

*Module D Objectives – Why do people do the things they do?***Lesson 1 – The shaping and molding of behavior.**

This information can be found in Chapter 5 – Learning.

**Information for this objective can be found in the supplemental resources in the Weekly Schedule.*

1. * Describe Ivan Pavlov's research and his contributions to behaviorism.
2. Explain how behavior is learned using classical conditioning and the role of the unconditioned stimulus (UCS), unconditioned response (UCR), neutral stimulus (NS), conditioned stimulus (CS), and conditioned response (CR).
3. Explain the importance of frequency and timing of the UCS and NS in classical conditioning.
4. Discuss the significance of stimulus generalization, stimulus discrimination, higher order conditioning, extinction, and spontaneous recovery in classical conditioning.
5. * Describe the contributions of Watson, Rescorla, Garcia, and Thorndike to the field of behaviorism.
6. Differentiate classical conditioning from operant conditioning.
7. * Explain how behavior is learned using positive and negative reinforcement, and punishment by application and removal.
8. * Identify 2 factors that influence the effectiveness of punishment.
9. * Identify 3 reasons why punishment is less effective at changing behavior than reinforcement.
10. * Contrast the success rates of B.F. Skinner's schedules of reinforcement as they affect learning.
11. * Summarize the implications of Tolman's research on "cognitive maps" and "latent learning."
12. * Discuss Martin Seligman's research on learned helplessness and his contributions to behaviorism.
13. * Describe Albert Bandura's research and his contributions to behaviorism.
14. Analyze the effects of sexual images and violence in the media as it influences behavior.

*Module D Objectives – Why do people do the things they do?***Lesson 2 – Theories of personality.**

This information can be found in Chapter 11 – Personality.

**Information for this objective can be found in the supplemental resources in the Weekly Schedule.*

15. * Identify three core tenets of Sigmund Freud's psychoanalytic perspective.
16. * Explain how the conscious, preconscious, unconscious, id, ego, and superego create personality, according to Freud.
17. Explain each of Freud's ego defense mechanisms.
18. Summarize the significance of resolving developmental conflict during each psychosexual stage.
19. Explain the significance of the Oedipus and Electra complexes, according to Freud.
20. * Contrast the personality theories of the neo-Freudians, Carl Jung, Karen Horney, and Alfred Adler.
21. Critique Freud and the psychoanalytic perspective on personality.
22. Identify 5 beliefs that differentiate the humanistic perspective from psychoanalysis and behaviorism.
23. * Summarize Carl Roger's humanistic theory of personality, including its core concepts and criticisms.
24. Identify 3 characteristics that differentiate the social cognitive perspective from psychoanalytic and humanistic perspectives.
25. * Summarize Alfred Bandura's social cognitive perspective, including its core concepts and criticisms.
26. * Contrast Cattell's and Eysenck's trait theories.
27. * Evaluate the research on the five-factor model of personality.
28. Evaluate the biological basis of personality traits as evidenced through behavioral genetics.
29. Evaluate the trait perspective on personality.
30. Discuss the strengths and weaknesses of the Rorschach inkblots and other projective tests as a valuable measure of personality.
31. Differentiate the MMPI, CPI, I6PF, and Meyer's-Briggs self-report inventories.
32. Discuss the strengths and weaknesses of self-report inventories.

*Module D Objectives – Why do people do the things they do?***Lesson 3 – Lessons in social psychology.**

This information can be found in Chapter 12 – Social Psychology.

**Information for this objective can be found in the supplemental resources in the Weekly Schedule.*

33. Differentiate social cognition and social influence.
34. Summarize the four guiding principles of person perception.
35. * Discuss the “halo effect” as it relates to attractiveness.
36. * Differentiate implicit and explicit cognition, as it relates to the process of social categorization.
37. * Explain implicit personality theory, as it relates to attractiveness.
38. * Discuss the strengths and weaknesses of social categorization.
39. * Explain the fundamental attribution error, the actor-observer bias, blaming the victim, hindsight bias, just-world hypothesis, and self-serving bias as they influence attributions.
40. Evaluate the research on attributional errors cross-culturally [Culture and Human Behavior Box, p. 490].
41. * Describe the three components of attitudes.
42. Discuss several factors that influence attractiveness, including physical characteristics, similarity, familiarity, situations, and the socioeconomic and cultural environment.
43. Summarize the conclusions of Zimbardo’s research on cognitive dissonance.
44. Explain the “sour grapes” and “sweet lemons” rationalization using cognitive dissonance.
45. * Assess the function and accuracy of stereotypes when forming impressions of others.
46. * Discuss the effects of the in-group out-group bias, including the homogeneity effect and in-group bias.
47. Evaluate two explanations why prejudice or intergroup hostility increases.
48. * Differentiate implicit and explicit attitudes, as it relates to prejudice today.
49. * Discuss the impact of the Robbers Cave Experiment and the Jigsaw Classroom on reducing prejudice.
50. * Summarize the results of Solomon Asch’ study of conformity, including two basic reasons why people conform .
51. Contrast conformity in collectivistic and individualistic cultures.
52. * Summarize the methods and results of Milgram’s obedience experiment.

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- 53. * Explain six factors that promote obedience.
- 54. * Summarize the variables that undermine obedience.
- 55. Differentiate altruism and prosocial behavior.
- 56. * Explain many factors that increase and decrease helping behavior.
- 57. Draw conclusions about the biological and psychological influences on aggression, cross culturally.
- 58. * Explain social loafing, social striving, social facilitation, and deindividuation as they influence our response in social situations.

Lesson 4 – Other motivating factors.

This information can be found in Chapter 8 – Motivation and Emotion.

**Information for this objective can be found in the supplemental resources in the Weekly Schedule.*

- 59. Explain three basic characteristics associated with motivation.
- 60. * Differentiate instinct, drive, incentive, arousal, and humanistic theories of motivation.
- 61. * Discuss the physiological and psychological processes that trigger hunger.
- 62. * Explain three internal signals that regulate body weight.
- 63. Identify six factors that influence over-eating.
- 64. Discuss obesity, including the role of genetics, environment, metabolic factors, eating habits, and neurotransmitters.
- 65. * Explain Maslow's hierarchy of needs and Deci & Ryan's self-determination theory.
- 66. * Discuss the research on competence and achievement motivation, cross culturally.
- 67. * Compare the subjective experience of emotion cross-culturally.
- 68. * Explain the neuroscience of emotion.
- 69. * Discuss the contributions of Paul Ekman's research on emotion, cross-culturally.
- 70. * Evaluate the James-Lange, Two-Factor, and Cognitive Appraisal theories of emotion.