Term Final Review

Multiple Choice
Identify the choice that best completes the statement or answers the question.

1. The ideas that most directly helped form modern empiricism were proposed by
   a. Plato and Socrates.
   b. John Locke and Francis Bacon.
   c. Plato and René Descartes.
   d. Socrates and Confucius.
   e. Aristotle and Socrates.

2. Behaviorists dismissed the value of
   a. science.
   b. introspection.
   c. spaced practice.
   d. neuroscience.
   e. reinforcement.

3. In the context of debates regarding the origins of knowledge, Aristotle is to _______ as Plato is to _______.
   a. soul; body
   b. structuralism; functionalism
   c. stability; change
   d. introspection; observation
   e. nurture; nature

4. Charles Darwin believed that behaviors, such as the emotional expressions associated with human rage, could be explained by natural selection. Which early psychologist would be most likely to agree with Darwin's assessment?
   a. William James
   b. Edward B. Titchener
   c. Wilhelm Wundt
   d. John B. Watson
   e. Ivan Pavlov

5. Mr. Lopez believes that severe depression results primarily from an imbalanced diet and abnormal brain chemistry. Mr. Lopez favors a _______ perspective on depression.
   a. biological
   b. psychodynamic
   c. behavioral
   d. cognitive
   e. psychoanalytic

6. Mrs. Alfieri believes that her husband's angry outbursts against her result from his unconscious hatred of his own mother. Mrs. Alfieri is looking at her husband's behavior from a(n) _______ perspective.
   a. evolutionary
b. behavioral  
c. psychodynamic  
d. biological  
e. social-cultural

7. The behavioral perspective is most likely to emphasize the importance of  
a. cognition.  
b. observable responses.  
c. introspection.  
d. natural selection.  
e. self-esteem.

8. A concern with the reasoning processes that contribute to effective problem solving is most characteristic of the ________ perspective.  
a. behavioral  
b. evolutionary  
c. social-cultural  
d. cognitive  
e. biological

9. For no apparent reason, Adam has recently begun to feel so tense and anxious that he frequently stays home from work. It would be most beneficial for Adam to contact a(n) ________ psychologist.  
a. industrial-organizational  
b. clinical  
c. personality  
d. biological  
e. social

10. The specialist most likely to have a medical degree is a(n)  
a. clinical psychologist.  
b. industrial-organizational psychologist.  
c. developmental psychologist.  
d. psychiatrist.  
e. biological psychologist.

11. Mr. Kay is interested in whether individual differences affect learning. Mr. Kay is most likely a(n) ________ psychologist.  
a. human factors  
b. developmental  
c. educational  
d. social  
e. clinical

12. Mr. Christian has designed a camera with buttons that are easy to reach and see. Mr. Christian is most likely  
a. a cognitive psychologist.  
b. conducting basic research.  
c. using psychometrics.
d. engaged in applied research.
e. engaged in introspection.

13. Giving half the members of a group some purported psychological finding and the other half an opposite result is an easy way to demonstrate the impact of
   a. overconfidence.
   b. illusory correlation.
   c. the hindsight bias.
   d. random sampling.
   e. the double-blind procedure.

14. Professor Smith told one class that alcohol consumption has been found to increase sexual desire. He informed another class that alcohol consumption has been found to reduce sexual appetite. The fact that neither class was surprised by the information they received best illustrates the power of
   a. overconfidence.
   b. replication.
   c. the hindsight bias.
   d. the double-blind procedure.
   e. the placebo effect.

15. Our tendency to believe we know more than we do illustrates
   a. naturalistic observation.
   b. illusory correlation.
   c. overconfidence.
   d. the standard deviation.
   e. placebo.

16. When you question whether anecdotal evidence can be generalized to all people, you are applying
   a. overconfidence.
   b. the placebo effect.
   c. the hindsight bias.
   d. random assignment.
   e. critical thinking.

17. A hypothesis is a(n)
   a. observable relationship between specific independent and dependent variables.
   b. testable prediction that gives direction to research.
   c. set of principles that organizes observations and explains newly discovered facts.
   d. unprovable assumption about the unobservable processes that underlie psychological functioning.
   e. statement of procedures used to define research variables.

18. Professor Delano suggests that because people are especially attracted to those who are good-looking, handsome men will be more successful than average-looking men in getting a job. The professor's prediction regarding employment success is an example of
   a. the hindsight bias.
   b. the placebo effect.
   c. a hypothesis.
d. illusory correlation.
e. an operational definition.

19. Which of the following researchers used the case study method, carefully observing one exceptional individual in depth to reach conclusions that might be true of all of us?
   a. Jean Piaget
   b. James Randi
   c. Jane Goodall
   d. William James
   e. John b. Watson

20. What is the primary limitation of the case study research method?
   a. It is not an empirical method.
   b. The case study is not part of the scientific method.
   c. Random sampling must be used to ensure representative findings.
   d. Individual cases can be misleading and result in false generalizations.
   e. Correlational findings from case studies cannot be interpreted as causal.

21. A majority of respondents in a national survey agreed that “classroom prayer should not be allowed in public schools.” Only 33 percent of respondents in a similar survey agreed that “classroom prayer in public schools should be banned.” These divergent findings best illustrate the importance of
   a. operational definition.
   b. the hindsight bias.
   c. overconfidence.
   d. random assignment.
   e. wording effects.

22. To assess reactions to a proposed tuition hike at her college, Ariana sent a questionnaire to every fifteenth person in the college registrar's alphabetical listing of all currently enrolled students. Ariana employed the technique of
   a. random assignment.
   b. naturalistic observation.
   c. replication.
   d. correlation.
   e. random sampling.

23. If psychologists discovered that wealthy people are less satisfied with their marriages than poor people are, this would indicate that wealth and marital satisfaction are
   a. causally related.
   b. negatively correlated.
   c. independent variables.
   d. dependent variables.
   e. positively correlated.

24. If college graduates typically earn more money than high school graduates, this would indicate that level of education and income are
   a. causally related.
   b. positively correlated.
c. independent variables.
d. dependent variables.
e. negatively correlated.

25. To study the effects of noise on worker productivity, researchers have one group of subjects work in a noisy room and a second group work in a quiet room. To ensure that any differences in the productivity of the two groups actually result from the different noise levels to which the groups are exposed, the researchers would use
   a. the case study.
   b. correlational measurement.
   c. naturalistic observation.
   d. replication.
   e. random assignment.

26. Which of the following is true for those assigned to the experimental group in an experiment?
   a. The experimenter exerts the greatest influence on participants’ behavior.
   b. The research participants are exposed to all the different hypotheses.
   c. The experimental group receives the experimental treatment
   d. The experimental group does not receive the experimental treatment
   e. The operational definition is not applied to their variables.

27. Mr. and Mrs. Berry have five children aged 2, 3, 7, 9, and 9. The median age of the Berry children is
   a. 3.
   b. 6.
   c. 7.
   d. 8.
   e. 9.

28. For which of the following distributions of scores would the median most clearly be a more appropriate measure of central tendency than the mean?
   a. 16, 28, 4, 8, 24
   b. 9, 6, 9, 12, 9
   c. 8, 9, 12, 10, 16
   d. 6, 18, 4, 5, 2
   e. 3, 4, 3, 4, 2

29. Which of the following is a measure of the degree of variation among a set of events?
   a. mean
   b. scatterplot
   c. standard deviation
   d. median
   e. correlation coefficient

30. Evelyn wants to know how consistent her bowling scores have been during the past season. Which of the following measures would be most relevant to this specific concern?
   a. mean
   b. median
   c. scatterplot
31. Which measure of variation is most affected by extreme scores?
   a. mean
   b. mode
   c. standard deviation
   d. range
   e. median

32. Researchers have found that men and women learn to walk at about the same age, experience the same sensations of light, and exhibit similar overall intelligence. These findings support the idea that
   a. the same underlying processes guide people everywhere.
   b. psychology is based on intuition and common sense.
   c. hindsight bias is inevitable.
   d. correlation does not mean causation.
   e. women and men are overwhelmingly different.

33. The function of dendrites is to
   a. receive incoming signals from other neurons.
   b. release neurotransmitters into the spatial junctions between neurons.
   c. coordinate the activation of the parasympathetic and sympathetic nervous systems.
   d. control pain through the release of opiate-like chemicals into the brain.
   e. transmit signals to other neurons.

34. The minimum level of stimulation required to trigger a neural impulse is called the
   a. reflex.
   b. threshold.
   c. synapse.
   d. action potential.
   e. refractory period.

35. Neurotransmitters are released from vesicles located on knoblike terminals at the end of the
   a. dendrites.
   b. cell body.
   c. axon.
   d. myelin sheath.
   e. synapse.

36. Sir Charles Sherrington observed that impulses took more time to travel a neural pathway than he might have anticipated. His observation provided evidence for the existence of
   a. endorphins.
   b. hormones.
   c. synaptic gaps.
   d. interneurons.
   e. neural networks.

37. Within a single neuron the action potential
   a. is generated in the dendrites.
b. will be slower if myelin is present.
c. depends on the movement of charged calcium atoms.
d. travels in one direction toward the axon terminals.
e. crosses the synapse to the adjacent neurons.

38. Alzheimer's disease is most closely linked to the deterioration of neurons that produce
   a. dopamine.
   b. acetylcholine.
   c. epinephrine.
   d. endorphins.
   e. glutamate.

39. The peripheral nervous system is to sensory neurons as the central nervous system is to
   a. motor neurons.
   b. neurotransmitters.
   c. interneurons.
   d. the sympathetic nervous system.
   e. the parasympathetic nervous system.

40. Stimulated digestion is to inhibited digestion as the ________ nervous system is to the ________
    nervous system.
   a. somatic; autonomic
   b. autonomic; somatic
   c. central; peripheral
   d. sympathetic; parasympathetic
   e. parasympathetic; sympathetic

41. A simple, automatic, inborn response to a sensory stimulus is called a(n)
    a. neural network.
    b. action potential.
    c. neurotransmitter.
    d. reflex.
    e. threshold.

42. Sleep researchers who are interested in brain wave activity are likely to use which kind of brain
    scan?
    a. EEG
    b. CT
    c. fMRI
    d. PET
    e. MRI

43. What is the main difference between an MRI scan and an fMRI scan?
    a. MRI scans are able to show internal structures of the brain, fMRI scans can also 
       show external structures.
    b. MRI scans use X-rays, fMRI scans use gamma rays.
    c. MRI scans measure glucose levels in the brain, fMRI scans measure oxygen levels.
d. MRI scans show structural details of the brain, fMRI scans show structure and activity levels.
e. MRI scans measure brain wave activity, fMRI scans use a series of X-ray images to show structural details.

44. The sequence of brain regions from the evolutionarily oldest to newest is
   a. limbic system; brainstem; cerebral cortex.
   b. brainstem; cerebral cortex; limbic system.
   c. limbic system; cerebral cortex; brainstem.
   d. brainstem; limbic system; cerebral cortex.
   e. cerebral cortex; brainstem; limbic system.

45. The medulla is to the control of ________ as the cerebellum is to the control of ________.
   a. eating; sleeping
   b. breathing; walking
   c. emotion; motivation
   d. memory; attention
   e. hearing; seeing

46. We are usually least consciously aware of the processes and functions of which brain structure?
   a. cerebral cortex
   b. motor cortex
   c. sensory cortex
   d. brainstem
   e. Broca's area

47. Which of the following is the component of the limbic system that plays an essential role in the processing of new memories?
   a. hypothalamus
   b. thalamus
   c. hippocampus
   d. medulla
   e. cerebellum

48. Nerve cells in the brain receive life-supporting nutrients and insulating myelin from
   a. glial cells.
   b. neurotransmitters.
   c. motor neurons.
   d. hormones.
   e. sensory neurons.

49. The parietal lobes are to ________ as the occipital lobes are to ________.
   a. hearing; speaking
   b. sensing touch; seeing
   c. sensing pleasure; sensing pain
   d. tasting; smelling
   e. speaking; seeing
50. The auditory hallucinations experienced by people with schizophrenia are most closely linked with the activation of areas in which brain area?
   a. motor cortex  
   b. amygdala  
   c. temporal lobes  
   d. hypothalamus  
   e. sensory cortex

51. A PET scan of a patient looking at a photograph of a painting would most likely indicate high levels of activity in which brain structure?
   a. sensory cortex  
   b. Broca's area  
   c. corpus callosum  
   d. occipital lobes  
   e. frontal lobes

52. If a blind person uses one finger to read Braille, the brain area dedicated to that finger expands as the sense of touch invades the visual cortex. This is an example of
   a. brain plasticity.  
   b. hemispheric specialization.  
   c. neural prosthetics.  
   d. integrated association areas.  
   e. aphasia.

53. Recent brain research contradicts previously held beliefs, indicating that new neurons are actually formed in the brain. What is this process called?
   a. plasticity  
   b. reuptake  
   c. neurogenesis  
   d. reticular formation  
   e. myelin cells

54. Compared with identical twins, fraternal twins are
   a. less likely to be the same sex and more likely to be similar in extraversion.  
   b. more likely to be the same sex and more likely to be similar in extraversion.  
   c. more likely to be the same sex and less likely to be similar in extraversion.  
   d. less likely to be the same sex and less likely to be similar in extraversion.  
   e. less likely to be the same sex and equally likely to be similar in extraversion.

55. Studies of identical twins who had been reared apart most clearly highlight the importance of _______ in personality development.
   a. natural selection  
   b. mutation  
   c. adoptive relatives  
   d. home environments  
   e. genetic predispositions
56. Why is it incorrect to say that 50 percent heritability of intelligence means that the cause of your intelligence is 50 percent genetic and 50 percent environmental?
   a. because heritability accounts for variations among people, not in specific individuals
   b. because nurture controls intelligence levels, not nature
   c. because unrelated individuals share common genes
   d. because genes are the basis for our behavior, environment has no impact
   e. because heritability increases as environments change

57. Because Marla is the first girl in her fourth-grade class to sexually mature, she is sometimes teased and rejected by her classmates. Marla's sense of social isolation and embarrassment result from the interaction of
   a. chromosomes.
   b. nature and nurture.
   c. DNA and genes.
   d. genome and molecular genetics.
   e. home environment and school environment.

58. Compared with women, men are _______ likely to sacrifice to gain sex and _______ likely to perceive warm responses as a sexual come-on.
   a. less; more
   b. more; less
   c. not; less
   d. more; more
   e. not; more

59. The process of receiving and representing stimulus energies by the nervous system is called
   a. priming.
   b. synaesthesia.
   c. accommodation.
   d. sensation.
   e. perception.

60. Ohio State University pedestrians were more likely to cross streets unsafely if they were talking on a cell phone. This best illustrates the impact of
   a. place theory.
   b. gate-control theory.
   c. selective attention.
   d. the phi phenomenon.
   e. retinal disparity.

61. Although Manuel was sitting right next to his parents, he smelled a skunk minutes before they did. Apparently, Manuel has a lower _______ for skunk odor than his parents have.
   a. accommodation level
   b. absolute threshold
   c. tolerance level
   d. olfactory saturation level
   e. adaptation level
62. Which theory emphasizes that personal expectations and motivations influence the level of absolute thresholds?
   a. signal detection theory
   b. frequency theory
   c. opponent-process theory
   d. place theory
   e. bottom-up theory

63. If the just-noticeable difference for a 10-ounce weight is 1 ounce, the just noticeable difference for an 80-ounce weight would be ________ ounce(s).
   a. 1
   b. 2
   c. 4
   d. 8
   e. 10

64. If we could stop our eyes from quivering as we stared at a stationary object, the object would probably
   a. vanish from sight.
   b. stimulate feature detector cells located in the retina.
   c. appear more brilliantly colored.
   d. appear to change colors.
   e. appear to move from side to side.

65. The constant quivering movements of our eyes enable us to
   a. focus the light on our retina.
   b. adjust the size of the pupil.
   c. minimize sensory adaptation.
   d. perceive speed more accurately.
   e. see in low levels of light.

66. The local fire department sounds the 12 o'clock whistle. The process by which your ears convert the sound waves from the siren into neural impulses is an example of
   a. sensory adaptation.
   b. accommodation.
   c. parallel processing.
   d. transduction.
   e. sensory interaction.

67. Brightness is to intensity as hue is to
   a. amplitude.
   b. color.
   c. pitch.
   d. wavelength.
   e. frequency.

68. The receptor cells that convert light energy into neural signals are called
   a. bipolar cells.
b. ganglion cells.
c. rods and cones.
d. feature detectors.
e. opponent processors.

69. Bipolar cells are located in the
a. optic nerve.
b. retina.
c. blind spot.
d. lens.
e. cochlea.

70. When looking at the hands of a clock showing 8 o'clock, certain brain cells in the visual cortex are more responsive than when the hands show 10 o'clock. This is most indicative of
a. sensory interaction.
b. feature detection.
c. parallel processing.
d. perceptual adaptation.
e. accommodation.

71. An 80-decibel sound is ________ times louder than a 60-decibel sound.
   a. 2
   b. 10
   c. 20
   d. 100
   e. 200

72. Movement of the hair cells along the basilar membrane
   a. allows us to sense our body's position and movement.
b. causes the olfactory bulb to send signals to the primary smell cortex.
c. initiates transduction and the transmission of neural messages to the auditory cortex.
d. stimulates the taste receptor cells and helps us to distinguish between different taste sensations.
e. produces large-fiber activity in the spinal cord that closes the “gate” so we don’t feel pain.

73. Researchers have identified receptors for which of the following skin sensations?
   a. pain
   b. cold
   c. warmth
   d. pressure
   e. hot

74. While playing tennis you need to know where your limbs are located so you can move them into the right positions to run or swing your racket. Which of the following senses provides this information?
   a. audition
   b. vestibular
c. kinesthesia
d. gustation
e. olfaction

75. If Jared watches a nurse give him an injection, he experiences more pain than if he closes his eyes during the procedure and thinks about his favorite food. This illustrates the value of ________ for pain control.
   a. sensory adaptation
   b. perceptual adaptation
   c. subliminal stimulation
   d. distraction
   e. blindsight

76. Phantom limb sensations best illustrate that pain can be experienced in the absence of
   a. sensory input.
   b. top-down processing.
   c. conscious awareness.
   d. parallel processing.
   e. figure-ground.

77. Mr. Kim's experience of chronic back pain is influenced by his cultural background, his attentional processes, and nerve damage caused by an automobile accident. An integrated understanding of Mr. Kim's suffering is most clearly provided by
   a. Weber's law.
   b. the phi phenomenon.
   c. opponent-process theory.
   d. a biopsychosocial approach.
   e. perceptual constancy.

78. Many researchers believe that pleasing tastes attracted our ancestors to energy- or protein-rich foods that enabled their survival. Such researchers are most likely
   a. behavior geneticists.
   b. behaviorists.
   c. evolutionary psychologists.
   d. molecular geneticists.
   e. neuropsychologists.

79. Depth perception that uses information transmitted to only one eye depends on
   a. relative luminance.
   b. stroboscopic movement.
   c. lightness constancy.
   d. monocular cues.
   e. perceptual adaptation.

80. Renny knew the red tulip was closer to her than the yellow tulip because the red one cast a larger retinal image than the yellow one. This illustrates the importance of the distance cue known as
   a. relative size.
   b. interposition.
c. proximity.
d. relative height.
e. continuity.

81. As we move, objects that are fixed in place (a light pole, for example) may appear to move. What is this monocular cue for depth called?
   a. relative motion
   b. interposition
   c. proximity
   d. retinal disparity
   e. continuity

82. Imagine your friend walking toward you in the hall at school. As your friend gets closer, the image cast on your retina
   a. gets smaller.
   b. gets larger.
   c. gets darker.
   d. stays exactly the same.
   e. appears higher in your field of vision.

83. The steadily increasing size of the retinal image of an approaching object is especially important for perceiving the object's
   a. shape.
   b. motion.
   c. height.
   d. weight.
   e. color.

84. Who emphasized that perceptual understanding comes from inborn ways of organizing sensory experience?
   a. Immanuel Kant
   b. Aristotle
   c. John Locke
   d. Sigmund Freud
   e. B. F. Skinner

85. The tendency to perceive a moving light in the night sky as belonging to an airplane rather than a satellite best illustrates the impact of
   a. perceptual constancy.
   b. relative height.
   c. feature detection.
   d. perceptual set.
   e. the phi phenomenon.

86. After learning that her new school friend had experienced several episodes of depression during junior high, Erin incorrectly perceived her friend's laughter as artificial and phony. This best illustrates the impact of
   a. interposition.
b. perceptual set.
c. clairvoyance.
d. the phi phenomenon.
e. opponent-process theory.

87. Stereotypes are mental conceptions that can strongly influence the way we interpret the behaviors of individuals belonging to specific racial or ethnic groups. A stereotype is most similar to
   a. a feature detector.
   b. perceptual adaptation.
   c. a perceptual set.
   d. a difference threshold.
   e. gate-control theory.

88. An integrated understanding of perception in terms of our sensory capacities, cultural contexts, and Gestalt principles is most clearly provided by
   a. human factors psychology.
   b. a biopsychosocial approach.
   c. Weber's law.
   d. parapsychology.
   e. opponent-process theory.

89. Clairvoyance refers to the
   a. extrasensory transmission of thoughts from one mind to another.
   b. extrasensory perception of events that occur at places remote to the perceiver.
   c. perception of future events, such as a person's fate.
   d. ability to understand and share the emotions of another person.
   e. ability to interpret neural patterns as perceptions.

90. Which of the following is true of psychics who have worked with police departments in an effort to solve difficult crimes?
   a. They have demonstrated the value of clairvoyance.
   b. They have used telepathy to read the mind of the criminal.
   c. They have used precognition to forewarn the police of criminal acts.
   d. They have provided useful predictions using all their powers in 90 percent of the cases.
   e. They have reported visions that are no more accurate than guesses.

91. Psychologists are skeptical about ESP claims because
   a. studies claiming to demonstrate such abilities fail at replication.
   b. parapsychologists accept fraudulent evidence.
   c. such abilities cannot be tested scientifically.
   d. researchers have difficulty finding participants for such research.
   e. ethical concerns make testing such abilities relatively impossible.

92. The impact of circadian rhythms is best illustrated by
   a. the differing musical preferences of younger and older persons.
   b. fluctuations in energy level and alertness across the span of a day.
   c. the different study habits of men and women.
d. the different personalities of people born during different months of the year.
e. varying levels of neurotransmitters during REM sleep.

93. Sleeptalking may occur during
   a. Stage 1 sleep.
   b. Stage 2 sleep.
   c. REM sleep.
   d. Stage 4 sleep.
   e. any stage of sleep.

94. Margie insists that she never dreams, but her sister feels she can prove otherwise. To prove that
Margie does dream, the sister should
   a. feed Margie lots of rich food just before bedtime.
   b. make an all-night audiotape of the sounds Margie makes while sleeping.
   c. wake Margie after she has been asleep for about 5 minutes and ask her what she's
dreaming.
   d. wake Margie after 5 minutes of REM sleep and ask her what she's dreaming.
   e. use posthypnotic suggestion to increase the chances of dream recall.

95. Some people function well with fewer than 6 hours of sleep per night, while others need 9 hours or
more. Such differences in individual sleep patterns suggests that
   a. genetics makes a difference in how much sleep we need and get.
   b. sleep debt affects a person's health and mental well-being.
   c. most adults are seriously sleep deprived.
   d. sleep is necessary for helping us restore and repair brain tissue.
   e. sleep disorders are widespread in our culture.

96. Mr. Dayton occasionally stops breathing while sleeping. He wakes up to snort air for a few seconds
before falling back to sleep. Mrs. Dayton complains that her husband snores. Clearly, Mr. Dayton
suffers from
   a. sleep apnea.
   b. narcolepsy.
   c. insomnia.
   d. night terrors.
   e. aphasia.

97. The emotional tone of our dreams is especially likely to be influenced by activation of the ________
during REM sleep.
   a. sensory cortex
   b. limbic system
   c. frontal lobes
   d. pineal gland
   e. MDMA area

98. Twenty-two-year-old Felicia scores high in hypnotic responsiveness as measured by the Stanford
Hypnotic Susceptibility Scale. Research suggests that Felicia may also have
   a. below-average intelligence.
   b. an above-average ability to hypnotize others.
c. difficulty keeping her attention focused on any specific task.
d. a rich fantasy life.
e. a dependent personality type.

99. Although Max never experiences caffeine withdrawal symptoms, he feels that he needs coffee every morning as part of his daily routine. Max best illustrates
a. narcolepsy.
b. REM rebound.
c. psychological dependence.
d. the pop-out phenomenon.
e. dissociation.

100. Which of the following is true of alcohol?
   a. In large doses, it is a depressant; in small doses, it is a stimulant.
   b. In large doses, it is a stimulant; in small doses, it is a depressant.
   c. In large doses, it is a hallucinogen; in small doses, it is a depressant.
   d. In large doses, it is a stimulant; in small doses, it is a stimulant.
   e. In large doses, it is a depressant; in small doses, it is a depressant.

101. Alcohol consumption is LEAST likely to make people more
   a. fearful.
   b. aggressive.
   c. self-conscious.
   d. sexually daring.
   e. self-disclosing.

102. Soon after taking a psychoactive drug, Zachary experienced a diminished appetite, an increased pulse rate, dilated pupils, and feelings of self-confidence and euphoria. Zachary most likely experienced the effects of
   a. heroin.
   b. cocaine.
   c. LSD.
   d. marijuana.
   e. THC.

103. When cocaine is injected or smoked, it produces a rush of euphoria that lasts 15 to 30 minutes. But the stimulant drug ________ can trigger 8 hours or so of heightened energy and euphoria.
   a. LSD
   b. heroin
   c. Amytal
   d. methamphetamine
   e. nicotine

104. The release of stored serotonin and the eventual damage of serotonin-producing neurons is most closely associated with the long-term use of
   a. alcohol.
   b. Ecstasy.
   c. morphine.
105. As oxygen deprivation just prior to death turns off the brain's inhibitory cells, neural activity increases in the
   a. visual cortex.
   b. motor cortex.
   c. cerebellum.
   d. brainstem.
   e. temporal lobe.

106. An altered state of consciousness similar to that of a near-death experience is most likely to result from the use of
   a. heroin.
   b. cocaine.
   c. marijuana.
   d. LSD.
   e. barbiturates.

107. Research has shown that having an identical rather than a fraternal twin with alcohol dependence puts one at an increased risk for alcohol problems. This finding suggests that
   a. alcohol dependence is more a result of nurture, than nature.
   b. identical twins have a built-in social network that reduces chances of alcohol use.
   c. peers provide important role models concerning the use and abuse of alcohol.
   d. alcohol abuse may be significantly influenced by genetics.
   e. lacking a sense of purpose can increase the likelihood of alcohol use.

108. If a sea slug on repeated occasions receives an electric shock just after being squirted with water, its protective withdrawal response to a squirt of water grows stronger. This best illustrates
   a. spontaneous recovery.
   b. associative learning.
   c. observational learning.
   d. operant conditioning.
   e. habituation.

109. Pets who learn that the sound of an electric can opener signals the arrival of their food illustrate
   a. shaping.
   b. extrinsic motivation.
   c. classical conditioning.
   d. observational learning.
   e. negative reinforcement.

110. The first experimental studies of associative learning were conducted by
   b. B. F. Skinner.
   c. Albert Bandura.
   d. Ivan Pavlov.
   e. Edward Deci.
111. Which of the following is an unconditioned response?
   a. playing jump rope
   b. running through a maze to get a food reward
   c. sweating in hot weather
   d. clapping after a thrilling concert performance
   e. getting money as a reward

112. In Aldous Huxley's *Brave New World*, infants develop a fear of roses after roses are presented with electric shock. In this fictional example, the presentation of the roses is the
   a. conditioned stimulus.
   b. unconditioned stimulus.
   c. unconditioned response.
   d. conditioned response.
   e. fear response.

113. A child's learned fear at the sight of a hypodermic needle is a(n)
   a. conditioned response.
   b. unconditioned stimulus.
   c. conditioned stimulus.
   d. unconditioned response.
   e. nonconditioned response.

114. Which of the following is an unconditioned response?
   a. salivating at the sight of a lemon
   b. raising your hand to ask a question
   c. jerking your hand off a very hot stove
   d. walking into a restaurant to eat
   e. working for money.

115. A dog's salivation at the sight of a food dish is a(n)
   a. conditioned stimulus.
   b. unconditioned stimulus.
   c. unconditioned response.
   d. conditioned response.
   e. higher-order response.

116. Extinction occurs when a _______ is no longer paired with a _______.
   a. UR; CR
   b. CS; UR
   c. US; UR
   d. CS; US
   e. NS; NR

117. Your heart may race when confronted by a lion but not when approached by a kitten. This best illustrates the adaptive value of
   a. shaping.
   b. discrimination.
   c. extrinsic motivation.
18. Wolves that were tempted into eating sheep carcasses laced with poison develop an aversion to sheep meat. Which of the following provided the initial evidence leading to this practice?
   a. Robert Rescorla's research on the importance of cognition in classical conditioning
   b. B. F. Skinner's studies on intermittent schedules of reinforcement
   c. Martin Seligman's research on learned helplessness
   d. John Garcia's studies on the importance of biological predispositions in conditioning
   e. Edward L. Thorndike's research on the law of effect

19. An organism learns associations between events it does not control during the process of
   a. negative reinforcement.
   b. extrinsic motivation.
   c. classical conditioning.
   d. shaping.
   e. operant conditioning.

20. Which of the following is an example of a respondent behavior?
   a. studying for a test
   b. blushing when embarrassed
   c. thanking someone for their help
   d. sniffing to locate the source of a strange odor
   e. asking for a raise

21. Voluntary behaviors that produce rewarding or punishing consequences are called
   a. respondent behaviors.
   b. prosocial behaviors.
   c. operant behaviors.
   d. conditioned responses.
   e. unconditioned responses.

22. Because Mandisa always picked up her newborn daughter when she cried, her daughter is now a real crybaby. In this case, picking up the infant served as a(n) ________ for crying.
   a. negative reinforcer
   b. conditioned stimulus
   c. positive reinforcer
   d. unconditioned stimulus
   e. punisher

23. Mason, a stockbroker, runs two miles every day after work because it reduces his level of stress. Mason's running habit is maintained by a(n) ________ reinforcer.
   a. positive
   b. negative
   c. conditioned
   d. partial
   e. intermittent
124. What is the difference between a primary and a conditioned reinforcer?
   a. Primary reinforcers are presented immediately after the behavior; conditioned reinforcers are presented after a delay.
   b. Primary reinforcers are introduced every time the behavior occurs; conditioned reinforcers are introduced only sometimes.
   c. Primary reinforcers lead to rapid learning of the behavior; conditioned reinforcers produce greater resistance to extinction.
   d. Primary reinforcers increase the rate of operant responding; conditioned reinforcers decrease the rate of operant responding.
   e. Primary reinforcers are unlearned and innately satisfying; conditioned reinforcers are learned.

125. The way slot machines reward gamblers with money best illustrates
   a. spontaneous recovery.
   b. partial reinforcement.
   c. generalization.
   d. shaping.
   e. continuous reinforcement.

126. A fixed-ratio schedule of reinforcement is one in which a response is reinforced only after a(n)
   a. specified time period has elapsed.
   b. unpredictable time period has elapsed.
   c. specified number of responses have been made.
   d. unpredictable number of responses have been made.
   e. specific number of rewards and punishments are applied.

127. A variable-ratio schedule of reinforcement is one in which a response is reinforced only after
   a. a specified time period has elapsed.
   b. an unpredictable time period has elapsed.
   c. a specified number of responses have been made.
   d. an unpredictable number of responses have been made.
   e. the desired behavior is performed during a predetermined time interval.

128. A young child who is spanked after running into the street learns not to repeat this behavior. In this case, the spanking is a
   a. positive reinforcer.
   b. conditioned reinforce.
   c. positive punishment.
   d. negative punishment.
   e. negative reinforcer.

129. The best evidence that animals develop cognitive maps comes from studies of
   a. shaping.
   b. generalization.
   c. latent learning.
   d. secondary reinforcement.
   e. spontaneous recovery.
130. Using rewards to bribe people to engage in an activity they already enjoy is most likely to inhibit
   a. respondent behavior.
   b. continuous reinforcement.
   c. latent learning.
   d. spontaneous recovery.
   e. intrinsic motivation.

131. B. F. Skinner's critics have claimed that he neglected the importance of the individual's
   a. personal freedom.
   b. early childhood experiences.
   c. pleasure-seeking tendencies.
   d. cultural background.
   e. past behaviors.

132. Two years ago, the de Castellane Manufacturing Company included its employees in a profit-sharing
    plan in which workers receive semi-annual bonuses based on the company's profits. Since this plan
    was initiated, worker productivity at de Castellane has nearly doubled. This productivity increase is
    best explained in terms of
    a. observational learning.
    b. latent learning.
    c. operant conditioning.
    d. classical conditioning.
    e. spontaneous recovery.

133. A learned association between a response and a stimulus is to ________ as a learned association
    between two stimuli is to ________.
    a. latent learning; observation learning
    b. generalization; discrimination
    c. operant conditioning; classical conditioning
    d. secondary reinforcement; primary reinforcement
    e. acquisition; extinction

134. The tendency for children to imitate behaviors seen on television best illustrates the importance of
    a. shaping.
    b. modeling.
    c. respondent behavior.
    d. immediate reinforcement.
    e. spontaneous recovery.

135. We find it harder to frown when viewing a smile than when viewing a frown. This can most clearly
    be attributed to
    a. partial reinforcement.
    b. spontaneous recovery.
    c. mirror neurons.
    d. cognitive maps.
    e. positive reinforcement.
136. In his classic study, Albert Bandura found that children exposed to an adult model who behaved aggressively by beating up a Bobo doll
   a. imitated the adult’s actions.
   b. acted aggressively in the presence of other children.
   c. behaved aggressively in the presence of their parents.
   d. did not demonstrate prosocial behavior even when such behavior was modeled later.
   e. displayed little interest in the experimental situation.

137. Most people misrecall the sentence, “The angry rioter threw the rock at the window” as “The angry rioter threw the rock through the window.” This best illustrates the importance of
   a. semantic encoding.
   b. retroactive interference.
   c. misinformation effect.
   d. iconic memory.
   e. mood-congruent memory.

138. Which of the following questions about the word *depressed* would best prepare you to correctly remember tomorrow that you had seen the word on today's test?
   a. How well does the word describe you?
   b. Does the word consist of ten letters?
   c. Is the word written in capital letters?
   d. Does the word rhyme with *obsessed*?
   e. How many vowels are in the word?

139. Rephrasing text material in your own words is an effective way of facilitating
   a. semantic encoding.
   b. automatic processing.
   c. mood-congruent memory.
   d. proactive interference.
   e. implicit memory.

140. Craik and Tulving experimentally demonstrated that people effectively remember seeing a specific word after they decide whether that word fits into an incomplete sentence. This research highlighted the effectiveness of
   a. priming.
   b. the “peg-word” system.
   c. automatic processing.
   d. semantic encoding.
   e. the serial position effect.

141. Children can better remember an ancient Latin verse if the definition of each unfamiliar Latin word is carefully explained to them. This best illustrates the value of
   a. iconic memory.
   b. semantic encoding.
   c. long-term potentiation.
   d. automatic processing.
   e. the “peg-word” system.
142. When people are asked to recall a list of words they had earlier memorized, they often substitute synonyms for some of the words on the original list. This best illustrates the effects of
   a. implicit memory.
   b. source amnesia.
   c. semantic encoding.
   d. memory decay.
   e. state-dependent memory.

143. The use of acronyms to improve one’s memory of unfamiliar material best illustrates the value of
   a. imagery.
   b. chunking.
   c. the spacing effect.
   d. the serial position effect.
   e. semantic encoding.

144. By creating an outline in which specific facts and theories are located within the larger framework of major topics and subtopics, Jasmine can remember much more of what she reads in her textbooks. This best illustrates the benefits of
   a. implicit memory.
   b. the serial position effect.
   c. hierarchical organization.
   d. the spacing effect.
   e. parallel processing.

145. For a fraction of a second after the lightning flash disappeared, Ileana retained a vivid mental image of its ragged edges. Her experience most clearly illustrates the nature of ______ memory.
   a. iconic
   b. flashbulb
   c. recall
   d. explicit
   e. implicit

146. After being asked to remember three consonants, participants in a study by Peterson and Peterson counted aloud backward by threes to prevent
   a. source amnesia.
   b. retroactive interference.
   c. proactive interference.
   d. encoding failure.
   e. rehearsal.

147. Karl Lashley trained rats to solve a maze and then removed pieces of their cortices. He observed that storage of their maze memories
   a. was restricted to their right cerebral hemispheres.
   b. was restricted to their left and right frontal lobes.
   c. was restricted to their left and right occipital lobes.
   d. was not restricted to specific regions of the cortex.
   e. was not restricted to the association areas.
148. A retention of skills and dispositions without conscious recollection is known as ________ memory.
   a. state-dependent
   b. flashbulb
   c. short-term
   d. sensory
   e. implicit

149. Although Mr. Yanagita has recently learned to play poker quite well, he cannot consciously remember ever having played poker. It is likely that he has suffered damage to his
   a. brainstem.
   b. cerebellum.
   c. hypothalamus.
   d. hippocampus.
   e. motor cortex.

150. Rehearsal is to encoding as retrieval cues are to
   a. chunking.
   b. relearning.
   c. priming.
   d. repression.
   e. the spacing effect.

151. The discovery that words heard underwater are later better recalled underwater than on land best illustrates the value of
   a. the serial position effect.
   b. echoic memory.
   c. the spacing effect.
   d. retrieval cues.
   e. implicit memory.

152. Lars was feeling depressed at the time he read a chapter of his history textbook. Lars is likely to recall best the contents of that chapter when he is
   a. depressed.
   b. happy.
   c. relaxed.
   d. unemotional.
   e. excited.

153. A person who has trouble forgetting information, such as the Russian memory whiz S, often seems to have a limited capacity for
   a. implicit memory.
   b. explicit memory.
   c. abstract thinking.
   d. visual imagery.
   e. echoic memory.

154. The inability to recall which numbers on a telephone dial are not accompanied by letters is most likely due to
a. encoding failure.
b. the spacing effect.
c. retroactive interference.
d. source amnesia.
e. retrieval failure.

155. To prevent encoding failure you should
   a. avoid source amnesia.
   b. limit parallel processing.
   c. engage in effortful processing.
   d. stop long-term potentiation.
   e. encourage priming.

156. Using nonsense syllables to study memory, Hermann Ebbinghaus found that
   a. our sensory memory capacity is essentially unlimited.
   b. iconic memory fades more rapidly than echoic memory.
   c. what is learned in one mood is most easily retrieved while in that same mood.
   d. the most rapid memory loss for new information occurs shortly after it is learned.
   e. syllables that were meaningful to the participants were recalled best.

157. Professor Maslova has so many memories of former students that she has difficulty remembering the
   names of new students. The professor's difficulty best illustrates
   a. retroactive interference.
   b. mood-congruent memory.
   c. proactive interference.
   d. the spacing effect.
   e. source amnesia.

158. After learning the combination for his new locker at school, Milton is unable to remember the
   combination for his year-old bicycle lock. Milton is experiencing the effects of
   a. encoding failure.
   b. source amnesia.
   c. retroactive interference.
   d. proactive interference.
   e. automatic processing.

159. Philippe has just completed medical school. In reflecting on his years of formal education, he is able
   to recall the names of all his instructors except the fifth-grade teacher who flunked him. According
   to Freud, his forgetting illustrates
   a. repression.
   b. proactive interference.
   c. retroactive interference.
   d. the serial position effect.
   e. the spacing effect.

160. Those who are eager to use hypnosis to facilitate eyewitness recollections of the details of a crime
   should first be warned of the dangers of
   a. the self-reference effect.
b. the misinformation effect.
c. proactive interference.
d. state-dependent memory.
e. the spacing effect.

161. Which of the following poses the greatest threat to the credibility of children's recollections of sexual abuse?
   a. the serial position effect
   b. the spacing effect
   c. the misinformation effect
   d. long-term potentiation
   e. proactive interference

162. Incest survivors who lack conscious memories of their sexual abuse may sometimes be told that they are simply in a stage of “denial” and “repression.” This explanation for their lack of abuse memories emphasizes
   a. proactive interference.
   b. encoding failure.
   c. the misinformation effect.
   d. source amnesia.
   e. retrieval failure.

163. Participants in one experiment were given entirely fabricated accounts of an occasion in which they had been lost in a shopping mall during their childhood. Many of these participants later falsely recollected vivid details of the experience as having actually occurred. This experiment best illustrated
   a. the self-reference effect.
   b. mood-congruent memory.
   c. the misinformation effect.
   d. proactive interference.
   e. the spacing effect.

164. Speed-reading complex material yields little long-term retention because it inhibits
   a. the serial position effect.
   b. retroactive interference.
   c. the next-in-line effect.
   d. proactive interference.
   e. rehearsal.

165. Answerwering practice test questions about text material you have studied is a useful strategy for
   a. automatically processing complex information.
   b. facilitating the development of implicit memory.
   c. activating your state-dependent memory.
   d. becoming aware of what you do not yet know.
   e. enhancing implicit memories.

166. Forming many associations between new course material and what you already know is an effective way to build a network of
a. retrieval cues.
b. sensory memories.
c. state-dependent memories.
d. serial position effects.
e. iconic memories.

167. Prototypes are especially important in the process of
   a. belief perseverance.
   b. trial and error.
   c. constructing algorithms.
   d. choosing heuristics.
   e. classifying objects.

168. A chess-playing computer program that routinely calculates all possible outcomes of all possible game moves best illustrates problem solving by means of
   a. the availability heuristic.
   b. belief perseverance.
   c. an algorithm.
   d. the representativeness heuristic.
   e. functional fixedness.

169. In trying to solve a potentially complicated problem quickly, we are most likely to rely on
   a. prototypes.
   b. heuristics.
   c. phonemes.
   d. algorithms.
   e. framing.

170. Anika resisted changing her answer to a test question after reminding herself that “it's always best to stick with your first answer.” Anika's decision best illustrates the use of
   a. insight.
   b. an algorithm.
   c. trial and error.
   d. a heuristic.
   e. a prototype.

171. The sudden comprehension of the double meaning of a humorous pun best illustrates
   a. the representativeness heuristic.
   b. belief perseverance.
   c. the availability heuristic.
   d. the framing effect.
   e. insight.

172. In one experiment, Wolfgang Köhler watched an ape suddenly solve a problem of reaching bananas hanging from the ceiling by stacking and climbing up a number of crates. Which of the following did Köhler conclude the ape used in problem solving?
   a. heuristics
   b. trial and error
c. algorithms
d. framing
e. insight

173. Generating the single correct answer to an intelligence test question illustrates
   a. factor analysis.
   b. convergent thinking.
   c. reliability.
   d. standardization.
   e. the availability heuristic.

174. Daniel was asked to write down as many words as he could think of that contained the letter d. To complete this task Daniel would rely on
   a. divergent thinking.
   b. framing.
   c. convergent thinking.
   d. belief perseverance.
   e. the availability heuristic.

175. The components of creativity include
   a. impulsivity and empathy.
   b. expertise and a venturesome personality.
   c. competitiveness and dogmatism.
   d. imagination and extrinsic motivation.
   e. competitiveness and empathy.

176. Whenever Arlo reminded himself that his musical skills could earn him fame and fortune, he became less creative in his musical performance. This best illustrates that creativity may be inhibited by
   a. belief perseverance.
   b. divergent thinking.
   c. the representativeness heuristic.
   d. confirmation bias.
   e. extrinsic motivation.

177. Jahmal cites his cousin Luana's many car accidents as evidence that women are worse drivers than men. He overlooks the fact that his wife and three daughters have had far fewer car accidents than he and his two sons. Jahmal's prejudicial conclusion about women's driving skills best illustrates the effects of
   a. functional fixedness.
   b. algorithms.
   c. confirmation bias.
   d. the framing effect.
   e. the representativeness heuristic.

178. Business managers are more likely to track the career achievements of those they once hired than the accomplishments of those they once rejected. This best illustrates
   a. the representativeness heuristic.
   b. functional fixedness.
179. Which of the following best illustrates functional fixedness?
   a. Wynona can't find a hammer and doesn't realize she could use her shoe to pound a nail into the wall.
   b. Every morning Tyson opens the school doors by pushing. While visiting a different school he tries to push open the doors, but finds they must be pulled open.
   c. Madison carefully follows the directions printed on the box for making a cake.
   d. Micadyn's car won't start. The last time this happened she was out of gas, so the first thing she checks is the gas gauge.
   e. A criminal investigator compares the license plate of a suspect with the partial license plate numbers provided by witnesses.

180. 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. framing effect.
   b. belief perseverance phenomenon.
   c. confirmation bias.
   d. representativeness heuristic.
   e. availability heuristic.

181. Tapes of abducted and brutalized children may lead many parents to experience exaggerated fears of letting their children walk to school. The exaggerated fears best illustrate the impact of
   a. functional fixedness.
   b. critical periods.
   c. the framing effect.
   d. the availability heuristic.
   e. belief perseverance.

182. Encouraging people to elaborate on why their own personal views on an issue are correct is most likely to promote
   a. functional fixedness.
   b. use of the representativeness heuristic.
   c. linguistic determinism.
   d. belief perseverance.
   e. the framing effect.

183. When asked to indicate whether San Diego or San Antonio has more inhabitants, more German university students answered correctly than did American university students. This best illustrated the adaptive value of a(n)
   a. fixation.
   b. heuristic.
   c. algorithm.
   d. category hierarchy.
   e. mental set.
184. Framing refers to
   b. the way in which a problem or issue is phrased or worded.
   c. the grouping of similar objects, events, or people into a category.
   d. a simple thinking strategy for solving problems efficiently.
   e. judging the likelihood of an event based on how well it matches a prototype.

185. The various vowel sounds that can be placed between a t and an n produce words such as tan, ten, tin, and ton. These various vowel sounds represent different
   a. morphemes.
   b. prototypes.
   c. phonemes.
   d. semantics.
   e. algorithms.

186. When her teacher mentioned the arms race, Krista understood that the word “arms” referred to weapons and not to body parts. Krista's correct interpretation best illustrates the importance of
   a. semantics.
   b. the representativeness heuristic.
   c. syntax.
   d. morphemes.
   e. prototypes.

187. Word meaning is to word order as ________ is to ________.
   a. concept; prototype
   b. phoneme; grammar
   c. morpheme; phoneme
   d. semantics; syntax
   e. nomenclature; semantics

188. The spontaneous utterance of a variety of sounds by infants is called
   a. universal grammar.
   b. babbling.
   c. telegraphic speech.
   d. syntax.
   e. morpheme.

189. Infants are first able to discriminate speech sounds during the ________ stage.
   a. one-word
   b. telegraphic
   c. babbling
   d. syntactic
   e. grammar

190. At some point during the babbling stage, infants begin to
   a. imitate adult grammar.
   b. make speech sounds only if their hearing is unimpaired.
   c. speak in simple words that may be barely recognizable.
d. lose their ability to discriminate sounds they never hear.
e. use phonemes.

191. After two minutes of exposure to an unbroken monotone string of nonsense syllables, 8-month-old infants could recognize three-syllable sequences that appeared repeatedly. This best illustrates the importance of _______ in language development.
   a. reinforcement
   b. babbling
   c. statistical learning
   d. imitation
   e. syntax

192. The best evidence that there is a critical period for language acquisition is the fact that
   a. infants babble sounds that occur in their parents’ native language.
   b. toddlers maintain a capacity to discriminate language sounds they have never heard.
   c. people most easily master the grammar of a second language during childhood.
   d. preschoolers typically fail to use proper syntax.
   e. grammatical systems are similar in all languages.

193. Bilingual children, who inhibit one language while using the other, can better inhibit their attention to irrelevant information. This has been called
   a. linguistic determinism.
   b. the language acquisition device.
   c. the bilingual advantage.
   d. process simulation.
   e. the semantic effect.

194. Which theory of motivation most clearly emphasizes the importance of genetic predispositions?
   a. drive-reduction theory
   b. instinct theory
   c. hierarchy of needs theory
   d. arousal theory
   e. incentive theory

195. The most basic or lowest-level need in Maslow’s hierarchy of human motives includes the need for
   a. self-esteem.
   b. love and friendship.
   c. religious fulfillment.
   d. food and drink.
   e. achievement.

196. Abraham Maslow suggested that self-transcendence needs motivate people to strive for
   a. self-esteem.
   b. self-actualization.
   c. transpersonal meaning.
   d. the experience of flow.
   e. love and belongingness needs.
197. When a rat's blood sugar level decreases, the ________ hypothalamus releases the hunger-triggering hormone ________.
   a. lateral; obestatin  
   b. lateral; orexin  
   c. medial; obestatin  
   d. ventromedial; orexin  
   e. medial; testosterone

198. Increases in ________ increase hunger, whereas increases in ________ decrease hunger.
   a. orexin; blood glucose  
   b. blood glucose; ghrelin  
   c. ghrelin; orexin  
   d. obestatin; orexin  
   e. estrogen; testosterone

199. In addition to producing orexin, the ________ monitors levels of the body's other appetite hormones.
   a. hippocampus  
   b. amygdala  
   c. cerebellum  
   d. hypothalamus  
   e. medulla

200. Ghrelin, a hormone that influences appetite, is secreted by the
   a. stomach.  
   b. pancreas.  
   c. hypothalamus.  
   d. liver.  
   e. hippocampus.

201. An explanation of motivation in terms of homeostasis is best illustrated by the concept of
   a. instinct.  
   b. set point.  
   c. the refractory period.  
   d. incentive.  
   e. the hierarchy of needs.

202. When an organism's weight falls below its set point, the organism is likely to experience a(n) ________ hunger and a(n) ________ its basal metabolic rate.
   a. increase in; increase in  
   b. stabilization of; decrease in  
   c. increase in; decrease in  
   d. decrease in; increase in  
   e. increase in; stabilization of

203. After eating a normal lunch, two patients readily consumed a second lunch 20 minutes later because they had
   a. no memory of the previous meal.  
   b. excessively high blood glucose levels.
c. suffered the loss of their lateral hypothalamus.
d. unusually low levels of ghrelin secretions.
e. damaged corpus callosums.

204. The ecology of eating is best illustrated by
   a. the set point.
   b. unit bias.
   c. homeostasis.
   d. refractory periods.
   e. basal metabolic rate.

205. In terms of the role of the family environment on eating disorders, research has discounted which of the following factors?
   a. higher rates of childhood obesity
   b. competitive, high-achieving families
   c. childhood sexual abuse
   d. mother's preoccupation with weight and appearance
   e. higher-than-usual incidences of negative self-evaluation

206. Individuals who are most vulnerable to anorexia nervosa are those who live in cultures that idealize
   a. erotic plasticity.
   b. homeostasis.
   c. thin bodies.
   d. set points.
   e. strong family relationships.

207. The World Health Organization defines ________ as a BMI of 30 or more.
   a. anorexia
   b. high cholesterol
   c. obesity
   d. hypertension
   e. bulimia

208. “Fat is stored energy to carry us through periods of famine.” Which of the following psychological perspectives is most likely to emphasize this argument?
   a. biological
   b. cognitive
   c. behavioral
   d. evolutionary
   e. social-cultural

209. One gene scan of 40,000 people worldwide identified a variant of a gene called FTO. This gene nearly doubles the risk of
   a. anorexia nervosa.
   b. a low set point.
   c. erotic plasticity.
   d. obesity.
   e. bulimia.
210. The time span after orgasm during which a male cannot be aroused to another orgasm is called
  a. the plateau phase.
  b. coitus interruptus.
  c. the set point.
  d. homeostasis.
  e. the refractory period.

211. Premarital sexual activity is higher among American teens who
  a. have college-educated rather than high school-educated parents.
  b. frequently rather than seldom attend religious services.
  c. earn high rather than low grades in school.
  d. consume rather than abstain from alcohol.
  e. underestimate rather than overestimate their peers' sexual activity.

212. AIDS results from the transmission of ________ from an infected sexual partner.
  a. PYY
  b. HPV
  c. FTO
  d. HIV
  e. BMI

213. Homosexuality itself is not considered a mental disorder. However, adolescent homosexuals are at
increased risk for which of the following?
  a. anxiety disorder
  b. sexual dysfunction
  c. attempting suicide
  d. gender identity disorder
  e. substance dependence

214. Differences in right- and left-handed fingerprint ridges are greater for heterosexual males than for
females and gay males. Researchers have attributed this to
  a. erotic plasticity.
  b. prenatal hormones.
  c. refractory periods.
  d. basal metabolic rates.
  e. sexual response cycles.

215. Those who trace the origins of social bonding to its survival value are most likely to agree that the
need to belong is
  a. an incentive.
  b. genetically influenced.
  c. a sexual instinct.
  d. Maslow's highest-level need.
  e. inversely related to homeostasis.

216. Who suggested that “we feel sorry because we cry . . . afraid because we tremble”?
  a. Stanley Schachter
  b. William James
c. Walter Cannon  
d. Richard Lazarus  
e. Charles Darwin

217. The two-factor theory of emotion places more emphasis on the importance of ________ than does the James-Lange theory.  
a. cognitive activity  
b. subjective well-being  
c. physiological arousal  
d. catharsis  
e. stress

218. When confronted by an armed robber, your emotional arousal is likely to be accompanied by  
a. decreases in blood sugar levels.  
b. slowing of digestion.  
c. increases in salivation.  
d. constriction of pupils to increase visual acuity.  
e. decreases in respiration rate.

219. When her son fails to arrive home as expected, Elena fears he has been in an accident. Both her heart and respiration rate remain elevated until she sees him come safely through the door. Her body soon returns to normal due to the action of her ________ nervous system.  
a. parasympathetic  
b. sympathetic  
c. central  
d. somatic  
e. cathartic

220. Relatively high levels of physiological arousal would most likely interfere with effectively  
a. solving a crossword puzzle.  
b. repeating the alphabet.  
c. riding a bicycle.  
d. washing dishes.  
e. enjoying a televised football game.

221. Research has shown that neck-level spinal cord injuries reduce the intensity of certain emotional experiences. This finding supports the  
a. Cannon-Bard theory.  
b. adaptation-level principle.  
c. James-Lange theory.  
d. catharsis hypothesis.  
e. relative deprivation principle.

222. Polygraphs are designed to measure the changes in breathing, cardiovascular activity, and perspiration that are thought to accompany specific emotions. Which theory of emotion best supports this assumption?  
a. James-Lange  
b. Cannon-Bard
c. Schachter-Singer
d. opponent-process
e. fight or flight

223. A polygraph examination of a suspected murderer included an assessment of his reaction to a
detailed description of the victim's clothing and death wounds—details that would be known only to
a person at the scene of the crime. The investigators were using the
a. catharsis hypothesis.
b. facial feedback effect.
c. guilty knowledge test.
d. adaptation-level phenomenon.
e. two-factor theory.

224. Our most rapid and automatic emotional responses may result from the routing of sensory input
through the thalamus directly to the
a. hippocampus.
b. hypothalamus.
c. cerebellum.
d. brainstem.
e. amygdala.

225. When shown a face with an evenly mixed expression of fear and anger, ________ children were
much quicker than other children to see anger.
 a. socially extraverted
 b. physically abused
 c. academically successful
 d. athletically skilled
 e. socially introverted

226. Compared with males, females are more likely to cry and report distress when observing someone in
distress. This best illustrates
a. the adaptation-level phenomenon.
b. the spillover effect.
c. relative deprivation.
d. empathy.
e. facial feedback.

227. As a member of the diplomatic corps, Alex was given special training in the customs, language, and
religions of the undeveloped country where he would be living. However, Alex probably needed
little training to correctly interpret his hosts' expressions of emotion as revealed by their
a. body postures.
b. facial expressions.
c. hand gestures.
d. tones of voice.
e. verbal expressions.
228. It has been suggested that baring the teeth is universally associated with the expression of anger because this ability to convey threats has helped humans to survive. This suggestion best illustrates the
   a. evolutionary perspective.
   b. relative deprivation principle.
   c. Cannon-Bard theory.
   d. two-factor theory.
   e. adaptation-level principle.

229. Patients reportedly feel less depressed following between-the-eyebrows Botox injections that immobilize their frown muscles. This best illustrates the
   a. feel-good, do-good phenomenon.
   b. adaptation-level phenomenon.
   c. spillover effect.
   d. facial feedback effect.
   e. relative-deprivation effect.

230. Carroll Izard suggested that the basic emotions
   a. are present from birth.
   b. are less intense in children than in adults.
   c. become apparent at 3 months of age.
   d. are experienced differently by males and females.
   e. are difficult to recognize until a child is 1 year old.

231. People are fearful of so many different objects and events because
   a. the nervous system is naturally aroused by novel and unfamiliar stimuli.
   b. they learn to fear things associated with naturally painful or traumatic experiences.
   c. they are biologically predisposed to be most fearful of things that most threaten their physical survival.
   d. they are biologically predisposed to fear almost anything.
   e. the brain reacts to most new stimuli with a fear response.

232. Which brain structure has been found to be especially important in learning to fear specific objects?
   a. hypothalamus
   b. amygdala
   c. corpus callosum
   d. hippocampus
   e. thalamus

233. Employees who have just been laid off are asked questions that encourage them to express hostility toward their employer. Research suggests that this opportunity to vent anger will
   a. calm their emotions and reduce their anger.
   b. lead them to perceive their employer's actions as unavoidable.
   c. rechannel their anger into constructive motivation.
   d. increase their hostility.
   e. promote more open, honest communication.

234. After 9/11, Americans who responded with anger more than fear also displayed
a. more intolerance for immigrants.
b. less heart disease.
c. more subjective well-being.
d. less physiological arousal.
e. reduced stress levels.

235. Mrs. Chen asks her teenage son, Keith, to rake the leaves in the yard. Keith is most likely to want to help his mother after
a. washing the family's dishes.
b. bringing home a less-than-satisfactory report card from school.
c. hearing that a friend was involved in a minor automobile accident.
d. receiving news that he has just won $1000 in a state lottery.
e. been punished for not cleaning his room.

236. Which of the following best illustrates the concept of relative deprivation?
a. Beau was very happy with the latest features on his new laptop, but after a few weeks he stopped thinking about them.
b. A stranger let Ellen pull out in front of him while she was waiting in traffic; later that day, she let a shopper in front of her while waiting in line.
c. Sam felt happier when he sincerely smiled.
d. Margie was happy with her salary until she heard that her co-worker was making more for the same job.
e. Angela quickly singled out an angry man in a crowd of people.

237. People's moment-to-moment positive moods tend to be highest near the ________ hours of their waking day and their moment-to-moment negative moods tend to be highest near the ________ hours of their waking day.
a. later; earlier
b. middle; later
c. later; middle
d. early; middle
e. middle; early

238. Research on the well-being of Americans indicates that the
a. vast majority of Americans currently declare themselves to be very happy.
b. personal happiness of Americans has been increasing over the last 40 years.
c. buying power of Americans has been decreasing over the last 40 years.
d. increase in the buying power of Americans over the past 40 years has provided no apparent boost to Americans' personal happiness.
e. increase in the buying power of Americans over the past 40 years gradually increased people's average sense of well-being permanently.

239. When Mrs. Van Dyke first acquired a new luxury car, she was ecstatic. After several months, however, she took the car for granted, and it gave her little sense of emotional excitement. This change in her feelings can best be explained in terms of the
a. adaptation-level phenomenon.
b. relative deprivation principle.
c. catharsis hypothesis.
d. spillover effect.

e. two-factor theory.

240. Relative deprivation refers to the tendency for our personal happiness to be heavily influenced by
a. genetics.
b. previous experiences.
c. physiological arousal.
d. others' attainments.
e. stressors.

241. The concept of relative deprivation refers to the perception that
a. yesterday's luxuries are today's necessities.
b. things are never quite as bad as they could be.
c. one is worse off than those with whom one compares oneself.
d. happiness is simply a state of mind.
e. happiness cannot last forever.

242. Walter Cannon perceived the stress response to be highly adaptive because it prepared the organism for
a. spontaneous remission.
b. the production of lymphocytes.
c. relative deprivation.
d. fight or flight.
e. catharsis.

243. The general adaptation syndrome describes phases in the
a. production of endorphins.
b. body's response to aerobic exercise.
c. body's response to prolonged stress.
d. process of biofeedback.
e. feel-good, do-good phenomenon.

244. Aging women who had experienced prolonged stress as caregivers for children with serious disorders experienced a premature decrease in the size of their
a. adrenal glands.
b. frontal lobes.
c. telomeres.
d. lymphocytes.
e. amygdalas.

245. Hypertension rates are high among
a. frequent church attendees.
b. students living in dormitories.
c. children in day-care centers.
d. residents in impoverished areas.
e. parents of young children.

246. The greatest number of deaths in North America today result from
a. AIDS.
b. strokes.
c. cancer.
d. heart disease.
e. lupus.

247. The risk of coronary heart disease is increased by
   a. biofeedback.
   b. a Type B personality.
   c. high blood pressure.
   d. relative deprivation.
   e. adaptation level.

248. The risk of death from cardiovascular disease is substantially increased among those with
   a. symptoms of depression.
   b. Type B personalities.
   c. NK cells.
   d. B lymphocytes.
   e. symptoms of introversion.

249. Which of the following is the best explanation for why stress affects our immune systems?
   a. Stress triggers sympathetic nervous system responses that divert energy from the
      immune system.
   b. Macrophage cells, produced by stress, destroy cells important to our immune
      system.
   c. Stress creates B lymphocytes, which decrease our body's ability to fight disease.
   d. Type T lymphocytes, which are created in response to stress, attack the body's
      tissues.
   e. Research has shown a direct link between stress and the production of natural
      killer cells that attack the immune system.

250. Which of the following best describes the effects of prolonged periods of stress on the immune
     system?
   a. Immune system function is improved because prolonged sympathetic nervous
      system responses make us more reactive to our environment.
   b. Research has shown no conclusive link between stress levels and immune system
      function.
   c. Prolonged stress negatively affects the immune system in only one way—by
      decreasing the ability of our immune cells to fight infection.
   d. Chronic stress can affect the immune system either by impairing its function or by
      causing it to attack the body's own tissues.
   e. Stress hormones destroy the lymphocytes of the immune system, causing illness.
MULTIPLE CHOICE

1. **ANS:** B  **PTS:** 1  **DIF:** Medium  
   **REF:** Page 3 | Section- Psychology's History and Approaches  
   **OBJ:** 1  
   **TOP:** Psychology's roots  
   **MSC:** Conceptual

2. **ANS:** B  **PTS:** 1  **DIF:** Medium  
   **REF:** Page 6 | Section- Psychology's History and Approaches  
   **OBJ:** 2  
   **TOP:** Psychological science develops  
   **MSC:** Factual | Definitional

3. **ANS:** E  **PTS:** 1  **DIF:** Difficult  
   **REF:** Page 8 | Section- Psychology's History and Approaches  
   **OBJ:** 3  
   **TOP:** Psychology's biggest question  
   **MSC:** Conceptual

4. **ANS:** A  **PTS:** 1  **DIF:** Medium  
   **REF:** Page 8 | Section- Psychology's History and Approaches  
   **OBJ:** 3  
   **TOP:** Psychology's biggest question  
   **MSC:** Conceptual | Application

5. **ANS:** A  **PTS:** 1  **DIF:** Medium  
   **REF:** Page 10 | Page 11 | Section- Psychology's History and Approaches  
   **OBJ:** 4  
   **TOP:** Psychology's three main levels of analysis (text and Table 1.1)  
   **MSC:** Conceptual | Application

6. **ANS:** C  **PTS:** 1  **DIF:** Medium  
   **REF:** Page 10 | Page 11 | Section- Psychology's History and Approaches  
   **OBJ:** 4  
   **TOP:** Psychology's three main levels of analysis (text and Table 1.1)  
   **MSC:** Conceptual | Application

7. **ANS:** B  **PTS:** 1  **DIF:** Medium  
   **REF:** Page 10 | Page 11 | Section- Psychology's History and Approaches  
   **OBJ:** 4  
   **TOP:** Psychology's three main levels of analysis (text and Table 1.1)  
   **MSC:** Factual | Definitional

8. **ANS:** D  **PTS:** 1  **DIF:** Medium  
   **REF:** Page 10 | Page 11 | Section- Psychology's History and Approaches  
   **OBJ:** 4  
   **TOP:** Psychology's three main levels of analysis (text and Table 1.1)  
   **MSC:** Factual | Definitional

9. **ANS:** B  **PTS:** 1  **DIF:** Medium  
   **REF:** Page 13 | Section- Psychology's History and Approaches  
   **OBJ:** 5  
   **TOP:** Psychology's subfields  
   **MSC:** Conceptual | Application

10. **ANS:** D  **PTS:** 1  **DIF:** Easy  
    **REF:** Page 13 | Section- Psychology's History and Approaches  
    **OBJ:** 5  
    **TOP:** Psychology's subfields  
    **MSC:** Factual | Definitional

11. **ANS:** C  **PTS:** 1  **DIF:** Medium  
    **REF:** Page 13 | Section- Psychology's History and Approaches  
    **OBJ:** 5  
    **TOP:** Psychology's subfields  
    **MSC:** Conceptual | Application

12. **ANS:** D  **PTS:** 1  **DIF:** Medium  
    **REF:** Page 13 | Section- Psychology's History and Approaches  
    **OBJ:** 5  
    **TOP:** Psychology's subfields  
    **MSC:** Conceptual | Application

13. **ANS:** C  **PTS:** 1  **DIF:** Easy  
    **REF:** Page 20 | Section- Research Methods: Thinking Critically With Psychological Science  
    **OBJ:** 1  
    **TOP:** Hindsight bias  
    **MSC:** Factual | Definitional

14. **ANS:** C  **PTS:** 1  **DIF:** Medium
15. ANS: C  PTS: 1  DIF: Easy
REF: Page 21 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 1  TOP: Hindsight bias  MSC: Conceptual | Application

16. ANS: E  PTS: 1  DIF: Medium
REF: Page 24 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 2  TOP: Overconfidence  MSC: Factual | Definitional

17. ANS: B  PTS: 1  DIF: Easy
REF: Page 25 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 3  TOP: Critical thinking  MSC: Conceptual

18. ANS: C  PTS: 1  DIF: Medium
REF: Page 25 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 3  TOP: The scientific method  MSC: Factual | Definitional

19. ANS: A  PTS: 1  DIF: Easy
REF: Page 26 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 4  TOP: The case study  MSC: Factual | Definitional

20. ANS: D  PTS: 1  DIF: Medium
REF: Page 27 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 4  TOP: The case study  MSC: Conceptual | Application

21. ANS: E  PTS: 1  DIF: Easy
REF: Page 27 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 4  TOP: The survey  MSC: Conceptual | Application

22. ANS: E  PTS: 1  DIF: Medium
REF: Page 28 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 4  TOP: The survey  MSC: Conceptual | Application

23. ANS: B  PTS: 1  DIF: Medium
REF: Page 29 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 5  TOP: Correlation  MSC: Conceptual | Application

24. ANS: B  PTS: 1  DIF: Easy
REF: Page 29 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 5  TOP: Correlation  MSC: Conceptual | Application

25. ANS: E  PTS: 1  DIF: Difficult
REF: Page 35 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 7  TOP: Random assignment  MSC: Conceptual | Application

26. ANS: C  PTS: 1  DIF: Easy
REF: Page 35 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 7  TOP: Random assignment  MSC: Factual | Definitional

27. ANS: C  PTS: 1  DIF: Medium
REF: Page 38 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 9  TOP: Measures of central tendency  MSC: Conceptual | Application

28. ANS: D  PTS: 1  DIF: Difficult
REF: Page 38 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 9  TOP: Measures of central tendency  MSC: Conceptual

29. ANS: C  PTS: 1  DIF: Easy
REF: Page 39 | Section- Research Methods: Thinking Critically With Psychological Science
OBJ: 10  TOP: Measures of variation  MSC: Factual | Definitional

30. ANS: D  PTS: 1  DIF: Medium
REF: Page 39 | Section- Research Methods: Thinking Critically With Psychological Science
47. ANS: C  PTS: 1  DIF: Medium
REF: Page 71 | Section- Biological Bases of Behavior: 3B—The Brain
OBJ: 2  TOP: The brainstem  MSC: Factual | Definitional

48. ANS: A  PTS: 1  DIF: Easy
REF: Page 74 | Section- Biological Bases of Behavior: 3B—The Brain
OBJ: 3  TOP: The limbic system  MSC: Factual | Definitional

49. ANS: C  PTS: 1  DIF: Medium
REF: Page 78 | Section- Biological Bases of Behavior: 3B—The Brain
OBJ: 5  TOP: Functions of the cortex  MSC: Factual | Definitional

50. ANS: C  PTS: 1  DIF: Medium
REF: Page 78 | Section- Biological Bases of Behavior: 3B—The Brain
OBJ: 5  TOP: Functions of the cortex  MSC: Factual | Definitional

51. ANS: D  PTS: 1  DIF: Medium
REF: Page 82 | Section- Biological Bases of Behavior: 3B—The Brain
OBJ: 7  TOP: The brain's plasticity  MSC: Factual | Definitional

52. ANS: B  PTS: 1  DIF: Difficult
REF: Page 83 | Section- Biological Bases of Behavior: 3B—The Brain
OBJ: 7  TOP: The brain's plasticity  MSC: Factual | Definitional

53. ANS: C  PTS: 1  DIF: Medium
REF: Page 97 | Section- Biological Bases of Behavior: 3C—Genetics-Evolutionary Psychology-and Behavior
OBJ: 2  TOP: Twin and adoption studies  MSC: Conceptual

54. ANS: E  PTS: 1  DIF: Medium
REF: Page 97 | Section- Biological Bases of Behavior: 3C—Genetics-Evolutionary Psychology-and Behavior
OBJ: 2  TOP: Twin and adoption studies  MSC: Factual | Definitional

55. ANS: A  PTS: 1  DIF: Medium
REF: Page 100 | Section- Biological Bases of Behavior: 3C—Genetics-Evolutionary Psychology-and Behavior
OBJ: 3  TOP: Heritability  MSC: Factual | Definitional

56. ANS: B  PTS: 1  DIF: Medium
REF: Page 102 | Section- Biological Bases of Behavior: 3C—Genetics-Evolutionary Psychology-and Behavior
OBJ: 3  TOP: Gene-environment interactions  MSC: Conceptual | Application

57. ANS: D  PTS: 1  DIF: Medium
REF: Page 105 | Section- Biological Bases of Behavior: 3C—Genetics-Evolutionary Psychology-and Behavior
OBJ: 6  TOP: Gender differences in sexuality  MSC: Factual | Definitional

58. ANS: D  PTS: 1  DIF: Easy
REF: Page 116 | Section- Sensation and Perception
TOP: Sensing the world: some basic principles  MSC: Factual | Definitional

59. ANS: C  PTS: 1  DIF: Medium
REF: Page 118 | Section- Sensation and Perception
TOP: Selective attention and accidents  MSC: Factual | Definitional

60. ANS: B  PTS: 1  DIF: Medium
62. **ANS:** A  
**PTS:** 1  
**DIF:** Medium  
**TOP:** Absolute thresholds  
**MSC:** Conceptual | Application

63. **ANS:** D  
**PTS:** 1  
**DIF:** Medium  
**TOP:** Signal detection  
**MSC:** Factual | Definitional

64. **ANS:** A  
**PTS:** 1  
**DIF:** Medium  
**TOP:** Difference thresholds  
**MSC:** Conceptual

65. **ANS:** C  
**PTS:** 1  
**DIF:** Difficult  
**TOP:** Sensory adaptation  
**MSC:** Factual | Definitional

66. **ANS:** D  
**PTS:** 1  
**DIF:** Medium  
**TOP:** Vision  
**MSC:** Conceptual | Application

67. **ANS:** B  
**PTS:** 1  
**DIF:** Easy  
**TOP:** The stimulus input: light energy  
**MSC:** Factual | Definitional

68. **ANS:** C  
**PTS:** 1  
**DIF:** Easy  
**TOP:** The retina  
**MSC:** Factual | Definitional

69. **ANS:** B  
**PTS:** 1  
**DIF:** Medium  
**TOP:** Feature detection  
**MSC:** Conceptual | Application

70. **ANS:** D  
**PTS:** 1  
**DIF:** Difficult  
**TOP:** The stimulus input: sound waves  
**MSC:** Conceptual | Application

71. **ANS:** C  
**PTS:** 1  
**DIF:** Easy  
**TOP:** The ear  
**MSC:** Factual | Definitional

72. **ANS:** D  
**PTS:** 1  
**DIF:** Easy  
**TOP:** Touch  
**MSC:** Factual | Definitional

73. **ANS:** C  
**PTS:** 1  
**DIF:** Easy  
**TOP:** Pain  
**MSC:** Factual | Definitional

74. **ANS:** A  
**PTS:** 1  
**DIF:** Easy  
**TOP:** Pain  
**MSC:** Conceptual | Application

75. **ANS:** D  
**PTS:** 1  
**DIF:** Medium  
**TOP:** Touch  
**MSC:** Conceptual | Application

76. **ANS:** A  
**PTS:** 1  
**DIF:** Easy  
**TOP:** Pain  
**MSC:** Factual | Definitional

77. **ANS:** D  
**PTS:** 1  
**DIF:** Medium  
**TOP:** Pain  
**MSC:** Conceptual | Application
94. ANS: D  PTS: 1  DIF: Easy  
REF: Page 181 | Section - States of Consciousness  
OBJ: 3
TOP: REM sleep  MSC: Conceptual | Application

95. ANS: A  PTS: 1  DIF: Medium  
REF: Page 181 | Section - States of Consciousness  
OBJ: 4
TOP: Why do we sleep?  MSC: Factual | Definitional

96. ANS: A  PTS: 1  DIF: Medium  
REF: Page 187 | Section - States of Consciousness  
OBJ: 5
TOP: Sleep disorders  MSC: Conceptual | Application

97. ANS: B  PTS: 1  DIF: Medium  
REF: Page 190 | Section - States of Consciousness  
OBJ: 6
TOP: Why we dream  MSC: Factual | Definitional

98. ANS: A  PTS: 1  DIF: Medium  
REF: Page 192 | Section - States of Consciousness  
OBJ: 7
TOP: Can anyone experience hypnosis?  MSC: Conceptual | Application

99. ANS: C  PTS: 1  DIF: Easy  
REF: Page 197 | Section - States of Consciousness  
OBJ: 9
TOP: Dependence and addiction  MSC: Conceptual | Application

100. ANS: E  PTS: 1  DIF: Easy  
REF: Page 199 | Section - States of Consciousness  
OBJ: 10
TOP: Depressants  MSC: Factual | Definitional

101. ANS: C  PTS: 1  DIF: Difficult  
REF: Page 200 | Section - States of Consciousness  
OBJ: 10
TOP: Depressants  MSC: Conceptual

102. ANS: B  PTS: 1  DIF: Difficult  
REF: Page 201 | Section - States of Consciousness  
OBJ: 11
TOP: Stimulants  MSC: Conceptual

103. ANS: D  PTS: 1  DIF: Medium  
REF: Page 201 | Section - States of Consciousness  
OBJ: 11
TOP: Stimulants  MSC: Factual | Definitional

104. ANS: B  PTS: 1  DIF: Difficult  
REF: Page 205 | Section - States of Consciousness  
OBJ: 11
TOP: Stimulants  MSC: Factual | Definitional

105. ANS: A  PTS: 1  DIF: Medium  
REF: Page 206 | Section - States of Consciousness  
OBJ: 12
TOP: Near-death experiences  MSC: Factual | Definitional

106. ANS: D  PTS: 1  DIF: Medium  
REF: Page 206 | Section - States of Consciousness  
OBJ: 12
TOP: Near-death experiences  MSC: Conceptual

107. ANS: D  PTS: 1  DIF: Medium  
REF: Page 208 | Section - States of Consciousness  
OBJ: 13
TOP: Influences on drug use  MSC: Factual | Definitional

108. ANS: B  PTS: 1  DIF: Medium  
REF: Page 216 | Section - Learning  
OBJ: 1
TOP: How do we learn?  MSC: Factual | Definitional

109. ANS: C  PTS: 1  DIF: Medium  
REF: Page 216 | Section - Learning  
OBJ: 1
TOP: How do we learn?  MSC: Conceptual | Application

110. ANS: D  PTS: 1  DIF: Easy  
REF: Page 218 | Section - Learning  
OBJ: 2
TOP: Classical conditioning  MSC: Factual | Definitional

111. ANS: C  PTS: 1  DIF: Difficult  
REF: Page 219 | Section - Learning
Applications of operant conditioning

112. ANS: A  PTS: 1  DIF: Medium  REF: Page 219 | Section: Learning

113. ANS: A  PTS: 1  DIF: Medium  REF: Page 219 | Section: Learning

114. ANS: C  PTS: 1  DIF: Difficult  REF: Page 219 | Section: Learning

115. ANS: D  PTS: 1  DIF: Medium  REF: Page 221 | Section: Learning

116. ANS: D  PTS: 1  DIF: Medium  REF: Page 224 | Section: Learning

117. ANS: B  PTS: 1  DIF: Medium  REF: Page 222 | Section: Learning

118. ANS: D  PTS: 1  DIF: Difficult  REF: Page 224 | Section: Learning

119. ANS: C  PTS: 1  DIF: Medium  REF: Page 228 | Section: Learning

120. ANS: B  PTS: 1  DIF: Medium  REF: Page 228 | Section: Learning

121. ANS: C  PTS: 1  DIF: Easy  REF: Page 228 | Section: Learning

122. ANS: C  PTS: 1  DIF: Medium  REF: Page 231 | Section: Learning

123. ANS: B  PTS: 1  DIF: Difficult  REF: Page 231 | Section: Learning

124. ANS: E  PTS: 1  DIF: Medium  REF: Page 231 | Section: Learning

125. ANS: B  PTS: 1  DIF: Easy  REF: Page 232 | Section: Learning

126. ANS: C  PTS: 1  DIF: Easy  REF: Page 232 | Section: Learning

127. ANS: D  PTS: 1  DIF: Easy  REF: Page 233 | Section: Learning

128. ANS: C  PTS: 1  DIF: Medium  REF: Page 234 | Section: Learning

129. ANS: C  PTS: 1  DIF: Medium  REF: Page 236 | Section: Learning

130. ANS: E  PTS: 1  DIF: Medium  REF: Page 237 | Section: Learning

131. ANS: A  PTS: 1  DIF: Medium  REF: Page 238 | Section: Learning

132. ANS: C  PTS: 1  DIF: Medium  REF: Page 239 | Section: Learning
133. OBJ: 12  TOP: Contrasting classical and operant conditioning
MSC: Conceptual

134. OBJ: 13  TOP: Learning by observation
MSC: Factual | Definitional

135. OBJ: 13  TOP: Mirrors in the brain
MSC: Factual | Definitional

136. OBJ: 13  TOP: Bandura's experiments
MSC: Factual | Definitional

137. OBJ: 13  TOP: Levels of processing
MSC: Conceptual | Application

138. OBJ: 13  TOP: Organizing information for encoding
MSC: Factual | Definitional

139. OBJ: 13  TOP: Sensory memory
MSC: Conceptual | Application

140. OBJ: 13  TOP: Working/short-term memory
MSC: Factual | Definitional

141. OBJ: 13  TOP: Storing memories in the brain
MSC: Factual | Definitional

142. OBJ: 13  TOP: Storing implicit and explicit memories
MSC: Conceptual | Application

143. OBJ: 13  TOP: Storing implicit and explicit memories
MSC: Conceptual | Application
150. ANS: C  PTS: 1  DIF: Difficult  
REF: Page 275 | Section: Cognition: 7A—Memory  OBJ: 7  
TOP: Retrieval cues  MSC: Conceptual
151. ANS: D  PTS: 1  DIF: Medium  
REF: Page 276 | Section: Cognition: 7A—Memory  OBJ: 8  
TOP: Context effects  MSC: Factual | Definitional
152. ANS: A  PTS: 1  DIF: Medium  
REF: Page 278 | Section: Cognition: 7A—Memory  OBJ: 8  
TOP: Moods and memories  MSC: Conceptual | Application
153. ANS: C  PTS: 1  DIF: Medium  
REF: Page 278 | Section: Cognition: 7A—Memory  OBJ: 9  
TOP: Retrieval cues  MSC: Conceptual | Application
154. ANS: A  PTS: 1  DIF: Difficult  
REF: Page 280 | Section: Cognition: 7A—Memory  OBJ: 9  
TOP: Encoding failure  MSC: Conceptual | Application
155. ANS: C  PTS: 1  DIF: Medium  
REF: Page 280 | Section: Cognition: 7A—Memory  OBJ: 9  
TOP: Encoding failure  MSC: Conceptual
156. ANS: D  PTS: 1  DIF: Medium  
REF: Page 281 | Section: Cognition: 7A—Memory  OBJ: 9  
TOP: Storage decay  MSC: Factual | Definitional
157. ANS: C  PTS: 1  DIF: Medium  
REF: Page 282 | Section: Cognition: 7A—Memory  OBJ: 10  
TOP: Interference  MSC: Conceptual | Application
158. ANS: C  PTS: 1  DIF: Medium  
REF: Page 282 | Section: Cognition: 7A—Memory  OBJ: 10  
TOP: Interference  MSC: Conceptual | Application
159. ANS: A  PTS: 1  DIF: Easy  
REF: Page 284 | Section: Cognition: 7A—Memory  OBJ: 10  
TOP: Motivated forgetting  MSC: Conceptual | Application
160. ANS: B  PTS: 1  DIF: Medium  
REF: Page 288 | Section: Cognition: 7A—Memory  OBJ: 11  
TOP: Discerning true and false memories  MSC: Factual | Definitional
161. ANS: C  PTS: 1  DIF: Easy  
REF: Page 289 | Section: Cognition: 7A—Memory  OBJ: 12  
TOP: Children's eyewitness recall  MSC: Factual | Definitional
162. ANS: E  PTS: 1  DIF: Medium  
REF: Page 290 | Section: Cognition: 7A—Memory  OBJ: 12  
TOP: Repressed or constructed memories of abuse?  MSC: Conceptual | Application
163. ANS: C  PTS: 1  DIF: Medium  
REF: Page 291 | Section: Cognition: 7A—Memory  OBJ: 12  
TOP: Repressed or constructed memories of abuse?  MSC: Conceptual
164. ANS: E  PTS: 1  DIF: Easy  
REF: Page 293 | Section: Cognition: 7A—Memory  OBJ: 13  
TOP: Improving memory  MSC: Factual | Definitional
165. ANS: D  PTS: 1  DIF: Easy  
REF: Page 294 | Section: Cognition: 7A—Memory  OBJ: 13  
TOP: Improving memory  MSC: Factual | Definitional
166. ANS: A  PTS: 1  DIF: Easy
| REF: | Page 294 | Section: Cognition: 7A—Memory | OBJ: | 13 |
| TOP: | Improving memory | MSC: Factual | Definitional |
| 167. ANS: | E | PTS: 1 | DIF: Medium |
| REF: | Page 299 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 1 | TOP: Concepts | MSC: Factual | Definitional |
| 168. ANS: | C | PTS: 1 | DIF: Medium |
| REF: | Page 300 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 2 | TOP: Solving problems | MSC: Conceptual | Application |
| 169. ANS: | B | PTS: 1 | DIF: Medium |
| REF: | Page 300 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 2 | TOP: Solving problems | MSC: Conceptual | Application |
| 170. ANS: | D | PTS: 1 | DIF: Difficult |
| REF: | Page 300 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 2 | TOP: Solving problems | MSC: Conceptual | Application |
| 171. ANS: | E | PTS: 1 | DIF: Medium |
| REF: | Page 300 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 2 | TOP: Solving problems | MSC: Conceptual | Application |
| 172. ANS: | E | PTS: 1 | DIF: Medium |
| REF: | Page 300 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 2 | TOP: Solving problems | MSC: Conceptual | Application |
| 173. ANS: | B | PTS: 1 | DIF: Medium |
| REF: | Page 301 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 2 | TOP: Creativity | MSC: Factual | Definitional |
| 174. ANS: | A | PTS: 1 | DIF: Medium |
| REF: | Page 301 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 2 | TOP: Creativity | MSC: Conceptual | Application |
| 175. ANS: | B | PTS: 1 | DIF: Medium |
| REF: | Page 302 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 2 | TOP: Creativity | MSC: Factual | Definitional |
| 176. ANS: | E | PTS: 1 | DIF: Medium |
| REF: | Page 302 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 2 | TOP: Creativity | MSC: Conceptual | Application |
| 177. ANS: | C | PTS: 1 | DIF: Medium |
| REF: | Page 303 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 3 | TOP: Confirmation bias | MSC: Conceptual | Application |
| 178. ANS: | D | PTS: 1 | DIF: Medium |
| REF: | Page 303 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 3 | TOP: Confirmation bias | MSC: Conceptual | Application |
| 179. ANS: | A | PTS: 1 | DIF: Medium |
| REF: | Page 303 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 3 | TOP: Fixation | MSC: Conceptual | Application |
| 180. ANS: | E | PTS: 1 | DIF: Easy |
| REF: | Page 305 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 4 | TOP: The availability heuristic | MSC: Factual | Definitional |
| 181. ANS: | D | PTS: 1 | DIF: Medium |
| REF: | Page 305 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
| OBJ: | 4 | TOP: The availability heuristic | MSC: Factual | Definitional |
| 182. ANS: | D | PTS: 1 | DIF: Medium |
| REF: | Page 307 | Section: Cognition: 7B—Thinking-Problem Solving-Creativity-and Language |
OBJ: 5 TOP: The belief perseverance phenomenon
MSC: Factual | Definitional

183. ANS: B PTS: 1 DIF: Medium
REF: Page 310 | Section - Cognition: 7B—Thinking-Problemsolving-Creativity-and Language
OBJ: 5 TOP: The perils and powers of intuition MSC: Factual | Definitional

184. ANS: B PTS: 1 DIF: Medium
REF: Page 311 | Section - Cognition: 7B—Thinking-Problemsolving-Creativity-and Language
OBJ: 5 TOP: The effects of framing MSC: Factual | Definitional

185. ANS: C PTS: 1 DIF: Medium
REF: Page 313 | Section - Cognition: 7B—Thinking-Problemsolving-Creativity-and Language
OBJ: 6 TOP: Language structure MSC: Conceptual | Application

186. ANS: A PTS: 1 DIF: Medium
REF: Page 314 | Section - Cognition: 7B—Thinking-Problemsolving-Creativity-and Language
OBJ: 6 TOP: Language structure MSC: Conceptual | Application

187. ANS: D PTS: 1 DIF: Difficult
REF: Page 314 | Section - Cognition: 7B—Thinking-Problemsolving-Creativity-and Language
OBJ: 6 TOP: When do we learn language? MSC: Factual | Definitional

188. ANS: B PTS: 1 DIF: Easy
REF: Page 315 | Section - Cognition: 7B—Thinking-Problemsolving-Creativity-and Language
OBJ: 7 TOP: When do we learn language? MSC: Factual | Definitional

189. ANS: C PTS: 1 DIF: Medium
REF: Page 315 | Section - Cognition: 7B—Thinking-Problemsolving-Creativity-and Language
OBJ: 7 TOP: When do we learn language? MSC: Factual | Definitional

190. ANS: D PTS: 1 DIF: Difficult
REF: Page 315 | Section - Cognition: 7B—Thinking-Problemsolving-Creativity-and Language
OBJ: 7 TOP: When do we learn language? MSC: Factual | Definitional

191. ANS: C PTS: 1 DIF: Medium
REF: Page 317 | Section - Cognition: 7B—Thinking-Problemsolving-Creativity-and Language
OBJ: 8 TOP: Explaining language development MSC: Factual | Definitional

192. ANS: C PTS: 1 DIF: Medium
REF: Page 318 | Section - Cognition: 7B—Thinking-Problemsolving-Creativity-and Language
OBJ: 8 TOP: Explaining language development MSC: Factual | Definitional

193. ANS: C PTS: 1 DIF: Medium
REF: Page 321 | Section - Cognition: 7B—Thinking-Problemsolving-Creativity-and Language
OBJ: 9 TOP: Language influences thinking MSC: Factual | Definitional

194. ANS: B PTS: 1 DIF: Medium
REF: Page 328 | Section - Motivation and Emotion: 8A—Motivation
OBJ: 1 TOP: Instincts and evolutionary psychology
MSC: Factual | Definitional

195. ANS: D PTS: 1 DIF: Easy
REF: Page 330 | Section - Motivation and Emotion: 8A—Motivation
OBJ: 2 TOP: A hierarchy of motives MSC: Factual | Definitional

196. ANS: C PTS: 1 DIF: Medium
REF: Page 330 | Section - Motivation and Emotion: 8A—Motivation
OBJ: 2 TOP: A hierarchy of motives MSC: Factual | Definitional

197. ANS: B PTS: 1 DIF: Difficult
REF: Page 333 | Section - Motivation and Emotion: 8A—Motivation
OBJ: 3 TOP: The physiology of hunger: body chemistry and the brain
MSC: Factual | Definitional
198. ANS: A  PTS: 1  DIF: Difficult
REF: Page 334 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 3 TOP: The physiology of hunger: body chemistry and the brain
MSC: Factual | Definitional

199. ANS: D  PTS: 1  DIF: Easy
REF: Page 334 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 3 TOP: The physiology of hunger: body chemistry and the brain
MSC: Factual | Definitional

200. ANS: A  PTS: 1  DIF: Easy
REF: Page 334 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 3 TOP: The physiology of hunger: body chemistry and the brain
MSC: Factual | Definitional

201. ANS: B  PTS: 1  DIF: Medium
REF: Page 335 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 3 TOP: The physiology of hunger: body chemistry and the brain
MSC: Conceptual

202. ANS: C  PTS: 1  DIF: Difficult
REF: Page 335 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 3 TOP: The physiology of hunger: body chemistry and the brain
MSC: Factual | Definitional

203. ANS: A  PTS: 1  DIF: Medium
REF: Page 335 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 4 TOP: The psychology of hunger  MSC: Factual | Definitional

204. ANS: B  PTS: 1  DIF: Medium
REF: Page 336 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 4 TOP: The ecology of eating  MSC: Factual | Definitional

205. ANS: C  PTS: 1  DIF: Medium
REF: Page 337 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 5 TOP: Eating disorders  MSC: Factual | Definitional

206. ANS: C  PTS: 1  DIF: Easy
REF: Page 339 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 5 TOP: Eating disorders  MSC: Factual | Definitional

207. ANS: C  PTS: 1  DIF: Medium
REF: Page 340 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 6 TOP: Obesity and weight control (text and Figure A 8.8)
MSC: Factual | Definitional

208. ANS: D  PTS: 1  DIF: Difficult
REF: Page 340 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 6 TOP: The physiology of obesity  MSC: Conceptual | Application

209. ANS: D  PTS: 1  DIF: Medium
REF: Page 344 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 6 TOP: The physiology of obesity  MSC: Factual | Definitional

210. ANS: E  PTS: 1  DIF: Easy
REF: Page 349 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 7 TOP: The sexual response cycle  MSC: Factual | Definitional

211. ANS: D  PTS: 1  DIF: Easy
REF: Page 353 | Section- Motivation and Emotion: 8A—Motivation
OBJ: 9 TOP: Adolescent sexuality  MSC: Factual | Definitional

212. ANS: D  PTS: 1  DIF: Medium
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<td>Theories of emotion</td>
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<td>Emotions and the autonomic nervous system</td>
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<td>Physiological differences among specific emotions</td>
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<td>Thinking critically about lie detection (Box)</td>
<td>Conceptual</td>
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<td>Thinking critically about lie detection (Box)</td>
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<td>Cognition does not always precede emotion (text and Figure B 8.6)</td>
<td>Factual</td>
<td>Definition</td>
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<td>Detecting emotion</td>
<td>Factual</td>
<td>Definition</td>
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226. **ANS:** D  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 380 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 5  
**TOP:** Gender, emotion, and nonverbal behavior  
**MSC:** Factual | Definitional

227. **ANS:** B  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 381 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 6  
**TOP:** Culture and emotional expression  
**MSC:** Conceptual | Application

228. **ANS:** A  
**PTS:** 1  
**DIF:** Difficult  
**REF:** Page 382 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 6  
**TOP:** Culture and emotional expression  
**MSC:** Factual | Definitional

229. **ANS:** D  
**PTS:** 1  
**DIF:** Medium  
**REF:** Page 383 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 6  
**TOP:** The effects of facial expressions  
**MSC:** Factual | Definitional

230. **ANS:** A  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 384 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 7  
**TOP:** The effects of facial expressions  
**MSC:** Factual | Definitional

231. **ANS:** B  
**PTS:** 1  
**DIF:** Medium  
**REF:** Page 385 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 8  
**TOP:** Learning fear  
**MSC:** Factual | Definitional

232. **ANS:** B  
**PTS:** 1  
**DIF:** Medium  
**REF:** Page 386 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 8  
**TOP:** The biology of fear  
**MSC:** Factual | Definitional

233. **ANS:** D  
**PTS:** 1  
**DIF:** Difficult  
**REF:** Page 387 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 9  
**TOP:** Anger  
**MSC:** Conceptual | Application

234. **ANS:** A  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 388 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 9  
**TOP:** Anger  
**MSC:** Factual | Definitional

235. **ANS:** D  
**PTS:** 1  
**DIF:** Medium  
**REF:** Page 390 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 10  
**TOP:** Happiness  
**MSC:** Conceptual | Application

236. **ANS:** D  
**PTS:** 1  
**DIF:** Medium  
**REF:** Page 391 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 10  
**TOP:** Happiness  
**MSC:** Conceptual | Application

237. **ANS:** B  
**PTS:** 1  
**DIF:** Medium  
**REF:** Page 390 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 10  
**TOP:** The short life of emotional ups and downs (text and FigureB 8.18)  
**MSC:** Factual | Definitional

238. **ANS:** D  
**PTS:** 1  
**DIF:** Medium  
**REF:** Page 392 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 10  
**TOP:** Wealth and well-being  
**MSC:** Factual | Definitional

239. **ANS:** A  
**PTS:** 1  
**DIF:** Medium  
**REF:** Page 394 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 10  
**TOP:** Happiness and prior experience  
**MSC:** Conceptual | Application

240. **ANS:** D  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 394 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health  
**OBJ:** 10  
**TOP:** Happiness and others' attainments  
**MSC:** Factual | Definitional

241. **ANS:** C  
**PTS:** 1  
**DIF:** Easy  
**REF:** Page 394 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health
242. OBJ: 10 TOP: Happiness and others' attainments MSC: Factual | Definitional
    ANS: D PTS: 1 DIF: Medium
    REF: Page 398 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health

243. OBJ: 12 TOP: The stress response system MSC: Factual | Definitional
    ANS: C PTS: 1 DIF: Easy
    REF: Page 399 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health

244. OBJ: 12 TOP: The stress response system MSC: Factual | Definitional
    ANS: C PTS: 1 DIF: Difficult
    REF: Page 400 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health

245. OBJ: 12 TOP: The stress response system MSC: Factual | Definitional
    ANS: D PTS: 1 DIF: Easy
    REF: Page 401 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health

246. OBJ: 13 TOP: Stressful life events MSC: Factual | Definitional
    ANS: D PTS: 1 DIF: Medium
    REF: Page 401 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health

247. OBJ: 14 TOP: Stress and the heart MSC: Factual | Definitional
    ANS: C PTS: 1 DIF: Easy
    REF: Page 402 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health

248. OBJ: 14 TOP: Stress and the heart MSC: Factual | Definitional
    ANS: A PTS: 1 DIF: Easy
    REF: Page 403 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health

249. OBJ: 15 TOP: Psychoneuroimmunology MSC: Conceptual | Application
    ANS: A PTS: 1 DIF: Medium
    REF: Page 403 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health

250. OBJ: 15 TOP: Psychoneuroimmunology MSC: Conceptual | Application
    ANS: D PTS: 1 DIF: Medium
    REF: Page 403 | Section- Motivation and Emotion: 8B—Emotions-Stress-and Health