

PRIVILEGE AND THE ROLE OF ENTITLEMENT IN UNETHICAL BEHAVIOR

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By

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ABSTRACT

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I conducted an experiment to test the hypothesis that privilege fosters a sense of entitlement, leading one to behave in unethical ways, ways that benefit the self at the expense of the welfare of others. To test this hypothesis, participants engaged in a role play exercise in which they are awarded a scholarship (conferred privilege), denied a scholarship (denied privilege), or receive no feedback (control) on a test of perceptive ability. After, participants completed measures to assess feelings of entitlement. Participants completed a difficult test of knowledge and self-report their scores. Unethical behavior was measured by the disparity between the participants actual score and reported score on the test. On the basis of my hypothesis, I predicted that participants in the conferred privilege condition would report a greater sense of entitlement and thus would cheat in reporting their test scores more than participants in the denied privilege and control conditions.

CHAPTER ONE: INTRODUCTION

“Succeeding makes us feel good. But beating someone else makes us feel really good. Comparing ourselves to others and coming out on top creates a sense of entitlement. And when we feel entitled, we cheat more because, of course, the rules don't apply to awesome people like us.”

Dan Pink
Author

An outdated, Depression-era law in Alabama known as the Food Bill ensured the availability of state funds to feed prison inmates. The Food Bill required local sheriffs to use personal funds to cover food costs that exceeded the state allocation; however, it also allowed them to “keep and retain” any excess funds as personal income. Recently, one Alabama sheriff reportedly appropriated \$750,000 of state allocated monies as personal income, citing the Food Bill to justify the legality of his actions. According to the sheriff, he was simply following the law. Though the appropriation of \$750,000 might have been *legal* in Alabama, one could question whether it was *ethical*.

The sheriff mentioned above is not the only example of unethical behavior among privileged individuals. Recently, several wealthy, high-status individuals have been arrested in a college admission scam for bribing college officials in exchange for their children’s college admission. The defendants reportedly contributed approximately \$6.5 million in the scam to ensure their children’s success.

When we encounter incidents like these that stretch the boundaries of ethical behavior, we often react incredulously, wondering “how could someone do that?” In the proposed research I address how one social psychological variable, privilege, might contribute to an answer to this

question. I propose that privilege exerts a unique influence on people facing a moral decision; it encourages one to focus not on “what is right?” but rather on “what will benefit me?” Thus, in the proposed research, I test the possibility that privilege conferred on a person heightens one’s sense of entitlement, which in turn increases their willingness to behave unethically, that is, in ways that benefit the self at the expense of the welfare of others.

CHAPTER TWO: LITERATURE REVIEW

Making Ethical Decisions: Putting Others First

Ethical or moral dilemmas involve conflict between doing what is best for one's self versus what is best for others. An ethical decision requires one put the concerns of others above their own; in contrast, an unethical decision prioritizes one's own self-interest over the good of others (Rest, 1986; Craft, 2013) or disregards socially accepted moral norms (Moore, Detert, Trevino, Baker, & Mayer, 2012).

Both implicit and explicit thought processes contribute to ethical and unethical decisions. Implicit thought processes operate automatically, unconsciously and without intent or control. They represent the default means by which we make ethical decisions. Indeed, research has found that individuals may come to an ethical conclusion with no knowledge of the cognitive processes that led to the judgment (Haidt, 2001; Epley & Caruso, 2004). Furthermore, according to Haidt's (2001) social intuitionist model, we automatically, without intent or conscious control, first consider self-interests in ethical dilemmas and later rationalize our decisions. That is, our natural inclination is to put our self-interests above those of others (Epley & Caruso, 2004). Thus, unethical decisions require only that one follow their automatic, default thought processes without contention.

In contrast to implicit thought processes, explicit thought processes do not operate automatically; instead, they require intent, conscious control, and effort. Importantly, ethical decisions require explicit thought processes. For one to put the interests and concerns of others above those of the self, they must deliberately override their automatic, default self-serving inclinations (Epley & Caruso, 2004; Haidt, 2001). This "self-regulation" involving explicit

thought processes requires conscious effort and cognitive resources (Baumeister, Tice, & Vohs, 2018). Importantly, when people bring conscious, deliberate thoughts to bear on an ethical dilemma, they behave in ways that more closely reflect their moral or ethical values; specifically, these conscious decisions align individuals with a desired standard (Pittarello et al., 2015; Baumeister & Vohs, 2007; Baumeister & Vonasch, 2012). Individuals who rely on explicit evaluations make better decisions, decisions that are more consistent with their ethical values. However, explicitly evaluating stimuli requires cognitive effort and time. Thus, people often sacrifice ethical decisions for expediency.

Entitlement: Focus of the Privileged

Privilege is defined in relational terms within the context of social groups. It represents unearned benefits afforded to powerful, dominant groups that are often exercised to maintain the “status quo” of existing power hierarchy. Thus, privilege serves the interests of dominant group members (Black & Stone, 2005; Case et al. 2012; Sanders & Mahalingam, 2012).

Individuals may be blind to their privileged status as dominant group members yet perceive the disadvantages and “inferiority” of subordinate or nonprivileged groups (Pratto & Stewart, 2012; Case et al., 2012). This is due to general social norms being shaped by the experience and perspective of the privileged; producing a normalcy of privileged identity (Case et al., 2012; Pratto & Stewart, 2012). Because their experience is considered the norm, they are relatively unfamiliar with social ills that the underprivileged face such as prejudice, discrimination, and poverty; all of which produce different values, expectations, and hopes (Sanders & Mahalingam, 2012).

Individuals privileged to have more resources have been found to rely on their resources more than relationships with others whereas underprivileged individuals exhibit enhanced

reliance on interconnected relationships for survival (Piff et al., 2012). Privileged individuals express more willingness to dispose of personal connections to maintain and further pursue additional resources (Piff et al., 2012). Furthermore, underprivileged individuals experience more regard for social influences and stimuli due to diminished resources and uncertainty whereas privileged individuals exhibit reduced concern with external social forces and experience enhanced control of life choices and outcomes (Kraus et al, 2012; Kraus et al., 2009; Piff et al., 2012).

Kraus, Piff, and Keltner (2009) investigated how one's social class (i.e., socioeconomic status) relates to the way they explain social outcomes (e.g., economic inequality). Specifically, people of high social class explain economic inequalities according to dispositional variables (e.g., effort, work ethic, etc.) *because* they have a greater sense of control over their own personal outcomes. People lower in social class explain economic inequalities according to external circumstances rather than dispositional variables.

Their research spanned four studies in which economic inequality, social outcomes, and perceptions of other's emotions were examined. In the first two studies, participants who reported lower subjective socioeconomic status indicated lower feelings of personal control and were likely to subscribe to contextual explanations of positive and negative fluctuations of economic inequality. Furthermore, the first two studies indicated that differences in sense of control mediated the relationship between SES and the endorsement of contextual explanations. Study 3 addressed generalizability of the findings of study 1 and 2 by controlling for political affiliation. Study 4 manipulated feelings of control, indicating that when members of lower social class have an elevated sense of control, their emotional judgments of others are not based on contextual information but personal control instead.

In sum, privilege affords independence or perceptions of personal control and is often associated with emphasizing one's own uniqueness, prioritization of personal goals, self-expression, and perceiving the self as separate from other individuals (Vignoles et al., 2016). In other words, privilege fosters *entitlement* (Galvin et al., 2015), a sense of deservingness that is associated with impulsivity, hostility, and need for power (Campbell et al., 2004; Pryor et al., 2007).

Entitlement is a form of self-focus (Pitesa & Thau, 2013). Accordingly, privileged individuals possess an elevated self-focus and exhibit more unethical behaviors (Piff, 2014; Piff et al., 2015; Pitesa & Thau, 2013). Piff (2014) conducted five studies to test the hypothesis that members of the upper class experience elevated feelings of entitlement and narcissism. These studies indicate that members of the upper-class are more narcissistic and this relationship is mediated by feelings of entitlement. Furthermore, when presented with an egalitarian prime, participants experienced a reduction in feelings of entitlement. This also indicates that members of the upper-class may be more responsive to changes in social values.

Pitesa and Thau (2013) examined the role of social influence, entitlement (self-focus), and unethical behavior in a series of studies. Pitesa & Thau (2013) predicted that power would weaken the effect of social influence in ethical decision-making. They tested this hypothesis by manipulating power via priming as well as manipulating informational and normative social influence in addition to organizational compliance pressure. The studies found that power reduced "the effect of social influence in ethical decision-making only in as much as it can increase self-focus" (Pitesa & Thau, 2013; p.644). Thus, individuals consider their own preferences rather than focusing on their environment.

In sum, it appears that privilege-induced self-focus reduces the significance of the ethical climate or social influences, reduces conformity, and enhances the propensity to deceive, manipulate, and exploit others to reach self-serving goals (Pitesa & Thau, 2013). Thus, privilege can result in “ethical blind spots” (Epley & Caruso, 2004; Sezer, Gino, & Bazerman, 2015; Pittarello et al., 2015).

The Current Research

I hypothesized that when faced with a moral decision, privilege fosters a sense of entitlement, leading one to behave in unethical ways that benefit the self at the expense of the welfare of others. I tested this hypothesis by asking participants to complete role-play scenario in which they were validating a perceptive ability test. Participants completed a role-play exercise in which they imagined they were college freshman. I manipulated privilege by awarding one-third of the participants a scholarship allegedly based on their parents being alumni at the university. The second group of participants, those in the denied privilege condition, were told that they did not perform well enough to get a scholarship. Finally, I provided no feedback on the Perceptive Ability Task to participants in the control condition. At this point, participants completed the Psychological Entitlement Scale (Campbell et al, 2004). They also completed a difficult test of knowledge of history, sports and fashion trivia. Participants were told to record their scores due to a supposedly “occasional glitch” in the software. They self-reported their scores at the end of the test. I computed a measure of unethical behavior by subtracting the true score from the participants self-reported score.

I predicted that participants in the conferred privilege condition would report a larger disparity (less ethical behavior) than participants in the denied privilege and control conditions.

Furthermore, I predicted that this effect would be mediated by a sense of entitlement measured by the Psychological Entitlement Scale (Campbell et al., 2004).

CHAPTER THREE: METHOD

Participants and Design

Three hundred thirty-eight participants over the age of 18 were recruited through Amazon's Mechanical Turk. Of these, 36 participants were deleted due to suspected bot activity, incomplete data, and suspicion of the hypothesis of the study. Six other participants were deleted for being three standard deviations from the mean in unethical behavior scores. Participants age ranged from 19 to 72 with a mean of 34.12 ($SD = 9.74$). There were 222 White participants, 28 African Americans, 17 Asians, 15 Hispanics, and five American Indians. Of the sample, 53.7 percent were male. Participants received \$0.40 for their participation. Participants were randomly assigned to one of three experimental conditions with the level of privilege (conferred privilege, denied privilege, and control conditions) serving as a between-subjects variable. Data was collected via questionnaires. To estimate minimum sample size, I conducted power analyses using G*Power 3.0.10 software (Faul, Buchner, Erdfelder, & Lang, 2008). I assumed an α of .05, power of .80 and a medium effect size ($\eta^2 = .25$; Cohen, 1966). The power analysis suggested that I needed a minimum of 160 participants distributed across the three conditions.

Procedure

Upon accessing the experiment through a link to Qualtrics, participants were asked to participate in a role play scenario in which they imagined themselves as a first-year college student at a private university. Participants read that, "As a member of the Freshmen class, you will take a series of 10 tests that the Dean of Students will use to determine your standing at the university." Participants in the *conferred privilege* and *denied privilege* conditions read the following additional instructions:

All Freshmen are considered for a prestigious scholarship that covers the entire cost of tuition and fees. In order to be eligible for the scholarship, you and all the other Freshmen must take a “Perceptive Ability Test” (Stroop Color Naming Test; Stroop, 1935). The Dean of Students will award or deny you the scholarship based on your performance on this test relative to the other students.

After taking the Perceptive Ability Test participants read that the computer is scoring their test. After a delay of 30 seconds, they were given feedback about their performance. Participants in the conferred privilege condition read the following feedback:

Students whose parents are alumni of this university are not required to complete the perceptive ability test in order to be awarded the scholarship. Congratulations! Due to one or both of your parents being alumni at this university, the Dean of Students has granted you a scholarship which covers the entire cost of tuition and fees for your time at the university! Recipients of this scholarship rank in the top of their class!

Participants in the denied privilege condition will read the following:

Due to the nature of your responses, the Dean of Students has denied the scholarship which covers the entire cost of tuition and fees for your time at the university. Recipients of this scholarship rank in the top of their class.

Participants in the control condition were told nothing about the scholarship and received no feedback after the perception task.

Next, all participants were informed that they would complete the general knowledge test, but first “to control for a number of extraneous factors that might affect their performance on the test,” they completed an alleged “self-perceptions” test that consisted of Campbell et al.’s (2004) Perceived Entitlement Scale (PES) to assess participants’ feelings of entitlement in the

context of the role play scenario. The PES is a validated measure which consists of nine items with responses ranging on a scale of 1-7 (*1 = Strong disagreement, 7 = Strong agreement*). Campbell et al. (2004) have demonstrated that the PES has acceptable reliability (Cronbach's alpha = .85; Cronbach, 1951). Sample items adapted for my study include "In this context, people like me deserve an extra break now and then" and "In this context, I honestly feel I'm just more deserving than others." A copy of the PES can be found in Appendix B.

Participants then completed a series of ten tests to remain in good standing with the University. Each test consisted of five difficult multiple-choice questions (see Appendix C). Participants were informed that they must maintain an average score of 3 out of 5 answers correct across the ten tests to maintain in good standing with the university. Participant's scores were computed automatically by utilizing Qualtrics' scoring feature. This score was not shown to the participant. However, participants were told that due to a reoccurring glitch in the software, they must keep track of and report their own scores. Participants were prompted at the end of the series of tests to provide their scores. Participants had the opportunity to behave in an unethical manner by misreporting their scores. I computed a measure of unethical behavior by subtracting the participants actual scores from their reported scores.

CHAPTER FOUR: RESULTS

I tested my hypothesis by subjecting the unethical behavior score, the self-reported test score minus the true test score, to a one-way analysis of variance (ANOVA) with privilege (conferred privilege, denied privilege, and control) serving as a between-subjects factor. Consistent with my hypothesis that privilege increases unethical behavior, the effect of privilege was significant, $F(2, 285) = 5.89, p = .003$, with a small effect size $\eta^2 = .04$ (Cohen, 1966). The mean unethical behavior scores are displayed in Figure 1.

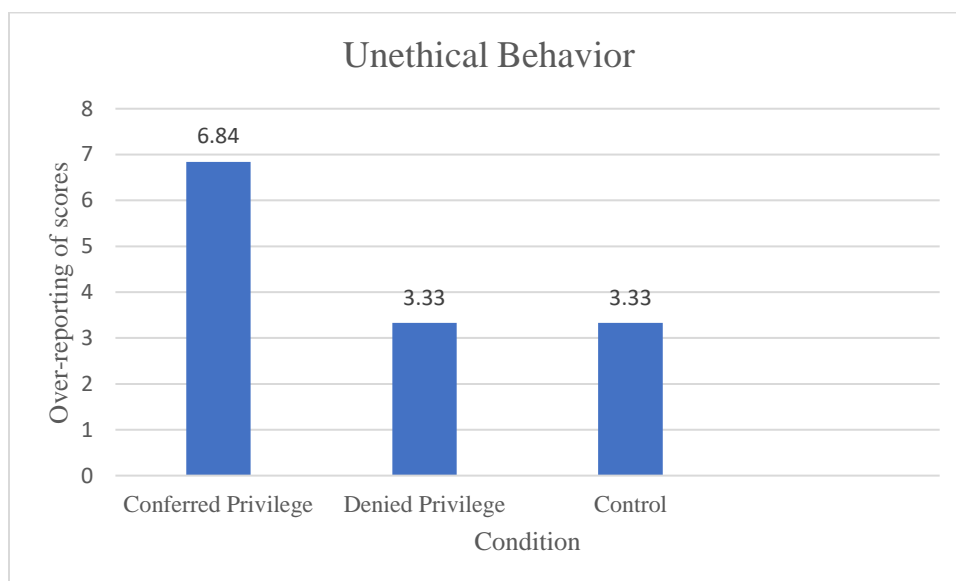


Figure 1. Mean scores of unethical behavior by condition.

Further supporting my hypothesis, planned comparisons revealed that participants in the *conferred privilege* condition exhibited more unethical behavior ($M = 6.84, SD = 9.62$) than participants in the *denied privilege* condition ($M = 3.33, SD = 6.88$), $t(285) = 3.00, p = .003$ or

participants in the control condition ($M = 3.33$, $SD = 7.58$), $t(285) = 2.98$, $p = .003$. This effect of privilege on unethical behavior was small, $r^2 = .03$.

Mediation Analysis

I constructed an overall measure of entitlement for each participant by summing their scores on the Psychological Entitlement Scale (Campbell et al, 2004). Cronbach's alpha was .87 however, reliability analysis indicated excluding item 5 (“*I do not necessarily deserve special treatment*”) would increase Cronbach's alpha to .94. Thus, item 5 was excluded.

My hypothesis calls for a mediated relationship between privilege, entitlement, and unethical behavior. That is, privilege fosters self-focus in the form of entitlement, which in turn, increases one's willingness to behave unethically. Thus, in the context of my experiment, I expected that participants in the conferred privilege condition would report feeling more entitled and thus would cheat more on the test compared to participants in the other two conditions. Furthermore, I did not find that participants in the conferred privilege condition reported more entitlement than participants in the other two conditions. Indeed, a one-way ANOVA conducted on the “entitlement scores” revealed a nonsignificant effect of the experimental condition, $F(2, 286) = 1.82$, $p = .17$. (See Figure 2 for mean entitlement scores). In this context, privilege conferred on an individual did increase unethical behavior but did not increase feelings of entitlement.

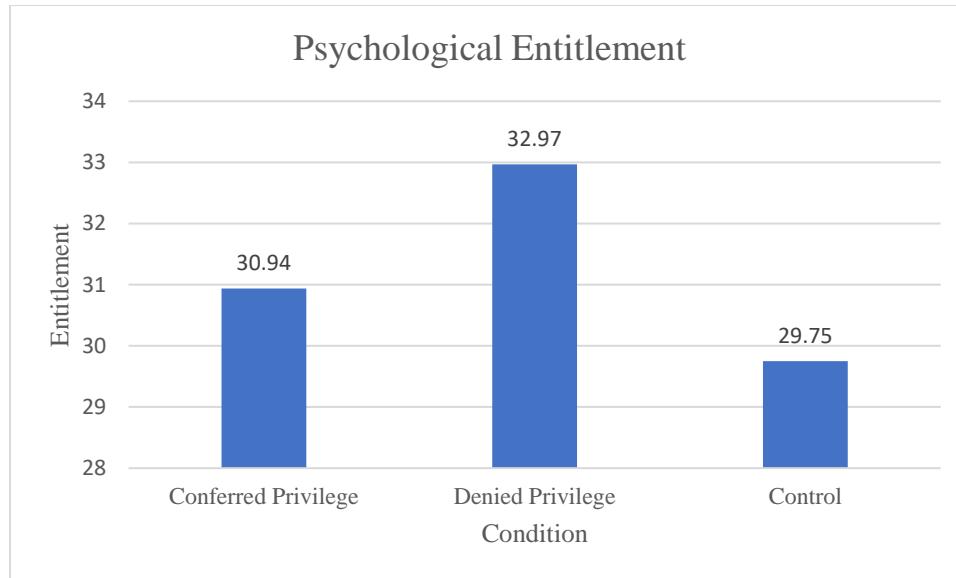


Figure 2. Mean entitlement scores by condition.

I further tested my mediation hypothesis by conducting a bootstrapping analysis (with 5,000 resamples) with Hayes' PROCESS macro for SPSS 20.0 (Hayes, 2017, Model 4) to test whether entitlement mediated the effect of privilege on unethical behavior (See Figure 3). The bootstrapping analysis provides the 95% confidence interval for the population value of the indirect effect (the path from the privilege manipulation to the measure of unethical behavior through entitlement). If zero is not included in the 95% confidence interval, the indirect effect is significant at $p < .05$ (Preacher & Hayes, 2004).

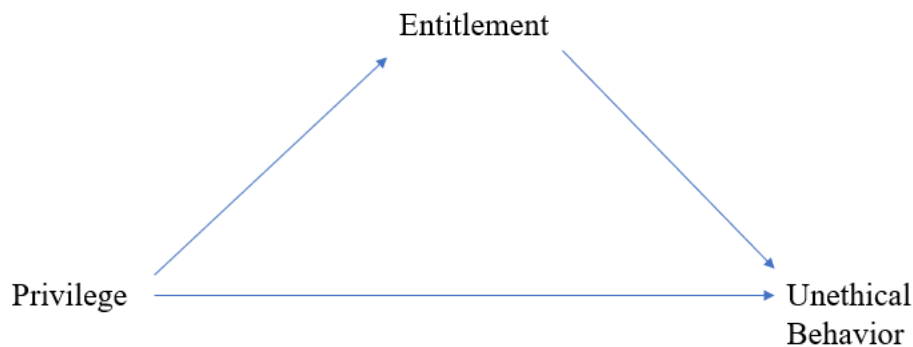


Figure 3. Mediation model.

The direct effect of the conferred privilege manipulation on unethical behavior was significant, $\beta = -1.72$, $SE = 0.59$, $CI_{95} = (-2.89, -0.57)$. Contrary to my hypothesis, the indirect effect (i.e., the path from conferred privilege to unethical behavior through entitlement) was not significant, $\beta = -0.00$, $SE = 0.00$, $CI_{95} = [-0.01, 0.00]$. Mediation analyses thus provide no evidence that the effect of conferred privilege on unethical behavior was mediated by a sense of entitlement.

CHAPTER FIVE: DISCUSSION

I hypothesized that when faced with a moral decision, privilege fosters a sense of entitlement, leading one to behave in unethical ways, ways that benefit the self at the expense of the welfare of others. Supporting my hypothesis, I found that privilege led people to behave more unethically. Participants in the conferred privilege condition cheated more in reporting their test performance than participants in the denied privilege condition and in the control condition. These findings are consistent with previous findings (e.g., Piff, 2012; Ent, Baumeister, & Vonasch, 2012).

I hypothesized that privilege would affect willingness to behave unethically by creating a sense of entitlement. The results of the present study failed to support this mediational hypothesis. First, on the basis of my hypothesis, I predicted that participants in the conferred privilege condition would experience a greater sense of entitlement than participants in the other two conditions. I found, however, that participants in the *denied* privilege condition experienced the greatest sense of entitlement. It appears that the denial of privilege (rather than the conferral of privilege) heightens awareness, perhaps awareness of injustice. Second, the bootstrapping analyses revealed a nonsignificant indirect effect (i.e., the path from conferred privilege to unethical behavior *through* entitlement).

Overall, these analyses revealed that, although conferred privilege increased willingness to behave unethically, it did not lead to a greater sense of entitlement. Perhaps the conferred privilege set in motion unconscious, automatic processes that when left “unchecked” naturally result in unethical behavior (Epley & Caruso, 2004). Thus, it is possible that privilege affects willingness to behave unethically simply by activating unconscious, automatic cognitive processes, rather than by activating a heightened self-focus. Consistent with this idea, Pratto &

Stewart, (2012) found that members of dominant groups reported low awareness of their dominant group identity. Perhaps the manipulation of privilege in this study made dominant group identity more salient and did not properly function to increase levels of entitlement. Future research is necessary to directly test this possibility.

Broader Impacts

This study contributes to understanding the differences among members of the social class. According to Piff et al., (2012), members of the upper class were more likely to demonstrate unethical behavior in natural and experimental conditions. They demonstrated enhanced willingness to break the law while driving, lie in negotiations, take goods from others, endorse unethical work behavior, and cheat to increase their chances of winning a prize. Piff et al. (2012) demonstrated that these unethical tendencies were partially accounted for by favorable attitudes toward greed. These favorable attitudes toward greed may support existing theories of ethical decisions in the context of entitlement.

Trautmann, van de Kuilen, and Zeckhauser (2013) argue that “unethical behavior is the product of multiple interacting dimensions” (p. 487). According to their arguments, the distinctions between ethical and unethical behavior among low and upper-class individuals are likely to fail due to differences among moral values, different forms of social interactions, and the costs and benefits of behavior. Dimensions of social class such as wealth, education, and occupation result in different psychological effects. This is supported through Kraus et al.’s social cognitive perspective (2012) and work by Sanders and Mahalingam (2012).

Conclusion

A growing body of research has explored differences in social, cultural, and psychological perspectives of social class and unethical behavior. Many studies address these

questions with a correlational approach, typically assessing subjective socioeconomic status, which only determines a relationship between variables. In the present research, I sought to test the possibility that privilege conferred on a person heightens one's sense of entitlement, which in turn increases their willingness to behave unethically, that is, in ways that benefit the self at the expense of the welfare of others. Through an experimental research design, I have shown that privilege enables unethical behavior, however, feelings of entitlement did not contribute to this causal relationship. Future research is needed to explore psychological mechanisms that mediate this relationship.

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APPENDIX A: CONSENT FORM

Dear Participant,

Here are some questions you might have about this study.

What is the purpose of this research and what will be asked of me?

In this study, you will participate in a role play exercise. Please imagine that you are a first-year college student at a private university. As a member of the Freshmen class, you will complete a series of 10 tests that the Dean of Students will use to determine your standing at the university.

How long will the research take?

This study in total should take 30 minutes or less.

Will my answers be anonymous?

You will not be identified at any time in this study, and your name will not be used at all during the research. The researcher will in no way connect you to the answers you provide.

Please see the following website for Amazon's MTurk privacy policy:

<https://www.mturk.com/mturk/privacynotice>. This notice describes Amazon's privacy policy. By visiting the Mechanical Turk site, you are accepting the practices described in this Privacy Notice.

Can I withdraw from the study if I decide to?

Yes, you may choose to withdraw from the research at any time without penalty. You may decline to respond if you do not wish to answer.

Is there any harm that I might experience from taking part in the study?

No, there is no foreseeable harm from participating in this research.

How will I benefit from taking part in the research?

You will be compensated with \$0.40 for your time and you will have contributed to furthering knowledge within social psychology and future studies as well.

Who should I contact if I have questions or concerns about the research?

If you have any questions, you may contact Stephanie Mason at sdmason1@catamount.wcu.edu.

If you have any questions or concerns about your treatment as a participant in this study, you can reach the Chair of the Western Carolina University Institutional Review Board through WCU's Office of Research Administration at 828-227-7212.

APPENDIX B: PSYCHOLOGICAL ENTITLEMENT SCALE

Campbell et al., 2004

Please respond to the following items using the number that best reflects your own beliefs.

Please use the following 7-point scale:

1 = Strong Disagreement

2 = Moderate Disagreement

3 = Slight Disagreement

4 = Neither Agreement nor Disagreement

5 = Slight Agreement

6 = Moderate Agreement

7 = Strong Agreement

1. In this context, I honestly feel I'm just more deserving than others.
2. In this context, great things should come to me.
3. In this context, if I were on the Titanic, I would deserve to be on the *first* lifeboat!
4. In this context, I demand the best because I'm worth it.
5. In this context, I do not necessarily deserve special treatment.
6. In this context, I deserve more things in my life.
7. In this context, people like me deserve an extra break now and then.
8. In this context, things should go my way.
9. In this context, I feel entitled to more of everything.

APPENDIX C: DIFFICULT QUESTIONS

1. Which war is considered the bloodiest war in US history?
 - a) Vietnam War
 - b) Spanish American War
 - c) **Civil War**
 - d) World War II

2. Why does the American flag have 13 stripes?
 - a) They represent the members of congress.
 - b) It was considered lucky.
 - c) They represent number of signatures on the Constitution.
 - d) **They represent the original colonies.**

3. What do we call the first ten amendments to the Constitution?
 - a) **The Bill of Rights**
 - b) Inalienable rights
 - c) Articles of the Confederation
 - d) The Declaration of Independence

4. If the President and the Vice President die, who becomes the president?
 - a) Attorney General
 - b) **Speaker of the House of Representatives**
 - c) Secretary of State
 - d) Defense Secretary

5. Who was the candidate in the Presidential Election of 1992, who did not belong to the Republican or Democratic Party?

- a) **Hugh Ross Perot**
 - b) Jack Anderson
 - c) Patrick Buchanan
 - d) Walter Mondale
6. Abraham Lincoln was shot on April 14, 1865. It was _____.
- a) Pentecost
 - b) Easter
 - c) **Good Friday**
 - d) Palm Sunday
7. Which president had the surname Blythe at the time of his birth?
- a) Ronald Reagan
 - b) Gerald Ford
 - c) **William Clinton**
 - d) Richard Nixon
8. Who was the first citizen of the USA to be canonized?
- a) **Elizabeth Ann Seton**
 - b) Maximilian Kolbe
 - c) Peter Damien
 - d) Maria Goretti
9. How many Americans died in battle in the Spanish-American War?
- a) 5
 - b) **385**
 - c) 3,102

- d) 13,941
10. In which year did the five-digit zip code begin?
- a) 1960
 - b) 1961
 - c) 1962
 - d) **1963**
11. On which piece of territory was the Battle of Bunker Hill fought?
- a) Culp's Hill
 - b) San Juan Hill
 - c) **Breed's Hill**
 - d) Silbury Hill
12. Which three Native American tribes kept colonists from advancing past the Appalachian Mountains?
- a) **Cherokees, Creeks, Iroquois**
 - b) Savannah, Yamasees, Iroquois
 - c) Creeks, Tuscaroras, Yamasees
 - d) Savannah, Cherokee, Tuscaroras
13. In what year did the Cuban Missile Crisis occur?
- a) 1960
 - b) **1962**
 - c) 1964
 - d) 1966
14. Who was the attorney for the NAACP in the Brown v. Board of Education case in 1954?

- a) John Barstow
 - b) Clarence Darrow
 - c) Ronald Beecham
 - d) **Thurgood Marshall**
15. The 1823 Monroe Doctrine established the US foreign policy that _____.
- a) Provided foreign aid to developing nations
 - b) **Opposed the creation of new colonies in Latin America**
 - c) Led directly to the Civil War
 - d) Encouraged expansion into South America
16. The American Professional Football Association formed in _____.
- a) 1925
 - b) **1920**
 - c) 1918
 - d) 1916
17. The “Galloping Ghost” (Red Grange) played for what team?
- a) Detroit Lions
 - b) Washington Redskins
 - c) **Chicago Bears**
 - d) Dallas Cowboys
18. The baseball with the highest batting average is _____.
- a) Pete Rose
 - b) Tris Speaker
 - c) **Ty Cobb**

- d) Sam Crawford
19. Which Met pitcher was the first to win 25 games in a season for the franchise?
- a) **Tom Seaver**
 - b) Warren Spahn
 - c) Jerry Koosman
 - d) David Cone
20. At what point during a two-shot free throw may a substitute enter a basketball game?
- a) As soon as the official approaches the scorer's table
 - b) **Between the first and second shots**
 - c) Before the first shot
 - d) Only after a made second shot
21. Brett Favre, Ed White, and Norm Snead all play/played on the _____.
- a) Cincinnati Bengals
 - b) Philadelphia Eagles
 - c) Denver Broncos
 - d) **Minnesota Vikings**
22. In what year were the first Wimbledon Tennis Championships held in England?
- a) 1868
 - b) 1871
 - c) 1874
 - d) **1877**
23. The first World Cup for Football (Soccer) was held in which country?
- a) **Uruguay**

- b) Brazil
 - c) Germany
 - d) Spain
24. Which is the only country to have played in each and every World Cup?
- a) Germany
 - b) France
 - c) **Brazil**
 - d) Uruguay
25. Who was the youngest ever player inducted into the NFL Hall of Fame?
- a) Jonathan Ogden
 - b) Bill Parcells
 - c) Dave Robinson
 - d) **Gale Sayers**
26. What is the furthest round Missouri has reached in the NCAA men's basketball tournament?
- a) Third Round
 - b) **Elite Eight**
 - c) Sweet Sixteen
 - d) Second Round
27. In golf, a three under par for a hole is a(n) _____.
- a) Turkey
 - b) Birdie
 - c) **Albatross**

- d) Eagle
28. Which player made a NBA Finals Game 7-record six 3-pointers?
- a) Manu Ginobili
 - b) Danny Green
 - c) **Shane Battier**
 - d) Ray Allen
29. Mia Hamm played for _____.
- a) **Washington Freedom**
 - b) Washington Spirit
 - c) Chicago Red Stars
 - d) Portland Thorns
30. Which NFL franchise has the most #1 overall draft picks?
- a) St. Louis Rams
 - b) **Indianapolis Colts**
 - c) Detroit Lions
 - d) Arizona Cardinals
31. The A-Line and the pencil skirt were both created by _____.
- a) Diane von Furstenberg
 - b) Liz Claiborne
 - c) **Christian Dior**

- d) Louis Vuitton
32. Which designer created the little black dress?
- a) **Coco Chanel**
 - b) Yves Saint Laurent
 - c) Jean Paul Gaultier
 - d) Hubert de Givenchy
33. Which of these places is considered a fashion capitol of the world?
- a) Manhattan
 - b) **Paris**
 - c) Seoul
 - d) Chicago
34. The dress that is form-fitting through the bodice with a flared skirt to create the silhouette of a tail is known as a _____ dress.
- a) Fishtail
 - b) Empire
 - c) Trumpet
 - d) **Mermaid**
35. A clothing braid refers to _____.
- a) **A decorative trim on formal clothing**
 - b) A form of bow-tie related to formalwear
 - c) A layered A-line skirt
 - d) A intricate knot for neckties
36. If you were wearing a “Sam Browne,” what would you be wearing?

- a) An asymmetrical jacket
 - b) A white dress shirt underneath a vest
 - c) **A belt with a strap over the right shoulder**
 - d) A wide-brimmed hat
37. Jean Paul Gaultier is famous for the brand named _____.
- a) Zeus
 - b) **Hermes**
 - c) Hera
 - d) Aphrodite
38. The Sex Pistols were partly influenced by which acclaimed designer?
- a) Andre Kim
 - b) Mario Moya
 - c) Jimmy Choo
 - d) **Vivienne Westwood**
39. Zuhair Murad is well known for the _____ and _____ patterns in his designs.
- a) **Organic; geometric**
 - b) Risque; outlandish
 - c) Simple; heavy
 - d) Colorful; childish
40. A v-shaped weave common in tweed is known as _____.
- a) Jouy print
 - b) Seersucker

- c) **Herringbone**
 - d) Warp print
41. Espadrilles would be worn on your
- a) Head
 - b) **Feet**
 - c) Legs
 - d) Hands
42. Which supermodel was considered the face of the sixties?
- a) Naomi Campbell
 - b) Bebe Buell
 - c) Iman
 - d) **Twiggy**
43. A cummerbund is a broad waistband worn with a _____.
- a) Pencil skirt
 - b) Evening gown
 - c) Vest
 - d) **Tuxedo**
44. Denim is usually dyed using _____.
- a) Amur maple
 - b) **Indigo**
 - c) Dogwood
 - d) Saffron

45. One of the most famous high-fashion magazines is _____.
- a) **Vogue**
 - b) Sugar
 - c) People
 - d) Cosmopolitan
46. What was Elton John's first US No 1 hit?
- a) Tiny Dancer
 - b) **Crocodile Rock**
 - c) Rocket Man
 - d) Candle in the Wind
47. Who founded the Death Row label with Marion 'Suge' Knight?
- a) **Dr. Dre**
 - b) TuPac
 - c) Snoop Dogg
 - d) Makaveli
48. Freddie Mercury died in which year?
- a) 1986
 - b) 1990
 - c) **1991**
 - d) 1989
49. Which group made the albums Bare Trees and Penguin?
- a) Radiohead
 - b) Jimmy's Chicken Shack

c) **Fleetwood Mac**

d) Blind Melon

50. Which single was considered Led Zeppelin's debut single in the UK and the US?

a) Babe I'm Gonna Leave You

b) **Communication Breakdown**

c) Whole Lotta Love

d) Good Times, Bad Times