**Psychology 1A. Critical Thinking I. Milligan, PhD. Fall 2020. Due Date: October 15**

**I and II. Kara** and Chris are 5 year old fraternal twins. For their birthday, their parents take Kara and Chris to a pizza restaurant filled with games for young children. At the restaurant, Chris yells and makes a great deal of noise and he is quite messy with his food. One of his favorite games is playing with a plastic sword and pretending to cut off other children’s arms and legs.Chris is often quite mean to Kara, yelling at her and, sometimes, even hitting her and punching her. Kara, on the other hand is very neat and tidy and asks her parents frequently to decide for her which toy to play with and which game to play; generally, Kara does whatever other people tell her to do.

1. According to Freudian theory (in particular, stage theory and fixation), why might Chris be so loud and aggressive? Why might he be so messy? Why is Kara excessively neat and tidy? Why does she rely on others to make decisions for her? Chris exhibits behavior of which of the Freudian personality types? And Kara? How might Karen Horney explain Chris’ and Kara’s behavior?

2. Imagine Chris and Kara are now in their late teens and are attending the JC. What

 majors might each of them be considering? What occupations, careers or

 professions might each of them choose? How might each of them spend free

 time? What hobbies might each of them enjoy?

1. Chris and Kara’s father is rather loud and messy; their mother is very neat and

orderly. How would Freud explain Chris’ and Kara’s imitation of the parent of the same gender? How might a social learning theorist explain the same behavior?

1. When someone says to Kara, “Chris treats you terribly? Don’t you feel bad about

it?” sometimes Kara answers, “I don’t like it, but at least it will teach me how to tolerate pain.” What defense mechanism is this?

**II. Fred,** who is 8 years old,is learning to play the piano. During Fred’s first lesson, Ivan, the teacher, gives Fred a lemon drop, and says, “Good” every time Fred plays the C scale correctly. During Fred’s second lesson, Ivan gives Fred a lemon drop and says, “Good” only if Fred plays the C and the F scales correctly. In subsequent lessons, Ivan requires more and more correct piano playing before he gives Fred a lemon drop and says, “Good”. Fred’s piano playing continues to improve. By the sixth lesson, Ivan says, “Good”, (Ivan no longer gives Fred a lemon drop), only if Fred plays all of the scales correctly, as well as “Twinkle, twinkle, little star”. By the eighth lesson, Ivan says, “Good” only after Fred has played all of the scales correctly as well as “Twinkle, twinkle little star” three times through.

1. If we measured Fred’s salivation, we would find that Fred salivated whenever he sat down at the piano, before he even started playing. Using UCS, CS, UCR and CR, what is the lemon drop? The piano? Salivation to the lemon drop in Fred’s mouth? Salivation when he sat down at the piano?
2. Fred salivates when he passes the window of the local piano store. What principle of classical conditioning is involved?
3. Fred goes to several piano concerts at Burbank auditorium and thereafter

 salivates whenever he passes Burbank Auditorium. What principle is involved?

1. What principle of operant conditioning is involved in Ivan requiring more and more complex piano playing from Fred for Ivan to say, “Good”? Name the primary reinforcer and the secondary reinforcer being used by Ivan to teach Fred to play the piano. What schedule of reinforcement is Ivan using in the eighth lesson?
2. Suppose, instead of using lemon drops and the word “good”, Ivan only said “Bad” every time Fred made a mistake. If Fred’s piano playing improves, what type of reinforcement is occurring? Name the reinforcement. What behavior is being punished by the word “bad”? What are the advantages and disadvantages of using reinforcement? Punishment?

**III and IV. Glenneth** has been detained at Youth Authority facilities for six months because of crimes having to do with gang activities; Glenneth is a known gang member. Glenneth is the father of an eight month old boy and has a good relationship with the boy’s mother. Although Glenneth’s parents are loving and caring people, they have had to struggle to make ends meet. Glenneth’s father, in an interview with the local newspaper, says that he worked so hard when Glenneth was a child that he, the father, spent very little time with Glenneth. His mother also worked; Glenneth was the oldest of four children, so mother also had very little time for Glenneth. Glenneth is about to be released from Youth Authority.

1. According to the Hierarchy of needs, which needs were fulfilled by gang membership.? From a Behaviorist point of view, why did Glenneth join a gang? From a Psychoanalytic point of view? How might “mental set” lead Glenneth back into the gang?
2. Glenneth decides to turn his life around. He and his family will move in with his

Parents, who are very loving and supportive. He decides first to look for a job. Once he has a job, he and his family will find a place to live. He would then like to do service in his community by coaching a soft ball team for teenagers. What problem solving strategy is Glenneth using.

12. Suppose Glenneth is successful in accomplishing his goals. According to the Hierarchy of Needs, which needs would be fulfilled?

**V. Dale** went to a party where he spent the evening drinking. As the evening progressed, Dale’s behavior began to change. His speech became slurred, his balance began to go, and his thinking became narrowly focused. His social inhibitions seemed to drop away – Dale said and did things he would never do when sober.

1. Which lobes of the cerebral cortex are associated with each of Dale’s drinking behaviors: His slurred speech? His loss of balance? His narrow thinking?
2. Which of the central core areas is associated with loss of balance? With loss of

 inhibitions?

**V. Surfer Dudette** is about to compete in the world’s top surfing competition.

 **15.W**hat physical reactions is she experiencing? What parts of the nervous system

 are responsible for these reactions?

**IV and VI. Jack and Jill** are the parents of two young children. They read in the newspaper that children who are never spanked are higher achievers in school and are more popular with their peers. Jack and Jill conclude that never spanking a child **causes** academic and social success. Is this a valid conclusion? Why or why not?

1. Jack calls ten of his friends and asks them how they discipline their children. What research method is this? What are the advantages and disadvantages of this general method? Any problem in Jack’s particular research? If so, what?

**VI. Doctor Emeritus,** a psychology researcher is interested in testing the effects of caffeine on exam scores. He starts with 100 coffee drinkers and randomly divides them into two groups. One group drinks a cup of coffee before the exam (the caffeine group); the other group drinks a cup of liquid that looks, tastes and smells like coffee, but it has almost no caffeine in it. Then all of the students take the exam. The average score of the caffeine group is considerable higher than the average score of the decaffeinated group. Dr. Emeritus concludes that caffeine causes high exam scores.

1. What is the independent variable in this study? What is the dependent variable? What is the confounding variable which makes the doctor’s conclusion invalid? Do you think this is an ethical experiment? Why or why not?

**II and IV. Ariel** is studying for Dr. M.’s Psychology 1A midterm. She is using flash cards which are arranged in the order in which we covered the material in class (Unit 1 first, then Units 2, 3, 4, 5and 6). Let’s say, for the moment, she is only studying the material for Unit I; the flash cards are arranged such that the stages are first, then the structure of the psyche and finally the defense mechanisms.

1. Ariel finds, after going through the flash cards several times, that she does not know the structure of the psyche as well as the stages and the defense mechanisms. What memory principle is involved here?
2. She shuffles the flash cards and also changes her study place from the kitchen to the living room, turning on the TV as well. Ariel learns all of the flash cards equally well and gets an A on the midterm. Now, whenever she studies, she shuffles her flash cards, studies in the living room and turns on the TV. Most probably, shuffling the flash cards is what improved her performance. What logical fallacy is involved in her studying in the living room and turning on the TV. What principle of operant conditioning is at work here?
3. If, instead of making all three changes (shuffling cards, moving to the living room and turning on the TV) at once, she made one change at a time to see which one helped her to learn the material, what problem solving strategy is she using.