

STUDY GUIDE

Jeffrey D. Green Jody L. Davis

SEVENTH EDITION

PSYCHOLOGY

CAROLE WADE
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We would like to thank Tina E. Stern, who wrote the previous version of this Study Guide. We have revised and updated it for the current edition of Wade and Tavris' *Psychology* textbook. The format of this Study Guide is user-friendly, challenging, and practical. It presents students with a variety of assessment techniques and takes advantage of what psychologists know about learning and memory. We hope that you find it to be a useful resource in your studies.

Jeffrey D. Green and Jody L. Davis

THE BEST WAY TO USE THIS STUDY GUIDE

This Study Guide has been developed utilizing psychological research findings in the areas of learning and memory. The structure of the Study Guide is designed so students can be actively involved in their learning.

LEARNING OBJECTIVES Learning Objectives begin each chapter. Students should read the Learning Objectives **BEFORE** they begin reading the chapter. Students can also formulate additional questions on a separate sheet of paper by using headings, key terms and concepts. Students should examine all these questions before reading the text and answer them while reading that particular section of text.

CHAPTER SUMMARIES Following the Learning Objectives, each chapter has a chapter summary. It provides a general overview of the chapter.

PREVIEW OUTLINES Each section of the chapter is presented in a general outline format, which students are intended to examine **BEFORE** they read the chapter. Students should preview or survey a section of text before they read it.

TABLES Many chapters have tables that help students organize, categorize, and form associations to the information. The completed table will be a great study aid, but the act of completing the table is just as important; it is another way to make the information meaningful.

THREE PRACTICE TESTS Each chapter has three practice tests that represent different testing methods. Practice Test 1 is a multiple-choice test. Practice Test 2 is a short-answer test and requires students to recall (rather than just recognize) information. Practice Test 3 requires students to apply, analyze, and synthesize information in essay or short-answer responses.

ANSWER KEYS Answer Keys for all practice tests are presented at the end of the Study Guide. They were separated from the chapters to encourage students to try to answer the questions before looking at the key.

HOW TO STUDY

TIRED??

- * of reading a chapter and not remembering any of the contents five minutes later?
- * of fighting against drooping eyelids and losing?
- * of thinking you've studied enough only to find that you can't remember anything that's on the test?
- * of studying definitions and terms only to find that the test questions don't ask for definitions and terms; instead, they ask for examples that you never saw in the text?
- * of test scores that don't reflect what you know?

It would be nice to be able to say, "Guaranteed, 100%!!! Follow these simple guidelines and you, too, can get a 4.0! Simple! Easy! Money-back guarantee! Teachers and parents will love you, and it will change your life!!" Of course, I cannot make those claims, but I can say the following: "**YOU CAN** change the above behaviors **IF** you read **AND** attempt to use the techniques that are described in this section of the Study Guide." Changing your study habits is like going on a diet. First, you must know the details of the diet: How does it propose to help you eat healthier? However, knowing how the diet works and what you are supposed to eat will **NOT** cause you to develop healthier eating habits. You must implement the diet. In other words, to receive the benefits, you must **DO IT!** It is not enough to know what you are supposed to do...you must actually do it! It is the same thing with changing your study habits. It is not enough to know the changes you need to make...you must **MAKE THE CHANGES!**

STEP 1: DIAGNOSING THE PROBLEM

Some students have developed study skills that work well for them, and they do not wish to change their habits. Some students have many study skills with which they are generally satisfied, but they have one or two areas that need improvement. Other students have difficulty with a number of their study skills. Below is a list of some study skills. Review this list and try to identify whether you are satisfied or dissatisfied with each of these abilities. The preface to this Study Guide focuses on study skills and how to use this manual. As you read the preface, focus on the areas in which you need improvement. If this chapter does not cover that particular area, identify and **USE** the resources that are available on your campus to get assistance. **DON'T** ignore study problems. It is unlikely that they will just disappear on their own or that they will improve simply by your trying to do more of what you are already doing!

Check all of the following areas that are problems for you:

Reading the text

Comprehending the material
Concentrating while reading
Identifying what is important
Recalling what you have read
Being distracted easily

Time Management

Not planning your time
Not having enough time to study
Not using the time you have allotted to study
Underestimating the time you need to study
Difficulty saying no to other plans
Not sticking to your study schedule

Getting the Most out of Class

Trouble paying attention in class
Not going to classes
Not understanding what is important

Taking Notes

Your notes aren't helpful
Your notes are disorganized

Taking Tests

Trouble recalling information
Test anxiety
Trouble on multiple choice questions
Trouble on fill-in-the-blank questions
Trouble on essay questions
Trouble predicting what will be on the test
Trouble going from definitions to examples

Identifying your problem areas should help you to focus on the skills that you most need in order to improve. Think about your problem areas as you read the preface and apply the information to your particular situation.

ON BEING A LEARNER or DON'T STOP BEFORE YOU BEGIN!

What was the last new skill you tried to learn? Were you learning to play basketball, softball, tennis, or the guitar? Or were you learning a new language? Whatever you were learning to do, it is very likely that you were not very good at it at first. In fact, you were probably **BAD** at it! That is how it is supposed to be! Your ability to do something well depends on gaining

experience with that activity; the more you do it, the better you become at the task. This means that it is necessary to go beyond the beginning period of learning when the new skill is difficult and awkward and you are not very good at it. This can be frustrating for students who often think they already should know how to study, and if they have to learn new study skills, they should be learned quickly and easily. During the early stages of learning a new skill, a person may be tempted to say, "This isn't working," or "This will never work" or "These techniques feel so artificial." **RESIST** those thoughts. Learning these skills may be difficult at first, but no more difficult than continuing to use skills that you already know **DO NOT WORK!!** If you want to change any long-standing behavior, you will have to tolerate the early phases of learning when the new behaviors won't yet feel like "your own." In college, graduate school and employment, you will find that persistence pays. So, **RESIST** returning to your old habits and **PERSIST** with learning the new habits. Don't stop before you begin...give it some time.

MASTERING YOUR MEMORY (OR AT LEAST GETTING THE UPPER HAND!)

A great deal of the information contained in most study skills manuals and courses is based on what is known about how human memory works. Experimental psychologists study memory and how it works; therefore, it is appropriate in this course for you to understand the findings of scientific research on memory and how they apply to **YOU**. Ignore these findings at your peril! This section will present a few general findings about memory that are particularly relevant to your studying. This information comes directly from Chapter 10, which will discuss memory in more detail. Information about memory has applicability not only to your psychology class, but to all your classes.

KEEPING INFORMATION IN SHORT-TERM MEMORY The three-box model of memory suggests there are three types of memory: sensory memory, short-term memory (STM), and long-term memory (LTM). Sensory memory is a very brief type of memory that lasts less than a second. Sensory memory is important because if information does not get noticed in sensory memory, it cannot be transferred into either short-term or long-term memory. The limits of short-term memory are known. Short-term memory can hold seven (plus or minus two) pieces of information for about 30 seconds or less. A person can extend the amount of time information is held in STM by repeating it over and over (this is called maintenance rehearsal); however, once you stop repeating the information, it is quickly lost. Think of times that you have called information to get the number of the nearest pizza place. You repeat the number over and over and hope your roommate does not come along and ask to borrow your comb, because if your repetition is interrupted, you will forget the number. Many professors believe that most students study in ways that get information into short-term memory, but not in ways that get it into long-term memory.

GETTING INFORMATION INTO LONG-TERM MEMORY Long-term memory can hold an infinite amount of information for an unlimited amount of time. **THAT'S** where you want to store all the information you are studying!! The important question is how to transfer information from short-term memory into long-term memory. The transfer of memory from STM into LTM relies upon the use of elaborative rehearsal. Elaborative rehearsal involves more than the simple repetition of information required by short-term memory; it requires that you make the information meaningful. Making information meaningful requires more than saying "This has deep meaning to me." Meaningfulness can be accomplished by interacting with the material in any **ACTIVE** way. Some examples of ways to make information meaningful include putting it into a story, putting it into a rhyme (i.e. "30 days has September"), forming visual images of the information, forming associations with people or things already familiar to you or associating information to other pieces of information, organizing it into categories, putting it into your own words, explaining it to someone else--almost anything that you do with the information that is **ACTIVE**. Being **ACTIVE** with the information and aiming for **UNDERSTANDING** and not simple repetition of the material are the keys. Almost anything you do with the material that is active will help move it into long-term memory. Passively reading the material will not help the information transfer into long-term memory, but that is the technique most students use.

CRITICAL THINKING AND LONG-TERM MEMORY Critical thinking is emphasized throughout this textbook. Every chapter includes information on how to approach topics critically. Critical thinking requires organizing, analyzing, and evaluating information. This may sound suspiciously like elaborative rehearsal. Critical thinking is important for many reasons. In the context of study skills, critical thinking is important because it involves the same processes that promote the transfer of information into long-term memory.

GETTING MORE INFORMATION INTO SHORT-TERM AND LONG-TERM MEMORY One last piece of information about memory has to do with expanding the amount of information contained in short-term memory. To get information into LTM, it must pass through STM, and we know that STM holds only about seven (plus or minus two) units of information. That does not seem like a practical system, since most textbook chapters seem to contain hundreds of pieces of new information in each chapter! Short-term memory holds units or chunks of information, and a strategy to increase the amount of information being held in STM is to include more information in each chunk. For example, you can change 26 separate pieces of information (which far exceeds the capacity of STM) into one piece of information (well within the capacity of STM) by chunking! Whenever you use the word "alphabet" to refer to 26 separate letters, you are chunking. If you organize the information you are studying into categories, or chunks, you will improve your chances of getting more information into LTM in two ways: 1) you will increase the information contained in the units getting into STM, and 2) you will be making the information meaningful by the act of organizing it into the chunks! You can't lose! Making outlines is a good way to chunk information. Outlines naturally organize information into categories (chunks) and subcategories. This study guide presents the information in ways that help you to organize information into chunks, which also helps make the information meaningful.

STUDYING WITH THE SQ3R OR STAYING AWAKE, STAYING ACTIVE, AND OPENING THE DOOR TO LONG-TERM MEMORY

The SQ3R method was developed by Francis Robinson, a psychology professor at Ohio State University. It is a method of reading assignments that implements many techniques that promote the transfer of information into long-term memory. The letters "SQ3R" stand for survey, question, read, receive, review.

SURVEY Before you read a chapter or reading assignment, it is important to survey what is in the chapter and how the information is organized. You can do this by simply looking over the headings or the chapter outlines at the beginning of each chapter. This Study Guide also provides more detailed preview outlines for this purpose. It is important that you survey the information before you read, because surveying turns what otherwise would seem like hundreds of independent facts (which far exceeds the capacity of STM) into a much smaller number (probably five to nine--text book authors know how memory works) of main topics identified in separate headings. Once you have seen the main headings, you have an organizational structure to begin your reading. This helps you organize the information when you begin reading (remember that organizing is one way to make information meaningful, which transfers it into LTM). Surveying a chapter in the text is like going on a trip. Before you arrive at a city you do not know, it is very helpful to look at a map. You quickly can see the location of the airport, your hotel, downtown, the river and the three important sites you want to see. This orients you to your journey. If you do not look at a map before your arrival, you are wandering around without knowing where you are going. You do not want to wander around a 40-page chapter that contains a great deal of information without knowing where you are going.

QUESTION Assume you are taking a college entrance exam that contains a comprehension section. There are several paragraphs for you to read, and then you are to answer five questions about the reading. Would you read the questions before you read the paragraphs, or would you read the paragraphs and then begin to try to answer the questions? Most of you would read the questions first, so that as you read the paragraphs, you could keep the questions in mind and look for the answers while you read. The reasons for formulating questions before you read your text are: 1) to help you read with a purpose, and 2) to help you be more active while you read.

After you have surveyed the chapter, formulate questions by converting the headings, key terms and definitions into questions. For example, "The Major Psychological Perspectives" is a subheading in Chapter 1. "What are the names and key concepts of the major psychological perspectives?" would be an example of changing that subheading into a question. This Study Guide has listed the relevant learning objectives for each. In addition, you should try to formulate additional questions and write them on a separate piece of paper. The intention is that you will write the answers to all these questions while you read the chapter. This helps you read with a purpose: your purpose is to answer the questions. This also helps you to be active while you read. You are being active by looking for the answers to the questions **AND** by writing down the answers as you find them. You will also have answers to all the learning objectives in writing when you go to study for quizzes and exams.

READ You are now ready to read. You have surveyed the chapter in order to know where you are going and how the chapter is organized. You have formulated your questions in order to know what you are looking for as you read. While reading, you will be organizing the information and answering the questions. These are both ways to increase the transfer of information into long-term memory. As you begin your reading, look at your first question. Open your textbook to the part of the chapter that applies to the question and read in order to answer that question.

RECITE After you have surveyed the reading assignment to get the general idea of its content, have turned the first heading into a question, and have read that section to answer the question, you are now ready to recite. Reciting helps make information meaningful (did you ever notice that when you speak in class, you tend to remember the information you spoke or asked about?). Also, it is another way that you can be active (which also makes the information meaningful). Reciting requires that you put the information into your own words, and it is an excellent way to identify what you don't yet understand. There are a number of ways to recite.

Using the learning objectives and the questions that you have formulated, recite aloud the answers to the questions (without looking at the answers). You can say definitions or examples of key terms, terms that are listed in bold, or terms that are underlined as a vehicle for reciting information. You can recite responses to learning objectives. Explaining information to other people, either classmates or patient friends who are willing to help, is also a good way to recite the information. Explaining the information to others also allows you to identify areas that you do not understand well. Remember, your recitation of information should be in your own words and should attempt to give examples of the concepts you are describing. If you simply try to memorize definitions given in the text and recite these definitions, you are simply camouflaging maintenance rehearsal. Remember, getting information into long-term memory involves meaning--so make sure you understand the material and can make it "your own" to get it into long-term memory.

REVIEW The final step in the SQ3R approach is to review the material again. Frequent reviews, even brief reviews, are among the important keys to learning. After at least one hour, review the material once more. This can be done by going over the main points of the chapter (with your book closed), going over the answers to the questions you have written (without looking at them), and reviewing key terms and concepts. Limit your reviews to about five minutes. Reviews can be used in other ways too. Begin each study session with a five-minute review. Before each class, review notes from the previous class for five minutes. At the end of every class, review your notes for five minutes.

SUMMARY The SQ3R method incorporates the information that psychologists know about how people learn and remember. The key points to remember include: **BE ACTIVE, MAKE INFORMATION MEANINGFUL, INTERACT WITH THE INFORMATION, AIM FOR UNDERSTANDING NOT JUST REPETITION, THINK CRITICALLY.** All this can be achieved by writing, talking, thinking, making outlines, forming associations, developing questions and examples and putting definitions in your own words. The SQ3R method suggests that these goals can be achieved if you:

1. Survey the information: Use headings and chapter summaries to orient yourself to the information you plan to read. Give the information an organizational structure.
2. Question: Turn the headings, terms, and concepts into questions.
3. Read: Read each section to answer the specific questions that you asked. Write your answers on a separate sheet of paper.
4. Recite: Close your book and rehearse the information contained in the section by answering the relevant questions or giving examples of key terms or concepts.
5. Review: After at least an hour-long break, close your book, turn over your notes and list the main points of the chapter and the answers to your questions.

REMEMBER, this may feel awkward or cumbersome at first, **BUT** the more you use this method, the easier it will become.

WHEN AND WHERE TO STUDY

In many courses, several weeks can pass between tests. You might wonder whether it is better to study intensely the night before the test or to spread out your studying time. Memory research clearly suggests that "cramming" just doesn't work. You may know this from personal experience. Rather than studying for hours and hours just before the test, it is much more effective to study as you go along in the course.

In terms of when to study, the best time to study is immediately after class. **BEFORE** going to class, you should preview the material to be covered, form general questions and read the text. Study the subject that was covered as soon after the lecture as possible. You will find it easier to master the material and will have an opportunity to test your understanding of the lecture if you study right away. The procedure of continuously studying fairly small chunks will also help you to avoid the nightmare of the infrequent studier--the sudden realization that you don't understand any of what you have been covering for the last few weeks. If you study for a short period after each lecture, you will not have to worry about this. You will also find that tomorrow's lecture will be easier to understand if you study today's material and master the essential points covered by your teacher. Most professors structure lectures so that each one builds on earlier lectures and readings. Studying as you go along will guarantee that you are well prepared to get the most out of each new lecture. It is also a good idea to set a specific time to study. Even if it is for a short time, you should study at a regular time every day.

In terms of where to study, many students indicate that they have difficulty concentrating. Upon further examination, it seems that many students study with their TV or CD player on at the same time and place their roommates are having a snack or are on the phone. Some general guidelines about where to study include:

1. Limit the places that you study to one or two special locations. These could be the library, a desk or a designated study area. They are special in the sense that they should be places where the only thing you do there is study. That means you should not study in places where you regularly do something else (such as the dining room table or bed).
2. Make these places free from distractions. Distractions like the TV, telephone or friends can cause studying to be abandoned.

3. Set a specific time to begin studying and then study in the same place every day. In that way, that place will become a cue to study.

OTHER SKILLS THAT INFLUENCE STUDYING

Many skills influence study habits. The diagnostic checklist at the beginning of this section identifies some of the skills that students must possess to study effectively. Skills that affect studying include the following: time management, note taking, test-preparation, test taking, stress management, using the library, dealing with professors, and classroom participation. All of these abilities are important. In fact, they are so important that entire books have been devoted to helping students develop these skills. Many colleges and universities offer various types of academic assistance, from courses on study skills to individual counseling on study skills. One of the survival skills necessary for college students is to be aware of the services offered by your institution and to make use of them as needed. If you have identified problem areas that influence your performance, you have several choices: find a book on study skills in your library, look for courses at your school that deal with study skills, or identify other campus resources that are available to assist you in developing these abilities.

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THE BEST WAY TO USE THIS STUDY GUIDE

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C H A P T E R O N E

What Is Psychology?

LEARNING OBJECTIVES

After studying this chapter, you should be able to do the following:

1. Define psychology.
2. Distinguish psychology from pseudoscience and "psychobabble."
3. Summarize the relationship between the discipline of psychology and public opinion.
4. Explain eight guidelines for critical thinking.
5. Summarize the early history and development of psychology and the role of empirical evidence.
6. Describe the aims and methods of structuralism and functionalism.
7. Describe the basic ideas of psychoanalysis.
8. Describe the major principles of the biological, learning, cognitive, psychodynamic, and sociocultural perspectives in psychology.
9. Discuss humanistic psychology and feminist psychology.
10. Distinguish between applied and basic psychology.
11. Discuss and give examples of the concerns of various specialties in psychology.
12. Distinguish between a psychotherapist, a psychoanalyst, a psychiatrist, a clinical psychologist and other practicing mental health professionals.
13. Identify basic areas of agreement among psychologists.

BRIEF CHAPTER SUMMARY

Chapter 1 defines psychology and traces the historical and disciplinary roots of the field to its current perspectives, specialties areas and activities. Critical thinking guidelines are described, and students are encouraged to understand and apply these concepts as they read the text. The complexity of human behavior requires that psychology students resist simplistic thinking and the search for simple answers. Five current perspectives and two important movements are identified. The current perspectives include the biological perspective, learning perspective, cognitive perspective, psychodynamic perspective and sociocultural perspective. The two important movements are the feminist and humanistic movements. Each of these approaches reflects a different emphasis and approach to understanding human behavior. Students are encouraged to think about human behavior from each different perspective and use their critical thinking skills to compare and contrast these approaches. A review of the specialty areas within the field helps students appreciate that psychology includes vastly diverse topics and that psychologists are engaged in a wide variety of occupations. Examples include educational psychologists, developmental psychologists, and psychometric psychologists. The practice of psychology, which helps people with mental health problems, is discussed along with a description of types of practitioners within the field of psychology (e.g., counseling psychologists, school psychologists) and those outside of it.

PREVIEW OUTLINE

Before you read the chapter, review the preview outline for each section of the text. After you have read the chapter, close this book and try to re-create the outlines on a blank piece of paper.

I. PSYCHOLOGY, PSEUDOSCIENCE, AND POPULAR OPINION

- A. Psychology** - scientific study of behavior and mental processes, and how they are affected by an organism's physical state, mental state and the external environment
- B. Psychobabble** - pseudoscience covered by veneer of psychological language
 - 1. Psychology is based on research evidence, whereas popular opinion is not
 - 2. Psychobabble confirms existing beliefs; psychology challenges them and deepens our understanding of accepted facts

II. THINKING CRITICALLY AND CREATIVELY ABOUT PSYCHOLOGY

- A. Critical thinking** - ability and willingness to assess claims and make objective judgments on the basis of well-supported reasons and evidence rather than emotion and anecdote; the basis of all science
- B. Eight critical-thinking guidelines**
 1. Ask questions; be willing to wonder
 2. Define your terms
 3. Examine the evidence
 4. Analyze assumptions and biases
 5. Avoid emotional reasoning
 6. Don't oversimplify
 7. Consider other interpretations
 8. Tolerate uncertainty

III. PSYCHOLOGY'S PAST: FROM THE ARMCHAIR TO THE LABORATORY

- A. Early history**
- B. The birth of modern psychology and Wilhelm Wundt**
- C. Three early psychologies**
 1. Structuralism and E.B. Titchener
 2. Functionalism and William James
 3. Psychoanalysis and Sigmund Freud

IV. PSYCHOLOGY'S PRESENT: BEHAVIOR, BODY, MIND, AND CULTURE

- A. The major psychological perspectives**
 1. The biological perspective examines how bodily events interact with the environment to produce perceptions, memories and behavior
 2. The learning perspective examines how the environment and experience affect a person's actions
 3. The cognitive perspective emphasizes what goes on in people's heads; reasoning, remembering, understanding, problem solving
 4. The sociocultural perspective focuses on the social and cultural forces outside the individual that shape every aspect of behavior
 5. The psychodynamic perspective deals with unconscious dynamics within the individual, such as inner forces, conflicts, or instinctual energy
- B. Two influential movements in psychology**
 1. Humanistic psychology rejects the psychoanalytic perspective as too pessimistic and behaviorism as too mechanistic
 2. Feminist psychology analyzes the influence of social inequities on gender relations and identifies biases in research and psychotherapy

V. WHAT PSYCHOLOGISTS DO

A. Overview of professional activities

1. Teach and conduct research in colleges and universities
2. Provide health or mental health services (psychological practice)
3. Conduct research or apply its findings in nonacademic settings

B. Psychological research

1. Basic psychology - research that seeks knowledge for its own sake
2. Applied psychology - research concerned with practical uses of knowledge
3. Some major non-clinical specialties in psychology: experimental psychologists, psychometric psychologists, developmental psychologists, industrial/organizational psychologists, educational psychologists

C. Psychological practice

1. Those who try to understand and improve physical and mental health
2. Practitioners of psychology work in mental or general hospitals, clinics, schools, counseling centers, and private practice
3. Types of practitioners: counseling psychologists, school psychologists, clinical psychologists; Degrees for practice: Ph.D., Ed.D., Psy.D.
4. Types of non-clinical psychologist practitioners: psychotherapist, psychoanalyst, psychiatrist, social worker

D. Psychology in the community

VI. THE MOSAIC OF PSYCHOLOGY

A. Variety in psychologists' activities, goals, perspectives creates a mosaic

B. Though there is disagreement about emphasis, psychological scientists and scientist-clinicians agree on basic guidelines

1. Most believe in importance of empirical evidence
2. Most reject supernatural explanations of events
3. Share a fascination with human behavior and mind