Section 1: Why Study Psychology?

- **Vocabulary/Notes**
- **Physiological**: Physical needs such as sleep/hunger
- **Cognitive**: Private unobservable mental reasoning, thinking, and/or understanding
- **Psychology**: Scientific study of behavior and mental processes
GOALS OF PSYCHOLOGY

1. **Description**: to describe information about the behavior being studied

2. **Explanation**: to explain why people behave as they do
   - A. **Hypothesis**: an educated guess about something
   - B. **Theory**: explanation based on findings from experimental studies
GOALS OF PSYCHOLOGY

3. Prediction: to predict what people will do

4. Influence: to influence behavior in helpful ways

Two Types of Science:

A. Basic Science: research a phenomena for its own sake

B. Applied Science: using scientific findings to solve immediate problems/to help others
**Scientific Method**

1. Identify the problem/question
2. Formulate a hypothesis
3. Collect data (through observation or experiment)
4. Analyze data

**Wilhelm Wundt: 1879**
- Set up first psychology lab in Leipzig, Germany
- Psychological experience composed of compounds (e.g., chemistry)
- Psychology: 2 kinds of elements
  - 1. sensations
  - 2. feelings
Scientific Method

- Wundt’s procedure: introspection
- Led to scientific method
- Difference:
  - **Introspection**: observe and analyze your own mental experiences
  - **Scientific Method**: objective method of observation/analysis
SECTION 2: A BRIEF HISTORY OF PSYCHOLOGY

- **Vocabulary/Notes**
- **Phrenology**: 1800s; examining bumps on a person’s skull to determine that person’s intellect and character traits
- **Dualism**: 17th century; mind and body are separate and distinct
  - Rene Descartes: disagreed
  - Link existed between mind and body; mind controlled body’s movements, sensations, and perceptions
1. **Structuralism**: Wilhelm Wundt established modern psychology as a separate formal field of study

- **Structuralism**: Wilhelm Wundt; interested in basic elements of human experience
- **Introspection**: self-observation
2. Functionalism: William James

- James taught first psychology class at Harvard - 1875
- Wrote first psychology textbook
- Father of psychology
- Functionalism: how mental processes help animals and people adapt to their environment
3. **Inheritable Traits**: Sir Francis Galton

- Looked at heredity
- Traits passed biologically from parent to child
- Heredity determined a person’s success
- Did not consider person’s environment
- **Issue**: Is behavior determined by heredity or environment?
4. **Gestalt Psychology**

- Perception more than the sum of its parts
- Involves a “whole pattern” (e.g. chair, fixed lights, pg. 17)

Law of Closure:
1. **Psychoanalytic**: Sigmund Freud
   - Interested in *unconscious* mind rather than conscious
   - Conscious experience only tip of the iceberg
   - Beneath surface are primitive biological urges in conflict with requirements of society and morality (iceberg example)
   - Unconscious responsible for most human behavior
   - **Free Association**: used to study unconscious; say everything and anything that comes to mind (activity)
   - **Psychoanalyst**: studies how unconscious motivations and conflicts determine human behavior
   - Dream Analysis
2. **Behavioral Psychology**: Ivan Pavlov, John B. Watson, B.F. Skinner

- **Ivan Pavlov**
- Famous experiment (pg. 19)
- Way of exploring behavior
- Product of prior experience
- Behaviorists: investigating observable behavior

- **John B. Watson**
- All behavior result of conditioning
- Occurs because the appropriate stimulus is present in the environment
BEHAVIORAL PSYCHOLOGY

- B.F. Skinner
- Reinforcement: response to a behavior that increases likelihood the behavior will be repeated
3. **Humanistic Psychology**: Abraham Maslow, Carl Rogers

- **Humanist**: humans not controlled by events in environment or by unconscious forces
- Each person has freedom in directing his/her future and achieving personal growth
4. **Cognitive Psychology:** Jean Piaget

- **Cognitivist:** how we process, store and use information and how this information influences our thinking, language, problem solving, and creativity.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age</th>
<th>Description</th>
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<tbody>
<tr>
<td>Sensorimotor</td>
<td>0-2</td>
<td>Perception and physical actions</td>
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<tr>
<td>Pre-Operational</td>
<td>2-7</td>
<td>Egocentric perspective, early symbolic language, poor differentiation of fantasy and reality</td>
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<tr>
<td>Concrete Operational</td>
<td>7-11</td>
<td>Organized, logical thought, concrete but not abstract problem-solving</td>
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<tr>
<td>Formal Operational</td>
<td>11-A</td>
<td>Thinking less tied to concrete reality, can generate and test multiple hypotheses, can consider hypotheticals even if they are physically impossible &quot;what would happen if&quot;</td>
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<td>Adult</td>
<td>A</td>
<td>No new cognitive skills develop, but accommodation, assimilation, and knowledge gain continue</td>
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5. **Biological**: Psychobiologist – how the brain, nervous system, hormones, and genetics influence our behavior.

6. **Sociocultural**: studying the influence of cultural and ethnic similarities and differences on behavior and social functioning.