**Ch. 1 The Science of Mind**

Unit 1.1 What is Psychology?

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# What is Psychology?

Learning Objective:

1.5 Discuss the importance of the scientific method as a foundation for psychology.

### Classroom Lectures

#### Lecture 1.1.1: Student Conceptions of Psychology

###### Topic: Introduction Subtopic: History Concept: Psychology

The first day of class is always a good time to gather data that can be used throughout that first day, while covering the first chapter, or even during the entire semester. Although most students have some basic knowledge about biology, grammar, or music when they enroll for such a course, students who enroll in introductory psychology usually lack an understanding of the topic. Thus, an interesting exercise for the initial class meeting is to pass out index cards and ask students to write their name and their definition of psychology. You can also ask them to note three topics that they expect to cover during the course.

You can use this information in various ways:

1. Contrast students’ definitions of psychology with the definition in the text. Student definitions (and anticipated topics) often center on the professional aspect of psychology but not the scientific. Use “Demo: The Clinical Bias Within Psychology” (found in Unit 1.3) to further illustrate the one-sided view of psychology that students have brought with them. This is also a good time to begin to indoctrinate them with the idea that Psychology is empirical.

2. Point out to students that although their definitions may not match that specified in the book, psychology is an ever-evolving discipline whose definition has changed considerably over the years. Consider the definitions given by some of psychology’s pioneers:

*Psychology is the Science of Mental Life, both of its phenomena and their conditions. (James, 1890, p. 1)*

*Psychology is the science of mind . . . the science of that which thinks, feels, and wills, in contrast with physics as the science of that which moves in space and occupies space.* (Hoffding, 1893, p. 1)

*Psychology, the science of mental facts or mind, . . . deals with the thoughts and feelings of human beings and seeks to explain the facts of intellect, character and personal life.* (Thorndike, 1907, p. 1)

*Psychology is more exactly defined as science of the self in relation to, or conscious of, its environment.* (Calkins, 1919, p. 1)

*Psychology is that division of natural science which takes human activity and conduct as its subject matter. It attempts to formulate through systematic observation and experimentation the laws and principles which underlie man’s reactions*. (Watson, 1919, p. 1)

Point out to your students that these early psychologists “missed the boat,” just as the students probably did. They, too, left out one side of psychology, the applied side. This observation will set the stage for an important point: Applied psychology was slow to develop compared to psychology as a science.

3. Save the cards until later in the course. At that time, pass out new cards and ask students to complete the exercise again, this time defining psychology and listing the three most memorable topics covered during the term. Then give them their original cards from the first day of class. Discuss the changes in their definitions. Are the topics that they remember vividly the same that they expected to cover in the course?

Calkins, M. W. (1919). *A first book in psychology* (4th ed.). New York: Macmillan.

Hoffding, H. (1893). *Outlines of psychology*. London: Macmillan.

James, W. (1890). *The principles of psychology*. New York: Holt.

Pillsbury, W. B. (1922). *The fundamentals of psychology* (2nd ed.). New York: Macmillan.

Thorndike, E. L. (1907). *The elements of psychology* (2nd ed.). New York: A. G. Seiler.

Watson, J. B. (1919). *Psychology from the standpoint of a behaviorist*. Philadelphia: Lippincott.

### Classroom Activities

#### Activity 1.1.1: Misconceptions About Psychology

#### Topic: Introduction Subtopic: History Concept: Psychology

#### Students will bring a number of misconceptions about psychology to your course. You may want to tap these false beliefs for your own information or for a lively discussion in class. You can determine what some of the misconceptions are in at least two different ways:

#### 1. Pass out a blank index card to each student at the beginning of the first class session. Tell the students to write down five things they already know about psychology. Be sure to tell them not to put their name on the card. Anonymity will encourage students to be more candid, giving you a larger number and wider range of misconceptions. You can discuss the misconceptions as soon as the cards have been turned in, but it may be better to wait until the next class period so you have time to sort through the cards and ascertain any major trends. A discussion of your students’ misconceptions will give you the opportunity to set a more realistic foundation for your course.

#### 2. Give your students a paper-and-pencil test concerning common misconceptions in psychology. Griggs and Ransdell (1987) identified a set of 15 misconceptions that have received at least 50% true responses in at least two of the four studies cited (Gardner & Dalsing, 1986; Griggs & Ransdell, 1987; Lamal, 1979; Vaughan, 1977). Their list of 15 misconceptions appears in HM 1-1. You can use all of them or merely a sample. The items are rank-ordered from those most often rated as true to those least often rated as true. Remember, however, that even the lowest ranked items still received at least 50% true responses in at least two studies.

#### 

#### Should your students become distressed over endorsing a high percentage of these items as true, you can point out that Griggs and Ransdell (1987) found that students who had taken a high school psychology course performed no better on this test than students who had not taken such a course. Also, Gardner and Hund (1983) found that faculty members (primarily those teaching subjects other than social science and those with MA degrees) found this test to be a difficult task. Psychology is a difficult subject that deals with controversial topics. Challenge your students to question what they read and not to blindly accept “facts” at face value.

#### 

#### Gardner, R. M., & Dalsing, S. (1986). Misconceptions about psychology among college students. *Teaching of Psychology, 13,* 32–34.

#### Gardner, R. M., & Hund, R. M. (1983). Misconceptions of psychology among academicians. *Teaching of Psychology, 10,* 20–22.

#### Griggs, R. A., & Ransdell, S. E. (1987). Misconceptions tests or misconceived tests? *Teaching of Psychology, 14,* 210–214.

#### Lamal, P. A. (1979). College students’ common beliefs about psychology. *Teaching of Psychology, 6,* 155–158.

#### Vaughan, E. D. (1977). Misconceptions about psychology among introductory psychology students. *Teaching of Psychology, 4,* 138–141.

#### Activity 1.1.2: What IS Psychology?

###### Topic: Introduction Subtopic: History Concept: Psychology

***Resources and Materials***

1. Copies of Handout 1.1.1

***In-Class Time:*** 10 to 15 minutes

***Out-of-Class Time:*** 20 to 30 minutes

***Procedure***

1. Ask five people what they think psychology is. Ask each to give a brief statement with a definition of psychology, or a description of what it is that psychologists study. Select volunteers from various ages, genders, and sociocultural backgrounds (e.g., major fields of interest, country of origin).
2. Record pertinent data about each subject (gender, approximate age, and sociocultural background) and the verbatim response to your question. Do not add to the response or try to clarify it.

***Reflections***

Ask students to gather in small groups to discuss the following and prepare a brief report to give in class:

* What are some of the common elements in the statements?
* How do the popular notions about psychology differ from the definition given in the text?
* What are some misconceptions about the field of psychology?

Adapted from *Handout 1.1: What is Psychology?* by David Topor

Coon, D. and Mitterer, J. (2011). *Instructor’s Resource Manual* for *Psychology: Modules for Active Learning* (12th edition), pp. 32-33. Belmont, CA: Wadsworth.

##### Handout 1.1.2: What IS Psychology?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **RESPONDENT** | **GENDER** | **AGE** | **BACKGROUND** | **RESPONSE** |
| 1 |  |  |  |  |
| 2 |  |  |  |  |
| 3 |  |  |  |  |
| 4 |  |  |  |  |
| 5 |  |  |  |  |

Adapted from *Handout 1.1: What is Psychology?* by David Topor

Coon, D. and Mitterer, J. (2011). *Instructor’s Resource Manual* for *Psychology: Modules for Active Learning* (12th edition), p. 32-33. Belmont, CA: Wadsworth.

#### Activity 1.1.3: Is It Science?

###### Topic: Introduction Subtopic: History Concept: Psychology

Bring a bag of fortune cookies to class. Have each student read his or her fortune and then explain how it might be “true” or “accurate” in some way. Use this as a lead-in to a discussion of the characteristics of science.

*Thinking Critically About Astrology* by David Topor.

Coon, D. and Mitterer, J. (2011). *Instructor’s Resource Manual* for *Psychology: Modules for Active Learning* (12th edition), p. 26. Belmont, CA: Wadsworth.

#### 

#### Activity 1.1.4: Pick Five

###### Topic: Introduction Subtopic: History Concept: Psychology

Ask students to take out a sheet of paper and write five adjectives that apply to scientists. Once they have completed the list, ask them to write down five adjectives that apply to psychologists. Ask for volunteers to share their adjectives and use it as a lead-in to discuss psychology as a science.

### Writing Exercises/Assignments

#### Exercise 1.1.1: Shrinks

###### Topic: Introduction Subtopic: History Concept: Psychology

Ask students to write a one- to two-paragraph response to the following questions. Would you go to a psychologist or psychiatrist if you were depressed or anxious? Why or why not? Would you seek assistance for other things in your life, such as buying a house, a medical ailment, managing debt, improving their game/sport, moving, finding a job, etc.? How is getting help with other parts of one’s life different from getting help with mental health problems, and why?

Adapted from *Perceptions about Psychologists* by David Topor

Coon, D. and Mitterer, J. (2011). *Instructor’s Resource Manual* for *Psychology: Modules for Active Learning* (12th edition), p. 23. Belmont, CA: Wadsworth.

#### Exercise 1.1.2: What Makes People Tick?

###### Topic: Introduction Subtopic: History Concept: Psychology

Everyone has his or her own personal beliefs about "the way people are" or "what makes people tick." For example, you might believe that men are better than women at math and that this difference is a result of the way girls are treated in schools. You might believe that depression is the result of stressful life experiences.

Alternatively, you may simply be puzzled by certain aspects of human behavior and not really have an explanation for it. For example, why do such deep divisions exist between various ethnic groups? Why is it sometimes so difficult to remember people's names?

List five "theories" (beliefs or hunches) that you have about people's behavior and five aspects of human behavior that puzzle you.

*Journal Entry 1.2: Intuitive Questions and Hunches About People* by Gregory Robinson-Riegler

Nairne, J. (2009). *Instructor’s Resource Manual* for *Psychology: The Adaptive Mind* (5th edition), p. 14. Belmont, CA: Wadsworth.

#### Exercise 1.1.3: Dr. Phil and You

###### Topic: Introduction Subtopic: History Concept: Psychology

Television shows featuring “psychologists” (not everyone providing advice is actually a psychologist) are a staple of “reality” television. Watch an episode of such a show and write a review, being certain to include an evaluation of the likely “success” of the advice offered. What does the general public learn about psychology from these shows? What misperceptions exist? Why do you think that academic psychologists have such negative views of TV/radio “psychologists”?

### Polling Breaks

#### Poll 1.1.1: Is Psychology a Science?

###### Topic: Introduction Subtopic: History Concept: Psychology

Is psychology a science and in the same category as the bench sciences of physics, chemistry, or biology?

### Review Questions

#### 

#### Q1.1.1: The Goals of Psychology

###### Topic: Introduction Subtopic: History Concept: Psychology

What are the goals of psychology? Provide an example of each and discuss why each of the goals is important.

#### Q1.1.2: What’s on Your Mind?

###### Topic: Introduction Subtopic: History Concept: Psychology

Describe the relationship between the mind and the brain, the mind and personality, the mind and memories, and the mind and behavior.

### Discussion Board

#### D1.1.1: Control

###### Topic: Introduction Subtopic: History Concept: Psychology

One of the “goals” of psychology is to control behavior. Is that a legitimate goal for science? Should there be “controls” on the work of psychologists to control behavior?

#### D1.1.2: What about the Rest of Us?

###### Topic: Introduction Subtopic: History Concept: Psychology

Early psychologists were, for the most part, White men. How might this have influenced early conceptualizations of psychology and the development of early theories?

### 

### Journal/Blog Entries

#### Entry 1.1.1: Your Preferences

###### Topic: Introduction Subtopic: History Concept: Psychology

Consider the different disciplines of psychology. Which is most interesting to you and why?

### Online Connections

#### 

#### Videos

Intro to Psychology (2014). *bigthink* (11 minutes)

This video provides an overview psychology, the disciplines within it, and its application to life using case studies of compassion, racism, and sex.

#### Websites

Characteristics of Science

<http://www.storybehindthescience.org/pdf/characteristics.pdf>

The American Psychological Association

<http://www.apa.org>

All About Psychology

<http://www.all-about-psychology.com/>

First Day Activities

http://topix.teachpsych.org/w/page/55139707/First%20Day%20Activities

### Recommended Reading

Goodwin, C. J. (2012). *A history of modern psychology* (4th ed.)*.* Hoboken, NJ: Wiley.

Hock, R. R. (2013). *Forty studies that changed psychology: Explorations into the history of psychological research* (7th ed.)*.* Upper Saddle River, NJ: Pearson/Prentice Hall.

Wertheimer, M. (2012). *A brief history of psychology* (5th ed.). New York, NY: Psychology Press.

# What are Psychology’s Roots?

Learning Objective 2:

Analyze the contributions of philosophy and the natural sciences to modern psychology.

## 

### Classroom Lectures

#### Lecture 1.2.1: Systems of Psychology

###### Topic: Introduction Subtopic: History Concept: Psychology

Schools of psychology are mentioned, but not really defined, in most texts. Most students have no idea what a school of thought is and are not used to having their thought process guided by a theoretical orientation. They expect to receive “black-and-white” answers to their questions about psychology. By explaining schools of thought and theoretical orientations fully, you can better prepare students for the controversies, uncertainties, and gray areas they will encounter as they proceed through the introductory course. Such a presentation should help prepare the students for the idea that Psychology is theoretically diverse and that behavior is determined by multiple causes. Reading the definitions of psychology given by pioneers of the discipline (see “Lecture 1.1.1: Student Conceptions of Psychology”) may help students understand that different people have different ideas about concepts as basic as what constitutes psychology. You might liken schools of thought to religious, political, or national systems that are so pervasive that every item of information is interpreted in light of one’s belief system.

Heidbreder (1933) had this view of the subject:

*Systems of psychology are to be regarded not as statements of scientific knowledge, but as tools by which scientific knowledge is produced; not as accounts of scientific fact, but as means of acquiring scientific fact. They are the scaffolding within which the structure of the science of psychology is being erected, as necessary as the scaffolding and as impermanent; not to be identified with the structure itself, which however could not exist without it. They are the tools by which knowledge is extracted, but as different from knowledge as are the instruments from the ore that they expose. They provide zeal for the work, but are as different from work as inspiration is from production. They offer a specific and sometimes glamorous program of action, but the program is not to be confused with accomplishment. It is difficult to know which to emphasize more: the indispensability of the instrument or the fact that it is an instrument.* (pp. 13–14)

Heidbreder listed seven systems of thought in psychology:

• Titchener and structuralism

• The psychology of William James

• Functionalism and the University of Chicago

• Behaviorism

• Dynamic psychology and Columbia University

• Gestalt psychology

• Freud and the psychoanalytic movement

You can point out to students that these systems, listed about 60 years ago, have stood the test of time. Almost all are likely covered in Chapter 1 of the text.

Heidbreder, E. (1933). *Seven psychologies*. New York: Appleton-Century-Crofts.

### Classroom Activities

#### Activity 1.2.6: Psychological Perspectives

###### Topic: Introduction Subtopic: Subfield Concept: Gestalt Psychology

Choose a current event of some prominence, one that the majority of students will have heard about. A bizarre crime or public scandal may be a good choice. Ask students to hypothesize about the reasons for the person’s behavior. An old example would be to ask why Bill Clinton jeopardized his political career by having a fling with Monica Lewinsky (you can update with a current political scandal). After you get a few answers, ask the students to explain the behavior from the perspective of Skinner or Watson, Freud, and Rogers. Ask students to focus on the motives behind the behavior and how they might have developed.

You can accomplish several objectives with this exercise:

• Describing a single event from different viewpoints allows students to quickly grasp the similarities and differences among the perspectives.

• Describing an event in terms of a theoretical perspective forces students to think carefully and critically rather than jump to a conclusion.

* Contrasting their first answers with their theoretical answers allows students to see that their thinking about behavior and its antecedents may be somewhat simplistic.

• Participating in this exercise shows students how Psychology is theoretically diverse.

### Writing Exercises/Assignments

#### Exercise 1.2.2: Context

Topic: Introduction Subtopic: History Concept: Psychology

Create a timeline pinpointing the early approaches to psychology (functionalism, structuralism, Gestalt psychology, and behaviorism). On the same timeline, identify key events or individuals in medicine and other fields of science. How might these be related to the arts or politics?

### 

### Polling Breaks

#### Poll 1.2.1: Can We? Should We?

###### Topic: Introduction Subtopic: History Concept: Psychology

Can we ever really know what is happening in someone else’s mind? Can we even know what is going on in our own minds? Should we try to make behavior and — and our brain — transparent?

### 

### Review Questions

#### Q1.2.2: Consciousness

###### Topic: Introduction Subtopic: History Concept: Structuralism

Describe Wilhelm Wundt’s approach to the study of consciousness.

### Discussion Board

#### 

#### D1.2.2: Learning from History

###### Topic: Introduction Subtopic: History Concept: Psychology

Why is it important to be knowledgeable about the history of psychology? What can we learn about current issues in psychology by looking at the past? How can historical views of psychology be useful to understanding today’s problems? Take a current event from the media and use historical perspectives to give explanations for the event and responses to it.

### Journal/Blog Entries

#### Entry 1.2.1: The Introspective Illusion

Topic: Introduction Subtopic: History Concept: Introspection

The introspection illusion is the tendency for people to treat their own introspections as reliable when making judgments about themselves, but judge other people on the basis of their behavior. Ask students to consider the following and respond with an entry in their journal:

* Consider a time when you felt you were misinterpreted on the basis of your actions, instead of your true beliefs or feelings (e.g., arriving late because you didn’t care about the other party). Now try to think of a time when you might have been guilty of the introspection illusion. What happened? What might you have done differently?

### Online Connections

#### Videos

Psychology Origins, (2009) (6 minutes)

<https://www.youtube.com/watch?v=65dyBoqGSgU&list=PL05410AD5CCFB2F05>

The History of Psychology: Mind, Self, Soul (2016) (35 minutes)

https://www.youtube.com/watch?v=pGJwP\_EAumA

#### Websites

Lumen: Introduction to Psychology

https://courses.lumenlearning.com/wsu-sandbox/chapter/history-of-psychology/

The History of Psychology

https://www.learner.org/series/discoveringpsychology/history/index.html

### Recommended Reading

Benjamin, L. T., & Baker, D. B. (2004). *From seance to science: A history of the profession of psychology in America.* Belmont, CA: Wadsworth.

Scarborough, E. S., & Furumoto, L. (1987). *Untold lives: The first generation of American women psychologists*. New York, NY: Columbia University Press.

# How Did the Science of Psychology Begin?

Learning Objective:

Describe how early movements in psychology are significant for modern psychology.

## 

### Classroom Lectures

#### Lecture 1.3.2: B. F. Skinner

###### Topic: Introduction Subtopic: Subfield Concept: Behaviorism

Few contemporary psychologists have had the impact of B. F. Skinner. His death may mark a new era in psychology, in which no individual has such an enormous influence on the field. Unfortunately, his passing also leaves the discipline without a major figure who is recognized by the population at large. Students may find a focus on Skinner and his work interesting simply because he lived recently and continued to influence the discipline in recent years, unlike the other historical figures portrayed in Chapter 1. Because of Skinner’s relatively recent death (compared to other figures in Chapter 1), many retrospectives of his life and work are available. If you are not very familiar with his work, you can consult the following sources:

• The November 1990 issue of American Psychologist contains an “Editorial Tribute to Skinner” (p. 1203), the text of Skinner’s citation for Outstanding Lifetime Contribution to Psychology (p. 1205), and Skinner’s keynote address to the American Psychological Association (“Can Psychology Be a Science of Mind?”), presented on August 10, 1990, only eight days before his death (pp. 1206–1210).

• The November 1992 issue of American Psychologist focused on Skinner’s contributions to

psychology and society. This issue contains 24 articles on Skinner’s work and its various

applications.

• The October/November 1990 issue of Science Agenda, published by the Science Directorate of the American Psychological Association, published a transcript of an interview with Skinner on National Public Radio, which was broadcast on July 27, 1990 (pp. 10–12).

• APA sells a videotape of Skinner’s 1990 keynote address to the APA. The video may be ordered from:

American Psychological Association

Order Department

750 First Street, NE

Washington, DC 20002-4242

For further information concerning B. F. Skinner’s views, consult Nye (1992).

Nye, R. D. (1992). *The legacy of B. F. Skinner: Concepts and perspectives, controversies and misunderstandings*.

Pacific Grove, CA: Brooks/Cole.

### Classroom Activities

#### Activity 1.3.1: Can You Hear It Now?

###### Topic: Introduction Subtopic: History Concept: Introspection

Have your class engage in “introspection.” Bring a metronome to class. Ask students to take out a piece of paper and pen or pencil. Turn on the metronome and ask students to write down what they experience in as much detail as possible.

#### Activity 1.3.2: The Stimulus Error

###### Topic: Introduction Subtopic: History Concept: Introspection

Wight (1989) developed a teaching activity designed to help students understand the introspective process and some of its pitfalls. As the text points out, structuralist psychology, as conceived by E. B. Titchener, used the method of introspection to study the functioning of the mind. It is easy to define introspection as the method of self-report. But it is much more difficult to carry out the procedure.

Titchener set down some rigid rules for the proper use of introspection:

• The introspectionist must be able to determine when the test stimulus has been introduced and when the process of introspection is to be started.

• The introspectionist must be in a state of “strained attention.”

• The introspectionist must be able to repeat the observation several times.

• The stimuli must be manipulable.

Additionally, Titchener would not allow his subjects to use common, everyday words. The subject was to describe hues, brightness, and spatial characteristics when introspecting about a new automobile, for example. Words describing the object itself, like “Ford” or “Chevrolet,” were not acceptable. According to Titchener, anyone who used these everyday words committed the “stimulus error.”

Wight’s classroom activity is to let students practice the art of introspection, trying to adhere to all of Titchener’s rules as closely as possible. Give each student a Hershey’s Chocolate Kiss®. Tell the students to unwrap their candy and place it on their tongue (no biting or chewing allowed). Then ask them to describe the “elemental sensations” that they experience. Someone will typically note that the candy is sweet (which is correct). Responses of “chocolate” or “good” are not acceptable, because they are either a description or a value judgment—examples of committing the stimulus error. Other possible responses that are acceptable include “creamy,” “grainy” (if the Kisses are old), and “bitter.”

Wight, R. D. (1989, April). *Kissing up to introspection*. Presented in Council of Teachers of Undergraduate Psychology Teaching Activities Exchange at the meeting of the Southwestern Psychological Association, Houston, TX.

#### Activity 1.3.3: Write It Out

###### Topic: Introduction Subtopic: History Concept: Functionalism

Have students engage in a free write to illustrate what William James described as “stream of consciousness.” Allow students 5-10 minutes to write down everything that comes to mind as it occurs to them, including physical sensations. Encourage students to follow their thoughts wherever they wander, however bizarre or seemingly unrelated to each other.

Afterward, ask students to respond to the following question: *What did you learn about the way your mind works?* Elicit responses from a variety of students.

*Adapted from Exercise 1.11: Write All About It* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1sth edition), p. 25. Belmont, CA: Wadsworth.

#### Activity 1.3.4: Everybody Has a Part in the Whole

###### Topic: Introduction Subtopic: Subfield Concept: Gestalt Psychology

The day before talking about Gestalt psychology, ask everyone to wear a solid-color shirt or t-shirt to class. Assign the role of “artist” to one student. Have that person “arrange” members of the class as if they were splotches of paint. Of course, have your camera ready to create snapshots. Then ask another “artist” to rearrange students to create a different design. Obviously, the arrangement of the parts affects the whole picture that is created. Exhibit these pictures somewhere in the classroom.

*Gestalt Psychology* by David Topor

Coon, D. and Mitterer, J. (2011). *Instructor’s Resource Manual* for *Psychology: Modules for Active Learning* (12th edition), p. 12. Belmont, CA: Wadsworth.

#### Activity 1.3.5: Your Mind on Design

###### Topic: Introduction Subtopic: Subfield Concept: Gestalt Psychology

***Resources and Materials***

1. Magazines and/or newspapers
2. Scissors
3. Blank paper
4. Tape
5. Copies of the Gestalt Design Principles pages (Handout 1.3.5)

***Class Time:*** 10-20 minutes (depending on presentation of results)

***Procedure***

1. Explain to students that today, Gestalt principles of perception are applied to design to draw our eyes in certain ways, induce us to perceive hidden messages, and create striking memorable images.
2. Break students into small groups of four. Distribute one set of copies of the Gestalt Design Principles (Handout 1.3.1) to each group.
3. Have students review the Gestalt Design Principles. Ask them to look for one example of each of these design principles in print advertisements.
4. When finished, have students present their examples to the class—you could have them hang their examples on the wall or present in front of the class.

***Reflections***

When finished, as a large group, ask for a few volunteers to share their thoughts in response to the following questions:

* How is our perception altered and influenced by these designs?
* What relationship does this have with psychology? Please give an example.

*Exercise 1.9: Your Mind on Design* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 19. Belmont, CA: Wadsworth.

##### Handout 1.3.5: Gestalt Principles

*The Law of Closure*

Closure occurs when an object is incomplete or a space is not completely enclosed. If enough of a shape is indicated (e.g., the circles and triangle) people perceive the whole by filling in the missing information.

*Handout 1.9: Gestalt Principles* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 21-23. Belmont, CA: Wadsworth.

*The Law of Continuity*

Continuity occurs because the viewer's eye will naturally follow a line or curve.

*Handout 1.9: Gestalt Principles* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 21-23. Belmont, CA: Wadsworth.

*The Law of Pragnanz, or the Law of Simplicity*

Simplicity occurs when objects in the environment are seen in a way that makes them appear as simple as possible. In the figure above, we are more likely to see two circles and a rectangle rather than all of the irregular shapes.

*The Law of Proximity*

Proximity occurs when elements are placed close together. We tend to perceive the sets of arrows above as two groups.

*Handout 1.9: Gestalt Principles* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 21-23. Belmont, CA: Wadsworth.

*The Law of Similarity*

Similarity occurs when objects look similar to one another. We will likely perceive the image above as horizontal rows with two types of circular figures.

*Handout 1.9: Gestalt Principles* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 21-23. Belmont, CA: Wadsworth.

### Writing Exercises/Assignments

#### Exercise 1.3.1: Lucky Socks

###### Topic: Introduction Subtopic: Subfield Concept: Behaviorism

Do you or did you ever have an object you believed was lucky? If so, what is the object and can you explain, from a behavioral perspective, how you came to believe in its ability to help you? If you don’t believe in lucky objects, can you use the behavioral perspective to explain why not? Write a one- or two-paragraph paper with your responses.

#### Exercise 1.3.3: Does It REALLY Help?

###### Topic: Introduction Subtopic: History Concept: Functionalism

Below is a list of emotions, behaviors, and processes. Pick five of these, and think about them from the perspective of a functionalist. How are these useful? How do they help us adapt to daily life?

a. pain f. laughter

b. shyness g. socializing

c. love h. dreaming

d. anger i. memory

e. fear j. hunger

*Journal Entry 1.3: Thinking About Function* by Gregory Robinson-Riegler

Nairne, J. (2009). *Instructor’s Resource Manual* for *Psychology: The Adaptive Mind* (5th edition), p. 19. Belmont, CA: Wadsworth.

### Polling Breaks

#### Poll 1.3.1: Can We? Should We?

###### Topic: Introduction Subtopic: History Concept: Psychology

Can we ever really know what is happening in someone else’s mind? Can we even know what is going on in our own minds? Should we try to make behavior and — and our brain — transparent?

### Review Questions

#### Q1.3.1: Functionalism and Evolution

###### Topic: Introduction Subtopic: History Concept: Functionalism

Describe William James’s *functionalism*, and discuss its relationship to Charles Darwin’s theory of evolution.

### Discussion Board

#### D1.3.1: Lessons from the Father

###### Topic: Introduction Subtopic: History Concept: Structuralism

Wilhelm Wundt is often referred to as the father of scientific psychology. What did he provide to the field? How are his influences visible today?

### Journal/Blog Entries

#### Entry 1.3.1: The Introspective Illusion

Topic: Introduction Subtopic: History Concept: Introspection

The introspection illusion is the tendency for people to treat their own introspections as reliable when making judgments about themselves, but judge other people on the basis of their behavior. Ask students to consider the following and respond with an entry in their journal:

* Consider a time when you felt you were misinterpreted on the basis of your actions, instead of your true beliefs or feelings (e.g., arriving late because you didn’t care about the other party). Now try to think of a time when you might have been guilty of the introspection illusion. What happened? What might you have done differently?

### Online Connections

#### Videos

Psychology Origins, (2009) (6 minutes)

<https://www.youtube.com/watch?v=65dyBoqGSgU&list=PL05410AD5CCFB2F05>

The History of Psychology: Mind, Self, Soul (2016) (35 minutes)

https://www.youtube.com/watch?v=pGJwP\_EAumA

#### Websites

Lumen: Introduction to Psychology

<https://courses.lumenlearning.com/wsu-sandbox/chapter/history-of-psychology/>

The History of Psychology

<https://www.learner.org/series/discoveringpsychology/history/index.html>

### Recommended Reading

Benjamin, L. T., & Baker, D. B. (2004). *From séance to science: A history of the profession of psychology in America.* Belmont, CA: Wadsworth.

Scarborough, E. S., & Furumoto, L. (1987). *Untold lives: The first generation of American women psychologists*. New York, NY: Columbia University Press.

# Psychological Perspectives

Learning Objective:

Identify the five in-depth perspectives of psychology and explain how integrating these perspectives leads to a more comprehensive and accurate view of behavior and mental processes.

Explain why issues of diversity and ethics are important to explore across all topics in psychology.

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### Classroom Lectures

#### Lecture 1.4.1: Psychology Comes of Age as a Profession

###### Topic: Introduction Subtopic: History Concept: Psychology

Today, the public tends to think of psychologists as practitioners rather than scientists or academics. Your students may share this stereotype. To get a better idea of their picture of psychologists, refer to the data you collected about students’ expectations of topics to be covered in the course (see Lecture 1.1.1: Student Conceptions of Psychology).

If your students are like most, you will need to point out that in the past most psychologists were academicians and researchers and that the emergence of practicing psychologists has been rather recent. In “The Changing Face of American Psychology,” Howard et al. (1986) shed some interesting light on the makeup of the profession. These researchers found a dramatic rise in the number of PhDs granted in the Health Service Provider subfield and a decline in the Academic/Research subfield, beginning only in 1972. They also found that the American Psychological Association has become more appealing to professional psychologists than to academics and researchers. This split within APA led academics and researchers to establish the Association for Psychological Science. By 1991, 1,879 applied psychology doctorates (clinical, counseling, school) were awarded of the total of 3,240; only 194 were awarded in the fields of experimental, physiological, and comparative psychology (Pion et al., 1996). Ask students to discuss the potential problems for psychology if the applied and scientific sides of the discipline continue to drift apart. For example, where will the data come from for efficacy studies of different therapeutic treatments?

Howard et al. (1986) also provided interesting information about the gender distribution for PhDs in psychology and for undergraduates who are majoring in psychology. Since 1976, the number of women awarded PhDs had been approaching that of men, and by 1984 the numbers were nearly equal. Similarly, the number of women awarded baccalaureates caught up with that of men in about 1974 and now far surpasses the number of men. Over two-thirds of psychology baccalaureates were awarded to women in 1982. Pion et al. (1996) reported that women earned 72% of the psychology baccalaureates and 62% of psychology doctorates in the early 1990s. Frincke and Pate (2004) reported (2001/02 data) that women earned 77.5% of baccalaureates and 71.4% of new doctorates. From 1987 to 2002, the percentage of men on faculty in U.S. graduate departments of psychology decreased from about 75% to 61%. Again, class discussion can focus on the implications of this gender shift for psychology. If, as Keyes and Hogberg (1990) maintained, female-oriented occupations are devalued by society, what does psychology have to look forward to?

Another interesting point: Are these two trends, which seem to have occurred simultaneously, related? Is there any truth to the notion that women are less likely to become scientists? If so, is it possible that the increasing numbers of women in psychology almost dictates an upsurge in the number of psychologists in helping professions? These questions could lead to an interesting discussion of sex-role stereotypes and their impact on behavior, but you may want to save it for later.

Frincke, J. L., & Pate, W. E., II. (2004). *Yesterday, today, and tomorrow: Careers in psychology: 2004—What students need to know*. Presented at Southeastern Psychological Association, Atlanta, GA. Retrieved August 11, 2012, from http://www.apa.org/workforce/presentations/2004-sepa.pdf

Howard, A., Pion, G. M., Gottfredson, G. D., Flattau, P. E., Oskamp, S., Pfafflin, S. M., Bray, D. W., & Burstein, A. G. (1986). The changing face of American psychology: A report from the Committee on Employment and Human Resources. *American Psychologist*, *41,* 1311–1327.

Keyes, B. J., & Hogberg, D. K. (1990). Undergraduate psychology alumni: Gender and cohort differences in course usefulness, postbaccalaureate education, and career paths. *Teaching of Psychology, 17,* 101–105.

Pion, G. M., Mednick, M. T., Astin, H. S., Hall, C. C. I., Kenkel, M. B., Keita, G. P., Kohout, J. L., & Kelleher, J. C. (1996). The shifting gender composition of psychology: Trends and implications for the discipline. *American Psychologist, 51*, 509–528.

### Classroom Activities

#### Activity 1.4.1: How Would You Explain It?

###### Topic: Introduction Subtopic: Subfield

Ask students how they explain human behavior. For example, what is love? How does love develop? Why are some people violent? How does altruism develop? Why do people engage in behaviors that may harm them or others, like smoking or drinking during pregnancy? Why do groups of people sometimes behave very differently from individuals? Why are some people outgoing while others prefer solitude?

Write some student responses on the board and then categorize them according to the general approach they demonstrate. Use this to introduce the major modern approaches to psychology.

#### Activity 1.4.2: Approaches to Psychology

###### Topic: Introduction Subtopic: Subfield

***Resources and Materials***

1. Approaches to Psychology cards (one set per group of seven students) from Handout 1.4.2

***Class Time:*** 30-35 minutes

***Procedure***

1. Have students form groups of seven and pass out a set of *Approaches to Psychology* cards (Handout 1.4.1) to each group. Each student will select one card without revealing its contents. He or she then “becomes” that type of psychologist.
2. A volunteer from each group will be the first to play the psychologist. The other students have “twenty questions”—with only close-ended ones that evoke a “yes” or “no” response—to figure out the branch of psychology to which the volunteer belongs.
3. Whoever guesses correctly will be the next psychologist.
4. The game can continue as long as time allows. Note, however, that the game is made easier by the process of elimination, so it is possible that not everyone will have a chance to be the “psychologist.”

***Reflections***

* Still as a group, have students think about which branch of psychology they would be most inclined to study and which branch they would be least inclined to study. Ask the students to take turns sharing both these choices along with their reasoning.

*Exercise 1.15: Twenty Questions* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 35. Belmont, CA: Wadsworth.

##### Handout 1.4.2: Approaches to Psychology

|  |
| --- |
| **Biological**  **Psychology** |
| **Evolutionary**  **Psychology** |
| **Cognitive**  **Psychology** |
| **Sociocultural**  **Psychology** |
| **Behavioral**  **Psychology** |
| **Psychoanalytic**  **Psychology** |
| **Humanistic**  **Perspective** |

*Handout 1.15: Branches of Psychology Cards* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 37. Belmont, CA: Wadsworth.

#### Activity 1.4.3: Twenty Propositions

###### Topic: Introduction Subtopic: Subfield

***Resources and Materials***

1. Copies of Handout 1.4.2 *Twenty Propositions*

***Class Time:*** 20 to 30 minutes

***Procedure***

1. Distribute copies of Handout 1.4.2. This handout consists of twenty statements that express fundamental beliefs that are characteristic of the different approaches (four statements per belief). The instructions on the handout ask the student to check those statements with which he or she agrees.
2. To score your students' responses, have each student count the number of statements he or she has checked that are associated with each of the theoretical approaches. The more statements a student checks for an approach, the more the student is in agreement with that approach. Here is the classification of the items to use when scoring the student responses:

Psychoanalytic approach: 1, 5, 10, 15

Behavioral approach: 4, 6, 9, 19

Humanistic approach: 2, 7, 16, 17

Cognitive approach: 8, 11, 12, 18

Biological approach: 3, 13, 14, 20

***Reflections***

When your students have determined the theoretical approach that they agree with the most, encourage them to discuss the following:

* For the purposes of this activity, some of the statements have been classified with one approach, but they could also have been classified with another. Identify some statements that could be classified in multiple approaches. What does this tell you about the major approaches to psychology?

*Demonstration/Activity 1.6: Choosing Your Theoretical Approach* by Gregory Robinson-Riegler

Nairne, J. (2009). *Instructor’s Resource Manual* for *Psychology: The Adaptive Mind* (5th edition), p. 18. Belmont, CA: Wadsworth.

##### Handout 1.4.2: Twenty Propositions

*Instructions: Check all statements with which you agree.*

\_\_\_\_ 1. Even the most subtle behaviors tell you something about the person.

\_\_\_\_ 2. Nothing makes you angry; you choose to become angry.

\_\_\_\_ 3. Consciousness is the same thing as nervous system activity.

\_\_\_\_ 4. Our actions are caused by events in our environment.

\_\_\_\_ 5. Criminals sometimes leave evidence because they really want to get caught.

\_\_\_\_ 6. You really can't know what goes on in someone's mind. All you can know is how they act.

\_\_\_\_ 7. It is important for each individual to develop a clear sense of who he or she is.

\_\_\_\_ 8. People make rational choices by weighing the alternatives.

\_\_\_\_ 9. You can change behavior with rewards and punishments.

\_\_\_\_ 10. We don't often realize the real reason we do something.

\_\_\_\_ 11. Our behavior reflects our thoughts.

\_\_\_\_ 12. People process information much in the same way that computers do.

\_\_\_\_ 13. To understand behavior, you have to understand how the nervous system works.

\_\_\_\_ 14. Much of our behavior is genetically determined.

\_\_\_\_ 15. You can discover a lot about your unconscious mind by interpreting the symbols that appear in your dreams.

\_\_\_\_ 16. To be happy, you need to live up to your fullest potential.

\_\_\_\_ 17. Ultimately, each person is responsible for his or her actions.

\_\_\_\_ 18. Sometimes people behave irrationally because they think irrationally.

\_\_\_\_ 19. Many times it’s the behavior that's the problem.

\_\_\_\_ 20. To understand emotions, you must understand hormones.

*Handout 1.4* by Gregory Robinson-Riegler

Nairne, J. (2009). *Instructor’s Resource Manual* for *Psychology: The Adaptive Mind* (5th edition), p. 30. Belmont, CA: Wadsworth.

#### Activity 1.4.4: The Clinical Bias in Psychology

###### Topic: Introduction Subtopic: Subfield

Korn and Lewandowski (1981) introduced the term clinical bias to explain why graduate clinical psychology programs have so many more applicants than spaces available. They suggested that “this bias exists because of the popular image of psychologist as clinician, an image which has not been corrected by undergraduate education” (p. 149).

In introducing students to the discipline of psychology, you may want to attempt to dispel this one-sided view of the field. Smith (1982) suggested a clever exercise to illuminate the extent of the problem to your students. First, ask your students to list five traits that are typical of a scientist. Then ask the students to list five traits typical of a psychologist. Have students share their descriptions with the class or, if shyness overwhelms them, collect the papers and read the descriptions anonymously. The difference between the two groups of adjectives is usually overwhelming; students do not see psychologist and scientist as overlapping terms. At this point, you can use your text’s table of contents to demonstrate the diversity of scientific topics to be covered throughout the semester. Only a few chapters deal with the topics that students expect to see. During the semester, you can continue to stress the theme that Psychology is empirical to reinforce the point of this demonstration.

Korn, J. H., & Lewandowski, M. E. (1981). The clinical bias in the career plans of undergraduates and its impact on students and the profession. *Teaching of Psychology, 8*, 149–152.

Smith, G. F. (1982). Introducing psychology majors to clinical bias through the adjective generation technique. *Teaching of Psychology, 9,* 238–239.

### Writing Exercises/Assignments

#### Exercise 1.4.1: Founding Fathers

###### Topic: Introduction Subtopic: Subfield

Find one famous psychologist associated with each of the following approaches: behavioral, psychoanalytic, cognitive and humanistic. Write a short biography of the psychologist and a summary of the psychologist major contributions to psychology. Be sure to include your sources.

#### Exercise 1.4.2: Where Are the Founding Mothers?

###### Topic: Introduction Subtopic: Subfield

Why were so few women involved in the “founding” of psychology? Select one approach to psychology, identify its key assumptions and constructs, and consider the insights women might have brought to it.

#### 

#### Exercise 1.4.3: Is There Only ONE Way?

###### Topic: Introduction Subtopic: Subfield

If psychologists use so many approaches, can they ever really understand problems? Which approach is really correct? Justify your answers.

### Polling Breaks

#### Poll 1.4.1: Unplanned Obsolescence

###### Topic: Introduction Subtopic: Subfield

Which, if any, approaches to psychology might be considered more or less obsolete today?

### Review Questions

#### Q1.4.1: Evolutionary and Biological Psychology

###### Topic: Introduction Subtopic: Subfield

What do the evolutionary and biological approaches have in common? How do they differ?

#### Q1.4.2: Psychoanalytic and Humanistic Psychology

###### Topic: Introduction Subtopic: Subfield

What do the psychoanalytic and humanistic approaches have in common? How do they differ?

### Discussion Board

#### D1.4.1: Sociocultural Approaches

What unique contributions do sociocultural approaches offer to psychology? What about the history of psychology makes sociocultural approaches so important?

#### D1.4.2: Pick One

Of the psychological perspectives, which seems the most plausible? Why? At this point in our society, which perspective seems the most useful to psychology? Why?

### 

### Journal/Blog Entries

#### Entry 1.4.1: Your Preferences

###### Topic: Introduction Subtopic: Subfield

As you learn about the modern-day approaches to psychology, which one would you choose to pursue if you were to major in psychology? For this journal entry, write about your choice and explain your reasoning.

### Online Connections

#### Videos

Comparison of Approaches (2017) (35 minutes)

<http://www.youtube.com/watch?v=6RL-xs6JfUU&feature=relmfu>

#### Websites

Evolutionary Psychology

<http://plato.stanford.edu/entries/evolutionary-psychology/>

Harlow Center for Biological Psychology

<http://psych.wisc.edu/primatelab/primatelabhome.html>

American Institute for Psychoanalysis

<http://www.aipnyc.org/>

Association for Behavioral and Cognitive Therapies

http://www.abct.org/Help/?m=mFindHelp&fa=HowToChooseTherapist

### Recommended Reading

King, D. B., Viney, W., & Woody, W. D. (2009). *A history of psychology: Ideas and context* (4th ed.). Boston: Allyn & Bacon.

Scarborough, E. S., & Furumoto, L. (1987). *Untold lives: The first generation of American women psychologists.* New York: Columbia University Press.

Watson, R. I. (1978). *The great psychologists.* Philadelphia: Lippincott.

# What are Psychology’s Perspectives? Part II

Learning Objective:

Describe how early movements in psychology are significant for modern psychology.

### Classroom Lectures

#### Lecture 1.4.1: Psychology Returns to Its Roots: Physiology

###### Topic: Introduction Subtopic: Subfield

One area that tends to concern or even scare some students is that of physiological or biological psychology. Many students enter the field of psychology with no idea that biology has any relevance, just as you sometimes see with regard to mathematics once the students reach a statistics course. One approach that may help these students from becoming overwhelmed once you reach the biological chapter is emphasizing some interesting findings now without presenting the underlying biology at that time, so the students will be more interested in the biology. Here are some examples in addition to and exposition of what is already in the text.

James Olds and Peter Milner were actually trying to use stimulation of certain brain regions to cause rats to turn and assist the animals in learning a maze. Their plan was to stimulate regions when the rat reached a corner to attempt to affect which direction it turned. After stimulation of a particular region, the rat persisted in returning to and sniffing at that corner (Carlson, 2010; Kalat, 2009). They decided to concentrate on this specific region (Carlson, 2010) and found that rats would bar press repeatedly in a Skinner box for stimulation of this area in a manner very similar to how rats respond to attain drugs of abuse (Olds & Milner, 1954). Depending on the exact location, some rats responded up to 5000 times per hour or about 1.5 times per second (Olds, 1958). In later work, Olds (1956) found that other brain areas actually suppressed the amount of bar pressing seen in rats that did not receive stimulation, suggesting that simulation of these areas acted as punishment.

Hubel and Wiesel (1959) wanted to understand how the brain puts visual information together so that we perceive an entire picture rather than just points of light. A good analogy for this is how our eye works like a digital camera where the entire light sensor for the camera (or eye) is made up of tiny individual units that detect individual points in the scene. They found that one of the first steps in the assembly of the image in the brain is being able to detect bars of light surrounded by darkness. In addition, different areas detect bars at different angles (e.g., vertical or horizontal or in between). Later work (Hubel & Wiesel, 1962) found that, even at this early level, information from both eyes was being combined to some extent. They went on to find more and more steps of how visual information was assembled (e.g., Hubel & Wiesel, 1965) and eventually won the Nobel Prize in Physiology or Medicine in 1981.

Penfield did some studies on humans around this time. He performed brain surgery on patients who had seizures to try to decrease or stop the seizures. He realized that if he applied mild stimulation to brain areas in order to determine their function he could avoid damaging areas of special importance when he actually removed or damaged areas to stop the seizures (Kandel, 1991). Penfield found areas that appeared related to many different functions, including areas that evoked dream-like sequences that he correctly attributed to memory (Penfield, 1947), areas that resulted in feelings of touch, areas that caused movement (Rasmussen & Penfield, 1950), and areas that initiated the seizures (Penfield & Kristiansen, 1951).

Carlson, N. R. (2010). *Physiology of behavior* (10th ed.). Boston, MA: Allyn & Bacon.

Hubel, D. H, & Wiesel, T. N. (1959). Receptive fields of single neurones in the cat's striate cortex. *Journal of Physiology, 148,* 574–591.

Hubel, D. H, & Wiesel, T. N. (1962). Receptive fields, binocular interaction and functional architecture in the cat's visual cortex. *Journal of Physiology* (London)*, 160,* 106–154.

Hubel, D. H, & Wiesel, T. N. (1965). Receptive fields and functional architecture in two nonstriate visual areas (18 and 19) of the cat. *Journal of Neurophysiology, 28,* 229–289.

Kalat, J. W. (2009). *Biological psychology* (10th ed.). Belmont, CA: Wadsworth.

Kandel, E. R. (1991). Brain and behavior. In E. R. Kandel, J. H. Schwartz, & T. M. Jessel (Eds.), *Principles of neural science* (3rd ed., pp. 5–17). East Norwalk, CT: Appleton & Lange.

Olds, J. (1956). A preliminary mapping of electrical reinforcing effects in the rat brain. *Journal of Comparative and Physiological Psychology, 49,* 281–285.

Olds, J. (1958). Satiation effects in self-stimulation of the brain. *Journal of Comparative and Physiological Psychology*, *51,* 675–678.

Olds, J., & Milner, P. (1954). Positive reinforcement produced by electrical stimulation of septal area and other regions of rat brain. *Journal of Comparative and Physiological Psychology, 47,* 419–427.

Penfield, W. (1947). Some observations on the cerebral cortex of man. *Proceedings of the Royal Society*. Series B, *134,* 329–347.

Penfield, W., & Kristiansen, K. (1951). *Epileptic seizure patterns: A study of the localizing value of initial phenomena in focal cortical seizures*. Oxford, England: Charles C. Thomas.

Rasmussen, T., & Penfield, W. (1950). Further studies of the sensory and motor cerebral cortex of man. *Federation Proceedings*, *6,* 452–460.

### Classroom Activities

#### Activity 1.4.5: Anything You Can Do

###### Topic: Introduction Subtopic: Subfield

List the major approaches to modern psychology for students and ask them what type(s) of behavior each approach can best explain and what type(s) of behavior each approach would not convincingly address. Use student responses to demonstrate how these approaches can be used and how they can be tested.

#### Activity 1.4.6: Freud Is Still With Us

###### Topic: Introduction Subtopic: Subfield

Although students may initially think Freud has no relevance today, many of them are well acquainted with terms like “being in denial,” “being anal,” or “Freudian slips.” Use this video to illustrate:

Compilation of Freudian Slips on Live TV. (2004) (2:50) <http://www.dailymotion.com/video/xcyp6k_compilation-of-freudian-slips-on-li_shortfilms#.UKVT9ORLUko>

#### Activity 1.4.7: Tackling Multiple Approaches

###### Topic: Introduction Subtopic: Subfield

***Resources and Materials***

1. Approaches to Psychology cards from Handout 1.4.1. You will need enough cards in order for each student can draw one at random.
2. Topics cards from Handout 1.4.7
3. Internet access

***In-Class Time:*** 20-30 minutes

***Out-of-Class Time:*** 30-40 minutes

***Procedure***

1. This activity requires students to take part in two groups, one based on the approach to psychology and the other based on the topic they are investigating.
2. Ask each student to draw an approach card and a topic card. When all students have drawn their approach and topic cards, ask them to form groups based on approach. Explain to students that they will research the approach they have chosen outside class, and that they should collaborate online through an e-mail group, wiki, or video chat. Students should also determine how their particular topic is addressed by the approach they have chosen by finding relevant research.
3. At the next class meeting, students should form groups based on the topic they chose. The group members should then discuss what can be learned from each approach and prepare a brief report to give in class.

***Reflections***

Have students discuss the following as part of their reports:

* In what ways is it helpful to hear multiple perspectives on the same issue?
* How did hearing different perspectives on this topic enhance your thinking about your given perspective?
* Why might it be misleading to have information from only one perspective on this topic?

Adapted from *Exercise 1.16: One Subject, Seven Perspectives* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 38. Belmont, CA: Wadsworth.

##### Handout 1.4.7: Topics in Psychology

|  |
| --- |
| **AGGRESSION** |
| **ALTRUISM** |
| **COMPASSION** |
| **CREATIVITY** |
| **DEPRESSION** |
| **DRUG ADDICTION** |
| **SPIRITUALITY** |

Adapted from *Exercise 1.16: One Subject, Seven Perspectives* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 38. Belmont, CA: Wadsworth.

#### Activity 1.4.8: Applying Psychological Perspectives

###### Topic: Introduction Subtopic: Subfield

***Resources and Materials***

1. Handout 1.4.8 Applying Psychological Perspectives

***Class Time:*** 15 to 20 minutes

***Procedure***

1. Have students form small groups and complete Handout 1.4.8.

***Reflections***

Ask students to consider the following:

* What is gained by considering more than one perspective?
* What is lost by considering only one perspective?
* How can you integrate insights from each of the perspectives?

##### Handout 1.4.8: Applying Psychological Perspectives

After reading the case study below, apply each psychological perspective to illustrate how we could better understand this person.

Case:

Bill is a 45-year-old who is suffering from depression. He has recently lost his job and has difficulty keeping friendships. He believes there is no use in trying to find a job or in meeting new people because it always results in failure. He believes therapists are quacks and chooses to drink heavily every day.

Behavioristic Perspective:

Cognitive Perspective:

Biological/Physiological Perspective:

Sociocultural Perspective:

Psychodynamic Perspective:

Humanistic Perspective:

*Handout 1.4: Applying Psychological Perspectives* by Dianne Cook and Thomas Hancock.

Pastorino, E. and Doyle-Portillo S. (2012). *Instructor’s Resource Manual* for *What is Psychology?*(3rd edition), p. 35. Belmont, CA: Wadsworth.

#### Activity 1.4.9: Looking at Relationships

###### Topic: Introduction Subtopic: Subfield

***Resources and Materials***

1. *Approaches to Psychology* cards (from Handout 1.4.1): one set per group of seven students

***Class Time:*** 20 minutes

***Procedure***

1. Have students break into groups of seven and place the stack of cards in the middle.

2.      Ask each group to come up with one common question or issue that college students frequently encounter regarding relationships (e.g., the psychological issues involved with sharing a small dorm room for the first time)

3.     Instruct students within each group to take turns choosing a card and address how one might approach this topic given their perspective. After each person has had a turn, have the group debate the ways in which each of the seven perspectives clarify this issue more fully. Do some perspectives seem more applicable than others?

***Reflections***

* Invite students to come together as a class and share a few of their topics and comments in their discussions.

*Exercise 1.19: Relationships as a Lens* by Melissa Brand

Cacioppo, J. and Freberg L. (2013). *Instructor’s Resource Manual* for *Discovering Psychology: The Science of Mind* (1st edition), p. 44. Belmont, CA: Wadsworth.

### Writing Exercises/Assignments

#### Exercise 1.4.4: Consumer Psychology

###### Topic: Introduction Subtopic: Subfield

Select one of the major approaches to modern psychology and use it to develop a marketing approach for a product of your choice.

#### Exercise 1.4.5: HOAX!

###### Topic: Introduction Subtopic: Subfield

Go to Snopes or a similar site and identify several current hoaxes being spread via e-mail, Facebook, or other social media. Provide students with copies of the hoaxes but not the analyses of the hoaxes. Ask the students to explain the prevalence of such hoaxes using sociocultural theory and Freudian theory.

Adapted from *Internet hoaxes can cost you more than time* by David Topor

Coon, D. and Mitterer, J. (2011). *Instructor’s Resource Manual* for *Psychology: Modules for Active Learning* (12th edition), p. 19. Belmont, CA: Wadsworth.

### Polling Breaks

#### Poll 1.4.2: Eclectic Copouts

###### Topic: Introduction Subtopic: Subfield

Is adopting an eclectic approach to psychology a copout?

### Review Questions

#### Q1.4.3: Using Psychology

###### Topic: Introduction Subtopic: Subfield

How would psychologists use the modern psychological approaches to study whether alcoholism runs in families?

#### Q1.4.4: Matching Approach and Question

###### Topic: Introduction Subtopic: Subfield

Consider each of the major modern approaches discussed in class. What types of research questions are best suited to each approach?

### Discussion Board

#### D1.4.3: Ethnic Identity

###### Topic: Introduction Subtopic: Subfield

Account for ethnic identity using the behavioral, cognitive, sociocultural, and psychoanalytic approaches.

#### D1.4.4: Behavioral Control

###### Topic: Introduction Subtopic: Subfield Concept: Behaviorism

How would a humanist approach behavioral control?

### Journal/Blog Entries

#### Entry 1.4.2: Your Preferences

###### Topic: Introduction Subtopic: Subfield

Suppose you were interested in how people learn. Which approach would you prefer and why? What if you wanted to explain psychopathology? Which approach would you prefer and why? How about for the study of interpersonal violence?

### Online Connections

#### Videos

Sigmund Freud: His life and Impacts on Psychology today.

https://www.youtube.com/watch?v=5J5aDixzufk

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#### Websites

Society for Humanistic Psychology

<http://www.apadivisions.org/division-32/index.aspx>

The History of Cognitive Psychology

<http://www.muskingum.edu/~psych/psycweb/history/cognitiv.htm>

Behavioral Neuroscience and Comparative Psychology

<http://www.apadivisions.org/division-6/index.aspx>

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### Recommended Reading

Fancher, R. E. (1996). *Pioneers of psychology* (3rd ed.). New York: Norton .

Leahey, T. H. (1997). *A history of psychology: Main currents in psychological thought* (4th ed.). Englewood Cliffs, NJ: Prentice Hall.