

## Study Guide Chapter 1 and Chapter 2 combined Fall 2019

### **Chapter 1** Read all of chapter 1. Read handout: Classical Conditioning

Note: Many texts speak to a handful (maybe 6 or so) of “perspectives”. For example, if we asked why Bill was depressed. Someone working from a **Psychoanalytical** perspective would explain it by appealing to unconscious stuff. Someone working from a **Behavioral** perspective (behaviorism) would explain it maybe by appealing to a lack of positive reinforcement or too much punishment. Someone working from a **Biological** perspective might focus on how depression is genetically based or how it is caused by a chemical imbalance. Someone working from a **Cognitive** perspective would emphasize how negative thoughts can cause depression. Someone working from a **Social Psychology** perspective would emphasize how the social world can influence us and make us depressed. For example, examining how a lack of good jobs/poverty can cause depression, or social isolation from excessive internet use can cause depression. Someone working from an **Evolutionary** perspective might focus on how depression or sadness was an adaptation to the environment that allowed our ancestors to better thrive and have kids.

But your text also mentions many other different types of psychologists in addition to those that might come from the above mentioned perspectives: Gestalt, Multi-cultural, Sensation/Perception, Personality, Industrial/Organizational, Health psychologist, sports psychologist, clinical psychologist, and forensic psychologist.

- 
1. Psychologists ask questions (form hypotheses) about human behavior but not all questions are appropriate for psychology. (page 6-7)
    - a. Consider the hypothesis: Birds sing because they are happy. Appropriate or not? Why or why not?
    - b. Consider the hypothesis: Homosexuality is wrong. Appropriate or not? Why or why not?
    - c. Consider the hypothesis: a dog that during training, gets a treat each time he comes to you when you call his name will more quickly learn to come when he’s called than a dog who never gets a treat when he comes after being called. Appropriate or not? Why or why not?
  2. Understand the difference between hypotheses and theories. Be able to recognize which is a hypothesis and which is a theory, if given examples. (page 6-7).<sup>1</sup> For example: Suppose Nancy asks the question: Are men more aggressive than women. Nancy then goes out and measures/collects data to find that indeed men are more aggressive (at least physically). Her friend Janet then gives an interesting explanation for that. She says that in our evolutionary past, men who happened to be aggressive, were better able to protect their families and help ensure the survival of the kids. Women, she said, had more kids if they were cooperative as they did their daily chores while the stronger men went off and hunted meat.

Question for you: Which was a hypothesis: Nancy or Janet?

Question for you: Which was a theory? Nancy or Janet?

---

<sup>1</sup> I think the text’s explanations are too vague. I like these better: A **hypothesis** is an educated guess or prediction about the relationship between two variables. It must be a testable statement; something that you can support or falsify with observable evidence. A **theory** is a well-established, tested explanation that provides a unified description of some aspect of the natural world. A theory is based on substantiated data, repeated testing, and the consensus of a wide group of scientists/researchers. The objective of a theory is to attempt to explain phenomena.

3. Which type of psychologist (or perspective) recognizes the importance of dream interpretation and slips of the tongue?
4. According to Freud, a person's problems arise from the u \_ \_ \_ \_ \_ s
5. Who is the man who gave us classical conditioning?
6. What type of psychologist (or perspective) said we should only focus on observable behavior and not what is in the mind? These psychologists are also credited with establishing psychology as a scientific discipline.
7. Which type of psychology (perspective) was a reaction to Freud's psychoanalytic perspective and to Behaviorism? This perspective said that "hey...with Freud, we are controlled by our unconscious and we don't even know what is in there. And with Behaviorism, we are influenced by these outside-ourselves, punishments and reinforcements. What about free will? This perspective emphasized that we have personal control (aka free will) and intentionality (aka free will). This perspective also emphasized that we all have the potential for good. (note: "determinism" says there is no such thing as free will).
8. Which perspective examines how biology influences behavior?
9. Which perspective looks at thoughts (also known as cognitions) in order to understand behavior?
10. Which type of psychology looks at how we change over our life span? For example these psychologists have studied how very young children have not developed the concept of "object permanence". In other words, when an object is moved out of sight, the young child believes it ceases to exist. Contrast that with old kids who have learned that just because an object has been moved behind a barrier, the object still exists.
11. Which type of psychology is most aligned with business? These psychologists might look at how to best organize management or how the workplace environment influences workers. They might also devise tests to help companies hire the best people.
12. What type of psychologist would study how we are influenced by other people? These psychologists might study, for example, the topics of: love, prejudice, and as Stanley Milgram did, obedience to authority.
13. What type of psychologist would diagnose and treat clients who might have a psychological disorder?
14. What is the biggest difference between a psychiatrist and clinical psychologist that clients should know about?
15. Which type of psychology works closely with the legal system? They may assess competency to stand trial, or consult on child custody cases.

**Chapter 2** read all of text, & 2 handouts a) survey research representative sample, and b) IV-DV

16. What did the text say about the effectiveness of the DARE program? (section 2.1)
17. Benjamin Rush was a doctor in Philadelphia. In 1793 many people were dying of yellow fever. Rush developed a scientific hypothesis that said fevers can be successfully treated by bloodletting (removing blood from the body using leeches or cutting). If patients improved he attributed it to the effectiveness of this treatment. If they died, he attributed it to the severity of the disease, saying that they were going to die no matter what. His bloodletting hypothesis led him to conduct this sham (worthless) treatment to many people for many years. What was wrong with his thinking, or the way he was evaluating his hypothesis? The answer is mentioned in section 2.1 just past figure 2.5. The author of our text also points out that this "problem" existed with Freud's positing the existence of an "Id" Bottom Line: Both Freud's and Rush's hypotheses weren't F\_\_\_\_\_able.

18. Which type of research would we need to conduct if we wanted to demonstrate that one variable **causes** another? (Case study? Naturalistic Observation? Survey? Correlational? Experiment?)
19. What is a big downside to case studies? (hint: whatever you learn about one person is not G\_\_\_\_\_ able to many people.)
20. Jack wants to investigate whether exposure to porn can cause violence toward women. He has men watch violent or non-violent porn. Then a female **confederate** (works for the experimenter but participants think she is just a participant like themselves) gives shocks to them. The men who watched porn then are told they can give shocks back to the confederate that shocked them and that they can control the intensity of the shock they give -- from 1 (low) to 8 (high). Jack found that men who watched the violent porn give higher shocks than the men who watched non-violent porn. Bill is another researcher who read about the study and said he didn't have much faith in the assertion that violent porn causes aggression toward women because the study seemed artificial. Bill reminded us that in the real world, men who watch porn aren't immediately given shocks by women and then pressured to give some amount of shock to the women. What Bill is saying is that he is concerned that we can't really generalize these results from the highly controlled experimental condition to the real world (which is NOT like the experimental context). In other words, Bill is concerned with  
E \_ \_ \_ \_ \_ V \_ \_ \_ \_ \_  
(answer found in section 2.2 under "Naturalistic Observation". It is also called "realism")
21. Understand the strengths and weaknesses of case study and naturalistic observation.
22. What is the difference between a sample and population?
23. Suppose I hypothesize that as we grow older, we become more conservative and less likely to support gay marriage. In order to test that, I get a group of 20, 30, 40, and 50 year-olds and ask them about their attitudes toward gay marriage. Indeed I find that those who are 50 are less likely to support gay marriage. Your text calls this \_\_\_\_\_ research and says that I should have used \_\_\_\_\_ research instead.
24. Your text says that there is a limitation with the cross sectional research, "when differences exist between [cohorts] that have nothing to do with age per se, but rather the social and cultural experiences of different generations". Your text doesn't give this a name, so let's do that here. Just know that this is called a **cohort effect**. (a cohort is just a group of people treated as a group because they share some common characteristic, such as age).
25. If I am asking if there is a relationship between crime and poverty, I am asking if there is a C \_ \_ \_ \_ \_ N \_ \_ \_ \_ \_ between these 2 variables.
26. If there is a relationship between crime and poverty, then I could get rates of crime and poverty from many cities and put the data into a statistical program and getting one number, a statistic (an r value), that would range from \_\_\_\_\_ to \_\_\_\_\_ (inclusive).
27. This r value tells us 2 things about the relationship. For one thing it tells us about the "STRENGTH" of the relationship. How can we tell if the relationship is "strong" by looking at this number? In other words, which indicates a stronger relationship,  $R=+8$  or  $R = -9$ ?
28. The r value also tells us the direction of the relationship. How then is a  $r = +.5$  different from  $r = -.5$ ?
29. Suppose I find that as smoking goes down, so does cancer. Is that a positive or negative relationship?
30. The text mentions that there is probably a correlation between ice cream consumption and crime rate. As ice cream consumption goes up, so does crime rate. But the text says that it would be silly to think that ice cream use causes the crime rate to increase. The text says we have to be concerned with a third variable that does have a causal effect on both crime and ice cream consumption and that is responsible for the correlation we see. What is this third variable?
31. What is the major limitation of correlational research?

32. Know how to interpret a scatterplot (see figure 2.12)
33. When we believe that people act more strangely during a full moon than at other times, we are then believing that a correlation exists when in reality it does not. What type of correlation is this?
34. Jack was an evangelical Christian who believed in the power of prayer. His best friend was diagnosed with lung cancer and Jack began praying for him. 2 months later doctors confirmed the cancer had vanished. This strengthened Jack's belief in the power of prayer. However Jack's Psychology professor asked Jack questions he had never considered such as: How many people with lung cancer and were also prayed for subsequently died from the cancer? Or how many people with lung cancer recovered without anyone praying for them? What is the name for this type of biased thinking? (answer is mentioned in the section titled "Illusory Correlations" and starts with the letter C.)
35. The text mentions a hypothesis that watching violent television causes kids to behave more violently (section 2.3 under the heading "designing an experiment"). Assume a researcher does an experiment by randomly assigning kids to watch either a violent video or a nonviolent video. He further decides that he will measure violent behavior by counting how many times the children punch a bobo doll. In making this decision as to how he will measure violent behavior, he has come up with an \_\_\_\_\_ of violent behavior.
36. Assume I take a sugar pill but think I've taken a powerful drug and I get better because of my belief, then we have evidence for a \_\_\_\_\_ effect.
37. Assume I test whether Kramer's Depression Treatment is effective. I randomly assign depressed individuals to either receive my treatment or put them on a waiting list and monitor them just like I do those who receive my treatment. We call those on the waiting list a C\_\_\_\_\_ group. At the end of treatment I give both groups a depression questionnaire to measure their level of depression. (see text section 2.3 under heading "designing an experiment".)
38. In an experiment, I make 2 groups and try to ensure that they exactly equal at the start. Then I do one thing to make them different. Then I measure them to see if what I did, has led them to be different. For example, I think that truck drivers who drive at night are more likely to fall asleep while driving in the lonely desert than in the busier city. I randomly assign some to drive in the desert and some to drive in the city. Then I measure who falls asleep.  
What is the IV in this example?  
What is the DV in this example?
39. So for example: I do an experiment to see if alcohol impairs thinking/memory. I make 2 equal groups and have one group drink 5 drinks and the other group drink 1 drink. Then I have them read a passage and take a test on the material.  
What is the IV? \_\_\_\_\_  
  
What is the DV? \_\_\_\_\_
40. Why is it important to use "random assignment" when assigning people to either a treatment group or control group? (see text under heading: **Selecting and Assigning Experimental Participants**)
41. When we measure people we must be concerned with reliability and validity. What is the difference?
42. What is a representative sample? (see handout)
43. What is volunteer bias? (see handout)
44. What is a confounding variable? (see handout)

