

Study guide for Exam 1:

Chapter 1 and part of Chapter 2 (up to page 64):

In addition to the definitions and questions at the end of the chapters:

1. What is our definition of learning and why is it worded that way?
2. What is meant by the Learning-Performance distinction?
3. What are examples of associative and non-associative types of learning? Compare and contrast Pavlovian and Instrumental conditioning. Know basic Pavlovian terminology (CS, US, CR, UR).
4. People: Various Greeks, Descartes, Hobbes, Locke, Darwin, Romanes, Watson, Thorndike, Köhler, Pavlov. What did they believe and/or what was their contribution to the history of Psychology? How did they contribute to an emphasis on the study learning, and/or how did they contribute to the trend towards accepting that one can gain an understanding of human behavior by studying animal learning, and/or where do they fit in advancing (or not) the study of brain-behavior relationships.
5. What are the goals, methods, main questions, etc. of the "schools of thought" discussed in class (structuralists, functionalists, behaviorists)?
6. What is an independent variable, what is a dependent variable, what do control groups control for?
7. Know and understand the general characteristics of habituation.
8. What is the dual process theory of habituation/sensitization? Which phenomena and what general characteristics of habituation does dual process theory help explain and how does it explain these phenomena and characteristics?
9. Describe the general structure and common properties of neurons. Describe the common features and sequence of events in the process known as chemical synaptic transmission.