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Introduction ==== To ===== Psychology

Handwritten Notes

PSYCHOLOGY:

- From 2 Greek words: Psyche, which means "soul," and logos, 'the study of.'
- "Psychology is the Science of Mental Life" by William James (1842-1910) in 'Principles of Psychology' (1890)

Definition:

It is the scientific study of behaviour and mind. This definition contains three elements. The first is, psychology is a 'scientific' enterprise that obtains knowledge through systematic and objective methods of observation and experimentation. Second is that psychologists study 'behaviour,' which refers to any action or reaction that can be measured or observed—such as blink of an eye, an increase in heart rate, or the unruly violence that often erupts in a mob. Third is that psychologists study the 'mind,' which refers to both conscious and unconscious mental states. These states can't be seen or actually be seen, only inferred from observable behaviour.

Scope:

Most of the times the psychologists are considered as individuals who only dispense advice, analyze personality and help those who are troubled or mentally ill. But the scope of psychology is far more

than the treatment of personal problems.

Psychologists strive to understand the mysteries of human nature—why people think, feel, and act as they do. Some psychologists also study animal behaviour, using their findings to determine laws of behaviour that apply to all organisms and to formulate theories about how humans behave and think.

With its broad scope, psychology investigates an enormous range of phenomena: Learning and memory, sensation and perception, motivation and emotion, thinking and language, personality and social behaviour, intelligence, infancy and child development, mental illness, and much more.

Furthermore, psychologists examine these topics from a variety of complementary perspectives. Some conduct detailed biological study of brain, others explore how we process information; others analyze the role of evolution, and still others study the influence of culture and society.

History:

The study of psychology is a philosophical content dates back to the ancient civilization of Egypt, Greece, China, India and Persia. Historians point to the writings of ancient Greek philosophers, such as Thales, Plato and Aristotle (especially in his 'De Anima' treatise),

As the first significant body of work in the West to be rich in psychological thought.

Schools of Psychology:

When psychology was first established as a science separate from biology and philosophy, the debate over how to describe and explain the human mind and behaviour began. The different schools of thought of psychology represent the major theories within psychology.

Wilhelm Wundt was the psychologist who founded the first psychology lab in Leipzig and also pioneered the first school of thought, 'structuralism.'

[Wilhelm Wundt "Father of experimental psychology"]

- 1- Structuralism
 - Wilhelm Wundt
 - Edward B. Titchner
- 2- Functionalism
 - William James
 - John Dewey
 - Harvey Carr
 - John Angel
- 3- Behaviourism
 - John B Watson
 - Ivan Pavlov
 - B.F. Skinner
- 4- Psychoanalysis
 - Sigmund Freud
 - Anna Freud
 - Carl Jung
 - Erik Erikson

5- Humanistic psychology

- Abraham Maslow
- Carl Rogers

6- Gestalt Psychology

- Max Wertheimer
- Kurt Koffka
- Wolfgang Kohler

7- Cognitive psychology

- Jean Piaget
- Gustav Fechner

1- Structuralism:

Wilhelm Wundt www.24hpdf.com is often considered as the founder of Structuralism despite the fact that it was his student, Edward B Titchner who first coined the term to describe this school of thought.

Structuralism in psychology refers to the theory founded by Edward B. Titchner (1867-1923) with the goal to describe the structure of mind in terms of the most primitive elements of mental experience. This theory focused on three things:

- The individual elements of consciousness,
- how they are organized into more complex experiences,
- and how these mental phenomena correlated with physical events.

The mental elements structure themselves in such a way as to allow conscious experience.

Titchner argued that only observable events constituted science and that any speculation regarding unobservable events has no place in society. In his book, 'Systematic Psychology', he wrote:

"It is true, nevertheless, that observation is the single and proprietary method of science, and that experiment, regarded as scientific method, is nothing else than observation safeguarded and assisted."

MIND AND CONSCIOUSNESS:

Titchner believed that the goal of psychology was to study mind and consciousness. He defined consciousness as the sum total of mental experience at any given moment, and the mind as the accumulated experience of a lifetime.

INTROSPECTION:

The main tool that Titchner used to try and determine the different components of consciousness was 'Introspection.' He writes in his book 'An Outline of Psychology'

"... within the sphere of psychology, introspection is final and only court of appeal, that psychological evidence cannot be other than introspective evidence."

Unlike Wundt's method of introspection, Titchner had very strict guidelines for the reporting of introspective analysis. The subject would be presented with an object, such as a pencil. The subject would then report the characteristics of that pencil (colour, length, etc), the subject would be instructed not to report the name of the object (pencil) because that did not describe the raw data what the subject was experiencing. Titchner referred to this as stimulus error.

MAJOR STRUCTURALIST THINKERS:

- 1- Wilhelm Wundt
- 2- Edward B. Titchner

CRITICISMS:

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- 1- By today's scientific standards, the experimental methods used to study the structures of the mind were too subjective— the use of introspection led to a lack of reliability in results.
- 2- Some critics also pointed out that introspection techniques actually resulted in retrospection— the memory of a sensation rather than the sensation itself.
- 3- Structuralism was too concerned with internal behaviour, which is not directly observable and cannot be accurately measured.
- 4- William James wrote that structuralism had "plenty of school, but no thought" (James, 1904)

SUNNY SIDE:

- 1- Structuralism is important because it is the first major school of thought in psychology.
- 2- It also influenced experimental psychology.
- 3- It is the first school of thought which tried to simplify sophisticated mental experience by breaking down it into primitive elements.

1- WILHELM WUNDT:

- i - Full name, Wilhelm Maximilian Wundt
- ii - From 16 Aug 1832 to 31 Aug 1920
- iii - Born at Baden, Germany.
- iv - German physician, psychologist, physiologist, philosopher and professor.
- v - Widely regarded as "Father of experimental psychology."
- vi - In 1879, He founded the first formal laboratory for psychological research at the University of Leipzig.
- vii - Formed the first journal for psychological research in 1881
- viii - Teacher of a famous psychologist, E.B. Titchner;

PUBLICATIONS: (SELECTED)

He pioneered over 490 works which are on average 110 pages long. Some of them relating to psychology are:

- i- 'Lectures about Human and Animal Psychology' (1864)
- ii- 'Principles of Physiological Psychology' (1874)
- iii- 'Outline of Psychology' (1896)
- iv- 'Social Psychology' (10 volumes, 1900-1920)
- v- 'Introduction to Psychology' (1920)

WUNDT AND STRUCTURALISM:

Wundt is often associated in past literature with structuralism and the use of similar introspective methods. However, this is not the case, Wundt makes a clear distinction between pure introspection and experimental introspection.

The reason for this confusion lies in the translation of Wundt's writings. When Titchner brought his theory to America, he also brought with him Wundt's work. Titchner translated them for American audience, and in doing so, he misinterpreted Wundt's meaning. He then used this translation to show that Wundt supported Titchner's own theories. In fact, Wundt's main theory was that of voluntarism.

2. EDWARD B. TITCHNER:

- i- Full name, Edward Bradford Titchner.
- ii- From Jan 11, 1867 to Aug 3, 1923.
- iii- British psychologist who studied under Wilhelm Wundt for several years.

- iv- Best known for creating his version of psychology that described the structure of mind; structuralism.
- v- Created the largest doctoral program in the U.S. (at that time) after becoming a professor at Cornell University.

PUBLICATIONS: (SELECTED)

- i- 'An Outline of Psychology' (1896; new ed: 1902)
- ii- 'A Primer of Psychology' (1898; revised, 1903)
- iii- 'Experimental Psychology' (four vol: 1901-05)
- iv- 'Elementary Psychology of feeling and Attention' (1908)

MAIN IDEAS:

Titchner's ideas on how the mind worked were heavily influenced by Wundt's theory of Voluntarism and his ideas of Association and Apperception (the passive and active combination of elements of conscious respectively).

Titchner attempted to classify the structures of the mind, like the way a chemist analyzes chemicals into their component parts - e.g. water into oxygen and hydrogen.

The main tool that Titchner used to try and determine the different components of consciousness was introspection.

2- Functionalism:

Functional psychology or Functionalism refers to a general psychological philosophy that considers mental life and behaviour in terms of active adaptation to the person's environment.

Functionalists sought to explain the mental processes in a more systematic and accurate manner. Rather than focusing on elements of consciousness, functionalists focused on the purpose of consciousness and behaviour.

Functionalism arose in U.S. in the late 19th century as an ~~alternative to~~ www.24hpdf.com structuralism. It was heavily influenced by the work of William James and the evolutionary theory of Charles Darwin.

William James is considered to be the founder of functionalism. Although he would not consider himself as a functionalist, nor did he truly like the way science divided itself into schools.

MAJOR FUNCTIONALIST THINKERS:

- 1- William James
- 2- John Dewey
- 3- Harvey Carr
- 4- John Angell

CRITICISMS:

- 1- "It is literature. It is beautiful, but it is not psychology," said Wilhelm Wundt of functionalist William James' "The Principles of Psychology." (1996)
- 2- Behaviourists criticized functionalism, because it was not based on www.24hpdf.com controlled experiments and its theories provided little predictive ability.
- 3- The structuralists accused the functionalists of failing to define the concepts that were important to functionalism.

SUNNY SIDE:

- 1- It influenced behaviourism and applied psychology.
- 2- It influenced educational system, especially with regards to John Dewey's belief that children should learn at the level for which they are developmentally prepared.

- 3- It is important because it broadened the the scope of psychological research and application.
- 4- Functionalists introduced wide variety of research techniques that were beyond the boundaries of structuralists, e.g. physiological measures, mental tests, questionnaires.

WILLIAM JAMES:

"The art of being wise is the art of knowing what to overlook." W. James.

- i- William James — Jan 11, 1842 — Aug 26, 1910
- ii- Born at the Astor House in New York City.
- iii- Was a pioneering American psychologist and philosopher who was trained as a physician.
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- iv- Belonged to a rich, well educated and notorious family.
- v- He is often called the father of American psychology.
- vi- Best known for Pragmatism, Functionalism, James-Lange Theory of Emotion.

THEORIES:

i- PRAGMATISM:

James wrote considerably on the concept of pragmatism. According to pragmatism, 'the truth of an idea can never be proven'

James proposed, we instead focus on what he called the 'cash-value' or usefulness, of an idea.

ii - FUNCTIONALISM:

James opposed the structuralism focus on introspection and breaking down mental events to the smallest elements. Instead, James focused on the wholeness of an event, taking into account, the impact of the environment on behaviour.

iii - JAMES-LANGE THEORY OF EMOTION:

It proposes that an event triggers a physiological reaction. According to this theory, emotions are caused by our interpretations of these physiological reactions. Both James and the Danish physiologist Carl Lange independently proposed the theory.

PUBLICATIONS: (SELECTED)

- 1- 'The Principles of Psychology' (1890)
- 2- 'The Will to Believe' (1897)
- 3- 'Pragmatism: A new name for ~~SOME~~ old ways of thinking' (1907)

3- Behaviourism:

3- Psychoanalysis:

Psychoanalysis is a psychological theory developed in the late 19th and early 20th centuries by Austrian neurologist, Sigmund Freud. This school of thought emphasized the influence of the unconscious mind on behaviour. Freud believed that the human mind was composed of three elements: the id, the ego, and the superego.

Freudian psychoanalysis refers to a specific type of treatment in which the "analysand" (analytic person) verbalizes thoughts, including free associations, fantasies, and dreams, from which the analyst induces the unconscious conflicts causing the patient's symptoms and character problems, and interprets them for the patient to create insight for resolution of the problems.

Freud's theories of psychosexual stages, the unconscious, and dream symbolism remain a popular topic among both psychologists and laypersons, despite the fact that his work is viewed by skepticism by many today.

Many of Freud's observations and theories were based on clinical cases and case studies, making his findings difficult to generalize to a larger population. Another psychoanalyst, Erik Erikson expanded upon Freud's theories and stressed the importance of growth throughout the lifespan. Erik's psychosocial stage theory of personality is very influential in this regard.

KEY PSYCHOANALYSIS TERMS:

1- ID:

Id is the personality component which according to Freud, is made up of unconscious psychic energy that works to satisfy basic urges, needs and desires, e.g. hunger, thirst and sometimes sex.

2- EGO:

The ego is the part of personality that mediates the demands of the id, the superego and reality. The ego prevents us from acting on our basic urges (created by the id), but also works to achieve a balance with our moral and idealistic standards (created by the superego).

3- SUPEREGO:

It is composed of our internalized ideals that we have acquired from our parents and from society. The superego works to suppress the urges of the id and tries to make the ego behave morally rather than realistically.

4- CONSCIOUS:

The conscious mind is home to everything that is inside of our awareness. This is the aspect of our mental processing that we can think and talk about in a rational way.

5- UNCONSCIOUS:

A reservoir of feelings, thoughts, urges and memories outside our conscious awareness. Most of the contents are unacceptable or unpleasant such as feelings of pain, anxiety or conflict.

6- DEFENSE MECHANISM:

A tactic developed by the ego to safeguard the mind against the feelings of anxiety etc. In some instances, defense mechanisms are thought to keep inappropriate or unwanted thoughts and impulses from entering the conscious mind.

MAJOR THINKERS :

- 1- Sigmund Freud
- 2- Anna Freud
- 3- Erik Erikson

CRITICISMS:

- 1- Freud's theories overemphasized the unconscious mind, sex, aggression and childhood experiences.
- 2- Many of the concepts proposed by psychoanalytic theorists are difficult to measure and quantify.
- 3- Most of Freud's ideas are based on case studies and clinical observations rather than empirical, scientific research.
- 4- Numerous studies have shown that its efficacy is related to the quality of the therapist, rather than the psychoanalytic school or technique or training.

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SUNNY SIDE:

- 1- While most psychodynamic theories did not rely on experimental research, the methods and theories of psychoanalytic thinking contributed to experimental psychology.
- 2- Many of the psychodynamic theories like Erikson's theory of psychosocial stages and Freud's theory of psychosexual stages are still influential today.
- 3- Psychoanalysis opened up a new view on mental illness, suggesting that talking about problems with a professional could help relieve symptoms of psychological distress.

SIGMUND FREUD:

- i- Sigmund Freud — May 6, 1856 — Sept 23, 1939
- ii- Austrian neurologist.
- iii- Founder of the discipline of psychoanalysis.
- iv- Best known for his theories of the unconscious mind, and the mechanism of repression, and treating psychopathology through dialogue between a patient and a psychoanalyst.
- v- He established sexual drives as the primary motivational forces of human life.
- vi- He developed therapeutic techniques such as the use of free association.
- vii- He interpreted dreams as sources of insight into unconscious desires.
- viii- He was an early neurological researcher into cerebral palsy (a brain disorder), aphasia and microscopic neuroanatomy.
- ix- He also influenced many other prominent psychologists, including his daughter Anna Freud, Melanie Klein, Karen Horney, Alfred Alder, Erik Erikson and Carl Jung.
- x- His work supported the belief that not all mental illnesses have physiological causes and he also offered evidence that cultural differences have an impact on psychology and behaviour.

x. His work and writings contributed to our understanding of personality, clinical psychology, human development and abnormal psychology.

PUBLICATIONS: (SELECTED)

- 1- 'Studies in Hysteria' (1895)
- 2- 'The Interpretation of Dreams' (1900)
- 3- 'The Psychopathology of Everyday Life' (1901)
- 4- 'Three Essays on the theory of Sexuality' (1905)
- 5- 'The Ego and the Id' (1923)
- 6- 'Civilization and its Discontents' (1930)
- 7- 'Moses and Monotheism' (1939)

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4. Behaviorism:

Behavioral psychology, also known as behaviorism is a theory of learning based upon the idea that all behaviours are acquired through conditioning. Conditioning occurs through interaction with environment. According to behaviorism, behaviour can be studied in a systematic and observable manner with no consideration of internal mental states. It was established by John B. Watson.

Behaviorism is also called the learning perspective (where any physical action is a behaviour). It is a philosophy of psychology based on the proposition that all things that

organisms do - including acting, thinking and feeling - can and should be regarded as behaviours.

From early psychology in the 19th century, the behaviourist school of thought ran concurrently and shared commonalities with the psychoanalytic and Gestalt movements in psychology into the 20th century; but, also differed from mental philosophy of the Gestalt psychologists in critical ways.

In the second half of 20th century, behaviorism was largely eclipsed as a result of the cognitive revolution. While behaviorism and cognitive schools of thought may not agree theoretically, they have complemented each other in practical therapeutic applications, such as in cognitive-behavioral therapy that has demonstrable utility in treating certain pathologies, such as simple phobias, PTSD (Post-traumatic stress disorder), and addiction. In addition, behaviorism sought to create a comprehensive model of the stream of behaviour from the birth of the human to his death.

In behaviorism there are two major types of conditioning:

- 1- Classical conditioning
- 2- Operant conditioning

1- CLASSICAL CONDITIONING:

- i - Also called Pavlovian conditioning or respondent conditioning or Pavlovian reinforcement.
- ii - Form of conditioning that was first demonstrated by Ivan Pavlov (1927).
 - The typical procedure for inducing classical conditioning involves presentations of a neutral stimulus along with a stimulus of some significance, the "unconditional stimulus".
 - In this technique, a naturally occurring stimulus is paired with a response.
- iii - Classical conditioning is a technique used in behavioural training in which a naturally occurring stimulus is paired with a response. www.24hpdf.com
- iv - Next, a previously neutral stimulus is paired with the naturally occurring stimulus.
- v - Eventually, the previously neutral stimulus comes to evoke the response without the presence of the naturally occurring stimulus.
- vi - Pavlov called neutral stimulus and its response, unconditional stimulus and unconditional response, respectively.
- vii - After conditioning, the neutral stimulus became conditional stimulus and its response became conditional response.

Example:

The original and most famous example of classical conditioning involved the salivary conditioning of Pavlov's dogs. During his research on the physiology of digestion in dogs, Pavlov noticed that, rather than simply salivating in presence of meat (an innate response to food that he called the unconditional response), the dogs began to salivate in the presence of the lab technician who normally fed them. Pavlov called these psychic secretions.

From this observation he predicted that, if a particular stimulus in the dog's surroundings were present when the dog was presented with the meat, then this stimulus would become associated with food and cause salivation on its own. Pavlov used a bell to call the dogs to their food and, after a few repetitions, the dogs started to salivate in response to the bell.

2. OPERANT CONDITIONING:

i- Operant conditioning is a form of psychological learning where an individual modifies the occurrence and form of its own behaviour due to the association of the behaviour with a stimulus.

- ii- Sometimes referred to as instrumental conditioning, is a method of learning that occurs through rewards and punishments for behaviour.
- iii- Through operant conditioning, an association is made between a behaviour and a consequence for that behaviour.
- iv- Operant conditioning is distinguished from classical conditioning in that operant conditioning deals with the modification of "voluntary behaviour" or operant behaviour.

IMPORTANT TERMS:

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- a- REINFORCEMENT: Is a consequence that causes a behaviour to occur with greater frequency. e.g a prize.
- b- PUNISHMENT: Is a consequence that causes a behaviour to occur with less frequency. e.g an electric shock.
- c- EXTINCTION: Is the lack of any consequence following a behaviour.

Example: "Skinner Box Experiment".

MAJOR THINKERS IN BEHAVIORISM:

- 1- Ivan Pavlov
- 2- B. F. Skinner
- 3- Edward Thorndike
- 4- John B. Watson

IMPORTANT EVENTS:

- 1- 1900 - Ivan Pavlov began studying the salivary response and other reflexes.
- 2- 1913 - John Watson's "Psychology as a Behaviorist Views it" was published. The article outlined many points of the behaviorism.
- 3- 1920 - Watson and assistant Rosalie Rayner conducted the famous "Little Albert" experiment.
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- 4- 1948 - B. F. Skinner published "Walden II" in which he described a utopian society founded upon behaviorist principles.
- 5- 1971 - B. F. Skinner published his book "Beyond Freedom and Dignity" where he argues that free will is an illusion.

CRITICISMS:

- 1- Many critics argue that behaviorism is a one-dimensional approach and its theories do not account for free will and internal influence such as moods, thoughts and feelings.
- 2- Behaviorism does not account for other types of learning, especially those without the use of reinforcements or punishments.
- 3- People and animals are able to adapt their behavior when new information is introduced, even if a previous behaviour pattern has been established through reinforcement.

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SUNNY SIDE:

- 1- Behaviorism is based on observable behaviour, so it is easier to quantify and collect data and information when conducting research.
- 2- Effective therapeutic techniques such as intensive behavioral intervention, token economies, and discrete trial training are all rooted in behaviorism. These approaches are often very useful in changing maladaptive or harmful behaviours in both children and adults.

JOHN B. WATSON:

- i- John Broadus Watson — Jan 9, 1878 - Sept 25, 1958
- ii- American psychologist who established psychological school of behaviorism, after doing research on animal behaviour.
- iii- He grew up in South Carolina, studied in Furman University and University of Chicago. Watson earned his Ph.D in psychology in 1903.
- iv- He is best known for his controversial "little Albert" experiment.
- v- According to Watson, psychology should be the science of observable behaviour.

Famous quote of Watson: www.24hpdf.com

"Give me a dozen healthy infants, well-informed, and my own specified world to bring them up in, and I'll guarantee to take any one at random and train him to become any type of specialist, I might select-- doctor, lawyer, artist, merchant-chief, and, yes, even beggerman and thief, regardless of his talents, penchants, tendencies, abilities, vocations and race of his ancestors." John B. Watson,
'Behaviorism', 1930

THE "LITTLE ALBERT" EXPERIMENT:

In his most famous and controversial experiment, known today as the "Little Albert" experiment, John Watson and his assistant Rosalie Rayner conditioned a small child to fear a white rat. They accomplished this by repeatedly pairing the white rat with a loud, frightening clanging noise. They were also able to demonstrate that this fear could be generalized to other white, furry objects. The ethics of the experiment are often criticized today, especially because the child's fear was never deconditioned.

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ACHIEVEMENTS: (SELECTED)

- 1- 1915 - Served as the president of APA (American Psychological Association).
- 2- 1919 - Published 'Psychology from the standpoint of a Behaviorist.'
- 3- 1925 - Published 'Behaviorism.'
- 4- 1928 - Published 'Psychological care Infant and child.'
- 5- 1957 - Received the APA's award for contributions to psychology.
- 6- 1913 - Published 'Psychology as the Behaviorist views it.'

B.F. SKINNER:

- i- Burrhus Frederic Skinner — Mar 20, 1904 — Aug 8, 1990.
- ii- An American behaviourist, author, inventor, social philosopher and poet.
- iii- He was the professor of psychology at Harvard University from 1958 until his retirement in 1974.
- iv- Skinner invented the operant conditioning chamber, innovated his own philosophy of science called radical behaviorism and founded his own school of experimental research psychology — the experimental analysis of behaviour.
- v- His analysis of human behaviour culminated in his work 'Verbal Behaviour.'
- vi- Skinner discovered and advanced the rate of response as a dependent variable in psychological research.
- vii- He invented the cumulative recorder to measure rate of responding as part of his highly influential work on schedules of reinforcement.
- viii- In a June 2002 survey, Skinner was listed as the most influential psychologist of the 20th century.
- ix- He was a prolific author who published 21 books and 180 articles.

- x- His invention, cumulative recorder is an instrument used to automatically record behaviour graphically. It provided a powerful analytical tool for studying schedules of reinforcement.
- xi- Operant conditioning chamber is used to measure responses of organisms (most often, rats and pigeons) and their orderly interactions with the environment.
- xii- Skinner is popularly known for his books 'Walden Two' and 'Beyond Freedom and Dignity.'
- xiii- He also invented 'Air crib' also known as a 'baby tender.' It was an easily cleaned, temperature and humidity-controlled box which Skinner desired to assist in the raising of babies.


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PUBLICATIONS: (SELECTED)

- 1- 1938 - 'The Behaviour of Organisms: An Experimental Analysis.'
- 2- 1948 - 'Walden Two.'
- 3- 1957 - 'Schedules of Reinforcement.'
- 4- 1957 - 'Verbal Behaviour.'
- 5- 1971 - 'Beyond Freedom and Dignity.'
- 6- 1978 - 'Reflections on Behaviorism and Society.'

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