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# Chapter 6 - Short Answers

10. Latent learning is a type of cognitive learning that occurs and is not made apparent or observable in behavior until there is a reason or a motivation to put it into practice. I think I have a good personal experience of this. I normally learn new musical pieces, especially in foreign languages, by first going through the music and the melody on the score a few times. I keep the score in front of me and read the words while I sing the song to musical accompaniment quite a few times until I have learned to sing it very well. Then, once I have the melody, dynamics, and tempo right, I print the words and memorize them at different times of the day, while I am walking around, or on the train. This one time, I realized the words for a particular song in Latin were coming to me without having previously memorized them. I suppose the words registered somehow in my brain while I was reading them off the score, whilst learning the music, but without making a conscious effort to memorize them. Latent learning was manifested when the time came to sing the entire song: music and lyrics, without the score, and it surprised me that it all came together nicely.

13. In this case, the unconditioned stimulus is the cake, and the unconditioned response is Patrick reaching for the cake. The Conditioned stimulus is the squirt from the water pistol every time poor Patrick is trying to get to the cake, and finally, the conditioned response is Patrick avoiding the cake altogether.

15. This would be a case of spontaneous recovery from a previously extinct learned behavior set in motion by a conditioned stimulus paired with an unconditioned stimulus. Kim appears to have trained himself to wake up every morning at 7.00 am, possibly by using a conditioned stimulus such as an alarm clock, a timer that will start playing soft music near the time, or by deliberately leaving the blinds open overnight to let light in first thing in the morning; daylight would be the unconditioned stimuli, as daylight would naturally produce a natural awakening of the body. Once the conditioned stimulus is stopped for a consistent amount of time such as days or weeks in a row, Kim's trained body's biological clock might relax and revert back to the old habit of waking up later on. Perhaps during the time the conditioned stimulus was absent, she didn't have to go to work and did not need to consistently make sure he woke up so early every day. However, in time, it is possible to suddenly experience a "spontaneous recovery" or sudden return of the learned behavior in this case: waking up at 7 am.

16. The experiment on Little Albert was carried out by John B. Watson, along with his associate Rosalie Rayner. Watson believed that the principles of classical conditioning not only applied to animal behavior but could also be applied to human emotions. In particular, he studied how fear could be conditioned. He used a little baby called Albert as a subject, who was a hospital worker's son, to test his hypothesis. The experiment consisted in exposing and conditioning little Albert to be fearful of small white furry animals. Watson started exposing the baby to a white rat. The baby gladly played with the rat and was not scared of it to start with, but then Watson introduced a conditioned stimulus by repeatedly making a loud sound hitting a metal bar with a hammer behind the baby's head every time little Albert touched the rat. Albert got scared and started crying. He learned to associate fear with touching this white furry animal. By extension, it was found that little Albert was also scared of other white fluffy white animals

and things such as rabbits, dogs, monkeys, and even objects such as cotton wool. This demonstrated the principle of stimulus generalization, where one conditioned stimulus provoked the same conditioned response to similar stimuli. I think this experiment was highly unethical and would have never been allowed to happen in our modern times. It is very possible that it created trauma, and irrational fear in the child, that was not there in the first place and that was deliberately and purposefully inflicted on the child. This fear generalized to other things such as animals and objects of everyday life, and there is no way of knowing whether this fear created at such an early age, later turned into a phobia that affected him throughout his life, and might have translated into an anxiety disorder. It doesn't appear as if any action was taken to revert the psychological damage to the child after the experiment. I think It is particularly disturbing to experiment with an innocent baby choosing to ignore any possible adverse psychological consequences that this experiment may have in the long run.

As for Pavlov's classical conditioning experimentation on dogs, although on the surface it didn't seem as if his famous experiment caused any harm to the animals, on further reading a much more disturbing picture emerged. It appears that the dogs were also traumatized and suffered physical and mental trauma in the process of his experiments. Incisions were made on the dog's faces to insert the tubes that would collect and measure their drooling. Dogs were also subjected to other painful stimuli such as electrical shocks and sometimes they were starved for days. I think that it is just as equally unethical to cause harm to animals as it is to humans. The most unethical experimentation has historically been allowed to take place, all in the name of science and technological advancement.

17. Negative punishment is an operant conditioning technique that consists of taking away a pleasant stimulus to decrease an unpleasant behavior. A typical example would be to take

away a teenager's cell phone to get him to decrease unruly behavior at home. On the other hand, positive punishment consists of adding an unpleasant stimulus to decrease negative behavior, for example giving someone a parking ticket will most likely decrease the driver's tendency to park in a non-parking spot.