

Exam 2

1. "The magical number seven, plus or minus two" refers to the capacity of

- A. episodic memory.
- B. semantic memory.
- *C. short-term memory.
- D. flashbulb memories.

Correct Proportion: 0.954545

This number, made famous by George Miller and many other cognitive psychologists, indicates the total capacity of most people's short term memories. There is nothing specific about the types of memories (semantic, episodic, etc.) that we study with this number, it just indicates how many of them can take up these 7 plus or minus 2 items.

2. The "central executive" sometimes known as the "executive control" aspect of working memory is responsible for

- A. storing visual memories.
- B. controlling muscle movements.
- *C. shifting attention.
- D. rehearsing sounds.

Correct Proportion: 0.798165

This question referenced the model of working memory introduced by Allen Baddelley. Baddelley proposed that our working memory can be broken down into parts, our phonological loop (audio/language related memory), or visuospatial sketchpad (spatial related memory), the episodic buffer (past memories), and our central executive (the component that decides how much of our working memory resources should be dedicated to each component).

3. The discovery of the "cocktail effect" when examining the concept of short term memory and attention shows that

- A. our mind has the ability to completely block out information that is presented to it if desired.
- *B. the filter model of attention does not fully explain how attention works.
- C. our energy level greatly impacts our memory capacity.
- D. our bodily state can have a dramatic impact on our attention abilities.

Correct Proportion: 0.311927

This was apparently an "unfair" question, so everyone got credit for this. That being said, the answer that most people chose (A) indicates that there was a lack of comprehension about how this effect works. Though one part of the cocktail effect does indeed relate to our ability to block out unwanted information from our attention, the fact that we can quickly switch our attention to something that we thought we were blocking out (say, our name), shows that our minds aren't completely blocking the peripheral information. This ability to attend to things that we didn't even know we were paying attention to disproves the filter model of the attention, and therefore, supports the answer B.

4. The "Stroop Effect" reveals that

- *A. there is a tendency for automatic processes to sometimes hinder controlled processes.
- B. there is a tendency for controlled processes to sometimes hinder automatic processes.
- C. our ability to pull memories are being limited to what we have recently encountered.
- D. the ability for us to be able to recall events that are completely unrelated to the environment.

Correct Proportion: 0.872727

The “stroop effect” is a great example of the differences between controlled and automatic processing. In it, people are asked to identify the colors of words shown to them. When the colors of the words match the words themselves (hence a blue colored word “blue”) people do very well. However, when the words do not match the colors (hence a red colored word “blue”), people really struggle to identify the actual colors of these words quickly. This shows that reading is a more automatic process than identifying the color of things—at least for people that can read at a level that makes the process of reading automatic.

5. When you remember how to tie your shoes, what type of memory is this?

- A. factual
- *B. procedural
- C. episodic
- D. state dependent

Correct Proportion: 0.972727

This was a straight definition based question—one which most of the class got correct. Since the question is referring to a memory of an action, we call this a procedural memory. Asking someone to recall the specific time when they first or last tied their shoes would be an episodic memory. Asking someone if we CAN tie shoes would be testing for a factual (usually called semantic) memory.

6. Your friend asks, "What's the name of our chemistry lab instructor? I think it starts with a J." This is which type of memory test?

- A. implicit memory
- B. recognition test
- C. savings
- *D. cued recall

Correct Proportion: 0.909091

This was a question that probed into the different means of measuring memory that we have at our disposal. Since this example indicated that a person was asked to come up with an answer, but had a hint that could provide a means to get to that answer (a cue), we call this a cued memory test. If the person was asked to identify the name of the instructor out of a list of names, we would call this a recognition test—the answer that most people gave when getting this question wrong.

7. If you are in the process of trying to elaborate on the details of a lecture in order to remember it better, you are doing something that should increase your memory of the class by altering the _____ process of memory.

- *A. encoding
- B. storage
- C. retrieval
- D. rehearsal

Correct Proportion: 0.675926

This was apparently a more difficult question than was intended. Since the activity listed above involves process being done AS INFORMATION IS BEING PRESENTED, we call this process encoding. If the question referenced something being done after the information was first processed (storage or rehearsal), or as it was being recalled (retrieval), the technique would be associated with different terms.

8. When Ebbinghaus pioneered the experimental study of memory, what did he memorize?

- A. poetry

- B. Bible passages
- *C. nonsense syllables
- D. word pairs

Correct Proportion: 0.990909

This was apparently a question that was TOO easy. Yes, Hermann Ebbinghaus did spend years testing the basic components of memory by attempting to detect his own mind's ability to retain bits of information that he called "nonsense syllables". This work was the cornerstone of early memory research, showing us how we could test the complex topic of memory in a scientific way.

9. Reece has just been in a car accident. Which statement about his memory is likely FALSE?
- A. his memory of events before and after the event would be very poor right after the accident
 - B. his memory of events right before the event would eventually improve as time passed
 - C. he might never be able to recall the event
 - *D. his memory of events right after the event would eventually improve as time passed

Correct Proportion: 0.309091

This was the other "unfair" question of the test. Primarily because your instructor mistakenly marked D as correct (he's also the one writing this key, so lay off). Not only was this question about a disparate topic only covered briefly, but research suggests that our memory impairment of events right after a trauma to the brain never really increases. Everyone was given credit for this question.

10. According to the principle of encoding specificity, to do well on a test you should
- A. study in a variety of places and times of day.
 - *B. study at the same time and place as you will be tested.
 - C. study with a friend who can provide encouragement.
 - D. do all your studying the night before the test.

Correct Proportion: 0.909091

Though there are many ways to improve test performance, the concept of encoding specificity relates to our ability recall more information when we are asked to reproduce it in the same medium that we were presented it in. This could apply to environment (like answer B), or it could apply to the language that information was presented in, or the internal state of our body when we are learning information. Since B was the only answer that related to this concept, it was the only answer that was correct.

11. Although patient H.M. suffered severe amnesia, he remained fairly normal in his ability to learn
- A. the meanings of new words.
 - B. new factual information.
 - *C. new skills.
 - D. the names of people who have become famous since his operation.

Correct Proportion: 0.754545

Research surrounding the very special individual HM--a man who had a part of his hippocampus damaged and lost the ability to encode new factual information (both semantic and episodic)—was extremely telling in reference to how our minds were able to encode, store, and retrieve information. Studies on him revealed that despite his inability to learn new facts, he still retained the ability to learn new skills (procedural memory). He also retained the ability to display some forms of a type of memory called implicit memory.

12. Research on implanted (false) memories show that
- A. it is almost impossible to implant a false memory.
 - *B. suggesting that something might have occurred may implant or distort a memory.

- C. implanted memories work well for children, but cannot work for adults.
- D. courts should accept memories that are recovered by licensed therapists, but not by people that recovered memories on their own.

Correct Proportion: 0.927273

There have been many researchers that have studied the notion of false memories in our history of psychology, but the biggest champion in this area is Elizabeth Loftus. Through numerous studies where she presented people with false information about something and then tested their memory (sometimes of recently experienced events, other times of distant events), she found that the mere suggestion of something having occurred, or even just the wording of a question, could cause someone to reconstruct their memory. Her research showed that this worked very well for children and could surprisingly also work for adults.

13. The hindsight bias is the tendency to

- *A. overestimate how likely some event had seemed, after we know it already happened.
- B. dislike the people who dislike us.
- C. alter our perceptions and memories to match those of the other people we know.
- D. remember pleasant events and forget unpleasant ones.

Correct Proportion: 0.918182

The hindsight bias is often linked to the topic of memory reconstruction. In particular, it explains how we have the innate ability to re-remember our thoughts and emotions leading up to and during an event in order to align those thoughts and emotions with the outcome of the events. For example, you might have been torn about what would happen in a football game, but after having seen it, you suddenly recall having “known all along” that the team that eventually won the game was going to win.

14. What basic conclusion follows from the research on change blindness?

- A. Our attention is automatically drawn to anything that changes.
- B. We are evolutionarily prepared to detect change, not sameness.
- *C. We notice only the gist of a scene and a few details we attended to.
- D. Attention wanders randomly and unpredictably from one item to another.

Correct Proportion: 0.881818

Change blindness is a term used to describe the phenomenon where we are unable to detect changes in the environment (usually subtle) when our attention is being drawn elsewhere or interrupted for a second. This suggests that our perception of the environment is not really an accumulation of each detail of what is being presented, but merely a gist of the information that we are being presented.

15. What is a prototype?

- A. an exception to the rule
- B. a defining characteristic or list of characteristics
- C. a term that has not been defined
- *D. a typical example of a category

Correct Proportion: 0.963636

This was apparently an easy definition question. Prototypes are indeed typical examples of a category. They were a critical topic of discussion during the thinking section. In it, we discussed how people categorize different items together. The notion was that there are specific examples (prototypes) that we sometimes use when determining not the necessarily categories, but how “well” an item fits into a category.

16. If you associate LION with TIGER, then hearing LION will temporarily increase your speed and accuracy of seeing or hearing TIGER. This type of "priming" supports the idea of

- *A. spreading activation.
- B. the von Restorff effect.
- C. depth of processing.
- D. hindsight bias.

Correct Proportion: 0.724771

The theory of spreading activation supposes that once an item in our memory is accessed, related items are more easily accessible in our minds immediately afterward. This is what we see above in the example. Surprisingly, many students that got this wrong circled the von Restorff effect, an obscure effect that focuses on how isolated items are more memorable when they stand out amongst other items.

17. In which situation would a heuristic be most useful?

- A. when you encounter a problem that is impossible to solve
- B. when you have committed yourself to one hypothesis
- C. you can only think of a few ways to test a hypothesis
- *D. you have too many hypotheses to test

Correct Proportion: 0.587156

This question referenced the differences between algorithms and heuristics. Algorithms will always get us to a correct answer to a problem (assuming there is a correct answer—in which case, neither approach will work). However, they often take longer and require a lot of tests when the problem is complex. Heuristics are short-cuts that can often get you to a correct answer for a problem quickly, especially when your heuristic is good. They're not guaranteed to get you to a correct answer, but when you have way too many hypotheses to test through an algorithm, the heuristic becomes almost necessary.

18. What are algorithms?

- A. mental representations of spatial arrangements
- *B. mechanical, repetitive mathematical procedures for solving a problem
- C. strategies for simplifying a problem or for guiding an investigation
- D. highly typical members of a category

Correct Proportion: 0.863636

This references the question above. It is more of a definitional question. Algorithms indeed are procedures used to solve a problem that will always get us to a correct answer—again, assuming that there is one for the problem being presented. This question again was addressing the thinking topic where we compared algorithms to heuristics, discussing the question about logic and the mind.

19. The tendency to look for evidence supporting one hypothesis without considering other possibilities is the

- A. availability heuristic.
- B. sunk cost effect.
- *C. confirmation bias.
- D. framing effect.

Correct Proportion: 0.936364

This was a definition based question. The availability heuristic deals with our attempt to determine the prevalence of something by determining how easily we recall that something. The sunk cost effect relates to our tendency to overvalue something if we have already committed resources to it. The

framing effect deals with how our estimates of something can be shaped by the framing of the questions being asked (for example, if I asked “do more than 10% of people cheat on exams”, and then asked you “what percentage of people cheated on exams”, your answer would be closer to 10% than if I asked initially “do more than 50% of people cheat on exams”). The definition given in this question doesn’t match any of the aforementioned terms, it matches the confirmation bias.

20. During the lecture on categorization issues, which of the following topics was NOT discussed as an example of how difficult it actually is sometimes to create/identify categories?

- A. the definition of planets
- B. determining if a tomato is a fruit or vegetable
- *C. determining the rules for geometric figure categories
- D. defining the concept of a game

Correct Proportion: 0.345455

Alas, this was merely a question that checked on your memory of topics covered in the online lecture—which the class didn’t do very well on. Though each of the topics above were covered in lecture, the one that did NOT relate to the difficulty that we have with categorization was the discussion of geometric figures. In fact, the topic of categorizing geometric figures was used as an example of how EASY categorization could be in certain, but rare, situations.

21. California is currently in the process of building a high-speed train that goes from Northern California to Southern California. Which of the following statements about the project is true based on the sunk costs theory?

- A. Even after investing a lot of time into the project, cancelling it would still be easy if there hadn’t been any financial resources invested.
- B. Ironically, after investing financial resources and a lot of time into the project, a sudden change that decreases the cost of the project would subsequently lower our desire to pursue the project less.
- C. An increase in cost for the project would have been seen as even less acceptable after we had already invested money in the project.
- *D. Any investment—time or money—in the project would have made it more difficult to cancel the project than before there had been an investment.

Correct Proportion: 0.881818

This question is alluding to the sunk cost effect that cognitive psychologists have discovered. It suggests that we tend to increase our value of something, increasing our willingness to commit even more to something, after we have already invested something into that thing. This commitment can be either time, money, or any other resource that we can dedicate. In essence, it implies that we don’t like to waste our time on things, so we value things that we’ve worked on more than things that we haven’t put work into.

22. Most people would prefer to take an action to save 200 lives for sure than an action with a one-third chance of saving 600 lives. Which of the following is most likely to change their choice?

- *A. Reframe the question to ask about avoiding a loss of lives instead of saving lives.
- B. Tell people to think over their decision and talk about it with their friends.
- C. Ask people to imagine that everyone else is watching them decide.
- D. Change the order so people hear first about possibly saving one-third of the lives.

Correct Proportion: 0.908257

This question relates to the topic of question phrasing or framing. It came straight from the online lectures. In the lecture, we discussed a study that found that rephrasing a question from a “loss

situation” to a “saving situation” could greatly impact people’s willingness to approach chance over certainty—even when the odds relating to the chance situation are exactly the same.

23. In the early 1900s, several psychologists reared chimpanzees as if they were children and tried to teach them to talk. What was one major reason for their failure?

A. The studies were done before psychologists learned about operant conditioning.

B. The psychologists did not provide adequate reinforcements for speech.

*C. Chimpanzees have trouble making human sounds.

D. Chimpanzees cannot learn to communicate in any way.

Correct Proportion: 0.862385

Though there have been several studies to show that chimpanzees can learn basic language and express it in sign language fairly well, most biologists have argued that chimpanzees will never be able to talk like humans simply because they did not develop the physiology necessary to speak. There is still some debate about the extent of language comprehension and expression through other mediums (i.e. sign language) that chimpanzees can develop, but the debate on other talking primates has been settled (sorry Planet of the Apes).

24. Binet and Simon developed the first intelligence tests in order to measure

A. creativity.

*B. the skills that children need for success in school.

C. cognitive impairment in victims of head injury.

D. job skills in adult factory workers.

Correct Proportion: 0.990826

Alfred Binet and his student Theodore Simon were tasked by the French ministry of education to help find children that could not profit from the traditional education system. Therefore, they created what many consider the first intelligence test. This test aimed to detect the presence of certain cognitive skills that they believed were necessary for success in school.

25. If people of different generations took the same IQ test, standardized long ago and not re-standardized, today’s young adults would score, on the average:

*A. higher than their parents or grandparents.

B. higher than their parents but lower than their grandparents.

C. about the same as their parents and grandparents.

D. lower than their parents and about the same as their grandparents.

Correct Proportion: 0.889908

This question was getting at the topic of the Flynn effect—a topic that many college students can rub in the faces of their instructors and parents. Namely, it shows that each successive generation has continued to improve in their average performance on the standardized IQ test. This has then required test creators to make the tests more and more difficult. Of course, since the tests are still standardized, the average IQ score for these tests is still an IQ score of 100 (the typical “average” score for almost all IQ test).

26. Someone who scores 115 on the WAIS-III has scored

A. better than 25% of people the same age.

B. better than 50% of people the same age.

*C. better than 84% of people the same age.

D. worse than 84% of people the same age.

Correct Proportion: 0.724771

This question required knowledge of a few aspects of IQ scores. To understand this question, you needed to know that the average IQ score on the WAIS-III (and almost all IQ tests) was 100. Then you needed to know that the standard deviation of this and most IQ tests was 15. Then, you could conclude that this person was 1 standard deviation above the average IQ score. And from this, you needed to realize that 1 standard deviation above the average meant that someone scored in roughly the 84th percentile (or better than 84% of those that took the test).

27. The sequence of words as they are actually spoken or written is called the _____

*A. surface structure.

B. prototype.

C. deep structure.

D. transformational grammar.

Correct Proportion: 0.862385

This was merely a definition based question that referenced the language topic. When it was covered, we discussed the many components of language. Each component varies greatly in size and utility. This question about the specific sequence of words related to the concept of surface structure—something that most of the class was able to identify.

28. The goal of each of the circumplex models of emotions, as well as Wundt's 1899 Dimensions of Feelings model, is to _____.

A. determine how emotions are caused

B. categorize emotions into basic and learned categories

*C. organize emotions along different facets found within them

D. recognize the biological responses to each major emotion

Correct Proportion: 0.638889

Though a large number of circumplex models of emotions have been created over the years, their goal is always the same. Each focuses on a collection (usually 2) of aspects of emotions, and then compares various emotions to each other by where they land on the spectrum of the generated aspects for each model. It can be used to both help us understand the components of emotions and to help us better categorize emotions into different groups.

29. According to the James-Lange theory:

*A. emotion is our perception of autonomic changes.

B. frustration leads to aggression.

C. intermediate arousal levels produce the best performance on difficult tasks.

D. the limbic system of the brain is critical for emotional behavior.

Correct Proportion: 0.908257

The first theory about how emotions were evoked came from William James and Carl Lange. They proposed—in a quite controversial way—that our emotions might not dictate how our bodies change in reaction to them, but instead, we might determine the emotions that we are feeling a result of the way that our body is acting. In essence, you see a bear, your body reacts, based on this reaction, you sense the emotion that the seeing of the bear has generated.

30. Psychologists who believe in the existence of a few "basic emotions" cite as evidence in support of their position the fact that

*A. people throughout the world recognize certain facial expressions of emotion.

B. each emotion depends on a specific neurotransmitter, and no two are the same.

C. people feel only one emotion at a time.

D. certain "emotion-blind" people feel only one emotion, and never feel any other.

Correct Proportion: 0.972477

Most research on basic emotions has stemmed from research looking at the face. This notion of looking for emotions on the face has been traced all of the way back to the famous evolution theorist Charles Darwin. In his research, he surmised that if emotions were evolved mechanisms, we would have a basic set of them that could manifest themselves in people in a universal way that transcended cultures and ages without having to be learned. This led us to looking for these basic emotions in the face—something current emotion researchers still lean on heavily.

31. What do the motivation researchers Harry Harlow, Sigmund Freud, Henry Murray, and Abraham Maslow all have in common?

- A. their research on motivation focused on childhood experiences
- B. their research on motivation was usually only applicable to males
- *C. most of their research on motivation revolved around the concept of needs
- D. all of them concluded that motivation for specific things came from learned experiences

Correct Proportion: 0.850467

Though all of the researchers listed above studied very different topics, the one universal theme behind all of their topics was the concept of "needs". Harlow studied the "need" for physical contact. Freud, the sexual "needs". Murray studied our implicit "needs" (achievement, affiliation, and power). And lastly, Maslow studied the hierarchy of "needs"—a concept linked to clinical and personality psychology.

32. Robin, who enjoys painting, gets offered a scholarship and a monthly salary to go to a prestigious art school that will sell his work while he is attending. Researchers that first studied motivation and discovered the over-justification effect would suggest that

- *A. he would enjoy painting less when he begins to be extrinsically incentivized for his work.
- B. he should enjoy painting even more when he has the resources to pursue the endeavor.
- C. the money and scholarship should have no impact on his enjoyment of painting.
- D. the scholarship should increase his liking of painting, but the salary should decrease his liking.

Correct Proportion: 0.777778

The over-justification effect is a topic studied by motivational psychologists. It examines the occasionally volatile relationship between implicit and explicit motivators that drive us in our everyday behavior. In particular, it suggests that many of our implicit motivators to perform an action can be seen as less valuable if we start to be offered explicit motivators for the same actions. The sentiment often linked to this is: "if this was something I could enjoy on my own, why am I getting paid for it?"

33. Motivation researchers that discuss "A" and "B" states when explaining addiction—like why potato chips are so addicting once you eat one—would contend that _____ is what is compelling you to continue acting on an addiction based behavior.

- A. enhancing the "A" state
- B. avoiding the "A" state
- C. enhancing the "B" state
- *D. avoiding the "B" state

Correct Proportion: 0.385321

This was a fairly difficult question unless you examined the topic of addiction discussed in the motivation lecture in depth. In it, we covered how researchers studying the topic focused on what they call "A" and "B" states. "A" states are the positive result of an addicting item, and the "B" state being the crash/withdrawal experienced after the "A" state has worn off. Researchers have suggested that our addiction to something as simple as potato chips can be explained by looking at our implicit drive to

avoid the crash or craving that comes creeping in right after the rush that is experienced when eating a chip—there’s a reason for the saying “bet you can’t eat just one”.

34. In the Doctrine of Situationism introduced by John B Watson and BF Skinner, the ____ is considered of critical importance when examining human behavior.

A. f of the formula $B=f(P,E)$

B. P of the formula $B=f(P,E)$

*C. E of the formula $B=f(P,E)$

D. B of the formula $B=f(P,E)$

Correct Proportion: 0.486239

Psychologists that study the doctrine of situationism are social psychologists. They focus on the environment and the series of events that led up to a moment in time when attempting to predict someone’s behaviors in that moment. In the formula listed above, the environment is the E in the $B=f(P,E)$. As a side note: the B was the “behavior”, and the P was the “personality”.

35. In an attempt to discuss the interaction between the individual and the social situation when explaining the cause of a behavior during the first social interaction class, we examined different studies that examined

*A. how late/early people were to appointments.

B. how mean/nice people were to strangers.

C. the number of interactions that people had within a day.

D. the academic abilities of college students.

Correct Proportion: 0.394495

This was a “did you watch your lecture presentation check”—and the results were discouraging. When looking at the interaction between environment (in this case, time) and personality (in this case, morning and evening people) we covered the series of studies that were done to predict who would be most likely to arrive late to an appointment. In the discussion, it was revealed that BOTH environment and personality were critical factors that needed to be considered when determining who would be late and what percentage of people would be late.

36. In the hierarchy of explaining where a behavior came from, which would not only be considered the most advanced, but probably also the most correct explanation for behavior?

*A. The doctrine of reciprocal determinism

B. The doctrine of situationism

C. The doctrine of traits

D. The doctrine of interactionism

Correct Proportion: 0.555556

The doctrine of reciprocal determinism states that the individual himself or herself, the individual’s environment, and the individual’s personality all interact with each other when producing the actions that we take in our every day. If we study any of these components alone, we might be able to explain some of our behaviors, but the explanation would be incomplete and less accurate than when we look at all of them combined and the way they interact with each other.

37. To get from categorizing emotions based on individually identified traits to generating the big 5, researchers used the statistical technique of the _____.

A. t-test

*B. factor analysis

C. ANOVA

D. MANOVA

Correct Proportion: 0.733945

Though a difficult question, many of you got this one right. As was covered in the book and briefly skimmed over during the lecture, to get to the big 5, Bob Costa and Robert McCrae did indeed use the mathematical tool of the factor analysis to determine that we seem to only need 5 traits to encapsulate most of what makes us unique. The factor analysis can really be seen as a fancy version of the correlation measure that we discussed in the statistics portion of the class. It looks for overlaps between different measures in order to determine if those measures go together or not.

38. Which of the following is NOT one of the "Big 5" traits?

- A. conscientiousness
- B. openness to experience
- *C. energy
- D. neuroticism

Correct Proportion: 0.990741

Apparently this question was too easy. The Big 5 are "openness to experience", "conscientiousness", "extraversion", "agreeableness", and "neuroticism". "Energy" is not a Big 5 trait—though one could probably link it to one or two of the Big 5 traits.

39. According to Freud, the "anal stage" is

- *A. a normal part of psychosexual development.
- B. an indication of probable parental abuse.
- C. the result of failure to thrive during the oral stage.
- D. an indication that someone's superego is dominating over the id.

Correct Proportion: 0.944954

Though Freud was not discussed in detail during the lectures—primarily because of Dr Kihlstrom's feelings about him—he was covered in the book. This question referencing the "anal stage" was referencing Freud's very controversial psychosexual stages of development theory. In essence, he implied that just like we developed cognitively, we developed sexually. In this theory, he also implied that instead of learning things in these stages, our erogenous zones and concept of sex changed through the stages. Additionally, our unmet needs from each stage can result in later fixations.

40. Freud's theory of personality is an example of a _____ theory.

- A. functional
- B. Gestalt
- C. humanistic
- *D. psychodynamic

Correct Proportion: 0.889908

We call Freud's theory of clinical psychology the psychoanalytic theory. We call his theory of personality the psychodynamic theory. It implies that our personality is a byproduct of a collection of drives, both conscious and unconscious, both past and present, that are pushing us to exhibit specific behaviors. These behaviors are said to eventually result in the thing that we describe as our personality.

41. What did Carl Rogers emphasize in his humanistic approach to personality?

- *A. People have a natural drive to strive for excellence.
- B. The sex drive and the striving for superiority are equally strong.
- C. Without social pressures, people would be inactive or destructive.
- D. People have a collective unconscious as well as a personal unconscious.

Correct Proportion: 0.853211

Rogers was a very big contributor to the fields of clinical and personality psychology. He argued that we could do away with the topics of sex, the unconscious, and the negative nature of mankind when attempting to explore what created a person's "personality". His research focused on the notion of "selves", "self-actualization", and the inherent positive nature of human beings.

42. Researchers attempting to use the "big 5" to predict behavior have
- A. been able to predict a number of trait related behaviors with almost perfect certainty.
 - *B. met a ceiling of a correlation of about .3 for almost all behaviors and traits.
 - C. found dramatically different relationships between behaviors and traits, some near perfect, while others non-existent.
 - D. only found relationships between 3 of the big 5 and behaviors. The other two don't seem to ever overlap with behaviors linked to those traits.

Correct Proportion: 0.587156

Though many of you were able to identify one of the Big 5 traits easily in an earlier question, apparently a larger percentage of the class missed or simply couldn't recall the section in a later presentation that discussed the attempts of researchers to use the Big 5 to predict personality related behaviors. It is frustratingly true (at least for personality psychologists) that the Big 5 cannot predict behaviors of individuals very well. Though the correlations change from person to person and situation to situation, we see most of the correlations settling at around a universal cap of about .3 when attempting to just use Big 5 traits to predict the different behaviors exhibited by people in a social situation.

43. Research has shown that forcing you to hold a smile while watching a short film should probably
- *A. make you like the film more than you would have if you weren't smiling.
 - B. make you like the movie less than you would have if you weren't smiling.
 - C. have no impact on your perception of the movie.
 - D. cause you to have a more extreme perception of the movie, regardless of whether or not it is positive or negative.

Correct Proportion: 0.853211

This question related to the interesting emotion and social psychology research that unequivocally has shown that our emotions might not only show up on our face, but our face can also actually impact our emotions. You have to look no further than the "pre-Thanksgiving" class of Dr Kihlstrom's where he played the lecture out with a song to understand the value of this discovery—and if you can't recall what this is referencing, please review the lectures because this was an exceptionally entertaining component to the lectures looking at the power of our own actions.

44. Psychologists Latane and Darley propose that no one helped Kitty Genovese when she was attacked near her apartment in New York in 1964 because
- A. nobody realized she needed help.
 - B. it appeared that she was the one who was doing the attacking.
 - C. nobody wanted to get involved out of fear for their own life.
 - *D. everyone knew there were other people who could, and presumably would, help her.

Correct Proportion: 0.954128

This question was in reference to something that psychologists call the bystander effect—an effect that first started being examined by psychologists as a result of the Kitty Genovese case. Though Latane and Darley tied many different components to the case, the underlying message that they gave was: most people probably didn't help because there were so many there that potentially could.

45. According to the theory of cognitive dissonance, which of the following would be most likely to make someone enjoy some boring task?

- A. Frankly admit that everyone else considers the task dull.
- B. Physically force the person to do the task.
- *C. Provide just a minimum reward for doing the task.
- D. Reward the person well for doing the task.

Correct Proportion: 0.513761

Cognitive dissonance is a state of mind that results when our behaviors do not match up with our feelings. If something is boring, but we can justify doing it because we're forced to do it, or we've received a reward, we won't experience cognitive dissonance. Thus, we wouldn't feel a need to change our opinion of the task. If, however, we are coaxed into doing a task with almost no reward for doing it, we'll experience cognitive dissonance. And since we cannot undo the task that we've already done, we might instead decide that the task wasn't that bad after all.

46. In a classic study, Solomon Asch measured conformity by testing

- A. how much the opinions of jurors in a courtroom trial changed after the jury discussed a case.
- *B. whether someone would agree with a majority that gave wrong answers in a visual-judgment experiment.
- C. how much an address by the president of the United States changed public opinion as measured by a survey.
- D. how much the smoking and drinking habits of high-school students differed from those of their parents.

Correct Proportion: 0.972477

Solomon Asch's line study is a classic social psychology experiment. In it, he simply asked participants to match the length of several lines while surrounded by confederates that were intentionally giving several wrong answers—though the participants didn't know that these individuals were confederates, nor did they know that they were intentionally giving wrong answers. He was able to show that nearly 3 in 4 participants would bend to a completely wrong group at least once, and they would bend to that group about 33% of the time overall—of course, this was only when the group gave a unanimous wrong response.

47. In Milgram's research on obedience

- *A. participants thought they were shocking someone else, although they really weren't.
- B. participants did not think they were administering shock to someone else, although they actually were.
- C. the "learner" was a real participant, while the "teacher" was a confederate of the experimenter.
- D. teachers who refused to shock learners were threatened with shock themselves.

Correct Proportion: 0.834862

Stanley Milgram's very disturbing study that he later called "Obedience" revealed how easily we can succumb to the instructions of an authority figure—even if it results in us causing harm to another individual. In his study, he had participants supposedly shock someone that was learning word pairs, every time that person got a word pair wrong. The shocks in the study were supposedly getting stronger and stronger after each wrong answer, and the "learner" eventually gave enough wrong answers to result in a "XXX Danger-Extreme Shock" voltage level shock. The "learner" of the study was actually a confederate, and was not receiving shocks, but nonetheless, Milgram's research showed how far we can go we instructed to do so by an authority figure.

48. The mere-exposure effect refers to the fact that

- A. we dislike people we are merely exposed to if we are unable to interact with them.
- B. proximity makes people like each other less.
- C. we prefer people we have merely been exposed to over those we know well.
- *D. we increase our liking for people who have become familiar.

Correct Proportion: 0.93578

This was a topic covered in the attraction readings. It suggests a reason for one of the big factors that impacts our desire for another person—their proximity. In particular, it contends that since we tend to report increased liking of things and people that we see regularly, we'll probably find those people and things more desirable than those that we do not see very often.

49. Our first impression of somebody may influence the way we treat that person and they, in turn, may react in accordance with the way they are being treated. This can lead to what is termed

- A. reaction formation.
- *B. self-fulfilling prophecy.
- C. repression.
- D. attribution.

Correct Proportion: 0.715596

This was a big topic covered in the social perception readings covered for the class. Self-fulfilling prophecies are believed to be a big reason for why many people that we judge very quickly often tend to conform to our expectations—at least around us. It also is something that has been used to explain how some people might feel compelled to align with stereotypes assigned to them after multiple encounters with people that hold those stereotypes.

50. When exploring the interaction between our personality, behaviors, and the environment, Walter Mischel ran a study examining various children's abilities to _____ in order to study the concept of delay of gratification.

- A. avoid cheating on an exam
- *B. resist the temptation to eat a marshmallow
- C. deal successfully with a bully
- D. play with another child during an interactive task

Correct Proportion: 0.972222

Mischel's classic delay of gratification study was covered in both the personality readings, social psychology readings, and the lectures—it's that important. It suggests that we develop these skill sets called competencies to interact with specific environments we expect to encounter so we can maximize our ability to get what we want out of each environment. Mischel's research involved asking a child to put off eating a marshmallow for a short period of time in order to obtain a reward of getting a second marshmallow.