

Midterm Test #1: Introduction, Measurement, Basic Mechanisms

Instructions: You have 50 minutes to complete the following 40 multiple-choice questions. Please print your name at the top of this paper, and return it with your scan sheet. On the scan sheet, print your ID number in the leftmost 7 boxes in the section at the top left marked "IDENTIFICATION NUMBER", and fill in the appropriate circle beneath each box. **Please be sure to code your ID correctly, since it is the ONLY way the computer has of identifying you!!** Please **PRINT** your name in the space marked "NAME" at the top right of the form. In answering questions, be sure to mark darkly. **IF YOU CAN STILL READ THE NUMBER IN THE BUBBLE YOUR MARKING IS TOO LIGHT.**

1. In distinguishing between a belief and an attitude, we characterized an **attitude** as:
 - a. our subjective assessment of the probability that some statement (or piece of knowledge) is true.
 - b. our subjective evaluation of a statement, event, or object as positive or negative. [Correct]
 - c. any statement that is subjectively held to be definitely true.
 - d. a statement of fact whose truth is objectively established.
 - e. none of the above

2. We described several hypothesized functions of attitudes. One of these was the **utilitarian function**, which refers to the function of attitudes in terms of:
 - a. their ability to help us meet our goals or needs. [Correct]
 - b. their ability to increase our acceptance by the social groups to which we belong.
 - c. their ability to give us a sense of control over our environment.
 - d. their ability to reduce the amount of cognitive effort we must expend in deciding how to deal with novel objects, people, or situations.
 - e. none of the above

3. We described several hypothesized functions of attitudes. One of these was the social adaptation function, which refers to the function of attitudes in terms of:
 - a. their ability to help us meet our goals or needs.
 - b. their ability to give us a sense of control over our environment.
 - c. their ability to reduce the amount of cognitive effort we must expend in deciding how to deal with novel objects, people, or situations.
 - d. their ability to help us deal with inner conflicts, guilt, and anxiety.
 - e. none of the above [Correct]

4. We described several hypothesized functions of attitudes. One of these was the economy function, which refers to the function of attitudes in terms of:
 - a. their ability to help us meet our goals or needs.
 - b. their ability to increase our acceptance by the social groups to which we belong.
 - c. their ability to reduce the amount of cognitive effort we must expend in deciding how to deal with novel objects, people, or situations. [Correct]
 - d. their ability to help us deal with inner conflicts, guilt, and anxiety
 - e. none of the above

5. The **function matching hypothesis** of attitude change says that, in general, we change our attitudes:
 - a. when the relationship between those attitudes and our goals or needs changes. [Correct]
 - b. when our underlying beliefs are changed.
 - c. when they are no longer consistent with our underlying values.
 - d. when they are no longer adequate to help us deal with internal guilt or anxiety, or are inconsistent with our self image.
 - e. none of the above

6. Which of the following is **NOT** one of the motives for holding a particular **belief** that we mentioned?
 - a. to maintain a positive self-image
 - b. to avoid uncertainty and ambiguity
 - c. to avoid excessive cognitive effort
 - d. to maintain membership in a desired social group [Correct]
 - e. all of the above ARE motives we mentioned

7. Your text cites a famous paper by Lapierre (1934) who studied prejudice against Asians in the U.S. the important finding of that paper were taken as indicating that:
 - a. people's attitudes do not necessarily impact or direct their behavior. [Correct]
 - b. the impact of an attitude on behavior increases with the strength of that attitude.
 - c. we are likely to have more positive attitudes towards individuals, or classes of individuals, we have had personal contact with.
 - d. the accessibility and strength of an attitude are not always positively correlated.
 - e. None of the above
8. Your text identifies two technological developments of the past decade that have been especially important for attitude research. These developments are:
 - a. brain imaging and implicit attitude measurement [Correct]
 - b. millisecond computer timing and computer-controlled visual stimulus presentation
 - c. brain imaging and the public availability of social media.
 - d. the public availability of social media and implicit attitude measurement.
 - e. None of the above
9. The first step in creating a **Thurstone scale** is to:
 - a. collect a large number of Yes-No statements that reflect different opinions about the attitude object.
 - b. create a large number of statements that reflect different degrees of positivity toward the attitude object. [Correct]
 - c. collect a large number of statements about the attitude object that can be rated on a 5-7 point scale according to how strongly the participant holds them.
 - d. create a series of adjectival dimensions (e.g., 'strong-weak', 'active-passive') along which a participant can rate the attitude object.
 - e. none of the above
10. Amy is asked to rate an attitude object along a series of adjective dimensions, such as 'good-bad', 'strong-weak', and 'passive-active'. The measurement technique being used here is:
 - a. an intuitive interval scale
 - b. a Thurstone scale
 - c. a Likert scale
 - d. the IAT
 - e. none of the above [Correct]
11. One step in constructing _____ involves using only those items whose responses best discriminate between individuals who are most positive, and most negative, about the attitude object.
 - a. a semantic differential scale
 - b. a Thurstone scale
 - c. a Guttman scale
 - d. a Likert scale [Correct]
 - e. none of the above
12. In discussing the advantages and disadvantages of **explicit measures** of attitudes we noted that:
 - a. many such methods are time-consuming to develop, though relatively quick and easy for researchers to administer.
 - b. they provide quantitative measures of attitudes that lend themselves to statistical analysis.
 - c. in most cases, they can be scored, and even administered, by computer.
 - d. they assume that we have conscious access to our attitudes.
 - e. all of the above [Correct]
13. Which of the following statements about context effects associated with **response alternatives** on an attitude survey is **NOT** true?
 - a. Respondents may give different interpretations to scales containing negative numbers than they do to the same scale using all positive numbers.
 - b. If a 'no opinion' option is not available, respondents will choose the closest alternative rather than leave the question blank.
 - c. The reliability of attitude measures increases with the number of choice provided, up to about 12 choices. Beyond that number, reliability decreases. [Correct]
 - d. The reliability of attitude measures is higher when all the points on a response scale are labeled than when only the endpoints of rating scales are labeled.
 - e. all of the above are TRUE

14. Which of the following statements about what Krosnick calls the acquiescence effect in attitude measurement is **NOT** true?
- The effect refers to respondents' tendency to prefer agreeing, rather than disagreeing, with statements.
 - The effect is more common among individuals with lower IQ, and lower socioeconomic status.
 - The effect is more common during phone interviews than during face-to-face interviews.
 - The effect is more common at the end of long questionnaires.
 - all of the above are TRUE [Correct]
15. As your text notes, Breckler's (1984) study looked at the relationship between the cognitive, affective, and behavioral components of attitudes towards snakes and found that:
- the three components were not strongly correlated with each other. [Correct]
 - the cognitive and affective components were moderately well correlated, but neither was strongly correlated with the behavioral component.
 - the cognitive and behavioral components were strongly correlated with each other, but only moderately correlated with the affective component.
 - None of the above
16. Your text notes several problems in understanding the function of attitudes. One of these problems is that:
- people may not know the reasons for their attitudes.
 - the distinction between different attitude functions is not always clear.
 - individuals may mistake affective arousal for attitude.
 - the function of attitudes may change from situation to situation.
 - both a and b [Correct]
17. Your text notes that when individuals hold ambivalent attitudes they are more likely to:
- examine attitude-relevant information more carefully than individuals with less ambivalent attitudes. [Correct]
 - examine attitude-relevant information less carefully than individuals with less ambivalent attitudes.
 - examine attitude-relevant information more carefully than individuals with less ambivalent attitudes, but only when the information is negative rather than positive.
 - examine attitude-relevant information more carefully than individuals with less ambivalent attitudes, but only when the information is positive rather than negative.
 - None of the above
18. In the **concept priming** procedure:
- the individual is shown an attitude object at subliminal duration then asked to identify presented words that may reflect attitudes about that attitude object. [Correct]
 - the individual is shown an attitude object at subliminal duration then asked to indicate whether subsequently presented words are 'good' or 'bad'.
 - the individual is shown positive or negative words or pictures at subliminal duration then asked to indicate whether subsequently words related to the attitude object are 'good' or 'bad'.
 - the individual is shown positive or negative words or pictures at subliminal duration then asked to identify subsequently presented attitude objects as 'good' or 'bad'.
 - none of the above
19. Which of the following statements about context effects associated with response alternatives on an attitude survey is **NOT** true?
- Respondents may give different interpretations to scales containing negative numbers than they do to the same scale using all positive numbers.
 - If a 'no opinion' option is not available, respondents will choose the closest alternative rather than leave the question blank.
 - The reliability of attitude measures increases with the number of choice provided, up to about 12 choices. Beyond that number, reliability decreases. [Correct]
 - The reliability of attitude measures is higher when all the points on a response scale are labeled than when only the endpoints of rating scales are labeled.
 - all of the above are TRUE
20. A major difference between explicit and implicit measures of attitudes is that:
- explicit attitude measures ask the individual to report their attitudes; implicit measures do not.
 - explicit measures may involve editing and censorship; implicit attitude measures are assumed to be unedited and uncensored.
 - implicit measures are assumed to bypass all conscious processes of deliberation and judgment.
 - all of the above [Correct]
 - none of the above

21. Which of the following attitude measurement techniques is most clearly **NOT** an implicit measure?
- the wrong number technique
 - the lost letter technique
 - the bogus pipeline [Correct]
 - the Extrinsic Affective Simon Task
 - all of the above ARE implicit measures
22. In the evaluative priming procedure:
- the individual is shown an attitude object at subliminal duration then asked to identify presented words that may reflect attitudes about that attitude object.
 - the individual is shown an attitude object at subliminal duration then asked to indicate whether subsequently presented words are 'good' or 'bad'. [Correct]
 - the individual is shown positive or negative words or pictures at subliminal duration then asked to indicate whether subsequently words related to the attitude object are 'good' or 'bad'.
 - the individual is shown positive or negative words or pictures at subliminal duration then asked to identify subsequently presented attitude objects as 'good' or 'bad'.
 - none of the above
23. The first stage in the Implicit Associations Test (IAT) is:
- a discrimination task in which two categories of words are categorized (e.g., as 'Male' or 'Female') by pressing two different buttons. [Correct]
 - an evaluation task in which a subliminal positive or negative prime is presented, and then words are categorized as either 'good' or 'bad' or as (e.g.) 'Male' or 'Female' by pressing one of two buttons.
 - a discrimination task in which words are categorized as either 'good' or 'Male' by pressing one button, and as either 'bad' or 'female' by pressing a different button.
 - an evaluation task in which a subliminal prime is presented, and then words are categorized as either 'good' or 'bad' by pressing one of two buttons.
 - none of the above
24. Using the Go/No Go Association Test (GNAT), we would judge an individual's attitude toward women as positive if:
- he were quicker to judge a name as female by pushing a button previously used to indicate that a word was 'good', than he was to judge a name as male by pushing a button previously used to indicate that a word was 'good'.
 - he were quicker to judge a briefly flashed name as female than to judge a briefly flashed name as male.
 - if he were quicker to evaluate a presented word or object as 'good' after the subliminal prime word 'Male' than after the subliminal prime word 'Female'.
 - if he were quicker to respond to female words and positive words by pushing a button than to respond to female words and negative words by pushing the same button. [Correct]
 - none of the above
25. The Implicit Association Test (IAT) has become the most popular measure of implicit attitudes since its introduction in 1998. Which of the following was **NOT** one of the reasons we gave for this rapid popularity?
- it is very flexible, and can be used to assess associations between concepts even if those concepts do not have positive or negative connotations.
 - effect sizes revealed by the IAT are generally fairly large.
 - effect sizes revealed by the IAT are generally robust, and easy to replicate.
 - attitudes revealed by the IAT are much less susceptible to context effects, and are better predictors of behavior, than other implicit measures. [Correct]
 - All of the above ARE reasons we gave for the IAT's popularity.
26. Your text describes the work of Dovidio et al (1997) on the relationship between implicit and explicit attitude measures and behavior. The study showed that:
- implicit measures of prejudice better predicted spontaneous behaviors of Whites towards Blacks, while explicit measures better predicted participants' conscious evaluation of Whites' interaction with Blacks. [Correct]
 - implicit and explicit measures were highly correlated, and were equally good predictors of Whites' conscious and automatic behaviors toward Blacks..
 - implicit and explicit measures were not strongly correlated, and both were only weak predictors of Whites' conscious and automatic behaviors toward Blacks.
 - implicit measures of prejudice better predicted Whites' reactions to negative interactions with Blacks, while explicit measures better predicted Whites' reactions to positive interaction with Blacks.
 - None of the above

27. Which of the following statements about the limitations of implicit attitude measures was **NOT** among those we discussed?
- like explicit attitude measures, implicit measures are susceptible to context effects.
 - implicit attitude measures do not predict deliberate, controllable behaviors very well.
 - different implicit measures are not very highly correlated with each other.
 - implicit measures are more difficult than explicit measures to analyze statistically. [Correct]
 - all of the above ARE limitations we mentioned
28. In a study by Monahan, Murphy, & Zajonc (2000), participants were subliminally exposed once or frequently to Chinese ideographs or polygons, then were asked to rate their liking of the same (old) stimuli, similar stimuli, or the other kind of stimulus (novel) presented supraliminally. The authors reported that:
- all stimuli, whether old, similar, or novel, were rated more positively, and to the same degree, after multiple exposures than after a single exposure.
 - all stimuli, whether old, similar, or novel, were rated more positively after multiple than after a single exposure, with the highest ratings going to same stimuli, and the lowest to the novel stimuli. [Correct]
 - old and similar stimuli, but not novel stimuli, were rated more positively after multiple than after a single exposure to stimuli.
 - old and similar stimuli were rated more positively after multiple stimulus exposures, but novel stimuli were rated less positively than either old or similar stimuli after multiple stimulus exposures.
 - none of the above
29. There have been several theories about why the mere exposure effect occurs. Zajonc's view is that the mere exposure effect is due to the fact that repeated exposure:
- increases perceptual fluency, which is experienced as positive.
 - produces evaluative conditioning, which is experienced as pleasant.
 - reduces the uncomfortable feeling that comes with response competition.
 - produces a subjective feeling of familiarity, which is associated with liking. [Correct]
 - none of the above
30. The **response competition account** of the mere exposure effect argues that repeated exposure:
- increases the number of different responses that are associated with a stimulus, and an increased number of associated responses is experienced as liking.
 - increases the rapidity with which different responses can be made to a stimulus, and that reduced latency is experienced as liking.
 - decreases the number of different responses that are made to a stimulus, and that reduced response competition is experienced as liking. [Correct]
 - decreases the time it takes to process a stimulus, and that reduced response time is experienced as liking.
 - none of the above
31. The finding that our liking for repeatedly presented stimuli over stimuli presented stimuli increases with the time between exposure to a stimulus and our rating of that stimulus is most consistent with the _____ theory of the mere exposure effect.
- subjective familiarity
 - perceptual fluency/attribution [Correct]
 - response competition
 - subjective affect
 - none of the above
32. Bornstein's **perceptual fluency/attribution account** of the mere exposure effect argues that increased exposure to a stimulus:
- leads to increased perceptual fluency, which is experienced directly as positive affect.
 - predicts that repeated subliminal exposures to a stimulus should lead to less of an increase in liking than repeated supraliminal exposures to a stimulus.
 - is contradicted by findings indicating that both negative and positive ratings of a stimulus are made more extreme by increased fluence.
 - more than one of the above
 - none of the above [Correct]

33. In discussing the mere exposure effect, your text notes that:
- the effect is strongest when the stimuli are simple, and presented many times.
 - the effect is strongest when the stimuli are complex, presented in isolation, and for long durations.
 - the two-factor model bases the mere exposure effect on habituation and boredom. [Correct]
 - all of the above
 - a and c only
34. In a 1958 study, Staats & Staats presented the words 'Swedish' and 'Dutch' with either positive or negative and presented other national names with random words, after which participants rated all the national names for pleasantness or unpleasantness. The significance of this study is that:
- it was the study that first reported evaluative conditioning.
 - it provided evidence for the perceptual fluency account of evaluative conditioning.
 - it was the first demonstration of the role of classical conditioning in attitude formation. [Correct]
 - it demonstrated that only participants who were aware of the associated between national names and positive or negative words showed a change in their attitudes towards those national names.
 - none of the above
35. Olson & Fazio (2001) examined attitudes towards Pokemon characters that had been paired with positive or negative words or images. They found that:
- only participants aware of the contingency between the Pokemon characters and the positive or negative words or images showed any indication of conditioned attitudes.
 - both explicit and implicit attitudes were changed in the expected direction by the conditioning procedure. [Correct]
 - effects of conditioning on attitudes towards the Pokemon characters were apparent only when the characters were presented subliminally.
 - more than one of the above
 - none of the above
36. Krosnick et al (1992) presented positive or negative images immediately before photos of a woman engaged in ordinary daily activities. Attitudes toward the woman, and estimates of her personality trait were recorded. The study found that:
- only when the positive or negative images were presented supraliminally did they affect liking for the woman.
 - positive images had an affect on judgments of liking for the woman, but negative images had more of an affect on trait estimates.
 - positive or negative images affected judgments of liking for the woman, but did not affect estimates of her traits.
 - subliminal positive or negative images affected both liking for the woman, and estimates of her personality traits. [Correct]
 - more than one of the above
37. Many psychologists argue that evaluative conditioning (EC) is different from classical conditioning (CC) in several ways. According to this view, one of these differences is that:
- in CC we learn to respond to a signal for some significant subsequent event (the US), but in EC we simply associate one stimulus (the CS) with another.
 - CC involves a pre-existing response to the US, but EC does not involve a pre-existing response to the second stimulus (Or US).
 - presentation of CS-alone trials after conditioning leads to extinction of CC, but not to extinction of EC.
 - In CC, but not EC, conditioning requires conscious awareness of the CS-US contingency.
 - all of the above [Correct]
38. Schultz et al (2007) gave community residents feedback about the level of energy consumption by other households in the community, compared with their own. They found that while this feedback reduced the energy consumption of households that were above average, it actually increased energy consumption in households that were below average. They found a way to reduce this 'boomerang' effect by:
- adding injunctive normative feedback to the descriptive feedback they had been providing. [Correct]
 - adding informational feedback to the injunctive normative feedback they had been providing.
 - adding descriptive normative feedback to the injunctive normative feedback they had been providing.
 - adding injunctive normative feedback to the informational feedback they had been providing.
 - none of the above

39. Your text notes that several relationships determine how well attitudes predict behavior. Which of the following is **NOT** one of those relationships?
- Attitudes in some domains (e.g., political views) better predict relevant behaviors (e.g. voting), than do attitudes in other domains.
 - Attitudes that serve a value-expressive function better predict relevant behavior than do purely utilitarian attitudes.
 - Strong attitudes are more likely to predict behavior than are weak attitudes.
 - Attitudes better predict behavior in high-self-monitors than in low self-monitors. [Correct]
 - All of the above ARE relations between attitudes and behavior.
40. In discussing the effect of mood on attitudes, your text notes that:
- shoppers give more positive reports about the performance and reliability of their cars or TV sets after receiving a small gift.
 - good weather does not improve individuals' attitudes if the good weather is brought to their attention.
 - mood-congruence effects are more likely when individuals are allowed to choose information that fits their current mood.
 - mood-congruent effects are more likely when attitudes are constructed on the spot rather than retrieved from memory.
 - all of the above [Correct]

-- The End --