Social Processes and Behavior

- How the Presence of Others Affects Individual Behavior:
  - Social Facilitation = Individuals perform better on simple tasks when they are being observed by others. Note, however, that individuals will usually perform more poorly on complex tasks when being observed by others. Simple tasks = tasks in which one is already relatively proficient; Complex tasks = tasks that are still new or difficult.

  • **Yerkes-Dodson Law of Social Facilitation.** Q1. Redraw this graph, which was also discussed in Psychology 2. Explain why the Yerkes-Dodson Law can be used to explain performance level in terms of both general arousal and social observation.

  • Q2. Person A is self-conscious about their intellect and has anxiety about performing in front of other people. Person B has a positive self-image, but generally prefers not to perform in front of a crowd. Person C loves to be the center of attention and thrives under pressure. Using the Yerkes-Dodson Law, draw a graph in which you predict the performance of Persons A, B and C on BOTH a simple and a complex task, under the following conditions: a) performing the task in front of a friend, b) performing the task in front of an authority figure, c) performing the task in front of a large crowd when one’s performance will dramatically impact one’s life goals.

- Deindividuation, The Bystander Effect, and Social Loafing

  • These three important social phenomena demonstrate that individual behavior is often drastically altered by the influence of social pressures.

  • Q3. Provide a conceptual definition for the following terms and suggest three real-life illustrations for each phenomenon: a) deindividuation, b) the bystander effect, and c) social loafing.

- Peer Pressure = Social influence exerted on an individual by a peer or peer group. A peer is another individual that is of the same age, status, or other measure of equality, as oneself.

  • Asch Conformity Study

    • Q4. Briefly describe the key aspects and findings of Solomon Asch’s 1950’s conformity study.

- Social Adherence

  • Conformity

    • Internalization = The process by which an individual accepts as his or her own a set of norms established by people or groups which are influential to that individual.

    • Identification = The process of incorporating the characteristics of a parent or other influential person by adopting their appearance, attitudes, and behavior. People tend to identify with persons to whom they are emotionally attached and whom they perceive to be most similar to themselves.

  • Compliance and Obedience

    • Q5. Compare and contrast conformity, compliance and obedience. Provide two examples of each form of social adherence.

- Social Control = Societal or political mechanisms used to regulate the behavior of individuals to ensure conformity and compliance to the established rules of that group.

  • FORMAL SOCIAL CONTROL = Laws, sanctions or regulations enforced by an authority figure, often the government.
INFORMAL SOCIAL CONTROL = Socialization, or any means used to encourage adherence to societal norms and values for acceptable behavior. Informal social control includes verbal, non-verbal, or written expressions of disapproval such as shame, ridicule, sarcasm, or criticism.

Q6. Identify each example as an illustration of either a formal or informal social control: a) An EPA regulation fines businesses that do not adhere to pollution limits. b) A mother scowls at her daughter when she walks into church wearing revealing clothing. c) A male high school student is ridiculed for his interest in interior design as a career. d) A sign is posted at the city park reading “No Dogs Allowed.” e) Societal norms. e) U.S. leaders implement economic sanctions against a foreign country because of continued civil rights abuses.

Group Behavior & Decision Making

Groups Think and Behave Differently than the Individuals within those Groups:

- **Group Polarization** = Tendency of groups to make decisions that are more extreme (on either end of a continuum) than would individual members of that group acting alone.

- **Groupthink** = Tendency of groups to make decisions that are incorrect or illogical based on a desire to maximize group consensus and minimize group conflict.

  - Groupthink often results in the group ignoring conflicting information or evidence, or dismissing it without consideration.

- **Irving Janis’ Eight Symptoms of Groupthink**
  1) Illusion of Invulnerability
  2) Illusion of Morality
  3) Rationalization
  4) Stereotyping
  5) Self-Censorship
  6) Illusion of Unanimity
  7) Pressure to Conform
  8) Mindguards

Q7. Provide a conceptual definition for each of Janis’ Eight Symptoms of Groupthink.

Q8. Imagine a trial jury deliberating a case. The initial consensus is that the defendant is innocent. Three days later, however, the jury returns a unanimous guilty verdict. Explain how each of the eight symptoms of Groupthink could have played a role in such a deliberation and decision.
Normative and Non-normative Behavior

- **Social Norms:**
  - Q9. Provide a conceptual definition for the following terms: norms, mores, folkways, taboos, and sanctions.
  - *Anomie* = Normlessness; A state of instability due to a lack of social norms, or the breakdown of social standards or values. Also used to describe a breakdown in the normal social bonding between the individual and society. Coined by sociologist Emile Durkheim, he suggested individuals in a state of anomie lack purpose and feel a sense of futility because acceptable goals or ideals are unclear.

- **Deviance:**
  - Perspectives on Deviance
    - **Functional Theory:** Deviance is not necessarily negative, and is in fact necessary for social order. Deviance helps clarify the boundaries of social norms. It can also play a positive role in initiating social change.
    - **Differential Association Theory:** Through interaction with others, individuals learn the values, attitudes, and techniques for deviant behavior, especially criminal behavior.
    - **Strain Theory and Labeling Theory**
      - Q10. Provide a conceptual definition for labeling theory and strain theory as they relate to social deviance.
Q11. With which sociological perspective, or perspectives, of deviance do the following most clearly align? a) The man had very limited options. His family was starving and he needed food, so he did the only thing he could. b) Internal locus of control. c) External locus of control. d) White abolitionists during the civil war era may have been breaking the law by helping slaves escape to the North, but they should be commended for their role in resisting the awful practice of slavery. e) In first grade one teacher told Steven he was too dumb to do math. Steven decided he would prove his teacher wrong and went on to become a world-renowned economist and mathematician. f) Michelle decided to begin selling nude pictures of herself as a college student because she could not find a regular job that would pay her enough to cover her tuition.

**Stigma** = extreme dislike or negativity toward a person or group (or some characteristic of that person or group) based on perceived deviance from social norms. For example, psychologists frequently discuss “the stigma of mental illness.”

- **Collective Behavior**: Social processes or behavior by “group-like” entities called “collectives” that do NOT reflect stable social structure, but emerge in a spontaneous way. Collective behavior is neither normative nor deviant. It is often thought of as a third class of behavior that exists when social norms are absent, unclear, or in conflict with one another.
  - Differences between “Collectives” and Groups
    - Q12. Differentiate between “collectives” and groups in terms of duration, strength, membership, and norms.
  - Examples of Collective Behavior
    - Fads
    - Mass Hysteria
    - Riots
  - Q13. Provide a conceptual definition for the following types of collective behavior and suggest two real-life examples of each: a) Fads. b) Mass Hysteria. c) Riots.

**Socialization**

- **Definition**: Socialization = A lifelong process, beginning in infancy, by which an individual acquires the habits, norms, and beliefs of society. Socialization also includes the ways in which the society itself disseminates (or passes to new members or generations) those skills, knowledge and behaviors considered acceptable to society, or necessary for inclusion in society.
  - **Primary Socialization vs. Secondary Socialization**
    - Q14. Provide a conceptual definition for primary socialization and secondary socialization. Suggest two examples or illustrations of each type of socialization.
    - Q15. Identify the following as examples as either primary or secondary socialization: a) A young child receives positive reinforcement when she smiles, and develops a belief that having a happy disposition is good. b) A man takes a new job. At his old job he always had snacks at his desk. He observes a co-worker being corrected for eating and decides not to eat at his desk. c) A girl observes her older sisters and develops a sense that personal modesty is important. d) A boy’s parents are both members of the Democratic Party. He develops positive ideas about Democrats and negative ideas about Republicans. He decides he is a Democrat. e) A girl is scolded for speaking loudly with her friends at church and decides that it is improper to speak loudly at church. f) A man chooses not to buy his groceries from the market across the street because it is operated by an Asian family. He recalls that he often heard his parents describe Asian-Americans in derogatory terms.
Agents of Socialization: Institutions or groups in society that play a definitive role in socialization. The first four agents are those specifically listed on the AAMC MCAT-2015 Topic List, although other agents are widely discussed by sociologists and could appear on the MCAT.

- **The Family** = Generally considered the most influential agent of socialization.
- **Mass Media**
- **Peers**
- **Workplace**
- **Religion**
- **School**
  - Hidden Curriculum = An unofficial curriculum of social norms taught to students at school.
- **Government**
  - Multiple studies have illustrated that party affiliation is primarily a factor of socialization during childhood and adolescence. Most adults share the party affiliation (Republican, Democrat, etc.) of their parents and switching party affiliation is relatively rare.

Social Thinking

- ** Attribution**: The tendency to infer that the behavior we observe in others can be attributed to specific causes. Generally, these are assumptions and generalizations that we create ourselves without actual knowledge of root causes—therefore, our attributions are often inaccurate.

  - Attributional Processes
    - **Dispositional vs. Situational Attributions** = Q16. Differentiate between dispositional and situational attributions. Describe the similarities between these two concepts and the concepts of internal vs. external locus of control discussed in Psychology 2.

    - **Fundamental Attribution Error** = We are generally more likely to make dispositional attributions about undesirable behavior observed in others, than we are to make situational attributions about that same behavior.

    - **Attribute Substitution** = When faced with a complex mental task or judgment, we tend to substitute the actual scenario or problem with a more simple scenario or problem—usually unaware that we have done so. This includes mental substitutions our brain makes automatically—such as the visual shortcuts that cause us to misinterpret an optical illusion.

  - Role of Culture in Attribution:
    - One’s culture will impact the kinds of attributions one is most likely to make. For example, if a culture socializes its members to consider a neighboring society as enemies, members of that culture will almost universally attribute behavior observed in their neighbors as negative and dispositional.

    - **Collectivist vs. Individualistic Cultures**
      - Western Cultures = more individualistic = more prone to the Fundamental Attribution Error (dispositional attributions)
      - Non-Western Cultures = more collectivist = more prone to make situational attributions.
IMPORTANT NOTE

Bias is discussed here as a confounding factor that causes inaccurate perception. However, these same terms can be applied to many different PsS section topics. For example, you can expect to see confirmation bias discussed with respect to how we learn, our attitudes, and our cognitions—as well as our perceptions. In this context we discussed the primacy and recency effects as sources of bias, but learning psychologists treat them as informative phenomena one can use to understand and improve memory.

Social Perception: How we perceive other individuals or groups, form impressions of them, and make judgments about them. Our social perceptions are often inaccurate due to various forms of bias.

- Examples of Social Perception Biases:
  - Confirmation Bias
  - Self-Serving Bias
  - The Primacy Effect
  - The Recency Effect
  - Just-World Hypothesis
  - The Halo Effect
  - Stereotyping
  - Reliance on Central Traits

- Q17. Provide a conceptual definition for each of the following terms as they relate to bias, and suggest two real-life examples of each: a) self-serving bias, b) confirmation bias, c) the primacy effect, d) the recency effect, e) just-world hypothesis, f) the halo effect, g) stereotyping, h) reliance on central traits.

- Prejudice: A preconceived belief or judgment about a person or group developed prior to, or not based upon, actual experience or knowledge.

  - Processes that Contribute to Prejudice
    - Power, Prestige, and Class
      - Q18. Describe how power, prestige and class relate to, or contribute to, prejudice.

  - THE ROLE OF EMOTION: Prejudice can be exacerbated by emotion. For the perceiver (the one exhibiting prejudice), a prejudicial notion that “all black people are criminals,” may be associated with the appraisal that they are a danger or threat. This can cause the perceiver to feel strong emotions of fear or anger independent of actual facts. For the target (the one experiencing prejudice), recognition of prejudicial treatment can elicit strong emotional feelings of anger and contempt because the circumstance is appraised as being unfair or unjust. For both groups, emotion tends to inhibit reasoned judgment based on facts, and judgments made prior to actual experience or knowledge of facts is the very definition of prejudice.

  - THE ROLE OF COGNITION: Cognitive prejudice refers to what a person actually thinks or believes about the target of the prejudice; opposed to what they feel (emotion) or do (behavior). Stereotypes are an example of cognition applied to prejudice.

  - Ethnocentrism = judging another culture based solely on the values of one’s own culture.

  - Cultural Relativism
    - Q19. Provide a conceptual definition for cultural relativism. Student A suggests that cultural relativism is the opposite of ethnocentrism. Student B suggests cultural relativism is the antidote for ethnocentrism. Discuss the merits or weaknesses of each point of view.
Stereotypes:

Processes Related to Stereotypes

- **Self-Fulfilling Prophecy** = a false, yet strongly held belief or prediction about an individual or group that is accepted as true. The false belief elicits behaviors that match the belief, eventually causing what was originally false to become true (or to be perceived as being true).
  
  - **EXAMPLE:** Mary is smart and earns higher scores than her peers. However, Mary is told by her teacher that she is "remedial." This makes Mary unhappy and self-conscious at school. Being unhappy and self-conscious negatively impacts Mary’s study habits. Eventually she is scoring below other students, confirming the teacher’s belief that Mary is “remedial.”

- **Stereotype Threat** = Anxiety experienced by the target of a negative stereotype that they will behave in accordance with, or that their behavior will be interpreted as a confirmation of, the negative stereotype placed upon them.

Sample MCAT Question

2) Which relationship between anxiety, stereotype, and self-fulfilling prophecy is most reasonable?

A) Anxiety causes one to be stereotyped, which may result in a self-fulfilling prophecy.

B) Self-fulfilling prophecy may result in being stereotyped, which may cause one to feel anxiety.

C) Being stereotyped may cause a self-fulfilling prophecy, which may cause one to feel anxiety.

D) Being stereotyped causes one to feel anxiety, which may result in a self-fulfilling prophecy.

Solution: This question requires a combined understanding of the concept of self-fulfilling prophecy and of stereotype threat. A self-fulfilling prophecy occurs when a person is labeled inaccurately, but the experience of being labeled actually causes the inaccurate label to become true—or be “fulfilled.” Stereotype threat is the anxiety a person feels that his or her behavior may actually reinforce the labels others have placed upon them. This anxiety exacerbates the situation, making it even more likely that they will underperform and thereby fulfill the negative stereotype. Therefore, the correct sequence is: being stereotyped ➔ anxiety ➔ a self-fulfilling prophecy, which is only represented by Answer D.

Social Interaction

- **Elements of Social Interaction:**
  
  - Status: One’s hierarchical position in society. The concept of status inherently suggests inequality, or differing levels of money, power, achievement, opportunity, social acceptance, etc.
    
    - **Achieved** = Status earned through personal effort or achievement.
    
    - **Ascribed** = Status assigned at birth or assumed involuntarily based on race, ethnicity, lineage, or other factors outside of one’s control.
  
  - Role: A set of expectations and norms that define how a person of a given status should behave.
    
    - Role Conflict, Role Strain, and Role Exit
    
    - Q20. Provide a conceptual definition for role conflict, role strain and role exit.
Social Group: Two or more persons who interact with one another, share similar characteristics, and feel a sense of unity.

- **Primary Group** = long-lasting, close interactions, tight bonds, unlikely to dissolve
- **Secondary Group** = short-lived, superficial, weak bonds, dissolve easily
  - Q21. Identify each of the following as an example of a primary or a secondary group: a) brothers, b) political party affiliation, c) study group, d) fraternity or sorority, e) jury.

**In-Group vs. Out-Group**

- Q22. Provide a conceptual definition for the concept of in-group and out-group. Identify examples of in-groups and out-groups in your own life.

**Group Size**

- Dyad = smallest possible group; tend to be emotional and unstable; by definition a dyad is dissolved if one person leaves the group; less likely to survive.
- Triad = addition of one person adds stability; disputes often mediated by the third member of the group; more likely to survive (even if becomes a dyad to do so).
- Large Group = as group size increases, stability and longevity also increase, but intimacy, loyalty, bonding, sense of responsibility, level of individual contribution, and consensus all decline. Most stable group size.

- Networks = An established pattern of social relationships between individuals.
- Organizations = Group entities organized and defined by a specific purpose (e.g., companies, non-profit groups, sports teams, political activism groups, etc.)

**Bureaucracy**

- Characteristics of a Bureaucracy: Weber suggested six characteristics; Parkinson suggested a seventh.
  - Formal Hierarchical Structure
  - Management by Rules
  - Organization by Functional Specialty
  - Either an “Up-Focused” or “in-Focused” Mission
  - Purposely Impersonal
  - Employment Based on Technical Qualifications
  - Number of Management/Professional Staff is Always Increasing (Parkinson)
- Perspectives on Bureaucracy
  - Q23. Describe the Iron Law of Oligarchy and McDonaldization as these terms apply to bureaucracies.

**Self-presentation and Interacting with Others:**

- **Expressing and Detecting Emotion**
  - Q24. Compare and contrast the following theories of emotional expression: a) Basic Model (Darwin), b) Appraisal Model, c) Psychological Construction Model, and d) Social Construction Model.
  - Q25. Suggest ways in which a) gender differences, and b) culture differences, influence the expression and detection of emotion.

- **Self-Presentation:** How we present or display ourselves to society.
  - **Impression Management:** The concept of “presenting oneself” implies that the representation of ourselves to others is not always genuine. Individuals attempt to shape, manipulate and manage how they are perceived by others.
**Front Stage vs. Back Stage Self** (a.k.a., Dramaturgical Approach)

- Q26. Provide a conceptual definition for Front-Stage and Back-Stage Self. Offer two real-life illustrations of each.
  - Verbal vs. Non-verbal Communication: MCAT-2015 may ask you to differentiate between examples of verbal and non-verbal communication; This probably seems entirely self-explanatory, but there are a few forms of communication that could be counterintuitive:
    - Language of any kind = VERBAL
      - Speaking, Using Sign Language, or Using Braille are all considered VERBAL communication forms, even though the last two are silent.
    - Eye Contact, Gestures, Body Language, etc. = NON-VERBAL
      - Tone of Voice is a non-verbal form of communication that might be counterintuitive because it is part of speaking.

**Social Behavior:**

- Interpersonal Attraction:
  - Multi-Faceted: We "like" other people because of similarities, complementary differences, reciprocity, physical appearance, proximity, etc.
  - Aggression: Behavior intended to injure, harm, intimidate, or inflict pain on another individual or group.
    - Threats prior to actual attack are common in humans and animals.
    - MALES > FEMALES; Testosterone levels positively correlated with aggression in both sexes.
    - Competition for limited food and resources is often necessary for survival, and reproduction often involves competition for females. Both lead to aggression being evolutionarily favored.
    - Aggression is more likely if a person is experiencing heightened negative emotion.
  - Q27. Which brain region or structure is most closely associated with aggression?

- Attachment Types
  - **Secure Attachment** = the most developmentally healthy form of attachment.
    - CHILDHOOD: A constant caregiver is present who is attentive, and responsive to the child’s needs; child prefers caregiver over strangers, but CAN be comforted by strangers; child is visibly upset when caregiver leaves and comforted when caregiver returns; child seeks comfort of caregiver when frightened.
    - ADULT: Trusting, lasting relationships; high self-esteem; comfortable sharing their feelings; seek social support.
  - **Ambivalent Attachment**
    - CHILDHOOD: Caregiver is inconsistent in response to the child’s needs, or is inconsistent in availability to the child; child is visibly upset when caregiver leaves, but is NOT comforted when caregiver returns; may avoid or refuse comfort from parent.
    - ADULT: Reluctant to form relationships; worry their partner does not reciprocate their love; devastated by breakups.
  - **Avoidant Attachment**
    - CHILDHOOD: Caregiver is absent or unresponsive to child’s needs; child shows no preference for caregiver over strangers; avoids caregiver, especially after a period of absence; does not seek attention or comfort from caregiver.
    - ADULT: Problems with intimate relationships; do not invest emotionally in relationships; unwilling to share their feelings; promiscuous sexual relations common.
**Disorganized Attachment**

- **CHILDHOOD:** Caregiver is inconsistent, erratic, or may be abusive; child displays a mix of unclear attachment behaviors; child often appears confused or dazed in presence of caregiver; child may assume a caregiver role themselves at an early age.

- **ADULT:** Various negative social outcomes similar to adults who experienced avoidant attachment as a child; in late childhood or early adolescence child often assumes a caregiver role themselves over their erratic parent.

**Q28. Identify the following observations as indicative of secure, ambivalent, avoidant, or disorganized attachment:**

- a) A mother’s child cries violently when she leaves the room, but is not consoled when she returns.
- b) Your boyfriend frequently asks you if you really love him. He says he will never date again if you break up.
- c) A man has multiple children out of wedlock and reports he does not like their mothers. When asked to share his feelings he says “I don’t do that.”
- d) A child can be comforted by a stranger, but gets upset when her mother leaves.
- e) A child cries when his mother leaves, but avoids her when she returns. Instead, he runs to a stranger. He later returns to his mother seeking comfort.

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**Sample MCAT Question**

3) Which clinical findings are most suggestive that an adult patient had an ambivalent attachment to his mother when he was a child?

A) hypersexuality and difficulty forming relationships  
B) high self-esteem and high social involvement  
C) reluctance to form relationships and hyperanxiety over breakups  
D) hyposexuality and anxiety over caring for an aging parent

**Solution:** Adults who experienced an ambivalent attachment type to their parents are characterized by a reluctance to form new relationships, a persistent worry that their partner does not reciprocate their affection, and severe negative reactions when relationships end. This matches Answer C. Answer A is false because it describes the characteristic adult behavior of a child who had an avoidant attachment type. Answer B is false because it describes someone with a secure attachment type. Answer D is a mix of concepts that does not represent any attachment type definitively. Disorganized attachment type does manifest as a child assuming a caregiving role over their parent, but the stem references an adult.

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- **Altruism** = behavior by an individual or group that benefits another individual or group at its own expense.

  - **TWO DEFINITIONS:** The sociological definition of altruism is different than the dictionary definition, which focuses on "selfless or disinterested concern for another person." Sociologically, and biologically, research indicates altruistic behavior can actually be selfish. The person making the sacrifice may anticipate a net benefit (e.g., I sacrifice, but I get recognition or prestige; OR I sacrifice now, but my evolutionary fitness is increased).

- **Social Support** = Support provided to an individual by a social group or network. The concept of a "support network" is used in common parlance and is essentially accurate as used. It usually consists of family, friends, or coworkers who provide financial support, emotional support, advice, etc.
Game Theory = A perspective that views social or group behavior as a game with players, winners, losers, prizes and other outcomes. It is assumed that individuals or groups make decisions based on strategy with the ultimate goal being to win.

- **Classic Games:** There are a few classic games discussed frequently by game theorists. For MCAT-2015 you should be familiar with the prisoner dilemma, and the hawk-dove game.
  - Q29. Briefly describe the prisoner dilemma and the hawk-dove game. What are the important or key features of each game? What choices (i.e., moves) does each player have to choose from? What determines who will win? Will there be only one winner or can both players win?

- **Game Types:**
  - Zero-Sum Game
  - Non-Zero-Sum Game
  - Simultaneous Move Game
  - Sequential Move Game
  - One-Shot Game

- Q30. Provide a conceptual definition for each game type: zero-sum, non-zero-sum, simultaneous move, sequential move and one-shot. What type of game is the prisoner dilemma? What type is the hawk-dove game?

- Q31. One sociologist asserts that according to game theory all actors will choose what is in their best interest in order to win the game. Another sociologist disagrees, asserting that altruism has been verified in nature. Therefore, some actors will behave in ways that do not serve their own self interests. Suggest a way to reconcile these two competing theories.

Biological Explanations for Social Behavior in Animals

- Q32. Provide a conceptual definition of the following terms as they relate to social behavior in animals: foraging behavior, monogamy, polygamy, polygyny, polyandry, promiscuity, altruism, and inclusive fitness.

- **Mate Choice**
  - **Five-Mechanisms for Choosing a Mate:** Be familiar with the general aspects of each approach.
    - Direct Phenotypic Benefits
    - Sensory Bias
    - Fisherian Runaway Hypothesis
    - Indicator Traits
    - Genetic Compatibility

- **Discrimination:**
  - Prejudice vs. Discrimination: THINK: **Prejudice = ATTITUDE** and **Discrimination = BEHAVIOR.** Prejudice is a preconceived opinion or judgment made without actual knowledge or experience. Discrimination is the biased behavior that occurs toward a person or group because of prejudice.
  - Individual vs. Institutional Discrimination = exactly what they sound like. Person to person discrimination, as in a manager deciding not to hire an applicant because of skin color, is individual discrimination. A government policy, such as Jim Crow Laws or poll taxes, or wide-spread business practices such as segregated lunch counters, are examples of institutional discrimination.
  - Feminist Theory and Feminism: Feminism is a movement and feminist theory is an area of study. Feminist Theory explores psychological or sociological explanations for the discrimination, inequality, and objectification experienced by women due to their gender.
Sample MCAT Question

4) David believes Michelle is prejudiced against him because of his Jewish faith. Michelle is discriminating against David if, because of her opinions of the “stereotypical Jew,” she:

I. Holds preconceived notions about David.
II. Has a negative attitude toward David.
III. Refuses to go on a date with David.

A) I only
B) III only
C) I and II only
D) I, II and III

Solution: The difference between prejudice and discrimination is the difference between attitude and behavior. Prejudice is an unfair attitude, based on preconceived notions that may lead to discrimination. The first two statements describe attitudes and are therefore false. Statement III describes a behavior based upon the prejudice mentioned in the stem, and it is therefore correct. Because only Statement III is true, Answer B is correct.