

3

1. Which of the following statements about social perceptions is false?
 - A. We perceive and recall events through the filters of our own assumptions.
 - B. We expect certain events, and our expectation sometimes helps bring them about.
 - C. We judge events by implicit rules that guide our snap judgments.
 - D. We base decisions primarily based on the priorities of others.

2. The act of automatic (uncontrolled) activation of particular associations in our memory is best known as the
 - A. priming effect.
 - B. confirmation bias.
 - C. belief perseverance.
 - D. the misinformation effect.

3. To retrieve a memory, you need to activate one of the strands that leads to it, a process known as
 - A. belief perseverance.
 - B. reconstruction.
 - C. priming.
 - D. induction.

4. Priming studies examining the unconscious suggest that the unconscious
- A. is a superstitious belief.
 - B. controls our feelings.
 - C. has no control on our behaviour
 - D. may control much of our behaviour.
5. Jennifer is home alone and has just finished watching the movie re-make of the Texas Chainsaw Massacre. She hears a noise in her garage and becomes very afraid as she thinks someone may be trying to break into her house. This example best represents the concept of
- A. the availability heuristic.
 - B. the priming effect.
 - C. counterfactual thinking.
 - D. belief perseverance.
6. Research has demonstrated that when shown a face with a neutral expression, participants will interpret the expression as cruel or kind according to what they had been previously told about the individual (e.g., Gestapo leader versus leader in the anti-Nazi movement, respectively). Studies such as this demonstrate
- A. how our preconceptions shape our interpretations of others.
 - B. how priming changes our interpretations of neutral stimuli.
 - C. that we infer traits of individuals based on their physical appearance.
 - D. how our own biases are more influential than information we are told by others.

7. The process where people associate traits that we talk about other people having with ourselves (e.g., you talk about how another person is a gossip, some people may unconsciously associate gossip with you) is known as
- A. counterfactual thinking.
 - B. the priming effect.
 - C. spontaneous trait transference.
 - D. confirmation bias.
8. In a study of what's been called the "hostile media phenomenon," Valone, Ross, and Lepper (1985) showed pro-Israeli and pro-Arab students network news coverage of the 1982 killing of civilian refugees in Lebanon. Results showed
- A. both groups perceived the news to be hostile to its side.
 - B. only pro-Israeli students perceived the news to be hostile to its side.
 - C. only pro-Arab students perceived the news to be hostile to its side.
 - D. both groups perceived the news to be sympathetic to its side and hostile to the opposing side.
9. Ross, Lepper, and Lord showed mixed research results on the deterrence effect of the death penalty to students who either favoured or opposed the death penalty. Showing the two sides this identical body of mixed evidence
- A. had no effect on their pre-existing opinions.
 - B. narrowed the disagreement between the two sides.
 - C. changed the views of the pro students but not the anti.
 - D. increased the amount of disagreement between them.

10. What concept best explains why disputing labour and management representatives may both perceive an impartial mediator to be biased toward the other side?
- A. Belief perseverance
 - B. Misinformation effect
 - C. Illusory correlation
 - D. Powerful preconceptions
11. Suppose a group of people who oppose gun control is presented with research evidence that is ambiguous about how well gun-control legislation will deter crime. Some of the evidence suggests that such laws would reduce crime, whereas other evidence suggests it would be ineffective or even backfire. After reviewing the evidence, how will most people in the group react?
- A. They will be less opposed to gun control legislation.
 - B. Their attitudes will be unchanged, but they will call for more research.
 - C. They will become more strongly opposed to gun control legislation.
 - D. They will be more sympathetic to the opposing point of view.
12. Preconceptions seem to influence our social judgments most when
- A. social information is subject to multiple interpretations.
 - B. social information is clear and unambiguous.
 - C. the information we have is complete.
 - D. correspondence is highest.

13. Following political debates, individuals typically

- A. become more moderate in their view of their preferred candidate.
- B. become even more supportive of their candidate than they were before the debate.
- C. become somewhat more favourable toward the opposing candidate.
- D. come to dislike both candidates.

14. According to your text, the reason why ambiguous information in politics, religion, and science often fuels conflict is because

- A. it makes unclear statements
- B. it reinforces pre-debate opinions.
- C. it brings forth new information.
- D. it says nothing new.

15. Anderson, Lepper, and Ross provided people with evidence that either risk-prone or cautious people make better firefighters. Those who wrote an explanation for the findings were particularly susceptible to

- A. the fundamental attribution error.
- B. the hindsight bias.
- C. behavioural confirmation.
- D. belief perseverance.

16. When we say something good or bad about someone else, people will tend to associate that quality with us. This phenomenon is known as
- A. displacement.
 - B. self-fulfilling prophecy.
 - C. confirmation bias.
 - D. spontaneous trait transference.
17. Although research has been very clear on the harmful effects of drug dependency, Carla continues to believe that one Tylenol a day is harmless. Carla's thinking clearly reveals
- A. belief assimilation.
 - B. belief consolidation.
 - C. belief perseverance.
 - D. operation of the availability heuristic.
18. It is not uncommon for people to hang on to their beliefs even when substantial evidence suggests they are untrue, counterproductive, and even harmful. This tendency is known as the
- A. belief perseverance phenomenon.
 - B. belief continuity phenomenon.
 - C. correspondence bias.
 - D. belief disconfirmation bias.

19. One possible solution to the belief perseverance phenomenon is to

- A. always attempt to justify one's position.
- B. carefully review the objective evidence.
- C. seek the opinions of others.
- D. explain why an opposite belief might be true.

20. According to the text

- A. we construct reality; reality is a social construction.
- B. there is a reality out there but our minds actively construe it. Other people may construe their reality differently and may therefore behave differently.
- C. reality is based on false memories.
- D. Both A and B

21. Which of the following statements about memory is false?

- A. Memories are copies of past experiences that remain on deposit in a memory bank until withdrawn.
- B. We easily and unconsciously reconstruct our memories to suit our current knowledge.
- C. People often recall mildly pleasant events more favourably than they experienced them.
- D. We not only forget ideas and beliefs, we also forget our previous attitudes.

22. Bem and McConnell had students write essays opposing student control over university curriculum. When asked to recall how they had felt about the same issue a week earlier, most of the students
- A. remembered having held a very different attitude.
 - B. could not remember how they had felt.
 - C. mistakenly "remembered" having felt the same as now.
 - D. admitted they had always supported student control of curriculum but pretended to oppose it in their essays.
23. On the way to his spring break at the ocean, Ben's flight was delayed 12 hours. Once on the beach he was disappointed that the condo was run-down and dirty. After the trip, Ben described his experience in nothing but positive terms. This accounting of the trip best reflects
- A. rosy retrospection.
 - B. belief perseverance.
 - C. confirmation bias.
 - D. false memory.
24. Upon finding your old report cards, you're surprised that you were just an average student in grade school rather than the "A" student you remember being. What best accounts for this discrepancy?
- A. The overconfidence phenomenon
 - B. Counterfactual thinking
 - C. Rosy retrospection
 - D. Hindsight bias

25. According to research, we reconstruct our past behaviour

- A. to suit our present views.
- B. to avoid looking at the past.
- C. to support views we held in the past.
- D. such that it is as objective as possible.

26. The act of incorporating misinformation in our mental reconstruction of past events is known as

- A. priming effect.
- B. confirmation bias.
- C. belief perseverance.
- D. the misinformation effect.

27. The misinformation effect is to _____ as priming is to _____.

- A. natural; unnatural.
- B. situational; internal.
- C. external; internal.
- D. conscious; unconscious.

28. When an experimenter asks people to vividly imagine a childhood incident in which they knocked over a punch bowl at a wedding, approximately _____ will later recall the event as something that actually happened.

A. three-fourths

B. one-half

C. one-fourth

D. one percent

29. Amanda stopped at the convenience store on her way home from work, and passed by a man with a baseball bat fleeing the store. She found out that the man had robbed the store clerk and caused damage in the store. While waiting for the police to arrive, all the witnesses were talking about what they remembered and what the assailant looked like. Although Amanda didn't recall the man having facial hair, a few other witnesses said he did. When she later thought about what the man looked like, she recalled him having facial hair. This example best represents the

A. confirmation bias.

B. misinformation effect.

C. representativeness effect.

D. availability heuristic.

30. Studies of judgmental overconfidence show that our expectations for the future are vastly positive

- A. even though we know we've made mistakes in the past.
- B. based on our positive evaluation of our previous behaviour.
- C. because we are not capable of recognizing the difficulty of the situation.
- D. because we learn from our previous experiences.

31. Studies of _____ show that our expectations for the future are vastly positive even though we know we've made mistakes in the past.

- A. attitudes
- B. the limits of the unconsciousness
- C. judgmental overconfidence
- D. experience reconstruction

32. Which of the following is an effective remedy for the overconfidence bias?

- A. Get people to think about why their judgments might be wrong.
- B. Delay feedback regarding the accuracy of their judgments.
- C. Inform people about the overconfidence bias.
- D. None of these choices—there is no remedy.

33. Steve is typically very confident about his opinions and beliefs—in fact, he is usually more confident than he is accurate about certain things. Steve's thinking illustrates

- A. illusory correlation.
- B. the I-knew-it-all-along phenomenon.
- C. the overconfidence phenomenon.
- D. belief perseverance.

34. Investment experts' belief that their own expertise will enable them to select stocks that will outperform the market average best illustrates

- A. the misinformation effect.
- B. the overconfidence phenomenon.
- C. the availability heuristic.
- D. priming.

35. Studies of the overconfidence phenomenon show that _____ feeds overconfidence.

- A. incompetence
- B. competence
- C. overestimate
- D. unawareness

36. James has performed very well throughout the semester in his logic course. His buddy Kyle, on the other hand, has been consistently scoring in the D-range. Both sign up for a psychology experiment that requires them to engage in several problem-solving tasks. According to the overconfidence phenomenon, when they are asked how they think they will perform, who will be rate themselves as most confident?

A. James

B. Kyle

C. Both James and Kyle will rate themselves as highly confident in their abilities.

D. Both James and Kyle will rate themselves as not confident in their abilities.

37. According to the textbook, one reason for overconfidence is that people tend to

A. justify their judgments.

B. deny their mistakes.

C. forget their mistaken judgments.

D. recall their mistaken judgments as times when they were almost right.

38. One reason people are overconfident is that they are not inclined to seek out information

A. from experts.

B. that is objective and factual.

C. that involves judging estimates and comparisons.

D. that might disprove what they believe.

39. Cassandra has a 10-page paper due in her social psychology class. She keeps putting off the paper, using the justification that it will only take an evening to write the assignment. When she finally sits down to work on the assignment, it is taking her way longer than she originally thought, and she ends up handing it in 3 days late due to her underestimation of the time it took. This example refers to

- A. the availability heuristic.
- B. the confirmation bias.
- C. "planning fallacy" overconfidence.
- D. our tendency to reconstruct our past behaviours.

40. Dave typically reads information and watches programming that tends to support his existing beliefs. He's less inclined to seek information that might disprove his preconceptions. Dave's approach illustrates

- A. the confirmation bias.
- B. the misinformation effect.
- C. the base-rate fallacy.
- D. the overconfidence phenomenon.

41. The tendency to search for information that confirms one's preconceptions has been labelled as

- A. the overconfidence phenomenon.
- B. the confirmation bias.
- C. a heuristic.
- D. an implicit attitude.

42. According to research, people seek as friends and spouses those who

- A. bolster their own self views even if they think poorly of themselves.
- B. they like irrespective of how similar they are.
- C. are just their opposite.
- D. compliment them a lot.

43. As we examine our beliefs or theories and explain how they may be true,

- A. the more uncertain we become of them.
- B. the more closed we become to discrediting information.
- C. the more open we are likely to become to discrediting information.
- D. the more complex our theories are likely to become.

44. A rule-of-thumb strategy that enables quick, efficient judgments is called

- A. the confirmation bias.
- B. the overconfidence phenomenon.
- C. an implicit attitude.
- D. a heuristic.

45. Which of the following terms might be used to describe best mental shortcuts?

- A. base-rate fallacy
- B. hindsight bias
- C. illusion of control
- D. heuristic

46. The strategy of judging the likelihood of things by how well they match particular prototypes constitutes the _____ heuristic.

- A. availability
- B. representativeness
- C. vividness
- D. matching

47. The tendency to conclude that a person who likes to play chess and read poetry is more likely to be a college professor of classics than a truck driver most clearly illustrates the use of

- A. the availability heuristic.
- B. the representativeness heuristic.
- C. belief perseverance.
- D. the illusion of control.

48. Our use of the availability heuristic highlights a basic principle of social thinking. This principle is:
- A. people are slow to deduce particular instances from a general truth.
 - B. people are slow to infer general truth from a vivid instance.
 - C. people are quick to deduce particular instances from a general truth.
 - D. people are very accurate to explain the vivid instances based on general truth.
49. Our use of the availability heuristic highlights a basic principle of social thinking. This principle is:
- A. people are quick to deduce a particular instance from a general truth.
 - B. people are remarkably quick to infer general truth from a vivid instance.
 - C. people are slow to infer general truth from a vivid instance.
 - D. people are very accurate to explain the vivid instances based on general truth.
50. Inferring a general truth from a vivid instance is referred to as
- A. counterfactual thinking.
 - B. social beliefs.
 - C. the representativeness heuristic.
 - D. the availability heuristic.

51. Our tendency to judge the likelihood of an event on the basis of how readily we can remember instances of its occurrence is called the
- A. confirmation bias.
 - B. representativeness heuristic.
 - C. availability heuristic.
 - D. belief perseverance phenomenon.
52. People's greater fear of flying than of driving may best be explained by the
- A. representativeness heuristic.
 - B. confirmation bias.
 - C. availability heuristic.
 - D. belief perseverance phenomenon.
53. What of the following best explains why women fear being assaulted by a stranger more than by an acquaintance, even though the opposite is more often the reality?
- A. The base-rate fallacy
 - B. The availability heuristic
 - C. Counterfactual thinking
 - D. The misinformation effect

54. The incorrect belief that more people live in Iraq (30 million) than Tanzania (44 million) can be understood in terms of
- A. the availability heuristic.
 - B. hindsight bias.
 - C. regression toward the average.
 - D. the illusion of control.
55. Counterfactual thinking occurs when we can easily picture an alternative outcome of an event and underlies our
- A. prediction of future.
 - B. feelings of luck.
 - C. estimation of probability.
 - D. calculation of the event happened in the past.
56. According to textbook, "bad luck" refers to
- A. unpredictable events.
 - B. good events that didn't happened but might have.
 - C. bad events that did happen but might not have.
 - D. good events that did happened later than expected time.

57. Research on counterfactual thinking has revealed that

- A. Olympic bronze medalists exhibit more joy than Olympic silver medalists.
- B. counterfactual thinking is more intense the more significant the event.
- C. counterfactual thinking occurs when we can easily picture an alternative outcome.
- D. all of these choices.

58. "If only I hadn't called Brian when I was in a bad mood," whines Jenny, "maybe we wouldn't have had that fight and broken up!" Jenny's statement most clearly reflects

- A. the self-fulfilling prophecy.
- B. counterfactual thinking.
- C. the availability heuristic.
- D. pessimistic attributional style.

59. Social psychologists have labelled our tendency to make up imagined alternative scenarios and outcomes that might have happened but didn't as

- A. the base-rate fallacy.
- B. automatic thinking.
- C. reflective bias.
- D. counterfactual thinking.

60. Darlene has a chance to go on a road trip with a bunch of her girlfriends for a few weeks. She decides that she can't afford to go away for that long. Instead, she chooses to stay home and work during that time to save money for the next trip. Later on, she thinks about making a different choice. According to the principles of counterfactual thinking, which choice is Darlene most likely to regret?
- A. she will regret them both the same.
 - B. staying home to work and save money.
 - C. not going with her girlfriends on the road trip.
 - D. she would not regret either one of her choices.
61. Our tendency of perceiving relationships/connections when none whatsoever exist is called
- A. imaginary parallel.
 - B. counterfactual thinking.
 - C. illusory correlation.
 - D. regression toward the average.
62. Even when people are shown nothing but a random mix of results, they still like to believe one outcome is more likely than the other. This is tendency illustrates a concept known as
- A. the self-fulfilling prophecy.
 - B. the representativeness heuristic.
 - C. illusory correlation.
 - D. social overconfidence.

63. Dottie has the illusory belief that there is a correlation between washing her car and the occurrence of rain in her area. According to research, Dottie is now much more likely to notice when
- A. it rains and she hasn't washed her car.
 - B. it rains and she has just washed her car.
 - C. it doesn't rain and she has just washed her car.
 - D. All of these choices.
64. Jim believes he can actually guess correctly the outcome of heads or tails of 10 consecutive fair coin trials. His belief can perhaps best be explained in terms of
- A. self-fulfilling prophecy.
 - B. regression toward the average.
 - C. illusion of control.
 - D. hindsight bias.
65. Dice players who throw softly to get low numbers and harder to get high numbers are demonstrating
- A. the base-rate fallacy.
 - B. the illusion of control.
 - C. behavioural confirmation.
 - D. regression toward the average.

66. Among the explanations below, which one can best explain our illusion of control over certain outcomes?
- A. We fail to see our susceptibility to base-rate fallacy.
 - B. We fail to recognize the statistical phenomenon of regression toward the average.
 - C. We fail to see the operation of the representativeness heuristic.
 - D. We fail to recognize our tendency to counterfactual thinking.
67. When baseball's rookie-of-the-year has a more ordinary second year, we shouldn't be surprised. This fact is easily explained by
- A. illusory correlations.
 - B. the base-rate fallacy.
 - C. the illusion of control.
 - D. regression toward the average.
68. After two years of intense publications (four per year), Ela's research productivity drops to one published paper per year. What term best explains Ela's fewer publications after two years of intense productivity?
- A. overconfidence bias
 - B. base-rate fallacy
 - C. regression toward the average
 - D. schemata

69. University students who receive unusually high scores on their first biology test can reasonably expect to receive _____ scores on their second biology test.

- A. very low
- B. somewhat lower
- C. equally high
- D. even higher

70. Although Jason once scored a 270 in bowling, he has subsequently been unable to beat that record no matter how much he practices. His experience may be partially understood in terms of

- A. illusory correlation.
- B. regression toward the average.
- C. the representativeness heuristic.
- D. counterfactual thinking.

71. Research indicates that compared to unhappy people, happy people

- A. are more trusting and loving.
- B. choose long-term rewards over immediate small pleasures.
- C. tolerate more frustration.
- D. show all of the above characteristics.

72. According to the text, "mood infusion" refers to how

- A. peoples' memories and judgments change with their mood.
- B. peoples' moods change with a change in their thoughts and knowledge.
- C. people prefer to make judgments based on their moods not thoughts.
- D. people are unaware that their moods have an effect on their thoughts.

73. Joseph Forgas, a psychologist at the University of New South Wales, believes that moody people's feelings seem to _____.

- A. help their thinking
- B. invade their thinking
- C. not to affect their thinking
- D. be more effective than their thinking

74. When peoples' memories and judgments change with their moods it is referred to as

- A. illusory thinking.
- B. counterfactual thinking.
- C. mood infusion.
- D. heuristics.

75. Joseph Forgas and his colleagues found that participants' judgments of their own videotaped behaviours were more positive if, while they watched the videotape, they were

- A. in a good mood.
- B. with a stranger.
- C. distracted.
- D. either depressed or anxious.

76. Gus is in a terrific mood on the day goes to look for a new car. He instantly decides to buy the second car he test-drives. If Gus had been in a bad mood, what type of decision might he have made about a car purchase?

- A. He would not have gone car shopping at all.
- B. He would have bought the first car he test drove.
- C. He would have taken more time to make a decision.
- D. There would have been no difference in his decision.

77. Moods can affect our thinking by

- A. triggering memories associated with those moods.
- B. triggering more effortful, deep processing.
- C. triggering self-fulfilling prophecies.
- D. None of these choices.

78. We are especially likely to analyze and discuss why things happen when the event in question is
- A. negative or unexpected.
 - B. positive or altruistic.
 - C. normal or public.
 - D. infrequent or private.
79. The prolonged debates that surround social issues, such as whether a homeless person is lacking initiative or has been victimized by job and social assistance cutbacks, illustrate how people attempt to
- A. make judgments about who is responsible for such issues.
 - B. make attributions about others' behaviours.
 - C. explain why people act the way they do.
 - D. all of these choices
80. Which of the following is the most likely attribution to be made by someone in an unhappy marriage?
- A. "She was late because of heavy traffic."
 - B. "She was late because she got tied up at the office."
 - C. "She was late because she doesn't care about me."
 - D. "She was late because it took so long to check out at the grocery store."

81. Misreading and explaining a woman's warmth or friendliness as a sexual come-on is known as

- A. the gender gap.
- B. a misattribution.
- C. the fundamental attribution error.
- D. a distinctiveness attribution.

82. Joanie works hard to please her boss Sam. Sam tries hard to please his boss Ann. Research on misattribution predicts that

- A. Joanie is likely to believe Sam is romantically interested in her.
- B. Sam is likely to believe Joanie is romantically interested in him.
- C. Ann is likely to believe Sam is romantically interested in her.
- D. Sam is likely to believe Ann is romantically interested in him.

83. Fritz Heider (1958) is widely regarded as _____ originator.

- A. self-esteem theory's
- B. attribution theory's
- C. motivation theory's
- D. the fundamental attribution error theory's

84. Attribution theories analyze how we

- A. explain people's behaviour.
- B. make decisions and solve problems.
- C. make impressions on others.
- D. form attitudes about issues.

85. Fritz Heider's "_____ psychology" analyzes the way people explain everyday events.

- A. depth
- B. structural
- C. non-obvious
- D. commonsense

86. According to Fritz Heider, we tend to attribute people's behaviour to either _____ or _____ causes.

- A. internal; dispositional
- B. situational; external
- C. rational; irrational
- D. internal; external

87. In the middle of a phone conversation, your friend cuts you off, quickly says she "has to go", and hangs up on you. You wonder if your friend's behaviour indicates that she is angry with you, or if she has just received some bad news. According to Fritz Heider, you are engaging in

- A. commonsense psychology.
- B. misattribution.
- C. internal attribution.
- D. external attribution.

88. Glenda has turned in an assignment late, so her instructor concludes Glenda is lazy and unmotivated. The instructor's assumption is an example of

- A. a situational attribution.
- B. a dispositional attribution.
- C. an external attribution.
- D. self-handicapping.

89. Variations of attribution theory share which of the following assumptions?

- A. Attributions are either cultural or individual.
- B. Attributions are based on distinctiveness and consensus information.
- C. Attributions can generally be categorized as internal or external.
- D. Actions always correspond to dispositions.

90. During a concert, Alia announces "I'm bored", and leaves the concert. Rick thinks "this type of music was boring Alia", while Ernie thinks "Alia gets bored easily". Which of the following statements is most true?

- A. Rick is making an internal attribution.
- B. Ernie is making an internal attribution.
- C. Ernie is making an external attribution.
- D. Rick is making a dispositional attribution.

91. Jones and Davis's theory of correspondent inferences specifies the conditions under which you are most likely to

- A. explain others' behaviour in terms of your own motives.
- B. explain others' behaviour in terms of conscious motives.
- C. infer people's dispositions from how they act.
- D. find actors and observers making corresponding attributions.

92. Joseph goes to a job interview and responds to questions in a sarcastic and indifferent manner. He also acts this way with his brothers and sisters. According to the theory of correspondent inference, which situation tells us more about what Joseph is like?

- A. The way he acts with his brothers and sisters.
- B. The way he acted during his job interview.
- C. Both situations tell us equally about Joseph.
- D. Neither situation tells us much about Joseph.

93. According to the text, behaviours attributed to the environment are

- A. dispositional.
- B. fundamental attribution errors.
- C. situational.
- D. commonsense.

94. Nature is to _____ as nurture is to _____.

- A. the fundamental attribution error; dispositional attribution.
- B. dispositional attribution; situational attribution.
- C. situational attribution; dispositional attribution.
- D. dispositional attribution; the fundamental attribution error.

95. According to Kelley's theory of attributions, when our behaviour has a high degree of consensus with others and is distinctive, we would likely make _____ attributions about the cause of behaviour. On the other hand, when behaviour has low consensus and low distinctiveness, we are likely to make _____ attributions about the cause of behaviour.

- A. external; internal
- B. internal; external
- C. external; situational
- D. internal; dispositional

96. According to theorist Harold Kelley, in making commonsense attributions to explain others' behaviour, people use information about consistency, distinctiveness, and consensus. This suggests that attributions are _____
- A. intuitive.
 - B. irrational.
 - C. rational.
 - D. unpredictable.
97. When explaining why Edgar is having trouble with his new computer, which of the following questions deals with consistency rather than with distinctiveness or consensus?
- A. Does Edgar have trouble with other computers, or only this one?
 - B. Does Edgar usually have trouble with his computer?
 - C. Do other people have similar problems with this computer?
 - D. All of these choices.
98. At a family gathering, little cousin Sandra slaps Frankie in the head. Aunt Viv comments, "little Sandra is always slapping people these days!" With this information, what type of attribution are you most likely to make about Sandra's behaviour?
- A. An internal attribution.
 - B. An external attribution.
 - C. A distinctive attribution.
 - D. A consistent attribution.

99. Attributional theorists have found that when explaining someone's behaviour, we underestimate _____ and overestimate the extent to which it reflects _____.

- A. the impact of the situation; the individual's traits and attitudes
- B. others' impact on our behaviour; our own behaviour
- C. the individual's traits and attitudes; the impact of the situation
- D. other's impact on our behaviour; the impact of the situation

100. For a school debate, Sally has been asked to argue in favour of abortion. Research on the fundamental attribution error suggests that observers of Sally's speech will conclude that her arguments

- A. reflect her true attitude on the topic.
- B. reflect a tendency to present herself favourably.
- C. are weak because she was assigned to present a particular position on the topic.
- D. will lead her to experience cognitive dissonance.

101. You're not really convinced that you should see the latest Robin Williams movie that Julie is raving about because Julie raves about all of his movies. You've relied on

- A. consensus information.
- B. information integration.
- C. correspondent information.
- D. distinctiveness information.

102. One of social psychology's most important lessons concerns how much we are affected by our

- A. childhood experiences.
- B. personal values and standards.
- C. social environments.
- D. unconscious motives.

103. Without noticing the cell phone the passerby held to his ear, you decide that this person mumbling to himself must be mentally ill. You have just made a(n)

- A. external attribution.
- B. situational attribution.
- C. culturally-biased attribution.
- D. fundamental attribution error.

104. The fundamental attribution error involves the tendency to

- A. overestimate situational causes of behaviour.
- B. underestimate dispositional causes of behaviour.
- C. underestimate situational causes of behaviour.
- D. discount dispositional causes of behaviour.

105. Jones and Harris (1967) had students read debaters' speeches either supporting or attacking Cuban leader Fidel Castro. When the students were later told that the debater's position had been assigned, they

- A. assumed the debater's position merely reflected the demands of the assignment.
- B. described the speaker's position as poorly developed.
- C. concluded that to some extent the speech reflected the speaker's true beliefs.
- D. concluded that the debate coach was an effective persuader.

106. We tend to automatically believe that the programmed behaviour of an actor reflects

- A. powerful environmental forces.
- B. a carefully prepared social script.
- C. inner dispositions.
- D. audience pressures.

107. You notice that Devon, a classmate, has failed a quiz. You may be committing the fundamental attribution error if you conclude that

- A. Devon is a lazy student who probably did not study.
- B. the quiz was unusually difficult for all who took it.
- C. Devon probably had to work late the night before the quiz.
- D. you would probably have failed if you had taken it.

108. In research by Jones and Harris (1967), students read a debater's speech in support of Cuba's dictator leader, Fidel Castro. When the students were told that the debater had chosen the position they would take (attacking Castro), they

- A. inferred that the debater liked Castro.
- B. inferred that the debater disliked Castro.
- C. inferred that the debater neither liked nor disliked Castro.
- D. None of these choices.

109. We are less likely to commit the fundamental attribution error when explaining _____ behaviour.

- A. our own
- B. other people's
- C. friendly
- D. aggressive

110. Students who are told by their teacher that he had been instructed by the department not to take into account their requests to have their final test marks bell curved are more likely to conclude that the teacher's behaviour

- A. reflected his traits.
- B. illustrated role-playing.
- C. was situationally determined.
- D. demonstrated the illusion of control.

111. According to the text, the fundamental attribution error may lead us to

- A. overestimate the brilliance of our professors.
- B. fail to hold people responsible for their misconduct.
- C. be lenient with convicted criminals.
- D. all of these choices.

112. Ross, Amabile, and Steinmetz randomly assigned participants to play the part of either a quiz game contestant or the questioner, while other participants merely observed the game. Results indicated that

- A. both contestants and observers thought the questioners were more knowledgeable than the contestants.
- B. both contestants and observers thought the contestants were more knowledgeable than the questioners.
- C. observers thought the questioners were more knowledgeable, but contestants attributed the outcomes to the situation.
- D. questioners thought themselves more knowledgeable, but contestants attributed the outcomes to the situation.

113. We may overestimate the knowledge or intelligence of leaders and those with social power because

- A. we lack confidence.
- B. they typically initiate and control conversation.
- C. of the power of the confirmation bias.
- D. of the illusion of control.

114. When we behave badly we are more likely to attribute our behaviour to

- A. bad luck.
- B. internal factors.
- C. situational factors.
- D. social norms.

115. The fundamental attribution error is reduced when

- A. more than one observer accounts for the actor's behaviour.
- B. the observer does not know the personal identity of the actor.
- C. the actor's behaviour is not personally relevant to the observer.
- D. the actor and observer switch perspectives with each other.

116. When our action feels intentional and admirable, we attribute it to

- A. our own good reasons.
- B. the situation.
- C. social norms.
- D. good fortune.

117. Our tendency to commit the fundamental attribution error is influenced by

- A. the perspective we take on the situation.
- B. self-awareness.
- C. actor-observer differences.
- D. all of these choices

118. Videotaped confessions are more likely to lead to convictions when the tape

- A. focuses on the confessor.
- B. focuses on the interrogator.
- C. focuses on both the confessor and the interrogator.
- D. None of these choices

119. According to Wicklund, Duval, and their collaborators, _____ makes people more sensitive to their own attitudes and dispositions.

- A. self-concern
- B. self-awareness
- C. self-forgetfulness
- D. self-denial

120. When self-awareness is high we are _____ likely to attribute responsibility to _____.

- A. more; the situation
- B. more; others
- C. more; ourselves
- D. less; ourselves

121. Research indicates that we tend to see our behaviour as more _____ compared to other people's behaviour.

- A. consistent
- B. extroverted
- C. variable
- D. self-centered

122. One factor associated with the fundamental attribution error is that our perspectives or attributions change with time. When asked to make an attribution about our own personalities now, we are more likely to make a _____ attribution, whereas when asked to describe our behaviour 5 years ago, we are more likely to make a _____ attribution.

- A. situational; external
- B. situational; dispositional
- C. dispositional; situational
- D. dispositional; internal

123. According to research on the attribution error, we find causes

- A. only in the situations.
- B. only in the person exhibiting the behaviour.
- C. only in the environment.
- D. where we look for them.

124. According to Edward Jones, the fundamental attribution error could be referred to as:

- A. hindsight bias.
- B. correspondence bias.
- C. dispositional attribution
- D. situational attribution.

125. People from _____ are more sensitive to the relevance of past information for understanding present events than people from _____.

- A. Japan; China
- B. China; Japan
- C. Canada; Great Britain
- D. China; Canada

126. Cultures that emphasize _____ as opposed to _____ are less likely to engage in the fundamental attribution error, and when they do, it is easier to overcome.

- A. individualism; collectivism
- B. nationalism; patriotism
- C. patriotism; nationalism
- D. collectivism; individualism

127. According to your text, if a person is rude to a colleague and we believe that the person is hostile, it is likely that this judgment

- A. will not affect how we feel about the situation.
- B. will affect how we feel about the situation.
- C. will leave us indifferent to the situation.
- D. will be influenced by the time of the day the event happened.

128. According to your text, when we act, our attention is usually on

- A. what we are reacting to.
- B. our motivations.
- C. our physical pain.
- D. our internal processes.

129. Which of the following statements is NOT a reason why psychologists study attribution errors.

- A. To increase awareness of our biases.
- B. To help people see that they should not always be blamed for their problems.
- C. To help us eradicate such errors from our thinking.
- D. To reveal how we think about ourselves and others.

130. When Oscar arrived very late for a meeting with Tom and Sunita, Tom, a Canadian-born student, felt angrier with Oscar than Sunita, an Indian-born student, did. This was likely due to

- A. cultural differences in social loafing.
- B. cultural differences in attribution style.
- C. cultural differences in emotional expression.
- D. gender differences in emotional expression.

131. Which of the following statements about the biases that penetrate our thinking is true?

- A. We are mostly unaware of them.
- B. We are usually aware of them but deny that they play a significant role in our judgments.
- C. We are aware of them and usually use them to our advantage.
- D. Very few—if any—biases affect our thinking powerfully enough to harm ourselves or others.

132. According to the text, a major reason for learning about social thinking and examining our errors and biases is to

- A. develop more realistic self-esteem.
- B. develop our capacity for critical thinking.
- C. become more effective in influencing others.
- D. develop more positive interpersonal relationships.

133. The tendency for one's expectations to evoke behaviour that confirms the expectations is called

- A. self-fulfilling prophecy.
- B. belief confirmation.
- C. self-confirming validity.
- D. behavioural perseverance.

134. In a now-famous study, Rosenthal and Jacobson found that randomly selected elementary school students experienced a spurt in IQ score largely as a result of

- A. increased parental involvement and support.
- B. their teachers' elevated expectations.
- C. intensified academic training.
- D. educational strategies that raised their self-esteem.

135. Research has indicated that _____ can be self-fulfilling.

- A. teachers' expectations of students
- B. students' expectations of teachers
- C. experimenters' expectations of participants
- D. all of these choices.

136. According to research, high expectations _____, for whom a teacher's positive attitude may be a hope-giving breath of fresh air.

- A. do seem to give a boost to low achievers
- B. make no difference for low or high achievers
- C. do seem to give a boost to high achievers
- D. help medium achievers

137. According to your text, research shows that people who perceive their opponents as noncooperative will readily induce them to be _____.

- A. cooperative
- B. noncooperative
- C. indifferent
- D. motivated

138. Snyder, Tanke, and Berscheid had male students speak by telephone with women they thought were either attractive or unattractive. When judges later analyzed the women's comments, they found that

- A. the women thought to be attractive spoke more warmly than the other women.
- B. the women thought to be unattractive tried harder to be likable and stimulated better conversation.
- C. the women thought to be attractive spoke in a more aloof and superior manner.
- D. women thought to be unattractive spoke more slowly and deliberately.

139. When our expectations lead us to act in ways that induce others to confirm those expectations, _____ is at work.

- A. illusory correlation
- B. counterfactual thinking
- C. behavioural confirmation
- D. illusion of control

140. According to research done by Miller and his colleagues, if you want young children to litter less and put trash in wastebaskets, you should probably repeatedly

- A. tell them they should be neat and tidy.
- B. congratulate them for being neat and tidy.
- C. tell them littering is a crime.
- D. tell them that people who litter are trash.

141.If you are told that someone you've never met is attracted to you, you will likely

- A. behave toward that person in a way that draws out their flirtatious behaviour.
- B. behave toward that person in a way that causes them to become shy and withdrawn.
- C. feel less attracted to the person than you would have without knowledge of their attraction to you.
- D. None of these choices

142.According to research by Nisbett and Ross (1980), laboratory procedures _____ our intuitive powers.

- A. overestimate
- B. underestimate
- C. fairly judge
- D. unfairly judge

143.Which of the following is not one of the four proposals Nisbett and Ross (1980) make to reduce our vulnerability to certain types of error?

- A. We train people to recognize likely sources of error in their own social intuition.
- B. We make such teaching more effective by richly illustrating it with concrete, vivid anecdotes and examples from everyday life.
- C. We reduce the number of statistics courses.
- D. We teach memorable and useful slogans, such as "It's an empirical question!"

144. Research has demonstrated that memories are often constructed and involve backward reasoning. Please explain this and provide examples of both reconstructing past attitudes and reconstructing past behaviours.

145. Explain how the confirmation bias contributes to and helps explain the overconfidence phenomenon.

146. What are heuristics? Identify and define the two most common types of heuristics and provide an example of each.

147. How do attributions affect how we think about and relate to one another?

148. Define the fundamental attribution error. What makes it "fundamental?"

149. Discuss the influence of time in the fundamental attribution error.

150. How could a teacher safeguard against self-fulfilling prophecies that might be detrimental to students?

3 Key

1. Which of the following statements about social perceptions is false?

(p. 78)

- A. We perceive and recall events through the filters of our own assumptions.
- B. We expect certain events, and our expectation sometimes helps bring them about.
- C. We judge events by implicit rules that guide our snap judgments.
- D. We base decisions primarily based on the priorities of others.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #1

2. The act of automatic (uncontrolled) activation of particular associations in our memory is best known as the

(p. 79)

- A. priming effect.
- B. confirmation bias.
- C. belief perseverance.
- D. the misinformation effect.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #2

3. To retrieve a memory, you need to activate one of the strands that leads to it, a process
(p. 79) known as

A. belief perseverance.

B. reconstruction.

C. priming.

D. induction.

Blooms: Definition

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #3

4. Priming studies examining the unconscious suggest that the unconscious
(p. 79)

A. is a superstitious belief.

B. controls our feelings.

C. has no control on our behaviour

D. may control much of our behaviour.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #4

5. Jennifer is home alone and has just finished watching the movie re-make of the Texas Chainsaw Massacre. She hears a noise in her garage and becomes very afraid as she thinks someone may be trying to break into her house. This example best represents the concept of

(p. 79)

- A. the availability heuristic.
- B.** the priming effect.
- C. counterfactual thinking.
- D. belief perseverance.

Blooms: Conceptual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #5

6. Research has demonstrated that when shown a face with a neutral expression, participants will interpret the expression as cruel or kind according to what they had been previously told about the individual (e.g., Gestapo leader versus leader in the anti-Nazi movement, respectively). Studies such as this demonstrate

(p. 80-82)

- A.** how our preconceptions shape our interpretations of others.
- B. how priming changes our interpretations of neutral stimuli.
- C. that we infer traits of individuals based on their physical appearance.
- D. how our own biases are more influential than information we are told by others.

Blooms: Conceptual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #6

7. The process where people associate traits that we talk about other people having with ourselves (e.g., you talk about how another person is a gossip, some people may unconsciously associate gossip with you) is known as

(p. 82)

- A. counterfactual thinking.
- B. the priming effect.
- C. spontaneous trait transference.
- D. confirmation bias.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #7

8. In a study of what's been called the "hostile media phenomenon," Valone, Ross, and Lepper (1985) showed pro-Israeli and pro-Arab students network news coverage of the 1982 killing of civilian refugees in Lebanon. Results showed

(p. 80-81)

- A. both groups perceived the news to be hostile to its side.
- B. only pro-Israeli students perceived the news to be hostile to its side.
- C. only pro-Arab students perceived the news to be hostile to its side.
- D. both groups perceived the news to be sympathetic to its side and hostile to the opposing side.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #8

9. Ross, Lepper, and Lord showed mixed research results on the deterrence effect of the death penalty to students who either favoured or opposed the death penalty. Showing the two sides this identical body of mixed evidence

(p. 80-81)

- A. had no effect on their pre-existing opinions.
- B. narrowed the disagreement between the two sides.
- C. changed the views of the pro students but not the anti.
- D. increased the amount of disagreement between them.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #9

10. What concept best explains why disputing labour and management representatives may both perceive an impartial mediator to be biased toward the other side?

(p. 80-82)

- A. Belief perseverance
- B. Misinformation effect
- C. Illusory correlation
- D. Powerful preconceptions

Blooms: Conceptual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #10

11. Suppose a group of people who oppose gun control is presented with research evidence that (p. 80-82) is ambiguous about how well gun-control legislation will deter crime. Some of the evidence suggests that such laws would reduce crime, whereas other evidence suggests it would be ineffective or even backfire. After reviewing the evidence, how will most people in the group react?

- A. They will be less opposed to gun control legislation.
- B. Their attitudes will be unchanged, but they will call for more research.
- C. They will become more strongly opposed to gun control legislation.
- D. They will be more sympathetic to the opposing point of view.

Blooms: Conceptual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #11

12. Preconceptions seem to influence our social judgments most when (p. 80)

- A. social information is subject to multiple interpretations.
- B. social information is clear and unambiguous.
- C. the information we have is complete.
- D. correspondence is highest.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #12

13. Following political debates, individuals typically

(p. 81)

- A. become more moderate in their view of their preferred candidate.
- B.** become even more supportive of their candidate than they were before the debate.
- C. become somewhat more favourable toward the opposing candidate.
- D. come to dislike both candidates.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #13

14. According to your text, the reason why ambiguous information in politics, religion, and science often fuels conflict is because

(p. 81)

- A. it makes unclear statements
- B.** it reinforces pre-debate opinions.
- C. it brings forth new information.
- D. it says nothing new.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #14

15. Anderson, Lepper, and Ross provided people with evidence that either risk-prone or cautious people make better firefighters. Those who wrote an explanation for the findings were particularly susceptible to

(p. 83)

- A. the fundamental attribution error.
- B. the hindsight bias.
- C. behavioural confirmation.
- D. belief perseverance.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #15

16. When we say something good or bad about someone else, people will tend to associate that quality with us. This phenomenon is known as

(p. 82)

- A. displacement.
- B. self-fulfilling prophecy.
- C. confirmation bias.
- D. spontaneous trait transference.

Blooms: Definition

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #16

17. Although research has been very clear on the harmful effects of drug dependency, Carla
(p. 83) continues to believe that one Tylenol a day is harmless. Carla's thinking clearly reveals

- A. belief assimilation.
- B. belief consolidation.
- C. belief perseverance.
- D. operation of the availability heuristic.

Blooms: Conceptual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #17

18. It is not uncommon for people to hang on to their beliefs even when substantial evidence
(p. 83) suggests they are untrue, counterproductive, and even harmful. This tendency is known as the
the

- A. belief perseverance phenomenon.
- B. belief continuity phenomenon.
- C. correspondence bias.
- D. belief disconfirmation bias.

Blooms: Definition

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #18

19. One possible solution to the belief perseverance phenomenon is to

(p. 84)

- A. always attempt to justify one's position.
- B. carefully review the objective evidence.
- C. seek the opinions of others.
- D. explain why an opposite belief might be true.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #19

20. According to the text

(p. 78)

- A. we construct reality; reality is a social construction.
- B. there is a reality out there but our minds actively construe it. Other people may construe their reality differently and may therefore behave differently.
- C. reality is based on false memories.
- D. Both A and B

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #20

21. Which of the following statements about memory is false?

(p. 84)

- A. Memories are copies of past experiences that remain on deposit in a memory bank until withdrawn.
- B. We easily and unconsciously reconstruct our memories to suit our current knowledge.
- C. People often recall mildly pleasant events more favourably than they experienced them.
- D. We not only forget ideas and beliefs, we also forget our previous attitudes.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #21

22. Bem and McConnell had students write essays opposing student control over university curriculum. When asked to recall how they had felt about the same issue a week earlier, most of the students

(p. 85)

- A. remembered having held a very different attitude.
- B. could not remember how they had felt.
- C. mistakenly "remembered" having felt the same as now.
- D. admitted they had always supported student control of curriculum but pretended to oppose it in their essays.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #22

23. On the way to his spring break at the ocean, Ben's flight was delayed 12 hours. Once on the beach he was disappointed that the condo was run-down and dirty. After the trip, Ben described his experience in nothing but positive terms. This accounting of the trip best reflects

(p. 85)

- A. rosy retrospection.
- B. belief perseverance.
- C. confirmation bias.
- D. false memory.

Blooms: Conceptual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #23

24. Upon finding your old report cards, you're surprised that you were just an average student in grade school rather than the "A" student you remember being. What best accounts for this discrepancy?

(p. 85)

- A. The overconfidence phenomenon
- B. Counterfactual thinking
- C. Rosy retrospection
- D. Hindsight bias

Blooms: Conceptual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #24

25. According to research, we reconstruct our past behaviour

(p. 87)

- A. to suit our present views.
- B. to avoid looking at the past.
- C. to support views we held in the past.
- D. such that it is as objective as possible.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #25

26. The act of incorporating misinformation in our mental reconstruction of past events is known as

(p. 85)

- A. priming effect.
- B. confirmation bias.
- C. belief perseverance.
- D. the misinformation effect.

Blooms: Conceptual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #26

27. The misinformation effect is to _____ as priming is to _____.

(p. 79, 85)

- A. natural; unnatural.
- B. situational; internal.
- C. external; internal.
- D. conscious; unconscious.

Blooms: Conceptual

28. When an experimenter asks people to vividly imagine a childhood incident in which they
(p. 84-85) knocked over a punch bowl at a wedding, approximately _____ will later recall the event as something that actually happened.

- A. three-fourths
- B. one-half
- C. one-fourth
- D. one percent

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #28

29. Amanda stopped at the convenience store on her way home from work, and passed by a man
(p. 85) with a baseball bat fleeing the store. She found out that the man had robbed the store clerk and caused damage in the store. While waiting for the police to arrive, all the witnesses were talking about what they remembered and what the assailant looked like. Although Amanda didn't recall the man having facial hair, a few other witnesses said he did. When she later thought about what the man looked like, she recalled him having facial hair. This example best represents the

- A. confirmation bias.
- B. misinformation effect.
- C. representativeness effect.
- D. availability heuristic.

Blooms: Conceptual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #29

30. Studies of judgmental overconfidence show that our expectations for the future are vastly
(p. 91) positive

- A. even though we know we've made mistakes in the past.
- B. based on our positive evaluation of our previous behaviour.
- C. because we are not capable of recognizing the difficulty of the situation.
- D. because we learn from our previous experiences.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #30

31. Studies of _____ show that our expectations for the future are vastly positive
(p. 91) even though we know we've made mistakes in the past.

- A. attitudes
- B. the limits of the unconsciousness
- C. judgmental overconfidence
- D. experience reconstruction

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #31

32. Which of the following is an effective remedy for the overconfidence bias?

(p. 94)

- A. Get people to think about why their judgments might be wrong.
- B. Delay feedback regarding the accuracy of their judgments.
- C. Inform people about the overconfidence bias.
- D. None of these choices—there is no remedy.

Blooms: Factual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #32

33. Steve is typically very confident about his opinions and beliefs—in fact, he is usually more confident than he is accurate about certain things. Steve's thinking illustrates

(p. 91)

- A. illusory correlation.
- B. the I-knew-it-all-along phenomenon.
- C. the overconfidence phenomenon.
- D. belief perseverance.

Blooms: Definition

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #33

34. Investment experts' belief that their own expertise will enable them to select stocks that will outperform the market average best illustrates

(p. 91)

- A. the misinformation effect.
- B. the overconfidence phenomenon.**
- C. the availability heuristic.
- D. priming.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #34

35. Studies of the overconfidence phenomenon show that _____ feeds overconfidence.

(p. 92)

- A. incompetence**
- B. competence
- C. overestimate
- D. unawareness

Blooms: Factual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #35

36. James has performed very well throughout the semester in his logic course. His buddy Kyle, (p. 92) on the other hand, has been consistently scoring in the D-range. Both sign up for a psychology experiment that requires them to engage in several problem-solving tasks. According to the overconfidence phenomenon, when they are asked how they think they will perform, who will be rate themselves as most confident?

A. James

B. Kyle

C. Both James and Kyle will rate themselves as highly confident in their abilities.

D. Both James and Kyle will rate themselves as not confident in their abilities.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #36

37. According to the textbook, one reason for overconfidence is that people tend to (p. 93)

A. justify their judgments.

B. deny their mistakes.

C. forget their mistaken judgments.

D. recall their mistaken judgments as times when they were almost right.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #37

38. One reason people are overconfident is that they are not inclined to seek out information

(p. 94)

- A. from experts.
- B. that is objective and factual.
- C. that involves judging estimates and comparisons.
- D. that might disprove what they believe.

Blooms: Factual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #36

39. Cassandra has a 10-page paper due in her social psychology class. She keeps putting off the

(p. 94)

paper, using the justification that it will only take an evening to write the assignment. When she finally sits down to work on the assignment, it is taking her way longer than she originally thought, and she ends up handing it in 3 days late due to her underestimation of the time it took. This example refers to

- A. the availability heuristic.
- B. the confirmation bias.
- C. "planning fallacy" overconfidence.
- D. our tendency to reconstruct our past behaviours.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #39

40. Dave typically reads information and watches programming that tends to support his existing beliefs. He's less inclined to seek information that might disprove his preconceptions. Dave's approach illustrates

(p. 94)

- A. the confirmation bias.
- B. the misinformation effect.
- C. the base-rate fallacy.
- D. the overconfidence phenomenon.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #40

41. The tendency to search for information that confirms one's preconceptions has been labelled as

(p. 94)

- A. the overconfidence phenomenon.
- B. the confirmation bias.
- C. a heuristic.
- D. an implicit attitude.

Blooms: Definition

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #41

42. According to research, people seek as friends and spouses those who

(p. 94)

- A. bolster their own self views even if they think poorly of themselves.
- B. they like irrespective of how similar they are.
- C. are just their opposite.
- D. compliment them a lot.

Blooms: Factual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #42

43. As we examine our beliefs or theories and explain how they may be true,

(p. 83)

- A. the more uncertain we become of them.
- B. the more closed we become to discrediting information.
- C. the more open we are likely to become to discrediting information.
- D. the more complex our theories are likely to become.

Blooms: Factual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #43

44. A rule-of-thumb strategy that enables quick, efficient judgments is called

(p. 95)

- A. the confirmation bias.
- B. the overconfidence phenomenon.
- C. an implicit attitude.
- D. a heuristic.

Blooms: Definition

Learning Objective: 03-02 Discuss how we judge our social worlds

45. Which of the following terms might be used to describe best mental shortcuts?

(p. 95)

- A. base-rate fallacy
- B. hindsight bias
- C. illusion of control
- D. heuristic

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #45

46. The strategy of judging the likelihood of things by how well they match particular prototypes

(p. 95)

constitutes the _____ heuristic.

- A. availability
- B. representativeness
- C. vividness
- D. matching

Blooms: Definition

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #46

47. The tendency to conclude that a person who likes to play chess and read poetry is more likely
(p. 95) to be a college professor of classics than a truck driver most clearly illustrates the use of

- A. the availability heuristic.
- B. the representativeness heuristic.**
- C. belief perseverance.
- D. the illusion of control.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #47

48. Our use of the availability heuristic highlights a basic principle of social thinking. This principle
(p. 96) is:

- A. people are slow to deduce particular instances from a general truth.**
- B. people are slow to infer general truth from a vivid instance.
- C. people are quick to deduce particular instances from a general truth.
- D. people are very accurate to explain the vivid instances based on general truth.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #48

49. Our use of the availability heuristic highlights a basic principle of social thinking. This principle
(p. 96) is:

- A. people are quick to deduce a particular instance from a general truth.
- B.** people are remarkably quick to infer general truth from a vivid instance.
- C. people are slow to infer general truth from a vivid instance.
- D. people are very accurate to explain the vivid instances based on general truth.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #49

50. Inferring a general truth from a vivid instance is referred to as
(p. 96)

- A. counterfactual thinking.
- B. social beliefs.
- C. the representativeness heuristic.
- D.** the availability heuristic.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #50

51. Our tendency to judge the likelihood of an event on the basis of how readily we can remember
(p. 96) instances of its occurrence is called the

- A. confirmation bias.
- B. representativeness heuristic.
- C. availability heuristic.
- D. belief perseverance phenomenon.

Blooms: Definition

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #51

52. People's greater fear of flying than of driving may best be explained by the
(p. 96-97)

- A. representativeness heuristic.
- B. confirmation bias.
- C. availability heuristic.
- D. belief perseverance phenomenon.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #52

53. What of the following best explains why women fear being assaulted by a stranger more than by an acquaintance, even though the opposite is more often the reality?
(p. 96)

- A. The base-rate fallacy
- B. The availability heuristic**
- C. Counterfactual thinking
- D. The misinformation effect

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #53

54. The incorrect belief that more people live in Iraq (30 million) than Tanzania (44 million) can be understood in terms of
(p. 96)

- A. the availability heuristic.**
- B. hindsight bias.
- C. regression toward the average.
- D. the illusion of control.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #54

55. Counterfactual thinking occurs when we can easily picture an alternative outcome of an event
(p. 97) and underlies our

- A. prediction of future.
- B.** feelings of luck.
- C. estimation of probability.
- D. calculation of the event happened in the past.

Blooms: Factual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #55

56. According to textbook, "bad luck" refers to
(p. 97)

- A. unpredictable events.
- B. good events that didn't happened but might have.
- C.** bad events that did happen but might not have.
- D. good events that did happened later than expected time.

Blooms: Factual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #56

57. Research on counterfactual thinking has revealed that
(p. 97)

- A. Olympic bronze medalists exhibit more joy than Olympic silver medalists.
- B. counterfactual thinking is more intense the more significant the event.
- C. counterfactual thinking occurs when we can easily picture an alternative outcome.
- D.** all of these choices.

Blooms: Factual

58. "If only I hadn't called Brian when I was in a bad mood," whines Jenny, "maybe we wouldn't have had that fight and broken up!" Jenny's statement most clearly reflects

(p. 97)

- A. the self-fulfilling prophecy.
- B.** counterfactual thinking.
- C. the availability heuristic.
- D. pessimistic attributional style.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #58

59. Social psychologists have labelled our tendency to make up imagined alternative scenarios and outcomes that might have happened but didn't as

(p. 97)

- A. the base-rate fallacy.
- B. automatic thinking.
- C. reflective bias.
- D.** counterfactual thinking.

Blooms: Definition

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #59

60. Darlene has a chance to go on a road trip with a bunch of her girlfriends for a few weeks. She decides that she can't afford to go away for that long. Instead, she chooses to stay home and work during that time to save money for the next trip. Later on, she thinks about making a different choice. According to the principles of counterfactual thinking, which choice is Darlene most likely to regret?

(p. 97)

- A. she will regret them both the same.
- B. staying home to work and save money.
- C. not going with her girlfriends on the road trip.
- D. she would not regret either one of her choices.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #60

61. Our tendency of perceiving relationships/connections when none whatsoever exist is called

(p. 98)

- A. imaginary parallel.
- B. counterfactual thinking.
- C. illusory correlation.
- D. regression toward the average.

Blooms: Definition

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #61

62. Even when people are shown nothing but a random mix of results, they still like to believe one outcome is more likely than the other. This is tendency illustrates a concept known as

(p. 98)

- A. the self-fulfilling prophecy.
- B. the representativeness heuristic.
- C. illusory correlation.
- D. social overconfidence.

Blooms: Factual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #62

63. Dottie has the illusory belief that there is a correlation between washing her car and the occurrence of rain in her area. According to research, Dottie is now much more likely to notice when

(p. 98)

- A. it rains and she hasn't washed her car.
- B. it rains and she has just washed her car.
- C. it doesn't rain and she has just washed her car.
- D. All of these choices.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #63

64. Jim believes he can actually guess correctly the outcome of heads or tails of 10 consecutive
(p. 98) fair coin trials. His belief can perhaps best be explained in terms of

- A. self-fulfilling prophecy.
- B. regression toward the average.
- C. illusion of control.
- D. hindsight bias.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #64

65. Dice players who throw softly to get low numbers and harder to get high numbers are
(p. 98-99) demonstrating

- A. the base-rate fallacy.
- B. the illusion of control.
- C. behavioural confirmation.
- D. regression toward the average.

Blooms: Factual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #65

66. Among the explanations below, which one can best explain our illusion of control over certain outcomes?
(p. 99-100)

- A. We fail to see our susceptibility to base-rate fallacy.
- B.** We fail to recognize the statistical phenomenon of regression toward the average.
- C. We fail to see the operation of the representativeness heuristic.
- D. We fail to recognize our tendency to counterfactual thinking.

Blooms: Factual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #66

67. When baseball's rookie-of-the-year has a more ordinary second year, we shouldn't be surprised. This fact is easily explained by
(p. 99-100)

- A. illusory correlations.
- B. the base-rate fallacy.
- C. the illusion of control.
- D.** regression toward the average.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #67

68. After two years of intense publications (four per year), Ela's research productivity drops to one published paper per year. What term best explains Ela's fewer publications after two years of intense productivity?

(p. 99-100)

- A. overconfidence bias
- B. base-rate fallacy
- C. regression toward the average
- D. schemata

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #68

69. University students who receive unusually high scores on their first biology test can reasonably expect to receive _____ scores on their second biology test.

(p. 99-100)

- A. very low
- B. somewhat lower
- C. equally high
- D. even higher

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #69

70. Although Jason once scored a 270 in bowling, he has subsequently been unable to beat that record no matter how much he practices. His experience may be partially understood in terms of

(p. 99-100)

- A. illusory correlation.
- B.** regression toward the average.
- C. the representativeness heuristic.
- D. counterfactual thinking.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #70

71. Research indicates that compared to unhappy people, happy people

(p. 100)

- A. are more trusting and loving.
- B. choose long-term rewards over immediate small pleasures.
- C. tolerate more frustration.
- D.** show all of the above characteristics.

Blooms: Factual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #71

72. According to the text, "mood infusion" refers to how

(p. 100)

- A. peoples' memories and judgments change with their mood.
- B. peoples' moods change with a change in their thoughts and knowledge.
- C. people prefer to make judgments based on their moods not thoughts.
- D. people are unaware that their moods have an effect on their thoughts.

Blooms: Definition

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #72

73. Joseph Forgas, a psychologist at the University of New South Wales, believes that moody

(p. 100) people's feelings seem to _____.

- A. help their thinking
- B. invade their thinking
- C. not to affect their thinking
- D. be more effective than their thinking

Blooms: Factual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #73

74. When peoples' memories and judgments change with their moods it is referred to as

(p. 100)

- A. illusory thinking.
- B. counterfactual thinking.
- C. mood infusion.
- D. heuristics.

Blooms: Definition

75. Joseph Forgas and his colleagues found that participants' judgments of their own videotaped behaviours were more positive if, while they watched the videotape, they were

(p. 100)

- A. in a good mood.
- B. with a stranger.
- C. distracted.
- D. either depressed or anxious.

Blooms: Factual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #75

76. Gus is in a terrific mood on the day goes to look for a new car. He instantly decides to buy the second car he test-drives. If Gus had been in a bad mood, what type of decision might he have made about a car purchase?

(p. 100-101)

- A. He would not have gone car shopping at all.
- B. He would have bought the first car he test drove.
- C. He would have taken more time to make a decision.
- D. There would have been no difference in his decision.

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #76

77. Moods can affect our thinking by

(p. 101)

- A. triggering memories associated with those moods.
- B. triggering more effortful, deep processing.
- C. triggering self-fulfilling prophecies.
- D. None of these choices.

Blooms: Factual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #77

78. We are especially likely to analyze and discuss why things happen when the event in question

(p. 102) is

- A. negative or unexpected.
- B. positive or altruistic.
- C. normal or public.
- D. infrequent or private.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #78

79. The prolonged debates that surround social issues, such as whether a homeless person is
(p. 102) lacking initiative or has been victimized by job and social assistance cutbacks, illustrate how people attempt to

- A. make judgments about who is responsible for such issues.
- B. make attributions about others' behaviours.
- C. explain why people act the way they do.
- D. all of these choices

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #79

80. Which of the following is the most likely attribution to be made by someone in an unhappy
(p. 103) marriage?

- A. "She was late because of heavy traffic."
- B. "She was late because she got tied up at the office."
- C. "She was late because she doesn't care about me."
- D. "She was late because it took so long to check out at the grocery store."

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #80

81. Misreading and explaining a woman's warmth or friendliness as a sexual come-on is known
(p. 103) as

- A. the gender gap.
- B. a misattribution.**
- C. the fundamental attribution error.
- D. a distinctiveness attribution.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #81

82. Joanie works hard to please her boss Sam. Sam tries hard to please his boss Ann. Research
(p. 103) on misattribution predicts that

- A. Joanie is likely to believe Sam is romantically interested in her.
- B. Sam is likely to believe Joanie is romantically interested in him.**
- C. Ann is likely to believe Sam is romantically interested in her.
- D. Sam is likely to believe Ann is romantically interested in him.

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #82

83. Fritz Heider (1958) is widely regarded as _____ originator.

(p. 104)

- A. self-esteem theory's
- B. attribution theory's**
- C. motivation theory's
- D. the fundamental attribution error theory's

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #83

84. Attribution theories analyze how we

(p. 104)

- A. explain people's behaviour.**
- B. make decisions and solve problems.
- C. make impressions on others.
- D. form attitudes about issues.

Blooms: Definition

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #84

85. Fritz Heider's "_____ psychology" analyzes the way people explain everyday events.

(p. 104)

- A. depth
- B. structural
- C. non-obvious
- D. commonsense**

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

86. According to Fritz Heider, we tend to attribute people's behaviour to either _____ or
(p. 104) _____ causes.

- A. internal; dispositional
- B. situational; external
- C. rational; irrational
- D. internal; external

Blooms: Definition

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #86

87. In the middle of a phone conversation, your friend cuts you off, quickly says she "has to go",
(p. 104) and hangs up on you. You wonder if your friend's behaviour indicates that she is angry with
you, or if she has just received some bad news. According to Fritz Heider, you are engaging
in

- A. commonsense psychology.
- B. misattribution.
- C. internal attribution.
- D. external attribution.

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #87

88. Glenda has turned in an assignment late, so her instructor concludes Glenda is lazy and unmotivated. The instructor's assumption is an example of

(p. 104)

- A. a situational attribution.
- B. a dispositional attribution.**
- C. an external attribution.
- D. self-handicapping.

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #88

89. Variations of attribution theory share which of the following assumptions?

(p. 104)

- A. Attributions are either cultural or individual.
- B. Attributions are based on distinctiveness and consensus information.
- C. Attributions can generally be categorized as internal or external.**
- D. Actions always correspond to dispositions.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #89

90. During a concert, Alia announces "I'm bored", and leaves the concert. Rick thinks "this type of music was boring Alia", while Ernie thinks "Alia gets bored easily". Which of the following statements is most true?
(p. 104)

- A. Rick is making an internal attribution.
- B.** Ernie is making an internal attribution.
- C. Ernie is making an external attribution.
- D. Rick is making a dispositional attribution.

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #90

91. Jones and Davis's theory of correspondent inferences specifies the conditions under which you are most likely to
(p. 104)

- A. explain others' behaviour in terms of your own motives.
- B. explain others' behaviour in terms of conscious motives.
- C.** infer people's dispositions from how they act.
- D. find actors and observers making corresponding attributions.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #91

92. Joseph goes to a job interview and responds to questions in a sarcastic and indifferent manner. He also acts this way with his brothers and sisters. According to the theory of correspondent inference, which situation tells us more about what Joseph is like?
(p. 104)

- A. The way he acts with his brothers and sisters.
- B.** The way he acted during his job interview.
- C. Both situations tell us equally about Joseph.
- D. Neither situation tells us much about Joseph.

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #92

93. According to the text, behaviours attributed to the environment are
(p. 104)

- A. dispositional.
- B. fundamental attribution errors.
- C.** situational.
- D. commonsense.

Blooms: Definition

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #93

94. Nature is to _____ as nurture is to _____.

(p. 104)

- A. the fundamental attribution error; dispositional attribution.
- B.** dispositional attribution; situational attribution.
- C. situational attribution; dispositional attribution.
- D. dispositional attribution; the fundamental attribution error.

Blooms: Definition

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #94

95. According to Kelley's theory of attributions, when our behaviour has a high degree of consensus with others and is distinctive, we would likely make _____ attributions about the cause of behaviour. On the other hand, when behaviour has low consensus and low distinctiveness, we are likely to make _____ attributions about the cause of behaviour.

(p. 104-105)

- A.** external; internal
- B. internal; external
- C. external; situational
- D. internal; dispositional

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #95

96. According to theorist Harold Kelley, in making commonsense attributions to explain others' behaviour, people use information about consistency, distinctiveness, and consensus. This suggests that attributions are _____

(p. 104-105)

- A. intuitive.
- B. irrational.
- C. rational.
- D. unpredictable.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #96

97. When explaining why Edgar is having trouble with his new computer, which of the following questions deals with consistency rather than with distinctiveness or consensus?

(p. 105)

- A. Does Edgar have trouble with other computers, or only this one?
- B. Does Edgar usually have trouble with his computer?
- C. Do other people have similar problems with this computer?
- D. All of these choices.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #97

98. At a family gathering, little cousin Sandra slaps Frankie in the head. Aunt Viv comments, "little
(p. 105) Sandra is always slapping people these days!" With this information, what type of attribution
are you most likely to make about Sandra's behaviour?

- A. An internal attribution.
- B. An external attribution.
- C. A distinctive attribution.
- D. A consistent attribution.

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #98

99. Attributional theorists have found that when explaining someone's behaviour, we
(p. 105) underestimate _____ and overestimate the extent to which it reflects _____.

- A. the impact of the situation; the individual's traits and attitudes
- B. others' impact on our behaviour; our own behaviour
- C. the individual's traits and attitudes; the impact of the situation
- D. other's impact on our behaviour; the impact of the situation

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #99

100. For a school debate, Sally has been asked to argue in favour of abortion. Research on the
(p. 105) fundamental attribution error suggests that observers of Sally's speech will conclude that her arguments

- A. reflect her true attitude on the topic.
- B. reflect a tendency to present herself favourably.
- C. are weak because she was assigned to present a particular position on the topic.
- D. will lead her to experience cognitive dissonance.

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #100

101. You're not really convinced that you should see the latest Robin Williams movie that Julie is
(p. 105) raving about because Julie raves about all of his movies. You've relied on

- A. consensus information.
- B. information integration.
- C. correspondent information.
- D. distinctiveness information.

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #101

102. One of social psychology's most important lesson concerns how much we are affected by our
(p. 105)

- A. childhood experiences.
- B. personal values and standards.
- C. social environments.
- D. unconscious motives.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #102

103. Without noticing the cell phone the passerby held to his ear, you decide that this person
(p. 105) mumbling to himself must be mentally ill. You have just made a(n)

- A. external attribution.
- B. situational attribution.
- C. culturally-biased attribution.
- D. fundamental attribution error.

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #103

104. The fundamental attribution error involves the tendency to
(p. 105)

- A. overestimate situational causes of behaviour.
- B. underestimate dispositional causes of behaviour.
- C. underestimate situational causes of behaviour.
- D. discount dispositional causes of behaviour.

Blooms: Definition

105. Jones and Harris (1967) had students read debaters' speeches either supporting or attacking Cuban leader Fidel Castro. When the students were later told that the debater's position had been assigned, they

(p. 105-106)

- A. assumed the debater's position merely reflected the demands of the assignment.
- B. described the speaker's position as poorly developed.
- C. concluded that to some extent the speech reflected the speaker's true beliefs.
- D. concluded that the debate coach was an effective persuader.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #105

106. We tend to automatically believe that the programmed behaviour of an actor reflects

(p. 108)

- A. powerful environmental forces.
- B. a carefully prepared social script.
- C. inner dispositions.
- D. audience pressures.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #106

107. You notice that Devon, a classmate, has failed a quiz. You may be committing the
(p. 105) fundamental attribution error if you conclude that

- A. Devon is a lazy student who probably did not study.
- B. the quiz was unusually difficult for all who took it.
- C. Devon probably had to work late the night before the quiz.
- D. you would probably have failed if you had taken it.

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #107

108. In research by Jones and Harris (1967), students read a debater's speech in support of Cuba's
(p. 105-106) dictator leader, Fidel Castro. When the students were told that the debater had chosen the position they would take (attacking Castro), they

- A. inferred that the debater liked Castro.
- B. inferred that the debater disliked Castro.
- C. inferred that the debater neither liked nor disliked Castro.
- D. None of these choices.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #108

109. We are less likely to commit the fundamental attribution error when explaining _____
(p. 108) behaviour.

- A. our own
- B. other people's
- C. friendly
- D. aggressive

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #109

110. Students who are told by their teacher that he had been instructed by the department not to
(p. 106) take into account their requests to have their final test marks bell curved are more likely to
conclude that the teacher's behaviour

- A. reflected his traits.
- B. illustrated role-playing.
- C. was situationally determined.
- D. demonstrated the illusion of control.

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #110

111. According to the text, the fundamental attribution error may lead us to

(p. 106-
107)

- A. overestimate the brilliance of our professors.
- B. fail to hold people responsible for their misconduct.
- C. be lenient with convicted criminals.
- D. all of these choices.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #111

112. Ross, Amabile, and Steinmetz randomly assigned participants to play the part of either a quiz game contestant or the questioner, while other participants merely observed the game.

(p. 107)

Results indicated that

- A. both contestants and observers thought the questioners were more knowledgeable than the contestants.
- B. both contestants and observers thought the contestants were more knowledgeable than the questioners.
- C. observers thought the questioners were more knowledgeable, but contestants attributed the outcomes to the situation.
- D. questioners thought themselves more knowledgeable, but contestants attributed the outcomes to the situation.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #112

113. We may overestimate the knowledge or intelligence of leaders and those with social power
(p. 108) because

- A. we lack confidence.
- B.** they typically initiate and control conversation.
- C. of the power of the confirmation bias.
- D. of the illusion of control.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #113

114. When we behave badly we are more likely to attribute our behaviour to
(p. 108)

- A. bad luck.
- B. internal factors.
- C.** situational factors.
- D. social norms.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #114

115. The fundamental attribution error is reduced when
(p. 108)

- A. more than one observer accounts for the actor's behaviour.
- B. the observer does not know the personal identity of the actor.
- C. the actor's behaviour is not personally relevant to the observer.
- D.** the actor and observer switch perspectives with each other.

Blooms: Factual

116. When our action feels intentional and admirable, we attribute it to

(p. 108)

- A. our own good reasons.
- B. the situation.
- C. social norms.
- D. good fortune.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #116

117. Our tendency to commit the fundamental attribution error is influenced by

(p. 108-

109)

- A. the perspective we take on the situation.
- B. self-awareness.
- C. actor-observer differences.
- D. all of these choices

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #117

118. Videotaped confessions are more likely to lead to convictions when the tape

(p. 108)

- A. focuses on the confessor.
- B. focuses on the interrogator.
- C. focuses on both the confessor and the interrogator.
- D. None of these choices

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #118

119. According to Wicklund, Duval, and their collaborators, _____ makes people more

(p. 109) sensitive to their own attitudes and dispositions.

- A. self-concern
- B. self-awareness
- C. self-forgetfulness
- D. self-denial

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #119

120. When self-awareness is high we are _____ likely to attribute responsibility to _____.

(p. 109)

- A. more; the situation
- B. more; others
- C. more; ourselves
- D. less; ourselves

Blooms: Factual

121. Research indicates that we tend to see our behaviour as more _____ compared to other people's behaviour.
(p. 110)

- A. consistent
- B. extroverted
- C. variable
- D. self-centered

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #121

122. One factor associated with the fundamental attribution error is that our perspectives or attributions change with time. When asked to make an attribution about our own personalities now, we are more likely to make a _____ attribution, whereas when asked to describe our behaviour 5 years ago, we are more likely to make a _____ attribution.
(p. 109)

- A. situational; external
- B. situational; dispositional
- C. dispositional; situational
- D. dispositional; internal

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #122

123. According to research on the attribution error, we find causes

(p. 110)

- A. only in the situations.
- B. only in the person exhibiting the behaviour.
- C. only in the environment.
- D.** where we look for them.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #123

124. According to Edward Jones, the fundamental attribution error could be referred to as:

(p. 105)

- A. hindsight bias.
- B.** correspondence bias.
- C. dispositional attribution
- D. situational attribution.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #124

125. People from _____ are more sensitive to the relevance of past information for

(p. 110) understanding present events than people from _____.

- A. Japan; China
- B. China; Japan
- C. Canada; Great Britain
- D.** China; Canada

Blooms: Factual

126. Cultures that emphasize _____ as opposed to _____ are less likely to engage
(p. 110) in the fundamental attribution error, and when they do, it is easier to overcome.

- A. individualism; collectivism
- B. nationalism; patriotism
- C. patriotism; nationalism
- D. collectivism; individualism

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #126

127. According to your text, if a person is rude to a colleague and we believe that the person is
(p. 111) hostile, it is likely that this judgment

- A. will not affect how we feel about the situation.
- B. will affect how we feel about the situation.
- C. will leave us indifferent to the situation.
- D. will be influenced by the time of the day the event happened.

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #127

128. According to your text, when we act, our attention is usually on

(p. 112)

- A. what we are reacting to.
- B. our motivations.
- C. our physical pain.
- D. our internal processes.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #128

129. Which of the following statements is NOT a reason why psychologists study attribution errors.

(p. 111-

112)

- A. To increase awareness of our biases.
- B. To help people see that they should not always be blamed for their problems.
- C. To help us eradicate such errors from our thinking.
- D. To reveal how we think about ourselves and others.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #129

130. When Oscar arrived very late for a meeting with Tom and Sunita, Tom, a Canadian-born

(p. 110)

student, felt angrier with Oscar than Sunita, an Indian-born student, did. This was likely due to

- A. cultural differences in social loafing.
- B. cultural differences in attribution style.
- C. cultural differences in emotional expression.
- D. gender differences in emotional expression.

Blooms: Conceptual

131. Which of the following statements about the biases that penetrate our thinking is true?

(p. 112)

- A. We are mostly unaware of them.
- B. We are usually aware of them but deny that they play a significant role in our judgments.
- C. We are aware of them and usually use them to our advantage.
- D. Very few—if any—biases affect our thinking powerfully enough to harm ourselves or others.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #131

132. According to the text, a major reason for learning about social thinking and examining our errors and biases is to

(p. 112)

- A. develop more realistic self-esteem.
- B. develop our capacity for critical thinking.
- C. become more effective in influencing others.
- D. develop more positive interpersonal relationships.

Blooms: Factual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #132

133. The tendency for one's expectations to evoke behaviour that confirms the expectations is
(p. 112) called

- A. self-fulfilling prophecy.
- B. belief confirmation.
- C. self-confirming validity.
- D. behavioural perseverance.

Blooms: Definition

Learning Objective: 03-04 Discuss our expectations of our social worlds

Myers - Chapter 03 #133

134. In a now-famous study, Rosenthal and Jacobson found that randomly selected elementary
(p. 114) school students experienced a spurt in IQ score largely as a result of

- A. increased parental involvement and support.
- B. their teachers' elevated expectations.
- C. intensified academic training.
- D. educational strategies that raised their self-esteem.

Blooms: Factual

Learning Objective: 03-04 Discuss our expectations of our social worlds

Myers - Chapter 03 #134

135. Research has indicated that _____ can be self-fulfilling.

(p. 113-
114)

- A. teachers' expectations of students
- B. students' expectations of teachers
- C. experimenters' expectations of participants
- D. all of these choices.

Blooms: Factual

Learning Objective: 03-04 Discuss our expectations of our social worlds

Myers - Chapter 03 #135

136. According to research, high expectations _____, for whom a teacher's positive attitude
(p. 113) may be a hope-giving breath of fresh air.

- A. do seem to give a boost to low achievers
- B. make no difference for low or high achievers
- C. do seem to give a boost to high achievers
- D. help medium achievers

Blooms: Factual

Learning Objective: 03-04 Discuss our expectations of our social worlds

Myers - Chapter 03 #136

137. According to your text, research shows that people who perceive their opponents as
(p. 115) noncooperative will readily induce them to be _____.

- A. cooperative
- B. noncooperative**
- C. indifferent
- D. motivated

Blooms: Factual

Learning Objective: 03-04 Discuss our expectations of our social worlds

Myers - Chapter 03 #137

138. Snyder, Tanke, and Berscheid had male students speak by telephone with women they
(p. 115) thought were either attractive or unattractive. When judges later analyzed the women's
comments, they found that

- A. the women thought to be attractive spoke more warmly than the other women.**
- B. the women thought to be unattractive tried harder to be likable and stimulated better conversation.
- C. the women thought to be attractive spoke in a more aloof and superior manner.
- D. women thought to be unattractive spoke more slowly and deliberately.

Blooms: Factual

Learning Objective: 03-04 Discuss our expectations of our social worlds

Myers - Chapter 03 #138

139. When our expectations lead us to act in ways that induce others to confirm those
(p. 115) expectations, _____ is at work.

- A. illusory correlation
- B. counterfactual thinking
- C. behavioural confirmation
- D. illusion of control

Blooms: Definition

Learning Objective: 03-04 Discuss our expectations of our social worlds

Myers - Chapter 03 #139

140. According to research done by Miller and his colleagues, if you want young children to litter
(p. 116) less and put trash in wastebaskets, you should probably repeatedly

- A. tell them they should be neat and tidy.
- B. congratulate them for being neat and tidy.
- C. tell them littering is a crime.
- D. tell them that people who litter are trash.

Blooms: Factual

Learning Objective: 03-04 Discuss our expectations of our social worlds

Myers - Chapter 03 #140

141. If you are told that someone you've never met is attracted to you, you will likely

(p. 116)

- A. behave toward that person in a way that draws out their flirtatious behaviour.
- B. behave toward that person in a way that causes them to become shy and withdrawn.
- C. feel less attracted to the person than you would have without knowledge of their attraction to you.
- D. None of these choices

Blooms: Conceptual

Learning Objective: 03-04 Discuss our expectations of our social worlds

Myers - Chapter 03 #141

142. According to research by Nisbett and Ross (1980), laboratory procedures _____ our
(p. 117) intuitive powers.

- A. overestimate
- B. underestimate
- C. fairly judge
- D. unfairly judge

Blooms: Factual

Learning Objective: 03-04 Discuss our expectations of our social worlds

Myers - Chapter 03 #142

143. Which of the following is not one of the four proposals Nisbett and Ross (1980) make to reduce our vulnerability to certain types of error?
(p. 118-119)

- A. We train people to recognize likely sources of error in their own social intuition.
- B. We make such teaching more effective by richly illustrating it with concrete, vivid anecdotes and examples from everyday life.
- C. We reduce the number of statistics courses.
- D. We teach memorable and useful slogans, such as "It's an empirical question!"

Blooms: Factual

Learning Objective: 03-04 Discuss our expectations of our social worlds

Myers - Chapter 03 #143

144. Research has demonstrated that memories are often constructed and involve backward reasoning. Please explain this and provide examples of both reconstructing past attitudes and reconstructing past behaviours.
(p. 84-87)

Answers will vary

Blooms: Application

Blooms: Conceptual

Learning Objective: 03-01 Discuss how we perceive our social worlds

Myers - Chapter 03 #144

145. Explain how the confirmation bias contributes to and helps explain the overconfidence phenomenon.
(p. 94)

Answers will vary

Blooms: Conceptual

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #145

146. What are heuristics? Identify and define the two most common types of heuristics and provide an example of each.
(p. 95-97)

Answers will vary

Blooms: Application

Blooms: Definition

Learning Objective: 03-02 Discuss how we judge our social worlds

Myers - Chapter 03 #146

147. How do attributions affect how we think about and relate to one another?

(p. 102-105)

Answers will vary

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #147

148. Define the fundamental attribution error. What makes it "fundamental?"

(p. 105-
108)

Answers will vary

Blooms: Conceptual

Blooms: Definition

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #148

149. Discuss the influence of time in the fundamental attribution error.

(p. 109)

Answers will vary

Blooms: Conceptual

Learning Objective: 03-03 Discuss how we explain our social worlds

Myers - Chapter 03 #149

150. How could a teacher safeguard against self-fulfilling prophecies that might be detrimental to students?

(p. 113-
114)

Answers will vary

Blooms: Conceptual

Learning Objective: 03-04 Discuss our expectations of our social worlds

Myers - Chapter 03 #150

3 Summary

<u>Category</u>	<u># of Questions</u>
Blooms: Application	2
Blooms: Conceptual	59
Blooms: Definition	21
Blooms: Factual	71
Learning Objective: 03-01 Discuss how we perceive our social worlds	31
Learning Objective: 03-02 Discuss how we judge our social worlds	49
Learning Objective: 03-03 Discuss how we explain our social worlds	58
Learning Objective: 03-04 Discuss our expectations of our social worlds	12
Myers - Chapter 03	150