

02

Student: _____

1. The belief that others are paying more attention to one's appearance and behavior than they actually are is referred to as the _____ effect.
 - A. transparency
 - B. audience
 - C. spotlight
 - D. headlight
2. Assuming that everyone else is staring at the pimple on your chin is an example of the
 - A. transparency effect
 - B. audience effect
 - C. spotlight effect
 - D. headlight effect
3. A study by Gilovich, Medvec, and Savitsky (2000) had undergraduate students enter a room wearing Barry Manilow T-shirts. This study explored which concept mentioned in the text?
 - A. transparency effect
 - B. audience effect
 - C. spotlight effect
 - D. headlight effect
4. A study by Gilovich, Medvec, and Savitsky (2000) had undergraduate students enter a room wearing Barry Manilow T-shirts. Those wearing the T-shirts
 - A. thought no one would notice them.
 - B. overestimated how many peers would notice them.
 - C. underestimated how many peers would notice them.
 - D. were correct about how many peers would notice them.
5. The illusion that our concealed emotions leak out and can be easily read by others is referred to as the illusion of
 - A. transparency.
 - B. an audience.
 - C. the spotlight.
 - D. the headlight.
6. Assuming that everyone thinks you are a jerk because you forgot to show up at a dinner party with a gift for the host can be considered an example of the _____ effect.
 - A. transparency
 - B. audience
 - C. spotlight
 - D. headlight
7. The fact that we usually attribute more responsibility to our partners than to ourselves when problems arise in a relationship is an example of how
 - A. self-interest colors our social judgment.
 - B. social surroundings affect our self-awareness.
 - C. self-concerns motivate our social behavior.
 - D. social relationships help to define our self.

8. In Savitsky and Gilovich's study, public speakers who were informed about the illusion-of-transparency phenomenon felt
 - A. more nervous while speaking.
 - B. better about their speech and appearance.
 - C. worse about their appearance while speaking.
 - D. no different about their speech.
9. When you give a presentation in class and feel extremely nervous you will tend to _____ what others think about your nervousness.
 - A. underestimate
 - B. overestimate
 - C. successfully predict
 - D. have no idea
10. According to the author of the text, no topic in psychology today is more researched than
 - A. relationships.
 - B. social judgment.
 - C. the self.
 - D. social surroundings.
11. A person's answer to the question "Who am I?" comprises his or her
 - A. personality.
 - B. self-schema.
 - C. self-esteem.
 - D. self-concept.
12. _____ is defined as the beliefs about the self that organize and guide the processing of self-relevant information.
 - A. Personality
 - B. Self-schema
 - C. Self-esteem
 - D. Self-concept
13. _____ are mental templates by which we organize our worlds.
 - A. Concepts
 - B. Heuristics
 - C. Schemas
 - D. Perspectives
14. Images of what we dream of or dread becoming in the future are called our
 - A. hoped-for selves.
 - B. transparent selves.
 - C. possible selves.
 - D. eventual selves.
15. After seeing a billboard for the lottery, you imagine a life of the rich and famous for yourself. This future self-schema you imagine is an example of a/an
 - A. hoped-for self.
 - B. feared self.
 - C. possible self.
 - D. eventual self.
16. The extent to which we evaluate our abilities and opinions by comparing ourselves to others is called
 - A. hoped-for possible self.
 - B. feared possible self.
 - C. social rank.
 - D. social comparison.

17. High school students who finished near the top of their class are more likely to experience a threat to their academic self-esteem if they attend a
 - A. small, selective university.
 - B. small, non-competitive university.
 - C. large, selective university.
 - D. large, non-competitive university.
18. You prefer that professors post exam scores (by identification number), rather than returning them individually. It makes you feel better to see how you did in comparison to other students. This is an example of what social psychology phenomenon?
 - A. social rank
 - B. social comparison
 - C. social ratings
 - D. social contrast
19. According to Myers' discussion on social comparison, people typically _____ the standards by which they evaluate their own attainments when they experience a(n) _____ in affluence, status, or achievement.
 - A. raise; decrease
 - B. raise; increase
 - C. lower; decrease
 - D. lower; increase
20. An example of how social comparisons can actually breed misery, rather than satisfaction, is when we
 - A. compare ourselves to close friends.
 - B. compare ourselves to strangers.
 - C. raise the standards by which we evaluate our own attainments.
 - D. lower the standards by which we evaluate our own attainments.
21. When facing competition, we often protect our self-concept by perceiving
 - A. ourselves as superior to the competitor.
 - B. the competitor as superior to us.
 - C. the competitor as disadvantaged in comparison to us.
 - D. the competitor as advantaged in comparison to us.
22. Our self-concept is fed by our roles, our social identity, our comparisons, and by
 - A. rare stressors, such as a family crisis.
 - B. our surrounding culture.
 - C. everyday hassles.
 - D. genetics.
23. The habit of using how we imagine another person perceiving us, as a mirror for perceiving ourselves, is referred to as
 - A. a self-fulfilling prophecy.
 - B. low self-esteem.
 - C. a social comparison.
 - D. the looking-glass self.
24. Giving priority to one's own goals over group goals, and defining one's identity in terms of personal attributes rather than group identifications is the definition of
 - A. high self-esteem.
 - B. low self-esteem.
 - C. individuality.
 - D. individualism.

25. Which of the following maxims best represents the concept of individualism?
- A. Two heads are better than one.
 - B. To thine own self be true.
 - C. Father knows best.
 - D. It takes a village to raise a child.
26. Giving priority to the goals of one's group, such as one's family or workplace, and defining one's identity accordingly is called
- A. cooperation.
 - B. communality.
 - C. collectivism.
 - D. groupthink.
27. A person from a(n) _____ culture is more likely to say, "Went to the movie," and a person from a(n) _____ culture is more likely to say, "I went to the movie."
- A. individualistic; collectivistic
 - B. collectivistic; individualistic
 - C. self-centered; other-centered
 - D. other-centered; self-centered
28. In the U.S., those living in Hawaii and the deep South exhibit more _____ than those living in the Mountain West states.
- A. individualism
 - B. collectivism
 - C. self-esteem
 - D. self awareness
29. Political conservatives tend to be economic _____ and moral -- _____.
- A. individualists; collectivists
 - B. collectivists; individualists
 - C. progressives; traditionalists
 - D. traditionalists; progressives
30. Political liberals tend to be economic ---- _____ and moral _____.
- A. individualists; collectivists
 - B. collectivists; individualists
 - C. progressives; traditionalists
 - D. traditionalists; progressives
31. You overhear a neighbor say that she believes gay marriage should be illegal and she favors tax cuts for the wealthy. Knowing what you do about individualism and collectivism, you can conclude that your neighbor is likely to be a political
- A. liberal.
 - B. conservative.
 - C. independent.
 - D. undecided.
32. You overhear a neighbor say that she believes gay marriage should be legal, and she opposes tax cuts for the wealthy. Knowing what you do about individualism and collectivism, you can conclude that your neighbor is likely to be a political
- A. liberal.
 - B. conservative.
 - C. independent.
 - D. undecided.

33. Your self-esteem would correlate closely with what others think of you and your group if you were in a(n) _____ culture.
- A. individualistic
 - B. collectivistic
 - C. self-centered
 - D. other-centered
34. Self-esteem is more personal and less relational in what type of culture?
- A. individualistic
 - B. collectivistic
 - C. self-centered
 - D. other-centered
35. In what type of culture would a threat to our personal identity (such as having someone tell us we are dumb or weird) cause us to be more upset than a threat to our collective identity (such as having someone ridicule students)?
- A. individualistic
 - B. collectivistic
 - C. self-centered
 - D. other-centered
36. Kitayama and Markus (2000) found that, for American students, happiness comes from feeling
- A. close, friendly, and respectful.
 - B. effective, superior, and proud.
 - C. like part of a successful group.
 - D. included and wanted.
37. According to the text, self-esteem typically _____ in Japanese exchange students after they spend several months at a Canadian university. This suggests that self-concepts become more individualized after visiting Western countries.
- A. decreases
 - B. increases
 - C. peaks and then drops sharply
 - D. remains constant
38. Since our self-concept seems to adjust to our situation, which is most correct?
- A. The interdependent self is not embedded in social membership.
 - B. With an interdependent self, one has a lesser sense of belonging.
 - C. With an interdependent self, one has a greater sense of belonging.
 - D. There is no relationship between the interdependent self and belonging.
39. Which statement about predicting your own behaviors or relationships is TRUE?
- A. You are the best predictor of your own behaviors.
 - B. You can predict the fate of your relationships but not your behaviors.
 - C. The people who know you can probably predict your behaviors better than you.
 - D. Neither you nor the people who know you can predict your behaviors or the fates of your relationships.
40. According to Wilson and Gilbert (2003), people have the greatest difficulty predicting _____ of their future emotions.
- A. the intensity
 - B. the duration
 - C. both the intensity and the duration
 - D. neither the intensity nor the duration

41. According to Woodzicka and LaFrance (2001), women reported that they would feel angry if asked sexually harassing questions during a job interview. When actually asked such questions, women more often experienced
- A. anger.
 - B. rage.
 - C. fear.
 - D. submission.
42. The planning fallacy is the tendency to
- A. overestimate how long a task will take.
 - B. not make plans.
 - C. predict accurately how long a task will take.
 - D. underestimate how long a task will take.
43. When it comes to predicting the intensity and duration of our future emotions, research indicates that most people
- A. excel.
 - B. experience great difficulty.
 - C. perform moderately well.
 - D. either excel or fail, depending on the situation.
44. Studies of "affective forecasting" required participants to predict their future
- A. school performance.
 - B. family situation.
 - C. thoughts.
 - D. emotions.
45. You just broke up with someone you had been dating for a few months. You are surprised at how upset you are over the breakup, given that the relationship was not that serious. This is an example of how people have difficulty predicting the
- A. type of their future emotions.
 - B. duration of their future emotions.
 - C. frequency of their future emotions.
 - D. intensity of their future emotions.
46. Learning about immune neglect, which statement applies to how most people respond to failing an exam?
- A. They don't care.
 - B. They quit working in class because they feel so bad.
 - C. They move on and try to do better.
 - D. There is no immune neglect.
47. According to Myers, we are prone to "impact bias," or _____ the impact of emotion-causing events (such as finding out the results after being tested for HIV).
- A. failing to appreciate
 - B. denying
 - C. underestimating
 - D. overestimating
48. When we accommodate and adjust to personal injuries, romantic breakups, and exam failures, we cope more readily than we would expect. Wilson and Gilbert (2003) referred to this phenomenon as
- A. immune neglect.
 - B. our psychological immune system.
 - C. our psychological denial system.
 - D. rationalizing.

49. The state of a "dual attitude system" exists when we have differing _____ and _____ attitudes.
- A. conscious; unconscious
 - B. internal; external
 - C. explicit; implicit
 - D. positive; negative
50. Practice that forms new habits, albeit slowly, tends to change what type of attitudes?
- A. internal
 - B. external
 - C. implicit
 - D. explicit
51. Which statement is most accurate in relationship to our self-awareness?
- A. We really know ourselves well and accurately.
 - B. Our account of our predicted intensity and duration of feelings is accurate.
 - C. We know and can predict our behavior better than others can.
 - D. We really don't know ourselves as well as we think we do.
52. Our sense of self-worth is also called our
- A. self-concept.
 - B. self-efficacy.
 - C. self-esteem.
 - D. self-value.
53. The best way to improve your performance in class is to be _____ in the praise and _____ about your ability and performance.
- A. specific; truthful
 - B. specific; inflated
 - C. general; truthful
 - D. general; inflated
54. According to Leary (2007), self-esteem feelings that are low
- A. motivate us to act with lesser sensitivity to others' expectations.
 - B. motivate us to act with greater sensitivity to others' expectations.
 - C. don't motivate us.
 - D. have no affect on our behavior.
55. Baumeister (2003) reported that people who engaged in sexual activity at an early age, teen gang leaders, terrorists, and men in prison for committing violent crimes tend to possess
- A. high self-esteem.
 - B. low self-esteem.
 - C. high self-efficacy.
 - D. low self-efficacy.
56. Most people with high self-esteem value individual achievement and relationships with others. Narcissists value
- A. individual achievement.
 - B. individual achievement and relationships.
 - C. relationships.
 - D. neither individual achievement nor relationships.
57. People with low self-esteem are _____ to have clinical problems, including anxiety, loneliness, and eating disorders.
- A. less likely
 - B. more likely
 - C. not linked
 - D. unrelated

58. People with high self-esteem and narcissism are _____.
A. no different from those with low self-esteem
B. no different from those that have only high self-esteem
C. focused on having positive relationships
D. more aggressive
59. A sense that one is competent and effective refers to one's
A. self-esteem.
B. self-aggrandizement.
C. self-worth.
D. self-efficacy.
60. Researchers reported a _____ correlation between persistence and self-efficacy.
A. positive
B. negative
C. moderate
D. zero
61. You notice that your niece is unusually persistent when working on her homework. She rarely claims that she is unable to complete an assignment and is academically successful. You would be correct in speculating that she likely has _____ feelings of self-efficacy.
A. strong
B. weak
C. average
D. variable (depending on if it is related to school or not)
62. Researchers reported that both anxiety and depression are _____ correlated with self-efficacy.
A. positively
B. negatively
C. moderately
D. slightly
63. The extent to which we perceive outcomes as a result of our own efforts or as a result of chance refers to
A. self-esteem.
B. self-efficacy.
C. locus of control.
D. social comparison.
64. Your best friend earned a grade of F on her latest physics exam, and believes it was because the professor wrote a very difficult exam. She therefore has a(n) _____ locus of control.
A. internal
B. external
C. high
D. low
65. You attend a self-help discussion group, where the leader is encouraging people to think of themselves as the writers, directors, and actors of their own lives. The group leader is hoping people will adopt a(n) _____ locus of control.
A. internal
B. external
C. high
D. low

66. People who successfully stop smoking and do well in school tend to have a(n) _____ locus of control.
- A. internal
 - B. external
 - C. high
 - D. low
67. After much contemplation, you decide to decline an invitation to a really great party, as you need to study for an exam. Doing well on this exam will help you meet your long-term goal of graduating with a strong grade point average, which will help you obtain a desirable job. You likely have a(n) _____ locus of control.
- A. internal
 - B. external
 - C. high
 - D. low
68. The sense of hopelessness and resignation learned when a human or animal perceives no control over repeated negative events is called
- A. depression.
 - B. low self-esteem.
 - C. learned hopelessness.
 - D. learned helplessness.
69. You have tried to study for an exam with flashcards, with a friend, and with your notes - all to no avail. You begin to feel that you should give up, as whatever you do does not seem to help your exam scores. According to Myers, the best term for this symptom is
- A. low self-esteem.
 - B. low self-control.
 - C. learned helplessness.
 - D. the looking-glass self.
70. Research has found that when prisoners are given some control over their environments, such as being able to move chairs and operate the lights, they tend to
- A. attempt to control other aspects of their lives, such as how often they go outside.
 - B. experience more stress.
 - C. exhibit more health problems.
 - D. commit less vandalism.
71. You are more likely to be satisfied with your selection of soda, purchased from the vending machine, if you are presented with _____ options rather than if you are presented with _____ options.
- A. a few; many
 - B. many; a few
 - C. some; no
 - D. no; some
72. According to Schwartz (2000; 2004), individualistic modern cultures have "an excess of freedom," which is positively correlated with
- A. life satisfaction.
 - B. clinical depression.
 - C. self-efficacy.
 - D. an external locus of control.
73. If your initial efforts to lose weight, stop smoking, or improve your grades are successful, it is likely that your self-efficacy will
- A. increase.
 - B. decrease.
 - C. stay the same.
 - D. eventually become stable.

74. The tendency to perceive oneself favorably is referred to as
- A. self-esteem.
 - B. self-efficacy.
 - C. the self-deprecating bias.
 - D. the self-serving bias.
75. According to the self-serving bias, we tend to attribute our successes to _____ and our losses to _____.
- A. chance; skill
 - B. skill; chance
 - C. hoped-for possible selves; feared possible selves
 - D. feared possible selves; hoped-for possible selves
76. Blaming the tree for getting in your way after you crashed the car is an example of
- A. poor self-control.
 - B. poor self-efficacy.
 - C. poor self-esteem.
 - D. self-serving bias.
77. Saying "I earned an A on my psychology test" versus "My instructor gave me a C on my psychology test" exemplifies how we associate ourselves with
- A. failure and distance ourselves from success.
 - B. success and distance ourselves from failure.
 - C. rewards and distance ourselves from punishment.
 - D. punishment and distance ourselves from rewards.
78. When we compare ourselves with others, most of us tend to
- A. view others as superior.
 - B. view everyone as relatively average.
 - C. ignore our strengths and focus on their strengths.
 - D. see ourselves as better than the average person.
79. Most people perceive themselves as
- A. less intelligent than others.
 - B. less attractive than others.
 - C. much less prejudiced than others.
 - D. knowing others better than we know ourselves.
80. Which of the following is an example of unrealistic optimism?
- A. If I study enough, I'll do well on this exam.
 - B. I'm sure I'll get a great job when I graduate.
 - C. The stock market is a very risky place.
 - D. If I quit smoking, I'll lower my risk of cancer.
81. Many people don't quit smoking despite all the negative health information available. This is an example of
- A. false consensus.
 - B. unrealistic optimism.
 - C. positive self-esteem.
 - D. self-serving bias.
82. Barbara was really shocked when her candidate was not elected. She had assumed that everyone felt as she did and supported her candidate's ideas. This is an example of the
- A. false consensus effect.
 - B. self-serving bias.
 - C. unrealistic optimism.
 - D. defensive pessimism.

83. Which saying reflects the false consensus effect?
- A. The devil made me do it.
 - B. We're all in this together.
 - C. Everyone does it!
 - D. No one is better than me.
84. The false uniqueness effect is
- A. the anticipation of problems to motive effective action.
 - B. the unrealistic optimism about future life events.
 - C. the tendency to see our talents and moral behaviors as relatively unusual.
 - D. the tendency to see oneself as superior to others.
85. Which of the following is NOT one of the ways that the self-serving bias is adaptive?
- A. It helps protect from depression.
 - B. It makes us feel less vulnerable to risks such as AIDS.
 - C. It can motivate us to achieve.
 - D. It helps to buffer stress.
86. Assuming that other people are as prejudiced against a certain group as we are can easily be explained by
- A. unrealistic optimism.
 - B. the self-serving bias.
 - C. the false uniqueness effect.
 - D. the false consensus effect.
87. John is nervous about his tennis match, but he still stays out late instead of getting a good night's sleep the night before the match. This could be an example of
- A. self-handicapping.
 - B. self-serving bias.
 - C. impression management.
 - D. self-presentation.
88. Self-monitoring is
- A. protecting one's self-image by creating an excuse for later failure.
 - B. disparaging oneself (false modesty) to elicit reassurance.
 - C. attempting to present a favorable image to an external audience.
 - D. adjusting one's behavior in response to external situations to create the desired impression.
89. The truth concerning self-efficacy encourages us not to resign ourselves to bad situations. If we persist despite initial failures
- A. effort and fewer self-doubts will help us succeed.
 - B. we are more vulnerable to depression.
 - C. we can overcome anything.
 - D. we can't explain that bad things happen to good people.
90. John is about to become a father. He wants to be the "cool dad" but fears that he will be a harsh disciplinarian like his father was. These two types of fathers represent John's
- A. self-schemas.
 - B. loci of control.
 - C. possible selves.
 - D. social roles.
91. Which of the following is false?
- A. 8% of girls born in the United States in 2010 received one of the 10 most common names
 - B. compared to 20 years ago, fewer love songs today are considered "sappy love songs"
 - C. U.S. children today report more positive self-feelings than those growing up in the 1960s and 1970s
 - D. popular song lyrics today are more likely to use "we" and "us" than 20 years ago

92. Which of the following is true?
- A. Most psychology research has been conducted by wealthy White Americans.
 - B. Most psychology research has used middle-class White American respondents.
 - C. Most psychology research has been conducted on children from middle-income families.
 - D. Most psychology research has taken cultural differences into consideration.
93. Jill just began a new relationship with Pete. Her last relationship ended after 6 months and she is strongly motivated to make this relationship last longer. Who will make the best prediction of how long her new relationship will last?
- A. Jill
 - B. Pete
 - C. Jill's roommate
 - D. Pete's roommate
94. According to Bushman and colleagues (2011) college students are most likely to prefer
- A. eating their favorite food.
 - B. receiving a paycheck.
 - C. engaging in their favorite sexual activity.
 - D. receiving a self-esteem boost.
95. Greenberg (2008) argues that, to manage their fear of death and feel that their lives are not in vain, people seek to pursue self-esteem by meeting the standards of their society. This is known as
- A. collective narcissism.
 - B. terror management theory.
 - C. self-efficacy.
 - D. an internal locus of control.
96. Which part of the brain seems to be involved in maintaining our sense of self?
- A. the left hemisphere
 - B. the corpus collosum
 - C. the right hemisphere
 - D. the brain stem
97. When asked "Who are you?" Juanita answers, "I am friendly, a student, and very religious." Juanita's answer describes her
- A. self-reference.
 - B. self-concept.
 - C. possible self.
 - D. self-schema.
98. Persons from western cultures (e.g., America, England), relative to persons from eastern cultures (e.g., China, Korea), tend to
- A. have more interdependent selves.
 - B. be more collectivistic.
 - C. be happier when the members of their group succeed.
 - D. stress their individual accomplishments and uniqueness.
99. Cathy has forgotten to do her laundry this week. Since she is running late for class she throws on the only clean shirt she has, a "New Kids on the Block" T-shirt leftover from 1988. As she wanders around campus she is convinced that everyone is staring at her. Cathy is experiencing
- A. the spotlight effect.
 - B. the illusion of transparency.
 - C. the self-reference effect.
 - D. a comparative self.

100. Kevin is hanging out with some friends at the mall when he bumps into his ex-girlfriend and her new boyfriend. He is devastated. He feels like his heart has been torn open, and he is on the verge of tears. Although he has only said "hi" to her, he believes that his friends, his ex-girlfriend, and her new boyfriend can all see his heartache. This phenomenon is known as
- A. the spotlight effect.
 - B. the illusion of transparency.
 - C. the self-reference effect.
 - D. a personal fable.
101. Our sense of self is often influenced by how we imagine important people in our lives perceive us. This is referred to as our
- A. self-role.
 - B. looking-glass self.
 - C. mirror-self.
 - D. social identity.
102. Joe was delighted when his favorite team won the Super Bowl. After the winning touchdown was scored he said "This has made my month and nothing is going to bring me down from this!" The next morning, however, his mood returned to normal. This is an example of
- A. a confederate.
 - B. an interdependent-self.
 - C. immune neglect.
 - D. impact bias.
103. Paul commutes to and from work each day. Although he drives by himself he often speeds along in the carpool lane on the highway. When confronted with his behavior he argues "Well, half the drivers in that lane are alone too." Paul's response demonstrates
- A. the false uniqueness effect.
 - B. the self-serving bias.
 - C. the false consensus effect.
 - D. the defensive pessimism.
104. Jack is very nervous about meeting his future in-laws for the first time. On the day they arrive at his home to meet him, he greets them in ripped sweat pants and a stained T-shirt. Later, his fiancé tells him that her parents were unimpressed with him. Which of the following best describes Jack's behavior?
- A. He is self-handicapping.
 - B. He is demonstrating false modesty.
 - C. He is demonstrating false pride.
 - D. He is self-monitoring.
105. Benjamin is able to adopt his behaviors so that he can fit in with any group of people. Benjamin would likely receive a high score on a scale measuring
- A. self-handicapping.
 - B. self-monitoring.
 - C. false modesty.
 - D. self-presentation.
106. Josh wishes to be passionately loved, rich, and muscular. He's afraid of being unemployed and alone. Josh's wishes and fears constitute his
- A. independent self.
 - B. possible selves.
 - C. self-schema.
 - D. social comparison.
107. Who is MOST likely to have an independent sense of self?
- A. Joel who lives in Hawaii
 - B. Angela who lives in Alabama
 - C. Keith who lives in Oregon
 - D. Jill who lives in Malaysia

108. In comparison to young people in the 1960s and 1970s, how do young people in the United States today view themselves?
- A. about the same
 - B. more negatively
 - C. more positively
 - D. it depends on what state they live in
109. Which of the following is FALSE?
- A. People in individualistic countries persist more when they are succeeding.
 - B. For Japanese college students, happiness comes with positive social engagement.
 - C. Individualists make comparisons with others to boost their self-esteem.
 - D. Collectivists are more likely to make downward social comparisons than individualists.
110. Carmen was assigned a term paper at the start of her Social Psychology class. She figured it would only take two days to write the paper so she did not start it until two days before it was due. Halfway through the second day Carmen was devastated; she wasn't even halfway done yet! Carmen's underestimation of how long it would take her to complete her paper is an example of
- A. planning fallacy.
 - B. self-handicapping.
 - C. defensive pessimism.
 - D. learned helplessness.
111. How can you change an implicit attitude?
- A. strong persuasion
 - B. education
 - C. practice
 - D. you can't change implicit attitudes once they are formed
112. What differentiates a narcissist from someone high in self-esteem?
- A. narcissists have higher IQs
 - B. narcissists lack an interest in others
 - C. narcissists are more outgoing than those high in self-esteem
 - D. nothing, these terms are synonymous
113. Mark knows that he is an excellent liar but he doesn't feel very good about himself in general. Mark is likely to score _____ on measures of self-esteem and _____ on measures of self-efficacy.
- A. high; high
 - B. low; low
 - C. low; high
 - D. high; low
114. Andrew believes that he did well on his Social Psychology test because he studied a lot and is a good student. Andrew's belief demonstrates
- A. an external locus of control.
 - B. an internal locus of control.
 - C. low self-monitoring.
 - D. high self-monitoring.
115. Kim was disappointed after she received a 50% on her first psychology exam but knew she hadn't studied much. After studying for weeks for her second test, she was even more disappointed to receive another 50%. When asked if she would study even more for the next test she said, "Why bother? It doesn't matter if I study or not; I still fail." Kim's attitude demonstrates
- A. self-monitoring.
 - B. self-handicapping.
 - C. learned helplessness.
 - D. an internal locus of control.

116. Doug explained his "A" in biology as being the result of hard work and intelligence. He explained his "D" in chemistry as being the result of "bad teaching." This is an example of
- A. self-handicapping.
 - B. self-monitoring.
 - C. self-serving bias.
 - D. an external locus of control.
117. Amelia is highly embarrassed because she passed gas in class today. She is convinced that everyone knows it was her. This is an example of
- A. self-handicapping.
 - B. self-monitoring.
 - C. internal locus of control.
 - D. illusion of transparency.
118. One's _____ makes up his/her _____.
- A. self-concept; self-schema
 - B. self-schema; self-concept
 - C. illusion of transparency; self-reference
 - D. internal locus of control; self-concept
119. In a recent study, Gentile et al. (2010) found that U.S. college students' most common score on a self-esteem measure was
- A. lower than in the 1990s.
 - B. almost 0.
 - C. the maximum value on the questionnaire.
 - D. higher than in the 1990s but lower than in the 1980s.
120. Goel et al. (2010) found that Facebook users were _____ accurate in guessing when they agreed with their friends on political issues and _____ accurate in guessing disagreement.
- A. 90%; 41%
 - B. 41%; 90%
 - C. 50%; 50%
 - D. 80%; 60%
121. What is the spotlight effect? Provide an example.
122. How is the spotlight effect related to the illusion of transparency?

123. Discuss the differences between individualism and collectivism as they relate to Eastern and Western political relations.
124. Compare and contrast the concepts of self-efficacy and locus of control.
125. Review the evidence that supports the "dark side of high self-esteem."
126. Give an example of false consensus and an example of false uniqueness. Clearly label which is which.
127. What is self-handicapping? Why do people engage in it?
128. Give an example of self-monitoring and the effects of being high or low in self-monitoring.

129. Describe how self-presentation is linked with self-esteem and self-monitoring.

130. Explain the self-serving bias and its effects.

02 Key

1. The belief that others are paying more attention to one's appearance and behavior than they actually are is referred to as the _____ effect.
(p. 34)
- A. transparency
 - B. audience
 - C. spotlight**
 - D. headlight

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.

Myers - Chapter 02 #1

2. Assuming that everyone else is staring at the pimple on your chin is an example of the
(p. 34)
- A. transparency effect
 - B. audience effect
 - C. spotlight effect**
 - D. headlight effect

Blooms Taxonomy: Application

Difficulty Level: Basic

Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.

Myers - Chapter 02 #2

3. A study by Gilovich, Medvec, and Savitsky (2000) had undergraduate students enter a room wearing Barry Manilow T-shirts. This study explored which concept mentioned in the text?
(p. 34)
- A. transparency effect
 - B. audience effect
 - C. spotlight effect**
 - D. headlight effect

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.

Myers - Chapter 02 #3

4. A study by Gilovich, Medvec, and Savitsky (2000) had undergraduate students enter a room wearing Barry Manilow T-shirts. Those wearing the T-shirts
(p. 34)
- A. thought no one would notice them.
 - B. overestimated how many peers would notice them.**
 - C. underestimated how many peers would notice them.
 - D. were correct about how many peers would notice them.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.

Myers - Chapter 02 #4

5. The illusion that our concealed emotions leak out and can be easily read by others is referred to as the illusion of
(p. 34)
- A. transparency.**
 - B. an audience.
 - C. the spotlight.
 - D. the headlight.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.

Myers - Chapter 02 #5

6. (p. 34) Assuming that everyone thinks you are a jerk because you forgot to show up at a dinner party with a gift for the host can be considered an example of the _____ effect.
- A. transparency
 - B. audience
 - C. spotlight**
 - D. headlight

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.

Myers - Chapter 02 #6

7. (p. 36) The fact that we usually attribute more responsibility to our partners than to ourselves when problems arise in a relationship is an example of how
- A. self-interest colors our social judgment.**
 - B. social surroundings affect our self-awareness.
 - C. self-concerns motivate our social behavior.
 - D. social relationships help to define our self.

Blooms Taxonomy: Application

Difficulty Level: Difficult

Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.

Myers - Chapter 02 #7

8. (p. 35) In Savitsky and Gilovich's study, public speakers who were informed about the illusion-of-transparency phenomenon felt
- A. more nervous while speaking.
 - B. better about their speech and appearance.**
 - C. worse about their appearance while speaking.
 - D. no different about their speech.

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.

Myers - Chapter 02 #8

9. (p. 35) When you give a presentation in class and feel extremely nervous you will tend to _____ what others think about your nervousness.
- A. underestimate
 - B. overestimate**
 - C. successfully predict
 - D. have no idea

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.

Myers - Chapter 02 #9

10. (p. 36) According to the author of the text, no topic in psychology today is more researched than
- A. relationships.
 - B. social judgment.
 - C. the self.**
 - D. social surroundings.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.

Myers - Chapter 02 #10

11. (p. 37) A person's answer to the question "Who am I?" comprises his or her
- A. personality.
 - B. self-schema.
 - C. self-esteem.
 - D. self-concept.**

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #11

12. _____ is defined as the beliefs about the self that organize and guide the processing of self-relevant information.
(p. 37)
- A. Personality
 - B. Self-schema**
 - C. Self-esteem
 - D. Self-concept

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.
Myers - Chapter 02 #12

13. _____ are mental templates by which we organize our worlds.
(p. 37)
- A. Concepts
 - B. Heuristics
 - C. Schemas**
 - D. Perspectives

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.
Myers - Chapter 02 #13

14. Images of what we dream of or dread becoming in the future are called our
(p. 37)
- A. hoped-for selves.
 - B. transparent selves.
 - C. possible selves.**
 - D. eventual selves.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.
Myers - Chapter 02 #14

15. After seeing a billboard for the lottery, you imagine a life of the rich and famous for yourself. This future self-schema you imagine is an example of a/an
(p. 37)
- A. hoped-for self.
 - B. feared self.
 - C. possible self.**
 - D. eventual self.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.
Myers - Chapter 02 #15

16. The extent to which we evaluate our abilities and opinions by comparing ourselves to others is called
(p. 38)
- A. hoped-for possible self.
 - B. feared possible self.
 - C. social rank.
 - D. social comparison.**

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.
Myers - Chapter 02 #16

17. High school students who finished near the top of their class are more likely to experience a threat to their academic self-esteem if they attend a
(p. 38)
- A. small, selective university.
 - B. small, non-competitive university.
 - C. large, selective university.**
 - D. large, non-competitive university.

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.
Myers - Chapter 02 #17

18. (p. 38) You prefer that professors post exam scores (by identification number), rather than returning them individually. It makes you feel better to see how you did in comparison to other students. This is an example of what social psychology phenomenon?
- A. social rank
 - B. social comparison**
 - C. social ratings
 - D. social contrast

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #18

19. (p. 39) According to Myers' discussion on social comparison, people typically _____ the standards by which they evaluate their own attainments when they experience a(n) _____ in affluence, status, or achievement.
- A. raise; decrease
 - B. raise; increase**
 - C. lower; decrease
 - D. lower; increase

Blooms Taxonomy: Knowledge

Difficulty Level: Difficult

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #19

20. (p. 39) An example of how social comparisons can actually breed misery, rather than satisfaction, is when we
- A. compare ourselves to close friends.
 - B. compare ourselves to strangers.
 - C. raise the standards by which we evaluate our own attainments.**
 - D. lower the standards by which we evaluate our own attainments.

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #20

21. (p. 38) When facing competition, we often protect our self-concept by perceiving
- A. ourselves as superior to the competitor.
 - B. the competitor as superior to us.
 - C. the competitor as disadvantaged in comparison to us.
 - D. the competitor as advantaged in comparison to us.**

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #21

22. (p. 38) Our self-concept is fed by our roles, our social identity, our comparisons, and by
- A. rare stressors, such as a family crisis.
 - B. our surrounding culture.**
 - C. everyday hassles.
 - D. genetics.

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #22

23. (p. 39) The habit of using how we imagine another person perceiving us, as a mirror for perceiving ourselves, is referred to as
- A. a self-fulfilling prophecy.
 - B. low self-esteem.
 - C. a social comparison.
 - D. the looking-glass self.**

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #23

24. Giving priority to one's own goals over group goals, and defining one's identity in terms of personal attributes rather than group identifications is the definition of
(p. 40)
A. high self-esteem.
B. low self-esteem.
C. individuality.
D. individualism.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #24

25. Which of the following maxims best represents the concept of individualism?
(p. 40)
A. Two heads are better than one.
B. To thine own self be true.
C. Father knows best.
D. It takes a village to raise a child.

Blooms Taxonomy: Comprehension

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #25

26. Giving priority to the goals of one's group, such as one's family or workplace, and defining one's identity accordingly is called
(p. 40)
A. cooperation.
B. communality.
C. collectivism.
D. groupthink.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #26

27. A person from a(n) _____ culture is more likely to say, "Went to the movie," and a person from a(n) _____ culture is more likely to say, "I went to the movie."
(p. 40)
A. individualistic; collectivistic
B. collectivistic; individualistic
C. self-centered; other-centered
D. other-centered; self-centered

Blooms Taxonomy: Comprehension

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #27

28. In the U.S., those living in Hawaii and the deep South exhibit more _____ than those living in the Mountain West states.
(p. 40)
A. individualism
B. collectivism
C. self-esteem
D. self awareness

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #28

29. Political conservatives tend to be economic _____ and moral --_____.
(p. 40)
A. individualists; collectivists
B. collectivists; individualists
C. progressives; traditionalists
D. traditionalists; progressives

Blooms Taxonomy: Knowledge

Difficulty Level: Difficult

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #29

30. Political liberals tend to be economic ---- and moral _____.
(p. 40)
A. individualists; collectivists
B. collectivists; individualists
C. progressives; traditionalists
D. traditionalists; progressives

Blooms Taxonomy: Knowledge

Difficulty Level: Difficult

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #30

31. You overhear a neighbor say that she believes gay marriage should be illegal and she favors tax cuts for the wealthy. Knowing what you do about individualism and collectivism, you can conclude that your neighbor is likely to be a political
(p. 40)
A. liberal.
B. conservative.
C. independent.
D. undecided.

Blooms Taxonomy: Application

Difficulty Level: Difficult

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #31

32. You overhear a neighbor say that she believes gay marriage should be legal, and she opposes tax cuts for the wealthy. Knowing what you do about individualism and collectivism, you can conclude that your neighbor is likely to be a political
(p. 40)
A. liberal.
B. conservative.
C. independent.
D. undecided.

Blooms Taxonomy: Application

Difficulty Level: Difficult

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #32

33. Your self-esteem would correlate closely with what others think of you and your group if you were in a(n) _____ culture.
(p. 43)
A. individualistic
B. collectivistic
C. self-centered
D. other-centered

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #33

34. Self-esteem is more personal and less relational in what type of culture?
(p. 43)
A. individualistic
B. collectivistic
C. self-centered
D. other-centered

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #34

35. In what type of culture would a threat to our personal identity (such as having someone tell us we are dumb or weird) cause us to be more upset than a threat to our collective identity (such as having someone ridicule students)?
(p. 43)
A. individualistic
B. collectivistic
C. self-centered
D. other-centered

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #35

36. Kitayama and Markus (2000) found that, for American students, happiness comes from feeling
(p. 44) A. close, friendly, and respectful.
B. effective, superior, and proud.
C. like part of a successful group.
D. included and wanted.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #36

37. According to the text, self-esteem typically _____ in Japanese exchange students after they spend
(p. 43-44) several months at a Canadian university. This suggests that self-concepts become more individualized after visiting Western countries.
A. decreases
B. increases
C. peaks and then drops sharply
D. remains constant

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #37

38. Since our self-concept seems to adjust to our situation, which is most correct?
(p. 42) A. The interdependent self is not embedded in social membership.
B. With an interdependent self, one has a lesser sense of belonging.
C. With an interdependent self, one has a greater sense of belonging.
D. There is no relationship between the interdependent self and belonging.

Blooms Taxonomy: Comprehension

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #38

39. Which statement about predicting your own behaviors or relationships is TRUE?
(p. 46) A. You are the best predictor of your own behaviors.
B. You can predict the fate of your relationships but not your behaviors.
C. The people who know you can probably predict your behaviors better than you.
D. Neither you nor the people who know you can predict your behaviors or the fates of your relationships.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #39

40. According to Wilson and Gilbert (2003), people have the greatest difficulty predicting _____ of
(p. 47) their future emotions.
A. the intensity
B. the duration
C. both the intensity and the duration
D. neither the intensity nor the duration

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #40

41. According to Woodzicka and LaFrance (2001), women reported that they would feel angry if asked
(p. 47) sexually harassing questions during a job interview. When actually asked such questions, women more often experienced
A. anger.
B. rage.
C. fear.
D. submission.

Blooms Taxonomy: Knowledge

Difficulty Level: Difficult

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #41

42. The planning fallacy is the tendency to
(p. 46) A. overestimate how long a task will take.
B. not make plans.
C. predict accurately how long a task will take.
D. underestimate how long a task will take.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #42

43. When it comes to predicting the intensity and duration of our future emotions, research indicates that
(p. 47) most people
A. excel.
B. experience great difficulty.
C. perform moderately well.
D. either excel or fail, depending on the situation.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #43

44. Studies of "affective forecasting" required participants to predict their future
(p. 47) A. school performance.
B. family situation.
C. thoughts.
D. emotions.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #44

45. You just broke up with someone you had been dating for a few months. You are surprised at how
(p. 47) upset you are over the breakup, given that the relationship was not that serious. This is an example of
how people have difficulty predicting the
A. type of their future emotions.
B. duration of their future emotions.
C. frequency of their future emotions.
D. intensity of their future emotions.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #45

46. Learning about immune neglect, which statement applies to how most people respond to failing an
(p. 49) exam?
A. They don't care.
B. They quit working in class because they feel so bad.
C. They move on and try to do better.
D. There is no immune neglect.

Blooms Taxonomy: Application

Difficulty Level: Difficult

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #46

47. According to Myers, we are prone to "impact bias," or _____ the impact of emotion-causing events
(p. 48) (such as finding out the results after being tested for HIV).
A. failing to appreciate
B. denying
C. underestimating
D. overestimating

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #47

48. When we accommodate and adjust to personal injuries, romantic breakups, and exam failures, we cope more readily than we would expect. Wilson and Gilbert (2003) referred to this phenomenon as
- A. immune neglect.
 - B. our psychological immune system.
 - C. our psychological denial system.
 - D. rationalizing.

Blooms Taxonomy: Knowledge
Difficulty Level: Moderate
Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.
Myers - Chapter 02 #48

49. The state of a "dual attitude system" exists when we have differing _____ and _____ attitudes.
- A. conscious; unconscious
 - B. internal; external
 - C. explicit; implicit
 - D. positive; negative

Blooms Taxonomy: Knowledge
Difficulty Level: Moderate
Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.
Myers - Chapter 02 #49

50. Practice that forms new habits, albeit slowly, tends to change what type of attitudes?
- A. internal
 - B. external
 - C. implicit
 - D. explicit

Blooms Taxonomy: Comprehension
Difficulty Level: Difficult
Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.
Myers - Chapter 02 #50

51. Which statement is most accurate in relationship to our self-awareness?
- A. We really know ourselves well and accurately.
 - B. Our account of our predicted intensity and duration of feelings is accurate.
 - C. We know and can predict our behavior better than others can.
 - D. We really don't know ourselves as well as we think we do.

Blooms Taxonomy: Application
Difficulty Level: Moderate
Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.
Myers - Chapter 02 #51

52. Our sense of self-worth is also called our
- A. self-concept.
 - B. self-efficacy.
 - C. self-esteem.
 - D. self-value.

Blooms Taxonomy: Knowledge
Difficulty Level: Basic
Learning Goals: Understand self-esteem and its implications for behavior and cognition.
Myers - Chapter 02 #52

53. The best way to improve your performance in class is to be _____ in the praise and _____ about your ability and performance.
- A. specific; truthful
 - B. specific; inflated
 - C. general; truthful
 - D. general; inflated

Blooms Taxonomy: Application
Difficulty Level: Difficult
Learning Goals: Understand self-esteem and its implications for behavior and cognition.
Myers - Chapter 02 #53

54. According to Leary (2007), self-esteem feelings that are low
(p. 51) A. motivate us to act with lesser sensitivity to others' expectations.
B. motivate us to act with greater sensitivity to others' expectations.
C. don't motivate us.
D. have no affect on our behavior.

Blooms Taxonomy: Knowledge

Difficulty Level: Difficult

Learning Goals: Understand self-esteem and its implications for behavior and cognition.

Myers - Chapter 02 #54

55. Baumeister (2003) reported that people who engaged in sexual activity at an early age, teen gang
(p. 52) leaders, terrorists, and men in prison for committing violent crimes tend to possess
A. high self-esteem.
B. low self-esteem.
C. high self-efficacy.
D. low self-efficacy.

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand self-esteem and its implications for behavior and cognition.

Myers - Chapter 02 #55

56. Most people with high self-esteem value individual achievement and relationships with others.
(p. 52) Narcissists value
A. individual achievement.
B. individual achievement and relationships.
C. relationships.
D. neither individual achievement nor relationships.

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand self-esteem and its implications for behavior and cognition.

Myers - Chapter 02 #56

57. People with low self-esteem are _____ to have clinical problems, including anxiety, loneliness, and
(p. 54) eating disorders.
A. less likely
B. more likely
C. not linked
D. unrelated

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand self-esteem and its implications for behavior and cognition.

Myers - Chapter 02 #57

58. People with high self-esteem and narcissism are _____.
(p. 52) A. no different from those with low self-esteem
B. no different from those that have only high self-esteem
C. focused on having positive relationships
D. more aggressive

Blooms Taxonomy: Comprehension

Difficulty Level: Moderate

Learning Goals: Understand self-esteem and its implications for behavior and cognition.

Myers - Chapter 02 #58

59. A sense that one is competent and effective refers to one's
(p. 56) A. self-esteem.
B. self-aggrandizement.
C. self-worth.
D. self-efficacy.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #59

60. Researchers reported a _____ correlation between persistence and self-efficacy.

(p. 56)

- A.** positive
- B. negative
- C. moderate
- D. zero

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #60

61. You notice that your niece is unusually persistent when working on her homework. She rarely claims that she is unable to complete an assignment and is academically successful. You would be correct in speculating that she likely has _____ feelings of self-efficacy.

(p. 56)

- A.** strong
- B. weak
- C. average
- D. variable (depending on if it is related to school or not)

Blooms Taxonomy: Application

Difficulty Level: Basic

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #61

62. Researchers reported that both anxiety and depression are _____ correlated with self-efficacy.

(p. 56)

- A. positively
- B.** negatively
- C. moderately
- D. slightly

Blooms Taxonomy: Knowledge

Difficulty Level: Difficult

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #62

63. The extent to which we perceive outcomes as a result of our own efforts or as a result of chance refers to

(p. 57)

- A. self-esteem.
- B. self-efficacy.
- C.** locus of control.
- D. social comparison.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #63

64. Your best friend earned a grade of F on her latest physics exam, and believes it was because the professor wrote a very difficult exam. She therefore has a(n) _____ locus of control.

(p. 57)

- A. internal
- B.** external
- C. high
- D. low

Blooms Taxonomy: Application

Difficulty Level: Basic

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #64

65. You attend a self-help discussion group, where the leader is encouraging people to think of themselves as the writers, directors, and actors of their own lives. The group leader is hoping people will adopt a(n) _____ locus of control.

(p. 57)

- A.** internal
- B. external
- C. high
- D. low

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #65

66. People who successfully stop smoking and do well in school tend to have a(n) _____ locus of control.
(p. 57)
- A. internal
 - B. external
 - C. high
 - D. low

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #66

67. After much contemplation, you decide to decline an invitation to a really great party, as you need to study for an exam. Doing well on this exam will help you meet your long-term goal of graduating with a strong grade point average, which will help you obtain a desirable job. You likely have a(n) _____ locus of control.
(p. 57)
- A. internal
 - B. external
 - C. high
 - D. low

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #67

68. The sense of hopelessness and resignation learned when a human or animal perceives no control over repeated negative events is called
(p. 58)
- A. depression.
 - B. low self-esteem.
 - C. learned hopelessness.
 - D. learned helplessness.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #68

69. You have tried to study for an exam with flashcards, with a friend, and with your notes - all to no avail. You begin to feel that you should give up, as whatever you do does not seem to help your exam scores. According to Myers, the best term for this symptom is
(p. 58)
- A. low self-esteem.
 - B. low self-control.
 - C. learned helplessness.
 - D. the looking-glass self.

Blooms Taxonomy: Application

Difficulty Level: Basic

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #69

70. Research has found that when prisoners are given some control over their environments, such as being able to move chairs and operate the lights, they tend to
(p. 59)
- A. attempt to control other aspects of their lives, such as how often they go outside.
 - B. experience more stress.
 - C. exhibit more health problems.
 - D. commit less vandalism.

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #70

71. You are more likely to be satisfied with your selection of soda, purchased from the vending machine, if you are presented with _____ options rather than if you are presented with _____ options.
(p. 59)
- A.** a few; many
 - B. many; a few
 - C. some; no
 - D. no; some

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #71

72. According to Schwartz (2000; 2004), individualistic modern cultures have "an excess of freedom," which is positively correlated with
(p. 59)
- A. life satisfaction.
 - B.** clinical depression.
 - C. self-efficacy.
 - D. an external locus of control.

Blooms Taxonomy: Knowledge

Difficulty Level: Difficult

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #72

73. If your initial efforts to lose weight, stop smoking, or improve your grades are successful, it is likely that your self-efficacy will
(p. 60)
- A.** increase.
 - B. decrease.
 - C. stay the same.
 - D. eventually become stable.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #73

74. The tendency to perceive oneself favorably is referred to as
(p. 61)
- A. self-esteem.
 - B. self-efficacy.
 - C. the self-deprecating bias.
 - D.** the self-serving bias.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #74

75. According to the self-serving bias, we tend to attribute our successes to _____ and our losses to _____.
(p. 61)
- A. chance; skill
 - B.** skill; chance
 - C. hoped-for possible selves; feared possible selves
 - D. feared possible selves; hoped-for possible selves

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #75

76. Blaming the tree for getting in your way after you crashed the car is an example of
(p. 61)
- A. poor self-control.
 - B. poor self-efficacy.
 - C. poor self-esteem.
 - D.** self-serving bias.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #76

77. (p. 62) Saying "I earned an A on my psychology test" versus "My instructor gave me a C on my psychology test" exemplifies how we associate ourselves with
- A. failure and distance ourselves from success.
 - B. success and distance ourselves from failure.**
 - C. rewards and distance ourselves from punishment.
 - D. punishment and distance ourselves from rewards.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #77

78. (p. 62) When we compare ourselves with others, most of us tend to
- A. view others as superior.
 - B. view everyone as relatively average.
 - C. ignore our strengths and focus on their strengths.
 - D. see ourselves as better than the average person.**

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #78

79. (p. 63) Most people perceive themselves as
- A. less intelligent than others.
 - B. less attractive than others.
 - C. much less prejudiced than others.**
 - D. knowing others better than we know ourselves.

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #79

80. (p. 64) Which of the following is an example of unrealistic optimism?
- A. If I study enough, I'll do well on this exam.
 - B. I'm sure I'll get a great job when I graduate.**
 - C. The stock market is a very risky place.
 - D. If I quit smoking, I'll lower my risk of cancer.

Blooms Taxonomy: Application

Difficulty Level: Basic

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #80

81. (p. 65) Many people don't quit smoking despite all the negative health information available. This is an example of
- A. false consensus.
 - B. unrealistic optimism.**
 - C. positive self-esteem.
 - D. self-serving bias.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #81

82. (p. 66) Barbara was really shocked when her candidate was not elected. She had assumed that everyone felt as she did and supported her candidate's ideas. This is an example of the
- A. false consensus effect.**
 - B. self-serving bias.
 - C. unrealistic optimism.
 - D. defensive pessimism.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #82

83. Which saying reflects the false consensus effect?

(p. 66)

- A. The devil made me do it.
- B. We're all in this together.
- C.** Everyone does it!
- D. No one is better than me.

Blooms Taxonomy: Comprehension

Difficulty Level: Difficult

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #83

84. The false uniqueness effect is

(p. 67)

- A. the anticipation of problems to motive effective action.
- B. the unrealistic optimism about future life events.
- C.** the tendency to see our talents and moral behaviors as relatively unusual.
- D. the tendency to see oneself as superior to others.

Blooms Taxonomy: Knowledge

Difficulty Level: Difficult

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #84

85. Which of the following is NOT one of the ways that the self-serving bias is adaptive?

(p. 68-69)

- A. It helps protect from depression.
- B.** It makes us feel less vulnerable to risks such as AIDS.
- C. It can motivate us to achieve.
- D. It helps to buffer stress.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #85

86. Assuming that other people are as prejudiced against a certain group as we are can easily be explained by

(p. 67)

- A. unrealistic optimism.
- B. the self-serving bias.
- C. the false uniqueness effect.
- D.** the false consensus effect.

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #86

87. John is nervous about his tennis match, but he still stays out late instead of getting a good night's sleep the night before the match. This could be an example of

(p. 71)

- A.** self-handicapping.
- B. self-serving bias.
- C. impression management.
- D. self-presentation.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Identify self-presentation and understand how impression management can explain behavior.

Myers - Chapter 02 #87

88. Self-monitoring is

(p. 73)

- A. protecting one's self-image by creating an excuse for later failure.
- B. disparaging oneself (false modesty) to elicit reassurance.
- C. attempting to present a favorable image to an external audience.
- D.** adjusting one's behavior in response to external situations to create the desired impression.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Identify self-presentation and understand how impression management can explain behavior.

Myers - Chapter 02 #88

89. The truth concerning self-efficacy encourages us not to resign ourselves to bad situations. If we persist despite initial failures
(p. 74)
- A. effort and fewer self-doubts will help us succeed.
 - B. we are more vulnerable to depression.
 - C. we can overcome anything.
 - D. we can't explain that bad things happen to good people.

Blooms Taxonomy: Comprehension

Difficulty Level: Moderate

Learning Goals: Identify self-presentation and understand how impression management can explain behavior.

Myers - Chapter 02 #89

90. John is about to become a father. He wants to be the "cool dad" but fears that he will be a harsh disciplinarian like his father was. These two types of fathers represent John's
(p. 37)
- A. self-schemas.
 - B. loci of control.
 - C. possible selves.
 - D. social roles.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #90

91. Which of the following is false?
(p. 41)
- A. 8% of girls born in the United States in 2010 received one of the 10 most common names
 - B. compared to 20 years ago, fewer love songs today are considered "sappy love songs"
 - C. U.S. children today report more positive self-feelings than those growing up in the 1960s and 1970s
 - D. popular song lyrics today are more likely to use "we" and "us" than 20 years ago

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #91

92. Which of the following is true?
(p. 41)
- A. Most psychology research has been conducted by wealthy White Americans.
 - B. Most psychology research has used middle-class White American respondents.
 - C. Most psychology research has been conducted on children from middle-income families.
 - D. Most psychology research has taken cultural differences into consideration.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #92

93. Jill just began a new relationship with Pete. Her last relationship ended after 6 months and she is strongly motivated to make this relationship last longer. Who will make the best prediction of how long her new relationship will last?
(p. 46)
- A. Jill
 - B. Pete
 - C. Jill's roommate
 - D. Pete's roommate

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #93

94. According to Bushman and colleagues (2011) college students are most likely to prefer
(p. 51)
- A. eating their favorite food.
 - B. receiving a paycheck.
 - C. engaging in their favorite sexual activity.
 - D. receiving a self-esteem boost.

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand self-esteem and its implications for behavior and cognition.

Myers - Chapter 02 #94

95. (p. 52) Greenberg (2008) argues that, to manage their fear of death and feel that their lives are not in vain, people seek to pursue self-esteem by meeting the standards of their society. This is known as
- A. collective narcissism.
 - B. terror management theory.**
 - C. self-efficacy.
 - D. an internal locus of control.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand self-esteem and its implications for behavior and cognition.

Myers - Chapter 02 #95

96. (p. 37) Which part of the brain seems to be involved in maintaining our sense of self?
- A. the left hemisphere
 - B. the corpus collosum
 - C. the right hemisphere**
 - D. the brain stem

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #96

97. (p. 37) When asked "Who are you?" Juanita answers, "I am friendly, a student, and very religious." Juanita's answer describes her
- A. self-reference.
 - B. self-concept.**
 - C. possible self.
 - D. self-schema.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #97

98. (p. 40) Persons from western cultures (e.g., America, England), relative to persons from eastern cultures (e.g., China, Korea), tend to
- A. have more interdependent selves.
 - B. be more collectivistic.
 - C. be happier when the members of their group succeed.
 - D. stress their individual accomplishments and uniqueness.**

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #98

99. (p. 34) Cathy has forgotten to do her laundry this week. Since she is running late for class she throws on the only clean shirt she has, a "New Kids on the Block" T-shirt leftover from 1988. As she wanders around campus she is convinced that everyone is staring at her. Cathy is experiencing
- A. the spotlight effect.**
 - B. the illusion of transparency.
 - C. the self-reference effect.
 - D. a comparative self.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.

Myers - Chapter 02 #99

100. Kevin is hanging out with some friends at the mall when he bumps into his ex-girlfriend and her new boyfriend. He is devastated. He feels like his heart has been torn open, and he is on the verge of tears. Although he has only said "hi" to her, he believes that his friends, his ex-girlfriend, and her new boyfriend can all see his heartache. This phenomenon is known as
- (p. 34)
- A. the spotlight effect.
 - B. the illusion of transparency.**
 - C. the self-reference effect.
 - D. a personal fable.

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.

Myers - Chapter 02 #100

101. Our sense of self is often influenced by how we imagine important people in our lives perceive us. This is referred to as our
- (p. 39)
- A. self-role.
 - B. looking-glass self.**
 - C. mirror-self.
 - D. social identity.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #101

102. Joe was delighted when his favorite team won the Super Bowl. After the winning touchdown was scored he said "This has made my month and nothing is going to bring me down from this!" The next morning, however, his mood returned to normal. This is an example of
- (p. 48)
- A. a confederate.
 - B. an interdependent-self.
 - C. immune neglect.
 - D. impact bias.**

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #102

103. Paul commutes to and from work each day. Although he drives by himself he often speeds along in the carpool lane on the highway. When confronted with his behavior he argues "Well, half the drivers in that lane are alone too." Paul's response demonstrates
- (p. 66)
- A. the false uniqueness effect.
 - B. the self-serving bias.
 - C. the false consensus effect.**
 - D. the defensive pessimism.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #103

104. Jack is very nervous about meeting his future in-laws for the first time. On the day they arrive at his home to meet him, he greets them in ripped sweat pants and a stained T-shirt. Later, his fiancé tells him that her parents were unimpressed with him. Which of the following best describes Jack's behavior?
- (p. 71)
- A. He is self-handicapping.**
 - B. He is demonstrating false modesty.
 - C. He is demonstrating false pride.
 - D. He is self-monitoring.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Identify self-presentation and understand how impression management can explain behavior.

Myers - Chapter 02 #104

105. Benjamin is able to adopt his behaviors so that he can fit in with any group of people. Benjamin would likely receive a high score on a scale measuring
- A. self-handicapping.
 - B. self-monitoring.**
 - C. false modesty.
 - D. self-presentation.

Blooms Taxonomy: Application

Difficulty Level: Basic

Learning Goals: Identify self-presentation and understand how impression management can explain behavior.

Myers - Chapter 02 #105

106. Josh wishes to be passionately loved, rich, and muscular. He's afraid of being unemployed and alone. Josh's wishes and fears constitute his
- A. independent self.
 - B. possible selves.**
 - C. self-schema.
 - D. social comparison.

Blooms Taxonomy: Application

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #106

107. Who is MOST likely to have an independent sense of self?
- A. Joel who lives in Hawaii
 - B. Angela who lives in Alabama
 - C. Keith who lives in Oregon**
 - D. Jill who lives in Malaysia

Blooms Taxonomy: Knowledge

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #107

108. In comparison to young people in the 1960s and 1970s, how do young people in the United States today view themselves?
- A. about the same
 - B. more negatively
 - C. more positively**
 - D. it depends on what state they live in

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #108

109. Which of the following is FALSE?
- A. People in individualistic countries persist more when they are succeeding.
 - B. For Japanese college students, happiness comes with positive social engagement.
 - C. Individualists make comparisons with others to boost their self-esteem.
 - D. Collectivists are more likely to make downward social comparisons than individualists.**

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #109

110. Carmen was assigned a term paper at the start of her Social Psychology class. She figured it would only take two days to write the paper so she did not start it until two days before it was due. Halfway through the second day Carmen was devastated; she wasn't even halfway done yet! Carmen's underestimation of how long it would take her to complete her paper is an example of
- A. planning fallacy.**
 - B. self-handicapping.
 - C. defensive pessimism.
 - D. learned helplessness.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #110

111. How can you change an implicit attitude?
(p. 49)
A. strong persuasion
B. education
C. practice
D. you can't change implicit attitudes once they are formed

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #111

112. What differentiates a narcissist from someone high in self-esteem?
(p. 52)
A. narcissists have higher IQs
B. narcissists lack an interest in others
C. narcissists are more outgoing than those high in self-esteem
D. nothing, these terms are synonymous

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand self-esteem and its implications for behavior and cognition.

Myers - Chapter 02 #112

113. Mark knows that he is an excellent liar but he doesn't feel very good about himself in general. Mark is likely to score _____ on measures of self-esteem and _____ on measures of self-efficacy.
(p. 53)
A. high; high
B. low; low
C. low; high
D. high; low

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Understand self-esteem and its implications for behavior and cognition.

Myers - Chapter 02 #113

114. Andrew believes that he did well on his Social Psychology test because he studied a lot and is a good student. Andrew's belief demonstrates
(p. 57)
A. an external locus of control.
B. an internal locus of control.
C. low self-monitoring.
D. high self-monitoring.

Blooms Taxonomy: Application

Difficulty Level: Basic

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #114

115. Kim was disappointed after she received a 50% on her first psychology exam but knew she hadn't studied much. After studying for weeks for her second test, she was even more disappointed to receive another 50%. When asked if she would study even more for the next test she said, "Why bother? It doesn't matter if I study or not; I still fail." Kim's attitude demonstrates
(p. 58)
A. self-monitoring.
B. self-handicapping.
C. learned helplessness.
D. an internal locus of control.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Understand self-concept through examination of the self in action.

Myers - Chapter 02 #115

116. Doug explained his "A" in biology as being the result of hard work and intelligence. He explained his "D" in chemistry as being the result of "bad teaching." This is an example of
(p. 61)
A. self-handicapping.
B. self-monitoring.
C. self-serving bias.
D. an external locus of control.

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #116

117. (p. 34) Amelia is highly embarrassed because she passed gas in class today. She is convinced that everyone knows it was her. This is an example of
- A. self-handicapping.
 - B. self-monitoring.
 - C. internal locus of control.
 - D. illusion of transparency.**

Blooms Taxonomy: Application

Difficulty Level: Moderate

Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.

Myers - Chapter 02 #117

118. (p. 37) One's _____ makes up his/her _____.
- A. self-concept; self-schema
 - B. self-schema; self-concept**
 - C. illusion of transparency; self-reference
 - D. internal locus of control; self-concept

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.

Myers - Chapter 02 #118

119. (p. 61) In a recent study, Gentile et al. (2010) found that U.S. college students' most common score on a self-esteem measure was
- A. lower than in the 1990s.
 - B. almost 0.
 - C. the maximum value on the questionnaire.**
 - D. higher than in the 1990s but lower than in the 1980s.

Blooms Taxonomy: Knowledge

Difficulty Level: Basic

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #119

120. (p. 66) Goel et al. (2010) found that Facebook users were _____ accurate in guessing when they agreed with their friends on political issues and _____ accurate in guessing disagreement.
- A. 90%; 41%**
 - B. 41%; 90%
 - C. 50%; 50%
 - D. 80%; 60%

Blooms Taxonomy: Knowledge

Difficulty Level: Difficult

Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.

Myers - Chapter 02 #120

121. (p. 34) What is the spotlight effect? Provide an example.

Answers will vary

Blooms Taxonomy: Application

Blooms Taxonomy: Comprehension

Difficulty Level: Difficult

Difficulty Level: Moderate

Myers - Chapter 02 #121

122. (p. 34) How is the spotlight effect related to the illusion of transparency?

Answers will vary

Blooms Taxonomy: Application

Blooms Taxonomy: Comprehension

Difficulty Level: Difficult

Difficulty Level: Moderate

Myers - Chapter 02 #122

123. Discuss the differences between individualism and collectivism as they relate to Eastern and Western political relations.
(p. 40)

Answers will vary

Blooms Taxonomy: Application
Blooms Taxonomy: Comprehension
Difficulty Level: Difficult
Difficulty Level: Moderate
Myers - Chapter 02 #123

124. Compare and contrast the concepts of self-efficacy and locus of control.
(p. 56-57)

Answers will vary

Blooms Taxonomy: Application
Blooms Taxonomy: Comprehension
Difficulty Level: Difficult
Difficulty Level: Moderate
Myers - Chapter 02 #124

125. Review the evidence that supports the "dark side of high self-esteem."
(p. 52)

Answers will vary

Blooms Taxonomy: Application
Blooms Taxonomy: Comprehension
Difficulty Level: Difficult
Difficulty Level: Moderate
Myers - Chapter 02 #125

126. Give an example of false consensus and an example of false uniqueness. Clearly label which is which.
(p. 66-67)

Answers will vary

Blooms Taxonomy: Application
Blooms Taxonomy: Comprehension
Difficulty Level: Difficult
Difficulty Level: Moderate
Myers - Chapter 02 #126

127. What is self-handicapping? Why do people engage in it?
(p. 71)

Answers will vary

Blooms Taxonomy: Application
Blooms Taxonomy: Comprehension
Difficulty Level: Difficult
Difficulty Level: Moderate
Myers - Chapter 02 #127

128. Give an example of self-monitoring and the effects of being high or low in self-monitoring.
(p. 73-74)

Answers will vary

Blooms Taxonomy: Application
Blooms Taxonomy: Comprehension
Difficulty Level: Difficult
Difficulty Level: Moderate
Myers - Chapter 02 #128

129. Describe how self-presentation is linked with self-esteem and self-monitoring.

(p. 72-74)

Answers will vary

Blooms Taxonomy: Application
Blooms Taxonomy: Comprehension
Difficulty Level: Difficult
Difficulty Level: Moderate
Myers - Chapter 02 #129

130. Explain the self-serving bias and its effects.

(p. 61-62)

Answers will vary

Blooms Taxonomy: Application
Blooms Taxonomy: Comprehension
Difficulty Level: Difficult
Difficulty Level: Moderate
Myers - Chapter 02 #130

02 Summary

<u>Category</u>	<u># of Questions</u>
Blooms Taxonomy: Application	49
Blooms Taxonomy: Comprehension	17
Blooms Taxonomy: Knowledge	74
Difficulty Level: Basic	53
Difficulty Level: Difficult	26
Difficulty Level: Moderate	61
Learning Goals: Describe the spotlight effect and its relation to the illusion of transparency.	13
Learning Goals: Explain self-serving bias and its adaptive and maladaptive aspects.	17
Learning Goals: Identify self-presentation and understand how impression management can explain behavior.	5
Learning Goals: Understand how, and how accurately, we know ourselves and what determines our self-concept.	57
Learning Goals: Understand self-concept through examination of the self in action.	17
Learning Goals: Understand self-esteem and its implications for behavior and cognition.	11
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