

A DYNAMIC NEW CONCEPT IN EXAM PREPARATION

ACE YOUR MIDTERMS & FINALS

**REAL
COLLEGE
TESTS**

INTRODUCTION TO PSYCHOLOGY

- ▶ **Complete content review for your psychology course**
- ▶ **Be ready for the exam before it's given**
- ▶ **Practice on midterms and finals just like those given at your school**
- ▶ **Fully explained answers for all question types**

ALAN AXELROD, Ph.D.



**THE FIRST BOOK
OF ITS KIND!**

ACE YOUR MIDTERMS & FINALS

INTRODUCTION TO PSYCHOLOGY

ALAN AXELROD, PH.D.

McGraw-Hill

New York San Francisco Washington, D.C. Auckland Bogotá
Caracas Lisbon London Madrid Mexico City Milan
Montreal New Delhi San Juan Singapore
Sydney Tokyo Toronto

Library of Congress Catalog Card Number: 99-070504

McGraw-Hill



A Division of The McGraw-Hill Companies

Copyright © 1999 by The McGraw-Hill Companies, Inc. All rights reserved. Printed in the United States of America. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written permission of the publisher.

1 2 3 4 5 6 7 8 9 0 DOC/DOC 9 0 9 8 7 6 5 4 3 2 1 0 9

ISBN 0-07-007007-5

The sponsoring editor for this book was Barbara Gilson, the editing supervisor was Maureen B. Walker, the designer was Stateless Design for The Ian Samuel Group, Inc., and the production supervisor was Tina Cameron.

Printed and bound by R. R. Donnelley & Sons Company.

McGraw-Hill books are available at special quantity discounts to use as premiums and sales promotions, or for use in corporate training sessions. For more information, please write to the Director of Special Sales, McGraw-Hill, 11 West 19th Street, New York, NY 10011. Or contact your local bookstore.



This book is printed on recycled, acid-free paper containing a minimum of 50% recycled, de-inked fiber.

HOW TO USE THIS BOOK

YOU KNOW THE DRILL. ON THE FIRST DAY IN A SURVEY, INTRODUCTORY OR “CORE” course, the professor talks about grading and, saying something about the value of the course in a program of “liberal education,” declares that what he or she wants from her students is original thought and creativity and, above all, he or she does not “teach for” the midterm and final.

Nevertheless, the course certainly *includes* one or two midterms and a final, and these account for a very large part of the course grade. Maybe the professor can with a straight face disclaim *teaching for* these exams, but few students would deny *learning for* them.

True, you know that the purpose of an introductory course is to gain a useful familiarity with a certain field, not just to prepare for and do well on a two or three exams. Yet the exams *are* a big part of the course, and, whatever you learn or fail to learn in the course, your performance as a whole is judged in large measure by your performance on these exams.

So the cold truth is this: More than anything else, curriculum core courses *are* focused on the midterm and final exams.

Now, traditional study guides are outlines that attempt a bird’s-eye view of a given course. But *Ace Your Midterms and Finals: Principles of Psychology* breaks with this tradition by viewing course content through the magnifying lens of ultimate accountability: the course exams. The heart and soul of this book consists of eleven midterms and chapters containing finals prepared by *real* instructors, teaching assistants, and professors for *real* students in *real* schools.

Where did we get these exams? Straight from the professors and instructors themselves.

- ◆ All exams are real and have been used in real courses.
- ◆ All exams include critical “how-to” tips and advice from the creators and graders of the exams.
- ◆ All exams include actual answers.

Let’s talk about those answers for a minute. In most cases, the answers are actual student responses to the exam. In some cases, however, the instructors and professors have created “model” or “ideal” answers. Usually, the answers included are A-level responses. Sometimes, however, they are not perfect (because they are real). In all cases, you’ll find full commentary by the instructors, who point out what works (and why) and what could use improvement (and why—as well as how to improve it).

This book also contains more than the exams themselves.

- ◆ In Part One, “Preparing Yourself,” you’ll find how-to guidance on what Psychology professors look for, how to think like a psychologist, how to study more effectively, and how to gain the performance edge when you take an exam.
- ◆ Part Two, “Study Guide,” presents a quick-and-easy overview of the content of typical surveys of psychology. It clues you in on what to expect in these courses.
- ◆ Part Three, “Midterms and Finals,” give the exams themselves, grouped by college or university.
- ◆ In Part Four, “For Your Reference,” you’ll find a handy glossary of key terms in Psychology and a brief list of recommended reading.

What This Book Is Not

Ace Your Midterms and Finals: Principles of Psychology offers a lot of help to see you through to success in this important course. But (as you’ll discover when you read Part One) the book *cannot* take the place of

- ◆ Doing the assigned reading
- ◆ Keeping up with your work and study
- ◆ Attending class
- ◆ Taking good lecture notes

- ◆ Thinking about and discussing the topics and issues raised in class and in your books

Ace Your Midterms and Finals: Principles of Psychology is not a substitute for the course itself!

What This Book Is

Look, it's both cynical and silly to invest your time, brainpower, and money in a college course just so that you can ace a couple of exams. If you get A's on the midterm and final, but come away from the course having learned nothing, you've failed.

We don't want you to be cynical or silly. The purpose of introductory, survey, or "core" courses is to give you a panoramic view of the knowledge landscape of a particular field. The primary goal of the college experience is to acquire more than tunnel intelligence. It is to enable you to approach whatever field or profession or work you decide to specialize in from the richest, broadest perspective possible. College is education, not just vocational training.

We don't want you to "study for the exam." The idea is to study for "the rest of your life." You are buying knowledge with your time, your brains, and your money. It's an expensive and valuable commodity. Don't leave it behind you in the classroom at the end of the semester. Take it with you.

But even the most starry-eyed idealist can't deny that midterms and finals are a big part of intro courses and that even if your ambitions lie well beyond these exams (which they should!), performing well on them is necessary to realize those loftier ambitions.

Don't, however, think of midterms and finals as hurdles—obstacles—you must clear in order to realize your ambitions and attain your goals. The exams are there. They're real. They're facts of college life. You might as well make the most of them.

Use the exams to help you focus your study more effectively. Most people make the mistake of confusing *goals* with *objectives*. Goals are the big targets, the ultimate prizes in life. Objectives are the smaller, intermediate steps that have to be taken to reach those goals.

Success on midterms and finals is an objective. It is an important, sometimes intimidating, but really quite doable step toward achieving your goals. Studying for—working toward—the midterm or final is *not* a bad thing, as long as you keep in mind the difference between objectives and goals. In fact, fixing your eye on the upcoming exam will help you to study more effectively. It gives you a more urgent purpose. It also gives you something specific to set your sights on.

And this book will help you study for your exams more effectively. By letting you see how knowledge may be applied—immediately and directly—to exams, it will help you acquire that knowledge more quickly, thoroughly, and certainly. Studying these exams will help you to focus your study in order to achieve success on the exams—that is, to help you attain the objectives that build toward your goals.

—*Alan Axelrod*

CONTRIBUTORS

Alan J. Beauchamp, *Associate Professor of Psychology, Northern Michigan University*

Terry D. Blumenthal, *Associate Professor of Psychology, Wake Forest University*

Jeffrey A. Gibbons, *Visiting Assistant Professor of Psychology, Carthage College*

Bryon Gibson, *Associate Professor of Psychology, Central Michigan University*

Fred Heilizer, *Associate Professor of Psychology, DePaul University*

Mark A. Lumley, *Associate Professor, Wayne State University*

Hajime Otani, *Professor of Psychology, Central Michigan University*

Debra Ann Poole, *Professor of Psychology, Central Michigan University*

Jeffrey J. Sable, *Graduate Teaching Assistant in Psychology, Kansas State University*

Nayantara Santhi, *Graduate Teaching Assistant in Psychology, Northeastern University*

Guy Vitaglione, *Instructor in Psychology, Kansas State University*

ABOUT THE AUTHOR

Alan Axelrod, Ph.D. , is the author of numerous books, including *Booklist* Editor's Choice *Art of the Golden West*, *The Penguin Dictionary of American Folklore*, and *The Macmillan Dictionary of Military Biography*. He lives in Atlanta, Georgia.

How to Use This Book	VII
Contributors	XI

**PART ONE
PREPARING YOURSELF**

Chapter 1 Principles of Psychology: What the Professors Look For	2
Chapter 2 Keys to Successful Study	10
Chapter 3 Secrets of Successful Test Taking	22
Chapter 4 Thinking Like a Psychologist: Keys to Working Through Questions in Psychology	31
Chapter 5 The Essay Exam: Writing More Effective Responses	40

**PART TWO
STUDY GUIDE**

Chapter 6 Introduction to Psychology: The Major Topics	54
Chapter 7 History of Psychology	63
Chapter 8 Research Methods	69
Chapter 9 Physiological Psychology	75
Chapter 10 Developmental Psychology	90
Chapter 11 Consciousness, Emotion, and Motivation	98
Chapter 12 Conditioning and Learning	110
Chapter 13 Cognitive Processes	114
Chapter 14 Intelligence	121
Chapter 15 Personality	126

Chapter 16	
Mental Illness	134
Chapter 17	
The Psychology of Groups	143

**PART THREE
MIDTERMS AND FINALS**

Chapter 18	
Carthage College: Psychology 110, General Psychology (Gibbons)	152
Chapter 19	
Central Michigan University: Psychology 100, Introduction to Psychology (Gibson)	176
Chapter 20	
Central Michigan University: Psychology 100, Introduction to Psychology (Otani)	192
Chapter 21	
Central Michigan University: Psychology 100, Introduction to Psychology (Poole)	207
Chapter 22	
DePaul University: Psychology 106: Introductory Psychology II (Heilizer)	213
Chapter 23	
Kansas State University: Psychology 110, General Psychology (Sable)	235
Chapter 24	
Kansas State University: Psychology 110, General Psychology (Vitaglione)	248
Chapter 25	
Northeastern University: Psychology 1111, Introduction to Psychology (Santhi)	266
Chapter 26	
Northern Michigan University: PY100, Psychology as a Natural Science (Beauchamp)	278
Chapter 27	
Wake Forest University: PSY151, Introductory Psychology (Blumenthal)	287
Chapter 28	
Wayne State University: PSY101, Introductory Psychology (Lumley)	303

**PART FOUR
FOR YOUR REFERENCE**

Chapter 29	
A Glossary of Psychology	330
Chapter 30	
Recommended Reading	335
Index	337

PART ONE

PREPARING YOURSELF

CHAPTER 1

PRINCIPLES OF PSYCHOLOGY: WHAT THE PROFESSORS LOOK FOR

PSYCHOLOGY IS THE SCIENTIFIC STUDY OF BEHAVIOR AND MENTAL PROCESSES. PUT less formally, psychology takes as its field the subject of what makes us tick: what motivates and drives us, how we think, how we feel, what happens when we're awake, what happens when we're asleep, how we behave alone and in groups, how we develop, how we persuade and are persuaded, how we learn, and what happens when mental processes go haywire. . . . The list is almost endless.

The Introductory Psychology course is intended to present (a) basic psychological methodology and terminology, (b) a broad variety of psychological knowledge and theory, and (c) integration of various approaches and areas of psychology. As a result of having taken—and passed—this course, you can expect to have a pretty good knowledge of basic psychology and its many, many ramifications.

—Fred Heilizer,
Associate Professor, DePaul University

Psychology investigates the subject with which we are on most intimate terms: ourselves. And it investigates the subject most mysterious and bewildering to us: ourselves.

No wonder so many students eagerly sign up for introductory psych courses! After all, nothing interests us more than ourselves, our thoughts, our feelings, our motivations. And the truth is that few introductory college courses have more potential than Psych 101 to be fascinating and rewarding.

Yet too many intro students soon find themselves disappointed.

Take another look at the definition that is the first sentence of this chapter: “Psychology is the scientific study of behavior and mental processes.” The key adjective is *scientific*.

By any measure, psychology is a vast, ambitious, and varied field. It confronts a subject of inquiry that is often difficult to define, to contain, and to quantify. How do you *measure* a feeling, a thought? And yet that is precisely the

approach psychology takes. As a *scientific* study, psychology embraces the *scientific* method, which is explained in Chapter 4. The scientific method attempts to define, contain, and measure, and, using this method, psychologists look for ways to approach their subject such that they can define, contain, and measure feelings, behavior, actions, and other phenomena of mind. Students who enter an introductory psychology course expecting sweeping philosophical statements or hoping to be handed the keys that unlock the secrets of all human behavior will be disappointed.

Psychology typically proceeds by small, patient steps: a problem or area of inquiry is defined, a hypothesis is made, an experiment is devised to test the hypothesis. Then what is the result? Taken together, the result of a number of experiments, studies, or observations may be a theory concerning some aspect of behavior or mental process—a theory that takes its place beside other theories. If you come into a psychology class looking for the Right Answer, you will also be disappointed. Psychology is a growing—perhaps evolving—collection of theories: scientific points of view on the mind, on behavior, and on the relation of mind to body.

There was a time when psychologists held onto and passionately defended their own particular favored theory. Psychoanalysts argued with behaviorists, for example, and humanists argued with both. Today, however, most psychologists take a more eclectic approach, freely moving about and among the various theories and schools of psychological thought, choosing from each whatever ideas seem to work best in a particular situation. This means that you will have to get used to and be comfortable with the idea of learning about a number of competing and even contradictory theories—and no one will be there to tell you which one is “right.”

This does not mean that psychology lacks its share of hard, right-or-wrong information. You will find no shortage of new terminology and concepts to take in, and while psychology offers few *definitive* answers, you will be asked, on midterms and finals, many *definitive* questions. Most exams in introductory psychology courses are largely or even exclusively multiple choice, true-false, and short answer (fill-in-the-blank type). If the intro courses are typically short on absolute, final answers, they are plenty long on information to absorb and commit to memory.

To avoid disappointment, then, and to perform well in the classroom and on exams, you will need to:

- ◆ Keep an open but critical mind.

I want to create in my students awareness of the breadth of psychological fields and of psychology as a science . . . an awareness of the connection between personal experiences and psychological science.

—Guy Vitaglione,
Instructor, Kansas State University

The main goal of the course is to present a broad overview of psychology, introducing students to psychology as a scientific discipline. I would like students to understand how psychologists use scientific methods to investigate various phenomena. I also want them to learn various terms used in psychology.

—Hajime Otani,
Professor, Central Michigan University

My primary objectives in teaching this course are

- 1. To get my students to think and then think critically.**
- 2. To get my students interested in psychology.**
- 3. To challenge my students and make them better students.**

—Jeffrey A. Gibbons,
Visiting Assistant Professor,
Carthage College

- ◆ Resist the temptation to settle on any one theory as definitive.
- ◆ Live with multiple points of view on any particular issue.
- ◆ Engage material actively. (Don't passively jot down the particulars of this or that theory; think about it; question it; weigh it against other interpretations.)
- ◆ Learn new terms and concepts—develop your memory.

My primary objectives in teaching this course are to introduce students to the core areas within the field, to show them how we do research, and to get them to think about how the various topics discussed interrelate. I want my students to master basic terminology and concepts, to be able to extend and apply this learning to novel situations, and to show a good understanding of how the different focuses within psychology can be related to produce a better understanding of human behavior and cognition.

To answer the questions in my exams requires mastery of materials and terminology, an understanding of interrelationships between domains of study, and an ability to apply this understanding within the context of the question. Prepare yourself by going to class, reading the textbook, asking yourself questions as you read, and asking in-class questions of the instructor. Try to challenge the instructors' thinking whenever possible. Also, think about how the different areas of psychology relate to one another.

Master materials not only by reading and encoding key terms and passages, but by thinking about how the material relates to your own life. For example: Am I classically conditioned to behave in a particular way in a given situation? Do I selectively forget bad things and remember good things? Also, think about how the domains studied interrelate; for example, how does the study of selective attention relate to the theory of defense mechanisms put forth by Freud?

As for these exams, before you answer the question write an outline to help organize your thoughts.

—Alan J. Beauchamp,
Associate Professor,
Northern Michigan University

Is “Introductory Psychology” Even Possible?

Look at the table of contents and, in particular, the titles of the chapters in Part Two. You will notice that psychology is hardly a *single* discipline. It includes areas that seem more like biology or even medicine than psychology. It includes work with statistics that seems more appropriate to a course in math or probability than psychology. It includes experimental work that you might expect to find in a zoology lab rather than a psych course. It includes material about learning, which might be taught in an education class. It includes work with attitude and persuasion that you might find in a course on marketing or even political science. It includes information on such issues as drug abuse and sociopathic behavior that would be appropriate in a criminal justice seminar. It explores issues of prejudice and discrimination that you could find in a sociology class. It makes excursions into the realms of classic literature, mythology, and religion. It explores “strange stuff” like hypnosis and relaxation techniques.

In short, psychology is everywhere.

And that is precisely the point. One of the chief things your instructor wants to *introduce* you to is the *holistic* nature of psychology. Most psychologists do indeed specialize in a particular branch of psychology, but they do so from a perspective of knowledge of the entire field. Human beings are complex. Psychologists believe that even if you choose to study a narrowly focused aspect of human behavior, you cannot fully appreciate it without a broad understanding of its context.

In this sense, an introductory psychology course is not just a *beginning* course in psychology. It gets to the very heart of the discipline. Your instructor expects you actively to engage the multiple perspectives psychology offers.

Now, such engagement can be exciting, but it can also be overwhelming. Because of the large area covered, introductory psych courses usually move fast, and they often seem to jump from one area

to another. In the introductory-level courses of many disciplines, course material is presented in building-block fashion. You learn a particular fact or principle in one lecture, and the next lecture builds on that, and so on through the semester. Introductory-level psychology, however, is more accurately described as a survey rather than as a process of building. It doesn't so much ask you to stack one concept upon another as it asks you to take in a vast array of apparently independent, but ultimately interrelated, concepts. Especially because the survey moves quickly, it is very important that you attend lectures, ask questions, and keep up with the reading. If you blink, you could miss an entire system of mind or a psychological specialty!

Great Expectations

The focus and approach of the introductory psychology courses offered in different colleges and universities—and even by different instructors within the same department—do vary, but you can count on most introductory courses covering the material you will find in Part Two. Subject to more variety, however, is what individual instructors expect from their students.

Few instructors expect that students will enter the course with any background or preparation in psychology. After all, psychology is a subject taught in few high schools. This does not necessarily mean, however, that instructors assume everyone starts at the same place. Some instructors expect that you will come to the course with a certain degree of preparation in the sciences. This can pose a problem if you are, in fact, wholly unfamiliar with the scientific method and its assumptions. Take time, early on, to understand the meaning of the scientific method and how psychologists create theory from empirical observation.

Many instructors approach the introductory psychology survey as a body of information to be absorbed. This is evident from the popularity of multiple-choice exam formats throughout these courses, and it is especially the case in lecture-oriented courses. Other instructors, however, put more emphasis on discussion, outside reading, and even some independent research. It will help you get in synch with the course if, early on, you understand the instructor's approach to the material. Realize that, while some instructors want you to memorize and master extensive amounts of prescribed materials, others are more interested that you are learning basic principles, which you are then expected to apply to practical problems. Yet even the instructors

The primary goal of this course is to familiarize students with the wide variety of subdisciplines within the field, and to ensure that they know the basic findings in those subdisciplines. I want my students to be able to converse knowledgeably on the main findings within the subdisciplines. For example, after the course, they should be able to identify Piaget's stages and the main accomplishments in each stage. Another example: They should be able to identify the different theoretical approaches to the study of personality. They need to have a foundation of basic psychological knowledge.

My philosophy of introductory psychology is that it should provide the student with a foundation of psychological knowledge that can be applied in future classes. Some professors focus on issues such as critical thinking; however, I believe that before one can think critically on a given topic, one must first have a background of knowledge in the topic. Therefore, I use the introductory psychology course to help provide that foundation.

—Bryon Gibson,
Associate Professor,
Central Michigan University

The class coverage represents my effort to organize and extend the text's coverage. Therefore, good class notes represent the best study outline available to the student. In addition, I strongly urge students to develop their own version of speed-writing for use in this class and others, and I illustrate speed-writing technique throughout the quarter.

—Fred Heilizer,
Associate Professor, DePaul University

who emphasize memorization of factual material appreciate (and reward) initiative. This may be particularly true among psychologists, who tend to value a combination of open mindedness and skepticism that is driven by curiosity. In any science class, whether it is a “hard” science like physics or a “softer” discipline such as psychology, it helps to be a self-starter rather than someone who expects to be spoon-fed the course contents.

It is helpful to join a study group. Explain the material to anyone who will listen, and encourage the listener to ask questions and to try to stump you. Read the assigned material before class, then read it again after class.

—Terry D. Blumenthal,
Associate Professor,
Wake Forest University

Use flash cards to study the material focused on in lecture. Don't assume that because you understand the material when you read it or hear a lecture on it you will remember the terms associated with the material. On the first day of class I give an hour-and-a-half lecture on how to study, which includes material on the use of the quiz hints, flash cards, studying with other class members, quizzing oneself, study time, time management, and so on.

I emphasize the difference between college and high school, and how much more study time is necessary to succeed in college. I also have a specific weekly timetable I suggest students follow: quizzes are Thursday afternoon; after taking the quiz, I suggest they go to the course Web site and get the hints for the following week's quiz; make flash cards on Thursday night and Friday (this gives a chapter 'preview'). Read the chapters on Saturday and Sunday. Study flash cards on Monday and Tuesday. Go over class notes on Wednesday. Thursday morning, you should study the flash cards until you can get them 100 percent correct.

—Bryon Gibson,
Associate Professor,
Central Michigan University

In addition to attending class, taking lecture notes, reading the textbook, and doing all assigned exercises, your instructor expects you to

- ◆ Think concepts through.
- ◆ Pay close attention to discussion of key experiments; think about what experimental results imply about theoretical assumptions.
- ◆ Understand the role, value, and limitations of experiment and other empirical methods.
- ◆ Think in terms of causes and effects—but don't jump to conclusions about cause-and-effect relationships; understand the difference between correlation and cause and effect (see Chapter 8).
- ◆ Ask questions.
- ◆ Challenge your instructor.

Stand on Your Head

Your bedroom. Your dorm room. Few places are more familiar to you. Did it ever occur to you to look at your room from a new perspective? Try standing on your head.

One of the most invigorating and exciting aspects of psychology is that it asks us to look at very familiar things from new perspectives. Every minute of every day, we make certain assumptions about how people perceive us and others, how people behave, how people feel, how people think. Psychologists stop to question these assumptions. They question those things most of us take for granted. This is not done for the sake of being ornery or investigating the obvious, but for learning about the truths that escape us precisely because they are so often right in front of our faces.

If you try to get into the habit of considering the ordinary from extraordinary perspectives, you will soon find yourself very much in tune with the objectives of psychology in general and of the introductory course in particular.

Accordingly, you should work to develop your powers of observa-