

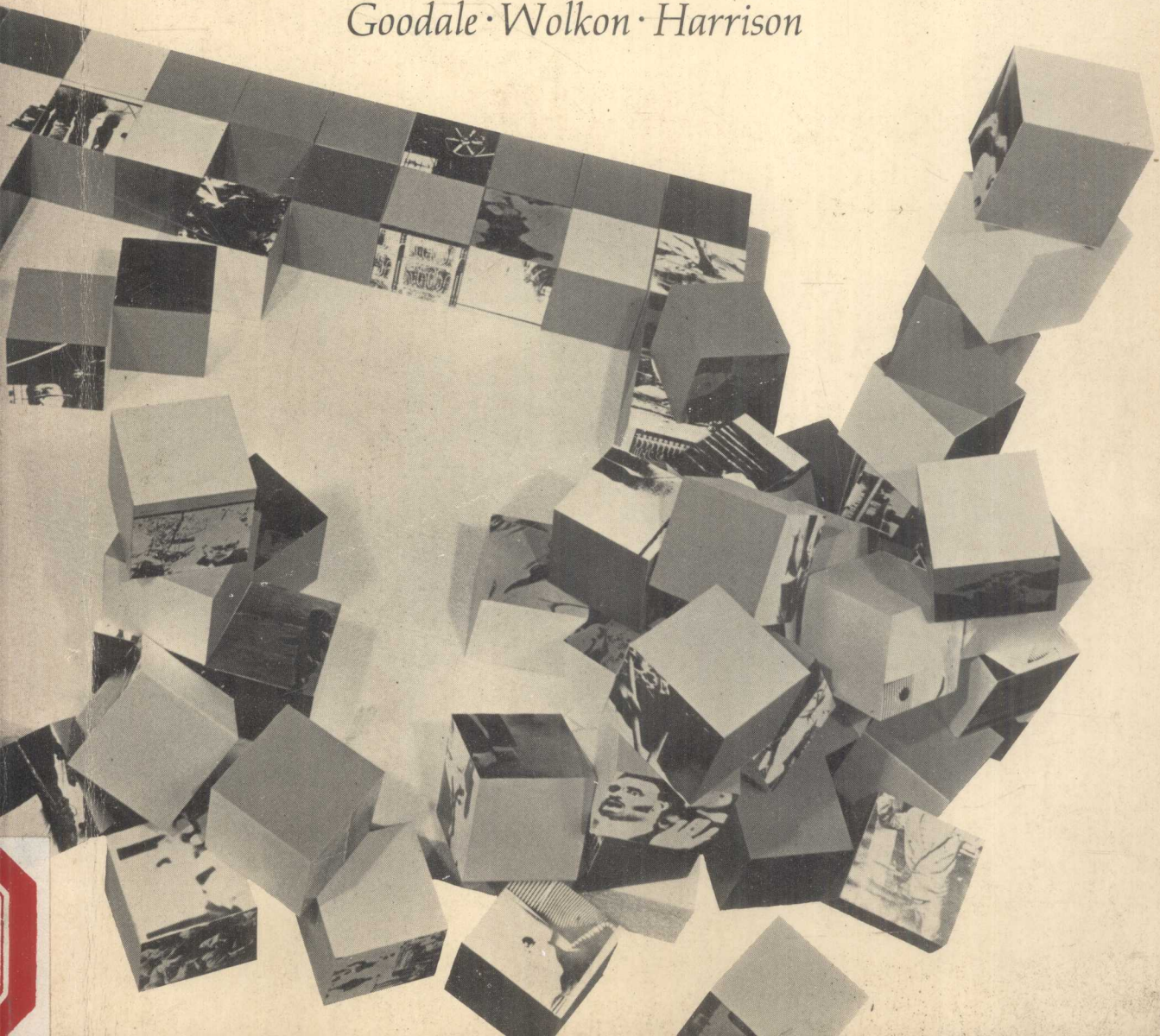
STUDENT WORKBOOK TO ACCOMPANY

General Psychology

Ladd Wheeler, Robert Goodale, James Deese

PREPARED BY

Goodale · Wolkon · Harrison



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*To Sandy, Scott, and Ronda
in partial repayment for the summer of '74*

To Sue, Sandy, and Adam

*To Bill, Jimmy, and Connie
for enduring*

Read This First

Chances are you already have a fairly good method of study—after all, you made it this far. But have you been as efficient as you could have been? Preparing for exams and getting the most out of a course involve as much motivation and drill as brains. Following are a few suggestions to help improve your test performance and involvement in this course. Some of the suggestions should help you in other courses, too.

To begin with something you have been told before and will be told again: *don't cram!* Learning spaced over time is more effective than one-shot learning. Of course, if you wait till the last minute, then cramming is better than not preparing for an exam at all. Some students postpone reading the text until the night before the exam and then sit down and underline the important parts. Why underline in a cram session except to convince yourself that you read the material?

The text is arranged to help you. Don't try to read a whole chapter at one sitting, as each chapter contains too much material to be digested at once. Every chapter has headings and subheadings which give you some logical stopping points. Before you begin a chapter in the text, read over the summary at the end just to get an idea of the content and how the different sections tie together. Read the summary again after reading the chapter—it should make more sense to you then.

Try to get in several *active* reading sessions well in advance of exams. Underline, make notes in the margins, and invent your own examples. If you have difficulty understanding or believing some parts, raise questions in class or corner your instructor afterwards. One of the benefits of studying ahead of time is that you have time to seek help with material you are finding difficult.

When you have read the chapter in the text, go to the chapter notes in this workbook. Make sure your perceptions of what you read in the text agree with the notes. (Why study hard if you're studying erroneous mate-

rial?) As you review the notes, supply missing examples or details from memory. When you are satisfied with your recall of the text material based on the notes alone, try to outline the chapter with your books closed.

The next step is to go through the quiz questions in this workbook, so that if you're still misinterpreting something, you won't continue to memorize wrong answers. Use the self-quizzes to discover what you should spend more time reviewing. Reread the text for help on those trouble spots. If you're still confused, go to your instructor.

At least once a week, get together with two or three others in your class and make up new questions for each other—your instructor isn't going to ask you the questions printed in the workbook. You'll be surprised at how discussing the material with others adds to your understanding. You'll probably make new friends, to boot.

Chapter 5 in the text points out how multiple choice questions may be easy or hard, depending on the choices given. With "hard" multiple choice items, it takes more practice to discriminate the *best* answer. If your instructor gives hard exams, you may not be understanding the concepts well enough to make fine discriminations. This means you need more practice. Ask your instructor to give some examples of questions he expects you to answer on exams, and set your practice schedule according to whether you think his questions are easy or hard. Use your own judgment, because what is easy for others may be hard for you.

Essay questions may also be easy or hard depending on what the instructor accepts as a complete answer, so find out ahead of time what he expects of you and study accordingly. Also, some of the material that may show up on exams was presented in lectures or in assigned readings. This workbook can't help you on such material, so take accurate notes, budget time to study them, and quiz yourself.

The projects in this workbook are designed to get you involved in observing human behavior in a systematic way. The projects frequently raise more questions of interpretation than they resolve, but this is one way of getting you involved in the subject. Sometimes you'll be surprised at what happens, other times at what doesn't happen. Psychologists have developed ways to counter some of the technological and methodological problems you'll meet, and asking your instructor about them will increase your understanding of psychology and its methods. You may feel like tackling the same project again with different materials or with a different design to satisfy your curiosity. Enjoy experimenting as much as time and opportunity will allow.

At the start of each chapter of the workbook is a newspaper clipping or a reprint from some other source. These are for fun and are meant to

broaden your understanding of how principles of psychology apply to real life. You may come to recognize that a news item is not as simple a topic as it appears in the paper; other times you'll appreciate and understand stories and events that were formerly strange or of no interest to you.

The workbook section called "Going Beyond the Information Given" is to provoke you into additional insights and to tap your creativity. Most of these questions have no "right" answers, so bat around ideas with your friends or your instructor. The better you know the text, the more you will see in these questions. Be prepared to do a respectable amount of reading and review if you really mean to make the most of the opportunity for creative thinking afforded by these questions.

Acknowledgment for each newspaper clipping or other reprint accompanies each item. We wish to thank all those persons and agencies who granted us permission to reprint their materials. We are indebted to the following people who made our task easier in many ways: Thomas Broderick, Boston State College; Thomas Chadie, Boston State College; Jack Driscoll, *Boston Globe*; Cheryl Freniere, Boston State College; Ronda A. Goodale, Boston College; Bill Harrison; Eileen Messina, Boston State College; Jane Robertson, University of Wyoming; Marsha Rosen, Boston State College; and Sue Wolkon, Boston University.

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The Psychologist and His Ways

PSYCHOLOGY IN EVERYDAY LIFE

Many Research Projects Unneeded, Proxmire Says

WASHINGTON (AP) — Sen. William Proxmire, D-Wis., said today the National Science Foundation is financing too many social science research projects that look like “academic con games.”

“The American taxpayer would get a better return on his money if he put it into White Russian bonds,” Proxmire said in a statement.

Urges Denial

Proxmire, who heads the Senate appropriations subcommittee reviewing National Science Foundation budgets, urged Congress to deny a proposed increase from \$35.6 million to \$49.5 million for the agency's social science research projects next year.

He cited several projects funded by NSF which he said fail to meet the congressionally imposed standard of being “ex-

tremely important to human welfare.”

—A request for a \$135,000 facility for research on language behavior in the chimpanzee.

—A \$55,200 study of communities in Nepal focusing on “goodness of fit” between psychological orientations of individuals and the sociocultural matrix.

—A \$43,300 study of the nature of legitimacy in a colonial society with the central focus on the development of social and political theory and its relationship to large-scale public ceremonies developed by the British in 19th century India.

—A \$66,000 study of the social attitudes and modes of adaptation taken by the Korean minority in Japan in comparison with those characterizing the Japanese minority group and the former Pariah caste of Burakumin.

PROJECT 1

HUMAN SIMILARITIES AND DIFFERENCES

While any discipline can be said to be a science whenever it adopts the scientific method of investigation, psychology has been peculiarly sensitive about its scientific status. Early critics suggested that differences were so great from person to person and even within one person from moment to moment that universal laws of behavior could never be established. Others pointed out that mental events are too subjective and fleeting for extended scrutiny. Early psychologists collected data anyway, and they discovered that even for covert types of behavior, such as dreaming and thinking, people tend to be more similar than different. The result was the establishment of principles of behavior based on similarities among people.

This exercise investigates some human similarities and differences. The hypothesis is that even when people can make a wide variety of responses, their responses tend to pile up in a small number of categories. Why that is so will provide food for thought.

Procedure

Using the questionnaire on pages 3–5, interview fifteen students. Simply ask each one all ten questions and record the responses in the blanks provided. (Long responses may be summarized.)

Results

Count the frequency of similar responses to a particular question. Compare your results with those of classmates to get a larger sample.

Discussion

Are some responses to a particular question more common than others? How do you account for this? How do you account for uncommon responses? Do some questions show more response differences than other questions? If so, how come?

Are there any consistent differences between males and females in responding to the questions? How might young children (ages 5, 6, or 7) answer these questions? A group of golden agers?

Do you see the possibility of deducing any general principles from data such as yours?

How well controlled was your project? What effect does the method used have on the conclusions you can draw?

Project 1 Questionnaire

Ask each subject all questions, and write the responses in the blanks. Do not let the subject see anyone else's responses until after he has answered all questions.

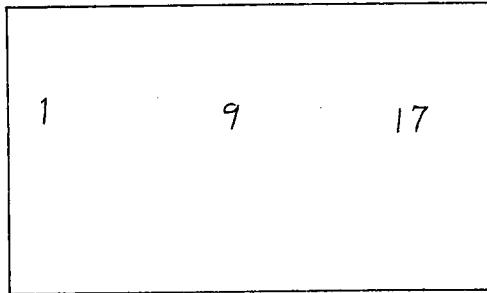
M	F	1. What other word does ocean make you think of?	2. Give me any num- ber between 1 and 10.	3. Name a card in an ordinary deck of cards.	4. Name a vege- table.	5. How do you feel when you get up in the morning?
		1.				
		2.				
		3.				
		4.				
		5.				
		6.				
		7.				
		8.				
		9.				
		10.				
		11.				
		12.				
		13.				
		14.				
		15.				

Questionnaire (continued)

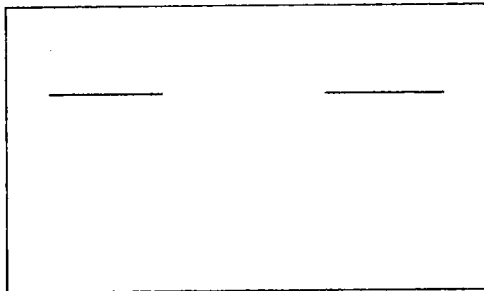
		6. What unusual use can you think of for a junk car?	7. Describe what you see when a flash bulb goes off in your eyes.	8. If on Friday eve- ning you were going to see a movie that begins at 8:00, at what time would you plan to arrive at the theater?	9. Question is on the next page. Use this space for responses.	10. Question is on the next page. Use this space for responses.
M	F	1.				
		2.				
		3.				
		4.				
		5.				
		6.				
		7.				
		8.				
		9.				
		10.				
		11.				
		12.				
		13.				
		14.				
		15.				

Questionnaire (continued)

9. Get fifteen blank index cards. On each card write the numbers 1, 9, and 17 as shown below. Number the cards on the back from 1 to 15 and give one card to each subject. Instruct each subject simply to complete the card in any way that seems indicated.



10. On fifteen blank index cards, put two marks as shown below. Number the cards from 1 to 15 and give one card to each subject. Instruct each subject simply to complete the card in any way that seems indicated.

**GOING BEYOND THE INFORMATION GIVEN**

1. Everyone has some implicit theories about human behavior. Try to organize one of your theories into its component hypotheses. Are there still some parts that don't fit into your comprehensive scheme? Have you observed some facts that defy inclusion in your theory? Throughout the following chapters, keep referring back to your theory and make necessary modifications to make it as coherent as possible by the end of the course.
2. Having looked briefly at the four major types of research, design at least one basic scheme from each type to study the effect on academic performance of hearing music while studying.

3. Ask a few friends to fill in the blanks after O T T F F S S E _____. What kinds of observations can you make? Generate several hypotheses to test possible predictors of who could solve the code.
4. Jot down your ideas of what psychology is. Periodically during the course, jot down your new definitions of psychology. At the end of the course, look at all your definitions and see what changes have taken place.
5. Some time when you are with people in a non-academic setting, observe whether people change their behavior if you mention you are studying psychology. If so, how could you categorize the changes?
6. Ask several people you know to explain what psychology is, but don't tell them that you are doing a survey. Keep track of the major elements used in their descriptions.

NOTES FROM CHAPTER 1

Introduction Psychology as study of *mind*—group of actions or processes, has communication value; may reflect tendency to *reify* processes; several aspects: memory, learning, etc., *process* vs. *thing*, problem to psychologists and laymen. Mind vs. body: mind as *epiphenomenon*, composed of same material as body, possibly following physical, chemical, physiological laws; may only be able to describe behaviors and relationships.

Definition of psychology The *scientific study of behavior*; behavior is observable, neutral, strictly objective, covers many things (e.g., muscle twitches, gland secretions).

Roadblocks to understanding behavior Unconscious motives, need to feel “normal,” need for privacy, hostility, psychologists’ own reactions, technical problems (e.g., smell), inability to verbalize (e.g., animals), ethical and legal restraints; “common sense” (overgeneralization, unreliable, contradictory); special techniques and apparatus may be required (Figs. 1-2, 1-3).

Scientific investigation of behavior *Method*, not the *man*. Problems of definition, test administration, etc., complex—not all research immediately socially relevant, progress often made in small steps. Psychologists (e.g., Terman, Köhler) may study problems for different personal reasons. *Psychologist*, Ph.D., has research competence; *psychiatrist*, M.D.; *psycho-*

analyst, M.D. and follows Freud; *clinical psychologist*, Ph.D., looks at behavior disorders, is unable to prescribe drugs.

Methods of psychology Some psychologists actively experiment, others apply findings. *Natural observation* (Box 2) requires little interference by investigator; limited by ethics, unpredictability of behavior, lack of control. *Survey method* (Box 3), e.g., polls, questionnaires, random inspection; large amount of data gathered quickly; limited by subjective attitudes and perceptions, type of sampling (unknown biases); see Terman's study of genius, text page 14. *Clinical method* uses *case history*—interviews, records, diagnostic tests, dreams—to study *one* individual in depth; not limited to clinical setting and personality problems (e.g., study of language development). *Experimental method* some say best method (see text pp. 15–17, von Frisch's experiment with honey bees); permits control of all variables; permits powerful inferences about cause and effect; limited by type of problem (e.g., marriage, paternity), effect of observation on behavior, artificiality, and problems of definition and design. *Variables* are difficult to measure accurately; types: *independent* presumably causes *dependent*; *control* to rule out other possible influences. *Theory* leads to testable hypotheses and provides new insights; temporary framework; not always only one right theory but crucial experiment may resolve conflicts; types: *metaphorical* is primitive, does not explain enough; *analogical*; *reductionist*; *abstract* (e.g., learning)—*intervening variables* vs. *hypothetical constructs* (see text).

KEY CONCEPTS

psychology	psychiatrist	independent variable
mind	psychoanalyst	control variable
epiphenomenon	clinical psychologist	intervening variable
behavior	natural observation	hypothetical construct
reification	survey method	hypothesis
human nature	clinical method	metaphorical theory
common sense	case history	analogical theory
scientific method	experimental method	reductionist theory
psychologist	variables	abstract theory

KEY NAME

Karl von Frisch

TEST YOURSELF ON CHAPTER 1**Multiple Choice**

1. Scientific method in psychology is
 - a. common sense.
 - b. more difficult than it seems.
 - c. proposing observations as law.
 - d. as straightforward as in the physical sciences.
2. The tendency to give material qualities to abstract qualities is called
 - a. anthropomorphism.
 - b. animism.
 - c. structuralism.
 - d. reification.
3. A psychologist who has demonstrated research competence is most likely to have which degree?
 - a. M.D.
 - b. J.D.
 - c. Ph.D.
 - d. D.D.
4. A psychotherapist who may prescribe drugs in treating behavior disorders is a
 - a. psychologist.
 - b. psychiatrist.
 - c. psychoanalyst.
 - d. clinical psychologist.
5. A psychotherapist who uses the techniques and theoretical approach of Sigmund Freud is a
 - a. psychologist.
 - b. psychiatrist.
 - c. psychoanalyst.
 - d. clinical psychologist.
6. A psychotherapist who is prohibited from prescribing drugs is a
 - a. psychologist.
 - b. psychiatrist.
 - c. psychoanalyst.
 - d. clinical psychologist.
7. What method is most appropriate for investigating the courting behavior of pandas?
 - a. natural observation.
 - b. survey method.
 - c. clinical method.
 - d. experimental method.