

PSY 3360 Historical Perspectives on Psychology
CGS 3325 Minds and Machines Since 1600
Final Exam Study Guide - Summer 2009

***** Final version *****

Key Terms

free association	displacement	discrimination	contingencies of reinforcement
ethology	intelligence quotient	generalization	manifest vs. latent content of dreams
catharsis	rationalization	extinction	reinforcement schedules
hysteria	reaction formation	spontaneous recovery	cognitive map
psychoanalysis	wish fulfillment	logical positivism	operational definition
parapraxias	transference	Skinner box	object permanence
dream work	posthypnotic suggestion	classical conditioning	anthropomorphism
projection	operant conditioning	intervening variables	Morgan's canon
fixation	unconscious motivation	critical period	imprinting
latent learning	Thorndike's law of effect	sign stimulus	honeybee waggle dance

Names (key figures in bold; link the others with a single concept/theory):

Freud	Pavlov	Watson	Skinner	Piaget	Chomsky
James	Wundt	Thorndike	Lorenz	von Frisch	Tinbergen
Peirce	Ebbinghaus	Binet	Sechenov	Lamarck	Mesmer
Tolman	Charcot				

Define the following concepts and provide examples:

1. Excitation and inhibition (Sechenov)
2. Ego defense mechanisms (Freud)
3. icon-index-symbol (Peirce)
4. induction-deduction-abduction (Peirce)
5. Piaget's stages of development (provide operational definitions)
6. Levels of linguistic analysis (5)
7. Pavlovian conditioning and operant learning (Pavlov, Skinner)
8. Behaviorist and ethological approaches to the study of animal behavior
9. The key properties of consciousness according to James

Sample essay questions:

1. Describe the components of Darwin's theory of natural selection (4 parts). What was the theory developed to account for? How does natural selection differ from artificial selection?
2. How did Galton propose to measure human intelligence? What was wrong with his proposal?
3. Contrast Skinner's approach to language with that of Chomsky. Describe how Skinner and Chomsky viewed the process of language acquisition. Discuss strengths and weaknesses of each approach.

4. Describe the formation of a conditioned response according to the classical conditioning theory developed by Pavlov. Include an example, and describe the roles of the unconditioned stimulus (US), unconditioned response (UR), conditioned stimulus (CS), and conditioned response (CR).
5. Describe the James-Lange theory of emotion. What led James to propose this theory? Discuss both strengths and weaknesses of the theory.
6. What were the four main stages of intellectual development according to Piaget? List and describe each stage, and provide an operational definition, i.e. state the criteria that Piaget felt were necessary to move to the next stage.
7. Compare and contrast the approaches taken by the **behaviorists** and the **ethologists** to the study of animal behavior. Explain the rationale for each approach with an example.