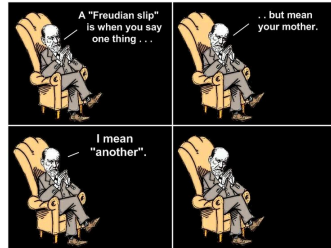


# Foundations of Psychology



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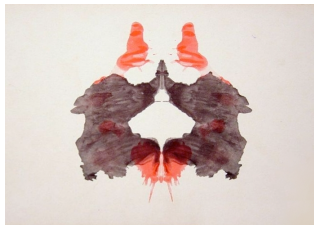
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## “Ink Blot” Test



Hermann Rorschach

AC 100101 EAL 100101  
IN INTRODUCTION TO  
PSYCHOLOGY  
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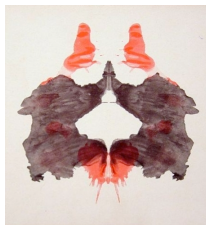
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## What do you see?



- A. Two gray elephants pressing their trunks together
- B. Two clowns playing patty-cake
- C. The entrance to a cave
- D. A vagina
- E. An airplane/spacehip

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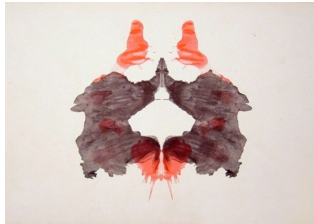
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# “Ink Blot” Test



It is important to see this blot as two human figures, usually females or clowns. If you don't, it's seen as a sign that you have trouble relating to people. You may give other responses as well, such as “cave entrance” (the triangular white space between the two figures) and “butterfly” (the red “vagina”, bottom center)

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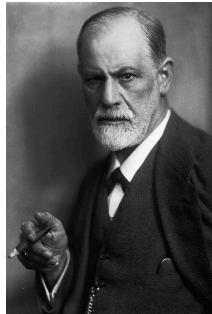
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**Sigmund Freud**  
(1856-1939)

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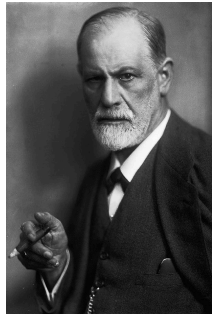
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Sigmund Freud  
(1856-1939)

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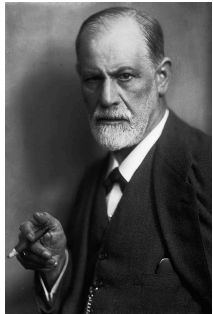
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### **Grand Theory of the Mind**

- day-to-day life
- development and maturation
- mental illness
- religion
- war
- love
- ...

Sigmund Freud  
(1856-1939)

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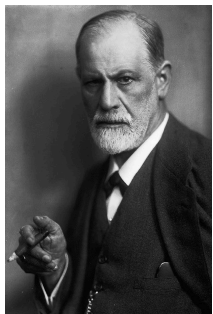
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### **Grand Theory of the Mind**

### ***Psychoanalysis***

Sigmund Freud  
(1856-1939)

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# Questions + Themes

What are the **grand theories** of how the mind works?

How did they come to be that way? What can the grand theories of psychology's **past** tell us about its **present**?

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# Questions + Themes

How did they come to be that way? What can the grand theories of psychology's **past** tell us about its **present**?

What are the **grand theories** of how the mind works?

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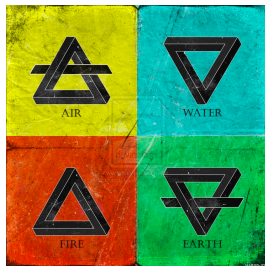
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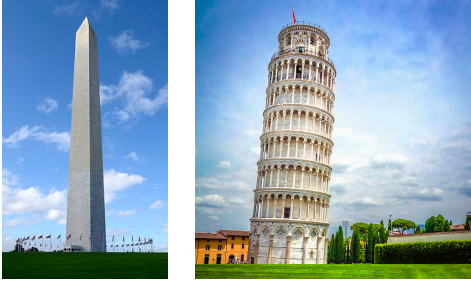
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## Some odd ideas...



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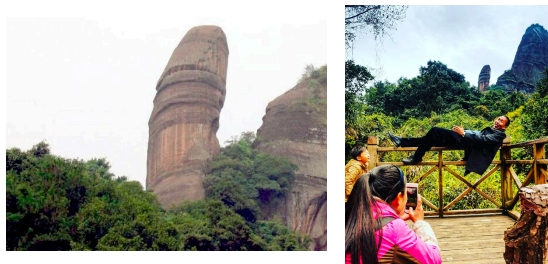
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## Some odd ideas...



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## “Penis Envy”

1. Discover you don't have a penis
2. Infer that you must have been castrated
3. Become attracted to your father (in particular), and eventually men (in general) because they have what was taken from you

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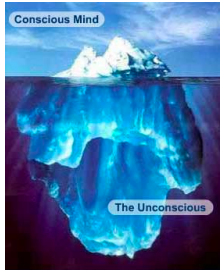
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## Some interesting ideas...



Unconscious processing explains much of our behavior

We are often wrong about the reasons for our actions

Can study the unconscious mind through subtle behaviors, errors of speech, etc.

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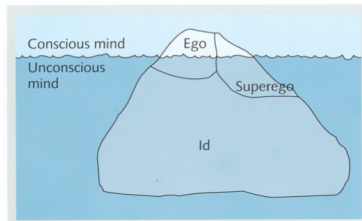
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## Parts of the Mind according to Freud



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## Parts of the Mind according to Freud

unconscious  
unsophisticated     **ID**  
instinctual drives; desire for food, sex, warmth, safety

conscious  
sophisticated     **EGO**     *YOU*  
'planner' that decides how/whether to get these things

unconscious  
unsophisticated     **SUPEREGO**  
internalized societal rules that tell you what (not) to do

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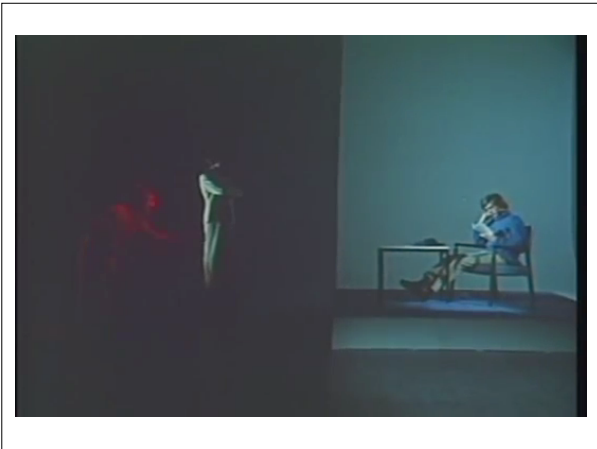
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## Stages of Development according to Freud

### 1. ORAL

Birth - 1 year; mouth is associated with pleasure  
Stuck here? Orality, neediness, addictive personality

### 2. ANAL

1 - 3 years; anus is associated with pleasure  
Stuck here? "anal retentive", compulsive, stingy

### 3. PHALLIC

3 - 5 years; genitals associated with pleasure  
Stuck here? Need for domination

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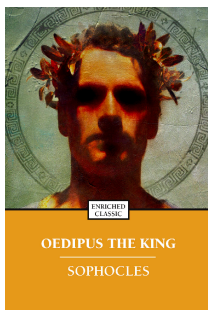
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## Oedipus Complex

Mom is nice  
I like Mom  
I *like* Mom  
But so does Dad  
Kill Dad!  
But Dad can castrate me  
You win, Dad  
Forget about sex for a while



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## Stages of Development according to Freud

### 4. LATENCY

5 years - Puberty; sexuality is repressed  
Less goes on here, can't really get stuck here

### 5. GENITAL

Puberty onward; conscious version of phallic stage  
Attraction to mother generalizes to women (unless you  
were attracted to Dad; Freud's theory of homosexuality)  
Focus on love and work if not stuck in earlier stages

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## Some Mental Processes according to Freud

### PROJECTION

attributing your own unacceptable impulses to others

### REPRESSION

moving unacceptable feelings into unconsciousness

### REGRESSION

falling back on an "easier" early stage

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## Criticisms of Freud



No evidence  
that weaning or  
toilet training  
determines  
personality

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# Criticisms of Freud

## Unfalsifiable?

~~Aug 21~~ Aug 7 - A relationship could take a new turn, particularly if you're eager for it to move to a new level of intimacy. A dynamic influence could encourage you to commit to a deeper connection with a loved one, business partner, or collaborator. But it's equally possible that you might want to disengage from someone and go your own way. If your instincts tell you that a relationship has run its natural course, it might be wise to listen.

**tl;dr:** *anything could happen this month*

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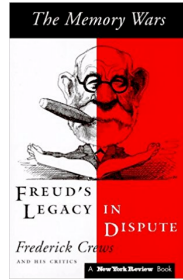
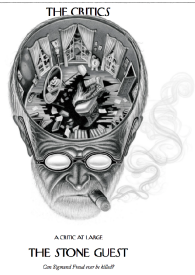
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# Criticisms of Freud



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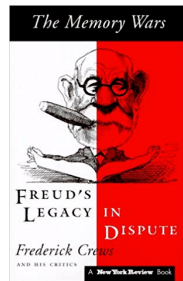
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# Criticisms of Freud

**“Perfect  
Circularity”**



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# Criticisms of Freud

**Freudian:** Really, you're just trying to kill your father

**Patient:** Of course! I always did hate the man

**Freudian:** Apparently, I was right

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# Criticisms of Freud

**Freudian:** Really, you're just trying to kill your father

**Patient:** That's absurd! How could you say such a thing?

**Freudian:** Ah, I've revealed something very painful for you...you are resisting what I am saying because you find its truth uncomfortable. Apparently, I was right!

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# Criticisms of Freud



favors complicated explanations for simple phenomena

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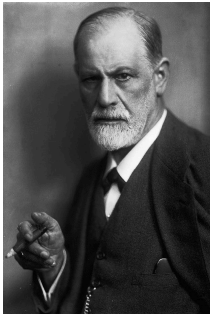
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**Sigmund Freud**  
(1856-1939)

## **Grand Theory of the Mind**

- day-to-day life
- development and maturation
- mental illness
- religion
- war
- love
- ...

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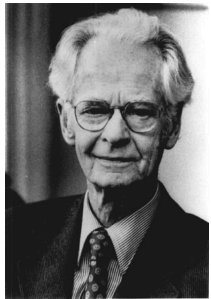
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**B.F. Skinner**  
(1904-1990)

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- day-to-day life
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- ...

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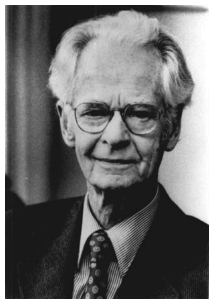
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**B.F. Skinner**  
(1904-1990)

## **Grand Theory of the Mind**

### ***Behaviorism***

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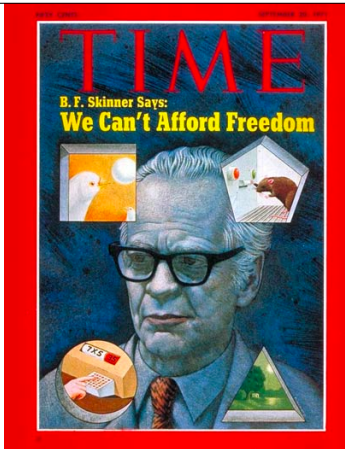
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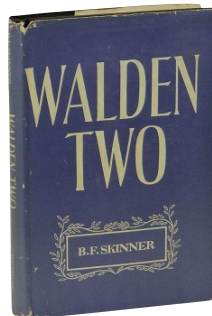
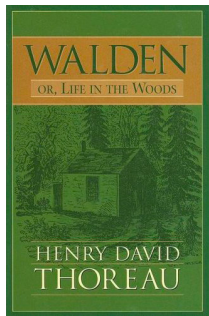
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Freud



Skinner



John Watson

Ivan Pavlov

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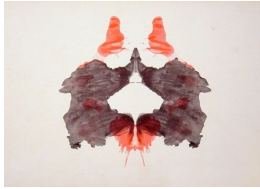
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# Psychoanalysis

too mentalistic, too unscientific



# Behaviorism

anti-mentalistic, <sup>v</sup>ultra-scientific  
*self-styled as*

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## I. Rejection of internal mental states

~~id  
ego  
superego  
subconscious  
impulses  
**mind**~~

**unobservable**

reward  
punishment  
stimulus  
response  
environment  
**behavior**

**observable**

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## 2. Strong emphasis on **learning**



John B. Watson  
(1878-1958)

*Give me a dozen healthy infants, well-formed, 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 beggarman and thief, regardless of his talents, penchants, tendencies, abilities, vocations, and race of his ancestors.*

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## 3. Minimal interspecies differences



Cartoon: Savelle © www.PBSchoolTV.com

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Everything you wanted to know about the mind explained by  
**3 behaviorist learning principles**  
#3 will (literally) shock you!

**HABITUATION**

**CLASSICAL CONDITIONING**

**OPERANT CONDITIONING**

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decline in response due to repeated exposure

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**OPERANT CONDITIONING**

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### HABITUATION

decline in response due to repeated exposure

### CLASSICAL CONDITIONING

learning associations between one stimulus and another

### OPERANT CONDITIONING

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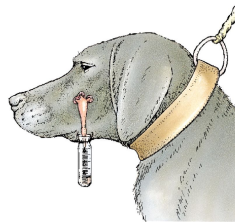
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### CLASSICAL CONDITIONING

learning associations between one stimulus and another

“Pavlov’s dog”



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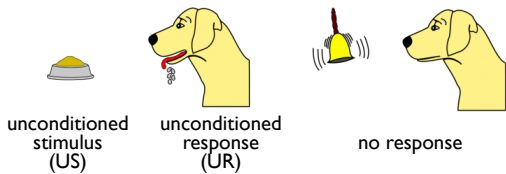
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### CLASSICAL CONDITIONING

learning associations between one stimulus and another

Before  
Conditioning



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## CLASSICAL CONDITIONING

learning associations between one stimulus and another

Before  
Conditioning

US



UR



no response



During Conditioning



After Conditioning

conditioned  
stimulus  
(CS)



conditioned  
response  
(CR)



## CLASSICAL CONDITIONING

learning associations between one stimulus and another



## CLASSICAL CONDITIONING

learning associations between one stimulus and another

### “Little Albert” Experiments

(Watson, 1920)

# CLASSICAL CONDITIONING

learning associations between one stimulus and another



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# CLASSICAL CONDITIONING

learning associations between one stimulus and another

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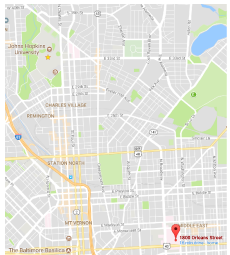
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# CLASSICAL CONDITIONING

learning associations between one stimulus and another



Phipps Psychiatric Clinic

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# CLASSICAL CONDITIONING

learning associations between one stimulus and another

## Finding Little Albert

*A Journey to John B. Watson's Infant Laboratory*

Hall P. Beck  
Shuman Levinson  
Gary Irons

Appalachian State University  
The American University of Paris  
Finksburg, Maryland

In 1920, John Watson and Rosalie Rayner claimed to have conditioned a baby boy, Albert, to fear a laboratory rat. In subsequent tests, they reported that the child's fear generalised to other furry objects. After the last testing session, Albert disappeared, creating one of the greatest mysteries in the history of psychology. This article summarises the authors' efforts to determine Albert's identity and fate. Examinations of Watson's personal correspondence, acetate production (books, journal articles, film), and public documents (medical census data, state birth and death records) suggested that an employee at the Harriet Lane Home was Albert's mother. Contact with the woman's descendants led the authors to the individual they believe to be "Little Albert."

The investigation proceeded in two stages. First, we tried to learn as much as possible about Albert. Then we looked for an individual who matched those attributes. In this article, we introduce the lost boy's mother and surviving members of his family. We conclude by addressing the often-asked question: Whatever happened to Little Albert?

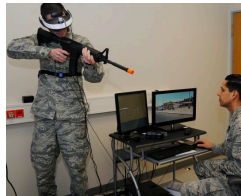
### The Setting of the Watson and Rayner Study

The Albert study emerged during two of the most productive and turbulent years of John Watson's life. Between his return to Johns Hopkins University following World War I and his resignation from the faculty in October 1920, Watson was in Baltimore, Maryland, at the Johns Hopkins Hospital. He was working as a research assistant to the neurologist, Dr. G. S. Woodworth. Watson's work at the hospital was primarily in the area of experimental psychology. He was interested in the study of habit formation and the effects of practice on performance. He was also interested in the study of the effects of punishment on learning. He was particularly interested in the study of the effects of punishment on the learning of fear. He was particularly interested in the study of the effects of punishment on the learning of fear. He was particularly interested in the study of the effects of punishment on the learning of fear.

# CLASSICAL CONDITIONING

learning associations between one stimulus and another

## Phobias



## Exposure Therapy

Everything you wanted to know about the mind explained by  
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#3 will (literally) shock you!

## HABITUATION

decline in response due to repeated exposure

# CLASSICAL CONDITIONING

learning associations between one stimulus and another

## OPERANT CONDITIONING

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### **HABITUATION**

decline in response due to repeated exposure

### **CLASSICAL CONDITIONING**

learning associations between one stimulus and another

### **OPERANT CONDITIONING**

learning associations between actions and consequences

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### **OPERANT CONDITIONING**

learning associations between actions and consequences



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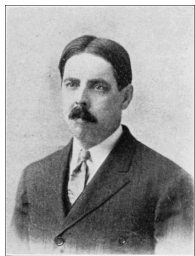
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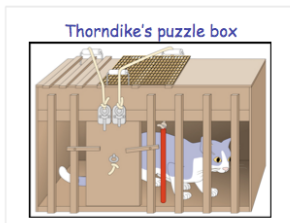
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### **OPERANT CONDITIONING**

learning associations between actions and consequences



Edward Thorndike  
(1874-1949)



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## OPERANT CONDITIONING

learning associations between actions and consequences



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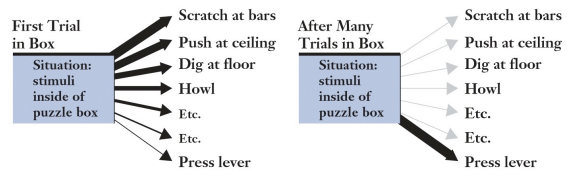
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## OPERANT CONDITIONING

learning associations between actions and consequences



Law of Effect

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## OPERANT CONDITIONING

learning associations between actions and consequences

Shaping



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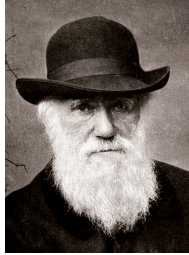
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# OPERANT CONDITIONING

learning associations between actions and consequences



## SCIENCE

31 July 1981, Volume 213, Number 4507

### Selection by Consequences

B. F. Skinner

The history of human behavior, if we may take it to begin with the origin of life on Earth, is possibly exceeded in scope only by the history of the universe. Like astronomer and cosmologist, the historian proceeds only by reconstructing what may have happened rather than by reviewing recorded facts. The story pre-

tioned well only under conditions fairly similar to those under which it was selected. Reproduction under a much wider range of conditions became possible with the evolution of two processes through which individual organisms acquired behavior appropriate to novel environments. Through respondent (Pav-

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# OPERANT CONDITIONING

learning associations between actions and consequences

Positive Reinforcement	increase likelihood of behavior through a rewarding stimulus	e.g. give dog a bone
Negative Reinforcement	increase likelihood of behavior through removal of negative stimulus	e.g. remove heavy collar
Punishment	decrease likelihood of behavior by applying a negative stimulus	e.g. yell at dog

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# OPERANT CONDITIONING

learning associations between actions and consequences

## “Schedules” of reinforcement

Reinforce every time  
vs  
Reinforce every Nth time  
vs  
Reinforce every Nth time *on average*

“fixed”

“variable”

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## OPERANT CONDITIONING

learning associations between actions and consequences



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### HABITUATION

decline in response due to repeated exposure

### CLASSICAL CONDITIONING

learning associations between one stimulus and another

### OPERANT CONDITIONING

learning associations between actions and consequences

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## Assessing Behaviorism

1. Rejection of internal mental states
2. Strong emphasis on **learning**
3. Minimal interspecies differences

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# Assessing Behaviorism

**Unobservable/internal = unscientific?**



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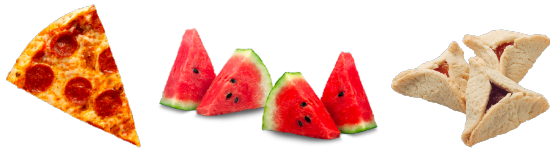
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# Assessing Behaviorism

Is **everything** learned?



Differs by species!

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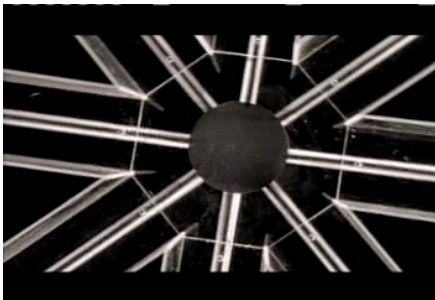
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# Assessing Behaviorism



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# Assessing Behaviorism

**Does behaviorism even give good explanations of human behavior?**

Talk to ourselves

Create art

Give bad news to an enemy

Fantasize about pleasant situations

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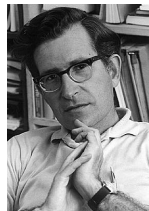
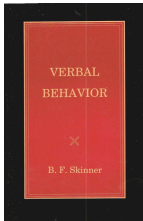
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# Assessing Behaviorism

**Does behaviorism even give good explanations of human behavior?**



Noam  
Chomsky  
(b. 1928)

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# Assessing Behaviorism

**Does behaviorism even give good explanations of human behavior?**

Self-  
Reinforcement!

Talk to ourselves  
Create art

Either **false** or  
**empty**

Give bad news to an enemy

Fantasize about pleasant situations



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# Today's **Grand Ideas**

**Human nature exists...**

we are not blank slates  
we are shaped by evolution, as any creature is

**...so do internal mental states**

we have thoughts and desires and goals, not just behaviors

**...& we can study both scientifically!**

just like we can study the internal states of computers

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