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AP Psychology Syllabus

Course Objectives
- To learn about the field of psychology through in-depth study, discussion, and hands-on activities.
- To specifically assess some of the differing approaches adopted by psychologists, including the biological, behavioral, cognitive, humanistic, psychodynamic, and social-cultural perspectives.

Prerequisites
A strong work ethic is the only requirement for this course.

Course Materials

Grading Policy
The course grade is a weighted average consisting of the following elements:
- Study Guide: 20% (graded on completion since answers are provided in footnotes)
- Opportunity Quizzes (OQs): 20%
- Chapter Tests: 20% (each score is converted to a percentage since different tests have different numbers of questions)
- *Workbook and Diary* Activities: 20% (graded on completion and ability to explain each activity’s purpose)
- *Workbook and Diary* Questions/Responses: 20% (graded on completion because of their subjective nature)

Chapter scores will be recorded in the grade book located in Appendix 2.

Grading Scale:
- 90%+ = A
- 80-89% = B
- 70-79% = C
- 60-69% = D

Daily Opportunity Quiz (OQ)
Since this is a college course, I have simply provided a weekly assignment schedule. This should allow flexibility, but also provide mile markers to make sure you keep on pace. The most important thing is to try to finish a particular chapter (including finishing quizzes, projects and tests) at approximately the proper time.
Having said this, I do value daily reading checkups. This is the purpose of each OQ (Opportunity Quiz). Each section will begin with a five question quiz from the reading homework. Students will be expected to have read the material as well as completed the study guide before class so they are well-prepared for these quizzes. The questions will not be multiple choice, but instead will be short answer questions that test students’ recall and deeper understanding.

The course is divided into seventy-eight reading sections, each with a corresponding quiz. This roughly equates to three reading sections per week, excluding test prep days. Because some sections are quite large, I have divided a few of them a little differently. Simply read the quiz title (for example, OQ 7.1) to make sure that you have done the proper reading. The first number represents the chapter; the decimal represents the subsection. The first page of each chapter clearly lists all the subsections.

Please monitor your pace according to the following course plan to make sure that you don’t fall behind. It is important that you finish the material in time to allow at least a full week or two devoted solely for review prior to the AP test.
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<th>Week</th>
<th>Unit</th>
<th>Objectives</th>
<th>Activities</th>
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<tr>
<td>August</td>
<td></td>
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</tr>
<tr>
<td>2nd week</td>
<td>1. Prologue, Thinking Critically</td>
<td>• Compare and contrast the various definitions of psychology.</td>
<td>• Chart and analyze perspectives activities</td>
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<tr>
<td>3rd week</td>
<td></td>
<td>• Explain the historical developments of the changes in the definition of psychology.</td>
<td>• Class stations for collecting and analyzing mean, median, mode, and standard deviations</td>
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<tr>
<td>4th week</td>
<td>2. Neuroscience, Nature v. Nurture</td>
<td>• Describe the structure of a neuron and explain how neural impulses are generated.</td>
<td>• Metaphor activity relating the nervous system to a toilet</td>
</tr>
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<td></td>
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<td>• Describe how nerve cells communicate and discuss the impact of neurotransmitters and drugs on human behavior.</td>
<td>• PLAY-DOH brain model</td>
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<td></td>
<td></td>
<td>• Identify the major divisions of the nervous system and describe their functions.</td>
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<td></td>
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<td>• Identify and describe several techniques for studying the brain.</td>
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<td>• Describe the functions of the brainstem, thalamus, cerebellum, and limbic system.</td>
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<td>• Identify the four lobes of the cerebral cortex and describe the sensory and motor function of the cortex.</td>
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<td>• Discuss the importance of the association areas, and describe how damage to several different cortical areas can impair language functioning.</td>
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<td></td>
<td></td>
<td>• Discuss the capacity of the brain to reorganize following injury or illness.</td>
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<td>• Describe research on the split brain and discuss what it reveals regarding normal brain functioning.</td>
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<td>• Discuss the relationships between brain organization, right-handedness, and left-handedness.</td>
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<td>• Describe the nature and functions of the endocrine system and its interaction with the nervous system.</td>
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<tr>
<td>September</td>
<td>3. Developing Through the Life Span</td>
<td>• Discuss prenatal development and the destructive impact of teratogens.</td>
<td>• Compare Piaget, Erickson, and Kohlberg after completing the “You are Now an</td>
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<tr>
<td>1st week</td>
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<td>• Describe the capacities of the newborn and the use of habituation for assessing infant cognition.</td>
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<td>2nd week</td>
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<td>• Describe Piaget’s view of how the mind develops and discuss his stage theory of</td>
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<tr>
<td>3rd week</td>
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</tbody>
</table>
| 4th week | cognitive, and social development  
- Adulthood: physical, cognitive, and social development. | cognitive development, noting current thinking regarding cognitive stages.  
- Discuss the effect of body contact, familiarity, and responsive parenting on infant social attachment.  
- Describe adolescents' growing reasoning power and discuss specific ways in which moral behavior is affected by moral reasoning, emotional intuitions, and social influences.  
- Describe people's life satisfaction across the life span and their reactions to death or the prospect of dying. | Occupational Therapist* lab. |
|---|---|---|---|
| October 1st week  
2nd week  
3rd week  
4th week | 4. Personality  
- The psychoanalytic perspective  
- The humanistic perspective  
- The trait perspective  
- The social-cognitive perspective | Describe Freud's view of personality structure in terms of the interactions of the id, ego, and superego.  
- Discuss the view of how defense mechanisms protect the individual from anxiety.  
- Explain how projective tests are used to assess personality.  
- Discuss the contributions of the neo-Freudians, and describe the shortcomings of Freud's ideas.  
- Discuss the humanistic perspective on personality in terms of Maslow's focus on self-actualization and Rogers' emphasis on people's potential for growth.  
- Describe criticisms of the humanistic perspective.  
- Describe the social-cognitive perspective and discuss the important consequences of personal control, learned helplessness, and optimism.  
- Describe psychology's interest in people's sense of self and discuss the benefits and liabilities of self-esteem and self-serving pride.  
- Describe the impact of individualism and collectivism on self-identity and social relations. | Students will take various personality profiles and make analytical comparisons. |
| November 1st week  
2nd week | 5. Thinking and Language  
- Thinking/cognition: concepts, solving problems, making decisions, belief bias, and artificial intelligence  
- Language: structure, development, and how language influences thinking  
- Can animals think and/or exhibit language? | Describe the nature of concepts and the role of prototypes in concept formation.  
- Discuss how we use trial and error, algorithms, heuristics, and insight to solve problems.  
- Describe how fixation and the confirmation bias can interfere with effective problem solving.  
- Describe the effects that overconfidence and framing can have on our judgments and decisions.  
- Discuss how our beliefs distort logical reasoning, and describe the belief perseverance phenomenon.  
- Describe artificial intelligence and contrast the human mind and the computer as information processors.  
- Trace the course of language acquisition from the babbling stage through the two-word stage.  
- Describe the research on animal cognition and communication and discuss the controversy over whether animals can use language. | Visual thinking problems and other demos |
| 3rd week | 6. Intelligence  
- Intelligence testing | Trace the origins of intelligence testing and | Focus on answering the |
<table>
<thead>
<tr>
<th>4th week</th>
<th>7. Psychological Disorders</th>
<th>8. Therapy</th>
<th>case studies readings</th>
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</thead>
<tbody>
<tr>
<td>What is intelligence?</td>
<td>Defining, understanding, classifying, and labeling psychological disorders</td>
<td>Evaluate the criteria for judging whether behavior is psychologically disordered.</td>
<td>Evaluate the criteria for judging whether behavior is psychologically disordered.</td>
</tr>
<tr>
<td>Creativity and intelligence</td>
<td>Anxiety disorders: generalized anxiety disorder, panic disorders, phobias, and obsessive-compulsive disorders</td>
<td>Describe the medical model and discuss the biopsychosocial perspective offered by critics.</td>
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</tr>
<tr>
<td>Assessing intelligence and individual differences</td>
<td>Mood disorders: depressive disorder and bipolar disorder</td>
<td>Describe the aims of DSM-IV and discuss the potential dangers associated with the use of diagnostic labels.</td>
<td>Describe the aims of DSM-IV and discuss the potential dangers associated with the use of diagnostic labels.</td>
</tr>
<tr>
<td>Principles of constructing an intelligence test</td>
<td>Dissociation and multiple personalities</td>
<td>Explain the development of anxiety disorder from both the learning and the biological perspective.</td>
<td>Explain the development of anxiety disorder from both the learning and the biological perspective.</td>
</tr>
<tr>
<td>Stability and change of intelligence</td>
<td>Schizophrenia</td>
<td>Describe major depressive disorder and bipolar disorder.</td>
<td>Describe major depressive disorder and bipolar disorder.</td>
</tr>
<tr>
<td>Extremes of intelligence</td>
<td>Personality disorders</td>
<td>Describe the various symptoms and types of schizophrenia and discuss research on its causes.</td>
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</tr>
<tr>
<td>Genetic and environmental influence on intelligence</td>
<td>Rates of psychological disorders</td>
<td>Describe the nature of personality disorders.</td>
<td>Describe the nature of personality disorders.</td>
</tr>
<tr>
<td>Discuss whether intelligence should be considered a general mental ability or many specific abilities.</td>
<td>Identify the factors associated with creativity and describe the relationship between creativity and intelligence.</td>
<td>Describe the prevalence of various disorders and the timing of their onset.</td>
<td>Describe the prevalence of various disorders and the timing of their onset.</td>
</tr>
<tr>
<td>Identify the factors associated with creativity and describe the relationship between creativity and intelligence.</td>
<td>Distinguish between aptitude and achievement tests and describe modern tests of mental abilities such as the WAIS.</td>
<td>Discuss evidence for both genetic and environmental influences on intelligence.</td>
<td>Discuss evidence for both genetic and environmental influences on intelligence.</td>
</tr>
<tr>
<td>Distinguish between aptitude and achievement tests and describe modern tests of mental abilities such as the WAIS.</td>
<td>Describe test standardization.</td>
<td>Discuss whether intelligence tests are culturally biased.</td>
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</tr>
<tr>
<td>Describe test standardization.</td>
<td>Distinguish between the reliability and validity of intelligence tests and explain how reliability and validity are assessed.</td>
<td>Discuss evidence for both genetic and environmental influences on intelligence.</td>
<td>Discuss evidence for both genetic and environmental influences on intelligence.</td>
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<tr>
<td>Discuss evidence for both genetic and environmental influences on intelligence.</td>
<td>Discuss whether intelligence tests are culturally biased.</td>
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<td>Discuss evidence for both genetic and environmental influences on intelligence.</td>
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### 4th week

**9. Social Psychology**
- Social thinking: attribution theory and the fundamental attribution error, how actions influence attitudes, cognitive dissonance theory, the Zimbardo prison experiment
- Social influence: conformity and obedience, social influence
- Social relations: prejudice, aggression, conflict, attraction, altruism, and peacemaking

| Describe the importance of attribution in social behavior and the dangers of the fundamental attribution error. |
| Explain the foot-in-the-door phenomenon and the effect of role-playing on attitudes in terms of the cognitive dissonance theory. |
| Describe Milgram’s controversial experiments on obedience, and discuss their implications for understanding our susceptibility to social influence. |
| Describe the influence of proximity, physical attractiveness, and similarity on interpersonal attraction. |
| Explain the impact of physical arousal on passionate love, and discuss how companionate love is nurtured by equity and self-disclosure. |
| Discuss effective ways of encouraging peaceful cooperation and reducing social conflict. |

### February

**1st week**

**10. Sensation, Perception**
- Basic principles such as thresholds and sensory adaptation
- Vision: the stimulus input, the physiology of the eye, visual information processing, and color vision
- Hearing: sound waves, the physiology of the ear, and hearing loss
- Other senses including touch, taste, smell, body position, and movement, and what happens with sensory restriction

| Distinguish between absolute and difference thresholds, and discuss research findings on subliminal stimulation. |
| Describe the phenomenon of sensory adaptation, and explain its functional value. |
| Explain the visual process, including the stimulus input, the structure of the eye, and the transduction of light energy. |
| Discuss the different levels of visual information processing and the value of parallel processing. |
| Explain the place and frequency theories of pitch perception, and describe how we locate sounds. |
| Describe the sense of touch, and explain the basis of pain. |
| Describe the senses of taste and smell, and comment on the nature of sensory interaction. |

**2nd week**

- Perceptual organization: form perception, depth perception, motion perception, and perceptual constancy
- Perceptual interpretation: sensory deprivation, perceptual adaptation, and perceptual set

| Explain the figure-ground relationship, and identify principles of perceptual grouping in form perception. |
| Discuss research on depth perception involving the use of the visual cliff, and describe the binocular and monocular cues in depth perception. |
| Describe the perceptual constancies, and show how the perceived size-distance relationship operates in visual illusions. |
| Explain what the use of distorting goggles indicates regarding the adaptability of perception. |

**3rd week**

**11. States of Consciousness**
- Waking and consciousness: daydreams and fantasies
- Sleep and dreams: biological rhythms, why we sleep, sleep disorders, and dreams
- Is hypnosis an altered state of consciousness?
- Drugs and consciousness: dependence and addiction,

| Contrast conscious and subconscious information processing. |
| Identify the major sleep disorders. |
| Discuss the content and possible functions of dreams. |
| Describe the physiological and psychological effects of depressants, stimulants, and hallucinogens. |

### 4th week

**Dream journal**
### March

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<thead>
<tr>
<th>1st week</th>
<th>2nd week</th>
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<tbody>
<tr>
<td><strong>12. Learning, Memory</strong>&lt;br&gt;Classical conditioning: Pallov's experiments and beyond&lt;br&gt;Operant conditioning: Skinner's experiments and beyond&lt;br&gt;Learning by observation: Bandura's experiments</td>
<td>Describe near-death experiences and the controversy over whether it provides evidence for a mind-body dualism.</td>
</tr>
<tr>
<td>3rd week</td>
<td>4th week</td>
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<tr>
<td>Information processing&lt;br&gt;Encoding&lt;br&gt;Storage: sensory memory, working/short-term memory, and long-term memory&lt;br&gt;Retrieval cues&lt;br&gt;Forgetting memory construction</td>
<td>Describe the general process of classical conditioning as demonstrated by Pavlov's experiments and the processes of acquisition, extinction, spontaneous recovery, generalization, and discrimination. Describe the process of operant conditioning, including the procedure of shaping, as demonstrated by Skinner's experiments. Identify the different types of reinforcers, and describe the major schedules of partial reinforcement. Describe the process of observational learning as demonstrated by Bandura's experiments, and discuss the impact of antisocial and prosocial modeling.</td>
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### April

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<th>1st week</th>
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<tr>
<td><strong>13. Emotion</strong>&lt;br&gt;Theories of emotion: the James-Lange and Cannon-Bard theories&lt;br&gt;The physiology of emotion: arousal and physiological states&lt;br&gt;Expressing emotion: nonverbal communication, cultural and emotional expression, and the effects of facial expressions&lt;br&gt;Experiencing emotion: fear, anger, and happiness</td>
<td>Identify the three components of emotion, and contrast the James-Lange and Cannon-Bard theories of emotion. Describe the physiological changes that occur during emotional arousal, and discuss the relationship between arousal and performance. Describe some nonverbal indicators of emotion, and discuss the extent to which people from different cultures display and interpret facial expression of emotion in a similar manner. Describe the effects of facial expressions on emotional experience. Identify some potential causes and consequences of happiness, and describe how happiness is influenced by our prior experiences and by others' attainments.</td>
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<td>3rd week</td>
<td>4th week</td>
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<tr>
<td><strong>14. Motivation and Work</strong>&lt;br&gt;Motivational concepts: drives, incentives, and optimum arousal</td>
<td>Describe the biology of the fight-or-flight response to stress and the physical characteristics and phases of the general adaptation syndrome.</td>
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<tr>
<th>4th week</th>
<th>15. Stress and Health</th>
<th>15. Stress and Health</th>
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<tbody>
<tr>
<td>• Hunger: the physiology and psychology of hunger</td>
<td>• Describe the effects that a perceived lack of control, economic inequality, and a pessimistic outlook all have on health.</td>
<td>• Describe the effects that a perceived lack of control, economic inequality, and a pessimistic outlook all have on health.</td>
</tr>
<tr>
<td>• Sexual motivation: the physiology and psychology of sex, adolescent sexuality, sexual orientation, and sex and human value</td>
<td>• Identify and discuss strategies for coping with stress, and explain why people should be skeptical about the values of complementary and alternative medicine.</td>
<td>• Identify and discuss strategies for coping with stress, and explain why people should be skeptical about the values of complementary and alternative medicine.</td>
</tr>
<tr>
<td>• The need to belong: survival, social acceptance, maintaining relationships, and fortifying health</td>
<td>• Achievement motivation: sources, identification of motivation, and intrinsic v. extrinsic motivation</td>
<td>• Achievement motivation: sources, identification of motivation, and intrinsic v. extrinsic motivation</td>
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<tr>
<td>• Motivating others</td>
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<tr>
<th>May 1st week</th>
<th>15. Stress and Health</th>
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<tr>
<td>1st week</td>
<td>• Stress and illness: stressors, effects on the heart, and susceptibility to disease</td>
</tr>
<tr>
<td>2nd week</td>
<td>• Promoting health: coping and managing stress, and alternative methods</td>
</tr>
<tr>
<td>Practice old AP tests, both the M/C and free-response sections</td>
<td>Review note cards</td>
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<td>Same as above and add visual metaphor applications</td>
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<tr>
<td>3rd week</td>
<td>Take the AP Psychology Test</td>
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<td>4th week</td>
<td>Write Corson a note telling him what you thought about the class!</td>
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</table>

Divide schedule in half in order to complete in an intense, one semester timetable.
### Prologue: The Story of Psychology

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Introduction
“Be careful what you think, because your thoughts run your life” Proverbs 4:23 (NVC).

This chapter is another great example of how the world may think it owns psychology, but it doesn’t. Almost three thousand years ago, Solomon was inspired to write the above proverb, and it perfectly explains the true cognitive perspective. Or, as another biblical writer puts it, we are to “take captive every thought to make it obedient to Christ.”

Yet it is not a simple task. Sin, self, and Satan all vie for control of our thought lives, yet as the proverb reveals, we do have control over our thoughts. But we need to be aware that there are several forces doing battle to influence our thinking.

This chapter is all about becoming aware of the limitations of our thinking. Common sense is (unfortunately), not so common or reliable. Bias, cultural forces, and even the placebo effect all interact to influence our thinking. As Christians, we should be governed by a biblical sense of humility, because overconfidence and pride distort our thinking. An awareness of our limitations allows us to step back and use our God-given observation, reason, and analysis skills along with statistics to test our assumptions. As you work through this section, ask yourself “how do I know this is true?” As Christians, we not only have access to special insight from the Holy Spirit, but we should possess an extra dose of humility and awe for our creator.

What challenges do you face in taking control of your thought life?

What strategy do you use to try to “take captive every thought”?

In Ephesians 4:17-18, Paul refers to those who live apart from Christ as living “in the futility of their thinking” and being “darkened in their understanding and separated from the life of God because of their ignorance that is in them due to the hardening of their hearts.” I find it interesting how Christ clearly integrates one’s heart and mind. Things are not as easily separated as a textbook might indicate.

OQ 1.1
1. Which perspective means thinking?
2. Explain hindsight bias.
3. What are operational definitions?

19. 2 Corinthians 10:5.
4. What is the difference between a theory and a hypothesis?

5. What is the word that describes doing a study again in order to check if the results are reliable?

Humility and Preparedness
Scientists these days don’t exactly have the reputation for humility, but in the sixteenth and seventeenth centuries, scientists who were Christians fueled the Scientific Revolution because they understood that “in order to love and honor God, it is necessary to fully appreciate the wonders of his handiwork.” Again, our faith is not one of timidity, but one of freedom to seek truth about the God who created the universe.

Yet the Bible is clear that we are not to go out into the world unprepared. That is why Paul tells us we are to first arm ourselves with God’s gear. This will prepare you for the inevitable and sometimes invaluable late-night, soul-searching coffeehouse conversations that might, momentarily, open the door to an unbeliever’s heart. It is true that science cannot answer the deepest questions such as “what is the meaning of life?” Nor can it prove the existence of God. Jesus made it clear that faith is a critical part of our relationship with the Father and can never be replaced. But the humble and inquisitive approach to this material often leads non-believers to ask questions they have never asked before. It is therefore imperative to be ready, not with quick one-line religious platitudes, but with respect for and humility before your fellow students and God. No one can argue with your testimony, your story of your own encounter with God.

But beware: some caffeine encounters only serve as a platform for self-aggrandizement and as a new forum for some people to listen to themselves wax eloquent. Ask God for discernment, and don’t get sucked in. Be prepared because it is easy to be intimidated by a confident and seemingly educated argument. Remember what you have learned about overconfidence. Extreme confidence does not correlate with accuracy.

21. “For God did not give us a spirit of timidity, but a spirit of power, of love and of self-discipline” 2 Timothy 1:7.
22. “With the belt of truth buckled around your waist, with the breastplate of righteousness in place, and with your feet fitted with the readiness that comes from the gospel of peace. In addition to all this, take up the shield of faith, with which you can extinguish all the flaming arrows of the evil one. Take the helmet of salvation and the sword of the Spirit, which is the word of God” Ephesians 6:14-17.
24. “And if any place will not welcome you or listen to you, shake the dust off your feet when you leave, as a testimony against them” Mark 6:11.
25. “I am sending you out like sheep among wolves. Therefore be as shrewd as snakes and as innocent as doves” Matthew 10:16.
Ponder This

What is an example of hindsight bias in your Christian walk?

Has your overconfidence ever led you into trouble? Explain.

I lived and studied in Hungary in 1988 just before the fall of the Iron Curtain. Upon my return a friend asked me if I thought Eastern Europe would ever free itself from communist control. Almost without thinking I told him the same answer that nearly everyone would have given: "No way!" Less than three months later the bottom dropped out. Looking back, there were plenty of signs of chinks in the armor of the communist government, but I wasn’t looking for them and therefore didn’t notice any.

OQ 1.2-1.3

1. The example of referring to oneself as pro-choice (rather than pro-abortion) or pro-life (rather than anti-abortion) is an example of what effect?

2. If I assume that most people agree with me in my view that cookies should subsidized by the government, what am I illustrating?

3. Which is better: a random sample of 150 or an unrepresentative sample of 800?

4. What is the difference between a positive correlation and a strong correlation?

5. A correlation study is to prediction as an experiment is to __________.

Description

Explain the following.

Case study:

Survey:

Naturalistic observation:
Learn by Doing!
Go out and conduct your own naturalistic observation. Spend fifteen minutes observing and recording the behavior of organisms in their natural environment. This can range from watching students or your family perform their eating rituals, to observing the courting practices of crickets.

Record your observations. For example, you might note how people choose a seat, eat, socialize, or leave. Quantify wherever you can; record things such as size and number of helpings, amount of carbohydrates, or number of drinks. You may also describe emotional responses or make comparisons between groups based on variables such as gender or social status. Please make sure you specify your population and sample size.

Population:
Sample size:
Location:
Time:
Observations:
In order to help students overcome their fear of M/C tests and to emphasize their relevance, I often remind them that M/C tests are a lot like dating. You may not believe me, but in both cases, the main objective is to eliminate bad options! I frequently see kids (in school and in life) get talked into bad decisions because they go straight to the choices set immediately in front of them instead of thinking through the question. It is the same with dating. Instead of asking God and dreaming about what God has for them, many teenagers limit themselves by picking the first thing that looks good.

I suggest that on M/C tests, you try to answer the question before looking at any of the choices so you don’t get talked into a bad option. If you do your own thinking first, you will be in a better position avoid being misled.

And by the way, if you ever find yourself in a bad relationship and are having trouble getting out of it, feel free to use me as an excuse. You might laugh, but it has actually happened in real life. Simply tell the person that Mr. Corson said you need to eliminate bad options immediately and that is what you are now doing. It may be quite harsh, but just like with M/C tests, quite necessary.

When you feel you are ready, take the following test that covers the text, workbook, and Psychology Interactive Workbook and Diary material from the preface through the chapter on thinking critically. The answer key is in the back of the book.

**Chapter Test: Prologue, Thinking Critically**

1. Research participants who carefully observe and report their immediate reactions and feelings in response to different musical sounds are using the method known as:
   A) spaced practice.
   B) psychoanalysis.
   C) introspection.
   D) natural selection.
   E) SQ3R.

2. The ideas of Francis Bacon provided an impetus for what came to be known as:
   A) empiricism.
   B) psychiatry.
   C) structuralism.
   D) functionalism.
   E) behaviorism.
3. Dr. Wilcox conducts basic research on the behavioral differences between introverted and extraverted people. Dr. Wilcox is most likely a(n) ________ psychologist.
   A) clinical
   B) biological
   C) cognitive
   D) industrial/organizational
   E) personality

4. Dr. MacPherson believes that the way students organize and think about the information in their textbooks will strongly influence their ability to later remember and use what they have studied. Dr. MacPherson's ideas most directly exemplify the ________ perspective.
   A) social-cultural
   B) cognitive
   C) psychodynamic
   D) behavior genetics
   E) neuroscience

5. Dr. Veenstra conducts basic research on the impact of racial prejudice on behavior. Dr. Veenstra is most likely a(n) ________ psychologist.
   A) developmental
   B) clinical
   C) social
   D) biological
   E) industrial/organizational

6. Working in a community mental health center, Dr. Thatcher treats adults who suffer from severe depression. Dr. Thatcher is most likely a(n) ________ psychologist.
   A) personality
   B) industrial/organizational
   C) social
   D) clinical
   E) developmental

7. The specialist most likely to have a medical degree is a(n):
   A) clinical psychologist.
   B) industrial/organizational psychologist.
   C) developmental psychologist.
   D) psychiatrist.
   E) biological psychologist.
8. Humanistic psychologists focused attention on the importance of:
   A) childhood memories.
   B) genetic predispositions.
   C) unconscious thoughts.
   D) healthy growth potential.
   E) punishment and reinforcement.

9. Socrates, Plato, and Descartes believed that:
   A) the mind is a blank slate at birth.
   B) mind and body are distinct and separable.
   C) true knowledge originates in sensory experience.
   D) mental processes reflect evolutionary change.
   E) body fluids govern both mind and body.

10. Natassia believes that boys learn to be more aggressive than girls primarily because boys are more frequently exposed to external pressures to fight. Natassia's belief most directly exemplifies the ________ perspective.
    A) behavioral
    B) evolutionary
    C) cognitive
    D) psychodynamic
    E) neuroscience

11. Contemporary psychology is best defined as the scientific study of:
    A) conscious and unconscious mental activity.
    B) observable responses to the environment.
    C) behavior and mental processes.
    D) thoughts, feelings, and perceptions.
    E) maladaptive and adaptive behaviors.

12. The personality theorist, Sigmund Freud, was an Austrian:
    A) chemist.
    B) physician.
    C) theologian.
    D) politician.
    E) philanthropist.
13. A concern with the reasoning processes that contribute to effective problem solving is most characteristic of the ________ perspective.
   A) behavioral  
   B) evolutionary  
   C) social-cultural  
   D) cognitive  
   E) behavior genetics

14. The distinctive feature of the psychodynamic perspective is its emphasis on:
   A) natural selection.  
   B) brain chemistry.  
   C) unconscious conflicts.  
   D) learned behaviors.  
   E) introspection.

15. In the context of debates regarding the origins of knowledge, Aristotle is to ________ as Plato is to ________.
   A) soul; body  
   B) structuralism; functionalism  
   C) stability; change  
   D) introspection; observation  
   E) nurture; nature

16. The method of introspection was used by Titchener to identify:
   A) inherited traits.  
   B) learned responses.  
   C) maladaptive behaviors.  
   D) unconscious motives.  
   E) elements of sensory experience.

17. Which perspective is most relevant to understanding the impact of strokes and brain diseases on memory?
   A) evolutionary  
   B) behavioral  
   C) psychodynamic  
   D) neuroscience  
   E) behavior genetics