must speak regularly to large classes of students. He also must present his research to his peers within the university and at large academic conferences.

Using principles of classical conditioning, develop a plan to help Carlos reduce his fear of public speaking. Be specific as to which principle(s) you are applying and how they work.

ANS:

The text describes the following methods based on classical conditioning that may be used to overcome fears: flooding/extinction, counterconditioning (positive or aversive), and systematic desensitization. Students might combine some of these possibilities or raise other possibilities.

Flooding/extinction. As the text notes, a conditioned response will extinguish if the conditioned stimulus is presented alone, without the unconditioned stimulus. Treating phobias by exposing people to fear-producing stimuli in a manner that is safe until they no longer respond (i.e., extinction) is known as flooding. Although flooding works, it can be stressful or traumatic. Students might develop a plan based on presenting many speeches in lower-risk academic settings, or in supportive settings such as public speaking classes or groups, or in non-academic settings, such as within a child’s school or a neighborhood association.

Counterconditioning (positive or aversive). Counterconditioning involves the substitution of one conditioned response for another, opposite response. Students might develop a plan that pairs giving a public talk with more pleasant experiences before and/or after the talk, in order to develop more benign associations with the act of public speaking. Talks might be preceded by ten minutes of meditation or followed by a very good cup of coffee or a game of racquetball with a good friend, etc., depending on Carlos’s preferences.

Systematic desensitization. As the text notes, this is a variation of counterconditioning in which associations between a phobic stimulus and fear are replaced by associations between the phobic stimulus and relaxation. The person undergoing treatment is first trained to achieve a state of physical and mental relaxation, usually by tensing and relaxing muscle groups from head to toe. Once relaxation is achieved, the fear stimulus is gradually introduced, either in physical form or through guided imagery in which the person is asked to imagine the stimulus. If relaxation falters at any point, the person retreats to an earlier stage of exposure to the fear stimulus until he or she can relax again. Students might recommend that Carlos work with an appropriate person or program to reduce his fears associated with public speaking through systematic desensitization, and might recommend combining it with other approaches.

PTS: 1  DIF: Evaluate  REF: What is Classical Conditioning?
OBJ: LO3

The Adaptive Mind – Learning
2. Elissa, a college freshman, finds that she is starting to smoke, a habit she never had before. She would like to stop smoking now, before the habit become too ingrained, but she really enjoys her few cigarettes each day, particularly with coffee after dinner when she relaxes with her friends and later in the evening if she gets stressed writing a paper or completing an assignment.

Using principles of operant conditioning, describe steps that Elissa could take to stop smoking now. Be sure to consider possible reinforcers or punishers that are influencing her current smoking patterns, changes she might make, and appropriate consequences to reinforce new behaviors.

ANS:
The text provides an example of breaking a bad habit through operant conditioning, the consumption of high-calorie snacks while studying at night. Based on this example, students could include consideration of the following steps:

Understand current behavior by keeping a diary regarding smoking, when and how much, what else is going on at the time, what possible reinforcers or punishers are influencing her smoking patterns. Students could note that Elissa’s smoking seems to be associated with social camaraderie and the good taste/feeling of coffee, the stress of academic work, and time of day, dinner time and onwards.

Consider making changes to her environment to reduce the need to make choices that might lead to smoking (rather than rely solely on willpower, which we have in limited quantity and which does nothing to weaken previously formed associations related to smoking). Students might suggest switching to tea after dinner to reduce the coffee trigger, developing other stress reduction techniques such as meditation or exercise, chewing gum or on a straw or eating carrot sticks to address the oral sensations, or studying more in the morning when she does not seem to have developed associations with cigarettes, etc.

Develop appropriate consequences for her behavior of smoking or not smoking. Consequences must be meaningful to the individual. Positive reinforcement is generally preferable. Students might suggest something like putting aside the money that was being spent on cigarettes and going out for a nice dinner with friends to mark each two weeks without smoking, or using the money towards occasional treats like a facial or manicure or, if things go well, a trip at spring break. If punishment would work better for Elissa, that could be developed instead. The text notes that, for each cigarette smoked, a donation to a political cause that Elissa abhors might be effective.

Track progress and make any modifications that seem necessary.

PTS: 1  DIF: Evaluate  REF: What is Operant Conditioning?
OBJ: LO5
3. Imitation in monkeys and humans involves special neurons known as mirror neurons. Mirror neurons in monkeys show similar patterns of activity when the individual performs an action or watches another individual perform the same action.

Why is research regarding mirror neurons in humans more complicated than research in monkeys? Where does research in humans currently stand?

What purposes might be served by mirror neurons? What role might mirror neurons play in autism research?

ANS:
Identification of mirror neurons in humans has been complicated by ethical concerns about the methods used. In monkeys, mirror neurons were observed through surgically implanted electrodes. This type of invasive procedure would be difficult to do in humans. However, recent recordings taken while patients were undergoing surgical treatment for seizures provided researchers with an opportunity to investigate the existence of mirror neurons in humans. This investigation led to the conclusion that mirror neurons do, in fact, exist in humans as well as in monkeys.

What purposes might be served by mirror neurons? One suggestion is that mirror neurons would help us predict the actions of others, allowing us to understand intentions. The ability to predict future circumstances would contribute significantly to the survival of an organism. Mirror neurons might also form the basis of empathy. Individuals who appear to be high in empathy show stronger activation than other people in identified mirror systems in the human brain.

Children use gestures, like pointing at a cookie jar to indicate “I want a cookie,” long before they learn to use words to convey the same meaning. It is likely that preverbal hominids also used gestures to communicate. Mirror neurons might have played a role in the development of language, both for our species and for individual learners. Consistent with this argument, mirror neurons in monkeys are located in a part of the brain that is quite similar to the human Broca’s area of the frontal lobe. Activation in Broca’s area is correlated with the production of speech.

Because individuals with autism do not show typical imitative behaviors in childhood, a natural extension would be to look for possible correlates in the mirror neuron systems in autism. Some researchers have presented evidence that mirror neuron function is disrupted in individuals with autism, especially when they are engaged in emotional or social tasks. Others argue that a “broken mirror” explanation for the social deficits observed in individuals with autism is overly simplistic and that further research is necessary before making strong conclusions about mirror neuron function in this population.
4. Psychologists like B. F. Skinner have studied how we can use operant conditioning to change the behavior of people and animals. Drawing on your personal experience, choose a person or animal whose behavior you want to change. (You may select your own behavior for this question if you wish.) How could you use operant conditioning to change the behavior of this person or animal?

In a multi-paragraph essay, describe your plan to change this behavior. Be sure to mention what type of reinforcer and reinforcement schedule you would use and explain why you made those particular choices. Include information from class materials, readings, and research on operant conditioning to support your discussion.

ANS:
Answers will vary.

PTS: 1     DIF: Create     REF: What Is Operant Conditioning?
OBJ: LO8     MSC: Vantage
# Chapter Nine: The Knowing Mind – Memory

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The Knowing Mind – Memory
Chapter Nine: The Knowing Mind - Memory

MULTIPLE CHOICE

1. Allan and Bob are debating the true meaning of the term memory. How does your textbook define this process?
   a. The acquisition of knowledge through experience
   b. The ability to detect and learn from environmental stimuli
   c. The ability to retain knowledge
   d. The acquisition and retention of sensory information

   ANS: C  PTS: 1  DIF: Understand
   REF: What Are the Advantages of Memory?  OBJ: LO1

2. The information processing continuum flows both from the bottom up and the top down. What is the correct order of steps in this process, starting from the bottom up?
   a. cognition, memory, learning, perception, sensation, attention
   b. attention, sensation, perception, learning, memory, cognition
   c. attention, perception, sensation, cognition, memory, learning
   d. cognition, learning, memory, attention, sensation, perception

   ANS: B  PTS: 1  DIF: Analyze
   REF: What Are the Advantages of Memory?  OBJ: LO1

3. From the bottom up, the gateway to information processing is attention, which prioritizes ____.
   a. encoding, storage, and retrieval
   b. thinking, problem solving, and language
   c. sensory adaptation, survival, and consistency
   d. unfamiliar, changing, or high-intensity stimuli

   ANS: D  PTS: 1  DIF: Understand
   REF: What Are the Advantages of Memory?  OBJ: LO1

4. Jeremy is typing a term paper on his computer and saves it every five minutes or so for good measure. Which of the following best illustrates the computer’s encoding system with regard to this file?
   a. The computer receives the information and translates it in discrete chunks.
   b. The computer receives the information and translates it into zeros and ones.
   c. The computer receives and translates the information as a composite image.
   d. The computer receives the information and decides what to translate based on the current state of the file.

   ANS: B  PTS: 1  DIF: Apply
   REF: What Are the Advantages of Memory?  OBJ: LO2

5. What is the correct ordering of the processes of memory?
   a. storage, encoding, and retrieval  c. encoding, storage, and retrieval
   b. retrieval, storage, and encoding  d. encoding, retrieval, and storage

   ANS: C  PTS: 1  DIF: Understand
   REF: What Are the Advantages of Memory?  OBJ: LO2
6. Both brains and computers have the ability to store memories, with one critical difference. What is this difference?
   a. A brain stores exact copies of data, whereas a computer stores bits of data that are reconstructed later for use.
   b. A computer’s stored information is always retrievable, whereas a brain’s stored information is frequently irretrievable.
   c. A brain’s stored information is always retrievable, whereas a computer’s stored information is occasionally irretrievable.
   d. A computer stores exact copies of data, whereas a brain stores bits of data that are reconstructed later for use.
   Ans: D
   Pts: 1
   Dif: Analyze
   Ref: What Are the Advantages of Memory?
   Obj: LO2

7. According to the Atkinson and Shiffrin model of memory, information flows through three stages. What illustrates the correct flow of information in this model?
   a. sensory input, short-term memory, and long-term rehearsal
   b. sensory memory, short-term memory, and long-term memory
   c. short-term memory, working memory, and long-term memory
   d. sensory memory, short-term rehearsal, and long-term memory
   Ans: B
   Pts: 1
   Dif: Understand
   Ref: What Are the Advantages of Memory?
   Obj: LO3

8. The first stage of the Atkinson-Shiffrin model involved the retention of large amounts of incoming data for very brief amounts of time. This is called ____.
   a. iconic memory
   b. short-term memory
   c. sensory memory
   d. echoic memory
   Ans: C
   Pts: 1
   Dif: Remember
   Ref: What Are the Advantages of Memory?
   Obj: LO3

9. Jenna tickles her five-year old son. This sensory input is first translated into ____.
   a. echoic memory
   b. acoustic code
   c. iconic memory
   d. haptic code
   Ans: D
   Pts: 1
   Dif: Apply
   Ref: What Are the Advantages of Memory?
   Obj: LO3

Case 9-1
After class, Anita and Bev make plans to study for their psychology exam together but cannot decide on a time or location. In addition, Anita realizes that she left her phone in her off-campus apartment.

10. Anita and Bev decide to verbally exchange e-mails before running off to their next class so that they can get in touch with each other via computer. They will likely be able to retain this information in sensory memory for ____.
    a. a second or less
    b. five seconds
    c. 10 seconds
    d. 30 seconds
    Ans: A
    Pts: 1
    Dif: Apply
11. Anita and Bev change their mind and agree that it is easiest simply to meet at Bev’s dorm. Bev gives Anita her room number and passcode. Anita likely will be able to retain this information in short-term memory, without additional processing, for ____.
   a. a second or less
   b. 30 seconds or less
   c. about two minutes
   d. a maximum of five minutes
   ANS: B   PTS: 1   DIF: Apply

12. The second stage of the Atkinson-Shiffrin model holds a small amount of information for a limited time. This is called ____.
   a. sensory memory
   b. short-term memory
   c. working memory
   d. iconic memory
   ANS: B   PTS: 1   DIF: Remember

13. Marcus, a psychology major, is participating in his professor’s research study. The study requires Marcus to repeat back word lists, which, in his short-term memory, are translated into ____.
   a. acoustic codes
   b. visual codes
   c. auditory codes
   d. semantic codes
   ANS: D   PTS: 1   DIF: Apply

14. Stephen has just finished composing his first poem, entitled *Clouded Memories*, for his poetry slam class. He is slated to recite the first ten lines during class tonight, and repeats them over and over to himself as he is walking there. This is called ____.
   a. rehearsal
   b. a mnemonic device
   c. chunking
   d. consolidation
   ANS: A   PTS: 1   DIF: Apply

15. The “magic number 7 plus or minus 2” refers to the ____.
   a. capacity of short-term memory
   b. duration of short-term memory
   c. duration of semantic memory
   d. capacity of semantic memory
   ANS: A   PTS: 1   DIF: Remember

16. Chunking is the ____.
   a. recovery of stored information
   b. process of grouping similar or meaningful information together
   c. repetition of information
   d. transformation of information from one form to another
   ANS: B   PTS: 1   DIF: Understand

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17. Will is ten years old and preparing for a spelling contest. He is starting to memorize the spelling of the word antidisestablishmentarianism. He realizes that he can group the letters into anti, dis, establish, and so forth. This process is called ____.
   a. rehearsal  
   b. chunking  
   c. consolidation  
   d. encoding  
   ANS: B  
   PTS: 1  
   DIF: Apply  
   OBJ: LO3

18. What is an adaptation of the short-term memory model that involves the active manipulation of multiple types of information simultaneously?
   a. chunking  
   b. rehearsal  
   c. the central executive  
   d. working memory  
   ANS: D  
   PTS: 1  
   DIF: Remember  
   OBJ: LO3

19. Carlos asks Laura to write down her phone number and e-mail address. He promptly loses the slip of paper. However, he finds that he still remembers them both. This is possible because ____.
   a. of the nature of rehearsal within working memory  
   b. of the passive nature of storage involved with working memory  
   c. working memory can manage more than one type of information at a time  
   d. working memory processes information as visuospatial memories  
   ANS: C  
   PTS: 1  
   DIF: Apply  
   OBJ: LO3

20. The four components of working memory proposed by Baddeley et al. are called the central executive, the episodic buffer, the visuospatial sketch pad, and the ____.
   a. phonological loop  
   b. schematic loop  
   c. semantic loop  
   d. maintenance loop  
   ANS: A  
   PTS: 1  
   DIF: Remember  
   OBJ: LO3

21. As Harry walks out of the supermarket, he sees his parked car get hit by another car. He tries to memorize the make, model, and license plate number of the other car. According to Baddeley’s model, he is using the ____.
   a. central executive  
   b. visuospatial sketch pad  
   c. episodic buffer  
   d. phonological loop  
   ANS: B  
   PTS: 1  
   DIF: Apply  
   OBJ: LO3

22. Nadine’s nine-month-old son now knows to look for his teddy bear when she hides it behind the pillow. This appearance of object permanence in infants after the age of eight months or so provides support for the importance of the ____ to working memory.
   a. cerebellum  
   b. hypothalamus  
   c. cerebrum  
   d. prefrontal cortex  
   ANS: D  
   PTS: 1  
   DIF: Understand  
   OBJ: LO3

The Knowing Mind – Memory
23. The final stage of the Atkinson-Shiffrin model refers to the location of permanent memories. This is called ____.
   a. maintenance memory  
   b. procedural memory  
   c. long-term memory  
   d. working memory

   ANS: C  PTS: 1  DIF: Remember  
   REF: What Are the Advantages of Memory?  OBJ: LO3

24. Long-term memory is characterized by ____.
   a. long duration and large capacity  
   b. limited capacity and long duration  
   c. limited duration and large capacity  
   d. limited capacity and limited duration

   ANS: A  PTS: 1  DIF: Understand  
   REF: What Are the Advantages of Memory?  OBJ: LO3

25. In most cases, information moves from short-term or working memory to long-term memory through ____.
   a. chunking  
   b. mnemonics  
   c. the method of loci  
   d. rehearsal

   ANS: D  PTS: 1  DIF: Remember  
   REF: What Are the Advantages of Memory?  OBJ: LO3

26. Doris is memorizing some chapter definitions for an economics quiz. For each defined term, she repeats the definition and uses the term in a sentence. She is engaging in ____.
   a. elaborative rehearsal  
   b. chunking  
   c. explicit learning  
   d. maintenance rehearsal

   ANS: A  PTS: 1  DIF: Apply  
   REF: What Are the Advantages of Memory?  OBJ: LO3

27. According to the levels of processing theory, the depth (shallow to deep) of processing ____.
   a. enhances long-term memory capacity  
   b. predicts the duration of information in long-term memory  
   c. predicts the ease of retrieval  
   d. exemplifies the power of maintenance rehearsal

   ANS: C  PTS: 1  DIF: Remember  
   REF: What Are the Advantages of Memory?  OBJ: LO3

28. According to the levels of processing theory, who will be able to remember the most definitions of the vocabulary words in a given chapter?
   a. James, who reads through each term and its definition  
   b. Pat, who takes turns with her roommate defining and explaining each term  
   c. Phil, who memorizes the definitions by chunking  
   d. Renee, who repeats each term and its definition multiple times out loud

   ANS: B  PTS: 1  DIF: Apply  
   REF: What Are the Advantages of Memory?  OBJ: LO3
29. A graph of the serial position effect, where the likelihood of recall of an item is plotted as a function of the item’s position in a list during presentation, takes the shape of a(n) ____.
   a. J-shaped curve
   b. line that begins at a low level and slopes upward to the right
   c. line that begins at a high level and slopes downward to the right
   d. U-shaped curve

   ANS: D  PTS: 1  DIF: Analyze
   REF: What Are the Advantages of Memory? OBJ: LO3

30. Manuel is teaching his three-year-old son Joey the alphabet song. Joey sings “A B C D H K G.” This is an example of ____.
   a. the recency effect
   b. elaborative rehearsal
   c. mnemonics
   d. the primacy effect

   ANS: D  PTS: 1  DIF: Apply
   REF: What Are the Advantages of Memory? OBJ: LO3

31. Which of the following is believed to result from the storage of a list of items in long-term memory through rehearsal?
   a. levels of processing effect
   b. primacy effect
   c. serial position effect
   d. recency effect

   ANS: B  PTS: 1  DIF: Remember
   REF: What Are the Advantages of Memory? OBJ: LO3

32. Dinesh takes a quick call from his wife and then returns to a conversation with his co-worker. His wife asked him to pick up six items at the grocery store on his way home from work, and while walking to his car, he realizes that he can only remember the first three items. This illustrates the ____.
   a. spreading activation model
   b. primacy effect
   c. recency effect
   d. maintenance model

   ANS: B  PTS: 1  DIF: Apply
   REF: What Are the Advantages of Memory? OBJ: LO3

33. Which of the following scenarios exemplifies the type of coding that plays a dominant role in long-term memory but a relatively minor role in short-term and working memory?
   a. Mara loves piano music. She can play several Beethoven’s piano sonatas by heart.
   b. Phil is not very good at telling jokes. He finds that he can remember the gist of the joke but cannot find the best words to share it.
   c. Luke is very artistic. He enjoys duplicating his favorite Impressionist paintings by hand.
   d. Eric plays blues guitar. He knows the works of Robert Johnson inside and out.

   ANS: B  PTS: 1  DIF: Analyze
   REF: What Are the Advantages of Memory? OBJ: LO3

34. Declarative memories are consciously retrieved memories that are easy to verbalize and include ____.
   a. semantic, episodic, and autobiographical information
   b. explicit and implicit memories
   c. semantic, procedural, and autobiographical memories

   The Knowing Mind – Memory
d. non-declarative and implicit aspects

ANS: A     PTS: 1     DIF: Remember
REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

35. A conscious memory, also known as a declarative memory, is called a(n) ____.
   a. implicit memory        c. procedural memory
   b. personal history memory  d. explicit memory

ANS: D     PTS: 1     DIF: Remember
REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

36. Professor Sevilla asks one of his graduate students, Leland, to finish his class lecture on memory. Leland begins by explaining that nondeclarative memories 1) are unconsciously and effortlessly retrieved memories; 2) are easy to verbalize; 3) include memories for classical conditioning, procedural learning, and priming; and 4) are also known as implicit memories. Which part of his definition is inaccurate?
   a. Nondeclarative memories are unconsciously and effortlessly retrieved.
   b. Nondeclarative memories are easy to verbalize.
   c. Nondeclarative memories include memories for classical conditioning, procedural learning, and priming.
   d. Nondeclarative memories are also known as implicit memories.

ANS: B     PTS: 1     DIF: Understand
REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

37. An implicit memory is also known as a(n) ____.
   a. nondeclarative memory  c. autobiographical memory
   b. episodic memory        d. declarative memory

ANS: A     PTS: 1     DIF: Remember
REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

38. Marietta has memorized the capital cities of all fifty states. This is an example of ____.
   a. episodic memory        c. autobiographical memory
   b. procedural memory      d. semantic memory

ANS: D     PTS: 1     DIF: Apply
REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

39. Matt remembers visiting Disney World and SeaWorld in Florida with his family when he was eight years old. This is an example of ____.
   a. procedural memory      c. episodic memory
   b. autobiographical memory  d. semantic memory

ANS: C     PTS: 1     DIF: Apply
REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

40. Which of the following statements about semantic and episodic memories is true?
   a. Semantic memories can result from a single, personal experience.
   b. Episodic memories provide us with an objective understanding of the world.
   c. Semantic memory contains specific information about events, objects, and people.
   d. Episodic memory is organized as a timeline.
ANS: D  PTS: 1  DIF: Understand
REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

41. Semantic or episodic memories that reference the self are called ____.
   a. autobiographical memories          c. self-reflective memories
   b. procedural memories               d. nondeclarative memories

ANS: A  PTS: 1  DIF: Remember
REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

42. The process of storing autobiographical information ____.
   a. requires maintenance rehearsal          c. results from focused attention
   b. seems effortless                      d. benefits from the use of mnemonics

ANS: B  PTS: 1  DIF: Remember
REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

43. Jen and Ed first met while sitting in adjacent seats in the psychology lecture hall. Three years later they were married. What role does autobiographical memory play in this type of scenario?
   a. It reduces reaction time to respond to predators.
   b. It changes our response to a stimulus after pre-exposure to related stimuli.
   c. It provides general knowledge about the world.
   d. It helps us build social bonds with others throughout the lifespan.

ANS: D  PTS: 1  DIF: Apply
REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

44. When Gina was ten, she swam in the ocean for the first time. She remembers the feeling of kicking her feet, slicing her arms through the water, tasting the tangy salt water, floating her on her back, and learning from her father that salt water is more dense than fresh water, which makes floating easier. Which element is a semantic memory?
   a. The familiar feel of kicking her feet and slicing her arms through the water
   b. How tangy the salt water was
   c. That salt water is more dense than fresh water
   d. The feeling of floating on her back

ANS: C  PTS: 1  DIF: Analyze
REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

45. Which of the following is a nondeclarative memory?
   a. Mike remembers learning how to ski as a teenager.
   b. In a spelling contest, Larry misremembers the spelling of the word mnemonic.
   c. Juan feels happy when he smells the scent of the perfume that his mother wore.
   d. Ryan remembers how to play chess the way that his grandfather taught him.

ANS: C  PTS: 1  DIF: Analyze
REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

46. An implicit memory for how to carry out a skilled movement is called ____.
   a. procedural memory          c. classical conditioning
   b. priming                    d. subliminal messaging

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ANS: A  PTS: 1  DIF: Remember  REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

47. Priming is a change in a response to a stimulus as a result of exposure to a ____.  
   a. subliminal message  
   b. stimulus above the subjective threshold  
   c. stimulus below the objective threshold  
   d. previous stimulus  
   ANSWER: D  PTS: 1  DIF: Remember  REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

48. Alex is starting his day. Which of the following represents a procedural memory?  
   a. He grimaces at the sound of the alarm clock.  
   b. He brushes his teeth.  
   c. He reads the morning newspaper.  
   d. He forgets his keys.  
   ANSWER: B  PTS: 1  DIF: Apply  REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

49. Ella is a participant in a study using the lexical decision task technique. To which pair of real or non-real words would she likely have the fastest response time?  
   a. table – resk  
   b. dup – loor  
   c. building – house  
   d. egg – tree  
   ANSWER: C  PTS: 1  DIF: Apply  REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

50. The current state of scientific evidence indicates that subliminal messages ____.  
   a. influence behavior when they occur below the objective threshold of awareness  
   b. do not influence behavior unless they involve backmasking  
   c. influence behavior when they occur between the subjective threshold and the threshold of conscious awareness  
   d. do not influence behavior  
   ANSWER: D  PTS: 1  DIF: Understand  REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

51. Scientists have discovered correlations between activity in parts of the human brain and specific components of long-term memory through the observation of ____.  
   a. patients with brain damage and brain imaging studies in healthy participants  
   b. London cab drivers  
   c. infants  
   d. pigeons and rats  
   ANSWER: A  PTS: 1  DIF: Remember  REF: What Are the Different Types of Long-Term Memory?  OBJ: LO4

52. The hippocampus ____.  
   a. serves as a storage location for long-term memories  
   b. participates in the consolidation of information into long-term memory  
   c. plays a role in procedural memory  
   d. is unrelated to the formation of spatial memories  
   Chapter Nine
As discussed in your text, Henry Molaison (H.M.) lost extensive tissue in the inner part of both temporal lobes, including the hippocampus and amygdala in both hemispheres.

53. In her research, Brenda Milner found that Molaison could learn a new procedural task, mirror tracing, as well as typical control participants did. However, he could not remember the details of the task. This outcome suggests that ____.
   a. his declarative memories were intact but not his procedural memories
   b. his procedural memories were intact but not his nondeclarative memories
   c. his procedural memories were intact but not his declarative memories
   d. his declarative memories were intact but not his nondeclarative memories

ANS: C    PTS: 1    DIF: Understand
REF: What Are the Different Types of Long-Term Memory?    OBJ: LO4

54. The type of declarative memory problems experienced by Henry Molaison are frequently produced by damage to the ____.
   a. cerebral cortex
   b. hippocampus or the pathways connecting it to the cerebral cortex
   c. occipital lobe or motor cortex
   d. basal ganglia

ANS: B    PTS: 1    DIF: Remember
REF: What Are the Different Types of Long-Term Memory?    OBJ: LO4

55. Which of the following statements regarding semantic memories is true?
   a. Different patterns of activity in the cerebral cortex are correlated with various types of semantic memories.
   b. A tool labeling task is associated with activity in the visual cortex of the occipital lobe, suggesting that we think about what a tool looks like in order to name it.
   c. Damage to the prefrontal cortex can produce a condition known as source amnesia of certain semantic memories.
   d. An animal naming task activates areas associated with hand movements, suggesting that we think about touching an animal in order to name one.

ANS: A    PTS: 1    DIF: Analyze
REF: What Are the Different Types of Long-Term Memory?    OBJ: LO4

56. Episodic memories are affected by damage to the ____.
   a. basal ganglia
   b. hippocampus
   c. prefrontal cortex
   d. amygdala

ANS: C    PTS: 1    DIF: Remember
REF: What Are the Different Types of Long-Term Memory?    OBJ: LO4
57. Jerome’s prefrontal cortex was damaged as a result of a skiing accident. He retained his semantic and procedural knowledge of how to drive a standard shift automobile. Jerome would most likely have problems recalling which of the following?
   a. How to parallel park
   b. How to find his way about in his home town
   c. How to check the oil level
   d. Who taught him to drive a standard shift or how old he was when he learned
   ANS: D   PTS: 1   DIF: Apply
   REF: What Are the Different Types of Long-Term Memory?   OBJ: LO4

58. Gregory was diagnosed with Parkinson’s disease, which produces degeneration in the basal ganglia. He likely will experience increasing difficulty with his ____.
   a. declarative memory
   b. procedural memory
   c. episodic memory
   d. semantic memory
   ANS: B   PTS: 1   DIF: Apply
   REF: What Are the Different Types of Long-Term Memory?   OBJ: LO4

59. Fred drives a delivery truck in a large metropolitan area. He enjoys the challenge of finding new routes and short cuts to his destinations. This spatial activity uses his ____.
   a. hippocampus
   b. prefrontal cortex
   c. basal ganglia
   d. amygdala
   ANS: A   PTS: 1   DIF: Apply
   REF: What Are the Different Types of Long-Term Memory?   OBJ: LO4

60. Regarding organization in long-term memory, what area has been most researched?
   a. procedural memory
   b. episodic memory
   c. semantic memory
   d. implicit memory
   ANS: C   PTS: 1   DIF: Remember
   REF: How is Long-Term Memory Organized?   OBJ: LO5

61. What theory views the mind as an interconnected network made up of simpler units?
   a. constructivist theory
   b. computational theory
   c. connectionist theory
   d. correlational theory
   ANS: C   PTS: 1   DIF: Remember
   REF: How is Long-Term Memory Organized?   OBJ: LO5

62. The spreading activation model proposes that people organize general knowledge based on ____.
   a. individual experiences
   b. predetermined hierarchies
   c. semantic similarities
   d. cultural norms
   ANS: A   PTS: 1   DIF: Remember
   REF: How is Long-Term Memory Organized?   OBJ: LO5

63. Professor Giles asks his students to write down the first word that come to mind when they see the word “fish.” Bob writes down “sea.” James writes down “chips.” Angela writes down “net.” According to the spreading activation theory, this result ____.
   a. is impossible
   b. is exactly correct
   c. is highly unusual
   d. makes sense
   ANS: D   PTS: 1   DIF: Remember
   REF: How is Long-Term Memory Organized?   OBJ: LO5
64. Under the spreading activation model, which of the following concepts or properties would have the weakest connection with the word “rose” for most people?
   a. aunt  
   b. flower  
   c. red  
   d. fragrant

ANS: A  
PTS: 1  
DIF: Apply  
OBJ: LO5

65. The spreading activation model accounts for the results of the lexical decision experiments that demonstrate priming by explaining ____.
   a. our unconscious daily responses to non-real words  
   b. the quicker decision time with related words  
   c. the strong connections between unrelated words  
   d. the organization of related words in short-term memory

ANS: B  
PTS: 1  
DIF: Understand  
OBJ: LO5

66. A set of expectations about objects and situations is called a(n) ____.
   a. template  
   b. episodic memory  
   c. mindset  
   d. schema

ANS: D  
PTS: 1  
DIF: Remember  
OBJ: LO5

67. When Frederic Bartlett’s study participants recalled the story he had read to them twenty hours earlier, they ____.
   a. recalled it nearly verbatim  
   b. added random details to the story  
   c. added details that fit with the meaning of the story  
   d. added details that were in jarring contrast to the story

ANS: C  
PTS: 1  
DIF: Understand  
OBJ: LO5

68. Which of the following is one of the most important schemas we have for organizing and remembering what we study?
   a. hierarchies from most important to least important  
   b. the self  
   c. alphabetization  
   d. categorization by purpose and properties

ANS: B  
PTS: 1  
DIF: Remember  
OBJ: LO5

69. Sam is participating in a study regarding retrieval from short-term memory. He memorizes a list of five items. What is most likely to happen?
a. He is able to retrieve the items simultaneously.
b. He can identify any of the five items in the same amount of time.
c. He remembers the middle item the most quickly.
d. He searches through his short-term memory one item at a time.

ANS: D  
PTS: 1  
DIF: Apply

REF: How Do We Retrieve Memories?  
OBJ: LO6

70. A cue is ____.
   a. the transformation of information from one form to another
   b. the process of grouping similar or meaningful information together
   c. a memory aid that links new information to well-known information
   d. a stimulus that aids retrieval of information

ANS: D  
PTS: 1  
DIF: Understand

REF: How Do We Retrieve Memories?  
OBJ: LO6

71. Roger is preparing for his final exam in Bioethics. The most difficult type of question for him on the exam, in terms of memory retrieval, will most likely be ____.
   a. essay
   b. true-false
   c. matching
   d. multiple choice

ANS: A  
PTS: 1  
DIF: Understand

REF: How Do We Retrieve Memories?  
OBJ: LO6

72. Recognition tasks are easier than recall tasks because ____.
   a. they provide cues based on personal experience
   b. they provide fewer cues
   c. they provide more cues
   d. they provide widely accepted cues

ANS: C  
PTS: 1  
DIF: Understand

REF: How Do We Retrieve Memories?  
OBJ: LO6

73. Ashley is studying a list of vocabulary words for her psychology exam. Which of the following would be most effective for recalling definitions during the exam?
   a. cues based on her own experiences
   b. cues provided by the textbook
   c. cues suggested by her study partner
   d. cues recommended by her professor

ANS: A  
PTS: 1  
DIF: Understand

REF: How Do We Retrieve Memories?  
OBJ: LO6

74. Ron is about to leave his apartment. His keys are not where he usually tries to leaves them – on his bureau. He starts to retrace his steps from the night before and realizes that he should look in the bathroom, as this was his first stop upon arrival. This reflects the process of ____.
   a. reconstruction
   b. encoding specificity
   c. flashbulb memory
   d. decay

ANS: B  
PTS: 1  
DIF: Apply

REF: How Do We Retrieve Memories?  
OBJ: LO6
75. Fred is studying vocabulary for his biomedical class while lying on his bed. At the same time, his roommates and their friends are enthusiastically watching the basketball game on TV in the living room. Fred’s recall of the material will likely be best while _____.
   a. seated at a desk in a quiet room  
   b. lying down with background noise  
   c. outdoors in fresh air and sunshine  
   d. lying down in a silent setting

   ANS: B  
   PTS: 1  
   DIF: Apply  
   REF: How Do We Retrieve Memories?  
   OBJ: LO6

76. State-dependent memory means that a person has better recall of material that is learned _____.
   a. in a similar physical environment or body position  
   b. in a similar location  
   c. in a similar physiological state or mood  
   d. at a similar time of day

   ANS: C  
   PTS: 1  
   DIF: Remember  
   REF: How Do We Retrieve Memories?  
   OBJ: LO6

77. Tom often smokes while studying in his apartment. Of course, he cannot smoke during his exams. This may make retrieval of the material more difficult because of _____.
   a. state-dependent memory  
   b. episodic memory  
   c. context-dependent memory  
   d. short-term memory

   ANS: A  
   PTS: 1  
   DIF: Understand  
   REF: How Do We Retrieve Memories?  
   OBJ: LO6

78. The tip-of-the-tongue phenomenon reflects that retrieval is a(n) _____.
   a. all-or-none process  
   b. erratic step-by-step process  
   c. step-by-step process that moves closer to the target  
   d. completely unpredictable process

   ANS: C  
   PTS: 1  
   DIF: Remember  
   REF: How Do We Retrieve Memories?  
   OBJ: LO6

79. Sarah is having a tip-of-the-tongue experience with the name of an Indian restaurant that recently received a great review. She suspects that it may start with a K and consist of two syllables, but all that comes to mind is Canton or Colorado. Which of the following choices would be the most likely name of the restaurant?
   a. Curry Palace  
   b. Kebab Express  
   c. Chaudhury’s  
   d. Kashmir

   ANS: D  
   PTS: 1  
   DIF: Analyze  
   REF: How Do We Retrieve Memories?  
   OBJ: LO6

80. What is reconstruction?
   a. The rebuilding of a memory out of stored elements  
   b. A set of expectations about objects and situations  
   c. The incorporation of unique combinations of information in memory  
   d. Competition between newer and older information in memory

   ANS: A  
   PTS: 1  
   DIF: Understand  

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81. Mary is visiting the beach close to her childhood home. Which of the following best describes her memories of childhood summers?
   a. They are detailed and static images.
   b. They blend childhood memories with new content in working memory.
   c. They are unreliable.
   d. They are similar to re-opening an old computer file.

   ANS: B
   PTS: 1
   DIF: Understand

82. Former members of a Girl Scout troop have gotten back in touch on Facebook. Verda reminds the others of their camping trip, where it rained for three days. Others share their memories of that weekend as well. What is most likely to happen to Verda’s memories?
   a. They remain essentially the same.
   b. They are stored in a separate section of long-term memory from the memories of others.
   c. They are over-written by the memories shared by others.
   d. They interact with others’ memories and are re-encoded as new long-term memories.

   ANS: D
   PTS: 1
   DIF: Understand

83. Which of the following most accurately describes eyewitness testimony in the courtroom setting?
   a. It is considered to be uniformly precise and reliable.
   b. Errors in testimony are usually due to the witness’s premeditated intent.
   c. It can be affected by the words attorneys use when framing questions.
   d. Preliminary testimony is considered unreliable; therefore, follow-up questioning is essential.

   ANS: C
   PTS: 1
   DIF: Understand

84. In a study by Loftus and Palmer, participants viewed a short video of an automobile accident. One group was asked “About how fast were the cars going when they hit each other?” A second group was asked “About how fast were the cars going when they smashed each other?” One week later, both groups were asked if they recalled seeing glass on the road after the accident (there was no glass on the road in the video). Which of the following statements is true?
   a. There was no difference in responses among those that heard smashed, those that heard hit, and the control group.
   b. Those that heard smashed were almost three times more likely than those that heard hit to report seeing glass.
   c. Those that heard smashed were about as likely as the control group to report seeing glass.
   d. Those that heard hit were almost three times more likely than those that heard smashed to report seeing glass.

   ANS: B
   PTS: 1
   DIF: Analyze

85. Paolo is studying for his doctoral qualifying exams in neuropsychology. According to fuzzy trace theory, what would be the best way to study for these exams?
   a. To develop verbatim traces by actively engaging with the material
86. Brian cannot remember whether he told his parents that he would be bringing his three roommates over for dinner on Sunday, or if he had just reminded himself to tell them. Which of the following statements best describes processing in this type of scenario?
   a. False memories regarding external sources account for the discrepancy.
   b. False memories regarding internal sources account for the discrepancy.
   c. Source monitoring can serve as a checkpoint.
   d. We are largely unable to distinguish between internal and external sources of information.

ANS: C    PTS: 1    DIF: Understand
REF: How Do We Retrieve Memories?    OBJ: LO6

87. A flashbulb memory is ____.
   a. the detailed memory of a milestone event based on photographs
   b. the limited memory of a negative event, as though blinded by the light
   c. the intrusive memory of a traumatic event experienced by someone with PTSD
   d. an especially vivid and detailed memory of an emotional event

ANS: D    PTS: 1    DIF: Understand
REF: How Do We Retrieve Memories?    OBJ: LO6

88. The effect of negative emotions on memory ____.
   a. is variable
   b. is consistently to enhance memory
   c. is distortion
   d. is consistently to inhibit memory

ANS: A    PTS: 1    DIF: Remember
REF: How Do We Retrieve Memories?    OBJ: LO6

89. The hippocampus plays an essential role in ____.
   a. assessing emotional situations
   b. the formation of new declarative memories
   c. the formation of new implicit memories
   d. assessing analytical situations

ANS: B    PTS: 1    DIF: Remember
REF: How Do We Retrieve Memories?    OBJ: LO6

90. Michael has a flashbulb memory of when his mother told him the terrible news that his father had died in an automobile accident. What is most likely to be true about this memory?
   a. This memory will not fade over time.
   b. This memory is comparable in accuracy to less emotional memories at the same time.
   c. He will likely lack confidence in the accuracy of this memory.
   d. Retrieval of this memory will be more accurate than of everyday events around the same time.

ANS: D    PTS: 1    DIF: Understand

The Knowing Mind – Memory
91. Extremes in memory retrieval, such as the complete failure to recall an emotional event or an intrusive, overly vivid amount of recall, start to occur when an event ____.
   a. involves a family member
   b. has been encoded during severe levels of depression
   c. has been encoded during unusually high levels of stress
   d. triggers the release of high levels of serotonin

   ANS: C        PTS: 1        DIF: Understand

92. Which of the following scenarios best illustrates the definition of the term “forgetting”?
   a. Chris is finding it increasingly difficult to remember the Latin vocabulary he learned in high school.
   b. Mary daydreams about the young man who sits in front of her in Latin class; later, she does not recognize many of the vocabulary words on the exam.
   c. Irina knew her Latin vocabulary very well but was too stressed during the exam to complete the questions in time.
   d. Barry was in an automobile accident that impaired his ability to access certain memories, including the Latin vocabulary he had learned prior to the accident.

   ANS: A        PTS: 1        DIF: Apply

93. The process of forgetting ____.
   a. has no adaptive benefit
   b. is due to encoding failure
   c. may help prioritize the things we should remember
   d. is related to insufficient dopamine

   ANS: C        PTS: 1        DIF: Remember

94. The reduction in ability to retrieve rarely used information over time is called ____.
   a. forgetting
   b. decay
   c. motivated forgetting
   d. interference

   ANS: B        PTS: 1        DIF: Remember

95. A classic method of measuring the retention of material in long-term memory over time is to ____.
   a. conduct MRI scans of the brain at annual or biennial intervals
   b. measure levels of cortisol and other hormones
   c. test and re-test regarding the same material at regular intervals
   d. compare the rate of learning material the first time to the rate of learning the same material a second time

   ANS: D        PTS: 1        DIF: Remember

REF: How Do We Retrieve Memories? OBJ: LO6

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   ANS: D        PTS: 1        DIF: Remember

REF: How Do We Retrieve Memories? OBJ: LO6
96. Mr. Langley’s former high school Latin students are holding a reunion twenty-five years later. He surprises them with a vocabulary game show quiz. His students most likely ____.
   a. retained much of the vocabulary they knew in high school
   b. forgot much of what they knew due to the passage of time
   c. could remember about 35% of the vocabulary
   d. found that they could not remember a thing
   ANS: A    PTS: 1    DIF: Apply    REF: Why Do We Forget?
   OBJ: LO7

97. Interference is ____.
   a. a decrease in the ability to remember a previously formed memory
   b. the reduction in ability to retrieve rarely used information over time
   c. a failure to retrieve negative memories
   d. competition between newer and older information in memory
   ANS: D    PTS: 1    DIF: Understand    REF: Why Do We Forget?
   OBJ: LO7

98. Tom was knocked unconscious briefly during a game while playing on his high school’s football team. He does not remember much about the immediate circumstances leading to the injury. Why?
   a. There was insufficient time for memory storage in the cerebral cortex.
   b. He was motivated to forget the event because of its unpleasant nature.
   c. Synaptic consolidation of memories was interrupted by the head injury.
   d. There was insufficient time for memory storage in the hippocampus.
   ANS: C    PTS: 1    DIF: Apply    REF: Why Do We Forget?
   OBJ: LO7

99. Lillian is cramming for her Latin exam. She must memorize vocabulary for Chapters 3 through 7 in her textbook by tomorrow morning. Which of the following best describes her recall of Chapter 5’s vocabulary compared to her friend Deb, who studied each chapter on the individual night assigned?
   a. Her recall of Chapter 5 will be essentially the same as Deb’s if their total amount of study time is similar.
   b. Her recall of Chapter 5 will be worse than Deb’s because of proactive and retroactive interference.
   c. Her recall of Chapter 5 will be better than Deb’s because of proactive interference.
   d. Her recall of Chapter 5 will be worse than Deb’s because of retroactive interference only.
   ANS: B    PTS: 1    DIF: Apply    REF: Why Do We Forget?
   OBJ: LO7

100. Kevin is legally required to send a quarterly check to his former wife, whom he divorced twenty years ago. It annoys him greatly and he finds he often forgets until several days after the due date. This is likely an example of ____.
    a. retroactive interference
    b. suppressed memory
    c. repressed memory
    d. motivated forgetting
    ANS: D    PTS: 1    DIF: Apply    REF: Why Do We Forget?
    OBJ: LO7
101. The effect of our motivations on our retrieval of memories ____.
   a. can be one of distortion such that the original information is hardly recognizable
   b. can exist but is unlikely to affect current attitudes or actions
   c. has not been substantiated by research studies
   d. is primarily one of mild distortion, like a ripple in a pond

   ANS: A  PTS: 1  DIF: Understand  REF: Why Do We Forget?
   OBJ: LO7

102. Jean has an intense fear of bears, including large teddy bears, and often discusses the topic. She thinks that a bear attacked her in the family’s living room when she was young, and that there was a party going on at the same time. Her mother recently found a video of her daughter’s fourth birthday party in which her uncle held his gift, a large teddy bear, in front of his face and growled ferociously. This indicates that Jean’s memory of the bear attack is likely ____.
   a. repression
   b. confabulation
   c. suppression
   d. truth

   ANS: B  PTS: 1  DIF: Apply  REF: Why Do We Forget?
   OBJ: LO7

103. In one of Elizabeth Loftus’s research experiments, she superimposed real family photos of her study participants onto a picture of a hot air balloon. What was the result?
   a. Very few participants thought they had taken a balloon ride.
   b. Fifty per cent of participants “remembered” having taken the balloon ride in childhood.
   c. Almost all of the participants remembered the details of the day including their age at the time.
   d. Most of the participants were confused as to whether they had taken a balloon ride.

   ANS: B  PTS: 1  DIF: Understand  REF: Why Do We Forget?
   OBJ: LO7

104. Your text discusses recovered memories of childhood abuse. In the absence of proof, the authors recommend ____.
   a. assuming the memories are confabulations
   b. encouraging the detailed recovery of repressed memories
   c. reliving the experience to reduce the traumatic effect
   d. therapy aimed at relieving distressing symptoms without reference to their source

   ANS: D  PTS: 1  DIF: Remember  REF: Why Do We Forget?
   OBJ: LO7

105. Out of all cases in which an innocent person has been cleared of a crime due to DNA evidence, how many involved mistaken identification of the perpetrator by an eyewitness?
   a. 25%
   b. 50%
   c. 75%
   d. 100%

   ANS: C  PTS: 1  DIF: Remember  REF: Why Do We Forget?
   OBJ: LO7

106. Jake, a 24-year-old Caucasian man, was caught in a stolen car and taken into the police station for identification. Which of the following lineups would be the fairest for Jake?
   a. The witness is shown six photos of suspects simultaneously.
   b. The witness is shown six photos of suspects sequentially.

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c. In a physical lineup, the police officer asks the witness “Is that the guy?” while pointing to Jake.
d. Jake is the only Caucasian man in a physical lineup.

ANS: B  PTS: 1  DIF: Analyze  REF: Why Do We Forget?
OBJ: LO7

107. Who was part of a team that demonstrated persistent changes in the strength of synapses responsible for several types of learning in the sea slug?
   a. Frederic Bartlett
c. Eric Kandel
b. Elizabeth Loftus
d. Henry Molaison

ANS: C  PTS: 1  DIF: Remember  REF: What is the Biology of Memory?  OBJ: LO8

108. Which of the following describes how learning changes neural structure?
   a. Neurons have larger numbers of axon terminals following sensitization.
b. Neurons have smaller numbers of axon terminals following sensitization.
c. Neurons have larger numbers of axon terminals following habituation.
d. Neurons have larger numbers of axon terminals following habituation and sensitization.

ANS: A  PTS: 1  DIF: Remember  REF: What is the Biology of Memory?  OBJ: LO8

109. Anna is called on by her professor to share the definition of long-term potentiation with the class. She states that it is the enhancement of communication between two neurotransmitters resulting from their synchronous activation. Her definition is inaccurate with regard to the use of the term ____.
   a. synchronous activation
c. communication
b. enhancement
d. neurotransmitter

ANS: D  PTS: 1  DIF: Remember  REF: What is the Biology of Memory?  OBJ: LO8

110. Long-term potentiation shares many features with memory, such as being ____.
   a. slow to form and subject to forgetting and decay
b. long-lasting and formed after a very brief exposure to stimuli
c. malleable and subject to persuasion
d. organized in accordance with the spreading activation model

ANS: B  PTS: 1  DIF: Understand  REF: What is the Biology of Memory?  OBJ: LO8

111. In Zyzak, Otto, Eichenbaum, & Gallagher (1995), elderly rats that performed well in a maze had higher levels of ____ synthesis than their less capable peers.
   a. glutamate
c. acetylcholine
b. dopamine
d. serotonin

ANS: C  PTS: 1  DIF: Remember  REF: What is the Biology of Memory?  OBJ: LO8

112. The NMDA receptor, a prime candidate for learning-related changes such as those observed in long-term potentiation, is a type of ____.
113. Henry must study for three finals and write a term paper in six days. He has decided to devote 15 hours of preparation time to his *History of Modern China* exam. What would be the best allocation of his time?
   a. Study throughout the night before the exam for 15 hours.
   b. Study three hours a day for five days.
   c. Study the two days before the exam, about eight hours a day.
   d. Study 15 hours during the day before the exam.

   ANS: B      PTS: 1      DIF: Apply
   REF: How Can We Improve Memory?

114. Which of the following techniques would be most helpful to Hannah while studying for her *Gender and Society* exam?
   a. massed practice
   b. pulling an all-nighter
   c. reading her notes quickly and repetitively
   d. taking practice tests

   ANS: D      PTS: 1      DIF: Apply
   REF: How Can We Improve Memory?

115. Benicio is studying for his *Sensation and Perception* exam by explaining terms and concepts to his friend Catherine in his own words and by providing self-referential examples. This is called ____.
   a. mnemonics
   b. recitation
   c. distributive practice
   d. the method of loci

   ANS: B      PTS: 1      DIF: Apply
   REF: How Can We Improve Memory?

116. Memory aids that link new information to well-known information are called ____.
   a. mnemonics
   b. elaborative rehearsal
   c. chunks
   d. recitations

   ANS: A      PTS: 1      DIF: Remember
   REF: How Can We Improve Memory?

117. What is the basis for the effectiveness of the method of loci?
   a. The method provides mnemonics to store memories.
   b. Explaining material to someone else points out our gaps in understanding.
   c. We form excellent representations of visual images in memory.
   d. Distributing practice over time consolidates memories.

   ANS: C      PTS: 1      DIF: Understand
   REF: How Can We Improve Memory?
ESSAY

1. How do evolutionary psychologists view memory and its evolutionary purpose? Forming memories requires energy. Discuss this tradeoff within the context of the animal kingdom. (Fruit flies may provide a useful analogy.)

ANS:
Evolutionary psychologists view memory as “a component of a neural machine designed to use information acquired in the past to coordinate an organism’s behavior in the present” (Klein, Cosmides, & Tooby, 2002, p. 308). The evolution of memory allowed animals to use information from the past to respond quickly to immediate challenges, a monumental advance in the ability to survive. Instead of reacting to each predator or source of food as an entirely new experience, an animal with the ability to remember past encounters with similar situations would save precious reaction time.

Useful adaptations often come with a price, like the unwieldy antlers of the male deer that require energy to build yet help the deer fight successfully for mates. The development of a memory system is no exception to this rule. Forming memories requires energy. For memory systems to flourish within the animal kingdom, the survival advantages needed to outweigh the energy costs. Given the 81 years or so of human life expectancy, it would be difficult to demonstrate the energy costs of memory in people, but we can observe the costs in a simpler organism, the fruit fly, which has a life expectancy of only 10 to 18 days. Fruit flies are capable of learning classically conditioned associations between odors and electric shock. After experiencing pairings of odor and shock, the flies will fly away from the odor 24 hours later. However, to form memories about odor and shock, the flies must use more energy than they use for activities that do not require memory. When deprived of food and water, the flies that remembered how to avoid shock died about four hours faster than flies that did not form memories. The fact that nearly all animals have the capability of forming memories in spite of the high energy costs is a testament to memory’s benefits to survival.

PTS: 1  DIF:  Analyze  REF:  What Are the Advantages of Memory?

2. What is interference and what role does it play in the formation of memories? Discuss examples of memory loss due to interference.

ANS:
A significant factor in forgetting is interference, or the competition between new and older information in the memory system. The brain requires a measurable amount of time to consolidate a memory, or to produce a physical representation. In the window of time in which memories are being processed but not yet fully consolidated, they may be subject to distortion, loss, or replacement by interference from other bits of information.

How long is this window? Synaptic consolidation, the physical changes related to memory that occur at the level of the synapse, might take minutes or hours. Memory loss usually occurs when this consolidation is interrupted. Individuals who experience unconsciousness as a result of a head injury rarely remember much about the immediate circumstances leading to the injury. Procedures such as general anesthesia or electroconvulsive shock therapy (ECT) often produce slight memory deficits spanning a period of hours or possibly a day or two before and after treatment.

The Knowing Mind – Memory
3. Current research is revealing new relationships between sleep and memory formation. Discuss prior views and current research regarding the role of sleep. How might this apply to your own preparation for exams?

ANS:
Initially, many psychologists believed that the positive role of sleep in memory formation resulted from a lack of interference. If you learned something right before going to sleep, no further information would enter the system to cause interference. More sophisticated research, however, has demonstrated that sleep plays an active role in the consolidation of memories. Changes related to memory that occur in the brain during sleep might be different than the changes that occur when we learn something while awake. Wakeful learning might serve to strengthen new connections, but sleep-related processing might reorganize existing memories to accommodate new information.

Declarative and procedural memories appear to be stronger following a period of non-rapid eye movement sleep (N-REM). Other research has indicated that rapid eye movement sleep (REM) benefits the retention of highly emotional material. Further research is needed to provide a clearer picture of the relationship between different phases of sleep and the formation of different types of memories. Nonetheless, we can say with confidence that students who pull “all-nighters” are not doing their memory systems a favor. In one experiment, staying up all night produced very poor memory for a previous task, and two additional nights of adequate sleep did not compensate for the original deprivation.

4. Psychologists have found that human memory involves three processes: encoding information into memory, storing information in memory, and retrieving information from memory. Psychologists have also identified specific strategies to help people encode, store, and retrieve information. How can this research help you study for this class more efficiently? What strategies could help you encode and store information in your memory as you study? What strategies could help you retrieve this information when you take a test?

In a multi-paragraph essay, describe how you could use specific memory strategies to improve your study skills. Be sure to explain how each strategy will improve how you encode, store, or retrieve information in memory. Include details from class materials, readings, and research on memory to support your discussion.

ANS:
Answers will vary.
# Chapter Ten: The Thinking Mind – Thinking, Language, and Intelligence

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MULTIPLE CHOICE

1. How is the term cognition, derived from the Latin word *cognito*, described in your text?
   a. A set of organizing principles derived from experience
   b. A group of internal mental processes, including information processing, thinking, reasoning, and problem solving
   c. The ability to understand complex ideas, adapt effectively to the environment, learn from experience, engage in reasoning, and overcome obstacles
   d. A system for communicating thoughts and feelings using universally understood signals
   ANS: B
   PTS: 1
   DIF: Understand
   REF: What Do We Think About?
   OBJ: LO1

2. Broadly speaking, knowledge is the entire body of information acquired through study, investigation, observation, and experience. To manage all of this knowledge, the mind often uses ____.
   a. mnemonics
   b. procedural memory
   c. priming
   d. symbols
   ANS: D
   PTS: 1
   DIF: Remember
   REF: What Do We Think About?
   OBJ: LO1

3. Which of the following is true of mental images?
   a. Children cultivate the ability to think in mental images as they reach adulthood and their brains mature.
   b. People with extremely low or high intellect have difficulty thinking in mental images.
   c. People can turn visual mental images around in their minds, zoom in or out, and identify their features.
   d. People store and use mental images as small units of unrelated data.
   ANS: C
   PTS: 1
   DIF: Understand
   REF: What Do We Think About?
   OBJ: LO1

4. Which group is most likely to use visual images in their thought processes?
   a. young children
   b. the elderly
   c. adults
   d. teenagers
   ANS: A
   PTS: 1
   DIF: Remember
   REF: What Do We Think About?
   OBJ: LO1

5. The childhood ability to directly access visual images may be overwritten or interfered with by ____.
   a. brain growth
   b. hormones
   c. language development
   d. social stress
   ANS: C
   PTS: 1
   DIF: Remember
   REF: What Do We Think About?
   OBJ: LO1
6. An organizing principle derived from experience is a(n) ____.
   a. heuristic
   b. algorithm
   c. concept
   d. phoneme

   ANS: C
   PTS: 1
   DIF: Remember
   REF: What Do We Think About?
   OBJ: LO1

7. Concept formation is ____.
   a. exclusive to mammals
   b. limited to primates
   c. uniquely human
   d. not uniquely human

   ANS: D
   PTS: 1
   DIF: Remember
   REF: What Do We Think About?
   OBJ: LO1

The Study Abroad Alien
Marvin, who lives in San Francisco, has been asked to host a teenage alien, Regor, as part of an intergalactic exchange program. Marvin is sure that Regor would love to experience the adventure of sailing, but decides he should introduce the concept of a “sailboat” first.

8. Marvin begins by sharing the dictionary definition of a boat: “a small vessel propelled on water by oars, sails, or an engine.” The primary problem with this definition is that it ____.
   a. is broader than the information Regor needs to identify sailboats
   b. does not provide a good way to think about the category’s variability
   c. excludes many category members that should be included
   d. provides a checklist with too many exceptions

   ANS: A
   PTS: 1
   DIF: Analyze
   REF: What Do We Think About?
   OBJ: LO1

9. Marvin tries to describe the common features of a sailboat. He explains that they are pointed at the front and square at the back, have a tall mast to hold up the sail, and have one or two triangular sails. Which of the following demonstrates a problem with this approach?
   a. Some sailboats have more than one mast and more than two sails.
   b. This description does not describe a specific sailboat.
   c. This description does not provide an average of all relevant features.
   d. Some sailboats are longer than others.

   ANS: A
   PTS: 1
   DIF: Apply
   REF: What Do We Think About?
   OBJ: LO1

10. Marvin suggests that Regor compare the features of an item that he thinks might be a sailboat with a checklist of sailboat features. If there are sufficient overlapping features, he might determine that it is a sailboat. This could be considered a ____.
    a. prototype
    b. theory
    c. feature detection model
    d. schema

    ANS: C
    PTS: 1
    DIF: Apply
    REF: What Do We Think About?
    OBJ: LO1

11. Marvin tries to describe a sailboat as an average of all sailboats in terms of length, width, height of mast, materials, color, etc. This is called a(n) ____.
    a. model
    b. prototype
    c. exemplar
    d. paradigm
12. Marvin shares as many details as he can remember about the small sailboat he had as a child. This is called a(n) _____.
   a. prototype  
   b. model  
   c. paradigm  
   d. exemplar  
   **ANS:** D  **PTS:** 1  **DIF:** Apply  **REF:** What Do We Think About?  
   **OBJ:** LO1

13. Regor has learned quite a bit about sailboats and is now excited about experiencing life on the water. So, Marvin and his dad take Regor sailing one weekend. Regor now has a set of beliefs, expectations, and personal experiences related to sailboats and sailing to which he can add new information. This is called a _____.
   a. template  
   b. concept  
   c. schema  
   d. paradigm  
   **ANS:** C  **PTS:** 1  **DIF:** Apply  **REF:** What Do We Think About?  
   **OBJ:** LO1

14. Which of the following is true?
   a. Exemplars provide a better way of thinking about the variability of a category than prototypes.
   b. Even when an exemplar is well understood, evidence suggests that prototypes might work better.
   c. The processes in which prototypes and exemplars are used are very different.
   d. In both exemplars and prototypes, dissimilar objects will be included in a concept and similar objects will be excluded.
   **ANS:** A  **PTS:** 1  **DIF:** Understand  **REF:** What Do We Think About?  
   **OBJ:** LO1

15. Concepts can guide our thinking and be continually tested for accuracy against new, incoming information, such as by judging category membership. In this way, concept formation can be viewed as a type of _____.
   a. theory building  
   b. schema  
   c. feature detection  
   d. prototype  
   **ANS:** A  **PTS:** 1  **DIF:** Understand  **REF:** What Do We Think About?  
   **OBJ:** LO1

16. Ella is four years old and expanding her schema regarding dogs. The dog that she knows the best is her neighbor’s golden retriever, Gus. She was recently told by her neighbor that dogs like to roll in grass with distinctive, or “smelly,” odors. Under what circumstances is she most likely to extend that fact to all dogs?
   a. She hears her uncle describe his dog Bob rolling around with a dead fish, but has not yet met Bob.
   b. She sees Gus roll in the grass and then finds a dead mouse in the same area.
   c. She sometimes sees dogs through the car window who are rolling in the grass.
   d. She sees a nature show on TV about hyenas who engage in the same activity.
   **ANS:** B  **PTS:** 1  **DIF:** Apply  **REF:** What Do We Think About?  
   **OBJ:** LO1

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17. Studies on patients with brain damage suggest that our brains have been shaped through natural selection. The vast majority of these patients who have specific deficits in processing categories perform differently from control participants in one domain: ____.
   a. the familiar versus the unfamiliar   c. humans versus animals
   b. light versus dark   d. animals versus nonliving things

   ANS: D   PTS: 1   DIF: Remember   REF: What Do We Think About?
   OBJ: LO1

18. What is the best definition of a “problem”?
   a. The lack of information to meet a specific goal
   b. An organizing principle based on difficult experiences
   c. A situation in which a current state is separated from an ideal state by obstacles
   d. An event that requires thought processing in unpredictable ways

   ANS: C   PTS: 1   DIF: Understand
   REF: How Do We Solve Problems?   OBJ: LO2

19. Which of the following is the best example of problem solving?
   a. Joan and her friends debate the current political situation in China into the wee hours of the night.
   b. Roy is worried about his persistent sore throat. He does research on the Internet and decides to contact his doctor.
   c. Joe feels discouraged by his weight gain during his freshman year in college. He doesn’t know quite what to do, so he continues in his current lifestyle.
   d. Reed lets her friend vent about her nonexistent dating life. She listens empathically but does not offer advice.

   ANS: B   PTS: 1   DIF: Apply
   REF: How Do We Solve Problems?   OBJ: LO2

20. What are the four steps of problem solving?
   a. Understand the problem, make a plan, carry out the plan, and look back to evaluate progress.
   b. Plan an approach, define the problem, evaluate progress, and carry out the plan.
   c. Look back on past experiences, develop a plan, narrow in on the problem, and move forward.
   d. Research options, develop an algorithm, follow the prescribed steps, and complete the process.

   ANS: A   PTS: 1   DIF: Understand
   REF: How Do We Solve Problems?   OBJ: LO2

21. Understanding a problem should ____.
   a. rely more on initial instincts rather than labor-intensive research
   b. should be shaped by the presumed solution
   c. should revolve around the big picture
   d. should include data collection, analysis, and organization

   ANS: D   PTS: 1   DIF: Remember
   REF: How Do We Solve Problems?   OBJ: LO2

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The Freshman Fifteen
Marie has had a whirlwind of a first semester of college, and now that finals are over, she is concerned about her weight gain during the past few months.

22. After reading a bit about this issue, Marie believes that the gain is primarily due to engaging in less physical activity than in her high school years, rather than a change in her eating habits. This is an example of ____.
   a. solving the problem  
   b. making a plan  
   c. framing the problem  
   d. speculating on a solution

ANS: C  PTS: 1  DIF: Apply
REF: How Do We Solve Problems?  OBJ: LO2

23. Marie feels that she has never been athletic and therefore, could not possibly run in a charity race with her friends in the spring, though she would like to become more physically active to address her weight gain. This reflects ____.
   a. the truth  
   b. a misapplication of the availability heuristic  
   c. a lack of possible solutions  
   d. a limited sense of self-efficacy

ANS: D  PTS: 1  DIF: Apply
REF: How Do We Solve Problems?  OBJ: LO2

24. Marie is determined to make a plan to address her weight gain problem. First, she must generate possible solutions. What should she do next?
   a. Choose the best solution to implement.  
   b. Focus on the solution that can be accomplished by application of an algorithm.  
   c. Create a detailed plan for each potential solution.  
   d. Conduct a cost-effectiveness analysis for each one.

ANS: A  PTS: 1  DIF: Apply
REF: How Do We Solve Problems?  OBJ: LO2

25. Angela has a dream of devoting her career to the reduction, or possible worldwide elimination, of malaria. What does the text recommend as an approach to address a substantial, long-term problem such as malaria?
   a. Call a global summit of the world’s wealthiest nations to develop a plan.  
   b. Break the problem down into component parts with intermediate and long-term goals.  
   c. Prepare a single initial plan to address all aspects of the problem concurrently.  
   d. Request proposals from interested parties and countries on how to address the problem.

ANS: B  PTS: 1  DIF: Apply
REF: How Do We Solve Problems?  OBJ: LO2

26. Careful formulation of a problem may help to avoid distractions from ____.
   a. irrelevant information  
   b. generating diverse solutions  
   c. numerous heuristics  
   d. functional fixedness

ANS: A  PTS: 1  DIF: Remember
REF: How Do We Solve Problems?  OBJ: LO2

27. A possible barrier to successful problem solving, in which a concept is considered only in its most typical form, is called ____.
   a. algorithmic paralysis  
   b. the availability heuristic  
   c. the fixedness heuristic

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b. functional fixedness
d. irrelevant information bias

ANS: B  PTS: 1  DIF: Remember
REF: How Do We Solve Problems?  OBJ: LO2

28. What is the most important element when generating possible solutions to a problem?
   a. Creativity
   b. single-mindedness
   c. Time
   d. narrowing down the choices to the correct one

ANS: C  PTS: 1  DIF: Remember
REF: How Do We Solve Problems?  OBJ: LO2

29. The two major after-school teams at Jonah’s high school, chess and hockey, often get into disputes in the corridors, but they handle these differently. He notices that the leader of one team has a hair-trigger temper and quickly responds in anger. The leader of the other team responds more flexibly to various situations. Research has shown that one of the consistent differences between violent and nonviolent youth is the ability of the nonviolent individuals to ____.
   a. generate multiple solutions for common problems
   b. find the right solution for each problem
   c. carry out their plan
   d. reflect back on what worked and what did not work

ANS: A  PTS: 1  DIF: Apply
REF: How Do We Solve Problems?  OBJ: LO2

30. Katie loved baking brownies with her grandmother during her holiday visits. In fact, she still makes these brownies using the exact same steps as her grandmother. What is this called?
   a. A codification
   b. A heuristic
   c. A schematic diagram
   d. An algorithm

ANS: D  PTS: 1  DIF: Apply
REF: How Do We Solve Problems?  OBJ: LO2

31. Which of the following is true about algorithms?
   a. Algorithms cannot arrive at a definitive solution.
   b. Algorithms can take in a relatively small amount of information as input.
   c. Algorithms may be inefficient when used by a human brain.
   d. Algorithms have roughly the same efficiency whether used by a human or a computer.

ANS: C  PTS: 1  DIF: Understand
REF: How Do We Solve Problems?  OBJ: LO2

32. A heuristic is a(n) ____.
   a. shortcut to problem solving, also known as a “rule of thumb”
   b. technique to improve memory and mental processing
   c. analytical technique based on self-knowledge and self-reflection
   d. precise, step-by-step set of rules that will reliably generate a solution to a problem

ANS: A  PTS: 1  DIF: Understand
REF: How Do We Solve Problems?  OBJ: LO2
33. You and your classmates have spent hours trying to debug the final group project for your computer science class. You take a break to clear your minds, and decide to debate the meaning of the terms *heuristic* and *algorithm* for fun. Which of the following would be an accurate contribution to your debate?
   a. Heuristics provide an exhaustive evaluation of solutions.
   b. Heuristics do not guarantee a solution.
   c. Algorithms typically require less information than heuristics do.
   d. Algorithms are more time-efficient than heuristics.

   **ANS:** B  **PTS:** 1  **DIF:** Understand  **REF:** How Do We Solve Problems?  **OBJ:** LO2

34. The availability heuristic is a rule of thumb in which ____.
   a. stimuli similar to a prototype are believed to be more likely than stimuli that are dissimilar to a prototype
   b. a higher value is placed on the more easily recognized alternative
   c. the frequency of an event’s occurrence is predicted by the ease with which the event is brought to mind
   d. people choose between alternatives based on emotional or “gut” reactions to stimuli

   **ANS:** C  **PTS:** 1  **DIF:** Understand  **REF:** How Do We Solve Problems?  **OBJ:** LO2

35. Dolores, a college freshman, has moved to a big city for the first time in her life. She is excited by the opportunity to explore the city, but is also anxious about what she read recently about street crime in one of the city’s neighborhoods. In reality, she is more at risk of harm from reckless drivers. What heuristic is she applying in this situation?
   a. representativeness heuristic
   b. availability heuristic
   c. affect heuristic
   d. recognition heuristic

   **ANS:** B  **PTS:** 1  **DIF:** Apply  **REF:** How Do We Solve Problems?  **OBJ:** LO2

36. Yves is called on in class to define the representativeness heuristic. He answers that “it is a rule of thumb in which stimuli similar to an exemplar are believed to be more likely than stimuli that are dissimilar.” Which part of his definition is incorrect?
   a. a rule of thumb
   b. similar to an exemplar
   c. believed to be more likely
   d. stimuli that are dissimilar

   **ANS:** B  **PTS:** 1  **DIF:** Understand  **REF:** How Do We Solve Problems?  **OBJ:** LO2

37. Max, an attorney, is attending a hearing at the federal courthouse. He opens the courthouse door for a young woman with a tattoo on her forearm. When Max enters the room of the hearing, he is stunned to see that the assigned judge is the same woman. Max had applied the ____.
   a. representativeness heuristic
   b. availability heuristic
   c. recognition heuristic
   d. affect heuristic

   **ANS:** A  **PTS:** 1  **DIF:** Apply  **REF:** How Do We Solve Problems?  **OBJ:** LO2

38. The recognition heuristic ____.
   a. requires a relatively sophisticated understanding of probability
b. generally produces a faulty decision

c. explains a hot streak in a baseball player’s batting average

d. has been shown to beat other, more conventional means of selecting stocks

ANS: D  PTS: 1  DIF: Understand

REF: How Do We Solve Problems?  OBJ: LO2

39. What is a rule of thumb approach in which we choose between alternatives based on emotional or “gut” reactions to stimuli?
   a. representativeness heuristic
   b. recognition heuristic
   c. affect heuristic
   d. availability heuristic

ANS: C  PTS: 1  DIF: Remember

REF: How Do We Solve Problems?  OBJ: LO2

40. Rajon is trying to decide between majoring in psychology and majoring in economics. He considers the intensity of each major since he will be on the varsity football team next year, his interest in the subject matter of the required courses in each field, and the likelihood of finding a job after graduation. He has employed ____.
   a. the affect heuristic
   b. an algorithm
   c. the representativeness heuristic
   d. utility theory

ANS: D  PTS: 1  DIF: Apply

REF: How Do We Solve Problems?  OBJ: LO2

41. Leena’s and Ruth’s mother takes them to see a dermatologist for their acne. The dermatologist, Dr. Pore, sees each daughter separately but prescribes the same medication for both. Dr. Pore tells Leena the medication has a 75% effectiveness rate. She tells Ruth the medication has a 25% failure rate. Leena leaves the appointment more optimistic than Ruth. This is an example of ____.
   a. the affect heuristic
   b. a framing effect
   c. utility theory
   d. cost-benefit analysis

ANS: B  PTS: 1  DIF: Apply

REF: How Do We Solve Problems?  OBJ: LO2

42. Good decision making is ____.
   a. a skill that can be taught
   b. a product of nature over nurture
   c. not predictive of real world behavior
   d. an innate skill

ANS: A  PTS: 1  DIF: Remember

REF: How Do We Solve Problems?  OBJ: LO2

43. Wes is always looking for the ultimate in everything: the best burger, the best movie, the best smartphone, etc. He likes to think that he holds himself to similar high standards. According to research studies, Wes would be considered a ____.
   a. satisficer
   b. maximizer
   c. minimizer
   d. utilitarian

ANS: B  PTS: 1  DIF: Apply

REF: How Do We Solve Problems?  OBJ: LO2

44. People with very high maximizer scores tend to be ____.
   a. highly successful and happy
   b. committed to their jobs and their partners
   c. less happy and more prone to depression
   d. satisfied with their daily lives

ANS: D  PTS: 1  DIF: Apply

REF: How Do We Solve Problems?  OBJ: LO2
45. Evaluation is an ongoing process, but it is especially important ____.
   a. when following an algorithm
   b. once a solution has been fully implemented
   c. when assessing and understanding a problem
   d. while making a plan
   ANS: B  PTS: 1  DIF: Remember
   REF: How Do We Solve Problems?  OBJ: LO2

The Joyful Jogger
At the start of the spring semester, Marie decides that she will focus more on her physical health. Her solution is to start jogging with a goal of running in the annual Memorial Day 10K.

46. The most critical element for Marie to successfully implement her solution is to ____.
   a. maintain a better diet
   b. keep up with her studies
   c. approach it with careful planning
   d. start a buddy system
   ANS: C  PTS: 1  DIF: Apply
   REF: How Do We Solve Problems?  OBJ: LO2

47. Marie’s roommate suggests that she use a Gantt chart in preparation for the race. This is because the Gantt chart will ____.
   a. focus on the end goal of completing the race
   b. track height, weight, and body mass index over time
   c. record strength training as well as weekly mileage
   d. provide a way to break plans into manageable pieces and schedule the time needed for each piece
   ANS: D  PTS: 1  DIF: Remember
   REF: How Do We Solve Problems?  OBJ: LO2

48. Marie has about 16 weeks to train for the race. Which of the following would be the most helpful in evaluating whether her training program is bringing her closer to her goal?
   a. A weekly review of her mileage
   b. An evaluation of her mileage halfway through the training program
   c. Whether or not she completes the 10K
   d. Whether or not she shows up to run the 10K
   ANS: A  PTS: 1  DIF: Apply
   REF: How Do We Solve Problems?  OBJ: LO2

49. Marie completed the race but needed to walk for the last mile. What would be the next step for her as an effective problem solving strategy?
   a. Celebrate.
   b. Continue to do what she has been doing.
   c. Choose a new problem to work on.
   d. Evaluate whether the original problem has been solved.
   ANS: D  PTS: 1  DIF: Apply
   REF: How Do We Solve Problems?  OBJ: LO2
50. Damage to the orbitofrontal cortex, such as that suffered by Phineas Gage, reliably produces ____.
   a. impulsivity and poor judgment
   b. insensitivity to the potential for loss
   c. poor anger management
   d. obsessive-compulsive disorder
   
   ANS: A  PTS: 1  DIF: Remember
   REF: How Do We Solve Problems?  OBJ: LO4

51. A healthy orbitofrontal cortex helps us think about ____.
   a. threats or dangers
   b. decisions regarding what to keep and what to throw away
   c. the relative value of particular choices
   d. evaluating social rewards
   
   ANS: C  PTS: 1  DIF: Remember
   REF: How Do We Solve Problems?  OBJ: LO4

52. The graphs that represent the activity of a single neuron in the orbitofrontal cortex of a monkey as it decides which of two cups of juice it will pick demonstrate that the orbitofrontal cortex processes ____.
   a. quality over quantity
   b. the value of a choice by measuring the utility of every aspect of the choice
   c. quantity over quality
   d. the value of a choice independent of its sensory and motor properties
   
   ANS: D  PTS: 1  DIF: Analyze
   REF: How Do We Solve Problems?  OBJ: LO4

53. Activity in the anterior cingulate cortex fluctuates regularly during tasks that involve ____.
   a. motivation, attention, and deciding among several alternatives
   b. threats or dangers
   c. winning or losing in a competitive activity
   d. evaluating social and financial rewards
   
   ANS: A  PTS: 1  DIF: Remember
   REF: How Do We Solve Problems?  OBJ: LO4

54. Shirley’s home is full of piles of old newspapers and magazines. She feels she might find the information in these useful someday. She also collects rags, old paper towels, plastic bags, and empty bottles and cans. Shirley likely has ____.
   a. abnormally low activity in the anterior cingulate cortex
   b. a damaged nucleus accumbens
   c. a hyperactive hypothalamus
   d. extremely high activity in the orbitofrontal cortex
   
   ANS: A  PTS: 1  DIF: Apply
   REF: How Do We Solve Problems?  OBJ: LO4

55. Betty has been a saver all of her life, but recently, she became a gambler. She is considering betting all of her savings in a lottery in hopes of making enough money for an around-the-world cruise. Betty may have suffered damage to her ____.
   a. orbitofrontal cortex
   b. amygdala
   c. hippocampus
   d. anterior cingulate cortex
   
   ANS: B  PTS: 1  DIF: Apply
56. The old saying, “a bird in the hand is worth two in the bush,” accurately describes the concept of ____.
   a. loss aversion
   b. the recognition heuristic
   c. framing effects
   d. hoarding behavior

   ANS: A  PTS: 1  DIF: Understand

57. The field of neuroeconomics is particularly interested in ____.
   a. consumerism and the issue of bias in advertising
   b. correlations between the role of memory and product preferences
   c. socioeconomic disparity due to genetic and environmental factors
   d. correlations between brain activity and financial decision making

   ANS: D  PTS: 1  DIF: Understand

58. What were the findings of a study (McClure et al., 2004) that used brain imaging to compare participants’ responses to Pepsi and Coke?
   a. When participants engaged in blind taste testing, their personal preferences for Pepsi or Coke were evident through brain imaging results.
   b. When participants were told which brand they were drinking, both their subjective preferences and brain activity changed.
   c. Exposure to a Pepsi or Coke image immediately prior to testing produced greater activity in the hippocampus relative to exposure to a flash of yellow light.
   d. Memory and other cognitive functions appeared to play no role in participants’ overall preferences for Pepsi or Coke.

   ANS: B  PTS: 1  DIF: Analyze

59. Language has been defined as a system for communicating thoughts and feelings using ____.
   a. arbitrary signals such as phonemes, morphemes, and grammar
   b. objective signals such as phonemes, morphemes, and grammar
   c. objective signals such as voice sounds, gestures, or written symbols
   d. arbitrary signals such as voice sounds, gestures, or written symbols

   ANS: D  PTS: 1  DIF: Understand

60. According to Benjamin Lee Whorf’s hypothesis of linguistic relativity, what affects a person’s ability to think about a topic?
   a. Having a rich vocabulary on the topic
   b. Two-way interactions as an infant in the form of conversation
   c. The number of phonemes in the language
   d. A critical gene mutation in the FOXP-2 gene

   ANS: A  PTS: 1  DIF: Understand

61. Which event occurring around 100,000 years ago possibly marked the start of modern language as we know it (Corballis, 2004)?
   a. The start of human migration

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b. The development of sophisticated hand tools
c. A critical gene mutation in the FOXP-2 gene
d. The end of the last ice age
ANS: C    PTS: 1    DIF: Understand
REF: How Does Language Influence Behavior?    OBJ: LO3

62. An analysis of over 500 contemporary languages has demonstrated that the number of speech sounds in a language decreases systematically ____.
   a. with the level of education of the population
   b. with the culture’s distance from Africa along migration routes
   c. according to the cultural values embedded in the language
   d. with the level of assimilation into larger cultures
ANS: B    PTS: 1    DIF: Remember
REF: How Does Language Influence Behavior?    OBJ: LO3

63. According to a report on endangered languages, what percentage of the world’s spoken languages may soon be lost?
   a. one-fourth
   b. about a third
   c. nearly half
   d. three-quarters
ANS: C    PTS: 1    DIF: Remember
REF: How Does Language Influence Behavior?    OBJ: LO3

64. Which of the following is a phoneme?
   a. the “sh” in ship
   b. the “ly” in quickly
   c. the “un” in uncomfortable
   d. the “es” in boxes
ANS: A    PTS: 1    DIF: Apply
REF: How Does Language Influence Behavior?    OBJ: LO3

65. Human beings produce over 500 different phonemes, of which the English language uses ____.
   a. about 11
   b. approximately 26
   c. about 45
   d. over 140
ANS: C    PTS: 1    DIF: Remember
REF: How Does Language Influence Behavior?    OBJ: LO3

66. A morpheme is ____.
   a. any phrase in a given language
   b. a speech sound
   c. an arbitrary signal in a language system
   d. the smallest component of speech that carries meaning
ANS: D    PTS: 1    DIF: Understand
REF: How Does Language Influence Behavior?    OBJ: LO3

67. Which of the following can be either a phoneme or a morpheme?
   a. “a”
   b. “r”
   c. “sh”
   d. “ly”
ANS: A    PTS: 1    DIF: Analyze

Chapter Ten
68. Morphemes are combined into phrases and sentences according to ____.
   a. linguistic relativity principles          c. personal preferences
   b. the nature of speech sounds          d. rules of grammar

   ANS: D       PTS: 1       DIF: Remember

   REF: How Does Language Influence Behavior?
   OBJ: LO3

69. The loss of the ability to speak or understand language is called ____.
   a. amnesia           c. aphasia
   b. dyslexia          d. muteness

   ANS: C       PTS: 1       DIF: Remember

   REF: How Does Language Influence Behavior?
   OBJ: LO3

70. Upon autopsy, Paul Broca found that his research subject Leborgne had significant damage ____.
   a. in the motor cortex          c. near the primary auditory cortex
   b. to the left frontal lobe          d. in the temporal lobe

   ANS: B       PTS: 1       DIF: Remember

   REF: How Does Language Influence Behavior?
   OBJ: LO4

71. Of the following, who has a speech pattern comparable to that of Paul Broca’s research subject Leborgne?
   a. Dan speaks rapidly and fluently and with good grammar, but his speech is virtually meaningless.
   b. Ashley has a moderate level of intellectual disability, but her speech is fluent and she has a large vocabulary for her age.
   c. Erica has severe difficulties with the production of language, though she is otherwise healthy.
   d. Diego speaks very slowly and with much effort, but his speech generally makes sense.

   ANS: D       PTS: 1       DIF: Analyze

   REF: How Does Language Influence Behavior?
   OBJ: LO4

72. The affected area of the brain in Wernicke’s aphasia is ____.
   a. in the left frontal lobe, near Broca’s area
   b. in the temporal lobe, near the primary auditory cortex
   c. in the temporal lobe, adjacent to the motor cortex
   d. in the occipital lobe, near the cerebellum

   ANS: B       PTS: 1       DIF: Understand

   REF: How Does Language Influence Behavior?
   OBJ: LO4

73. Of the following, who has a speech pattern comparable to that of a person with Wernicke’s aphasia?
   a. Ashley, who has a moderate level of intellectual disability, but has fluent speech and a large vocabulary for her age
   b. Diego, who speaks very slowly and with much effort, but generally makes sense
   c. Dan, who speaks rapidly, fluently, and with good grammar, but rarely makes sense
   d. Erica, who has severe difficulties with the production of language though she is otherwise healthy

   ANS: C       PTS: 1       DIF: Analyze
74. According to current research, the brain has ____.
   a. complex pathways for processing language that connect Broca’s and Wernicke’s areas to other cortical areas involved in cognition
   b. only two main language centers, Broca’s area and Wernicke’s area
   c. at least four main language centers, including Broca’s area, Wernicke’s area, the amygdala, and the hippocampus
   d. complex pathways for processing language that connect Broca’s and Wernicke’s areas to the amygdala and hippocampus
   ANS: A   PTS: 1   DIF: Understand

75. One approach to language suggests that it results from some innate capacity shaped by natural selection, which implies that we might be able to find precursors of human language in the behavior of other animals. This is called the ____.
   a. cognitive approach  c. biological approach
   b. developmental approach  d. evolutionary approach
   ANS: D   PTS: 1   DIF: Remember

76. Chimpanzees, bonobos, and gorillas have a part of the brain that is ____.
   a. uniquely related to verbalization
   b. analogous to the human Broca’s area
   c. larger in the right hemisphere than the left, which may relate to language ability
   d. analogous to the human Wernicke’s area
   ANS: B   PTS: 1   DIF: Remember

77. Researchers have attempted to teach human languages to apes and African gray parrots, among others. What was one result of these interactions, based on the cases described in your text?
   a. A chimpanzee successfully learned to vocalize a large number of words.
   b. A chimpanzee became virtually fluent in the comprehension of English language.
   c. An African gray parrot learned to engage in wide-ranging conversations on abstract topics.
   d. A gorilla was trained to communicate in sign language.
   ANS: D   PTS: 1   DIF: Understand

78. Critics point out that ape language must be taught laboriously, whereas children build vocabularies spontaneously. This may support an argument that apes have ____.
   a. real language abilities
   b. acquired some language due to operant conditioning
   c. acquired some language due to classical conditioning
   d. no complexity to their behavior
   ANS: B   PTS: 1   DIF: Analyze

79. In which of the following ways does a typical child first learn language?
   a. Kristen concentrates on practicing her words each day.
   b. _______
b. Jared’s mother has taught him language through repeated drills from an early age.
c. Evan seems to learn words and form small sentences effortlessly with no specific instruction.
d. Lauren learns language in much the same way as she learns reading and writing, with training and practice.

ANS: C  PTS: 1  DIF: Apply

80. Which of the following is the most effective method to support a child’s language learning?
   a. Reading bedtime stories to the child
   b. Providing educational videos and television programs
   c. Engaging in two-way interaction in the form of conversation
   d. Providing interactive toys with voice recognition software

ANS: C  PTS: 1  DIF: Understand

81. Behaviorists, including B. F. Skinner, argued that children learn language through ____.
   a. operant conditioning
c. genetic programming
   b. an innate cognitive profile
d. classical conditioning

ANS: A  PTS: 1  DIF: Remember

82. Many scholars, including linguists Noam Chomsky and Steven Pinker, believe that human beings ____.
   a. learn language through operant conditioning
   b. have an inborn capacity for learning language
   c. respond to classical conditioning stimuli in language learning
   d. learn language through the method of successive approximations

ANS: B  PTS: 1  DIF: Understand

83. Which of the following pairs expresses an arguably correct relationship with regard to language learning?
   a. nature – operant conditioning for language
   b. nurture – inborn capacity for language
   c. nurture – role of left hemisphere in language
   d. nature – inborn capacity for language

ANS: D  PTS: 1  DIF: Analyze

84. Place the following conditions in order from the least difficulty to the most difficulty in terms of the ability to learn language.
   a. Williams syndrome, mutation in FOXP-2 gene, Down syndrome
   b. mutation in FOXP-2 gene, Down syndrome, Williams syndrome
   c. Williams syndrome, Down syndrome, mutation in FOXP-2 gene
   d. Down syndrome, mutation in FOXP-2 gene, William syndrome

ANS: C  PTS: 1  DIF: Analyze
85. Of the following, who fits the profile of a person with dyslexia?
   a. Jonah, who has delayed mental and social development and difficulties learning to read
   b. Nate, who has difficulty seeing the blackboard from a distance and is behind in learning to read
   c. Felicia, who has difficulty explaining and understanding complex ideas and limited reading skills
   d. Carol, who is bright and attends a good school but is having difficulty learning to read

   ANS: D    PTS: 1    DIF: Apply

86. Which of the following is true about dyslexia?
   a. Persons with dyslexia tend to think in rhymes.
   b. Dyslexia is strongly influenced by genetic factors.
   c. Persons with dyslexia are more likely to be right-handed or bidextrous.
   d. Dyslexia is related to highly symmetrical cerebral hemispheres.

   ANS: B    PTS: 1    DIF: Analyze

87. Compared to typical readers, readers with dyslexia showed ____.
   a. greater activation of Broca’s area, which participates in speech production
   b. greater facility with rhyming tasks
   c. greater facility in discriminating among similar-sounding phonemes
   d. greater activity in a pathway connecting visual cortex in the occipital lobe to Wernicke’s area in the temporal lobe

   ANS: A    PTS: 1    DIF: Understand

88. Proficiency in two languages, or bilingualism, ____.
   a. can never be fully achieved
   b. requires about the same time to achieve as proficiency in one language
   c. requires more time to achieve than proficiency in one language
   d. results in the mastery of a lower number of total vocabulary items as compared to one language

   ANS: C    PTS: 1    DIF: Remember

89. Older adults who were bilingual seemed to experience a delayed onset of symptoms of Alzheimer’s disease compared to monolingual older adults, possibly due to ____.
   a. changes in brain structure
   b. increased levels of dopamine
   c. decreased levels of acetylcholine
   d. the presence of alternate routes for processing information

   ANS: D    PTS: 1    DIF: Understand

90. Which of the following reflects the current understanding of whether the two languages of bilingualism are represented in different parts of the brain?
   a. Different languages are represented in different parts of the brain.
   b. The extent of the overlap is greater when the person is least proficient in the languages.
c. The extent of overlap is less when a person learns both languages in childhood.
d. Different languages overlap depending on the timing of learning and proficiency in each language.

ANS: D       PTS: 1       DIF: Understand

91. American Sign Language is ____.
   a. processed primarily by the left hemisphere, similar to other languages
   b. not a distinct language by definition
   c. processed more or less equally by both the left and right hemispheres
   d. processed primarily by the right hemisphere because it is based on spatial characteristics

ANS: A       PTS: 1       DIF: Understand

92. Professor Booth calls on Jessamyn to state the definition of “intelligence.” She responds by describing intelligence as “the ability to understand complex ideas, adapt effectively to the environment, learn from experience, communicate quickly and efficiently, and overcome obstacles.” Which part of her definition is inaccurate?
   a. understand complex ideas
   b. communicate quickly and efficiently
   c. overcome obstacles
   d. adapt effectively to the environment

ANS: B       PTS: 1       DIF: Understand

93. Formal intelligence testing began in 1904, when Alfred Binet was instructed by the French government to devise a(n) ____.
   a. test to weed out academically inferior students
   b. objective means to assign students into academic and technical training tracks
   c. test to select the top students for government service
   d. objective means to identify schoolchildren who needed additional help to succeed

ANS: D       PTS: 1       DIF: Remember

94. Selena’s parents arrange for her to take part in an intelligence test for preschool admissions. Her individual intelligence is measured to be 125 relative to a statistically normal curve with an average of 100. This is her ____.
   a. fluid intelligence
   b. intelligence quotient
   c. crystallized intelligence
   d. biological intelligence

ANS: B       PTS: 1       DIF: Apply

95. The primary intention of an IQ test is to predict ____.
   a. school performance
   b. the ability to adapt
   c. creative genius
   d. the ability to overcome obstacles

ANS: A       PTS: 1       DIF: Remember

96. A measure of an individual’s overall intelligence as opposed to specific abilities is called ____.
   a. fluid intelligence
   b. complex intelligence
   c. crystallized intelligence

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b. crystallized intelligence  

d. general intelligence

ANS: D  

PTS: 1  

DIF: Remember  

REF: What Is Intelligence?

OBJ: LO6

97. The ability to think logically without the need to use learned knowledge is called ____.

a. crystallized intelligence  

c. fluid intelligence  

b. general intelligence  

d. complex intelligence

ANS: C  

PTS: 1  

DIF: Remember  

REF: What Is Intelligence?

OBJ: LO6

98. The ability to think logically using specific learned knowledge is called ____.

a. general intelligence  

c. fluid intelligence  

b. crystallized intelligence  

d. complex intelligence

ANS: B  

PTS: 1  

DIF: Remember  

REF: What Is Intelligence?

OBJ: LO6

99. Eddie has been a homicide detective in a small city for several years and he is good at his job. He is often called on by other detectives to help with difficult cases. Which of the following reflects his fluid intelligence?

a. Eddie has comprehensive knowledge of ballistics, including the identification of weapons and interpretation of angle and distance of firing.

b. Eddie knows the history of local gangs and their allegiances from his years on the job.

c. Eddie finds that when he reads through a file, a detail will leap out at him as peculiar to the flow of events, which then helps to focus the direction of the investigation.

d. Eddie has learned a great deal about the psychology of domestic violence, which can be the underlying trigger of a homicide.

ANS: C  

PTS: 1  

DIF: Analyze  

REF: What Is Intelligence?

OBJ: LO6

100. Who is most likely to be enjoying a lifetime peak in both fluid and crystallized intelligence?

a. Evelyn, who is the valedictorian of her high school class  

b. Chris, who is a stock trader and has just celebrated his thirtieth birthday  

c. Amelie, who is 44 and a cardiothoracic surgeon  

d. William, who is 60 and the managing partner of a major global law firm

ANS: B  

PTS: 1  

DIF: Analyze  

REF: What Is Intelligence?

OBJ: LO6

101. Which of the following is true regarding theories of general intelligence and multiple intelligences?

a. Howard Gardner proposed a theory of multiple, tightly correlated, intelligences.

b. Robert Sternberg proposed a four-part theory of intelligence that predicts success.

c. Purely cognitive abilities, such as verbal, mathematical, spatial, and logical skills, show strong positive correlations with one another.

d. Abilities involving sensory, motor, and personality factors show strong positive correlations with one another.

ANS: C  

PTS: 1  

DIF: Analyze  

REF: What Is Intelligence?

OBJ: LO6
102. Of the following, who best demonstrates social or emotional intelligence?
   a. Jimmy, who is five years old and able to resist eating one marshmallow long enough to be rewarded with two
   b. Blair, who is a high school freshman and scores in the top ten percent on the Stanford-Binet Intelligence Scales
   c. Marion, whose strengths lie in the practical intelligence category of Robert Sternberg’s triarchic theory of intelligence
   d. Panka, who is particularly gifted in the musical and naturalistic abilities on Gardner’s list of multiple intelligences

ANS: A  PTS: 1  DIF: Apply  REF: What Is Intelligence?
OBJ: LO6

103. Verda’s business school class was divided into groups of five to work on a variety of assignments together. Her group outperformed the other groups. Which of the following is the most likely explanation for their success?
   a. The average IQ of her group was the highest in the class.
   b. Members of her group were highly motivated and disciplined.
   c. Two members of her group had the highest IQs in the class.
   d. Members of her group were good listeners as well as good speakers.

ANS: D  PTS: 1  DIF: Apply  REF: What Is Intelligence?
OBJ: LO6

104. Standard measures of intelligence are positively correlated with ____.
   a. the thickness of the cerebral cortex, particularly in the occipital and parietal lobes
   b. overall brain volume, particularly in the amygdala and hippocampus
   c. the thickness of the cerebral cortex, particularly in the prefrontal cortex and temporal lobes
   d. overall brain volume, particularly in the cerebellum and pons

ANS: C  PTS: 1  DIF: Understand  REF: What Is Intelligence?
OBJ: LO7

105. In women, IQ has been shown to be highly correlated with ____.
   a. the amount of gray matter located in both parietal and occipital lobes
   b. the volume of gray matter in the right frontal lobe and Broca’s area, and with the volume of white matter throughout the brain
   c. the volume of gray matter throughout the brain
   d. the amount of gray matter located in both frontal lobes and the left parietal lobe

ANS: B  PTS: 1  DIF: Understand  REF: What Is Intelligence?
OBJ: LO7

106. Measures of brain activity during tasks requiring intelligence indicate that, in order to solve the same problem, the brains of people with high scores on standard intelligence measures ____.
   a. do not have to work as hard as the brains of people with lower scores
   b. work harder than the brains of people with lower scores
   c. work more quickly than the brains of people with lower scores
   d. work less quickly but more accurately than the brains of people with lower scores

ANS: A  PTS: 1  DIF: Understand  REF: What Is Intelligence?
OBJ: LO7
107. Children with average IQ scores showed a peak thickening of cortical gray matter around the age of 8, while children with superior IQ scores experienced a peak thickening at around ____.
   a. age 5       c. age 13
   b. age 10       d. age 15
ANS: C    PTS: 1    DIF: Remember    REF: What Is Intelligence?
OBJ: LO7

108. The heritability of adult intelligence as measured by IQ tests is usually reported to be about .75, which means that ____.
   a. 75% of an individual’s intelligence is due to his or her genes
   b. 75% of an individual’s genes are involved in intelligence
   c. 75% of a population’s genes, on average, are involved in intelligence
   d. 75% of the variance in intelligence observed in the population can be attributed to genetics
ANS: D    PTS: 1    DIF: Understand    REF: What Is Intelligence?
OBJ: LO7

109. The Flynn Effect is likely due to ____.
   a. increasing computer and Internet use
   b. reductions in serious infectious diseases
   c. genetic changes over time
   d. improved testing methods
ANS: B    PTS: 1    DIF: Remember    REF: What Is Intelligence?
OBJ: LO7

110. Socioeconomic status ____.
   a. bears a causal relationship with IQ
   b. is positively correlated with IQ
   c. is negatively correlated with IQ
   d. bears no apparent relationship with IQ
ANS: B    PTS: 1    DIF: Remember    REF: What Is Intelligence?
OBJ: LO7

111. Intellectual disability is a condition diagnosed in individuals with IQ scores below 70 and ____.
   a. a genetic condition such as Down syndrome
   b. a severe or profound intellectual disability
   c. poor educational backgrounds
   d. poor adaptive behaviors
ANS: D    PTS: 1    DIF: Remember    REF: What Is Intelligence?
OBJ: LO7

112. Which of the following is the best example of an adaptive behavior?
   a. Doing a crossword puzzle
   b. Obtaining correct change from a cashier
   c. Backing out of a contract because of a personal concern
   d. Avoiding fearful situations
ANS: B    PTS: 1    DIF: Understand    REF: What Is Intelligence?
OBJ: LO7

113. The causal factors for mild intellectual disability are ____.
   a. genetic factors
   b. birth trauma
   c. medical conditions
   d. preventable environmental causes
114. A person with moderate intellectual disability ____.
   a. may complete a second-grade curriculum by the age of 18
   b. will likely live independently and may work, marry, and have a family
   c. can learn a small number of self-care skills, such as feeding himself or washing his hands
   d. may complete a sixth-grade curriculum by the age of 18

   ANS: A  PTS: 1  DIF: Understand  REF: What Is Intelligence?

   OBJ: LO7

115. Which of the following is a problem that children with intellectual disability commonly face?
   a. Overprotection of other seemingly vulnerable persons
   b. The appearance of higher social skills than their intellect actually supports
   c. Almost no understanding of what is said to them
   d. The formation of insecure attachments with caregivers

   ANS: D  PTS: 1  DIF: Understand  REF: What Is Intelligence?

   OBJ: LO7

116. Giftedness is an extreme of intelligence defined as having an IQ score of ____.
   a. 100 or above
   b. 130 or above
   c. 150 or above
   d. 170 or above

   ANS: B  PTS: 1  DIF: Remember  REF: What Is Intelligence?

   OBJ: LO7

117. Based on the longitudinal study of gifted children initiated in 1921, which of the following was found to be true through their adulthood?
   a. Their high IQs declined.
   b. They enjoyed better physical health.
   c. Many were regarded as geniuses in their field.
   d. They were more likely to become alcoholic over time.

   ANS: B  PTS: 1  DIF: Understand  REF: What Is Intelligence?

   OBJ: LO7

118. Which of the following is true regarding the relationship between “genius” and IQ?
   a. All geniuses have extremely high IQs.
   b. Persons with IQs of 150 and above tend to be geniuses.
   c. Persons with IQs below 150 cannot be geniuses.
   d. High intellect, as measured by an IQ score, does not directly equate with genius.

   ANS: D  PTS: 1  DIF: Understand  REF: What Is Intelligence?

   OBJ: LO7

119. The American Academy of Pediatrics advises parents that children under the age of two should have zero screen time (television or computers). What is the current trend with regard to children, parenting, and the media?
   a. The market for electronic media designed to make babies smarter is booming.
   b. Most parents have started removing televisions and computers from their home.
   c. The market for electronic media for young children has shifted to books and crafts.
   d. Most parents seem to be diligent in complying with this guideline up to age two.

   The Thinking Mind – Thinking, Language, and Intelligence
1. Briefly explain the concepts of “maximizers” and “satisficers,” and then describe hoarding behavior. In what ways might these be related? What specific information might be helpful to determine the nature of this relationship?

ANS:
Many variables influence an individual’s approach to decision making. Classic research suggests that some people are “maximizers,” which means that their decision making is aimed at reaching the “best” outcome. Other people, the “satisficers,” are more willing to choose outcomes that are merely acceptable.

Some individuals with obsessive-compulsive disorder (OCD) hoard, or keep everything—newspapers, magazines, old clothes, and other items most people would consider trash. Apparently, simple decisions about what to keep and what to throw away become overwhelming in these cases. Abnormally low activity in the anterior cingulate cortex accompanies the hoarding behavior shown by these individuals.

Students might consider whether hoarding behavior reflects a kind of perfectionism; that is, a hoarder is more similar to a maximizer than a satisficer. The hoarder may choose to keep things rather than risk making a decision he regrets later. Students may want to learn more about maximizers and hoarders in general and, more specifically, examine brain scans of maximizers to determine whether they might be similar to those of hoarders, with abnormally low activity in the anterior cingulate cortex.

2. Define language and discuss its importance to human thought, communications, and interactions. Describe Whorf’s hypothesis of linguistic relativity and its implications.

ANS:
Language has been defined as a system for communicating thoughts and feelings using arbitrary signals, such as voice sounds, gestures, or written symbols. Language provides us with powerful tools for organizing and manipulating our thinking, problem solving, and decision making. Although thoughts can be represented visually as well as verbally, language extends our thinking abilities to abstract concepts like truth and beauty that would be difficult to visualize. Above all, language connects us with others. Not only can we communicate with people in our immediate vicinity, but language spans time and distance, allowing us to share the thoughts of people living long ago and in very distant places. Because of language, the thoughts we record today might reach into the future to influence the thinking of people not yet born. Language also is intimately connected to cultural values.

Language both reflects and shapes thought. Benjamin Lee Whorf’s hypothesis of linguistic relativity examines the effect of having a rich vocabulary on a person’s ability to think about a topic. According to Whorf, a skier who can name and identify powder, slush, and other variations of snow thinks differently about the snow than does a person born and raised in a tropical climate. Whorf’s theory predicts that the use of gender-free words, such as server instead of waiter, or waitress or flight attendant instead of stewardess, would have a real impact on behavior. Researchers have shown that the use of he or him as opposed to she, her, or they in a sentence prompt leads children to produce stories about males.
3. Describe the results of the research study on whether groups of people working together have a collective intelligence (Woolley, Chabris, Pentland, Hashmi, & Malone, 2010). What factors contributed (or detracted) from the group’s collective intelligence?

Briefly discuss a situation in which you worked on a group project at work, school, or within your family. In what ways did your experience reflect the research findings? How was the experience dissimilar?

ANS:
Evidence from the research study suggested that a group or collective intelligence did emerge. For each group, performance across the different tasks was highly and positively correlated. Further statistical analyses ruled out the average individual intelligence of the group or the maximum individual intelligence of individuals in the group as significant predictors of group performance, leaving collective intelligence as a single, strong predictor of group performance.

What was the basis of this collective intelligence? Surprisingly, typical group features such as motivation, satisfaction, or group cohesion failed to predict group performance. Individual features, such as the individual intelligence of the members, also failed to predict group performance. Instead, the members’ scores on the social sensitivity instrument, called the “Reading the Mind in the Eyes” test, and how evenly speaking turns were distributed had a large impact on the group’s collective intelligence.

Students will then discuss a personal experience of working on a group project and compare their experience to the findings of the research study.
## Chapter Eleven: The Developing Mind – Life-Span Development

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<td>2. Construct a timeline of major physical, cognitive, and social/emotional changes that take place during the prenatal period, infancy, childhood, adolescence, and adulthood, and give examples of ways in which these three trajectories influence each other.</td>
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<td>3. Differentiate Piaget’s four stages of cognitive development (sensorimotor, pre-operational, concrete operational, formal operational), and critique Piaget’s theory using research from alternate approaches.</td>
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<td>4. Debate the adaptive function of infant attachment, and analyze the roles of temperament, culture, and parenting in driving individual attachment styles.</td>
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<td>5. Illustrate the importance of nature/nurture interaction in development, using specific examples of epigenetic processes, critical/sensitive periods, and the impact of experience on biological development.</td>
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<td>6. Debate the research evidence for continuity versus discontinuity in the trajectories of physical, cognitive, and social/emotional development.</td>
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MULTIPLE CHOICE

1. How can cultures positively influence “emotion knowledge” development in their youth?
   a. By focusing on information relevant to the self
   b. By teaching broad aspects of information
   c. By treating the extended family as a unit
   d. By modeling the customary roles of children and adults

   ANS: A  PTS: 1  DIF: Analyze  REF: Prologue  OBJ: LO5

2. The study of human development considers changes in behavior ____.
   a. due to genetic history  c. due to experience
   b. that correlate with growth or maturation  d. that correlate with environmental factors

   ANS: B  PTS: 1  DIF: Remember  REF: What Does It Mean to Develop?  OBJ: LO5

3. Contemporary views on human development focus on age-related changes that occur ____.
   a. from infancy to puberty  c. until the brain is fully developed
   b. during childhood and adolescence  d. across the life span

   ANS: D  PTS: 1  DIF: Remember  REF: What Does It Mean to Develop?  OBJ: LO5

4. With regard to developmental outcomes, your text emphasizes ____.
   a. the genetic heritage of individuals
   b. the influence of families on behavior
   c. the interactions between nature and nurture
   d. the environmental influences on development

   ANS: C  PTS: 1  DIF: Remember  REF: What Does It Mean to Develop?  OBJ: LO5

5. Which of the following is true?
   a. Epigenetic tags continue to accumulate in response to ongoing experience throughout the life span.
   b. Epigenetic tags remain consistent across the life span.
   c. Epigenetic tags replace internal signals in driving physical growth after birth.
   d. Most epigenetic tags that influence gene expression during prenatal development come from external influences such as the mother’s diet.

6. In whose life have epigenetic processes likely played the most dominant role?
   a. Five-year-old Blanca, who is a happy girl with many friends
   b. Thirty-year-old Tristan, who grew up in a neighborhood of poverty and violence and went on to become a successful architect
   c. Thirty-year-old Naomi, who is from a wealthy family that has experienced a number of tragedies
   d. Sixty-five old Oliver, who has worked hard as a truck driver since he was 19 years old

   ANS: D    PTS: 1    DIF: Apply
   REF: What Does It Mean to Develop?    OBJ: LO5

7. Development is believed to ____.
   a. proceed gradually and smoothly over time
   b. be continuous in some aspects and discontinuous in others
   c. be discontinuous in underlying processes and continuous in their observable aspect
   d. proceed somewhat abruptly from one stage to the next

   ANS: B    PTS: 1    DIF: Understand
   REF: What Does It Mean to Develop?    OBJ: LO6

8. Which scenario best exemplifies an ecological approach to development?
   a. Elias first walked on his own around the time of his first birthday.
   b. Rowena was born at 40 weeks and weighed 7 pounds.
   c. Liam was toilet trained at 18 months, a standard approach for his community.
   d. As a newborn, Angelina would grasp her father’s finger when he placed it in her hand.

   ANS: C    PTS: 1    DIF: Analyze
   REF: What Does It Mean to Develop?    OBJ: LO5

9. Zygote is the term used to describe a ____.
   a. developing organism between eight and approximately forty weeks following conception in humans
   b. developing organism in the first two weeks following conception in humans
   c. developing organism during the period of greatest growth and maturation in humans
   d. developing organism between three and eight weeks following conception in humans

   ANS: B    PTS: 1    DIF: Understand
   REF: How Do We Change Prenatally?    OBJ: LO2

10. What term describes a developing organism between the three and eight weeks following conception in humans?
    a. embryo
    b. fetus
    c. zygote
    d. endoderm

    ANS: A    PTS: 1    DIF: Remember
    REF: How Do We Change Prenatally?    OBJ: LO2

11. What term describes a developing organism between eight and approximately forty weeks following conception in humans?
    a. zygote
    b. endoderm
    c. embryo
    d. fetus

    ANS: D    PTS: 1    DIF: Remember
    REF: How Do We Change Prenatally?    OBJ: LO2
12. During which stage do cells begin to differentiate into three types: the ectoderm, mesoderm, and endoderm?
   a. gestational  
   b. fetus  
   c. zygote  
   d. embryo  
   ANS: C  
   PTS: 1  
   DIF: Remember  
   REF: How Do We Change Prenatally?  
   OBJ: LO2

13. The ectoderm develops into ____.
   a. muscle and skeleton  
   b. the nervous system  
   c. external sex organs  
   d. internal organs  
   ANS: B  
   PTS: 1  
   DIF: Understand  
   REF: How Do We Change Prenatally?  
   OBJ: LO2

14. Marjorie is in her seventh month of pregnancy with her first child. Which of the following is true regarding her fetus’s development?
   a. The fetus started having measurable REM sleep about three months ago.  
   b. The fetus has not yet had any exposure to food preferences.  
   c. The fetus is already within the range of a full term birth.  
   d. The fetus can hear and recognize Marjorie’s voice.  
   ANS: D  
   PTS: 1  
   DIF: Analyze  
   REF: How Do We Change Prenatally?  
   OBJ: LO2

15. Why does a 40-year-old woman have a greater probability of giving birth to a child with Down syndrome than a 25-year-old woman?
   a. The body of a 40-year-old woman is more likely to produce a flawed egg.  
   b. The eggs of a 40-year-old woman lack a complete set of chromosomes.  
   c. A 40-year-old woman has been exposed to more years of environmental influence, possibly including harmful factors, that can lead to faulty cell division.  
   d. A 40-year-old woman cannot produce eggs rapidly enough to be fully developed at the time of ovulation.  
   ANS: C  
   PTS: 1  
   DIF: Understand  
   REF: How Do We Change Prenatally?  
   OBJ: LO2

16. The vast majority of genetic abnormalities in an embryo will result in ____.
   a. premature birth  
   b. spontaneous abortion or miscarriage  
   c. an infant with birth anomalies  
   d. a normal birth  
   ANS: B  
   PTS: 1  
   DIF: Remember  
   REF: How Do We Change Prenatally?  
   OBJ: LO2

17. During pregnancy, which organ provides the developing fetus with nutrients and oxygen, and protects it from exposure to a variety of toxins and disease-causing agents?
   a. placenta  
   b. ovaries  
   c. uterus  
   d. mammary glands  
   ANS: A  
   PTS: 1  
   DIF: Remember  
   REF: How Do We Change Prenatally?  
   OBJ: LO2
18. What is a teratogen?
   a. A stimulus that results in heightened reflexes in the fetus
   b. An abnormality in physiological development
   c. A condition resulting from alcohol consumption by the mother during pregnancy
   d. A chemical agent that can harm the zygote, embryo, or fetus

   ANS: D        PTS: 1        DIF: Understand
   REF: How Do We Change Prenatally?    OBJ: LO2

19. Which of the following is in the category of the most common and preventable sources of adverse effects in the developing fetus?
   a. Joanne continues to take an antidepressant during her pregnancy.
   b. Lucy fears contracting rubella during her pregnancy.
   c. Allison and her husband drink a bottle or two of wine every night with dinner.
   d. Leah is HIV-positive.

   ANS: C        PTS: 1        DIF: Apply
   REF: How Do We Change Prenatally?    OBJ: LO2

20. Mia continued to drink heavily with her friends throughout her pregnancy. Her son, now four, has physical abnormalities, including an underdeveloped jaw and thin upper lip, and cognitive and behavioral problems. He most likely has ____.
   a. Down syndrome
   b. fetal alcohol syndrome
   c. hydrocephalus
   d. spina bifida

   ANS: B        PTS: 1        DIF: Apply
   REF: How Do We Change Prenatally?    OBJ: LO2

21. A mother’s use of alcohol, tobacco, marijuana, or cocaine during pregnancy significantly reduces ____.
   a. the development of the amygdala in her child’s brain
   b. the volume of gray matter in her child’s brain
   c. the development of the hippocampus in her child’s brain
   d. the volume of white matter in her child’s brain

   ANS: B        PTS: 1        DIF: Remember
   REF: How Do We Change Prenatally?    OBJ: LO2

22. Madelyn has increased her salmon consumption during her pregnancy in accordance with her doctor’s instructions. Why?
   a. to prevent spina bifida
   b. to promote liver function
   c. to prevent heart disease
   d. to promote brain and eye development

   ANS: D        PTS: 1        DIF: Apply
   REF: How Do We Change Prenatally?    OBJ: LO2

23. Amy loves to eat swordfish in any preparation but decides to avoid it during her pregnancy. Why?
   a. It contains too much vitamin A, which can cause vision problems.
   b. It contains mercury, which is harmful to heart development.
   c. It contains mercury, which is harmful to brain development.
   d. It contains too much vitamin A, which can lead to spina bifida.

   ANS: C        PTS: 1        DIF: Apply
   REF: How Do We Change Prenatally?    OBJ: LO2
24. Bree is HIV-positive and is managing her infection with antiretroviral drugs. She just learned that she is pregnant. Her doctor may advise her to deliver via cesarean section and to avoid breast-feeding in order to ____.
   a. reduce the chances of passing the virus to her baby
   b. avoid excessive maternal bonding
   c. avoid compromising her immunity any further
   d. reduce the chances of miscarriage

ANS: A   PTS: 1   DIF: Apply   REF: How Do We Change Prenatally?   OBJ: LO2

25. Ethan is just two weeks old. His mother strokes his cheek and he turns toward the touch and opens his mouth. This is called the ____.
   a. palmar reflex
   b. sucking reflex
   c. stepping reflex
   d. rooting reflex

ANS: D   PTS: 1   DIF: Apply   REF: What Can Newborns Do?   OBJ: LO1

26. What is the likely purpose of the palmar reflex?
   a. Unknown as it disappears as nervous system matures
   b. A possible evolutionary remnant allowing primates to cling to an adult’s fur
   c. A possible evolutionary remnant allowing primates to cling to an adult
   d. A behavior that helps the baby nurse


27. Ava is almost one month old. What does she spend most of her day doing?
   a. crying
   b. eating
   c. sleeping
   d. moving her arms and legs

ANS: C   PTS: 1   DIF: Apply   REF: What Can Newborns Do?   OBJ: LO1

28. Babies can’t talk. Which of the following are ways in which researchers directly assess the sensory capacities of very young babies?
   a. measures of heart rate, facial expression, and head movements
   b. traditional hearing and vision exams
   c. interviews with parents
   d. sign language with the baby


29. What role does habituation play in evaluating a baby’s sensory capacities?
   a. When the baby cries while looking at an unfamiliar stimulus, he has likely become habituated to it.
   b. When the baby cries while looking at a familiar stimulus, he likely is not yet habituated to it.
   c. When the baby spends equal time looking at two stimuli, he has likely learned to distinguish between them.
   d. When the baby spends equal time looking at two stimuli, he likely cannot tell the difference between them.
30. To which of the following tastes will a newborn react most favorably?
   a. bitter       c. salty
   b. sour         d. sweet
   ANS: D

31. Research has shown that young infants do not see detail at a distance as well as adults do and need more contrast than adults in order to see well. According to the text, what research method was used?
   a. Assessment of anxiety levels when the primary caregiver is at various distances
   b. Observation of facial expressions and head movements
   c. Measurement of the amount of time the baby spends viewing a pattern rather than a uniform screen
   d. Qualitative interviews with parents
   ANS: C

32. Newborns show an innate preference for looking at faces. This preference _____.
   a. is uniquely human
   b. lacks an adaptive advantage
   c. quickly recedes after the first month
   d. provides advantages in social behavior and language learning
   ANS: D

33. Sofia was six pounds at birth. She is a healthy baby. How much does she likely weigh now that she is one year old?
   a. 10 pounds
   b. 15 pounds
   c. 18 pounds
   d. 24 pounds
   ANS: C

34. During what time period does the human brain show rapid growth in gray matter?
   a. During the final trimester of the pregnancy
   b. In the latter months of pregnancy and for the first 18 months of life
   c. From birth to age 12 months
   d. For the first 18 months of life
   ANS: B

35. We produce many more synapses than we need, and then retain only those that are used in a “use it or lose it” fashion. What does this demonstrate?
   a. The discontinuous model of development
   b. The universal approach to development

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c. The dominance of nature over nurture

d. The important role of experience in wiring the brain

ANS: D  PTS: 1  DIF: Understand

REF: What Physical Changes Occur in Infancy and Childhood?

OBJ: LO5

36. A spurt in myelination occurs between the ages of 6 and 13 years in parts of the brain associated with ____.
   a. visual acuity
   b. emotional functioning
   c. language and spatial relations
   d. memory

ANS: C  PTS: 1  DIF: Remember

REF: What Physical Changes Occur in Infancy and Childhood?

OBJ: LO5

37. According to research (Fox, Hershberger, & Bouchard, 1996), who is most likely to reach milestones in motor development at the same time?
   a. fraternal twins
   b. two brothers
   c. identical twins
   d. two sisters

ANS: C  PTS: 1  DIF: Understand

REF: What Physical Changes Occur in Infancy and Childhood?

OBJ: LO2

38. In what order do the following steps of development occur?
   a. roll, sit, crawl, hop, raise head, walk
   b. raise head, roll, sit, crawl, walk, hop
   c. raise head, crawl, sit, roll, hop, walk
   d. sit, crawl, roll, raise head, hop, walk

ANS: B  PTS: 1  DIF: Analyze

REF: What Physical Changes Occur in Infancy and Childhood?

OBJ: LO2

39. Lucas is in first grade and works hard to print his alphabet letters on the lines on his notebook paper. In which direction is this motor development proceeding?
   a. from toe to head
   b. from midline outward
   c. from extremities in to midline
   d. from head to toe

ANS: D  PTS: 1  DIF: Apply

REF: What Physical Changes Occur in Infancy and Childhood?

OBJ: LO2

40. The average age at which each motor milestone is met ____.
   a. applies equally to almost all children
   b. falls within a wide range of normal development
   c. varies greatly depending on culture
   d. is a fairly precise measure of how each child is likely to develop

ANS: B  PTS: 1  DIF: Understand

REF: What Physical Changes Occur in Infancy and Childhood?

OBJ: LO2
41. In some cultures, children are encouraged to walk earlier or later than what would be considered the average age in the U.S. (Super, 1976). With this in mind, which of the following statements is accurate?
   a. Changes in the developmental timeline are virtually imperceptible because motor milestones are genetic.
   b. Changes in the developmental timeline are generally quite dramatic depending on the culture.
   c. Changes in the developmental timeline are usually slight because myelination of motor nerves usually just precedes the achievement of a new skill.
   d. Changes in the developmental timeline can only take place during the spurt of myelination that occurs between ages 6 and 13.

   ANS: C        PTS: 1        DIF: Analyze
   REF: What Physical Changes Occur in Infancy and Childhood?
   OBJ: LO5

42. According to Piaget’s theory, cognitive abilities develop through regular stages. This idea is a classic example of ____.  
   a. the continuity approach  
   b. the conservation approach  
   c. the ecological approach  
   d. the discontinuity approach

   ANS: D        PTS: 1        DIF: Understand
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO6

43. What is the definition of assimilation?
   a. The incorporation of new learning into an existing schema that requires revision of the schema
   b. The ability to understand that changing the form or appearance of an object does not change its quantity
   c. The incorporation of new learning into an existing schema, without the need to revise the schema
   d. The ability to form mental representations of objects that are no longer present

   ANS: C        PTS: 1        DIF: Understand
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

44. What is the definition of accommodation?
   a. The ability to form mental representations of objects that are no longer present
   b. The incorporation of new learning into an existing schema, without the need to revise the schema
   c. The ability to understand that changing the form or appearance of an object does not change its quantity
   d. The incorporation of new learning into an existing schema that requires revision of the schema

   ANS: D        PTS: 1        DIF: Understand
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

45. Little Joey is visiting the zoo for the first time and sees a zebra. He says, “Look, Mommy, a horse.” This is an example of ____.  

   ANS: C        PTS: 1        DIF: Understand
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3
46. Which of the following describes Piaget’s sensorimotor stage of development?
   a. The stage of development beginning at the age of 6 years and ending at the age of 12 years and characterized by logical but not abstract reasoning
   b. The stage of development beginning at birth and ending at the age of 2 years and characterized by active exploration of the environment
   c. The stage of development beginning at age 12 and extending through adulthood and characterized by mature reasoning capabilities
   d. The stage of development beginning at the age of 2 years and ending at the age of 6 years and characterized by use of symbols, egocentrism, and limits on the ability to reason logically
   ANS: B     PTS: 1     DIF: Understand
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

47. What is object permanence?
   a. The ability to form mental representations of objects that are no longer present
   b. The ability to understand the concept of “me” and “it”
   c. The ability to incorporate new learning into an existing schema without the need to revise the schema
   d. The ability to understand that changing the form or appearance of an object does not change its essence
   ANS: A     PTS: 1     DIF: Understand
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

48. What is Piaget’s name for the stage of development that begins at the age of two years and ends at the age of six years and is characterized by use of symbols, egocentrism, and limits on the ability to reason logically?
   a. formal operational stage
   b. concrete operational stage
   c. sensorimotor stage
   d. preoperational stage
   ANS: D     PTS: 1     DIF: Remember
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

49. Ava, age five, and her mother are playing with clay. They make two round balls of the same size. Ava flattens one into a pancake shape and says “Look, Mommy, now this one has more clay.” In this context, Ava does not yet understand ____.
   a. assimilation
   b. egocentrism
   c. conservation
   d. object permanence
   ANS: C     PTS: 1     DIF: Apply
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3
50. What is egocentrism in Piaget’s view?
   a. The limited ability to understand the point of view of other people
   b. The ability to form mental representations of objects that are no longer present
   c. The emotional bonding between an infant and a parent or caregiver
   d. The ability to understand that others have thoughts that are different from one’s own.

   ANS: A  PTS: 1  DIF: Understand
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

51. Luis is eight years old. He is becoming quite good at arguing with his parents over what his bedtime should be, whether he has eaten enough of his supper to have dessert, etc. He loves toys and projects that involve hands-on learning. According to Piaget, Luis is in the ____ of cognitive development.
   a. formal operational stage
   b. sensorimotor stage
   c. preoperational stage
   d. concrete operational stage

   ANS: D  PTS: 1  DIF: Apply
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

52. Alexa is 15 years old. She is very involved in environmental issues, including issues such as the finding alternatives to fossil fuels and the protection of biodiversity on the planet. According to Piaget, Alexa is in the ____ of cognitive development.
   a. concrete operational stage
   b. formal operational stage
   c. sensorimotor stage
   d. preoperational stage

   ANS: B  PTS: 1  DIF: Apply
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

53. Which of the following is a criticism of Piaget’s theories?
   a. Piaget overestimated the capabilities of young children.
   b. Piaget viewed the developing child in relative isolation from his or her family, community, and culture.
   c. Piaget specified the wrong mechanisms responsible for moving from one stage to the next.
   d. Piaget focused too much on the variability of individual cognitive development.

   ANS: B  PTS: 1  DIF: Analyze
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

54. Which of the following is true of Lev Vygotsky’s view of cognitive development?
   a. A child gains knowledge of the world by interacting socially and collaboratively with parents, teachers, and other members of the community.
   b. A child learns to understand the world by actively exploring it, like a miniature scientist.
   c. A child has a “zone of proximal development” in which to learn how to accomplish tasks independently.
   d. A child develops according to a species perspective, largely independent of culture.

   ANS: A  PTS: 1  DIF: Analyze
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3
55. When Zach started elementary school, he was able to focus very attentively on class projects, but only for limited periods of time. By about sixth grade, his attention span started to lengthen significantly each year. Which model or theory does this exemplify?
   a. theory of mind    c. information processing model
   b. zone of proximal development  d. naive theories

   ANS: C   PTS: 1   DIF: Apply
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

56. Which of the following reflects the view of contemporary developmental psychologists and is in contrast to Piaget’s analysis?
   a. Children’s abilities to understand objects in their world depend on their development of language abilities.
   b. Very young children seem to understand a great deal about objects and how they work, even before they have had much experience interacting with them.
   c. Very young children seem to understand a great deal about objects and how they work, once they have gained substantial experience interacting with them.
   d. Children’s abilities to understand objects in their world develop slowly over time.

   ANS: B   PTS: 1   DIF: Analyze
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

57. What is an important elaboration of Piaget’s concept of egocentrism?
   a. naive theories    c. attachment theory
   b. the information processing model    d. theory of mind

   ANS: D   PTS: 1   DIF: Remember
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

58. In which of the following two scenarios does Grace demonstrate that she has developed theory of mind?
   (1) Grace accidentally pops Max’s red balloon. Max is furious and heartbroken. Grace tells her mother “Max thinks I did it on purpose.”
   (2) Grace and Max play contentedly side by side with their blocks. Max builds a tower and Grace builds two small houses.
   a. Scenario (1) only    c. Scenarios (1) and (2)
   b. Scenario (2) only    d. Neither scenario

   ANS: A   PTS: 1   DIF: Analyze
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

59. A failure to develop a typical theory of mind has been linked to the development of ____ (Gopnik, Capps, & Meltzoff, 2000).
   a. Down syndrome    c. autism
   b. depression    d. language anomalies

   ANS: C   PTS: 1   DIF: Remember
   REF: How Does Cognition Change During Infancy and Childhood?
   OBJ: LO3

The Developing Mind – Life-Span Development
60. The temperament traits of children, which are visible within the first few months of life, have been described along three dimensions (Mary Rothbart et al., 2007): surgency or extroversion, negative affect or mood, and ____.
   a. innate resilience  
   b. effortful control  
   c. empathy  
   d. agreeableness
   ANS: B  PTS: 1  DIF: Understand
   REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
   OBJ: LO4

61. Individual differences in temperament may emerge early in life (Thomas & Chess, 1977, 1989). These traits ____.
   a. will likely be substantially modified by adulthood  
   b. are not valid indicators of later psychological disorders  
   c. are impacted very little by environmental factors  
   d. most likely represent genetic differences
   ANS: D  PTS: 1  DIF: Remember
   REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
   OBJ: LO4

62. Jack was a very timid child, both physically and socially. His parents gently encouraged him to participate in activities with other children. Over time he became quite adept at playing team sports. This is an example of ____.
   a. egocentrism  
   b. avoidant attachment  
   c. goodness of fit  
   d. theory of mind
   ANS: C  PTS: 1  DIF: Apply
   REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
   OBJ: LO4

63. The emotional bonding between an infant and a parent or caregiver is called ____.
   a. attachment  
   b. reinforcement  
   c. dependency  
   d. goodness of fit
   ANS: A  PTS: 1  DIF: Remember
   REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
   OBJ: LO4

64. Which of the following is a finding from Harry Harlow’s study (1958) of rhesus monkeys and attachment?
   a. The pleasure obtained through feeding formed the basis of the mother-infant bond.
   b. The wire mothers with an attached milk bottle were the preferred source of comfort for food and emotional needs.
   c. The infant was positively reinforced with food for staying near the mother.
   d. The mother’s ability to provide contact comfort was critical in forming a strong attachment on the part of her infant.
   ANS: D  PTS: 1  DIF: Analyze
   REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
   OBJ: LO4

65. Which scenario exemplifies a key factor in predicting the timing of attachment?
66. About the same time that infants begin to crawl, usually between 6 and 8 months, they also begin to show separation anxiety. This indicates that they ____.
   a. now recognize who does and does not belong in their social world
   b. have not bonded with any particular person or persons
   c. have an insecure form of attachment
   d. have an avoidant form of attachment
   
   ANS: A   PTS: 1   DIF: Remember
   REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
   OBJ: LO4

67. A pattern of infant-caregiver bonding in which children explore confidently and return to the parent or caregiver for reassurance is called ____.
   a. avoidant attachment
   b. insecure attachment
   c. secure attachment
   d. disorganized attachment

   ANS: C   PTS: 1   DIF: Remember
   REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
   OBJ: LO4

68. What is the pattern of infant-caregiver bonding that can take several different forms, but is generally characterized as less desirable for the child’s outcomes than secure attachment?
   a. disorganized attachment
   b. insecure attachment
   c. anxious-ambivalent attachment
   d. avoidant attachment

   ANS: B   PTS: 1   DIF: Remember
   REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
   OBJ: LO4

69. Rosa is 15 months of age. A new babysitter came to the house so Rosa’s mother could focus on her writing in her office upstairs. Rosa was fine while her mother was still in the room with them but cried and cried when she left. Her mother returned an hour later and Rosa ran over to her right away. What pattern of attachment is this?
   a. avoidant
   b. anxious-ambivalent
   c. disorganized
   d. secure

   ANS: D   PTS: 1   DIF: Apply
   REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
   OBJ: LO4

70. Marcus is about 1-1/2 years old. His mother left him at a friend’s house to play for the first time while she took the family car in for maintenance. Marcus did not show distress when his mother left nor did he immediately approach her when she returned. What pattern of attachment is this?
   a. avoidant
   b. secure
   c. disorganized
   d. anxious-ambivalent
71. Avoidant or anxious-ambivalent attachment is more common in children with ____.
   a. low intrinsic motivation       c. high intrinsic motivation
   b. low negative affect             d. high negative affect

ANS: D     PTS: 1     DIF: Understand
REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
OBJ: LO4

72. Which of the following statements is true regarding studies that compared the frequencies of
Ainsworth’s three attachment types in the United States to frequencies in Japan and Germany?
   a. The German sample had about the same number of securely attached infants as in the United States.
   b. The German sample had many more infants with avoidant attachment than in the United States.
   c. The Japanese sample had zero cases of anxious-ambivalent attachment.
   d. The Japanese sample had higher proportions of avoidant attachments.

ANS: B     PTS: 1     DIF: Analyze
REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
OBJ: LO4

73. Joshua is three years old. He often whines, and constantly demands attention from his parents, not
venturing far from them at the park. Which of the following would most likely describe the parenting
style of Joshua’s parents?
   a. strict and punitive       c. unresponsive or inconsistent
   b. attentive and available   d. anxious and overprotective

ANS: C     PTS: 1     DIF: Apply
REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
OBJ: LO4

74. Parenting styles can be divided into four categories, which vary along ____ (Baumrind, 1975;
Maccoby & Martin, 1983).
   a. four dimensions: empathy, recognition, discipline, and expectations
   b. two dimensions: support and behavioral regulation
   c. three dimensions: empathy, supervision, and expectations
   d. two dimensions: recognition and expectations

ANS: B     PTS: 1     DIF: Understand
REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
OBJ: LO4

75. The parenting style that combines high behavioral regulation with low support is ____.
   a. authoritative       c. authoritarian
   b. indulgent          d. uninvolved

ANS: C     PTS: 1     DIF: Remember
REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
OBJ: LO4
76. Mario is a high school sophomore. His parents are strict but loving. They provide clear standards that are reasonable for his age and enforce them fairly. Their parenting style is ____.
   a. authoritarian   c. indulgent
   b. authoritative   d. uninvolved

ANS: B   PTS: 1   DIF: Apply
REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
OBJ: LO4

77. Ashley is a senior in high school. Her parents enjoy her company and have an “open door” policy where her friends are concerned. They are fine with her friends drinking and smoking in the basement as long as one person refrains as the designated driver. Their parenting style is ____.
   a. authoritative   c. authoritarian
   b. uninvolved   d. indulgent

ANS: D   PTS: 1   DIF: Apply
REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
OBJ: LO4

78. Ryan grew up in a family of four boys. He and his brothers have never engaged in “acting out” behaviors, such as excessive drinking or drug use. However, now in their teens, they tend to be depressed and withdrawn from their peers. Their parents are most likely ____.
   a. authoritarian   c. indulgent
   b. uninvolved   d. authoritative

ANS: A   PTS: 1   DIF: Apply
REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
OBJ: LO4

79. Rachel is in junior high school. Her father drinks heavily and is frequently out of work. Her mother is very depressed and spends much of the day in front of the TV. Rachel spends as much time as she can outside of their home. Her parents’ style of parenting is ____.
   a. indulgent   c. authoritarian
   b. authoritative   d. uninvolved

ANS: D   PTS: 1   DIF: Apply
REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
OBJ: LO4

80. According to the work of Jean Rich Harris (1998), correlations between parenting styles and child outcomes are due to ____.
   a. environmental factors   c. the particular parenting style
   b. genetics   d. peer influence

ANS: B   PTS: 1   DIF: Understand
REF: How Do Social and Emotional Behaviors Change During Infancy and Childhood?
OBJ: LO4

81. How can adolescence best be described?
   a. A period of physical changes leading to sexual maturity
   b. A period of social development ending in one’s mid-20s
   c. A period of development beginning at puberty and ending at young adulthood
   d. A period of increasing maturity and assumption of adult responsibilities
82. A period of physical changes leading to sexual maturity is called ____.
   a. adolescence 
   b. secondary sex characteristics 
   c. menarche 
   d. puberty 
   ANS: D 
   PTS: 1 
   DIF: Remember 
   REF: What Does It Mean to Be an Adolescent? (OBJ: LO2)

83. Dylan is 16. He is finally taller than his sister and is experiencing muscular development, maturity of the external genitalia, growth of facial hair, and enlargement of the larynx, which has caused his voice to deepen. These are called ____.
   a. primary sex characteristics 
   b. secondary sex characteristics 
   c. static sex characteristics 
   d. dynamic sex characteristics 
   ANS: B 
   PTS: 1 
   DIF: Apply 
   REF: What Does It Mean to Be an Adolescent? (OBJ: LO2)

84. The obvious evolutionary purpose of puberty is to prepare an individual for ____.
   a. adulthood 
   b. sex 
   c. parenthood 
   d. leadership 
   ANS: B 
   PTS: 1 
   DIF: Remember 
   REF: What Does It Mean to Be an Adolescent? (OBJ: LO2)

85. At the onset of puberty, ____.
   a. the brain is fully adult 
   b. the risk of schizophrenia decreases 
   c. there is substantial gray matter growth 
   d. brain development is virtually complete 
   ANS: C 
   PTS: 1 
   DIF: Remember 
   REF: What Does It Mean to Be an Adolescent? (OBJ: LO2)

86. Myelination of the frontal lobes is much greater in adults aged 23 to 30 than in youth between the ages of 12 and 16. Unfortunately, the adolescent’s white matter is more susceptible than an adult’s to damage from ____.
   a. schizophrenia 
   b. unprotected sex 
   c. marijuana use 
   d. binge drinking 
   ANS: D 
   PTS: 1 
   DIF: Remember 
   REF: What Does It Mean to Be an Adolescent? (OBJ: LO2)

87. Jenny, age 16, and her mother Alice are looking at family photographs and focus on one of Arthur (Jenny’s dad and Alice’s husband). They interpret the expression on his face very differently. When Arthur gets home, he confirms Alice’s interpretation of the picture. Jenny’s error can be explained by the fact that ____.
   a. Alice has more gray matter than Jenny 
   b. Jenny’s amygdala has matured before her frontal lobes 
   c. Jenny’s frontal lobes has matured before her amygdala 
   d. Jenny has more white matter than Alice 
   ANS: B 
   PTS: 1 
   DIF: Apply 
   REF: What Does It Mean to Be an Adolescent? (OBJ: LO2)

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88. During adolescence, which of the following reach(es) adult levels?
   a. working memory and reaction time    c. ability to use executive processes
   b. problem solving abilities            d. analytical thinking

   ANS: A    PTS: 1    DIF: Remember
   REF: What Does It Mean to Be an Adolescent?    OBJ: LO2

89. Chris and Ivan are fourteen. Chris dares Ivan by saying, “Let’s take a bottle of wine from your grandmother’s house; she’ll never notice.” According to Kohlberg’s stages of moral reasoning, this represents ____.
   a. postconventional morality        c. preconventional morality
   b. semiconventional morality         d. anticonventional morality

   ANS: C    PTS: 1    DIF: Apply
   REF: What Does It Mean to Be an Adolescent?    OBJ: LO2

90. Justin is nineteen. In the past, he drove at an abnormally high speed if no police cars were in sight. Now he believes it is in everybody’s best interests to obey speed limits and other traffic rules. According to Kohlberg’s stages of moral reasoning, this represents ____.
   a. postconventional morality        c. preconventional morality
   b. semiconventional morality         d. conventional morality

   ANS: D    PTS: 1    DIF: Apply
   REF: What Does It Mean to Be an Adolescent?    OBJ: LO2

91. Mahatma Gandhi employed non-violent civil disobedience in his efforts towards India’s independence from foreign powers. These actions reflect Kohlberg’s stage of ____.
   a. conventional morality              c. anticonventional morality
   b. postconventional morality           d. preconventional morality

   ANS: B    PTS: 1    DIF: Apply
   REF: What Does It Mean to Be an Adolescent?    OBJ: LO2

92. Kohlberg’s postconventional reasoning has been criticized as not representing a universal stage of moral development, but rather being ____ (Murphy, Gilligan, & Puka, 1994).
   a. overly feminine in some aspects  
   b. too dependent on interpersonal factors
   c. a characteristic of males in Europe and the United States
   d. overly rigid and sensitive to public opinion

   ANS: C    PTS: 1    DIF: Understand
   REF: What Does It Mean to Be an Adolescent?    OBJ: LO2

93. In Erikson’s work (Erikson, 1968), a consistent, unified sense of self is called ____.
   a. self-esteem                       c. individualism
   b. moral experience                  d. identity

   ANS: D    PTS: 1    DIF: Remember
   REF: What Does It Mean to Be an Adolescent?    OBJ: LO2

94. Teens begin to form an identity by asking “Who am I?” and “What kind of person do I want to be?” According to Erikson, failure to achieve a stable identity leads to ____.
   a. a sense of stagnation
   b. role confusion and problems with subsequent stages

   ANS: b    PTS: 1    DIF: Remember
   REF: What Does It Mean to Be an Adolescent?    OBJ: LO2
c. the potential for feelings of despair
d. feelings of loneliness and isolation

ANS: B  PTS: 1  DIF: Understand  OBJ: LO2

95. Research suggests that African American and Hispanic youth who identify with an ethnic group during adolescence and young adulthood have ____ (Erol and Orth, 2011).
   a. higher grade point averages
c. higher overall self-esteem
   b. more encounters with law enforcement
d. greater generative capacity

ANS: C  PTS: 1  DIF: Remember  OBJ: LO2

96. Teens tend to spend more time with peers and less with family. Research has indicated that teens have a lower risk for substance abuse when they ____ (Fulkerson et al., 2006).
   a. have older siblings
c. spend substantial time with peers
   b. eat meals regularly with family
d. have a number of friendships

ANS: B  PTS: 1  DIF: Understand  OBJ: LO2

97. Jenna is a very rebellious teenager. Just about everything she says and does worries her parents. Her values are most likely ____.
   a. far more conservative than her parents
c. far more liberal than her parents
   b. the opposite of her parents
d. not too different from her parents

ANS: D  PTS: 1  DIF: Apply  OBJ: LO2

98. Which of the following is true regarding young adulthood?
   a. It emerges gradually in industrialized countries.
b. It takes place from age 22 to age 33.
c. In developing countries, it is typically marked by gaining the right to vote.
d. It is a phase determined by biology.

ANS: A  PTS: 1  DIF: Remember  OBJ: LO2

99. Gabriel is 25 years old, 6 foot 3 inches, and 185 pounds. He is an accomplished lacrosse player and continues to play in a competitive league. Gabriel ____.
   a. can expect to make enormous gains in his muscle strength and speed
   b. does not yet need to worry about lifestyle factors
c. is most likely at the peak of his physical fitness
d. is well beyond the peak of his physical fitness

ANS: C  PTS: 1  DIF: Apply  OBJ: LO2

100. Eduardo’s father, a heavy smoker, died fairly young from lung cancer. Eduardo looks at his small children and wants to lead a long and healthy life. What should be his focus?
   a. researching his father’s health history
c. periodic screening tests
   b. avoiding unnecessary risks
d. lifestyle factors
101. Professor Edokpa teaches college classes in an evening program, and has students of all ages. Tonight they are discussing whether human rights are universal or vary according to cultural values. One student, Harry, clearly enjoys debating the pros and cons of each position, while another student, Carl, expresses frustration that he can’t figure out the correct answer. Harry is engaging in ____.
   a. formal thought  
   b. postformal thought  
   c. conventional thought  
   d. anticonventional thought  
   ANS: B  PTS: 1  DIF: Apply  
   REF: What Is It Like to Be a Young Adult?  OBJ: LO2

102. According to Erikson, one key to successful intimacy in adulthood is to ____.
   a. have established a solid identity in adolescence  
   b. be among the majority in forms of intimacy  
   c. have had many relationships as a teenager  
   d. spend time with family as well as peers  
   ANS: A  PTS: 1  DIF: Remember  
   REF: What Is It Like to Be a Young Adult?  OBJ: LO2

103. Couples typically experience a drop in marital satisfaction after the birth of a first child. In a longitudinal study that followed two cohorts of participants (Lawrence, et al., 2008), marital satisfaction continued to drop up to ____.
   a. the first child’s 7th birthday  
   b. the first child’s 15th birthday  
   c. the birth of the second child  
   d. the child’s departure for college  
   ANS: B  PTS: 1  DIF: Understand  
   REF: What Is It Like to Be a Young Adult?  OBJ: LO2

104. What is the best description of the starting point for midlife?
   a. It begins with certain physical changes.  
   b. It begins at age 40.  
   c. It does not have a reliable set of indicators.  
   d. It is indicated by a growing sense of mortality.  
   ANS: C  PTS: 1  DIF: Remember  
   REF: What Happens During Midlife?  OBJ: LO2

105. Midlife is most often a time of ____.
   a. midlife crisis  
   b. many challenges  
   c. smooth sailing  
   d. great joy  
   ANS: B  PTS: 1  DIF: Remember  
   REF: What Happens During Midlife?  OBJ: LO2

106. According to an influential model of relationships, the persistence of a relationship is a direct result of the partners’ commitment, which in turn is determined by the partners’ satisfaction with the relationship, the amount of investment they have already put into their relationship, and ____ (Rusbult, Martz, & Agnew, 1998).
   a. their age  
   b. parental support  
   c. support from peers  
   d. the quality of their alternatives  
   ANS: D  PTS: 1  DIF: Apply  
   REF: What Is It Like to Be a Young Adult?  OBJ: LO2

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ANS: D  PTS: 1  DIF: Remember
REF: What Happens During Midlife?  OBJ: LO2

107. The major theme of physical and cognitive development in midlife is ____.
   a. stability   c. abrupt change
   b. sharp decline  d. increasing health

ANS: A  PTS: 1  DIF: Remember
REF: What Happens During Midlife?  OBJ: LO2

108. The complete cessation of a woman’s menstrual cycles is called ____.
   a. menarche   c. menopause
   b. hormonal death  d. perimenopause

ANS: C  PTS: 1  DIF: Remember
REF: What Happens During Midlife?  OBJ: LO2

109. Warren is 80 years old and has just married his third wife, a 30 year old. She would like to have children. As compared to a 25-year-old man, Warren’s fertility is about ____.
   a. 10%  c. 50%
   b. 25%  d. 100%

ANS: C  PTS: 1  DIF: Apply
REF: What Happens During Midlife?  OBJ: LO2

110. Children grow up and move out, leaving their parents at midlife with an “empty nest.” Michael’s parents, Americans, are quite cheerful about it. Rumi’s parents, from India and now living in Canada, are quite disappointed. This difference in reaction most likely reflects ____.
   a. marital satisfaction   c. gender stereotypes
   b. educational bias  d. cultural variation

ANS: D  PTS: 1  DIF: Apply
REF: What Happens During Midlife?  OBJ: LO2

111. When in college, Greg dreamed of rowing in the Olympics and becoming a surgeon. Now at age 48, he continues to enjoy rowing, although he never made it to the Olympics and he works as an anesthesiologist. His wife and kids are healthy and he is basically content. According to Erikson, he is most likely to experience ____.
   a. integrity  c. stagnation
   b. generativity  d. role confusion

ANS: B  PTS: 1  DIF: Apply
REF: What Happens During Midlife?  OBJ: LO2

112. The starting point of late adulthood is best described as ____.
   a. becoming eligible for Medicare  c. vague
   b. retirement age  d. between age 70 and 72

ANS: C  PTS: 1  DIF: Remember
REF: What Is Late Adulthood Like?  OBJ: LO2

113. Results from the Baltimore Longitudinal Study of Aging (2000) show that healthy aging is accompanied by ____.
   a. a significant and rapid decline in the speed of learning and problem solving
b. a steady and debilitating decline in cognition, vision, and hearing from age 50 onwards
c. very mild changes in the speed of learning and problem solving and that most of these observable changes occur very late in life
d. deep changes in intellect and sensory capacities, some of which are remediable

ANS: C  PTS: 1  DIF: Understand
REF: What Is Late Adulthood Like?   OBJ: LO2

114. Who is among those least likely to develop dementia as he or she ages?
a. Jane, who loves to cook favorites such as fish and chips, fried chicken, and homemade donuts
b. Jack, who participates in 20 minutes or more of tai chi and brisk walking every day
c. Frank, who enjoys life by drinking, smoking, and relaxing on the couch in the evenings
d. Peg, whose mother and aunt had dementia

ANS: B  PTS: 1  DIF: Apply
REF: What Is Late Adulthood Like?   OBJ: LO2

115. Which of the following types of intelligence is most likely to change due to aging?
a. crystallized intelligence
b. emotional intelligence
c. general intelligence
d. fluid intelligence

ANS: D  PTS: 1  DIF: Remember
REF: What Is Late Adulthood Like?   OBJ: LO2

116. Arthur is a retired auto mechanic who proudly owned his own auto repair shop, which his sons now run. He and his wife enjoy their grandchildren and enjoy spending the winters in Florida. In Erikson’s stages of social development, he is likely to experience ____.
a. despair
b. generativity
c. integrity
d. identity

ANS: C  PTS: 1  DIF: Apply
REF: What Is Late Adulthood Like?   OBJ: LO2

117. According to research (Kessler et al., 2003), who is least likely to experience depression?
a. a 65-year-old male
b. a 65-year-old female
c. a 30-year-old male
d. a 30-year-old female

ANS: A  PTS: 1  DIF: Understand
REF: What Is Late Adulthood Like?   OBJ: LO2

118. Which of the following best describes the relationships of older adults?
a. Older adults have more friendships than younger adults.
b. Older adults are more likely than younger adults to form new friendships.
c. Older adults do not gain significant benefits from their friendships.
d. Older adults often find their relationships with siblings especially meaningful.

ANS: D  PTS: 1  DIF: Remember
REF: What Is Late Adulthood Like?   OBJ: LO2

119. Human beings are somewhat unusual among primates in the length of their life span beyond their productive years. This may have provided an adaptive advantage over the course of evolution and is known as ____.
a. the wisdom of elders
c. survival of the fittest

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b. the grandmother effect  d. the grandfather effect

ANS: B  PTS: 1  DIF: Remember

REF: What Is Late Adulthood Like?  OBJ: LO2

120. Long-term marriage partners show more similarities with each other due to a lifetime spent in each other’s company, along with a(n) ____.
   a. accurate assessment of the strengths and weaknesses of their relationship
   b. a decrease of the opportunity of other relationships
   c. lack of attention to past negative events and personality traits
   d. healthy engagement in conflict when necessary

ANS: C  PTS: 1  DIF: Understand

REF: What Is Late Adulthood Like?  OBJ: LO2

ESSAY

1. The text raises three potential dichotomies in development across the life span: nature/nurture, continuity/discontinuity, and universal/ecological. Describe them briefly and provide an example of each.

ANS:
Nature/nurture. Nature describes the contributions of heredity to our physical structure and behaviors. Nurture describes the contributions of environmental factors and experience to our physical structure and behaviors. Contemporary psychologists view the contributions of nature and nurture to be closely intertwined as opposed to somehow competing with each other for control over behavior. An example is the way in which the underlying DNA that makes up our genes is turned on or off by the surrounding chemical tags (the epigenome) that accumulate through life. External environmental factors can chemically “tag” our DNA, including diet, nurture, and stress.

Continuity/discontinuity refers to whether development is gradual and continuous or abrupt and discontinuous. The continuity-discontinuity debate does not have a “right answer.” Some features appear to be more continuous in their developmental course, such as the gradual development of infant temperament into later personality. Other features seem to appear out of nowhere, such as the development of a sense of object permanence at about the age of eight months.

Universal/ecological. Psychologists taking the universal approach to development look for age-related behaviors that are found across the entire human species, whereas psychologists taking an ecological view ask questions about the impact of culture and environment on development. Although there are universals of development, such as the age at which most children begin walking unassisted, it is also evident that children growing up in cultures where early walking is encouraged walk at slightly younger ages than children growing up in cultures where restricting infant movement is the norm. Although a consideration of human universals is useful, most contemporary psychologists would be unwilling to consider many behaviors outside their context of social relationships and culture.

Note: student examples will vary.

PTS: 1  DIF: Analyze  REF: What Does It Mean to Develop?

OBJ: LO5  

284  Chapter Eleven
2. Define adolescence and puberty. What is the endpoint of adolescence? Discuss why adolescence seems to be starting earlier and ending later than in the past.

ANS:
Adolescence is a period of development beginning at puberty and ending at young adulthood. Puberty is a period of physical changes leading to sexual maturity. Adolescence is an artificial, arbitrary period of development that is a relatively recent phenomenon in human experience. In hunter-gatherer societies, sexual maturity at puberty signaled the young person’s entry into adult roles, privileges, and expectations. Our word “puberty” comes from the Latin word for “adult.”

Although adolescence is assumed to begin with puberty, we do not have much consensus regarding its endpoint. Legally, an 18-year-old is an adult in the United States. However, we restrict legal alcohol consumption to those over 21, and rental car companies rarely rent cars to young adults under the age of 25. Lifestyle factors associated with adulthood, such as financial independence from parents, separate living arrangements, marriage, and parenthood, are far more descriptive of the end of adolescence than age.

Two factors have resulted in an extended period of adolescence in modern, industrial societies, such that it starts earlier and ends later than in the past. One is the dramatic decrease in the age at which puberty occurs. Over the last 100 years, the average age of puberty in the United States has dropped from about age 16 to around age 12. For people living 100 years ago, taking on adult roles around the age of puberty was much more realistic than it would be today. Recent evidence shows that this trend is ongoing. We do not know exactly why puberty is occurring earlier. A second factor contributing to the length of modern adolescence is the extended period of education and training needed in technological societies. Youth at puberty are simply not prepared to assume adult roles in most modern cultures.

PTS: 1
DIF: Understand
REF: What Does It Mean to Be an Adolescent?
OBJ: LO2

3. Describe the change in reproductive status that women undergo in midlife and the experience of menopause. Describe the change in reproductive status of men starting in midlife.

ANS:
The most significant physical change in midlife for women is the end of their ability to reproduce. Menopause is the point where menstruation stops. For most women, menopause is complete in their early 50s, but loss of fertility is a very gradual process beginning many years earlier. Menstrual cycles may become irregular in a woman’s 40s as her sex hormone levels that regulate the cycles begin to drop. During the period of transition between the start of irregular periods and the final disappearance of menstruation, women can experience a number of physical and psychological symptoms. Hot flashes, night sweats, headaches, joint pain, mood swings, and sleep disturbances are common complaints, and the severity of these issues can range from barely noticeable to nearly disabling. Hormone treatments to offset these symptoms are used quite cautiously, as they can also increase a woman’s risk of stroke, heart attack, breast cancer, and later dementia.

Men experience much more gradual changes in their reproductive status through the remainder of their lives. Sperm quantity may be reduced, but men in their 80s remain half as fertile as men who are 25. Most men experience little if any decreases in testosterone over the course of the midlife years, although other conditions, such as diabetes, can interfere with the maintenance of an active sex life. For both men and women in midlife, the availability of a partner is much more predictive of sexual activity than any health issues.

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4. Psychologists like Jean Piaget and Erik Erikson theorized that humans go through stages in their development throughout life, growing from infancy to old age. Piaget outlined stages of thinking or cognitive development, and Erikson described stages of personality or psychosocial development. How can you use this information to better understand your own life? What stages of cognitive and psychosocial development have you gone through since you were an infant? Which stages will you go through as you develop into adulthood and old age?

In a multi-paragraph essay, describe all the different stages of cognitive and psychosocial development throughout your lifespan. Be sure to provide examples to illustrate the thoughts, emotions, and behavior typical of each stage. Include details from class materials, readings, and research on human development to support your discussion.

ANS: Answers will vary.
## Chapter Twelve: The Individual Mind — Personality and the Self

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<th>Learning Objective</th>
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<td>1. Compare and contrast the psychodynamic, humanist, trait/Big Five, and social-cognitive theories of personality in terms of the specific individual differences that are emphasized and how these differences are explained.</td>
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<td>2. Debate the validity of self-report inventories versus projective tests as measures of personality, considering the strengths and limitations of each.</td>
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<td>3. Differentiate and illustrate several distinct aspects of “self” (self-concept, self-awareness, self-esteem, self-regulation) in terms of their content, sources, and implications.</td>
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<td>4. Analyze evidence for the biological bases of personality and the self, using studies of identical versus fraternal twins and of correlations with brain region volumes and activity.</td>
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<td>5. Distinguish between the personal and interpersonal self, and relate these to cultural differences in individualistic versus collectivistic aspects of self-concept.</td>
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MULTIPLE CHOICE

1. According to your text, what does the science of personality explore?
   a. Global patterns of identification, socialization, and adaptation
   b. Distinctive patterns of morals, desires, and behaviors
   c. Unique patterns of being, perceiving, and sensing
   d. Characteristic patterns of thinking, feeling, and behaving


2. Professor Hill asks Anita to explain psychodynamic theory for the class. How should Anita respond?
   a. Psychic energy is moved among the compartments of the personality: id, ego, and superego.
   b. Psychic energy is created and destroyed in an open system made up of the id, ego, and superego.
   c. Psychic energy is stored in the compartments of the personality: id, ego, and unconscious.
   d. Psychic energy is created and destroyed in the process of personality formation.

   ANS: A  PTS: 1  DIF: Analyze  REF: How Do Psychodynamic Theories View Personality?  OBJ: LO1

3. Sigmund Freud’s treatment approach based on his psychodynamic theory is called ____.
   a. psychosexual development  c. behaviorism
   b. psychoanalysis  d. self-actualization

   ANS: B  PTS: 1  DIF: Remember  REF: How Do Psychodynamic Theories View Personality?  OBJ: LO1

4. In Freud’s view, it is the job of the ego, or self, to ____.
   a. balance the pleasure-seeking impulses of the superego with the morality imposed by the id
   b. overrule the pleasure-seeking impulses of the id with the morality imposed by the superego
   c. enhance the pleasure-seeking impulses of the id despite the morality imposed by the superego
   d. balance the pleasure-seeking impulses of the id with the morality imposed by the superego

   ANS: D  PTS: 1  DIF: Understand  REF: How Do Psychodynamic Theories View Personality?  OBJ: LO1

5. For as long as he can remember, Randy’s passion in life has been to eat, drink, and be merry. Which component of Freud’s personality theory does this reflect?
   a. superego  c. unconscious
   b. id  d. ego

   ANS: B  PTS: 1  DIF: Apply  REF: How Do Psychodynamic Theories View Personality?  OBJ: LO1
6. In Freud’s personality theory, the self that others see is called the ____.
   a. ego   c. superego
   b. id   d. unconscious
   ANS: A        PTS: 1        DIF: Remember
   REF: How Do Psychodynamic Theories View Personality?        OBJ: LO1

7. Olivia has just obtained her driver’s license. She is nervous that she might break one of numerous “rules of the road” and receive both a ticket and a reprimand from her parents. Which component of Freud’s personality theory does this reflect?
   a. unconscious   c. superego
   b. ego   d. id
   ANS: C        PTS: 1        DIF: Apply
   REF: How Do Psychodynamic Theories View Personality?        OBJ: LO1

8. What is the part of mental activity that cannot be voluntarily retrieved?
   a. preconscious mind   c. conscious mind
   b. unconscious mind   d. superconscious mind
   ANS: B        PTS: 1        DIF: Remember
   REF: How Do Psychodynamic Theories View Personality?        OBJ: LO1

9. In Freud’s personality theory, a protective behavior that reduces anxiety is called a ____.
   a. trait   c. defense mechanism
   b. psychosexual stage   d. level of awareness
   ANS: C        PTS: 1        DIF: Remember
   REF: How Do Psychodynamic Theories View Personality?        OBJ: LO1

10. Susan was so angry at her boss that, when she got home from work, she yelled at her husband in response to his question “How was your day?” This is an example of ____.
    a. sublimation   c. denial
    b. projection   d. displacement
    ANS: D        PTS: 1        DIF: Apply
    REF: How Do Psychodynamic Theories View Personality?        OBJ: LO1

11. Jonah is a very physical and quite aggressive eight-year-old. All his friends were signed up for soccer but his parents chose football. This is an example of ____.
    a. denial   c. repression
    b. sublimation   d. reaction formation
    ANS: B        PTS: 1        DIF: Apply
    REF: How Do Psychodynamic Theories View Personality?        OBJ: LO1

12. Rima has decided to eliminate all sweets from her diet in an effort to lose ten pounds. When out for coffee with her friend Beth, Beth orders a delicious piece of chocolate cake with chocolate frosting and offers to split it with Rima. Rima says “Well, maybe this one time; I’ve read that chocolate is good for your health.” This is an example of ____.
    a. rationalization   c. sublimation
    b. regression   d. projection
    ANS: A        PTS: 1        DIF: Apply
    REF: How Do Psychodynamic Theories View Personality?        OBJ: LO1
13. The stages in Freud's theory of the developing personality are called ____.
   a. defense mechanisms  
   b. psychosexual stages  
   c. developmental complexes  
   d. reaction formations
   ANS: B  PTS: 1  DIF: Remember
   REF: How Do Psychodynamic Theories View Personality?  OBJ: LO1

14. Emma is nine years old and wants to know the “rules” for everything, such as card games, how to set the table, and basketball. Which developmental stage is she in?
   a. oral stage  
   b. latency stage  
   c. anal stage  
   d. phallic stage
   ANS: B  PTS: 1  DIF: Apply
   REF: How Do Psychodynamic Theories View Personality?  OBJ: LO1

15. Ben is three years old and very bright. His parents try all sort of games to encourage him to urinate in the toilet rather than in his diaper, with little success. Which developmental stage is he in?
   a. phallic stage  
   b. genital stage  
   c. oral stage  
   d. anal stage
   ANS: D  PTS: 1  DIF: Apply
   REF: How Do Psychodynamic Theories View Personality?  OBJ: LO1

16. According to Freud, what is the resolution of the Oedipus complex?
   a. Identification with the same-sex parent  
   b. Attraction to the same-sex parent  
   c. Competition with the opposite-sex parent  
   d. Identification with the opposite-sex parent
   ANS: A  PTS: 1  DIF: Understand
   REF: How Do Psychodynamic Theories View Personality?  OBJ: LO1

17. For Freud, what leads to the emergence of personality characteristics?
   a. The failure to resolve the conflict of toilet training  
   b. The resolution of conflicts between fixations and neuroses  
   c. The conflict between the ego and reality  
   d. The resolution of conflicts among the id, ego, and superego
   ANS: D  PTS: 1  DIF: Understand
   REF: How Do Psychodynamic Theories View Personality?  OBJ: LO1

18. What does a neurosis represent for Freud?
   a. A conflict between the ego and reality  
   b. A continuing conflict between the ego and the id, superego, or both  
   c. A failure to internalize society’s rules  
   d. A failure to resolve a particular conflict, such as weaning
   ANS: B  PTS: 1  DIF: Understand
   REF: How Do Psychodynamic Theories View Personality?  OBJ: LO1

19. Which of the following best describes the attitude of most psychologists today toward Freud?
   a. They do not adhere to Freud’s theory.  
   b. They adhere closely to Freud’s theory.  
   c. They appreciate the extensive scientific research underlying Freud’s theory.  
   d. They admire the effectiveness of psychoanalysis.
   ANS: C  PTS: 1  DIF: Understand
   REF: How Do Psychodynamic Theories View Personality?  OBJ: LO1
20. Freud revolutionized many aspects of parenting and child care by _____.
   a. viewing children as miniature adults
   b. writing a series of books on baby and child care
   c. recognizing that infants have an active superego much like adults
   d. viewing children as having different needs at different ages

   ANS: D   PTS: 1   DIF: Understand
   REF: How Do Psychodynamic Theories View Personality?   OBJ: LO1

21. The theorists who attempted to update and modify Freud’s original theory of personality are called _____.
   a. neo-Freudians
   b. psychoanalysts
   c. Jungians
   d. humanists

   ANS: A   PTS: 1   DIF: Remember
   REF: How Do Psychodynamic Theories View Personality?   OBJ: LO1

22. Which of the following is a common feature of neo-Freudian theories?
   a. The substitution of sexuality and pleasure for social competence as the major motivation for human behavior
   b. The substitution of rigorous scientific research for intuition in the development of theories
   c. The substitution of social competence for sexuality and pleasure as the major motivation for human behavior
   d. The substitution of intuition for rigorous scientific research in the development of theories

   ANS: C   PTS: 1   DIF: Understand
   REF: How Do Psychodynamic Theories View Personality?   OBJ: LO1

23. Of the following, who illustrates one key contribution that Alfred Adler made to psychodynamic thought?
   a. Gertrude, who is proud of her parents’ rise from “poverty to PhDs” and often tells people about their success
   b. Maia, who is ashamed that she grew up in a very poor family, and to hide this, tells people that her well-to-do family always sent her to private schools
   c. Faluh, who is somewhat self-conscious about her prominent nose, but takes pride in her resemblance to her grandfather
   d. Rachel, who tends to eat, drink, and smoke to excess, which may reflect an unresolved conflict in her early development

   ANS: B   PTS: 1   DIF: Analyze
   REF: How Do Psychodynamic Theories View Personality?   OBJ: LO1

24. Of the following, who would be pursuing a dissertation research topic reflecting a contribution of Alfred Adler?
   a. Megan, who is researching the extent to which men envy women’s roles and abilities
   b. Jonah, who is researching the relationships between the introversion-extroversion continuum and artistic creativity
   c. Logan, who is researching the level of self-actualization of adolescent children of immigrant parents
   d. Alexis, who is researching the effects of birth order on professional and financial success
25. Which of the following is a contribution of Carl Jung to psychodynamic thought?
   a. The individual unconscious mind  
   c. The collective unconscious mind  
   b. The importance of birth order  
   d. Penis envy and pregnancy envy  
   ANS: C  PTS: 1  DIF: Remember  
   REF: How Do Psychodynamic Theories View Personality?  OBJ: LO1

26. Karen Horney rejected many of Freud’s ideas to concentrate on aspects of the culture that contributed to ___.
   a. men’s feelings of worthlessness  
   b. women’s feelings of inferiority  
   c. women’s pursuit of love over wealth  
   d. men’s pursuit of wealth over relationships  
   ANS: B  PTS: 1  DIF: Remember  
   REF: How Do Psychodynamic Theories View Personality?  OBJ: LO1

27. Which of the following describes a humanist approach, as opposed to a behaviorist or Freudian approach?
   a. Humanists emphasized the significance of abnormal behaviors.  
   b. Humanists relied heavily on animal research for their findings.  
   c. Humanists viewed human nature as essentially dark.  
   d. Humanists advocated studying exceptional people to see why they succeeded.  
   ANS: D  PTS: 1  DIF: Understand  
   REF: How Do Humanists Approach Personality?  OBJ: LO1

28. Which of the following is true about Abraham Maslow?
   a. He was primarily interested in human motivation.  
   b. He conducted most of his research on rats and pigeons.  
   c. He developed a theory of personality based on his experience as a therapist.  
   d. He observed that exceptional people generally lacked a sense of humor but had many friends.  
   ANS: A  PTS: 1  DIF: Understand  
   REF: How Do Humanists Approach Personality?  OBJ: LO1

29. Rosa is three years old and very exuberant. Her mother has little patience with her and is most acceptant of her when she plays very quietly by herself. According to Carl Rogers’s humanistic theory of personality, what is the most likely result of this upbringing?
   a. self-actualization  
   c. self-discrepancies  
   b. self-awareness  
   d. self-esteem  
   ANS: C  PTS: 1  DIF: Apply  
   REF: How Do Humanists Approach Personality?  OBJ: LO1

30. The humanists are most interested in ____.
   a. the rigor of the methods by which their theories were developed  
   b. the process by which personality develops  
   c. the characteristics that emerge in personality development  
   d. the stability and consistency of patterns of behavior  

The Individual Mind – Personality and the Self
ANS: B   PTS: 1   DIF: Understand
REF: How Do Humanists Approach Personality?    OBJ: LO1

31. What is a trait?
   a. A variable in shaping personality based on learning
   b. A dimension of temperament
   c. A stable personality characteristic
   d. A “personality” gene

ANS: C   PTS: 1   DIF: Understand
REF: How Do Trait Theories Explain Personality?    OBJ: LO1

32. Which statistical method was used to analyze the clustering of personality traits?
   a. factor analysis
   b. analysis of variance
   c. t-test
   d. chi-squared test

ANS: A   PTS: 1   DIF: Remember
REF: How Do Trait Theories Explain Personality?    OBJ: LO1

33. To remember the Big Five traits, use the acronym ____.
   a. STORM
   b. FRAME
   c. EARTH
   d. OCEAN

ANS: D   PTS: 1   DIF: Remember
REF: How Do Trait Theories Explain Personality?    OBJ: LO1

34. Each of the Big Five traits consists of a ____.
   a. continuum from one extreme to the other
   b. core belief
   c. two-factor correlation
   d. series of stages

ANS: A   PTS: 1   DIF: Remember
REF: How Do Trait Theories Explain Personality?    OBJ: LO1

35. Big Five theory is a trait theory that identifies five main characteristics that account for ____.
   a. the distinctions between individualistic and collectivistic societies
   b. the majority of individual differences in personality
   c. the primary mental health problems in society
   d. the general ability to function and succeed

ANS: B   PTS: 1   DIF: Understand
REF: How Do Trait Theories Explain Personality?    OBJ: LO1

Hanging with the Parents
Leanne’s friends love her sixty-year-old mother, Liz, who is very warm and friendly. In fact, Liz encourages Leanne to bring over her friends for cocktail parties or cookouts every weekend she is free (that is, when she’s not involved with a book club, painting class, or yoga retreat).

36. The Big Five trait that best describes this aspect of Liz’s personality is ____.
   a. agreeableness
   b. openness
   c. extroversion
   d. conscientiousness

ANS: C   PTS: 1   DIF: Apply
REF: How Do Trait Theories Explain Personality?    OBJ: LO1
37. Leanne’s father dreads it when her mother invites Leanne’s friends over for cocktail parties and cookouts. He is reserved, uncomfortable with people he does not know well, and prefers quiet evenings of reading. The Big Five trait that best describes this aspect of his personality is ____.
a. conscientiousness       c. neuroticism
b. passiveness             d. introversion
ANS: D   PTS: 1   DIF: Apply   OBJ: LO1
REF: How Do Trait Theories Explain Personality?

38. Although Leanne appreciates her mother’s hospitality, she frequently declines these invitations because of the complications surrounding her closest friend, Alicia. Alicia would be hurt not to be included, but might dampen the party with her anxiety, anger, hostility, and tendency towards depression. Leanne never knows what she will do or say next. The Big Five trait that best describes this aspect of Alicia’s personality is ____.
a. neuroticism       c. instability
b. cynicism           d. unpredictability
ANS: A   PTS: 1   DIF: Remember   OBJ: LO1
REF: How Do Trait Theories Explain Personality?

39. Daryl is a painter and poet. His work often portrays fantasy images that evoke strong emotion. He loves to travel, particularly in Asia, to view the art at sacred sites and learn about local culture. The Big Five trait that best describes this aspect of Daryl’s personality is ____.
a. agreeableness       c. conscientiousness
b. openness           d. extroversion
ANS: B   PTS: 1   DIF: Apply   OBJ: LO1
REF: How Do Trait Theories Explain Personality?

40. Clarence’s boss is very rude to Clarence and most of the staff. He tends to be cynical, uncooperative, and critical of his employees. This boss is particularly low on which of the following Big Five traits?
a. agreeableness       c. conscientiousness
b. openness           d. introversion
ANS: A   PTS: 1   DIF: Apply   OBJ: LO1
REF: How Do Trait Theories Explain Personality?

41. Javier is studying the firing of neurons in the brains of rats as part of his dissertation research on memory. He is disciplined in his research process and in his record-keeping, and follows his advisor’s recommendations to the letter, as he wants to eventually accomplish a lot in this field. The Big Five trait that best describes this aspect of Javier’s personality is ____.
a. openness       c. conscientiousness
b. extroversion           d. agreeableness
ANS: C   PTS: 1   DIF: Apply   OBJ: LO1
REF: How Do Trait Theories Explain Personality?

42. Which of the following Big Five traits had the greatest positive correlation with success across a wide range of professional, skilled, and unskilled job descriptions?
a. agreeableness       c. extroversion
b. conscientiousness           d. openness
ANS: B   PTS: 1   DIF: Remember   OBJ: LO1
REF: How Do Trait Theories Explain Personality?

The Individual Mind – Personality and the Self
43. Evidence across diverse cultures, including the United States, Japan, Korea, Germany, Portugal, Israel, and China, suggests that the Big Five personality traits ____ (McCrae & Costa, 1997).
   a. are not applicable to all cultures
   b. are more applicable in individualistic societies
   c. are more applicable in collectivistic societies
   d. represent a universal human characteristic
   ANS: D    PTS:  1    DIF:  Understand
   REF: How Do Trait Theories Explain Personality?      OBJ: LO1

44. Research showing that situations can exert a stronger influence on people’s behavior than any individual predispositions highlights ____.
   a. the accuracy of the general trait approach
   b. the power of the id
   c. the limits of the general trait approach
   d. the human need for self-actualization
   ANS: C    PTS:  1    DIF:  Understand
   REF: How Do Situations Affect Personality?      OBJ: LO1

45. Heather's mother maintains an orderly household. Heather's bedroom at home is very neat, with a place for everything and everything in its place. At her room at college, however, the floor is barely visible underneath the clothing, books, papers, and tea cups. According to B.F. Skinner, this most likely reflects a(n) ____.
   a. genetic characteristic
   b. response tendency
   c. personality trait
   d. external locus of control
   ANS: B    PTS:  1    DIF:  Apply
   REF: How Do Situations Affect Personality?      OBJ: LO1

46. What is the theory of personality that features cognition and learning, especially from the social environment, as important sources of individual differences in personality?
   a. psychodynamic theory
   b. trait theory
   c. behaviorism
   d. social-cognitive learning theory
   ANS: D    PTS:  1    DIF:  Remember
   REF: How Do Situations Affect Personality?      OBJ: LO1

47. What is the cognitive expectancy featured in social-cognitive learning theories of personality about the source of individual outcomes?
   a. reciprocal determinism
   b. locus of control
   c. response tendencies
   d. defense mechanisms
   ANS: B    PTS:  1    DIF:  Remember
   REF: How Do Situations Affect Personality?      OBJ: LO1

48. Aaron, a pre-med student, received a C on his biochemistry exam. He told his roommate that he had studied for the exam, and that it was just bad luck that the professor had asked so many questions that he did not understand. Aaron appears to have ____.
   a. an external locus of control
   b. reciprocal determinism
   c. self-efficacy
   d. an internal locus of control
   ANS: A    PTS:  1    DIF:  Apply
   REF: How Do Situations Affect Personality?      OBJ: LO1

49. What is the social-cognitive learning theory of personality that features the mutual influence of the person and situation on each other?
50. Of the following, who most reflects self-efficacy?
   a. Maria, who tries to redirect her aggressive urges into more prosocial channels
   b. Todd, who believes that he can handle challenging situations and obtain future rewards
   c. Beth, who tends to attribute her own problems and anxieties to others
   d. Marcus, who believes that most of the things that happen to him are due to luck or factors beyond his control

   ANSWER: B
   PTS: 1
   DIF: Apply
   REF: How Do Situations Affect Personality?
   OBJ: LO1

51. According to Walter Mischel (Mischel, 2004), if a child experiences a particular situation, he or she will then respond with a unique, stable set of behaviors. These if-then patterns will be characteristic of an individual, leading to the stable characteristics we think of as ____.
   a. traits
   b. temperament
   c. personality
   d. self-concept

   ANSWER: C
   PTS: 1
   DIF: Understand
   REF: How Do Situations Affect Personality?
   OBJ: LO1

52. A child’s pattern of mood, activity, or emotional responsiveness that is linked to later personality is called her ____.
   a. self-esteem
   b. self-concept
   c. character
   d. temperament

   ANSWER: D
   PTS: 1
   DIF: Remember
   REF: What Are the Biological Bases of Personality?
   OBJ: LO4

53. What are the two dimensions of temperament that appear to be particularly important for adult personality?
   a. introversion and neuroticism
   b. conscientiousness and self-regulation
   c. reactivity and self-regulation
   d. reactivity and extroversion

   ANSWER: C
   PTS: 1
   DIF: Understand
   REF: What Are the Biological Bases of Personality?
   OBJ: LO4

54. Jared, a high school student, is a sensitive person. His first reaction to many things is anxiety, such as the loud noise of a truck backfiring, an unfamiliar dog running towards him, or a teacher unexpectedly calling on him in class. Towards which end of the continuum of these Big Five traits would he likely fall?
   a. introversion and neuroticism
   b. extroversion and openness
   c. introversion and emotional stability
   d. extroversion and disagreeableness

   ANSWER: A
   PTS: 1
   DIF: Analyze
   REF: What Are the Biological Bases of Personality?
   OBJ: LO4

55. Most efforts to study the effects of genetics on personality use ____.
   a. factor analysis
   b. qualitative methods
   c. the twin study method
   d. the study of siblings

   ANSWER: C
   PTS: 1
   DIF: Understand
   REF: What Are the Biological Bases of Personality?
   OBJ: LO4
56. The critical finding of the Minnesota Study of Twins Reared Apart (Bouchard, 1994; Bouchard, Lykken, McGue, Segal, & Tellegen, 1990) was that identical twins raised apart and together _____.
   a. were very similar to one another on nonreligious social attitudes but quite far apart on occupational interests
   b. were very similar to one another, whether the overall positive correlation for a particular characteristic was strong or weak
   c. were very different from each other, depending on the families within which they were raised
   d. were generally similar to each other on physical characteristics but not on social characteristics

   ANS: B    PTS: 1    DIF: Analyze
   REF: What Are the Biological Bases of Personality?    OBJ: LO4

57. What is the approximate heritability ratio of the Big Five personality traits in humans?
   a. 25%
   b. 40%
   c. 50%
   d. 65%

   ANS: C    PTS: 1    DIF: Remember
   REF: What Are the Biological Bases of Personality?    OBJ: LO4

58. Genetics account for a percentage of the variability seen in the population's personality. What is the source of the remaining percentage of variability?
   a. non-shared experiences
   b. shared and non-shared experiences
   c. nurture
   d. temperament

   ANS: B    PTS: 1    DIF: Understand
   REF: What Are the Biological Bases of Personality?    OBJ: LO4

59. Which of the following statements is true about the heritability ratio of personality traits in humans?
   a. The heritability ratio does not explain how heritability interacts with shared and non-shared environments to produce particular outcomes.
   b. Approximately 50% of the personality traits within a family are produced by genes.
   c. The heritability ratio incorporates the effects of shared and non-shared environments on the production of particular outcomes.
   d. Approximately 50% of a person’s personality traits are produced by genes.

   ANS: A    PTS: 1    DIF: Analyze
   REF: What Are the Biological Bases of Personality?    OBJ: LO4

60. Researchers have identified structural correlates in the brains of adults for four of the Big Five personality traits. Which Big Five personality trait has not yet been correlated with a structure of the brain?
   a. agreeableness
   b. openness
   c. neuroticism
   d. conscientiousness

   ANS: B    PTS: 1    DIF: Understand
   REF: What Are the Biological Bases of Personality?    OBJ: LO4

61. People who differ in neuroticism show different volumes of areas of the prefrontal cortex, anterior cingulate cortex, and hippocampus, areas that have been implicated in _____.
62. The text notes that Professor Jennifer Mather tested 44 octopuses systematically for their responses to stimuli such as being touched with a brush. What did she find?
   a. Some responded “cheerfully,” others with “anger,” some went to sleep, and the last group appeared to have a nervous breakdown.
   b. Most were identified as being agreeable and conscientious.
   c. The octopuses seemed to have unique and stable responses, similar to having a “personality.”
   d. The octopuses were categorizable along the continua of all five traits of the Big Five.
   
   ANS: C  PTS: 1  DIF: Understand  
   REF: What Are the Biological Bases of Personality?  OBJ: LO4

63. Based on a meta-analysis of 88 studies (Jost, Glaser, Kruglanski, & Sulloway, 2003), which of the following combinations of traits describes a political conservative?
   a. Higher conscientiousness and external locus of control
   b. Higher openness and internal locus of control
   c. Higher openness and external locus of control
   d. Higher conscientiousness and internal locus of control
   
   ANS: D  PTS: 1  DIF: Understand  
   REF: What Are the Biological Bases of Personality?  OBJ: LO4

64. Observation remains one of the most reliable means of making judgments about other people but it
   a. is rarely valid
   b. requires subjectivity from the participant
   c. can be time-consuming and biased
   d. lacks consistency over time
   
   ANS: C  PTS: 1  DIF: Understand  
   REF: How Can We Assess Personality?  OBJ: LO2

65. To avoid the pitfalls of observation and interview, many psychologists turn to_____.
   a. standardized tests of personality
   b. individualized tests of personality
   c. participant observation
   d. long-term qualitative studies
   
   ANS: A  PTS: 1  DIF: Remember  
   REF: How Can We Assess Personality?  OBJ: LO2

66. What are the two basic requirements of a good test?
   a. specificity and sensitivity
   b. specificity and generalizability
   c. validity and reliability
   d. reliability and sensitivity
   
   ANS: C  PTS: 1  DIF: Remember  
   REF: How Can We Assess Personality?  OBJ: LO2

The Individual Mind – Personality and the Self
67. Gia and Carmen are studying together. They take turns explaining concepts and definitions to each other because they know that recitation is a very effective memory strategy. Gia recites the definition of personality inventory: “A personality inventory is a subjective test, often using numbered scales or multiple choice, used to assess personality.” Which part of her definition is in error?

a. numbered scales  

b. subjective test  

c. multiple choice  

d. used to assess personality

ANS: B  PTS: 1  DIF: Apply  
REF: How Can We Assess Personality? OBJ: LO2

68. Which of the following is an advantage of personality inventories?

a. They are strong in reliability though weak in validity.  

b. Testing is more expensive but valid and reliable.  

c. Large numbers of people can be assessed quickly and inexpensively.  

d. They are very nuanced and subjective.

ANS: C  PTS: 1  DIF: Understand  
REF: How Can We Assess Personality? OBJ: LO2

69. Ross is filling in a personality inventory in connection with a job application. The results are based on his self-report. Why is this a potential limitation?

a. Ross’s responses might be influenced by his need to appear socially appropriate.  

b. Self-report can be very time-consuming.  

c. Results based on self-report invariably lack validity.  

d. Ross's responses may be overly objective.

ANS: A  PTS: 1  DIF: Analyze  
REF: How Can We Assess Personality? OBJ: LO2

70. One of the most frequently used personality inventories is the Minnesota Multiphasic Personality Inventory, which was originally designed ____.

a. for college and career counseling recommendations  

b. for marriage and family counseling  

c. to screen potential public safety employees  

d. to assist with clinical diagnosis

ANS: D  PTS: 1  DIF: Remember  
REF: How Can We Assess Personality? OBJ: LO2

71. Marissa is taking a personality test at her college's career counseling office. This test is not the MMPI. What form of question is most likely to be used on the test?

a. true-false options  

b. Likert scales  

c. fill-in-the-blank  

d. essays

ANS: B  PTS: 1  DIF: Apply  
REF: How Can We Assess Personality? OBJ: LO2

72. A projective personality test provides an ambiguous stimulus onto which the test taker “projects” his or her personality. This is based on ____.

a. social-cognitive learning theory  

b. humanistic theory of personality  

c. the Big Five theory  

d. Freudian theory

ANS: D  PTS: 1  DIF: Remember  
REF: How Can We Assess Personality? OBJ: LO2
73. In Freudian theory, projection is ____.
   a. part of the Oedipus complex   c. a defense mechanism
   b. a psychosexual stage of development   d. a function of the superego
   
   ANS: C    PTS: 1    DIF: Remember
   REF: How Can We Assess Personality?    OBJ: LO2

74. One of the most famous projective tests is the Rorschach Inkblot Test, which is ____.
   a. hardly used today
   b. more widely used than the Minnesota Multiphasic Personality Inventory
   c. highly valid and reliable
   d. a subscale of the Psychopathic Deviate scale
   
   ANS: B    PTS: 1    DIF: Remember
   REF: How Can We Assess Personality?    OBJ: LO2

75. Personality tests are widely used by therapists, potential employers, judges, and attorneys. These applications of personality assessment ____.
   a. are fundamental to a functioning society
   b. are well received by all concerned
   c. have been found to be civil rights violations
   d. raise important ethical concerns
   
   ANS: D    PTS: 1    DIF: Remember
   REF: How Can We Assess Personality?    OBJ: LO2

76. Paige, a recent college graduate, has been asked to take a personality test as part of the process of applying for a position with a financial services organization. According to the text, what should she do first?
   a. Respond as thoroughly and honestly as possible to the test questions.
   b. Consult with a lawyer.
   c. Fully educate herself regarding the test and make an informed decision about whether to proceed.
   d. Review the guidelines of the American Financial Services Association.
   
   ANS: C    PTS: 1    DIF: Apply
   REF: How Can We Assess Personality?    OBJ: LO2

77. What is the self?
   a. A personal database of memories
   b. The patterns of thought, feelings, and actions we see in ourselves
   c. The characteristics we retain from our genetic history
   d. The cognitive organization of our brains
   
   ANS: B    PTS: 1    DIF: Understand
   REF: What Does It Mean to Have a Self?    OBJ: LO3

78. Psychologists approach the study of the self by examining the ABCs. What are these?
   a. awareness, behavior, and concept
   b. affect, behavior, and cognition
   c. appearance, beliefs, and cognition
   d. actions, beliefs, and confidence
   
   ANS: B    PTS: 1    DIF: Understand
   REF: What Does It Mean to Have a Self?    OBJ: LO3
79. The self does not exist in a vacuum. It both shapes and is shaped by ____.
   a. our genes                       c. the id
   b. temperament                     d. our social environment

ANS:  D          PTS:  1       DIF: Remember
REF: What Does It Mean to Have a Self?  OBJ: LO3

80. Melinda’s psychology professor told the class to quickly write down five things that complete a sentence that starts with “I am.” Melinda wrote: “I am a sophomore at University of Michigan majoring in international relations. I am on the lacrosse team and continue to be in a relationship with my high school boyfriend.” This is a description of her ____.
   a. self-schema                      c. self
   b. self-awareness                   d. self-concept

ANS:  D          PTS:  1       DIF: Apply
REF: What Does It Mean to Have a Self?  OBJ: LO3

81. The cognitive organization that helps us think about the self and process self-relevant information is ____.
   a. a self-schema                     c. self-awareness
   b. a self-concept                   d. self-esteem

ANS:  A          PTS:  1       DIF: Remember
REF: What Does It Mean to Have a Self?  OBJ: LO3

82. Dominic is memorizing vocabulary for his psychology exam, including the term “allele.” Which of the following approaches will most help him remember this term?
   a. He visualizes how an allele looks.
   b. He reflects on how certain alleles have shaped his own life.
   c. He thinks about its relationship to the word “chromosome.”
   d. He comes up with a rhyming word such as “appeal.”

ANS:  B          PTS:  1       DIF: Apply
REF: What Does It Mean to Have a Self?  OBJ: LO3

83. One’s knowledge of personal traits, feelings, roles, and memories is called ____.
   a. self-esteem                       c. self-schema
   b. self-concept                     d. self-awareness

ANS:  D          PTS:  1       DIF: Remember
REF: What Does It Mean to Have a Self?  OBJ: LO3

84. How do most people respond when they talk about themselves, look at themselves in a mirror, watch a video of themselves, or “stand out from the crowd” in some way?
   a. With heightened self-awareness and feelings of pride
   b. With feelings of selflessness and pride
   c. With heightened self-awareness and an unpleasant feeling
   d. With feelings of selflessness and discomfort

ANS:  C          PTS:  1       DIF: Understand
REF: What Does It Mean to Have a Self?  OBJ: LO3

85. As Erin walks to the front of the classroom to write on the board, she stubs the toe of her shoe on the floor and nearly trips in front of her professor. She is so embarrassed. However, her professor is actually thinking about his lunch plans. Erin’s reaction is an example of ____.
a. the spotlight effect
c. selflessness
b. mirroring
d. self-concept

ANS: A

86. A vendor of used paperbacks leaves stacks of books on a table in an area heavily traveled by students, with a box for money and a sign that says $5. Most students who take a book place $5 in the box. What is the most likely reason for this?
a. Most college students understand that this economic opportunity will continue to exist only if they are fair.
b. Most college students feel self-conscious in front of the others looking at the books.
c. Most college students are more morally conscious than the average population.
d. Most college students are sensitive to the plight of the vendor profession.

ANS: B

87. For the past few months, Seth has visited his elderly grandmother every weekend and helps her with chores and errands. He has come to think of himself as a person who is kind and helpful to elders. As a source of self-knowledge, this is an example of ____.
a. introspection
c. implicit memory
b. mirroring by his parents
d. observable behavior

ANS: D

88. Autobiographical and episodic memories are important components of self-knowledge; however, as one psychologist noted, “The past is remembered as if it were a drama in which ____ (Greenwald, 1980, p. 604).”
a. only good things happened
b. the self was the leading player
c. only bad things happened
d. the parents were the source of all problems

ANS: B

89. What is self-esteem?
a. A judgment of the value of the self
b. A person’s description of his or her own positive characteristics
c. A person’s optimal patterns of thought, feelings, and actions
d. A person’s knowledge of his or her roles and memories

ANS: A

90. Mary rarely refers to her strengths or accomplishments when with friends, so they have little clue as to her self-esteem. If Mary is among the majority of people, she most likely ____.
a. judges herself more negatively and less positively than she judges others
b. judges herself and others with complete fairness
c. judges herself more positively and less negatively than she judges others
d. judges herself and others very accurately

ANS: C
91. Aiden has always been a bit shy and self-doubting. He tries to start a conversation with the attractive young woman sitting next to him in the physics lecture hall, but she turns the other way and talks only with her friend. Which of the following thoughts is most likely to be running through Aiden's mind?  
   a. “She must be busy; I’ll try again another time.”
   b. “Nobody likes me; nobody will ever like me.”
   c. “I may not be good at small talk but I’m very good at physics.”
   d. “It’s her loss.”
   
   ANS: B   PTS: 1   DIF: Analyze
   REF: What Does It Mean to Have a Self?   OBJ: LO3

92. Which toddler is likely to have the highest self-esteem when reaching first grade?  
   a. Amber, who is alternately clingy and rejecting towards her mother when she returns from work, though she shows great distress when her mother leaves for the day
   b. Rhonda, who does not show distress when her mother leaves her with a new babysitter and does not immediately approach her mother when she returns
   c. Joshua, who sometimes freezes in place, and at other times, seems confused when his mother returns from errands
   d. Mario, who plays while his mother and the new babysitter chat, cries when his mother leaves him with the babysitter, and then runs over to his mother upon her return

   ANS: D   PTS: 1   DIF: Analyze
   REF: What Does It Mean to Have a Self?   OBJ: LO3

93. Nora is a highly ranked competitive swimmer who generally feels good about herself as a person and as a swimmer. Her last two meets, however, have gone surprisingly poorly. How is she mostly likely to feel about her capabilities after these performances?  
   a. That she will never be as fast as the top freestyler in the world
   b. That she was better in the past, despite her increasing success now
   c. That her losses were primarily the fault of her coach
   d. That she is still far faster than her teammates in freestyle

   ANS: D   PTS: 1   DIF: Analyze
   REF: What Does It Mean to Have a Self?   OBJ: LO3

94. According to a large meta-analysis involving thousands of participants (Kling, Hyde, Showers, & Buswell, 1999), ____.
   a. females have significantly lower self-esteem than males
   b. males have a very small advantage over females in self-esteem
   c. females have increasingly lower self-esteem than males over the life course
   d. males have a large advantage over females in self-esteem

   ANS: B   PTS: 1   DIF: Understand
   REF: What Does It Mean to Have a Self?   OBJ: LO3

95. Beginning in adolescence, in measures of self-esteem, Black Americans score ____.
   a. lower than White Americans
   b. higher than White Americans
   c. much lower than White Americans
   d. the same as White Americans

   ANS: B   PTS: 1   DIF: Remember
   REF: What Does It Mean to Have a Self?   OBJ: LO3
96. Jeremy is an Asian American. Kevin is a White American. They are high school classmates and members of the basketball team. On one of the many standardized tests they have taken, Kevin received a higher score on explicit measures of self-esteem, but on implicit measures of self-esteem, their scores were virtually identical. What is a likely reason?
   a. In collectivistic cultures, modesty may override outward expressions of self-esteem.
   b. Persons of Asian heritage tend to have lower self-esteem.
   c. In individualistic cultures, modesty may override outward expressions of self-esteem.
   d. Persons of European ancestry tend to have higher self-esteem.

   ANS: A       PTS: 1       DIF: Apply
   OBJ: LO5

97. Gregory feels that he did well on the final exam in his social history class; however, he is actually in the bottom quarter of the class. If Gregory were to estimate his class standing, he would most likely place himself____.
   a. in the bottom 10% of the class
   b. in the bottom quarter of the class
   c. in the top half of the class
   d. in the top 10% of the class

   ANS: C       PTS: 1       DIF: Apply
   OBJ: LO3

98. Larry has put off studying for his Medieval Literature class all semester and worries that he will not do well on the final exam. He starts to drink beers and watch sports on TV each night with his roommates. This is an example of____.
   a. the BIRG approach
   b. self-handicapping
   c. sandbagging
   d. self-consciousness

   ANS: B       PTS: 1       DIF: Apply
   OBJ: LO3

99. Francesca sees how popular budding actors are at her new high school, so although she has never been involved in this area, she decides to join the drama club. This is an example of____.
   a. the “bask in reflected glory” approach
   b. self-handicapping
   c. diminished self-esteem
   d. sandbagging

   ANS: A       PTS: 1       DIF: Apply
   OBJ: LO3

100. People with high self-esteem tend to have both greater happiness and persistence because____.
   a. they have a reduced need for social relationships
   b. they are more likely to weather bad news than are those with low self-esteem
   c. they believe that they will never be socially rejected
   d. they have fewer “storms” in life

   ANS: B       PTS: 1       DIF: Understand
   OBJ: LO3

101. What purpose does the text suggest that self-esteem may have played related to survival in the evolutionary past?
   a. Lower self-esteem led to more cooperation between rival groups.
   b. High self-esteem increased popularity in social groups.
   c. A drop in self-esteem served as an early warning signal that rejection by the group is imminent and that behavior designed to regain the favor of the group should be initiated.
   d. An increase in self-esteem was associated with enhanced reproductive success.

   The Individual Mind – Personality and the Self
102. According to terror management theory, self-esteem works together with a cultural worldview to ____.
   a. buffer our fear of death  
   b. reduce global terrorism  
   c. advance global peace  
   d. encourage religious adherence
   ANS: A  PTS: 1  DIF: Remember  OBJ: LO3

103. Which person is most likely to provide constructive criticism within a group?
   a. A person with low self-esteem  
   b. A person with limited conscientiousness  
   c. A person with high neuroticism  
   d. A person with high self-esteem
   ANS: D  PTS: 1  DIF: Remember  OBJ: LO3

104. What is the relationship between self-esteem and school performance?
   a. There is a modest positive correlation between self-esteem and school grades.  
   c. There is a small negative correlation between self-esteem and school grades.  
   ANS: A  PTS: 1  DIF: Understand  OBJ: LO3

105. Joseph received a C on two algebra exams in a row. The principal’s office automatically sent him a standard, encouraging email intended to boost the self-esteem of any student who does poorly on two assignments in a row in any subject. According to a research study described in the text, what is the most likely consequence of the email?
   a. Joseph will do somewhat better on his next algebra exam.  
   b. Joseph will do about the same on his next algebra exam.  
   c. Joseph will do worse on his next algebra exam.  
   d. Joseph will do significantly better on his next algebra exam.
   ANS: C  PTS: 1  DIF: Apply  OBJ: LO3

106. Julia and her friends have taunted and harassed a new girl in their high school who had a brief relationship with Julia’s former boyfriend. Julia likely ____.
   a. suffers from low self-esteem  
   b. has a positive view of her self-worth  
   c. is shunned by her peers  
   d. is prone to anxiety and depression
   ANS: B  PTS: 1  DIF: Apply  OBJ: LO3

107. Jim is on a diet. At his office, his co-workers often bring in donuts, cookies, and other snacks for the group. He has done fairly well in resisting the temptations each day. How does he likely feel by late afternoon?
   a. His mind is focused on the last challenges of the workday.  
   b. He is less tempted than earlier in the day.  
   c. He can tackle almost anything.  
   d. His mind is focused on his favorite snack.
   ANS: D  PTS: 1  DIF: Apply
108. Which part of the brain appears to play a special role in distinguishing our own faces from those of other people?
   a. the hippocampus  
   b. the right hemisphere  
   c. the left hemisphere  
   d. the amygdala
   
   **ANS:** B  
   **PTS:** 1  
   **DIF:** Remember  

109. Elena's brother was diagnosed with schizophrenia when he was in his twenties. Sometimes he reports that his neighbors are trying to control his behavior through the television set. Which part of the brain shows excess activity during such delusions of control?
   a. the right hemisphere  
   b. the amygdala  
   c. the left hemisphere  
   d. the hippocampus
   
   **ANS:** A  
   **PTS:** 1  
   **DIF:** Apply

110. The processing of the self in the brain takes place primarily in ____.
   a. the frontal areas of the brain  
   b. a widely distributed network of brain structures  
   c. the left hemisphere  
   d. the right hemisphere
   
   **ANS:** B  
   **PTS:** 1  
   **DIF:** Remember

111. What “self” do we play in the presence of other people?
   a. collectivistic self  
   b. societal self  
   c. individualistic self  
   d. interpersonal self
   
   **ANS:** D  
   **PTS:** 1  
   **DIF:** Remember

112. In current psychological discussions of the self, influences on the interpersonal self fall into two categories: ____.
   a. a person’s family and friends  
   b. those towards whom a person has positive feelings and those towards whom she has negative feelings  
   c. a person’s significant others and the social groups to which the person belongs  
   d. a person’s family members of the preceding generation, and of the current/subsequent generation
   
   **ANS:** C  
   **PTS:** 1  
   **DIF:** Understand

113. Joanna, a high school junior, is traveling on her own for the first time. She is flying to Chicago to visit her cousins and reflects on the visit during her plane trip. Joanna is experiencing her ____.
   a. collective self  
   b. societal self  
   c. relational self  
   d. personal self
   
   **ANS:** A  
   **PTS:** 1  
   **DIF:** Apply

---

The Individual Mind – Personality and the Self
114. Ian is a very serious and capable medical student. At home with his mother, though, he becomes a joyous boy again, telling her stories about his classes and professors and making her laugh. This implies that the interpersonal self is ____.
   a. identical to the personal self    c. most valid in childhood
   b. flexible and complex            d. not reliable

ANS: B  PTS: 1  DIF: Apply
REF: What Does It Mean to Have a Self?  OBJ: LO5

115. Where in the brain does self-referential processing -- the processing of information relevant to ourselves but not others -- occur?
   a. In the right hemisphere
   b. In the prefrontal cortex and temporal lobe
   c. In the visual, aural, olfactory, and tactile domains
   d. In the emotional, facial, memory, motor, social, spatial, and verbal domains

ANS: D  PTS: 1  DIF: Remember
REF: What Does It Mean to Have a Self?  OBJ: LO5

116. Which qualities best describe collectivism?
   a. interdependence, cooperation, and lack of conflict
   b. independence and self-reliance
   c. personal achievement
   d. uniqueness

ANS: A  PTS: 1  DIF: Remember
REF: What Does It Mean to Have a Self?  OBJ: LO5

117. Geert Hofstede compared cultures on five different dimensions related to a continuum of individualism and collectivism. Compared to the Japanese, Americans were ____.
   a. less assertive and competitive
   b. more tolerant of ambiguity and lack of structure
   c. less likely to overspend
   d. more assertive and competitive

ANS: A  PTS: 1  DIF: Understand
REF: What Does It Mean to Have a Self?  OBJ: LO5

118. Lia grew up in a collectivistic culture and is in the yearly high school theatre production. She is most likely to ____.
   a. be proud of her starring role in the school play
   b. be proud of her role behind the scenes that helped the play go smoothly
   c. aspire to be the director of next year's play
   d. complain about the quality of the directing of the play

ANS: B  PTS: 1  DIF: Analyze
REF: What Does It Mean to Have a Self?  OBJ: LO5

119. Michael grew up in an individualistic culture. He is most likely to ____.
   a. work within a large company as part of a team
   b. move to be closer to his parents as they grow older
   c. expect his children to respect and follow all his decisions for the family
   d. move to the other side of the country from his parents to start his own architectural firm

ANS: D  PTS: 1  DIF: Analyze
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120. Based on research (Gardner, Gabriel, & Lee, 1999), which of the following is true?
   a. Individualistic values are socially transmitted to people growing up in that culture and form a stable and unchanging view of the self.
   b. Independent and interdependent views of the self are genetic in nature and only shift over the course of generations.
   c. Independent and interdependent views of the self are human universals and the relative dominance of one over the other is modifiable by a person’s experience and situation.
   d. Collectivistic values are socially transmitted to people growing up in that culture and form a stable and unchanging view of the self.

ANS: C   PTS: 1   DIF: Analyze

ESSAY

1. East Asians have a much higher probability of having the S allele of the serotonin transporter gene than people living in many other parts of the world. There is a positive correlation between the percentage of S allele carriers and a culture’s rating on a scale from individualistic to collectivistic. What does this correlation mean at the population level? How do individuals with the S allele vary from those with the L allele, individually and within societal context?

ANS:
Like all correlations, multiple relationships are possible. A population with a certain genetic mix might be more likely to form a particular type of culture, a culture might shape the reproductive success of its members, some outside variable could influence both the genetic mix and form of the culture, or some combination of these factors could influence each other simultaneously.

Zooming in to the level of the individual, we find that people carrying the S allele are especially attentive to negative information, like words and pictures that produce negative emotions. This focus on negativity might assist a person to cope well within a collectivistic environment, as it could lead to a heightened sensitivity to another person’s anger or fear. Early recognition of impending negative interactions might give people a chance to smooth things over before they escalate. In contrast, the L allele is associated with more attention to positive stimuli, greater risk-taking, and creativity, which are probably better suited to the individualistic cultural environment. The person carrying the S allele might be too cautious for the individualistic cultural environment, whereas the person carrying the L allele might act like a bull in a china cabinet in the collectivistic cultural environment. Although the S allele is a risk factor for depression, China has a much lower rate of depression than the United States in spite of the much higher frequency of the S allele in the Chinese population. The collectivistic cultural environment might buffer an individual with the S allele from the stress that can lead to depression. Individual differences are an important aspect of behavior and mental processing, but must be viewed within the larger contexts of the social and cultural environment.

PTS: 1   DIF: Understand   REF: Prologue   OBJ: LO5
2. What do many psychologists believe is the process for developing self-esteem? Does it change over time? What might be the evolutionary purpose of self-esteem in humans? Provide an example of different responses to a situation based on whether the individual has high self-esteem or low self-esteem.

ANS:
Many psychologists believe that the process of developing self-esteem begins very early in childhood. Long before the child has a working model of the self, he or she is experiencing the emotional consequences of acceptance and rejection. Children form a variety of attachments with their primary caregivers. A child’s pattern of attachment in infancy predicted his or her self-esteem at the age of six. Self-esteem does not appear to change much over the lifespan. Early differences in self-esteem seem to be magnified and reinforced over time, as having high or low self-esteem influences both the selection of activities and the reactions of others to the self.

Self-esteem contributes to belongingness, or the maintenance of good social relationships. Because social rejection could have such devastating effects on survival in our evolutionary past, self-esteem could have emerged as a way of estimating the likelihood of rejection. Self-esteem drops following the experience of social exclusion. A drop in self-esteem serves as an early warning signal that rejection by the group is imminent and that behavior designed to regain the favor of the group should be initiated.

Student examples may vary as to different responses to a situation based on whether the individual has high self-esteem or low self-esteem. One possible example would be that people with high and low self-esteem respond quite differently to failure. The low self-esteem person tends to overgeneralize from failure. In other words, people with low self-esteem who fail one exam might assume that they are going to fail all their classes. This tendency to overgeneralize may explain why people with low self-esteem are more prone to depression. In contrast, people with high self-esteem respond to failure in one domain by exaggerating their abilities in other domains. If a person with high self-esteem fails an exam, she is more likely to remind others about how great she is in sports, appearance, or dating.

PTS: 1 DIF: Understand REF: What Does It Mean to Have a Self? OBJ: LO3

3. Researchers have identified structural correlates in adult brains for four of the Big Five personality traits: extroversion, agreeableness, neuroticism, and conscientiousness. Describe the trait of openness. Why might this trait be the one that is not yet correlated with structures of the brain?

ANS:
Openness to experience involves fantasy, feelings, actions, ideas, values, and aesthetics (an appreciation for the arts). People who score high on openness are curious, unconventional, and imaginative. They are more likely to be interested in exploring aspects of life that are different from their own, whether this means trying new foods, traveling to exotic locations, or studying other religions. People who score low on openness are more likely to be practical, traditional, and conforming. They prefer the familiar over the new, choosing a chain restaurant in a new city rather than experimenting with the local cuisine.

Answers will vary as to possible reasons why structural correlates in the brain related to openness have not yet been identified. One response might point out the difficulties in testing the somewhat unquantifiable factors of openness.

PTS: 1 DIF: Understand REF: How Do Trait Theories Explain Personality? OBJ: LO1
4. Psychologists have identified five main personality traits, often called the “Big Five” or the five-trait model. Think about the “Big Five” personality traits we studied in class. Then select a real or fictional character from literature, film, television, or public life. How could the “Big Five” model be used to understand the character's personality?

In a multi-paragraph essay, explain what is meant by a “personality trait” according to the “Big Five” model, define each of the “Big Five” traits, and describe the character's personality using the “Big Five” traits. For each trait, be sure to provide evidence from the character's thoughts, emotions, and behavior. Include details from class materials, readings, and research on personality to support your discussion.

ANS: Answers will vary.

PTS: 1  DIF: Evaluate  REF: How Do Trait Theories Explain Personality?
OBJ: LO1  MSC: Vantage
## Chapter Thirteen: The Connected Mind – Social Psychology

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MULTIPLE CHOICE

1. Which of the following most contributes to the formidability of human beings as a species?
   a. Our ability to take full advantage of our physical “equipment”
   b. Our ability to work together and form alliances
   c. Our ability to trust and be trusted
   d. Our ability to instill fear in our enemies

   **ANS:** B  **PTS:** 1  **DIF:** Remember  
   **REF:** Why Are Human Beings So Social?

2. Which of the following favored humans who chose to associate with other humans, and is thereby responsible for much of the social behavior we observe today?
   a. Early evolutionary pressures
   b. The rise of the family unit
   c. Extinction of weaker species
   d. Early trade routes

   **ANS:** A  **PTS:** 1  **DIF:** Remember  
   **REF:** Why Are Human Beings So Social?

3. Since his divorce, Rodney has become increasingly cut off from his family, friends, and co-workers. Assuming his doctor is well-informed of the literature in this area (House, Landis, & Umberson, 1988; Trout, 1980), which of the following statements is he most likely to make?
   a. Rodney, I’m not worried about your health. The chances are that you will make it through this year just fine.
   b. Rodney, I’m concerned. Going through a divorce shares a risk of death comparable to high blood pressure and obesity.
   c. Rodney, you might be depressed, but you’re not in danger of becoming suicidal. Surprisingly, divorce is negatively correlated with the risk of suicide.
   d. Rodney, I suggest you visualize the many possible paths in your future. You will then realize that things could always be worse.

   **ANS:** B  **PTS:** 1  **DIF:** Apply  
   **REF:** Why Are Human Beings So Social?

4. Rina enters the cafeteria of her new high school, unsure of where to sit for lunch. She approaches two groups of girls, but each group turns their backs on her to talk and laugh with each other. The pattern of her brain activity caused by the distress of social exclusion is most similar to the brain activity associated with ____.
   a. motivation
   b. violence
   c. infatuation
   d. physical pain

   **ANS:** D  **PTS:** 1  **DIF:** Apply  
   **REF:** Why Are Human Beings So Social?
5. Diana is participating in a speed dating evening for the first time. She spend five minutes with each partner, and in the process, she meets one man whom she would very much like to see again. How accurate is her assessment likely to be?
   a. inaccurate but persistent  
   b. inaccurate and fleeting  
   c. accurate and persistent  
   d. accurate but fleeting

ANS: C  PTS: 1  DIF: Apply  REF: How Accurate Are First Impressions?

6. How do we usually make quick assessments of others?
   a. By focusing on a subset of traits and behaviors  
   b. By attempting to sum up the person as a whole  
   c. By evaluating as many key characteristics as possible  
   d. By looking for those traits similar to our own

ANS: A  PTS: 1  DIF: Remember  REF: How Accurate Are First Impressions?

7. People are likely to use faces to form impressions. According to research (Rule et al., 2010), our abilities to shape accurate first impressions based on facial features ____.
   a. are dependent on gender  
   b. decline with age  
   c. interact with culture  
   d. depend on visual acuity

ANS: C  PTS: 1  DIF: Remember  REF: How Accurate Are First Impressions?

8. A judgment about the cause of a person’s behavior is called a(n) ____.
   a. correspondence  
   b. attribution  
   c. attitude  
   d. bias

ANS: B  PTS: 1  DIF: Remember  REF: Why Did That Just Happen?  OBJ: LO1

9. Jen’s best friend just got fired from her part-time job waitressing. Jen’s first thought was “I knew she lacked the patience for that job.” Jen is illustrating ____.
   a. actor-observer bias  
   b. situational attribution  
   c. dispositional attribution  
   d. self-serving bias

ANS: C  PTS: 1  DIF: Apply  REF: Why Did That Just Happen?  OBJ: LO1

10. Joe’s best friend has applied for many jobs and received a few interviews, but has not had one job offer yet. Joe believes that due to the current economy, finding a job may take his friend some time. His belief is an example of ____.
    a. situational attribution  
    b. actor-observer bias  
    c. self-serving bias  
    d. dispositional attribution

ANS: A  PTS: 1  DIF: Apply  REF: Why Did That Just Happen?  OBJ: LO1
11. What causes us to view person’s behavior as the result of his or her disposition, even when the behavior can be completely explained by strong situational factors?
   a. dispositional attribution c. fundamental attribution error
   b. correspondence bias d. situational attribution

   ANS: B  PTS: 1  DIF: Remember  REF: Why Did That Just Happen?
   OBJ: LO1

12. After graduating from law school, Kayla failed the bar exam the first time around, but received the job offer she wanted. Her classmates passed the bar exam, but many remained unemployed six months later. Kayla viewed her job offer as a fluke, but felt that the failure on the bar exam accurately reflected her true abilities. According to Seligman, et al. (1979), Kayla likely suffers from ____.
   a. a panic disorder c. depression
   b. schizophrenia d. bipolar disorder

   ANS: C  PTS: 1  DIF: Analyze  REF: Why Did That Just Happen?
   OBJ: LO1

13. Which of the following is a defensive attribution?
   a. correspondence bias c. situational attribution
   b. just-world belief d. dispositional attribution

   ANS: B  PTS: 1  DIF: Understand  REF: Why Did That Just Happen?
   OBJ: LO1

14. Bob received a C on his Calculus II exam and an A on his Macroeconomics exam. Which of the following would best reflect a self-serving bias on his part?
   a. Bob felt he had done poorly in Calculus II because he was coming down with the flu and well in Macroeconomics because the professor was an easy grader.
   b. Bob felt he had done poorly in Calculus II because he is not good with numbers and well in Macroeconomics because the professor was an easy grader.
   c. Bob felt he did poorly on the Calculus II exam because he was coming down with the flu and well on his Macroeconomics exam because of his innate gift for understanding how the world works.
   d. Bob felt he did poorly on the Calculus II exam because he does not study and well on the Macroeconomics exam because the professor happened to ask a few questions to which he knew the answers.

   ANS: C  PTS: 1  DIF: Analyze  REF: Why Did That Just Happen?
   OBJ: LO1

15. Which of the following reflects a problem that results from the self-serving bias?
   a. Failure to learn from one’s mistakes
   b. Judging oneself too harshly
   c. Low self esteem
   d. An increase in anxiety

   ANS: A  PTS: 1  DIF: Understand  REF: Why Did That Just Happen?
   OBJ: LO1

The Connected Mind – Social Psychology
16. Manny coaches a team of ten-year-old boys in baseball. When they lost to their arch rivals by a score of 7-2, the boys complained that the umpire was not fair and that they would have won if they had played on their home field. This is an example of ____.  
   a. correspondence bias  
   b. group-serving bias  
   c. just-world belief  
   d. self-serving bias  
   ANS: B  PTS: 1  DIF: Apply  REF: Why Did That Just Happen?  
   OBJ: LO1

17. The assumption that good things happen to good people and bad things happen to bad people is called a(n) ____.  
   a. just-world belief  
   b. actor-observer bias  
   c. situational attribution  
   d. self-serving bias  
   ANS: A  PTS: 1  DIF: Remember  REF: Why Did That Just Happen?  
   OBJ: LO1

18. During the economic downturn, Alejandro’s neighbor, a successful accountant, lost his job and had to sell his house. Alejandro decided that this neighbor “must have really messed up at his workplace.” This is an example of ____.  
   a. situational attribution  
   b. actor-observer attribution  
   c. just-world belief  
   d. self-serving bias  
   ANS: C  PTS: 1  DIF: Apply  REF: Why Did That Just Happen?  
   OBJ: LO1

19. A murder would be described as having a situational rather than a dispositional basis in which country?  
   a. South Africa  
   b. Hungary  
   c. Korea  
   d. France  
   ANS: C  PTS: 1  DIF: Understand  REF: Why Did That Just Happen?  
   OBJ: LO1

20. Which of the following is accurate regarding individualistic and collectivistic cultures?  
   a. Members of individualistic cultures tend to place more emphasis on situations than dispositions.  
   b. Members of collectivistic cultures are more likely to demonstrate the correspondence bias.  
   c. Members of individualistic societies are less likely to use defensive attributions, such as the self-serving bias.  
   d. Members of collectivistic cultures are more likely to show a group-serving bias.  
   ANS: D  PTS: 1  DIF: Analyze  REF: Why Did That Just Happen?  
   OBJ: LO1

21. How does your text define prejudice?  
   a. Biased and unjust behavior based on stereotyping and preconception  
   b. A prejudgment, usually negative, of another person on the basis of his or her membership in a group  
   c. An assumption that people generally get what they deserve  
   d. A simplified set of traits associated with membership in a group or category  
   ANS: B  PTS: 1  DIF: Understand  REF: Why Are We Prejudiced?
22. A simplified set of traits associated with membership in a group or category is called ____.
   a. prejudice  
   b. discrimination  
   c. a bias  
   d. a stereotype
   
   ANS: D     PTS: 1     DIF: Remember     REF: Why Are We Prejudiced?

23. Vanessa’s father was an auto mechanic. She spent countless hours as a child by her dad’s side, learning the ins and outs of his trade. There is no doubt that Vanessa is very competent in this field; however, she has applied to over fifty auto repair shops in her town and has not received one interview. Which of the following terms describes the most likely reason for this?
   a. stereotyping  
   b. prejudice  
   c. discrimination  
   d. situational attribution
   
   ANS: C     PTS: 1     DIF: Analyze     REF: Why Are We Prejudiced?

24. Which of the following is most accurate of stereotypes?
   a. Stereotypes simplify complex categories into meaningful ones.
   b. Stereotypes often contain an element of truth, but become inaccurate due to the information they exclude.
   c. Stereotypes promote our valid desires to be viewed and treated as individuals.
   d. Stereotypes are exclusive and prioritize the most prevalent characteristics.
   
   ANS: B     PTS: 1     DIF: Understand     REF: Why Are We Prejudiced?

25. Mr. Martin, a physics teacher, is also the advisor to the high school chess team. He sees that a new student, Mariah, has beaten their top player, David. He wonders whether David let her win because she is so attractive. This is an example of maintaining a stereotype through ____.
   a. viewing Mariah as an exception  
   b. dispositional attribution  
   c. correspondence bias  
   d. situational attribution
   
   ANS: D     PTS: 1     DIF: Apply     REF: Why Are We Prejudiced?

26. Recognizing and reacting to individuals based on group affiliation was probably a very important skill for early hunter-gatherers, whose survival often depended on quickly identifying others as potential friends or foes. This categorization was made primarily on the basis of ____.
   a. levels of competence  
   b. strength  
   c. physical appearance  
   d. levels of warmth
   
   ANS: C     PTS: 1     DIF: Remember     REF: Why Are We Prejudiced?

27. Figure 13.5 in your text (“American Perceptions of Out-Groups”) graphically illustrates the perception of various groups according to 1) their level of “warmth”, and 2) their level of competence. Which of the following groups rates the lowest in both?
   a. elderly  
   b. welfare recipients  
   c. gay men  
   d. the disabled
   
   ANS: B     PTS: 1     DIF: Understand     REF: Why Are We Prejudiced?
28. When participants viewed faces from their own racial group in a study (Hart et al. 2000), what happened?
   a. Activity in the amygdala was higher than when they viewed faces from another racial group.
   b. Activity in the frontal lobes was higher than when they viewed faces from another racial group.
   c. Activity in the frontal lobes was lower than when they viewed faces from another racial group.
   d. Activity in the amygdala was lower than when they viewed faces from another racial group.

   ANS: D  PTS: 1  DIF: Understand  REF: Why Are We Prejudiced?
   OBJ: LO2

29. Selena, a research scientist, is developing a study of prejudice. Which of the following would be most useful as an implicit measure of prejudice?
   a. Association of positive terms with Black faces and negative terms with White faces
   b. Association of geographic locations with demographic groups
   c. Patterns of higher education for Whites versus Blacks by age group
   d. Patterns of hiring patterns for White job candidates versus Black job candidates

   ANS: A  PTS: 1  DIF: Apply  REF: Why Are We Prejudiced?
   OBJ: LO2

30. The biological and evolutionary processes that are involved with in-group/out-group differentiation _____.
   a. do not make prejudice inevitable or acceptable
   b. can be eradicated with environmental restraints
   c. will likely increase with the growing global community
   d. make prejudice somewhat inevitable and understandable

   ANS: A  PTS: 1  DIF: Remember  REF: Why Are We Prejudiced?
   OBJ: LO2

31. In a study (Eberhardt, Davies, Purdie-Vaughns, & Johnson, 2006), participants rated stereotypical “Black features” in photographs and predicted the men’s likelihood of being sentenced for murder based on these features. What sentence was most prevalent as the ratings of stereotypical “Black” features increased?
   a. Life in prison when the victim was White
   b. Life in prison when the victim was Black
   c. The death penalty when the victim was White
   d. The death penalty when the victim was Black

   ANS: C  PTS: 1  DIF: Understand  REF: Why Are We Prejudiced?
   OBJ: LO2

32. Raising awareness of a negative stereotype about a group to which we belong has the ability to reduce our performance, a phenomenon known as _____.
   a. stereotype vulnerability  c. stereotype threat
   b. discrimination  d. prejudicial performance

   ANS: C  PTS: 1  DIF: Remember  REF: Why Are We Prejudiced?
   OBJ: LO2

Chapter Thirteen
33. Which of the following is likely to be most effective in reducing prejudice among two groups?
   a. Increased contact of any kind between the groups
   b. Increased contact between people of varying socioeconomic standing between the groups
   c. Reduced contact between the groups
   d. Increased contact between people of similar social standing in the groups

   ANS: D  PTS: 1  DIF: Remember  REF: Why Are We Prejudiced?  OBJ: LO2

34. The “jigsaw classroom,” originally designed to reduce racial tensions in newly desegregated school districts in the 1970s, demonstrates ____.
   a. the effectiveness of cooperation in reducing prejudice
   b. that working independently, but side by side, eliminates prejudice
   c. the role of in-group thinking in reducing prejudice
   d. that prejudice in the classroom no longer exists


35. A positive or negative evaluation that predisposes behavior toward an object, person, or situation is called a(n) ____.
   a. fixed action pattern
   b. attitude
   c. attribution
   d. reflex


36. Decision making is simpler, faster, and less stressful when guided by one’s ____.
   a. rational sense
   b. genetic predispositions
   c. attitudes
   d. conscience

   ANS: C  PTS: 1  DIF: Remember  REF: How Are Our Attitudes Influenced by Others?  OBJ: LO3

37. Michelle has always preferred standard, run-of-the-mill milk chocolate; that is, until her sister encouraged her to try an organic, 72% cacao, imported Belgian dark chocolate. Now, she believes that she has eaten the “wrong” kind of chocolate most of her life. Which element of her attitude does this most reflect?
   a. affect
   b. cognition
   c. emotion
   d. behavior


38. Ross, a college sophomore, has no clear preference for any of the candidates running for student body president. The students he admires most are campaigning for their fraternity brother, Henry. Ross decides to support Henry as well. This most reflects ____.
   a. correspondence bias
   b. classical conditioning
   c. cognitive dissonance
   d. a desire for social inclusion

   ANS: D  PTS: 1  DIF: Apply  REF: How Are Our Attitudes Influenced by Others?  OBJ: LO3
39. Jonah’s parents are very liberal in their politics and social attitudes. Whenever Jonah expresses a highly conservative position, his parents react by talking with each other rather than to him. Their attempted method of shaping Jonah’s beliefs illustrates ____.
   a. operant conditioning   c. classical conditioning
   b. observational learning   d. cognitive dissonance

ANS: A    PTS: 1    DIF: Apply
REF: How Are Our Attitudes Influenced by Others?    OBJ: LO3

40. What is the uncomfortable state that occurs when behavior and attitudes do not match?
   a. group polarization   c. social exclusion
   b. cognitive dissonance   d. deindividuation

ANS: B    PTS: 1    DIF: Remember
REF: How Are Our Attitudes Influenced by Others?    OBJ: LO3

41. Deborah has always wanted to go to college at Stanford. She applied but was not accepted to Stanford; however, she was accepted at U.C. Berkeley. At first, she was crushed, but then, she started telling all her teachers and friends that “U.C. Berkeley is a far more interesting school.” Her statement reflects ____.
   a. cognitive dissonance   c. social exclusion
   b. a resolution to cognitive dissonance   d. a resolution to social exclusion

ANS: B    PTS: 1    DIF: Apply
REF: How Are Our Attitudes Influenced by Others?    OBJ: LO3

42. What level of support do brain imaging studies provide for cognitive dissonance?
   a. no support   c. preliminary support
   b. ambiguous support   d. substantial support

ANS: D    PTS: 1    DIF: Remember
REF: How Are Our Attitudes Influenced by Others?    OBJ: LO3

43. In a research study on cognitive dissonance (van Veen, Krug, Schooler, & Carter, 2009), one group of participants undergoing functional MRI was asked to describe the somewhat unpleasant scanner experience as pleasant. The other group was asked to describe it as neutral. Which part(s) of the brain showed higher levels of activity in the participants who made dissonant statements, as compared to those who made neutral statements?
   a. amygdala   c. anterior cingulate cortex and insula
   b. prefrontal cortex   d. cerebellum and pons

ANS: C    PTS: 1    DIF: Understand
REF: How Are Our Attitudes Influenced by Others?    OBJ: LO3

44. A change in attitudes in response to information provided by another person is called ____.
   a. cognitive dissonance   c. stereotyping
   b. attribution   d. persuasion

ANS: D    PTS: 1    DIF: Remember
REF: Why Does Persuasion Happen?    OBJ: LO3
45. The Elaboration Likelihood Model predicts responses to persuasive messages by distinguishing between ____
   a. central and peripheral routes to persuasion
   b. left brain and right brain processing
   c. simple and elaborate messages
   d. primary and secondary exposure to information

   ANS: A  PTS: 1  DIF: Remember
   REF: Why Does Persuasion Happen?  OBJ: LO3

46. Which of the following statements is true of the peripheral route of persuasion?
   a. Using the peripheral route of persuasion leads to attitudes that are more predictive of behavior.
   b. Using the peripheral route of persuasion allows us to use heuristics.
   c. Using the peripheral route of persuasion results in carefully thought out arguments.
   d. Using the peripheral route of persuasion encourages attitudes that are more enduring.

   ANS: B  PTS: 1  DIF: Understand
   REF: Why Does Persuasion Happen?  OBJ: LO3

47. Who is most likely to use the central route to respond to persuasive messages?
   a. Emma, an anthropology major, who is taking an economics class pass/fail in order to fulfill a college requirement
   b. Danielle, who notices an eye-catching billboard for a brand of beer as she drives on the highway to her grandparents’ house
   c. Jorge, who plans to attend a guest lecture on worldwide water shortages, a topic about which he has read a great deal
   d. Nate, who attends a dharma talk with his girlfriend because she is interested in meditation

   ANS: C  PTS: 1  DIF: Analyze
   REF: Why Does Persuasion Happen?  OBJ: LO3

48. Justin listens to a guest lecturer in his psychology class while he scans the sports news on his laptop. He thinks the speaker’s argument makes a lot of sense based on her clear and measured way of speaking. Which form of peripheral cue is he using?
   a. The message itself
   b. The speaker’s manner of presentation
   c. His perceived similarities with the speaker
   d. The characteristics of the speaker

   ANS: B  PTS: 1  DIF: Apply
   REF: Why Does Persuasion Happen?  OBJ: LO3

49. Efforts to persuade using negative emotions are very common. When are they likely to be most effective?
   a. When negative consequences are depicted graphically
   b. When listeners are jolted out of complacency by their anxiety
   c. When they provide the most data to establish negative consequences
   d. When listeners are given an action step that they can take to reduce their anxiety

   ANS: D  PTS: 1  DIF: Understand
   REF: Why Does Persuasion Happen?  OBJ: LO3
50. People are more likely to be persuaded by a message delivered by someone ____.
   a. with whom they share some similarity
   b. who is not highly attractive
   c. who seems quite different from themselves
   d. who seems unaffected by current trends

   ANS: A  PTS: 1  DIF: Understand
   REF: Why Does Persuasion Happen? OBJ: LO3

51. According to initial research regarding online communications (Lee, Park, Lee, & Cameron, 2010), how are user-generated materials, such as blogs and reviews, viewed in comparison to formal news reports prepared by professional journalists?
   a. They are viewed as less credible and accurate.
   b. They are viewed as equally credible and accurate.
   c. They are viewed as valid but not reliable.
   d. They are viewed as reliable but not valid.

   ANS: B  PTS: 1  DIF: Understand
   REF: Why Does Persuasion Happen? OBJ: LO3

52. Which speaker is likely to be viewed as the most credible?
   a. An athlete endorsing a hair care product
   b. A literature professor endorsing a financial management firm
   c. A professor of water resources speaking on behalf a community lacking safe water
   d. A celebrity advocating for his most recent film

   ANS: C  PTS: 1  DIF: Apply
   REF: Why Does Persuasion Happen? OBJ: LO3

53. Which form of communication is typically most effective in transmitting a persuasive message?
   a. advocacy websites
   b. opinion blogs
   c. print news
   d. face-to-face communication

   ANS: D  PTS: 1  DIF: Remember
   REF: Why Does Persuasion Happen? OBJ: LO3

54. Advertisers direct much advertising towards children and grocery stores place products appealing to children on lower shelves. Why?
   a. Children are more likely than adults to respond to persuasive arguments emotionally rather than logically.
   b. Children have an instinctive sense of the central route to persuasion.
   c. Children are highly difficult to persuade, necessitating frequent exposure.
   d. Children are more likely than adults to respond to persuasive arguments logically rather than emotionally.

   ANS: A  PTS: 1  DIF: Understand
   REF: Why Does Persuasion Happen? OBJ: LO3

55. Rules for behavior in social settings, which are usually unwritten or unspoken, are called ____.
   a. conventional behaviors
   b. social norms
   c. codes
   d. customs

   ANS: B  PTS: 1  DIF: Remember
56. What is the definition of conformity?
   a. Agreement with a request from a person with no perceived authority
   b. Unwritten or unspoken rules for behavior in social settings
   c. Matching behavior and appearance to perceived social norms
   d. Compliance with a request from an authority figure
   ANS: C   PTS: 1   DIF: Understand   REF: Why Do We Go Along With the Group?   OBJ: LO4

57. Why was the Stanford Prison Study (Haney, Banks, & Zimbardo, 1973) stopped well ahead of schedule?
   a. Inappropriate behaviors by study participants
   b. Early completion of the study
   c. Lack of study design
   d. Inappropriate behaviors by the principal investigator
   ANS: A   PTS: 1   DIF: Understand   REF: Why Do We Go Along With the Group?   OBJ: LO4

58. What was a later critique or explanation of the events of the Stanford Prison Study?
   a. Participants were simply responding to the investigators’ instructions.
   b. Participants were psychologically unstable.
   c. Participants’ roles in the study overwhelmed their individuality.
   d. Participants were too immature for the study.
   ANS: A   PTS: 1   DIF: Understand   REF: Why Do We Go Along With the Group?   OBJ: LO4

59. Danny’s soccer teammates want to play a prank on a rival team before their game. Danny is reluctant to participate, but does not want to be the only one who expresses disapproval of the plan. He goes along with the group. This scenario illustrates that conformity ____.
   a. is useful in an ambiguous situation
   b. is more time-efficient for learning than trial-and-error methods
   c. is preferable to thinking independently
   d. reduces the risk of rejection by a social group
   ANS: D   PTS: 1   DIF: Apply   REF: Why Do We Go Along With the Group?   OBJ: LO4

60. Agreeing to a request from a person with no perceived authority is called ____.
   a. obedience
   b. compliance
   c. conformity
   d. subordinance
   ANS: B   PTS: 1   DIF: Remember   REF: Why Do We Go Along With the Group?   OBJ: LO4

61. In which of the following situations is Molly more likely to comply with the request of Valeria, whom she is meeting for the first time?
   a. Valeria is substantially older than Molly and expresses strong opinions.
   b. Valeria has a serious approach to the conversation while Molly is more ebullient.
   c. Valeria is an attractive and energetic woman about the same age as Molly.
   d. Valeria is fairly withdrawn and tentative in her request.
62. There is a natural tendency to comply in response to perceiving a social tie with another person due to powerful norms of ____.
   a. familial loyalty  
   b. peer pressure  
   c. Insecurity  
   d. Reciprocation
   ANS: D  PTS: 1  DIF: Remember
   REF: Why Do We Go Along With the Group?  OBJ: LO4

63. What is the term for the persuasive technique in which compliance with a target request is preceded by a large, unreasonable request?
   a. low-ball  
   b. door-in-the-face  
   c. foot-in-the-door  
   d. bait-and-switch
   ANS: B  PTS: 1  DIF: Remember
   REF: Why Do We Go Along With the Group?  OBJ: LO4

64. Julio’s term paper is due on Thursday at 5 P.M. On Wednesday, he asks his professor if he can turn it in on Friday morning, to which his professor agrees. On Thursday afternoon, he asks his professor if he can hand the paper in on Monday morning. What persuasive technique does this most resemble?
   a. bait-and-switch  
   b. low-ball  
   c. foot-in-the-door  
   d. door-in-the-face
   ANS: C  PTS: 1  DIF: Apply
   REF: Why Do We Go Along With the Group?  OBJ: LO4

65. Complying with a request from an authority figure is called ____.
   a. obedience  
   b. submission  
   c. conformity  
   d. subservience
   ANS: A  PTS: 1  DIF: Remember
   REF: Why Do We Go Along With the Group?  OBJ: LO4

66. Which of the following modifications to Milgram’s study design (1963) reduced the rate of obedience?
   a. Moving the experiment to an off-campus office  
   b. Moving the teacher and the learner closer together  
   c. Moving the teacher and the experimenter closer together  
   d. Conducting the experiment with people of different ages and occupations
   ANS: B  PTS: 1  DIF: Understand
   REF: Why Do We Go Along With the Group?  OBJ: LO4

67. A person in which of these groups is least likely to be obedient within Milgram’s experiment (1963)?
   a. Austrian men  
   b. Dutch women  
   c. American men  
   d. Australian women
   ANS: D  PTS: 1  DIF: Remember
   REF: Why Do We Go Along With the Group?  OBJ: LO4
68. What did Milgram conclude in applying his research results to the Holocaust?
   a. People today are raised fundamentally differently from participants in the Holocaust.
   b. Individual judgment eventually overwhelms authority.
   c. Relatively few people have the resources needed to resist authority.
   d. Some cultures are immune to the risk of genocide.
   
   ANS: C    PTS: 1    DIF: Understand
   REF: Why Do We Go Along With the Group? OBJ: LO4

69. For an individual or small group to influence a larger group, it is important to ____.
   a. speak with consistency and confidence  
   b. withhold the actual intent          
   c. act aggressively                  
   d. be flexible with the outcome

   ANS: A    PTS: 1    DIF: Remember
   REF: Why Do We Go Along With the Group? OBJ: LO4

70. What is the definition of social facilitation?
   a. Reduced motivation and effort shown by individuals working in a group
   b. A change in attitudes in response to information provided by another person
   c. The change in performance due to the presence of other people
   d. Immersion of an individual within a group, leading to anonymity

   ANS: C    PTS: 1    DIF: Understand
   REF: How Do Groups Work Together? OBJ: LO5

71. Performance of which activities are most likely to improve in front of an audience?
   a. difficult memorization tasks          
   b. well-practiced activities            
   c. novel activities                     
   d. highly complex activities

   ANS: B    PTS: 1    DIF: Remember
   REF: How Do Groups Work Together? OBJ: LO5

72. The reduced motivation and effort shown by individuals working in a group is called ____.
   a. social loafing                      
   b. deindividuation                    
   c. group polarization                 
   d. groupthink

   ANS: A    PTS: 1    DIF: Remember
   REF: How Do Groups Work Together? OBJ: LO5

73. Individual, gender, cultural, and task variables interact to produce social loafing. Who has the greatest potential for social loafing?
   a. Diana is a female from a Western culture, enjoys intellectual challenges, and is writing a legal brief with a team.
   b. Mei is a female from an Eastern culture and is preparing food for a large banquet with her extended family.
   c. Yuanli is a male from an Eastern culture, enjoys intellectual tasks, and is preparing a report on legislative reform with his colleagues.
   d. Robert is a male from a Western culture and is working in a group to pick up trash along the highway.

   ANS: D    PTS: 1    DIF: Analyze
   REF: How Do Groups Work Together? OBJ: LO5
74. The immersion of an individual within a group, leading to anonymity, is called ____.
   a. social loafing  
   b. groupthink  
   c. deindividuation  
   d. group polarity  
   ANS: C  PTS: 1  DIF: Remember  
   REF: How Do Groups Work Together?  OBJ: LO5

75. Which of the following examples involves deindividuation?
   a. Naomi decides to follow her classmates as they sneak onto the subway without paying.
   b. Ben is bored with weeding and planting at the community garden and lets others do most of the work.
   c. Diego feels even more strongly that his preferred candidate is the best choice after a class discussion.
   d. Laura is visiting the beach with her friends and jumps off a very high rock into the water by herself.
   ANS: A  PTS: 1  DIF: Analyze  
   REF: How Do Groups Work Together?  OBJ: LO5

76. Grace is serving on a jury for the first time. She entered the jury room with a dollar amount in mind for damages but, following deliberations, she agreed to a significantly higher number. This is an example of ____.
   a. groupthink  
   b. deindividuation  
   c. social facilitation  
   d. group polarization  
   ANS: D  PTS: 1  DIF: Apply  
   REF: How Do Groups Work Together?  OBJ: LO5

77. Which of the following leads individuals to take a more extreme position following a group discussion?
   a. A tendency to affiliate with persons holding contrary opinions
   b. Conformity and the desire for affiliation
   c. Exposure to new and persuasive arguments on the other side
   d. Decreased inhibition and less civil discussion
   ANS: B  PTS: 1  DIF: Understand  
   REF: How Do Groups Work Together?  OBJ: LO5

78. A group of mothers of pre-school-age children in a small town gather regularly. At the last meeting, a member of the group told the others that a registered sex offender has moved back in with his parents, who live nearby. The group decides to write a letter expressing concern to the local police department, without checking the accuracy of the member’s information. This is an example of ____.
   a. groupthink  
   b. deindividuation  
   c. social facilitation  
   d. group polarization  
   ANS: A  PTS: 1  DIF: Apply  
   REF: How Do Groups Work Together?  OBJ: LO5
79. Which of the following is a quality of groups where groupthink may take place?
   a. Members consider the risks and alternative choices.
   b. Group leaders encourage dissent.
   c. Members lack cohesion and have low morale.
   d. Members already share similar attitudes.
   ANS: D  PTS: 1  DIF: Understand
   REF: How Do Groups Work Together?  OBJ: LO5

80. What does the term “mere exposure effect” mean?
   a. One exposure is enough.  c. Repeated exposure increases liking.
   b. Exposure is necessary but insufficient.  d. Absence makes the heart grow fonder.
   ANS: C  PTS: 1  DIF: Understand
   REF: How Well Do We Get Along With Others?  OBJ: LO6

81. What might be a purpose of the mere exposure effect from an evolutionary perspective?
   a. To avoid unfamiliar and possibly dangerous stimuli
   b. To reduce prejudice among different peoples
   c. To encourage openness to new and possibly beneficial stimuli
   d. To reduce rates of reproduction
   ANS: A  PTS: 1  DIF: Understand
   REF: How Well Do We Get Along With Others?  OBJ: LO6

82. People tend to choose friends and romantic partners ____.
   a. who provide complementary personal qualities
   b. who compete in terms of occupational status and income
   c. who are of diverse backgrounds, aptitudes, and preferences
   d. who are similar in race, ethnicity, religion, values, education, and age
   ANS: D  PTS: 1  DIF: Understand
   REF: How Well Do We Get Along With Others?  OBJ: LO6

83. Craig and Beth have been a couple for over a year. When they first met, Beth was always late for class and Craig liked to be early. Now they tend to get to class on time and are increasingly similar in other respects as well. This reflects a process known as ____.
   a. homogenization  c. the exposure effect
   b. attitude alignment  d. habituation
   ANS: B  PTS: 1  DIF: Apply
   REF: How Well Do We Get Along With Others?  OBJ: LO6

84. What is the dominant factor in romantic attraction?
   a. financial security  c. physical appearance
   b. personality  d. intellectual achievement
   ANS: C  PTS: 1  DIF: Remember
   REF: How Well Do We Get Along With Others?  OBJ: LO6
85. Which of the following is true regarding physical attraction?
   a. Cultural definitions of physical beauty are completely distinctive.
   b. Subjective judgments of beauty are not present until they are taught.
   c. Subjective judgments of beauty are heavily influenced by symmetry.
   d. Women prioritize symmetry while men prioritize curves.
   
   ANS: C        PTS: 1        DIF: Understand
   REF: How Well Do We Get Along With Others?        OBJ: LO6

86. Which of the following is true regarding how men and women evaluate potential partners?
   a. Men and women do not differ on the emphasis they place on physical attractiveness, earning prospects, or personality.
   b. Women emphasize earning prospects and personability over physical attractiveness.
   c. Men emphasize earning prospects and personability over physical attractiveness.
   d. Men and women differ on the emphasis they place on physical attractiveness, earning prospects, and personality.
   
   ANS: A        PTS: 1        DIF: Analyze
   REF: How Well Do We Get Along With Others?        OBJ: LO6

87. Across many cultures, men prefer female figures in which the circumference of the waist is about 70% of the circumference of the hips, which also predicts ____.
   a. sexuality
   b. intelligence
   c. longevity
   d. high fertility
   
   ANS: D        PTS: 1        DIF: Remember
   REF: How Well Do We Get Along With Others?        OBJ: LO6

88. Jessica, Zach, and their dog Max have been together for twelve years. Their friends joke that they all look alike. Jessica and Zach are both very attractive with dark hair and dark eyes. This similarity is known as ____.
   a. appearance alignment
   b. the matching hypothesis
   c. the mere exposure effect
   d. habituation
   
   ANS: B        PTS: 1        DIF: Apply
   REF: How Well Do We Get Along With Others?        OBJ: LO6

89. What are the three dimensions of close relationships according to Sternberg’s model?
   a. awareness, understanding, and knowledge
   b. intimacy, passion, and commitment
   c. acquaintance, friendship, and love
   d. latency, attachment, and mature love
   
   ANS: B        PTS: 1        DIF: Understand
   REF: How Well Do We Get Along With Others?        OBJ: LO6

90. In Sternberg’s model, the closeness or bonding we experience with another person is referred to as ____.
   a. passion
   b. commitment
   c. intimacy
   d. infatuation
   
   ANS: C        PTS: 1        DIF: Remember
   REF: How Well Do We Get Along With Others?        OBJ: LO6
91. Rebecca was always very close to her Aunt Rose. During her aunt’s final stage of illness, she helped her as much as she could. Their relationship could best be described as ____.
   a. companionate love       c. romantic love
   b. fatuous love            d. consummate love

ANS: A          PTS: 1        DIF: Apply
REF: How Well Do We Get Along With Others?          OBJ: LO6

92. Jeremy and Bianca have been married for many years. They enjoy traveling to places in which they can explore the landscape by hiking, canoeing, etc. What factor best explains why this activity has helped maintain their relationship over time?
   a. openness and self-disclosure
   b. engaging in novel and exciting activities
   c. provision of reassurance
   d. communication

ANS: B          PTS: 1        DIF: Apply
REF: How Well Do We Get Along With Others?          OBJ: LO6

93. Luke and Laura both come from families where their parents divorced when they were very young. They would like their marriage to last, so they try to share household and childcare responsibilities and provide each other with some time to pursue individual interests or relax. Their relationship could be described as ____.
   a. equitable       c. inequitable
   b. fatuous        d. companionate

ANS: A          PTS: 1        DIF: Apply
REF: How Well Do We Get Along With Others?          OBJ: LO6

94. Sandra and Derek have always had some friction in their relationship. Early on, they called it passion. After twelve years of marriage, it seems that their negative interactions now exceed their positive ones. What does this suggest?
   a. The initial passion in a relationship eventually leads to discontentment.
   b. The likelihood that the relationship will end has increased.
   c. The amount of friction in a relationship is an indicator of its success.
   d. The inevitable rise of negative interactions in any relationship through time.

ANS: B          PTS: 1        DIF: Apply
REF: How Well Do We Get Along With Others?          OBJ: LO6

95. Regarding infidelity in a relationship, women are most distressed by a partner ____.
   a. having a sexual relationship with another
   b. having a one-night stand with a person encountered on a business trip
   c. not telling them about having a one-night stand
   d. becoming deeply emotionally involved with another

ANS: D          PTS: 1        DIF: Understand
REF: How Well Do We Get Along With Others?          OBJ: LO6
96. Biologists have cataloged many species that determine the allocation of mating opportunities, food, and other resources, both within and between groups, by ____.
   a. cooperation, usually among females
   b. communication, usually audible
   c. competition, usually in the form of fighting
   d. altruistic behavior, usually within the family

   ANS: C  PTS: 1  DIF: Remember
   REF: Why Do We Cooperate in Some Situations and Compete in Others?
   OBJ: LO7

97. Joanne’s puppy is very large, but also submissive. When the puppy meets a more dominant dog, she lies on the grass on her back, shows her belly, and wiggles. This is an example of ____.
   a. minimizing within-group conflict by clear signals of lower status
   b. maximizing between-group conflict by clear signals of lower status
   c. maximizing within-group conflict by clear signals of higher status
   d. minimizing between-group conflict by clear signals of higher status

   ANS: A  PTS: 1  DIF: Apply
   REF: Why Do We Cooperate in Some Situations and Compete in Others?
   OBJ: LO7

98. Lucia has always been what some researchers call a cooperator, that is, someone who gives freely of her time, her money, and so forth, usually irrespective of the behavior of others. Cooperators, though small in number in society, are very important because ____.
   a. most people are free riders who do not cooperate
   b. most people are reciprocators who cooperate only after seeing others do so
   c. most people are free riders who cooperate only after seeing others do so
   d. most people are reciprocators who do not cooperate

   ANS: B  PTS: 1  DIF: Apply
   REF: Why Do We Cooperate in Some Situations and Compete in Others?
   OBJ: LO7

99. The importance of group membership to survival is reflected in the remarkable loyalty human beings show to ____.
   a. family members
   b. their culturally defined groups
   c. animal companions
   d. the subject matter of their work

   ANS: B  PTS: 1  DIF: Remember
   REF: Why Do We Cooperate in Some Situations and Compete in Others?
   OBJ: LO7

100. Eddie and Tom have been arrested for a crime for which the police have limited evidence against them. They are being questioned about the crime in separate rooms. According to the prisoner’s dilemma model, what would bring about the best result for Eddie?
   a. Eddie and Tom both remain silent.
   b. Tom confesses and Eddie remains silent.
   c. Eddie confesses and Tom remains silent.
   d. Eddie and Tom both confess.

   ANS: C  PTS: 1  DIF: Analyze
   REF: Why Do We Cooperate in Some Situations and Compete in Others?
101. In the “tit-for-tat” strategy, your first move is to ____.
   a. cooperate  c. free ride
   b. Defect  d. retaliate

ANS: A  PTS: 1  DIF: Remember
REF: Why Do We Cooperate in Some Situations and Compete in Others?
OBJ: LO7

102. Why might being a cooperator provide a survival advantage?
   a. The cooperator benefits from engaging in unobserved selfish behavior.
   b. People might believe he or she lacks resources and needs assistance.
   c. Cooperators can intimidate others into submission.
   d. Having a reputation for cooperating can motivate others to cooperate with that person.

ANS: D  PTS: 1  DIF: Understand
REF: Why Do We Cooperate in Some Situations and Compete in Others?
OBJ: LO7

103. Consider the prisoner’s dilemma (Poundstone, 1992). In which of the following pairings would the participants likely cooperate the least?
   a. Two participants from the United Kingdom
   b. One participant from China and one participant from the United States
   c. One participant from Australia and one participant from Denmark
   d. Two participants from Korea

ANS: B  PTS: 1  DIF: Analyze
REF: Why Do We Cooperate in Some Situations and Compete in Others?
OBJ: LO7

104. Capuchin monkeys refuse to exchange pebbles for a slice of cucumber after seeing another monkey receive a more highly valued grape for its pebble (Brosnan & De Waal, 2003). This suggests that nonhuman primates have a ____.
   a. sense of competition  c. sense of fair play
   b. preference for free riding  d. preference for retaliation

ANS: C  PTS: 1  DIF: Remember
REF: Why Do We Cooperate in Some Situations and Compete in Others?
OBJ: LO7

105. In Koscik and Tranel’s study regarding the Trust Game (Koscik & Tranel, 2011), the participants most likely to increase the amount of money they gave a partner when the partner had decreased or not changed his contribution were those ____.
   a. with damage to the amygdala  c. with damage to the hippocampus
   b. with brain damage in various locations  d. without damage to the brain

ANS: A  PTS: 1  DIF: Understand
REF: Why Do We Cooperate in Some Situations and Compete in Others?
OBJ: LO7
106. Helping others without personal gain or with personal costs is called ____.
   a. compassion           c. benevolence
   b. altruism             d. mercy
   
   ANS: B   PTS: 1   DIF: Remember
   REF: Why Do We Cooperate in Some Situations and Compete in Others?
   OBJ: LO7

107. Which of the following examples does not fit an evolutionary model to account for altruistic behavior?
   a. The altruist’s acts increase the survival of family members.
   b. The altruism may be reciprocated someday increasing survival.
   c. Selfish acts might be punished by group members.
   d. Altruism is transmitted by a culture through learning.

   ANS: D   PTS: 1   DIF: Understand
   REF: Why Do We Cooperate in Some Situations and Compete in Others?
   OBJ: LO7

108. The study of bystander intervention is the study of situational variables related to helping a stranger, most notably ____.
   a. the decreased likelihood of helping as the number of bystanders increases
   b. the fear of getting involved
   c. the increased likelihood of helping as the number of bystanders increases
   d. the desire to help but with concerns about potential liability

   ANS: A   PTS: 1   DIF: Understand
   REF: Why Do We Cooperate in Some Situations and Compete in Others?
   OBJ: LO7

109. Aggression is the ____.
   a. unintentional infliction of harm on another
   b. conscious intent to harm another
   c. desire and ability to harm another
   d. intentional or unintentional infliction of harm on another

   ANS: B   PTS: 1   DIF: Understand
   REF: Why Are We Aggressive?
   OBJ: LO8

110. Mary and her husband made a great deal of money recently through the sale of their business, though they come from families of little education or money. They moved to a beautiful new home in a neighborhood well-known for the wealth and high social status of its residents. The neighbors have been very unfriendly to them. This is an example of ____.
   a. relational aggression
   b. defensive aggression
   c. instrumental aggression
   d. maternal aggression

   ANS: A   PTS: 1   DIF: Apply
   REF: Why Are We Aggressive?
   OBJ: LO8

111. Human twin and adoption studies imply that aggressive tendencies in human beings are ____.
   a. at least partly influenced by genetics
   b. learned behaviors
   c. entirely genetic
   d. entirely environmental

   ANS: A   PTS: 1   DIF: Remember
   REF: Why Are We Aggressive?
112. For which of the following groups do testosterone levels correlate with the violent nature of the crimes for which they were sentenced, as well as the dominance and violence they demonstrated while in prison?
   a. male criminals  
   b. female criminals  
   c. neither male or female criminals  
   d. both male and female criminals
   
   ANS: D  PTS: 1  DIF: Remember  REF: Why Are We Aggressive?

113. Alex is generally a reasonable person -- unless he becomes very drunk. Then, he is quick to anger at his wife, accuses her unfairly of infidelity, and has on occasion tried to hit her. What role does alcohol play in these instances?
   a. It has inhibiting effects on behavior.  
   b. It suppresses the left hemisphere.  
   c. It has disinhibiting effects on behavior.  
   d. It activates the frontal lobes.
   
   ANS: C  PTS: 1  DIF: Apply  REF: Why Are We Aggressive?

114. What was the researchers’ finding in a study comparing brain activity in murderers who had experienced neglect and abuse compared to murderers who had not experienced neglect or abuse (Raine, Stoddard, Bihrle, & Buchsbaum, 1998)?
   a. The brain activity of the neglected and abused murderers was quite similar to the non-abused murderers.  
   b. The brain activity of the neglected and abused murderers was quite similar to the non-violent control participants.  
   c. The brain activity of the non-abused murderers was quite similar to the non-violent control participants.  
   d. The brain activity of the three groups -- neglected and abused murderers, non-abused murderers, and non-violent controls -- was dissimilar.
   
   ANS: B  PTS: 1  DIF: Analyze  REF: Why Are We Aggressive?

115. Jimmy is six years old. His parents have always yelled at him when angry but they have never hit him. They do yell at and slap each other. Based on Albert Bandura’s and other studies, what is Jimmy likely to learn?
   a. That his parents will never slap him  
   b. To never slap another  
   c. That all adults yell and slap  
   d. To behave aggressively himself
   
   ANS: D  PTS: 1  DIF: Apply  REF: Why Are We Aggressive?

116. Children and youth are exposed to increasingly violent and graphic images and ideas through films, video games, and music lyrics. Some research results show correlations between media exposure and aggression, which indicates that ____.
   a. visual imagery causes more aggression than music lyrics  
   b. media exposure causes aggression  
   c. there may or may not be some relationship between the two  
   d. aggressive children and youth choose to watch and listen to violent media
   
   ANS: C  PTS: 1  DIF: Understand  REF: Why Are We Aggressive?
117. The percentage of the human population lost to war today has decreased since the time of the hunter-gatherers. One possible reason is that between-group violence has been reduced by ____.
   a. increasing economic dependencies among nations
   b. evolutionary genetic changes
   c. lower testosterone levels among males
   d. changes in child-rearing practices and values
   ANS: A  PTS: 1  DIF: Understand  REF: Why Are We Aggressive?
   OBJ: LO8

118. Joshua is eight years old and cannot control his temper. His parents encourage him to vent his anger by punching an inflatable doll. This approach will most likely ____.
   a. heighten his feelings of aggression
   b. teach him to discuss his feelings rather than fight
   c. decrease his feelings of aggression
   d. teach him to direct his anger only at inanimate objects
   ANS: A  PTS: 1  DIF: Apply  REF: Why Are We Aggressive?
   OBJ: LO8

119. Cross-cultural data show that homicide rates are often high in cultures that ____.
   a. reward children for aggression towards each other
   b. feature loving socialization of children and aversion to interpersonal conflict
   c. ignore interpersonal conflict among children
   d. explicitly teach children to fight
   ANS: B  PTS: 1  DIF: Understand  REF: Why Are We Aggressive?
   OBJ: LO8

120. In research using surveillance camera footage of public places, researchers observed actual fighting behavior and found that third parties ____.
   a. did not intervene to stop the fight
   b. were more likely to intervene when the number of bystanders was larger
   c. were less likely to intervene as the number of bystanders grew larger
   d. only intervened with words, not actions
   ANS: B  PTS: 1  DIF: Understand  REF: Why Are We Aggressive?
   OBJ: LO8
ESSAY

1. The text describes a study finding that a defendant’s appearance as more stereotypically African American was highly predictive of the men’s sentences when the victims were White. Describe the concept of implicit measures of prejudice. What role might implicit prejudice have played in this study? What other information would be helpful to gain a more detailed understanding of the study’s results?

ANS:
Implicit measures are designed to demonstrate subconscious associations between concepts (such as race) and attitudes (such as good and bad). Related to racial prejudice, as the text notes, a White person might associate positive words, such as joy, love, and peace with photographs of White faces and negative words such as cancer, bomb, and devil with photographs of Black faces.

Implicit prejudice may have been present during the trials that form the basis of the research study but implicit prejudice alone could not have controlled the sentencing. Jurors observed the defendants, listened to testimony, and discussed the evidence over a period of time. There seems to have been ample opportunity to develop an opinion based on the evidence rather than initial responses.

Regarding additional information, answers will vary. They could include considering whether there were geographic patterns to the results, trends over time, whether gender of the victim mattered, etc.

PTS: 1 DIF: Analyze REF: Why Are We Prejudiced?
OBJ: LO2

2. Stanley Milgram followed up the original scenario in his research study (1974) by modifying variables that might have influenced the large number of people willing to comply. Describe the role of proximity in the modified scenarios. What are some implications of his findings regarding proximity for modern war technologies?

ANS:
Among the variables that did seem to influence Milgram’s results was proximity, both between the teacher and learner and between the teacher and the experimenter. The proximity between teacher and learner ranged from complete separation, in which the two people could neither see nor hear one another, to both people being in the same room, to the being very close, with the teacher being instructed to physically hold the learner’s hand on a shock grid. As proximity between teacher and learner increased, rates of obedience dropped to about 30%.

The implications of this result for modern war technologies are clear. People are more likely to press a button that harms a person they can neither see nor hear than they are to harm a person whose pain is apparent. The use of drones (unmanned aerial vehicles), bombs dropped from aircraft, and snipers are all examples of killing from a distance.

The proximity of the teacher and experimenter was also quite influential. The experimenter communicated with the teacher while in the room, by telephone, or by tape recording. Obedience dropped dramatically as interaction with the experimenter, who represented authority, became more remote.

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The implications of this second result for modern war technologies is less clear. It appears that the relationship as well as proximity matters. The legal and personal relationship between a commanding officer and a soldier is different from that between a researcher and participants in a research study. While there are many more constraints on a soldier’s behavior, the study suggests that a soldier may be more likely to follow strong, personal ethical beliefs the more distant the person issuing the order is, and if there is no one there to observe the behavior. Issuing orders by radio may often occur in military settings but by tape-recorded message seems less likely.

3. Describe the conditions under which groupthink is more likely to take place. Have you ever experienced groupthink? Analyze a personal example of groupthink, or one taken from the news, in terms of what conditions may have led to the decision.

ANS:
Groupthink is especially likely in cohesive groups with high morale whose members already share similar attitudes. Members of cohesive groups are less likely to consider risks or alternatives associated with their chosen plan of action. In many cases, the group is far from unanimous, but individuals are unwilling to step forward in dissent and tend to go along rather than rock the boat. This illusion of a unanimous group further stifles serious consideration of alternatives prior to making a decision.

Students will analyze a personal example or an example from the news.
## Chapter Fourteen: The Troubled Mind – Psychological Disorders

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<td>2. Analyze the roles of biology, cognition, and experience in the major psychological disorders, demonstrating how these factors interact to produce symptoms.</td>
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<td>3. Identify common and differentiating symptoms of the anxiety disorders (GAD, panic disorder, phobia, OCD, and PTSD), and use your analysis as a basis for diagnosis.</td>
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MULTIPLE CHOICE

1. Psychologists find that agreeing on the differences between typical and abnormal behaviors is surprisingly difficult. However, deciding that an individual’s behaviors and mental processes are abnormal is essential because ____.
   a. it provides a benchmark for statistical analysis of these behaviors
   b. it is the first step toward labeling that person with a psychological disorder and providing treatment
   c. it establishes a cross-cultural consensus of what constitutes a disorder
   d. it protects society from possible psychopathological behavior

   ANS: B    PTS: 1    DIF: Understand
   REF: What Does It Mean to Have a Psychological Disorder?    OBJ: LO1

2. Courtney is desperately sad, has trouble concentrating, and has lost some of her appetite. She has started to skip most of her classes and can’t maintain eye contact with others for long. She calls her college’s mental health help line and says, “I’m so worried about my grades that my stomach hurts. I don’t know what to do.” Based on the text’s continuum from normal behavior to severely disordered behavior, Courtney’s status would be considered ____.
   a. normal
   b. moderately disordered
   c. psychological disorder, less severe
   d. psychological disorder, more severe

   ANS: C    PTS: 1    DIF: Analyze
   REF: What Does It Mean to Have a Psychological Disorder?    OBJ: LO1

3. Who would be exhibiting normal behavior under the statistical definition of abnormality?
   a. A U.S. President (one of forty-three men)
   b. A Nepalese speaker (approximately 30,000,000 people on earth)
   c. A person with an IQ above 115 (almost 16% of the population)
   d. A resident of the United States with a motor vehicle (for every 1,000 residents, there are approximately 800 motor vehicles)

   ANS: D    PTS: 1    DIF: Apply
   REF: What Does It Mean to Have a Psychological Disorder?    OBJ: LO1

4. A drawback to the purely statistical approach to abnormality is that it might result in very different definitions of psychological disorder ____.
   a. from one person to the next
   b. from one disorder to the next
   c. from one day to the next
   d. from one culture to the next

   ANS: D    PTS: 1    DIF: Remember
   REF: What Does It Mean to Have a Psychological Disorder?    OBJ: LO1

5. The text defines abnormal behavior as behavior that is unusual, distressing, and ____.
   a. harmful to self or others
   b. culturally insensitive
   c. a deviation from the norm
   d. lacking justification

   ANS: A    PTS: 1    DIF: Remember
   REF: What Does It Mean to Have a Psychological Disorder?    OBJ: LO1
6. The presence of two or more disorders in the same individual is called ____.
   a. binormality  
   b. bipathology  
   c. comorbidity  
   d. cofunctionality  
   ANS: C  PTS: 1  DIF: Remember  REF: What Does It Mean to Have a Psychological Disorder?  OBJ: LO1

7. Which of the following is true?
   a. Rates of psychological disorders in young adults are lower than in the general population and appear to be increasing.
   b. College students have about the same rates of psychological disorders as their same-age peers who are not attending college.
   c. College students have far fewer psychological disorders as their same-age peers who are not attending college.
   d. Rates of psychological disorders in young adults are higher than in the general population but appear to be decreasing.
   ANS: B  PTS: 1  DIF: Understand  REF: What Does It Mean to Have a Psychological Disorder?  OBJ: LO1

8. What is the system for classification of psychological disorders published by the American Psychiatric Association?
   a. International Statistical Classification of Diseases and Related Health Problems
   b. Diagnostic Classification of Mental Health and Developmental Disorders
   c. American Guide for Psychiatric Diagnosis
   d. Diagnostic and Statistical Manual of Mental Disorders
   ANS: D  PTS: 1  DIF: Remember  REF: How Are Psychological Disorders Diagnosed?  OBJ: LO1

9. What is the current edition of the DSM?
   a. DSM-II  
   b. DSM-III  
   c. DSM-IV-TR  
   d. DSM-V  
   ANS: C  PTS: 1  DIF: Remember  REF: How Are Psychological Disorders Diagnosed?  OBJ: LO1

10. Jacob is nine years old. He dislikes and often avoids doing things that require sustained mental effort, such as his schoolwork and homework. According to the DSM, ____.
    a. he has met one criterion for attention deficit hyperactivity disorder
    b. he is a typical nine-year-old child
    c. he is a typical nine-year-old boy
    d. he has met one criterion for autism
    ANS: A  PTS: 1  DIF: Apply  REF: How Are Psychological Disorders Diagnosed?  OBJ: LO1

11. The pediatrician tells Danny’s mother that his attention deficit hyperactivity disorder is due to delayed brain maturation. Which approach to psychological disorders does this exemplify?
    a. psychological  
    b. historical  
    c. biological  
    d. supernatural  
    ANS: C  PTS: 1  DIF: Apply  REF: What Do the Psychological Perspectives Tell Us About Disorders?  OBJ: LO2
12. In order to understand the reciprocal relationships between factors leading to psychological disorders, which is the most helpful perspective?
   a. evolutionary
   b. integrated
   c. developmental
   d. biological
   
   ANS: B  
   PTS: 1  
   DIF: Remember  
   REF: What Do the Psychological Perspectives Tell Us About Disorders?  
   OBJ: LO2

13. Under an integrated approach to psychological disorders, each perspective ____.
   a. will have more to say about some disorders than about others
   b. contributes equally to understanding each disorder
   c. narrows down numerous factors in order to determine a primary causal factor
   d. must be viewed as independent entities to reach a balanced conclusion

   ANS: A  
   PTS: 1  
   DIF: Understand  
   REF: What Do the Psychological Perspectives Tell Us About Disorders?  
   OBJ: LO2

14. Dr. Moran believes that depression is purely the result of chemical imbalances of the brain and that a simple prescription should address each of his patient’s needs. This single-perspective thinking usually leads to ____.
   a. more effective treatments
   b. a more accurate understanding of causal factors
   c. better outcomes
   d. single-perspective treatments

   ANS: D  
   PTS: 1  
   DIF: Apply  
   REF: What Do the Psychological Perspectives Tell Us About Disorders?  
   OBJ: LO2

15. An anxiety disorder features anxiety that ____.
   a. is due entirely to genetic factors
   b. affects roughly 65% of the population
   c. temporarily increases one’s level of performance
   d. is not proportional to a person’s circumstances

   ANS: D  
   PTS: 1  
   DIF: Remember  
   REF: What Is an Anxiety Disorder?  
   OBJ: LO3

16. Of the following, who is most likely to have anxiety, as opposed to fear?
   a. Dave, who sweats profusely when he watches a horror movie
   b. Sam, who clutches the door handle when his girlfriend drives very fast
   c. Emily, who is so worried about her psychology final that she is unable to study
   d. Randi, who sees a snake in the garden and screams

   ANS: C  
   PTS: 1  
   DIF: Apply  
   REF: What Is an Anxiety Disorder?  
   OBJ: LO3
17. Which of the following is true of anxiety?
   a. People appear to have genetic vulnerabilities to specific types of anxiety disorders.
   b. Evidence of a predisposition to anxiety appears early in life.
   c. Children first show anxiety to novel situations around the time they start to crawl.
   d. Highly reactive infants are usually calm by the time they are four or five years old.

   ANS: B  PTS: 1  DIF: Understand
   REF: What Is an Anxiety Disorder?  OBJ: LO3

18. A generalized anxiety disorder is a disorder characterized by excessive anxiety and worry that ____.
   a. includes panic attacks and phobias
   b. disrupts daily life
   c. affects most of the general population
   d. is not correlated with particular objects or situations

   ANS: D  PTS: 1  DIF: Remember
   REF: What Is an Anxiety Disorder?  OBJ: LO3

19. Which brain structures are thought to be involved in generalized anxiety disorder?
   a. The hippocampus and prefrontal cortex
   b. The amygdala and prefrontal cortex
   c. The cerebellum and hypothalamus
   d. The amygdala and pons

   ANS: B  PTS: 1  DIF: Understand
   REF: What Is an Anxiety Disorder?  OBJ: LO3

20. Which of the following is a cognitive explanation for Jim’s generalized anxiety disorder (GAD)?
   a. Jim feels that worrying prevents bad things from happening.
   b. Jim’s father and other family members experienced GAD.
   c. Jim likes how alcoholic drinks soothe his feelings of anxiety.
   d. Jim’s wife recently moved out of their home after fifteen years of marriage.

   ANS: A  PTS: 1  DIF: Apply
   REF: What Is an Anxiety Disorder?  OBJ: LO3

21. As a child, Kim was always highly reactive to new situations. In addition, her mother was a worry wart, so Kim learned to view the world as a place requiring vigilance. When her father died, Kim’s doctor attributed her stress levels to general anxiety disorder (GAD). The source of her GAD is best described by using a(n) ____.
   a. social explanation  c. integrated perspective
   b. cognitive explanation  d. biological explanation

   ANS: C  PTS: 1  DIF: Analyze
   REF: What Is an Anxiety Disorder?  OBJ: LO3

22. The experience of intense fear and autonomic arousal in the absence of real threat is called a(n) ____.
   a. panic attack  c. phobia
   b. anxiety attack  d. panic disorder

   ANS: A  PTS: 1  DIF: Remember
   REF: What Is an Anxiety Disorder?  OBJ: LO3
23. What is one of the primary characteristics of panic disorder?
   a. borderline agoraphobia     c. more common in males than females
   b. chronic anxiety           d. fear of future attacks
   
   **ANS:** D     **PTS:** 1     **DIF:** Remember
   **REF:** What Is an Anxiety Disorder?     **OBJ:** LO3

24. People with panic disorder have larger quantities of orexins than people without the disorder, which
may lead to panic attacks. Orexins play an important role in ____.
   a. arousal and reward     c. learning and short-term memory
   b. mobility, cognition, and reward     d. wakefulness, vigilance, and appetite

   **ANS:** D     **PTS:** 1     **DIF:** Understand
   **REF:** What Is an Anxiety Disorder?     **OBJ:** LO3

25. What is a weakness of the theory that the interpretation of body symptoms, such as an increased heart
rate, could lead to increasing anxiety and, ultimately, to panic?
   a. Patients are more worried about appearing weird than about heart attacks.
   b. Panic does not increase levels of the stress hormone cortisol.
   c. Patients are not affected by an injection of sodium lactate.
   d. Panic does not increase levels of the neurotransmitter orexin.

   **ANS:** B     **PTS:** 1     **DIF:** Understand
   **REF:** What Is an Anxiety Disorder?     **OBJ:** LO3

26. Panic disorder is more common in children who have experienced parental loss or separation and in
adults who have recently experienced significant, stressful life events. These are ____.
   a. biological explanations     c. social explanations
   b. integrated explanations     d. cognitive explanations

   **ANS:** C     **PTS:** 1     **DIF:** Remember
   **REF:** What Is an Anxiety Disorder?     **OBJ:** LO3

27. What is the definition of a phobia?
   a. The unrealistic fear of an object or situation
   b. The experience of intense fear and autonomic arousal in the absence of real threat
   c. A disorder featuring anxiety that is not proportional to a person’s circumstances
   d. An intrusive, distressing thought

   **ANS:** A     **PTS:** 1     **DIF:** Understand
   **REF:** What Is an Anxiety Disorder?     **OBJ:** LO3

28. Gabriel has become so fearful of going outside of his home alone and of being in open spaces such as
parking lots that he has difficulty holding a job. This is best described as ____.
   a. a phobia     c. a panic attack
   b. agoraphobia     d. claustrophobia

   **ANS:** B     **PTS:** 1     **DIF:** Apply
   **REF:** What Is an Anxiety Disorder?     **OBJ:** LO3
29. Lauren has been chosen to introduce the guest speaker to her economics class. She is worried about how she will look and sound to her classmates, her palms are sweaty, and she can feel her heart beating. This is best described as ____.
   a. a phobia  
   b. a specific phobia  
   c. social anxiety  
   d. a panic attack

   ANS: C  PTS: 1  DIF: Apply  REF: What Is an Anxiety Disorder? OBJ: LO3

30. Which of the following exemplifies specific phobia?
   a. A fear of open spaces or crowds  
   b. A fear of public speaking  
   c. A fear of meeting new people  
   d. A fear of flying or heights


31. Which perspective suggests that phobias might be exaggerations of an otherwise useful sense of caution?
   a. The evolutionary perspective  
   b. The social perspective  
   c. The integrative perspective  
   d. The cognitive perspective


32. What is taijin kyofusho?
   a. A person’s self-consciousness regarding their odor, eye contact, or appearance  
   b. A lack of self-consciousness regarding one’s odor or appearance  
   c. A fear of offending or embarrassing other people with one’s odor, eye contact, or appearance  
   d. An attraction related to another’s body odor or appearance


33. What kind of obsessions are involved in obsessive-compulsive disorder?
   a. physical  
   b. intrusive  
   c. frightening  
   d. violent

   ANS: B  PTS: 1  DIF: Remember  REF: What Is an Anxiety Disorder? OBJ: LO3

34. What is an obsession?
   a. Repetitive, ritualistic behavior associated with high anxiety  
   b. Flashbacks, dreams, hypervigilance, and avoidance of stimuli associated with a traumatic event  
   c. Preoccupation with or aversion to a specific topic  
   d. An intrusive, distressing thought

35. Of the following, who is demonstrating a compulsion?
   a. Andrew, who has a precise, daily coffee-making routine that cannot be disrupted
   b. Diane, who has repeated doubts as to whether she turned the stove off before she left for work
   c. Henry, who keeps picturing himself hitting his boss
   d. Ellen, who worries about the contamination on other people’s hands and on door knobs at her office

   ANS: A  PTS: 1  DIF: Apply
   REF: What Is an Anxiety Disorder?  OBJ: LO3

36. Twin studies have found concordance rates of 63% to 87% between identical twins for obsessive-compulsive disorder (OCD). What does this suggest?
   a. OCD prevalence and behaviors vary by culture.
   b. OCD has a strong genetic vulnerability.
   c. OCD is a learned behavior through classical conditioning.
   d. OCD can be attributed to evolutionary causal factors.

   ANS: B  PTS: 1  DIF: Understand
   REF: What Is an Anxiety Disorder?  OBJ: LO3

37. Eileen works in an crowded downtown neighborhood. She constantly worries that her car will be stolen while she is at work, and repeatedly goes back and checks to see that it is locked before finally arriving at the office, frequently late. Her therapist explains that returning to her car so often is a way to reduce the anxiety created by her obsessive thoughts. This is a(n) ____.
   a. biological explanation based on genetics
   b. evolutionary explanation based on survival instinct
   c. learning explanation based on operant conditioning
   d. social explanation based on culture

   ANS: C  PTS: 1  DIF: Analyze
   REF: What Is an Anxiety Disorder?  OBJ: LO3

38. What of the following is NOT a characteristic of PTSD?
   a. Hypervigilance
   b. Flashbacks and dreams about a traumatic event
   c. An attraction toward stimuli surrounding a traumatic event
   d. Emotional numbness

   ANS: C  PTS: 1  DIF: Apply
   REF: What Is an Anxiety Disorder?  OBJ: LO3

39. A study looked at identical twins in which one member of each twin pair experienced combat and the other twin did not (Gilbertson et al., 2002). What did this study suggest?
   a. That the hippocampal volume of the twins who were not exposed to combat was larger than that of their brothers
   b. That hippocampal volume could be a preexisting vulnerability for the development of PTSD
   c. That veterans without PTSD had the same hippocampal volume as the twin brothers who had not experienced combat
   d. That the severity of PTSD symptoms was positively correlated with hippocampal volume

   ANS: B  PTS: 1  DIF: Analyze
   REF: What Is an Anxiety Disorder?  OBJ: LO3
40. Jake, a veteran of the Iraq war, saw his friends be severely injured or killed on two tours of duty. He came home physically healthy but suffering from PTSD. Jake was not much of a drinker before he went to Iraq, but now, he frequently drinks alone at night. To what might this be related?
   a. Excessive levels of naturally occurring benzodiazepine activity in the frontal cortex
   b. Lower levels of naturally occurring benzodiazepine activity in the frontal cortex
   c. Excessive levels of naturally occurring benzodiazepine activity in the hippocampus
   d. Lower levels of naturally occurring benzodiazepine activity in the hippocampus

   ANS: B  PTS: 1  DIF: Apply
   REF: What Is an Anxiety Disorder?  OBJ: LO3

41. Alejandra, a resident of lower Manhattan, suffers from PTSD after witnessing the attack on the twin towers of the World Trade Center on September 11, 2001. A certain acrid burning smell can trigger intense feelings of jitteriness and distress for her. This is an example of ____.
   a. positive reinforcement
   b. operant conditioning
   c. classical conditioning
   d. observational learning

   ANS: C  PTS: 1  DIF: Apply
   REF: What Is an Anxiety Disorder?  OBJ: LO3

42. Which of the following people is within a group that would have the highest chance of experiencing PTSD after witnessing the attacks on the twin towers of the World Trade Center on September 11, 2001?
   a. Esperanza, a Colombian woman, who recently moved to New York City and has few family members or friends there
   b. Dan, a Black American lawyer, who saw the events from his office window
   c. Jeff, a White American and recent college graduate, who was visiting with friends
   d. Sulo, an Asian American woman, who lives with her family in Queens

   ANS: A  PTS: 1  DIF: Apply
   REF: What Is an Anxiety Disorder?  OBJ: LO3

43. A major depressive disorder is defined as a disorder characterized by lengthy periods of depressed mood, loss of pleasure in normal activities, disturbances in sleep and appetite, difficulty concentrating, feelings of hopelessness, and ____.
   a. episodes of learned helplessness
   b. hedonistic thoughts
   c. persistent rumination
   d. possible thoughts of suicide

   ANS: D  PTS: 1  DIF: Remember  REF: What Are Mood Disorders?  OBJ: LO4

44. What is bipolar disorder?
   a. A disorder characterized by impairments in identity, in personality traits, and in the establishment of empathy or intimacy
   b. A mood disorder characterized by alternating periods of mania and depression
   c. A disorder characterized by instability in interpersonal relationships, self-image, and emotion
   d. A disorder characterized by disruptions in a person’s identity, memory, or consciousness

Of the following, who is demonstrating mania?

a. Ron, who screams at his girlfriend for talking too much with another man
b. Alicia, who is euphoric over her approaching wedding day
c. John, who feels so cheerful that he talks extensively and rapidly with strangers on the subway and on the street
d. Shelley, who becomes aggressive after drinking several Margaritas

ANS: C    PTS: 1    DIF: Apply    REF: What Are Mood Disorders?    OBJ: LO4

Which of the following is true regarding the prevalence of major depressive disorder?

a. As many as 50% of women may experience depression during their lifetimes.
b. Men may make their depressed mood more apparent by drinking alcohol.
c. People over 50 are about half as likely as people between 18 and 25 to be diagnosed with depression.
d. Men are diagnosed with depression more frequently than women in non-Western cultures.


Women experience depression more frequently than men do. This discrepancy between rates of depression in men and women has been observed to ____.

a. be independent of race, ethnicity, social class, and country of residence
b. be dependent on race, ethnicity, social class, and country of residence
c. vary by race, ethnicity, social class, and country of residence
d. be causally related to race, ethnicity, social class, and country of residence

ANS: A    PTS: 1    DIF: Remember    REF: What Are Mood Disorders?    OBJ: LO4

In the general population of the United States, women make up about two thirds of all cases of major depressive disorder. In contrast, rates of depression among the Amish are equal for men and women. How does the text interpret this result?

a. Gender differences in depression are biological.
b. Amish men do not drink alcohol and therefore are less depressed.
c. Amish women do not work outside the home and therefore are less depressed.
d. Gender differences in depression are more likely due to situational factors.


Sonia adores her new boyfriend, who she finds very attractive and intelligent. However, no matter what she does, he criticizes her: her appearance, her opinions, her cooking, the gifts she buys for him, etc. She is feeling more and more helpless and discouraged. This is likely a case of ____.

a. generalized anxiety disorder    c. major depressive disorder
b. rumination    d. learned helplessness

ANS: D    PTS: 1    DIF: Apply    REF: What Are Mood Disorders?    OBJ: LO4
50. Roy is a competitive snowboarder with a dream of being on the Olympic team someday. After a series of poor finishes and falls during competitions, he tells his parents that he was never very good, he will never make the Olympic team, and snowboarding is a stupid sport anyway. His parents worry that he is becoming depressed. This is a ____.
   a. biological explanation of depression  
   b. cognitive theory of depression
   c. social explanation of depression  
   d. learning theory of depression

ANS: B  PTS: 1  DIF: Apply  REF: What Are Mood Disorders?  OBJ: LO4

51. Professor Hall is giving a surprise test in economics class. All other things being equal, which of the following students is likely to make the most errors on the exam?
   a. Sandra, who has been in a depressed mood but keeps picturing the rainbow she saw just before class
   b. Carl, who is picturing the cheeseburger he is going to have for lunch.
   c. Lorena, who is depressed that her boyfriend broke up with her and cannot stop thinking about how awful she feels
   d. Peter, who is confused about his attraction to Sara and is thinking about next steps

ANS: C  PTS: 1  DIF: Analyze  REF: What Are Mood Disorders?  OBJ: LO4

52. Four students in sociology class received a D on their final project and are required to re-write and re-submit it. In their response to this situation, who exemplifies the attribution style that is most prone to depression?
   a. Gina, who feels that she never does well on written assignments and that she’s just not good at sociology
   b. Colin, who thinks this assignment was silly and that overall his grade point average will be fine
   c. Beth, who realizes that the flu really hampered her thinking on this project and that she can do better on the re-write
   d. Bill, who realizes that he did not put enough time into the project and that he needs to allocate time better during finals week


53. Social and evolutionary theories of depression and loneliness suggest that these states might promote an individual’s survival by ____.
   a. increasing serotonin levels
   b. avoiding infectious diseases
   c. strengthening his or her independence
   d. promoting better relationships with others

54. Which of the following biological factors may be implicated in depression?
   a. Smaller hippocampal volume
   b. Increased right prefrontal cortex activity
   c. A surplus of serotonin availability at the synapses
   d. Lower levels of natural benzodiazepine activity

   ANS: B  PTS: 1  DIF: Understand  REF: What Are Mood Disorders?
   OBJ: LO4

55. Mia’s doctor tells her that her depression and sleep problems are related. How would the doctor most likely explain this?
   a. Mia has too little dopamine activity at the synapse.
   b. Mia is spending too little time in rapid eye movement (REM) sleep.
   c. Mia is spending too much time in rapid eye movement (REM) sleep.
   d. Mia has too much dopamine activity at the synapse.

   ANS: C  PTS: 1  DIF: Apply  REF: What Are Mood Disorders?
   OBJ: LO4

56. According to the diathesis-stress model, a psychological disorder such as depression might be caused by stress interacting with which of the following?
   a. Events over the life course
   b. A reduction in positive reinforcement or an increase in negative outcomes
   c. An individual’s biological predisposition
   d. Negative thoughts about the self, the world, and the future

   ANS: C  PTS: 1  DIF: Understand  REF: What Are Mood Disorders?
   OBJ: LO4

57. A biological bridge between the experience of stress, circadian rhythms, and the development of depression is formed by hormones released at times of stress, including ____.
   a. cortisol
   b. serotonin
   c. orexins
   d. benzodiazepines

   ANS: A  PTS: 1  DIF: Remember  REF: What Are Mood Disorders?
   OBJ: LO4

58. A research study (Gollan et al., 2010) found that the recognition of facial expressions by people with depression followed which of the following patterns?
   a. Participants with depression were more likely than control participants to misidentify happy or surprised facial expressions.
   b. Participants with depression were more sensitive to sad faces than control participants especially at lower intensities.
   c. Participants with depression were less likely than control participants to misidentify harsh facial expressions such as fear or anger.
   d. The severity of the participants’ depression was negatively correlated with their accuracy in recognizing sad faces.

   ANS: B  PTS: 1  DIF: Analyze  REF: What Are Mood Disorders?
   OBJ: LO4
59. According to the DSM, the symptoms of depression in bipolar disorder are ____.
   a. the same as the symptoms in major depressive disorder
   b. distinct from the symptoms in unipolar disorder
   c. the same as the symptoms in obsessive-compulsive disorder
   d. distinct from the symptoms in major depressive disorder
   ANS: A  PTS: 1  DIF: Remember  REF: What Are Mood Disorders?  OBJ: LO4

60. Mania, unlike many other disorders, actually ____.
   a. increases the ability to listen quietly to another
   b. reduces a sense of self-importance
   c. reduces risk-taking behavior
   d. increases productive, goal-directed behavior
   ANS: D  PTS: 1  DIF: Remember  REF: What Are Mood Disorders?  OBJ: LO4

61. Lisa, eight years old, was recently diagnosed with bipolar disorder. Which of the following cycles of manic and depressive episodes is she most likely to experience?
   a. Six depressive episodes for each manic episode
   b. A one-week period of mania with two weeks of depression
   c. Several mood swings occurring within the same day
   d. Four cycles per year of manic and depressive episodes
   ANS: C  PTS: 1  DIF: Apply  REF: What Are Mood Disorders?  OBJ: LO4

62. What is the ratio of women to men affected by bipolar disorder?
   a. 1 to 3
   b. 1 to 2
   c. 1 to 1
   d. 2 to 1

63. Concordance rates among identical twins for bipolar disorder are commonly reported to be ____.
   a. as low as 25%
   b. 30% to 40%
   c. 60% to 70%
   d. as high as 85%
   ANS: D  PTS: 1  DIF: Remember  REF: What Are Mood Disorders?  OBJ: LO4

64. Brian has been diagnosed with bipolar disorder. One symptom he experiences during both his manic and depressive episodes is disturbance to his sleep. What links mania, depression, and sleep?
   a. Imbalances in serotonin activity
   b. Naturally occurring benzodiazepines
   c. Interaction between sodium lactate and orexins
   d. Cortisol and circadian rhythms
   ANS: A  PTS: 1  DIF: Apply  REF: What Are Mood Disorders?  OBJ: LO4
65. Who of the following is within the group most likely to have the lowest rate of bipolar disorder?
   a. Adrien, from Germany, who eats lots of boiled vegetables such as cabbage
   b. Daniel, from Korea, whose family has always eaten a lot of fish
   c. Jeff, a Canadian, who have been taking omega-3 supplements for over two years
   d. Roberto, from Italy, who enjoys tomatoes in any form
   
   ANS: B  PTS: 1  DIF: Apply  REF: What Are Mood Disorders?
   OBJ: LO4

66. Who of the following is among a group that seems to have a disproportionate risk for bipolar disorder?
   a. Paul Pierce, a basketball player
   b. Mitt Romney, a politician
   c. Mark Zuckerberg, a computer programmer/entrepreneur
   d. Angelina Jolie, an actress
   
   ANS: D  PTS: 1  DIF: Apply  REF: What Are Mood Disorders?
   OBJ: LO4

67. According to research (Bryan & Rudd, 2006), almost 20% of 18-to-20-year olds who had experienced at least ___ attempted suicide.
   a. one significant trauma in the past year
   b. one depressive episode in the past year
   c. two or more break-ups in the past year
   d. three episodes of binge drinking in the past year
   
   ANS: B  PTS: 1  DIF: Understand  REF: What Are Mood Disorders?
   OBJ: LO4

68. Suicide is the eleventh leading cause of death in the United States for all ages, but among young adults ages 25 to 34, it is the ___.
   a. leading cause of death
   b. second leading cause of death
   c. fourth leading cause of death
   d. seventh leading cause of death
   
   ANS: B  PTS: 1  DIF: Remember  REF: What Are Mood Disorders?
   OBJ: LO4

69. Who of the following is most likely to attempt and complete a suicide?
   a. A young, single White man by gun
   b. A middle-aged, married Native American man by drug overdose
   c. A young, married White woman by drug overdose
   d. A middle-aged, divorced Asian-American woman by gun
   
   ANS: A  PTS: 1  DIF: Understand  REF: What Are Mood Disorders?
   OBJ: LO4

70. Which of the following scenarios is most suggestive of someone who might intend to commit suicide?
   a. Jesse purchases bungee cords and sheets of plastic, saying that they are for her car trip home at the end of the school year.
   b. Nat purchases a significant amount of alcohol, using a fake ID, to share with his friends.
   c. Melanie cleans her dorm room from top to bottom when final exams are over.
   d. Ethan gives his roommate his hardcover collection of Harry Potter books, saying “I want you to have these.”
   
   ANS: D  PTS: 1  DIF: Apply  REF: What Are Mood Disorders?
   OBJ: LO4
71. People who choose violent methods to commit suicide, such as firearms, over less violent methods, such as overdosing on pills, have ____.
   a. higher levels of serum cholesterol in the nervous system
   b. higher levels of serotonin activity in the hippocampus
   c. lower levels of serotonin activity in the prefrontal cortex
   d. lower levels of benzodiazepine activity in the amygdala
   

72. When patients with a history of suicidal thoughts, but no attempts, were followed over a 10-year period, the patients that did commit suicide differed from the other patients in ____.
   a. their degree of hopelessness
   b. the frequency of their thinking about suicide
   c. their age
   d. the severity of their overall depression
   
   ANS: A        PTS: 1        DIF: Remember        REF: What Are Mood Disorders?        OBJ: LO4

73. A dissociative disorder is characterized by disruptions in a person’s ____.
   a. beliefs, processing, or memory
   b. identity, memory, or consciousness
   c. relationships, perceptions, and sleep
   d. visual and auditory processing
   

74. Alice experienced a period of confusion as to who she was, during which she traveled from Boston to New York under the name of Agatha Christie. This is an example of ____.
   a. depersonalization disorder
   b. dissociative amnesia
   c. dissociative identity disorder
   d. dissociative fugue
   

75. What may well-meaning therapists misinterpret as dissociative identity disorder?
   a. responses to extreme stress
   b. symptoms of schizophrenia
   c. cycles of mania and depression
   d. symptoms of generalized anxiety disorder
   

76. Somatoform disorder/somatic symptom disorder is characterized by physical symptoms ____.
   a. that are induced in order to obtain sympathy and concern
   b. that do not have an underlying medical cause
   c. that are based on false perceptions of hallucinations
   d. that are intermittent but progressive in nature
   
77. Patients with somatoform symptoms usually visit physicians very frequently, report high numbers of physical complaints, and are at risk of ____.
   a. refusing any medical treatment
   b. neglecting personal hygiene and appearance
   c. becoming dependent on pain medications
   d. criminal behavior
   ANS: C         PTS: 1      DIF: Remember
   REF: What Are Somatoform Disorders? OBJ: LO5

80. A delusion is a(n) ____.
   a. false perception
   b. belief in the supernatural
   c. instinctual reaction
   d. false, illogical belief
   ANS: D         PTS: 1      DIF: Remember

81. Mira has hallucinations and delusions. Which of the following is a hallucination, as opposed to a delusion?
   a. Mira believes that her neighbors are watching her through the television.
   b. Mira hears critical voices commenting on her every action.
   c. Mira knows that Brad Pitt, the actor, is in love with her.
   d. Mira feels that she has an important mission to complete.
   ANS: B         PTS: 1      DIF: Apply

82. John says to his mother, “I will rake the leaves this afternoon. Let’s leave soon for the store. We can store the leaves in the basement.” This is an example of ____.
   a. avolition
   b. catatonia
   c. loosening of associations
   d. delusions of grandeur
   ANS: C         PTS: 1      DIF: Apply

83. Jane sometimes sits for hours with her arm bent behind her head and one leg crossed under her. Her mother tries to reposition her but she resists. This is an example of ____.
   a. restricted affect
   b. avolition
   c. catatonia
   d. asociality

The Troubled Mind – Psychological Disorders
84. The lifetime risk of developing schizophrenia for a person in the general population is about 1%. For an identical twin of someone with schizophrenia, it is about ____.
   a. 15%  
   b. 18%  
   c. 27%  
   d. 50%  


85. Which of the following is true regarding the role of genes in schizophrenia?
   a. A single gene has been identified for schizophrenia that is present in most families that experience more than one case of the disorder.
   b. There is little support for a genetic basis for schizophrenia.
   c. Based on adoption studies, socioeconomic status is more determinative of schizophrenia than genetic factors.
   d. A large number of different genes have been implicated in the development of schizophrenia and appear to overlap with those involved with bipolar disorder.


86. One reliable correlate of schizophrenia is the presence of enlarged ventricles, which indicates that schizophrenia is associated with ____.
   a. frontal lobe activity  
   b. neural degeneration  
   c. synapses that rely on glutamate  
   d. excessive dopamine activity


87. Most patients with schizophrenia demonstrate a lower level of frontal lobe activity than healthy control participants. Why would this difference be significant?
   a. The frontal lobes are important to higher cognitive processes and attention.
   b. The frontal lobes manage motor skills and speech.
   c. The frontal lobes are important to stress reaction and the formation of memories.
   d. The frontal lobes manage vision and hearing.


88. Teens typically experience a burst of cortical gray matter growth at puberty followed by a wave of gray matter loss extending into their early twenties. Teens diagnosed with schizophrenia experience ____.
   a. no loss of gray matter  
   b. loss of abnormally low levels of gray matter  
   c. loss of gray matter that spreads in waves into the early 20s  
   d. loss of gray matter that progresses like a drip through mid-life

89. Which of the following is true regarding the role of dopamine in schizophrenia?
   a. Medications that block dopamine activity can produce schizophrenia-like hallucinations and delusions.
   b. An overactive dopamine system may be the major biochemical culprit in schizophrenia.
   c. Phencyclidine (PCP, or angel dust) can reduce schizophrenia-like symptoms by acting on synapses that use dopamine as their neurotransmitter.
   d. The dopamine hypothesis of schizophrenia accounts for 90% to 95% of the symptoms that people with schizophrenia experience.

   ANS: B  PTS: 1  DIF: Analyze  REF: What Is Schizophrenia?
   OBJ: LO5

90. What is the ratio of the incidence of schizophrenia in members of lower socioeconomic groups compared to higher socioeconomic groups?
   a. 5 to 1  c. 1 to 2
   b. 3 to 1  d. 1 to 5

   OBJ: LO5

91. African immigrants living in South London were more likely to be diagnosed with schizophrenia if they lived in a predominantly White neighborhood than if they lived in a primarily non-White neighborhood (Boydell et al., 2001). According to the text, what do these findings suggest?
   a. Persons susceptible to schizophrenia experienced downward drift to these neighborhoods.
   b. Certain ethnicities are more biologically vulnerable to schizophrenia than others.
   c. The stress of minority status might contribute to higher risk for schizophrenia.
   d. Persons may self-select neighborhoods in order to live among those similar to themselves.

   OBJ: LO5

92. Tony is sixteen. His oldest brother is in his twenties and is showing signs that the doctors now believe are related to schizophrenia. Tony and his friends enjoy relaxing by listening to music and smoking marijuana. How might this affect Tony’s risk of developing schizophrenia?
   a. It will increase it by 100%.
   b. It will not have an effect.
   c. It will increase it by 25%
   d. It will depend on whether he continues to smoke in his twenties and thirties.

   ANS: A  PTS: 1  DIF: Apply  REF: What Is Schizophrenia?
   OBJ: LO5

93. A personality disorder is defined as a disorder characterized by impairments in identity, in personality traits, and in ____.
   a. the inhibition of impulsivity
   b. the need for excitement
   c. levels of deceit and manipulation
   d. the establishment of empathy or intimacy

   ANS: D  PTS: 1  DIF: Remember  REF: What Are Personality Disorders?  OBJ: LO6

The Troubled Mind – Psychological Disorders
94. What is the name of the disorder characterized by an unusual lack of remorse, empathy, or regard for normal social rules and conventions?
   a. borderline personality disorder  
   b. avoidant personality disorder  
   c. histrionic personality disorder  
   d. antisocial personality disorder  
   ANS: D  PTS: 1  DIF: Remember  
   REF: What Are Personality Disorders?  OBJ: LO6

95. In the upcoming DSM-V, the criteria for antisocial personality disorder will ____.
   a. emphasize criminal behaviors  
   b. be more similar to the definition of psychopathy  
   c. be more similar to the definition of schizophrenia  
   d. emphasize the role of genetics  
   ANS: B  PTS: 1  DIF: Remember  
   REF: What Are Personality Disorders?  OBJ: LO6

96. Susan is serving a prison sentence for repeatedly passing fake payroll checks and using false ID cards. Under DSM-IV, which of the following is most likely true?
   a. She will be more likely be categorized a psychopath.  
   b. She will be less likely to be categorized as having antisocial personality disorder.  
   c. She likely will be categorized as having antisocial personality disorder.  
   d. She likely will be categorized as having borderline personality disorder.  
   ANS: C  PTS: 1  DIF: Analyze  
   REF: What Are Personality Disorders?  OBJ: LO6

97. Frank knew that his elderly neighbor Madge did not believe in banks and that she kept large amounts of cash hidden in her home. Frank murdered Madge one day when he knew that she would be home alone, and stole her cash. During his trial, expert testimony was presented that Frank fit the criteria for a psychopath. It is highly likely that his crime was found to be ____.
   a. premeditated  
   b. carried out in the heat of passion  
   c. due to criminal negligence  
   d. in self-defense  
   ANS: A  PTS: 1  DIF: Apply  
   REF: What Are Personality Disorders?  OBJ: LO6

98. Research on individuals with antisocial parents suggests a genetic contribution to antisocial personality disorder. Of the following, who exemplifies a survival advantage that might be related to this disorder?
   a. Gwen, who is a highly productive research scientist  
   b. Toby, who is adept at plumbing and related skills  
   c. Regina, who has the potential to be a professional opera singer  
   d. Carlos, who is a decorated hero of the Iraq war  
   ANS: D  PTS: 1  DIF: Apply  
   REF: What Are Personality Disorders?  OBJ: LO6

99. In brain imaging studies, people with antisocial personality disorder showed relatively little activity in the amygdala, which normally ____.
   a. consolidates information from short-term to long-term memory  
   b. triggers the fight-or-flight response  
   c. participates in recognition of fear and other negative emotions in others  
   d. inhibits poor judgment and impulsivity  
   ANS: C  PTS: 1  DIF: Understand

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100. Antisocial behavior is associated with abnormalities of the orbitofrontal cortex, which often leads to ____.
   a. poor judgment and impulsivity       c. amnesia
   b. murder                              d. the fight-or-flight response

ANS: A    PTS: 1    DIF: Remember
REF: What Are Personality Disorders?   OBJ: LO6

101. Corporate psychopaths score very high on measures of selfishness, callousness, and ____.
   a. impulsiveness and poor self-control          c. social deviance
   b. the remorseless use of others                d. patterns of instability

ANS: B    PTS: 1    DIF: Remember
REF: What Are Personality Disorders?   OBJ: LO6

102. What is borderline personality disorder?
   a. A disorder characterized by impairments in identity, in personality traits, and in the establishment of empathy or intimacy
   b. A disorder characterized by disruptions in a person’s identity, memory, or consciousness
   c. A disorder characterized by an unusual lack of remorse, empathy, or regard for normal social rules and conventions
   d. A disorder characterized by instability in interpersonal relationships, self-image, and emotion

ANS: D    PTS: 1    DIF: Understand
REF: What Are Personality Disorders?   OBJ: LO6

103. Denise admired her boss greatly at first. They had an intense and productive working relationship, which then turned volatile. Denise exhibited episodes of anger and self-destructive behaviors at work, and was asked to leave. She found another job, but the same pattern caused her to lose that position as well. What personality disorder best fits Denise’s behavioral patterns?
   a. antisocial personality disorder
   b. borderline personality disorder
   c. dissociative disorder
   d. major depressive disorder

ANS: B    PTS: 1    DIF: Apply
REF: What Are Personality Disorders?   OBJ: LO6

104. Mary has been diagnosed with borderline personality disorder. Based on statistics, which of the following experiences in her childhood is highly likely to have a relationship with her disorder?
   a. Mary’s father had left their mother and lived out of state, though he sometimes telephoned.
   b. Mary’s vision problems went undiagnosed for a long time and contributed to her difficulties in school.
   c. Mary was a shy child who preferred to read books in her room rather than play outside with other children.
   d. Mary’s mother drank heavily and left her children to mostly fend for themselves, except for when she got angry and disciplined them physically.

ANS: D    PTS: 1    DIF: Analyze

105. What is a disorder characterized by deficits in social relatedness and communication skills that are often accompanied by repetitive, ritualistic behavior?
   a. somatic symptom disorder
   b. attention deficit hyperactivity disorder
   c. autism spectrum disorder
   d. antisocial personality disorder

The Troubled Mind – Psychological Disorders
106. Which of the following is one of the proposed reasons for the rapid increase in autism rates over the last two decades?
   a. There is increased awareness of the disorder among parents and health care providers.
   b. There is declining availability of services for children with autism.
   c. Diagnostic criteria are more carefully applied.
   d. An unknown environmental trigger has been found.


107. Ryan is four years old. He does not like to make eye contact, does not engage in reciprocal games with his parents or other children, and does not express awareness of others’ points of view. His deficits may be due to ____.
   a. a lack of auditory filtering
   b. slow development of language skills
   c. visual and auditory sensitivity
   d. a failure to develop a normal theory of mind

ANS: D  PTS: 1  DIF: Apply  REF: Which Disorders Emerge in Childhood?  OBJ: LO7

108. Ethan, a five-year-old with autism, often rocks back and forth repetitively. He also gets upset if he cannot follow each step of his familiar routines. A possible source of repetitive or ritualistic behavior is ____.
   a. a failure to develop a normal theory of mind
   b. a general dysfunction in sensory networks
   c. slow development of language skills
   d. a low level of energy

ANS: B  PTS: 1  DIF: Apply  REF: Which Disorders Emerge in Childhood?  OBJ: LO7

109. Most children with autism have a ____ level of auditory filtering than a group of typical, healthy children.
   a. the same
   b. mildly different
   c. very different
   d. slightly lower


110. Which of the following parents may be providing a prenatal risk factor for a child with autism?
   a. Maura, a former smoker
   b. Pradip, who was not fully vaccinated as a child
   c. Ron, a 47-year-old father
   d. Jeanna, a vegetarian

ANS: C  PTS: 1  DIF: Apply  REF: Which Disorders Emerge in Childhood?  OBJ: LO7

111. Recent research attention as to causes of autism is being focused on the expression of genes during brain development, with specific attention to ____.
112. Individuals with autism have smaller minicolumns in the cerebral cortex than healthy controls. Related to information processing, smaller minicolumns ____.
   a. apply a response to similar stimuli  
   b. favor the process of discrimination  
   c. favor the process of generalization  
   d. assist in language acquisition
   
   ANS: B  PTS: 1  DIF: Remember
   REF: Which Disorders Emerge in Childhood?  OBJ: LO7

113. In the development of autism, environmental factors are likely to interact with genetics, especially ____.
   a. during sensitive periods of brain development  
   b. when the mother consumes alcohol during the pregnancy  
   c. for parents who are known carriers of genetic disorders  
   d. at the time of conception
   
   ANS: A  PTS: 1  DIF: Understand
   REF: Which Disorders Emerge in Childhood?  OBJ: LO7

114. The weight of scientific evidence (Schechter & Grether, 2008) indicates that thimerosal, a mercury-containing preservative that has been used in vaccines, ____.
   a. has been found to cause autism  
   b. may contribute to the development of autism  
   c. plays no part in the development of autism  
   d. caused autism when used in the routine measles/mumps/rubella vaccination
   
   ANS: C  PTS: 1  DIF: Understand
   REF: Which Disorders Emerge in Childhood?  OBJ: LO7

115. Liam is five years old and cannot sit still. He is almost always active and noisy and has difficulty maintaining sustained attention and following instructions in his kindergarten class. What condition might he have?
   a. autism spectrum disorder  
   b. somatic symptom disorder  
   c. generalized anxiety disorder  
   d. attention deficit hyperactivity disorder
   
   ANS: D  PTS: 1  DIF: Apply
   REF: Which Disorders Emerge in Childhood?  OBJ: LO7

116. Which of the following statements is true regarding attention deficit hyperactivity disorder (ADHD)?
   a. Fewer than 40% of surveyed pediatricians reported using the DSM criteria to evaluate cases of ADHD.  
   b. Almost 90% of the children in a very large sample who were receiving medication for ADHD met the carefully constructed criteria spelled out in the DSM.  
   c. The DSM provides precise criteria to distinguish between normal and abnormal inattentiveness and hyperactivity.  
   d. The combination of inattentiveness and hyperactivity in children is, by definition, ADHD.
   
   ANS: A  PTS: 1  DIF: Analyze
   REF: Which Disorders Emerge in Childhood?  OBJ: LO7
117. Which of the following statements is true regarding attention deficit hyperactivity disorder (ADHD)?
   a. The highest prevalence rates are in the Southwest.
   b. Regional discrepancies might represent the DSM’s varying diagnostic criteria for different parts of the country.
   c. Regional discrepancies might be associated with low socioeconomic status, which is considered a risk factor.
   d. The highest prevalence rates are in the Northeast.


118. A brain imaging study showed that, in healthy children, peak cortical thickness occurred around the age of 7.5 years, and in children with ADHD, on average around 10.5 years. This finding implies that children with ADHD ____.
   a. can be expected to lag behind their same-age peers in some tasks but will eventually experience improvement
   b. will never be as intelligent as their same-age peers
   c. can be expected to go through puberty approximately three years behind their same-age peers
   d. will never catch up with their same-age peers


119. The parts of the brain implicated in ADHD, such as the prefrontal cortex and the basal ganglia, feature large amounts of ____.
   a. benzodiazepine activity
   b. serotonin activity
   c. dopamine activity
   d. orexin activity

   ANS: C  PTS: 1  DIF: Remember  REF: Which Disorders Emerge in Childhood?  OBJ: LO7

120. Which of the following is a potential cause of attention deficit hyperactivity disorder?
   a. sugar
   b. food additives
   c. poor parenting
   d. Thimerosal

   ANS: B  PTS: 1  DIF: Remember  REF: Which Disorders Emerge in Childhood?  OBJ: LO7

ESSAY

1. For this essay, choose either obsessive-compulsive disorder (OCD) or post-traumatic stress disorder (PTSD) as a topic. Provide a brief description of the disorder. Describe an explanation of the disorder from each of the following three categories: biological, learning, and social/cultural. Provide a specific example from personal experience, or from a fictional character in a book, movie, or one of your own making.

   ANS:
   Answers will vary based on their choice of obsessive-compulsive disorder or post-traumatic stress disorder.


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2. Describe major depressive disorder, according to the DSM, and symptoms that must be present for diagnosis. Discuss the gender difference in the prevalence of depression and possible causes.

ANS: According to the DSM, major depressive disorder is characterized by depressed mood most of the day, nearly every day, for a period of at least two weeks. Patients with depression complain about feeling sad and empty, and periods of tearfulness are common. The DSM also notes that depression can produce anhedonia. Anhedonia refers to a person’s disinterest in activities that previously provided pleasure, such as sex, eating, or social activities.

To be diagnosed with major depressive disorder, a person must show at least five symptoms, one of which must be either depressed mood or anhedonia. The remaining symptoms can be divided into physical and cognitive groups. The physical symptoms of major depressive disorder are related to disturbances in autonomic function typically found in the presence of high levels of stress, described in our later chapter on stress and coping. Appetite and sleep may be disturbed. Some patients experience a loss of appetite whereas others begin to eat too much. Many patients with depression experience frequent wakefulness whereas others experience oversleeping (more than nine hours per night). Fatigue or restlessness may occur. Among the cognitive symptoms of depression are difficulty concentrating, feelings of hopelessness and worthlessness, and, in some cases, thoughts of suicide.

Women experience depression more frequently than men do. This discrepancy between rates of depression in men and women has been observed to be independent of race, ethnicity, social class, and country of residence. It is possible that female hormones may participate in mood through some currently unknown mechanism. Mood disturbances can be associated with hormonal changes in women, including postpartum depression and mood changes accompanying menopause. However, it is also possible that women are more likely than men to admit feeling depressed to others and to seek help with depression. Men may mask or cover their depressed mood by engaging in activities such as drinking alcohol.

In the general population of the United States, women make up about two thirds of all cases of major depressive disorder. In contrast, rates of depression among the Amish are equal for men and women. Psychologists have suggested that because Amish men do not drink alcohol, their depression would not be masked. The workloads of Amish women might keep their rates of reported depression lower than in the general population. These results support the idea that gender differences in depression may be less biological and more likely due to situational factors such as alcohol use and employment outside the home.
3. Describe the controversy over whether routine vaccinations in children cause autism. What is the current interpretation of the scientific evidence? What has been a consequence of parental concerns about a potential link between routine vaccinations and autism?

ANS:
In a paper later retracted by the British medical journal *Lancet*, unsubstantiated claims that the routine measles/mumps/rubella vaccination caused autism were published. Similar controversies in the United States about thimerosal, a type of mercury preservative in vaccinations, ensued, promoted by well-known figures such as model Jenny McCarthy and members of Congress.

The weight of the scientific evidence shows that vaccinations play no part in the development of autism. Cumulative exposure to thimerosal was the same for children diagnosed with an autism spectrum disorder (ASD), a narrower classification of autism (AD), autism spectrum disorder with regression (ASD with Regression, in which the child makes normal progress, then develops symptoms), and healthy controls.

Despite the clear data and reassurances from medical experts, worried parents have withheld vaccinations from their children, leading to increasing numbers of cases of life-threatening, preventable diseases that had previously been believed to be under control. For example, in the first half of 2008, measles cases in the United States doubled compared to the rates observed between 2000 and 2007, and all cases involved unvaccinated school children.

4. For centuries, people have believed myths and misconceptions about psychological disorders and the people who suffer from them. Modern psychological research has allowed us to correct some of these misconceptions. As a result, many people have changed their ideas about mental and emotional disorders. Think of a common misconception you have observed in society or in your personal experience. How could information from research be used to change people's views of psychological disorders? How can this information help us to better understand people who experience mental and emotional disorders?

In a multi-paragraph essay, describe the misconception you observed and discuss how information from research could be used to change this misconception about psychological disorders and the people who suffer from them. Be sure to include details from class materials, readings, and research on psychological disorders to support your discussion.

ANS:
Answers will vary.

References and Objectives:

- REF: Which Disorders Emerge in Childhood?
- OBJ: LO7

- REF: What Does It Mean to Have a Psychological Disorder?
- OBJ: LO1

- MSC: Vantage