

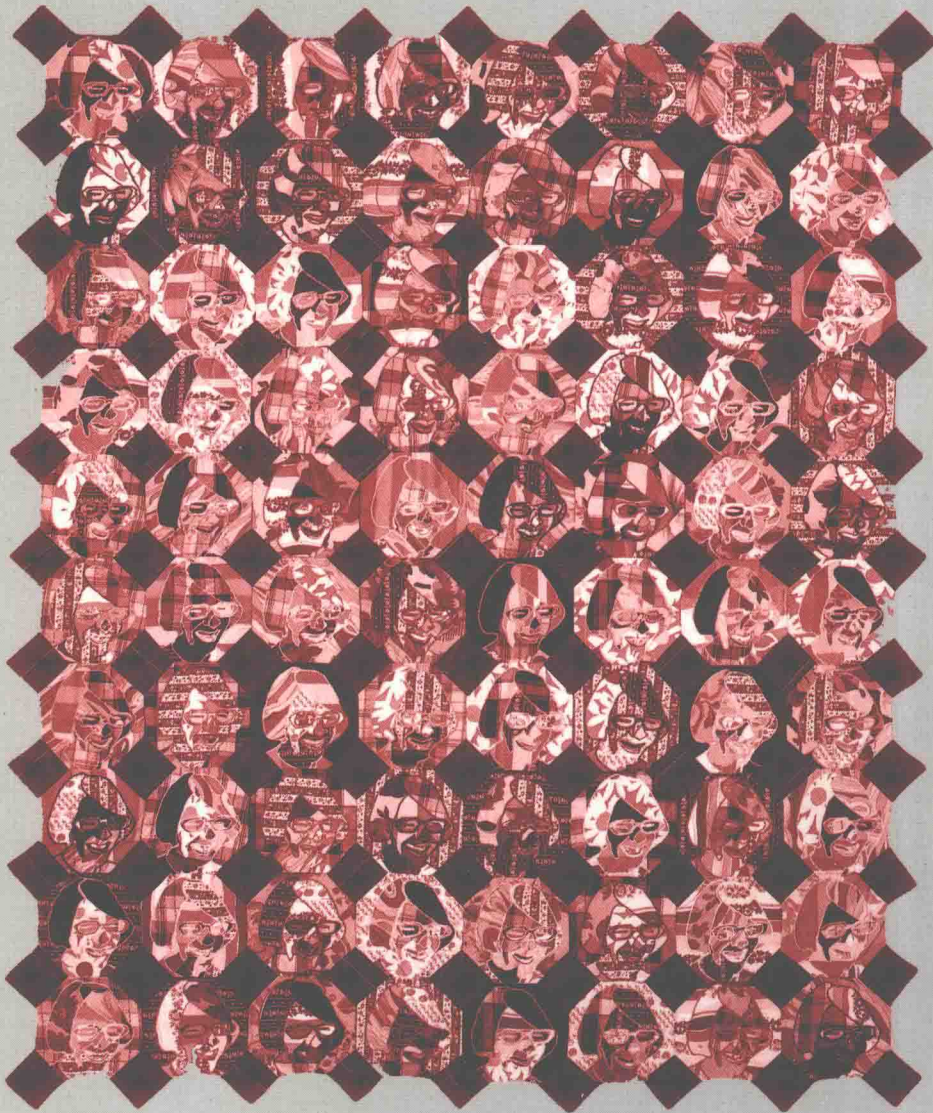
STUDY GUIDE

ALASTAIR YOUNGER

PSYCHOLOGY

MIND, BRAIN, & CULTURE

SECOND EDITION



DREW WESTEN

EDITED BY



STUDY GUIDE

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Preface

The Princeton Review, the nation's leading test preparation company, helps more than half the students entering college and graduate school each year. It prepares students for admissions tests at the high school, college and professional level through books, software, online resources, and live course instruction. We pride ourselves in providing the highest quality instructional material for our teachers.

We have carefully edited and reviewed this Study Guide to accompany *Psychology: Mind, Brain, and Culture*, Second Edition by Drew Westen. We think it is an excellent learning tool for students and it will enhance their performance in class.

- The Editors of The Princeton Review

HOW TO USE THIS STUDY GUIDE

Congratulations on having purchased the study guide to accompany *Psychology: Mind, Brain, and Culture* (2nd edition) by Drew Westen. The purpose of this guide is to get you actively involved in learning the material in your textbook. Its goal is to help you better understand and apply the concepts from the book. Proper use of the study guide, therefore, will enhance your learning of psychology as it is delineated in this well-written textbook by Westen.

The study guide has been designed to facilitate *active* learning. For many students, learning and studying are all-too-often passive rather than active processes. Attending class, reading the textbook, and so on, are, of course, important parts of learning, but most of these activities place students in the role of passive recipient of knowledge rather than active participant in learning. Even when studying, many students simply reread what they have highlighted, recopy their notes, and so on. These strategies lack active integration of knowledge and diagnostic testing of information.

By contrast, active learning requires that students take control of the learning process. Taking control of the learning process means studying in a manner that facilitates *learning*, not superficial memorization. Specifically, actively learning psychology from your Westen textbook requires previewing your textbook to identify exactly where the book and the course are going, pre-reading each chapter before you read it so you can maximize your reading comprehension, working the chapter as opposed to simply reading it, reviewing what you have learned after you read a chapter, and testing your knowledge on an on-going basis so that it becomes committed to memory.

This study guide provides you with specific guidelines for previewing the textbook, pre-reading and working each chapter, and reviewing what you have learned. It also incorporates a variety of diagnostic exercises that will enable you to evaluate what you have learned and “zero in” on areas in which you need to improve. Finally, it outlines an effective method for exam preparation based on the knowledge you have garnered from working through this guide.

The following outline details exactly how to get the most out of this study guide and the Westen psychology text. Take the time to read through each point and incorporate the suggestions. Most of all, enjoy learning about psychology!

Preview The Textbook

How often have you skipped over all the introductory stuff in a textbook and instead started reading chapter one so you could “get to it.” Believe it or not, there is a reason for all that introductory stuff, and skipping it makes learning the content of the book harder. Before you begin reading chapter one, take a little time to preview the book. Begin by reading the author’s preface. It will tell you how the book is laid out, why it’s laid out that way, and what to expect in each chapter.

Next, read the detailed table of contents so you can see what the author was talking about. Take out your course syllabus and compare it to the table of contents. How does your professor plan to use the textbook? Will you be covering one chapter per week, one chapter per class, or multiple chapters per class? Do you need to know a chapter inside-and-out before class so you can discuss it, or are you reading the textbook as supplemental material to topics covered in class? When will you be tested? Can you tell from the syllabus how many chapters are covered on an exam? Mark dates and as much information as you can on the table of contents so you know exactly when you need to do what.

Combine this information to create a “time line” of the semester. You may even wish to create a master calendar of all your courses, so you can determine crunch times, etc. Let’s face it—in a perfect world, you would study as little as possible to learn as much as you can. Doing a little work up front will enable you to balance all the stuff you have going on, do well in your courses, and still have time for an occasional social activity.

Chapter By Chapter

There are three parts to actively learning each chapter. First, **pre-read and work** the chapter. Second, **review and learn** the content. Third, **test and know** the material.

Pre-read and Work

Why is it easier to read about a subject with which you are familiar than about a totally foreign topic? The more you know about something, the easier it is for your brain to process related information (after studying chapters 3-6, you’ll know exactly why this is true). Therefore, to get the most out of your reading, you need to know—before you read it—what it’s going to be about. If you read a chapter without having any idea what’s going to be covered or what important information will show up, it will be easy to get lost in the details of the chapter and miss the salient points. Also, it is very difficult upon first read to comprehend complex material that’s full of unfamiliar jargon. Therefore, to maximize your reading, pre-read each chapter so you recognize important stuff when you come to it.

How do you pre-read a chapter? First, open to the appropriate chapter in the book and corresponding study guide chapter. Carefully read the table of contents at the front of the chapter in the book. Then flip to the summary at the end of the chapter and carefully read each point. This will give you a good idea of the important points of this chapter. Although you won’t remember all these points, you will recognize many of them when you read the chapter. This recognition will enhance your ability to assimilate the important information in the chapter more quickly.

Now you are ready to begin to “work” the first segment of the chapter. (Note: If a segment is long or covers particularly dense material, you may wish to read the author’s interim summary before you read the segment). Working a segment means

actively reading while keeping an eye on what you are trying to glean from the text. As you read, jot down your questions, comments, and notes in the space provided in the **Outline** section of the study guide, and make note of the important terms you come across. Include page numbers of and references to difficult material that you know you will need to review. After you have finished your reading, turn to the **Learning Objectives**. These objectives take the form of short-answer questions. After reading the chapter, check off the questions you are confident that you can answer well. Review the material in the textbook for the questions about which you are less confident, recording the important points from your reading in the space below each question.

Review and Learn

After you finish working a chapter, you need to take time to really learn the material. This cannot be done immediately after you read the chapter. If possible, wait a day and then review the content of the chapter you read. If you need to do it all in one night, take a break or do some other homework that is completely different from this text.

To review a chapter, reread your answers to the learning objectives questions and key terms, plus your notes. Flip back to any parts of the text about which you feel less-than-confident and reread them. Also, reread the author's interim summaries and end-of-chapter summaries. Mark any areas that seem difficult or confusing to you so you can review them again in the future.

Once you have reviewed the material, apply your knowledge *without referring back to the textbook*. Define the **Key Terms** and do the **Fill-in Exercises**. Then, do the **Application** and **Using What You Have Learned** exercises.

As you work, mark any of the terms or questions that give you difficulty. Once you have finished an exercise, go back to your notes to find answers to the questions that gave you trouble. If you need to, go back to the textbook to find the answers. Finally, check your terms by flipping through the textbook or reading the end-of-chapter summary and the fill-ins by referring to the answer key.

Why should you find the answers to difficult questions on your own as opposed to checking the answer key? The idea of these exercises is to help you commit this information to memory, to really *learn* the content of the chapter. If you were to simply check your work against an answer key, you would not be actively learning. The more clear you are about *why* an answer is right, the more likely you are to understand and remember it. This goes for questions you answered correctly by virtue of a "lucky guess." If you guessed on a question, mark it as a guess and verify it by looking back to your notes and the textbook.

Test and Know

On a separate day (preferably after some period of time has lapsed), test yourself using the **Sample Questions**. You may wish to mark your answers on a separate sheet of

paper, and take this test again before you have an exam in class (see “Exam Review Strategy” later in this chapter for more exam prep ideas). Again, when you check your answers, review the information thoroughly. Getting questions right is good; knowing why they are right is better.

Upon completing these three parts to active learning, the information contained in a chapter will be stuff you *know*, not stuff you have temporarily memorized for a test. As you work through subsequent chapters, go back and review parts of earlier chapters as needed. The chapters in your textbook build on each other, so reviewing earlier concepts will be easy. If you continually review the concepts you have learned, you won’t need to “cram for the exam,” because you will know most of the information cold. You may need to review complicated concepts and terms, but you shouldn’t need to reread the basic stuff.

Sounds like an awful lot of work, right? Active learning does require more effort. However, imagine instead taking a passive approach to learning this stuff. You read the book. You highlight stuff. Midterms come and you have nine chapters (over 350 pages) of stuff to reread and relearn in one day to be ready for the exam, not to mention that you also have four other major courses to cram for and tickets to the concert of the year. Active learning requires more investment up front, but pays off big in the end. Given that you have to read the stuff anyway, why not take the time to learn it the first time?

Exam Review Strategy

If you have consistently worked with this study guide, exam preparation will involve:

- Testing yourself
- Reviewing your notes on each chapter
- Reviewing tricky terms
- Rereading difficult segments (previously indicated by you)
- Rereading the interim summaries and end-of-chapter summaries
- Testing yourself

First test how well you have learned the information by giving yourself a mini-exam. To create a mini-exam, rework the Key Terms, Learning Objectives, and Sample Questions for each chapter (cover your answers or have a friend ask you the questions).

Once you take the mini-exam, you will know exactly how much studying you need to do. Review and reread what you need to (for the most thorough review, follow the outline above). This review shouldn’t take long since you’ve done all the pre-work. After you finish your review, take your mini-exam again, or have a classmate “quiz you” on stuff from the chapters in the textbook. Then, go ace that exam!

Hopefully you will find this study guide a useful tool which enables you to truly learn psychology as it is presented in your textbook. Good luck in your course. This is a great psychology text—enjoy learning about psychology!

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Chapter 1

PSYCHOLOGY: THE STUDY OF MENTAL PROCESSES AND BEHAVIOR

PART ONE: PRE-READ AND WORK OUTLINE AND LEARNING OBJECTIVES

Pre-read this chapter's table of contents and end-of-chapter summary. Then, use the outline segment-by-segment to help you work through the chapter. Jot down your own questions, comments, and notes in the space provided. Make a note of key terms and of difficult areas that you will need to review (include page numbers). Then, answer the questions in the learning objectives section that follows. Check off those you are confident that you can answer well. Re-read the material in the text for the questions about which you are less confident. Record the important points from your reading in the space below each question.

OUTLINE

I. THE BOUNDARIES AND BORDERS OF PSYCHOLOGY

A. From Mind to Brain: The Boundary with Biology

Behavioral neuroscience
biopsychology investigates the physical basis of psychological phenomena

B. A Global Vista: The Boundary with Culture

C. From Philosophy to Psychology

Uncover basic laws of human behavior

Free will - determinism - freely choose or behavior is caused by outside world
material beings, nature, plants, water
mind/body problem - how mental & physical interact.

II. PERSPECTIVES IN PSYCHOLOGY

A. Paradigms and Psychological Perspectives

perspective
split into thought
focus on aspect

Thomas Kuhn: philosopher of science - science not progress / accumulation of facts

Paradigm: broad system of theoretical assumptions

- 1st. set of theoretical assumptions provide model
2. a set of shared metaphors compare objects under investigation
3. methods members of scientific community agree will

B. The Psychodynamic Perspective

C. The Behaviorist Perspective

D. The Cognitive Perspective

E. The Evolutionary Perspective

F. Putting Psychological Perspectives in Perspective

G. **Commentary:** How to Grasp an Elephant Without Getting Skewered on the Tusks

LEARNING OBJECTIVES

Upon completion of Chapter 1, you should be able to answer the following questions.

1. What is the issue of localization of function in the brain?
2. What are the two types of aphasia described by Paul Broca and Carl Wernicke?

3. What are the similarities and differences between psychological anthropology and cross-cultural psychology?
4. How are both free-will and determinism evident in much of a person's behavior and characteristics? *They do what they want with out side control*
5. In what ways did functionalism differ from structuralism?
Structuralism - studies in parts
6. What are the three key components of a paradigm?
*theoretical assertions provide model
shared metaphors compared objects under investigation
methods members of sc. common agree what produce valid data*
7. According to Kuhn, how do the social sciences differ from the natural sciences?
Social sciences lack an accepted paradigm upon which members agree
8. What are the three basic assumptions of psychodynamic psychologists?
*Peoples actions determined by the way thoughts, feelings, wishes are connected to minds
many mental events occur outside conscious awareness
mental processes may conflict w/ one another, leading to compromise among competing motives*
9. Briefly describe the methods and data of the psychodynamic perspective.
Understanding seeks to interpret meaning - to infer underlying wishes, fears, & patterns of thought from an individual's conscious verbalized throughout behavior. Case studies people reveal themselves in actions
10. In what ways does the behaviorist perspective differ from Decartes's philosophical perspective?
11. How does the behaviorist view of the subject matter and research methods of psychology differ from that of the psychodynamic and structuralist schools of thought?
behaviorist questioned the scientific value of the research science observation on which relied could not be independently verified
12. Why has behaviorism sometimes been called "black-box" psychology?
Because our brains are like a black box and the scientist want to see in

13. How do cognitive psychologists employ the metaphor of the computer to understand and model the way the mind works?
14. What are the similarities and differences between the behaviorist perspective and the cognitive perspective?
15. Briefly explain the relation between adaptation and niches.
16. Why have many psychologists from other perspectives criticized the research methods commonly used by evolutionary psychologists?
17. What are the major concerns of each of the following subfields of psychology?
 - Biopsychology
 - Developmental psychology
 - Social psychology
 - Clinical psychology
 - Cognitive psychology
 - Industrial/organizational psychology
 - Experimental psychology
 - Health psychology

PART TWO: REVIEW AND LEARN

KEY TERMS, FILL-IN EXERCISES, APPLICATION AND USING WHAT YOU HAVE LEARNED

Before doing the exercises below, review the information you learned in this chapter. Reread the work you did in part one of this study guide chapter, plus the interim summaries and end-of-chapter summary in your textbook. Review any problem areas. Once you feel comfortable with the material, do the following exercises without referring to your notes or textbook. If you have difficulty with a term or question, mark it and come back to it. When you have finished an exercise, go back to your notes and the textbook to find the answers to the questions that gave you difficulty. Finally, check your answers (key terms against the textbook and the rest against the answer key).

KEY TERMS

Psychology The Scientific investigation of mental processes & behavior

Biopsychology (or Behavioral neuroscience) The field that examines the physical basis of psychological phenomena such as motivation, emotion, & stress

Localization of function The extent to which different parts of the brain control different aspects of functioning

Psychological anthropologists field that studies psychological phenomena in other cultures by observing the way the natives behave in their daily life

Cross-cultural psychology The field that attempts to test psychological hypotheses in different cultures

Free will versus determinism The philosophical question of whether people act on the basis of their freely chosen intentions, or whether their actions are caused or determined by physical processes in their bodies or in the environment in which they live

Mind-body problem the question of how mental + physical events interact

Introspection Method used by Wundt + other structuralist in which trained subjects verbally reported everything that went through their minds when presented w/ a stimulus or task; more generally refers to the process of looking inward @ one's own mental contents or process

Structuralism An early school of thought in psychology developed by Titchener, which attempted to use introspection as a method for uncovering the basic elements of consciousness + the way they combine w/ each other into ideas

Functionalism An early school of thought influenced by Darwinian theory that looked for explanations of psychological process in terms of their roles in helping the individual adapt to the environment

Gestalt psychology A psychological treatment based on the assumption that psychological distress results from losing touch w/ one's emotions + one's authentic inner voice + that focusing on the "here + now"

Paradigm A broad system of theoretical assumptions employed by a scientific community to make sense out of a domain of experience

Model

Psychodynamic perspective The perspective initiated by Freud that focuses on the dynamic interplay of mental forces

Behaviorist perspective

Cognitive perspective thought + memory

Evolutionary perspective viewpoint built off Darwin's principle of natural selection; argues that human behaviors + activities must be understood in the context of their evolutionary + adaptive significance

Psychoanalysis an intensive therapeutic process in which the patient meets w/ the therapist 3-5 times a week lies on couch and uses free association interpretation & transference.

Psychodynamics a view analogous to dynamic among physical forces in which psychological forces such as wishes fears intentions have a direction & an intensity

Repress Defense mechanism in which thoughts that are too anxiety provoking to acknowledge are kept from conscious awareness

Behaviorism perspective pioneered by Watson & Skinner that focuses on the relation between observable behaviors & environmental events or stimuli

Cartesian dualism _____

Cognition memory & thought

Information processing the transformation, storage, & retrieval of environmental inputs through thought & memory

Rationalist reasons

Nature-nurture controversy the question of degree to which inborn biological processes or environmental events determine human behavior

Natural selection theory determined by Darwin which states that natural forces select traits in organisms that help them adapt to environment

Adaptive a term applied to traits that help organisms adjust to their environment

Ethology field that studies animals behaviors from a
biological & evolutionary perspective

Sociobiology _____

Evolutionary psychologists _____

Behavioral genetics _____

Reproductive success The capacity to survive &
reproduce offspring

Inclusive fitness the notion that natural selection favors
organisms that survive, reproduce, & foster the survival and
reproduction of their kin

Empiricism _____

Cognitive behavioral approach _____

FILL-IN EXERCISES

Fill in the word or words that best fit in the spaces below.

1. The degree to which inborn processes determine human behavior is a classic issue in psychology, called the _____ - _____ controversy.
2. John Locke, the seventeenth century British philosopher, contended that at birth the mind is a Blank slate upon which experience writes itself.