**September 20, 2017**

A subset of the following questions will be presented in class and on the Dialogue Forum for discussion, but all the questions can be helpful for elaborating your understanding of the course material.

1. Moghaddam refers to ‘associationism’ in connection with the physiological bases of the mind and memory. What is it that is being associated in associationism and how do these connections explain memory? Would you say that Moghaddam seems optimistic or pessimistic that associationism will prove able to provide a complete account of the psychology of learning and memory? Why?
2. It is common for people today to make fun of phrenology, but Moghaddam takes it seriously and says it was an important step towards the development of Psychology. What is it about phrenology that makes it important?
3. What is meant by the idea that psychological functions might be localized in the brain? How does the work of each of the following relate to the question of whether or not the brain shows localization of function?

Lashley,

[Penfield](http://www.histori.ca/minutes/minute.do?id=10211),

[McConnell](http://www.apa.org/monitor/2010/06/memory-transfer.aspx) (person who did the flatworm studies described in the text)

1. Some students of the brain seem to claim that all psychological phenomena — hopes, fears, plans, virtuous behaviour and decadent, etc. — are explainable in terms of brain function. They suggest that all these phenomena will eventually be controllable through surgical and drug interventions. Does Moghaddam seem sympathetic with this view or skeptical about it? Explain what comments he makes that lead you to see him as supportive or skeptical of such a goal.
2. A common laboratory procedure for classical conditioning involves directing a puff of air into the eye of an immobilized rabbit. The automatic response to this stimulus is an eyeblink. In the conditioning procedure a tone is sounded just prior to delivering the puff of air. Identify the CS, CR, UCS and UCR in this situation. Suppose you wanted to undo the conditioning; use the same terminology to describe how you might go about trying to do this.
3. What are the primary components of a neuron? How are two neurons connected to one another? What is a cell assembly and why is it an important concept in the study of Psychology?
4. Moghaddam says LTP and related concepts such as the engram or memory trace have become the “holy grail” of Psychology, but that those seeking it have often come away with “handfuls of dust” (FM 65). What ideas and issues is he summarizing in this statement?
5. Imagine a situation in which you feel a good deal of stress? What are the primary physical sensations you experience in this situation? What biological systems might be involved in producing those sensations? What about your psychological responses and behaviour in this situation? Do you think these are determined by your biological system, or do you think the explanation for these is more likely to be found in your personal meaning system? Explain.
6. Provide an example of an everyday situation not mentioned by our authors that you think could be analyzed as an example of operant conditioning. What is the behaviour (the operant) being conditioned? What is the reward or negative stimulus involved? Does the situation involve positive reinforcement, negative reinforcement, or punishment? Do you agree that most learning is a product of conditioning rather than a product of cognitive process that take place in the situation?
7. Provide an example of an everyday situation not mentioned by our authors that you think could be analyzed as an example of classical conditioning. Explain what aspects of the situation constitute the UCS, UCR, CS, and CR.
8. Describe a situation in which it seems plausible to explain someone’s behaviour as an example of the law of effect. Do the same for the law of exercise. Does it seem to you that these laws are like the law of gravity and Boyle’s law which cannot be violated; or are they better conceptualized as patterns of behaviour that are regularly, but not always, observed? Explain.
9. In what ways was behaviourism thought to be more scientific than the approaches to psychology that preceded it? Would you say that behaviourism is more closely aligned with causal science or with normative science? Why?
10. Is your initial reaction to Skinner’s vision of the ideal society as he outlined it in Walden II generally favourable or unfavourable? Why? What points could be made in support of his ideal and the suggestions he makes for achieving it? What points could be made in opposition?
11. Moghaddam tells us that one research goal of the Chinese Psychologist Kuo was to demonstrate the malleability of how kittens interact with rats. Why would this goal be of any interest to a behaviourist Psychologist? Kuo also opposed using instincts as an explanation for behaviour. Do you that most other behaviourist psychologists probably agreed with Kuo? Explain why.

1. Almost every Introductory Psychology textbook written in the last 50 years mentions Watson’s work with the infant Albert. Why? What is the theoretical point made by this work that is so important that virtually every textbook author would consider it essential for newcomers in the field to know about it?
2. What do you consider to be the three most important characteristics associated with behaviourism? For each characteristic you list, provide an example to illustrate what you mean by this characteristic.
3. Describe how classical conditioning principles might be used to create an aversion therapy program to eliminate one’s excessive drinking behaviour. How are classical conditioning principles involved in the desensitization therapies (therapies designed to eliminate phobias of snakes, for example)?
4. Moghaddam describes research showing that animals are predisposed in various situations to learn certain behaviours and not others. Provide an example of this phenomena and explain why its existence is a problem for the general approach of behaviourism.