**QUIZ 1 TOPICS. S21**

**Unit 1. Freud and Psychoanalysis:** 18, 224-225, 385-393.

 Determinism

 Instincts: Eros and Thanatos

 Libido

 **Age-Stage Theory:** 387-388:

 Developing Personality: Psychosexual Stages:

 Oral, anal, phallic, latent, genital

 Fixation

 Personality Types: Aggressive, Dependent, Compulsive, Expulsive, Retentive

 **Structure of the Psyche:** 386-387

 Conscious, Preconscious, Unconscious

 Id, Ego, Superego

 **Defense Mechanisms:** 388-390

 Repression, Regression, Displacement, Rationalization, Denial. Projection, Sublimation, Reaction Formation,

 Intellectualization, Psychological Numbing/Emotional Insulation, Identification

 **Recovered Memories:** 224-225: Repressed and False Memories

**Jung; Adler; Horney:** 391-393: The Neo-Freudian Psychoanalysts

 Carl Gustave Jung)

 Collective Unconscious

 Archetypes

 Personality Traits

 Karen Horney

 Personality and society

 Insecurity: Neurotic Trends – Compliant, Aggressive,

 Detached

 Alfred Adler

 Inferiority

 Compensation

**Evaluating Psychodynamic Theories:** 390-391: Evaluating Freud’s Legacy

**Unit 2. Behaviorism, Learning and Memory:** 18-19, Chapter 5, 398-399, 429-430.

 **Introduction:** 18-19: The Behavioral Perspective

 **Learning:** a change in behavior resulting from experience

 **Classical Conditioning:** 169-175 Reflex Behavior

 Reflex: an inborn, automatic observable, measurable response (UR) to an observable, measurable stimulus (US) for example, the response, salivation (UR), to the stimulus, food in the mouth (US).

 Unconditioned Stimulus (US)

 Unconditioned Response (UR)

 Conditioned Stimulus (CS)

 Conditioned Response (CR)

The reflex is the US and the UR

 **Principles of Classical Conditioning**

 **Preparedness:** 175

 **Timing:** 171

 **Extinction and Spontaneous Recovery in Classical Conditioning:** 173-174

 **Generalization and Discrimination in Classical Conditioning:** 174

 **Higher Order Conditioning**

 **Experimental Neurosis**

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 **Reinforcement and Punishment:** 178-180

 **Positive and Negative Reinforcements.** 180

 **Primary and Secondary Reinforcements. 179**

 **Punishment:** 180

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 **Generalization and Discrimination:** 184

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 **Timing**

 **Extinction and Spontaneous Recovery**

 **Paradox of avoidance conditioning**

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 **Schedules of Reinforcement:** 182-184

 **Shaping:** 186

 **Superstitious Conditioning**

 **Pros and Cons of Punishment:** 181-182

 **Learned Helplessness:** 429-430

 **Personality:** 398-399

Operant conditioning exercises:

What is the liklihood of recurrence of the behavior in dark print (for example, **volunteers)?** What principle is involved – positive reinforcement, negative reinforcement or punishment?

1. 1) A student **volunteers** to answer a tough question in class; the teacher comments favorably on the student’s answer.

2) If the students now volunteers to answer tough questions in other classes, what principle of operant conditioning is involved? If, in the other classes, the teachers do not comment favorably, what is the likely recurrence of volunteering in those classes? What principle? The student now volunteers only in the original class. What principle?

1. 1) A wife brings home flowers to her husband because of the special dinner he **cooked** for her.

2) The husband cooks dinner the very next night. What is the likelihood of her bringing flowers? What principle is involved?

1. 1) A child is sent to his room with no supper after **presenting a bad report card**.

2)The child brings home good report cards the next two occasions, then a not so good report card and the 4th report card is not good. What principle? How might good report cards be maintained?

1. 1)Dad and tot are at the supermarket. When the child **screams** for candy, Dad pops a sucker in her mouth to quiet her.

2)Every time the child screams at the supermarket, Dad pops a sucker in her mouth. What principle?

1. 1)Child **spills milk** on the supper table and Mom spanks him.

2)Several occasions of drinking milk and no spills. Then the child spills the milk again. What principle? How might Mom maintain no spilling behavior?

1. 1)A student has a terrible headache after intense exam preparation. He **takes two aspirin** and the headache goes away.

2)The student takes an aspirin before intense test preparation. What behavior is this? After doing this several times, the student forgets to take the aspirin. What principle is involved?.

g. 1) A child screams for French fries at a fast food restaurant. The parents **surrender** and give her a big batch of fries; the child stops screaming.

 2)Her parents give her French fries on random occasions driving by the fast food restaurant. What schedule of reinforcement is this? If they stop giving her French fries when they pass the restaurant, will extinction of screaming occur more quickly or less quickly after this schedule than if she had been given French fries every time they passed the restaurant?

h. 1) A terrorist applies an electric current to the feet of a spy so the spy will confess. The spies **tell the terrorist everything.**

 2) The terrorist continues to use electric current to the feet of spies. What principle?

 **Social Learning Theory:** 194-196:

 Observational Learning

 Vicarious learning:

 vicarious reinforcement: imitating the behavior of someone seen

 reinforced for that behavior.

 vicarious punishment: NOT imitating behavior seen punished for

 that behavior.

 Characteristics of a model which increase likelihood of imitation:

 Warm and nurturing

 Holds the power to reinforce and punish

 Attractive, appealing

 Familiar

 Characteristics of imitator

 Emotional arousal

 Aggression

 The media provide many opportunities for learning aggressive

 behavior through vicarious reinforcement.

 Punishing someone harshly tends to teach the punished person to

 use force – aggressive behavior – to resolve conflicts, especially

 if the punisher has one or more of the characteristics above; the

 punished person is emotionally aroused.

 Gender role

 Children imitate the behavior of both male and female caregivers,

 And tend to be reinforced for “gender appropriate behavior”, and

 boys especially tend to be punished for gender “inappropriate”

 behavior.

PLEASE NOTE: The traditional definitions of “gender” and “gender role” are the source of a great deal of discussion, controversy and research in Psychology today.

 **Memory:**

 **Textbook Learning and Memory:**

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 **State Dependence:**

 **Sensory Modality**

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 **Overlearning**

 **Distribution of Practice:**

 **Primacy and Recency:** 230: Proactive and Retroactive Interference

 **Flashbulb Memories:** 221-222

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 **Memory Reconstruction:** 222-224: Constructive Processes in Memory

 **Forgetting:** 229-230: Why We Forget