

Lecture 1- September 18, 2012

Course ID: skinner07732

Definition of Psychology

- 8% of psychological research are performed with animals
- page 66-67 is why they study on animals
- Study animals finding to extrapolate to human conditions

I) The Science of Psychology

Methods of Psychology

- Psycho surgery is the process between brain process and behavior known as psycho surgeons, interested in the relationship between the brain and the behavior
- Thalamus transports the information about emotions to the cortex
- Lobotomy side affects of obesity and in continents (losing control of your bowel removals), lazy, apathetic, lacking in initiative. Lose their ability to think abstractively and leads to promiscuous display in public places.
- The usual procedure is to experiment on primate brains and only move to people when the side affects are to become more or less fool proof.
 - Were used to treat epilepsy by removing parts of the brain that were affected
 - Tremendous amount of research that's tested on drugs
- Psycho pharmacology the affects of drugs on human behavior tested on birds (pigeons), various rodents (rat, mice, guinea pigs), primates (chimpanzee's)
 - Drug was developed to help combat Rubella (German measles) for pregnant women, it also helped morning sickness. The babies were born with missing limbs or shortened limbs.
 - Viagra was meant for a heart medication but now it's known as helping older men with sexual problems.
- Antivivisectionist is against the cutting of animals, is it ethical to use animals if you're going to change their appearance physically.
- Social psychology is the study of groups
- The mind and cognitive observances are only inferred and not amenable from direct study. The only direct study is the outside structure and behavior are directly observable therefore measurable.
- Learning perspective should be called the behavioral perspective in the textbook
- The up side to behavior is observable and measurable, the cons of numbers are taken too seriously sometimes.
- Stimulus--> Response
 $R = f(S)$ (learning perspective)
 - Bright light (stimulus) into the eye which makes your pupils constrict or incoming chalk (stimulus) and response would be to move away because it's just a shock.
- S --> Organism --->R or the cognitive approach
 $R = f(S,O)$
- Behavioral perspective uses the S ---> R model

Lecture 2- September 25, 2012Methods of Psychology

- Doesn't see correlational as a method in psychology
- Descriptive
 - a) Field Observation (Naturalistic observation)
 - Observing behavior in the field as it naturally occurs in the world.
 - Jane Goodall where she studies chimpanzees their personal traits and compare it to human beings. 5-10% of the population are left handed. Left handed = right brain dominated with visual understanding, creativity, non verbal side of the brain is dominate.
 - The majority of things are designed towards right handed people instead of left handed.
 - Left handed are 85% more likely to have an accident than right handed people. 45% more likely to have a workplace injury.
 - Field observations are usually done with humans but sometimes animals too.
 - A lot can be learned about animals and humans from observation but there's often problems like odd behavior.
 - Field observations are the most obvious in descriptive and for it to be useful it has to be done systematically and the person has to be observed in many different situations and as many time as you can in each situation. Or observe as many different people in that situation as many times. If properly carried out in the two ways, the naturalistic observation can be told about humans and animals.
 - Anthropomorphism something you have to guard against if you're doing experiments on animals. Imputing a human feelings towards an animal.
 - Can only describe what you naturally observed, can't explain why the behavior occurred.
 - b) Survey
 - Conditions that need to be met-- surveyors must fully understand the purpose of the survey and be skillful of this administration. Methods of analyzing of reporting the results must be straight forward. The sample of people being surveyed must be representative of the larger population where the survey is going to be applied or generalized. The survey questions must not generate unhelpful (non-discriminating and/or bias) answers.
 - Making people answer yes or no is the forcing technique.
 - Even if the survey has met all the conditions it could still be wrong.
 - c) "Clinical" Methods (used by clinicians and non-clinicians)
 - ⊙ Interviews and Rating
 - What group is the most common would be clinical psychologies
 - By interviewing their patients and by using the rating scales.
 - Ask client questions and with the clients permission will talk to their family members about them and ask them to evaluate the client on a rating scale.
 - Wants to get some sense of the clients past.
 - 10 - 20 ratings per person who's being rated.
 - Clinician must be aware of the relationships between each person who's rating
 - ⊙ Tests

- ▶ Subjective
 - Asking them to tell you about themselves. Pros: If done honestly, you'll get useful information. Cons: You can fake it easily.
 - ▶ Objective
 - Paper and pencil testing
 - Test of the sticking your hand in ice cold water is a test for anxiety.
 - Can't figure out what the test is going to test
 - Pros: Yield a large amount of information about a lot of people quickly without disturbing the daily routine or requiring complex apparatus.
 - ◎ Longitudinal case study
 - Tracks over a long period of time.
 - Non-clinical longitudinal studies: Temperamental behavior and intelligence
- Pros: relatively easy to use descriptive methods. Cons: No matter how accurate, honest, etc your methods was, all you can do is describe what you've been looking at but not able to explain it because you're not in control.

Lecture 3- October 2, 2012

Methods of Psychology

- Experimental methods
 - Intervening in situations systematically by conducting experiments
 - ◎ Location
 - Using experiments are carried out in labs, especially with animals
 - Doesn't have to be, can be done in field experiments
 - ex) Urinal for when guys go to the washroom and if they're surrounded by other guys it'll take them more time to pee than when they're not surrounded by other guys on each side.
 - Experimentation are matters of logic not location
 - ◎ Characteristics
 - In **control** of the conditions that give rise to the behavior you're interested in.
 - ex) Test rats of the same age, gender, breed. The only difference would be their early experiences; one group would be in the dark and the other group would be exposed to images and light. To see if they know how to go to the block with the food behind.
 - ex) will rats who are hungry learn to run a maze more quickly if there's a bigger food reward at the end--does the size of the reward affect the rate of the rats learning.
 - Operational definition; defines something in terms how it's measured.
 - Expectations people act differently than what they were told
 - Use experimental control to obviate the expectation.
 - ex) All subjects are told what the experiment is about and are doing the same thing by remembering a word list after being sleep deprived would be asked to recall the list is the control group. How

to identify the control group is the group that has the least done to it or least manipulated. The other group is given a pill that contains caffeine without them knowing the stimulant. The other group is given which contains no active ingredient aka a placebo.

- Double blind studies where the experimenter doesn't know and the participants don't know what's going on as well.
- If the brain is removed because it's been destroyed by radiation is known as **extirpation**. If it's taken out it's called **ablation**. **Lesion** is where they make a cut in the brain.
- Amygdala lesion makes the brain become more positivity. Septa lesions make you become more aggressive.
- **Replication** which is an advantage to be able to do the experiments more than once.
- It increases the validity of what you were trying to find and especially if you get the same results every time.
- If an experiment can be replicated it can be replicated almost anywhere.
- Replication is also convenient.

◎ Variables

- A variable that something that varies. It's a condition or a factor that can change usually in value or degree.
 - ex) Age, height, smartness, weight
- It's a vary in a quantifiable way that change is measurable.
- Low birth weight sometimes impairs learning ability.
- Two main kinds of variable: **independent** that is a condition that is set and/or selected or manipulated by the experimenter. Independent variables is age. **Dependent** is called dependent because changes in it are dependent are depending upon the independent variable.
- Independent variable is some aspect of what the experimenter is doing, which is the cause. The dependent variable is some aspect of what the participant and subject is doing in that experiment, which is the effect. Experimenter has no direct control over the dependent variable.
- Dependent variable y-axis is the ordinate, independent variable x-axis is the abscissa.
- a- artificiality, i- inappropriate, i- interference effects, i- (errors of) interpretation
- Experimental method is not always appropriate to study something. Inappropriate to study something important and is sometimes artificial because it's in the lab and not in the real place. The gym would be an artificial place to judge somebody on their football skills as opposed to the football field. The experimental control might actually interfere with what you're trying to study.
- If you have the control then you have to explain on what was going on.

Lecture 4- October 9, 2012

II) Biological bases of behavior

- "Psychology has a long past but a short history"- Erbinchaus 1850 - 1909

- Pre-scientific psychology is the short history
- Fechner 1861 - 1887
- Helmholtz 1821 - 1894
- Wundt 1879 - first to open a laboratory in psychology when the short history began.
- 6 degrees of separation; where you're connected to 6 other people
- Trephaining is where you're drilling holes in the skull
- The abnormal behavior had something to do that there was something wrong inside people's heads
- Phrenology is pseudo psychology; read in the textbook.
- Reductionist is when we know enough we can process it and it follows the KISS rule (keep it simple 'student')
 - Nervous System and genetics; basic knowledge on how the brain operates 113 - 22 in ch 4. Don't expect to know pg 123-26. Need to know about the main parts of the brain and their functions pg bottom 129 - 133. No need to know pg 127- 29 the hindbrain. No to split brain pg 135-137. Yes to two hemispheres pg 137 - 138. Chp 3 is genetics for nov test, 74 - 81 genetics of similarity and pg 93 - 96 genetics of differences. Know the main divisions of the NS pg 111. Chp 4; cautions and controversies read pgs 126, 139-142 know it.

III) Sensing, perceiving and consciousness

a) Intro

⊙ Perception

- Each of us can perceive differently but we do perceive differently
- Closing your eye and extending your arm is a testing of lateral dominance
- Retinal parallax, where it's not the same which means no two people have the same retinal images as anybody else.
- You're knowing of the outside and inside world
- Aware of the presence by sense or detect because we can see and hear the prof
- Collectively by our senses where we perceive comes via to our mind
- Transducers convert one energy to another
- Visual, auditory, olfactory (smell), gustation (taste), touch (pressure, pain and temperature; cold or hot), vestibular, kinesthetic
- Know vision- hue and brightness and saturation pg 198, how color vision works pg 202-03, 203 - 10. sight pg 198-201 you don't need to know it the diagram of the eye. Hearing know loudness, pitch and timber 211-12, 214 but not the bottom of 212 to the top of 214. Smell and taste no need to know pg 215-219. Yes to the skin senses is pain 219- 221 from 222- 230 read it.
- psi - esp ; mt, c, precognition and psychokinesis

⊙ Cognition means the same thing as perception

- Sense of balance

Lecture 5- October 16, 2012

b) The Senses

- The 10 senses makes us aware of the external and internal instincts
- Our senses are sensitive to only 8% of the stimulation that's out there, 92% of the stimulations out there we're insensitive to.
- a spectrum of electromagnetic energy outside of us, runs through many waves
- We're sensitive to 380 nanometers to 780nm, a tiny part of the electromagnetic spectrum
- Auditory we're aware of 20 to 20,000 cycles per second. We might not be able to hear 18 cycles but we're aware of it kinesthetically like by feeling it. Dogs are sensitive to above 20,000 cycles and their sense of smells is 5x better than humans.
- According to Letivin frogs can see in light to dark contrast, small dark moving objects. Sensitive to moving edge of light or shadow. Sudden reduction to illumination. Frogs only have rods. Humans have rods and cones which helps us tell colors.
- Different species have different reactions to stimulation; humans see in color and precise detail.
- Different organisms within species have different reactions to stimulations makes it very difficult to make general statements about capacity, efficiency and acuity to senses.
 - ex) Sense of hearing; older people have worse hearing than younger people. Conduction deafness can't hear stuff because theirs something wrong with their ears. Nerve deafness it occurs when you age, have difficult with high speech sounds.

c) Psychophysics

- Psychophysics can't be defined as the study of the sensory consequences of the control physical stimulation. It's the attempt to get around of the two physical problems that the organisms and species react to the sensations.
- Thresholds- what is the minimum detectable stimulus intensity.
- Absolute threshold- the stimulus intensity detectable on 50% of its presentations, about half the time. But it varies from person to person and from situation to situation.
- Difference threshold; minimum detectable change in stimulus intensity aka just noticeable difference.
- Weber's Law; a law about the difference threshold $\Delta I / I = K$, I = stimulus intensity and that K is Weber's constant.
 - For every stimulus, there is some constant percentage of stimulus intensity that must be added to or subtracted from that stimulus for a difference to be detected. If the difference it too small then it can't be detected if it's large then it'll be detected.
- Psychophysics usually works but in practice there are so many things going on that it could be problematic
- Signal detection tries to eliminate psychological factors (motivation and expectation)

d) Perceptual Stability (The world is a perceptually stable place)

- ⊙ Perceptual Constancy

- The shape of the door is rectangle depending on where you're viewing it from it looks like it changed but it really hasn't.
- 5 visual constants; brightness, color, location, size and shape
- When looking at an item from the day to at night, the item looks either black or grey but it's still the same it's just the lighting
- If things weren't constant then things would be problematic
- Perceptual constance is extremely important.
- How does it operate through a combination of experience in learning and embedding in logic

Lecture 5- October 23, 2012

⊙ Perceptual Organization

- unlearned capacity and therefore tendency to organize incoming sensations into patterns. Patterns are usually called gestalt (form or configuration, holes).
- Principle of figure/ground:
 - Have the innate ability to distinct the object, pattern and event (figures) from it's background (ground).
 - Figure has a shape, boundary quality and the ground is formless and continuous or underneath the ground.
 - ex) clock is the figure, wall is the ground. You can distinguish the difference between the two.
 - ex) Can't be distinguished because of the reversible figure. Like where a picture looks like two things and you can't really tell the difference
- Principle of contour
 - can distinguish figure from ground because a contour occurs when there's a mark change in some aspect or aspects of incoming stimulation
- Principle of grouping
 - laws of similarity, symmetry, continuation, proximity
 - grouping things that are similar to each other
 - tend to group things tend to the nearness of proximity to each other.
- Principle of closure
 - Unlearned tendency to perceive more information than it's actually present
- Principle of apparent movement
 - Movement that appears to be moving but it actually isn't moving.

⊙ Illusions

- Conflicting information that creates the illusion
- Insufficient information

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e) Sleep and Dreams (don't need to know for the first test)

⊙ Intro

- Move physically when asleep; sleep walking.

- Mentally active while asleep. We're also aware of the time like we wake up before our alarm clock goes off.
- ◎ Sleep length
 - Average of sleep is 7hr 36 mins
 - People can sleep for a short amount of time and it would still be enough for them.
 - Long sleepers could be because they're trying to escape what lies ahead of them
 - Dement people who slept longer than 8 hrs tend to live longer
 - Micro-sleep while we're awake, we could fall asleep without even realizing
 - Optimal amount to sleep would be 5-8hrs
 - pg 522 about the developing of our brain at a certain age
 - Sleeping habits are able to change like the length of sleep we get

Lecture 6- October 30, 2012

- ◎ Sleep highlights
 - Brain wave activity reveals four different electrical patterns while we sleep in the brain, which refers to different stages of the sleep
 - Alpha (lightest), beta, gamma, delta (deepest) sleep
 - Stage 1: 30%, Stage 2: 35%, Stage 3: 20%, Stage 4: 15%
 - Stage 1 sleep REM happens, the eyes will be moving beneath the eyelids. If you try to wake somebody up during stage 1, they'll think they were dreaming. Happens about every 90 mins, probably happens 4 or 5 times during our sleep and it gets longer every time.
 - c. ffffffffffffffffff.a.a. Why is REM sleep often called "paradoxical sleep"?
 - Physiologically when we're in stage 1 REM sleep our bodies are very close to being awake but behaviorally it's very difficult to wake somebody up during REM stage 1.
 - Heart rate and breath rate are higher.
 - Adrenaline levels are higher than in other stages of sleep, same with blood flow and it sexually arouses us.
 - Arms and leg muscles are very relaxed and flaccid
 - Jouvet removed the medulla oblongata from the brain of the cats they continued to sleep and have REM sleep but they didn't lose their muscle tone
 - Vestige
 - c. ffffffffffffffffff.a.b. Do eye movements reflect what is happening in the dream?
 - That the eye movements usually don't reflect what you're dreaming

- The rapidity of the eye moving, it could reflect on the level of activity in the dream.
- c. ffffffffffffffffff.a.c. Does everyone dream the same amount?
 - Yes we dream the same amount, in the sense that we dream for about every 90 mins
 - But if we compare it on the length of sleep we get then no, because we sleep at different lengths of time which is less amount of dreaming.
 - Some people are able to remember a lot from their dreams while others are not
 - Dream at two levels; as participants and also as an observer
 - By squeezing somebody while they sleep, it affects their posture in their sleep.
- c. ffffffffffffffffff.a.d. Can a person react to the outside world without waking from a dream?
 - Yes they can, if you say somebody's name quietly and repeatedly they'll probably recall about it when they're awake.
- c. ffffffffffffffffff.a.e. Why do we dream?
 - Dreams as thinking explanation, cognitive approach to dreaming. Dreams are manifestation of us processing of what our waking lies like current concerns
 - Dream content must be based on memory
 - Dreams are based on memory conceptions
 - Adults may dream things based on memory, that might not be the same for younger people.
 - Roffwarg had a hypothesis that for the fetuses brain to develop optimally then it should be stimulated a lot
 - DAMIT dreams (Dreams of absent minded transgression); people who are trying to stop drinking or smoking will dream about having a relapse.
 - If you didn't have the experience then you wouldn't be able to dream about it.
 - Dreams of efforts that deals with problem solving
 - Freud dreams represent the vicarious fulfillment of a wish or impulse, most usually an impulse or wish that would be aggressive and/or sexual in nature, that is not or cannot be gratified or fulfilled during waking moments. Can satisfy them during their dreams.
 - William Dement difficult to awake a dreamer and that Freud said that dreams guard our sleep, and Dement said that people need to dream
 - REM rebound

Lecture 7- November 6th, 2012

- Jouvet removed the pontine tegmentum but didn't have REM sleep
- Cats died because they ate too much or engaged in sexual activity.
- Suggests that REM is important and that you shouldn't mess with it.

- Will do no evil if you: **hear, speak or see** no evil
- Sleep will be a longer of REM sleep when somebody's a drinking alcoholic. If we over drink and we don't feel good the next morning it's because it cuts down on our dream sleep.
- All theories might have merit and some might be useless
- Blind people do dream but they don't dream in visual images. They dream in temperatures and that blue is cold and red is hot. Blind people have to rely on their sense of hearing. It's more auditory than visual.

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f) Night Terrors or Nightmares (Pavor Nocturni)

- Mare means devil in an old german language
- Definition of Nightmare: Oppressive or terrifying sleep experience. Incubus means evil spirits, devil or monsters usually female descends on sleeping persons.
- Night terrors and nightmares are stage 4 problems which is the delta stage.
- Stage 4 sleep is where they're in very deep sleep.
- Bad dreams are stage 1 phenomenon
- Wake people up in stage 1 sleep is that their heart rate is low because they're almost awake. In stage 4 it'll be a massive increase in heart rate.
- During stage 4 sleep that they were very frightened and that they had difficulty breathing.
- People suffering from nightmares often have some sort of health problem which could trigger night terrors. Two problems: heart problems or where the heart races from time to time, if it's not a heart issue then it could be asthma.
- Night terrors are related to disturbances in the autonomic nervous system
- Sleep 4 is uncontrolled anxiety and that in stage 1 it's controlled anxiety
- People who have frequent nightmares might suffer from uncontrolled anxiety
- Can reduce stage 4 with simple medication

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← Lecture 8- November 13, 2012

IV) Learning and Memory

a) Learning

⊙ Definition of Learning

- Look on pg 286 for the definition of learning
- That in our learning there's a change of behavioral where learning increases or decreases in learned responses
- Learning is the happening or the results in our experience
- Arthur Jensen 1964: Learning is that which may be said to have occurred when there is a change in a probability in a specified response following the cessation of a specified stimulus situation, excluding changes due to physical growth (maturation) and changes due to physical or chemical alternation of the nervous system.
- Examples of the exclusions: Imprinting for ducks, where the ducklings follow an older duck thinking it's their mother. The **following response** emerges between the 13 - 16 hours where they've matured and will follow anything around. It's not a product of learning it's a product of maturation.

- ex) Suckling behavior emerges because of maturation like when babies are born and know how to drink milk from mothers, they know how to naturally do it.
- Examples of physical and chemical alteration in the NS: Mohammed Ali he shuffles when he walks and mumbles when he talks and sounds weird because he was getting hit in the head too many times and it's due to parkinson's disease.
- Alcoholic psychosis where brain tissue is destroyed by alcohol, where they have too much alcohol in their blood.
- Plato doctrine of association: We learn to connect in our memory things which occur together in our experience, such that if we think of or remember one we tend to think of or remember the other.
- Examples of **association**: Lightning bolts striking and then shortly after the thunder happens, is that they occur together and it's like association.

◎ Type of Learning

i. Classical Conditioning

a) Basic Paradigm

1. Test for Pseudo conditioning
2. Before Conditioning: Unconditioned Stimulus (US) eg) noise → Unconditioned Response (UR) eg) Fear
3. During Conditioning: Unconditioned Stimulus (US) eg) noise + Conditioning Stimulus (CS) eg) Rat
 - ↳ Unconditioned Response (UR) eg) fear
4. After conditioning: Conditioned Stimulus (CS) eg) Rat → Conditioned Response (CR) eg) fear

- Watson and Reiner got permission from the mother since she wanted him to become more responsive. Albert is not afraid of the white rat when it was introduced to him, which is a test for pseudo conditioning. Then the noise of the metal pipe was banged against his ear and then he cried. After he gave them the rat and then banged the metal pipe against his ears. After several trials when he was given the white rat he was afraid of it. Now he has a classically conditioned fear of the white rat.

- Same behavior repeated twice is the same for UR and CR.

- When the women sees a naked man 2. UC = nudity → UR = response. 3. US = nudity → UR = blush + CS = coat. 4. CS = coat → CR = blush

b) Related Phenomena

- **Stimulus generalization higher order conditioning**, the hairier, furrer and whiter the more likely he'll be afraid of it. The more similar to the white rat the more albert would be afraid of the white rat. The generalization of the description of the white rat will be similar to it.

- Physical similarity is the same as

- the envelopes was always carried by the prof, so that whenever his wife saw him he was the second order stimulus and that the envelopes were the first one.
- where a rabbit is leaped out at him out of nowhere is **spontaneous recovery**
- **Extinction**- It's not as strong as the time before and that it starts to get less strong. The more intense the CS the more traumatic it is and that it is less likely that the extinction will occur.
- 1920 Watson was fired and that's when he did the stuff to his son
- Brought in a white rabbit, fear while he was eating which is a pleasure and would take a step closer each time just standing there.

Christmas exam - 60 M/C, chapter 1&2- 5 questions, 3 &4- 1 lecture question, 6- 6 questions, 5-12 sleep related questions, 7- 24 on classical or operant condition, 10- 12 questions

Lecture 9- November 20, 2012

ii. Operant/Instrumental Conditioning

a. Basic Paradigm

- Catatonic where you can hold an unusual posture for a long time and that if you brought the arm down it'll go back up with a response of negative reflexes.
- Operant is where you're awarded with things tend to have more and more useful consequences for classical.
- Operant/instrumental condition is usually under the learners control
- Voluntary responses, going to church when his wife wasn't even there it was a voluntary
- Thorndykes law of effect: A response is followed by a satisfaction will be more likely to reoccur. A response followed by a neutral or unsatisfactory experiences will be likely to reoccur.

b. Reinforcement and Punishment

- Reinforcement where there's something awarded or something bad taken away.
- Reinforcement positive or negative has a single purpose to increase the probability of behavior.
- ex) If you study by reinforcing by getting good grades, being praised and getting scholarship money is a positive reinforcement.
- Punishment intended to decrease the probability of the behavior.
- ex) If a child runs into the streets and his parents punish him by spanking him, the child would less likely run into the streets again since something unpleasant has been added to the situation which is an example of positive punishment.
- With positive punishment something unpleasant is added to the situation to be discouraged from frowned upon decisions
- B.F. Skinner did lots of experiments with rats and monkeys and did the pioneer work of the operant/instrumental conditioning

- Disks in the skinner box where it's call a manipulandum, where the pigeons would peck for food or water

c. Schedules of Reinforcement

- Every time you do something and you get rewarded is known as continuous reinforcement

- Sometimes but not all the time are you rewarded is known as partial reinforcement

- Ratio is after a numerous amount of responses

- Fixed ratio is an operation and that reinforcement is delivered after a fixed number of responses behaviors that has occurred

- ex) Every tire made is a representative of fixed ratio since you're getting paid to make one more tire each time.

- Variable ratio is on average a number of fixed number of responses

- ex) On average it's after a certain amount of numbers of coin going in

- Interval is after a certain time that has passed

- ex) Rat on a 50 second fixed interval schedule, it's not going to get anything else, to eat or drink until that 50 seconds is up.

- Variable interval delivered on average

d. Postscripts

- Those associations won't be formed if things aren't occurring together in a timely option

- Reinforcement must follow behavior in a timely fashion slowly.

- If a child watches a movie and there's a crime that's committed in the movie in the beginning but doesn't get punished till later, the memory will not stick.

- Schedule reinforcement are very useful and powerful ways of putting people in making them do whatever. ex) Squirrels water skiing since they hate water.

- Caroline was put on an operational schedule where smarties were the reward and after earning a lot of smarties, she told her father to clean her room if she gave him 10 smarties.

iii. Observational learning

Lecture 10- November 27, 2012

b) Memory

⊙ Definitions

- The definition of memory is retained learning, whereas remembering is the process by which we retrieve memory

⊙ Three-Box Model of Memory

- Takes time to move on could be a year or hours, depends.

- Elaborative rehearsal to focus on information and make a connection to the things we already know. It also assists with the consolidation process which occurs naturally, usually while we're sleeping.

- Make memories from going short to long term is where we try to connect things which is also known as elaborative rehearsal. It could be happening in the hippocampus in the temporal lobe.
- Hippocampus is crucial to the consolidation process, same with sleep.
- ⊙ Explanations for Remembering
 - Long term memories are those memories that last for a life time because when they're learned it takes place in RNA molecules, and that the older they get the harder it takes to make RNA and have difficulty to create new memories.
 - Memories exist physically in new protein molecules (RNA)
- ⊙ Types of Remembering
 - a. Recall
 - Process of remembering without the benefits of cues
 - a.k.a pure remembering without any help
 - Ebbinghaus is better known for his pioneer work in the study of memory. He invented the nonsense syllable and began with cvc (constant vowel constant) nonsense syllables
 - b. Recognition
 - Recognizing information with the reminding of cues maybe when from original learning
 - A more sensitive form of memorizing.
 - can recognize the information from the multiple choice
 - Upside: It's like a fun time of memory like when you recognize somebody you haven't seen for a long time
 - Primacy effect where the first and last thing you remember but in the middle you don't remember anything.
 - Downside: Yerky's Dodson Law: In many instances there will be optimal performance at some intermediate level of arousal. Various circumstances can compromise or interfere with the efficiency of recognition. The more aroused you are when it's a hard exam it results in a lower performance
 - Expectations where people were given two cups of the same drink and they thought one was good but the other one tasted bad..when in reality it was the same drink.

Lecture 11- December 4th, 2012

c. Redintergration

- Is difficult to study and not in textbooks
- Significant proportion of our memory is redintergration memory
- Not remembering on a whole bunch of cues and also without any. Is remembering on fragmentary and partial cues
- An aroma or smell is a sufficient redintergrative cue that causes us to remember a bunch of fragmented memories
- The first two lines of the song is when the snow starts falling the memories of the break up comes back up
- Flashbulb memory are vivid memories of emotional events

- Things that were to occur together in experience reoccur in our memory together again and are connected in our memory

d. Relearning

- The method of savings, you learn it and then time passes and then you over it again to relearn it shouldn't take too long
- Relearning is the best way to regain retention

⊙ Types of Forgetting

a. Repression

- Two kinds of Amnesia: Psychogenic and traumatic; psychogenic amnesia doesn't last very long and if the memories come back they're incomplete and that traumatic may last for years and can be recalled back with accuracy and perfectly detailed.

- Repression is not required to recall them

- Retro grade amnesia where he has a loss of memory prior to the trauma of the even like the accident. It's usually psychological.

-Anterograde amnesia a loss of event after the trauma of the event. Is usually physical explanation

f. Distortion

-Faulty original learning, the original learning was wrong even though they learned it what they're learning wasn't right.

g. Interference

- ABAR- Learn the first, learn the second, try to learn the first and it's called Retractive

	Retroactive Interference	Proactive Interference
Experimental Group	Learn A, learn B, Remember A	Learn A, Learn B, Remember B
Control Group	Learn A, take a break, Remember A	Take a break, Learn B, Remember B

h. Decay

- The use it or lose it explanation. If we don't use memory that we have it will decay over a number of years.

- The memory that hasn't been used for several years haven't decayed, like riding a bike you still know how to do it after a long amount of years of not riding one

i. Retrieval failure

- We have more memories than we think we do, it's just that we can't retrieve the memories

j. Replacement

- Learn A and learn B and that B replaces A, it's similar to interference

⊙ Transfer

- If you learn something, what you initially learned will help you learn another thing by positively transferring

- Once we learn how to drive Car A the skills will transfer positively to Car B which is a different type of car and you'll know how to drive that car.
- Proactive interference is also known as negative transfer, car driving to boat driving = positive transfer since it's the same wheel. Negative transfer when the boat is something different and it moves to the opposite direction compared to the car you drive.

Lecture 12- January 8th, 2013

V) Motivation and Emotion

a) Motivation

⊙ Definition

- Motivation an inferred process within an animal and human that causes movement either towards a goal or away from an unpleasant situation
- Any condition of an organism that affects its readiness to start upon or continue in the sequence of behavior
- Motives can be defined as the causes of behavior which could be movement or not movement

⊙ Functions

- Motives have three functions; serve to activate, guide and maintain behavior over time
- An inferred process, motives are not observable they're internal conditions
- The difficulty is to observe what the motives are in that particular situation
- Related difficulty, what's motivating furkurling behavior (his son)

⊙ Classification (check the chart in planner)

- Primary; inborn and unlearned and Secondary; acquired and learned
- Survival are physiologically deficit, it could eventually harm you at the end if we lack one of the survival needs
- General where manipulation is usually curiosity
- Secondary where it's learned for fears and social motives
- Learned fear is the dark, where they can become to be afraid of the dark
- Social motives cause people to learn how to achieve those three states social motives

⊙ Achievement Motivation

- Sometimes referred to the need to achieve
- David McClelland where he did his work on the need for achievement
- Research question: Why do secondary motives develop in different strengths in different people?
- Why are some people joiners or party animals a.k.a affiliating with other people, whereas other people are loners and reclusive.
- Develop a method for measuring the strength of secondary motives such as achievement
- i) under suitable conditions motives can be aroused. The prof is hungry because he hasn't eaten for a while and that if somebody offered him food

and somebody who has already eaten food, the prof would be more likely to take the offer for food

- ii) once aroused, motives will influence “fantasy”. Fantasy in the sense of story telling about ambiguous pictures. Projective tests ask the subject to interpret the stimulus that has no obvious meaning

- Projective tests: word association, sentence completion, Rorschach (ink blot tests), thematic appreciation test (asks people to tell stories about ambiguous pictures and to answer three questions: what is happening, what led up to happening and what will happen next in this picture?).

- Wanted to generate different levels of achievement motivation;

- Relax- where nobody hasn't done them yet and that they just want somebody to try it first

- Success- administrative skills to select people for positions of government and universities and tells them the past results of the previous test takers

- Achievement-oriented- No norms were ever announced, wasn't given any info to compare how well they did on the test

- Failure- The norms were announced and that they were led to think that they did poorly

- Success-failure- Students after the first test were led to think they did very well and then that after later on they were told that they were doing poorly

- Margaret Winterbottom was a small experiment where she had 29 mothers with 8 year old son's, did the same thematic appreciation test with the children.

- Mothers who had high achievement of motivation weren't babying their children for their whole life's and doing everything for them and that the moms wanted the children to be self reliant.

- Mother's who motivated the children to be self reliant grew up to be that the children grew up to want to try their best and hardest in whatever situation because of the early self reliance

- Achievement of motivation is to do one's best

- There's a link between protestantism has encouraged self reliance in children which leads to adults having high levels of achievement motivations which would connect to capitalism

- David McCullan was a secondary motivation for achieved motivation

- Logically there should be no reasons to have high achievement to do well economically in law, science or business

- 6 jobs where they're interested in by high achievement motivation that they were attracted to: stockbroker, office manager, sales manager, buyer, real estate salesperson, factory manager

- Dated data if you were to compare protestants and catholics in 2012 and to 1950, they're completely different far less than from before

- Correlation seems to tell us that things vary together and that one things are not caused by one another

- Machiavellianism was Italian that came from the long dead, it suggests that other people are controlling other people for their own good. In social psychology it has a narrower definition; interpersonal manipulation and that you are skillful at manipulating others. It's not necessarily bad since you're successful at it.
- Christie- people who were Machiavellianism should have high achievement motivation so that they're able to do well

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← Lecture 13- January 15th, 2013

b) Emotion

◎ Emotion and Motivation

- How might emotion and motivation be connected?
- Not motivated to put his hand on the burner again because of the fear. The emotion of fear and relief are feelings that accompanied motivated behavior by moving his hand away.
- behavior is to play golf to be motivated to not have another heart attack which is pleasure
- emotions can just be accompaniments of the behavior and can become motives
- Some emotions are just the feeling states that accompany the motivated behavior
- Emotions can become motives which are causes of the behaviors.

◎ Theories

- James-Lang (1890) worked together and they proposed the theory of emotion where behavior produces emotion.
- Cannon-Bard where emotions would lead to behaviors
 - ex) fear of being mugged leads to the behavior of running away. Physical changes and our cognitive ability which allows us to identify and connect to the physical changes that are happening
- Schachter 2 Factor theory in an emotion producing situation could lead to a numerous amount of physical changes. Physiological changes and interpretation of the physical changes

◎ Emotional Development

- Two kinds of emotions: Primary (inborn) and secondary (acquired)
- Primary emotions; anger, fear, surprised, joy, content and more
- Secondary emotions: vary from one culture to another
- Are they inherited or are they acquired from the environment.
- the intensity of the emotions will be modified by the environment
- Anger: -Interference with goal activity
- Anger aggression comes from frustration
- Carson (1930)- overreacting to things that are more known as annoying. Asked 600 people between 10-90 asking them what 30 things annoys them the most. From 18000 to 2600 and groups the rest into groups of annoyances. 1st group: 4. something physical

characteristics of people that cannot be altered (old people who's eyes always water, snot dangling out of kids noses), 2nd group: 5.3% on physical characteristics that can be altered that usually aren't (poor posture especially on tall women), 3rd group: 12.4% clothes and manner of dress including grooming (clothes that didn't look nice compared to him), 4th group: 18.8% Things and activities that are not directly connected with people (the weather, taxis, traffic), 5th group: 59% human behavior (cheating, children, stupidity, rudeness, various activity of the nose and mouth)

◎ Identifying Expressed Emotions

i) Bodily Changes

- The mouth tends to dry, blood vessels to the muscles of the trunk the arms and legs tend to dilate and muscles to the digestion area tend to constrict. Stomach activities slows down or even reverses and that control of the bodily urinary slows down
- The galvanic skin perspiration tends to go up and your breathing tends to become irregular and heart rate goes up same with adrenaline
- Not very helpful figuring out which emotion we or somebody else is happening

ii) Eye Changes

- Positive emotional state our pupils tend to dilate and negative our pupils tend to constrict
- Eckherd Hess- Had people pick which mother was best and they chose the left one and didn't know why when it was because her pupils were bigger and that dilated pupils usually mean warmth.
- The larger the pupils the younger the person is and the smaller the pupils the older they are
- large pupils make children more attractive, the older the person the smaller than the average person
- The aversion constriction hypothesis: if you look at something you like the pupils will dilate and if you look at something negative, the pupils will constrict. The evidence came from the pilot study, where 10 people were tested; 5 people that claimed to be heterosexuals and 5 men that claimed they were gay. The heterosexuals the nude men will cause constricted pupils and nude women would cause them to dilate and that would be the opposite affect for gay men.
- The darker the iris, the friendlier the people perceived to be

iii) Facial Expressions

- The startled response is a universal expression of surprise

- People all over the world have the same expressions for these emotions: sadness, happiness, anger, contempt, fear, disgust and surprise
- Gary Schwartz had invented facial electromyography, where he had electrodes attached to their facial muscles. The pattern on the changes of the neutral faces are still the same when the emotion is expressed
- Facial feedback, if you're feeling crappy or sad, start smiling and it won't take too long before you start feeling better.

iv) Vocalizations and Gestures

- Observe changes in their gestures or bodily posture or breaks and sobbing in their voice, indicates how the person is feeling
- Useful since it shows and vocalizes how they're currently feeling
- Julius Fast Social distance >12' = public distance, 3' - 12' = social distance, 18" - 3' personal, 0 - 18" intimate

v) Cultural Background

- The way we express our emotions may be influenced by the cultural background we've grown up in
- Klineberg (1938)- Check table in Planner
- American students concentrated on the mouth, which is the most expressive feature on the face. Japanese students looked at the eyes because it's a culture that tends to mask emotions

vi) Knowledge of Situation

- The world cup for Spain winning
- Children and adults smile and laugh for many reasons, usually if we're happy about something or embarrassed or humorous
- Anne Marie Gulmette: Situation: Serious even disastrous, type of humor: arousal (sick, black, gallows, morgue)
- situation: social unacceptable, type of humor: superiority
- situation: incongruity, type of humor: incongruity (the football outfit)
- jokes often have the elements of superiority, hostility and sexuality in them
- A good story teller has a good incongruity in there

VI) Psychological Development

a) Maturation and Behavior

- 4 stages: childhood, adolescents, adult and old age
- Maturation the process by which the various parts and characteristics of an organism reach full development
- How does maturation connected to behavior; behavior matures. If you have reached a certain point of maturation, the behavior will appear

- You have to be given the opportunity to practice behavior
- Diddoro said that all children are essentially criminals or lunatics
- Behavior matures is the behavior appears when they mature
- readiness to acquire behavior matures and it has to be taken advantage of. Where the child has to mature enough to learn the behavior and that even though they're maturely ready to learn the behavior they aren't given the opportunity
 - ex) Understanding arithmetic, once the cognitive is ready and it's not taken advantage of they're not given the opportunity to learn arithmetic
 - ex) Read, not able to read till 2 or 3 until the lining of the cortex is mature enough and that it's not maturely ready, and then when it is maturely ready they have to be given materials related to reading so that they're able to learn reading
- 4 basic tips to learn how to learn: cortical maturation and readiness, opportunity for instruction practice learning, has to be motivated, a normal perception like not dyslexic
- Your ability to recognize when your child is able and ready to learn to read
- Leonard Sacks has a PhD in psychology, did some research on gender matters. Girls and boys mature to understand literacy and arithmetic. Boys mature slowly than girls to know literacy and arithmetic and may not have the good experience.
- Sacks suggests that boys should be delayed to enter kindergarten and that it might be beneficial for them to start later than girls.
- Speech is ready in the 2nd year, where Isabel was raised with a deaf mute mother who didn't speak and until 6 y/o she never heard a word and then after she was able to speak at her age level.
- The only way that the child is ready is that the parents have to be ready, so that they're aware of their children readiness.
- Children learn how to speak by modeling speech from their parents since they're imitating their parents
- Two readiness is necessary; a child cortical to learn a behavior and a parents readiness
- A child's readiness develops slowly and then suddenly (walking holding a table and then after being to walk w/o holding anything)
- Readied parents will know the developmental milestones, on average of 10 months but from 7-10months they learn how to crawl. Crawling seems to happen less often because kids are now sleeping on their backs instead of their stomach.

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Lecture 14- January 29, 2013

b) Critical Periods

- A relatively restricted period of time that is a particular importance for the development of a behavior

◎ Emotional

- Look at the chart in this weeks planner
- halfway into the differentialness critical period the warm kids had 7 months and the kids who were cold had on average and couldn't be affiliative

- Impulsive have to be trained and learn what's right wrong, safe and dangerous, etc.
- Aggression control, where it's a natural self service aggression and not malicious, where they take what they want because of their ego.

◎ Intellectual

- Parents are responsible for emotional and intellectual would be from school and teachers, which would usually be after 6 years old a long ago.
- Up to age 4, the child's intellect it was flexible and that it was optimal to nurture a child's intellect
- In 1938 Skeels, went to an orphanage and moved them to a different orphanage where they were paired with an intellectual teenage girl. The people who were older the IQ went down 26 and the younger gained 26 IQ points
- Burton White, The Harvard Pre-school Project, intellectual competence wanted to find out why some kids are more intellectual competence than other kids and what age does it start. He thought it would be from age 3-6. A group kids were found out that they had higher intellectual competence and also social and emotional competence as well and acted more mature, were always better at getting information, help, and attention from adults. C group kids were less likely to get help, attention from adults and if they did get attention from adults it would be because of trouble.
- White focused on 40 children and their parents. Teach Talk Toys Initiates Restrictions Encouragement. As early as 10 months it's somewhat clear if it's an A group and a C group child. As late as 18 months, it's clear to which group it really belongs in. **Critical period: 10 - 18 months.** Children change during 10 - 18 months because they start walking and stuff and how the mother reacts it'll identify show if the children will be in A or C. Indirect role: Organizer of the environment, which is what A group mothers did that the C group didn't, A group mothers naturally know what to do and take advantage of the child's natural curiosity. Dominant activity at age 1 is to gaining activity by looking. A group mothers provided a wide variety of toys, not only store bought but also household toys and also allowed the kids to have freedom to roam around the house. C group where the house is so neat and that you can still see the fresh lines of a vacuum, it shows that the mother didn't let the kids go inside that room. C group relied on playpens, cribs, gates, high chairs since it's restricting the child's ability to explore. A groups characteristics and naturally would stop what they were doing and focus on the teacher, talk to the child and try to extend the child's activity by doing something related but new. C group mothers made them less available, doesn't mean that they loved their children less, and it was more on their terms instead of their children terms, talked less to their child, less available and played with them at a regular time. Critical period if not taken advantage of from 10-18 months, you won't be able to take advantage of it again. It was a field observation study. You need three things: A general understanding about how a child's intellect develops, specific guidelines as to what you're going to do as a

parent, vast amount of energy. Not only talk to the child, but also read a lot when they're younger. Respond at least directly, they don't have to completely stop what they're doing but at least try to understand the experience.

Lecture 15- February 5th, 2013

c) Piaget's Stage Theory of Cognitive Development

d) Origin of Personality

- Thomas Chessmen Birch 1970 where does personality come from? Is it inherited or shaped by the environment or even both?
- Did a 10 year longitudinal study, study extensively 141 children, from when they were born to when they were 10 years old. 9 dimensions of personality (temperamental qualities): Activity level, Mood, Adaptable, Persistent, Sensitive, Regular, Accepting, Intensity level, Distractible
- Children seemed to show distinct individuality of temperament even in the first few weeks of life and regardless of the type of handling by parents
- These original characteristics tend to persist over the years
- Most of the kids can be placed in one of the three groups, depending on their temperament, they were known as "easy", 40% where they were adaptable and easy to raise. 10% were the difficult group where they were hard to raise, 15% in the group of slow to warm up where they were just there. 35% couldn't be easily classified into either of the three groups and is known as a mixed group.
- If these characteristics were present in kids in the first few weeks of life and that personality is of genetic origin, temperamental can change for the environment, like if they were an easy baby to raise but when they're older they can be more rowdy and harder to raise after.

e) Childhood

- CHART IN PLANNER Munsinger did many studies on affection and control. Highly affectioned with privilege and where there were high control, they were polite, obedient.
- Permissiveness is not supposed to be understood as giving them to do whatever they want, it's more like freedom that comes with responsibility. Must maintain your control and love consistently.
- People who are not spanked are tend to be more successful than the ones who are spanked. And that by being spanked it leads to corporal aggression. Children can be spanked between the ages of 2-12 as long as they're not using their objects or being hit in the head
- Up until the 1500's there was no childhood, and that you were either an infant or an adult. And that you became an adult when you were confident with using words and speech.
- In childhood, reading was best acquired when children were learning how to speak
- When they learned how to read, they'd be considered as an adult

f) Adolescence

- In many western countries the period from child to adult is adolescence through right of passages (driving, liquor license, prom)
- It's a times' in one life to acquire those specialized skills

- adolescence is the modern society ...question on the test

g) Differential rates of maturation

- Most of us mature at an average rate, but the minority of people mature more slowly or quicker than other people.
- Early maturing girls: Have the prestige to be socially popular because they have a sexually image and that they're most likely to fight with their parents, have body image issues and drop out of school. Also their peers will be jealous of the rate they mature.
- Late maturing girls: Have a harder time but even though they mature late they're more happier and popular with their appearance than early maturing girls. Less stressful because the guys are at the same developmental point.
- Early maturing boys: Generally have a more positive views on their body than on the late maturing boys do and that they're better at sports because of their physique and are often more chosen on leadership roles.
- Boys born in December are 30% more likely than January babies to receive a diagnosis of ADHD
- Late maturing boys: Aren't as positive about their body image.
- Jones (1965) Early maturing: socially successful, achieving. Late maturing: active, insightful, exploring, independent
- EMB- least at risk psychologically < LMG < EMG < LMB- most at risk psychologically throughout the rest of their lives

h) Adulthood

- Middle adult hood: middle in the sandwich where you have kids to look after and also aging parents to look after.

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← Lecture 16- February 12th

VII) Thinking and Intelligence

a) Thinking

- Read the textbook to know more
- Chapter 3; genetics 82-86 human heritage and language know it. Our human diversity 97-102
- Language is so central to thinking

b) Intelligence in the intellectual sense and the textbook is more emotional intelligence.

- Emotional intelligence know it.
- Intelligence is difficult to define
 - ⊙ Definition
 - Manipulous and ill defined, the second most frequently used
 - Psychometric approach is the general intelligence
 - Cognitive approach assumes that there's many different kinds of intelligence. Sternberg's triarchic theory and that there are
 - 2 approaches: several aspects and domains of intelligence
 - Learning capacity is to acquire knowledge and adaptation to the environment
 - ⊙ Intelligence Testing
 - Intelligence is what intelligence tests test

- The scores that the tests yield is an enormously strong predictor of several things: academic achievement and occupational attainment. They use it because it's the ability to predict.
- Has been generated from the testing of people's intelligence
- Any tests including intelligence tests, to be useful has to have to be reliable and valid (measures what it's supposed to measure). Where it gives a stable or consistent or reliable results
- Split half reliability, where you split in half and that it gives you the same results which is a split-half reliability.
- If the test is reliable it doesn't mean it's valid
- a test measures in what is intended to measure is validity
- If a test is valid it will be reliable. every time you use it. A reliable test is not necessarily valid, since it may or may not be measuring what you want to measure.
- Some may argue that Francis Galton was the first to create the intelligence test for the paper and pen test instead of Binet
- Mental and chronological age was identified as the same
- Expect how to do the calculation for the IQ on the final exam mental / chronological x100 = answer. For stanford the chronological was 2 months for each answer correct.

Lecture 17- February 26, 2013

◎ Giving Meaning to IQ scores

- 3 ways intelligence in population check in WAIS table

IQ	verbal description	% in each group	cumulative total
130+	Very superior	4	99
120-129	superior	7	95
110-119	bright normal	8	88
90-109	normal	46	70
80-89	dull normal	15	24
70-79	borderline	6	9
<70	intellectual disability	3	3

- Extremes of intelligence: "Low" intelligence can be divided into two categories: **organic** (15% something wrong physically, may have had an accident such as a CO2 poisoning, chromosomal which could lead to down syndrome, injury, disease, ending -itous is inflammation of the lining of the brain, unavoidable/unreversible) and **psychosocial** (85% is improper nutrition at an early age, the last trimester of the pregnancy the first 6 weeks is that if

they're malnourished then it could lead to the brain to develop small brain cells)

- To be able to participate in the Paralympics they must have an IQ of <70 which is intellectual disability

- Louis Terman was the American that standardized the Binet Test that's being widely used today because he wanted to use it as a longitudinal study. Tests about 150,000 between 6-8 and 19 and that 1500 children were selected because they had an IQ of 140, 1500 were chosen had normal intelligence.

There were different physical differences, the brighter children they were bigger babies when born, walked earlier, taller, healthier, more athletic. They also talked earlier and used speech earlier and taught themselves to read around the age of 3. More well adjusted personally and socially. A child who took the test who's 8 years 11 months old chronologically, mental age is 15 years 7 months which is an IQ of 187, he finished school at the age of 19 by getting his PhD.

- Among the bright children they're occupationally they had more demanding jobs and earned much more money and they also had all university degrees and were personally and socially better adjusted than normal intelligence, lower rates of divorce, lower death rates, lower rates of mental illness.

- Nullum magnum ingenium sine mixtura dementiae fuit, the smarter they are the less likely they'll have mental illness.

- Predictive comparisons: Look at the education and occupation table.

Occupation	Mean IQ	Range
Lawyer	128	96-157
Accountant	128	94-157
Manager	114	50-151
Mechanic	106	60-155
Truck Driver	96	96-149
Farm Worker	91	24-141

Education level	Mean IQ	Range
High School Grad	104	"80-200+"
Frosh	118	
BA	123	
MA	126	

Education level	Mean IQ	Range
PhD	141	"115-200+"

- Invalidity, it's hard to be accurate and valid for the tests. They think it's not fair that the children don't get to see what their tests scores and that sometimes the test isn't fair for certain people.

⊙ Sources of Intelligence (heredity and environment)

- Pgs 97-102 should be read

- Heredity: Directly manipulate genes to get a result. Selective breeding done by Tryon in 1940, which started with a undifferentiated group of rats and ran them through a maze and picked out the ones that did the maze quicker and bred them to be maze bright rats and did it for 11 generations

- Three studies: 2 is good, 1 is bad. Henry Goddard 1918 looked at Kallikak who had fathered two lines of descent had a sexual congress with a lady, where they had a male and then has more kids with a wife who's above average and that they'd compared the first and second descents together. 483 descents; 82 died in infancy, 36 was illegitimate, 8 were proprietors for a house of prostitutions, 3 were epileptic, 143 were feeble minded and that intelligence was gathered through heredity but some people argued that it could be the environment they were raised in because they weren't exactly in the proper environment. 1932 Key and Sherman they spent a lot of time in the hollows and that they found out that if you move from the most isolated hollows to the least isolated hollows that the IQ scores increased which suggested that it was the environment which caused it to increase. In the most hollowed places the people who were older their IQ went down and that it suggests that the environments had the effects. 1937 Newman and Husinger for the twins

Siblings	Fraternal	Identical	Identical
Raised together	twins raised together	twins raised together	twins raised apart
0.50	0.63	0.88	0.77

- The difference between siblings and fraternal has something to do with environment. Fraternal and identical the difference has something to do with heredity. Identical raised together and identical raised apart is that there's still a lot of heredity influencing the IQ scores but it's also the environment since they're raised apart. Fraternal and raised apart is that it's heredity even though they're raised apart. Both are an impact but heredity is stronger.

- 75% heredity, 25% environment if it was 100% intelligence

- Intellectual potential is 100% determined by heredity but to the extent that it reaches the heredity potential is 100% based on the experiences in our environment

⊙ Creativity

- Is an importance of intelligence that we should consider.

- Lubart (1984) is that creativity involves the ability to produce something (idea or work) that is novel something that is not only original but also unexpected and as well appropriate and that it works.
- Mednick has a remote association test, if you can solve them quicker the more creative verbally he or she might be. Painting bowl nail ---> Finger
- Karlins; 1- commonness-uniqueness, 2- type of response, 2a) syllable/word a definition: illegal, bulldoze, kindred, hydrophobia, jargon, overtired b) syllable/word restructuring: kindred, therapist c) syllable/word restructuring: jargon, ferocity

• FINAL: 20% will be from first term, 20% january - feb, 60% from now till the end of the course

THIS TABLE COULD BE ON THE EXAM!	“Traditional” intelligence (inside the box)	Creative intelligence (outside the box)
Cattell	crystallized intelligence	fluid intelligence
Gulford	convergent production	divergent production
De Bono	Vertical thinking	horizontal thinking
Medick	rigidity	flexibility

Likes	Dislikes
Pepper	Peony
Broccoli	Begonia
Sweet Potato	Sunflowers
Carrots	chrysanthemum
lettuce	lily
Beets	black eyed susan

Lecture 18- March 5th, 2013

VIII) Personality: Normal and Abnormal

a) Normal

⊙ Definition of Personality

- Can't actually see personality, but we can see the way they behave which could cause it.
- uniqueness and individuality, might be similar but never the same.

- motivational, perceptual and social are theoretical personality
- constitutional is an a theoretical of personality

⊙ Approaches

i) Motivational

➔ Psychoanalytic (Freud)

▶ Introduction

- He's a psychiatrist and that some of this theories are validated while some are not

▶ Classification of motives

- Is a motivationally theory that activate, guide and maintain behavior over time; tension reduction because tension is unpleasant
- Highly pessimistic
- only interested in the life instincts and concluded that human beings do things and couldn't explain it because of life
- According to Freud each of the life instincts were associated with the parts of the body known as erogenous zones. Erogenous zones are areas in the body, where stimulation of which brings down the unpleasant tension.
- Frustration of these motives are possible like for intercourse

▶ Personality structure

- Being comprised of three components: inborn (born with it) which is **id** (desire), the other two develop over time which are **ego** (reason) and **superego** (consensus, general agreement)
- The **id** operates at the level unconscious which we're unaware. It also demands **immediate gratification**, where they want to be satisfied now. The collection of behaviors that we use to achieve gratification is **primacy process** and the **id** operates according to the **pleasure principle** which is the reduction of unpleasant tension. The removal of unpleasantness does not equal satisfaction.
- Early in our lives the **ego** (reason) develops to **restrain, moderate, delay** or possibly **redirects** from the **id**. The collection of behaviors that enable us to restrain against the **id** is called the **secondary process**. The **ego** operates to the **reality principle**. The **ego** helps keep us behaving practically and realistically.
- The third structure: **superego** (conscious), operates at some level of unconscious and to **restrain the gratification** of the **id** and **ego**. It is also a **tertiary process**. It operates into the **morality principle**. Develops as the protector of the equalizer for the weak.
- The basis of personality disfunction is unresolved but a powerful conflict between the **id**, **ego** and **superego**.
- These conflicts between the structure causes anxiety and have no choice to reduce it, which are called defense mechanisms. The

more energy we have to invest in maintaining our defense mechanisms which leads us to having a less amount of energy we have to be able to live life.

► Personality development

- Personality develops through a series of overlapping stages: oral 0-2, anal 2-3 or 4, phallic 3 or 4-5 or 6, latency 5/6-puberty, genital - puberty --->
- Normal childhood with understanding parents is that they'll pass easily through these genital stages and become a normal well adjusted person. If they experience unusual security anxiety or frustration in one of the pregenital stages usually caused by their parents, they may become fixated which means a preoccupation with reducing the tension and gratifying the moments on oral, anal or phallic. Which could lead to predictable personality's characteristics in the adult.
- **Oral** - First year of a child's life reduces unpleasant tension via various activities with their mouth (eating, suckling, burping. If a child is not hassle during that stage then they won't become fixated on that stage. If the fixation was serious, where they needed to be fed for another 4 hours and they weren't, because they're so hungry they could be focused on the unpleasant tension of hunger and will grow up as a gullible adult. If a child is being breast feed and they're weening their child, when they start to grow teeth and that they were fixated on it, they may grow up to be a nail biter, biting the insides of their mouth. argumentative, bitterly, sarcastic, incisively witty
- **Anal** is divided into two: retentive and expulsive. The child learns to retain his feces until the toilet is available. They become responsible to control their feces and physically control it. This could make the person's characteristics obstinacy and stinginess. If a child is successfully toilet trained
- and is interest in his bowel movements and that if you remind him that it's gross, then they'll grow up to be OCD about everything and that it has to be clean and tidy. If they're able to admire their feces without any hassles then they'll grow up to be messy, artistic.
- **Phallic**, for boys in the phallic stage are interested in touching their genitalia. While they're playing with it they have incest fantasy to their mother, the problem is that they have to share the attention with their father, which leads to a competition to his father and that sometimes it could develop the fear to his father. The male child seriously fixated in the phallic stage may have significant problems with male authoritative and have an unconscious to seek females that remind them of their mothers. For females is that she's still interested in the male genitals. They

recognizes that she doesn't have a penis and blames her mother and is angry at her mother and jealous of her mother for having access to one which is her father's. It is repressed in her unconscious and is a young woman who unconsciously seek out for males who remind her of her father and is a woman hater. Males and females have been innocent, natural and strong interest in things sexual, if a child is made to feel guilty about that natural interest and develop a fixation. If adults are highly curious about their environments can be turned into a more general environment like are interested in physiques but go into psychics instead.

- Latency: It will go into the phallic stage and that the social acting will happen in the latency stage and that the personal development happens not only in phallic and latency?

▶ Evaluation

- Broken watch analogy: If you wanted to understand how and why people behaved, would you start with a broken person.
- Positive: Freud has given us a language for communicating. Unconscious and early experiences, our personality develops by the age of 6
- Free association is where the first word that comes up to associate the image or word.

➔ Superiority (Adler)

- Birth order: The possible characteristics on who was first born, etc. Argued that first borns were more dominant. Adler was the first to highlight them.
- He didn't think sex and aggression was that important. Each of us is trying to achieve superiority trying to overcome an inadequacy like physical deficiency, psychological. Our personalities are our reflection of our strength to achieve superiority.
- It's healthy that we recognize our inadequacy which directs us in our behavior.
- There are things we can do: we try to make up for in one area by achieving superiority in another area, which is like compensation.
 - ex) A person who wants to be an athletic success without having any skills will become a really smart student.
- Or they will try to overcome their inadequacy and achieve superiority, it's only healthy if the person succeeds
- They may develop inferiority complex if they fail to achieve superiority
- Overcompensation the person making super human efforts to overcome the deficiency and to achieve success, which could be healthy since the most of the times people don't succeed. The downside is that they're trying so hard to overcome their deficiency is that we'll see them to strive for things. The majority who try a lot will fail and has an enormous impact on personality.

➔ Self-Actualization (Maslow)

- Trying to reach the potential that we have in everything that we do
 - ex) We all have the potential to graduate from this university and if we do then we would've actualized this potential and that we reach self fulfillment
 - If you achieve superiority then it connotes that you became better than everybody else because we're motivated to self actualize, by trying to do the best we can as individuals
 - Our definition of self actualization is more modest, humble
 - This is a phenomenological theory
 - Peak experiences are attainment of excellence or the experience of beauty
 - Self actualization theory is appealing and commonsensical
 - Has little quantitative support which is why it's more common sense
 - Some people just achieve what they want and not achieve higher levels. Some people may just achieve on the top levels and not pay attention on the bottom stuff which could lead to death since the bottom levels aren't fulfilled
 - People worry about the term potential because it's indecisive. If you don't know what your potential is limit or is then you might push beyond it without knowing
 - It's idealistic and one sided
 - Based it on external observations on other people who did great things and assumed that they were wonderful people and enjoyed their life on the things they've done, but in reality he had no idea and that's the downside of the theory.
- ii) Perceptual (cognitive)
- George Kelly; we use our perception of the inside and outside of the world, which comes to us in our incoming sensory. We try to use our perception of the inside and outside world to do one thing which is to make our world predictable.
 - Basically two ways to make the world more predictable: To open ourselves up to experiences like by learning more and more about the world, since the more we learn about the world the more predictable we'll become, which is known as the dilation (scientific) approach which is psychologically healthy since it's opening them up to experience. The unhealthy way to make our world more predictable will be more constriction by making sure that whatever in your world never changes.
- iii) Social Learning (behavioral specificity)
- Proponents are more perception, behavior and learning
 - Fixated because of a bad experience when we were younger and that it's repressed in many areas and that's why we're so keen on learning and paying attention since we're satisfying our intellectual curiosity or during a phallic stage.
 - This behavior only happens because of the situation and it may only happen in that situation since its demanded by. We learn the things we do in

specific situations because we've been reinforced in the past for that behavior

- If a mother is over attendant then she produces a child that's over dependent which leads to being over protected and that they can't think and do for themselves.

- Observational learning where children learn what to do things where they imitate their parents or somebody close

- Personal characteristics are inferred come from the past that's been reinforced because of imitation

- George Sheldon (1954) if there was a connection between physical and psychological differences.

- In this correlation matrix is that they're off dynamics or diagonal

- Correlation does not imply causation

- Factors associated with the body builder are not in direct ways

	Endomorphy (big stomach, weak muscles)	Mesomorphy (strong bones and muscles)	Ectomorphy (flat chests, pipestem bones)
Viscerotonia (relaxed, easy-going)	0.79		
Somatotonia (aggressive, energetic)		0.82	
Cecebrototonia (inhibited, restrained)			0.83

iv) Constitutional

- It's how we react to that person just because of the way they look, which could affect how they look at themselves

b) Abnormal

⊙ Definition of Frustration

- The consequences of interferences of goal directed behavior. Frustration is the consequences of interferences of motivated behavior.

- Two sources; **environmental** which are the sources outside of ourselves like inanimate (income tax, weather, electricity) and animate (creatures who are alive; people) sources of frustration. **Personal** frustration, we either have unattainable or conflicting goals which are enormous sources of frustration that are within us.

⊙ Coping with Frustration

- LEWIN: 3. approach - approach conflict, you want to do this and this but the consequence is that you can't do both at the same time and that you have to choose one over the other

- 4. Avoidance - avoidance conflict, you don't want to do either of them but you still have to do one of them since you're trapped in the space. Temporarily people will leave the problem and day dream or procrastinate.
- 5. The approach avoidance conflict, you are attracted to some aspects of the situation but avoid the other
- 6. Double approach avoidance which would drive you insane
- If we have long term frustrations in our lives and when we try to solve the problem fails, the problem is there and it won't go away and to stop ourselves from going crazy is trying to produce the consequences of frustration. The way we do that to do irreducible frustration which are defense mechanisms.
- Defense mechanisms are inferences from behavior which is where we're rationalizing, it's also descriptions not explanations. They also may operate at a conscious level. It's naturally repressed at an unconscious level. We can choose to use them or in an unconscious way. They are not mutually exclusive. In moderation defense mechanisms are a good thing, they reduce psychological problems like anxiety and guilt and in mental health we tend to rely on them and over use. All defense mechanisms involve self deception, which allows us to fool ourselves about our motives, which is where we disguise or distort our major motives of our problems. Self deceiving to make ourselves feel better. Protect our self esteem by reducing anxiety and guilt.
- Alcohol and fantasy are not Freud made but they have all the characteristics. Alcohol reduces the anxiety associated with negative goals and the motivational conflict. It also reduces rationalization. If we over use fantasy enough, we may lose the ability to tell the difference between reality and fantasy, which could lead to schizophrenia. Fantasy can have a structural outcome but it usually postpones something effective. If fantasy is not over done and relied upon too heavily, it can be effective. Some people tends to talk in terms of two forms that fantasy can take; hero and semaphoring hero.
- Freud made: progression, regression, displacement, intellectualization of repression is talked about in the textbook
- **Rationalization** which is the most well known defense mechanism, but it's not the most important it's just the best known. Our behavior is seen as justifiable, logical, sensible, reasonable--which is rational. Rationalization is to justify our unjustifiable behavior. Soften the disappointment connected to goals that we have but we don't realize. Two forms of rationalization: The sour grapes form or rationalization where something unattainable that you did want and see something bad because you couldn't get it. The sweet lemons of rationalization, "every cloud has a silver lining". You try to see something good in an otherwise bad situation.
- **Reaction formation** allows us to believe at a conscious level that our motives are the exact opposite at an unconscious level. In projection we don't deny our own undesirable characteristics as deceive them in others in exaggerated amounts, so by comparison we don't seem so bad. ex) Donating 10\$ doesn't seem that bad especially when other people haven't donated anything.

- **Regression** can take two forms; one is in the textbook and primitivation is a form of regression and a consequence of failure to cope and behave in where it's more primitive than the usual way they behave and the unusual way of behavior. If they were so frustrated and the only way to cope with the situation was to hit somebody in the face that would be regressing in the primitive regression, since it's not how they usually react which is uncharacteristic of them. Primitivation is something where you didn't do before which is immature and that it is different between retrogression where it's returning to something that you did when you were younger, playing the sick role when you were younger as an adult.

- Defense mechanism of **displacement** (substitution) comes in two forms; sublimation if we're conflicted about the social unacceptability of our motives then we may substitute way of behaving which will make us appearing that we're behaving acceptably. Freud was not charitable to religious, artists, musician. Compensation this form of displacement usually carries implications of feelings such as failure, lack of self esteem and social inferiority. We might try to find something compensative to it. ex) A high school girl, who's noticeably unattractive and her father was a bartender. She would pile on the make up, which didn't make her pretty but it made her noticeable. (new point) We may evolve unusual skills or hobbies where there aren't much competition in it, which could make us feel good about ourselves.

- **Intellectualization** is emotional insulation. Doctors, nurses, etc have to make a promise not to be emotionally involve or connected, which is why they emotionally insulate themselves.

- **Repression** is known as the master defense mechanism, which is the most important. ex) doing something else instead of doing what you have to do. Teaching, on your way to class but instead you end up somewhere else.

- Advantages of defense mechanism: Buy us time by repressing the responsibility so like buying coping time, may lead to rational behavior in the future. May lead us to try to learn new roles and try new behaviors.

- Disadvantages: The more we rely on defense mechanisms, the less effective they become overtime. Only alleviate symptoms of our problems ex) chronic frustration which produces anxiety and guilt and leaves it untouched. If we overuse defense mechanisms we may create worse problems compared to the beginning. If we rely on retrogression like playing the sick role as adults when we were younger, it could lead to hypochondria.

- Stress causes us to have physical problems and frustration is psychological problems

-Tara MacDonald found that intoxicated people were more likely to have unsafe sex than sober people. Further studies showed that with the hand stamp aid kills, it proved that intoxicated people were careful about having unsafe sex.

⊙ Criteria of Abnormality

- How do we decide if the behavior is abnormal or not three criteria (criterion is one); a) mental disorder as a violation of cultural standards there's nothing wrong except it's regarded as normal in another society but it might not be seen

the same way in another culture. Known as the social con formative criterion b) Mental disorder as emotional distress c) Mental disorder as self-destructive or harmful behavior, if a person is behaving in a self destructive manner then it's because of the high level of emotional stress. d) This isn't stated in the textbook but also mental disorders are maladaptive which is like to meet the demands of daily life.

⊙ Classification of Abnormality

- DSM look it up.

i) "Neurosis"

- Is anxiety based disorders are the anxieties in your face, often about trivial things which is usually not that important to us. **Neurotic** is in-touch with reality. **Psychotic** who at least episodically out of touch with reality.

➔ Anxiety Disorders

▶ Generalized Anxiety Disorders

- Uneasiness, discomfort and distress, people who all the time have an elevated level of anxiety. They can't pinpoint the cause of the anxiety.

▶ Panic Disorders

- They have panic attacks during the peaks where the anxiety is really high
- Occurs regularly enough in the 5% population. It's very physical like you feel it like it's a heart attack.

▶ PTSD (post dramatic stress disorders)

- highly anxious people because they frequently relive the trauma that has happened to them

▶ Phobia

- Intense irrational fear of an object of situation that occurs in the childhood frequently of classical conditioning. It's something that he/she shouldn't have been afraid of or no longer should be afraid of it. Like being afraid of gravity. Intrusive/interfering where her mom was a neat freak and that it rubbed off on her when she was young and then later on when she grew up she couldn't go out in public to dirty place without vomiting in public, which made her sub phobia to be afraid to go outside.

▶ OCD

- can be reduced by thinking about other things and engaging in ritualistic repetitive behaviors.
-OCD is not a single unified disorder so like cleanliness, incest or masturbation
- Serotonin helps to induce in us feelings of calmness and stay deeply asleep, low serotonin = difficult of deep sleep and to feel calm enough
-multi-dimensional of cause but it's difficult to treat

➔ Somatoform Disorders

- The anxiety is transformed into at a conscious level which is something wrong with your body. They're masking underlying anxiety.
- ▶ Hypochondria
 - worries about with health concerns
 - three aspects: multiplicity of health complaints, medical orientation where they subscribe to medicine magazines and know a lot about medical items, 95% are females is not making it up and believes that they do have these physical problems and that they're real.
 - It's maintained because it could be connected to retrogression where it's connected to them when they were younger
 - Reactive hypoglycemia (low blood sugar) that can cause the two lists from both rhetorical questions
 - psychogenesis is something physically and that it's real.

Psychosomatic is where you have a gasterous hole in your intestine which is real and that it's physically wrong that's cause psychologically

 - do you know the difference between hypochondria and psychosomatic disorder...it's real.
 - multiplicity complaints
- ▶ conversion disorder
 - has one major physical complaints
 - not nearly as anxious as one might expect
 - ex) persistent coughing attacks, sensory, motor like paralysis.

Vietnam war; a pilot came increasingly conflicted about dropping bombs on innocent people in vietnam. Hysterical blindness, he thought he couldn't see and that they found out there's no physical blindness but it was a psychological one. The anxiety had converted into a physical unconcern. Therapy can help treat and get it back
- ➔ Dissociative disorders (fix this)
 - The fundamental problem is anxiety,
- ▶ Dissociative Amnesia
 - presumably figured by psychologically physically
 - ex) He's got a choice to either keep on holding onto his brothers hand because if he does, then they'll both drown or leave him and that his brother still drowns. He's amnesic about this because he has flashback about this and that with psychiatric intervention they're able to deal with the problem.
- ▶ Dissociative fugue
 - ex) Dawn lives at home with his mother, works during the day and goes to university and he has a girlfriend and they wanted to get married, and the mother didn't like the girlfriend. Had to decide whether he picked the mom or the girlfriend. But instead before the month was over he disappeared and was found in a different state

and that he didn't remember anything about him or his mother which was a traumatic anxiety amnesic event.

-dissociative amnesiac fugue means flight

▶ Dissociative Identity Disorder (multiple personality)

- ex) 3 stages of eve, where she had black outs and like gaps in her memory. When the doctor received a note where it started off with her own handwriting and then it changed. When confronted she transformed to another personality eve black and eve white had no memory of eve black. By talking to these two personalities overtime, they began to combine the two into a third called Jane.

- was either being abused and/or not as real like how psychiatrist tend to think

- Real but rare disorders

ii) Psychosis

-out of touch with reality

➔ Paranoia (paranoia personality disorder)

- least common

- people have delusions of being persecuted. A delusion is a false and irrational belief maintained despite it's logical obscurity and lack of supporting evidence

- The origins may come from actual experiences, especially when we were younger. Actual experience of aggression like the older sister is trying to get him (the peanut comics)

- EXAM What's the main difference between paranoiac and the paranoid schizophrenic. Paranoiac has a logically tight delusional network since the delusions fit together logically. Schizophrenic are disconnected and not well organized. ex) Paranoiac age 33 by murdering his wife with a hammer by beating her to death. He had the delusion and had been convinced that his wife wanted him dead which wasn't true.

➔ Schizophrenia

- It was a new word that describes where the personality loses it's unity and they don't have a split personality. Perception are split from reality. Has an early age onset, the age range is mid teens to mid thirties.

- McGhie and Chapman people with schizophrenia do much worse than other physical problems.

- occurs to 1 to 2% in the general population

- in adolescence the natural goes to pruning in synapses and that schizophrenics prune away too much synapses

- the hippocampus is also smaller in schizophrenics since it helps us interpret incoming information, if it's smaller then it helps us less to determine the difference between reality and non-reality.

- Schizophrenics create their own words and it's hard to understand what it means and that sometimes it's hard to understand what it means, which could be because of the disorganization of the brain
- Brain chemistry; in schizophrenias there are higher levels of dopamine, which is a neurotransmitter that helps us to pay attention to things. Seeman discovered excess dopamine.
- If a woman gets a flu in the first few months of their pregnancy, their children have a chance of being schizophrenic.
- Symptoms that look like schizophrenic behavior sometimes occur in people who have cats that could have a micro organism in the cats feces which could lead to schizophrenia.
- In the physiological disorders there's a history of serious physical and sexual abuse which could lead to schizophrenia break down.
- ▶ The clinical picture in schizophrenia: hallucinatory and delusion.
 - Schizophrenics are characterized into delusions and hallucinations. People think they're hearing things that other people haven't seen. Hallucinations are perceptions of the absence of the object. Most common hallucinations are auditory like voices where other people don't hear. Instead the voice that they're hearing is indeed his or her own voice which is where they don't recognize it.
 - people can be helped with their auditory hallucinations and that if you start to hum then it can help since it's being used for humming and not for the voices you're hearing
 - the main culprit is the breakdown in the attentional process, so like selective attention, and that it'll eventually break down. If you can't focus on one thing your thinking will eventually become disorganized and illogical thinking.
 - emotional distortion so like when talking about something sad and then all of a sudden you're thinking of something else and you start laughing which makes you look like you're heartless.
- ▶ Classifying schizophrenia behavior
 - 1) **Reactive vs process:** Reactive schizophrenia is sudden and came on quickly and is a response of a horrible life event like something traumatizing. Has a better prognosis of recovery.
 - 2) **Type 1 (positive symptoms), type 2 (negative symptoms)** lacks characteristics that normal people have, is often socially apathetic and that they're emotionally flat.
 - 3) **Typology (different types of Schizophrenia)**
 - ▶ Undifferentiated
 - About half of schizophrenics would be of this type and is the least interesting and least colorful of any type of schizophrenia
 - ▶ Paranoid
 - Allusions of persecutions and gradation
 - ▶ Hebephrenic
 - Was the great goddess of youth

- Seems to regress in childish levels of behavior, talk like a child, fantasies of a child, personal hygiene and eating like a child
- Two types of factors: regression and inappropriate affect so they may think it's funny or foolish at the wrong time
- ▶ Catatonic
 - Person who is highly negative and has an unusual capacity to maintain the same physical movement for a long time.
 - Can also create unusual purposeless behavior and frenzied activity
- ▶ Mood Disorders
 - **Depression** that it's connected to suicide and that 80% have a history of depression. Depression is higher in women than men, since women think and men drink. The incidence of depression in the population is 10%. Depression is the common cold of psychopathology. Depression could be inherited and it could also be geography like where you live. Seasonal affective disorder like people who live in Northern climates where we don't get enough melatonin. Chemical, in some depressives you'll find low levels of serotonin but if you give people medication that bumps up their serotonin levels, that may or may not help their depression. Nor adrenaline helps us to build our body resources in the manic depressives and that they're consequences not causes.
 - In all 6 of the people on the day of the switch there was a brief elevation of the naturally substance of the body and that the chemical was probably the switch that make people go from depression to manic. The people who are bipolar are psychologically stress. The brain chemistry is probably a problem. Shock therapy (EST/ECT) seems to work pretty well and doesn't produce negative side effects like before, to treat severe depression

IX) Social Psychology

a) Social Psychology vs Sociology

- When the pharmaceutical company advertised in Japan for anti-depressants, before they thought their attitude was stoic and that it was just who they were. But after the advertisements the depression rates in Japan has rise since depression wasn't common before.
- Behavior occurs in a cultural context and that can be influenced for the good or not.
- Psychology talks about individuals instead of groups like racial prejudice

b) Areas of Interest

⊙ Leadership

- **Great person theory (charismatic person theory)** some people just because the strength of their persona, attractiveness and psychologically powerfulness will emerge as leaders. ex) Hitler was charismatic, powerful person since he posed his wills on millions. Another was Martin Luther King. Trudeau.

- **Zeitgeist** means spirit of the times and that essentially time and circumstances dictate the types of leaders that need to emerge. ex) Vidkun Quisling, the Norwegian saying that they could protect themselves by Hitler and that they won't invade Norway
- ⊙ Communication
 - The star usually the one who's the main leader who has the power and that the group works well but the other four know their stuff but they usually keep quiet
 - com-con because people are usually happy since everything is equal but they produce work that is less efficient since everybody is agreeing to everything which leads to a bunch of random ideas instead of just one sufficient one.
- ⊙ Compliance (and the next two are social influence)
 - The **foot in the door technique** is a way to get people to comply to your wishes. ex) First asks to see him to go over his essay, then to go over the outline and then to get an extension. If they say no the third time after the two yes, then it would seem bad.
 - The **door in the face technique** usually start with an impossible demand and then comes down ex) Charity asks if you wanted to donate 200, and if you say no and then they keep on lowering until 40 which is a tax receipt which usually makes you comply. Or a fast approaching deadline which makes you to make a decision fast
 - Low balling technique where you agree to buy the truck and the sales person says they have to run through the manager and then say no that they can't accept the price, and 2/3 of the people will usually offer to go higher since they already said they'd buy before
- ⊙ Conformity
 - Some people will go along with the group even if they can't conclude the things they're seeing which is conforming to group judging. Conformity has been declined in North America since the 1950's. It's a powerful process but less powerful now compared to previous years.
- ⊙ Obedience
 - Stanley Milgram was a Jew and wasn't affected personally by the atrocity in WWII, and he became interested why people do the things they did because he found it incomprehensible. He thought only the psychotic people would only go to the limit but was shocked that people obeyed to the fullest extent.
 - Agency if one perceives that one is the legitimate agent of authority then he or she may act of things differently to do things they wouldn't do
- ⊙ Altruism aka prosocial behavior
 - The willingness to take selfless or dangerous actions for others.
 - ex) Kitty Genevieve was attacked by a sick man and was beaten up, and being stabbed. While screaming her head off asking for help thinking somebody would come for help, but nobody did.
 - Darley and Latane experimented to see what would happen when they hear a loud noise and a scream. If it was an individual they would go and check it out, if there was one other person there 30% chance they wouldn't go and check it out, if it was 2 other people then it would be 40%.

- People were diffusion of the responsibility or known as the innocent bystander effect. Since the helpfulness could be diffused among the group of people

⊙ Attitudes

- Is a belief about people, groups, ideas or activities that leads to predisposition or readiness to act in certain ways

- The two main things that are looked at are: creating or changing attitudes in other people and how attitudes may change within ourselves.

- Propaganda in changing attitudes in other people

- Loaded words very pro in their beliefs like “glorious”, uses words that influence the attitude. And then they can identify with the positive attitude and the prestige suggestion it could be a model for that product and that we would buy it because we think it’s amazing since the person has done something miraculous before.

- Festinger changing the personality within the individual which is the consistency theory; reliance, congruity, cognitive dissonance. When we see that there’s a consistency between what we believe and our attitudes, we feel psychologically comfortable about ourselves because we’re preaching on what we believe. Cognitive dissonance is where it’s spun positively and that if our behaviors and attitudes are consistent of each other, we feel psychologically comfortable. If there’s dissonance in what we believe and what we do, then there’s a problem called cognitive dissonance and that we don’t feel good about ourselves. Like if we believed one thing but did another then it could be like the individual wouldn’t like themselves.

- David Bus had done a study where a good looking male and female graduate would go out and ask undergraduates with three manipulative like if they wanted to have coffee, go back to their apartment or have sex.