Test on Chapters 9 -11

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PSY 321 History of Modern Psychology
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April 7, 2023

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1. **Why is the story of Hans the Wonder horse important?**

The story of Hans the Wonder horse was important because it was Wilhelm Von Osten's goal to prove Charles Darwin's theory of the similar mental process between human beings and animals. Von Osten was completely certain that with the proper education or training, the horse could be presented as an intelligent being. The horse was able to do addition, subtraction, fractions, decimals, read, recognize coins, play cards games, spell, pick out a diversity of objects, and perform astonishing feats of memory. The horse answered the questions by tapping its hooves a specific number of times or by nodding its head towards the direction of the object.

2. **How did animal psychology influence the development of Behaviorism?**

Watson delivered a clear expression about the connection between behaviorism and animal psychology. He wanted to demonstrate the existence of the mind in lower organisms and the continuity between animal and human minds. In other words, a psychology that displayed stimulus and responses, focused on could be seen, heard, and touched. Watson' behaviorism was birthed through the development of animal psychology.

3. Why was the work of Ivan Pavlov (1849-1936) so important to the development of psychology?

Ivan Pavlov made the discovery of conditioned reflexes which are the reflexes that are conditional or dependent on the foundation of an association or connection between stimulus and response. "In working on the digestive glands in dogs, Pavlov used the method of surgical exposure to permit digestive secretions to be collected outside the body where they can be observed, measured and recorded." (Schultz 203).

4. What did John Watson (1878-1958) believe should be the subject matter of behaviorism?

The primary subject matter for Watson's behavioral psychology was the elements of behavior which consisted of the body's muscular movements and glandular secretions. As the science of behavior, psychology could deal only with acts or responses that could be described objectively without using any subjective or mentalistic terminology. The acts needed to include the organism's movement in space that achieved several goals in one's environment. Watson wanted to construct behaviorism as a science independent from subjective notions and methods. It would be science as physics.

5. What were Watson's beliefs about thought processes?

Watson understood that because thought processes occurred in the brain, no response took place in the muscles and glands. Since thought processes occurred in the absence of muscular movement, they cannot be seen or experimented upon. Watson aimed to lessen thinking to implicit motor behavior. Watson logically understood that the behavior of thinking must require implicit speech relations or movements. "Behaviorism entailed objective evidence of implicit speech movements, so he made experimental attempts to record tongue and larynx movements during thought." (Shultz 227).

6. What were the elements of Tolman's purposive behaviorism?

The elements of Tolman's purposive behaviorism were purpose and behavior. Purposive behaviorism was Tolman's system combining the objective study of behavior with the consideration of purposiveness or goal orientation in behavior. He stated, "Behavior reeks of purpose and is oriented toward achieving a goal or learning the means to an end." (Shultz 238).

7. How was Skinner's (1904-1990) behaviorism similar to Watson's behaviorism?

Skinner's behaviorism was similar to Watson's behaviorism as they both established their investigations on stimulus and responses. Skinner's behaviorism was dedicated to the study of responses. He was concerned with describing rather than explaining behavior. His research dealt only with observable behavior, and he believed that the task of scientific inquiry is to establish functional relationships between experimenter- controlled stimulus conditions and the organism's subsequent responses.

8. How did Skinner's behaviorism differ from Pavlovian conditioning?

In the Pavlovian conditioning situation, a known stimulus is paired with a response under conditions of reinforcement. The behavioral response is elicited by a specific observable stimulus; Skinner called this behavioral response a respondent behavior. Another difference between respondent and operant behavior is that operant behavior operates on the organism's environment while respondent behavior does not.

9. What did Bandura's (1925-) social cognitive theory focus on?

Bandura's social cognitive theory focused on observing the behavior of human subjects in interaction. He stressed the importance of rewards or reinforcements in obtaining and modifying behavior. His approach is a learning theory because its studies behavior as it is formed and modified in social situations.

10. What does it mean to have high self-efficacy and what does it mean to have low self-efficacy? How does that affect how we interact with others and live our lives?

High self-efficacy is the individual's sense of self-esteem and competence in dealing with life's problems. Individuals are able to overcome obstacles, seek challenges, preserve, maintain a high level of confidence in their ability to succeed and to exert control over their lives. It is the power in believing that you can accomplish your goals and the most important element to succeed.

Low self-efficacy is the individual's sense of feeling helpless and hopeless in dealing with life's problems. They will automatically resign themselves to life's problems if their solutions fail.

Individuals with high efficacy tend to be more successful and obtain positive effects in all aspects of life than individuals who have low self-efficacy.

References

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