

STUDY GUIDE

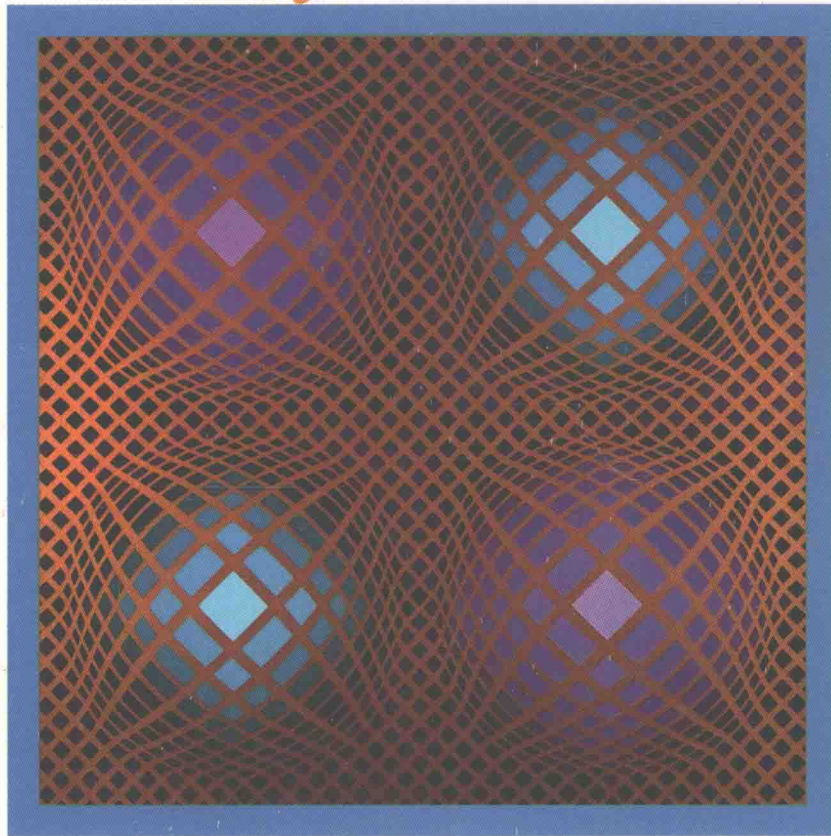
for Wayne Weiten's

PSYCHOLOGY

Themes & Variations

FIFTH EDITION

Briefer Version



RICHARD B. STALLING
RONALD E. WAsDEN

Study Guide
for Wayne Weiten's
PSYCHOLOGY
Themes and Variations
BRIEFER VERSION
FIFTH EDITION

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To the Student

The two of us have written about eight study guides in our careers and we've used a number of them written by others as well. Our goal in writing this study guide was to make it as useful to students as possible. We've tried to present clear examples that provide practice with the conceptually complex material which makes up an introductory course.

The first and major section of each chapter in the study guide is the Review of Key Ideas, consisting of 20 or so objectives and several questions or exercises relating to each objective. The learning objectives tell you what you are expected to know; the exercises quiz you, sometimes tutor you, and occasionally provide additional information. Answers are presented at the end of each set of exercises.

The second section is the Review of Key Terms, which asks you to match 20 to 50 terms from the chapter with their definitions. The third section is the Review of Key People, a matching exercise confined to the major researchers and theorists presented in each chapter. Finally, the Self-Quiz for each chapter gives you some idea of whether or not your studying has been on target.

What's the best way to work with this book? We suggest that you try this: (1) read each learning

objective; (2) read the part of the textbook that relates to that learning objective; (3) complete the exercises for that learning objective; (4) check your answers. After you finish the objectives, do the matching exercises and take the self-quiz. Of course, you may find a different procedure that works better for you. Whatever method you use, the learning objectives will serve as an excellent review. At the end of your study of a particular chapter you can quiz yourself by reading over the learning objectives, reciting answers aloud, and checking your answers. This procedure roughly parallels the SQ3R study technique introduced in the Personal Application section of Chapter 1.

To the extent that the goal of this study guide is achieved we acknowledge the help of the author of your textbook, Wayne Weiten. Wayne received his undergraduate degree from Bradley University, where we are professors. Wayne was one of our students. Across five editions of this study guide Wayne, recognized by the American Psychological Association as one of America's outstanding teachers, has been our teacher. Wayne's writing ability and enthusiasm have made our task much easier, and we owe the success of this project to him.

Rick Stalling and Ron Wasden

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1

THE EVOLUTION OF PSYCHOLOGY

REVIEW OF KEY IDEAS

FROM SPECULATION TO SCIENCE • HOW PSYCHOLOGY DEVELOPED

1. Summarize Wundt's accomplishments and contributions to the evolution of psychology.

- 1-1. If you ask most college graduates to name the founder of psychology they might well mention the name of a famous psychologist (for example, maybe Sigmund Freud), but they almost certainly would not say Wilhelm Wundt. Yet among psychologists Wundt is generally acknowledged to be the "_____ " of our field.
- 1-2. Wundt established the first experimental psychology _____ , in Leipzig, Germany, in 1879. He also established the first _____ devoted to publishing psychological research.
- 1-3. The subject matter of Wundt's psychology was (consciousness/behavior).
- 1-4. Wundt's major contributions to the evolution of psychology may be summarized as follows: He is the _____ of psychology as an independent academic field; and he insisted that psychology can and must use the _____ method.

Answers: 1-1. founder 1-2. laboratory, journal 1-3. consciousness 1-4. founder, scientific (experimental). (Personal note from RS: I visited Leipzig in the former East Germany during summer 1996 and looked for the famous founding laboratory. It wasn't there! I found Wundt Street, but no lab. Had I read World War II history more carefully I would have known that an English-U. S. bombing raid destroyed the laboratory in 1943.)

2. Compare structuralism and functionalism and discuss their impact on the subsequent development of psychology.

- 2-1. Which "school" is characterized by each of the following descriptions? Place an "S" for structuralism or "F" for functionalism in the appropriate blanks.
- ____ Concerned with the purpose (or function) of consciousness.
- ____ Trained human beings to introspect about consciousness.

- ___ Assumed that consciousness could be broken down into basic elements (in the same way that physical matter is comprised of atoms).
- ___ Interested in the flow of consciousness.
- ___ Focused on the adaptive (evolutionary) value of consciousness.
- ___ Emphasized sensation and perception in vision, hearing, and touch.
- ___ Founded by William James.

2-2. While neither structuralism nor functionalism survived as viable theories of psychology, functionalism had a more lasting impact. What was that impact?

Answers: 2-1. F, S, S, F, F, S, F 2-2. The emphasis of functionalism on the practical (or the adaptive or purposeful) led to the development of two areas of modern psychology: behaviorism and applied psychology.

3. Summarize Watson’s view on the appropriate subject matter of psychology, nature versus nurture, and animal research.

3-1. A literal translation of the root words of psychology (psyche and logos) suggests that psychology is the study of the _____. For both Wundt and James, this was the case: they studied human _____. For Watson, however, the subject matter of psychology was _____.

3-2. Watson believed that psychology could not be a science unless it, like the other sciences, concentrated on _____ rather than unobservable events.

3-3. Which of the following are observable behaviors? Place an ‘O’ in the blank if the event is observable and an ‘N’ if it is not.

- ___ writing a letter
- ___ feeling angry
- ___ saying “Please pass the salt”
- ___ passing the salt
- ___ perceiving a round object
- ___ experiencing hunger
- ___ walking rapidly

3-4. Watson largely discounted the importance of genetic inheritance. For Watson, behavior was governed by the _____.

3-5. Watson also made a shift away from human introspection by using _____ as the subjects for research. Why the change in orientation? First, animal behavior is observable; human consciousness is not. Second, the environment of laboratory animals, in contrast to that of humans, is subject to much more _____.

Answers: 3-1. soul (or mind), consciousness, behavior 3-2. observable 3-3. O, N (you can't see or hear your own or another person's feelings of anger; you may see the results of anger), O, O, N (you can't see or hear perception), N (you can't see or hear hunger), O 3-4. environment 3-5. animals, control.

4. Summarize Freud's principal ideas and why they inspired controversy.

- 4-1. Recall that for Wundt, the subject matter of psychology was human consciousness. For Freud, a major subject of study was what he termed the _____. With this concept, Freud asserted that human beings are (aware/unaware) of most of the factors that influence their thoughts and behavior.
- 4-2. There is a word beginning with s that means the same thing as feces. This word, however, may be more likely to cause laughter, embarrassment, or anger than the word feces. Why do two words that mean the same thing produce such differing reactions? Freud would assert that our more emotional response to one of the words would be caused by the _____.
- 4-3. Although generally not accessible to us, the unconscious is revealed in several ways, according to Freud. Freud thought, for example, that the unconscious is revealed in mistakes, such as "_____ of the tongue," or the symbolism in nighttime _____.
- 4-4. Freud's ideas were (and still are) quite controversial. The general public tended to find Freud's ideas unacceptable because of his emphasis on _____. And scientific psychologists, with their increasing emphasis on observable behavior, rejected Freud's notion that we are controlled by _____ forces. Nonetheless, Freud's theory gradually gained prominence and survives today as an influential theoretical perspective.

Answers: 4-1. unconscious, unaware 4-2. unconscious 4-3. slips, dreams 4-4. sex (sexuality, sexual instincts), unconscious.

5. Summarize Skinner's work, views, and influence.

- 5-1. While he did not deny their existence, Skinner said that (mental/environmental) events are not observable and cannot be studied scientifically.
- 5-2. The fundamental principle of behavior, according to Skinner, is that organisms will tend to _____ behaviors that lead to positive outcome (and tend not to repeat responses that lead to neutral or negative outcomes).
- 5-3. Skinner asserted that because behavior is under the lawful control of the environment, our feeling of _____ is an illusion.
- 5-4. According to Skinner, to adequately account for and predict behavior psychologists must understand:
- a. the relationship between thinking and behavior
 - b. the physiological basis of action
 - c. the way environmental factors affect behavior
 - d. all of the above

Answers: 5-1. mental 5-2. repeat 5-3. free will 5-4. c (Not d. Although Skinner acknowledged that thinking exists and that physiology is the basis of behavior, he thought that explanations in terms of these factors did not contribute to a science of behavior.)

6. Summarize Rogers's and Maslow's ideas and the contributions of humanistic psychology.

- 6-1. Both Rogers and Maslow, like other _____ psychologists, emphasized the (similarities/differences) between human beings and the other animals.
- 6-2. While Freud and Skinner stressed the way in which behavior is controlled (by unconscious forces or by the environment), Rogers and Maslow emphasized human beings' _____ to determine their own actions.
- 6-3. Rogers and Maslow also asserted that human beings have a drive to express their inner potential, a drive toward personal _____.
- 6-4. Perhaps the greatest contribution of the humanistic movement has been in producing (scientific findings/new approaches) in psychotherapy.

Answers: 6-1. humanistic, differences 6-2. freedom 6-3. growth (expression) 6-4. new approaches.

7. Explain how historical events since World War I have contributed to the emergence of psychology as a profession.

- 7-1. World War I ushered in the field of applied psychology, primarily the extensive use of _____ testing. World War II created demand for yet another applied area, the field of _____ psychology.
- 7-2. World War II brought an increased need for screening recruits and treating emotional casualties. With the increased demand, the Veterans Administration began funding many new training programs in _____ psychology.
- 7-3. In contrast to its founding in the 19th century as a research or academic endeavor, psychology in the 20th century developed a prominent _____ branch devoted to solving practical problems. These applied fields, which emerged in large part as a result of two world wars, included psychological _____ and _____ psychology.

Answers: 7-1. intelligence (psychological, mental), clinical 7-2. clinical 7-3. applied (or professional), testing, clinical.

8. Describe two recent trends in research in psychology that reflect a return to psychology's intellectual roots.

- 8-1. Two recent trends in research in psychology involve the reemergence of areas largely discarded or ignored by the behaviorists. What are these two areas?
- 8-2. Think about sucking on a lemon. When you do, the amount of saliva in your mouth will actually increase a measurable amount. While it would be enough to describe your observable response as a function of my observable instruction, it is also obvious that thinking, or cognition, is involved: My instruction changed your _____ image, which was accompanied by a change in salivation.

8-3. The study of mental imagery, problem solving, and decision making involves _____ processes. The second more recent trend also concerns “internal” processes. Research on electrical stimulation of the brain, brain specialization, and biofeedback involves _____ processes.

Answers: 8-1. cognition (consciousness or thinking) and physiological (or biological) processes 8-2. mental (cognitive) 8-3. cognitive, physiological (biological).

9. Explain why Western psychology has shown increased interest in cultural factors in recent years.

9-1. In part because they assumed that they were discovering general principles, psychologists saw little need to test their theories in other cultures. The situation has begun to change in recent years primarily due to (a) increased communication and trade between countries, the so-called worldwide or _____ economy or interdependence between nations; and to (b) increased diversity of ethnic groups within countries of the Western World, such as the _____ mosaic characteristic of the United States.

9-2. This new orientation of psychological research is directed toward testing the generality of earlier findings; exploring both the differences and _____ among cultural groups; looking for ways to reduce intergroup _____; and, in general, understanding the role that culture plays in human behavior.

Answers: 9-1. global; multicultural (cultural) 9-2. similarities, misunderstandings (conflict, hostility).

10. Summarize the basic tenets of evolutionary psychology.

10-1. According to evolutionary psychologists, all aspects of human behavior—including not only aggression and mate selection but perception, language, personality, and cognition—are strongly influenced by the _____ value that these factors have had for the human species.

10-2. While Darwin’s influence is clear in other psychological theories (e.g., James, Freud, and Skinner), the new emphasis on natural selection is (less/more) comprehensive and widely researched than the earlier versions.

10-3. The viewpoint has its critics. Some charge that the theory is not subject to scientific _____ and that evolutionary conceptions are simply post hoc accounts rather than explanations. Nonetheless, _____ psychology has gained a high degree of acceptance as the first major new perspective in psychology since the 1960s.

Answers: 10-1. survival (adaptive) 10-2. more 10-3. test (evaluation, disconfirmation, proof), evolutionary.

PSYCHOLOGY TODAY • VIGOROUS AND DIVERSIFIED

11. List and describe seven major research areas in psychology.

11-1. Read over the descriptions of the research areas in Figure 1.6. Then match the names of the areas with the correct research topics by placing the appropriate letters in the blanks. (Note that the separation between these areas is not always perfect. For example, a personality theorist might also be a psychome-

trician with an interest in genetics or child development. Nonetheless, the following topics have been chosen so that one answer is correct for each.)

- A. Experimental ___ attitude change, group behavior
- B. Physiological ___ personality and intelligence assessment, test design, new statistical procedures
- C. Cognitive ___ personality assessment, personality description
- D. Developmental ___ “core” topics (e.g., perception, conditioning, motivation)
- E. Psychometrics ___ influence of the brain, bodily chemicals, genetics
- F. Personality ___ child, adolescent, and adult development
- G. Social ___ memory, decision making, thinking

11-2. In case you want to remember the list of seven research areas, here’s a mnemonic device: Peter Piper Picked Some Exquisite California Dills. List the seven research areas by matching them with the first letter of each word.

Answers: 11-1. G, E, F, A, B, D, C 11-2. physiological, psychometrics, personality, social, experimental, cognitive, developmental.

12. List and describe the four professional specialties in psychology.

12-1. Review Figure 1.7. Then match the following specialties with the descriptions by placing the appropriate letter in the blanks.

- A. Clinical ___ Treatment of less severe problems and problems involving family, marital, and career difficulties.
- B. Counseling ___ Treatment of psychological disorders, behavioral and emotional problems.
- C. Educational and school ___ Involves work on curriculum design and achievement testing in school settings.
- D. Industrial and organizational ___ Psychology applied to business settings; deals with personnel, job satisfaction, etc.

Answers: 12-1. B, A, C, D.

PUTTING IN PERSPECTIVE • SEVEN KEY THEMES

13. Discuss the text’s three organizing themes relating to psychology as a field of study.

13-1. When my (R. S.’s) older daughter Samantha was about three years old, she pulled a sugar bowl off a shelf and broke it while I was not present. Later, when I surveyed the damage, I said, “I see you’ve broken something.” She said, “How do yer know, did yer see me do it?” I was amused, because while it

was obvious who had broken it, her comment reflected psychology's foundation in direct observation. Theme 1 is that psychology is _____. Empiricism is the point of view that knowledge should be acquired through _____.

- 13-2. My daughter's comment caused me to think about one other aspect of empiricism: she expressed doubt (albeit somewhat self-serving with regard to the sugar bowl). One can describe belief systems along a continuum from credulity, which means ready to believe, to skepticism, which means disposed toward doubt. Psychology, and the empirical approach, is more disposed toward the _____ end of the continuum.
- 13-3. We would ordinarily think that if one theory is correct, any other used to explain the same data must be wrong. While scientists do pit theories against each other, it is also the case that apparently contradictory theories may both be correct—as with the explanation of light in terms of both wave and particle theories. Thus, Theme 2 indicates that psychology is _____.
- 13-4. Psychology tolerates (and in fact encourages) different theoretical explanations because:
- 13-5. As is the case with science in general, psychology does not evolve in a vacuum. It is influenced by and influences our society. For example, the current interest in cultural diversity has prompted increased interest in cross-cultural research, which in turn affects the viewpoints in our society. As stated in Theme 3, psychology evolves in a _____ context.

Answers: 13-1. empirical, observation 13-2. skepticism 13-3. theoretically diverse 13-4. more than one theory may be correct; or, one theory may not adequately explain all of the observations 13-5. sociohistorical.

14. Discuss the text's four organizing themes relating to psychology's subject matter.

- 14-1. When looking for an explanation of a particular behavior, someone might ask: "Well, why did he do it? Was it greed or ignorance?" The question implies that if one cause is present another cannot be, and it illustrates the very human tendency to reason in terms of (one cause/multiple causes).
- 14-2. What influences the course of a ball rolled down an inclined plane? Gravity. And also friction. And the presence of other objects, and a number of other factors. That is the point of Theme 4: even more than is the case for physical events, behavior is determined by _____.
- 14-3. Among the multiple causes of human behavior is the category of causes referred to as culture. Cultural factors include the customs, beliefs, and values that we transmit across generations—what we eat, how we walk, what we wear, what we say, what we think, and so on. Theme 5 indicates that our behavior is shaped by our _____ heritage.
- 14-4. For example, I have observed that many American students traveling abroad initially think that their European lecturers talk down to them; the lecturers, in turn, may regard our students as spoiled and insolent. Perhaps closer to the truth is that there is a clash of customs invisible to both cultures. While we are shaped by our _____ we are often _____ (aware/unaware) of the precise rules and customs that affect us.

- 14-5.** Theme 6 relates to the influence of heredity and environment. What is the current consensus about the effect of heredity and environment on behavior?
- 14-6.** The scientific method relies on observation, but observation by itself isn't sufficient. Why isn't it?
- 14-7.** Theme 7 indicates that our experience is subjective. What does this mean?

Answers: 14-1. one cause 14-2. multiple causes 14-3. cultural 14-4. cultural heritage, aware 14-5. Theme 6 states that behavior is affected by both heredity and environment operating jointly. While the relative influence of each is still debated, theorists no longer assert that behavior is entirely a function of one or the other. 14-6. Because (Theme 7) people's experience of the world is highly subjective 14-7. Different people experience different things; even if we observe the same event at the same time, we do not "see" the same things; we selectively focus on some events and ignore others.

PERSONAL APPLICATION • IMPROVING ACADEMIC PERFORMANCE

15. Discuss three important considerations in designing a program to promote adequate studying.

- 15-1.** Three features of successful studying are listed below. Elaborate them by providing some of the details asked for.
- (a) A schedule: When should you plan your study schedule? Should you write it down? Do the routine or simpler tasks first, or begin with the major assignments?
- (b) A place: What are the major characteristics of a good study place?
- (c) A reward: When should you reward yourself? What kinds of rewards are suggested?

Answers: 15-1. (a) It's probably useful to set up a general schedule for a particular quarter or semester and then, at the beginning of each week, plan the specific assignments you intend to work on during each study session. Put your plans in writing. It's probably best to tackle the major assignments first, breaking them into smaller components as needed. (b) Find a place to study with minimal distractions: little noise, few interruptions. (c) Reward yourself shortly after you finish a particular amount of studying; snacking, watching TV, or calling a friend are suggested. Suggestion: You are studying now. Is this a good time for you? If it is, why not write out your weekly schedule now. Include schedule preparation as part of your study time.

16. Describe the SQ3R method and explain what makes it effective.

16-1. Below are descriptions of an individual applying the five steps of the SQ3R method to Chapter 1 of your text. The steps are not in the correct order. Label each of the steps and place a number in the parentheses to indicate the correct order.

() _____ Vanessa is taking introductory psychology using this book. She looks at the title of the first subsection of the chapter. After wondering briefly what it means for psychology to have “parents,” she formulates this question: How was the field of psychology influenced by philosophy and physiology?

() _____ She turns to the back of Chapter 1 and notes that there is a chapter review. She turns back to the first page of the chapter, sees that the outline on that page matches the review at the end, and browses through some of the other parts of the chapter. She has a rough idea that the chapter is going to define the field and discuss its history.

() _____ Keeping in mind the question she has posed, she reads the section about the meeting of psychology’s “parents” and formulates a tentative answer to her question. She also asks some additional questions: “Who was Descartes?” and “What method did philosophers use?”

() _____ She answers her first question as follows: “Philosophy (one of the parents) posed questions about the mind that made the study of human thinking and actions acceptable; physiology (the other parent) contributed the scientific method.” She decides to note down her answer for later review.

() _____ When she has finished steps 2 through 4 for all sections, Vanessa looks over the entire chapter, section by section. She repeats the questions for each section and attempts to answer each one.

16-2. What makes the SQ3R technique so effective?

Answers: 16-1. (2) Question (1) Survey (3) Read (4) Recite (5) Review **16-2.** It breaks the reading assignment into manageable segments; it requires understanding before you move on.

17. Summarize advice provided on how to get more out of lectures.

17-1. Using a few words for each point, summarize the four points on getting more out of lectures.

Answers: 17-1. Listen actively; focus full attention on the speaker and try to anticipate what’s coming. For complex material, read ahead. Take notes in your own words and attend to clues about what is most important. Consider asking questions during lectures (to keep involved and to clarify points presented).

18. Summarize advice provided on improving test-taking strategies.

18-1. Is it better to change answers on multiple-choice tests or to go with one’s first hunch?

18-2. Following are situations you might encounter while taking a test. Reread the section on general test-taking tips and then indicate what you would do in each situation.

(a) You run into a particularly difficult item:

(b) The answer seems to be simple, but you think you may be missing something:

(c) The test is a timed test:

(d) You have some time left at the end of the test:

18-3. Following are samples of the situations mentioned under the discussion of tips for multiple-choice and essay exam questions. Based on the suggestions, what would you do?

(a) In a multiple-choice test, item *c* seems to be correct, but you have not yet read items *d* and *e*:

(b) You know that items *a* and *b* are correct, are unsure of items *c* and *d*, and item *e* is an “all of the above” option.

(c) You have no idea which multiple-choice alternative is correct. You note that option *a* has the word “always” in it, items *b* and *c* use the word “never,” and item *d* says “frequently.”

(d) You have read the stem of a multiple-choice item but you have not yet looked at the options.

Answers: **18-1.** In general, changing answers seems to be better. Available research indicates that people are more than twice as likely to go from a wrong answer to a right one as from a right answer to a wrong one. **18-2.** (a) Skip it and come back to it if time permits. (b) Maybe the answer is simple! Don’t make the question more complex than it was intended to be. (c) Budget your time, checking the proportion of the test completed against the time available. (d) Review, reconsider, check over your answers. **18-3.** (a) Read all options. (b) Answer *e*. (c) Answer *d*. (Still good advice and generally the best procedure to follow. But note that some professors, aware of the strategy, may throw in an item in which “always” is part of a correct answer! It’s sort of like radar detectors: someone builds a better detector and someone else builds radar that can’t be detected.) (d) Try to anticipate the correct answer before reading the options.

CRITICAL THINKING APPLICATION • DEVELOPING CRITICAL THINKING SKILLS: AN INTRODUCTION

19. Explain the nature of critical thinking skills and why they need to be taught.

- 19-1.** The previous section on test-taking strategies asked whether or not it is better to change answers or go with one's first hunch. Actually, that is a critical thinking question. While our hunches are often pretty good, sometimes they don't lead to the desired outcome. When we use critical thinking we use the same principles that we would use in a _____ investigation, apply the formal and informal rules of _____, and analyze events in terms of likelihood or _____.
- 19-2.** Critical thinking is not something that we come by naturally, and it (is/is not) a normal part of instruction in most subject areas. So, for people to develop the skill of critical thinking, it has to be deliberately and consciously _____.

Answers: 19-1. scientific, logic, probability 19-2. is not, taught.

20. Identify two "standard" critical thinking questions that were illustrated in the Critical Thinking Application.

- 20-1.** Some evidence suggests that males tend to have better visual-spatial perception than females and that females have better memories for locations. The reason for these gender differences, according to evolutionary psychologists, is that in our evolutionary past natural selection favored a division of labor in which men were _____ and women were _____. Hunting (aiming a spear, traveling long distances) required _____ perception, while gathering required _____ for locations of food.
- 20-2.** As previously discussed, evolutionary psychology is a major new theoretical perspective in psychology. While the interpretation of the evolutionary psychologists is certainly plausible, critical thinking urges us to consider the following two questions when assessing a truth claim: (1) Are there _____ explanations for these results? And, (2) are data available that _____ the evidence provided?
- 20-3.** It turns out that the answer to both of these questions is a qualified "yes." For example, it may be that most cultures encourage male children to engage in visual-spatial activities, such as playing with blocks, a difference in experience that would provide an _____ interpretation to one based on evolutionary principles. In addition, some scholars have suggested that women in early hunter-gatherer societies often did, in fact, travel long distances to obtain food and were also involved in hunting. While far from established, this type of evidence would _____ data collected by evolutionary psychologists.

Answers: 20-1. hunters, gatherers, visual-spatial, memory 20-2. alternative, contradicts 20-3. alternative, contradict (challenge, dispute).

REVIEW OF KEY TERMS

Applied psychology
Behavior
Behaviorism
Clinical psychology
Cognition
Critical thinking
Culture

Empiricism
Evolutionary psychology
Functionalism
Humanism
Introspection
Natural selection
Psychoanalytic theory

Psychology
SQ3R
Structuralism
Testwiseness
Theory
Unconscious

1. A system of ideas used to link together or explain a set of observations.
2. The branch of psychology concerned with practical problems.
3. School of thought based on notion that the task of psychology is to analyze consciousness into its basic elements.
4. Observation of one's own conscious experience.
5. School of thought asserting that psychology's major purpose was to investigate the function or purpose of consciousness.
6. The theoretical orientation asserting that scientific psychology should study only observable behavior.
7. An observable activity or response by an organism.
8. Examines behavioral processes in terms of their adaptive or survival value for a species.
9. The use of cognitive skills and strategies to increase the probability of a desirable outcome.
10. The Darwinian principle that characteristics that have a survival advantage for a species are more likely to be passed on to subsequent generations.
11. Freudian theory that explains personality and abnormal behavior in terms of unconscious processes.
12. According to psychoanalytic theory, that portion of the mind containing thoughts, memories, and wishes not in awareness but nonetheless exerting a strong effect on human behavior.
13. The psychological theory asserting that human beings are unique and fundamentally different from other animals.
14. The point of view that knowledge should be based on observation.
15. Widely shared customs, beliefs, values, norms, and institutions that are transmitted socially across generations.
16. The branch of psychology concerned with the diagnosis and treatment of psychological disorders.
17. Mental processes or thinking.
18. The science that studies behavior and the physiological and cognitive processes that underlie it, and it is the profession that applies this knowledge to solving various practical problems.
19. A five-step procedure designed to improve study skills.
20. Ability to use the characteristics and formats of a test to maximize one's score.