

# Psych 104 summary notes

## Week 1 History of Psychology

- Necessary to constructively critique & evaluate theories & their methods of investigation in present day
- Current questions
  1. What is it to be human?
  2. The existence of and relationship between mind & body?
  3. Knowledge and how to obtain it?
  4. Emotion and its role in human existence?

### **Greek Origins of Western thought**

- Pythagoras 580-500BCE
  - Numbers explain universe
  - First to connect physical events to psychological events
  - Perfection only in mathematical world
- Plato 427-347BCE
  - Combined Socratic method with Pythagorean mysticism
  - Theory of forms → objects in material world are representations of objects in pure forms
  - True knowledge obtained by grasping the forms → achieved by ignoring sensory experience
  - Mathematics is a higher form of knowing but not the ultimate
  - Knowledge brought into body with the soul & so introspection is the way to attain the truth
- Aristotle 384-322 BCE
  - Examined topics such as memory, sensation, sleep, dreams
  - Essences only become known by studying nature → senses bring this info.
  - Rationalist & empiricist → mind must analyse info. From sense to produce knowledge
  - Sought to explain psychological events in terms of biology

### **Significance of the Ancient Greeks for Western Psychology**

- Axial period in western thought around 600 BCE → no longer accept but question
- Establishment of rigor in analytical thinking
- Critical evaluation of arguments
- Knowledge is in a continual process of development & change
- Open discussion & debate valued & encouraged → very much Western thought

### **The Dark Ages in the West 400s-100s CE**

- Greek learning lost to west
- Roman World of Law and Order was fragmenting
- Domination by mysticism, superstition, anti-intellectualism
- Preservation of Greek learning was carried out by Islamic scholarship

### **Significance of the Dark to Middle Ages for Western Psychology**

- Put a stop to open inquiry concerning nature of humans
- Role of human reason was down played in favour of adherence to faith
- End of period → rediscovery of Aristotle's work lead to a re-awakening of discussion & inquiry

- Humans as the measure of all things would be dominant during the middle of the second millennium
- Knowledge wasn't simply products of intricate contemplation & debate but required an expanding engagement with the world

### **Renaissance Humanism 1400s-1600s CE**

- Period when social & intellectual focus turned onto humans and their activities
- 4 prominent themes
  - Individualism
  - Personal religion
  - Interest in past, Greek & Roman writers
  - Anti-Aristotelianism
- Dogma no longer unchallenged
- Rise of a multitude of 'princely kingdoms' contributed to rejection of centralized control
- Corruption in church was apparent & affronted many e.g. Martin Luther
- Rise of scepticism meant that intellectualised Aristotelian religion of the day was challenged
- World was conceptually shrinking. Great voyages of discovery → lead to realisation that all was not centred on Western Europe
- Time characterized by ferment & upheaval. Those in authority responded repressively

## **Week 2 Motivation**

### **Introduction**

- Psychology is the scientific study of how people think, feel and behave
- Questions on Psychology include: what is it to be human? Existence of the relationship between mind and body? Knowledge and how to be in it

### **Motivation**

- Motivation is the driver of our directed behaviours (wants/needs) involves biological and social drives.
- Biological motives- primary
  - ✓ Thirst
  - ✓ Hunger
  - ✓ Sleep
  - ✓ Oxygen
- Social motives- secondary (learnt through experience of the world)
  - ✓ Power
  - ✓ Curiosity
  - ✓ Achievement
  - ✓ Aggression
- Approach motivation
  - ✓ Drives propel engagement in certain behaviours
- Avoidance motivation
  - ✓ Repel against certain behaviours

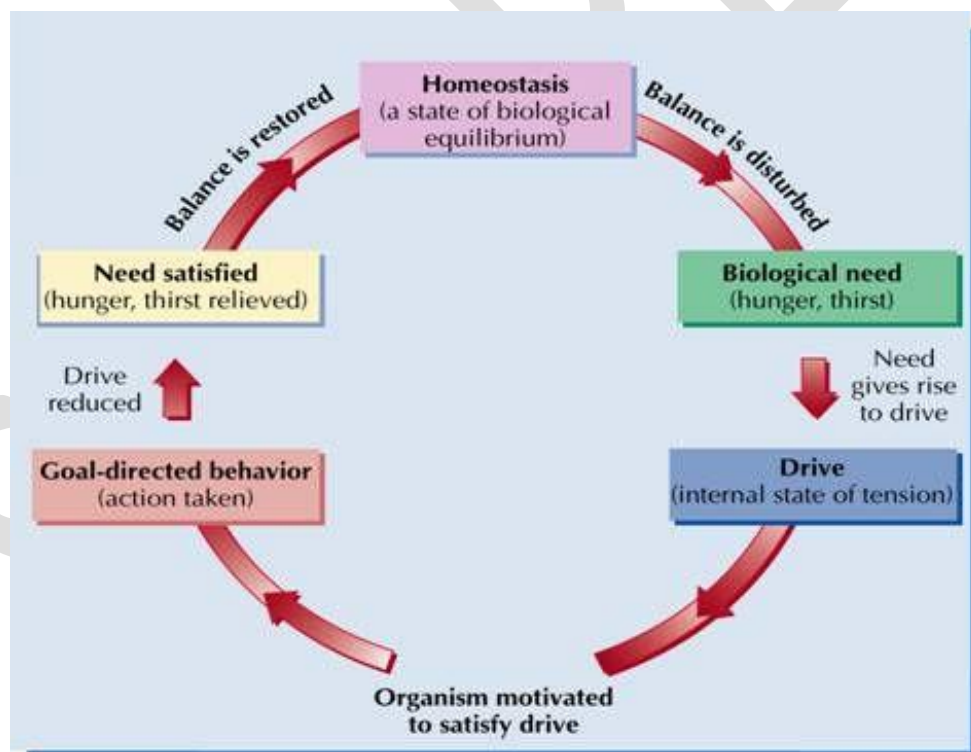
### **Early perspectives**

- Psychodynamic perspective (Freud) → behaviours motivated by unconscious and conscious desires- not in unison
  - ✓ Tension between conscious and unconscious desires → builds up until satisfaction is reached
  - ✓ Id: instinctual, unconscious drives
  - ✓ Ego: rational mind, conscious, ensure Id and superego drives manifest properly
  - ✓ Superego: morally responsible

### Historical measures

- Thematic apperception tests (TAT)- measure unconscious desires (id)
  - ✓ Look at image and make a story → response will be compared to criteria
  - ✓ Assess social motives (achievement, power)
  - ✓ self-report motives → measure conscious desires
  - ✓ results → achievement more predictive of long term entrepreneurial success

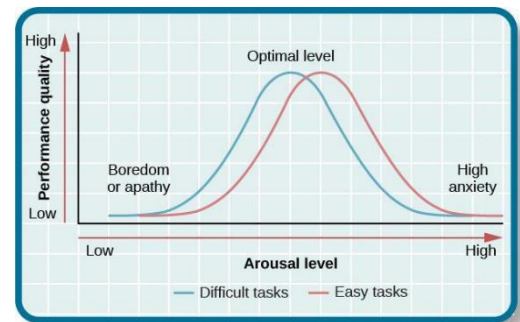
### Drive reduction theories



- some drives are hierarchical
- motivated to maintain psychological homeostasis
  - ✓ e.g. deprivation of biological need (thirst) → causes tension which causes motivation for behaviour that reduces state of tension (drink water) thus causing state of equilibrium (not thirsty)= homeostasis

## Yerkes-Dodson law

- arousal affects strength of drives
- inverted U-shaped curve → relationship between arousal level and performance quality
  - ✓ under-arousal = 'stimulus hunger' → drive for stimulation
  - ✓ stimulus hunger satisfaction → watching tv, eating, talking to friends
  - ✓ under-arousal can increase curiosity (try something new)
  - ✓ too much under arousal can cause hallucinations
  - ✓ going past the optimal point in arousal the worse your performance becomes e.g. stress



## Clashing drives

- approach-approach conflict  
e.g. dinner vs concert? (alternatives attract)
- avoidance-avoidance conflict  
e.g. study for exam vs fail exam
- approach avoidance conflict  
e.g. approach attractive person vs fear of rejection

## Incentive theories

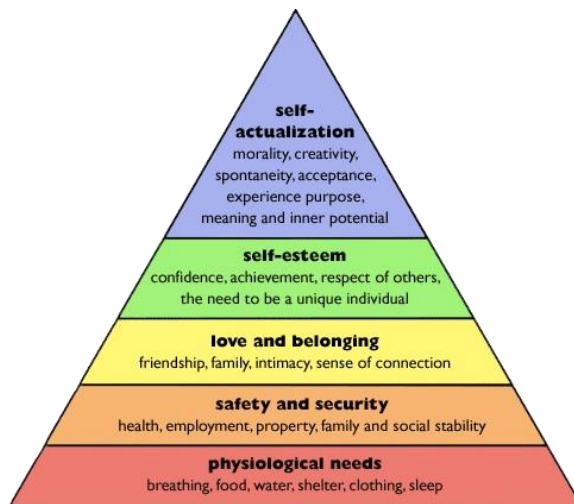
- Drive reduction theories (DRT) inadequate → we repeatedly engage in behaviours despite satisfaction of drives
- Incentive theories build on DRT (criticises GRT) → driven by positive goals not by needs or things we don't have
- Incentive theories differentiate between intrinsic (essential) and extrinsic motivation (do something because of the outcome e.g. money/award)
- Intrinsic motivation → devalued by extrinsic reinforcements

## Relative importance of needs

- Certain physical and psychological needs more important than others
- Physiological (primary) needs more essential than psychological (secondary)
- Need for achievement predicts academic performance

## Maslow's Hierarchy of needs

- reaching full potential of needs → start from bottom
- issues relating to hierarchy needs
  - ✓ order of needs e.g. can satisfy physiological needs and love & belonging but not safety & security
  - ✓ people motivated by different levels



### Sexual motivation

- Libido → drive for sexual desire, pleasure
- Physiological drivers of libido = testosterone, DRD4 protein
- Men have stronger libido

### Sexual response cycle

- Response includes 4 phases
  1. Desire
  2. Excitement
  3. Orgasm
  4. Resolution
- Feelings of love and connection for partner predict sexual

### Goal setting

- Specific
- Measurable
- Action-orientated
- Realistic
- Time-based
  - ✓ Self-efficacy and feedback important

## Week 3 Motivation and appetite

### Impact of eating on health

- By 2025 1 in 3 Australian adults will be obese
- many → develop obesity related diseases
- anorexia → most deadly of all psychiatric conditions
- diet related illness costs health system 60 billion a year
- if you want to get people to eat more or less- you have to understand what makes them eat
- food intake impacted by:
  - ✓ psychological needs

SAMPLE