
► Chapter 1: TOWARD A DEFINITION OF PSYCHOLOGY ◀

I. PSYCHOLOGY: The SCIENTIFIC STUDY of BEHAVIOR and MENTAL PROCESSES

A. Scientific Study:

1) Organized Body of Knowledge

2) Gained through Scientific Method

SCIENTIFIC METHOD:

a) Observation of interesting phenomenon

b) Formulation of a hypothesis

1. Hypothesis: is a PREDICTION about specific behavior that often based on a theory.

2. Theory: an attempt to fit all the currently know facts about a subject into an integrated and logical whole.

c) Data collection to support or refute the hypothesis

B. Psychologist Study Behavior

What organisms do, how they act, react, and respond

C. Psychologist Study Mental Processes:

Mental processes are broken down into cognitions and affects:

* Affect:

* Cognitions:

ABCs

- Affect -
- Behavior -
- Cognition -

Must have OPERATIONALLY DEFINED terms and OBSERVABLE results
Why?

Operational Definitions: define concepts in terms of the PROCEDURES used to measure them.

* Specifies how we are going to measure a behavior

II. ORIGIN OF PSYCHOLOGY - PHILOSOPHY AND PHYSIOLOGY (Science):

PHILOSOPHY: looks for explanations of human behavior based on reasoning -> intuition and logic (whereas the scientific approach is based on OBSERVATION).

PHYSIOLOGY is concerned with the scientific study of how living organisms function.

A. Interactive Dualism: (Descartes)

- Believe that the mind and body were fundamentally distinct entities.
- Interaction

Cogitio Ergo Sum - I think therefore I am

B. British Empiricists (John Locke): How do we come to represent the world "out there" in the internal world of the mind.

- How does the mind become filled with memories and thoughts -
- TABULA RASA

C. Gustav Fechner (1860)

- Looked at the psychological process of sensation using his applied training in physics.

- Psychological Experience:

III. PSYCHOLOGY BEGINS: THE EARLY YEARS:

A. Structuralism: (Wilhelm Wundt)

Wilhelm Wundt - opened his laboratory in 1879 "BEGINNING OF PSYCHOLOGY"

- Fundamental Elements
- Introspection: to look within

B. Functionalism: (William James)

- Believed that psychology should investigate the FUNCTION or purpose of CONSCIOUSNESS
- Technique:
- Consciousness is dynamic

C. Behaviorism: (John Watson, B.F. Skinner)

- Behaviorism is based on the premise that scientific psychology SHOULD STUDY ONLY OBSERVABLE BEHAVIOR
- Abandon the study of consciousness altogether

D. Psychoanalytic Psychology: (Sigmund Freud)

- * Sigmund Freud: emphasizes the influences of the unconsciousness and instincts

E. Humanistic Psychology: (Carl Rogers, Abraham Maslow)

- Emphasizes the unique qualities of humans, especially their freedom and their potential for personal growth

F. Gestalt Psychology: (Max Wertheimer)

Describes how we organize the world

- whole, configuration totality, big picture
- * Some ways of perceiving the world are INNATE & UNLEARNED

• RESEARCH METHODS OF PSYCHOLOGY •

Scientific Law: A statement about one's subject matter thought to be true based on evidence.

I. CORRELATION:

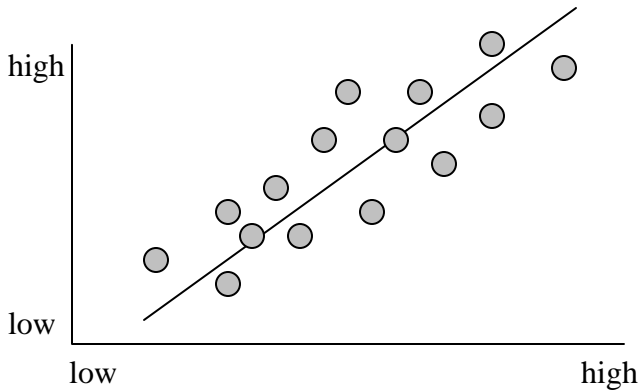
- A) CORRELATION:** assesses a relationship between variables that an experimenter has no control over.
 - See if two events regularly occur together
 - Measures the degree of relationship between two variables

Correlation Coefficient: indicates the strength of the relationship.

Varies from +1.00 to 0 to -1.00
 +1.00 maximum positive correlation
 -1.00 maximum negative correlation [Inverse Relationship]

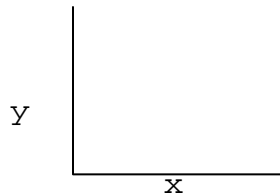
* -.63 predicts more accurately than does .47

• CORRELATION IS NOT EQUAL TO CAUSATION



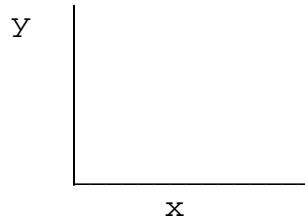
DIFFERENT FORMS OF CORRELATION:

- a) UNCORRELATED**
 (zero correlation)
 no relationship between the variables

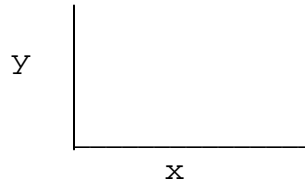


- High scores on one variable are likely to corresponds with high or low scores on the second variable (same with low scores).

b) **POSITIVE:** x tends to increase as y increases



c) **NEGATIVE:** y tends to decrease as x increases



B) THIRD VARIABLE PROBLEM: an unmeasured third variable may exist that is the causal variable influencing

C) DIRECTIONALITY PROBLEM: difficulty in determining the direction in which the causality occurs between correlated variables.

- A →
- B →
- X →

II. EXPERIMENTAL METHODS:

Experiments:

- Manipulates independent variable(s)
- Carefully controlled conditions
- Measures dependent variable:

Experimental Research: Designed to test one or more hypotheses.

EXPERIMENTAL GROUP (Treatment): Receives some treatment or manipulation in regard to the independent variable.

CONTROL GROUP (Comparison Group): Receives no treatment or experimental manipulation.

* Placebo

RESEARCH VARIABLES:

a) Independent Variable: (antecedent, Input):

A condition or event that an experimenter varies in order to see its impact on another variable.

- Manipulated by the researcher

b) Dependent Variables: (consequent, Output):

the variable that is thought to be affected by manipulation of the independent variable

c) Extraneous Variables: Those factors in an experiment that need to be minimized or eliminated so as not to affect the dependent variable.

d) Confounding Variable: a variable that varies systematically with the independent variable (type of extraneous variable) thus making a causal link difficult to establish.

Example:	Example:
Independent Variable:	Independent Variable:
Dependent Variable:	Dependent Variable:
Extraneous Variables:	Extraneous Variables:
Experimental Group:	Experimental Group:
Control Group:	Control Group:

Random Assignment: each experimental subject has an equal chance of being assigned to either the experimental or control group.

Baseline Design: Subject serves in both experimental and control groups.

Meta-analyses: combining and analyzing a number of experiments

Ethics:

FOR HUMAN SUBJECTS:

- 1) Right to the obtained information
remaining private
- 2) Participation is voluntary
- 3) Informed Consent
- 4) Debriefed
- 5) No lasting harm
- 6) Research is important (not done on a whim).
Research must have scientific merit

-> Review Committees

FOR ANIMALS:

- 1) Only trained & experience experts care for the animals
- 2) Housing requirements
- 3) Right kind of food
- 4) Proper temperature
- 5) No unnecessary pain or discomfort
- * ONLY HEALTHY animals give good data

Accountability

► Chapter 9: THEORIES OF PERSONALITY ◀

PERSONALITY THEORIES: are systems of related ideas used to explain the development, structure, and functioning of personality.

I. PSYCHOANALYTIC THEORIES:

A. Levels of Consciousness:

1. **Conscious:** memories, feeling, & motives we are actively aware of at the moment
2. **Preconscious:** information that can be brought to awareness
3. **Unconscious:** thoughts & feelings not available at conscious or preconscious level

B. BASIC INSTINCTS:

1. **Life Instincts:** innate impulse for survival
Libido: energy through which the sexual instincts operates
2. **Death Instincts:** innate impulses which compel one towards destruction.

C. STRUCTURE OF PERSONALITY:

Freud proposed that personality is composed of 3 separate interacting structures: id, ego, & superego

1. **ID:** The aspect of personality that consists of BIOLOGICAL DRIVES and demands immediate gratification

Pleasure Principle: Id operates according to the pleasure principle in which it demands IMMEDIATE GRATIFICATION of its urges.

2. **EGO:** the RATIONAL, DECISION-MAKING aspect of personality

Reality Principle: Ego seeks to delay gratification of the id's urges until appropriate outlets and situation can be found.

DEFENSE MECHANISMS: are largely UNCONSCIOUS REACTIONS that protect a person from unpleasant emotions such as ANXIETY and GUILT.

- a) **Repression:** involves keeping distressing thoughts and feeling buried in the unconscious (also called "Motivated forgetting")
- b) **Rationalization:** involves creating false but plausible excuses to justify unacceptable behavior.
- c) **Projection:** involves attributing your own thoughts, feelings, or motives to another

- d) **Regression:** involves a reversion to immature patterns of behavior.

 - e) **Displacement:** involves diverting emotional feelings (usually anger) from their original source to a substitute target.

 - f) **Fantasy:** escape from anxiety typically through the use of imagination.

 - g) **Denial:** refusal to believe information that provokes anxiety.

 - h) **Sublimation:** repression of unacceptable behavior that is channeled into socially acceptable behaviors.
3. **SUPEREGO:** the moral component of personality that incorporates social standards about what represents right and wrong.

Idealistic Principle: morals & standard of ethics

D. STAGES OF PSYCHOSEXUAL DEVELOPMENT (Freud's Theory of Personality)

Psychosexual Stages: are developmental periods with a characteristic sensual (sexual) focus that leave their mark on adult personality.

Fixation: involves a failure to move forward from one stage to another as expected

1. ORAL STAGE (0-1): main source of psychosexual pleasure obtained from stimulation of the mouth
2. ANAL STAGE (1-3): psychosexual pleasure obtained from bowel movements either the sensation of going or holding back
3. PHALLIC STAGE (3-5): psychosexual pleasure from genitals

Oedipus Complex: boy develops interest in mother & competition aggression towards father.

Electra Complex: girl feels romantic attraction towards father and hostility towards her mother.

4. LATENT PERIOD (6-12):
 - Children suppress their sexual interests
5. GENITAL STAGE (beginning at puberty):
 - Strong sexual interests in other people

E. NEO-FREUDIANS:

1. **Alfred Adler:** Didn't like negativity & sexual libido as prime impulse in life.

Inferiority Complex: exaggerated feelings of weakness and inadequacy

2. **Carl Jung:** More positive about one's ability to control one's own destiny.

Personal Unconscious: houses material that is not within one's conscious awareness because it has been repressed or forgotten.

Collective Unconsciousness: memory traces or repeated human experience that have accumulated over millions of years of human development.

Archetypes: mother, father, self, god, evil etc.

3. **Karen Horney:** prime impulse not sex but BASIC ANXIETY

II. BEHAVIORAL-LEARNING APPROACH

- 1) John B. Watson: role of environment in shaping behavior
LEARNING!
- 2) John Dollard & Neal Miller: system of habits are developed in response to various cues in the environment.
- 3) B.F. Skinner: reinforcement & punishment.
- 4) Albert Bandura: many aspects of personality are learned through observation and social influences

III. HUMANISTIC-PHENOMENOLOGICAL APPROACH

- What is important is HOW people VIEW THEMSELVES and others.

1) Carl Rogers

- Person Centered theory

Fully Functioning -> person becomes all s/he can be

2) Abraham Maslow: said psychology was too pessimistic and negative!

IV. TRAIT APPROACH: concerned with an adequate description of personality! Seeks to reveal psychological dimensions along which people differ.

Trait: a way in which one individual differs from another on a presumably enduring and distinguishable way.

A. Gordon Allport:

Common Traits: dimensions of personality that are shared by everyone

Personal Traits: unique to some people

B. Raymond Cattell (factor analysis):

- Relies on psychological tests

Surface Traits: cluster of behavior that go together

Source Traits: develop from surface traits

C. A CONTEMPORARY PERSPECTIVE: FIVE FACTOR MODEL (The Big Five)

I. Extroversion/Introversion

II. Agreeableness (friendliness)

III. Conscientiousness (predicts self control & dependability)

IV. Stability/Instability

V. Intelligence

V. ISSUES RELATED TO PERSONALITY

A. A DEBATE RESOLVED: IS THERE A PERSONALITY?

B. GENDER AND PERSONALITY

VI. Methods of Personality Assessment

A. Behavioral Observation: Observing the behaviors of an individual to draw conclusions about his/her personality.

B. Interview: an interviewer asks a subject questions about him/herself in order to gain information about the subjects.

C. Paper and Pencil Tests:

Minnesota Multiphasic Personality Inventory (MMPI):

D. Projective Technique:

- Subject responds to ambiguous stimuli

1) Word association technique:

2) Thematic Apperception Test (TAT)-[projective Technique]:

Instructions:

3) Rorschach Inkblot Test (projective technique):

Instructions:

Interpretation:

► Chapter 14: SOCIAL PSYCHOLOGY ◀

Social Psychology: is concerned with the way an individual's thoughts, feelings, and behavior are influenced by others.

I. ATTITUDES:

A. Definition of Attitude: A learned like or dislike of something or somebody that influences our behavior toward that thing or person.

Attitude includes:

- 1) Affective Component: the way you feel

 - 2) Behavioral Component: what you are likely to do

 - 3) Cognitive Component: what you know or believe
- *> NEED ALL THREE

B. Attitude Formation:

Conditioning methods can be useful in explaining attitude formation.

- 1) Classical Conditioning:
 - CS Attitudinal object PAIRED WITH UCS Pleasant Events
 - UCR Pleasant Feelings
 - *> Advertisers take neutral object and try to create positive associations with it!
- 2) Operant Conditioning: responses are more likely as a result of their positive consequences
- 3) Observational Learning: responses are acquired through the observation of other people's behavior.

II. ATTRIBUTION PROCESSES:

Attribution: is the set of thought processes we use to assign causes to our own behavior and the behavior of others.

WHEN:

WHY:

- A. Internal Attributions** (within): ascribes the causes of behavior to a person's stable characteristics such as dispositions, traits, abilities, & feelings

- B. External Attributions** (Outside): ascribes the causes of behavior to situational demands and environmental constraints.

- C. Attribution Errors**
 - 1) **Fundamental Attribution Error:** refers to the tendency of an observer to favor internal attributions in explaining the behavior of an actor.

 - 2) **Just World Hypothesis:** the belief that the world is just good people will have good things happen to them, and bad people will have bad things happen to them.

 - 3) **Self-Serving Bias:** is our tendency to attribute our positive outcomes to personal (INTERNAL) factors and our negative outcomes to situational factors (EXTERNAL).

4) Actor-Observer Bias:

FOR FAILURE:

Actors: tend to make external attributions, blaming their failure on unfavorable situation factors.

Observers: attributes actors failure to actors personal shortcomings

FOR SUCCESS:

Actor: success makes internal attribution and point to your ability or hard work

Observer: infer situational explanation for other's triumphs

III. FACTORS RELATED TO INTERPERSONAL ATTRACTION

1) Reciprocity: we tend to like people who like us

2) Proximity: we tendency to choose as friends people who are close in proximity to us

Mere Exposure Phenomenon: the tendency of people to come to like objects or people more as a result of coming into contact with them frequently

3) Physical Attractiveness:

Matching Phenomenon: the tendency to select partners who are similar in physical attractiveness

4) Similarity: the tendency for people to choose friends who resemble themselves in many ways

• SOCIAL INFLUENCE •

A. CONFORMITY: means maintaining or changing one's behavior in order to be consistent with group standards.

ASCH STUDIES

TWO MAIN REASONS WHY PEOPLE CONFORM

- 1) They want to be liked by the group.
- 2) They believe the group is better informed.

B. OBEDIENCE TO AUTHORITY

EXPERIMENT BY STANLEY MILGRAM: Under What conditions would people obey apparently dangerous orders

Factors that influence Obedience:

C. BYSTANDER INTERVENTION

[Latane & Darley]

Bystander Effect: people are less likely to provide needed help when they are in groups than when they are alone.

A COGNITIVE MODEL OF BYSTANDER INTERVENTION:

- 1) **Audience Inhibition:** a person is less likely to help in front of others
- 2) **Pluralistic Ignorance:** due to the inaction of others, you define the situation as a non-emergency and therefore do nothing
- 3) **Diffusion of Responsibility:** the fact that one feels less responsibility for helping when other people are around (than when one knows no one else is around to help).

D. SOCIAL LOAFING: is a reduction in effort by individuals when they work in groups as compared to when they work by themselves.

E. SOCIAL FACILITATION: enhanced performance in the presence of others.

F. Social Interference: impaired performance in the presence of others.

G. COMPLIANCE: is the tendency to do what someone asks us to do

1) **FOOT-IN-THE-DOOR TECHNIQUE:** Person makes a modest request at first and then follows it up with a much larger second request.

2) **DOOR-IN-THE-FACE TECHNIQUE:** someone follows an outrageous initial request with a much more reasonable second one.

3) **THAT'S-NOT-ALL TECHNIQUE:** person makes an offer, before the other person has a chance to reply, makes a better offer.