

# UNIT 1 — HISTORY AND APPROACHES

Vocabulary Term	Definition of Term	Example
Structuralism	An early school of psychology that used introspection (self-observation) to explore the structural elements of the human mind	Having people report elements of their experience as they look at a rose, listen to a metronome, smell a scent, or taste a substance to learn about structural elements of the mind.
Functionalism	A school of psychology that focused on how our mental and behavioral processes function—how they enable us to adapt, survive, and flourish	Encouraging explorations of down-to-earth emotions, memories, willpower, habits, and moment-to-moment streams of consciousness.
Behaviorism	The view that psychology (1) should be an objective science that (2) studies behavior without reference to mental processes	How do we learn to fear particular objects or situations? What is the most effective way to alter our behavior? Observing and recording people's behaviors help us find out.
Humanistic Psychology	Historically significant perspective that emphasized the growth potential of healthy people and the individual's potential for personal growth	Abraham Maslow's hierarchy of needs (self-actualization).
Cognitive Neuroscience	The interdisciplinary study of the brain activity linked with cognition (including perception, thinking, memory, and language)	How do we use information in remembering? Reasoning? Solving problems?
Psychology	The science of behavior and mental processes	Neuroscience perspective, evolutionary perspective, behavioral perspective, cognitive perspective etc.
Nature-Nurture Issue	The controversy over the relative contributions that genes and experience make to the development of psychological traits and behaviors. Today's science sees traits and behaviors arising from the interaction of nature and nurture.	Do our human traits develop through experience, or are we born with them?
Natural Selection	The principle that, among the range of inherited trait variations, those contributing to reproduction and survival will most likely be passed on to succeeding generations.	A giraffe with a long neck is more likely to survive and pass on its traits than a giraffe with a short neck, because the long-neck is able to reach its food.
Levels of Analysis	The differing complementary views, from biological to psychological to social-cultural, for analyzing any given phenomenon.	To explain why a grizzly bear hibernates, you have to ask: is it because hibernation helped their ancestors to survive and reproduce, or because their inner physiology drives them to do so, or because cold environments hinder food gathering during winter?

<b>Biopsychosocial Approach</b>	An integrated approach that incorporates biological, psychological and social-cultural levels of analysis.	Our behavior or mental processes are shaped by biological influences (natural selection, genetic predispositions, hormones etc.), psychological influences (learned fears, emotional responses, cognitive processing etc.), and social-cultural influences (presence of others, family expectations, group influences etc.).
<b>Basic Research</b>	Pure science that aims to increase the scientific knowledge base	Studying our changing abilities from womb to tomb.
<b>Applied Research</b>	Scientific study that aims to solve practical problems	Using psychology's concepts and methods in the workplace to help organizations and companies select and train employees.
<b>Counseling Psychology</b>	A branch of psychology that assists people with problems in living and in achieving greater well-being	Helping someone improve their academics or personal and social functioning.
<b>Clinical Psychology</b>	A branch of psychology that studies, assesses, and treats people with psychological disorders (mental, emotional and behavioral)	Treating and studying a patient with depression.
<b>Psychiatry</b>	A branch of medicine dealing with psychological disorders; practiced by physicians who sometimes provide medical treatments as well as psychological therapy	Treating and studying a patient with depression, but also prescribing medication to help diminish it.
<b>SQ3R</b>	A study method incorporating 5 steps: Survey, Question, Read, Rehearse, Review	Surveying a chapter before reading it, forming a question to answer after reading, reading the chapter, rehearsing in your own words what you read and then reviewing any notes you have taken.

<b>Authors of Important Study</b>	<b>Basic of What Was Done</b>	<b>Lesson(s) learned from the study</b>
Wilhelm Wundt	He made a machine that measured the time lag between people's hearing a ball hit a platform and their pressing a telegraph key.	People responded in about one-tenth of a second when asked to press the key as soon as the sound occurred—and in about two-tenths of a second when asked to press the key as soon as they were consciously aware of perceiving the sound. Wundt wanted to measure the fastest and simplest mental processes.

Edward Bradford Titchener	Engaged people in self-reflective introspection, training them to report elements of their experience as they looked at a rose, listened to a metronome, smelled a scent, or tasted a substance. His goal was to discover the structural elements of the mind.	Introspection requires smart, verbal people and is also somewhat unreliable.
---------------------------	--	--

<b>Name of Important Person</b>	<b>What this person is known for</b>	<b>Impact on Psychology</b>
Aristotle	Theorized about learning and memory, motivation and emotion, perception and personality.	Asked the right questions that influenced others to think about thinking.
Wilhelm Wundt	Launching the first psychological experiment and laboratory. Focused on inner sensations, images, and feelings.	Studied multi-tasking and selective attention.
Edward Bradford Titchener	Introduced structuralism and aimed to discover the structural elements of the mind by using introspection (self-observation). Focused on inner sensations, images, and feelings.	Proved that introspection is somewhat unreliable because its results varied from person to person and experience to experience.
William James	Introduced functionalism and encouraged explorations of down-to-earth emotions, memories, willpower, habits, and moment-to-moment streams of consciousness.	Is known as “The Father of American Psychology” and wrote the first psychology textbook in 1890.
G. Stanley Hall	Being the 1 <sup>st</sup> APA President	In 1883 he developed the first U.S. psychology laboratory.
Ivan Pavlov	His studies on learning with dogs.	He discovered classical conditioning.
Sigmund Freud	His unique theory that humans are driven by sexual and aggressive behaviors and unconscious drives. He emphasized the ways emotional responses to childhood experiences and our unconscious thought processes affect our behavior.	Developed an influential theory of personality. He is known as the “Father of Psychoanalysis” and developed ‘talking therapy’.
Jean Piaget	He was a developmental psychologist who studied mostly children.	He discovered ‘object permanence’ and ‘conservation’.
John B. Watson	Known as the “Father of Behaviorism”.	Redefined psychology as “the scientific study of observable behavior”, which developed behaviorism.
B.F. Skinner	A behaviorist who worked with the influence of rewards and punishment on people.	Developed operant conditioning.

Herman Ebbinghaus	His studies on memory and his graph of "The Forgetting Curve".	Had a significant impact on the understanding of memory.
Max Wertheimer	His development of "Gestalt Psychology".	Developed the concept that we perceive things as a "whole" rather than the sum of all parts.
Margaret Floy Washburn	Received the first "official" Ph.D. from Harvard.	Was the second female APA President in 1921 and wrote <i>The Animal Mind</i> .
Mary Whiton Calkins	Was supposed to be the first woman to receive a Ph.D. from Harvard, but Harvard denied her the degree she earned.	Was the first female APA President in 1905.
John Locke	His idea of Tabula Rosa or "blank slate."	He suggested that the mind is a blank sheet on which experience writes.
Rene Descartes	His radical doubting and dualism.	He suggested that some of our ideas are innate.