History and Approaches (2-4% of AP Exam)

Psychology has evolved markedly since its inception as a discipline in 1879. There have been significant changes in the theories that psychologists use to explain behavior and mental processes. In addition, the methodology of psychological research has expanded to include a diversity of approaches to data gathering.

AP students in psychology should be able to do the following:

- Recognize how philosophical perspectives shaped the development of psychological thought.
- Describe and compare different theoretical approaches in explaining behavior:
  - structuralism, functionalism, and behaviorism in the early years;
  - Gestalt, psychoanalytic/psychodynamic, and humanism emerging later;
  - evolutionary, biological, and cognitive as more contemporary approaches.
- Recognize the strengths and limitations of applying theories to explain behavior.
- Distinguish the different domains of psychology:
  - biological, clinical, cognitive, counseling, developmental, educational, experimental, human factors, industrial-organizational, personality, psychometric, and social.
- Identify the major historical figures in psychology (e.g., Mary Whiton Calkins, Charles Darwin, Dorothea Dix, Sigmund Freud, G. Stanley Hall, William James, Ivan Pavlov, Jean Piaget, Carl Rogers, B. F. Skinner, Margaret Floy Washburn, John B. Watson, Wilhelm Wundt).

The Evolution of Psychology Learning Objectives

Learning objectives are for the purpose of your learning. They are for you to glean important information from your reading. The questions will be related to questions on your quizzes, tests, and exams.

1. Summarize Wundt’s accomplishments and contributions to psychology.
2. Summarize Hall’s (not Mrs. Hall’s 😊) accomplishments and contributions to psychology.
3. Describe structuralism and its impact on the subsequent development of psychology.
4. Describe functionalism and its impact on the subsequent development of psychology.
5. Summarize Watson’s views on the appropriate subject matter of psychology, nature versus nurture, and animal research.
7. Summarize Skinner’s work, views, and influence.
8. Summarize Rogers’ and Maslow’s ideas and the contributions of humanistic psychology.
9. Explain how historical events have contributed to the emergence of psychology as a profession.
10. Describe two recent trends in research in psychology that reflect a return to psychology’s intellectual roots.
11. Explain why Western psychology traditionally had scant interest in other cultures and why this situation has begun to change.
12. Summarize the basic tenets of evolutionary psychology.
13. Discuss the growth of psychology and the most common work settings for contemporary psychologists.
14. List and describe seven major research areas in psychology.
15. List and describe the four professional specialties in psychology.
16. Summarize the text’s three unifying themes relating to psychology as a field of study.
17. Summarize the text’s four unifying themes relating to psychology’s subject matter.
18. Discuss three important considerations in designing a program to promote adequate studying.
19. Describe the SQ3R method and explain what makes it helpful.
20. Summarize advice provided on how to get more out of lectures.
21. Summarize advice provided on improving test-taking strategies.
22. Explain the nature of critical thinking skills and why they need to be taught.
23. Discuss some weaknesses in evolutionary explanations for gender differences in spatial abilities.

**Key Terms**

<table>
<thead>
<tr>
<th>Applied psychology</th>
<th>Industrial/organizational psychology</th>
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<tr>
<td>Behavior</td>
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<td>Ethnocentrism</td>
<td>Sociocultural approach</td>
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**Key People**

- Wilhelm Wundt
- G. Stanley Hall
- William James
- John B. Watson
- B.F. Skinner
- Sigmund Freud
- Carl Rogers
- Roger Sperry
- Mary Whiton Calkins
- Charles Darwin
- Dorothea Dix
- Ivan Pavlov
- Jean Piaget
- Margaret Floy Washburn
Research Methods (8–10% of AP Exam)

Psychology is an empirical discipline. Psychologists develop knowledge by doing research. Research provides guidance for psychologists who develop theories to explain behavior and who apply theories to solve problems in behavior.

AP students in psychology should be able to do the following:

• Differentiate types of research (e.g., experiments, correlational studies, survey research, naturalistic observations, and case studies) with regard to purpose, strengths, and weaknesses.

• Describe how research design drives the reasonable conclusions that can be drawn (e.g., experiments are useful for determining cause and effect; the use of experimental controls reduces alternative explanations).

• Identify independent, dependent, confounding, and control variables in experimental designs.

• Distinguish between random assignment of participants to conditions in experiments and random selection of participants, primarily in correlational studies and surveys.

• Predict the validity of behavioral explanations based on the quality of research design (e.g., confounding variables limit confidence in research conclusions).

• Distinguish the purposes of descriptive statistics and inferential statistics.

• Apply basic descriptive statistical concepts, including interpreting and constructing graphs and calculating simple descriptive statistics (e.g., measures of central tendency, standard deviation).

• Discuss the value of reliance on operational definitions and measurement in behavioral research.

• Identify how ethical issues inform and constrain research practices.

• Describe how ethical and legal guidelines (e.g., those provided by the American Psychological Association, federal regulations, local institutional review boards) protect research participants and promote sound ethical practice.

The Research Enterprise in Psychology Learning Objectives

Learning objectives are for the purpose of your learning. They are for you to glean important information from your reading. The questions will be related to questions on your quizzes, tests, and exams.

1. Explain science’s main assumption and describe the goals of the scientific enterprise in psychology.
2. Explain the relations among theory, hypothesis, and research.
3. Outline the steps in a scientific investigation.
4. Discuss the advantages of the scientific approach.
5. Describe the experimental method, explaining independent and dependent variables, experimental and control groups, and extraneous variables.
7. Explain the major advantages and disadvantages of the experimental method.
8. Discuss three descriptive/correlational research methods: naturalistic observation, case studies, and surveys.
9. Explain the major advantages and disadvantages of descriptive/correlational research.
10. Explain what makes a sample representative, and discuss the problem of sampling bias.
11. Explain when placebo effects are likely to be a problem.
12. Describe the typical kinds of distortions that occur in self-report data.
13. Describe Rosenthal’s research on experimenter bias.
14. Discuss the pros and cons of deception in research within human subjects.
15. Discuss the controversy about the use of animals as research subjects.
16. Describe three measures of central tendency and one measure of variability.
17. Distinguish between positive and negative correlations.
18. Discuss correlation in relation to prediction and causation.
19. Explain the meaning of statistical significance.
20. Describe several ways to use frequency distributions and graphs to organize numerical data.
21. Describe the normal distribution and its use in psychological testing.
22. Explain how the magnitude and direction of a correlation are reflected in scatter diagrams and how correlation is related to predictive power.
23. Explain how the null hypothesis is used in hypothesis testing, and relate it to statistical significance.
24. Describe the nature of technical journals.
25. Describe the standard organization of journal articles reporting on empirical research.
26. Explain why anecdotal evidence is flawed and unreliable.

Key Terms

Anecdotal evidence          Hypothesis          Response set
Case study                  Independent variable  Sample
Confounding of variables    Inferential statistics  Sampling bias
Control group               Journal             Skewed distribution
Correlation                 Mean               Social desirability bias
Correlation coefficient     Median             Standard deviation
Dependent variable          Mode               Statistical significance
Descriptive statistics      Naturalistic observation  Statistics
Double-blind procedure      Operational definition  Subjects
Experiment                  Placebo effects     Survey
Experimental group          Population          Theory
Experimenter bias           Random assignment    Variability
Extraneous variables        Replication         Variables
Social Psychology (8–10% of AP Exam)

This part of the course focuses on how individuals relate to one another in social situations. Social psychologists study social attitudes, social influence, and other social phenomena.

AP students in psychology should be able to do the following:

- Apply attribution theory to explain motives (e.g., fundamental attribution error, self-serving bias).
- Describe the structure and function of different kinds of group behavior (e.g., deindividuation, group polarization).
- Explain how individuals respond to expectations of others, including groupthink, conformity, and obedience to authority.
- Discuss attitudes and how they change (e.g., central route to persuasion).
- Predict the impact of the presence of others on individual behavior (e.g., bystander effect, social facilitation).
- Describe processes that contribute to differential treatment of group members (e.g., in-group/out-group dynamics, ethnocentrism, prejudice).
- Articulate the impact of social and cultural categories (e.g., gender, race, ethnicity) on self-concept and relations with others.
- Anticipate the impact of behavior on a self-fulfilling prophecy.
- Discuss the variables that contribute to altruism, aggression, and attraction.
- Discuss attitude formation and change, including persuasion strategies and cognitive dissonance.
- Identify important figures in social psychology (e.g., Solomon Asch, Leon Festinger, Stanley Milgram, Philip Zimbardo).

Social Behavior Learning Objectives

Learning objectives are for the purpose of your learning. They are for you to glean important information from your reading. The questions will be related to questions on your quizzes, tests, and exams.

1. Describe how various aspects of physical appearance may influence our impressions of others.
2. Explain how schemas, stereotypes, and other factors contribute to subjectivity in person perception.
3. Explain the evolutionary perspective on bias in person perception.
4. Explain what attributions are and why we make them.
5. Describe the distinction between internal and external attributions.
7. Describe several types of attributional bias and cultural variations in attributional tendencies.
8. Summarize evidence on the role of physical attractiveness and similarity in attraction.
9. Summarize evidence on the role of reciprocity and romantic ideals in attraction.
10. Describe various distinctions regarding love described by Berscheid and Hatfield, and Sternberg.
11. Summarize the evidence on love as a form of attachment.
12. Discuss cross-cultural research on romantic relationships and evolutionary analyses of mating patterns.
13. Describe the components and dimensions of attitudes and the correlates of attitude strength.
14. Discuss the relations between attitudes and behavior.
15. Summarize evidence on source factors, message factors, and receiver factors that influence the process of persuasion.
16. Discuss how learning processes can contribute to attitudes.
17. Explain how cognitive dissonance can account for the effects of counter attitudinal behavior and effort justification.
18. Relate self-perception theory and the elaboration likelihood model to attitude change.
19. Relate person perception processes and attributional bias to prejudice.
20. Relate principles of attitude formation and group processes to prejudice.
21. Discuss some useful criteria for evaluating credibility and some standard social influence strategies.
22. Describe Asch’s work on conformity.
23. Describe the Featured Study on obedience to authority and the ensuing controversy generated by Milgram’s research.
24. Discuss cultural variations in conformity and obedience.
25. Discuss the nature of groups and the bystander effect.
26. Summarize evidence on group productivity, including social loafing.
27. Describe group polarization and groupthink.
28. Explain how the chapter highlighted three of the text’s unifying themes.

**Key Terms**

Aggression
Altruism
Attitudes
Attributions
Bystander effect
Cognitive dissonance
Collectivism
Commitment
Companionate love
Confirmation bias
Conformity
Defensive attribution (Just-world phenomenon)
Deindividuation
Diffusion of responsibility
Discrimination
Elaboration likelihood model
Equity
Ethnocentrism
External attributions
Foot-in-the-door technique

Fundamental attribution error
Gender stereotypes
Group
Group cohesiveness
Group polarization
Groupthink
Hindsight bias
Illusion of asymmetric insight
Illusory correlation
Individualism
Ingroup
Internal attributions
Interpersonal attraction
Intimacy
Lowball technique
Matching hypothesis
Obedience
Outgroup
Passionate love
Person perception
Prejudice

Reciprocity
Reciprocity norm
Self-effacing bias
Self-perception theory
Self-serving bias
Social facilitation
Social loafing
Social schemas
Spotlight effect
Stereotypes

**Key People**

Solomon Asch
Daryl Bem
Fritz Heider
Stanley Milgram
Philip Zimbardo
Leon Festinger
AP Psychology
Mrs. Hall
Unit 4

The Biological Bases of Behavior
Chapter Three

Biological Bases of Behavior (8–10% of AP Exam)
An effective introduction to the relationship between physiological processes and behavior—including the influence of neural function, the nervous system and the brain, and genetic contributions to behavior—is an important element in the AP course.

AP students in psychology should be able to do the following:

• Identify basic processes and systems in the biological bases of behavior, including parts of the neuron and the process of transmission of a signal between neurons.
• Discuss the influence of drugs on neurotransmitters (e.g., reuptake mechanisms).
• Discuss the effect of the endocrine system on behavior.
• Describe the nervous system and its subdivisions and functions:
  — central and peripheral nervous systems;
  — major brain regions, lobes, and cortical areas;
  — brain lateralization and hemispheric specialization.
• Recount historic and contemporary research strategies and technologies that support research (e.g., case studies, split-brain research, imaging techniques).
• Discuss psychology’s abiding interest in how heredity, environment, and evolution work together to shape behavior.
• Predict how traits and behavior can be selected for their adaptive value.
• Identify key contributors (e.g., Paul Broca, Charles Darwin, Michael Gazzaniga, Roger Sperry, Carl Wernicke).

The Biological Bases of Behavior Learning Objectives
Learning objectives are for the purpose of your learning. They are for you to glean important information from your reading. The questions will be related to questions on your quizzes, tests, and exams.

1. Describe the main functions of the two types of nervous tissue.
2. Describe the various parts of the neuron and their functions.
3. Describe the neural impulse.
4. Describe how neurons communicate at chemical synapses.
5. Describe the two types of postsynaptic potentials and how neurons integrate signals and form neural circuits.
6. Discuss some of the functions of acetylcholine and the monoamine neurotransmitters.
7. Discuss how GABA and endorphins are related to behavior.
8. Provide an overview of the peripheral nervous system, including its subdivisions.
9. Distinguish between the central nervous system and the peripheral nervous system.
10. Summarize the key functions of the medulla, pons, cerebellum, and midbrain.
11. Summarize the key functions of the thalamus and hypothalamus.
12. Describe the nature and location of the limbic system, and summarize some of its key functions.
13. Name the four lobes in the cerebral cortex, and identify some of their key functions.
15. Explain why scientists viewed the left hemisphere as the dominant hemisphere, and describe how split-brain research changed this view.
16. Describe how neuroscientists conduct research on cerebral specialization in normal subjects and what this research has revealed.
17. Critically evaluate each of the five ideas on cerebral specialization and cognitive processes discussed in the personal application.

18. Describe how the EEG, lesioning, and ESB are used to investigate brain function.

19. Describe the new brain imaging methods that are used to study brain structure and function.

20. Describe some of the ways in which hormones regulate behavior.

21. Describe the structures and processes involved in genetic transmission.

22. Explain the difference between genotype and phenotype and the meaning of polygenic inheritance.

23. Explain the special methods used to investigate the influence of heredity on behavior.

24. Explain the four key insights that represent the essence of Darwin’s theory of evolution.

25. Describe some subsequent refinements to evolutionary theory.

26. Provide some examples of animal behavior that represents adaptations.

27. Explain the relationship between parental investments and species’ mating systems.

28. Explain how this chapter highlighted three of the text’s unifying themes.

29. Explain how neuroscience research has been overextrapolated by some education and childcare advocates who have campaigned for infant schooling.

**Key Terms**

<table>
<thead>
<tr>
<th>Category</th>
<th>Term</th>
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<td>Sensory cortex</td>
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<td>Action potential</td>
<td>Heterozygous condition</td>
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<td>Agonist</td>
<td>Homozygous condition</td>
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<td>Amygdala</td>
<td>Hormones</td>
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<td>Inhibitory PSP</td>
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<td>Interneurons</td>
<td>Synaptic cleft</td>
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<td>Autonomic nervous system (ANS)</td>
<td>Lesioning</td>
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<td>Limbic system</td>
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<td>Key People</td>
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<td>Cerebrospinal fluid (CSF)</td>
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<td>Michael Gazzaniga</td>
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<td>Dendrites</td>
<td>Neurotransmitters</td>
<td>Carl Wernicke</td>
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<td>Dominant gene</td>
<td>Occipital lobe</td>
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<td>Efferent nerve fibers</td>
<td>Parasympathetic nervous system</td>
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<td>Electrical stimulation of the brain</td>
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<td>(ESB)</td>
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Theories of Personality
Chapter Twelve

Personality (5–7% of AP Exam)
In this section of the course, students explore major theories of how humans develop enduring patterns of behavior and personal characteristics that influence how others relate to them. The unit also addresses research methods used to assess personality.

AP students in psychology should be able to do the following:

• Compare and contrast the major theories and approaches to explaining personality: psychoanalytic, humanist, cognitive, trait, social learning, and behavioral.
• Describe and compare research methods (e.g., case studies and surveys) that psychologists use to investigate personality.
• Identify frequently used assessment strategies (e.g., the Minnesota Multiphasic Personality Inventory [MMPI], the Thematic Apperception Test [TAT]), and evaluate relative test quality based on reliability and validity of the instruments.
• Speculate how cultural context can facilitate or constrain personality development, especially as it relates to self-concept (e.g., collectivistic versus individualistic cultures).
• Identify key contributors to personality theory (e.g., Alfred Adler, Albert Bandura, Paul Costa and Robert McCrae, Sigmund Freud, Carl Jung, Abraham Maslow, Carl Rogers).

Theories of Personality Learning Objectives

1. Define the construct of personality in terms of consistency and distinctiveness.
2. Explain what is meant by a personality trait and describe the five-factor model of personality.
3. List and describe the three components into which Freud divided the personality, and indicate how these are distributed across three levels of awareness.
4. Explain the preeminence of sexual and aggressive conflicts in Freud’s theory, and describe the operation of defense mechanisms.
5. Outline Freud’s psychosexual stages of development and their theorized relations to adult personality.
6. Summarize the revisions of Freud’s theory proposed by Jung and Adler.
7. Summarize the strengths and weaknesses of the psychodynamic approach.
8. Discuss how Skinner’s principles of operant conditioning can be applied to the structure and development of personality.
9. Describe Bandura’s social cognitive theory and compare it to Skinner’s viewpoint.
10. Identify Mischel’s major contribution to personality theory, and indicate why his ideas have generated so much controversy.
11. Summarize the strengths and weakness of the behavioral approach to personality.
12. Explain how humanism was a reaction against both the behavioral and psychodynamic approaches, and discuss the assumptions of the humanistic view.
13. Identify the single structural construct in Rogers’ person-centered theory, and summarize his view of personality development.
14. Explain Maslow’s hierarchy of needs and summarize his findings on the characteristics of self-actualizing people.
15. Summarize the strengths and weaknesses of the humanistic approach to personality.
16. Describe Eysenck’s theory of personality.
17. Outline Buss’s explanation for why the Big Five traits are important.
18. Summarize the strengths and weaknesses of the biological approach to personality.
19. Discuss the meaning of sensation seeking, and identify the characteristics of high sensation seekers.
20. Explain what is meant by self-monitoring, and identify the characteristics of those high in self-monitoring.
21. Summarize research on the cross-cultural validity of the five-factor model and cultural variations in conceptions of self.
22. Explain how the chapter highlighted three of the text’s unifying themes.
23. Outline the four principal uses of personality tests.
24. Describe the MMPI, 16PF, and NEO Personality Inventories, and summarize the strengths and weaknesses of self-report inventories.
25. Describe the projective hypothesis, and summarize the strengths and weaknesses of projective tests.
26. Discuss how hindsight bias affects everyday analyses of personality, as well as some theoretical analyses of personality.

**Key Terms**

Anal stage
Archetypes
Behaviorism
Collective unconscious
Compensation
Conscious
Defense mechanisms
Denial
Displacement
Ego
Extroversion
Factor analysis
Fixation
Genital stage
Hierarchy of needs
Hindsight bias
Humanism
Id
Identification
Incongruence
Inferiority complex
Intellectualization
Introversion
Latency stage
Model
Observational learning
Oedipal complex
Oral stage
Penis envy
Personal unconscious
Personality
Personality trait
Phallic stage
Phenomenological approach
Pleasure principle
Preconscious
Projection
Projective tests
Psychodynamic theories
Psychosexual stages
Rationalization
Reaction formation
Reality principle
Reciprocal determinism
Regression
Repression
Self-actualization
Self-concept
Self-efficacy
Self-enhancement
Self-monitoring
Self-report inventories
Striving for superiority
Sublimation
Superego
Unconscious

**Key People**

Alfred Adler
Albert Bandura
Hans Eysenck
Sigmund Freud
Karen Horney
Carl Jung
Abraham Maslow
Walter Mischel
Carl Rogers
B.F. Skinner
Paul Costa & Robert McCrae
States of Consciousness (2–4% of AP Exam)
Understanding consciousness and what it encompasses is critical to an appreciation of what is meant by a given state of consciousness. The study of variations in consciousness includes an examination of the sleep cycle, dreams, hypnosis, and the effects of psychoactive drugs.

AP students in psychology should be able to do the following:

- Describe various states of consciousness and their impact on behavior.
- Discuss aspects of sleep and dreaming:
  - stages and characteristics of the sleep cycle;
  - theories of sleep and dreaming;
  - symptoms and treatments of sleep disorders.
- Describe historic and contemporary uses of hypnosis (e.g., pain control, psychotherapy).
- Explain hypnotic phenomena (e.g., suggestibility, dissociation).
- Identify the major psychoactive drug categories (e.g., depressants, stimulants) and classify specific drugs, including their psychological and physiological effects.
- Discuss drug dependence, addiction, tolerance, and withdrawal.
- Identify the major figures in consciousness research (e.g., William James, Sigmund Freud, Ernest Hilgard).

States of Consciousness Learning Objectives
Learning objectives are for the purpose of your learning. They are for you to glean important information from your reading. The questions will be related to questions on your quizzes, tests, and exams.

1. Discuss the nature and evolution of consciousness.
2. Discuss the relationship between consciousness and EEG activity.
3. Summarize what is known about our biological clocks and their relationship to sleep.
4. Summarize the evidence on the value of melatonin as a sleep aid.
5. Describe how sleep research is conducted.
6. Describe how the sleep cycle evolves through the night.
7. Compare and contrast REM and NREM sleep.
8. Summarize age trends in patterns of sleep.
9. Summarize how culture influences sleep patterns.
10. Discuss the neural and evolutionary bases of sleep.
11. Summarize evidence on the effects of complete and partial sleep deprivation, including the chapter’s Featured Study.
12. Discuss the effects of selective deprivation of REM sleep and slow-wave sleep.
13. Discuss the prevalence, causes, and treatment of insomnia.
14. Describe the symptoms of narcolepsy, sleep apnea, night terrors, nightmares, and somnambulism.
15. Discuss the nature of dreams.
16. Summarize findings on dream content.
17. Describe some cultural variations in beliefs about the nature and importance of dreams.
18. Describe the three theories of dreaming covered in the chapter.
19. Discuss hypnotic susceptibility, and list some prominent effects of hypnosis.
20. Explain the role-playing and altered-state theories of hypnosis.
21. Summarize evidence on the physiological correlates and long-term benefits of meditation.
22. List and describe the major types of abused drugs and their effects.
23. Explain why drug effects vary and how psychoactive drugs exert their effects in the brain.
24. Summarize which drugs carry the greatest risk of tolerance, physical dependence, and psychological dependence.
25. Summarize evidence on the major health risks associated with drug abuse.
26. Discuss some controversies about marijuana’s health risks and preliminary evidence on the risks associated with MDMA use.
27. Explain how the chapter highlighted four of the text’s unifying themes.
28. Summarize evidence on common questions about sleep discussed in the Application.
29. Summarize evidence on common questions about dreams discussed in the Application.
30. Discuss the influence of definitions and how they are sometimes misused as explanations for the phenomena they describe.

**Key Terms**

- Alcohol
- Alpha waves
- Amphetamines
- Barbiturates
- Biological rhythms
- Cannabis
- Circadian rhythms
- Consciousness
- Delta waves
- Dissociation
- Dream
- Ecstasy (MDMA)
- EEG
- Hallucinogens
- Hypnosis
- Insomnia
- Latent content
- Lucid dreams
- Manifest content
- Meditation
- Narcolepsy
- Narcotics
- Night terrors
- Nightmares
- Non-REM (NREM) sleep
- Opiates
- Physical dependence
- Posthypnotic amnesia
- Posthypnotic suggestion
- Psychoactive drugs
- Psychological dependence
- REM rebound
- REM sleep
- Reticular activating system (RAS) or Reticular Formation
- Sedatives
- Sleep apnea
- Slow-wave sleep (SWS)
- Somnambulism
- Stimulants
- Tolerance
- Withdrawal

**Key People**

- William James
- Sigmund Freud
- Ernest Hilgard
Learning (7–9% of AP Exam)

This section of the course introduces students to differences between learned and unlearned behavior. The primary focus is exploration of different kinds of learning, including classical conditioning, operant conditioning, and observational learning. The biological bases of behavior illustrate predispositions for learning.

AP students in psychology should be able to do the following:

- Distinguish general differences between principles of classical conditioning, operant conditioning, and observational learning (e.g., contingencies).
- Describe basic classical conditioning phenomena, such as acquisition, extinction, spontaneous recovery, generalization, discrimination, and higher-order learning.
- Predict the effects of operant conditioning (e.g., positive reinforcement, negative reinforcement, punishment, schedules of reinforcement).
- Predict how practice, schedules of reinforcement, and motivation will influence quality of learning.
- Interpret graphs that exhibit the results of learning experiments.
- Provide examples of how biological constraints create learning predispositions.
- Describe the essential characteristics of insight learning, latent learning, and social learning.
- Apply learning principles to explain emotional learning, taste aversion, superstitious behavior, and learned helplessness.
- Suggest how behavior modification, biofeedback, coping strategies, and self-control can be used to address behavioral problems.
- Identify key contributors in the psychology of learning (e.g., Albert Bandura, John Garcia, Ivan Pavlov, Robert Rescorla, B. F. Skinner, Edward Thorndike, Edward Tolman, John B. Watson).

Theories of Learning Objectives

Learning objectives are for the purpose of your learning. They are for you to glean important information from your reading. The questions will be related to questions on your quizzes, tests, and exams.

1. Describe Pavlov’s demonstration of classical conditioning and the key elements in this form of learning.
2. Discuss how classical conditioning may shape phobias and physiological processes, including sexual arousal.
3. Describe the classical conditioning phenomena of acquisition, extinction, and spontaneous recovery.
4. Describe the processes of generalization and discrimination, and summarize the classic study of Little Albert.
5. Explain what happens in higher-order conditioning.
6. Discuss the nature of operant responding in comparison to the types of responding typically governed by classical conditioning.
7. Describe Thorndike’s work, and explain his law of effect.
8. Describe Skinner’s principle of reinforcement and the prototype experimental procedures used in studies of operant conditioning.
9. Describe the operant conditioning phenomena of acquisition, shaping, and extinction.
10. Explain how stimuli govern operant behavior and how generalization and discrimination occur in operant conditioning.
11. Discuss the role of delayed reinforcement and conditioned reinforcement in operant conditioning.
12. Explain the distinction between positive and negative reinforcement.
13. Describe and distinguish between escape learning and avoidance learning.
14. Explain two-process theory and the role of negative reinforcement in avoidance behavior.
15. Describe punishment and its effects.
16. Identify various types of schedules of reinforcement, and discuss their typical effects on responding.
17. Explain how operant psychologists study choice, and summarize what they have learned.
18. Describe how to specify your target behavior and gather baseline data for a self-modification program.
19. Discuss your options for increasing or decreasing a response in designing a self-modification program.
20. Discuss how to execute, evaluate, and end a self-modification program.
21. Discuss the phenomena of instinctive drift, conditioned taste aversion, and preparedness.
22. Explain the evolutionary perspective on learning.
23. Describe research on signal relations and response-outcome relations, and explain their theoretical importance.
24. Discuss the nature and importance of observational learning.
25. List the basic processes in observational learning, and discuss Bandura’s view on whether reinforcement affects learning or performance.
26. Explain how the chapter highlighted two of the text’s unifying themes.
27. Describe how classical conditioning is used to manipulate emotions.

**Key Terms**

- Acquisition
- Antecedents
- Avoidance learning
- Behavior modification
- Classical conditioning
- Concurrent schedules of reinforcement
- Conditioned reinforcers
- Conditioned response (CR)
- Conditioned stimulus (CS)
- Continuous reinforcement
- Discriminative stimuli
- Elicit
- Emit
- Escape learning
- Extinction
- Fixed-interval schedule
- Fixed-ratio schedule
- Higher order conditioning
- Instinctive drift
- Instrumental learning
- Intermittent reinforcement
- Law of effect
- Learning
- Matching law
- Negative reinforcement
- Observational learning
- Omission training
- Operant chamber
- Operant conditioning
- Optimal foraging theory
- Partial reinforcement
- Pavlovian conditioning
- Phobias
- Positive reinforcement
- Preparedness
- Primary reinforcers
- Punishment
- Reinforcement
- Reinforcement contingencies
- Resistance to extinction
- Schedule of reinforcement
- Secondary reinforcers
- Shaping
- Skinner box
- Spontaneous recovery
- Stimulus discrimination
- Stimulus generalization
- Token economy
- Trial
- Unconditioned response
- (UCR)
- Unconditioned stimulus
- (UCS)
- Variable-interval schedule
- Variable-ratio schedule

**Key People**

- Albert Bandura
- Ivan Pavlov
- B.F. Skinner
- Edward Thorndike
- John B. Watson
- John Garcia
- Robert Rescorla
- Edward Tolman
Cognition (8–10% of AP Exam)
In this unit students learn how humans convert sensory input into kinds of information. They examine how humans learn, remember, and retrieve information. This part of the course also addresses problem solving, language, and creativity.

AP students in psychology should be able to do the following:

• Compare and contrast various cognitive processes:
  — effortful versus automatic processing;
  — deep versus shallow processing;
  — focused versus divided attention.
• Describe and differentiate psychological and physiological systems of memory (e.g., short-term memory, procedural memory).
• Outline the principles that underlie effective encoding, storage, and construction of memories.
• Describe strategies for memory improvement.
• Synthesize how biological, cognitive, and cultural factors converge to facilitate acquisition, development, and use of language.
• Identify problem-solving strategies as well as factors that influence their effectiveness.
• List the characteristics of creative thought and creative thinkers.
• Identify key contributors in cognitive psychology (e.g., Noam Chomsky, Hermann Ebbinghaus, Wolfgang Köhler, Elizabeth Loftus, George A. Miller).

Part I: Memory Learning Objectives (Chapter 7)
Learning objectives are for the purpose of your learning. They are for you to glean important information from your reading. The questions will be related to questions on your quizzes, tests, and exams.

1. Describe the three basic human memory processes.
2. Discuss the role of attention in memory.
3. Describe the three levels of encoding discussed by Craik and Lockhart, and how depth of processing relates to memory.
4. Discuss three techniques for enriching encoding and research on each.
5. Describe the role of the sensory store in memory.
6. Discuss the characteristics of short-term memory.
7. Describe Baddely's model of working memory.
8. Evaluate the hypothesis that all memories are stored permanently in long-term memory.
9. Explain the issues in the debate about whether short-term and long-term memory are really separate.
10. Describe conceptual hierarchies, schemas, and semantic networks, and their role in long-term memory.
11. Explain how parallel distributed processing (PDP) models view the representation of information in memory.
12. Explain how retrieval cues and context cues influence retrieval.
13. Discuss Bartlett's work and research on the misinformation effect.
14. Discuss the implications of evidence on source monitoring and reality monitoring.
15. Describe Ebbinghaus' forgetting curve and three measures of retention.
16. Explain how forgetting may be due to ineffective encoding.
17. Compare and contrast decay and interference as potential causes of forgetting.
18. Summarize evidence for the view that most recovered memories of childhood sexual abuse are genuine.
19. Summarize evidence for the view that most recovered memories of childhood sexual abuse are inaccurate.
20. Summarize evidence on the biochemistry and neural circuitry underlying memory.
21. Distinguish between two types of amnesia, and identify the anatomical structures implicated in memory.
22. Distinguish between implicit versus explicit memory and their relationship to declarative versus procedural memory.
23. Explain the distinctions between episodic versus semantic memory and prospective versus retrospective memory.
24. Explain how the chapter highlighted three of the text’s unifying themes.
25. Discuss the importance of rehearsal, distributed practice, and interference in efforts to improve everyday memory.
26. Discuss the value of deep processing and good organization in efforts to improve everyday memory.
27. Describe some verbal and visual mnemonic devices that can be used to improve everyday memory.
28. Explain how hindsight bias and overconfidence contribute to the frequent inaccuracy of eyewitness testimony.

Part II: Language and Thought Learning Objectives (Chapter 8)

29. Describe the “cognitive revolution” in psychology.
30. Outline the key properties of language.
31. Outline the development of human language during the first year.
32. Describe children’s early use of single words and word combinations.
33. Summarize the effects of bilingualism on language and cognitive development and the factors that influence the learning of a second language.
34. Summarize evidence on language acquisition in animals.
35. Discuss the possible evolutionary bases of language.
36. Compare and contrast the behaviorist, nativist, and interactionist perspectives on language acquisition.
37. Discuss culture and language and the status of linguistic relativity hypothesis.
38. List and describe the three types of problems proposed by Greeno.
39. Explain how irrelevant information and functional fixedness can hinder problem solving.
40. Explain how mental set and unnecessary constraints can hinder problem solving.
41. Describe a variety of general problem-solving strategies.
42. Discuss the distinction between field independence and dependence.
43. Discuss cultural variations in cognitive style as they relate to problem solving.
44. Compare the additive and elimination by aspects approaches to selecting an alternative.
45. Describe evidence that decision makers sometimes seek useless information that is unlikely to alter their decisions.
46. Explain the factors that individuals typically consider in risky decision-making.
47. Describe the availability and representativeness heuristics.
48. Describe the base rate neglect and the conjunction fallacy and their causes.
49. Summarize the research on the alternative outcomes effect.
50. Explain evolutionary theorists’ evaluation of cognitive research on flaws in human decision-making.
51. Describe the nature of fast and frugal heuristics.
52. Explain how the chapter highlighted four of the text’s unifying themes.
53. Explain what is meant by the gambler’s fallacy and the law of small numbers.
54. Describe the propensity to overestimate the improbable and seek confirming information.
55. Discuss the overconfidence effect and the effects of framing on decisions.
56. Describe some language manipulation strategies that people use to shape others’ thoughts.

Key Terms, Part I

Acoustic encoding  Priming  Cognition
Anterograde amnesia  Proactive interference  Confirmation bias
Attention  Procedural memory system  Conjunction fallacy
Automatic processing  Prospective memory  Decision-making
Chunking  Reality monitoring  Fast mapping
Clustering  Recall  Framing
Conceptual hierarchy  Recognition  Functional fixedness
Connectionist models  Rehearsal  Gambler’s fallacy
Consolidation  Relearning  Heuristic
Decay theory  Repression  Insight
Declarative memory system  Retention  Language
Deja vu  Retrieval  Language acquisition device (LAD)
Dual-coding theory  Retroactive interference  Linguistic relativity
Effortful processing  Retrograde amnesia  Mental set
Elaboration  Retrospective memory  Metalinguistic awareness
Encoding  Schema  Morphemes
Encoding specificity principle  Self-referent encoding  Overextension
Episodic memory system  Semantic memory system  Overregularization
Explicit memory  Semantic network  Phonemes
Flashbulb memories  Sensory memory  Problem solving
Forgetting curve  Serial-position effect  Representativeness heuristic
Hindsight bias  Short-term memory (STM)  Risky decision-making
Implicit memory  Source monitoring  Semantics
Interference theory  Source-monitoring error  Syntax
Keyword method  Spacing effect  Telegraphic speech
Levels-of-processing theory  Storage  Theory of bounded rationality
Link method  Tip-of-the-tongue phenomena  Trial and error
Long-term memory (LTM)  Visual encoding  Underextensions
Long-term potentiation (LTP)  Method of loci  Key People
Method of loci  Mnemonic devices  Noam Chomsky
Mnemonic devices  Mood-congruent memory  Hermann Ebbinghaus
Mood-congruent memory  Nondeclarative memory system  Wolfgang Köhler
Nondeclarative memory system  Overlearning  Elizabeth Loftus
Overlearning  Parallel distributed processing  George A. Miller
(PDP) models

Key Terms, Part II

Acculturation  Cognition
Algorithm  Confirmation bias
Alternative outcomes effect  Conjunction fallacy
Availability heuristic  Decision-making
Belief perseverance  Fast mapping
Bilingualism  Framing

Testing and Individual Differences (5–7% of AP Exam)

An understanding of intelligence and assessment of individual differences is highlighted in this portion of the course. Students must understand issues related to test construction and fair use.

AP students in psychology should be able to do the following:

- Define intelligence and list characteristics of how psychologists measure intelligence:
  - abstract versus verbal measures;
  - speed of processing.
- Discuss how culture influences the definition of intelligence.
- Compare and contrast historic and contemporary theories of intelligence (e.g., Charles Spearman, Howard Gardner, Robert Sternberg).
- Explain how psychologists design tests, including standardization strategies and other techniques to establish reliability and validity.
- Interpret the meaning of scores in terms of the normal curve.
- Describe relevant labels related to intelligence testing (e.g., gifted, cognitively disabled).
- Debate the appropriate testing practices, particularly in relation to culture-fair test uses.
- Identify key contributors in intelligence research and testing (e.g., Alfred Binet, Francis Galton, Howard Gardner, Charles Spearman, Robert Sternberg, Louis Terman, David Wechsler).

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Testing and Individual Differences Learning Objectives

Learning objectives are for the purpose of your learning. They are for you to glean important information from your reading. The questions will be related to questions on your quizzes, tests, and exams.

1. Summarize the contributions of Galton and Binet to the evolution of intelligence testing.
2. Summarize the contributions of Terman and Wechsler to the evolution of intelligence testing.
4. Describe Sternberg’s and Gardner’s theories of intelligence and the concept of emotional intelligence.
5. List and describe the principal categories of psychological tests.
6. Explain the concepts of standardization and test norms.
7. Explain the meaning of test reliability and how it is estimated.
8. Explain the three types of validity and how they are assessed.
9. Explain the meaning of an individual’s score on a modern intelligence test.
10. Discuss the reliability and validity of modern IQ test scores.
11. Discuss how well intelligence tests predict vocational success.
12. Discuss the use of IQ tests in non-Western cultures.
13. Describe how mental retardation is defined and divided into various levels.
14. Discuss what is known about the causes of mental retardation.
15. Discuss the role of IQ tests in the identification of gifted children.
16. Describe the characteristics of the gifted and factors relating to adult achievement by the gifted.
17. Summarize empirical evidence that heredity affects intelligence.
18. Discuss estimates of the heritability of intelligence and their limitations.
19. Describe various lines of research that indicate that environment affects intelligence.
20. Using the concept of reaction range, explain how heredity and the environment interact to affect intelligence.
21. Discuss heritability and socioeconomic disadvantage as alternative explanations for cultural differences in average IQ.
22. Discuss the possible contributions of stereotype vulnerability and cultural bias to ethnic differences in average IQ.
23. Discuss how the chapter highlighted three of the text’s unifying themes.
24. Discuss popular ideas about the nature of creativity.
25. Describe creativity tests, and summarize how well they predict creative achievement.
26. Discuss associations between creativity and personality, intelligence, and mental illness.
27. Explain how appeals to ignorance and reification have cropped up in various debates about intelligence.

**Key Terms**

<table>
<thead>
<tr>
<th>Achievement tests</th>
<th>Intelligence quotient (IQ)</th>
<th>Validity</th>
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<tbody>
<tr>
<td>Aptitude tests</td>
<td>Intelligence tests</td>
<td>Wechsler Adult Intelligence Scale (WAIS)</td>
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<tr>
<td>Construct validity</td>
<td>Mental age</td>
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<tr>
<td>Content validity</td>
<td>Mental retardation (Cognitive disability)</td>
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<tr>
<td>Convergent thinking</td>
<td>Normal distribution</td>
<td></td>
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<tr>
<td>Correlation coefficient</td>
<td>Percentile score</td>
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</tr>
<tr>
<td>Creativity</td>
<td>Personality tests</td>
<td></td>
</tr>
<tr>
<td>Criterion-related validity</td>
<td>Predictive validity</td>
<td></td>
</tr>
<tr>
<td>Crystallized intelligence</td>
<td>Psychological test</td>
<td></td>
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<tr>
<td>Deviation IQ scores</td>
<td>Reaction range</td>
<td></td>
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<tr>
<td>Divergent thinking</td>
<td>Reification</td>
<td></td>
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<tr>
<td>Emotional intelligence</td>
<td>Reliability</td>
<td></td>
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<tr>
<td>Factor analysis</td>
<td>Standardization</td>
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<td>Fluid intelligence</td>
<td>Stanford-Binet</td>
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<td>General intelligence</td>
<td>Test norms</td>
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<tr>
<td>Heritability ratio</td>
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</tbody>
</table>

**Key People**

Alfred Binet  
Sir Francis Galton  
Howard Gardner  
Arthur Jensen  
David Wechsler  
Charles Spearman  
Robert Sternberg  
Louis Terman
Developmental Psychology (7-9% of AP Exam)

Developmental psychology deals with the behavior of organisms from conception to death and examines the processes that contribute to behavioral change throughout the life span. The major areas of emphasis in the course are prenatal development, motor development, socialization, cognitive development, adolescence, and adulthood.

AP students in psychology should be able to do the following:

- Discuss the interaction of nature and nurture (including cultural variations) in the determination of behavior.
- Explain the process of conception and gestation, including factors that influence successful fetal development (e.g., nutrition, illness, substance abuse).
- Discuss maturation of motor skills.
- Describe the influence of temperament and other social factors on attachment and appropriate socialization.
- Explain the maturation of cognitive abilities (e.g., Piaget’s stages, information processing).
- Compare and contrast models of moral development (e.g., Kohlberg, Gilligan).
- Discuss maturational challenges in adolescence, including related family conflicts.
- Characterize the development of decisions related to intimacy as people mature.
- Predict the physical and cognitive changes that emerge as people age, including steps that can be taken to maximize function.
- Describe how sex and gender influence socialization and other aspects of development.
- Identify key contributors in developmental psychology (e.g., Mary Ainsworth, Albert Bandura, Diana Baumrind, Erik Erikson, Sigmund Freud, Carol Gilligan, Harry Harlow, Lawrence Kohlberg, Konrad Lorenz, Jean Piaget, Lev Vygotsky).

Developmental Psychology Learning Objectives

Learning objectives are for the purpose of your learning. They are for you to glean important information from your reading. The questions will be related to questions on your quizzes, tests, and exams.

1. Outline the major events of the three phases of prenatal development.
2. Summarize the impact of environmental factors on prenatal development.
3. Describe general trends and principles and cultural variations in motor development.
4. Summarize the findings of Thomas and Chess's longitudinal study of infant temperament.
5. Summarize theories of attachment and research on patterns of attachment and their effects.
6. Discuss day care and culture in relation to attachment.
7. Explain Belsky's evolutionary perspective on attachment.
8. Outline the basic tenets of Erikson's theory and describe his stages of childhood personality development.
9. Outline Piaget's stages of cognitive development, and discuss the strengths and weaknesses of Piaget's theory.
10. Summarize evidence which suggests that some cognitive abilities could be innate.
11. Describe how children’s understanding of mental states progresses.
12. Outline Kohlberg’s stages of moral development, and discuss the strengths and weaknesses of Kohlberg’s theory.
13. Describe the major events of puberty and the Featured Study on the timing of sexual maturation.
14. Evaluate the assertion that adolescence is a time of turmoil.
15. Discuss some common patterns of identity formation in adolescence.
17. Outline Erikson's stages of development in adulthood.
18. Describe typical transitions in family relations during the adult years.
19. Describe the physical changes associated with aging and the evidence on Alzheimer’s disease.
20. Describe how intelligence and memory change in later adulthood.
21. Explain how this chapter highlighted the interaction of heredity and environment.
22. Summarize evidence on gender differences in behavior, and discuss the significance of these differences.
23. Explain how biological factors are thought to contribute to gender differences.
24. Explain how environmental factors are thought to contribute to gender differences.
25. Explain the argument that fathers are essential for healthy development and some criticism of this line of reasoning.

**Key Terms**

Accommodation  
Age of viability  
Animism  
Assimilation  
Attachment  
Basic trust  
Centration  
Cephalocaudal trend  
Cognitive development  
Concrete operational stage  
Conservation  
Critical period  
Cross-sectional design  
Dementia  
Development  
Developmental norms  
Dishabituation  
Egocentrism  
Embryonic stage  
Fetal alcohol syndrome  
Fetal stage  
Formal operational stage  
Gender  
Gender differences  
Gender roles  
Gender stereotypes  
Germinal stage  
Habitation  
Imprinting  
Irreversibility  
Longitudinal design  
Maturation  
Menopause  
Meta-analysis  
Midlife crisis  
Motor development  
Object permanence  
Placenta  
Prenatal period  
Preoperational stage  
Primary sex characteristics  
Proximodistal trend  
Puberty  
Pubescence  
Rooting reflex  
Secondary sex characteristics  
Sensorimotor stage  
Separation anxiety  
Sex  
Socialization  
Stage  
 Stranger anxiety  
Temperament  
Teratogens  
Zygote

**Key People**

Erik Erikson  
Jean Piaget  
Lawrence Kohlberg  
Mary Ainsworth  
Harry Harlow  
Diana Baumrind  
Carol Gilligan  
Konrad Lorenz  
Albert Bandura  
Sigmund Freud  
Lev Vygotsky
Sensation and Perception
Chapter Four

Sensation and Perception (6–8% of AP Exam)
Everything that organisms know about the world is first encountered when stimuli in the environment activate sensory organs, initiating awareness of the external world. Perception involves the interpretation of the sensory inputs as a cognitive process.

AP students in psychology should be able to do the following:

- Discuss basic principles of sensory transduction, including absolute threshold, difference threshold, signal detection, and sensory adaptation.
- Describe sensory processes (e.g., hearing, vision, touch, taste, smell, vestibular, kinesthesia, pain), including the specific nature of energy transduction, relevant anatomical structures, and specialized pathways in the brain for each of the senses.
- Explain common sensory disorders (e.g., visual and hearing impairments).
- Describe general principles of organizing and integrating sensation to promote stable awareness of the external world (e.g., Gestalt principles, depth perception).
- Discuss how experience and culture can influence perceptual processes (e.g., perceptual set, context effects).
- Explain the role of top-down processing in producing vulnerability to illusion.
- Discuss the role of attention in behavior.
- Challenge common beliefs in parapsychological phenomena.
- Identify the major historical figures in sensation and perception (e.g., Gustav Fechner, David Hubel, Ernst Weber, Torsten Wiesel).

Sensation and Perception Learning Objectives
Learning objectives are for the purpose of your learning. They are for you to glean important information from your reading. The questions will be related to questions on your quizzes, tests, and exams.

1. Explain how stimulus intensity is related to absolute thresholds.
2. Explain Weber’s law and Fechner’s law.
3. Explain the basic thrust of signal-detection theory.
4. Describe some evidence on perception without awareness, and discuss the practical implications of subliminal perception.
5. Discuss the meaning and significance of sensory adaptation.
6. List the three properties of light and the aspects of visual perception that they influence.
7. Describe the role of the lens and pupil in the functioning of the eye.
8. Describe the role of the retinal in light sensitivity and in visual information processing.
9. Describe the routing of signals from the eye to the brain and the brain’s role in visual information processing.
10. Discuss the trichromatic and opponent process theories of color vision, and the modern reconciliation of these theories.
11. Distinguish between top-down processing and bottom-up processing.
12. Explain the basic premise of Gestalt psychology, and describe Gestalt principles of visual perception.
13. Explain how form perception can be a matter of formulating perceptual hypotheses.
14. Describe the monocular and binocular cues employed in depth perception and cultural variations in depth perception.
15. Summarize the Featured Study and follow-up research on the perception of geographical slant.
16. Describe perceptual constancies and illusions in vision, and discuss cultural variations in susceptibility to certain illusions.
17. Discuss how the Impressionists, Cubists, and Surrealists used various principles of visual perception.
18. Discuss how Escher, Vasarely, and Magritte used various principles of visual perception.
19. List the three properties of sound and the aspects of auditory perception that they influence.
20. Summarize information on human hearing capacities, and describe how sensory processing occurs in the ear.
21. Compare and contrast the place and frequency theories of pitch perception, and discuss the resolution of the debate.
22. Discuss the cues employed in auditory localization.
23. Describe the stimulus and receptors for taste, and discuss individual differences in taste sensitivity.
24. Describe the stimulus and receptors for smell, and discuss how well people perform in odor identification tasks.
25. Describe the processes involved in the perception of pressure on the skin.
26. Describe the two pathways along which pain signals travel, and discuss evidence that the perception of pain is subjective.
27. Explain the gate-control theory of pain perception and recent findings related to it.
28. Describe the perceptual experiences mediated by the kinesthetic and vestibular systems.
29. Explain how this chapter highlighted three of the text’s unifying themes.
30. Explain how contrast effects can be manipulated to influence or distort judgments.

**Key Terms**

- Absolute threshold
- Accommodation
- Acuity
- Additive color mixing
- Afterimage
- Auditory localization
- Basilar membrane
- Binocular depth cues
- Bottom-up processing
- Cochlea
- Color blindness
- Color constancy
- Complementary colors
- Conduction hearing loss
- Cones
- Convergence
- Dark adaptation
- Depth perception
- Distal stimuli
- Extrasensory perception (ESP)
- Farsightedness
- Feature analysis
- Feature detectors
- Fechner’s law
- Fovea
- Frequency theory
- Gate-control theory
- Gestalt psychology
- Gustatory system
- Impossible figures
- Just noticeable difference (JND)
- Kinesthetic system
- Lateral antagonism
- Lens
- Light adaptation
- Monocular depth cues
- Motion parallax
- Nearsightedness
- Olfactory system
- Opponent process theory
- Optic chiasm
- Optic disk
- Optical illusion
- Parallel processing
- Parapsychology
- Perception
- Perceptual constancy
- Perceptual hypothesis
- Perceptual set
- Phi phenomenon
- Pictorial depth cues
- Place theory
- Proximal stimuli
- Psychophysics
- Pupil
- Retina
- Retinal disparity
- Reversible image
- Rods
- Selective attention
- Sensation
- Sensineural hearing loss
- Sensory adaptation
- Sensory interaction
- Signal-detection theory
- Stroboscopic motion
- Subjective contours
- Subliminal perception
- Subtractive color mixing
- Tactile system
- Top-down processing
- Transduction
- Trichromatic theory
- Vestibular system
- Visual agnosia
- Visual capture
- Visual cliff
- Volley principle
- Weber’s law

**Key People**

- Gustav Fechner
- Ernst Weber
- Max Wertheimer
- David Hubel
- Torsten Wiesel
Motivation and Emotion (6–8% of AP Exam)

In this part of the course, students explore biological and social factors that motivate behavior and biological and cultural factors that influence emotion.

AP students in psychology should be able to do the following:

- Identify and apply basic motivational concepts to understand the behavior of humans and other animals (e.g., instincts, incentives, intrinsic versus extrinsic motivation).
- Discuss the biological underpinnings of motivation, including needs, drives, and homeostasis.
- Compare and contrast motivational theories (e.g., drive reduction theory, arousal theory, general adaptation theory), including the strengths and weaknesses of each.
- Describe classic research findings in specific motivation systems (e.g., eating, sex, social)
- Discuss theories of stress and the effects of stress on psychological and physical well-being.
- Compare and contrast major theories of emotion (e.g., James-Lange, Cannon-Bard, Schachter two-factor theory).
- Describe how cultural influences shape emotional expression, including variations in body language.
- Identify key contributors in the psychology of motivation and emotion (e.g., William James, Alfred Kinsey, Abraham Maslow, Stanley Schachter, Hans Selye).

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Part I: Motivation and Emotion Learning Objectives (Chapter 10)

Learning objectives are for the purpose of your learning. They are for you to glean important information from your reading. The questions will be related to questions on your quizzes, tests, and exams.

1. Compare drive, incentive, and evolutionary approaches to understanding motivation.
2. Distinguish between the two major categories of motives found in humans.
3. Summarize evidence on the areas of the brain implicated in the regulation of hunger.
4. Summarize evidence on how the availability of food, culture, learning, and stress influence hunger.
5. Discuss the factors that contribute to the development of obesity.
6. Describe the impact of hormones in regulating animal and human sexual behavior.
7. Summarize evidence on the impact of erotic materials, including aggressive pornography, on human sexual behavior.
8. Discuss parental investment theory and findings on human gender differences in sexual activity.
9. Describe the Featured Study on culture and mating preferences.
10. Summarize evidence on the nature of sexual orientation and on how common homosexuality is.
11. Summarize evidence on the determinants of sexual orientation.
12. Outline the four phases of the human sexual response.
13. Describe the affiliation motive and how it is measured.
14. Describe the achievement motive and discuss how individual differences in the need for achievement influence behavior.
15. Explain how situational factors influence achievement strivings.
16. Describe the cognitive component of emotion.
17. Describe the physiological underpinning of emotions.
18. Discuss the body language of emotions and the facial feedback hypothesis.
19. Discuss cross-cultural similarities and variations in emotional experience.
20. Compare and contrast the James-Lange and Cannon-Bard theories of emotion, and explain how Schacter reconciled these conflicting views in his two-factor theory.
21. Summarize the evolutionary perspective on emotion.
22. Explain how the chapter highlighted five of the text’s unifying themes.
23. Summarize information on factors that do not predict happiness.
24. Summarize information on factors that are moderately or strongly correlated with happiness.
25. Explain four conclusions that can be drawn about the dynamics of happiness.
26. Describe the key elements in arguments.
27. Explain some common fallacies that often show up in arguments.

Part II: Stress, Coping, and Health Learning Objectives (Chapter 13)

28. Discuss the impact of minor stress.
29. Describe the nature of our appraisals of stress.
30. Describe frustration as a form of stress.
31. Identify the three basic types of conflict, and discuss which types are most troublesome.
32. Summarize evidence on life change and pressure as forms of stress.
33. Identify some common emotional responses to stress, and discuss the effects of emotional arousal.
34. Describe the fight-or-flight response and the three stages of the general adaptation syndrome.
35. Discuss the two major pathways along which the brain sends signals to the endocrine system in response to stress.
36. Describe some relatively unhealthy coping responses that are common.
37. Discuss the adaptive value of defensive coping.
38. Discuss the effects of stress on task performance and the nature of the burnout syndrome.
39. Discuss posttraumatic stress disorder and other psychological problems and disorders that may result from stress.
40. Describe the evidence linking personality factors to coronary heart disease.
41. Summarize evidence linking emotional reactions and depression to heart disease.
42. Discuss how stress affects immune functioning.
43. Describe the Featured Study on stress and the common cold.
44. Discuss how social support moderates the impact of stress.
45. Discuss how personality factors are related to stress resistance.
46. Discuss the negative impact of smoking, poor nutrition, and lack of exercise on physical health.
47. Discuss the relationship between behavioral factors and AIDS.
48. Explain how this chapter highlighted two of the text’s unifying themes.
49. Summarize Albert Ellis’ ideas about controlling one’s emotions.
50. Discuss the adaptive value of humor, releasing pent-up emotions, managing hostility, and forgiving others.

51. Discuss the adaptive value of relaxation and exercise.

52. Describe some important considerations in evaluating health statistics and making health decisions.

**Key Terms, Part I**

Achievement motive  
Affiliation motive  
Androgens  
Bisexuals  
Body mass index (BMI)  
Collectivism  
Display rules  
Drive  
Emotion  
Estrogens  
Galvanic skin response (GSR)  
Glucose  
Glucostats  
Hedonic adaptation  
Heterosexuals  
Homeostasis  
Homosexuals  
Incentive  
Individualism  
Motivation  
Obesity  
Orgasm  
Polygraph  
Premises  
Refractory period  
Set-point theory  
Settling-point theory  
Sexual orientation  
Subjective well-being  
Vasocongestion  

**Key Terms, Part II**

Acquired immune deficiency syndrome (AIDS)  
Aggression  
Approach-approach conflict  
Approach-avoidance conflict  
Avoidance-avoidance conflict  
Biopsychosocial model  
Burnout  
Catastrophic thinking  
Catharsis  
Conflict  
Constructive coping  
Coping  
Defense mechanisms  
Fight-or-flight response  
Frustration  
General adaptation syndrome  
Health psychology  
Immune response  
Internet addiction  
Learned helplessness  
Life changes  
Optimism  
Posttraumatic stress disorder (PTSD)  
Pressure  
Psychosomatic diseases  
Rational-emotive therapy  
Social support  
Stress  
Type A personality  
Type B personality  

**Key People**

David Buss  
Walter Cannon  
Phillip Bard  
William James  
Carl Lange  
Stanley Schachter  
Alfred Kinsey  
Abraham Maslow  
Hans Seyle
Abnormal Psychology (7–9% of AP Exam)

In this portion of the course, students examine the nature of common challenges to adaptive functioning. This section emphasizes formal conventions that guide psychologists' judgments about diagnosis and problem severity.

AP students in psychology should be able to do the following:

- Describe contemporary and historical conceptions of what constitutes psychological disorders.
- Recognize the use of the *Diagnostic and Statistical Manual of Mental Disorders* (DSM) published by the American Psychiatric Association as the primary reference for making diagnostic judgments.
- Discuss the major diagnostic categories, including anxiety and somatoform disorders, mood disorders, schizophrenia, organic disturbance, personality disorders, and dissociative disorders, and their corresponding symptoms.
- Evaluate the strengths and limitations of various approaches to explaining psychological disorders: medical model, psychoanalytic, humanistic, cognitive, biological, and sociocultural.
- Identify the positive and negative consequences of diagnostic labels (e.g., the Rosenhan study).
- Discuss the intersection between psychology and the legal system (e.g., confidentiality, insanity defense).

Abnormal Psychology Learning Objectives

Learning objectives are for the purpose of your learning. They are for you to glean important information from your reading. The questions will be related to questions on your quizzes, tests, and exams.

1. Describe and evaluate the medical model of abnormal behavior.
2. Explain the most commonly used criteria of abnormality.
3. List three stereotypes of people with psychological disorders.
4. Summarize Rosenhan's study of mental hospital admissions.
5. List the five diagnostic axes of the DSM-IV.
6. Discuss estimates of the prevalence of psychological disorders.
7. List four types of anxiety disorders and describe the symptoms associated with each.
8. Discuss the contribution of biological and cognitive factors, conditioning, and stress to the etiology of anxiety disorders.
9. Compare and contrast the three somatoform disorders and discuss their etiology.
10. Describe three dissociative disorders and discuss their etiology.
11. Describe the major mood disorders.
12. Explain how genetic and neurochemical factors may be related to the development of mood disorders.
13. Explain how cognitive factors, interpersonal factors, and stress may be related to the development of mood disorders.
14. Describe the general characteristics (symptoms) of schizophrenia.
15. Describe two classification systems for schizophrenic subtypes, and discuss the course of schizophrenia.
16. Explain how genetic vulnerability, neurochemical factors, and structural abnormalities in the brain may contribute to the etiology of schizophrenia.
17. Summarize evidence on how neurodevelopmental process, family dynamics, and stress may be related to the development of schizophrenia.

18. Discuss the nature of personality disorders, and describe the three broad clusters of such disorders.

19. Describe the antisocial personality disorder and discuss its etiology.

20. Explain the legal concept of insanity, and discuss the grounds for involuntary commitment.

21. Discuss the evidence on culture and pathology.

22. Explain how this chapter highlighted four of the text’s unifying themes.

23. Describe the symptoms and medical complications of anorexia nervosa and bulimia nervosa.

24. Discuss the history, prevalence, and gender distribution of eating disorders.

25. Explain how genetic factors, personality, and culture may contribute to eating disorders.

26. Explain how family dynamics and disturbed thinking may contribute to eating disorders.

27. Discuss how mental heuristics can distort estimates of cumulative and conjunctive probabilities.

**Key Terms**

<table>
<thead>
<tr>
<th>Mental Health Terms</th>
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<tbody>
<tr>
<td>Agoraphobia</td>
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<tr>
<td>Anorexia nervosa</td>
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<td>Antisocial personality disorder</td>
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<td>Anxiety disorders</td>
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<td>Availability heuristic</td>
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<td>Bipolar disorder</td>
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<td>Bulimia disorder</td>
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<td>Catatonic schizophrenia</td>
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<td>Comorbidity</td>
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<td>Conversion disorder</td>
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<td>Dissociative amnesia</td>
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<td>Dissociative disorders</td>
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<td>Dissociative fugue</td>
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<td>Hypochondriasis</td>
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<td>Major depressive disorder</td>
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<td>Medical model</td>
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<td>Obsessive-compulsive disorder (OCD)</td>
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<td>Panic disorder</td>
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<td>Personality disorders</td>
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<td>Phobic disorder</td>
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<td>Positive symptoms</td>
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<td>Prevalence</td>
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<td>Prognosis</td>
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<td>Representativeness heuristic</td>
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<td>Schizophrenic disorders</td>
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<td>Somatization disorder</td>
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<tr>
<td>Somatoform disorders</td>
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<td>Undifferentiated schizophrenia</td>
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28
Treatment of Psychological Disorders
Chapter Fifteen

Treatment of Abnormal Behavior (5-7% of AP Exam)

This section of the course provides students with an understanding of empirically based treatments of psychological disorders. The topic emphasizes descriptions of treatment modalities based on various orientations in psychology.

AP students in psychology should be able to do the following:

• Describe the central characteristics of psychotherapeutic intervention.
• Describe major treatment orientations used in therapy (e.g., behavioral, cognitive, humanistic) and how those orientations influence therapeutic planning.
• Compare and contrast different treatment formats (e.g., individual, group).
• Summarize effectiveness of specific treatments used to address specific problems.
• Discuss how cultural and ethnic context influence choice and success of treatment (e.g., factors that lead to premature termination of treatment).
• Describe prevention strategies that build resilience and promote competence.
• Identify major figures in psychological treatment (e.g., Aaron Beck, Albert Ellis, Sigmund Freud, Mary Cover Jones, Carl Rogers, B. F. Skinner, Joseph Wolpe).

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Treatment of Psychological Disorders Learning Objectives

Learning objectives are for the purpose of your learning. They are for you to glean important information from your reading. The questions will be related to questions on your quizzes, tests, and exams.

1. Identify the three major categories of therapy, and discuss how various demographic variables relate to the likelihood of treatment.
2. Describe the various types of mental health professional involved in the provision of therapy.
3. Explain the logic of psychoanalysis, and describe the techniques by which analysts probe the unconscious.
4. Discuss resistance and transference in psychoanalysis.
5. Identify the elements of therapeutic climate, and discuss therapeutic process in Rogers’ client-centered therapy.
6. Discuss the logic, goals, and techniques of cognitive therapy.
7. Describe how group therapy is generally conducted, and identify some advantages of this approach.
8. Discuss evidence on the efficacy of insight therapies and the role of common factors in therapy.
9. Summarize the general principles underlying behavioral approaches to therapy.
10. Describe the goals and procedure of systematic desensitization.
11. Describe the goals and techniques of aversion therapy and social skills training.
12. Discuss evidence on the effectiveness of behavior therapies.
13. Describe the principal categories of drugs used in treatment of psychological disorders.
14. Discuss evidence on the effects and problems of drug treatments for psychological disorders.
15. Describe ECT and discuss its therapeutic effects and its risks.
16. Summarize the concerns that have been expressed about the impact of managed care on the treatment of psychological disorders.
17. Discuss the pros and cons of empirically validated treatments.
18. Discuss the merits of blending or combining different approaches to therapy.
19. Discuss the barriers that lead to underutilization of mental health services by ethnic minorities and possible solutions to the problem.
20. Explain why people grew disenchanted with mental hospitals, and describe the community mental health movement.
21. Describe the deinstitutionalization trend and evaluate its effects.
22. Explain how this chapter highlighted two of the text’s unifying themes.
23. Discuss where to seek therapy and the potential importance of a therapist’s sex, professional background, and cost.
24. Discuss the importance of a therapist’s theoretical approach.
25. Summarize what one should look for in a prospective therapist and what one should expect out of therapy.
26. Explain how placebo effects and regression toward the mean can complicate the evaluation of therapy.

**Key Terms**

Anti-anxiety drugs  
Antidepressant drugs  
Antipsychotic drugs  
Aversion therapy  
Behavior therapies  
Biomedical therapies  
Client-centered therapy  
Clinical psychologists  
Cognitive therapy  
Counseling psychologists  
Deinstitutionalization  
Dream analysis  
Eclecticism  
Electroconvulsive therapy  
Free association  
Group therapy  
Insight therapies  
Interpretation  
Lithium  
Mental hospital  
Psychiatrists  
Psychoanalysis  
Psychopharmacotherapy  
Rational-Emotive Therapy (RET)  
Resistance  
Social skills training  
Spontaneous remission  
Systematic desensitization  

**Key People**

Aaron Beck  
Dorothea Dix  
Hans Eysenck  
Sigmund Freud  
Carl Rogers  
Albert Ellis  
Mary Cover Jones  
B.F. Skinner  
Joseph Wolpe