

Unit I - Answer Key

Psychology's History and Approaches

Module 1 - Psychology and Its History

While You Read

1-2 The three elements are curiosity, skepticism and humility. Curiosity helps us form and test predictions, skepticism helps us to question the answers that researchers find, and humility helps us to admit when we might be wrong and to accept new ideas.

1-3 Explain how critical thinking has helped you examine an issue in your life.

Answers will vary. Students should demonstrate how critical thinking helped them overcome bias and well as consider the credibility of sources.

1-4

Theorist/ Philosopher	Viewpoint
Socrates	<ul style="list-style-type: none">• Knowledge is innate—born within us• Mind is separable from body and continues after the body dies
Plato	<ul style="list-style-type: none">• <i>Knowledge is innate—born within us</i>• <i>Mind is separable from body and continues after the body dies</i>
Aristotle	<ul style="list-style-type: none">• Derived principles from observation• Knowledge is not preexisting—it grows from experiences stored in memory

René Descartes	<ul style="list-style-type: none"> • Ideas are innate and mind is entirely distinct from body • Fluid in brain cavities contained “animal spirits”—the cavities are the basis for movement and memory
Francis Bacon	<ul style="list-style-type: none"> • Focused on experiments, experience, and commonsense judgment • Commented on human tendency to find patterns
John Locke	<ul style="list-style-type: none"> • Argued mind at birth is tabula rasa—blank slate • Helped form empiricism—scientific knowledge comes from observation and experimentation

1-5

Psychologist	Contribution or Milestone
Wilhelm Wundt	<ul style="list-style-type: none"> • Established the first psychology laboratory • Measured the time lag between people’s hearing a ball hit a platform and their pressing a telegraph key
G. Stanley Hall	<ul style="list-style-type: none"> • First president of the American Psychological Association (APA) • Established the first formal United States psychology laboratory at Johns Hopkins University
Edward Titchener	<ul style="list-style-type: none"> • Wundt’s student • Introduced structuralism—aim to discover the structural elements of the mind using introspection
Charles Darwin	<ul style="list-style-type: none"> • Studied species variations

	<ul style="list-style-type: none"> • Explained diversity in animals by proposing the evolutionary process of natural selection • Believed that nature selects traits that best enable an organism to survive and reproduce in a particular environment
William James	<ul style="list-style-type: none"> • Philosopher-psychologist • Functionalist, influenced by Darwin • Wrote one of the first introductory psychology texts, <i>Principles of Psychology</i>
Mary Whiton Calkins	<ul style="list-style-type: none"> • First woman to complete the requirements for a Ph.D. in psychology but was denied the degree by Harvard • Pioneering memory researcher • Became first female president of the American Psychological Association (APA)
Margaret Floy Washburn	<ul style="list-style-type: none"> • Wrote the book, <i>The Animal Mind</i> • First female to receive a Ph.D. in psychology • Second female president of the APA

1-6

Psychologist	Psychological Approach to Explaining Behavior and Mental Processes	Key Terms
John B. Watson	<ul style="list-style-type: none"> • Focused on OBSERVABLE behaviors—not introspection 	<p>Learning</p> <p>Conditioning</p> <p>Behaviorism</p>

	<ul style="list-style-type: none"> Behavior is influenced by learned associations through a process called conditioning 	
B. F. Skinner	<ul style="list-style-type: none"> <i>You should observe and record people's behavior to understand them</i> 	<p>Learning</p> <p>Conditioning</p> <p>Behaviorism</p>
Sigmund Freud	<ul style="list-style-type: none"> Focused on unconscious thought process and emotional responses to childhood experiences explanation—the role unconscious sexual impulses play in behavior 	<p>Psychoanalysis</p> <p>Unconscious</p> <p>Wish-fulfillment</p>
Carl Rogers	<ul style="list-style-type: none"> How current environmental influences can nurture or limit our growth and the importance of having our needs for love and acceptance satisfied 	<p><i>Growth potential</i></p> <p>Humanistic psychology</p>
Abraham Maslow	<ul style="list-style-type: none"> How current environmental influences can nurture or limit our growth and the importance of having our needs for love and acceptance satisfied 	<p>Growth potential</p> <p>Humanistic psychology</p>

2. Psychology is the science of behavior and mental processes

After You Read

Module 1 Review

Terms or Names

- D 1. Mary Calkins
- F 2. empiricism
- C 3. Margaret Washburn
- I 4. structuralism
- E 5. William James
- J 6. functionalism
- B 7. René Descartes
- H 8. experimental psychology
- A 9. Francis Bacon
- G 10. behaviorism
- K 11. John Locke
- L 12. humanistic psychology

Definitions or Associations

- A.** British researcher who emphasized observation and experimentation
- B.** French philosopher who believed the mind and body are separate
- C.** First official female psychology Ph.D.; second female APA president
- D.** First female APA president; completed a Ph.D. under William James that Harvard refused to award her
- E.** American functionalist
- F.** The view that knowledge originates in experience and science should rely on observation and experimentation
- G.** The field of psychology that believes only observable behavior is worthy of study
- H.** The field of psychology that conducts experiments to study behavior and thinking
- I.** An early school of thought that emphasized introspection as a tool to discover the structures of the mind.

- J.** An early school of thought that questioned how behavioral process function and enable an organism to adapt, survive and flourish
- K.** A British political philosopher who believed the mind at birth is a 'tabula rasa'
- L.** Psychological perspective that emphasizes growth potential of healthy humans

Module 2 - Today's Psychology and Its Approaches

While You Read

2-1

1. Studying the brain, through cognitive neuroscience, helps psychologists study cognition, how we perceive, process, and retrieve information.
2. Modern psychology is much more aware of the fact the genetics and environment play a role in the behaviors of an organism. Every psychological event is simultaneously a biological event; there is no more conflict over which is more important, nature or nurture.
3. Men and women are overwhelmingly similar, as are people from various cultures. The same underlying processes guide people everywhere.

2-2

Perspective	This person is shy because . . .
Behavioral	She learned that when she is quiet and avoids eye contact, other people leave her alone. She feels pleasure at being left alone to think her own thoughts and daydream so is rewarded for being shy.
Biological	She may have inherited a biological predisposition to shy or timid behavior, she may have a softer voice, a physique that is more fragile, and so on.

Cognitive	She may perceive that others are rude or boisterous and finds a shy manner to be an effective defense against this. She may think others do not view her with high regard and this impacts her actions.
Evolutionary	Shyness may have evolved as a protective trait: Shying away from danger or crowds may have kept her ancestors safe from threats.
Humanistic	She may feel that she can only meet her needs for love and acceptance by being docile and shy.
Psychodynamic	She may be dealing with unconscious conflicts dealing with childhood experiences that cause her to be shy.
Social-cultural	Shyness may be viewed as humility and modesty and be valued in her culture.
Biopsychosocial	Shyness is the result of an interplay between a variety of biological, psychological and social-cultural influences, all of which must be considered to have a complete picture

2-3 Answer the following questions:

1. The testing effect is repeated self-testing and rehearsal of previously studied material.

Answers will vary.

2. Answers will vary.

After You Read

Module 2 Review

Terms

- C 1. Cognitive psychology
- E 2. Positive Psychology
- G 3. Psychology
- H 4. Testing Effect
- A 5. Biological Psychology
- B 6. Natural selection
- I 7. Psychodynamic Psychology
- F 8. Cognitive neuroscience
- J 9. Social-cultural psychology
- D 10. Behavior genetics

Definitions

- A.** The scientific study of the link between biological and psychological processes.
- B.** The principle that inherited traits that better enable an organism to survive and reproduce will most likely be passed on to succeeding generations
- C.** Study of mental processes and how we solve problems
- D.** The study of the relative power and limits of genetic and environmental influences on behavior
- E.** The scientific study of human flourishing
- F.** Interdisciplinary study of brain activity linked with cognition
- G.** The scientific study of behavior and mental processes
- H.** Enhanced memory after retrieving, rather than simply rereading, information

- I.** Studies how unconscious drives and conflicts influence behavior
- J.** The study of how situations and cultures affect our behavior and thinking

Module 3 - Subfields in Psychology

While You Read

3-1

Subfields of Psychologists	Focus
psychometrics	devising tests and studying the measurement of our abilities, attitudes, and traits
developmental	studying our changing abilities “from womb to tomb”
educational	studying influences on teaching and learning
personality	investigating our persistent traits
social	exploring how we view and affect one another
industrial-organizational	how psychology impacts the workplace
human factors	the interaction of people, machines, and physical environments
counseling	help people cope with challenges and crises
clinical	assess and treat mental, emotional, and behavior disorders
psychiatrists	medical doctors licensed to prescribe drugs and treat physical causes of psychiatric disorders
positive	explore positive emotions, positive character traits and enabling life situations
community	create social and physical environments that are healthy for all

Basic Research Subfields of Psychology	Examples of Work These Psychologists Do
Cognitive	Study thought processes and focus on such topics as perception, language, attention, problem solving; design computer-based models of thought processes, work as a professor, industrial consultant, or human factors specialist.
Developmental	Conduct research on age-related behavioral changes, apply knowledge to child care, policy, and related settings; could work in a university, day-care center, youth group program, senior center, etc.
Educational	How we learn—relationship between learning and physical and social environments, work in a university or school of education, develop innovative methods of teaching, design effective tests, etc.
Experimental	Investigate basic behavioral processes, motivation, learning, though, etc., work in an academic setting, teaching courses and supervising students' research or employed by a research institution, zoo, business, government agency
Psychometric	Update neurocognitive or personality tests or devise new tests for use in clinical or business settings; administer, score, and interpret these tests; work in a university or testing company, private research firm, or government agency
Social	Study how beliefs, feelings, behaviors are affected by and influence other people. Probably a college professor, might work in market

	research or applied psychology fields, work for hospitals, federal agencies, or businesses.
Applied Research	Examples of Work These Psychologists Do
Subfields of Psychology	
Forensic	Conduct research on law and psychology to create public policies related to mental health, help law-enforcement agencies in criminal investigations or consult on jury selection and deliberation processes.
Health	Help people lead healthier lives by designing, conducting, evaluating, and implementing programs to stop smoking, lose weight, improve sleep, etc.
Industrial-Organizational (I/O)	Develop new ways to increase productivity at work, improve personnel selection or promote job satisfaction in an organization.
Neuropsychology	Assess, diagnose, or treat central nervous system disorders such as Alzheimer’s disease or stroke. These psychologists might evaluate individuals for evidence of head injury, learning disabilities, or other psychiatric disorders.
Rehabilitation	Help people who have lost optimal functioning after an accident, trauma, or illness

School	Diagnose and treat cognitive, social, and emotional problems in school children; collaborate with teacher, parents to make recommendations to improve the child's learning
Sport	Coach education, athlete preparation, research and teaching
Clinical	Work with a wide range of disorders—treat patients—work in hospitals, private practice, legal systems, the military
Community	Focus on preventative measures and crisis intervention for underserved groups and ethnic minorities
Counseling	Conduct therapy and provide assessments, helping people adjust to life—changes that are less severe than those a clinical psychologist deals with

After You Read

Module 3 Review

1. are a Major League Baseball player who is in a slump? sports
2. are a corporate executive that wants to increase employee morale? I/O
3. work for the Centers for Disease Control and want to start a program to prevent the spread of sexually transmitted diseases? health
4. want to develop a valid, reliable test to measure student performance in a school district?
psychometric
5. want to reform the child-care institutions in this country? developmental
6. suffer from schizophrenia? clinical
7. have a child you suspect may have a learning disability? school

8. just moved to a new town and are feeling out-of-place and sleeping more than usual?

counseling

9. want to make changes to the way you think about and perceive the world? cognitive

10. were trying to design a new car that incorporated a better understanding of how people

interact with machines? human factors

✓ Check Yourself

1. As a structuralist, Titchener was more concerned with the way in which consciousness was experienced—how did it sound, smell, feel? James, as a functionalist, was more focused on the function consciousness served—how could it be used to help us consider our past, plan our future.
2. Watson and Skinner, both behaviorists, would have had trouble with James' reliance on consciousness—which cannot be seen or observed, measured, weighed, and so on.
3. Sigmund Freud believed behavior stemmed from unconscious conflicts and didn't see a need to observe behavior to understand it.
4. The humanists found both behaviorists and psychoanalysts to be too limiting in their approach to understanding human behavior. They thought it had much more to do with how current situations (not childhood experiences learned or unconsciously motivated) influenced our growth potential. They are more focused on the present implications of behavior.
5. Cognitivists value the importance of how our mind processes and retains information, which harkens back to the early work of the structuralists.

✓ Check Yourself

1. Strong answers will refer to growth potential, need for love and acceptance.
2. Strong answers will refer to unconscious conflicts with her parents
3. Strong answers will refer to mental processes, thoughts and memories, how the mind processes and remembers information.
4. Strong answers will refer to learning or conditioning, observed behaviors.

5. Answers will vary but should acknowledge that no one approach to understanding human behavior covers everything, and a more eclectic approach, taking into account culture, evolution, genes, and so on, would perhaps offer a fuller explanation of young Norah's troubles.

✓ Check Yourself

1. Students might mention the actor being conditioned to think her behavior is acceptable—the more outrageous she acts, the more attention (positive reinforcement) she receives. Many responses will work but should reflect behaviorist principles in the context of the scenario given.
2. Students might mention hormones, brain structures, and such that might produce these behaviors.
3. Any reference to the actress' emotions, thoughts, how the way in which she processes information or accesses memory, and so on would be acceptable.
4. Students should reference how any of the behaviors she is exhibiting would ensure her survival.
5. Students might mention her need for acceptance and love as an explanation for her behavior.
6. Students might reflect on her behaviors as manifestations of unconscious childhood conflicts with her parents, or as unfulfilled wishes that are taboo in society, for example.
7. Students should indicate that they understand the impact the actress' culture may have had on her behavior—that she is thinking and acting in a manner consistent with what her culture expects from her.