

What is Psychology?

Approaches to Psychology

By Hal Belch

Kerry Gordonson, Editor
Dr. Aaron Willis, Project Coordinator
Jonathan English, Editorial Assistant
Shoshana Muhammad, Editorial Assistant

Social Studies School Service
10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
<http://socialstudies.com>
access@socialstudies.com
(800) 421-4246

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10200 Jefferson Blvd., P.O. Box 802
Culver City, CA 90232
United States of America

(310) 839-2436
(800) 421-4246

Fax: (800) 944-5432
Fax: (310) 839-2249

<http://socialstudies.com>
access@socialstudies.com

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TABLE OF CONTENTS

Lecture Notes.....	S1
---------------------------	-----------

Student Handouts.....	H1
------------------------------	-----------

Student Activities

Activity # 1	1
--------------------	---

Activity # 1: <i>Answer Key</i>	2
---------------------------------------	---

Activity # 2: <i>Graphic Organizer</i>	3
--	---

Activity # 2: <i>Answer Key</i>	4
---------------------------------------	---

Quiz

Multiple Choice Quiz: <i>Approaches to Psychology</i>	5
---	---

Multiple Choice Quiz: <i>Answer Key</i>	8
---	---

Introduction

This PowerPoint® presentation is designed to offer your students an overview of key events, personalities, and concepts. Created by a classroom teacher, the slide show places a premium on ease of use and succinctness. We developed this title to:

- Engage students with visual elements
- Outline key historical issues
- Make learning clear and relevant
- Provide a customizable template for differentiated instruction

On the slides themselves, bullet points highlight central elements, and numerous images help to provide a visual context for the presentation. Extensive notes for each slide offer detailed information to help elaborate bullet points. Handouts provide a convenient way for students to make connections between the ideas presented, and the culminating quiz provides a convenient way to assess student comprehension.

It is not necessary to cover every bullet point on every slide. One of the real benefits of this medium is the flexibility it affords you. We realize that each class and each student has different needs that require different approaches to teaching. Use this presentation to help customize your teaching. Use the “View” menu in PowerPoint® to sort through the slides visually, to view the presentation as a table of contents, or to see the larger groupings of sections and chapters.

If you want to focus on certain images or make a more detailed exploration of a particular area, you can easily add or delete slides. Simply copy the presentation to your own computer and modify it to create the exact messages that you want to convey. You may also wish to search the Web for additional images, sounds, graphs, timelines, or even video clips to incorporate into the presentation.

We are dedicated to continually improving our products and working with teachers to develop exciting and effective tools for the classroom. We can offer advice on how to maximize the use of the product and share others’ experiences. We would also be happy to work with you on ideas for customizing the presentation.

We value your feedback, so please let us know more about the ways in which you use this product to supplement your lessons; we’re also eager to hear any recommendations you might have for ways in which we can expand the functionality of this product in future editions. We look forward to hearing from you.

Dr. Aaron Willis
Social Studies School Service
aaron@socialstudies.com

Approaches to Psychology



Slide # 1

Today's psychologists are linked together by their dedication to their specific fields and approaches to the subject matter. They owe a tremendous debt to all of the psychologists who came before them. In this presentation, we will examine the various approaches to the field of psychology and look briefly at the contributions of major psychologists in each of these areas.

The Different Approaches

- The problems you wish to investigate are tied to a number of theoretical approaches to psychology
- There are six basic approaches to the study of psychology (some psychologists also include a seventh approach)

Slide # 2

Bullet # 1 Depending on what psychological topic you want to investigate, looking at the variety of approaches presents a good place to begin. If you were studying the causes of schizophrenia, you might first look for a possible biological explanation. If you wanted to find out how infants learn, you might want to investigate the area of cognitive psychology.

Bullet # 2 There are perhaps as many different ways to study psychology as there are psychologists, though it is generally agreed that there are six or seven basic approaches to psychology.

Seven Approaches

- 1. Evolutionary
- 2. Biological
- 3. Behavioral
- 4. Cognitive
- 5. Humanistic
- 6. Psychodynamic
- 7. Sociocultural

Slide # 3

Some psychologists choose to adopt one specific approach, while others combine a variety of approaches. Often, it's not practical to employ just a single approach or to identify a specific psychologist with only one approach. Some of the approaches listed on this slide are more current or are more likely to be employed by contemporary psychologists than others. We will first look at how a psychologist might apply different approaches to specific case studies, then we will examine the advantages, disadvantages, and limitations of each approach.

Application



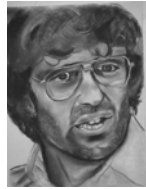
- How do you explain the causes of depression?
- How do you examine the personality of an assassin?

Slide # 4

Bullet # 1 The top picture in this slide shows a painting of actress Patty Duke. She suffered bouts of depression for many years. If you wanted to investigate the causes of depression, you might first take a biological approach and look for physical, organic, or biochemical factors. You could then adopt a cognitive approach and explore how an afflicted person's thought processes might influence their depression. You might even take a psychoanalytic approach and investigate how early childhood experiences and unconscious thoughts relate to depression

Bullet # 2 If you wanted to understand the mind of an assassin, you might use a sociocultural approach. For example, to what extent was Lee Harvey Oswald a product of mid-20th century American culture and society? The bottom picture in this slide shows Oswald being shot by Jack Ruby.

Application #2



- How can we explain the power of cult leaders?
- What social conditions exist that promote the rise of cults?

Slide # 5

Where would you begin your psychological search if you were trying to explain the rise of cults? The top left picture in this slide shows Marshall Applewhite of the Heaven's Gate cult. He and 39 of his followers committed suicide in 1997 in the belief that doing so would allow them to hook up with a UFO they believed was hiding behind the Hale-Bopp comet. The top right picture shows Reverend Jim Jones, leader of the People's Temple cult. He and 900 of his followers committed mass suicide in the Venezuelan jungle in 1979. The bottom left picture shows David Koresh, leader of the Branch Davidian cult. He and his followers died in a controversial fire after a 51-day standoff with the U.S. government. On the bottom right is Charles Manson, who is still in prison for the ritualistic killing of nine people. In trying to explain the actions of cult leaders and members, you could adopt a behaviorist approach and examine the nature of obedience. You could also employ a sociocultural approach to see how culture shapes individuals who join cults.

Application #3



- How could you investigate the causes of mental illness?



Slide # 6

If you wanted to understand the causes of schizophrenic behavior, you might first take a biological approach, since the affliction has a biochemical origin. The top picture in this slide depicts a catatonic schizophrenic. Catatonics often maintain unusual postures for many hours or even days. The bottom painting shows Dr. Cameron West, author of the book *First Person Plural*. He suffers from multiple personality disorder, a rare condition in which one person switches back and forth between several distinct personalities. A psychodynamic approach has helped psychologists gain a better understanding of multiple personality disorder. Evidently, the disease springs in part from physical abuse suffered as a child.

Application #4



- How could you explain the reasons for obedience to authority?

Slide # 7

Why do people tend to obey authority figures, even when such obedience might seem irrational? We see this phenomenon in action both in atrocities committed by the Nazis during World War II (depicted in the top picture in this slide), and in the resocialization process that takes place during basic training in the military. Which psychological approaches could you use to explore obedience? You might want to start with a sociocultural approach and investigate how societal norms can influence behavior.

Application #5



- How could you achieve a better understanding of why a person would commit suicide?

Slide # 8

The picture in this slide shows musician Kurt Cobain, who took his own life at the height of his career. The cognitive approach, which focuses on thought processes, might work best to help us understand why people kill themselves. You might also try a psychodynamic approach and investigate unconscious motives.

Application #6



Where would you look if you wanted to understand how and why some people seem so extraordinary and important in our society?

Slide # 9

If you were trying to understand the greatness of an Abraham Lincoln, where would you begin your search? It might be good to start with a humanist approach. Humanists such as Abraham Maslow have proposed theories about why some people aspire to greatness. You might also take a sociocultural approach and look at the phenomenon of hero worship.

Overview of Each Approach

- **Biological:** Focuses primarily on the activities of the nervous system, the brain, hormones, and genetics
- **Psychodynamic:** Emphasizes internal, unconscious conflicts; the focus is on sexual and aggressive instincts that collide with cultural norms

Slide # 10

No special notes.

Overview (cont.)

- **Behavioral:** Examines the learning process, focusing in particular on the influence of rewards and punishments
- **Evolutionary:** Investigates how primal survival instincts can influence behavior

Slide # 11

No special notes.

Overview (cont.)

- **Cognitive:** Focuses on the mechanisms through which people receive, store, and process information
- **Humanistic:** Emphasizes an individual's potential for growth and the role of perception in guiding mental processes and behavior

Slide # 12

No special notes.

Overview (cont.)

- **Sociocultural:** Explores how behavior is shaped by history, society, and culture

Slide # 13

No special notes.

The Evolutionary Approach

- Functionalism
- Why we do what we do
- The influence of Charles Darwin

Slide # 14

Bullet # 1 William James (1842–1910) was both a doctor and an early psychologist. James was the founder of the psychological school of thought known as functionalism, which focuses on how behavior helps individuals adapt to the demands placed upon them by their environments.

Bullet # 2 Functionalists examine mental processes in order to find out why we do what we do.

Bullet # 3 William James was dramatically influenced by the work of Charles Darwin. Darwin believed that all forms of life— including humans— had evolved from earlier life forms by adapting over time to the demands of their environments.

Natural Selection

- An evolutionary process in which individuals of a species that are best adapted to their environments are the ones most likely to survive; they then pass on these traits to their offspring

Slide # 15

Bullet # 1 According to the theory of natural selection, some members of a species adapt better to their environments, and thus are more likely to live long enough to reproduce. Their offspring then inherits their parents' "survival traits." Eventually, the species becomes dominated by those members that possess the most adaptive traits. When changes do come (environmental or otherwise), those best adapted will survive and the others will die out. Natural selection has also been called "survival of the fittest."

James's Adaptation of Darwin's Principles



- “The most adaptive behaviors in an individual are the ones that grow stronger and become habitual.”

Slide # 16

Bullet # 1 Scientist William James took Darwin's ideas and applied them to psychology. He believed that the most adaptive behaviors eventually become habitual. He also believed that less useful behaviors would eventually disappear. Therefore, according to James, the most adaptive behaviors of a species would endure.

Note: Today's psychologists investigate why some people continue to practice “maladaptive” behaviors (such as smoking, gambling, and excessive drinking) even though they know that these behaviors are extremely harmful.

Key Points in the Evolutionary Approach



- The adaptive value of behavior
- The biological mechanisms that make it possible
- The environmental conditions that either encourage or discourage behavior

Slide # 17

Bullets # 1–3 The evolutionary approach essentially holds that the behavior of both animals and humans is governed by the laws of natural selection. Evolutionary psychologists examine the world based on the three assumptions shown on this slide. The evolutionary approach has generated a growing body of new research. Psychologists like David Buss (pictured in the slide, Buss is a leading proponent of the evolutionary approach) have focused on a variety of topics, including helping, altruism, mental disorders, temperament, and interpersonal attraction.

The Adaptive Value

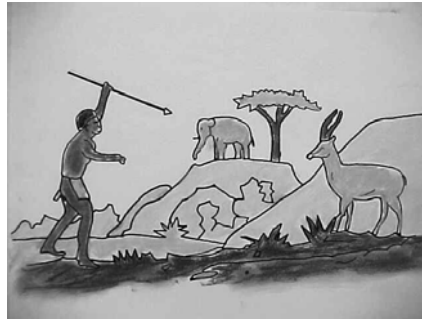
- Evolutionary psychology examines behaviors in terms of their adaptive value for a species over the course of many generations

Slide # 18

Bullet # 1 The basic premise of evolutionary psychology is that natural selection favors behaviors that enhance an organism's reproductive success. This means that they pass their genes on to succeeding generations. For example, if a species is very aggressive, it's because aggressiveness gives that species a survival advantage. Genes that promote aggression are thus more likely to be passed on to the next generation.

An Example from the Evolutionary Perspective

- Male vs. Female: differences in visual-spatial ability
- Hunting vs. gathering



Slide # 19

Bullets #1–2 On the average, males tend to perform a little better than females on visual-spatial tasks that require mentally rotating images, like map reading and working through a maze (Silverman & Eals, 1992). The evolutionary perspective explains this difference by asserting that aspects relating to spatial ability would have facilitated skills like hunting, which has largely been a task historically assumed by males. Following this logic, women should perform better than men on tasks that involve spatial skills similar to those that facilitated gathering—a traditionally female task long ago.

Other Examples

- Fear of snakes and spiders
- Greater sexual jealousy in males
- Preference for foods rich in fats and sugars
- Women's greater emphasis on a potential mate's economic resources

Slide # 20

Bullets # 1–3 Evolutionary psychologists often use examples like those listed on this slide as evidence the validity of their approach. These examples show present-day behaviors result from adaptive, life-or-death pressures faced by their ancestors.

Other Evolutionary Notions

- Mating preferences, jealousy, aggression, sexual behavior, language, decision making, personality, and development
- Critics

Slide # 21

Bullet # 1 With the work of David Buss (1988) and a number of other psychologists, the evolutionary approach experienced a rebirth in the late 20th century. By the mid-1980s, evolutionary psychology's stock had risen greatly, and it began to rival the cognitive psychology "revolution" of the 1950s and 1960s.

Bullet # 2 Critics of the evolutionary approach argue that evolutionary theory is impossible to test, and that it has been built on what some have described as "post hoc accounts for obvious behavioral phenomena."

The Biological Approach

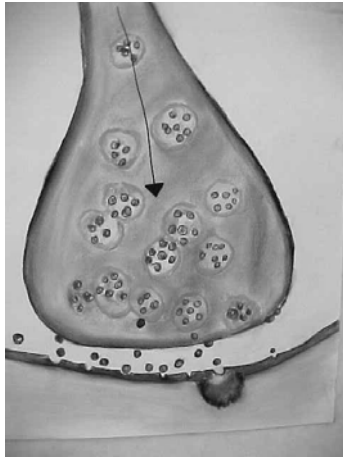


- Behavior and mental processes are largely shaped by biological processes
- It is not identified with any single contributor

Slide # 22

Bullets # 1–3 The biological approach to psychology investigates the relationships between physiology, behavior, and mental processes. Many neuroscientists have contributed to this field, but it is not usually identified with any single person. The biological approach gained momentum in the 1950s and is still going strong today. Sixty years ago, the psychodynamic approach was in favor. Today, psychologists often look for biological explanations for behavior.

The Biological Focus



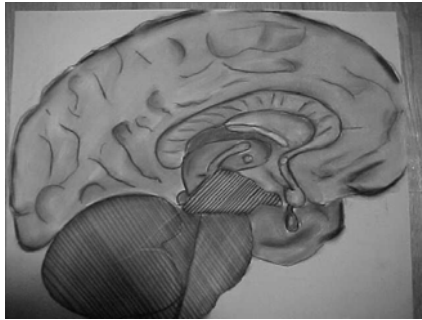
- The brain and central nervous system
- Sensation and perception
- Autonomic nervous system
- Endocrine system
- Heredity and genetics

Slide # 23

Bullets # 1–5 The biological approach focuses on the central nervous system, the peripheral nervous system, and the autonomic nervous system. It also looks carefully at the significance of brain chemistry, body chemistry, and the endocrine system. Finally, the biological approach considers the influence of genetics and heredity.

Note: The drawing in this slide shows a synapse, the space between the neurons in the brain. The little dots represent neurotransmitters sending messages to the adjacent neuron.

Biological Focus (cont.)



- The physiological basis of how we learn and remember
- The sleep-wake cycle
- Motivation and emotion
- Understanding the physical bases of mental illnesses such as depression and schizophrenia

Slide # 24

Bullet # 1 There is some overlap between the biological and the cognitive approaches to learning and memory. Biological theorists look for physiological and chemical changes in our brains that help us understand, learn, and remember.

Bullet # 2 Biological psychologists also study the wake-sleep cycle, focusing on the neurological sleep centers in the brain and the causes of sleep disorders.

Bullet # 3 The biological approach also involves searching for physiological factors that can influence emotion and motivation.

Bullet # 4 Biological psychologists are also critically interested in the physiological causes of mental illnesses such as bipolar disorder, depression, mania, and schizophrenia.

Major Contributors



Slide # 25

Hundreds of psychologists have made important contributions to the field of biological psychology. This slide contains portraits of those psychologists who have made some of the most prominent contributions. In the following slides, we will examine the ideas and innovations of these psychologists.

Pictured on the slide:

Top Row

1. William James
2. Stanley Schachter
3. Judith Rodin
4. David McClelland
5. Virginia Johnson
6. William Masters

Bottom Row

1. Elizabeth Loftus
2. Hans Eysenck

Middle Row

1. Howard Gardner
2. Herman Von Helmholtz
3. Gustav Fechner
4. David Hubel
5. Paul Ekman
6. Erik Kandel

Howard Gardner



- Studied brain damage and neurological disorders
- Created the theory of multiple intelligences
- The different types of intelligence

Slide # 26

Bullet # 1 Harvard psychologist Howard Gardner observed the behavior of people with brain damage, lesions, and neurological disorders. Gardner's research led him to believe that different parts of the brain have very different abilities.

Bullet # 2 Gardner postulated that there are many forms of intelligence, most of which couldn't be measured or quantified using traditional intelligence tests.

Bullet # 3 Originally, Gardner identified seven different intelligences; he later added two more. The nine intelligences are: linguistic, logical/mathematical, musical, spatial, bodily/kinesthetic, interpersonal, intrapersonal, naturalistic, and existential.

Hans Eysenck



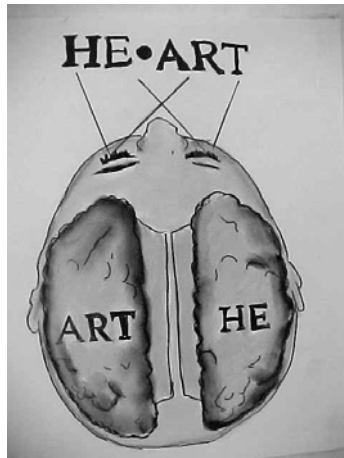
- Importance of genetics
- Intelligence is inherited
- Personality has a biological component
- Hierarchy of personality traits

Slide # 27

Bullets # 1–2 Hans Eysenck was a German psychologist who fled to England when the Nazis came to power. He believed that genetics played a major role in determining both psychological and physical traits. For example, he felt that intelligence was inherited rather than acquired.

Bullets # 3–4 Eysenck also theorized that personality has a biological component and is strongly influenced by genetics; however, he remains best known for his trait theory of personality. Building on Carl Jung's ideas about introversion and extroversion, he constructed a model of personality using a quadrant system divided into stable vs. unstable and introversion vs. extroversion.

Roger Sperry



- Split-brain surgery
- Techniques for measuring the different functions of the hemispheres of the brain
- Application: epilepsy

Slide # 28

Bullets # 1–2 Roger Wolcott Sperry (1913–1994) was a developmental neurobiologist who pioneered what became known as split-brain surgery. In the 1950s and 1960s, Sperry devised ways to measure the different functions of the two hemispheres of the brain. He believed that each hemisphere held a separate consciousness. He won a Nobel Prize for his work in 1981.

Bullet # 3 Split-brain operations were first used on humans to control epileptic seizures. An epileptic seizure involves massive, uncontrolled electrical activity that begins in either hemisphere and spreads to the other. In a split-brain operation, neurosurgeons sever the corpus callosum, which is the group of neuronal fibers that connect the two hemispheres of the brain. The procedure is drastic and irreversible, so doctors only use it as a last resort when a patient has severe and frequent seizures.

The picture on this slide depicts a simple experiment Sperry conducted on split-brain patients. Rather than seeing the word “heart” when it was projected on a screen, the subject’s left hemisphere would see the word “art” and the right hemisphere would see the word “he.” Since their two hemispheres couldn’t communicate, the patient couldn’t make the connections to perceive “heart” as a single word.

William James



- Humans are motivated by a variety of biological instincts
- Instincts are inherited tendencies
- The father of American psychology

Slide # 29

Bullet # 1 William James proposed that all humans shared common instincts such as cleanliness, curiosity, parental love, sociability, sympathy, and jealousy.

Bullet # 2 James believed that our instincts are inherited tendencies or traits. He composed a list of 37 instincts that he believed explained human behavior.

Bullet # 3 James, a professor at Harvard, created the first course in psychology ever offered at an American university. This, along with his landmark psychological theories, have led many to call James the “father of American psychology.”

Masters & Johnson



- Study of human sexuality
- They used physiological recording devices to monitor bodily changes of volunteers engaging in sexual activity
- Insights into sexual problems

Slide # 30

Bullet # 1 William Masters and Virginia Johnson conducted perhaps one of the most significant studies on human sexuality.

Bullet # 2 They monitored the biological functions of volunteers participating in a variety of sexual activities.

Bullet # 3 Their research provided new insights into people's sexual problems.

Judith Rodin

- Study on obesity
- Genetic predispositions



Slide # 31

Bullet # 1 Judith Rodin believed that some people secrete insulin too readily in response to food-related cues. She found that obese people do not overeat as much as widely assumed. Much of her work has focused on the biological aspects of human behavior.

Bullet # 2 Her biological research led her to believe that obesity must have a genetic factor. Some of the evidence for her conclusions came after she performed a study involving identical twins reared apart.

David McClelland

- Achievement and motivation
- Characteristics of high-achieving people



Slide # 32

Bullet # 1 David McClelland studied achievement and motivation for over 40 years. He has theorized that these two things are critical in human development.

Bullet # 2 McClelland focused on how motives, skills, and values determine what people do with their lives. In studying high achievers, he found that an individual's need for achievement at specific times correlates with progress and productivity in the society in which that individual lives. He cites as evidence the rise and fall of ancient Greece.

Note: McClelland is difficult to categorize as far as psychological approach is concerned because he could also fit into the cognitive school or even the humanist school.

Stanley Schachter



- Studied eating behavior
- Manipulation of external cues

Slide # 33

Bullet # 1 Stanley Schachter's studies involved him in many different areas of psychology. One area he focused on related to eating behavior. He performed a study of obese individuals in which he purposely manipulated the apparent time by altering the clock in a room so that it either ran fast or slow. He then offered crackers to his subjects. They ate twice as many when they thought it was late in the afternoon. Non-obese subjects ate fewer crackers when they thought it was late because they did not want to spoil their appetite for dinner.

Bullet # 2 In an other related study, Schachter also manipulated external cues such as how appealing the food appeared, the availability of the food, or how hard it was to eat. He found that a whole variety of cues affected eating behavior.

Elizabeth Loftus



- Study of memory
- Eyewitness testimony
- Myth or repressed memories?

Slide # 34

Bullet # 1 The work and ideas of Elizabeth Loftus cross over into many different areas of psychology. She is best known for her studies on human memory. She theorized that memory does not always work like a camera that records and retrieves snapshots of an event.

Bullet # 2 According to Loftus, sometimes our memory can be flawed. Considered an expert on eyewitness testimony, Loftus' work has shown that a substantial number of people are wrongly accused and convicted of crimes each year because of faulty eyewitness testimony.

Bullet # 3 Loftus also stands as a major critic of Freud's theories of the unconscious mind; for example, she has characterized repression of memories as a "myth."

Gustav Fechner



- Psychophysics: the study of the relationship between sensory experiences and the physical stimuli that cause them
- Revolutionized the field of experimental psychology

Slide # 35

Bullet # 1 Gustav Fechner (1801–1887) theorized that a systematic relationship exists between physical and mental experiences. He designed an experiment to demonstrate this relationship—subjects would report changes in sensations as a researcher applied different types of physical stimuli to them. Fechner’s field became known as psychophysics.

Bullet # 2 Fechner’s method of sensory measurement revolutionized the field of experimental psychology.

David Hubel



- Nobel Prize winner (transforming sensory information)
- Implantation of electrodes into the cortex of a cat

Slide # 36

Bullet # 1 David Hubel, along with Torstein Wiesel, won the Nobel Prize in 1981 for explaining how humans transform sensory information into visual experiences.

Bullet # 2 Hubel and Wiesel accomplished their research by implanting electrodes into a cat's visual cortex. They then flashed different visual stimuli on a screen within the cat's field of vision and observed which cells fired in response to the different stimuli.

Erik Kandel



- Molecular biologist and Nobel Prize winner
- Learning results in the formation of new memories

Slide # 37

Bullets # 1–2 Erik Kandel's experiments with sea snails helped him to unravel the biological basis of memory, winning the 1995 Nobel Prize for his work. He believed that learning results in the formation of new memories, and he proved that memory formation involves biochemical changes in the brain.

Hermann Von Helmholtz

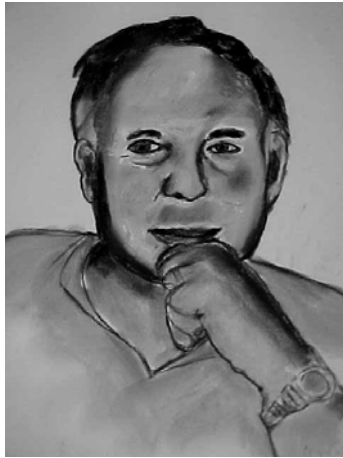


- Color vision: color receptors in the retina transmit messages to the brain when visible lights of different wavelengths stimulate them

Slide # 38

Bullet # 1 Two 19th-century German scientists, Herman Von Helmholtz (pictured in the slide) and Ewald Hering, researched how color vision operates. Their work helped explain why we see things in color.

Paul Ekman



- Emotions and how the human face expresses them
- Human emotions are universal

Slide # 39

Bullet # 1 Paul Ekman is best known for his work on human emotions and how the face expresses these emotions. He theorized that emotion has a biological component. Some of his work involved cross-cultural research, and he discovered that all humans—regardless of physical location or cultural background—display the same six fundamental emotions: happiness, anger, sadness, surprise, disgust, and fear.

The Psychodynamic Approach



Slide # 40

When we think of the psychodynamic approach, Sigmund Freud and the theorists he so powerfully influenced in the 1800s and 1900s usually come to mind. In this next section, we will investigate how the psychodynamic approach looks at human behavior. We will also briefly examine the ideas of the major theorists who helped create this school of thought.

Pictured in the slide:

Top row

1. Sigmund Freud
2. Carl Jung
3. Anna Freud

Bottom row

1. Alfred Adler
2. Erik Erikson

The Psychodynamic/ Psychoanalytic Approach

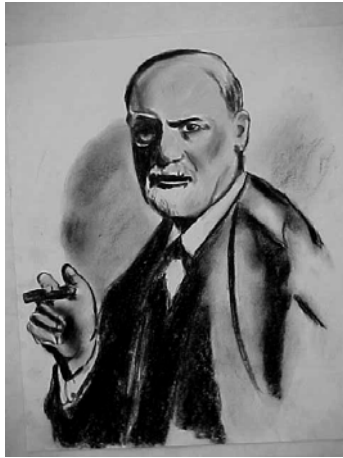
- Examines unconscious motives influenced by experiences in early childhood and how these motives govern personality and mental disorders
- Free association and psychoanalysis

Slide # 41

Bullet # 1 The psychodynamic approach, which grew out of a search for a new way to treat mental disorders, was largely created by one man—Sigmund Freud, an Austrian physician.

Bullet # 2 Eventually Freud's "talking cure" (also called "free association") became the method of choice among therapists; like Freud, some also used hypnosis and dream interpretation.

Sigmund Freud



- The “Father of psychoanalysis”
- The second mind, unconscious
- Repression, free association, dream analysis
- Theory of personality

Slide # 42

Bullets # 1–3 Most consider Freud the “father of psychoanalysis.” Freud believed that our “second mind” (also known as the “unconscious”) is filled with sexual and aggressive feelings that our conscious mind has repressed. He believed that unconscious thoughts often cause mental disorders, and that if these thoughts could be brought into a person’s conscious mind through free association (talking about painful memories) or dream analysis, a patient’s life would dramatically improve.

Bullet # 4 Freud also came up with a theory of personality in which he postulated that personality consisted of three components: the id, the ego, and the superego.

Carl Jung



- Analytical psychology
- Personal and collective unconscious
- Archetypes

Slide # 43

Bullets # 1–2 Carl Jung was one of Freud’s earliest students and later became his colleague. He developed what came to be known as analytical psychology, as opposed to Freud’s psychoanalytic psychology. Both Freud and Jung agreed upon the existence of the unconscious, but Jung believed that it consisted of two components: a personal one and a collective one. The personal unconscious was much like Freud’s idea of the unconscious, but Jung also believed that humans had a collective, shared unconscious.

Bullet # 3 Jung believed that all cultures had similar “archetypes”: cultural symbols that appear to be nearly universal and that we store in our collective unconscious. For example, Jung believed stallions and bulls were two prominent male archetypes.

Alfred Adler



- Individual psychology
- Striving for perfection, compensation, and the inferiority complex
- Ordinal position

Slide # 44

Bullet # 1 Adler, like Jung, was a former disciple of Freud who eventually broke from him, but Adler and Freud still shared many similar ideas. Adler called his brand of thought “individual psychology.”

Bullet # 2 Adler believed that people constantly strive to attain perfection and overcome their weaknesses. Such weaknesses could be physical (e.g. some one born deaf), social (e.g. fear of speaking before a large crowd), or mental (e.g. a learning disability). In addition, weaknesses could either be real or imagined. Adler called the effort to overcome these weaknesses, “compensation.” He saw compensation as a positive thing that led people to grow and played a major role in shaping personality. Focusing on weaknesses, however, leads some people to get so caught up in feelings of inferiority or inadequacy that they can’t take any positive action to change their lives. Adler characterized these people as suffering from what he termed an “inferiority complex.”

Bullet # 3 Adler was also one of the first psychologists to focus on the importance of ordinal position (birth order). According to Adler, firstborn children have an advantage over middle children or younger children. Adler also theorized that the environmental setting for each child within the family is different. Children without siblings are spoiled. Firstborns are often “problem children” because they become upset when a second child is born into the family. Second-born children tend to be competitive because they are trying to catch up with an older sibling.

Anna Freud



- Founder of child psychoanalysis
- Defense mechanisms

Slide # 45

Bullet # 1 Although Anna Freud began her professional career in her father's footsteps, she was a very independent thinker. Perhaps her most lasting contribution involved demonstrating how to apply psychoanalysis to children. She founded the Hampstead Child Therapy Clinic.

Bullet # 2 Anna Freud also built upon her father's ideas relating to defense mechanisms, which people use to relieve stress or anxiety and to deceive themselves about the causes of stressful situations.

Erik Erikson



- A neo-Freudian
- A strong need for social approval
- Psychosocial development and crises

Slide # 46

Bullets # 1–2 Erik Erikson was a neo-Freudian. He subscribed to Freud's argument about the importance in childhood of issues relating to sexuality and aggression, but he also believed that children have a need for social approval.

Bullet # 3 Erikson also believed that all people go through certain psychosocial crises at different phases of development in our lives, and that each crisis needs to be resolved before a person can progress to the next stage of development. He theorized that personality is shaped by how we manage our psychosocial crisis at each stage.

The Humanistic Approach



Slide # 47

In the 1950s, humanistic psychology arose as a response to perceived shortcomings in the behaviorist and psychodynamic/psychoanalytic approaches.

This slide shows three of the most prominent humanists:

1. Abraham Maslow
2. Carl Rogers
3. Albert Ellis

The “Third Force” in Psychology

- Rejected the views of both behaviorism and psychoanalytic thought
- Free will and conscious choice

Slide # 48

Bullet # 1 Sometimes labeled the “third force in psychology,” humanism rejected the two major “forces” that preceded it: behaviorism and psychoanalysis. Behaviorists believed that human behavior was primarily determined by one’s environment; Freudians believed that unconscious forces controlled a person’s motives and thoughts.

Bullet # 2 Humanists believed that each person has free will and is able to make conscious choices about the direction of their lives.

The Humanists Revolt

- Humanists felt that both behaviorist and psychoanalytic perspectives were dehumanizing
- Humanists believed that behaviorism and psychoanalysis ignored personal growth
- An optimistic view of human potential

Slide # 49

Bullet # 1 Psychoanalysts saw people as dominated by primitive sexual and aggressive urges. Humanists felt that behaviorism was based too much on research with animals: Skinner had used pigeons and rats, Pavlov had worked with dogs, and John Watson had focused on the power environment could exert upon both animals and humans.

Bullet # 2 Humanists believed people were rational and had the potential for conscious growth. They also believed that humans and animals are so different that research on animals had very little relevance to the understanding of human behavior.

Bullet # 3 Unlike behaviorists and psychoanalytic thinkers, humanists take a very optimistic view by focusing on human potential instead of problems or limitations.

More Differences



- Choices are not dictated by instincts, the biological process, or rewards and punishments
- The world is a friendly, happy, secure place

Slide # 50

Bullet # 1 Humanists don't believe that the life-or-death instincts Freud emphasized control human behavior. They also rejected the behaviorist notion that rewards and punishments play a major role in influencing behavior. Instead, humanists stress each individual's unique perceptions.

Bullet # 2 Humanists believed that if you perceive the world as a secure and friendly place, your behavior and decisions will reflect this perspective. If you see the world as angry and hostile, you are likely to become anxious or defensive.

Carl Rogers



- In the 1940s, humanism began to receive attention because of Rogers
- Human behavior is governed by each individual's sense of self
- The drive for personal growth

Slide # 51

Bullet # 1 The humanistic approach started to attract attention in the psychological community because of the work of Carl Rogers (1902–1987). Rogers had been trained in the psychodynamic approach, which he eventually rejected.

Bullet # 2 Rogers felt that human behavior was governed by “self concept,” the image a person had of himself or herself. According to Rogers, since animals have no self concept, the results of psychological experiments involving animals couldn't really apply to humans.

Bullet # 3 Along with Abraham Maslow, Rogers believed that in order for psychologists to truly understand human behavior, they had to take into account the human drive toward personal growth. Humanistic theorists believe that humans continue to evolve and fulfill their potential.

Application of the Humanistic Approach

- Greatest contribution comes in the area of therapy
- Client-centered therapy

Slide # 52

Bullet # 1 Perhaps the greatest contribution to psychology by the humanists has come in their application of their principles to the therapeutic process.

Bullet # 2 Rogers did not call those who came to his therapy sessions “patients;” instead, he referred to them as “clients” because the term implied a kind of equality he felt was lacking in the power-laden “doctor-patient” dynamic. Rogers believed that in therapy, the process is less relevant than the climate. In client-centered therapy (as Rogers’s therapeutic approach came to be known), the therapist tries to create a warm, loving, and comfortable environment so that the client will be less likely to use defense mechanisms during therapy.

A quote from Rogers: “ My experience in therapy and in groups makes it impossible for me to deny the reality and significance of human choice. To me it is not an illusion that man is to some degree the architect of himself.”

Abraham Maslow



- Hierarchy of needs, theory of motivation
- Becoming fully self-actualized
- Emphasis on uniqueness

Slide # 53

Bullet # 1 Another extremely influential humanist was Abraham Maslow (1908–1970). Maslow believed that all humans have a “hierarchy of needs” that begins with basics such as food, shelter, comfort, warmth, and security. After those come “higher” needs such as love, self-esteem, knowledge and understanding, and the need for beauty and order.

Bullets # 2–3 In all likelihood, few people have ever reached the top of the hierarchy of needs and truly fulfilled their potential; Maslow called this top level “self-actualization.” He saw Abraham Lincoln and Eleanor Roosevelt as two prime examples of truly self-actualized individuals.

Albert Ellis



- Creator of rational-emotive therapy
- Self-defeating thoughts cause depression and anxiety
- “I must be loved by all” is an unrealistic notion

Slide # 54

Bullet # 1 Albert Ellis developed a therapeutic technique called “rational-emotive therapy” (RET) which was based upon the humanistic approach’s main tenets.

Bullet # 2 Ellis believed during a therapy session, clients needed to recognize their own self-defeating thoughts. Ellis believed that all forms of anxiety, guilt, and depression stemmed from the negative ways in which people see themselves.

Bullet # 3 Ellis believed it was unrealistic to believe that everybody must love you; holding such a notion was dangerous and self-defeating.

Criticisms of the Humanistic Approach

- Not all people have the same needs or meet them in a hierarchical fashion
- The humanistic approach is vague and unscientific

Slide # 55

Bullet # 1 Critics of the humanistic approach doubt that all people necessarily meet their needs according to some hierarchical structure such as that proposed by Maslow. They also took issue with his concept of self-actualization, viewing it as overly idealistic and unrealistic.

Bullet # 2 Some critics of the humanistic approach also believe that many of its concepts were too vague and would not be able to hold up under scientific scrutiny.

The Cognitive Approach



Slide # 56

The origins of the cognitive approach go back to two men: Wilhelm Wundt and Edward Titchner, who developed the theory of structuralism. The cognitive approach built upon the main ideas behind structuralism (i.e. defining of the mind by dividing it into its component pieces).

Pictured in the slide:

Top row

1. Wilhelm Wundt
2. Edward Titchener
3. Jean Piaget
4. Albert Ellis
5. Albert Bandura

Bottom row

Noam Chomsky

Middle row

1. Hans Eysenck
2. Howard Gardner
3. Stanley Schachter
4. Aaron Beck
5. Lawrence Kohlberg

The Cognitive Perspective

- Studies people's mental processes in an effort to understand how humans gain knowledge about the world around them
- Cognito = Latin for "knowledge"
- How we learn, form concepts, solve problems, make decisions, use language

Slide # 57

Bullet # 1 Cognitive psychologists study the mental process in order to understand how people gain information and knowledge.

Bullet # 2 The root of the word "cognitive" is *cognito*, a Latin word that means "knowledge."

Bullet # 3 The cognitive approach focuses on how we do things such as learn, develop conceptual ideas, solve problems, develop decision-making skills, and use language.

What Is Cognition?

- An “unobservable” mental process
- The study of consciousness, physiological determinants of behavior
- 1950s-1960s: new understanding of children’s cognitive development

Slide # 58

Bullet # 1 Though its roots lie in structuralism, the cognitive approach is relatively new. Historically, any unobservable behavior (such as the “mental process” cognitive psychologists focus on) was thought to be inappropriate for the proper study of psychology.

Bullet # 2 Contemporary psychologists have shown a renewed interest in consciousness (often referred to as “cognition”) and the physiological basis of behavior.

Bullet # 3 The 1950s and 1960s witnessed major strides in our understanding of children’s cognitive development.

Advocates of the Cognitive Approach

- The manipulation of mental images can influence how people behave
- The focus is not on “overt” behavior
- The cognitive method can be studied objectively and scientifically

Slide # 59

Bullet # 1 Cognitive theorists believe that how a person creates and manipulates mental images influences not only their behavior but their personality as well.

Bullet # 2 The cognitive approach moves away from overt, observable behavior, which they believe will only yield an incomplete picture of why people behave the way they do.

Bullet # 3 Cognitive psychologists believe that there are ways to study the cognitive process objectively and scientifically.

Wilhelm Wundt



- He used “introspection” as a research technique
- He set up the first psychology laboratory
- Voluntarism

Slide # 60

Bullet # 1 Wilhelm Wundt was interested in studying people’s mental experiences. He used a method which he called “introspection” which involved having subjects engage in careful self-examination then report their conscious experiences (e.g. thinking, feeling, perceiving).

Bullet # 2 Wundt set up the first psychology lab and did much to establish psychology as a science. Rather than engaging entirely in abstract speculation (like many psychologists of the time), Wundt conducted quantifiable, measurable experiments.

Bullet # 3 Wundt came to the conclusion that a person uses their motives and intentions to direct their attention. He called this theory “voluntarism.”

Edward Titchener



- Structuralism
- The mind is structured by breaking down mental experiences into smaller components

Slide # 61

Bullets # 1–2 Englishman Edward Titchener built upon Wundt's concepts and also introduced them to the U.S. Wundt had wanted to develop a model of conscious experience by breaking it down into its individual components (e.g. sensations, feelings, thoughts). Titchener felt that consciousness had three components: images/memories, sensory experiences, and feelings/emotions. The approach was called structuralism, and it focused on the nature of and interactions between these three components.

Note: G. Stanley Hall (1844–1924) became the first American to work in Wundt's lab in 1892. Hall later founded the American Psychological Association.

Jean Piaget



- Child psychologist
- Educational reforms
- Children are not “blank slates”

Slide # 62

Bullet # 1 Piaget was a Swiss child psychologist. He learned about human behavior by spending a tremendous amount of time watching children. His observations led him to conclude that children think in very different ways than adults do.

Bullet # 2 Piaget championed educational reform. He was one of the first psychologists to take children’s thinking seriously.

Bullet # 3 Piaget felt that children were not merely “blank slates” upon which experience writes. He believed instead that children create their own logic and often acted like miniature scientists. Unlike the behaviorists, Piaget downplayed the role that a child’s environment plays in their mental development; instead, he came to the conclusion that knowledge builds as children grow.

Noam Chomsky



- Infants possess an innate capacity for language
- Transformational grammar

Slide # 63

Bullet # 1 Trained as a linguist, Noam Chomsky contributed greatly to the field of cognitive psychology as well. He theorized that children are born with a mental “program” that enables them to learn language, basic grammar, and sentence structure.

Bullet # 2 Chomsky also came up with the notion of “transformational grammar,” which described how the brain receives and processes grammatical information. He also saw this ability as innate.

Albert Bandura



- Social Cognitive Theory: a form of learning in which the animal or person observes and imitates the behavior of others
- Cognitive learning theory/expectancies

Slide # 64

Bullet # 1 Albert Bandura fashioned a study to show that children learn aggressive behavior by watching someone else. He called this process “social cognitive theory” (also known as “social learning”), and it rejected the idea that reinforcement is necessary to further learning.

Bullet # 2 Cognitive learning theory describes how mental processes affect behavior. Bandura theorized that people size up a situation according to what he called “expectancies,” which are usually based on past experiences. A person’s environment and the current situation in which they find themselves can in turn alter that person’s expectancies.

Note: Bandura’s work has focused on aggression and the media, learned helplessness, and social modeling.

Lawrence Kohlberg



- How children develop a sense of right and wrong
- He borrowed from Piaget
- Moral questions

Slide # 65

Bullet # 1 Lawrence Kohlberg developed what has become known as “stage theory.” This theory outlines three levels of moral reasoning, preconventional, conventional, and postconventional, each of which can be divided into two stages. Each level also roughly corresponds to a particular age group: preadolescent, adolescent, adult. Stage theory therefore incorporates elements of developmental psychology; it attempts to explain moral development and how children acquire and refine their sense of right and wrong.

Bullet # 2 Kohlberg borrowed heavily from the work of Jean Piaget, who felt that moral development was tied to cognitive development.

Bullet # 3 In one experiment, Kohlberg presented his subjects with a difficult moral question and then asked them what the actor in the dilemma should do. The way in which subjects responded to the question indicated to Kohlberg the specific “stage” each person was in.

Albert Ellis



- RET/Changing unrealistic assumptions
- People behave in rational ways
- Role playing

Slide # 66

Bullet # 1 Albert Ellis developed a method known as Rational-Emotive Therapy (RET). He believed that emotional problems arise when an individual makes unrealistic assumptions such as, “Everything I do must be approved by others” and “I need to be loved by everyone.” RET helps people recognize and change these assumptions.

Bullet # 2 Ellis and other cognitive therapists operate on the basic premise that people behave in essentially rational ways.

Bullet # 3 RET therapists commonly use role playing as a technique, which allows the client some practice dealing with potentially threatening situations.

Note: Ellis also belongs to the humanist school because of his counseling and therapeutic techniques (as discussed earlier).

Hans Eysenck



- Trait theory and personality development

Slide # 67

Bullet # 1 Hans Eysenck, discussed earlier in the section on biological psychology, has also been identified with the cognitive approach. In particular, he interpreted the work of Carl Jung from a cognitive perspective when developing his ideas about personality traits.

Aaron Beck



- A cognitive therapist
- Maladaptive thought patterns cause a distorted view of oneself that leads to problems

Slide # 68

Bullets # 1–2 Aaron Beck developed a form of cognitive therapy quite similar to Ellis's Rational-Emotive Therapy. The main difference in Beck's therapy is that the focus is on illogical thought processes rather than unrealistic assumptions. Beck-trained therapists to use persuasion and logic to try to change a client's existing beliefs. Beck-trained therapists also encourage their clients to engage in actual tests of their own beliefs.

Stanley Schachter



- “Misery loves company”
- Anxiety and companionship

Slide # 69

Stanley Schachter, whom we already been discussed when examining the biological approach to psychology, has also made significant contributions to cognitive psychology.

Bullets # 1–2 Schachter performed an experiment based on the notion that “misery loves company.” The experiment showed that people who suffer from a high level of anxiety are more likely to desire companionship.

Howard Gardner



- Multiple forms of intelligence

Slide # 70

Bullet # 1 Howard Gardner fits into a number of different niches as far as approaches to psychology go. His work on lesioning and brain injury employed a biological approach. What he learned from his neurobiological studies led him to develop cognitive theories such as multiple intelligences (discussed earlier).

The Behavioral Approach



Slide # 71

The behavioral approach had its beginnings in the early 1900s and is still used by contemporary psychologists. Behaviorists focus on the effects an individual's environment has on them, and they also examine the overt behavior of both animals and humans. They believe that only observable stimulus-response relations can be studied scientifically.

Top row

1. John Watson
2. Ivan Pavlov
3. B.F. Skinner

Bottom row

1. John Garcia
2. Edward Thorndike

What Is Behaviorism?

- Focuses on observable behavior and the role of learning in behavior
- Behaviorism continues to influence modern psychology
- The role of reward and punishment in learning

Slide # 72

Bullet # 1 Behaviorism focuses on observable behavior rather than on unobservable thought processes.

Bullet # 2 Though behaviorism reached the height of its popularity in the early 1900s, it still influences modern psychology.

Bullet # 3 Behaviorists believe in and study the importance of rewards and punishments in learning. They also look at the relationship between learning and behavior.

Applications of Behaviorism

- Aggression
- Drug abuse
- Self-confidence issues
- Overeating
- Criminality

Slide # 73

The behaviorist approach has applications in many areas, including those listed in the slide. Behaviorists strongly believe that behavior can be changed or altered by manipulating and balancing rewards and punishments. In other words, if we can learn bad behavior patterns, then we can also unlearn and change them.

John Watson

- The father of behaviorism
- Psychology should become a science of behavior
- Environment molds the behavior of us all



Slide # 74

Bullet # 1 In the early 1900s, John Watson developed what became known as behaviorism. He believed that psychology should only study overt, measurable behavior.

Bullet # 2 Watson felt that psychology needed to study behavior scientifically and needed to break away from concepts like the mind, consciousness, feeling, and thinking.

Bullet # 3 Watson firmly believed in the strength and power a person's environment could exercise over them. Consequently, he believed that by controlling a healthy child's environment, it was possible to influence that child to develop in a number of different directions.

Ivan Pavlov

- Nobel Prize winner
- Psychic reflexes
- Classical conditioning



Slide # 75

Bullet # 1 Ivan Pavlov was a Russian psychologist who won the Nobel Peace Prize for his research on digestion.

Bullet # 2 While he was studying the importance of saliva in digestion, he discovered what later became known as “psychic reflexes.” In his most famous experiment, he conditioned dogs to salivate at the sound of a certain tone. The dogs had come to associate the tone with receiving food.

Bullet # 3 The classical conditioning techniques pioneered by Pavlov have had major application in therapeutic situations. In addition, many of today’s advertisers also use classical conditioning techniques to sell products.

B.F. Skinner

- A strict behaviorist
- Operant conditioning:
rewards and
punishments



Slide # 76

Bullet # 1 Perhaps the most prominent and strict behaviorist, B.F. Skinner spent most of his career at Harvard.

Bullet # 2 Skinner believed that behavior is strongly influenced by rewards and punishments. In much of his work, he used rats and pigeons. Food was the major reward in his experiments and frequent electric shocks were the punishment. This method of experimenting eventually became known as operant conditioning.

Edward Thorndike

- Studied animal thinking and reasoning abilities
- The puzzle box, instrumental learning
- Laid the groundwork for operant conditioning



Slide # 77

Bullet # 1 While psychologists like Pavlov focused on classical conditioning, Edward Thorndike studied animal thinking and reasoning abilities.

Bullets # 2–3 Thorndike would place a hungry cat in what he called a “puzzle box” in order to get the animal to learn to give a specific response, such as stepping on a pedal which opened a door with food behind it. He found that it took some time for the animal to learn to make the appropriate response. He called this type of learning “instrumental” learning. Experiments like the puzzle box laid the groundwork for operant conditioning.

The Sociocultural Approach



Slide # 78

The sociocultural approach to psychology explores how society and culture influence behavior. Throughout the history of psychology, most researchers have believed they could identify general principles of behavior that would apply to all of humanity. For the most part, however, psychology has had a Western/North American/European focus. In addition, the majority of psychological research has been conducted by white, middle, or upper class men. How might cultural biases have affected their theories? How well might their theories play out in non-western societies?

Pictured in the slide:

Top row

1. Arthur Jensen
2. Solomon Asch
3. Stanley Milgram

Bottom row

1. Albert Bandura
2. Harry Harlow

Why Has Psychology's Focus Been So Narrow?

- Cross-cultural research is costly, difficult, and time consuming
- Psychology has traditionally focused on the individual, not the group
- Cultural comparisons may foster stereotypes

Slide # 79

Bullet # 1 According to sociocultural theorists, time and expense have limited the scope and focus of psychology. Consequently, many researchers have simply studied white, middle-class subjects.

Bullet # 2 Traditionally, psychology has focused more on the individual rather than the group. The study of group phenomena has been left to sociologists.

Bullet # 3 In addition, critics of the sociocultural approach believe that making cultural comparisons merely generates fixed, stereotypical notions of various cultural groups—many of which have already been victims of prejudice and discrimination.

Sociocultural Issues



- Ethnicity
- Gender issues
- Lifestyles
- Income
- The influence of culture on behavior and the mental process

Slide # 80

Bullets # 1–5 The sociocultural approach is really a combination of both psychology and sociology. It mixes psychology's main focus on individual behavior with sociology's focus on group behavior. The sociocultural approach is incredibly diverse. Sociocultural psychologists study issues ranging from ethnicity to gender to lifestyles; they also look at age, sexual orientation, disabilities, the rise and power of cults, violence, aggression, and obedience to authority.

Stanley Milgram



- Classical experiment on obedience to authority

Slide # 81

Bullet # 1 One of the most elaborate and famous psychological experiments was conducted by Stanley Milgram at Yale in 1960. It involved a white-coated researcher directing a subject to administer increasingly large electric shocks to an unseen “learner.” Before the experiment, Milgram asked many other psychologists how they thought most subjects would behave. The psychologists largely agreed that most of the subjects would obey their conscience and refuse to deliver shocks at high voltages. In Milgram’s experiment, however, 65 percent of the subjects willingly administered shocks at the maximum voltage of 450 volts. In reality, the experiment didn’t involve any electric shocks: Milgram wanted to test how certain factors can influence obedience. The results of his experiment showed that people will change their behavior at the request of—or even in the presence of—someone they perceive to be an authority figure.

Solomon Asch



- 1950 conformity study showed that people tend to conform to other people's ideas of truth even when they disagree with those ideas

Slide # 82

Bullet # 1 Psychologist Solomon Asch devised a study in the 1950s to show how the pressures of conformity can cause attitudes to change. His simple experiment asked subjects to look at one line, then choose which of three other lines most closely approximated the length of the first. He found out that people tend to conform even when they know that it is not right or if they disagree.

Harry Harlow



- Challenged drive-reduction theory
- Surrogate mothers
- Contact comfort



Slide # 83

Bullets # 1–2 Harry Harlow challenged the drive-reduction theory of motivation, which held that individual behavior is motivated by a need to reduce a state of tension or arousal. Usually this tension came from the lack of a basic necessity such as food or sleep.

Bullet # 2 Along with his wife Margaret, Harlow performed an experiment in which he took baby rhesus monkeys away from their mothers at birth. He then gave the babies a choice between two surrogate “mothers.” One was made only of wire, but it had a nursing bottle attached to it. The other “mother” was made from terrycloth, but had no food delivery device attached. Most monkeys chose the terrycloth mother. Harlow saw this as proof that what he called “contact comfort” was as important as any basic need. Since both “mothers” had been heated, the monkeys didn’t simply choose the terrycloth one because of warmth. Instead, for some reason the terrycloth one better satisfied the monkey’s intrinsic desire for physical contact and comfort. Harlow’s research highlighted the importance of “contact comfort,” especially for infants and children.

Albert Bandura



- Social learning and modeling
- Learning and aggression

Slide # 84

Bullet # 1 Albert Bandura, whom we discussed earlier when examining the cognitive approach, has also had an impact on sociocultural psychology. Much of Bandura's early work focused on social learning and modeling and how people tend to imitate the behavior of those they admire.

Bullet # 2 Bandura also explored how children learn aggressive behavior. He believed that kids picked up such behavior either by watching adults act aggressively or by watching aggressive behavior on television. Bandura estimated that by the age of 18, the average American has already witnessed some 200,000 acts of aggression on television.

Arthur Jensen



- Cultural differences in IQ
- Is IQ inherited?

Slide # 85

Bullet # 1 Arthur Jensen's ideas provoked a major controversy over the relationship between ethnicity and IQ. According to Jensen, the average IQ for many of the larger minority groups is between 3 and 15 points lower than the average IQ for white people. The idea that some cultures might be inherently "smarter" than others infuriated many; some even went so far as to label Jensen a racist.

Bullet # 2 In 1969, Jensen suggested that about 80 percent of what we attribute to IQ is inherited. He also believed that intelligence is largely genetic in origin.

Approaches to Psychology



Slide # 1

The Different Approaches

- The problems you wish to investigate are tied to a number of theoretical approaches to psychology
- There are six basic approaches to the study of psychology (some psychologists also include a seventh approach)

Slide # 2

Seven Approaches

- 1. Evolutionary
- 2. Biological
- 3. Behavioral
- 4. Cognitive
- 5. Humanistic
- 6. Psychodynamic
- 7. Sociocultural

Slide # 3

Application



- How do you explain the causes of depression?
- How do you examine the personality of an assassin?

Slide # 4

Application #2



- How can we explain the power of cult leaders?
- What social conditions exist that promote the rise of cults?

Slide # 5

Application #3



- How could you investigate the causes of mental illness?

Slide # 6

Application #4



- How could you explain the reasons for obedience to authority?

Slide # 7

Application #5



- How could you achieve a better understanding of why a person would commit suicide?

Slide # 8

Application #6



Where would you look if you wanted to understand how and why some people seem so extraordinary and important in our society?

Slide # 9

Overview of Each Approach

- **Biological:** Focuses primarily on the activities of the nervous system, the brain, hormones, and genetics
- **Psychodynamic:** Emphasizes internal, unconscious conflicts; the focus is on sexual and aggressive instincts that collide with cultural norms

Slide # 10

Overview (cont.)

- **Behavioral:** Examines the learning process, focusing in particular on the influence of rewards and punishments
- **Evolutionary:** Investigates how primal survival instincts can influence behavior

Slide # 11

Overview (cont.)

- **Cognitive:** Focuses on the mechanisms through which people receive, store, and process information
- **Humanistic:** Emphasizes an individual's potential for growth and the role of perception in guiding mental processes and behavior

Slide # 12

Overview (cont.)

- ✦ **Sociocultural:** Explores how behavior is shaped by history, society, and culture

Slide # 13

The Evolutionary Approach

- ✦ Functionalism
- ✦ Why we do what we do
- ✦ The influence of Charles Darwin

Slide # 14

Natural Selection

- ✦ An evolutionary process in which individuals of a species that are best adapted to their environments are the ones most likely to survive; they then pass on these traits to their offspring

Slide # 15

James's Adaptation of Darwin's Principles



- "The most adaptive behaviors in an individual are the ones that grow stronger and become habitual."

Slide # 16

Key Points in the Evolutionary Approach



- The adaptive value of behavior
- The biological mechanisms that make it possible
- The environmental conditions that either encourage or discourage behavior

Slide # 17

The Adaptive Value

- Evolutionary psychology examines behaviors in terms of their adaptive value for a species over the course of many generations

Slide # 18

An Example from the Evolutionary Perspective

- Male vs. Female: differences in visual-spatial ability
- Hunting vs. gathering



Slide # 19

Other Examples

- Fear of snakes and spiders
- Greater sexual jealousy in males
- Preference for foods rich in fats and sugars
- Women's greater emphasis on a potential mate's economic resources

Slide # 20

Other Evolutionary Notions

- Mating preferences, jealousy, aggression, sexual behavior, language, decision making, personality, and development
- Critics

Slide # 21

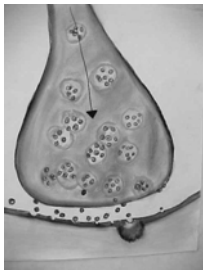
The Biological Approach



- Behavior and mental processes are largely shaped by biological processes
- It is not identified with any single contributor

Slide # 22

The Biological Focus



- The brain and central nervous system
- Sensation and perception
- Autonomic nervous system
- Endocrine system
- Heredity and genetics

Slide # 23

Biological Focus (cont.)



- The physiological basis of how we learn and remember
- The sleep-wake cycle
- Motivation and emotion
- Understanding the physical bases of mental illnesses such as depression and schizophrenia

Slide # 24

Major Contributors



Slide # 25

Howard Gardner



- Studied brain damage and neurological disorders
- Created the theory of multiple intelligences
- The different types of intelligence

Slide # 26

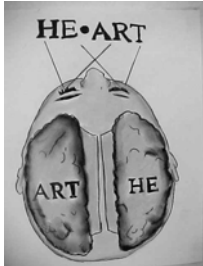
Hans Eysenck



- Importance of genetics
- Intelligence is inherited
- Personality has a biological component
- Hierarchy of personality traits

Slide # 27

Roger Sperry



- Split-brain surgery
- Techniques for measuring the different functions of the hemispheres of the brain
- Application: epilepsy

Slide # 28

William James



- Humans are motivated by a variety of biological instincts
- Instincts are inherited tendencies
- The father of American psychology

Slide # 29

Masters & Johnson



- Study of human sexuality
- They used physiological recording devices to monitor bodily changes of volunteers engaging in sexual activity
- Insights into sexual problems

Slide # 30

Judith Rodin

- Study on obesity
- Genetic predispositions



Slide # 31

David McClelland

- Achievement and motivation
- Characteristics of high-achieving people



Slide # 32

Stanley Schachter



- Studied eating behavior
- Manipulation of external cues

Slide # 33

Elizabeth Loftus



- Study of memory
- Eyewitness testimony
- Myth or repressed memories?

Slide # 34

Gustav Fechner



- Psychophysics: the study of the relationship between sensory experiences and the physical stimuli that cause them
- Revolutionized the field of experimental psychology

Slide # 35

David Hubel



- Nobel Prize winner (transforming sensory information)
- Implantation of electrodes into the cortex of a cat

Slide # 36

Erik Kandel



- Molecular biologist and Nobel Prize winner
- Learning results in the formation of new memories

Slide # 37

Hermann Von Helmholtz



- Color vision: color receptors in the retina transmit messages to the brain when visible lights of different wavelengths stimulate them

Slide # 38

Paul Ekman



- Emotions and how the human face expresses them
- Human emotions are universal

Slide # 39

The Psychodynamic Approach



Slide # 40

The Psychodynamic/ Psychoanalytic Approach

- Examines unconscious motives influenced by experiences in early childhood and how these motives govern personality and mental disorders
- Free association and psychoanalysis

Slide # 41

Sigmund Freud



- The “Father of psychoanalysis”
- The second mind, unconscious
- Repression, free association, dream analysis
- Theory of personality

Slide # 42

Carl Jung



- Analytical psychology
- Personal and collective unconscious
- Archetypes

Slide # 43

Alfred Adler



- Individual psychology
- Striving for perfection, compensation, and the inferiority complex
- Ordinal position

Slide # 44

Anna Freud



- Founder of child psychoanalysis
- Defense mechanisms

Slide # 45

Erik Erikson



- A neo-Freudian
- A strong need for social approval
- Psychosocial development and crises

Slide # 46

The Humanistic Approach



Slide # 47

The “Third Force” in Psychology

- Rejected the views of both behaviorism and psychoanalytic thought
- Free will and conscious choice

Slide # 48

The Humanists Revolt

- Humanists felt that both behaviorist and psychoanalytic perspectives were dehumanizing
- Humanists believed that behaviorism and psychoanalysis ignored personal growth
- An optimistic view of human potential

Slide # 49

More Differences



- Choices are not dictated by instincts, the biological process, or rewards and punishments
- The world is a friendly, happy, secure place

Slide # 50

Carl Rogers



- In the 1940s, humanism began to receive attention because of Rogers
- Human behavior is governed by each individual's sense of self
- The drive for personal growth

Slide # 51

Application of the Humanistic Approach

- Greatest contribution comes in the area of therapy
- Client-centered therapy

Slide # 52

Abraham Maslow



- Hierarchy of needs, theory of motivation
- Becoming fully self-actualized
- Emphasis on uniqueness

Slide # 53

Albert Ellis



- Creator of rational-emotive therapy
- Self-defeating thoughts cause depression and anxiety
- “I must be loved by all” is an unrealistic notion

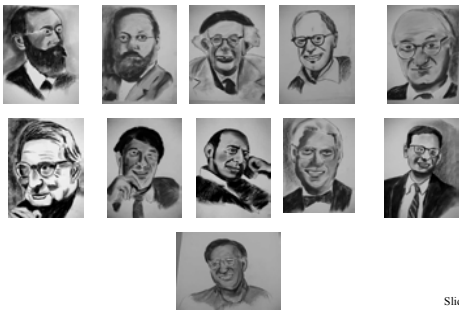
Slide # 54

Criticisms of the Humanistic Approach

- ✦ Not all people have the same needs or meet them in a hierarchical fashion
- ✦ The humanistic approach is vague and unscientific

Slide # 55

The Cognitive Approach



Slide # 56

The Cognitive Perspective

- ✦ Studies people's mental processes in an effort to understand how humans gain knowledge about the world around them
- ✦ Cognito = Latin for "knowledge"
- ✦ How we learn, form concepts, solve problems, make decisions, use language

Slide # 57

What Is Cognition?

- An “unobservable” mental process
- The study of consciousness, physiological determinants of behavior
- 1950s-1960s: new understanding of children’s cognitive development

Slide # 58

Advocates of the Cognitive Approach

- The manipulation of mental images can influence how people behave
- The focus is not on “overt” behavior
- The cognitive method can be studied objectively and scientifically

Slide # 59

Wilhelm Wundt



- He used “introspection” as a research technique
- He set up the first psychology laboratory
- Voluntarism

Slide # 60

Edward Titchener



- Structuralism
- The mind is structured by breaking down mental experiences into smaller components

Slide # 61

Jean Piaget



- Child psychologist
- Educational reforms
- Children are not “blank slates”

Slide # 62

Noam Chomsky



- Infants possess an innate capacity for language
- Transformational grammar

Slide # 63

Albert Bandura



- Social Cognitive Theory: a form of learning in which the animal or person observes and imitates the behavior of others
- Cognitive learning theory/expectancies

Slide # 64

Lawrence Kohlberg



- How children develop a sense of right and wrong
- He borrowed from Piaget
- Moral questions

Slide # 65

Albert Ellis



- RET/Changing unrealistic assumptions
- People behave in rational ways
- Role playing

Slide # 66

Hans Eysenck



- Trait theory and personality development

Slide # 67

Aaron Beck



- A cognitive therapist
- Maladaptive thought patterns cause a distorted view of oneself that leads to problems

Slide # 68

Stanley Schachter



- “Misery loves company”
- Anxiety and companionship

Slide # 69

Howard Gardner



- ✦ Multiple forms of intelligence

Slide # 70

The Behavioral Approach



Slide # 71

What Is Behaviorism?

- ✦ Focuses on observable behavior and the role of learning in behavior
- ✦ Behaviorism continues to influence modern psychology
- ✦ The role of reward and punishment in learning

Slide # 72

Applications of Behaviorism

- Aggression
- Drug abuse
- Self-confidence issues
- Overeating
- Criminality

Slide # 73

John Watson

- The father of behaviorism
- Psychology should become a science of behavior
- Environment molds the behavior of us all



Slide # 74

Ivan Pavlov

- Nobel Prize winner
- Psychic reflexes
- Classical conditioning



Slide # 75

B.F. Skinner

- A strict behaviorist
- Operant conditioning: rewards and punishments



Slide # 76

Edward Thorndike

- Studied animal thinking and reasoning abilities
- The puzzle box, instrumental learning
- Laid the groundwork for operant conditioning



Slide # 77

The Sociocultural Approach



Slide # 78

Why Has Psychology's Focus Been So Narrow?

- Cross-cultural research is costly, difficult, and time consuming
- Psychology has traditionally focused on the individual, not the group
- Cultural comparisons may foster stereotypes

Slide # 79

Sociocultural Issues



- Ethnicity
- Gender issues
- Lifestyles
- Income
- The influence of culture on behavior and the mental process

Slide # 80

Stanley Milgram



- Classical experiment on obedience to authority

Slide # 81

Solomon Asch



- 1950 conformity study showed that people tend to conform to other people's ideas of truth even when they disagree with those ideas

Slide # 82

Harry Harlow



- Challenged drive-reduction theory
- Surrogate mothers
- Contact comfort

Slide # 83

Albert Bandura



- Social learning and modeling
- Learning and aggression

Slide # 84

Arthur Jensen



- Cultural differences in IQ
- Is IQ inherited?

Slide # 85

Approaches to Psychology

Name _____ Date _____ Period _____

Activity #1

Match the following psychological approaches with the descriptions listed below. Put the appropriate letter next to the number.

1. ____ structuralist
2. ____ functionalist
3. ____ psychoanalyst
4. ____ behaviorist
5. ____ humanist
6. ____ cognitive psychologist
7. ____ psychobiologist

Definitions:

- a. A psychologist who studies how physical and chemical changes in the brain influence our behavior
- b. A psychologist who focuses on how we process, store and use information and how this affects our thinking
- c. A psychologist who believes that people are free to direct their own destinies
- d. A psychologist who analyzes how organisms learn or modify their behavior based on events in their environment
- e. A psychologist who studies how unconscious motives and conflicts affect our lives
- f. A psychologist who studies the function rather than the structure of consciousness
- g. A psychologist who studies the basic elements that make up conscious mental experiences

Name _____ Date _____ Period _____

Activity #1: Answer Key

Match the following psychological approaches with the descriptions listed below. Put the appropriate letter next to the number.

1. ____ structuralist
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Key

1. Structuralist = h
2. Functionalist = f
3. Psychoanalyst = e
4. Behaviorist = d
5. Humanist = c
6. Cognitive psychologist = b
7. Psychobiologist = a

Approaches to Psychology

Name _____ Date _____ Period _____

Activity #2: Graphic Organizer

Directions: Below is a list of several psychologists, and a list of different approaches to the study of psychology. Complete the graphic organizer by matching the psychologists with the approaches that they helped create.

Behaviorism
Biological
Cognitive
Evolutionary
Functionalism
Humanism
Psychoanalytic
Sociocultural
Structuralism

Abraham Maslow
William James
Ivan Pavlov
Carl Rogers
John Watson
Wilhelm Wundt
Jean Piaget
David Buss
B.F. Skinner
Sigmund Freud
Edward Titchener
Solomon Asch

APPROACH	PSYCHOLOGISTS

Approaches to Psychology

Name _____ Date _____ Period _____

Activity #2: Graphic Organizer/key

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Jean Piaget
David Buss
B.F. Skinner
Sigmund Freud
Edward Titchener
Solomon Asch

APPROACH	PSYCHOLOGISTS
Functionalism	William James
Behaviorism	John Watson/Ivan Pavlov
Psychoanalytic	Sigmund Freud
Evolutionary	William James/David Buss
Cognitive	Jean Piaget
Biological	William James
Sociocultural	Solomon Asch
Structuralism	Edward Titchener/Wilhelm Wundt
Humanism	Abraham Maslow/Carl Rogers

Approaches to Psychology

Name _____ Date _____ Period _____

Multiple-Choice Questions

1. Which of the following is not considered an approach to psychology?
 - a. Biological
 - b. Behavioral
 - c. Sociocultural
 - d. Adaptive
 - e. Psychodynamic
2. Which psychological approach emphasizes “the activity of the nervous system and the brain”?
 - a. Evolutionary
 - b. Biological
 - c. Psychodynamic
 - d. Behavioral
 - e. Cognitive
3. Which approach emphasizes an individual’s potential for growth?
 - a. Humanist
 - b. Sociocultural
 - c. Biological
 - d. Behavioral
 - e. Psychodynamic
4. Which early psychologist was dramatically influenced by the work of Charles Darwin?
 - a. Sigmund Freud
 - b. William James
 - c. Hans Eysenck
 - d. Roger Sperry
 - e. Stanley Schachter
5. Which modern-day psychologist believed in the evolutionary approach to psychology?
 - a. William James
 - b. David Buss
 - c. Hans Eysenck
 - d. Howard Gardner
 - e. William Masters

Approaches to Psychology

6. Which approach is not identified with one particular creator, but instead has hundreds of psychologists who have contributed to it?
 - a. Evolutionary
 - b. Psychoanalytic
 - c. Biological
 - d. Sociocultural
 - e. Behavioral
7. Which biological psychologist studied brain damage and diseased individuals and also developed the theory of multiple intelligences?
 - a. Howard Gardner
 - b. Stanley Schachter
 - c. Roger Sperry
 - d. William James
 - e. Virginia Johnson
8. Which biological psychologist performed an elaborate experiment on obesity?
 - a. William James
 - b. Judith Rodin
 - c. Howard Gardner
 - d. David McClelland
 - e. Stanley Schachter
9. With which psychologist do we associate the term “psychophysics”?
 - a. Elizabeth Loftus
 - b. Gustav Fechner
 - c. David Hubel
 - d. Erik Kandel
 - e. Paul Ekman
10. Which early 19th-century German scientist studied color vision?
 - a. Erik Kandel
 - b. Herman Von Helmholtz
 - c. Paul Ekman
 - d. Aaron Beck
 - e. Judith Rodin
11. Which of the following psychologists did NOT use the psychodynamic approach?
 - a. Sigmund Freud
 - b. Anna Freud
 - c. Erik Erikson
 - d. Carl Jung
 - e. William James

Approaches to Psychology

12. Which psychologist developed analytical psychology?
 - a. Carl Jung
 - b. Alfred Adler
 - c. Erik Erikson
 - d. Abraham Maslow
 - e. Wilhelm Wundt
13. Which psychologist purposely set out to establish what he called “The Third Force” in psychology?
 - a. Sigmund Freud
 - b. Albert Ellis
 - c. Abraham Maslow
 - d. Carl Rogers
 - e. Anna Freud
14. Which early cognitive thinker built his research around an elaborate study of children?
 - a. Albert Ellis
 - b. Jean Piaget
 - c. Noam Chomsky
 - d. Albert Bandura
 - e. Hans Eysenck
15. Who was considered the father of behaviorism?
 - a. John Watson
 - b. Stanley Schachter
 - c. Arthur Jensen
 - d. John Garcia
 - e. Edward Thorndike

Approaches to Psychology

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