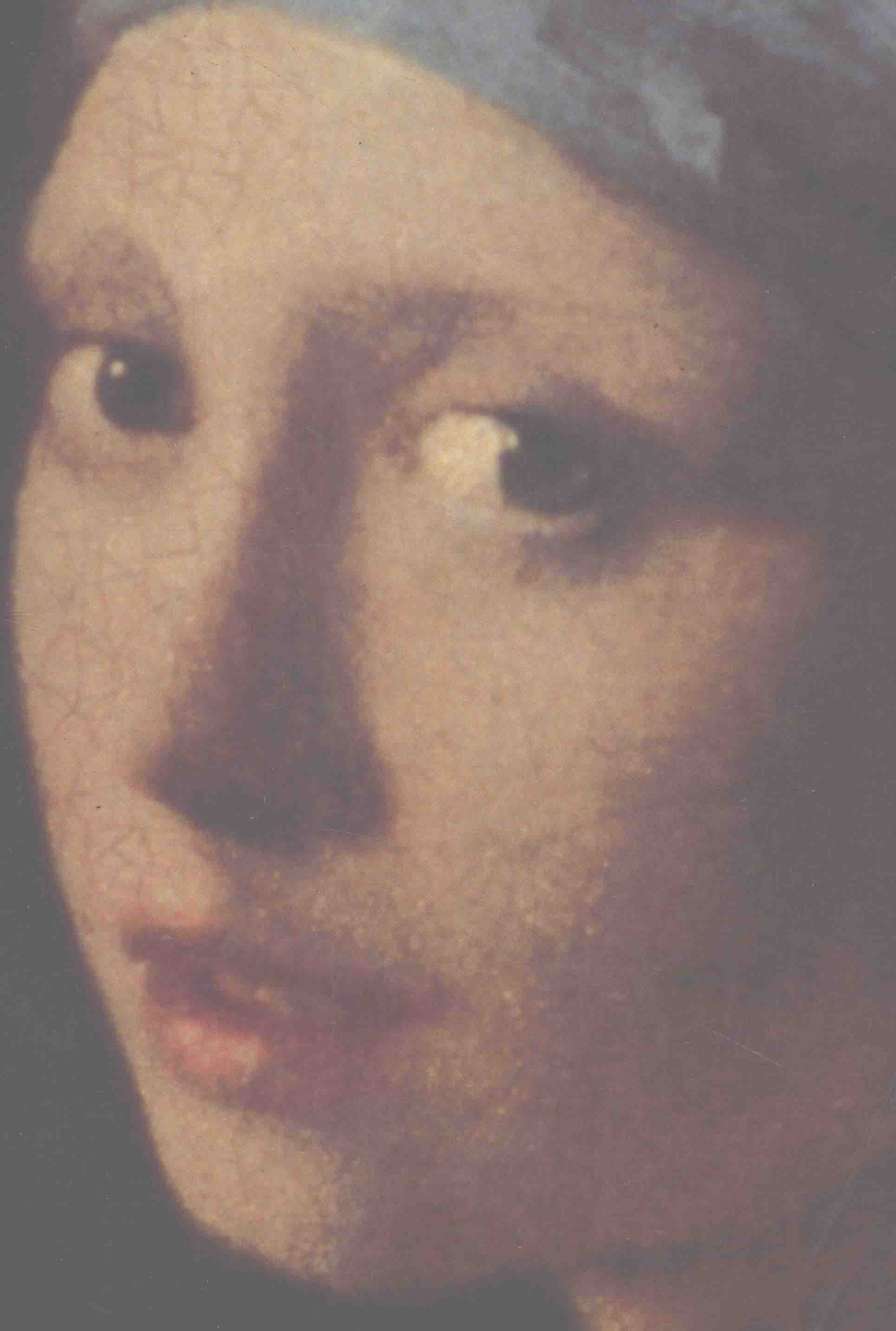


FOCUS ON PSYCHOLOGY

A Guide to Mastering PETER GRAY'S PSYCHOLOGY Second Edition



Second Edition

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A Guide to Mastering

PETER GRAY'S PSYCHOLOGY

Mary Trahan

Randolph-Macon College

Worth Publishers

Focus on Psychology A Guide to Mastering Peter Gray's **Psychology**, Second Edition
by Mary Trahan

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FOCUS ON PSYCHOLOGY

TO THE STUDENT

Why This Guide Is Written As It Is

I have written this guide to help you master Peter Gray's *Psychology*. The guide is interactive—like a tutorial or the classes I teach. I write something, and you write something back; often our back-and-forth writing amounts to a brief conversation about the ideas presented in Peter Gray's textbook. Like my classes, and like Gray's textbook, the guide is intended to do more than develop a knowledge base in your mind. It is my hope that you will not only come to understand psychology better but will gain a deeper understanding of what it *means* to understand, and will see better how to achieve understanding in your other studies. Additionally, I hope you will develop an increased confidence in your own ability to think and to learn.

This study guide puts into practice some of the principles psychologists have discovered through investigations of learning and memory, namely, the importance of organization and elaboration. Organization repeatedly has been shown to facilitate the learning, retention, and use of information. It is not only the organization of the information on the page, but the organization of the information in the mind that matters. The former merely facilitates the latter. I have tried to produce a study guide that helps you to organize what you are putting into your memory. Elaboration involves *doing* something active and meaningful with the material you read, not just transferring it passively from the textbook page to your mind to the study guide page. We are engaging in elaboration when we draw parallels, summarize, produce examples, criticize, compare, ponder analogies, and apply general concepts to specific cases. Elaboration, in short, involves thinking. And thinking is not only the most effective way to learn, it is also the most interesting!

How to Use This Guide

This guide is not intended to be a supplement to your study of the textbook; nor is it simply a means of checking your understanding after you have finished studying. It is designed to be your guide in studying the text. Each chapter of the study guide has the following features:

1. An **introductory summary** gives you an overview or “map” of the chapter in the textbook and an initial acquaintance with some of its major ideas before you begin to read the chapter.
2. **Italicized instructions** advise you on how to proceed at each step in the study process—letting you know, for example, when to read the chapter thoroughly and when to skim it, when to go on to the next section and when to review first.

3. The **Integrated Study Workout** is the heart of the study guide. Divided into sections according to the major topics of the text chapter, the Workout contains a variety of questions as well as brief passages that help to put the questions in context. Often hints are provided that direct you to examine a relevant table or graph. The questions help you to identify what is most important in the textbook, to break sections down into manageable parts, and to probe the material for critical ideas.

Preceding the Workout is a table that shows which study guide questions are related to each of the Focus Questions in the text. The Focus Questions are designed to help you concentrate on the purpose of each segment of the text. If your instructor has recommended that your exam preparation include or center on specified Focus Questions, the corresponding study guide material would make a particularly effective review.

4. Two **Self-Tests** will help you to assess your understanding. Each Self-Test contains fifteen multiple-choice questions and two essay questions.
5. **Answers** are provided for selected items from The Integrated Study Workout, generally those items that are objective or have very short answers. Answers for all multiple-choice questions, many accompanied by explanatory comments, and model answers to essay questions are also included, along with textbook page references.

Because of the organization of each study guide chapter and the instructions that guide you through them, I need say little more about how to use this study guide. However, I do wish to make two recommendations: One is that you read and implement the following section by the psychologist Richard O. Straub on organizing your time and studying more effectively. The second is that you avoid an all-or-none attitude in your studying. I hope you will make the time to complete each chapter of this guide, because doing so will maximize your learning. But please do not feel that you must answer every single question to make its use worthwhile. Doing three-fourths of the questions is better than doing none. Further, do not feel that you must write out all of your answers in complete sentences. The correct few words will usually help you most. Make sure your answers are clear, organized, and complete enough to be valuable to *you*. After all, this is your guide—only you will read it.

I wish you success in your studies and encourage you to write to me if you have any comments or suggestions.

Acknowledgments

I have so many people to thank, yet I know just where to begin. That is with Peter Gray, who in this second edition has produced a textbook even better than his first. It is a textbook that is truly worth studying, an exceptional accomplishment. I feel fortunate indeed that my chance to “teach on paper” came with Peter Gray’s book. Peter, along with Phyllis Fisher at Worth, worked with me to shape the original version of this guide, to translate shared pedagogical goals into effective methods for achieving them.

I owe a great deal to Barbara Curialle Gerr, whose organizational skill, availability, sound judgment, and calm assurance helped me to produce the first edition of this guide. Betty Probert, who edited the bulk of both editions of the guide, won my trust and gratitude for her keen editorial sense and careful attention to detail. It has been a pleasure to work with them. Worth is a remarkable publisher, with an uncommon commitment to excellence and innovation, and there are so many others there I would like to thank—among them Tom Gay, Anne Vinnicombe, Vicki Frankel, and Susan Seuling.

To my colleagues and students over the years, who have taught me about psychology and about teaching, thanks. I am indebted to my teachers at Loyola University in New Orleans, where I began my study of psychology; to faculty and students at the University of Michigan, where, as a graduate student, I developed a love for psychology and a devotion to teaching; and especially to many students and colleagues here at Randolph-Macon College for their friendship, support, and for the inspiration of their example. Two Randolph-Macon students who deserve special mention for their thoughtful reviews of study guide chapters are Deborah Gosser and Sara Absher.

Thanks seem too little to offer to my friends here in Virginia, who gave such solid support and encouragement. My greatest thanks are to my ultimate friend and teacher, to whom I owe all.

HOW TO MANAGE YOUR TIME EFFICIENTLY AND STUDY MORE EFFECTIVELY

by **Richard O. Straub**

How effectively do you study? Good study habits make the job of being a college student much easier. Many students, who *could* succeed in college, fail or drop out because they have never learned to manage their time efficiently. Even the best students can usually benefit from an in-depth evaluation of their current study habits.

There are many ways to achieve academic success, of course, but your approach may not be the most effective or efficient. Are you sacrificing your social life or your physical or mental health in order to get A's on your exams? Good study habits result in better grades *and* more time for other activities.

Evaluate Your Current Study Habits

To improve your study habits, you must first have an accurate picture of how you currently spend your time. Begin by putting together a profile of your present living and studying habits. Answer the following questions by writing *yes* or *no* on each line.

- _____ 1. Do you usually set up a schedule to budget your time for studying, recreation, and other activities?
- _____ 2. Do you often put off studying until time pressures force you to cram?
- _____ 3. Do other students seem to study less than you do, but get better grades?
- _____ 4. Do you usually spend hours at a time studying one subject, rather than dividing that time between several subjects?
- _____ 5. Do you often have trouble remembering what you have just read in a textbook?
- _____ 6. Before reading a chapter in a textbook, do you skim through it and read the section headings?
- _____ 7. Do you try to predict exam questions from your lecture notes and reading?
- _____ 8. Do you usually attempt to paraphrase or summarize what you have just finished reading?
- _____ 9. Do you find it difficult to concentrate very long when you study?
- _____ 10. Do you often feel that you studied the wrong material for an exam?

Thousands of college students have participated in similar surveys. Students who are fully realizing their academic potential usually respond as follows: (1) yes, (2) no, (3) no, (4) no, (5) no, (6) yes, (7) yes, (8) yes, (9) no, (10) no.

Compare your responses to those of successful students. The greater the discrepancy, the more you could benefit from a program to improve your study habits. The questions are designed to identify areas of weakness. Once you have identified your weaknesses, you will be able to set specific goals for improvement and implement a program for reaching them.

Manage Your Time

Do you often feel frustrated because there isn't enough time to do all the things you must and want to do? Take heart. Even the most productive and successful people feel this way at times. But they establish priorities for their activities and they learn to budget their time. There's much in the saying "If you want something done, ask a busy person to do it." A busy person knows how to get things done.

If you don't now have a system for budgeting your time, develop one. Not only will your academic accomplishments increase, but you will actually find more time in your schedule for other activities. And you won't have to feel guilty about "taking time off," because all your obligations will be covered.

Establish a Baseline

As a first step in preparing to budget your time, keep a diary for a few days to establish a summary, or baseline, of the time you spend in studying, socializing, working, and so on. If you are like many students, much of your "study" time is nonproductive; you may sit at your desk and leaf through a book, but the time is actually wasted. Or you may procrastinate. You are always getting ready to study, but you rarely do.

Besides revealing where you waste time, your diary will give you a realistic picture of how much time you need to allot for meals, commuting, and other fixed activities. In addition, careful records should indicate the times of the day when you are consistently most productive. A sample time-management diary is shown in Table 1.

Plan the Term

Having established and evaluated your baseline, you are ready to devise a more efficient schedule. Buy a calendar that covers the entire school term and has ample space for each day. Using the course outlines provided by your instructors, enter the dates of all exams, term paper deadlines, and other important academic obligations. If you have any long-range personal plans (concerts, weekend trips, etc.), enter the dates on the calendar as well. Keep your calendar up to date and refer to it often. I recommend carrying it with you at all times.

Develop a Weekly Calendar

Now that you have a general picture of the school term, develop a weekly schedule that includes all of your activities. Aim for a schedule that you can live with for the entire school term. A sample weekly schedule, incorporating the following guidelines, is shown in Table 2.

Table 1 Sample Time-Management Diary

Monday		
Behavior	Time Completed	Duration Hours: Minutes
Sleep	7:00	7:30
Dressing	7:25	:25
Breakfast	7:45	:20
Commute	8:20	:35
Coffee	9:00	:40
French	10:00	1:00
Socialize	10:15	:15
Videogame	10:35	:20
Coffee	11:00	:25
Psychology	12:00	1:00
Lunch	12:25	:25
Study Lab	1:00	:35
Psych. Lab	4:00	3:00
Work	5:30	1:30
Commute	6:10	:40
Dinner	6:45	:35
TV	7:30	:45
Study Psych.	10:00	2:30
Socialize	11:30	1:30
Sleep		

Prepare a similar chart for each day of the week. When you finish an activity, note it on the chart and write down the time it was completed. Then determine its duration by subtracting the time the previous activity was finished from the newly entered time.

1. Enter your class times, work hours, and any other fixed obligations first. *Be thorough.* Using information from your time-management diary, allow plenty of time for such things as commuting, meals, laundry, and the like.
2. Set up a study schedule for each of your courses. The study habits survey and your time-management diary will direct you. The following guidelines should also be useful.
 - (a) Establish regular study times for each course. The 4 hours needed to study one subject, for example, are most profitable when divided into shorter periods spaced over several days. If you cram your studying into one 4-hour block, what you attempt to learn in the third or fourth hour will interfere with what you studied in the first 2 hours. Newly acquired knowledge is like wet cement. It needs some time to "harden" to become memory.
 - (b) Alternate subjects. The type of interference just mentioned is greatest between similar topics. Set up a schedule in which you spend time on several *different* courses during each study session. Besides reducing the potential for interference, alternating subjects will help to prevent mental fatigue with one topic.

Table 2 Sample Weekly Schedule

Time	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
7-8	Dress	Dress	Dress	Dress	Dress	
	Eat	Eat	Eat	Eat	Eat	
8-9	Psych.	Study	Psych.	Study	Psych.	Dress
		Psych.		Psych.		Eat
9-10	Eng.	Study	Eng.	Study	Eng.	Study
		Eng.		Eng.		Eng.
10-11	Study	Free	Study	Open	Study	Study
	French		French	Study	French	Stats.
11-12	French	Study	French	Open	French	Study
		Psych.		Study		Stats.
		Lab				
12-1	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1-2	Stats.	Psych.	Stats.	Study	Stats.	Free
		Lab		or Free		
2-3	Bio.	Psych.	Bio.	Free	Bio.	Free
		Lab				
3-4	Free	Psych.	Free	Free	Free	Free
4-5	Job	Job	Job	Job	Job	Free
5-6	Job	Job	Job	Job	Job	Free
6-7	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
7-8	Study	Study	Study	Study	Free	Free
	Bio.	Bio.	Bio.	Bio.		
8-9	Study	Study	Study	Open	Open	Free
	Eng.	Stats.	Psych.	Study	Study	
9-10	Open	Open	Open	Open	Free	Free
	Study	Study	Study	Study		

This is a sample schedule for a student with a 16-credit load and a 10-hour-per-week part-time job. Using this chart as an illustration, make up a weekly schedule, following the guidelines outlined here.

(c) Set weekly goals to determine the amount of study time you need to do well in each course. This will depend on, among other things, the difficulty of your courses and the effectiveness of your methods. Many professors recommend studying at least 1 to 2 hours for each hour in class. If your time-management diary indicates that you presently study less time than that, do not plan to jump immediately to a much higher level. Increase study time from your baseline by setting weekly goals [see (4)] that will gradually bring you up to the desired level. As an initial schedule, for example, you might set aside an amount of study time for each course that matches class time.

(d) Schedule for maximum effectiveness. Tailor your schedule to meet the demands of each course. For the course that emphasizes lecture notes, schedule time for a daily review soon after the class. This will give you a chance to revise your notes and clean up any hard-to-decipher shorthand while the material is still fresh in your mind. If you are evaluated for class participation (for example, in a language course), allow time for a review just before the class meets. Schedule study time for your most difficult (or least motivating) courses during hours when you are the most alert and distractions are fewest.

(e) Schedule open study time. Emergencies, additional obligations, and the like could throw off your schedule. And you may simply need some extra time periodically for a project or for review in one of your courses. Schedule several hours each week for such purposes.

3. After you have budgeted time for studying, fill in slots for recreation, hobbies, relaxation, household errands, and the like.

4. Set specific goals. Before each study session, make a list of specific goals. The simple note "7–8 PM: study psychology" is too broad to ensure the most effective use of the time. Formulate your daily goals according to what you know you must accomplish during the term. If you have course outlines with advance assignments, set systematic daily goals that will allow you, for example, to cover fifteen chapters before the exam. And be realistic: Can you actually expect to cover a 78-page chapter in one session? Divide large tasks into smaller units; stop at the most logical resting points. When you complete a specific goal, take a 5- or 10-minute break before tackling the next goal.

5. Evaluate how successful or unsuccessful your studying has been on a daily or weekly basis. Did you reach most of your goals? If so, reward yourself immediately. You might even make a list of five to ten rewards to choose from. If you have trouble studying regularly, you may be able to motivate yourself by making such rewards contingent on completing specific goals.

6. Finally, until you have lived with your schedule for several weeks, don't hesitate to revise it. You may need to allow more time for chemistry, for example, and less for some other course. If you are trying to study regularly for the first time and are feeling burned out, you probably have set your initial goals too high. Don't let failure cause you to despair and abandon the program. Accept your limitations and revise your schedule so that you are studying only 15 to 20 minutes more each evening than you are used to. The point is to identify a regular schedule with which you can achieve some success. Time management, like any skill, must be practiced to become effective.

Taking Lecture Notes

Are your class notes as useful as they might be? One way to determine their worth is to compare them with those taken by other good students. Are yours as thorough? Do they provide you with a comprehensible outline of each lecture? If not, then the following suggestions might increase the value of your note-taking.

1. Keep a separate notebook for each course. Use $8\frac{1}{2} \times 11$ -inch pages. Consider using a ring binder, which would allow you to revise and insert notes while still preserving lecture order.

2. Take notes in the format of a lecture outline. Use roman numerals for major points, letters for supporting arguments, and so on. Some instructors will make this easy by delivering organized lectures and, in some cases, by outlining their lectures on the board. If a lecture is disorganized, you will probably want to reorganize your notes soon after the class.

3. As you take notes in class, leave a wide margin on one side of each page. After the lecture, expand or clarify any shorthand notes while the material is fresh in your mind. Use this time to write important questions in the margin next to notes that answer them. This will facilitate later review and will allow you to anticipate similar exam questions.

Evaluate Your Exam Performance

How often have you received a grade on an exam that did not do justice to the effort you spent preparing for the exam? This is a common experience that can leave one feeling bewildered and abused. “What do I have to do to get an A?” “The test was unfair!” “I studied the wrong material!”

The chances of this happening are greatly reduced if you have an effective time-management schedule and use the study techniques described here. But it can happen to the best-prepared student and is most likely to occur on your first exam with a new professor.

Remember that there are two main reasons for studying. One is to learn for your own general academic development. Many people believe that such knowledge is all that really matters. Of course, it is possible, though unlikely, to be an expert on a topic without achieving commensurate grades, just as one can, occasionally, earn an excellent grade without truly mastering the course material. During a job interview or in the workplace, however, your A in COBOL won’t mean much if you can’t actually program a computer.

In order to keep career options open after you graduate, you must know the material and maintain competitive grades. In the short run, this means performing well on exams, which is the second main objective in studying.

Probably the single best piece of advice to keep in mind when studying for exams is to *try to predict exam questions*. This means ignoring the trivia and focusing on the important questions and their answers (with your instructor’s emphasis in mind).

A second point is obvious. How well you do on exams is determined by your mastery of both lecture and textbook material. Many students (partly because of poor time management) concentrate too much on one at the expense of the other.

To evaluate how well you are learning lecture and textbook material, analyze the questions you missed on the first exam. If your instructor does not review exams during class, you can easily do it yourself. Divide the questions into two categories: those drawn primarily from lectures and those drawn primarily from the textbook. Determine the percentage of questions you missed in each category. If your errors are evenly distributed and you are satisfied with your grade, you have no problem. If you are weaker in one area, you will need to set future goals for increasing and/or improving your study of that area.

Similarly, note the percentage of test questions drawn from each category. Although exams in most courses cover both lecture notes and the textbook, the relative emphasis of each may vary from instructor to instructor. While your instructors may not be entirely consistent in making up future exams, you may be able to tailor your studying for each course by placing additional emphasis on the appropriate area.

Exam evaluation will also point out the types of questions your instructor prefers. Does the exam consist primarily of multiple-choice, true–false, or essay questions? You may also discover that an instructor is fond of wording questions in certain ways. For example, an instructor may rely heavily on questions that require you to draw an analogy between a theory or concept and a real-world example. Evaluate both your instructor’s style and how well you do with each format. Use this information to guide your future exam preparation.

Important aids, not only in studying for exams but also in determining how well prepared you are, are the Self-Tests provided in this study guide. If these tests don’t include all of the types of questions your instructor typically writes, make up your own practice exam questions. Spend extra time testing yourself

with question formats that are most difficult for you. There is no better way to evaluate your preparation for an upcoming exam than by testing yourself under the conditions most likely to be in effect during the actual test.

A Few Practical Tips

Even the best intentions for studying sometimes fail. Some of these failures occur because students attempt to work under conditions that are simply not conducive to concentrated study. To help ensure the success of your time-management program, here are a few suggestions that should assist you in reducing the possibility of procrastination or distraction.

1. If you have set up a schedule for studying, make your roommate, family, and friends aware of this commitment, and ask them to honor your quiet study time. Close your door and post a “Do Not Disturb” sign.
2. Set up a place to study that minimizes potential distractions. Use a desk or table, not your bed or an extremely comfortable chair. Keep your desk and the walls around it free from clutter. If you need a place other than your room, find one that meets as many of the above requirements as possible—for example, in the library stacks.
3. Do nothing but study in this place. It should become associated with studying so that it “triggers” this activity, just as a mouth-watering aroma elicits an appetite.
4. Never study with the television on or with other distracting noises present. If you must have music in the background in order to mask outside noise, for example, play soft instrumental music. Don’t pick vocal selections; your mind will be drawn to the lyrics.
5. Study by yourself. Other students can be distracting or can break the pace at which your learning is most efficient. In addition, there is always the possibility that group studying will become a social gathering. Reserve that for its own place in your schedule.

If you continue to have difficulty concentrating for very long, try the following suggestions.

6. Study your most difficult or most challenging subjects first, when you are most alert.
7. Start with relatively short periods of concentrated study, with breaks in between. If your attention starts to wander, get up immediately and take a break. It is better to study effectively for 15 minutes and then take a break than to fritter away 45 minutes out of an hour. Gradually increase the length of study periods, using your attention span as an indicator of successful pacing.

Some Closing Thoughts

I hope that these suggestions help make you more successful academically, and that they enhance the quality of your college life in general. Having the necessary skills makes any job a lot easier and more pleasant. Let me repeat my warning not to attempt to make too drastic a change in your life-style immediately. Good habits require time and self-discipline to develop. Once established they can last a lifetime.

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CHAPTER 1 THE HISTORY AND SCOPE OF PSYCHOLOGY

Read the introduction below before you read the chapter in the text.

Psychology is defined as the science of behavior and the mind. Even before the official beginnings of psychology in the nineteenth century, developments in philosophy and science prepared the way for it. For example, the work of the British empiricists in philosophy and the work of Charles Darwin in science helped to lay the groundwork for a science of psychology.

Once psychology was established as an area of scientific inquiry, it was shaped by the influences of several different perspectives. Each perspective has been based on a different notion of what psychology's focus should be, and each has made a unique contribution. For example, structuralism, an approach associated with Wilhelm Wundt and Edward Titchener, had the goal of identifying the basic elements, or structures, of the mind. William James focused instead on the purposes and functions of the mind, which led to his approach being called functionalism. Gestalt psychology proposed that the mind cannot be understood as a collection of elements but must be seen in terms of organized wholes. Behaviorism, founded by the zoological psychologist John B. Watson, excluded the mind from study altogether because, unlike behavior, the mind cannot be observed directly. Ethology, like behaviorism, focused on animal behavior but emphasized the study of animals in their natural habitats. Physiological psychologists sought to understand the physiological mechanisms underlying all behavior. Sigmund Freud's psychoanalysis developed around the concept of the unconscious mind and its influence on conscious thought and behavior. Humanistic psychology was based on an optimistic view of human nature and promoted positive self-concepts and self-actualization. In different ways, both cultural and social psychology take account of the importance of the social

context in which thought and behavior occur. Cognitive psychology, the dominant approach for more than 20 years now, explores the acquisition, organization, retrieval, and use of knowledge to guide behavior.

Psychology is both an academic discipline and a profession. Professional psychologists may work to add to our knowledge of mind and behavior or to apply that knowledge for practical ends. They are employed in settings that include colleges and universities, elementary and secondary schools, mental health clinics, hospitals, and businesses, among others.

LOOK over the table of contents for this chapter in your textbook before you continue with your study.

Notice that there are focus questions in the margins of the text for your use in studying the material. The following chart lists which study guide questions relate to which focus questions.

Focus Questions	Study Guide Questions
Psychology: Preparing the Intellectual Ground	
2-4	1-6
5-6	7
7	8
The Evolution of Psychology: A History of Alternative Perspectives	
8-23	1
8-12	2-5
13-16	6-9
17-18	10
19-20	11
21-23	12-13
Psychology as a Discipline and a Profession	
24	1

The Integrated Study Workout

Complete one section at a time.

Before Psychology: Preparing the Intellectual Ground (pages 4–7)

CONSIDER these questions before you go on. They are designed to help you start thinking about this subject, not to test your knowledge.

Is it really possible for us to study behavior and the mind scientifically?

Is psychology related to other academic areas, such as philosophy or biology, or is it an isolated field of study?

READ this section of your text lightly. Then go back and read thoroughly, completing the Workout as you proceed.

Psychology, the science of behavior and the mind, emerged in the second half of the nineteenth century. The very idea of this new science would have been unimaginable without earlier developments in philosophy. René Descartes was a key figure in these developments.

1. Explain the following two terms as they apply to Descartes's theory of mind and behavior.
 - a. dualism
 - b. interactionism
2. Explain Descartes's view of the relationship between behavior and the soul.
3. How does Descartes's theory limit psychology?

Another, very different philosophy that prepared the way for psychology was British empiricism. This philosophical approach was advanced by John Locke, David Hume, and James Mill. British empiricism also owed a debt to Thomas Hobbes, whose ideas helped to inspire this school of thought.

4. What ideas central to Thomas Hobbes's materialism influenced British empiricism?
5. According to the empiricists, what is the original basis of all knowledge and thought?
6. From the perspective of the empiricists, is a scientific psychology possible? Why or why not?

Progress in science during the nineteenth century also helped to create an intellectual climate in which psychology could develop.

7. Physiology was one field of science in which knowledge was growing.
 - a. How did physiology's new understanding of reflexes help to lay the foundation for a scientific psychology?
 - b. What about increased understanding of localization of function?