

## Unit 1

1. What is the textbook definition of psychology? How did Wundt's work help establish psychology? How does the modern definition of psychology differ from older definitions?
2. How do structuralists and functionalists differ in their view of *consciousness*? (Which was Wundt? Which was James?)
3. What part of consciousness do *psychoanalysts* focus on? If you were a *behaviorist*, what parts of a person's life would you pay attention to? What sorts of words do *humanists* use to convey their main interests?
4. What does *cognitive* mean? If you study *biological psychology*, what will you think causes our behaviors and thoughts? How might human *evolution* have contributed to your current desires or emotions? What's so *positive* about positive psychology?
5. What does *physiological* mean? What is *development* in terms of human change? What does it mean to say we're a *social* creature? Which psychologists might study the different general tendencies in people's *personalities*? Can you see a root word for measurement in "*psychometrics*"? If a person has psychological problems, might we say they need *clinical* help? Why can a *psychiatrist* prescribe medicine?
6. Is religious faith *empirical*? Is science? Why do we have so many *theories*? Will scientists' interests be influenced by what goes on in the world around them? Is any behavior ever caused by just one thing? Has your social life influenced your behaviors and thoughts? What do we mean by *nature* and *nurture*? What's the difference between *objectivity* and *subjectivity*?
7. What is SQ3R? What are the best strategies for studying? And for taking multiple choice tests?
8. As psychological *scientists*, what do we *measure*? Why do we bother making *predictions*? If we apply our knowledge, might we *control* behavior and mental processes?
9. Once you know what topic you want to research, what is the standard procedure for actually doing a research study in a *scientific* manner? (What are the precise steps?)
10. How can I get numerical data if I *directly observe* someone's behaviors? What can you ask on a *questionnaire*? Is an *interview* as fool-proof as a questionnaire? What good are standardized *psychological tests* (like IQ tests)? If I record your *physiological* state, what am I seeing? And if I need data on people's health histories, in which *archives* can I look to find this?

11. To create a scientific *experiment*, who manipulates what on which people? Which part of this is called the *independent variable*? Which part is the *dependent variable*? Why is one group of people called the *control group*?
12. If you put all the doofy people into the control group (of an experiment), you have contaminated your experiment. How would *random assignment* into groups have eliminated the contamination created by this *extraneous variable*?
13. *Descriptive* research describes what is out there without testing it. Can *natural* behavior be *observed*? Can a *survey* give us data to help describe things? If you only study a single *case*, can you generalize to others?
14. *Descriptive* research is often an inexpensive way of showing what is out there, but can it confirm whether some action was *caused* by something else? On the other hand, can it help us learn about topics that we wouldn't be able to experiment on?
15. Is a *negative correlation* as good as a *positive correlation*? *When* can a correlation be used to predict one quantity (when the other is known)?
16. What are the possible explanations for an existing correlation? Can a correlation ever show *causation*?
17. To make an *inference* means to draw a conclusion from something, so what can we do with *inferential statistics*? What does *statistical significance* have to do with chance and coincidence?
18. If I survey only my friends, is my *sampling* process fair? If you get happier because you think you took a drug, do we *know* anything about the drug? If you're asked to report on your own self, will you always be 100% honest? And if I conduct my own experiment, can you be sure I didn't alter the outcome in a subtle way by influencing the participants to act the way I expected them to?
19. Not many psychology studies are conducted on animals, but why do we even bother?
20. What care do we take when working with people to insure their rights and safety?

## Unit 2

1. Which aspect of forming a memory is *encoding*? Where are memories *stored* once formed? Can you remember something without *retrieving* it?
2. Would you be able to encode information if you didn't pay *attention* to it in the first place? Can your mind *filter* out irrelevant information and *select* relevant information before you even think about it (i.e., *early* on), or does it have to wait until you've analyzed it some (i.e., *later*)?
3. What advantages are there to processing information deeply? What might cause *shallow*, *intermediate*, or *deep processing*? (Is it safe to say the more you think about it, the deeper it's encoded?)
4. How does *elaboration* deepen the level of processing a memory? What does the formation of *visual imagery* do to increase depth during encoding? And why do you remember things better when you *relate it to your self*?
5. Close your eyes and quickly blink them open (then closed again). Did you "catch" the image of light? How quickly did this photographic *sensory memory* fade? Was there a lot more information in it than you could attend to at once?
6. *Short-term memory* (also called *working memory*) lasts only a *few seconds*; but what can *rehearsal* do to the memory? If nothing gets into long-term memory, what happens when rehearsal stops?
7. How many items can you hold in that short-term memory at any one moment? Can this amount be increased by combining single pieces into related *chunks*?
8. How long can a memory remain in *long-term memory*? Is there any known limit? Are extremely vivid *flashbulb* memories any more accurate than ordinary memories?
9. Memories in our minds have to be organized somehow. What are the different ways we think they are organized? Might we *cluster* similar items together? Might we place items in a meaningful *hierarchical* system? How do *schemas* influence what we remember?
10. Can you picture a *semantic network* of knowledge concepts and the interconnected wiring leading between them as a way to organize memories? Now, can you picture how these might be built out of neural structures that operate in *parallel processing*?

11. What are the *cues* that trigger the retrieval of a piece of memory? How do they work? Can indirect cues, like the general *context* (the surroundings where the specific memory was encoded) serve later to trigger the retrieval of the memory? How?
12. I know you like to think your memories are accurate, but how accurate are they, really? What does *reconstruction* have to do with memory inaccuracies? Do we always correctly *monitor* the *source* of memory pieces? Do we always correctly stop imagined things from becoming *reality* memories?
13. How can we tell if someone has actually *retained* a piece of information in their memory? Is their ability to *recall* it the only way we can test them? Does *recognition* show us they have memory? Does *relearning* something faster show us they have a memory of it?
14. Is *ineffective encoding* really forgetting? Does material *decay* (just fade) out of LTM? Can you distinguish *retroactive interference* from *proactive interference*? (Remember, an old pro recalls the old.) Is there a difference between forgetting something and suffering a *retrieval failure*?
15. What happens to a memory if it's *repressed*? Does evidence suggest that repressed and recovered memories are likely to be true and valid?
16. Is *amnesia* just forgetting? Most amnesias (real life and movies) are *retrograde* –unable to remember what happened prior to the bump on the head. What happens in a case like in the movie “Memento”? How does the *consolidation* failure of the *hippocampus* lead to *anterograde* amnesia?
17. Some things in your memory you can talk about: you can make *declarations* about. Other things you usually don't talk about – memories of *procedures* for actions. Among the declarative memories in your head, some of it is knowledge, or *semantics*; other material is the *episodes* of your life. Which of these systems (*semantic memory* or *episodic memory*) is more likely ordered chronologically?
18. Can you remember what you did yesterday, that is in *retrospect*? And do you remember what you are supposed to do later today, *prospectively*? What sort of tasks are you more likely to forget from your prospective memory?
19. What can you do to maximize your memory's abilities? Is *overlearning* a good idea? What is a *mnemonic* device? How can you encode things *deeply*?
20. If you were on trial for a crime that you did not commit, would you like to have an eyewitness testify against you? Are *eyewitness testimonies* very reliable? What does memory *reconstruction* (and especially *source monitoring*) have to do with it? Are *confident* eyewitnesses more reliable than less confident eyewitnesses?

## Unit 3

1. Where on a neuron will you find the *axon*? The *dendrites*? The *terminals*? The *soma*? What happens at dendrites? What happens along the axon? What happens at the terminals?
2. Is a *neural impulse* electrical or chemical? Is it *resting* or is it *action*? Where does it go? What's left in its wake (very shortly after the impulse)? Is there ever, say, half a charge?
3. Where is a *synapse*? What does the neural impulse activate at the terminals? What do the neurotransmitters trigger on the dendrites of the receiving neuron? Will *excitatory* postsynaptic potentials help send a message? Will *inhibitory* postsynaptic potentials help block a message?
4. What is so central about the *central nervous system (CNS)*? Where is the *peripheral* nervous system (PNS)? Which subsystem (within the PNS) guides movement (effecting muscles) and sense of touch (affect)? Which subsystem controls things (like breathing) *autonomously*? Which neural system activates to save you in emergencies? And which activates to calm you back down?
5. How can we know what's going on in a live brain? Can we measure the electricity (on an *EEG*)? Can we "see" levels of activity (by *imagery* scans)? Can we destroy (*lesion*) a section and look for effects in behavior? Can we *stimulate* a section to action directly or indirectly and look for effects?
6. CT and MRI scans are great for looking at the momentary *structure* of the brain, but what can PET and fMRI scans do beyond that?
7. Sorry, but memorize the parts of the *hindbrain* (where the spinal cord connects to the brain): medulla, pons, and cerebellum. Do the same for the *midbrain* (the lower center of the brain): reticular formation.
8. What does the *thalamus* process? Why is the little *hypothalamus* so fun and interesting? What would you be like without your limbic system? Is there anything important in your *cerebrum*?
9. The *cerebrum* has four *lobes*, each with a name and general function. Can you see trees without your *occipital* lobe? Can you feel sandpaper without your *parietal* lobe? Can you hear me joke without your *temporal* lobe (can you understand my jokes without this lobe)? Can you walk out of class without a well-functioning *frontal* lobe? What travels across the *corpus callosum*?
10. A brain is "plastic" because it can be molded, but what is molded? When is it most pliable? How do we know about brain *plasticity*? What has imaging found? What has dissection of rat brains found?

11. Just as lobes correspond to certain functions, so do the two sides (*hemispheres*) of the brain overall. What is more likely to occur on the right side? And on the left? Are these differences more important in *split-brain* persons, or in those of us with connected hemispheres?
12. Hormones are neurotransmitters, too... or sort of. Where are they stored? How are they released? How do they get to their targets? Which gland is the master gland? Which gland(s) releases the sex hormones?
13. If you like to think some behavior pattern “runs in the family,” or is “in the genes,” does *behavior genetics* help support your thoughts? What kind of genes carry the information necessary to induce behavior? Is it “one gene one trait,” or many genes to a trait? Can your *phenotype* be perfectly predicted from your *genotype*?
14. Which family relationships give us good clues about whether some behavior or mental pattern has been *inherited* from your ancestors? Are studies with identical (*monozygotic*) twins helpful in this pursuit? How do *adoption* studies help? How does *heredity* (your genetic inheritance) interact with the *environment* to produce the real you?
15. What is the basic premise of the theory of *evolution*? How do we know whether an individual or a genetic trait the individual has is more *fit* (thus, *adaptive*) than another? How are traits *selected* for continued existence over time?
16. What conditions cause *frustration*? Why is an “*approach-approach*” conflict stressful? Why is an “*approach-avoidance*” conflict stressful? Why is an “*avoidance-avoidance*” conflict stressful? What sort of life changes are stressful? Which pressures from one’s environment are stressful?
17. In terms of emotional arousal, how much stress is best for a task? How does your body react to the *alarm* of stressful situations? Are all *coping strategies* good for you? How might *defense mechanisms* hide your problem?
18. What are some of the behavioral and mental side effects of exposure to stress? What causes *burnout*? What are some of the common symptoms of *post-traumatic stress disorder*?
19. Can exposure to stress make you physically ill? How? What does the immune system have to do with this?
20. Can social support help buffer effects from stress? Can an optimistic outlook help? And on a separate topic, what are some of the main (bad) behaviors that are bad for your health?

## Unit 4

1. How does a *drive* to behave differ from an *incentive* to behave? Are some of these inborn?
2. Which part of your brain causes you to feel hungry? What do *glucostats* measure? Which hormones are related to feeling hungry?
3. Which food *cues* cause people to eat? What are some non-food cues that trigger eating? How are they *learned*?
4. Why do some people get fatter than others? Is *basal metabolism* involved? How does a weight *set-point* work?
5. Do hormones arouse your sexual desires? Do pornographic images? Does the person you're going out with?
6. Are males hornier than females? Is there a genetic, *evolutionary* basis to it?
7. Why do older men lust after younger women? And why would younger women take older, successful men for a mate?
8. Do we learn to be heterosexual? Can we learn to be homosexual? Can we predict which boys might be gay later on in life? How do *twin studies* help suggest a biological cause of sexual orientation? Are we yet sure of the causes of sexual orientation?
9. If you haven't yet experienced the four phases of the human sexual response, perhaps you can practice on your own. But know the names (of the phases, etc.).
10. If you have a high *need for achievement*, you want to win, be successful, work hard. Is it in your best interest to choose a very hard task (very high rewards but high risk of failure), or a moderately hard task (decent rewards but also less risk of failure), or an easy task (little rewards, but easy)?

11. Which of the following is a part of *cognition*: your rapid heart rate, your clenched fist, or the *feeling* of anger in your *mind*?
12. Which of the following is a *physiological* part of being angry: your rapid heart rate, your clenched fist, or the feeling of anger in your mind?
13. How would you react to situations if your *limbic system* were destroyed? And the *amygdala* in particular?
14. Which of the following is a *behavioral* part of being angry: your rapid heart rate, your clenched fist, or the feeling of anger in your mind?
15. To what extent does our culture constrain the ways that we show our emotions? Are there some cross-cultural commonalities in the expression of some emotions?
16. According to the *James-Lange theory* of emotion, how do you know which emotion your body is having? According to the *Cannon-Bard theory*, where do the *simultaneous* signals triggering emotion and feeling come from?
17. What is the *cognitive appraisal* of the situation in *Schachter's two-factor theory* of emotion?
18. Have we, perhaps, been bred (by way of evolution) to have some *primary emotions*? Can more emotions be made out of combinations of basic, primary emotions?
19. Is money a good predictor of a person's happiness? No? What are some fair predictors of happiness?
20. What are the best predictors of happiness? And in what ways can we truly say that happiness is in the eye of the beholder?

## Unit 5

1. Which part of seeing a sunset is *sensation*? Which part is *perception*? Which is more biological?
2. How do we know how good a person's *signal detection* abilities are? Leaving mystery and magic aside, what does *subliminal perception* refer to? Does it really happen? (How can it *prime* you to perceive things a certain way?) Do your eyes *adapt* to the light or to dark? Do your ears *adapt* to sound or to quiet?
3. If you have a predisposition to see something in a particular way, what sort of mental bias is it? Why is the process of *feature analysis*, where your brain winds up analyzing the basic features of an object to figure out what it is, a *bottom-up* system? How would *top-down* processing potentially bias your perception of a thing?
4. What is the *whole* in the idea of *Gestalt*? How does the *organization* of sensory data provide *more* to the image than may actually be in the raw sensory data? How is this exhibited in the *phi phenomenon*? And in the other gestalt principles?
5. How often do you rely on a *perceptual hypothesis* (prediction) about what a *distal* (distant) *stimulus* really is, based on the information in your *proximal* (on the sense receptor) *stimulus*?
6. When you observe an object using both eyes (*binocular cues*) to determine depth (how far something is from you), is the image on each eye's retina exactly identical? Do your eyes converge to focus on closer objects? What are the clues available to you if you're blind in one eye?
7. If you know a thing remains constant despite its changing image on your eye, it's a *constancy*. What does *size constancy* have to do with receding objects? What does *shape constancy* have to do with objects that change their angles? Which depth cues help create some of the common *illusions*?
8. Does your consciousness *flow like a stream*, as *James* described? Do you have *unconscious awareness* as *Freud* thought? Is there, perhaps, a less mysterious form of unconscious awareness?
9. How does light help regulate your *circadian rhythm*? What role does (the *pineal gland's*) *melatonin* play in it?
10. What does *jet lag* do to your circadian rhythm? (How do you get jet lag?) How can varied shift work upset the circadian rhythm? Can pulling an all-nighter upset the rhythm? Can *bright lights* restore the circadian rhythm?

11. How many different *stages of sleep* are there, and during which does dreaming occur? What are the *EEG* patterns shown during *dreaming*? How many *cycles* of sleep stages does a person experience in a night's sleep?
12. What part of the *reticular formation* is involved in sleep regulation? How might an *evolutionary* psychologist explain why we sleep? How does sleep deprivation affect performance on tasks, or on memory? How does *selective sleep deprivation* (e.g., of REM sleep) affect future sleep cycles?
13. Is all reported *insomnia* correct? Which adults are more likely to suffer insomnia? Are there any specific causes of insomnia? What long-term effects do sleeping pills have? Are there any specific good treatments for insomnia?
14. During which sleep stage do *nightmares* generally occur? During which stage do *night terrors* occur? What might happen to a *narcoleptic* while standing over a golf shot? Why does a person with *sleep apnea* make noise? During which stage of sleep does *somnambulism* occur, and what does a somnambulist do during a bout?
15. How do non-REM dreams differ from REM *dreams*? Why do daily experiences often become the stuff of dream content? What do different cultures believe about the meaning of dreams?
16. What did *Freud* mean about dreams serving *wish-fulfillment* but often in a hidden way? How can dreams be seen as contributing to *problem-solving*? If beta-wave EEG brain activity comes first, triggering a bunch of random information, what might your sleeping brain do with all this *activation* to *synthesize* it into a dream story?
17. How does a *hypnotized* person react? And to which purposes might hypnosis be used? Are psychologists sure if hypnosis is a "mysterious" *dissociative* mental state? Why do some think a hypnotized person is really *role-playing*? Which people are more likely to be successfully hypnotized? How reliable are memories retrieved during hypnosis?
18. What are *narcotics*? What are *sedatives*? What are *stimulants*? What do *hallucinogens* do? How do the health risks of marijuana compare with those of alcohol?
19. Which drugs (categories) produce the most rapid *tolerance*? Which drugs have the highest (and which the lowest) risk of physical *dependence*? What is *psychological* dependence?
20. What are direct effects of drugs on health? What are indirect effects? What is known about the effects of marijuana? And ecstasy?

## Unit 6

1. Why is it important to stress that *learning* is a result of *experience* (and not, e.g., a result of biological development)?
2. What is a *stimulus*? And what do we call the type of learning where a new stimulus (which had no effect previously) comes to trigger a reflexive response? What is the association made?
3. How does an *unconditioned stimulus* (UCS) differ from a *conditioned stimulus* (CS)? Which automatically works? When do we call a reflexive response a *conditioned response* (CR)?
4. Imagine being scared by a spider, sexually aroused by high heels, or nauseated by the smell of a cigarette. How might each of these reactions have been *classically conditioned*?
5. How is a new conditioned stimulus (CS) *acquired* as a functioning CS? If the new CS is presented over and over, why will the CR go to *extinction*? And if you stop showing the CS for a while after extinction occurred, and then you start again, what will *spontaneously* happen, if only briefly?
6. If you train a reflexive response to a yellow light CS and then flash an orange light CS, what does *stimulus generalization* predict will happen? And how can you train the animal to *discriminate* between the two similar colored stimuli?
7. Suppose you have a well-established CS (a CS that consistently triggers a CR). Now you take this CS and associate it with a fresh potential CS. (Do you know which has to come first in the pairing sequence?) What kind of conditioning are you doing here?
8. What types of *consequences* are controlling behavior in the view of *operant conditioning*? What kind of a consequence is *reinforcement*?
9. What happens if an accidental behavior is followed by a *reinforcer*? What happens if this is done consistently? Then, how can we train a complex set of actions? Why is this called *shaping*?
10. What happens to an established learned response (behavior) if the reinforcer is missing (withheld)? Do all behaviors go to *extinction* equally fast? Why are some more *resistant* than others?

11. What is a *discriminative stimulus* in operant conditioning? What happens if a stimulus is replaced by a similar (but different) one? Do we get *stimulus generalization*? And how can we teach *stimulus discrimination* so that a response is given to one stimulus but then not to a similar stimulus?
12. If a behavior occurs and the reinforcer is late (*delayed*), will it be effective? Some reinforcers work naturally (like food) but others have to be learned (like a red star on a paper). Why is it safe to call the learned ones *secondary reinforcers* and the natural ones *primary reinforcers*?
13. Different *reinforcement schedules* produce different response patterns. How do *ratio* schedules differ from *interval* schedules? What does it mean if they are *variable* or *fixed*?
14. Under a *fixed ratio* schedule of reinforcement, what happens briefly just after reinforcement is received? Under a *fixed interval* schedule, what happens after reinforcement is received? Which schedules produce behaviors that are most *resistant to extinction*?
15. Repeat after me: “reinforcement is reinforcement.” What is negative *reinforcement*? How is negative reinforcement “delivered”? If I start to yell at you but you run away beforehand, what behavior of yours was reinforced by *avoiding* my yelling? And what is positive reinforcement?
16. What’s the goal of reinforcement? Does it matter if we mean negative reinforcement? On the other hand, what’s the goal of *punishment*? How can punishment be made effective? Why does punishment often backfire?
17. Can we condition an animal to do something opposed to its biological *instincts*, or do they tend to *drift* to their instincts? On the other hand, are some organisms biologically *prepared* to learn certain behaviors quickly? How does *taste-aversion* learning work?
18. Can we learn by merely observing? Can observational learning work if you don’t pay *attention* to the model? If you don’t *retain* what you saw? If you can’t *physically reproduce* the actions?
19. Suppose you observe a new behavior and *acquire* the tendency to do it yourself. Why does it take an expectation of reinforcement to get you to actually *perform* the behavior?
20. To apply these conditioning principles to yourself you engage in *behavior modification*. On which behavior would you conduct it? How could you try to increase a desired behavior? How could you try to decrease an undesired behavior? How would you know if the plan actually worked (what comparisons would you have to make)?

## Unit 7

1. How does *language* differ from communication? What are *symbols*? What is the creativity inherent in being *generative*? Would language work if it weren't *structured*?
2. What are some of the basic sound *phonemes* of English? Which *morphemes* are words and which are not words? Do all words have *semantic* meaning? Are rules a *syntax*?
3. Does a baby's *babbling* relate to the production of phonemes? Can you *receive* (and understand) more words than you can spontaneously *produce*? When do young children enjoy their *vocabulary spurt*? What are the *overextension* and *underextension* language use errors that children make? Why are short word utterances called *telegraphic speech*? What is the syntax application error of *overregularization*? What advantages do you gain when you become *metalinguistically* aware?
4. What are some disadvantages of being *bilingual*? What are some advantages of being bilingual?
5. According to *behaviorists*, how is language progressively shaped? According to *nativists*, what inborn capacities do we possess with respect to language acquisition? What are the cognitive, social, and biological components of an *interactionist* view of language development?
6. A *strong*, or radical *linguistic relativity hypothesis* would say you can't think what you can't say. But what truth lurks in a *weak* version of the linguistic relativity hypothesis?
7. How might *irrelevant information* mislead people solving problems? What happens when you get *fixated* on one *function* for an item? How do your *mental* habits or *sets* inhibit efficient thinking? Why do we often assume *constraints* that don't really exist?
8. To find the area of a circle you use an *algorithm* and get the right answer; to figure the area of the walls of your bedroom before buying paint you probably use a *heuristic* – how correct is the answer you get? How efficient is the problem-solving system of *trial and error*?
9. Why is “we'll deal with it when we get there” a form of working with *sub-goals*? Can you explain painting a landscape as a form of *working backwards* problem solving?
10. You've worked on questions like this before, right? So what is the *analogy* you use to help you solve new questions? Sometimes you just don't understand a question, though... and in that case, do you occasionally *change the way the problem is represented* to see it differently?

11. Are you likely to make decisions *rationally*? When do you use *weighted additive* strategies and when do you use *elimination by aspects* to make decisions? When making risky decisions, do you consider how much you'll *regret* being wrong? Do you make decisions by *comparison*, or by experiencing the options in *isolation*?
12. Remember the rule-of-thumb nature of *heuristics*. How does the ready *availability* of information on your mind influence the decision you're trying to make? And if one item seems to *represent* the typical instance of a concept, do you have a rule-of-thumb to let it influence your decision more? What happens if you ignore *base rates*? Might stereotypes promote the *conjunction fallacy*?
13. Why do we say that *intelligence* tests, mental *aptitude* tests, and *achievement* tests measure an *ability*? What do *personality* tests measure? What's the advantage of administering *standardized tests*? How do test *norms* help us determine how good a person is compared to others?
14. Is a test *reliable* if it measures the same thing on two separate occasions the same way? Is a test *valid* if it actually and accurately measures what it's supposed to measure? Should good standardized tests have *both* high degrees of reliability *and* validity?
15. What *do* intelligence tests measure? Do they measure intellectual achievement, mental aptitudes, or both? If there is a *normal distribution* of intelligence within a population, does it mean everyone is average, or that most people are around average with progressively fewer people scoring higher and lower than average? How do we know that IQ tests are *reliable*? How do we know they're *valid*?
16. What are the extremes of intelligence (both the low end and high end)? Would a label of *mental retardation* be applied solely from scores on an IQ test? What else is considered? Are most forms of retardation caused by biological problems? Which problems? What advantages do the *gifted* enjoy?
17. If *heredity* influences intelligence, which pair of people should be most similar in IQ: fraternal twins, identical twins, or adopted siblings? If identical twins raised in separate homes are more similar than fraternal twins raised in one home, is it a sign of heredity or environment?
18. If identical twins from one home are more similar than identical twins raised apart, it points to an *environmental* influence on IQ. Why? Does the *Flynn effect* point to environmental influences on intelligence? How do heredity and environment *interact* to produce your actual intelligence level?
19. What expectations are aroused by the *stereotype threat* and how does it interfere with performance?
20. What are some of the common *fallacies* that interfere with people's attempts to follow a logical *argument*?

## Unit 8

1. What does *development* have to do with *changes* that happen to people over time?
2. What happens to a *zygote* in the *germinal stage* of prenatal development? When does the *embryonic stage* begin and end, and what forms during the embryonic stage? When does the *fetal stage* of prenatal development begin, and what is meant by *viability* of the fetus?
3. How might a pregnant mother's *malnutrition* affect the fetus? How do psychoactive *drugs* get to the fetus? What are the main symptoms of *fetal alcohol syndrome*? Which *illnesses* affecting a pregnant woman can affect her fetus? Who fails to receive effective *prenatal health care*?
4. What does the general *cephalocaudal* trend predict concerning arm v. leg control in infancy? What does the *proximodistal* trend predict concerning torso v. hand control in infancy? Why is *maturation* NOT a learned change? How do *developmental norms* help parents know how normal their child is?
5. In what way is a child's *temperament* his first sign of personality? How can a *longitudinal* study show us how temperament changes over a child's lifespan? How can a *cross-sectional* study show us how people's temperaments change over time? How do *easy children* differ from *slow-to-warm* children and *difficult* children? How do *uninhibited* children differ from *inhibited* children?
6. Who are involved in infant *attachment*? When is *separation anxiety* most likely? Is attachment caused by a mother's sensitivity? What is *secure* attachment? How do *anxious-ambivalent* children act? How do *avoidant* children act? What are some benefits of secure attachment for development?
7. What are the implications of seeing development in distinct *stages*? What conflicts do *Erikson's* stages focus on? What happens (supposedly) to a child if she fails to successfully form a sense of *trust*? A sense of *autonomy*? A sense of *initiative*? And a sense of *industry*?
8. What *four stages* does *Piaget* describe for our *cognitive development*? What might new information be *assimilated* into as we make sense of the world? How might we grow by *accommodating* new information that doesn't fit already-made categories?
9. How limited is a child's view of the world in the *sensorimotor* stage? Why is *object permanence* a major mental accomplishment? If something is taken away, does it still exist? In a baby's mind?
10. What *can't* a *preoperational* child master? What are *conservation* changes? What sort of fixation is *centration*? Can these kids mentally *reverse* actions? How *egocentric* are they? Is a teddy alive?

11. What mastery indicates the movement into the stage of *concrete operations*? What do these tangible tasks have to do with being “concrete”? What do *abstract* thoughts have to do with *formal operations*? How do these older (formal operational) children approach problem solving?
12. For what *shortcomings* is *Piaget’s* theory criticized? Are the mental stages always distinct? Do children in different cultures all progress equally through them?
13. What is sociocultural about Vygotsky’s theory of cognitive development? Where is a *zone of proximal development*? Who uses *scaffolding* with a child?
14. If a baby indicates an expectation about the number of physical qualities, we might consider the baby’s ability *innate*. What are some abilities that seem to be innate in humans? How can this be tested using *dishabituation*?
15. What is *moral development*? How is good and bad determined in a *preconventional level*? How is right and wrong determined during a *conventional level* of reasoning? What complexities do *postconventional level* moral reasoners include, according to Kohlberg?
16. Oh, my, what happens during *adolescence*? Which *secondary sexual characteristics* emerge? What is the physiological change called *puberty*? What are *primary sexual characteristics*? How do girls know when they’ve reached puberty? How does the timing of maturity influence emotional turmoil? How (un)common is *turmoil* during adolescence? Is there a real spike in suicide during this period?
17. What is a sense of *identity*? Is a teen in a state of *identity diffusion* bothered by problems of defining the self? Would a teen who experiences *identity foreclosure* take over the family business? How long should a phase of *identity moratorium* last? Have you *achieved* a sense of *identity*?
18. Does personality stop changing as we get into *adulthood*? Do many people have what’s popularly called a “*midlife crisis*”? What personality challenge do we face early in adulthood according to Erikson? What’s the problem of *self-absorption* in middle age? If we don’t develop a sense of *integrity* by old age, how do we approach our impending death?
19. How well do old people *see and hear*? What is *menopause*? What are some of the diseases that might cause the cognitive abnormality of *dementia*, and which is the most prevalent of them?
20. Can old people think as fast as younger ones? Which *memories* deteriorate most?

## Unit 9

1. Do other people have to be actually present for there to be an issue of interest to a *social psychologist*? What general topics are the main ones of interest to social psychologists?
2. How are people *biased* in favor of *attractive* persons? How might a cluster of your assumed knowledge of certain kinds of people (a *schema*) influence your impression of one of them? Are *stereotypes* all bad? Can *person perception* function efficiently without stereotypes?
3. Are humans *objective* perceivers of other people? How are stereotypes maintained by *illusory correlations* (the false perception of a correlation)? Do people really attend to you (as if you were in their *spotlight*) as much as you think they do? Is there an adaptive, *evolutionary* value in being biased in favor of members of your group (an *ingroup*)?
4. What are you doing when you *attribute a cause* to some observed effect? Is an *internal attribution* more likely a *stable* attribution while an *external* attribution is more often *unstable*? What's an example of: an external attribution for a personal failure? and an internal attribution for a success?
5. What basic *attribution bias* refers to our tendency to blame individuals for their own actions? If you are an *actor* in a scene, what attribution tendency affects your perception? If you are an *observer* of another, what *fundamental error* will you make? How does blaming a victim help *defend* one's own security? What *self-serving* attribution do we make if we do something well? And if we do poorly?
6. Are members of a *collectivist* (group-oriented) culture as prone to the fundamental attribution error as are members of *individualist* cultures? And which are more likely to use self-serving biases?
7. Are we more *attracted* to very pretty people, or to those who seem to *match* our own level of *attractiveness*? *Similarity* causes attraction, but can attraction produce similarities? Does *reciprocity* predict you'll like somebody who likes you? Do *romantic ideals* create unrealistic expectations?
8. Can *passionate love* turn into *companionate love*? What does *Sternberg* say distinguishes companionate love? Do our approaches to love sometimes reflect our childhood *attachment styles*?
9. Is romantic or passionate love used as a basis of marriage in all *cultures*? How does *evolution* account for our tendency to be attracted to pretty people? Why do older men want younger women?
10. What are you doing when you show a negative *attitude* toward an object? Which part of an attitude is *affect*? What *cognitions* make up an attitude? Are your *behaviors* always consistent with your attitude's intentions? When ARE behaviors more consistent with the attitude?

11. What can make the *source* of a *persuasion* attempt more influential? What types of *messages* are more persuasive (one-sided or *two-sided*, *fearful* or rational)? Is a *persuasion receiver* (the person) more easily manipulated when *forewarned*?
12. If you *associate* good experiences with a product name, how are you *classically conditioned* to form an attitude about the product? If someone gives you a *reward* for *behaving* as if you have a positive attitude towards a thing, might you *learn* the attitude? Since *dissonance* disturbs us, can we avoid dissonance-arousing contradictions by adopting attitudes that are consistent with our behaviors?
13. Suppose you forgot all about yourself and had to figure yourself out by observing yourself – could this act of *self-perception* inform you about your attitudes? Might some attitudes be created this way in real life? Which messages are we most likely to *elaborate* on mentally, those that arrive through a *central route*, or those that arrive through a *peripheral route*?
14. When is a person most likely to *conform* under the conditions created in *Asch's* line-matching study? How *large* of a *unanimous* group has the maximum influence on a person? Is the pressure broken when the group is not unanimous?
15. You might think you wouldn't hurt someone if told to by an authority figure, but what did *Milgram's obedience study* show us about our compliance? Who was the "teacher" in the Milgram study? Who was the "learner"? What was the teacher commanded to do to the learner? Are people from *individualized* cultures like ours more or less likely to conform to obedience demands?
16. Why did the Stanford Prison study get out of hand?
17. When you become a *group* with other people, is responsibility for group actions all on your shoulders or *diffused* throughout the group? How does this *diffusion of responsibility* relate to *bystander apathy*? If more people are around, is a person in need of help likely to get any?
18. Does diffusion of responsibility also relate to *social loafing*? What happens to social loafing when individuals are monitored for performance? Are *collectivist* cultures as prone to social loafing as us?
19. If you join a group who think like you do initially, do you get rewarded for your views? If you get rewarded for your views, will they tend to strengthen and become more extreme (i.e., be *polarized*)? How does this affect a group's combined decision? How does a group's *cohesiveness* contribute to *groupthink*? What are "*mind guards*" doing in a group? Is *dissent* tolerated during groupthink?
20. Is *prejudice* in people's minds or in their actions? How does *discrimination* affect people? How do the overgeneralizations of negative *stereotypes* contribute to prejudiced attitudes?

## Unit 10

1. Why is it important to define *personality* as *stable traits*? How does personality *distinguish* one individual from another? What are the *Big Five* personality traits?
2. In Freud's *psychodynamic* view of personality, where does your animalistic *id* reside? How does the *ego* moderate the *id*? What moral demands does the *superego* make? Does the *pleasure principle* suggest compromises to reality? Are *defense mechanisms* (like *repression*) consciously employed?
3. In addition to a personal *unconscious*, what is *Jung's* idea of a *collective* unconscious? How might culturally universal *archetypes* hint at an inherited unconscious? In *Adler's* view of personality, how might your need for *superiority* cause you to *compensate* for weaknesses? Is any of this *scientific*?
4. Can personality be seen as the resulting habits developed from *reinforcement experiences*? (Recall unit 6.) If, however, we are active in the process, does the environment determine our personality or is it *reciprocally determined*? How can personality be influenced by *observational learning*? Is *self-efficacy* good to have? Does this *behaviorist* view provide a unifying image of personality?
5. Are softies *humanists*? (Who else speaks of *uniqueness* and *potential* for growth?) What might cause *incongruence* between your *self-concept* and reality? Why does *Rogers* think *unconditional* love is superior to conditional? What is *Maslow's* idea of *self-actualization*? Is this view scientific?
6. How do *twin studies* support some of *Eysenck's* contention that aspects of personality are *biologically* determined? What is a *non-shared environment* influence? What role could evolution have played in breeding personality traits?
7. What assumption is made if we apply a *medical model* to the study of *abnormal behavior*? What does *Szasz* say about equating abnormal behavior to disease? One criteria of abnormality is *deviance*. Is deviance purely compared to a culture's range of *normality*? If a person is incapable of holding a job, or neglects personal hygiene, is their behavior *adaptive*? Are you necessarily normal if you suffer only from some *personal* feeling of *distress*?
8. How does the *DSM* help to organize (improve) psychological diagnoses? Which sort of issues are defined on *Axis 1*? What issues are found on *Axis 2*? How does *Axis 3* help understand a person's problems? What does *Axis 4* ask us to look at? What is the scale used for *Axis 5*?
9. What excessiveness do *phobias* show? How might *panic disorder* lead a person to become *agoraphobic*? What are *obsessive thoughts*? What are *compulsive actions*? What is PTSD?
10. What are possible *biological* causes of anxiety disorders? Can these disorders be *learned*? Can your *thoughts* trigger them? Can *stress* trigger these disorders?

11. What are some of the symptoms of *major depressive disorder*? How severe is *dysthymic* disorder? How is depression distributed between the genders? What are the mood swings of *bipolar* disorder? What is the *manic* side of this disorder?
12. What are possible *biological* causes of mood disorders? Can your *thoughts* trigger them? Can relationships with others trigger mood disorders? Can *stress* trigger these disorders?
13. Is it safe to refer to *schizophrenia* as insanity? What's a *delusion*? How might *chaotic thought* contribute to *maladaptive* behavior? Which types of *hallucinations* are common in schizophrenia? Is *emotion* rationally expressed by schizophrenics? If people are out to get you, are you *paranoid*? If muscle control is chaotic, is *catatonia* a good descriptor of your condition? If the mind is extremely *disorganized*, are thoughts stable or behaviors adaptive? Do we know how to *differentiate* all cases of schizophrenia? How do "*positive symptoms*" and "*negative symptoms*" apply?
14. What are possible *biological* causes of schizophrenia? Can this disorders be *predisposed from childhood*? Can *stress* trigger schizophrenia?
15. What is the stability (*inflexibility*) of a personality disorder? Are people with *antisocial personality disorder* trustworthy? Are their affections honest? What sort of actions do they exhibit?
16. Why are *insight therapies* called "talk therapies"? What is the insight sought? Do *behavioral therapies* focus on mental issues or learned behavior? What do the *biomedical therapies* try to treat? What is a *clinical psychologist*? Where did a *psychiatrist* go to school? Who can be a *therapist*?
17. Since Freudian *psychoanalysis* assumes we have *repressed conflicts* in our unconscious minds, will things like *dream analysis* and *free association* gain us *insight* into that unconscious? Does the unconscious *resist* therapy's intrusions? Do we *transfer* emotional relations onto the therapist?
18. Do *humanists* like *Rogers* want you to help yourself by gaining insight into your potential? How does a *therapeutic climate* of *unconditional positive acceptance*, honesty (*genuineness*), and understanding the client's perspective (*empathy*) contribute to the client's progress?
19. *Behavior therapy* trains new (good) behaviors, or thoughts to replace bad ones. For phobias, how can the progressive (*systematic*) approach to the feared object while relaxing (*desensitization*) teach a new response? For plain bad behaviors, how can punishment (*aversive stimuli*) help put a stop to the acts? How can a person with poor *social skills* be taught adaptive skills?
20. What are the common *drugs* used (on others) by *biomedical* therapists? Who are given *antipsychotics*? What is *tardive dyskinesia*? Which disorder is treated with *lithium*?