

# 18

## Social Psychology

### CHAPTER OVERVIEW

Chapter 18 demonstrates the powerful influences of social situations on the behavior of individuals. Central to this topic are research studies on attitudes and actions, conformity, compliance, and group and cultural influences. The social principles that emerge help us to understand how individuals are influenced by advertising, political candidates, and the various groups to which they belong. Although social influences are powerful, it is important to remember the significant role of individuals in choosing and creating the social situations that influence them.

The chapter also discusses how people relate to one another, from the negative—developing prejudice, behaving aggressively, and provoking conflict—to the positive—being attracted to people who are nearby and/or similar and behaving altruistically.

The chapter concludes with a discussion of techniques that have been shown to promote conflict resolution.

Although there is some terminology for you to learn in this chapter, your primary task is to absorb the findings of the many research studies discussed. The chapter headings, which organize the findings, should prove especially useful to you here. In addition, you might, for each main topic (conformity, group influence, aggression, etc.), ask yourself the question, “What situational factors promote this phenomenon?” The research findings can then form the basis for your answers.

NOTE: Answer guidelines for all Chapter 18 questions begin on page 481.

### CHAPTER REVIEW

First, skim each section, noting headings and boldface items. After you have read the section, review each

objective by answering the fill-in and essay-type questions that follow it. As you proceed, evaluate your performance by consulting the answers beginning on page 481. Do not continue with the next section until you understand each answer. If you need to, review or reread the section in the textbook before continuing.

### Social Thinking (pp. 723–730)

David Myers at times uses idioms that are unfamiliar to some readers. If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 489–490 for an explanation: *typecast*; *tart-tongued remark*; *freeloaders*; *stand up for*; “*brainwashed*”; *chicken-and-egg spiral*; *heartening implication*.

**Objective 1:** Describe the three main focuses of social psychology.

1. Psychologists who study how we think about, influence, and relate to one another are called \_\_\_\_\_.

**Objective 2:** Contrast dispositional and situational attributions, and explain how the fundamental attribution error can affect our analyses of behavior.

2. Heider’s theory of how we explain others’ behavior is the \_\_\_\_\_ theory. According to this theory, we attribute behavior either to an internal cause, which is called a \_\_\_\_\_, or to an external cause, which is called a \_\_\_\_\_.

3. Most people tend to \_\_\_\_\_ (overestimate/underestimate) the extent to which people's actions are influenced by social situations because their \_\_\_\_\_ is focused on the person. This tendency is called the \_\_\_\_\_. When explaining our own behavior, or that of someone we know well, this tendency is \_\_\_\_\_ (stronger/weaker). When observers view the world from others' perspectives, attributions are \_\_\_\_\_ (the same/reversed).

Give an example of the practical consequences of attributions.

**Objective 3:** Define *attitude*.

4. Feelings, often based on our beliefs, that predispose our responses are called \_\_\_\_\_.

**Objective 4:** Describe the conditions under which attitudes can affect actions.

List three conditions under which our attitudes do predict our actions. Give examples.

**Objective 5:** Explain how the foot-in-the-door phenomenon, role-playing, and cognitive dissonance illustrate the influence of actions on attitudes.

5. Many research studies demonstrate that our attitudes are strongly influenced by our \_\_\_\_\_. One example of this is the tendency for people who agree to a small request to comply later with a larger one. This is

the \_\_\_\_\_ phenomenon.

6. When you follow the social prescriptions for how you should act as, say, a college student, you are adopting a \_\_\_\_\_.
7. Taking on a set of behaviors, or acting in a certain way, generally \_\_\_\_\_ (changes/does not change) people's attitudes.
8. According to \_\_\_\_\_ theory, thoughts and feelings change because people are motivated to justify actions that would otherwise seem hypocritical. This theory was proposed by \_\_\_\_\_.
9. Dissonance theory predicts that people induced (without coercion) to behave contrary to their true attitudes will be motivated to reduce the resulting \_\_\_\_\_ by changing their \_\_\_\_\_.

**Social Influence** (pp. 730–742)

If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 490–491 for an explanation: “*open-minded*”; *draw slips from a hat*; *draw back*; *kindness and obedience on a collision course*; *zap*; *devilish villains*; *tug-of-war*; *waffles*.

**Objective 6:** Describe the chameleon effect, and give an example of it.

1. The *chameleon effect* refers to our natural tendency to unconsciously \_\_\_\_\_ others' expressions, postures, and voice tones. This helps us to feel what they are feeling, referred to as \_\_\_\_\_.
2. Copycat violence is a serious example of the effects of \_\_\_\_\_ on behavior.
3. Sociologists have found that suicides sometimes increase following a \_\_\_\_\_ suicide.

**Objective 7:** Discuss Asch's experiments on conformity, and distinguish between normative and informational social influence.

4. The term that refers to the tendency to adjust one's behavior to coincide with an assumed group standard is \_\_\_\_\_.
5. The psychologist who first studied the effects of group pressure on conformity is \_\_\_\_\_.
6. In this study, when the opinion of other group members was contradicted by objective evidence, subjects \_\_\_\_\_ (were/were not) willing to conform to the group opinion.
7. One reason that people comply with social pressure is to gain approval or avoid rejection; this is called \_\_\_\_\_.  
\_\_\_\_\_  
Understood rules for accepted and expected behavior are called social \_\_\_\_\_.
8. Another reason people comply is that they have genuinely been influenced by what they have learned from others; this type of influence is called \_\_\_\_\_.
9. In one experiment, Robert Baron and colleagues found that people were more likely to conform to the group's judgments when the task was construed as \_\_\_\_\_ (important/unimportant) and when it was \_\_\_\_\_ (easy/difficult).
10. Conformity rates tend to be lower in \_\_\_\_\_ (individualistic/collectivistic) cultures.

**Objective 8:** Describe Milgram's experiments on obedience, and outline the conditions in which obedience was highest.

11. The classic social psychology studies of obedience were conducted by \_\_\_\_\_. When ordered by the experimenter to electrically shock the "learner," the majority of participants (the "teachers") in these studies \_\_\_\_\_ (complied/refused). More recent studies have found that women's compliance rates in similar situations were \_\_\_\_\_ (higher than/lower than/similar to) men's.

List the conditions under which obedience was highest in Milgram's studies.

**Objective 9:** Explain how the conformity and obedience studies can help us understand our susceptibility to social influence.

12. In getting people to administer increasingly larger shocks, Milgram was in effect applying the \_\_\_\_\_ technique.
13. The Asch and Milgram studies demonstrate that strong \_\_\_\_\_ influences can make \_\_\_\_\_ people \_\_\_\_\_ to falsehoods and \_\_\_\_\_ orders to commit cruel acts.

**Objective 10:** Describe conditions in which the presence of others is likely to result in social facilitation, social loafing, or deindividuation.

14. The tendency to perform a task better when other people are present is called \_\_\_\_\_. In general, people become aroused in the presence of others, and arousal enhances the correct response on a(n) \_\_\_\_\_ (easy/difficult) task. Later research revealed that arousal strengthens the response that is most \_\_\_\_\_ in a given situation.
15. Researchers have found that the reactions of people in crowded situations are often \_\_\_\_\_ (lessened/amplified).
16. Ingham found that people worked \_\_\_\_\_ (harder/less hard) in a team tug-of-war than they had in an individual contest. This phenomenon has been called \_\_\_\_\_.

17. The feeling of anonymity and loss of self-restraint that an individual may develop when in a group is called \_\_\_\_\_.

**Objective 11:** Discuss how group interaction can facilitate group polarization and groupthink.

18. Over time, the initial differences between groups usually \_\_\_\_\_ (increase/decrease).

19. The enhancement of each group's prevailing tendency over time is called \_\_\_\_\_.  
 Future research studies will reveal whether electronic discussions on the \_\_\_\_\_ also demonstrate this tendency.

20. When the desire for group harmony overrides realistic thinking in individuals, the phenomenon known as \_\_\_\_\_ has occurred.

**Objective 12:** Identify the characteristic common to minority positions that sway majorities.

21. In considering the power of social influence, we cannot overlook the interaction of \_\_\_\_\_ (the power of the situation) and \_\_\_\_\_ (the power of the individual).

22. The power of one or two individuals to sway the opinion of the majority is called \_\_\_\_\_.

23. A minority opinion will have the most success in swaying the majority if it takes a stance that is \_\_\_\_\_ (unswerving/flexible).

**Social Relations** (pp. 742–771)

If you do not know the meaning of any of the following words, phrases, or expressions in the context in which they appear in the text, refer to pages 491–492 for an explanation: "horsing around"; with the toss of a coin; Ferdinand; she melts; an outlet for bottled-up impulses; diabolical images; familiarity breeds fondness; "beauty is only skin deep"; opposites retract; revved up; bystanders turns people away from the path that leads to helping; blasé; "sneaky," "smart-alecky stinkers"; down the tension ladder to a safer rung.

**Objective 13:** Identify the three components of prejudice.

1. Prejudice is an \_\_\_\_\_ (and usually \_\_\_\_\_) attitude toward a group that involves overgeneralized beliefs known as \_\_\_\_\_.
2. Like all attitudes, prejudice is a mixture of \_\_\_\_\_, \_\_\_\_\_, and predispositions to \_\_\_\_\_.
3. Prejudice is a negative \_\_\_\_\_, and \_\_\_\_\_ is a negative \_\_\_\_\_.

**Objective 14:** Contrast overt and subtle forms of prejudice, and give examples of each.

4. Americans today express \_\_\_\_\_ (less/the same/more) racial and gender prejudice than they did 50 years ago.
5. Blatant forms of prejudice \_\_\_\_\_ (have/have not) diminished. However, even people who deny holding prejudiced attitudes may carry negative \_\_\_\_\_ about race or gender.
6. (Close-Up) Recent studies of prejudice indicate that it is often an unconscious, or \_\_\_\_\_, action. In one study, people who displayed the most \_\_\_\_\_ were the quickest to perceive apparent threat in black faces.
7. (Close-Up) Today's biopsychosocial approach has stimulated neuroscience studies that have detected implicit prejudice in people's \_\_\_\_\_-muscle responses and in the activation of their brain's \_\_\_\_\_.
8. Worldwide, \_\_\_\_\_ (women/men) are more likely to live in poverty, and two-thirds of children without basic schooling are \_\_\_\_\_ (girls/boys). However, people tend to perceive women as being more \_\_\_\_\_ and \_\_\_\_\_, and less \_\_\_\_\_ than men.

**Objective 15:** Discuss the social factors that contribute to prejudice.

9. For those with money, power, and prestige, prejudice often serves as a means of \_\_\_\_\_ social inequalities.
10. Discrimination increases prejudice through the tendency of people to \_\_\_\_\_ victims for their plight.
11. Through our \_\_\_\_\_, we associated ourselves with certain groups.
12. Prejudice is also fostered by the \_\_\_\_\_, a tendency to favor groups to which one belongs—called the \_\_\_\_\_—while excluding others, or the \_\_\_\_\_.

**Objective 16:** Explain how scapegoating illustrates the emotional component of prejudice.

13. Research studies also reveal that the terror of facing \_\_\_\_\_ tends to heighten aggression toward people who threaten one's \_\_\_\_\_.
14. That prejudice derives from attempts to blame others for one's frustration is proposed by the \_\_\_\_\_ theory.
15. People who feel loved and supported become more \_\_\_\_\_ to and \_\_\_\_\_ of those who differ from them.

**Objective 17:** Cite four ways that cognitive processes help create and maintain prejudice.

16. Research suggests that prejudice may also derive from \_\_\_\_\_, the process by which we attempt to simplify our world by classifying people into groups. One by-product of this process is that people tend to \_\_\_\_\_ the similarity of those within a group.
17. Another factor that fosters the formation of group stereotypes and prejudice is the tendency to

\_\_\_\_\_ from vivid or memorable cases.

18. The belief that people get what they deserve—that the good are rewarded and the bad punished—is expressed in the \_\_\_\_\_ phenomenon. This phenomenon is based in part on \_\_\_\_\_, the tendency to believe that one would have foreseen how something turned out.

**Objective 18:** Explain how psychology's definition of *aggression* differs from everyday usage.

19. Aggressive behavior is defined by psychologists as \_\_\_\_\_. Thus, psychologists \_\_\_\_\_ (do/do not) consider assertive salespeople to be aggressive.
20. Like other behaviors, aggression emerges from the interaction of \_\_\_\_\_ and \_\_\_\_\_.

**Objective 19:** Describe three levels of biological influences on aggression.

21. Today, most psychologists \_\_\_\_\_ (do/do not) consider human aggression to be instinctive.
22. In humans, aggressiveness \_\_\_\_\_ (varies/does not vary) greatly from culture to culture, era to era, and person to person.
23. That there are genetic influences on aggression can be shown by the fact that many species of animals have been \_\_\_\_\_ for aggressiveness.
24. Twin studies suggest that genes \_\_\_\_\_ (do/do not) influence human aggression. One genetic marker of those who commit the most violence is the \_\_\_\_\_ chromosome. Studies of violent criminals reveal diminished activity in the brain's \_\_\_\_\_, which play an important role in controlling \_\_\_\_\_.

25. In humans and animals, aggression is facilitated by \_\_\_\_\_ systems, which are in turn influenced by \_\_\_\_\_ and other substances in the blood.
26. The aggressive behavior of animals can be manipulated by altering the levels of the hormone \_\_\_\_\_. When this level is \_\_\_\_\_ (increased/decreased), aggressive tendencies are reduced.
27. High levels of testosterone correlate with \_\_\_\_\_, low tolerance for \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. Among teenage boys and adult men, high testosterone also correlates with \_\_\_\_\_, hard \_\_\_\_\_, \_\_\_\_\_, and aggressive responses to \_\_\_\_\_. With age, testosterone levels—and aggressiveness— \_\_\_\_\_ (increase/decrease). Although testosterone heightens aggressiveness, aggression \_\_\_\_\_ (increases/decreases) testosterone level.
28. One drug that unleashes aggressive responses to provocation is \_\_\_\_\_.

**Objective 20:** Outline four psychological triggers of aggression.

29. According to the \_\_\_\_\_ - \_\_\_\_\_ principle, inability to achieve a goal leads to anger, which may generate aggression.
30. Other aversive stimuli can provoke hostility, including \_\_\_\_\_.
31. Aggressive behavior can be learned through \_\_\_\_\_, as shown by the fact that people use aggression where they've found it pays, and through \_\_\_\_\_ of others.
32. Crime rates are higher in countries in which there is a large disparity between those who are \_\_\_\_\_ and those who are \_\_\_\_\_. High violence rates also are typical of cultures and families in which there is minimal \_\_\_\_\_.
33. Once established, aggressive behavior patterns are \_\_\_\_\_ (difficult/not difficult) to change. However, \_\_\_\_\_ - \_\_\_\_\_ programs have been successful in bringing down re-arrest rates of juvenile offenders.
34. Violence on television tends to \_\_\_\_\_ people to cruelty and \_\_\_\_\_ them to respond aggressively when they are provoked.
35. A woman's risk of rape is generally \_\_\_\_\_ (greater/less) today than it was half a century ago. Most rapes \_\_\_\_\_ (are/are not) reported.
36. Increased sexual aggression has coincided with the rise of the \_\_\_\_\_ video business, giving easier access to R- and X-rated films.

Comment on the impression of women that pornography frequently conveys and the effects this impression has on attitudes and behavior.

Summarize the findings of the Zillmann and Bryant study on the effects of pornography on attitudes toward rape.

37. Experiments have shown that it is not eroticism but depictions of \_\_\_\_\_ that most directly affect men's acceptance and performance of aggression against women. Such depictions may create \_\_\_\_\_ to which people respond when they are in new situations or are uncertain how to act.

**Objective 21:** Discuss the effects of violent video games on social attitudes and behavior.

38. Kids who play a lot of violent video games see the world as more \_\_\_\_\_, get into more \_\_\_\_\_ and \_\_\_\_\_, and get worse \_\_\_\_\_.
39. Research studies of the impact of violent video games \_\_\_\_\_ (confirm/disconfirm) the idea that we feel better if we “blow off steam” by venting our emotions. This idea is the \_\_\_\_\_.  
Expressing anger breeds \_\_\_\_\_.
40. Many factors contribute to aggression, including \_\_\_\_\_ factors, such as an increase in testosterone; \_\_\_\_\_ factors, such as frustration; and \_\_\_\_\_, such as deindividuation.

**Objective 22:** Explain how social traps and mirror-image perceptions fuel social conflict.

41. A perceived incompatibility of actions, goals, or ideas is called \_\_\_\_\_. This perception can take place between individuals, \_\_\_\_\_, or \_\_\_\_\_.
42. Two destructive social processes that contribute to conflict are \_\_\_\_\_ and \_\_\_\_\_ perceptions.
43. When the “non-zero-sum game” is played, most people fall into the social trap by mistrusting the other player and pursuing their own \_\_\_\_\_. To prevent people from falling into social traps, psychologists are exploring ways for people to operate for their mutual betterment—through agreed-upon \_\_\_\_\_, through better \_\_\_\_\_, and through \_\_\_\_\_ of their communal responsibilities.
44. The diabolical images people in conflict form of each other are called \_\_\_\_\_ perceptions.

**Objective 23:** Describe the influence of proximity, physical attractiveness, and similarity on interpersonal attraction.

45. A prerequisite for, and perhaps the most powerful predictor of, attraction is \_\_\_\_\_.
46. When people are repeatedly exposed to unfamiliar stimuli, their liking of the stimuli \_\_\_\_\_ (increases/decreases). This phenomenon is the \_\_\_\_\_ effect. Robert Zajonc contends that this phenomenon was \_\_\_\_\_ for our ancestors, for whom the unfamiliar was often dangerous. One implication of this is that \_\_\_\_\_ against those who are culturally different may be a primitive, \_\_\_\_\_, emotional response.
47. Our first impression of another person is most influenced by the person’s \_\_\_\_\_.
48. In a sentence, list several of the characteristics that physically attractive people are judged to possess: \_\_\_\_\_.
49. A person’s attractiveness \_\_\_\_\_ (is/is not) strongly related to his or her self-esteem or happiness. Since 1970, the number of women unhappy with their appearance has \_\_\_\_\_ (increased/decreased/remained stable).
50. Cross-cultural research reveals that men judge women as more attractive if they have a \_\_\_\_\_ appearance, whereas women judge men who appear \_\_\_\_\_ and \_\_\_\_\_ as more attractive.
51. People also seem to prefer physical features that are neither unusually \_\_\_\_\_ or \_\_\_\_\_. Average faces, which tend to be \_\_\_\_\_, are judged to be more sexually attractive.
52. Relationships in which the partners are very similar are \_\_\_\_\_ (more/less) likely to last.

53. Compared with strangers, friends and couples are more likely to be similar in terms of \_\_\_\_\_  
\_\_\_\_\_.

Explain what a reward theory of attraction is and how it can account for the three predictors of liking—proximity, attractiveness, and similarity.

**Objective 24:** Describe the effect of physical arousal on passionate love, and identify two predictors of enduring companionate love.

54. Hatfield has distinguished two types of love: \_\_\_\_\_ love and \_\_\_\_\_ love.

55. According to the two-factor theory, emotions have two components: physical \_\_\_\_\_ and a \_\_\_\_\_ label.

56. When college men were placed in an aroused state, their feelings toward an attractive woman \_\_\_\_\_ (were/were not) more positive than those of men who had not been aroused.

57. Companionate love is promoted by \_\_\_\_\_—mutual sharing and giving by both partners. Another key ingredient of loving relationships is the revealing of intimate aspects of ourselves through \_\_\_\_\_.

**Objective 25:** Define *altruism*, and give an example.

58. An unselfish regard for the welfare of others is called \_\_\_\_\_.

Give an example of altruism.

**Objective 26:** Describe the steps in the decision-making process involved in bystander intervention.

59. According to Darley and Latané, people will help only if a three-stage decision-making process is completed: Bystanders must first \_\_\_\_\_ the incident, then \_\_\_\_\_ it as an emergency, and finally \_\_\_\_\_ for helping.

60. When people who overheard a seizure victim calling for help thought others were hearing the same plea, they were \_\_\_\_\_ (more/less) likely to go to his aid than when they thought no one else was aware of the emergency.

61. In a series of staged accidents, Latané and Darley found that a bystander was \_\_\_\_\_ (more/less) likely to help if other bystanders were present. This phenomenon has been called the \_\_\_\_\_.

Identify the circumstances in which a person is most likely to offer help during an emergency.

**Objective 27:** Explain altruistic behavior from the perspective of social exchange theory and social norms.

62. The idea that social behavior aims to maximize rewards and minimize costs is proposed by \_\_\_\_\_ theory.

63. One rule of social behavior tells us to return help to those who have helped us; this is the \_\_\_\_\_ norm.



64. Another rule tells us to help those who need our help; this is the \_\_\_\_\_ norm.

**Objective 28:** Discuss effective ways of encouraging peaceful cooperation and reducing social conflict.

65. In most situations, establishing contact between two conflicting groups \_\_\_\_\_ (is/is not) sufficient to resolve conflict.

66. In Sherif's study, two conflicting groups of campers were able to resolve their conflicts by working together on projects in which they shared \_\_\_\_\_ goals. Shared \_\_\_\_\_ breed solidarity, as demonstrated by a surge in use of the word \_\_\_\_\_ in the weeks after 9/11.

67. When conflicts arise, a third-party \_\_\_\_\_ may facilitate communication and promote understanding.

68. Osgood has advanced a strategy of conciliation called GRIT, which stands for \_\_\_\_\_ and \_\_\_\_\_. \_\_\_\_\_ in \_\_\_\_\_. \_\_\_\_\_ . The key to this method is each side's offering of a small \_\_\_\_\_ gesture in order to increase mutual trust and cooperation.

## PROGRESS TEST 1

### Multiple-Choice Questions

Circle your answers to the following questions and check them with the answers beginning on page 483. If your answer is incorrect, read the explanation for why it is incorrect and then consult the appropriate pages of the text (in parentheses following the correct answer).

- In his study of obedience, Stanley Milgram found that the majority of subjects:
  - refused to shock the learner even once.
  - complied with the experiment until the "learner" first indicated pain.
  - complied with the experiment until the "learner" began screaming in agony.
  - complied with all the demands of the experiment.
- According to cognitive dissonance theory, dissonance is most likely to occur when:
  - a person's behavior is not based on strongly held attitudes.
  - two people have conflicting attitudes and find themselves in disagreement.
  - an individual does something that is personally disagreeable.
  - an individual is coerced into doing something that he or she does not want to do.
- Which of the following statements is true?
  - Groups are almost never swayed by minority opinions.
  - Group polarization is most likely to occur when group members frequently disagree with one another.
  - Groupthink provides the consensus needed for effective decision making.
  - A group that is like-minded will probably not change its opinions through discussion.
- Conformity increased under which of the following conditions in Asch's studies of conformity?
  - The group had three or more people.
  - The group had high status.
  - Individuals were made to feel insecure.
  - All of the above increased conformity.
- Social traps are situations in which:
  - conflicting parties realize that they have shared goals, the attainment of which requires their mutual cooperation.
  - conflicting parties have similar, and generally negative, views of one another.
  - conflicting parties each pursue their self-interests and become caught in mutually destructive behavior.
  - two conflicting groups meet face-to-face in an effort to resolve their differences.
- The phenomenon in which individuals lose their identity and relinquish normal restraints when they are part of a group is called:
  - groupthink.
  - cognitive dissonance.
  - empathy.
  - deindividuation.
- Subjects in Asch's line-judgment experiment conformed to the group standard when their judgments were observed by others but not when they were made in private. This tendency to conform in public demonstrates:
  - social facilitation.
  - overjustification.
  - informational social influence.
  - normative social influence.

8. Based on findings from Milgram's obedience studies, participants would be *less* likely to follow the experimenter's orders when:
  - a. they hear the "learner" cry out in pain.
  - b. they merely administer the test while someone else delivers the shocks.
  - c. the "learner" is an older person or mentions having some physical problem.
  - d. they see another subject disobey instructions.
9. *Aggression* is defined as behavior that:
  - a. hurts another person.
  - b. is intended to hurt another person.
  - c. is hostile, passionate, and produces physical injury.
  - d. has all of the above characteristics.
10. Which of the following is true about aggression?
  - a. It varies too much to be instinctive in humans.
  - b. It is just one instinct among many.
  - c. It is instinctive but shaped by learning.
  - d. It is the most important human instinct.
11. Research studies have found a positive correlation between aggressive tendencies in animals and levels of the hormone:
 

a. estrogen.	c. noradrenaline.
b. adrenaline.	d. testosterone.
12. Research studies have indicated that the tendency of viewers to misperceive normal sexuality, devalue their partners, and trivialize rape is:
  - a. increased by exposure to pornography.
  - b. not changed after exposure to pornography.
  - c. decreased in men by exposure to pornography.
  - d. decreased in both men and women by exposure to pornography.
13. Increasing the number of people that are present during an emergency tends to:
  - a. increase the likelihood that people will cooperate in rendering assistance.
  - b. decrease the empathy that people feel for the victim.
  - c. increase the role that social norms governing helping will play.
  - d. decrease the likelihood that anyone will help.
14. Which of the following was *not* mentioned in the text discussion of the roots of prejudice?
  - a. people's tendency to overestimate the similarity of people within groups
  - b. people's tendency to assume that exceptional, or especially memorable, individuals are unlike the majority of members of a group
  - c. people's tendency to assume that the world is just and that people get what they deserve
  - d. people's tendency to discriminate against those they view as "outsiders"
15. The mere exposure effect demonstrates that:
  - a. familiarity breeds contempt.
  - b. opposites attract.
  - c. birds of a feather flock together.
  - d. familiarity breeds fondness.
16. In one experiment, college men were physically aroused and then introduced to an attractive woman. Compared to men who had not been aroused, these men:
  - a. reported more positive feelings toward the woman.
  - b. reported more negative feelings toward the woman.
  - c. were ambiguous about their feelings toward the woman.
  - d. were more likely to feel that the woman was "out of their league" in terms of attractiveness.
17. The deep affection that is felt in long-lasting relationships is called \_\_\_\_\_ love; this feeling is fostered in relationships in which \_\_\_\_\_.
  - a. passionate; there is equity between the partners
  - b. passionate; traditional roles are maintained
  - c. companionate; there is equity between the partners
  - d. companionate; traditional roles are maintained
18. Which of the following is associated with an increased tendency on the part of a bystander to offer help in an emergency situation?
  - a. being in a good mood
  - b. having recently needed help and not received it
  - c. observing someone as he or she refuses to offer help
  - d. being a female
19. The belief that those who suffer deserve their fate is expressed in the:
  - a. just-world phenomenon.
  - b. phenomenon of ingroup bias.
  - c. fundamental attribution error.
  - d. mirror-image perception principle.