

## Chapter 10 Motivation and Emotion

### Multiple Choice Questions

1. (p. 317) \_\_\_\_\_ refers to the factors that direct and energize the behavior of humans and other organisms.

- A. Development
- B. Intelligence
- C. Cognition
- D. Motivation**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

2. (p. 317) Dr. Schmidt studies the factors that direct and energize the behavior of humans and other organisms. Dr. Schmidt studies:

- A. personality.
- B. intelligence.
- C. cognition.
- D. motivation.**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

3. (p. 317) Declan, a Ph.D candidate, tells his department's undergraduate student organization that his dissertation research is in the area of motivation. Declan is investigating:

- A. the ability to generate new solutions to problems.
- B. the way behavior changes as a result of experience.
- C. the factors that direct and energize the behavior of humans and other organisms.**
- D. the processes whereby information is encoded, stored, and retrieved.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

4. (p. 317) When psychologists first tried to explain motivation, they turned to \_\_\_\_\_.
- A. notions
  - B. instincts**
  - C. incitements
  - D. stimulants

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

5. (p. 317) Inborn biologically determined patterns of behavior are called:
- A. desires.
  - B. instincts.**
  - C. notions.
  - D. motives.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

6. (p. 317) With which of the following early psychologists is instinct theory most strongly associated?
- A. James
  - B. Thorndike
  - C. McDougall**
  - D. Watson

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

7. (p. 317) Which of the following is NOT among the shortcomings of instinct approaches to motivation?

- A.** Instinct approaches can account only for physiological motivations, not psychological ones.
- B. Instinct theorists identified too many different instincts for the theory to be useful.
- C. Instinct theorists disagreed on the precise instincts guiding behavior.
- D. Instinct approaches merely describe behavior; they fail to explain it.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

8. (p. 317-318) Which of the following statements best expresses the fate of instinct approaches to motivation within mainstream psychology?
- A. Instinct approaches to motivation are gaining strength in psychology, as they reflect the cutting-edge perspective of cognitive psychology.
  - B.** Instinct approaches to motivation still play a role in certain theories, especially those based on evolutionary approaches that focus on our genetic inheritance.
  - C. Instinct approaches to motivation have been abandoned and are really of only historical interest in psychology.
  - D. Instinct approaches have always been influential in the psychology of motivation.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

9. (p. 317-318) The first two theoretical approaches to motivation that attained prominence in the history of modern psychology were:
- A. the instinct approach, then the incentive approach.
  - B. the incentive approach, then the drive-reduction approach.
  - C. the drive-reduction approach, then the instinct approach.
  - D.** the instinct approach, then the drive-reduction approach.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

10. (p. 318) Drive-reduction approaches first appeared in the psychology of motivation in the:
- A. 1920s.
  - B.** 1940s.
  - C. 1960s.

D. 1980s.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

11. (p. 318) Drive-reduction approaches to motivation are:

- A.** theories suggesting that a lack of some basic biological need produces a drive to push an organism to satisfy that need.
- B. beliefs that we try to maintain certain levels of stimulation and activity.
- C. theories suggesting that motivation stems from the desire to obtain valued external goals.
- D. theories suggesting that motivation is a product of people's thoughts, expectations, and goal.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

12. (p. 318) Which approach to motivation is CORRECTLY paired with a behavior to which it is especially appropriate?

- A.** Drive-reduction—eating
- B. Arousal—studying
- C. Cognitive—riding roller coasters
- D. Incentive—sleeping

*APA Goal Outcome: 1.2, 4.4*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

13. (p. 318) Motivational tension that energizes behavior to fulfill a need is termed a(n):

- A.** drive.
- B. reflex.
- C. incentive.
- D. instinct.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

14. (p. 318) Why do drive-reduction approaches fail to offer a complete account of human motivation?

- A. Homeostasis does not accurately describe the mechanism by which primary drives operate.
- B. Drive-reduction approaches offer much better explanations of behaviors motivated by secondary drives than of behaviors motivated by primary drives.
- C.** People are sometimes motivated to increase rather than decrease their level of stimulation.
- D. Drive-reduction approaches are vague about what, or even how many, primary drives exist.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

15. (p. 318) Dr. LaGrange is skeptical of drive theories of motivation. Which of the following behaviors is he most likely to cite to justify his skepticism?

- A.** Bungee jumping
- B. Having sex
- C. Eating a quick meal
- D. Fleeing a stranger with a knife

*APA Goal Outcome: 1.2, 4.4*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

16. (p. 318) To which of the following behaviors is drive theory LEAST applicable?

- A. Sleeping extra hours after having disturbed sleep the previous day
- B. Drinking a cola on a hot day
- C. Having a snack
- D.** Studying long hours

*APA Goal Outcome: 1.2, 4.4*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

17. (p. 318) Does drive theory offer a comprehensive account of motivation? Why or why not?

- A.** No. Drive theory offers a satisfactory explanation of physiological motives, but fails to account for more psychologically oriented motives.

- B. No. Drive theory fails to account for many motives, including physiological ones.
- C. Yes. Drive theory offers a satisfactory explanation of not only physiological motives, but also more psychologically oriented ones.
- D. Yes. Drive theories of physiological motives have been empirically supported.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

18. (p. 318) What is homeostasis?
- A. A theory of need reduction
  - B. A built-in tendency to regulate bodily conditions**
  - C. The psychological representation of a need
  - D. the diffusion of fluids in a cell

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

19. (p. 318) When blood pH becomes overly acidic, respiration and kidney function change to bring the acidity back to its normal pH level of 7.4. What does this process best exemplify?
- A. Metabolism
  - B. Acclimatization
  - C. Homeostasis**
  - D. An opponent-process system

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

20. (p. 319) The arousal approach to motivation suggests that:
- A. a lack of some basic biological need produces a drive to push an organism to satisfy that need.
  - B. if levels of stimulation and activity are too low, we will try to increase them by seeking stimulation.**
  - C. motivation stems from the desire to obtain valued external goals.
  - D. motivation is a product of people's thoughts, expectations, and goal.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

21. (p. 319) How do arousal approaches to motivation differ from drive-reduction approaches?

- A.** Arousal approaches suggest that we are sometimes motivated to increase rather than decrease our level of stimulation.
- B. Arousal approaches suggest that we are sometimes motivated to decrease rather than increase our level of stimulation.
- C. Arousal approaches emphasize the desirable qualities of internal stimuli to a greater extent than do drive-reduction approaches.
- D. Arousal theories place greater emphasis on physiological needs than do drive theories.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

22. (p. 319) "Human behavior is varied and often seems unpredictable; also, people sometimes seek out extremely stimulating situations and activities." This statement is most likely that of a proponent of \_\_\_\_\_ theories of motivation.

- A. instinct
- B. incentive
- C.** arousal
- D. cognitive

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

23. (p. 319) Of the following individuals, whose behavior may most easily be explained using an arousal approach to motivation?

- A.** Artie, who loves to bungee jump
- B. Barry, who buys an expensive watch he can't resist
- C. Callista, who studies long hours to earn good grades
- D. Brooke, who sleeps extra after having a tiring week at work

*APA Goal Outcome: 1.2, 4.4*  
*Bloom's Taxonomy: Apply*

*Difficulty: Medium*  
*Learning Outcome: 29-1*

24. (p. 320) Incentive approaches to motivation are:
- A. theories suggesting that a lack of some basic biological need produces a drive to push an organism to satisfy that need.
  - B. beliefs that we try to maintain certain levels of stimulation and activity.
  - C.** theories suggesting that motivation stems from the desire to obtain valued external goals.
  - D. theories suggesting that motivation is a product of people's thoughts, expectations, and goal.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

25. (p. 320) Motivation theorists refer to rewards we seek to obtain as:
- A. stimulants.
  - B.** incentives.
  - C. drives.
  - D. reinforcers.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

26. (p. 320) \_\_\_\_\_ approaches to motivation emphasize the appealing properties of external objects or goals.
- A. Drive-reduction
  - B. Arousal
  - C. Incentive**
  - D. Cognitive

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

27. (p. 321) Which approach to motivation is INCORRECTLY paired with its description?



- A. Drive-reduction—Motivation reflects the lack of basic biological necessity.
- B. Arousal—Motivation reflects the attempt to maintain a certain level of stimulation.
- C. Incentive—Motivation reflects the desire to obtain valued external goals.
- D. Cognitive—Motivation reflects the role of instincts.**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

28. (p. 321) Cognitive approaches to motivation are:

- A. theories suggesting that a lack of some basic biological need produces a drive to push an organism to satisfy that need.
- B. beliefs that we try to maintain certain levels of stimulation and activity.
- C. theories suggesting that motivation stems from the desire to obtain valued external goals.
- D. theories suggesting that motivation is a product of people's thoughts, expectations, and goal.**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

29. (p. 321) Which of the following refers to the cause that pushes us to participate in an activity for our own enjoyment rather than for any concrete, tangible reward that it will bring us?

- A. Intrinsic motivation**
- B. Extrinsic motivation
- C. External factors
- D. Observable factors

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

30. (p. 321) Which of the following is an example of extrinsic motivation?

- A. An athlete practices for long hours because she loves to run.
- B. A doctor sees more patients to make more money.**
- C. A social worker spends more time with the elderly because she likes to be with them.
- D. A student reads many books on religion because she is very interested in religious studies.

APA Goal Outcome: 1.2  
Bloom's Taxonomy: Remember  
Difficulty: Easy  
Learning Outcome: 29-1

31. (p. 321) Shellie takes college courses that interest her and enjoys learning for its own sake; Tori takes courses in which she is fairly certain she'll do well and studies mainly to ensure good grades. Shellie is \_\_\_\_\_ motivated; Tori, \_\_\_\_\_ motivated.

- A.** intrinsically; extrinsically
- B. internally; externally
- C. extrinsically; intrinsically
- D. externally; internally

APA Goal Outcome: 1.2, 4.4, 9.2  
Bloom's Taxonomy: Apply  
Difficulty: Medium  
Learning Outcome: 29-1

32. (p. 321) "Dance like no one's watching. Work like you don't need the money. Love like you've never been hurt," exhorts a sign on Dr. Elliott's office door. This sign underscores the importance of \_\_\_\_\_ motivation.

- A. explicit
- B.** intrinsic
- C. implicit
- D. external

APA Goal Outcome: 1.2, 9.2  
Bloom's Taxonomy: Apply  
Difficulty: Medium  
Learning Outcome: 29-1

33. (p. 321) Dr. Fiore conducts a study in which two groups of participants work on challenging puzzles: one group is extrinsically motivated whereas the other is intrinsically motivated. Thus, one group is paid for its participation, while the other is not. Dr. Fiore records the length of time each participant spent working on the puzzle and how enjoyable each participant rated the puzzle. Based on the text's discussion of intrinsic and extrinsic motivation, what might you expect?

- A. The paid group would work longer on the puzzle, but like it less than the unpaid group.
- B.** The paid group would not work as long on the puzzle and like it less than the unpaid group.
- C. The paid group would work longer on the puzzle and like it more than the unpaid group.
- D. The paid group would not work as long on the puzzle, but like it more than the unpaid group.

*APA Goal Outcome: 1.2, 2.4*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

34. (p. 321) Which of the following is true of intrinsic and extrinsic motivation?
- A. Intrinsic motivation causes us to do something for money, a grade, or some other concrete, tangible reward.
  - B. Extrinsic motivation causes us to participate in an activity for our own enjoyment rather than for any concrete, tangible reward that it will bring us.
  - C.** In some cases providing rewards for desirable behavior actually may decrease intrinsic motivation.
  - D. We are more apt to persevere, work harder, and produce work of higher quality when motivation for a task is extrinsic rather than intrinsic.

*APA Goal Outcome: 1.2, 2.4*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

35. (p. 322) Which of the following sequences best expresses the order in which the needs in Maslow's pyramid must be fulfilled, from the first to the last?
- A.** Physiological and safety → love and belongingness → esteem → self-actualization
  - B. Physiological and safety → esteem → love and belongingness → self-actualization
  - C. Self-actualization → esteem → love and belongingness → physiological and safety
  - D. Self-actualization → love and belongingness → esteem → physiological and safety

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

36. (p. 322) According to Abraham Maslow, a major prerequisite for becoming self-actualized is having:
- A.** all of one's lower-order needs fulfilled.
  - B. a major altruistic streak.
  - C. a very selfless nature.
  - D. suffered in the past so one can truly appreciate the good aspects of life.

*APA Goal Outcome: 1.2, 9.2*

*Bloom's Taxonomy: Understand*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

37. (p. 322) According to Maslow, our highest level need is the need for self-:
- A. esteem.
  - B. efficacy.
  - C. love.
  - D. actualization.**

*APA Goal Outcome: 1.2, 9.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

38. (p. 322) A state of self-fulfillment in which people realize their highest potential in their own unique way is known as \_\_\_\_\_ in Maslow's model.
- A. self-reliance
  - B. self-actualization**
  - C. self-efficacy
  - D. self-regulation

*APA Goal Outcome: 1.2, 9.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

39. (p. 322-323) Which approach to motivation is CORRECTLY matched with one or more psychologists?
- A. Instinct theory—Horney
  - B. Drive theory—Maslow
  - C. Hierarchy of needs—Hull
  - D. Self-determination theory—Deci and Ryan**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

40. (p. 323) According to self-determination theory, \_\_\_\_\_ is the need to produce desired outcomes.

- A. development
- B. autonomy
- C. relatedness
- D.** competence

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

41. (p. 323) According to self-determination theory, \_\_\_\_\_ is the perception that we have control over our own lives.

- A. reliance
- B.** autonomy
- C. relatedness
- D. competence

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

42. (p. 323) According to self-determination theory, \_\_\_\_\_ is the need to be involved in close, warm relationships with others.

- A. significance
- B. autonomy
- C.** relatedness
- D. competence

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

43. (p. 324) Which of the following is true about approaches to motivation?

- A. A large number of approaches are contradictory rather than complementary.
- B. Employing more than one approach can prevent us from understanding motivation in a particular instance.
- C.** Even common behaviors like eating may be motivated by many different factors.
- D. A maximum of two approaches should be used to study any behavior.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

44. (p. 325) Which figure best approximates the number of women in the United States who suffer from an eating disorder?

- A. 100,000
- B. 1 million
- C. 5 million
- D. 10 million**

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

45. (p. 325) Which figure best approximates the number of people in the United States who are overweight?

- A. 50 million
- B. 100 million
- C. 150 million
- D. 200 million**

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

46. (p. 325) In the U.S., about \_\_\_\_\_% of the population is overweight; nearly \_\_\_\_\_% are obese.

- A. 35; 15
- B. 50; 15
- C. 50; 25
- D. 65; 25**

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

47. (p. 325) People with a BMI greater than 30 are considered:

A. overweight.

**B.** obese.

C. normal.

D. underweight.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

48. (p. 325) People with a BMI between 25 and 30 are considered:

**A.** overweight.

B. obese.

C. normal.

D. underweight.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

49. (p. 325) Natalie's BMI is 26. She is best described as:

**A.** overweight.

B. obese.

C. normal.

D. underweight.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Medium*  
*Learning Outcome: 30-1*

50. (p. 325) Misty's BMI is 27. Marnie's is 31. Misty is considered \_\_\_\_\_. Marnie is \_\_\_\_\_.

A. overweight; overweight as well

**B.** overweight; obese

C. obese; obese as well

D. normal weight; overweight

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Medium*  
*Learning Outcome: 30-1*

51. (p. 325) Society's view of the ideal body:
- A. has always emphasized thinness.
  - B. varies from one culture to another.**
  - C. has remained constant over time.
  - D. emphasizes the perfect ratio of height and weight.

*APA Goal Outcome: 1.2, 5.5, 8.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

52. (p. 327) \_\_\_\_\_ leads the body to store excess sugar in the blood as fats and carbohydrates.
- A. Cortisol
  - B. Serotonin
  - C. Insulin**
  - D. Estrogen

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

53. (p. 327) Which of the following biological hunger regulators is CORRECTLY identified and described?
- A. Ghrelin - communicates hunger to the brain**
  - B. Glucose - works to excite the CNS
  - C. Insulin - regulates feelings of hunger
  - D. Ghrelin - stored in the body as fat

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 30-1*

54. (p. 328) Which of the following brain structures has been implicated in monitoring glucose



levels and food intake?

- A. The amygdala
- B. The hypothalamus**
- C. The hippocampus
- D. The thalamus

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

55. (p. 328) Dr. DeRidder lesions, or damages, the ventromedial hypothalamus in one group of rats and the lateral hypothalamus in another group. What effect might he expect on the eating behavior of each group of rats?

- A. Both groups should stop eating, and perhaps eventually starve to death.
- B. Both groups should begin overeating, and become grossly obese.
- C. Rats with ventromedial lesions should stop eating; rats with lateral lesions should begin overeating.
- D. Rats with ventromedial lesions should begin overeating; rats with lateral lesions should stop eating.**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Medium*  
*Learning Outcome: 30-1*

56. (p. 328) Charlotte meets Will, an old high school friend, at a party and is startled to learn his weight increased from 150 to 280 pounds in the year since his automobile accident. Damage to which hypothalamic nucleus might account for his weight gain?

- A. Mediotemporal
- B. Hypermedial
- C. Ventromedial**
- D. Lateral

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Medium*  
*Learning Outcome: 30-1*

57. (p. 328) \_\_\_\_\_ is the rate at which food is converted to energy and expended by the body.

- A. Neutralization

- B. Phagocytosis
- C. Metabolism**
- D. Emulsification

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

58. (p. 328) Carrie's body rapidly converts food into energy. Mandy's body converts food into energy more slowly. Carrie and Mandy have different:

- A. metabolic rates.**
- B. weight set points.
- C. homeostatic ratios.
- D. g factors.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

59. (p. 330) The hormone \_\_\_\_\_ is designed evolutionarily to guard against weight loss.

- A. oxytocin
- B. leptin**
- C. ghrelin
- D. glucose

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

60. (p. 330) When is the set point for weight established during an individual's life?

- A. At birth
- B. During the first year of life**
- C. During adulthood
- D. By the end of adolescence

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*

*Difficulty: Easy*  
*Learning Outcome: 30-1*

61. (p. 331) Anorexia nervosa is among the top \_\_\_\_\_ most frequent causes of disability among young women.

- A. three
- B. five
- C. ten**
- D. two

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

62. (p. 331) Approximately \_\_\_\_\_ of those who suffer from anorexia nervosa starve themselves to death.

- A. 1%
- B. 5%
- C. 10%**
- D. 15%

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

63. (p. 331) \_\_\_\_\_ is a severe eating disorder in which people may refuse to eat while denying that their behavior and appearance—which can become skeleton-like—are unusual.

- A. Anorexia nervosa**
- B. Compulsive eating
- C. Bulimia
- D. Binge eating

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

64. (p. 331) Which of the following is NOT one of the characteristics of anorexia nervosa?

- A. Eating a large amount of food in a single setting**

- B. An interest in cooking
- C. Purging food through vomiting or the use of laxatives
- D. Going shopping for food

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

65. (p. 331) Which of the following is true of anorexia nervosa?
- A. People suffering from this eating disorder binge on large quantities of food.
  - B. This mainly afflicts females between the ages of 12 and 40.**
  - C. The weight of the person suffering from this disorder remains normal.
  - D. People suffering from this eating disorder induce vomiting or take laxatives to rid themselves of the food.

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

66. (p. 331) \_\_\_\_\_ is a disorder, in which a person binges on large quantities of food, followed by efforts to purge the food through vomiting or other means.
- A. Anorexia nervosa
  - B. Compulsive eating
  - C. Bulimia**
  - D. Binge-eating disorder

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

67. (p. 331) Meghan is bulimic. Which of the following statements is MOST LIKELY to be accurate?
- A. Meghan is more likely than other individuals of her age to be overweight.
  - B. Meghan is more likely than other individuals of her age to be underweight.
  - C. Meghan is neither more nor less likely than other individuals of her age to be overweight.**
  - D. Meghan is probably seriously underweight.

APA Goal Outcome: 1.2, 4.2  
Bloom's Taxonomy: Apply  
Difficulty: Medium  
Learning Outcome: 30-1

68. (p. 331) As many as \_\_\_\_\_ of women suffer from bulimia at some point in their lives.
- A. 50%
  - B. 35%
  - C. 5%
  - D. 10%**

APA Goal Outcome: 1.2, 4.2  
Bloom's Taxonomy: Remember  
Difficulty: Easy  
Learning Outcome: 30-1

69. (p. 331) In what way do the results of brain-scanning studies support or discredit biological and environmental contributions to anorexia nervosa and bulimia?
- A. They support environmental contributions to anorexia nervosa because the brains of anorexics and healthy individuals responded differently to food stimuli.
  - B. They support environmental contributions to anorexia nervosa because the brains of anorexics and healthy individuals responded similarly to food stimuli.
  - C. They discredit biological contributions to anorexia nervosa because the brains of anorexics and healthy individuals responded similarly to food stimuli.
  - D. They support biological contributions to anorexia nervosa because the brains of anorexics responded differently to food stimuli than did the brains of healthy individuals.**

APA Goal Outcome: 1.2, 4.2  
Bloom's Taxonomy: Understand  
Difficulty: Medium  
Learning Outcome: 30-1

70. (p. 332) Which figure best approximates the percentage of Americans who say they want to lose weight?
- A. 40%
  - B. 50%
  - C. 60%**
  - D. 75%

APA Goal Outcome: 1.2, 9.3  
Bloom's Taxonomy: Remember

*Difficulty: Easy*  
*Learning Outcome: 30-1*

71. (p. 333) How often should you exercise?
- A.** At least 30 consecutive minutes, three times each week
  - B. At least seven hours a week
  - C. At least 100 minutes every alternate day
  - D. At least two hours every day

*APA Goal Outcome: 9.3*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

72. (p. 334) Each semester, during advising week, Dylan asks his faculty advisor to identify the easiest courses and teachers that would satisfy his degree requirements. Dylan's need for achievement is probably:
- A. high.
  - B. moderately high.
  - C. medium.
  - D.** low.

*APA Goal Outcome: 1.2, 4.4, 9.2*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Medium*  
*Learning Outcome: 30-2*

73. (p. 334) The \_\_\_\_\_ is a stable, learned characteristic in which a person obtains satisfaction by striving for and meeting challenging goals.
- A.** need for achievement
  - B. need for survival
  - C. need for affiliation
  - D. need for power

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-2*

74. (p. 334) The need for achievement is often assessed with the:

- A.** Thematic Apperception Test.
- B. Rorschach Inkblot Test.
- C. Minnesota Multiphasic Personality Inventory.
- D. California Personality Inventory.

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-2*

75. (p. 334) Mary Jo is taking the Thematic Apperception Test. She is looking at:

- A. inkblots.
- B.** pictures.
- C. sentences.
- D. numerical problems.

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Medium*  
*Learning Outcome: 30-2*

76. (p. 334) The \_\_\_\_\_ is an interest in establishing and maintaining relationships with other people.

- A. need for achievement
- B. need for survival
- C. need for power
- D.** need for affiliation

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-2*

77. (p. 334) Larissa is highly invested in initiating and maintaining relationships. She is high in the need for:

- A. association.
- B. assembly.
- C.** affiliation.
- D. affinity.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Easy*  
*Learning Outcome: 30-2*

78. (p. 335) Which of the following is true of the need for affiliation?

- A. People who have higher affiliation needs desire to be alone more of the time than those who have lower affiliation needs.
- B. People who have lower affiliation needs desire to be with friends more than those who have higher affiliation needs.
- C. Regardless of their affiliative orientation, male students spend significantly more time with their friends.
- D.** People who have higher affiliation needs are particularly sensitive to relationships with others.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Easy*  
*Learning Outcome: 30-2*

79. (p. 335) The \_\_\_\_\_ is a tendency to seek impact, control, or influence over others and to be seen as an influential individual.

- A. need for achievement
- B. need for survival
- C.** need for power
- D. need for affiliation

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-2*

80. (p. 335) Men with high power needs tend to show high levels of:

- A.** alcohol consumption.
- B. nurturing behavior.
- C. participation in cultural events.
- D. concern for others.

*APA Goal Outcome: 1.2, 4.2, 4.4*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-2*



81. (p. 335) Women with high power needs display high levels of:

- A. alcohol consumption.
- B. nurturing behavior.**
- C. aggression.
- D. sexually exploitative mannerisms.

*APA Goal Outcome: 1.2, 4.2, 4.4*

*Bloom's Taxonomy: Remember*

*Difficulty: Easy*

*Learning Outcome: 30-2*

82. (p. 338) "Fight-or-flight" responses entail activity of the \_\_\_\_\_ nervous system.

- A. somatic
- B. parasympathetic
- C. asympathetic
- D. sympathetic**

*APA Goal Outcome: 1.2*

*Bloom's Taxonomy: Remember*

*Difficulty: Easy*

*Learning Outcome: 31-2*

83. (p. 338) The primary purpose of sympathetic nervous system activation is to:

- A. prepare the body for rest.
- B. regulate heart rate and respiration.
- C. prepare the body for action.**
- D. aid digestion.

*APA Goal Outcome: 1.2*

*Bloom's Taxonomy: Remember*

*Difficulty: Easy*

*Learning Outcome: 31-2*

84. (p. 338) According to the text, the functions of emotions include which of the following?

- A. Preparing the individual for rest
- B. Facilitating learning
- C. Shaping our past behavior
- D. Helping us interact more effectively with others**

APA Goal Outcome: 1.2  
Bloom's Taxonomy: Understand  
Difficulty: Easy  
Learning Outcome: 31-2

85. (p. 339) Which of the following is LEAST likely a "Basic" emotion?

- A. Guilt**
- B. Anger
- C. Happiness
- D. Fear

APA Goal Outcome: 1.2  
Bloom's Taxonomy: Understand  
Difficulty: Medium  
Learning Outcome: 31-2

86. (p. 339) What are *schadenfreude*, *hagaii*, and *musu*?

- A. Condiments used in other countries
- B. Highly specific emotions**
- C. Speech disorders
- D. Grammar rules

APA Goal Outcome: 1.2, 5.5, 8.2  
Bloom's Taxonomy: Remember  
Difficulty: Medium  
Learning Outcome: 31-2

87. (p. 339) Max, a German, reports experiencing *schadenfreude*. He is experiencing a:

- A. mood of vulnerable heartache colored by frustration.
- B. feeling of pleasure over another person's difficulties.**
- C. mood of depression over his inability to reach his ideal weight.
- D. feeling of reluctance to yield to unreasonable demands made by one's parents.

APA Goal Outcome: 1.2, 5.5, 8.2  
Bloom's Taxonomy: Understand  
Difficulty: Medium  
Learning Outcome: 31-2

88. (p. 339) Hakiro, a Japanese, reports experiencing *hagaii*. He is experiencing a:

- A. mood of vulnerable heartache colored by frustration.**

- B. feeling of pleasure over another person's difficulties.
- C. feeling of achievement over reaching his ideal weight.
- D. feeling of reluctance to yield to unreasonable demands made by one's parents.

*APA Goal Outcome: 1.2, 5.5, 8.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 31-2*

89. (p. 339) Sarah, from Tahiti, reports experiencing *musu*. She is experiencing a:
- A. mood of vulnerable heartache colored by frustration.
  - B. feeling of pleasure over another person's difficulties.
  - C. feeling of achievement over reaching her ideal weight.
  - D.** feeling of reluctance to yield to unreasonable demands made by one's parents.

*APA Goal Outcome: 1.2, 5.5, 8.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 31-2*

90. (p. 340) According to the text, the terms we use to describe our emotional experiences most often make reference to our:
- A. cognitive beliefs.
  - B. overt behaviors.
  - C.** physiological reactions.
  - D. related feelings.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 31-3*

91. (p. 340) According to the \_\_\_\_\_ theory of emotion, emotional experience is a reaction to bodily events occurring as a result of an external situation.
- A.** James-Lange
  - B. Maslow
  - C. Schachter-Singer
  - D. Cannon-Bard

*APA Goal Outcome: 1.2*

*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-3*

92. (p. 340) In the James-Lange theory of emotion, physiological responses \_\_\_\_\_ emotional experiences.

- A. follow
- B. precede**
- C. occur simultaneously with
- D. are unrelated to

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-3*

93. (p. 340) The concept of visceral experience can be attributed to which of the following theories of emotion?

- A. James-Lange**
- B. Maslow
- C. Schachter-Singer
- D. Cannon-Bard

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-3*

94. (p. 340-342) Which of the following sequences reflects the order in which the major theories of emotion discussed in your text appeared in the text, from the earliest to the most recent?

- A. James-Lange à Cannon-Bard à Schachter-Singer**
- B. Cannon-Bard à Schachter-Singer à James-Lange
- C. Cannon-Bard à James-Lange à Schachter-Singer
- D. James-Lange à Schachter-Singer à Cannon-Bard

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 31-3*

95. (p. 341) According to the \_\_\_\_\_ theory of emotion, both physiological arousal and emotional experience are produced simultaneously by the same nerve stimulus.

- A. James-Lange
- B. Maslow
- C. Schachter-Singer
- D. Cannon-Bard**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-3*

96. (p. 341) One of Cannon's major objections to the James-Lange theory of emotion was that:

- A. physiological arousal alone leads to the perception of emotion.**
- B. the sympathetic nervous system was not given a more prominent role.
- C. emotions have different intensities.
- D. motions are subjective experiences; therefore, no theory can be adequate in explaining them.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 31-3*

97. (p. 341) In the Cannon-Bard theory of emotion, physiological reactions \_\_\_\_\_ emotional experiences.

- A. follow
- B. precede
- C. occur simultaneously with**
- D. have little to do with

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-3*

98. (p. 341) The Cannon-Bard theory states that after we perceive an emotion-producing stimulus, the \_\_\_\_\_ is the initial site of the emotional response.

- A. hypothalamus
- B. thalamus**
- C. hippocampus
- D. amygdala

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-3*

99. (p. 341) With respect to the Cannon-Bard theory of emotion, more recent research:
- A. supports the assumption that physiological arousal alone accounts for emotions.
  - B. has disconfirmed the assumption that physiological and emotional experiences occur simultaneously.
  - C. supports the notion that emotional experiences are controlled by the thalamus.
  - D.** has disconfirmed the idea that emotional experiences are controlled by the thalamus.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 31-3*

100. (p. 342) According to the \_\_\_\_\_ theory of emotion, emotions are determined jointly by a nonspecific kind of physiological arousal and its interpretation, based on environmental cues.
- A. James-Lange
  - B. Maslow
  - C.** Schachter-Singer
  - D. Cannon-Bard

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-3*

101. (p. 342) Which alternative below correctly identifies one of the results in Schachter and Singer's experiment?
- A. The injection of epinephrine had no effect on participants.
  - B. The confederate's behavior had unanticipated effects on participants' emotional state.
  - C. The confederate's behavior had no effect on participants' emotional state.
  - D.** The confederate's behavior had the expected effect on participants' emotional state.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 31-3*

102. (p. 342) The results of the Schachter-Singer experiment:
- A. indicate that emotional experience and visceral reaction are the same thing.
  - B. indicate that emotions are actually the result of parasympathetic rebound.
  - C.** support a cognitive view of emotions.
  - D. support the view that people can never experience "true" emotions.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Medium*  
*Learning Outcome: 31-3*

103. (p. 342) Which of the following theories of emotion most explicitly recognizes the importance of the cognitive component of emotion?
- A. James-Lange
  - B. Cannon-Bard
  - C.** Schachter-Singer
  - D. Maslow

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-3*

104. (p. 343) The \_\_\_\_\_, a limbic system structure, is strongly involved in our experience of emotion.
- A.** amygdala
  - B. cerebellum
  - C. corpus callosum
  - D. medulla

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-3*

105. (p. 343) In PET scan studies, participants have been asked to recall either very happy or very sad events. What did the results of such studies show?
- A. The two emotions produced similar patterns of activation in the same areas of the brain.
  - B.** The two emotions produced opposite patterns of activation in certain areas of the brain.
  - C. The two emotions produced different patterns of activation in the same areas of the brain.
  - D. The two emotions produced similar patterns of activation, but in different areas of the brain.

*APA Goal Outcome: 1.2.1*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 31-3*

106. (p. 343) The \_\_\_\_\_ plays an important role in the consolidation of memories.
- A.** hippocampus
  - B. cerebellum
  - C. corpus callosum
  - D. medulla

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-3*

107. (p. 345) Dr. Lynch shows a) members of a preliterate Andean culture and b) American college students a series of photos of either Andeans or Americans displaying emotional expressions. She asks Andeans and Americans to identify the emotion displayed in each photo. Based on previous research, what might Dr. Lynch predict?
- A. The Andeans should perform more poorly than the Americans overall.
  - B. Participants should identify emotions accurately when they are displayed by members of their own cultural group, but not when they are displayed by members of the other group.
  - C.** Participants should identify emotions accurately both when they are displayed by members of their own cultural group and when they are displayed by members of the other group.
  - D. The Americans should perform more poorly than the Andeans overall.

*APA Goal Outcome: 1.2, 2.3*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Medium*  
*Learning Outcome: 31-4*

108. (p. 345) According to the facial-feedback hypothesis:
- A. we pay close attention to others' facial expressions.
  - B. our emotions activate specific facial-affect patterns.
  - C.** facial expressions can actually determine our emotional experience.
  - D. facial expressions are strongly influenced by our immediate environment and our larger cultures.

*APA Goal Outcome: 1.2*



*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 31-4*

## **Fill in the Blank Questions**

109. (p. 318) Motivational tension, or arousal, that energizes behavior to fulfill a need is called a(n)

\_\_\_\_\_.  
**drive**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

110. (p. 318) Many basic drives, such as hunger, thirst, sleep, and sex, are related to biological needs of the body or of the species as a whole. These are called \_\_\_\_\_.

**primary drives**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

111. (p. 318) \_\_\_\_\_ is the body's tendency to maintain a steady internal state.

**Homeostasis**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

112. (p. 321) \_\_\_\_\_ motivation causes us to participate in an activity for our own enjoyment rather than for any concrete, tangible reward that it will bring us.

**Intrinsic**

*APA Goal Outcome: 1.2, 4.4*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

113. (p. 321) Recall the disco era. Donna Summer's working-class heroine "work[ed] hard for the money." Most likely, this woman is driven by \_\_\_\_\_ motivation.

**extrinsic**

*APA Goal Outcome: 1.2, 4.4*

*Bloom's Taxonomy: Apply*

*Difficulty: Medium*

*Learning Outcome: 29-1*

114. (p. 322) "Be all that you can be," exhorted the U.S. Army in one of its recruitment campaigns. In Maslow's terms, the Army is promoting itself as the royal road to \_\_\_\_\_.

**self-actualization**

*APA Goal Outcome: 1.2, 9.2*

*Bloom's Taxonomy: Apply*

*Difficulty: Medium*

*Learning Outcome: 29-1*

115. (p. 325) \_\_\_\_\_ refers to body weight that is more than 20% above the average weight for a person of a particular height.

**Obesity**

*APA Goal Outcome: 1.2, 4.4*

*Bloom's Taxonomy: Remember*

*Difficulty: Easy*

*Learning Outcome: 30-1*

116. (p. 325) Valerie is obese; that is, her BMI exceeds \_\_\_\_\_.

**30**

*APA Goal Outcome: 1.2, 4.2*

*Bloom's Taxonomy: Apply*

*Difficulty: Easy*

*Learning Outcome: 30-1*

117. (p. 328) An injury to the \_\_\_\_\_ hypothalamus is likely to lead to the problem of overeating.

## **ventromedial**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

118. (p. 328) The \_\_\_\_\_ is the particular level of weight that the body strives to maintain.  
**weight set point**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

119. (p. 328) The rate at which food is converted to energy and expended by the body is termed \_\_\_\_\_.  
**metabolism**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

120. (p. 331) Gwen eats huge amounts of food in a single sitting, then vomits and uses laxatives to purge the excess food. Gwen appears to suffer from \_\_\_\_\_.  
**bulimia**

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Easy*  
*Learning Outcome: 30-1*

121. (p. 334) Rory and his friends are practicing free throws. They are goofing around, disregarding the line painted on the concrete. Although one friend stands quite close to the basket to practically guarantee sinking the ball, Rory stands at a more challenging intermediate distance. Rory has a \_\_\_\_\_ need for achievement than is his friend.  
**higher**

*APA Goal Outcome: 1.2, 4.4*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Medium*  
*Learning Outcome: 30-2*

122. (p. 334) The \_\_\_\_\_, or TAT, is a projective test used to assess needs such as the need for achievement.

**Thematic Apperception Test**

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 30-2*

123. (p. 334) Establishing and maintaining relationships is very important to Amelia; she has a high need for \_\_\_\_\_.

**affiliation**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Medium*  
*Learning Outcome: 30-2*

124. (p. 338) Blaine's heart is pounding with fear; he has just heard a large "thump!" against the outside wall of his house in the middle of the night. The \_\_\_\_\_ division of Blaine's autonomic nervous system is active.

**sympathetic**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Medium*  
*Learning Outcome: 31-2*

125. (p. 340) The prominent early American psychologist \_\_\_\_\_ argued that rather than crying because we feel hurt, "we feel sorry because we cry."

**William James**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-3*

126. (p. 340) A "gut" reaction of internal organs is more formally termed a(n) \_\_\_\_\_.  
**visceral experience**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-3*

127. (p. 343) The \_\_\_\_\_ is important in the experience of emotions for it provides a link between the perception of an emotion producing stimulus and the recall of that stimulus later.  
**amygdala**

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-3*

128. (p. 345) The psychologist Paul \_\_\_\_\_ is known for early demonstrations among Americans and New Guineans of the universality of emotional expressions.  
**Ekman**

*APA Goal Outcome: 1.2, 5.5, 8.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-4*

## **Essay Questions**

129. (p. 317-322) List three things you remember doing in the past day or two. Explain why you performed each behavior using one or more of the approaches to understanding motivation described in the text.

A wide range of behaviors may be listed. Sample behaviors and explanations might include:

Eating and sleeping. These behaviors may be explained using drive theory. The body attempts to maintain a steady internal state, or homeostasis. If one is hungry or tired, an unpleasant or aversive state is experienced, and the individual is motivated to perform those behaviors that will reestablish homeostasis.

Visiting, socializing. These behaviors reflect the need for affiliation and may be explained through arousal theory, in that one seeks a certain level of variety and stimulation, or through incentive theory—one's friends provide reinforcement, such as approval, sympathy, and so on. Window shopping, people watching, "hanging out." These sorts of activities might reflect a need for novelty or stimulation and may therefore be explained through arousal theory. Studying. Incentive theory suggests that people are motivated to study because they expect that effort expended studying will pay off in a good grade, an incentive.

*APA Goal Outcome: 1.2, 4.4*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Medium*  
*Learning Outcome: 29-1*

130. (p. 317-321) Briefly describe instinct, drive-reduction, arousal, incentive, and cognitive approaches to motivation. Suggest how these approaches reflect broad evolutionary, biological, behavioral, and cognitive approaches in psychology.

The answer should contain the following points:

Instinct approaches. This theory proposes that people are born with sets of behaviors essential to survival, loosely consistent with an evolutionary approach to motivation. This theory has largely been discredited.

Drive-reduction approaches. According to these approaches, the lack of a biological necessity—water, food, sleep, etc.—produces an aversive state of tension that motivates us to rectify the biological need—to find food or water, to sleep, etc. We are motivated to perform those behaviors that allow the body to maintain homeostasis, a steady physiological state. Clearly, these are primarily physiological or biological approaches to motivation.

Arousal approaches. These approaches propose that we try to maintain a certain level of stimulation or activity. When the level of surrounding stimulation is too low or too high, we are motivated to increase or decrease the level of arousal. Because these approaches are really an outgrowth of drive theory, and because arousal has clear neural system correlates, arousal approaches may be seen as reflecting the biological perspective in psychology.

Incentive approaches. The approaches suggest that motivation stems from the desire to obtain valued external goals, or incentives. Incentives are thus similar to reinforcers in learning theory; these approaches, then, may be seen to reflect the behavioral approach in psychology.

Cognitive approaches. Reflecting the broader cognitive approach in psychology generally, these approaches suggest that motivation is a product of people's thoughts, expectations, and goals. For example, people are motivated to study because they expect that effort expended studying will pay off in a good grade. Cognitive approaches distinguish between intrinsic and extrinsic motivation. Intrinsic motivation causes us to engage in an activity for our own enjoyment rather than for a tangible reward. Extrinsic motivation causes us to engage in a behavior for the tangible reward it will bring.

*APA Goal Outcome: 1.2, 1.4*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Easy*  
*Learning Outcome: 29-1*

131. (p. 327-328) Review the biological factors involved in the regulation of hunger. Make sure you discuss what areas of the brain may be involved with hunger and what blood chemicals are involved.

The answer should contain the following points:

Blood chemicals and hormones. Changes in levels of glucose—"blood sugar"—regulate feelings of hunger. In addition, the hormone ghrelin communicates feelings of hunger to the brain.

The hypothalamus. The hypothalamus monitors glucose levels. Two cell groups—nuclei—in the hypothalamus are especially important: the lateral and ventromedial nuclei. The lateral hypothalamus signals hunger. Rats whose lateral hypothalamus is damaged may starve to death. The ventromedial hypothalamus signals satiety; if it is destroyed, rats will overeat and become obese.

The hypothalamus regulates eating behavior through its homeostatic control of the weight set point.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Medium*  
*Learning Outcome: 30-1*

132. (p. 329-330) Review what is known regarding the roots of obesity. Distinguish between the set point and the settling point hypotheses.

The answer should make reference to the following accounts of obesity:

Oversensitivity to external eating cues/insensitivity to internal cues. Obese individuals may be more likely than others to eat simply because it is a particular time of day, because others are eating, or because they have seen advertisements or displays of food. Simultaneously, obese individuals may be less likely than others to attend to internal signals, eating only when hungry and stopping when full.

Higher weight set point. Obese individuals may have a higher weight set point than others. Obese individuals may have higher levels of the hormone leptin, which serves to protect the body against weight loss. Obese individuals may gain weight more easily than others, but have more trouble losing it. Obese individuals may develop more fat cells during infancy than others

do; the number of fat cells cannot subsequently be reduced by dieting. Obese individuals may therefore be stuck with a higher set point from infancy.

Higher weight settling point. The body does not try to maintain a strict weight set point, but rather a settling point that is determined not only by genetics but also by the environment. An environment in which high-fat foods are prevalent will encourage higher settling points than will an environment low in such foods; obesity will in turn be more common.

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 30-1*

133. (p. 332-333) Supply four of the pieces of advice the text provides for successful dieting and weight loss. How might you have to change your current routine to follow your text's advice if you wished to lose weight or prevent unwanted weight gain?

Students' answers may vary.

Four of the following pieces of advice should be given:

Make a lifetime commitment—Permanent lifestyle changes such as eating less and adopting an exercise routine are often necessary.

Keep track of what you eat and what you weigh.

Eat bulky foods that are low in calories, such as salad and soup. These will trick your body into feeling full and decrease hunger.

Cut out TV. It precludes activities that burn more calories, exposes you to food advertisements, and encourages continuous snacking.

Exercise at least 30 consecutive minutes three times a week. You will burn calories to fuel muscle activity and speed up your metabolism.

Decrease the influence of external, social stimuli on your eating behavior. Serve yourself smaller portions; leave the table when you are full; don't even buy junk food; wrap leftovers in foil so that you cannot see the food when you open the fridge.

Avoid fad diets. They are extreme, short-lived, and sometimes dangerous.

Avoid taking any of the numerous diet pills advertised on television that promise quick and easy results.

Maintain good eating habits even after you have reached your desired weight.

Set realistic goals. Even modest increases in exercise and small decreases in consumption are helpful.

The answer should conclude with several sentences indicating the sorts of changes the student would have to make to adopt several of these pieces of healthy-weight advice.

*APA Goal Outcome: 4.2, 9.2, 9.3*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Easy*



134. (p. 334-335) Describe the needs for achievement and affiliation. Identify some of the characteristics associated with each of these needs. How are these needs often assessed?

The answer should include the following points:

Need for achievement. A learned characteristic in which an individual obtains satisfaction by striving for and attaining a certain level of excellence. People high in the need for achievement seek out situations where they can compete against a standard—points, grades, sales, money, etc. People high in achievement generally seek out tasks of intermediate difficulty. People lower in achievement motivation seek out easy tasks where they are unlikely to fail, or tasks that are so difficult anyone would fail, relieving the individual of blame for the failure. The need for achievement is positively related to the likelihood of attending college and to higher grades in career-related classes. High achievement motivation is associated with economic and occupational success.

Need for affiliation. An interest in establishing and maintaining relationships with other people. Compared to individuals with a lower need for affiliation, those with a higher need for affiliation desire to spend more time with friends and less time alone.

Assessment. The needs for achievement and affiliation may be assessed by the Thematic Apperception Test, an open-ended projective test in which the individual is asked to write a story in response to an ambiguous picture. A standard scheme is used to score the themes in the stories. A high need for achievement is evidenced by stories involving competition, hard work, and so on. A high need for affiliation would be indicated by TAT stories emphasizing the desire to maintain or renew friendships and showing concern over being rejected by friends.

*APA Goal Outcome: 1.2, 4.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Medium*  
*Learning Outcome: 30-2*

135. (p. 338) Identify the three functions of emotions outlined in the text. Provide original examples to illustrate each function.

The answer should mention the following functions:

Preparing us for action. Emotions are a link between stimuli in the environment and our responses. For example, anger prepares the sympathetic nervous system to fight an opponent in order to achieve a desired goal.

Shaping future behavior. Positive or negative emotions accompanying reinforcement and punishment make these learning mechanisms more effective. For example, the joy felt when one

is praised increases the reinforcing value of the praise and strengthens its connection to the preceding behavior.

Helping us interact with others. Emotions such as fear are visible in our expressions; the expressions facilitate our communication with others. They can help others predict our future behavior.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-2*

136. (p. 340-341) Compare and contrast the James-Lange and Schachter-Singer theories of emotion.

The answer might include points such as the following:

James-Lange theory. According to this theory, physiological changes, such as the activation of the sympathetic nervous system, produce relatively specific sensations, which the brain then interprets as a particular emotion.

Schachter-Singer theory. Like the James-Lange theory, emotion begins with physiological arousal, such as the activation of the sympathetic nervous system. However, in the Schachter-Singer theory, this activation is less specific than the James-Lange theory presumes. Cognitive interpretation of the source of this nonspecific arousal is necessary to complete the experience of an emotion; this interpretation may be based on the environment or on the observation of other people.

*APA Goal Outcome: 1.2*  
*Bloom's Taxonomy: Understand*  
*Difficulty: Medium*  
*Learning Outcome: 31-3*

137. (p. 344-345) Survey the evidence regarding cross-cultural variability and cross-cultural universality in the experience and expression of emotion.

The answer should mention the following arguments:

Basic emotional expressions—those for happiness, anger, fear, sadness, surprise, and disgust—appear universal, produced and recognized the same across cultures. Paul Ekman showed that remote Papua New Guineans produced the same expressions as did Westerners to emotion-provoking stories and identifies basic emotions similarly to Westerners. The New Guineans did not speak or understand English, had never seen a movie, and had extremely limited experience with Caucasians.

*APA Goal Outcome: 1.2, 5.5, 8.2*  
*Bloom's Taxonomy: Remember*  
*Difficulty: Easy*  
*Learning Outcome: 31-4*

138. (p. 345-346) "Smile, even though your heart is breaking," suggests a standard in the American songbook. Good advice? Make reference to facial-affect programs and the facial-feedback hypothesis in your answer.

The answer should include the following points:

It is probably good advice. Emotional expressions are universal, and probably innate. The facial-affect program is a universal, innate physiological mechanism generating the expressions characteristic of given emotions. The program is automatically activated by relevant stimuli in the environment. Happiness is universally displayed by movement of the zygomatic major, a muscle that raises the corners of the mouth, forming a smile.

While the program works automatically, we can generate facial expressions deliberately. For example, we can tense the zygomatic major, raising the corners of our mouth, thus putting on a smile. Muscular feedback from the zygomatic major to the brain may induce the production of an emotion congruent with a smile, namely happiness. This is the facial-feedback hypothesis.

Ekman supported the hypothesis by showing that actors instructed to make fearful expressions actually experienced physiological activity consistent with fear.

*APA Goal Outcome: 1.2, 4.4, 9.2, 9.3*  
*Bloom's Taxonomy: Apply*  
*Difficulty: Medium*  
*Learning Outcome: 31-4*