

Course Manual and Syllabus  
for  
**PSYC 2520: Orientations to Psychological Systems**

Section A01

Academic Year: **Fall 2008**  
University of Manitoba

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PSYC 2520: Orientations to Psychological Systems**

**Section A01  
Fall 2008**

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**\*Please note: I strongly prefer that you contact me by email (either external or using CAPSI) rather than contacting me by phone.**

Office: TBA

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Courses Website\*\*:  
[www.webcapsi.com](http://www.webcapsi.com)

**\*\*This webpage is your access to the CAPSI system. You should also follow the link to “Course Information” to access the manual describing how to use the system and other course information.**

**B. Important Prerequisite Information**

A grade of C or better in PSYC 1200 or 17.120 (or 17.121 and 17.122 or PSYC 1211 and PSYC 1221 from St. Boniface) is required as a prerequisite for this course. If you do not have this grade and have not previously obtained special permission, the Registrar and the Department require that you voluntarily remove yourself from this course immediately.

**C. Required Manuals and Text**

- Pear, J. J. (2006). *A historical and contemporary look at psychological systems*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc. *\*Required textbook for course\**
- This manual: Lee, M., Schnerch, G.J., & Pear, J.J. (2008). *Course manual and syllabus for PSYC 2520: Orientations to Psychological Systems*. Printed by University of Manitoba Bookstore. **Also available online at: [www.webcapsi.com](http://www.webcapsi.com) (follow the link to “Course Information”).**
- Lee, M., Schnerch, G.J., & Pear, J.J. (2008). *General Manual for Computer-Aided Personalized System of Instruction (CAPSI) Courses*. **Also available online at: [www.webcapsi.com](http://www.webcapsi.com) (follow the link to “Course Information”).**

**D. About The General Manual**

The General Manual explains the course procedures with detailed instructions as to how the Computer-Aided Personalized System of Instruction (CAPSI) is used. *It also contains the study questions for Unit 1, which is based upon the course procedure as described in part in the general manual and in part in the course manual (this manual).*

## **E. Teaching Method & Course Goal**

This course uses a teaching method known as Personalized System of Instruction (PSI). Originally developed by the behavioural psychologist Fred S. Keller, and hence also known as the "Keller Plan," PSI is based on learning principles. A computer system facilitates course administration; hence, the version of PSI used here is termed Computer-Aided Personalized System of Instruction (CAPSI). The goal of teaching courses using CAPSI is that students are able to think, talk, and write knowledgeably about the course material. The question-answer mastery procedure is designed to help students achieve this type of proficiency.

## **F. Major Course Components**

There are no scheduled classes or meetings with the instructor. Students are urged to contact the instructor by any of the methods identified in **Section A** if they have any course-related problems or questions at any time. Students are also urged to check the CAPSI course homepage ([www.webcapsi.com](http://www.webcapsi.com)) regularly for course information. Points towards a final grade are earned in the following course components.

### **F.1. Final Examination**

A 2-hour final examination will be administered during the final examination period (please see **Critical Dates**, Section H, below). Unlike the midterm exam and unit tests (see below), the final exam will be **closed-book** and supervised. The final exam will consist of 10 questions worth 6 points each. Partial credit will be available and there will be no retests. The questions will be selected quasi-randomly from the study questions covering the course material, excluding the material in Unit 1. The selection will be quasi-random in that an effort will be made to collect exam questions from each of the units. Thus, while a truly random selection might result in all 10 exam questions coming from Unit 3, this would never happen in a final exam. Although it is strongly recommended that you complete all units by the last day of classes, you are not required to have done so in order to write the final exam. Students may choose on which of the three available dates to write the final exam, and may write the final exam only once.

### **F.2. Midterm Examination**

A midterm exam will be administered through the CAPSI program on the dates indicated under **Critical Dates** (Section H). Students may choose on which of the two available dates to write the midterm, and may write the midterm only once. *Students must write the midterm on one of the dates indicated for it in order to receive full credit on the exam* (see **Missed Midterm Examinations**, Section I).

The midterm exam will consist of four questions selected quasi-randomly from **units 2, 3, 4 and 5 (i.e., Chapters 1-7)**. *The midterm will have a 60-minute time limit. As with the final exam, but unlike the unit tests, partial credit will be given and no retakes will be possible.*

The procedure for writing a midterm exam is similar to that for writing unit tests (i.e. **unsupervised**), described below. A student requests a midterm from the CAPSI program on one of the dates on which the midterm is available. The CAPSI program will present the exam

to the student who will then have 60 minutes in which to answer the questions. *In order to receive full credit the student must submit the exam within the allotted 60-minute period.* One-half (0.5) point will be subtracted for each minute late, up to the maximum number of points for the exam.

Although you are not required to have completed the units covered on the midterm exam before writing it, doing so will help you be maximally prepared for the midterm exam.

### **F.3. Unit tests**

The material in each course is divided into 10 units. It is possible to earn a good grade in each course simply by doing well on the midterm and final examinations, but this approach is not recommended. Opportunities to take unit tests and to evaluate and provide feedback on other students' unit tests (called "peer reviewing," see below) are provided to help students prepare for the midterm and final examinations.

Each unit test will consist of three randomly chosen questions from the study questions for the course. There is a time limit of 60 minutes for writing each unit test. The study questions are of the short-essay type: *it is important that students be able to answer them in clear English.* Answers to the questions for Unit 1 (which is on the course procedures) are contained in the CAPSI General Manual and this course manual. Answers to the study questions for the remaining units (contained in this manual; see **Section O** below) may be obtained through reading and understanding the material in the textbook and other assigned readings. Unit tests may be taken at any time using a computer connected to the Internet. Unit tests will be evaluated by the instructor, a TA, or two peer reviewers -- i.e., students who have previously passed a unit test on that unit (see below). A student passes a unit test by demonstrating mastery of the material in the unit (i.e., the student has completely and correctly answered the unit test questions). Unit tests must be taken in numerical order, and (after Unit 1) students may not take a unit test on a given unit until they have passed a unit test on the previous unit. This ensures that students will have the necessary background to master each unit, since the units build systematically on the material in previous units. *There is no penalty for not passing a unit test.* You simply try again with a new unit test on that unit, after a minimum period of one hour for restudying. There is no limit on the number of attempts permitted on any unit.

Each unit test counts for 1 point, making a total of 10 points if all units are completed by the last day of classes in the Faculty of Arts. No unit tests may be written after that day.

### **F.4. Peer reviewing**

A student will earn 0.5 points each time he or she marks a unit test (i.e., serves as a peer reviewer for another student). Although the 0.5-point-per-unit-test peer reviewed may seem insignificant, these points can add up to a difference of half a letter grade or more in your final grade. To be eligible to be selected for service as a peer reviewer on a given unit test, the student must have indicated willingness to be a peer reviewer during the time period in which the unit test is submitted, and must have previously passed a unit test on that unit. Peer reviewers are **required to mark each unit test within 24 hours** after the computer has submitted it to them; failure to do this results in a penalty of 0.5 points, and their review status is automatically changed to "not available". Therefore, if they wish to continue peer reviewing,

they should change their status back to available. The reason for this rule is to ensure rapid feedback to students on their unit tests. Peer reviewers will be expected to perform their duties conscientiously; anyone who does not may forfeit the opportunity to peer review.

There is no stated restriction on the number of times you can peer review throughout the course. In practice, the number of times you can peer review will be limited by the fact that peer reviewers will always be selected from among those eligible students who have peer reviewed the fewest number of times. *Students who proceed slowly will not have as much opportunity to peer review as those who move more rapidly.*

**G. Course Grade**

You earn points for four major course components, weighted as follows:

**G.1. Number of Points for Each Course Component**

Final	60.00
Midterm	30.00
Unit tests	10.00
<u>Peer reviewing</u>	<u>5.00 (or more)</u>
Total	105.00 (or more)

The number of points you earn during the course determines your final letter grade:

**G.2. Number of Points Required for Each Passing Grade**

A+	≥ 100.00
A	90.00 - 99.99
B+	85.00 - 89.99
B	80.00 - 84.99
C+	75.00 - 79.99
C	70.00 - 74.99
D	60.00 - 69.99

## H. Critical Dates

Event	Date	
First Available Day to Write Unit Tests	Sep 04, 2008	
Midterm Exam (choose <b>one</b> of the dates)	Oct 29, 2008 (anytime, unsupervised)	
	Oct 30, 2008 (anytime, unsupervised)	
Last Day for Voluntary Withdrawal	Nov 12, 2008	
Last Day to Write Unit Tests	Dec 03, 2008	
Final Exam Dates & Times (choose <b>one</b> ) Location: P210 Duff Roblin Bldg.	Dec 9, 2008	10-12 am
	Dec 9, 2008	1:30-3:30 pm
	Dec 10, 2008	6-8 pm

## I. Missed Midterm Examinations

If you miss a midterm exam, you may arrange with the instructor to write a makeup exam only if you provide acceptable documentation (e.g., a note from a physician) for missing the exam. The makeup examination must be written on the date arranged with the instructor.

## J. Time Extensions and Deferred Examinations

Students are reminded that they must remain available until all examinations and test obligations have been fulfilled. If you are unable to complete all course work (including midterm examinations) by the end of the last day of class, you may apply to your Faculty for a Time Extension. If you are unable to write the final examination on a scheduled day, you may apply to your Faculty for a Deferred Examination. In each case you will be required to provide documentation to justify your application.

## K. Importance of Not Procrastinating

Although the course procedures allow students to go at their own pace, they should not allow this to lull them into a false sense of security. *Students who put off doing unit tests will not earn as many peer-review points as those who work at a steady pace, and will also be in danger of not completing all the units.* Although the course procedures are intended to ensure that every unit test has the maximum possible chance of being marked within 24 hours, there is no guarantee that it will be. Unit tests sometimes take more than 24 hours to be marked because a peer reviewer is late and the unit test is reassigned to another peer reviewer, who then has another 24 hours to mark it (and, of course, it is possible for this process to be repeated several times). *Students are therefore strongly advised to avoid procrastination in writing tests (and in peer reviewing!).*

## **L. Department of Psychology Policy on Plagiarism, Cheating, and Academic Dishonesty**

Plagiarism or any form of cheating is subject to serious academic penalty. It is the responsibility of the student to acquaint themselves with Section 7 from the University of Manitoba Undergraduate Calendar for the current academic year - see *Policies on Plagiarism and Cheating, and Examination: Personations*. Academic dishonesty can result in serious consequences, e.g. a grade of zero on an assignment or test, an F on a transcript (with a notation “CW” indicating compulsory withdrawal Grade of F assigned for academic dishonesty). The penalty can also include suspension for a period of up to five years from registration in courses taught in a particular department in Arts or from all courses taught in this Faculty. The Faculty reserves the right to check any work suspected of plagiarism through electronic resources. Speak to your instructor if you have any questions.

The following outlines three forms of academic dishonesty:

**Plagiarism** is to take the words or ideas (found on paper or electronic format) of another person and pass them off as one’s own. Submission of a paper written in part or in whole by someone other than yourself is considered to be plagiarism and/or cheating.

**Cheating** in examinations or tests can take a variety of forms including, but not limited to, the use of unauthorized materials, and copying material from others, or exam impersonation. An assignment that is prepared for one course cannot be submitted for another course; this is called duplicate submission and is a form of cheating.

**Examination Personation** - A student who arranges for another individual (student or non-student) to write any nature of examination, as well as the individual who writes the exam, will be subject to discipline under the University of Manitoba’s Student Discipline Bylaw.

## **M. Using Materials During Unit Tests and the Midterm**

Unit tests are unsupervised, but you should write them without consulting course notes, text, other material or persons. This will help prepare you for writing the supervised final examination.

## **N. Research on CAPSI**

By taking a CAPSI-taught course, you will be helping to advance our knowledge of the educational process. For research purposes, all data in CAPSI-taught courses are archived for later analyses, and the findings from the research may be published or presented at scientific or educational meetings. The analyses and dissemination of the research findings will be done without revealing students’ names, student numbers, or other personal identifying information.



Some course procedures may differ somewhat in the same course from term to term, or from course to course in the same or different terms. The purpose of these variations will be to determine the relative merits of different educational procedures. At the end of the course, students will receive a statement explaining the major independent and dependent variables that will be examined in the context of their courses.

## **O. STUDY QUESTIONS FOR UNITS 2 – 10**

(Note: The questions for **Unit 1** are in the General Manual for CAPSI Courses)

### **O.1.1. UNIT 2 (Chapter 1)**

#### **Chapter 1**

1. What are the roots of the word “psychology”? What are three major meanings that seem to be suggested by the word “soul”?
2. Writing was very important in the development of science. Give at least two historical examples of how it was used to advance early science.
3. How did ancient Egyptians conceptualize the soul? How did the ancient Israelites?
4. How was the geography important to the development of science in Greece?
5. Describe Plato’s concept of the soul.
6. Describe Aristotle’s concept of the soul.
7. Briefly discuss the philosophy of neoplatonism.
8. Describe Augustine’s concept of the soul. Summarize his theory of sense perception.
9. Describe Thomas Aquinas’ psychological philosophy.

### **O.1.2. UNIT 3 (Chapters 2 & 3)**

#### **Chapter 2**

1. Discuss some of Aristotle's scientific theories.
2. Discuss the contributions the Chinese, East Indians, and Arabs made to the development of science.
3. How was the geography important to the development of science in Europe?

4. Discuss Descartes' theory of dualism.
5. Discuss Descartes' contributions to physiology.
6. What two main contributions did Descartes make to the development of psychology?
7. Discuss the contributions Leibniz made to the development of psychology.
8. Describe the philosophical views of the British Empiricists.
9. Discuss Nietzsche's philosophical views.

### **Chapter 3**

10. What was the main idea that faculty psychology was based on? Who were the ones who developed associationism? What was the main idea of associationism?
11. Briefly discuss at least two of the advances in neurology in the late 1700s and early 1800s.
12. What is studied in the area of psychophysics?
13. Briefly describe Weber's law in words (without using equations). Discuss why Fechner's modification of Weber's law had such a strong impact on psychology.
14. Briefly describe Darwin's theory of evolution. What major impact did this have on how the mind could be studied?

### **O.1.3. UNIT 4 (Chapters 4 & 5)**

### **Chapter 4**

1. Briefly discuss the 3 major schools of thought (Structuralism, Act Psychology, and Functionalism) at the time of Wundt.
2. How do functionalism and structuralism differ in terms of the level of analysis at which they study an organism? What requirements are there in order to use an introspective approach such as is used in structuralism? What species may be studied in each approach?
3. Briefly summarize William James' approach to psychology, and some areas of psychology he studied.
4. Briefly summarize three areas of application of psychology during the late nineteenth and early twentieth centuries.

5. How did the work of Pavlov and Bekhterev follow from that of their teacher, Sechenov? Discuss the similarities and differences between the work of Pavlov and that of Bekhterev.
6. Explain Thorndike's formulation of the Law of Effect. Why was it considered a natural outgrowth of the functionalism of William James?

## **Chapter 5**

7. Discuss the similarities between behaviorism and functionalism. Given these similarities, is it reasonable to argue that behaviorism is a natural outgrowth of functionalism? Why or why not?
8. Discuss how and why Watson incorporated the concepts and findings of Pavlov and Bekhterev into behaviorism.
9. Discuss how Watson extended behaviorism to include both thinking and emotions. Is it possible that he borrowed heavily from Bekhterev in making this extension? What indications are there of this? (Hint: see the section on Bekhterev in the previous chapter.)
10. What concept(s) did behaviourism share with logical positivism? What concept(s) did behaviourism share with operationism?
11. Did behaviorism replace psychoanalysis? Why or why not?
12. Briefly summarize the approach of Gestalt psychology. What was the major critique Gestalt psychology had of behaviourism? What did Gestalt psychology and behaviourism have in common?

### **O.1.4. UNIT 5 (Chapters 6 & 7)**

## **Chapter 6**

1. Describe the theories of two of the major behaviorist learning psychologists other than Skinner.
2. Of the four major behaviorist learning theories, which one survives today? Discuss possible reasons for this.
3. Discuss how Ebbinghaus' research gave rise to behaviouristic studies of memory.
4. Briefly summarize the approach of two theorists involved in the "cognitive revolution". How did Noam Chomsky influence many behavioural psychologists to become cognitive psychologists?

5. Discuss what gave rise to humanistic psychology. Briefly, what were the roles of Allport, Rogers, and Maslow in the development of humanistic psychology?

## **Chapter 7**

6. Describe methodological behaviourism. What most clearly distinguishes the EO and intervening-variable types of methodological behaviourism? Explain why some psychologists who label themselves as cognitive psychologists are actually methodological behaviourists.
7. What does radical behaviourism refer to? Where is there sometimes some confusion as to what the “radical” in radical behaviourism is referring to?
8. What caused the resurgence of interest in the mind beginning sometime in the 1950’s? What is this approach called (a) within psychology, and (b) when it includes areas such as philosophy, linguistics, and computer science?
9. What was Freud's scientific goal? In general, what kinds of observations did he make in pursuit of that goal?
10. Define and describe the importance of each of the following concepts in Freud's theory: (a) consciousness; (b) the unconscious; (c) the id; (d) the ego; (e) the superego; (f) libido; (g) thanatos.
11. List the five defense mechanisms. Give an example of each. List the five stages (according to Freud) of psychosexual development.
12. Summarize Freud's psychodynamic system. Describe Jung's psychodynamic system. If you had to choose between them, which would you favor and why?
13. Briefly describe philosophical humanism. What is secular humanism? Briefly describe the rationale underlying secular humanism.
14. Why do you think it was so difficult to find a name for humanistic psychology? Why were some third-force psychologists unhappy with "humanistic psychology" as the name for their movement? List at least three alternative names that were considered. Which psychologist was most influential in getting third-force psychologists to adopt the "humanistic psychology" as the name for their movement?
15. Briefly explain what existentialism is, and state how it is related to humanistic psychology.

## **O.1.5. UNIT 6 (Chapters 8 & 9)**

### **Chapter 8**

1. Early psychologists had the goal of studying consciousness. What have we learned since then regarding the philosophical and technical problems involved in studying consciousness?

2. According to Carl Rogers, what is a "field of experience"? Briefly describe two limitations on awareness postulated by Rogers. According to Rogers, what is "interpersonal knowing"? What is another name for it? What did Rogers consider to be its importance in therapy?
3. According to Maslow, what are peak experiences? What can produce them? According to Maslow, what is a "plateau experience"? Compare (i.e. how is it similar to?) and contrast (i.e. how does it differ from?) a peak experience with a plateau experience.
4. What is ontology, and why is it stressed by existential psychotherapists?
5. Briefly define altered state of consciousness. Give an example. What is the difference between meditative and ritual ASC's? How do non-Western attitudes toward ritual ASC's differ from Western attitudes toward them?
6. In general, what is the role of consciousness in psychoanalysis? Identify a point of convergence (i.e., similarity) between the psychodynamic and humanistic approaches with respect to consciousness. What is the psychotherapist's role in achieving this end?
7. Compare and contrast the role of consciousness in Freudian and Jungian theories.
8. What is the Turing test, and what is its importance to AI?
9. Describe the homunculus theory of consciousness. Discuss the problems involved in treating consciousness as the product of an information processing system (i.e., a computer). What might be a solution to these problems?
10. Critique the Turing test of consciousness from a behavioural point of view. Summarize how the Turing Test would have to be modified to satisfy a Skinnerian radical behaviourist.

## **Chapter 9**

11. Compare and contrast the two types of reductionism.
12. For what two reasons do humanistic psychologists reject the mind-body distinction? Why do humanistic psychologists reject reductionism?
13. What are dissociative states? Give an example. What does the existence of dissociative states imply about the holistic view of consciousness? What is dissociative identity disorder (DID)? What approach have humanistic psychologists taken toward DID, and why? How is this changing, and why?
14. How is the psychoanalytic approach non-holistic with regard to the mind-body distinction? Briefly describe how and why the self-other distinction develops according to Freud? In what way is the psychoanalytic approach reductionistic?
15. Discuss whether there are aspects of psychodynamic theories that are holistic. Are these aspects compatible with the humanistic approach?

16. Discuss whether cognitive science is within-science reductionistic. Discuss whether it is across-science reductionistic.
17. In what sense is methodological behaviourism dualistic? In what sense is it not dualistic? Why do radical behaviourists disagree with the dualism of methodological behaviourists?
18. To what extent are both methodological and radical behaviourism within-science reductionistic? How do radical behaviourists disagree with the reductionistic emphasis of many methodological behaviourists?
19. What are the potential problems with mental representations in psychology? Discuss possible solutions.
20. Why do radical behaviourists believe that it is possible to have a science of behaviour that does not need to talk about physiological processes in order to formulate lawful relationships between the environment and behaviour?

### **O.1.6. UNIT 7 (Chapters 10 & 11)**

#### **Chapter 10**

1. List the four types of causes postulated by Aristotle, and give an example of each. Which of these is teleological, and why?
2. List and briefly describe the five categories of needs in Maslow's theory. What does his theory say about these needs?
3. Discuss whether there is a dark side to humanistic psychology's emphasis on self-actualization.
4. Discuss three general criticisms of the heavy emphasis humanistic psychologists place on self-actualization.
5. Explain whether the hydraulic model of psychoanalysis is teleological or non-teleological.
6. Briefly describe how a cognitive scientist might account for apparently purposive behaviour by a computer. Is this teleological? Why or why not?
7. Describe how the view of some methodological behaviourists concerning drives is similar to the Freudian view. How do radical behaviourists talk about the kinds of phenomena that lead methodological behaviourists to postulate drives?
8. How do radical behaviourists account for altruistic and caring behaviour?
9. From the view point of radical behaviourism, what two meanings can the word "purpose" have? How do they explain that it is possible to talk about things we have never experienced?

#### **Chapter 11**

10. Compare and contrast the concepts of free will, indeterminacy, and self-determination. Which of these concepts is most favored by humanistic psychologists to describe the human condition, and which is least favored—and why?
11. Why do humanistic psychologists prefer the term "personal freedom" over "free will"? What is another term that humanistic psychologists like to use in place of "free will"?
12. What is the major evidence that humanistic psychologists provide for personal freedom? How does their belief in personal freedom influence humanistic psychologists in clinical practice? How does their belief in personal freedom influence humanistic psychologists with regard to education? How does it influence them with regard to their views about society?
13. Discuss a philosophical difficulty with the humanistic position regarding determinism. Discuss whether the humanistic position on self-determination leads to a contradiction in the application of humanistic psychology (e.g., to therapy).
14. What position does the psychoanalytic approach adopt concerning determinism? How do psychoanalysts explain what they consider to be the illusion of freedom? How does the psychoanalytic view toward determinism influence the manner in which psychoanalysts conduct therapy?
15. Discuss whether the psychodynamic approach encounters a paradox with regard to control and freedom similar to the one humanistic psychologists face.
16. Discuss whether the concept of self-determination is compatible with the cognitive approach.
17. What explanation do behaviourists give for the feeling (or illusion) that our behaviour is not controlled? What is the dual implication of the word "control"? Explain how much of the disagreement about whether or not it is desirable to control behaviour stems from this dual implication.
18. Discuss whether the behavioral approach encounters a paradox with regard to control and freedom similar to the one humanistic psychologists face.
19. What does "self-control" mean to a behaviourist? How does this differ from the meaning of "self-determination" to a humanistic psychologist? Discuss whether Skinner's goals for the ideal society are in accord with humanistic values.

### **O.1.7. UNIT 8 (Chapters 12 & 13)**

#### **Chapter 12**

1. What is an authentic person? According to humanistic psychologists, why is it important for people to be authentic? What, according to Carl Rogers, is congruence? What is incongruence? How are they related to authenticity?
2. Explain why the ideal of authenticity is a value judgment. State the argument that says that science cannot provide us with value. Illustrate this argument with examples

- from two sciences other than psychology. State two reasons that authenticity is not analogous to physical health as a value.
3. How does Maslow relate authenticity to self-actualization? State two criticisms of Maslow's views on this.
  4. What is mental health according to psychoanalysis? State two criticisms of this definition of mental health. Discuss whether or not it has any advantages over authenticity as a value.
  5. What did Gödel prove? According to Penrose, what implications does Gödel's proof have for our attempt to understand the human mind? Discuss the implications Gödel's proof has, according to Penrose, for value statements.
  6. Discuss in what sense the behavioural approach is value free. Discuss authenticity as a value from a behavioural point of view.
  7. What is cultural relativism? Discuss whether Skinner was a cultural relativist. Describe the analogy Skinner made between the evolutionary survival of a species and the survival of a culture. How do values and traits relate in this analogy?

### **Chapter 13**

8. What are the different possible meanings of self-transcendence according to humanistic psychologists? Discuss which of these meanings are compatible with the other approaches.
9. Discuss how the rise of science has been a factor in the "loss of meaning" many people seem to feel.
10. State and briefly describe two ways in which most humanistic psychologists attempt to find meaning in a manner that is consistent with a scientific understanding of the universe.
11. Why are many humanistic psychologists impressed with Carl Jung, even though he was a psychoanalyst (i.e., a psychodynamic therapist)?
12. What are parapsychological phenomena? Why do most scientists not accept the validity of parapsychological phenomena, even though parapsychologists claim to have demonstrated them scientifically?
13. What is the so-called Hundredth Monkey Phenomenon? Discuss what may have caused humanistic psychologists to become overly impressed with it.
14. According to Jung, what is the collective unconscious? What is an archetype? How did his view of the paranormal differ from Freud's?
15. Describe Wilber's pre/trans fallacy with regard to (a) Freud and (b) Jung. State two criticisms of Jung's theory of archetype. What, according to Noll, is the Jung cult?
16. Describe how Persinger accounts for our sense of spirituality. How does his research support this view?



17. What mechanism operating in the brain does Penrose suggest accounts for such phenomena as consciousness, values, free will, intuition, and perhaps even our sense of spirituality?
18. How can the experience of self-transcendence be explained from a behavioural point of view? Discuss parapsychological phenomena from a behavioural point of view.
19. Discuss which religion appears to be most compatible with all four of the approaches (i.e., discuss each of the four approaches separately with regards to the same religion).

### **O.1.8. UNIT 9 (Chapters 14 & 15)**

#### **Chapter 14**

1. What do humanistic psychologists mean by "person-centeredness"? What two strong views held by humanistic psychologists seem to be related to their emphasis on person-centeredness?
2. List and briefly explain two major therapeutic techniques used by humanistic psychologists.
3. Discuss whether it is possible, or desirable, for client and therapist to have a completely equal relationship as espoused by Rogers.
4. Describe how the psychodynamic approach to therapy has become similar to the humanistic approach, by (a) stressing some psychodynamic factors and (b) down-playing others.
5. Cognitive therapy is more indirectly than directly related to cognitive psychology. Discuss the somewhat complex history of cognitive therapy.
6. Describe the differences between cognitive and cognitive behavioural approaches to therapy. Discuss the similarities between cognitive and behavioral therapy that resulted in a merger between the two types of therapy.
7. Acceptance and Commitment Therapy does not fit what people usually think of as behavioral therapy. Discuss what makes it a behavior therapy as opposed to, say, a humanistic therapy (other than the fact that behaviorists developed it).
8. Describe two similarities between the behavioural approach and humanistic psychology with regard to the concept of person-centeredness. Describe two very important differences between the person-centered approach of humanistic psychology and the behavioural approach to therapy.
9. Describe the danger that behaviourists such as Skinner see in the assertion by humanistic psychologists that they do not control behaviour.

#### **Chapter 15**

10. How does the use of standard psychological research designs create problems for humanistic psychologists with regard to holism? How does the use of standard

- psychological research designs create problems for humanistic psychologists with regard to self-determination? How does the use of standard psychological research designs create problems for humanistic psychologists with regard to person-centeredness?
11. Discuss the pros and cons of the move by humanistic psychologists toward non-standard (qualitative) research designs.
  12. Discuss the relative advantages of the traditional research method of psychodynamic therapists and standard research designs for studying the effects of psychodynamic therapy.
  13. How strong is the evidence supporting Freudian defence mechanisms (e.g., projection, repression)? What is the evidence regarding the Freudian idea of "symptom substitution"? What is the evidence regarding the effectiveness of Freudian psychoanalytic methods?
  14. Discuss the use of simulations in cognitive research. Discuss whether other approaches could benefit from the use of simulations.
  15. With regard to dependent and independent variables, what is the ultimate goal of the research carried out by behavioural psychologists? What do they generally attempt to accomplish in any specific experiment? Give a brief example.
  16. Briefly describe the inferential-statistical approach. What must happen in order for a researcher using the inferential-statistical approach to be able to claim positive results (i.e., to have made a research finding)?
  17. Briefly describe the individual-organism approach. What must happen in order for a researcher using the individual-organism approach to be able to claim positive results?
  18. State two major assumptions of the behavioural approach to research that humanistic psychologists find objectionable. Why do they object to these assumptions?
  19. Discuss the similarities between radical behaviorists and humanistic psychologists in their approach to research.

### **O.1.9. UNIT 10 (Chapter 16)**

#### **Chapter 16**

1. Discuss the similarities between the split between Plato's and Aristotle's views and contemporary differences between the four systems discussed in this book.
2. Discuss the influence Descartes seems to have had on the four systems.
3. Discuss how the differences between the British Associationists and the German Idealists are possibly reflected in the differences between the four systems discussed in this book.

4. Discuss how the differences between Wundt, Brentano, and James are possibly reflected in the four systems discussed in this book.
5. Discuss how Freud's training as a physician may have influenced the approach he developed, as opposed to the approaches of Wundt, Brentano, and James.
6. Of the issues discussed in the second part of this book, choose two that you think are particularly important and state similarities among the approaches with regard to those issues.
7. Of the issues discussed in the second part of this book, choose two that you think are particularly important and state differences among the approaches with regard to those issues.
8. In your opinion, do the four approaches seem to be converging, diverging, or staying about the same with regard to critical issues in psychology? That is, does the amount of agreement between the approaches seem to be increasing, decreasing, or staying the same? State the reasons for your opinion (your opinion must be supported by evidence from the text).