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General Psychology

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1. 1. Physiological Needs: These are the most basic needs necessary for survival, including food, water, shelter, and clothing. These needs are the foundation of the hierarchy, and they must be satisfied before an individual can move on to the higher levels.

2. Safety Needs: Once physiological needs are met, the next level of needs involves safety and security. This includes protection from physical harm, as well as financial and emotional security. Examples of safety needs include a stable job, a safe home, and health insurance.

3. Love and Belonging Needs: The third level of needs involves social interaction and relationships with others. This includes the need for love, affection, and a sense of belonging. Examples of fulfilling these needs include having a supportive family or social network, participating in community activities, and forming close friendships.

4. Esteem Needs: Once the lower level needs are met, the focus shifts to the need for esteem and self-respect. This includes the need for recognition, status, and achievement. Examples of fulfilling these needs include receiving positive feedback at work, earning awards or recognition, and achieving personal goals.

5. Self-Actualization Needs: The highest level of needs is self-actualization, which involves fulfilling one's potential and achieving personal growth. This includes creativity, self-expression, and pursuing activities that are personally fulfilling. Examples of fulfilling these needs include developing a creative skill, pursuing a passion or hobby, and engaging in activities that promote personal growth.

2.

1. Excitement Phase: This phase is characterized by an increase in sexual arousal, blood flow, and muscle tension. It typically begins with physical or psychological stimuli, such

as touching, kissing, or sexual fantasies, and can lead to an erection in males and vaginal lubrication in females.

2. Plateau Phase: In this phase, sexual arousal continues to increase, and the body prepares for orgasm. The breathing rate and heart rate increase, and muscle tension continues to build.
3. Orgasm Phase: The orgasm phase is marked by a peak in sexual arousal and the release of sexual tension. In males, this phase is typically accompanied by ejaculation, while in females, it is marked by contractions of the pelvic muscles.
4. Resolution Phase: The resolution phase is the final stage of the sexual response cycle, during which the body returns to its pre-aroused state. In males, this typically involves a refractory period during which further sexual stimulation is not possible. In females, the resolution phase is characterized by a gradual decrease in arousal and muscle tension.

3.

The basolateral complex, also known as the basolateral amygdala, is a group of nuclei located in the temporal lobe of the brain, specifically within the amygdala. It is a key component of the limbic system, which is involved in emotion, motivation, and memory. The basolateral complex consists of several subnuclei, including the lateral, basolateral, and accessory basal nuclei. These subnuclei receive input from various sensory systems, including visual, auditory, and olfactory stimuli, and integrate this information to form associations between stimuli and emotional responses.

4. Happiness: Happiness is a positive emotion characterized by feelings of pleasure, contentment, and satisfaction. It is typically associated with the release of neurotransmitters such as dopamine and serotonin.

Sadness: Sadness is a negative emotion characterized by feelings of sorrow, grief, and despair. It is often triggered by loss or separation and is associated with decreased activity in the brain's reward centers.

Anger: Anger is a negative emotion characterized by feelings of hostility, frustration, and annoyance. It is typically associated with increased activity in the amygdala, a brain region involved in emotion processing.

Fear: Fear is a negative emotion characterized by feelings of anxiety, apprehension, and unease. It is often triggered by perceived threats or danger and is associated with increased activity in the amygdala and other brain regions involved in the stress response.

Disgust: Disgust is a negative emotion characterized by feelings of revulsion, aversion, and nausea. It is often triggered by unpleasant or offensive stimuli and is associated with decreased activity in the reward centers of the brain.

Surprise: Surprise is a neutral emotion characterized by feelings of astonishment or amazement. It is often triggered by unexpected or novel stimuli and is associated with increased activity in the brain's attentional and orienting systems.

Contempt: Contempt is a negative emotion characterized by feelings of disrespect, disdain, and scorn. It is often triggered by a perceived violation of social norms or standards and is associated with increased activity in the brain's prefrontal cortex, a region involved in social cognition.

5.

1. **Basolateral amygdala (BLA):** This is the largest nucleus of the amygdala and is composed of several subnuclei. It receives inputs from various sensory modalities, such as vision, hearing, and touch. The BLA is involved in forming associations between environmental cues and emotional significance. It also plays a role in the expression of emotional behaviors.
2. **Central nucleus of the amygdala (CeA):** The CeA is the output nucleus of the amygdala and is responsible for generating emotional responses, such as fear and anxiety. It receives inputs from the BLA and other brain regions, such as the prefrontal cortex and hippocampus. The CeA is involved in the modulation of autonomic and endocrine responses to stress.

3. Medial nucleus of the amygdala (MeA): The MeA is involved in the processing of social and reproductive behaviors. It receives inputs from the olfactory system and is involved in the detection of pheromones.
4. Lateral nucleus of the amygdala (LA): The LA is involved in the processing of auditory stimuli and is important for the formation of fear memories.
5. Basomedial nucleus of the amygdala (BMA): The BMA is involved in the regulation of feeding behavior and is connected to the hypothalamus.

47.

Phrenology is a pseudoscientific theory that claims that the shape and size of a person's skull can reveal their mental and psychological traits. The theory was developed by Franz Gall, a German physician, in the late 18th century and gained popularity in the 19th century, especially in Europe and America. Gall's initial interest in phrenology was sparked by his observation that certain traits, such as musical ability or a talent for languages, tended to run in families. He hypothesized that these traits were linked to specific areas of the brain, which would be reflected in the shape of the skull. Gall began to collect and study skulls and eventually developed a system of 27 "organs" or "faculties" that he claimed were responsible for various mental functions. Phrenology gained a large following in Europe and America, and practitioners began to use it to diagnose personality traits and predict behavior. However, it was not without its critics, who questioned the validity of the measurements and correlations between skull shape and mental function. Despite its popularity, phrenology was discredited and fell out of favor with the development of modern neuroscience and the discovery of the brain's complex structure and function. Today, it is considered a pseudoscience and serves as an example of the dangers of relying on anecdotal evidence and confirmation bias.

48.

Adam Adler believed that every person must experience three fundamental social tasks to achieve a sense of belonging and fulfillment. These tasks are considered necessary for healthy social and

psychological development. The first task is occupational. Adler believed that everyone needs to have a sense of purpose and contribute to society through work or some other productive activity. This task is important because it provides a person with a sense of meaning and allows them to feel valued and respected by others. If someone is unable to find or maintain a job, they may feel useless or inadequate, which can lead to low self-esteem and other psychological issues. The second task is societal. This task involves building positive relationships with others, including family, friends, and community members. Adler believed that social connections are essential for human happiness and well-being, and that individuals must learn how to form and maintain healthy relationships. Those who struggle with this task may experience feelings of loneliness or isolation, which can lead to depression and other mental health problems. The third task is love and intimacy. This task involves forming close, intimate relationships with others, including romantic partners. Adler believed that everyone has a natural desire for love and connection, and that healthy romantic relationships are essential for personal growth and fulfillment. Those who struggle with this task may experience difficulties in forming or maintaining romantic relationships, which can lead to feelings of loneliness and low self-esteem.

49. What is the Myers-Briggs Type Indicator (MBTI)? Discuss.

The Myers-Briggs Type Indicator (MBTI) is a widely used personality assessment tool developed by Katharine Briggs and her daughter Isabel Briggs Myers based on the theories of Carl Jung. The MBTI is based on the idea that there are four dichotomies of personality traits that can be used to describe a person's preferences and tendencies

50.

Sheldon classified human bodies into three types, which he called endomorphs, mesomorphs, and ectomorphs. Endomorphs were characterized by a soft, round body type, with a high proportion of body fat. Mesomorphs were muscular and athletic, with a broad chest and shoulders. Ectomorphs were thin and lean, with long limbs and little body fat. . Sheldon claimed that each body type was associated with specific personality traits. Endomorphs, he believed, were more sociable, friendly, and relaxed, but also more likely to be lazy and undisciplined. Mesomorphs, he claimed, were assertive, competitive, and confident, but also more likely to be

aggressive and prone to violence. Ectomorphs, according to Sheldon, were introverted, intellectual, and sensitive, but also more likely to be anxious and neurotic.

51. Cardinal traits are the most pervasive and powerful traits that shape a person's behavior and personality. These traits are so dominant that they shape nearly everything the person does, and often become the person's defining characteristic. Cardinal traits are relatively rare, and not everyone has one. For example, someone who has a cardinal trait of generosity may devote their entire life to helping others, to the point where it becomes the defining feature of their personality. Central traits are the building blocks of personality and describe the characteristic ways a person usually behaves in a wide range of situations. These traits are relatively general, but still reflect important dimensions of a person's personality. For example, someone with a central trait of honesty may be truthful in their dealings with others, and have a reputation for being trustworthy. Secondary traits are less pervasive and less consistent than central traits, and tend to be specific to certain situations. These traits may emerge only in certain contexts or situations, and may not generalize across different settings. For example, someone who is usually calm and collected may become angry and irritable when they are stuck in traffic.