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| Use Scenario 1.1 to answer the question(s) below. The scenario introduces material from the following publication:  ​  Piff, P. K., Stancato, D. M., Côté, S., Mendoza-Denton, R., & Keltner, D. (2012). Higher social class predicts increased unethical behaviour. *PNAS Proceedings of the National Academy of Sciences of the United States of America, 109*(11), 4086–4091. doi:10.1073/pnas.1118373109  ​  Piff and colleagues (2012) used naturalistic observation techniques to determine if wealthy people behaved more or less ethically than people who were not wealthy. In one study, observers stood at a busy intersection and recorded the make, model, and year of each approaching car. They also noted if the car cut off other cars or pedestrians at this intersection.  ​  Major findings of Piff et al. (2012) are presented in Figure 1.1. This figure shows the percentage of times vehicles cut off another driver (top panel) or pedestrians (lower panel) as a function of the social status of the vehicles (with more expensive cars ranked higher in social status).  ​  Figure 1.1 |

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| 1. (Scenario 1.1) The researchers who conducted this study are MOST likely to be \_\_\_\_\_ psychologists.   |  |  |  | | --- | --- | --- | |  | a. | cognitive behavioural | |  | b. | social or cultural | |  | c. | humanistic | |  | d. | industrial/organizational |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 2. (Scenario 1.1) Consider only the bottom panel in Figure 1.1. These results demonstrate that:   |  |  |  | | --- | --- | --- | |  | a. | wealth makes people care more about themselves than they do others, to the point of ignoring the rights of pedestrians. | |  | b. | driving a more expensive car gives one a false sense of security, and this causes people to be more aggressive drivers. | |  | c. | people driving higher-class cars are more likely than not to cut off a pedestrian in an intersection. | |  | d. | people driving more expensive cars fail to yield to pedestrians more than do people who drive less expensive cars. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 3. (Scenario 1.1) Consider only the top panel in Figure 1.1. These results underscore the importance of:   |  |  |  | | --- | --- | --- | |  | a. | studying a wide range of values, rather than just a few, when trying to determine if two variables are related. | |  | b. | using random assignment to create equivalent groups. | |  | c. | making testable predictions and then refining the theory based on the data. | |  | d. | generalizing laboratory results to real-world settings. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 4. (Scenario 1.1) Consider both panels in Figure 1.1. Which is a description of a result shown in this figure?   |  |  |  | | --- | --- | --- | |  | a. | Drivers were more likely to yield to pedestrians than to other cars. | |  | b. | Small changes in car social status in the middle-class range predicted if drivers would cut off another car. | |  | c. | Small increases in the value of a car had relatively large effects on whether a driver would cut off a pedestrian. | |  | d. | Small changes in car social status in the middle-class range had no predictive value in determining if people would yield to pedestrians. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 5. (Scenario 1.1) Based on the results shown in Figure 1.1, it is NOT known if:   |  |  |  | | --- | --- | --- | |  | a. | people driving higher-class cars were less likely to yield to pedestrians. | |  | b. | drivers in general were more likely to yield to another car than to a pedestrian. | |  | c. | wealth caused people to care more about themselves than about others. | |  | d. | wealth was associated with selfish driving behaviour. |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 6. (Scenario 1.1) A psychologist believes that driving expensive cars and not taking into account the rights of others are both the product of feelings of sexual inferiority banished to the unconscious. The psychologist adopts a \_\_\_\_\_ approach.   |  |  |  | | --- | --- | --- | |  | a. | Gestalt | |  | b. | social or cultural | |  | c. | humanistic | |  | d. | psychoanalytic |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 7. (Scenario 1.1) A psychologist believes that selfishness is a genetically based trait that confers advantages in terms of resource acquisition. As such, the psychologist is not surprised in the least that selfish people drive expensive cars. This \_\_\_\_\_ would predict that \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | evolutionary psychologist; selfishness results in wealth | |  | b. | evolutionary psychologist; wealth makes people selfish | |  | c. | cognitive neuroscientist; selfishness results in wealth | |  | d. | cognitive neuroscientist; wealth makes people selfish |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 8. (Scenario 1.1) A psychologist believes that people in higher and lower social classes learn norms that then affect their behaviour in many different settings. One such norm is that people in higher social classes tend to view themselves as more important than others. As such, the psychologist is not surprised that people driving expensive cars are more likely to disregard the rights of others. This \_\_\_\_\_ psychologist would predict that \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | humanistic; selfishness results in wealth | |  | b. | humanistic; wealth makes people selfish | |  | c. | cultural; selfishness results in wealth | |  | d. | cultural; wealth makes people selfish |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| Use Scenario 1.2 to answer the question(s) below. The scenario introduces material from the following publications:  Bowlby, J. (1969/1982). *Attachment and loss, Vol. 1: Attachment*. New York: Basic Books.  Preckel, K., Scheele, D., Eckstein, M., Maier, W., & Hurlemann, R. (2015). The influence of oxytocin on volitional and emotional ambivalence. *Social Cognitive and Affective Neuroscience,* *10*(7), 987–993. doi:10.1093/scan/nsu147  Catherine is a first-year student at university who is shocked at the intensity of the jealousy expressed by her roommate's boyfriend. Interested in understanding the relationship between Tara and Will, she becomes fascinated to learn in introductory psychology that jealousy has been studied from a variety of perspectives. She goes to the library and begins researching this topic. |

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| 9. (Scenario 1.2) Some psychological theorists believe that Will's jealousy might be due to his projecting his own banished sexual inadequacies and desires for infidelity from his unconscious. These theorists are MOST likely to be:   |  |  |  | | --- | --- | --- | |  | a. | cognitive psychologists. | |  | b. | social psychologists. | |  | c. | humanistic psychologists. | |  | d. | psychoanalysts. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 10. (Scenario 1.2) Preckel and colleagues (2015) reported that giving male participants an oxytocin nasal spray shortly before having them imagine their partners engaged in infidelity reduced activity in brain regions associated with jealousy. Catherine further reads that oxytocin is a neurotransmitter found naturally in the brain and then wonders if Will has naturally \_\_\_\_\_ levels of it. The research by Preckel and colleagues advances a(n) \_\_\_\_\_ approach to the study of jealousy.   |  |  |  | | --- | --- | --- | |  | a. | low; cognitive neuroscience | |  | b. | high; behavioural neuroscience | |  | c. | low; evolutionary psychology | |  | d. | high; social psychology |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 11. (Scenario 1.2) Other psychological theorists point to the consequences of the jealousy as the reason for its continued occurrence. Catherine tends to agree. Every time Will goes into a jealous rage when Tara wants to go out with her friends, Tara capitulates and stays in with him instead. Consistent with a \_\_\_\_\_ approach to psychology, Catherine believes that Tara is \_\_\_\_\_ her boyfriend's jealousy.   |  |  |  | | --- | --- | --- | |  | a. | cognitive; construing | |  | b. | behavioural; reinforcing | |  | c. | humanistic; actualizing | |  | d. | evolutionary; selecting |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 12. (Scenario 1.2) Bowlby's (1969/1982) attachment theory posits that infants form either secure or insecure attachments with their primary caregiver. These attachment styles are relatively stable across life, and more recent research has found that individuals with insecure attachments are more likely to exhibit jealously in romantic relationships. Catherine wonders what kind of relationship her roommate's boyfriend has with his mother and thinks she needs to read more about this \_\_\_\_\_ approach to the study of jealousy.   |  |  |  | | --- | --- | --- | |  | a. | developmental | |  | b. | humanistic | |  | c. | psychoanalytic | |  | d. | evolutionary |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 13. (Scenario 1.2) In analyzing behavioural and evolutionary accounts of jealousy, Catherine is surprised to learn that these very different approaches both emphasize the importance of adaptive consequences. The difference is that a behavioural approach emphasizes the reinforcing consequences of the jealous behaviour \_\_\_\_\_, and the evolutionary account emphasizes the adaptive consequences of jealousy \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | in reducing it; in strengthening it | |  | b. | for the individual; for the individual's ancestors | |  | c. | in an S–R model; within a cognitive model | |  | d. | for the relationship; for the individual |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| Use Scenario 1.3 to answer the question(s) below. The scenario introduces material from the following publication:  Locke, J. (1690/2001). *An Essay concerning human understanding*. [electronic resource]. Batoche. Retrieved from https://ebookcentral.proquest.com/lib/cofc/detail.action?docID=3117747  In his *Essay on Human Understanding* (1690), English philosopher John Locke argued the following:  If we will attentively consider new-born children, we shall have little reason to think that they bring many ideas into the world with them . . . One may perceive how, by degrees, afterwards, ideas come into their minds; and that they get no more, nor other, than what experience, and the observation of things that come in their way, furnish them with; which might be enough to satisfy us that they are not original characters stamped on the mind. |

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| 14. (Scenario 1.3) Locke's argument that ideas come into the mind through experience reflects an underlying philosophical \_\_\_\_\_ between mind and body.   |  |  |  | | --- | --- | --- | |  | a. | nativism | |  | b. | realism | |  | c. | dualism | |  | d. | materialism |  |  |  | | --- | --- | | *ANSWER:* | c | |

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| 15. (Scenario 1.3) In arguing that the mental world can be changed from physical experience, Locke is advancing a position most similar to the one espoused by:   |  |  |  | | --- | --- | --- | |  | a. | René Descartes. | |  | b. | Thomas Hobbes. | |  | c. | Charles Darwin. | |  | d. | John Watson. |  |  |  | | --- | --- | | *ANSWER:* | a | |

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| 16. (Scenario 1.3) Locke's position on how knowledge is acquired best reflects which position?   |  |  |  | | --- | --- | --- | |  | a. | philosophical nativism | |  | b. | philosophical empiricism | |  | c. | philosophical materialism | |  | d. | philosophical idealism |  |  |  | | --- | --- | | *ANSWER:* | b | |

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| 17. (Scenario 1.3) Which statement would John Locke agree with?   |  |  |  | | --- | --- | --- | |  | a. | The capacity to form an idea does not require sensory experience. | |  | b. | People are born with bits of preprogrammed knowledge. | |  | c. | Certain types of ideas are innate in the mind. | |  | d. | The mind is a blank slate on which experience writes its story. |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 18. (Scenario 1.3) The linguist Noam Chomsky believes that humans are unique in that we have an innate language acquisition device that allows us to quickly acquire language and speak grammatically. This position is \_\_\_\_\_ with the views espoused by John Locke and reflects a philosophical \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | consistent; empiricism | |  | b. | consistent; nativism | |  | c. | inconsistent; empiricism | |  | d. | inconsistent; nativism |  |  |  | | --- | --- | | *ANSWER:* | d | |

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| 19. (Scenario 1.3) The psychologist B. F. Skinner believed that language is acquired through experience, specifically from patterns of reinforcements and punishments that follow vocal utterances. With respect to language acquisition, Skinner's views are \_\_\_\_\_ with the views espoused by John Locke and reflect a philosophical \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | consistent; empiricism | |  | b. | consistent; nativism | |  | c. | inconsistent; empiricism | |  | d. | inconsistent; nativism |  |  |  | | --- | --- | | *ANSWER:* | a | |