Chapter 1 (Multiple Choice) The Evolution of Psychology 2 copy

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| 1. | While the term psychology has existed since at least the early 1700s, psychology did not come to be considered a science until      |  |  | | --- | --- | | A. | the 1750s |  |  |  | | --- | --- | | B. | the early 1800s |  |  |  | | --- | --- | | C. | the late 1800s |  |  |  | | --- | --- | | D. | the 1940s | |

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| 2. | The two disciplines from which psychology developed were      |  |  | | --- | --- | | A. | sociology and philosophy |  |  |  | | --- | --- | | B. | philosophy and physiology |  |  |  | | --- | --- | | C. | physiology and theology |  |  |  | | --- | --- | | D. | physiology and sociology | |

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| 3. | The "birth" of psychology as a science occurred in \_\_\_\_ when \_\_\_\_.      |  |  | | --- | --- | | A. | 1859; Darwin published the theory of natural selection |  |  |  | | --- | --- | | B. | 1879; Wundt established the first laboratory for psychological research |  |  |  | | --- | --- | | C. | 1890; James published the textbook *Principles of Psychology* |  |  |  | | --- | --- | | D. | 1900; Freud first described the unconscious | |

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| 4. | The person responsible for establishing psychology as an independent discipline with its own subject matter is      |  |  | | --- | --- | | A. | Sigmund Freud |  |  |  | | --- | --- | | B. | René Descartes |  |  |  | | --- | --- | | C. | William James |  |  |  | | --- | --- | | D. | Wilhelm Wundt | |

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| 5. | Wundt defined psychology as      |  |  | | --- | --- | | A. | the scientific study of behavior |  |  |  | | --- | --- | | B. | the scientific study of the unconscious |  |  |  | | --- | --- | | C. | the scientific study of the brain |  |  |  | | --- | --- | | D. | the scientific study of conscious experience | |

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| 6. | The notion that the subject matter of psychology should be the scientific study of conscious experience is most closely linked with      |  |  | | --- | --- | | A. | William James |  |  |  | | --- | --- | | B. | Wilhelm Wundt |  |  |  | | --- | --- | | C. | Sigmund Freud |  |  |  | | --- | --- | | D. | John B. Watson | |

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| 7. | According to your textbook author, one factor that contributed to both the birth of psychology in Germany and the rapid growth of psychology in the United States toward the end of the 19th century is that      |  |  | | --- | --- | | A. | intellectual climates in both countries favored the development of new nonscientific approaches |  |  |  | | --- | --- | | B. | many American students choose to study in Germany |  |  |  | | --- | --- | | C. | resources were available for expansion and universities climates were open to the development of new disciplines |  |  |  | | --- | --- | | D. | Wilhelm Wundt was a tireless scholar who generated numerous books and articles while establishing the APA in 1892 | |

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| 8. | The "school" of psychology that states that the task of psychology is to analyze conscious experience into its basic elements is      |  |  | | --- | --- | | A. | behaviorism |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | psychoanalysis |  |  |  | | --- | --- | | D. | structuralism | |

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| 9. | Wundt and Titchener believed that psychology should      |  |  | | --- | --- | | A. | only study observable behavior |  |  |  | | --- | --- | | B. | analyze conscious experience into its basic elements |  |  |  | | --- | --- | | C. | focus on unconscious determinants of behavior |  |  |  | | --- | --- | | D. | study the function or purpose of consciousness | |

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| 10. | In a discussion with your professor she tells you that she believes that the focus of psychological study should be to break the conscious experience into its basic elements. Which of the following historical schools of thought is your professor's idea most indicative of?      |  |  | | --- | --- | | A. | behaviorism |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | structuralism |  |  |  | | --- | --- | | D. | psychoanalysis | |

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| 11. | Introspection was most likely to be used by      |  |  | | --- | --- | | A. | humanist psychologists |  |  |  | | --- | --- | | B. | behaviorist psychologists |  |  |  | | --- | --- | | C. | structuralist psychologists |  |  |  | | --- | --- | | D. | functionalist psychologists | |

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| 12. | The method used to examine the contents of consciousness by early psychologists that involved the careful systematic self-observation of your own conscious experience is known as      |  |  | | --- | --- | | A. | introspection |  |  |  | | --- | --- | | B. | behaviorism |  |  |  | | --- | --- | | C. | structuralism |  |  |  | | --- | --- | | D. | natural selection | |

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| 13. | If you take a sip of a softdrink and concentrate on what you are experiencing (cold, bubbly, sweet, etc.) you would be utilizing the technique of      |  |  | | --- | --- | | A. | introspection |  |  |  | | --- | --- | | B. | behaviorism |  |  |  | | --- | --- | | C. | functionalism |  |  |  | | --- | --- | | D. | empiricism | |

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| 14. | Isabel is listening to a piece of classical music and tape recording all her feelings and impressions as she experiences them. Isabel is using a technique similar to the research methodology of      |  |  | | --- | --- | | A. | structuralism |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | behaviorism |  |  |  | | --- | --- | | D. | humanism | |

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| 15. | If while watching an exquisite sunset you stop and analyze your sensations, thoughts, and feelings, you would be performing introspection as the \_\_\_\_ once did.      |  |  | | --- | --- | | A. | structuralists |  |  |  | | --- | --- | | B. | behaviorists |  |  |  | | --- | --- | | C. | functionalists |  |  |  | | --- | --- | | D. | psychoanalysts | |

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| 16. | James believed that psychology should      |  |  | | --- | --- | | A. | only study observable behavior |  |  |  | | --- | --- | | B. | analyze conscious experience into its basic elements |  |  |  | | --- | --- | | C. | focus on unconscious determinants of behavior |  |  |  | | --- | --- | | D. | study the function or purpose of consciousness | |

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| 17. | Stressing that psychology should study the purpose of consciousness rather than its structure is associated with the school of psychology known as      |  |  | | --- | --- | | A. | structuralism |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | psychoanalysis |  |  |  | | --- | --- | | D. | Gestalt psychology | |

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| 18. | Functionalism was founded by      |  |  | | --- | --- | | A. | John Watson |  |  |  | | --- | --- | | B. | Sigmund Freud |  |  |  | | --- | --- | | C. | William James |  |  |  | | --- | --- | | D. | Wilhelm Wundt | |

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| 19. | The \_\_\_\_ believed that consciousness developed in humans because it serves a useful purpose.      |  |  | | --- | --- | | A. | behaviorists |  |  |  | | --- | --- | | B. | humanists |  |  |  | | --- | --- | | C. | functionalists |  |  |  | | --- | --- | | D. | structuralists | |

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| 20. | William James was significantly influenced in his approach to studying psychology by      |  |  | | --- | --- | | A. | Aristotle |  |  |  | | --- | --- | | B. | Plato |  |  |  | | --- | --- | | C. | Sigmund Freud |  |  |  | | --- | --- | | D. | Charles Darwin | |

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| 21. | Darwin's theory of natural selection had a significant influence on the development of      |  |  | | --- | --- | | A. | functionalism |  |  |  | | --- | --- | | B. | psychoanalysis |  |  |  | | --- | --- | | C. | structuralism |  |  |  | | --- | --- | | D. | behaviorism | |

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| 22. | The "school" of psychology that has a practical focus and is interested in how people adapt their behavior to the demands of the world is      |  |  | | --- | --- | | A. | psychoanalysis |  |  |  | | --- | --- | | B. | behaviorism |  |  |  | | --- | --- | | C. | functionalism |  |  |  | | --- | --- | | D. | structuralism | |

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| 23. | Dr. Yang is studying pain perception. She argues that we can only understand the conscious experience of pain if we first understand the role of pain in human survival and adaptation. Which early school of psychology is Dr. Yang's views most like?      |  |  | | --- | --- | | A. | structuralism |  |  |  | | --- | --- | | B. | behaviorism |  |  |  | | --- | --- | | C. | functionalism |  |  |  | | --- | --- | | D. | humanism | |

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| 24. | Dr. Rice believes that it is not possible to fully understand emotions unless we understand the purpose that the conscious experiences associated with emotions play in survival and adaptation. Dr. Rice's views are most consistent with those of      |  |  | | --- | --- | | A. | Edward Titchener |  |  |  | | --- | --- | | B. | Ivan Pavlov |  |  |  | | --- | --- | | C. | Carl Rogers |  |  |  | | --- | --- | | D. | William James | |

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| 25. | The concept of "stream of consciousness" is associated with      |  |  | | --- | --- | | A. | John Watson |  |  |  | | --- | --- | | B. | William James |  |  |  | | --- | --- | | C. | Sigmund Freud |  |  |  | | --- | --- | | D. | Wilhelm Wundt | |

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| 26. | Although functionalism faded away as a theoretical force in psychology, historians credit it with two important contributions to the discipline that includes the development of      |  |  | | --- | --- | | A. | behaviorism and applied psychology |  |  |  | | --- | --- | | B. | psychoanalysis and behaviorism |  |  |  | | --- | --- | | C. | behaviorism and introspection |  |  |  | | --- | --- | | D. | women psychologists and applied psychology | |

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| 27. | Imagine two scientists from another planet visit earth and are attempting to study our computers. In his studies Poz focuses on how the computer is used for conducting business, accessing research, communicating with others, and playing games, while Zog concentrates on the construction of the hard-drive, monitor, keyboard and mouse. Poz's approach is most similar to \_\_\_\_ while Zog's is most similar to \_\_\_\_.      |  |  | | --- | --- | | A. | functionalism; behaviorism |  |  |  | | --- | --- | | B. | functionalism; structuralism |  |  |  | | --- | --- | | C. | structuralism; functionalism |  |  |  | | --- | --- | | D. | structuralism; behaviorism | |

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| 28. | Which of the following most accurately describes the enduring influence of structuralism and functionalism on psychology today?      |  |  | | --- | --- | | A. | neither structuralism nor functionalism exerted a long-lasting influence on psychology |  |  |  | | --- | --- | | B. | both structuralism and functionalism exerted a long-lasting influence on psychology |  |  |  | | --- | --- | | C. | only structuralism exerted a long-lasting influence on psychology |  |  |  | | --- | --- | | D. | only functionalism exerted a long-lasting influence on psychology | |

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| 29. | The idea that you have thoughts, memories, and desires beyond the control of conscious rational processes originated with      |  |  | | --- | --- | | A. | John Watson |  |  |  | | --- | --- | | B. | B. F. Skinner |  |  |  | | --- | --- | | C. | Sigmund Freud |  |  |  | | --- | --- | | D. | Abraham Maslow | |

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| 30. | The notion that unconscious motivations can influence our overt behavior is most consistent with the views of      |  |  | | --- | --- | | A. | Carl Rogers |  |  |  | | --- | --- | | B. | Wilhelm Wundt |  |  |  | | --- | --- | | C. | B. F. Skinner |  |  |  | | --- | --- | | D. | Sigmund Freud | |

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| 31. | Sigmund Freud developed an innovative procedure for treating people with psychological problems, which he called      |  |  | | --- | --- | | A. | behavior modification |  |  |  | | --- | --- | | B. | primal therapy |  |  |  | | --- | --- | | C. | psychoanalysis |  |  |  | | --- | --- | | D. | rational-emotive therapy | |

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| 32. | Psychoanalytic theory attempts to explain personality, motivation, and mental disorders by      |  |  | | --- | --- | | A. | studying observable behavior |  |  |  | | --- | --- | | B. | analyzing conscious experience into its basic elements |  |  |  | | --- | --- | | C. | focusing on unconscious determinants of behavior |  |  |  | | --- | --- | | D. | studying the function or purpose of consciousness | |

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| 33. | You act impulsively, then wonder why. Freud would tell you that your behavior was influenced by your      |  |  | | --- | --- | | A. | unconscious mind |  |  |  | | --- | --- | | B. | conscious mind |  |  |  | | --- | --- | | C. | inability to think quickly |  |  |  | | --- | --- | | D. | lack of rational thought | |

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| 34. | Which of the following did not have a significant influence on the development of Freud's theory?      |  |  | | --- | --- | | A. | knowledge gained as a result of working with patients |  |  |  | | --- | --- | | B. | the results of his experimental research |  |  |  | | --- | --- | | C. | knowledge gained from his examination of his own anxieties, conflicts, and desires |  |  |  | | --- | --- | | D. | his observation of the slips of the tongue people tend to make | |

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| 35. | Freud concluded that psychological disturbances are largely caused by      |  |  | | --- | --- | | A. | unrealistic demands from family and friends |  |  |  | | --- | --- | | B. | personal conflicts existing at an unconscious level |  |  |  | | --- | --- | | C. | genetic predispositions to behave in a particular way |  |  |  | | --- | --- | | D. | conflicts between conscious desires and environmental constraints | |

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| 36. | Freud believed that we are often not the masters of our own mind because of      |  |  | | --- | --- | | A. | introspection |  |  |  | | --- | --- | | B. | the physiological functioning of our bodies |  |  |  | | --- | --- | | C. | environmental influences acting on us |  |  |  | | --- | --- | | D. | the unconscious | |

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| 37. | Which of the following was not one of the reasons why psychoanalysis was controversial when it was first developed?      |  |  | | --- | --- | | A. | its focus on the unconscious |  |  |  | | --- | --- | | B. | its emphasis on sexual issues |  |  |  | | --- | --- | | C. | its focus on humans |  |  |  | | --- | --- | | D. | its lack of experimental research | |

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| 38. | While psychoanalysis was originally \_\_\_\_, with the passage of time many psychoanalytic concepts came to be \_\_\_\_ by mainstream psychology.      |  |  | | --- | --- | | A. | controversial; rejected |  |  |  | | --- | --- | | B. | controversial; accepted |  |  |  | | --- | --- | | C. | accepted; rejected |  |  |  | | --- | --- | | D. | only accepted by behaviorists; accepted | |

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| 39. | Which of the following statements about Freud's psychoanalytic theory is most accurate?      |  |  | | --- | --- | | A. | Freud's views have been largely abandoned and they exert relatively little, if any, influence on current mainstream psychology. |  |  |  | | --- | --- | | B. | Freud's views exert a tremendous influence on other disciplines, but not on psychology. |  |  |  | | --- | --- | | C. | Freud's views exert a tremendous influence on developmental and abnormal psychology, but not on other areas of mainstream psychology. |  |  |  | | --- | --- | | D. | Many psychoanalytic concepts have filtered into the mainstream of psychology. | |

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| 40. | Behaviorism was founded by      |  |  | | --- | --- | | A. | Wilhelm Wundt |  |  |  | | --- | --- | | B. | Carl Rogers |  |  |  | | --- | --- | | C. | John Watson |  |  |  | | --- | --- | | D. | Sigmund Freud | |

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| 41. | Watson believed that psychology should      |  |  | | --- | --- | | A. | only study observable behavior |  |  |  | | --- | --- | | B. | analyze conscious experience into its basic elements |  |  |  | | --- | --- | | C. | focus on unconscious determinants of behavior |  |  |  | | --- | --- | | D. | study the function or purpose of consciousness | |

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| 42. | Watson defined psychology as      |  |  | | --- | --- | | A. | the scientific study of behavior |  |  |  | | --- | --- | | B. | the scientific study of the unconscious |  |  |  | | --- | --- | | C. | the scientific study of the brain |  |  |  | | --- | --- | | D. | the scientific study of conscious experience | |

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| 43. | The fact that behaviors can be observed and thoughts and feelings cannot is the basis of      |  |  | | --- | --- | | A. | psychoanalysis |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | structuralism |  |  |  | | --- | --- | | D. | behaviorism | |

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| 44. | According to John Watson, behavior is governed primarily by      |  |  | | --- | --- | | A. | heredity |  |  |  | | --- | --- | | B. | personal motives |  |  |  | | --- | --- | | C. | the environment |  |  |  | | --- | --- | | D. | unconscious desires | |

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| 45. | Which of the following "schools" of psychology was most influential in increasing the use of animals in psychological research?      |  |  | | --- | --- | | A. | humanism |  |  |  | | --- | --- | | B. | animalism |  |  |  | | --- | --- | | C. | behaviorism |  |  |  | | --- | --- | | D. | structuralism | |

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| 46. | The type of psychologist who would be most likely to study rats in a laboratory setting would be a      |  |  | | --- | --- | | A. | behaviorist |  |  |  | | --- | --- | | B. | structuralist |  |  |  | | --- | --- | | C. | psychoanalyst |  |  |  | | --- | --- | | D. | humanistic psychologist | |

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| 47. | If Dr. Maple is a behaviorist he would be most likely to believe that the cause of a child's disruptive behavior in school is the result of      |  |  | | --- | --- | | A. | a learning disability |  |  |  | | --- | --- | | B. | his genetic inheritance |  |  |  | | --- | --- | | C. | his prior experiences |  |  |  | | --- | --- | | D. | a combination of his genetic inheritance and his prior experiences | |

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| 48. | In the 1950's Skinner argued that psychology should return to a strict interpretation of the principles of      |  |  | | --- | --- | | A. | humanism |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | behaviorism |  |  |  | | --- | --- | | D. | psychoanalysis | |

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| 49. | With which of the following individuals is B. F. Skinner most in agreement on the issue of internal mental events?      |  |  | | --- | --- | | A. | John Watson |  |  |  | | --- | --- | | B. | Sigmund Freud |  |  |  | | --- | --- | | C. | Wilhelm Wundt |  |  |  | | --- | --- | | D. | Abraham Maslow | |

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| 50. | Which psychologist believed that organisms tend to repeat responses that lead to positive outcomes?      |  |  | | --- | --- | | A. | Carl Rogers |  |  |  | | --- | --- | | B. | Sigmund Freud |  |  |  | | --- | --- | | C. | William James |  |  |  | | --- | --- | | D. | B. F. Skinner | |

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| 51. | Skinner would suggest that if you study "extra hard" for your first psychology midterm and earn an "A", for your next psychology midterm you would      |  |  | | --- | --- | | A. | continue to study "extra hard" |  |  |  | | --- | --- | | B. | reduce your study time by approximately 25% |  |  |  | | --- | --- | | C. | reduce your study time by approximately 50% |  |  |  | | --- | --- | | D. | devote all of your study time to your other courses | |

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| 52. | It should be easiest to teach a child to pick up his toys by utilizing the principles and techniques developed by      |  |  | | --- | --- | | A. | William James |  |  |  | | --- | --- | | B. | Abraham Maslow |  |  |  | | --- | --- | | C. | B. F. Skinner |  |  |  | | --- | --- | | D. | Wilhelm Wundt | |

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| 53. | Lisa taught her son to buckle his seat belt in the car by only allowing him to play one of his tapes on the car stereo after he was buckled up. Lisa taught him by applying the principles of      |  |  | | --- | --- | | A. | cognitive psychology |  |  |  | | --- | --- | | B. | biological psychology |  |  |  | | --- | --- | | C. | humanism |  |  |  | | --- | --- | | D. | behaviorism | |

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| 54. | Skinner would agree with all the following statements except:      |  |  | | --- | --- | | A. | all behavior is governed by external consequences |  |  |  | | --- | --- | | B. | individuals have free will |  |  |  | | --- | --- | | C. | organisms tend to repeat responses that lead to positive outcomes |  |  |  | | --- | --- | | D. | organisms tend not to repeat responses that lead to neutral or negative outcomes | |

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| 55. | Which of the following psychologists would have been most likely to assert that "free will is an illusion"?      |  |  | | --- | --- | | A. | Abraham Maslow |  |  |  | | --- | --- | | B. | B. F. Skinner |  |  |  | | --- | --- | | C. | Wilhelm Wundt |  |  |  | | --- | --- | | D. | Carl Rogers | |

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| 56. | Which of the following "schools" of psychology developed in the 1950s?      |  |  | | --- | --- | | A. | psychoanalysis |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | humanism |  |  |  | | --- | --- | | D. | behaviorism | |

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| 57. | Which of the following "schools" of psychology believes people have a basic need to fulfill their potential for personal growth and experience free will?      |  |  | | --- | --- | | A. | humanism |  |  |  | | --- | --- | | B. | behaviorism |  |  |  | | --- | --- | | C. | cognitive psychology |  |  |  | | --- | --- | | D. | psychoanalysis | |

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| 58. | The "school" of psychology that emphasizes unique qualities of people compared to other animals is      |  |  | | --- | --- | | A. | evolutionary psychology |  |  |  | | --- | --- | | B. | cognitive psychology |  |  |  | | --- | --- | | C. | behaviorism |  |  |  | | --- | --- | | D. | humanism | |

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| 59. | The theoretical orientation that emphasizes the unique qualities of humans, especially their freedom and potential for personal growth, is      |  |  | | --- | --- | | A. | behaviorism |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | humanism |  |  |  | | --- | --- | | D. | psychoanalysis | |

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| 60. | The school of psychology that takes the most positive or optimistic view of human nature is      |  |  | | --- | --- | | A. | behaviorism |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | humanism |  |  |  | | --- | --- | | D. | psychoanalysis | |

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| 61. | Which of the following psychologists is(are) considered humanistic psychologist(s)?      |  |  | | --- | --- | | A. | Sigmund Freud |  |  |  | | --- | --- | | B. | B. F. Skinner |  |  |  | | --- | --- | | C. | Carl Rogers and Abraham Maslow |  |  |  | | --- | --- | | D. | Wilhelm Wundt and Edward Titchener | |

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| 62. | The theoretical viewpoint that is most closely associated with Carl Rogers and Abraham Maslow is      |  |  | | --- | --- | | A. | cognitive approach |  |  |  | | --- | --- | | B. | humanism |  |  |  | | --- | --- | | C. | structuralism |  |  |  | | --- | --- | | D. | biological approach | |

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| 63. | Both Rogers and Maslow believe      |  |  | | --- | --- | | A. | people are not masters of their own destiny |  |  |  | | --- | --- | | B. | people have a basic need to fulfill their potential for personal growth |  |  |  | | --- | --- | | C. | human behavior is largely determined by primitive sexual urges |  |  |  | | --- | --- | | D. | human behavior is shaped by environmental events | |

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| 64. | As a young psychologist, your major goal is to help people reach their potential. Most likely you follow the principles of      |  |  | | --- | --- | | A. | behaviorism |  |  |  | | --- | --- | | B. | structuralism |  |  |  | | --- | --- | | C. | psychoanalysis |  |  |  | | --- | --- | | D. | humanism | |

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| 65. | Applied psychology is the branch of psychology      |  |  | | --- | --- | | A. | concerned with the diagnosis and treatment of psychological problems |  |  |  | | --- | --- | | B. | concerned with mental processes involved in acquiring knowledge |  |  |  | | --- | --- | | C. | concerned with unique qualities of people |  |  |  | | --- | --- | | D. | concerned with practical problems | |

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| 66. | The branch of psychology concerned with everyday, practical problems is called      |  |  | | --- | --- | | A. | developmental psychology |  |  |  | | --- | --- | | B. | abnormal psychology |  |  |  | | --- | --- | | C. | applied psychology |  |  |  | | --- | --- | | D. | cognitive psychology | |

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| 67. | Which of the following sounds least like the work of an applied psychologist?      |  |  | | --- | --- | | A. | finding ways to teach learning disabled children |  |  |  | | --- | --- | | B. | studying basic learning processes in rats |  |  |  | | --- | --- | | C. | treating someone with a phobia |  |  |  | | --- | --- | | D. | looking for ways to increase efficiency in an organization | |

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| 68. | The area of psychology concerned with the diagnosis and treatment of psychological problems and disorders is      |  |  | | --- | --- | | A. | research psychology |  |  |  | | --- | --- | | B. | clinical psychology |  |  |  | | --- | --- | | C. | applied psychology |  |  |  | | --- | --- | | D. | medical psychology | |

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| 69. | The major event that influenced the development of psychology as a profession was      |  |  | | --- | --- | | A. | World War I |  |  |  | | --- | --- | | B. | the Great Depression of the 1930s |  |  |  | | --- | --- | | C. | World War II |  |  |  | | --- | --- | | D. | the cold war of the 1950s | |

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| 70. | During World War II, many academic psychologists were pressed into service, mainly as      |  |  | | --- | --- | | A. | clinicians |  |  |  | | --- | --- | | B. | physicians |  |  |  | | --- | --- | | C. | teachers |  |  |  | | --- | --- | | D. | military leaders | |

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| 71. | After World War II, many psychologists began to specialize in      |  |  | | --- | --- | | A. | clinical psychology |  |  |  | | --- | --- | | B. | research psychology |  |  |  | | --- | --- | | C. | experimental psychology |  |  |  | | --- | --- | | D. | industrial psychology | |

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| 72. | Today approximately \_\_\_\_ of psychologists devote at least some of their time to providing professional services.      |  |  | | --- | --- | | A. | one-tenth |  |  |  | | --- | --- | | B. | one-third |  |  |  | | --- | --- | | C. | one-half |  |  |  | | --- | --- | | D. | two-thirds | |

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| 73. | Which pair of terms both reflect the observation that "psychology returned to its roots" in the latter part of the 20th century?      |  |  | | --- | --- | | A. | cultural perspective and biological perspective |  |  |  | | --- | --- | | B. | biological perspective and humanism |  |  |  | | --- | --- | | C. | cognitive perspective and humanism |  |  |  | | --- | --- | | D. | cognitive perspective and biological perspective | |

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| 74. | Which of the following is a recent movement in psychology that has revived the old interest in mental and conscious events?      |  |  | | --- | --- | | A. | physiological psychology |  |  |  | | --- | --- | | B. | psychoanalysis |  |  |  | | --- | --- | | C. | behavioral psychology |  |  |  | | --- | --- | | D. | cognitive psychology | |

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| 75. | A psychological perspective that emerged in the 1950s and 1960s which reflects a renewed interest in the study of the mind or consciousness that existed in psychology when it first became a science in the late 1800s is      |  |  | | --- | --- | | A. | cognitive perspective |  |  |  | | --- | --- | | B. | mental perspective |  |  |  | | --- | --- | | C. | philosophical perspective |  |  |  | | --- | --- | | D. | biological perspective | |

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| 76. | The cognitive perspective contends that to fully understand human behavior, psychologists need to focus attention on      |  |  | | --- | --- | | A. | the role of the unconscious |  |  |  | | --- | --- | | B. | internal mental events |  |  |  | | --- | --- | | C. | the interrelations among the mind, body and behavior |  |  |  | | --- | --- | | D. | the adaptive value of a behavior | |

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| 77. | The approach that contends psychology must study internal mental events in order to fully understand behavior is      |  |  | | --- | --- | | A. | behaviorism |  |  |  | | --- | --- | | B. | cognitive psychology |  |  |  | | --- | --- | | C. | evolutionary psychology |  |  |  | | --- | --- | | D. | humanism | |

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| 78. | Decision making, reasoning, problem solving, and language are topics most likely to be studied by      |  |  | | --- | --- | | A. | evolutionary psychologists |  |  |  | | --- | --- | | B. | biological psychologists |  |  |  | | --- | --- | | C. | cognitive psychologists |  |  |  | | --- | --- | | D. | behavioral psychologists | |

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| 79. | Darnell is working on a computer system that will have full language recognition capabilities. The type of psychologist that could probably give Darnell the most help in developing this computer system would be      |  |  | | --- | --- | | A. | a behavioral psychologist |  |  |  | | --- | --- | | B. | a humanistic psychologist |  |  |  | | --- | --- | | C. | a cognitive psychologist |  |  |  | | --- | --- | | D. | a biological psychologist | |

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| 80. | A psychological perspective that emerged in the 1950s and 1960s which reflects a renewed interest in the study of the physiological bases of behavior that existed in psychology when it first became a science in the late 1800s is the      |  |  | | --- | --- | | A. | cognitive perspective |  |  |  | | --- | --- | | B. | mental perspective |  |  |  | | --- | --- | | C. | philosophical perspective |  |  |  | | --- | --- | | D. | biological perspective | |

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| 81. | Which of the following psychological perspectives is most likely to focus on the interrelations among the mind, body, and behavior?      |  |  | | --- | --- | | A. | evolutionary perspective |  |  |  | | --- | --- | | B. | biological perspective |  |  |  | | --- | --- | | C. | cognitive perspective |  |  |  | | --- | --- | | D. | behavioral perspective | |

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| 82. | The biological perspective contends that to fully understand behavior, psychologists need to focus attention on      |  |  | | --- | --- | | A. | the role of the unconscious |  |  |  | | --- | --- | | B. | internal mental events |  |  |  | | --- | --- | | C. | the interrelations among the mind, body, and behavior |  |  |  | | --- | --- | | D. | the adaptive value of a behavior | |

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| 83. | Psychologists who are most likely to conduct research studies using animals are those who have      |  |  | | --- | --- | | A. | a biological perspective |  |  |  | | --- | --- | | B. | a psychoanalytic perspective |  |  |  | | --- | --- | | C. | a cultural perspective |  |  |  | | --- | --- | | D. | a cognitive perspective | |

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| 84. | Professor Davis believes that nearly all psychological disorders can ultimately be traced to abnormalities in brain chemistry. Professor Davis’s beliefs are most consistent with the      |  |  | | --- | --- | | A. | behavioral perspective |  |  |  | | --- | --- | | B. | cognitive perspective |  |  |  | | --- | --- | | C. | biological perspective |  |  |  | | --- | --- | | D. | humanistic perspective | |

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| 85. | Historically, most of psychology's research has been conducted in      |  |  | | --- | --- | | A. | England |  |  |  | | --- | --- | | B. | Japan |  |  |  | | --- | --- | | C. | Mexico |  |  |  | | --- | --- | | D. | the United States | |

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| 86. | Historically, which of the following groups of individuals has been most frequently used as subjects in psychological research?      |  |  | | --- | --- | | A. | white women |  |  |  | | --- | --- | | B. | white men |  |  |  | | --- | --- | | C. | black men |  |  |  | | --- | --- | | D. | immigrant men and women | |

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| 87. | Recently, Western psychologists have started to devote more attention to \_\_\_\_ as a determinant of behavior.      |  |  | | --- | --- | | A. | intelligence |  |  |  | | --- | --- | | B. | unconscious |  |  |  | | --- | --- | | C. | feelings |  |  |  | | --- | --- | | D. | culture | |

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| 88. | Psychologists who focus attention on cultural diversity are least likely to      |  |  | | --- | --- | | A. | document differences among varying cultures |  |  |  | | --- | --- | | B. | document similarities among varying cultures |  |  |  | | --- | --- | | C. | identify deficiencies in other cultures |  |  |  | | --- | --- | | D. | test the generality of earlier findings to other cultures | |

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| 89. | Dr. Vasquez has found that many Asians feel uncomfortable with the expression of emotions and disclosure of personal information. As a consequence, Dr. Vasquez has made several suggestions for ways in which psychological counseling might be modified to benefit people from Asian backgrounds. Based on this information, you could infer that Dr. Vasquez investigates      |  |  | | --- | --- | | A. | the biological determinants of behavior |  |  |  | | --- | --- | | B. | the impact of evolutionary factors in psychological functioning |  |  |  | | --- | --- | | C. | the role of cultural factors in psychological processes |  |  |  | | --- | --- | | D. | psychometrics and cognitive psychology | |

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| 90. | Evolutionary psychology examines \_\_\_\_ processes in terms of their adaptive value for members of a species over the course of many generations.      |  |  | | --- | --- | | A. | physiological |  |  |  | | --- | --- | | B. | behavioral |  |  |  | | --- | --- | | C. | cultural |  |  |  | | --- | --- | | D. | cognitive | |

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| 91. | The approach that examines behavioral processes in terms of their adaptive value for a species over the course of many generations is      |  |  | | --- | --- | | A. | clinical psychology |  |  |  | | --- | --- | | B. | cognitive psychology |  |  |  | | --- | --- | | C. | evolutionary psychology |  |  |  | | --- | --- | | D. | physiological psychology | |

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| 92. | Professor Immel believes that behaviors that are predominant in certain species probably serve some adaptive function. Professor Immel's beliefs are most consistent with the      |  |  | | --- | --- | | A. | behavioral perspective |  |  |  | | --- | --- | | B. | cognitive perspective |  |  |  | | --- | --- | | C. | humanistic perspective |  |  |  | | --- | --- | | D. | evolutionary perspective | |

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| 93. | Some researchers have suggested that people currently tend to sleep during periods of darkness because sleeping under these conditions was an adaptive behavior that helped to increase survival among early humans. This is the type of argument that would most likely be made by psychologists who take the      |  |  | | --- | --- | | A. | cognitive perspective in psychology |  |  |  | | --- | --- | | B. | evolutionary perspective in psychology |  |  |  | | --- | --- | | C. | biological perspective in psychology |  |  |  | | --- | --- | | D. | behavioral perspective in psychology | |

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| 94. | If you wonder about the adaptive purpose of a common behavior (such as toddlers following their mothers around or teenagers wanting more independence from their parents) your wondering would be most consistent with the principles of      |  |  | | --- | --- | | A. | cultural psychology |  |  |  | | --- | --- | | B. | humanism |  |  |  | | --- | --- | | C. | biological psychology |  |  |  | | --- | --- | | D. | evolutionary psychology | |

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| 95. | Which of the following early psychologists would be most likely to endorse the tenets of evolutionary psychology?      |  |  | | --- | --- | | A. | Sigmund Freud |  |  |  | | --- | --- | | B. | William James |  |  |  | | --- | --- | | C. | John Watson |  |  |  | | --- | --- | | D. | Wilhelm Wundt | |

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| 96. | While functionalism emphasizes the adaptive purpose of \_\_\_\_, evolutionary psychology emphasizes the adaptive purpose of \_\_\_\_.      |  |  | | --- | --- | | A. | physical structures of the body; behavior |  |  |  | | --- | --- | | B. | behavior; consciousness |  |  |  | | --- | --- | | C. | consciousness; behavior |  |  |  | | --- | --- | | D. | consciousness; physical structures of the body | |

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| 97. | The individual most closely associated with the recent development of positive psychology is      |  |  | | --- | --- | | A. | David Buss |  |  |  | | --- | --- | | B. | Roger Sperry |  |  |  | | --- | --- | | C. | James Olds |  |  |  | | --- | --- | | D. | Martin Seligman | |

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| 98. | The emerging field in psychology that uses theory and research to better understand the positive, adaptive, creative, and fulfilling aspects of human experience is      |  |  | | --- | --- | | A. | humanism |  |  |  | | --- | --- | | B. | evolutionary psychology |  |  |  | | --- | --- | | C. | positive psychology |  |  |  | | --- | --- | | D. | creative psychology | |

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| 99. | Which of the following is not a major area of interest in the positive psychology movement?      |  |  | | --- | --- | | A. | positive subjective experiences |  |  |  | | --- | --- | | B. | positive life events |  |  |  | | --- | --- | | C. | positive institutions and communities |  |  |  | | --- | --- | | D. | positive individual traits | |

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| 100. | Topics such as courage, tolerance, creativity, and integrity reflect the interest of the positive psychology movement on the study of      |  |  | | --- | --- | | A. | positive subjective experiences |  |  |  | | --- | --- | | B. | positive individual traits |  |  |  | | --- | --- | | C. | positive institutions and communities |  |  |  | | --- | --- | | D. | positive life events | |

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| 101. | According to the definition of psychology that appears in your textbook, psychology is both      |  |  | | --- | --- | | A. | a science and a profession |  |  |  | | --- | --- | | B. | a theory and an academic discipline |  |  |  | | --- | --- | | C. | a school of thought and an occupation |  |  |  | | --- | --- | | D. | a cognitive process and an undergraduate major | |

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| 102. | The text's definition of psychology states that psychology is both a science and a(n)      |  |  | | --- | --- | | A. | art |  |  |  | | --- | --- | | B. | academic subject |  |  |  | | --- | --- | | C. | profession |  |  |  | | --- | --- | | D. | career | |

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| 103. | Which of the following is not included in the text's definition of psychology?      |  |  | | --- | --- | | A. | psychology is a profession that solves practical problems |  |  |  | | --- | --- | | B. | psychology studies behavior including physiological and cognitive processes |  |  |  | | --- | --- | | C. | psychology studies primarily the unconscious mind |  |  |  | | --- | --- | | D. | psychology is a science | |

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| 104. | Over the last 50 years membership in the American Psychological Association has      |  |  | | --- | --- | | A. | decreased |  |  |  | | --- | --- | | B. | remained the same |  |  |  | | --- | --- | | C. | increased dramatically |  |  |  | | --- | --- | | D. | first increased and then decreased | |

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| 105. | Colleges and universities are the primary work setting for approximately \_\_\_\_ of American psychologists.      |  |  | | --- | --- | | A. | 10 percent |  |  |  | | --- | --- | | B. | 25 percent |  |  |  | | --- | --- | | C. | 50 percent |  |  |  | | --- | --- | | D. | 75 percent | |

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| 106. | Which of the following is a major area of specialization in research psychology?      |  |  | | --- | --- | | A. | clinical psychology |  |  |  | | --- | --- | | B. | cognitive psychology |  |  |  | | --- | --- | | C. | educational psychology |  |  |  | | --- | --- | | D. | industrial psychology | |

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| 107. | Which of the following is not a major area of specialization in research psychology?      |  |  | | --- | --- | | A. | psychometrics |  |  |  | | --- | --- | | B. | industrial/organizational |  |  |  | | --- | --- | | C. | personality |  |  |  | | --- | --- | | D. | social | |

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| 108. | \_\_\_\_ psychologists are concerned with changes in behavior throughout the life span.      |  |  | | --- | --- | | A. | Developmental |  |  |  | | --- | --- | | B. | Personality |  |  |  | | --- | --- | | C. | Social |  |  |  | | --- | --- | | D. | Cognitive | |

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| 109. | A newspaper article reported a study by a psychologist in which the attitudes of men and women towards traditional sex roles were studied. Most likely the researcher was      |  |  | | --- | --- | | A. | a cognitive psychologist |  |  |  | | --- | --- | | B. | a counseling psychologist |  |  |  | | --- | --- | | C. | a developmental psychologist |  |  |  | | --- | --- | | D. | a social psychologist | |

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| 110. | Which of the following would NOT be expected of an experimental psychologist?      |  |  | | --- | --- | | A. | to study the effects of reward on learning |  |  |  | | --- | --- | | B. | to examine the relationship between sleep deprivation and task performance |  |  |  | | --- | --- | | C. | to conduct psychotherapy |  |  |  | | --- | --- | | D. | to study the factors that motivate behavior | |

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| 111. | The area of research specialization in psychology that studies many of the traditional topics in psychology (such as sensation, learning, motivation) is      |  |  | | --- | --- | | A. | psychometrics |  |  |  | | --- | --- | | B. | experimental |  |  |  | | --- | --- | | C. | educational |  |  |  | | --- | --- | | D. | cognitive | |

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| 112. | Ramon is a graduate student whose major area of interest is cognitive psychology. You should expect that Ramon is most interested in      |  |  | | --- | --- | | A. | understanding mental processes such as memory and learning |  |  |  | | --- | --- | | B. | the ways in which physical or genetic factors influence and determine behavior |  |  |  | | --- | --- | | C. | the internal factors that lead people to act consistently across a variety of situations |  |  |  | | --- | --- | | D. | how people relate to each other and influence each other | |

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| 113. | Jane's thyroid gland has become inactive, and as a result, she is becoming lethargic and has gained weight. We know that the thyroid gland can cause this reaction because of studies conducted by      |  |  | | --- | --- | | A. | clinical psychologists |  |  |  | | --- | --- | | B. | medical psychologists |  |  |  | | --- | --- | | C. | experimental psychologists |  |  |  | | --- | --- | | D. | physiological psychologists | |

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| 114. | Which of the following areas of research in psychology is concerned with assessing individual differences, developing tests, and developing new statistical techniques?      |  |  | | --- | --- | | A. | social psychology |  |  |  | | --- | --- | | B. | psychometrics |  |  |  | | --- | --- | | C. | cognitive psychology |  |  |  | | --- | --- | | D. | physiological psychology | |

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| 115. | A psychologist who specializes in psychometrics is most likely to be interested in      |  |  | | --- | --- | | A. | the development of psychological tests to measure intelligence or personality traits |  |  |  | | --- | --- | | B. | explaining development across the life span |  |  |  | | --- | --- | | C. | conducting psychotherapy |  |  |  | | --- | --- | | D. | the development of techniques to monitor the functioning of the nervous system | |

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| 116. | Which of the following is a major area of specialization in applied psychology?      |  |  | | --- | --- | | A. | psychometrics |  |  |  | | --- | --- | | B. | experimental psychology |  |  |  | | --- | --- | | C. | educational psychology |  |  |  | | --- | --- | | D. | cognitive psychology | |

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| 117. | Which of the following areas is most likely to be classified as an applied area of specialization in psychology?      |  |  | | --- | --- | | A. | psychometrics |  |  |  | | --- | --- | | B. | counseling psychology |  |  |  | | --- | --- | | C. | experimental psychology |  |  |  | | --- | --- | | D. | developmental psychology | |

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| 118. | Which of the following is not a major area of specialization of applied psychology?      |  |  | | --- | --- | | A. | school psychology |  |  |  | | --- | --- | | B. | industrial and organizational psychology |  |  |  | | --- | --- | | C. | counseling psychology |  |  |  | | --- | --- | | D. | personality psychology | |

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| 119. | The most widely practiced specialization in applied psychology is      |  |  | | --- | --- | | A. | industrial/organizational psychology |  |  |  | | --- | --- | | B. | counseling psychology |  |  |  | | --- | --- | | C. | clinical psychology |  |  |  | | --- | --- | | D. | developmental psychology | |

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| 120. | Which of the following areas is most similar to clinical psychology?      |  |  | | --- | --- | | A. | social psychology |  |  |  | | --- | --- | | B. | school psychology |  |  |  | | --- | --- | | C. | industrial psychology |  |  |  | | --- | --- | | D. | counseling psychology | |

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| 121. | An area of specialization in applied psychology that is primarily involved in the treatment of less severe problems of everyday life (such as marriage counseling) is      |  |  | | --- | --- | | A. | social psychology |  |  |  | | --- | --- | | B. | counseling psychology |  |  |  | | --- | --- | | C. | clinical psychology |  |  |  | | --- | --- | | D. | cognitive psychology | |

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| 122. | Which of the following areas of specialization in psychology is involved with the development of curricula and the training of teachers?      |  |  | | --- | --- | | A. | school psychology |  |  |  | | --- | --- | | B. | educational psychology |  |  |  | | --- | --- | | C. | experimental psychology |  |  |  | | --- | --- | | D. | industrial/organizational psychology | |

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| 123. | Sally is a psychologist interested in improving curriculum design, achievement testing, and teacher training. What type of psychologist is Sally?      |  |  | | --- | --- | | A. | an educational psychologist |  |  |  | | --- | --- | | B. | a counseling psychologist |  |  |  | | --- | --- | | C. | a school psychologist |  |  |  | | --- | --- | | D. | an industrial psychologist | |

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| 124. | \_\_\_\_ psychologists work in schools and primarily help individual children having difficulties in school and aid parents and teachers in solving school-related problems.      |  |  | | --- | --- | | A. | School |  |  |  | | --- | --- | | B. | Educational |  |  |  | | --- | --- | | C. | Counseling |  |  |  | | --- | --- | | D. | Social | |

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| 125. | Dr. Hawkins is a psychologist who spends her day working in an elementary school testing and counseling children who are having difficulty in school. What type of applied psychologist is Dr. Hawkins?      |  |  | | --- | --- | | A. | an educational psychologist |  |  |  | | --- | --- | | B. | a counseling psychologist |  |  |  | | --- | --- | | C. | a school psychologist |  |  |  | | --- | --- | | D. | an industrial psychologist | |

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| 126. | A psychologist who works on trying to increase job satisfaction and productivity in a large company would most likely have received training in      |  |  | | --- | --- | | A. | clinical psychology |  |  |  | | --- | --- | | B. | counseling psychology |  |  |  | | --- | --- | | C. | educational and school psychology |  |  |  | | --- | --- | | D. | industrial and organizational psychology | |

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| 127. | As the result of a breakdown in communication, morale is low among employees in a local factory. A(n) \_\_\_\_ would be most likely to be helpful in restoring communication and improving morale.      |  |  | | --- | --- | | A. | social psychologist |  |  |  | | --- | --- | | B. | educational psychologist |  |  |  | | --- | --- | | C. | industrial/organizational psychologist |  |  |  | | --- | --- | | D. | clinical psychologist | |

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| 128. | The text describes seven unifying themes that provide continuity throughout psychology. The two primary divisions of the themes relate to      |  |  | | --- | --- | | A. | psychology is a science and psychology is a profession |  |  |  | | --- | --- | | B. | psychology is a science and psychology utilizes theories |  |  |  | | --- | --- | | C. | psychology studies behavior and psychology is a science |  |  |  | | --- | --- | | D. | psychology studies behavior and people are subjective | |

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| 129. | Which of the following is one of the text's unifying themes related to psychology as a field of study?      |  |  | | --- | --- | | A. | people’s experience of the world is highly subjective |  |  |  | | --- | --- | | B. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | C. | heredity and environment jointly influence behavior |  |  |  | | --- | --- | | D. | behavior is determined by multiple causes | |

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| 130. | Which of the following is not one of the text's unifying themes related to psychology as a field of study?      |  |  | | --- | --- | | A. | heredity and environment jointly influence behavior |  |  |  | | --- | --- | | B. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | C. | psychology is empirical |  |  |  | | --- | --- | | D. | psychology is theoretically diverse | |

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| 131. | The text's unifying theme that "psychology is empirical" implies that psychologists base their conclusions on      |  |  | | --- | --- | | A. | logical reasoning |  |  |  | | --- | --- | | B. | speculation |  |  |  | | --- | --- | | C. | direct observations |  |  |  | | --- | --- | | D. | common sense | |

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| 132. | Psychology is based on systematic observation rather than pure reasoning or common sense. We can say, therefore, that psychology is      |  |  | | --- | --- | | A. | behavioral |  |  |  | | --- | --- | | B. | speculative |  |  |  | | --- | --- | | C. | empirical |  |  |  | | --- | --- | | D. | rational | |

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| 133. | The premise that knowledge should be acquired through observation defines      |  |  | | --- | --- | | A. | introspection |  |  |  | | --- | --- | | B. | philosophy |  |  |  | | --- | --- | | C. | subjective |  |  |  | | --- | --- | | D. | empiricism | |

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| 134. | Empiricism means that knowledge should be acquired through      |  |  | | --- | --- | | A. | logical reasoning |  |  |  | | --- | --- | | B. | common sense |  |  |  | | --- | --- | | C. | historical tradition |  |  |  | | --- | --- | | D. | direct observation | |

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| 135. | When Watson proposed that psychology should only study observable behaviors and not consciousness he was emphasizing the unifying theme that      |  |  | | --- | --- | | A. | behavior is influenced by multiple causes |  |  |  | | --- | --- | | B. | people’s experience of the world is highly subjective |  |  |  | | --- | --- | | C. | psychology should use theories |  |  |  | | --- | --- | | D. | psychology should be empirical | |

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| 136. | A system of interrelated ideas used to explain a set of observations is called      |  |  | | --- | --- | | A. | a theory |  |  |  | | --- | --- | | B. | an empirical set |  |  |  | | --- | --- | | C. | a hypothesis |  |  |  | | --- | --- | | D. | a sociohistorical context | |

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| 137. | A theory is      |  |  | | --- | --- | | A. | a statement of fact that describes a set of observations |  |  |  | | --- | --- | | B. | a system of interrelated ideas used to explain a set of observations |  |  |  | | --- | --- | | C. | the premise that knowledge should be acquired through logical reasoning |  |  |  | | --- | --- | | D. | the premise that knowledge should be acquired through observation | |

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| 138. | A scientist uses \_\_\_\_ to explain a set of observations.      |  |  | | --- | --- | | A. | a theory |  |  |  | | --- | --- | | B. | common sense |  |  |  | | --- | --- | | C. | introspection |  |  |  | | --- | --- | | D. | empiricism | |

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| 139. | The text's unifying theme that "psychology is theoretically diverse" implies that      |  |  | | --- | --- | | A. | psychology has not, as yet, focused on empirical observations |  |  |  | | --- | --- | | B. | there are often several ways to interpret a set of observations |  |  |  | | --- | --- | | C. | psychology focuses on unrelated observations |  |  |  | | --- | --- | | D. | psychology is failing in the goal of being a science | |

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| 140. | While Freud might explain an individual's depression by focusing on the person's unconscious thoughts, a physiological psychologist might focus instead on a chemical imbalance in the brain. This difference in explanations best illustrates the text's unifying theme of      |  |  | | --- | --- | | A. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | B. | heredity and environment jointly influence behavior |  |  |  | | --- | --- | | C. | psychology is theoretically diverse |  |  |  | | --- | --- | | D. | psychology is empirical | |

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| 141. | In the 1920s, there were many fundamental disputes between competing schools of thought in psychology. These disputes illustrate which of the textbook's unifying themes?      |  |  | | --- | --- | | A. | psychology is empirical |  |  |  | | --- | --- | | B. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | C. | psychology is theoretically diverse |  |  |  | | --- | --- | | D. | our experience of the world is highly subjective | |

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| 142. | The text's unifying theme that "psychology evolves in a sociohistorical context" implies that      |  |  | | --- | --- | | A. | there are often several ways to interpret a set of observations |  |  |  | | --- | --- | | B. | knowledge should be acquired through observation |  |  |  | | --- | --- | | C. | shared customs, beliefs, and values are transmitted socially across generations |  |  |  | | --- | --- | | D. | dense interconnections exist between what happens in psychology and in society at large | |

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| 143. | Which of the following best describes the unifying theme that "psychology evolves in a sociohistorical context"?      |  |  | | --- | --- | | A. | psychology develops in a cultural vacuum |  |  |  | | --- | --- | | B. | psychological research and theories have an impact on society |  |  |  | | --- | --- | | C. | social trends and values have an impact on psychology |  |  |  | | --- | --- | | D. | psychology and society both influence each other | |

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| 144. | The idea that Freud's theory was based, in part, on prevailing values during his lifetime implies that psychology's development is influenced by the      |  |  | | --- | --- | | A. | social context |  |  |  | | --- | --- | | B. | empirical context |  |  |  | | --- | --- | | C. | historical context |  |  |  | | --- | --- | | D. | sociohistorical context | |

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| 145. | During the last few decades people have become more aware of the sexual abuse of children by adults, and psychologists have devoted more research attention to the long-term effects of childhood sexual abuse. These observations best reflect which unifying theme in psychology?      |  |  | | --- | --- | | A. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | B. | behavior is determined by multiple causes |  |  |  | | --- | --- | | C. | psychology is theoretically diverse |  |  |  | | --- | --- | | D. | people’s experience of the world is highly subjective | |

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| 146. | Taken as a whole, the text's review of the early "schools" of psychology best reflects which one unifying theme in psychology?      |  |  | | --- | --- | | A. | people’s experience of the world is highly subjective |  |  |  | | --- | --- | | B. | psychology is theoretically diverse |  |  |  | | --- | --- | | C. | behavior is shaped by cultural heritage |  |  |  | | --- | --- | | D. | heredity and environment jointly influence behavior | |

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| 147. | Which of the following is one of the text's unifying themes related to the subject matter of psychology?      |  |  | | --- | --- | | A. | psychology is theoretically diverse |  |  |  | | --- | --- | | B. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | C. | heredity and environment jointly influence behavior |  |  |  | | --- | --- | | D. | psychology is empirical | |

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| 148. | Which of the following is not one of the text's unifying themes related to the subject matter of psychology?      |  |  | | --- | --- | | A. | people’s experience of the world is highly subjective |  |  |  | | --- | --- | | B. | psychology is theoretically diverse |  |  |  | | --- | --- | | C. | behavior is determined by multiple causes |  |  |  | | --- | --- | | D. | heredity and environment jointly influence behavior | |

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| 149. | In everyday life people usually think of a behavior as having \_\_\_\_, while in contrast psychology views behavior as having \_\_\_\_.      |  |  | | --- | --- | | A. | a subjective cause; an objective cause |  |  |  | | --- | --- | | B. | an objective cause; a subjective cause |  |  |  | | --- | --- | | C. | multiple causes; a single cause |  |  |  | | --- | --- | | D. | a single cause; multiple causes | |

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| 150. | A multifactorial approach to explaining your performance in a course would most likely focus on      |  |  | | --- | --- | | A. | personal factors more than situational factors |  |  |  | | --- | --- | | B. | situational factors more than personal factors |  |  |  | | --- | --- | | C. | both personal and situational factors |  |  |  | | --- | --- | | D. | the relationship between you and your professor | |

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| 151. | The text's two unifying themes of "behavior is shaped by cultural heritage" and "heredity and environment jointly influence behavior" can best be viewed as both describing more specialized statements of which other theme?      |  |  | | --- | --- | | A. | psychology is theoretically diverse |  |  |  | | --- | --- | | B. | behavior is determined by multiple causes |  |  |  | | --- | --- | | C. | people’s experience of the world is highly subjective |  |  |  | | --- | --- | | D. | psychology evolves in a sociohistorical context | |

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| 152. | The widely shared customs, beliefs, values, norms, institutions, and other products of a community that are transmitted socially across generations best describes a person's      |  |  | | --- | --- | | A. | cultural heritage |  |  |  | | --- | --- | | B. | legal heritage |  |  |  | | --- | --- | | C. | religious heritage |  |  |  | | --- | --- | | D. | sociohistorical heritage | |

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| 153. | That you normally use a knife, fork, and spoon to eat dinner best reflects your      |  |  | | --- | --- | | A. | evolutionary background |  |  |  | | --- | --- | | B. | subjective thoughts concerning proper behavior |  |  |  | | --- | --- | | C. | objective thoughts concerning proper behavior |  |  |  | | --- | --- | | D. | cultural heritage | |

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| 154. | The text's unifying theme of "heredity and environment jointly influence behavior" is often referred to as describing the      |  |  | | --- | --- | | A. | nature versus nurture issue |  |  |  | | --- | --- | | B. | nurture versus nature issue |  |  |  | | --- | --- | | C. | biological versus psychological issue |  |  |  | | --- | --- | | D. | psychological versus biological issue | |

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| 155. | Nature is to nurture as      |  |  | | --- | --- | | A. | experience is to environment |  |  |  | | --- | --- | | B. | learning is to knowing |  |  |  | | --- | --- | | C. | heredity is to environment |  |  |  | | --- | --- | | D. | behavior is to doing | |

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| 156. | Which of the following best characterizes a psychologist's current understanding of the relationship between heredity and environment?      |  |  | | --- | --- | | A. | motives and expectations can color our experiences |  |  |  | | --- | --- | | B. | genetic factors and experience interact to shape behavior |  |  |  | | --- | --- | | C. | our cultural backgrounds exert a considerable influence over our behavior |  |  |  | | --- | --- | | D. | theoretical diversity is an important component in science | |

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| 157. | When Watson claimed "Give me a dozen healthy infants..." he was arguing that behavior is strongly influenced by      |  |  | | --- | --- | | A. | heredity factors |  |  |  | | --- | --- | | B. | environmental factors |  |  |  | | --- | --- | | C. | cultural factors |  |  |  | | --- | --- | | D. | subjective factors | |

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| 158. | In criticizing the structuralists' reliance on the method of introspection, William James argued that two people could view the same stimulus quite differently. James's argument illustrates which of the textbook's unifying themes?      |  |  | | --- | --- | | A. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | B. | psychology is empirical |  |  |  | | --- | --- | | C. | heredity and environment jointly influence behavior |  |  |  | | --- | --- | | D. | our experience of the world is highly subjective | |

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| 159. | That people sometimes see what they either "want to see" or "expect to see" best reflects the text's unifying theme of      |  |  | | --- | --- | | A. | heredity and environment jointly influence behavior |  |  |  | | --- | --- | | B. | behavior is shaped by cultural heritage |  |  |  | | --- | --- | | C. | people’s experience of the world is empirical |  |  |  | | --- | --- | | D. | people’s experience of the world is highly subjective | |

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| 160. | The fact that Princeton students "saw" Dartmouth students engage in twice as many infractions as the Dartmouth students did in a Princeton-Dartmouth football game is most consistent with      |  |  | | --- | --- | | A. | reliance on empirical evidence |  |  |  | | --- | --- | | B. | multifactorial causation of behavior |  |  |  | | --- | --- | | C. | subjectivity of perception |  |  |  | | --- | --- | | D. | unconscious motivation | |

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| 161. | The unifying theme "people’s experience of the world is highly subjective" most directly impacts which other unifying theme?      |  |  | | --- | --- | | A. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | B. | behavior is shaped by cultural heritage |  |  |  | | --- | --- | | C. | psychology is empirical |  |  |  | | --- | --- | | D. | heredity and environment jointly influence behavior | |

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| 162. | Which of the following approaches do researchers in psychology take to address the fact that our experiences of the world are highly subjective?      |  |  | | --- | --- | | A. | they also try to remain somewhat subjective |  |  |  | | --- | --- | | B. | they try to simplify their research problems |  |  |  | | --- | --- | | C. | they consistently apply the scientific method |  |  |  | | --- | --- | | D. | they emphasize the study of internal mechanisms | |

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| 163. | Which of the following is not good advice for developing sound study habits?      |  |  | | --- | --- | | A. | find a place to study where you can concentrate |  |  |  | | --- | --- | | B. | set up a schedule for studying |  |  |  | | --- | --- | | C. | avoid taking study breaks while studying |  |  |  | | --- | --- | | D. | reward yourself for studying | |

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| 164. | Which of the following is NOT listed in the textbook as an effective study technique?      |  |  | | --- | --- | | A. | set up a schedule for studying |  |  |  | | --- | --- | | B. | study in a place where distractions are minimal |  |  |  | | --- | --- | | C. | concentrate your study time immediately before an exam |  |  |  | | --- | --- | | D. | break major assignments down into smaller component tasks | |

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| 165. | Which of the following is NOT good advice for developing sound study habits?      |  |  | | --- | --- | | A. | spread out your studying over a period of time. |  |  |  | | --- | --- | | B. | allow time for study breaks |  |  |  | | --- | --- | | C. | try to tackle simple, routine tasks first, saving larger tasks for later |  |  |  | | --- | --- | | D. | find a place to study where distractions are likely to be minimal | |

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| 166. | If you are like most students, cramming for an exam is a(n) \_\_\_\_ study strategy.      |  |  | | --- | --- | | A. | beneficial |  |  |  | | --- | --- | | B. | time-efficient |  |  |  | | --- | --- | | C. | ineffective |  |  |  | | --- | --- | | D. | effective | |

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| 167. | When faced with a major assignment such as a term paper it is a good idea to      |  |  | | --- | --- | | A. | set aside a large block of time (for example, an entire weekend) to devote to the assignment |  |  |  | | --- | --- | | B. | break the assignment down into smaller components |  |  |  | | --- | --- | | C. | start the assignment with a clear idea of your conclusion in mind |  |  |  | | --- | --- | | D. | postpone beginning the assignment until shortly before the due date in order to incorporate information from the instructor's lectures into the project | |

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| 168. | The idea that you should reward yourself for achieving study goals is based on the concept of      |  |  | | --- | --- | | A. | empiricism |  |  |  | | --- | --- | | B. | genetic predisposition |  |  |  | | --- | --- | | C. | unconscious motivation |  |  |  | | --- | --- | | D. | behavior modification | |

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| 169. | The SQ3R study system is designed to promote      |  |  | | --- | --- | | A. | effective reading of course material |  |  |  | | --- | --- | | B. | effective writing of themes and essays |  |  |  | | --- | --- | | C. | effective note-taking of course lectures |  |  |  | | --- | --- | | D. | effective test-taking strategies | |

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| 170. | The correct order of the steps in the SQ3R method is       |  |  | | --- | --- | | A. | summarize, question, read, recite, review |  |  |  | | --- | --- | | B. | survey, question, read, recite, review |  |  |  | | --- | --- | | C. | summarize, question, read, review, recite |  |  |  | | --- | --- | | D. | survey, question, read, review, recite | |

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| 171. | The "Q" in the SQ3R method of studying refers to which of the following?      |  |  | | --- | --- | | A. | question |  |  |  | | --- | --- | | B. | quiet |  |  |  | | --- | --- | | C. | quantify |  |  |  | | --- | --- | | D. | quiz | |

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| 172. | Saying out loud the answers to key questions in the textbook constitutes which of the following steps in the SQ3R method?      |  |  | | --- | --- | | A. | read |  |  |  | | --- | --- | | B. | recite |  |  |  | | --- | --- | | C. | review |  |  |  | | --- | --- | | D. | survey | |

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| 173. | The SQ3R method tends to be more helpful for students with \_\_\_\_ reading ability.      |  |  | | --- | --- | | A. | extremely low |  |  |  | | --- | --- | | B. | low to medium |  |  |  | | --- | --- | | C. | medium to high |  |  |  | | --- | --- | | D. | extremely high | |

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| 174. | Based on empirical studies, which of the following students would you expect to have the poorest attendance during the semester?      |  |  | | --- | --- | | A. | Tom who earned an A- |  |  |  | | --- | --- | | B. | Sue who earned a B |  |  |  | | --- | --- | | C. | Ashley who earned a C+ |  |  |  | | --- | --- | | D. | Steve who earned a D- | |

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| 175. | According to research findings, which of the following has been found to be associated with higher grades?      |  |  | | --- | --- | | A. | not changing answers on tests |  |  |  | | --- | --- | | B. | attending class regularly |  |  |  | | --- | --- | | C. | writing down everything your instructor says |  |  |  | | --- | --- | | D. | putting off studying until just before an exam | |

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| 176. | Which of the following is good advice for getting more out of class lectures?      |  |  | | --- | --- | | A. | concentrate on writing down the definitions of terms |  |  |  | | --- | --- | | B. | read along in the text as the instructor is lecturing |  |  |  | | --- | --- | | C. | read the relevant pages in the text before the lecture |  |  |  | | --- | --- | | D. | avoid interrupting the instructor by asking questions | |

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| 177. | Which of the following is NOT good advice for getting more out of lectures?      |  |  | | --- | --- | | A. | ask questions during the lecture |  |  |  | | --- | --- | | B. | try to record the lecturer's comments verbatim |  |  |  | | --- | --- | | C. | when the material is especially complex, read ahead on the topic to be covered in class |  |  |  | | --- | --- | | D. | during the lecture, try to anticipate what's coming next and search for deeper meanings | |

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| 178. | Students are said to be "testwise" if they      |  |  | | --- | --- | | A. | have a knack for identifying "trick" questions |  |  |  | | --- | --- | | B. | are particularly knowledgeable about the subject matter being tested |  |  |  | | --- | --- | | C. | are skilled at using clues contained within a test to improve their scores |  |  |  | | --- | --- | | D. | tend to score high on standardized tests | |

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| 179. | Which of the following is not good advice for improving your test-taking ability?      |  |  | | --- | --- | | A. | check for hidden complexities in simple-looking questions |  |  |  | | --- | --- | | B. | review the test if you have time left after completing the test |  |  |  | | --- | --- | | C. | make sure you use your time efficiently and will have enough time to complete the test |  |  |  | | --- | --- | | D. | don't waste too much time pondering difficult-to-answer questions | |

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| 180. | Which of the following is NOT good advice for improving your test-taking ability?      |  |  | | --- | --- | | A. | don't change answers on a multiple-choice test; your first answer is usually your best |  |  |  | | --- | --- | | B. | don't waste time thinking too much about difficult-to-answer questions |  |  |  | | --- | --- | | C. | don't "read things into" test items--that is, make an item more complicated than it is |  |  |  | | --- | --- | | D. | if you have time left after you've answered all the questions, go back and review the test | |

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| 181. | Which of the following is good advice for taking multiple choice exams?      |  |  | | --- | --- | | A. | remember, if "all of the above" is an option it must be correct |  |  |  | | --- | --- | | B. | remember, to continue to read all options even after you find your anticipated answer |  |  |  | | --- | --- | | C. | remember, options that use qualified statements such as "often, sometimes and may" tend to be incorrect |  |  |  | | --- | --- | | D. | remember, options that use broad generalizations such as "always, never and must" tend to be correct | |

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| 182. | Critical thinking includes all of the following except      |  |  | | --- | --- | | A. | originally believing that the stated position on a topic is incorrect |  |  |  | | --- | --- | | B. | generating multiple solutions to problems |  |  |  | | --- | --- | | C. | using principles of likelihood when dealing with probabilistic events |  |  |  | | --- | --- | | D. | working systematically toward a desired goal | |

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| 183. | Which of the following is NOT likely to be considered a critical thinking skill?      |  |  | | --- | --- | | A. | working systematically toward a desired goal |  |  |  | | --- | --- | | B. | accepting the views of an appropriate authority figure |  |  |  | | --- | --- | | C. | distinguishing among facts, opinions, and reasoned judgments |  |  |  | | --- | --- | | D. | understanding how reasons and evidence support or refute conclusions | |

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| 184. | Which of the following is NOT likely to be a characteristic of a critical thinker?      |  |  | | --- | --- | | A. | flexible |  |  |  | | --- | --- | | B. | unable to admit mistakes |  |  |  | | --- | --- | | C. | willing to plan |  |  |  | | --- | --- | | D. | persistent | |

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| 185. | Research has shown that the skills and attitudes involved in critical thinking      |  |  | | --- | --- | | A. | naturally develop during adolescence |  |  |  | | --- | --- | | B. | naturally develop during early adulthood |  |  |  | | --- | --- | | C. | need to be specifically taught to individuals |  |  |  | | --- | --- | | D. | only develop in individuals trained in scientific disciplines | |

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| 186. | The text's suggestions for improving academic performance by improving your reading, getting more out of lectures, and improving test-taking strategies are consistent with the application of      |  |  | | --- | --- | | A. | subjective thinking skills |  |  |  | | --- | --- | | B. | objective thinking skills |  |  |  | | --- | --- | | C. | accepted thinking skills |  |  |  | | --- | --- | | D. | critical thinking skills | |

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| 187. | Who is Wilhelm Wundt?      |  |  | | --- | --- | | A. | he founded the first experimental laboratory |  |  |  | | --- | --- | | B. | he founded the American Psychological Association. |  |  |  | | --- | --- | | C. | he discovered the classically conditioned salivary reflex |  |  |  | | --- | --- | | D. | he founded behaviorism | |

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| 188. | Of the two parents of psychology, physiology and philosophy, which provided the method? What is the method?      |  |  | | --- | --- | | A. | philosophy; logic, reasoning |  |  |  | | --- | --- | | B. | philosophy; intuition, introspection |  |  |  | | --- | --- | | C. | physiology; observation, science |  |  |  | | --- | --- | | D. | physiology; anatomy, surgery | |

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| 189. | Structuralism is the historical school of psychology that asserted that the purpose of psychology was to      |  |  | | --- | --- | | A. | study behavior |  |  |  | | --- | --- | | B. | discover the smaller elements that comprise consciousness |  |  |  | | --- | --- | | C. | explore the unconscious |  |  |  | | --- | --- | | D. | examine the purposes of conscious processes | |

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| 190. | Within the field of psychology, Freud's ideas initially encountered resistance because he emphasized      |  |  | | --- | --- | | A. | human consciousness |  |  |  | | --- | --- | | B. | human behavior |  |  |  | | --- | --- | | C. | introspection |  |  |  | | --- | --- | | D. | the unconscious | |

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| 191. | For John B. Watson, the appropriate subject matter of psychology was      |  |  | | --- | --- | | A. | animal behavior |  |  |  | | --- | --- | | B. | the unconscious |  |  |  | | --- | --- | | C. | consciousness |  |  |  | | --- | --- | | D. | human physiology | |

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| 192. | Which of the following would be considered the major principle of operant conditioning?      |  |  | | --- | --- | | A. | human behavior derives in part from free will; animal behavior is determined by the environment |  |  |  | | --- | --- | | B. | humans and other animals tend to repeat responses followed by positive outcomes |  |  |  | | --- | --- | | C. | the majority of human behavior is based on thoughts, feelings, and wishes of which we are unaware |  |  |  | | --- | --- | | D. | human beings are fundamentally different from other animals | |

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| 193. | Which of the following theorists would tend to emphasize explanations in terms of freedom and potential for personal growth?      |  |  | | --- | --- | | A. | Carl Rogers |  |  |  | | --- | --- | | B. | Sigmund Freud |  |  |  | | --- | --- | | C. | B. F. Skinner |  |  |  | | --- | --- | | D. | all of the above | |

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| 194. | Recent research trends in psychology involve two areas largely ignored by early behaviorists. These two areas are      |  |  | | --- | --- | | A. | observable and measurable responses |  |  |  | | --- | --- | | B. | cognition (thinking) and physiological processes |  |  |  | | --- | --- | | C. | classical and operant conditioning |  |  |  | | --- | --- | | D. | the effect of environmental events and the behavior of lower animals | |

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| 195. | Which core psychological research area is primarily devoted to the study of such topics as memory, problem solving, and thinking?      |  |  | | --- | --- | | A. | physiological |  |  |  | | --- | --- | | B. | social |  |  |  | | --- | --- | | C. | cognitive |  |  |  | | --- | --- | | D. | personality | |

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| 196. | The assertion that "psychology is empirical" means that psychology is based on      |  |  | | --- | --- | | A. | introspection |  |  |  | | --- | --- | | B. | logic |  |  |  | | --- | --- | | C. | observation |  |  |  | | --- | --- | | D. | mathematics | |

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| 197. | In looking for the causes of a particular behavior, psychologists assume      |  |  | | --- | --- | | A. | one cause or factor |  |  |  | | --- | --- | | B. | multifactorial causation |  |  |  | | --- | --- | | C. | free will |  |  |  | | --- | --- | | D. | infinite causation | |

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| 198. | Contemporary psychologists generally assume that human behavior is determined by:      |  |  | | --- | --- | | A. | heredity |  |  |  | | --- | --- | | B. | environment |  |  |  | | --- | --- | | C. | heredity and environment acting jointly |  |  |  | | --- | --- | | D. | heredity, environment, and free will | |

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| 199. | What does SQ3R stand for?      |  |  | | --- | --- | | A. | search, question, research, recommend, reconstitute |  |  |  | | --- | --- | | B. | silence, quietude, reading, writing, arithmetic |  |  |  | | --- | --- | | C. | summarize, quickly, read, research, reread |  |  |  | | --- | --- | | D. | survey, question, read, recite, review | |

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| 200. | Critical thinking refers to      |  |  | | --- | --- | | A. | analysis of problems in terms of scientific principles |  |  |  | | --- | --- | | B. | making decisions based on formal and informal logic |  |  |  | | --- | --- | | C. | thinking that includes consideration of conflicting interpretations |  |  |  | | --- | --- | | D. | all of the above | |

Chapter 1 (Multiple Choice) The Evolution of Psychology 2 copy Key

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| 1. | While the term psychology has existed since at least the early 1700s, psychology did not come to be considered a science until      |  |  | | --- | --- | | A. | the 1750s |  |  |  | | --- | --- | | B. | the early 1800s |  |  |  | | --- | --- | | **C.** | the late 1800s |  |  |  | | --- | --- | | D. | the 1940s | |

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| 2. | The two disciplines from which psychology developed were      |  |  | | --- | --- | | A. | sociology and philosophy |  |  |  | | --- | --- | | **B.** | philosophy and physiology |  |  |  | | --- | --- | | C. | physiology and theology |  |  |  | | --- | --- | | D. | physiology and sociology | |

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| 3. | The "birth" of psychology as a science occurred in \_\_\_\_ when \_\_\_\_.      |  |  | | --- | --- | | A. | 1859; Darwin published the theory of natural selection |  |  |  | | --- | --- | | **B.** | 1879; Wundt established the first laboratory for psychological research |  |  |  | | --- | --- | | C. | 1890; James published the textbook *Principles of Psychology* |  |  |  | | --- | --- | | D. | 1900; Freud first described the unconscious | |

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| 4. | The person responsible for establishing psychology as an independent discipline with its own subject matter is      |  |  | | --- | --- | | A. | Sigmund Freud |  |  |  | | --- | --- | | B. | René Descartes |  |  |  | | --- | --- | | C. | William James |  |  |  | | --- | --- | | **D.** | Wilhelm Wundt | |

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| 5. | Wundt defined psychology as      |  |  | | --- | --- | | A. | the scientific study of behavior |  |  |  | | --- | --- | | B. | the scientific study of the unconscious |  |  |  | | --- | --- | | C. | the scientific study of the brain |  |  |  | | --- | --- | | **D.** | the scientific study of conscious experience | |

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| 6. | The notion that the subject matter of psychology should be the scientific study of conscious experience is most closely linked with      |  |  | | --- | --- | | A. | William James |  |  |  | | --- | --- | | **B.** | Wilhelm Wundt |  |  |  | | --- | --- | | C. | Sigmund Freud |  |  |  | | --- | --- | | D. | John B. Watson | |

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| 7. | According to your textbook author, one factor that contributed to both the birth of psychology in Germany and the rapid growth of psychology in the United States toward the end of the 19th century is that      |  |  | | --- | --- | | A. | intellectual climates in both countries favored the development of new nonscientific approaches |  |  |  | | --- | --- | | B. | many American students choose to study in Germany |  |  |  | | --- | --- | | **C.** | resources were available for expansion and universities climates were open to the development of new disciplines |  |  |  | | --- | --- | | D. | Wilhelm Wundt was a tireless scholar who generated numerous books and articles while establishing the APA in 1892 | |

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| 8. | The "school" of psychology that states that the task of psychology is to analyze conscious experience into its basic elements is      |  |  | | --- | --- | | A. | behaviorism |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | psychoanalysis |  |  |  | | --- | --- | | **D.** | structuralism | |

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| 9. | Wundt and Titchener believed that psychology should      |  |  | | --- | --- | | A. | only study observable behavior |  |  |  | | --- | --- | | **B.** | analyze conscious experience into its basic elements |  |  |  | | --- | --- | | C. | focus on unconscious determinants of behavior |  |  |  | | --- | --- | | D. | study the function or purpose of consciousness | |

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| 10. | In a discussion with your professor she tells you that she believes that the focus of psychological study should be to break the conscious experience into its basic elements. Which of the following historical schools of thought is your professor's idea most indicative of?      |  |  | | --- | --- | | A. | behaviorism |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | **C.** | structuralism |  |  |  | | --- | --- | | D. | psychoanalysis | |

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| 11. | Introspection was most likely to be used by      |  |  | | --- | --- | | A. | humanist psychologists |  |  |  | | --- | --- | | B. | behaviorist psychologists |  |  |  | | --- | --- | | **C.** | structuralist psychologists |  |  |  | | --- | --- | | D. | functionalist psychologists | |

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| 12. | The method used to examine the contents of consciousness by early psychologists that involved the careful systematic self-observation of your own conscious experience is known as      |  |  | | --- | --- | | **A.** | introspection |  |  |  | | --- | --- | | B. | behaviorism |  |  |  | | --- | --- | | C. | structuralism |  |  |  | | --- | --- | | D. | natural selection | |

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| 13. | If you take a sip of a softdrink and concentrate on what you are experiencing (cold, bubbly, sweet, etc.) you would be utilizing the technique of      |  |  | | --- | --- | | **A.** | introspection |  |  |  | | --- | --- | | B. | behaviorism |  |  |  | | --- | --- | | C. | functionalism |  |  |  | | --- | --- | | D. | empiricism | |

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| 14. | Isabel is listening to a piece of classical music and tape recording all her feelings and impressions as she experiences them. Isabel is using a technique similar to the research methodology of      |  |  | | --- | --- | | **A.** | structuralism |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | behaviorism |  |  |  | | --- | --- | | D. | humanism | |

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| 15. | If while watching an exquisite sunset you stop and analyze your sensations, thoughts, and feelings, you would be performing introspection as the \_\_\_\_ once did.      |  |  | | --- | --- | | **A.** | structuralists |  |  |  | | --- | --- | | B. | behaviorists |  |  |  | | --- | --- | | C. | functionalists |  |  |  | | --- | --- | | D. | psychoanalysts | |

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| 16. | James believed that psychology should      |  |  | | --- | --- | | A. | only study observable behavior |  |  |  | | --- | --- | | B. | analyze conscious experience into its basic elements |  |  |  | | --- | --- | | C. | focus on unconscious determinants of behavior |  |  |  | | --- | --- | | **D.** | study the function or purpose of consciousness | |

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| 17. | Stressing that psychology should study the purpose of consciousness rather than its structure is associated with the school of psychology known as      |  |  | | --- | --- | | A. | structuralism |  |  |  | | --- | --- | | **B.** | functionalism |  |  |  | | --- | --- | | C. | psychoanalysis |  |  |  | | --- | --- | | D. | Gestalt psychology | |

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| 18. | Functionalism was founded by      |  |  | | --- | --- | | A. | John Watson |  |  |  | | --- | --- | | B. | Sigmund Freud |  |  |  | | --- | --- | | **C.** | William James |  |  |  | | --- | --- | | D. | Wilhelm Wundt | |

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| 19. | The \_\_\_\_ believed that consciousness developed in humans because it serves a useful purpose.      |  |  | | --- | --- | | A. | behaviorists |  |  |  | | --- | --- | | B. | humanists |  |  |  | | --- | --- | | **C.** | functionalists |  |  |  | | --- | --- | | D. | structuralists | |

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| 20. | William James was significantly influenced in his approach to studying psychology by      |  |  | | --- | --- | | A. | Aristotle |  |  |  | | --- | --- | | B. | Plato |  |  |  | | --- | --- | | C. | Sigmund Freud |  |  |  | | --- | --- | | **D.** | Charles Darwin | |

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| 21. | Darwin's theory of natural selection had a significant influence on the development of      |  |  | | --- | --- | | **A.** | functionalism |  |  |  | | --- | --- | | B. | psychoanalysis |  |  |  | | --- | --- | | C. | structuralism |  |  |  | | --- | --- | | D. | behaviorism | |

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| 22. | The "school" of psychology that has a practical focus and is interested in how people adapt their behavior to the demands of the world is      |  |  | | --- | --- | | A. | psychoanalysis |  |  |  | | --- | --- | | B. | behaviorism |  |  |  | | --- | --- | | **C.** | functionalism |  |  |  | | --- | --- | | D. | structuralism | |

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| 23. | Dr. Yang is studying pain perception. She argues that we can only understand the conscious experience of pain if we first understand the role of pain in human survival and adaptation. Which early school of psychology is Dr. Yang's views most like?      |  |  | | --- | --- | | A. | structuralism |  |  |  | | --- | --- | | B. | behaviorism |  |  |  | | --- | --- | | **C.** | functionalism |  |  |  | | --- | --- | | D. | humanism | |

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| 24. | Dr. Rice believes that it is not possible to fully understand emotions unless we understand the purpose that the conscious experiences associated with emotions play in survival and adaptation. Dr. Rice's views are most consistent with those of      |  |  | | --- | --- | | A. | Edward Titchener |  |  |  | | --- | --- | | B. | Ivan Pavlov |  |  |  | | --- | --- | | C. | Carl Rogers |  |  |  | | --- | --- | | **D.** | William James | |

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| 25. | The concept of "stream of consciousness" is associated with      |  |  | | --- | --- | | A. | John Watson |  |  |  | | --- | --- | | **B.** | William James |  |  |  | | --- | --- | | C. | Sigmund Freud |  |  |  | | --- | --- | | D. | Wilhelm Wundt | |

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| 26. | Although functionalism faded away as a theoretical force in psychology, historians credit it with two important contributions to the discipline that includes the development of      |  |  | | --- | --- | | **A.** | behaviorism and applied psychology |  |  |  | | --- | --- | | B. | psychoanalysis and behaviorism |  |  |  | | --- | --- | | C. | behaviorism and introspection |  |  |  | | --- | --- | | D. | women psychologists and applied psychology | |

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| 27. | Imagine two scientists from another planet visit earth and are attempting to study our computers. In his studies Poz focuses on how the computer is used for conducting business, accessing research, communicating with others, and playing games, while Zog concentrates on the construction of the hard-drive, monitor, keyboard and mouse. Poz's approach is most similar to \_\_\_\_ while Zog's is most similar to \_\_\_\_.      |  |  | | --- | --- | | A. | functionalism; behaviorism |  |  |  | | --- | --- | | **B.** | functionalism; structuralism |  |  |  | | --- | --- | | C. | structuralism; functionalism |  |  |  | | --- | --- | | D. | structuralism; behaviorism | |

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| 28. | Which of the following most accurately describes the enduring influence of structuralism and functionalism on psychology today?      |  |  | | --- | --- | | A. | neither structuralism nor functionalism exerted a long-lasting influence on psychology |  |  |  | | --- | --- | | B. | both structuralism and functionalism exerted a long-lasting influence on psychology |  |  |  | | --- | --- | | C. | only structuralism exerted a long-lasting influence on psychology |  |  |  | | --- | --- | | **D.** | only functionalism exerted a long-lasting influence on psychology | |

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| 29. | The idea that you have thoughts, memories, and desires beyond the control of conscious rational processes originated with      |  |  | | --- | --- | | A. | John Watson |  |  |  | | --- | --- | | B. | B. F. Skinner |  |  |  | | --- | --- | | **C.** | Sigmund Freud |  |  |  | | --- | --- | | D. | Abraham Maslow | |

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| 30. | The notion that unconscious motivations can influence our overt behavior is most consistent with the views of      |  |  | | --- | --- | | A. | Carl Rogers |  |  |  | | --- | --- | | B. | Wilhelm Wundt |  |  |  | | --- | --- | | C. | B. F. Skinner |  |  |  | | --- | --- | | **D.** | Sigmund Freud | |

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| 31. | Sigmund Freud developed an innovative procedure for treating people with psychological problems, which he called      |  |  | | --- | --- | | A. | behavior modification |  |  |  | | --- | --- | | B. | primal therapy |  |  |  | | --- | --- | | **C.** | psychoanalysis |  |  |  | | --- | --- | | D. | rational-emotive therapy | |

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| 32. | Psychoanalytic theory attempts to explain personality, motivation, and mental disorders by      |  |  | | --- | --- | | A. | studying observable behavior |  |  |  | | --- | --- | | B. | analyzing conscious experience into its basic elements |  |  |  | | --- | --- | | **C.** | focusing on unconscious determinants of behavior |  |  |  | | --- | --- | | D. | studying the function or purpose of consciousness | |

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| 33. | You act impulsively, then wonder why. Freud would tell you that your behavior was influenced by your      |  |  | | --- | --- | | **A.** | unconscious mind |  |  |  | | --- | --- | | B. | conscious mind |  |  |  | | --- | --- | | C. | inability to think quickly |  |  |  | | --- | --- | | D. | lack of rational thought | |

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| 34. | Which of the following did not have a significant influence on the development of Freud's theory?      |  |  | | --- | --- | | A. | knowledge gained as a result of working with patients |  |  |  | | --- | --- | | **B.** | the results of his experimental research |  |  |  | | --- | --- | | C. | knowledge gained from his examination of his own anxieties, conflicts, and desires |  |  |  | | --- | --- | | D. | his observation of the slips of the tongue people tend to make | |

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| 35. | Freud concluded that psychological disturbances are largely caused by      |  |  | | --- | --- | | A. | unrealistic demands from family and friends |  |  |  | | --- | --- | | **B.** | personal conflicts existing at an unconscious level |  |  |  | | --- | --- | | C. | genetic predispositions to behave in a particular way |  |  |  | | --- | --- | | D. | conflicts between conscious desires and environmental constraints | |

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| 36. | Freud believed that we are often not the masters of our own mind because of      |  |  | | --- | --- | | A. | introspection |  |  |  | | --- | --- | | B. | the physiological functioning of our bodies |  |  |  | | --- | --- | | C. | environmental influences acting on us |  |  |  | | --- | --- | | **D.** | the unconscious | |

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| 37. | Which of the following was not one of the reasons why psychoanalysis was controversial when it was first developed?      |  |  | | --- | --- | | A. | its focus on the unconscious |  |  |  | | --- | --- | | B. | its emphasis on sexual issues |  |  |  | | --- | --- | | **C.** | its focus on humans |  |  |  | | --- | --- | | D. | its lack of experimental research | |

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| 38. | While psychoanalysis was originally \_\_\_\_, with the passage of time many psychoanalytic concepts came to be \_\_\_\_ by mainstream psychology.      |  |  | | --- | --- | | A. | controversial; rejected |  |  |  | | --- | --- | | **B.** | controversial; accepted |  |  |  | | --- | --- | | C. | accepted; rejected |  |  |  | | --- | --- | | D. | only accepted by behaviorists; accepted | |

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| 39. | Which of the following statements about Freud's psychoanalytic theory is most accurate?      |  |  | | --- | --- | | A. | Freud's views have been largely abandoned and they exert relatively little, if any, influence on current mainstream psychology. |  |  |  | | --- | --- | | B. | Freud's views exert a tremendous influence on other disciplines, but not on psychology. |  |  |  | | --- | --- | | C. | Freud's views exert a tremendous influence on developmental and abnormal psychology, but not on other areas of mainstream psychology. |  |  |  | | --- | --- | | **D.** | Many psychoanalytic concepts have filtered into the mainstream of psychology. | |

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| 40. | Behaviorism was founded by      |  |  | | --- | --- | | A. | Wilhelm Wundt |  |  |  | | --- | --- | | B. | Carl Rogers |  |  |  | | --- | --- | | **C.** | John Watson |  |  |  | | --- | --- | | D. | Sigmund Freud | |

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| 41. | Watson believed that psychology should      |  |  | | --- | --- | | **A.** | only study observable behavior |  |  |  | | --- | --- | | B. | analyze conscious experience into its basic elements |  |  |  | | --- | --- | | C. | focus on unconscious determinants of behavior |  |  |  | | --- | --- | | D. | study the function or purpose of consciousness | |

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| 42. | Watson defined psychology as      |  |  | | --- | --- | | **A.** | the scientific study of behavior |  |  |  | | --- | --- | | B. | the scientific study of the unconscious |  |  |  | | --- | --- | | C. | the scientific study of the brain |  |  |  | | --- | --- | | D. | the scientific study of conscious experience | |

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| 43. | The fact that behaviors can be observed and thoughts and feelings cannot is the basis of      |  |  | | --- | --- | | A. | psychoanalysis |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | C. | structuralism |  |  |  | | --- | --- | | **D.** | behaviorism | |

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| 44. | According to John Watson, behavior is governed primarily by      |  |  | | --- | --- | | A. | heredity |  |  |  | | --- | --- | | B. | personal motives |  |  |  | | --- | --- | | **C.** | the environment |  |  |  | | --- | --- | | D. | unconscious desires | |

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| 45. | Which of the following "schools" of psychology was most influential in increasing the use of animals in psychological research?      |  |  | | --- | --- | | A. | humanism |  |  |  | | --- | --- | | B. | animalism |  |  |  | | --- | --- | | **C.** | behaviorism |  |  |  | | --- | --- | | D. | structuralism | |

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| 46. | The type of psychologist who would be most likely to study rats in a laboratory setting would be a      |  |  | | --- | --- | | **A.** | behaviorist |  |  |  | | --- | --- | | B. | structuralist |  |  |  | | --- | --- | | C. | psychoanalyst |  |  |  | | --- | --- | | D. | humanistic psychologist | |

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| 47. | If Dr. Maple is a behaviorist he would be most likely to believe that the cause of a child's disruptive behavior in school is the result of      |  |  | | --- | --- | | A. | a learning disability |  |  |  | | --- | --- | | B. | his genetic inheritance |  |  |  | | --- | --- | | **C.** | his prior experiences |  |  |  | | --- | --- | | D. | a combination of his genetic inheritance and his prior experiences | |

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| 48. | In the 1950's Skinner argued that psychology should return to a strict interpretation of the principles of      |  |  | | --- | --- | | A. | humanism |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | **C.** | behaviorism |  |  |  | | --- | --- | | D. | psychoanalysis | |

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| 49. | With which of the following individuals is B. F. Skinner most in agreement on the issue of internal mental events?      |  |  | | --- | --- | | **A.** | John Watson |  |  |  | | --- | --- | | B. | Sigmund Freud |  |  |  | | --- | --- | | C. | Wilhelm Wundt |  |  |  | | --- | --- | | D. | Abraham Maslow | |

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| 50. | Which psychologist believed that organisms tend to repeat responses that lead to positive outcomes?      |  |  | | --- | --- | | A. | Carl Rogers |  |  |  | | --- | --- | | B. | Sigmund Freud |  |  |  | | --- | --- | | C. | William James |  |  |  | | --- | --- | | **D.** | B. F. Skinner | |

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| 51. | Skinner would suggest that if you study "extra hard" for your first psychology midterm and earn an "A", for your next psychology midterm you would      |  |  | | --- | --- | | **A.** | continue to study "extra hard" |  |  |  | | --- | --- | | B. | reduce your study time by approximately 25% |  |  |  | | --- | --- | | C. | reduce your study time by approximately 50% |  |  |  | | --- | --- | | D. | devote all of your study time to your other courses | |

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| 52. | It should be easiest to teach a child to pick up his toys by utilizing the principles and techniques developed by      |  |  | | --- | --- | | A. | William James |  |  |  | | --- | --- | | B. | Abraham Maslow |  |  |  | | --- | --- | | **C.** | B. F. Skinner |  |  |  | | --- | --- | | D. | Wilhelm Wundt | |

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| 53. | Lisa taught her son to buckle his seat belt in the car by only allowing him to play one of his tapes on the car stereo after he was buckled up. Lisa taught him by applying the principles of      |  |  | | --- | --- | | A. | cognitive psychology |  |  |  | | --- | --- | | B. | biological psychology |  |  |  | | --- | --- | | C. | humanism |  |  |  | | --- | --- | | **D.** | behaviorism | |

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| 54. | Skinner would agree with all the following statements except:      |  |  | | --- | --- | | A. | all behavior is governed by external consequences |  |  |  | | --- | --- | | **B.** | individuals have free will |  |  |  | | --- | --- | | C. | organisms tend to repeat responses that lead to positive outcomes |  |  |  | | --- | --- | | D. | organisms tend not to repeat responses that lead to neutral or negative outcomes | |

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| 55. | Which of the following psychologists would have been most likely to assert that "free will is an illusion"?      |  |  | | --- | --- | | A. | Abraham Maslow |  |  |  | | --- | --- | | **B.** | B. F. Skinner |  |  |  | | --- | --- | | C. | Wilhelm Wundt |  |  |  | | --- | --- | | D. | Carl Rogers | |

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| 56. | Which of the following "schools" of psychology developed in the 1950s?      |  |  | | --- | --- | | A. | psychoanalysis |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | **C.** | humanism |  |  |  | | --- | --- | | D. | behaviorism | |

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| 57. | Which of the following "schools" of psychology believes people have a basic need to fulfill their potential for personal growth and experience free will?      |  |  | | --- | --- | | **A.** | humanism |  |  |  | | --- | --- | | B. | behaviorism |  |  |  | | --- | --- | | C. | cognitive psychology |  |  |  | | --- | --- | | D. | psychoanalysis | |

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| 58. | The "school" of psychology that emphasizes unique qualities of people compared to other animals is      |  |  | | --- | --- | | A. | evolutionary psychology |  |  |  | | --- | --- | | B. | cognitive psychology |  |  |  | | --- | --- | | C. | behaviorism |  |  |  | | --- | --- | | **D.** | humanism | |

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| 59. | The theoretical orientation that emphasizes the unique qualities of humans, especially their freedom and potential for personal growth, is      |  |  | | --- | --- | | A. | behaviorism |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | **C.** | humanism |  |  |  | | --- | --- | | D. | psychoanalysis | |

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| 60. | The school of psychology that takes the most positive or optimistic view of human nature is      |  |  | | --- | --- | | A. | behaviorism |  |  |  | | --- | --- | | B. | functionalism |  |  |  | | --- | --- | | **C.** | humanism |  |  |  | | --- | --- | | D. | psychoanalysis | |

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| 61. | Which of the following psychologists is(are) considered humanistic psychologist(s)?      |  |  | | --- | --- | | A. | Sigmund Freud |  |  |  | | --- | --- | | B. | B. F. Skinner |  |  |  | | --- | --- | | **C.** | Carl Rogers and Abraham Maslow |  |  |  | | --- | --- | | D. | Wilhelm Wundt and Edward Titchener | |

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| 62. | The theoretical viewpoint that is most closely associated with Carl Rogers and Abraham Maslow is      |  |  | | --- | --- | | A. | cognitive approach |  |  |  | | --- | --- | | **B.** | humanism |  |  |  | | --- | --- | | C. | structuralism |  |  |  | | --- | --- | | D. | biological approach | |

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| 63. | Both Rogers and Maslow believe      |  |  | | --- | --- | | A. | people are not masters of their own destiny |  |  |  | | --- | --- | | **B.** | people have a basic need to fulfill their potential for personal growth |  |  |  | | --- | --- | | C. | human behavior is largely determined by primitive sexual urges |  |  |  | | --- | --- | | D. | human behavior is shaped by environmental events | |

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| 64. | As a young psychologist, your major goal is to help people reach their potential. Most likely you follow the principles of      |  |  | | --- | --- | | A. | behaviorism |  |  |  | | --- | --- | | B. | structuralism |  |  |  | | --- | --- | | C. | psychoanalysis |  |  |  | | --- | --- | | **D.** | humanism | |

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| 65. | Applied psychology is the branch of psychology      |  |  | | --- | --- | | A. | concerned with the diagnosis and treatment of psychological problems |  |  |  | | --- | --- | | B. | concerned with mental processes involved in acquiring knowledge |  |  |  | | --- | --- | | C. | concerned with unique qualities of people |  |  |  | | --- | --- | | **D.** | concerned with practical problems | |

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| 66. | The branch of psychology concerned with everyday, practical problems is called      |  |  | | --- | --- | | A. | developmental psychology |  |  |  | | --- | --- | | B. | abnormal psychology |  |  |  | | --- | --- | | **C.** | applied psychology |  |  |  | | --- | --- | | D. | cognitive psychology | |

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| 67. | Which of the following sounds least like the work of an applied psychologist?      |  |  | | --- | --- | | A. | finding ways to teach learning disabled children |  |  |  | | --- | --- | | **B.** | studying basic learning processes in rats |  |  |  | | --- | --- | | C. | treating someone with a phobia |  |  |  | | --- | --- | | D. | looking for ways to increase efficiency in an organization | |

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| 68. | The area of psychology concerned with the diagnosis and treatment of psychological problems and disorders is      |  |  | | --- | --- | | A. | research psychology |  |  |  | | --- | --- | | **B.** | clinical psychology |  |  |  | | --- | --- | | C. | applied psychology |  |  |  | | --- | --- | | D. | medical psychology | |

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| 69. | The major event that influenced the development of psychology as a profession was      |  |  | | --- | --- | | A. | World War I |  |  |  | | --- | --- | | B. | the Great Depression of the 1930s |  |  |  | | --- | --- | | **C.** | World War II |  |  |  | | --- | --- | | D. | the cold war of the 1950s | |

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| 70. | During World War II, many academic psychologists were pressed into service, mainly as      |  |  | | --- | --- | | **A.** | clinicians |  |  |  | | --- | --- | | B. | physicians |  |  |  | | --- | --- | | C. | teachers |  |  |  | | --- | --- | | D. | military leaders | |

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| 71. | After World War II, many psychologists began to specialize in      |  |  | | --- | --- | | **A.** | clinical psychology |  |  |  | | --- | --- | | B. | research psychology |  |  |  | | --- | --- | | C. | experimental psychology |  |  |  | | --- | --- | | D. | industrial psychology | |

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| 72. | Today approximately \_\_\_\_ of psychologists devote at least some of their time to providing professional services.      |  |  | | --- | --- | | A. | one-tenth |  |  |  | | --- | --- | | B. | one-third |  |  |  | | --- | --- | | C. | one-half |  |  |  | | --- | --- | | **D.** | two-thirds | |

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| 73. | Which pair of terms both reflect the observation that "psychology returned to its roots" in the latter part of the 20th century?      |  |  | | --- | --- | | A. | cultural perspective and biological perspective |  |  |  | | --- | --- | | B. | biological perspective and humanism |  |  |  | | --- | --- | | C. | cognitive perspective and humanism |  |  |  | | --- | --- | | **D.** | cognitive perspective and biological perspective | |

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| 74. | Which of the following is a recent movement in psychology that has revived the old interest in mental and conscious events?      |  |  | | --- | --- | | A. | physiological psychology |  |  |  | | --- | --- | | B. | psychoanalysis |  |  |  | | --- | --- | | C. | behavioral psychology |  |  |  | | --- | --- | | **D.** | cognitive psychology | |

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| 75. | A psychological perspective that emerged in the 1950s and 1960s which reflects a renewed interest in the study of the mind or consciousness that existed in psychology when it first became a science in the late 1800s is      |  |  | | --- | --- | | **A.** | cognitive perspective |  |  |  | | --- | --- | | B. | mental perspective |  |  |  | | --- | --- | | C. | philosophical perspective |  |  |  | | --- | --- | | D. | biological perspective | |

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| 76. | The cognitive perspective contends that to fully understand human behavior, psychologists need to focus attention on      |  |  | | --- | --- | | A. | the role of the unconscious |  |  |  | | --- | --- | | **B.** | internal mental events |  |  |  | | --- | --- | | C. | the interrelations among the mind, body and behavior |  |  |  | | --- | --- | | D. | the adaptive value of a behavior | |

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| 77. | The approach that contends psychology must study internal mental events in order to fully understand behavior is      |  |  | | --- | --- | | A. | behaviorism |  |  |  | | --- | --- | | **B.** | cognitive psychology |  |  |  | | --- | --- | | C. | evolutionary psychology |  |  |  | | --- | --- | | D. | humanism | |

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| 78. | Decision making, reasoning, problem solving, and language are topics most likely to be studied by      |  |  | | --- | --- | | A. | evolutionary psychologists |  |  |  | | --- | --- | | B. | biological psychologists |  |  |  | | --- | --- | | **C.** | cognitive psychologists |  |  |  | | --- | --- | | D. | behavioral psychologists | |

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| 79. | Darnell is working on a computer system that will have full language recognition capabilities. The type of psychologist that could probably give Darnell the most help in developing this computer system would be      |  |  | | --- | --- | | A. | a behavioral psychologist |  |  |  | | --- | --- | | B. | a humanistic psychologist |  |  |  | | --- | --- | | **C.** | a cognitive psychologist |  |  |  | | --- | --- | | D. | a biological psychologist | |

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| 80. | A psychological perspective that emerged in the 1950s and 1960s which reflects a renewed interest in the study of the physiological bases of behavior that existed in psychology when it first became a science in the late 1800s is the      |  |  | | --- | --- | | A. | cognitive perspective |  |  |  | | --- | --- | | B. | mental perspective |  |  |  | | --- | --- | | C. | philosophical perspective |  |  |  | | --- | --- | | **D.** | biological perspective | |

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| 81. | Which of the following psychological perspectives is most likely to focus on the interrelations among the mind, body, and behavior?      |  |  | | --- | --- | | A. | evolutionary perspective |  |  |  | | --- | --- | | **B.** | biological perspective |  |  |  | | --- | --- | | C. | cognitive perspective |  |  |  | | --- | --- | | D. | behavioral perspective | |

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| 82. | The biological perspective contends that to fully understand behavior, psychologists need to focus attention on      |  |  | | --- | --- | | A. | the role of the unconscious |  |  |  | | --- | --- | | B. | internal mental events |  |  |  | | --- | --- | | **C.** | the interrelations among the mind, body, and behavior |  |  |  | | --- | --- | | D. | the adaptive value of a behavior | |

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| 83. | Psychologists who are most likely to conduct research studies using animals are those who have      |  |  | | --- | --- | | **A.** | a biological perspective |  |  |  | | --- | --- | | B. | a psychoanalytic perspective |  |  |  | | --- | --- | | C. | a cultural perspective |  |  |  | | --- | --- | | D. | a cognitive perspective | |

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| 84. | Professor Davis believes that nearly all psychological disorders can ultimately be traced to abnormalities in brain chemistry. Professor Davis’s beliefs are most consistent with the      |  |  | | --- | --- | | A. | behavioral perspective |  |  |  | | --- | --- | | B. | cognitive perspective |  |  |  | | --- | --- | | **C.** | biological perspective |  |  |  | | --- | --- | | D. | humanistic perspective | |

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| 85. | Historically, most of psychology's research has been conducted in      |  |  | | --- | --- | | A. | England |  |  |  | | --- | --- | | B. | Japan |  |  |  | | --- | --- | | C. | Mexico |  |  |  | | --- | --- | | **D.** | the United States | |

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| 86. | Historically, which of the following groups of individuals has been most frequently used as subjects in psychological research?      |  |  | | --- | --- | | A. | white women |  |  |  | | --- | --- | | **B.** | white men |  |  |  | | --- | --- | | C. | black men |  |  |  | | --- | --- | | D. | immigrant men and women | |

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| 87. | Recently, Western psychologists have started to devote more attention to \_\_\_\_ as a determinant of behavior.      |  |  | | --- | --- | | A. | intelligence |  |  |  | | --- | --- | | B. | unconscious |  |  |  | | --- | --- | | C. | feelings |  |  |  | | --- | --- | | **D.** | culture | |

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| 88. | Psychologists who focus attention on cultural diversity are least likely to      |  |  | | --- | --- | | A. | document differences among varying cultures |  |  |  | | --- | --- | | B. | document similarities among varying cultures |  |  |  | | --- | --- | | **C.** | identify deficiencies in other cultures |  |  |  | | --- | --- | | D. | test the generality of earlier findings to other cultures | |

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| 89. | Dr. Vasquez has found that many Asians feel uncomfortable with the expression of emotions and disclosure of personal information. As a consequence, Dr. Vasquez has made several suggestions for ways in which psychological counseling might be modified to benefit people from Asian backgrounds. Based on this information, you could infer that Dr. Vasquez investigates      |  |  | | --- | --- | | A. | the biological determinants of behavior |  |  |  | | --- | --- | | B. | the impact of evolutionary factors in psychological functioning |  |  |  | | --- | --- | | **C.** | the role of cultural factors in psychological processes |  |  |  | | --- | --- | | D. | psychometrics and cognitive psychology | |

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| 90. | Evolutionary psychology examines \_\_\_\_ processes in terms of their adaptive value for members of a species over the course of many generations.      |  |  | | --- | --- | | A. | physiological |  |  |  | | --- | --- | | **B.** | behavioral |  |  |  | | --- | --- | | C. | cultural |  |  |  | | --- | --- | | D. | cognitive | |

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| 91. | The approach that examines behavioral processes in terms of their adaptive value for a species over the course of many generations is      |  |  | | --- | --- | | A. | clinical psychology |  |  |  | | --- | --- | | B. | cognitive psychology |  |  |  | | --- | --- | | **C.** | evolutionary psychology |  |  |  | | --- | --- | | D. | physiological psychology | |

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| 92. | Professor Immel believes that behaviors that are predominant in certain species probably serve some adaptive function. Professor Immel's beliefs are most consistent with the      |  |  | | --- | --- | | A. | behavioral perspective |  |  |  | | --- | --- | | B. | cognitive perspective |  |  |  | | --- | --- | | C. | humanistic perspective |  |  |  | | --- | --- | | **D.** | evolutionary perspective | |

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| 93. | Some researchers have suggested that people currently tend to sleep during periods of darkness because sleeping under these conditions was an adaptive behavior that helped to increase survival among early humans. This is the type of argument that would most likely be made by psychologists who take the      |  |  | | --- | --- | | A. | cognitive perspective in psychology |  |  |  | | --- | --- | | **B.** | evolutionary perspective in psychology |  |  |  | | --- | --- | | C. | biological perspective in psychology |  |  |  | | --- | --- | | D. | behavioral perspective in psychology | |

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| 94. | If you wonder about the adaptive purpose of a common behavior (such as toddlers following their mothers around or teenagers wanting more independence from their parents) your wondering would be most consistent with the principles of      |  |  | | --- | --- | | A. | cultural psychology |  |  |  | | --- | --- | | B. | humanism |  |  |  | | --- | --- | | C. | biological psychology |  |  |  | | --- | --- | | **D.** | evolutionary psychology | |

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| 95. | Which of the following early psychologists would be most likely to endorse the tenets of evolutionary psychology?      |  |  | | --- | --- | | A. | Sigmund Freud |  |  |  | | --- | --- | | **B.** | William James |  |  |  | | --- | --- | | C. | John Watson |  |  |  | | --- | --- | | D. | Wilhelm Wundt | |

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| 96. | While functionalism emphasizes the adaptive purpose of \_\_\_\_, evolutionary psychology emphasizes the adaptive purpose of \_\_\_\_.      |  |  | | --- | --- | | A. | physical structures of the body; behavior |  |  |  | | --- | --- | | B. | behavior; consciousness |  |  |  | | --- | --- | | **C.** | consciousness; behavior |  |  |  | | --- | --- | | D. | consciousness; physical structures of the body | |

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| 97. | The individual most closely associated with the recent development of positive psychology is      |  |  | | --- | --- | | A. | David Buss |  |  |  | | --- | --- | | B. | Roger Sperry |  |  |  | | --- | --- | | C. | James Olds |  |  |  | | --- | --- | | **D.** | Martin Seligman | |

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| 98. | The emerging field in psychology that uses theory and research to better understand the positive, adaptive, creative, and fulfilling aspects of human experience is      |  |  | | --- | --- | | A. | humanism |  |  |  | | --- | --- | | B. | evolutionary psychology |  |  |  | | --- | --- | | **C.** | positive psychology |  |  |  | | --- | --- | | D. | creative psychology | |

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| 99. | Which of the following is not a major area of interest in the positive psychology movement?      |  |  | | --- | --- | | A. | positive subjective experiences |  |  |  | | --- | --- | | **B.** | positive life events |  |  |  | | --- | --- | | C. | positive institutions and communities |  |  |  | | --- | --- | | D. | positive individual traits | |

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| 100. | Topics such as courage, tolerance, creativity, and integrity reflect the interest of the positive psychology movement on the study of      |  |  | | --- | --- | | A. | positive subjective experiences |  |  |  | | --- | --- | | **B.** | positive individual traits |  |  |  | | --- | --- | | C. | positive institutions and communities |  |  |  | | --- | --- | | D. | positive life events | |

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| 101. | According to the definition of psychology that appears in your textbook, psychology is both      |  |  | | --- | --- | | **A.** | a science and a profession |  |  |  | | --- | --- | | B. | a theory and an academic discipline |  |  |  | | --- | --- | | C. | a school of thought and an occupation |  |  |  | | --- | --- | | D. | a cognitive process and an undergraduate major | |

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| 102. | The text's definition of psychology states that psychology is both a science and a(n)      |  |  | | --- | --- | | A. | art |  |  |  | | --- | --- | | B. | academic subject |  |  |  | | --- | --- | | **C.** | profession |  |  |  | | --- | --- | | D. | career | |

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| 103. | Which of the following is not included in the text's definition of psychology?      |  |  | | --- | --- | | A. | psychology is a profession that solves practical problems |  |  |  | | --- | --- | | B. | psychology studies behavior including physiological and cognitive processes |  |  |  | | --- | --- | | **C.** | psychology studies primarily the unconscious mind |  |  |  | | --- | --- | | D. | psychology is a science | |

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| 104. | Over the last 50 years membership in the American Psychological Association has      |  |  | | --- | --- | | A. | decreased |  |  |  | | --- | --- | | B. | remained the same |  |  |  | | --- | --- | | **C.** | increased dramatically |  |  |  | | --- | --- | | D. | first increased and then decreased | |

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| 105. | Colleges and universities are the primary work setting for approximately \_\_\_\_ of American psychologists.      |  |  | | --- | --- | | A. | 10 percent |  |  |  | | --- | --- | | **B.** | 25 percent |  |  |  | | --- | --- | | C. | 50 percent |  |  |  | | --- | --- | | D. | 75 percent | |

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| 106. | Which of the following is a major area of specialization in research psychology?      |  |  | | --- | --- | | A. | clinical psychology |  |  |  | | --- | --- | | **B.** | cognitive psychology |  |  |  | | --- | --- | | C. | educational psychology |  |  |  | | --- | --- | | D. | industrial psychology | |

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| 107. | Which of the following is not a major area of specialization in research psychology?      |  |  | | --- | --- | | A. | psychometrics |  |  |  | | --- | --- | | **B.** | industrial/organizational |  |  |  | | --- | --- | | C. | personality |  |  |  | | --- | --- | | D. | social | |

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| 108. | \_\_\_\_ psychologists are concerned with changes in behavior throughout the life span.      |  |  | | --- | --- | | **A.** | Developmental |  |  |  | | --- | --- | | B. | Personality |  |  |  | | --- | --- | | C. | Social |  |  |  | | --- | --- | | D. | Cognitive | |

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| 109. | A newspaper article reported a study by a psychologist in which the attitudes of men and women towards traditional sex roles were studied. Most likely the researcher was      |  |  | | --- | --- | | A. | a cognitive psychologist |  |  |  | | --- | --- | | B. | a counseling psychologist |  |  |  | | --- | --- | | C. | a developmental psychologist |  |  |  | | --- | --- | | **D.** | a social psychologist | |

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| 110. | Which of the following would NOT be expected of an experimental psychologist?      |  |  | | --- | --- | | A. | to study the effects of reward on learning |  |  |  | | --- | --- | | B. | to examine the relationship between sleep deprivation and task performance |  |  |  | | --- | --- | | **C.** | to conduct psychotherapy |  |  |  | | --- | --- | | D. | to study the factors that motivate behavior | |

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| 111. | The area of research specialization in psychology that studies many of the traditional topics in psychology (such as sensation, learning, motivation) is      |  |  | | --- | --- | | A. | psychometrics |  |  |  | | --- | --- | | **B.** | experimental |  |  |  | | --- | --- | | C. | educational |  |  |  | | --- | --- | | D. | cognitive | |

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| 112. | Ramon is a graduate student whose major area of interest is cognitive psychology. You should expect that Ramon is most interested in      |  |  | | --- | --- | | **A.** | understanding mental processes such as memory and learning |  |  |  | | --- | --- | | B. | the ways in which physical or genetic factors influence and determine behavior |  |  |  | | --- | --- | | C. | the internal factors that lead people to act consistently across a variety of situations |  |  |  | | --- | --- | | D. | how people relate to each other and influence each other | |

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| 113. | Jane's thyroid gland has become inactive, and as a result, she is becoming lethargic and has gained weight. We know that the thyroid gland can cause this reaction because of studies conducted by      |  |  | | --- | --- | | A. | clinical psychologists |  |  |  | | --- | --- | | B. | medical psychologists |  |  |  | | --- | --- | | C. | experimental psychologists |  |  |  | | --- | --- | | **D.** | physiological psychologists | |

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| 114. | Which of the following areas of research in psychology is concerned with assessing individual differences, developing tests, and developing new statistical techniques?      |  |  | | --- | --- | | A. | social psychology |  |  |  | | --- | --- | | **B.** | psychometrics |  |  |  | | --- | --- | | C. | cognitive psychology |  |  |  | | --- | --- | | D. | physiological psychology | |

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| 115. | A psychologist who specializes in psychometrics is most likely to be interested in      |  |  | | --- | --- | | **A.** | the development of psychological tests to measure intelligence or personality traits |  |  |  | | --- | --- | | B. | explaining development across the life span |  |  |  | | --- | --- | | C. | conducting psychotherapy |  |  |  | | --- | --- | | D. | the development of techniques to monitor the functioning of the nervous system | |

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| 116. | Which of the following is a major area of specialization in applied psychology?      |  |  | | --- | --- | | A. | psychometrics |  |  |  | | --- | --- | | B. | experimental psychology |  |  |  | | --- | --- | | **C.** | educational psychology |  |  |  | | --- | --- | | D. | cognitive psychology | |

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| 117. | Which of the following areas is most likely to be classified as an applied area of specialization in psychology?      |  |  | | --- | --- | | A. | psychometrics |  |  |  | | --- | --- | | **B.** | counseling psychology |  |  |  | | --- | --- | | C. | experimental psychology |  |  |  | | --- | --- | | D. | developmental psychology | |

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| 118. | Which of the following is not a major area of specialization of applied psychology?      |  |  | | --- | --- | | A. | school psychology |  |  |  | | --- | --- | | B. | industrial and organizational psychology |  |  |  | | --- | --- | | C. | counseling psychology |  |  |  | | --- | --- | | **D.** | personality psychology | |

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| 119. | The most widely practiced specialization in applied psychology is      |  |  | | --- | --- | | A. | industrial/organizational psychology |  |  |  | | --- | --- | | B. | counseling psychology |  |  |  | | --- | --- | | **C.** | clinical psychology |  |  |  | | --- | --- | | D. | developmental psychology | |

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| 120. | Which of the following areas is most similar to clinical psychology?      |  |  | | --- | --- | | A. | social psychology |  |  |  | | --- | --- | | B. | school psychology |  |  |  | | --- | --- | | C. | industrial psychology |  |  |  | | --- | --- | | **D.** | counseling psychology | |

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| 121. | An area of specialization in applied psychology that is primarily involved in the treatment of less severe problems of everyday life (such as marriage counseling) is      |  |  | | --- | --- | | A. | social psychology |  |  |  | | --- | --- | | **B.** | counseling psychology |  |  |  | | --- | --- | | C. | clinical psychology |  |  |  | | --- | --- | | D. | cognitive psychology | |

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| 122. | Which of the following areas of specialization in psychology is involved with the development of curricula and the training of teachers?      |  |  | | --- | --- | | A. | school psychology |  |  |  | | --- | --- | | **B.** | educational psychology |  |  |  | | --- | --- | | C. | experimental psychology |  |  |  | | --- | --- | | D. | industrial/organizational psychology | |

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| 123. | Sally is a psychologist interested in improving curriculum design, achievement testing, and teacher training. What type of psychologist is Sally?      |  |  | | --- | --- | | **A.** | an educational psychologist |  |  |  | | --- | --- | | B. | a counseling psychologist |  |  |  | | --- | --- | | C. | a school psychologist |  |  |  | | --- | --- | | D. | an industrial psychologist | |

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| 124. | \_\_\_\_ psychologists work in schools and primarily help individual children having difficulties in school and aid parents and teachers in solving school-related problems.      |  |  | | --- | --- | | **A.** | School |  |  |  | | --- | --- | | B. | Educational |  |  |  | | --- | --- | | C. | Counseling |  |  |  | | --- | --- | | D. | Social | |

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| 125. | Dr. Hawkins is a psychologist who spends her day working in an elementary school testing and counseling children who are having difficulty in school. What type of applied psychologist is Dr. Hawkins?      |  |  | | --- | --- | | A. | an educational psychologist |  |  |  | | --- | --- | | B. | a counseling psychologist |  |  |  | | --- | --- | | **C.** | a school psychologist |  |  |  | | --- | --- | | D. | an industrial psychologist | |

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| 126. | A psychologist who works on trying to increase job satisfaction and productivity in a large company would most likely have received training in      |  |  | | --- | --- | | A. | clinical psychology |  |  |  | | --- | --- | | B. | counseling psychology |  |  |  | | --- | --- | | C. | educational and school psychology |  |  |  | | --- | --- | | **D.** | industrial and organizational psychology | |

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| 127. | As the result of a breakdown in communication, morale is low among employees in a local factory. A(n) \_\_\_\_ would be most likely to be helpful in restoring communication and improving morale.      |  |  | | --- | --- | | A. | social psychologist |  |  |  | | --- | --- | | B. | educational psychologist |  |  |  | | --- | --- | | **C.** | industrial/organizational psychologist |  |  |  | | --- | --- | | D. | clinical psychologist | |

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| 128. | The text describes seven unifying themes that provide continuity throughout psychology. The two primary divisions of the themes relate to      |  |  | | --- | --- | | A. | psychology is a science and psychology is a profession |  |  |  | | --- | --- | | B. | psychology is a science and psychology utilizes theories |  |  |  | | --- | --- | | **C.** | psychology studies behavior and psychology is a science |  |  |  | | --- | --- | | D. | psychology studies behavior and people are subjective | |

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| 129. | Which of the following is one of the text's unifying themes related to psychology as a field of study?      |  |  | | --- | --- | | A. | people’s experience of the world is highly subjective |  |  |  | | --- | --- | | **B.** | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | C. | heredity and environment jointly influence behavior |  |  |  | | --- | --- | | D. | behavior is determined by multiple causes | |

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| 130. | Which of the following is not one of the text's unifying themes related to psychology as a field of study?      |  |  | | --- | --- | | **A.** | heredity and environment jointly influence behavior |  |  |  | | --- | --- | | B. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | C. | psychology is empirical |  |  |  | | --- | --- | | D. | psychology is theoretically diverse | |

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| 131. | The text's unifying theme that "psychology is empirical" implies that psychologists base their conclusions on      |  |  | | --- | --- | | A. | logical reasoning |  |  |  | | --- | --- | | B. | speculation |  |  |  | | --- | --- | | **C.** | direct observations |  |  |  | | --- | --- | | D. | common sense | |

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| 132. | Psychology is based on systematic observation rather than pure reasoning or common sense. We can say, therefore, that psychology is      |  |  | | --- | --- | | A. | behavioral |  |  |  | | --- | --- | | B. | speculative |  |  |  | | --- | --- | | **C.** | empirical |  |  |  | | --- | --- | | D. | rational | |

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| 133. | The premise that knowledge should be acquired through observation defines      |  |  | | --- | --- | | A. | introspection |  |  |  | | --- | --- | | B. | philosophy |  |  |  | | --- | --- | | C. | subjective |  |  |  | | --- | --- | | **D.** | empiricism | |

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| 134. | Empiricism means that knowledge should be acquired through      |  |  | | --- | --- | | A. | logical reasoning |  |  |  | | --- | --- | | B. | common sense |  |  |  | | --- | --- | | C. | historical tradition |  |  |  | | --- | --- | | **D.** | direct observation | |

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| 135. | When Watson proposed that psychology should only study observable behaviors and not consciousness he was emphasizing the unifying theme that      |  |  | | --- | --- | | A. | behavior is influenced by multiple causes |  |  |  | | --- | --- | | B. | people’s experience of the world is highly subjective |  |  |  | | --- | --- | | C. | psychology should use theories |  |  |  | | --- | --- | | **D.** | psychology should be empirical | |

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| 136. | A system of interrelated ideas used to explain a set of observations is called      |  |  | | --- | --- | | **A.** | a theory |  |  |  | | --- | --- | | B. | an empirical set |  |  |  | | --- | --- | | C. | a hypothesis |  |  |  | | --- | --- | | D. | a sociohistorical context | |

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| 137. | A theory is      |  |  | | --- | --- | | A. | a statement of fact that describes a set of observations |  |  |  | | --- | --- | | **B.** | a system of interrelated ideas used to explain a set of observations |  |  |  | | --- | --- | | C. | the premise that knowledge should be acquired through logical reasoning |  |  |  | | --- | --- | | D. | the premise that knowledge should be acquired through observation | |

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| 138. | A scientist uses \_\_\_\_ to explain a set of observations.      |  |  | | --- | --- | | **A.** | a theory |  |  |  | | --- | --- | | B. | common sense |  |  |  | | --- | --- | | C. | introspection |  |  |  | | --- | --- | | D. | empiricism | |

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| 139. | The text's unifying theme that "psychology is theoretically diverse" implies that      |  |  | | --- | --- | | A. | psychology has not, as yet, focused on empirical observations |  |  |  | | --- | --- | | **B.** | there are often several ways to interpret a set of observations |  |  |  | | --- | --- | | C. | psychology focuses on unrelated observations |  |  |  | | --- | --- | | D. | psychology is failing in the goal of being a science | |

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| 140. | While Freud might explain an individual's depression by focusing on the person's unconscious thoughts, a physiological psychologist might focus instead on a chemical imbalance in the brain. This difference in explanations best illustrates the text's unifying theme of      |  |  | | --- | --- | | A. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | B. | heredity and environment jointly influence behavior |  |  |  | | --- | --- | | **C.** | psychology is theoretically diverse |  |  |  | | --- | --- | | D. | psychology is empirical | |

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| 141. | In the 1920s, there were many fundamental disputes between competing schools of thought in psychology. These disputes illustrate which of the textbook's unifying themes?      |  |  | | --- | --- | | A. | psychology is empirical |  |  |  | | --- | --- | | B. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | **C.** | psychology is theoretically diverse |  |  |  | | --- | --- | | D. | our experience of the world is highly subjective | |

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| 142. | The text's unifying theme that "psychology evolves in a sociohistorical context" implies that      |  |  | | --- | --- | | A. | there are often several ways to interpret a set of observations |  |  |  | | --- | --- | | B. | knowledge should be acquired through observation |  |  |  | | --- | --- | | C. | shared customs, beliefs, and values are transmitted socially across generations |  |  |  | | --- | --- | | **D.** | dense interconnections exist between what happens in psychology and in society at large | |

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| 143. | Which of the following best describes the unifying theme that "psychology evolves in a sociohistorical context"?      |  |  | | --- | --- | | A. | psychology develops in a cultural vacuum |  |  |  | | --- | --- | | B. | psychological research and theories have an impact on society |  |  |  | | --- | --- | | C. | social trends and values have an impact on psychology |  |  |  | | --- | --- | | **D.** | psychology and society both influence each other | |

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| 144. | The idea that Freud's theory was based, in part, on prevailing values during his lifetime implies that psychology's development is influenced by the      |  |  | | --- | --- | | A. | social context |  |  |  | | --- | --- | | B. | empirical context |  |  |  | | --- | --- | | C. | historical context |  |  |  | | --- | --- | | **D.** | sociohistorical context | |

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| 145. | During the last few decades people have become more aware of the sexual abuse of children by adults, and psychologists have devoted more research attention to the long-term effects of childhood sexual abuse. These observations best reflect which unifying theme in psychology?      |  |  | | --- | --- | | **A.** | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | B. | behavior is determined by multiple causes |  |  |  | | --- | --- | | C. | psychology is theoretically diverse |  |  |  | | --- | --- | | D. | people’s experience of the world is highly subjective | |

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| 146. | Taken as a whole, the text's review of the early "schools" of psychology best reflects which one unifying theme in psychology?      |  |  | | --- | --- | | A. | people’s experience of the world is highly subjective |  |  |  | | --- | --- | | **B.** | psychology is theoretically diverse |  |  |  | | --- | --- | | C. | behavior is shaped by cultural heritage |  |  |  | | --- | --- | | D. | heredity and environment jointly influence behavior | |

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| 147. | Which of the following is one of the text's unifying themes related to the subject matter of psychology?      |  |  | | --- | --- | | A. | psychology is theoretically diverse |  |  |  | | --- | --- | | B. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | **C.** | heredity and environment jointly influence behavior |  |  |  | | --- | --- | | D. | psychology is empirical | |

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| 148. | Which of the following is not one of the text's unifying themes related to the subject matter of psychology?      |  |  | | --- | --- | | A. | people’s experience of the world is highly subjective |  |  |  | | --- | --- | | **B.** | psychology is theoretically diverse |  |  |  | | --- | --- | | C. | behavior is determined by multiple causes |  |  |  | | --- | --- | | D. | heredity and environment jointly influence behavior | |

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| 149. | In everyday life people usually think of a behavior as having \_\_\_\_, while in contrast psychology views behavior as having \_\_\_\_.      |  |  | | --- | --- | | A. | a subjective cause; an objective cause |  |  |  | | --- | --- | | B. | an objective cause; a subjective cause |  |  |  | | --- | --- | | C. | multiple causes; a single cause |  |  |  | | --- | --- | | **D.** | a single cause; multiple causes | |

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| 150. | A multifactorial approach to explaining your performance in a course would most likely focus on      |  |  | | --- | --- | | A. | personal factors more than situational factors |  |  |  | | --- | --- | | B. | situational factors more than personal factors |  |  |  | | --- | --- | | **C.** | both personal and situational factors |  |  |  | | --- | --- | | D. | the relationship between you and your professor | |

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| 151. | The text's two unifying themes of "behavior is shaped by cultural heritage" and "heredity and environment jointly influence behavior" can best be viewed as both describing more specialized statements of which other theme?      |  |  | | --- | --- | | A. | psychology is theoretically diverse |  |  |  | | --- | --- | | **B.** | behavior is determined by multiple causes |  |  |  | | --- | --- | | C. | people’s experience of the world is highly subjective |  |  |  | | --- | --- | | D. | psychology evolves in a sociohistorical context | |

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| 152. | The widely shared customs, beliefs, values, norms, institutions, and other products of a community that are transmitted socially across generations best describes a person's      |  |  | | --- | --- | | **A.** | cultural heritage |  |  |  | | --- | --- | | B. | legal heritage |  |  |  | | --- | --- | | C. | religious heritage |  |  |  | | --- | --- | | D. | sociohistorical heritage | |

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| 153. | That you normally use a knife, fork, and spoon to eat dinner best reflects your      |  |  | | --- | --- | | A. | evolutionary background |  |  |  | | --- | --- | | B. | subjective thoughts concerning proper behavior |  |  |  | | --- | --- | | C. | objective thoughts concerning proper behavior |  |  |  | | --- | --- | | **D.** | cultural heritage | |

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| 154. | The text's unifying theme of "heredity and environment jointly influence behavior" is often referred to as describing the      |  |  | | --- | --- | | **A.** | nature versus nurture issue |  |  |  | | --- | --- | | B. | nurture versus nature issue |  |  |  | | --- | --- | | C. | biological versus psychological issue |  |  |  | | --- | --- | | D. | psychological versus biological issue | |

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| 155. | Nature is to nurture as      |  |  | | --- | --- | | A. | experience is to environment |  |  |  | | --- | --- | | B. | learning is to knowing |  |  |  | | --- | --- | | **C.** | heredity is to environment |  |  |  | | --- | --- | | D. | behavior is to doing | |

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| 156. | Which of the following best characterizes a psychologist's current understanding of the relationship between heredity and environment?      |  |  | | --- | --- | | A. | motives and expectations can color our experiences |  |  |  | | --- | --- | | **B.** | genetic factors and experience interact to shape behavior |  |  |  | | --- | --- | | C. | our cultural backgrounds exert a considerable influence over our behavior |  |  |  | | --- | --- | | D. | theoretical diversity is an important component in science | |

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| 157. | When Watson claimed "Give me a dozen healthy infants..." he was arguing that behavior is strongly influenced by      |  |  | | --- | --- | | A. | heredity factors |  |  |  | | --- | --- | | **B.** | environmental factors |  |  |  | | --- | --- | | C. | cultural factors |  |  |  | | --- | --- | | D. | subjective factors | |

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| 158. | In criticizing the structuralists' reliance on the method of introspection, William James argued that two people could view the same stimulus quite differently. James's argument illustrates which of the textbook's unifying themes?      |  |  | | --- | --- | | A. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | B. | psychology is empirical |  |  |  | | --- | --- | | C. | heredity and environment jointly influence behavior |  |  |  | | --- | --- | | **D.** | our experience of the world is highly subjective | |

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| 159. | That people sometimes see what they either "want to see" or "expect to see" best reflects the text's unifying theme of      |  |  | | --- | --- | | A. | heredity and environment jointly influence behavior |  |  |  | | --- | --- | | B. | behavior is shaped by cultural heritage |  |  |  | | --- | --- | | C. | people’s experience of the world is empirical |  |  |  | | --- | --- | | **D.** | people’s experience of the world is highly subjective | |

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| 160. | The fact that Princeton students "saw" Dartmouth students engage in twice as many infractions as the Dartmouth students did in a Princeton-Dartmouth football game is most consistent with      |  |  | | --- | --- | | A. | reliance on empirical evidence |  |  |  | | --- | --- | | B. | multifactorial causation of behavior |  |  |  | | --- | --- | | **C.** | subjectivity of perception |  |  |  | | --- | --- | | D. | unconscious motivation | |

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| 161. | The unifying theme "people’s experience of the world is highly subjective" most directly impacts which other unifying theme?      |  |  | | --- | --- | | A. | psychology evolves in a sociohistorical context |  |  |  | | --- | --- | | B. | behavior is shaped by cultural heritage |  |  |  | | --- | --- | | **C.** | psychology is empirical |  |  |  | | --- | --- | | D. | heredity and environment jointly influence behavior | |

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| 162. | Which of the following approaches do researchers in psychology take to address the fact that our experiences of the world are highly subjective?      |  |  | | --- | --- | | A. | they also try to remain somewhat subjective |  |  |  | | --- | --- | | B. | they try to simplify their research problems |  |  |  | | --- | --- | | **C.** | they consistently apply the scientific method |  |  |  | | --- | --- | | D. | they emphasize the study of internal mechanisms | |

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| 163. | Which of the following is not good advice for developing sound study habits?      |  |  | | --- | --- | | A. | find a place to study where you can concentrate |  |  |  | | --- | --- | | B. | set up a schedule for studying |  |  |  | | --- | --- | | **C.** | avoid taking study breaks while studying |  |  |  | | --- | --- | | D. | reward yourself for studying | |

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| 164. | Which of the following is NOT listed in the textbook as an effective study technique?      |  |  | | --- | --- | | A. | set up a schedule for studying |  |  |  | | --- | --- | | B. | study in a place where distractions are minimal |  |  |  | | --- | --- | | **C.** | concentrate your study time immediately before an exam |  |  |  | | --- | --- | | D. | break major assignments down into smaller component tasks | |

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| 165. | Which of the following is NOT good advice for developing sound study habits?      |  |  | | --- | --- | | A. | spread out your studying over a period of time. |  |  |  | | --- | --- | | B. | allow time for study breaks |  |  |  | | --- | --- | | **C.** | try to tackle simple, routine tasks first, saving larger tasks for later |  |  |  | | --- | --- | | D. | find a place to study where distractions are likely to be minimal | |

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| 166. | If you are like most students, cramming for an exam is a(n) \_\_\_\_ study strategy.      |  |  | | --- | --- | | A. | beneficial |  |  |  | | --- | --- | | B. | time-efficient |  |  |  | | --- | --- | | **C.** | ineffective |  |  |  | | --- | --- | | D. | effective | |

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| 167. | When faced with a major assignment such as a term paper it is a good idea to      |  |  | | --- | --- | | A. | set aside a large block of time (for example, an entire weekend) to devote to the assignment |  |  |  | | --- | --- | | **B.** | break the assignment down into smaller components |  |  |  | | --- | --- | | C. | start the assignment with a clear idea of your conclusion in mind |  |  |  | | --- | --- | | D. | postpone beginning the assignment until shortly before the due date in order to incorporate information from the instructor's lectures into the project | |

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| 168. | The idea that you should reward yourself for achieving study goals is based on the concept of      |  |  | | --- | --- | | A. | empiricism |  |  |  | | --- | --- | | B. | genetic predisposition |  |  |  | | --- | --- | | C. | unconscious motivation |  |  |  | | --- | --- | | **D.** | behavior modification | |

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| 169. | The SQ3R study system is designed to promote      |  |  | | --- | --- | | **A.** | effective reading of course material |  |  |  | | --- | --- | | B. | effective writing of themes and essays |  |  |  | | --- | --- | | C. | effective note-taking of course lectures |  |  |  | | --- | --- | | D. | effective test-taking strategies | |

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| 170. | The correct order of the steps in the SQ3R method is       |  |  | | --- | --- | | A. | summarize, question, read, recite, review |  |  |  | | --- | --- | | **B.** | survey, question, read, recite, review |  |  |  | | --- | --- | | C. | summarize, question, read, review, recite |  |  |  | | --- | --- | | D. | survey, question, read, review, recite | |

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| 171. | The "Q" in the SQ3R method of studying refers to which of the following?      |  |  | | --- | --- | | **A.** | question |  |  |  | | --- | --- | | B. | quiet |  |  |  | | --- | --- | | C. | quantify |  |  |  | | --- | --- | | D. | quiz | |

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| 172. | Saying out loud the answers to key questions in the textbook constitutes which of the following steps in the SQ3R method?      |  |  | | --- | --- | | A. | read |  |  |  | | --- | --- | | **B.** | recite |  |  |  | | --- | --- | | C. | review |  |  |  | | --- | --- | | D. | survey | |

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| 173. | The SQ3R method tends to be more helpful for students with \_\_\_\_ reading ability.      |  |  | | --- | --- | | A. | extremely low |  |  |  | | --- | --- | | **B.** | low to medium |  |  |  | | --- | --- | | C. | medium to high |  |  |  | | --- | --- | | D. | extremely high | |

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| 174. | Based on empirical studies, which of the following students would you expect to have the poorest attendance during the semester?      |  |  | | --- | --- | | A. | Tom who earned an A- |  |  |  | | --- | --- | | B. | Sue who earned a B |  |  |  | | --- | --- | | C. | Ashley who earned a C+ |  |  |  | | --- | --- | | **D.** | Steve who earned a D- | |

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| 175. | According to research findings, which of the following has been found to be associated with higher grades?      |  |  | | --- | --- | | A. | not changing answers on tests |  |  |  | | --- | --- | | **B.** | attending class regularly |  |  |  | | --- | --- | | C. | writing down everything your instructor says |  |  |  | | --- | --- | | D. | putting off studying until just before an exam | |

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| 176. | Which of the following is good advice for getting more out of class lectures?      |  |  | | --- | --- | | A. | concentrate on writing down the definitions of terms |  |  |  | | --- | --- | | B. | read along in the text as the instructor is lecturing |  |  |  | | --- | --- | | **C.** | read the relevant pages in the text before the lecture |  |  |  | | --- | --- | | D. | avoid interrupting the instructor by asking questions | |

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| 177. | Which of the following is NOT good advice for getting more out of lectures?      |  |  | | --- | --- | | A. | ask questions during the lecture |  |  |  | | --- | --- | | **B.** | try to record the lecturer's comments verbatim |  |  |  | | --- | --- | | C. | when the material is especially complex, read ahead on the topic to be covered in class |  |  |  | | --- | --- | | D. | during the lecture, try to anticipate what's coming next and search for deeper meanings | |

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| 178. | Students are said to be "testwise" if they      |  |  | | --- | --- | | A. | have a knack for identifying "trick" questions |  |  |  | | --- | --- | | B. | are particularly knowledgeable about the subject matter being tested |  |  |  | | --- | --- | | **C.** | are skilled at using clues contained within a test to improve their scores |  |  |  | | --- | --- | | D. | tend to score high on standardized tests | |

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| 179. | Which of the following is not good advice for improving your test-taking ability?      |  |  | | --- | --- | | **A.** | check for hidden complexities in simple-looking questions |  |  |  | | --- | --- | | B. | review the test if you have time left after completing the test |  |  |  | | --- | --- | | C. | make sure you use your time efficiently and will have enough time to complete the test |  |  |  | | --- | --- | | D. | don't waste too much time pondering difficult-to-answer questions | |

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| 180. | Which of the following is NOT good advice for improving your test-taking ability?      |  |  | | --- | --- | | **A.** | don't change answers on a multiple-choice test; your first answer is usually your best |  |  |  | | --- | --- | | B. | don't waste time thinking too much about difficult-to-answer questions |  |  |  | | --- | --- | | C. | don't "read things into" test items--that is, make an item more complicated than it is |  |  |  | | --- | --- | | D. | if you have time left after you've answered all the questions, go back and review the test | |

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| 181. | Which of the following is good advice for taking multiple choice exams?      |  |  | | --- | --- | | A. | remember, if "all of the above" is an option it must be correct |  |  |  | | --- | --- | | **B.** | remember, to continue to read all options even after you find your anticipated answer |  |  |  | | --- | --- | | C. | remember, options that use qualified statements such as "often, sometimes and may" tend to be incorrect |  |  |  | | --- | --- | | D. | remember, options that use broad generalizations such as "always, never and must" tend to be correct | |

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| 182. | Critical thinking includes all of the following except      |  |  | | --- | --- | | **A.** | originally believing that the stated position on a topic is incorrect |  |  |  | | --- | --- | | B. | generating multiple solutions to problems |  |  |  | | --- | --- | | C. | using principles of likelihood when dealing with probabilistic events |  |  |  | | --- | --- | | D. | working systematically toward a desired goal | |

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| 183. | Which of the following is NOT likely to be considered a critical thinking skill?      |  |  | | --- | --- | | A. | working systematically toward a desired goal |  |  |  | | --- | --- | | **B.** | accepting the views of an appropriate authority figure |  |  |  | | --- | --- | | C. | distinguishing among facts, opinions, and reasoned judgments |  |  |  | | --- | --- | | D. | understanding how reasons and evidence support or refute conclusions | |

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| 184. | Which of the following is NOT likely to be a characteristic of a critical thinker?      |  |  | | --- | --- | | A. | flexible |  |  |  | | --- | --- | | **B.** | unable to admit mistakes |  |  |  | | --- | --- | | C. | willing to plan |  |  |  | | --- | --- | | D. | persistent | |

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| 185. | Research has shown that the skills and attitudes involved in critical thinking      |  |  | | --- | --- | | A. | naturally develop during adolescence |  |  |  | | --- | --- | | B. | naturally develop during early adulthood |  |  |  | | --- | --- | | **C.** | need to be specifically taught to individuals |  |  |  | | --- | --- | | D. | only develop in individuals trained in scientific disciplines | |

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| 186. | The text's suggestions for improving academic performance by improving your reading, getting more out of lectures, and improving test-taking strategies are consistent with the application of      |  |  | | --- | --- | | A. | subjective thinking skills |  |  |  | | --- | --- | | B. | objective thinking skills |  |  |  | | --- | --- | | C. | accepted thinking skills |  |  |  | | --- | --- | | **D.** | critical thinking skills | |

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| 187. | Who is Wilhelm Wundt?      |  |  | | --- | --- | | **A.** | he founded the first experimental laboratory |  |  |  | | --- | --- | | B. | he founded the American Psychological Association. |  |  |  | | --- | --- | | C. | he discovered the classically conditioned salivary reflex |  |  |  | | --- | --- | | D. | he founded behaviorism | |

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| 188. | Of the two parents of psychology, physiology and philosophy, which provided the method? What is the method?      |  |  | | --- | --- | | A. | philosophy; logic, reasoning |  |  |  | | --- | --- | | B. | philosophy; intuition, introspection |  |  |  | | --- | --- | | **C.** | physiology; observation, science |  |  |  | | --- | --- | | D. | physiology; anatomy, surgery | |

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| 189. | Structuralism is the historical school of psychology that asserted that the purpose of psychology was to      |  |  | | --- | --- | | A. | study behavior |  |  |  | | --- | --- | | **B.** | discover the smaller elements that comprise consciousness |  |  |  | | --- | --- | | C. | explore the unconscious |  |  |  | | --- | --- | | D. | examine the purposes of conscious processes | |

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| 190. | Within the field of psychology, Freud's ideas initially encountered resistance because he emphasized      |  |  | | --- | --- | | A. | human consciousness |  |  |  | | --- | --- | | B. | human behavior |  |  |  | | --- | --- | | C. | introspection |  |  |  | | --- | --- | | **D.** | the unconscious | |

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| 191. | For John B. Watson, the appropriate subject matter of psychology was      |  |  | | --- | --- | | **A.** | animal behavior |  |  |  | | --- | --- | | B. | the unconscious |  |  |  | | --- | --- | | C. | consciousness |  |  |  | | --- | --- | | D. | human physiology | |

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| 192. | Which of the following would be considered the major principle of operant conditioning?      |  |  | | --- | --- | | A. | human behavior derives in part from free will; animal behavior is determined by the environment |  |  |  | | --- | --- | | **B.** | humans and other animals tend to repeat responses followed by positive outcomes |  |  |  | | --- | --- | | C. | the majority of human behavior is based on thoughts, feelings, and wishes of which we are unaware |  |  |  | | --- | --- | | D. | human beings are fundamentally different from other animals | |

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| 193. | Which of the following theorists would tend to emphasize explanations in terms of freedom and potential for personal growth?      |  |  | | --- | --- | | **A.** | Carl Rogers |  |  |  | | --- | --- | | B. | Sigmund Freud |  |  |  | | --- | --- | | C. | B. F. Skinner |  |  |  | | --- | --- | | D. | all of the above | |

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| 194. | Recent research trends in psychology involve two areas largely ignored by early behaviorists. These two areas are      |  |  | | --- | --- | | A. | observable and measurable responses |  |  |  | | --- | --- | | **B.** | cognition (thinking) and physiological processes |  |  |  | | --- | --- | | C. | classical and operant conditioning |  |  |  | | --- | --- | | D. | the effect of environmental events and the behavior of lower animals | |

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| 195. | Which core psychological research area is primarily devoted to the study of such topics as memory, problem solving, and thinking?      |  |  | | --- | --- | | A. | physiological |  |  |  | | --- | --- | | B. | social |  |  |  | | --- | --- | | **C.** | cognitive |  |  |  | | --- | --- | | D. | personality | |

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| 196. | The assertion that "psychology is empirical" means that psychology is based on      |  |  | | --- | --- | | A. | introspection |  |  |  | | --- | --- | | B. | logic |  |  |  | | --- | --- | | **C.** | observation |  |  |  | | --- | --- | | D. | mathematics | |

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| 197. | In looking for the causes of a particular behavior, psychologists assume      |  |  | | --- | --- | | A. | one cause or factor |  |  |  | | --- | --- | | **B.** | multifactorial causation |  |  |  | | --- | --- | | C. | free will |  |  |  | | --- | --- | | D. | infinite causation | |

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| 198. | Contemporary psychologists generally assume that human behavior is determined by:      |  |  | | --- | --- | | A. | heredity |  |  |  | | --- | --- | | B. | environment |  |  |  | | --- | --- | | **C.** | heredity and environment acting jointly |  |  |  | | --- | --- | | D. | heredity, environment, and free will | |

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| 199. | What does SQ3R stand for?      |  |  | | --- | --- | | A. | search, question, research, recommend, reconstitute |  |  |  | | --- | --- | | B. | silence, quietude, reading, writing, arithmetic |  |  |  | | --- | --- | | C. | summarize, quickly, read, research, reread |  |  |  | | --- | --- | | **D.** | survey, question, read, recite, review | |

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| 200. | Critical thinking refers to      |  |  | | --- | --- | | A. | analysis of problems in terms of scientific principles |  |  |  | | --- | --- | | B. | making decisions based on formal and informal logic |  |  |  | | --- | --- | | C. | thinking that includes consideration of conflicting interpretations |  |  |  | | --- | --- | | **D.** | all of the above | |