

Module D Objectives – Why do people do the things they do?

Lesson 1 –Learning theories.

Chapter 5 – Learning

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| (Understanding) | 1. Describe the research of Ivan Pavlov and explain its involvement in the emergence of behaviorism. |
| (Remembering) | 2. Explain how behavior is conditioned using classical conditioning and the role of the unconditioned stimulus (UCS), unconditioned response (UCR), neutral stimulus (NS), conditioned stimulus (CS), and conditioned response (CR). |
| (Understanding) | 3. Explain the importance of frequency and timing of the UCS and NS in classical conditioning. |
| (Understanding) | 4. Elaborate on the relevance of stimulus generalization, stimulus discrimination, extinction, and spontaneous recovery in classical conditioning. |
| (Understanding) | 5. Discuss the research of Watson, Rescorla, Garcia, and Thorndike and their contributions to behaviorism. |
| (Analysis) | 6. Contrast classical conditioning with operant conditioning. |
| (Understanding) | 7. Explain how behavior is learned using the principles of operant conditioning, which include positive reinforcement, negative reinforcement, punishment by addition, and punishment by removal. |
| (Understanding) | 8. Elaborate on the relevance of different reinforcement schedules according to Skinner. |
| (Understanding) | 9. Identify the applied principles of learning theory used in behavior modification and Mary Joan Willard's "Helping Hands." |
| (Understanding) | 10. Explain Tolman's research on "cognitive maps" and "latent learning" and their role in the learning process. |
| (Understanding) | 11. Describe Bandura's research and explain how observational learning occurs. |
| (Understanding) | 12. Discuss Seligman's research on learned helplessness as it relates to learned behavior. |

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Lesson 2 – Theories of personality.

Chapter 11 – Personality

- (Understanding) 13. Illustrate the role of unconscious processes on personality development as they relate to the id, ego, and superego according to Sigmund Freud.
- (Understanding) 14. Explain the core tenets of psychoanalytical theory and its emphasis on unconscious processes, childhood experiences, and the influence of the eros and thanatos urges.
- (Analysis) 15. Differentiate the ego defense mechanisms and explain their importance according to Freud.
- (Understanding) 16. Describe the stages of psychosexual development and the role of resolving a crisis at each stage.
- (Understanding) 17. Explain the relevance of the Oedipus and Electra complexes according to Freud.
- (Analysis) 18. Evaluating Freud's psychoanalytic theory and its criticisms.
- (Analysis) 19. Contrast the core tenets of the neo-Freudians with Freud's psychoanalytic theory.
- (Remembering) 20. Identify the core tenets of the 3rd Force, the humanistic perspective.
- (Understanding) 21. Explain Carl Roger's theory and the role of the "self-actualizing tendency" and "unconditional positive regard."
- (Understanding) 22. Explain the role of "reciprocal determinism," "self-esteem," and "self-efficacy" in Albert Bandura's theory of personality.
- (Analysis) 23. Evaluating the trait perspective of personality.
- (Analysis) 24. Compare the strengths and weaknesses of projective tests and self-report inventories.
- (Understanding) 25. Categorize the Rorschach Inkblot, Minnesota Multi-Phasic Inventory, Thematic Apperception Test, and Meyers-Briggs assessments as either projective or self-report test and explain how each is used to measure personality.

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Lesson 3 – Lessons in social psychology.

Chapter 12 – Social Psychology

- (Understanding) 26. Discuss how social categories and implicit personality theory affect our impressions of others.
- (Understanding) 27. Explain how the fundamental attribution error, blaming the victim, the just-world hypothesis, the actor-observer discrepancy, and the self serving bias influence our attitudes, including cross-cultural differences.
- (Understanding) 28. Explain how cognitive dissonance produces changes in behavior or attitudes.
- (Understanding) 29. Evaluating the influence of stereotypes and prejudice on our attitudes, including the relevance of the in-group/out-group bias and homogeneity effect.
- (Analysis) 30. Discuss the impact of the research of Sherif, Asch, Milgram, and Aronson on understanding the behavior of individuals and groups.
- (Analysis) 31. Evaluating Milgram's research including the factors which will increase and decrease obedience.
- (Remembering) 32. Identify the variables that will increase or decrease helping behaviour.
- (Understanding) 33. Describe how social loafing, social facilitation, and deindividuation influence our response in social situations, including any cross-cultural differences.

Lesson 4 – Other motivating factors. (Chapter 8)

- (Understanding) 34. Compare instinct theory, drive theory, incentive theory, and arousal theory.
- (Remembering) 35. Discuss the biological and psychological process involved in triggering hunger.
- (Understanding) 36. Explain the factors that influence over-eating and obesity.
- (Understanding) 37. Compare Maslow's hierarchy of needs to Deci & Ryan's self-determination theory.
- (Understanding) 38. Differentiate between intrinsic and extrinsic motivations.
- (Understanding) 39. Discuss the effects of achievement motivation on levels of success.
- (Remembering) 40. Compare the subjective experience of emotion cross-culturally.
- (Understanding) 41. Discuss the contributions of Paul Ekman's research on emotion.
- (Understanding) 42. Discuss the experience of emotion as explained James-Lange, Two-Factor, and Cognitive Appraisal theories of emotion.