

CHAPTER 1

INTRODUCTION

TERMS AND PRINCIPLES

Psychology
Science
Determinism
Analysis
Application
Individual differences
Nativist
Evolution
System

STUDY OBJECTIVES

1. Within what discipline did psychology first begin?
 - A. Psychiatry.
 - B. Medicine.
 - C. Philosophy.
 - D. Biology.
 - E. Phrenology.
2. Why do most modern psychologists object to defining psychology as "the study of the mind"?
 - A. Because other things, such as behavior, are more important to study than the "mind".
 - B. Because "mind" is such a vague term.
 - C. Because "mind" is only one aspect of behavior.
 - D. They would substitute "psyche" for "mind".
 - E. Because "mind" implies soul, and most modern psychologists aren't religious.

3. What is psychology?
- The study of the psyche.
 - The study of the mind.
 - The study of the body and its functions.
 - The study of the philosophies of humanity.
 - The study of behavior.
4. Which of the following defines science?
- The study of behavior.
 - The study of research.
 - The systematic classification of objects in the environment.
 - The systematic study of how events are related to the production of other events.
 - The manipulation of numbers in pursuit of ultimate truths about the universe.
5. Science originated from men and women's _____ the world around them.
- Drawings of.
 - Feelings about.
 - Dependence on.
 - Liking of.
 - Observation of.
6. What do we mean by "cause and effect"?
- One group of events always produces the same outcome.
 - One group of events sometimes produces the same outcome.
 - We can't tell if a group of events will produce an outcome or not.
 - If all the conditions are there, the outcome is bound to occur.
 - A & D.
7. What is the term that has replaced cause and effect in modern times?
- Determinism.
 - Science.
 - Analysis.
 - Psychology.
 - Application.
8. How is the science of psychology like all other sciences?
- Psychologists wear white lab coats, just like other scientists.
 - It uses numbers and formulas.
 - Its subject matter is "caused", as is that of other sciences.
 - It started at about the same time as other sciences.
 - It doesn't assume determinism of events.
9. What are the two main parts or efforts in the science of psychology?
- Control and prediction.
 - Analysis and application.
 - Analysis and control.
 - Application and prediction.
 - Control and application.
10. Which of the following describes the analysis feature of the science of psychology?
- Listing events as we see them.
 - Answering the question, "Why?"
 - Assuming that all things are determined.
 - Finding out and describing conditions that cause specific events.
 - The classification of objects in the environment into categories.
11. Which of the following describes the applied feature of the science of psychology?
- Analysis of naturally occurring events.
 - Observation of objects in the environment.
 - Bringing together the needed conditions to produce desired outcomes.
 - Bringing together outcomes to study their causes.
 - The classification of causes discovered in analysis.
12. Which of the following is an example of how analysis and applied psychology interact?
- Discovering in the lab that immediate reward is more effective in learning than delayed reward, and later using these data to design a reading program for elementary school children.
 - Using tones rather than lights in the design of aircraft control panels, and designing a program using immediate rewards for teaching reading.
 - Discovering in the lab that shock reduces responding, and later finding that removal of shock increases responding.
 - Discovering a new measuring instrument in the lab, and later finding out that it measures the same thing as one you've been using.
 - All of the above.
13. The fact that people are not alike in many ways has provided the basis for a topic of study in psychology called:
- Analysis of variance.
 - Group variability.
 - Psychotherapy.
 - Evolution.
 - Individual differences.

14. What is more important in the study of psychology than differences in physical characteristics?
- Differences in brain type.
 - Differences in body shapes.
 - Differences in skills.
 - Differences in galvanic skin responses.
 - Differences in heredity.
15. Another study area closely linked to skills and how they differ from person to person involves:
- How they got the skills.
 - Behavioral genetics.
 - History of psychology.
 - Psychoanalysis.
 - Blood typology.
16. What is a "nativist"?
- A person born in a particular place, to which he or she is "native".
 - A person who believes that all things are learned.
 - A person who dances in the full of the moon, and has a fetish for bones and shrunken heads.
 - A person who believes people are born with certain basic skills that can't be acquired through learning.
 - A person who believes that behavior can only be explained by the interaction of learning and inheritance.
17. Which of the following defines evolution?
- A change occurring periodically in governments.
 - The fact that we came from chimpanzees.
 - Changes that occur across generations in the ability of a type of animal to deal with its environment.
 - Changes that occur within the lifetime of an animal that allow it to better deal with its environment.
 - Changes in the natural environment, brought about by the forces of nature over time.
18. The conflict many people have in terms of function and feeling centers around:
- Our politics and that of our parents.
 - What we do, and how we feel about it.
 - Being who we are and wishing we were someone else.
 - Having to do something.
 - The fact that studying is a drag and a bore.
19. Nature is always on our side.
- True.
 - False.
20. What have humans built to improve on nature?
- Margarine.
 - Schools.
 - Weapons.
 - Systems.
 - Androids.
21. "The placing of tasks, personnel, and machines into a unit to achieve a somewhat complex end result or function." This defines:
- Science.
 - System.
 - Personnel management.
 - Application.
 - Nature.
22. Which of the following are issues regarding female-male, male-female roles that will be discussed in this book?
- How did the roles get to be the way they have been up to now?
 - What part does, and did, biology play in these roles?
 - Why should women get equal pay for equal work?
 - A & B.
 - All of the above.

CONCEPTUAL EXERCISE

Ab, the first day of class, Jan thought, glancing around the chemistry lab, watching the students talking and fingering the equipment. Budding geniuses, no doubt . . . or mad doctors. She chuckled to herself. No matter. I just hope I can keep them from maiming themselves too badly during the semester.

"Okay, group. Try and pry yourselves away from each other for a minute, and we'll get started." She paused as the noise subsided, and the students drew their attention to her. A graduate student in chemistry, Jan had taught this lab course for three semesters now, and was beginning to feel comfortable in her role as teacher.

"You and your lab partner," she began, "are about to embark on the systematic study of how certain events are related to the production of o-

ther events. Specifically, how certain chemicals react with others. And also, a bit of psychology, as you'll be able to witness firsthand how people react to frustration when their experiments fail to work out as they should. We have paired you off because some of you are not as clumsy as others, so hopefully you can both help each other get through the experiments with a minimum of mental damage . . ."

A student in the class, Juke Jackson smiled, and looked over at his lab partner, Jim Johnson. Juke had already met Jim at football practice—he was an offensive guard, and a pretty good one.

"Now today," Jan was saying, "we're going to learn something I'm sure you've all been dying to know—how to bend glass tubing. You'll find this to be very valuable information, if not for passing this lab, then at least for amusing your friends at parties. The first step is to light your Bunsen burner, and adjust the flame so that it's small and blue, with a tiny orangish tip . . ."

Jan walked around the lab, checking each student to make sure no one was on fire yet.

"Now, each of you pick up a piece of glass tubing from the table. Hold it with the pad, and place the middle over the tip of the blue part of the flame . . ."

Juke watched his tubing in the flame as the insides clouded with condensation. He rolled it gently so all sides would be evenly heated. "Now," Jan continued, "once they're real hot, take the other end with a pad, and bend it slowly around to an 'L' shape, like this." She demonstrated with a heated tube, bending it effortlessly into a right angle. "If you bend it too fast, it'll pinch off the middle, and the thing'll be useless. And be careful not to touch the tubing . . ."

Juke was barely listening, concentrating on the glowing tube before his eyes, arcing it around slowly . . .

"Juke . . . look at this!" Jim handed him a thing that looked like a pretzel.

"Hey, Jim, that's pretty cool—EEEEAAHH!" His hand jerked from the thing like lightening, before he even knew what was happening, dropping to the floor with a crash. The burning sensation spread slowly through his finger tips . . .

"Oh, hey man, I thought it was cooled off—hey Juke, I'm really sorry . . ." "Sokay . . .," Juke winced. *Yeah*, he thought, looking at Jim, *this is going to be a great course*.

Jan whirled around at the sound of breaking glass, and saw Juke holding his fingers. *Wonderful*, she thought. *And the semester's only beginning*.

1. By ". . . systematic study of how certain events are related to the production of other events . . .", Jan was referring to which of the following concepts?
 - A. Biology.
 - B. Psychology.
 - C. Science.
 - D. The application of science.
 - E. Determinism.
2. Which of the following was Jan referring to when she said that ". . . some of you are not as clumsy as others . . .?"
 - A. Learning.
 - B. Male-female, female-male roles.
 - C. Determinism.
 - D. Individual differences.
 - E. Evolution.
3. Juke's jerking his hand away upon touching the hot glass tubing was an example of which of the following?
 - A. Cause and effect.
 - B. Determinism.
 - C. Chance action.
 - D. A & C.
 - E. A & B.

THOUGHT QUESTIONS

1. Some people feel that our lives are pretty much ruled by chance, or fate—that what we do doesn't matter. By the same token, some believe that we can actively shape our lives and futures—that we are very much "in the driver's seat" on this trip. Where do you stand on this issue? Think of your reaction to the last major problem you faced. How does this relate to the way you view your role (or lack of one) in life?
2. As you know, college registration is sometimes a harrowing experience. Actually, it's often hard to develop a system that deals with large numbers of people, and is still sensitive to the individual. How about the registration system at your school? Knowing what you do about behavior at this point, how would you change registration for the better? Would this change benefit everyone, or just a few people?