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| *Indicate the answer choice that best completes the statement or answers the question.* |

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| 1. If dogs are presented with a bell followed by food, they quickly learn to salivate in response to the bell. If the bell is then presented without any food, what happens to the salivation response?   |  |  |  | | --- | --- | --- | |  | a. | It becomes gradually stronger. | |  | b. | It becomes gradually weaker. | |  | c. | It stops immediately. | |  | d. | It continues at the same strength. | |

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| 2. That Ebbinghaus served as his own participant was problematic because:   |  |  |  | | --- | --- | --- | |  | a. | his expectations might have influenced the results. | |  | b. | he could not manipulate an independent variable. | |  | c. | his studies were double-blind. | |  | d. | he didn't have any experimenter bias. | |

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| 3. Emma believes that one learns about the mind mainly by using logic and intuition; Liam believes it would be better to measure the activity of the brain. Emma is following the philosophy of \_\_\_\_\_, while Liam is following the philosophy of \_\_\_\_\_.   |  |  |  | | --- | --- | --- | |  | a. | Aristotle; Locke | |  | b. | Plato; Aristotle | |  | c. | Descartes; Plato | |  | d. | James; Locke | |

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| 4. While most bacteria are eliminated by antibiotics, some can possess mutations that are resistant to antibiotics, leading to more drug-resistant strains of bacteria. Such a mutation is an example of which of Charles Darwin's proposed criteria for traits to evolve through natural selection?   |  |  |  | | --- | --- | --- | |  | a. | The trait must be inheritable. | |  | b. | The trait must be able to be learned. | |  | c. | The trait must vary. | |  | d. | The trait must make the individual more fit to survive. | |

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| 5. Who believed that children are born a "blank slate"?   |  |  |  | | --- | --- | --- | |  | a. | Gottfried Leibniz | |  | b. | Plato | |  | c. | John Locke | |  | d. | René Descartes | |

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| 6. Charles Darwin proposed three criteria for traits to evolve through natural selection. Which statement is relevant to survival?   |  |  |  | | --- | --- | --- | |  | a. | The shape of the finch beak ranges from thick to thin. | |  | b. | The neck of the giraffe ranges in length across the species. | |  | c. | The eagle's eyes allow it to see prey from very far distances. | |  | d. | The moth's colors allow it to camouflage in with the tree bark. | |

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| 7. Harry attended a party and bumped into an ex-girlfriend he had not seen in years. Seeing the ex-girlfriend immediately triggered memories of things they had done together and how they broke up. Which idea about memory does this example demonstrate?   |  |  |  | | --- | --- | --- | |  | a. | nativism | |  | b. | dualism | |  | c. | associationism | |  | d. | empiricism | |

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| 8. The law of effect predicts which statement?   |  |  |  | | --- | --- | --- | |  | a. | If a tone is played while the dog is provided food, the dog will eventually salivate in response to the tone. | |  | b. | If a child is scratched by a black cat, the child will fear all cats, not just black ones. | |  | c. | If one remembers a couple of phone numbers a few hours after being told, one is less likely to forget them later. | |  | d. | If a teenager is grounded for taking the car without permission, he will ask for permission next time. | |

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| 9. René Descartes believed all EXCEPT the:   |  |  |  | | --- | --- | --- | |  | a. | mind controls the body. | |  | b. | mind and body are governed by their own laws. | |  | c. | body works through a system of reflex arcs. | |  | d. | mind and body exist as the same entity. | |

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| 10. Who proposed connectionist models of the mind?   |  |  |  | | --- | --- | --- | |  | a. | Clark Hull | |  | b. | Gordon Bower | |  | c. | David Rumelhart | |  | d. | George Miller | |

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| 11. The process by which changes in behavior arise as a result of experience and interaction in the world is known as:   |  |  |  | | --- | --- | --- | |  | a. | natural selection. | |  | b. | survival of the fittest. | |  | c. | learning. | |  | d. | sampling. | |

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| 12. Who believed that rats were forming a "cognitive map" when they learned to navigate through a maze?   |  |  |  | | --- | --- | --- | |  | a. | Clark Hull | |  | b. | Ivan Pavlov | |  | c. | John B. Watson | |  | d. | Edward Tolman | |

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| 13. Suppose two moths are colored such that they blend in with the trees in the forest where they live. If one moth's coloring blends in much better than the other, that moth will have less chance of being eaten by predators, and will therefore be more likely to reproduce, thus passing its beneficial coloring on to its offspring. This is an example of:   |  |  |  | | --- | --- | --- | |  | a. | natural selection. | |  | b. | a reflex arc. | |  | c. | eugenics. | |  | d. | the law of effect. | |

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| 14. Humans and animals do not always make the same response to the same stimuli. Which theory provides an explanation for this apparent randomness in learning?   |  |  |  | | --- | --- | --- | |  | a. | Hull's mathematical model | |  | b. | stimulus sampling theory | |  | c. | information theory | |  | d. | radical behaviorism | |

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| 15. Connectionist models propose that learning and memory involve:   |  |  |  | | --- | --- | --- | |  | a. | the storage and manipulation of symbols and labeled links. | |  | b. | networks of connections between simple processing units called nodes. | |  | c. | random sampling of possible elements connected with a stimulus. | |  | d. | a one-step process of going from ignorance to knowledge in a single trial. | |

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| 16. William James created the idea of \_\_\_\_\_, which is when a memory of an event is connected to other events, creating associations between those events.   |  |  |  | | --- | --- | --- | |  | a. | a memory model | |  | b. | classical conditioning | |  | c. | a learning curve | |  | d. | a reflex arc | |

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| 17. Who proposed the extreme form of behaviorism known as *radical behaviorism*?   |  |  |  | | --- | --- | --- | |  | a. | B. F. Skinner | |  | b. | John B. Watson | |  | c. | Clark Hull | |  | d. | Edward Thorndike | |

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| 18. In Watson's studies, what was found to impair rats' ability to navigate through mazes they had previously learned?   |  |  |  | | --- | --- | --- | |  | a. | blinding the rats | |  | b. | removing the rats' whiskers | |  | c. | eliminating all odors in the maze | |  | d. | rotating the maze | |

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| 19. Who adapted information theory to psychology?   |  |  |  | | --- | --- | --- | |  | a. | George Miller | |  | b. | W. K. Estes | |  | c. | Gordon Bower | |  | d. | Clark Hull | |

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| 20. B. F. Skinner discovered that when animals are given intermittent reinforcements, they:   |  |  |  | | --- | --- | --- | |  | a. | respond less than when they are rewarded on every trial. | |  | b. | do not respond at all. | |  | c. | respond for the first few trials but then stop responding. | |  | d. | respond at least as well as when they are rewarded on every trial. | |

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| 21. "Behavior reeks of purpose" was the maxim of:   |  |  |  | | --- | --- | --- | |  | a. | B. F. Skinner. | |  | b. | Edward Thorndike. | |  | c. | Edward Tolman. | |  | d. | John B. Watson. | |

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| 22. In the story of Clive Wearing, his memory was described as a(n):   |  |  |  | | --- | --- | --- | |  | a. | blank slate. | |  | b. | imperfectly erased blackboard. | |  | c. | overfilled bulletin board. | |  | d. | collage of images. | |

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| 23. Who conducted the FIRST rigorous experimental studies of human memory?   |  |  |  | | --- | --- | --- | |  | a. | William James | |  | b. | Francis Galton | |  | c. | Charles Darwin | |  | d. | Hermann Ebbinghaus | |

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| 24. The theory of evolution is relevant to the study of learning and memory because:   |  |  |  | | --- | --- | --- | |  | a. | learned information is passed on to offspring. | |  | b. | the type of information people learn varies across individuals. | |  | c. | people are born as "blank slates." | |  | d. | learning is useful in allowing organisms to adapt to the environment. | |

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| 25. In Ebbinghaus's studies of memory, what was the dependent variable?   |  |  |  | | --- | --- | --- | |  | a. | delay between learning and relearning | |  | b. | pretesting practice time | |  | c. | list length | |  | d. | memory retention | |

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| 26. James was in a bicycle accident in which he was not wearing a helmet. He was not injured, and now, based on this experience, he believes that helmets are unnecessary. James exhibits the views of:   |  |  |  | | --- | --- | --- | |  | a. | empiricism. | |  | b. | nativism. | |  | c. | associationism. | |  | d. | dualism. | |

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| 27. Classical conditioning involves:   |  |  |  | | --- | --- | --- | |  | a. | learning that one stimulus predicts an important event. | |  | b. | studying lists of short nonsense words. | |  | c. | learning to make responses in order to obtain rewards or avoid punishment. | |  | d. | studying how to build computers to perform behaviors requiring human intelligence. | |

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| 28. Mathematical psychology was established by:   |  |  |  | | --- | --- | --- | |  | a. | Edward Tolman. | |  | b. | William James. | |  | c. | B. F. Skinner. | |  | d. | W. K. Estes. | |

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| 29. In order to compile and accurately measure its effectiveness, the subject pool for a new memory drug was about 100 subjects. The pharmaceutical company prescribes 50 subjects the new medication X and a sugar pill for the remaining 50 individuals. To ensure effectiveness, the subjects are unaware of who has taken medication X and who has taken the sugar pill. This practice is known as:   |  |  |  | | --- | --- | --- | |  | a. | experimenter bias. | |  | b. | pharmaceutical design. | |  | c. | blind design. | |  | d. | subject bias. | |

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| 30. William's dog always sits by the front door whenever William grabs the leash from its hook beside the door. How would a behaviorist describe the dog's behavior?   |  |  |  | | --- | --- | --- | |  | a. | The dog thinks that if he sits, he will get to go outside. | |  | b. | The dog is hungry, so his instincts tell him to sit. | |  | c. | The dog expects to get a treat when William puts on the leash. | |  | d. | The dog sits when William grabs the leash. | |

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| 31. Who proposed the *law of effect*?   |  |  |  | | --- | --- | --- | |  | a. | Ivan Pavlov | |  | b. | John B. Watson | |  | c. | Edward Thorndike | |  | d. | B. F. Skinner | |

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| 32. In Ebbinghaus's studies of memory, the length of delay between learning and relearning was the \_\_\_\_\_ variable.   |  |  |  | | --- | --- | --- | |  | a. | independent | |  | b. | dependent | |  | c. | confounding | |  | d. | extraneous | |

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| 33. The idea that rats have a *cognitive map* of a maze is supported by the finding that rats:   |  |  |  | | --- | --- | --- | |  | a. | only learn to navigate the maze if a food reward is given at the end. | |  | b. | cannot navigate the maze if their usual route is blocked. | |  | c. | can navigate the maze, even if they start from a novel position. | |  | d. | require only one trial to learn the layout of a maze. | |

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| 34. Whose book described a Utopian society in which socially desirable behaviors would be maintained through behaviorist training techniques?   |  |  |  | | --- | --- | --- | |  | a. | John B. Watson | |  | b. | B. F. Skinner | |  | c. | Edward Tolman | |  | d. | Clark Hull | |

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| 35. Why was Charles Darwin's view of natural selection controversial?   |  |  |  | | --- | --- | --- | |  | a. | It suggested that there was not a major distinction between humans and other species. | |  | b. | Darwin had no data to back up his claims. | |  | c. | Nobody believed that traits could be inherited. | |  | d. | Darwin thought only physical traits could evolve, not behavioral traits. | |

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| 36. Who believed that human ability is due to a combination of both nature and nurture?   |  |  |  | | --- | --- | --- | |  | a. | Gottfried Leibniz | |  | b. | Plato | |  | c. | John Locke | |  | d. | Aristotle | |

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| 37. Someone who believes that humans and animals are fundamentally different from each other would agree with the views of:   |  |  |  | | --- | --- | --- | |  | a. | Plato. | |  | b. | Charles Darwin. | |  | c. | Aristotle. | |  | d. | Francis Galton. | |

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| 38. How did Estes differ from Hull and other learning theorists at that time?   |  |  |  | | --- | --- | --- | |  | a. | Estes's methods were not precise enough. | |  | b. | Estes believed random variation is essential for learning. | |  | c. | Estes viewed learning as the development of associations between a stimulus and a response. | |  | d. | Estes's ideas marked the ending of mathematical models in psychology. | |

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| 39. Sets of statements devised to explain a collection of facts are called:   |  |  |  | | --- | --- | --- | |  | a. | data. | |  | b. | theories. | |  | c. | associations. | |  | d. | symbols. | |

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| 40. Which method is NOT a good way to remember something?   |  |  |  | | --- | --- | --- | |  | a. | create a poem that includes the information | |  | b. | try to relax and not try so hard to remember | |  | c. | focus on just one sense, such as vision or hearing | |  | d. | create associations between the new information and something you already know | |

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| 41. The person who developed the form of learning known as *classical conditioning* is:   |  |  |  | | --- | --- | --- | |  | a. | Francis Galton. | |  | b. | Ivan Pavlov. | |  | c. | Hermann Ebbinghaus. | |  | d. | John B. Watson. | |

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| 42. George Miller discovered that the average digit span is:   |  |  |  | | --- | --- | --- | |  | a. | exactly 3. | |  | b. | about 7. | |  | c. | about 15. | |  | d. | more than 20. | |

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| 43. The view that all ideas are the result of experience is called:   |  |  |  | | --- | --- | --- | |  | a. | associationism. | |  | b. | dualism. | |  | c. | empiricism. | |  | d. | nativism. | |

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| 44. \_\_\_\_\_ is a record of one's past experiences.   |  |  |  | | --- | --- | --- | |  | a. | Memory | |  | b. | Learning | |  | c. | Experience | |  | d. | Motivation | |

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| 45. Who was the founder of behaviorism?   |  |  |  | | --- | --- | --- | |  | a. | John B. Watson | |  | b. | Edward Thorndike | |  | c. | B. F. Skinner | |  | d. | Ivan Pavlov | |

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| 46. Which of these scientists is responsible for the number of digits in a standard phone number without the area code?   |  |  |  | | --- | --- | --- | |  | a. | John Locke | |  | b. | Edward Thorndike | |  | c. | David Rumelhart | |  | d. | George Miller | |

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| 47. After a dog salivates to the sound of a specific bell tone, the dog also salivates at the sound of a slightly different bell tone. This is an example of:   |  |  |  | | --- | --- | --- | |  | a. | the learning curve. | |  | b. | the law of effect. | |  | c. | extinction. | |  | d. | generalization. | |

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| 48. Which statement is TRUE about subject bias?   |  |  |  | | --- | --- | --- | |  | a. | It is possible to gain insight through scientific experiments. | |  | b. | The subject is asked to verify the results. | |  | c. | The insights gained are more accurate and specific. | |  | d. | The participants' prior knowledge can influence the current experiment. | |

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| 49. In Ebbinghaus's retention curve:   |  |  |  | | --- | --- | --- | |  | a. | the greatest savings occurred with short delays between learning and relearning. | |  | b. | most forgetting occurred when relearning took place after about 150 hours. | |  | c. | forgetting occurred very gradually over several days. | |  | d. | the greatest savings occurred when relearning took place after about 100 hours. | |

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| 50. If rats are allowed to freely explore a maze without being given a food reward and later are put in the maze again with a food reward in the goal box, the rats:   |  |  |  | | --- | --- | --- | |  | a. | learn the maze as quickly as rats that have never been exposed to the maze. | |  | b. | learn the maze more quickly than rats that have never been exposed to the maze. | |  | c. | learn the maze more slowly than rats that have never been exposed to the maze. | |  | d. | are unable to learn the maze regardless of being rewarded. | |

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| 51. A pharmaceutical company has developed a new medication to treat anxiety. In order to check how well the medication responds, neither the experimenter nor the subjects know who received the medication. By doing this, the pharmaceutical company attempts to eliminate the chance of the subject's or experimenter's preconceived notions affecting the results. This is called:   |  |  |  | | --- | --- | --- | |  | a. | experimenter bias. | |  | b. | double-blind design. | |  | c. | subject bias. | |  | d. | blind design. | |

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| 52. Yvonne believes that babies learn words by being rewarded for sounds that sound like those words in response to something they hear. This idea resembles the ideas of:   |  |  |  | | --- | --- | --- | |  | a. | Charles Darwin. | |  | b. | Edward Thorndike. | |  | c. | B. F. Skinner. | |  | d. | Aristotle. | |

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| 53. Charles Darwin observed that finches on different islands had different types of beaks that were most suited to coping with the environment of their particular island. From this insight, he concluded that:   |  |  |  | | --- | --- | --- | |  | a. | life on Earth is immutably fixed. | |  | b. | life on Earth is evolving. | |  | c. | animals were created in their present form by God. | |  | d. | animals migrate to locations that are most suitable. | |

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| 54. Which description is an example of a stimulus in René Descartes's reflex arc?   |  |  |  | | --- | --- | --- | |  | a. | a person being tapped on the shoulder | |  | b. | spirits flowing from the shoulder to the brain | |  | c. | spirits being reflected back from the brain to the muscles | |  | d. | a person turning around to see who has tapped him on the shoulder | |

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| 55. Suppose one is trying to learn a list of words. It takes 10 minutes to learn the list the first time. One studies the list again the next day and finds that it takes only 4 minutes. How much of a *time savings* has occurred?   |  |  |  | | --- | --- | --- | |  | a. | 25% | |  | b. | 40% | |  | c. | 60% | |  | d. | 100% | |

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| 56. Subjects are given two drinks but not told what they are drinking in order to get accurate results on which is the better tasting one. Yet the experimenter knows which drink they are getting. This is an example of what type of experimental design?   |  |  |  | | --- | --- | --- | |  | a. | blind | |  | b. | double-blind | |  | c. | unethical | |  | d. | subjective | |

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| 57. Cancer patients can develop an aversion to foods they eat right before undergoing chemotherapy. Although the foods themselves do not initially cause feelings of illness, pairing them with chemotherapy, which does cause patients to feel sick, leads to the foods becoming associated with these same feelings. This is an example of:   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | instrumental conditioning. | |  | c. | the law of effect. | |  | d. | extinction. | |

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| 58. René Descartes:   |  |  |  | | --- | --- | --- | |  | a. | was an empiricist. | |  | b. | introduced the idea of associationism. | |  | c. | claimed that a newborn's mind was a blank slate. | |  | d. | believed in dualism. | |

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| 59. If a rat receives a food reward whenever it presses a lever, the likelihood of the rat pressing the lever will increase. This is an example of:   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning. | |  | b. | generalization. | |  | c. | the law of effect. | |  | d. | the learning curve. | |

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| 60. If I say "left," it might make one think of the word "right." The connection in one's memory between these concepts is known as:   |  |  |  | | --- | --- | --- | |  | a. | nativism. | |  | b. | dualism. | |  | c. | associationism. | |  | d. | empiricism. | |

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| 61. Which factor plays a role in helping an individual concentrate, allowing the brain to encode information in order to organize and store memories?   |  |  |  | | --- | --- | --- | |  | a. | learning | |  | b. | sleeping | |  | c. | diet | |  | d. | exercise | |

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| 62. The specifics of Clark Hull's equations for learning:   |  |  |  | | --- | --- | --- | |  | a. | have never been very influential. | |  | b. | were rejected early on but are highly relevant today. | |  | c. | were important early on and continue to be influential today. | |  | d. | are not considered relevant today. | |

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| 63. The principle that the mind and body exist as separate entities, each with different characteristics and governed by its own laws, is called:   |  |  |  | | --- | --- | --- | |  | a. | associationism. | |  | b. | contiguity. | |  | c. | dualism. | |  | d. | nativism. | |

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| 64. The person who FIRST attempted to develop a comprehensive mathematical model of animal learning was:   |  |  |  | | --- | --- | --- | |  | a. | Edward Thorndike. | |  | b. | Ivan Pavlov. | |  | c. | John B. Watson. | |  | d. | Clark Hull. | |

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| 65. Charlotte has never been interested in sports, yet everyone in her house plays basketball and football. After dinner one night, everyone goes outside to play basketball. Since there are only five players, Charlotte is asked to join. As the game goes on, she manages to make almost every shot when the ball is passed to her. This is an example of:   |  |  |  | | --- | --- | --- | |  | a. | latent learning. | |  | b. | generalization. | |  | c. | the law of effect. | |  | d. | a placebo effect. | |

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| 66. Suppose one encounters construction while driving home. One cannot take the regular route but has no trouble in determining an alternate route to reach home. This ability is MOST like the behavior of animals in which researcher's studies?   |  |  |  | | --- | --- | --- | |  | a. | John. B. Watson | |  | b. | Edward Tolman | |  | c. | Ivan Pavlov | |  | d. | B. F. Skinner | |

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| 67. Who was a proponent of associationism?   |  |  |  | | --- | --- | --- | |  | a. | Gottfried Leibniz | |  | b. | René Descartes | |  | c. | William James | |  | d. | Plato | |

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| 68. Behaviorism focuses on the study of:   |  |  |  | | --- | --- | --- | |  | a. | brain processes. | |  | b. | internal thoughts. | |  | c. | intentions. | |  | d. | observable behaviors. | |

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| 69. Which statement is TRUE?   |  |  |  | | --- | --- | --- | |  | a. | Philosophers gain insight through scientific experiments. | |  | b. | The study of learning and memory has always been a scientific pursuit. | |  | c. | Insights gained through philosophy are more important than those gained through science. | |  | d. | The study of learning and memory today is done by scientists. | |

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| 70. Who is considered a behaviorist?   |  |  |  | | --- | --- | --- | |  | a. | Gordon Bower | |  | b. | George Miller | |  | c. | David Rumelhart | |  | d. | Clark Hull | |

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| 71. Jacob wants to encourage his son to practice his violin more. He has decided to reward him with money for practicing for a set time each day and punish him by adding extra chores for not practicing for the set time. Jacob's approach is MOST similar to the ideas of:   |  |  |  | | --- | --- | --- | |  | a. | Edward Thorndike. | |  | b. | Ivan Pavlov. | |  | c. | Herbert Simon. | |  | d. | David Rumelhart. | |

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| 72. The example of Clive Wearing's memory loss demonstrates the power of \_\_\_\_\_ memories to survive when losing other memories, such as those of the past and present.   |  |  |  | | --- | --- | --- | |  | a. | short-term | |  | b. | situational | |  | c. | emotional | |  | d. | long-term | |

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| 73. Ava has been studying the effects that different genres of music have on an individual's depression levels for 5 years now. According to her research, pop music seems to not elicit any type of depression. As she conducts her screening for participants, she makes sure that there are no individuals who like pop music in her group. This is an example of:   |  |  |  | | --- | --- | --- | |  | a. | experimenter bias. | |  | b. | experimental design. | |  | c. | subject bias. | |  | d. | blind design. | |

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| 74. Which idea suggests that humans function by blindly producing preprogrammed learned responses to environmental stimuli?   |  |  |  | | --- | --- | --- | |  | a. | information theory | |  | b. | learning by insight | |  | c. | neo-behaviorism | |  | d. | radical behaviorism | |

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| 75. According to Aristotle's principle of *frequency*, the ideas of "chair" and "table" are linked because people see chairs and tables together:   |  |  |  | | --- | --- | --- | |  | a. | at the same time. | |  | b. | in the same place. | |  | c. | very often. | |  | d. | in kitchens. | |

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| 76. John Watson's studies of rats running through mazes demonstrated that rats had learned to use their \_\_\_\_\_ to navigate.   |  |  |  | | --- | --- | --- | |  | a. | vision and hearing | |  | b. | automatic set of motor habits | |  | c. | sense of smell | |  | d. | whiskers | |

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| 77. Which subfield of psychology focuses on human abilities such as thinking, language, and reasoning?   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning | |  | b. | neo-behaviorism | |  | c. | cognitive approach | |  | d. | behaviorism | |

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| 78. If one is driven to work by a friend each day, one will probably learn the route and be able to use it later on, even though there is no reward for using it. This is an example of:   |  |  |  | | --- | --- | --- | |  | a. | generalization. | |  | b. | latent learning. | |  | c. | the law of effect. | |  | d. | classical conditioning. | |

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| 79. Which theorist was inspired by William James to pursue a graduate degree in psychology?   |  |  |  | | --- | --- | --- | |  | a. | John B. Watson | |  | b. | Edward Tolman | |  | c. | Charles Darwin | |  | d. | John Watson | |

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| 80. Pavlov paired a bell with food until a dog learned to salivate in response to the bell. To produce *extinction*, Pavlov:   |  |  |  | | --- | --- | --- | |  | a. | rang the bell more quietly. | |  | b. | paired the bell with a different kind of food. | |  | c. | stopped ringing the bell. | |  | d. | paired the bell with the absence of food. | |

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| 81. According to the memory model of \_\_\_\_\_, attending a soccer game might activate a memory of having attended a hockey game the previous day because there would be an association between some of the components the two events have in common.   |  |  |  | | --- | --- | --- | |  | a. | William James | |  | b. | Charles Darwin | |  | c. | René Descartes | |  | d. | Francis Galton | |

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| 82. Which statement is NOT one of Charles Darwin's proposed criteria for traits to evolve through natural selection?   |  |  |  | | --- | --- | --- | |  | a. | The trait must be inheritable. | |  | b. | The trait must be able to be learned. | |  | c. | The trait must vary naturally. | |  | d. | The trait must make the individual more fit to survive. | |

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| 83. In studying memory, Ebbinghaus was concerned that his data would be affected by the fact that he was more familiar with some words than others. He avoided this problem by using:   |  |  |  | | --- | --- | --- | |  | a. | real words that were familiar but very short. | |  | b. | real words that were unfamiliar to him. | |  | c. | three-letter nonsense words. | |  | d. | strings of digits. | |

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| 84. Who would argue that the complex idea of "dog" is comprised of a combination of simpler ideas such as "furry," "bark," and "friendly"?   |  |  |  | | --- | --- | --- | |  | a. | René Descartes | |  | b. | Plato | |  | c. | John Locke | |  | d. | Gottfried Leibniz | |

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| 85. Hermann Ebbinghaus measured forgetting by:   |  |  |  | | --- | --- | --- | |  | a. | measuring how long it took him to relearn a previously learned list. | |  | b. | measuring how long it took him to learn a list perfectly. | |  | c. | seeing how long a list he could remember after hearing the list just once. | |  | d. | counting the number of times he needed to hear a list before he could recall it perfectly. | |

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| 86. The difficult thing about memory, which is illustrated by Clive Wearing's case, is that:   |  |  |  | | --- | --- | --- | |  | a. | we can never recover our memory skills after a traumatic brain injury. | |  | b. | we typically lose all of one type of memory but none of another type of memory. | |  | c. | we don't know whether learning has been remembered as fact, habit, skill, or emotion. | |  | d. | life is a series of related moments that only exist in the present. | |

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| 87. In a distributed representation, information is stored in the:   |  |  |  | | --- | --- | --- | |  | a. | pattern of activation across many nodes. | |  | b. | activity of a single node. | |  | c. | comparison of the activity between two nodes. | |  | d. | timing of the activation of two nodes. | |

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| 88. Who was considered a *nativist*?   |  |  |  | | --- | --- | --- | |  | a. | Aristotle | |  | b. | René Descartes | |  | c. | John Locke | |  | d. | William James | |

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| 89. Suppose a student is trained to press the "A" key when a high-pitched tone is played and the "B" key when a low-pitched tone is played. Even after hundreds of trials of training, the student will probably still occasionally press the wrong button. How can this be explained by stimulus sampling theory?   |  |  |  | | --- | --- | --- | |  | a. | The student is tired and more prone to mistakes after so many trials. | |  | b. | The student may temporarily forget which key is the correct one after a while. | |  | c. | The connection between the tone and the key deteriorates after repeated presentation. | |  | d. | The tone activates a subset of elements that are not yet linked to the correct key. | |

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| 90. In which type of learning do organisms learn to respond in order to obtain or avoid important consequences?   |  |  |  | | --- | --- | --- | |  | a. | classical conditioning | |  | b. | instrumental (operant) conditioning | |  | c. | latent learning | |  | d. | connectionist learning | |

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| 91. If a person looks at a golden retriever and a cocker spaniel and realizes the similarity that both of them are dogs, what process is the person using?   |  |  |  | | --- | --- | --- | |  | a. | connectionist model | |  | b. | distributed representation | |  | c. | even distribution | |  | d. | stimulus sampling theory | |

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| 92. Kim has two children. She believes that as long as she treats them exactly the same, they will both grow up to have the same personality and intelligence level. Kim's idea resembles that of which philosopher?   |  |  |  | | --- | --- | --- | |  | a. | John Watson | |  | b. | René Descartes | |  | c. | Gottfried Leibniz | |  | d. | John Locke | |

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| 93. In a *double-blind* experimental design:   |  |  |  | | --- | --- | --- | |  | a. | the participant knows the hypothesis being tested. | |  | b. | the experimenter knows the hypothesis being tested. | |  | c. | both the participant and the experimenter know the hypothesis being tested. | |  | d. | neither the participant nor the experimenter knows the hypothesis being tested. | |

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| 94. As one reads a textbook, one does not consciously try to keep track of where all of the information is located. Yet, when there is a need to look something up, often one has a good sense of where it can be found in the textbook. What is *latent learning,* and how is it demonstrated by this example? |

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| 95. How can Charles Darwin's theory of natural selection be applied to human learning and memory? |

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| 96. Many people have had the experience of déjà vu, in which, on encountering a particular situation, they have a strong feeling that it has happened to them before. How might such a feeling be accounted for by William James's model of association? |

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| 97. Someone who is highly trained in distinguishing different faces might still make occasional mistakes when presented with a particular face. How might this be explained by stimulus sampling theory? |

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| 98. How would a behaviorist approach to studying language differ from a cognitive approach to studying language? |

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| 99. People raised in different cultures often exhibit different behaviors (e.g., perceptual, social, motivational). How would an empiricist account for such differences across cultures? How would a nativist account for the differences? |

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| 100. Design a memory study that tests one of the features believed to influence our memory (e.g., repetition, sleep, attention, relaxation). Include your hypothesis, description of the independent and dependent variables, design features (e.g., blind or double-blind design, experimental and control groups, placebo) that apply to the study, and biases for which you will need to control. |

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| 101. How would Aristotle's three principles of association explain how people come to associate *hero* and *villain*? |

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| 102. Describe how Ivan Pavlov used classical conditioning to study salivation in dogs. |

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| 103. Describe the methods Hermann Ebbinghaus used for studying memory and forgetting. |

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| 104. Explain why B. F. Skinner's form of behaviorism is called *radical behaviorism*. |

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| 105. If one has to study for an exam, what are four things one can do that will help improve one's memory for the material? |

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| 106. Give an example of how a parent might make use of the law of effect to get a child to clean up her room. |

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| 107. Suppose a dog is classically conditioned to salivate in response to a single clap. One can then measure the amount of salivation produced when presented with a double clap, and triple clap. In this example, what is the independent variable? What is the dependent variable? |

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| 108. Describe how the psychology of learning and memory has changed over time, starting in 400 BC until present day. What was the predominate theme in each era? How has each theme contributed to our current study of this field? |

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| 109. An experimenter is interested in determining whether drug X will improve people's memories. The experimenter administers drug X to one group and nothing to another group, and then measures how well each group can recall a passage of text. Explain how experimenter bias and subject bias could be problems in this study. How could each problem be overcome? |

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| 110. Explain why Edward Tolman was considered a neo-behaviorist. |

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| 111. How would a *distributed representation* account for why it is natural to consider an *office* *chair* and a *kitchen chair* as types within the more general category of "chair"? |

**Answer Key**

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| 39. b |

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| 40. c |

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| 41. b |

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| 42. b |

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| 43. c |

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| 44. a |

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| 45. a |

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| 46. d |

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| 47. d |

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| 48. d |

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| 49. a |

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| 50. b |

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| 51. b |

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| 52. c |

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| 53. b |

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| 54. a |

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| 55. c |

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| 56. a |

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| 57. a |

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| 58. d |

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| 59. c |

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| 60. c |

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| 61. b |

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| 62. d |

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| 63. c |

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| 64. d |

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| 65. a |

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| 66. b |

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| 67. c |

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| 68. d |

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| 69. d |

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| 70. d |

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| 71. a |

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| 72. c |

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| 73. a |

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| 74. d |

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| 75. c |

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| 76. b |

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| 77. c |

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| 78. b |

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| 79. b |

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| 80. d |

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| 81. a |

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| 82. b |

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| 83. c |

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| 84. c |

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| 85. a |

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| 86. c |

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| 87. a |

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| 88. b |

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| 89. d |

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| 90. b |

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| 91. b |

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| 92. d |

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| 93. d |

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| 94. Grading criteria: Define *latent learning* (learning that takes place, even when there is no specific training to obtain or consequence to avoid); in the example, there is no intent to learn and no need to demonstrate learning of where information is located; it is only when the information is needed that one shows that one has learned where it is. |

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| 95. Grading criteria: Convey main ideas that behavioral traits, as well as physical ones, are subject to evolutionary pressures, and that the ability to learn and remember is adaptive. Ideally, give examples of how these are adaptive qualities. |

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| 96. Grading criteria: Convey the idea that the current situation being encountered shares many elements in common with another situation that a person has experienced previously; because those common elements are activated, a "memory" or feeling of familiarity is evoked. These memories are interconnected in a memory model, where the current experience is connected to a previous experience. |

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| 97. Grading criteria: According to this theory, each stimulus (face) consists of many elements; as the faces are learned, only some of those elements are sampled (randomly) on each trial; and only the sampled elements become associated with the response. It may happen that on a particular trial, a subset of the elements is activated that has not yet been strongly linked to the correct response, thus leading to such an error. |

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| 98. Grading criteria: Behaviorism focuses only on explicitly observable behavior and stimuli—in the case of language, a behaviorist would focus on the physical aspects of the words and sounds presented (e.g., tone, frequency), the types of responses made (what words are spoken), and the presence or absence of rewards and punishments for saying the correct words. The cognitive approach focuses on internal factors—in the case of language, the cognitive focus would be on thought processes, underlying speech, comprehension, reasoning about text meaning, and neural processing of auditory and visual signals (letters, words, etc.). |

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| 99. Grading criteria: Convey understanding that empiricists emphasize that the differences are learned from the environment, while nativists emphasize that the differences are inborn. |

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| 100. Grading criteria: Includes accurate descriptions of a hypothesis, design features, and biases for the proposed study, as well as correctly identifies the variables in the study. Students may want to use information provided in the "Learning and Memory in Everyday Life: Top 10 Tips for a Better Memory" section for ideas for their study. |

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| 101. Grading criteria: (1) Contiguity—people see heroes and villains together or hear stories that include both heroes and villains; (2) frequency—people experience both words or concepts together many times; and (3) similarity—heroes and villains are both characters, archetypes, or individuals in a story. |

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| 102. Grading criteria: Include description of bell-followed-by-food stimulus and measurement of increased salivation in response to the bell alone. |

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| 103. Grading criteria: Include descriptions of learning and relearning, variation of delay between study and test, forgetting, retention curve, and measuring outcomes in terms of time savings. |

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| 104. Grading criteria: Convey the notion that Skinner believed all behavior was a result of learned responses—for example, even things like emotion and language involve simply making a learned response to a stimulus. |

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| 105. Grading criteria: Answer should discuss four of the "Top Ten Tips for a Better Memory." |

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| 106. Grading criteria: Must describe either positive consequences for cleaning up (e.g., a food reward, money, praise), or negative consequences for not cleaning up (e.g., grounding, taking away TV privileges). |

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| 107. Grading criteria: IV—clap rate, DV—amount of salivation. |

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| 108. Grading criteria: Includes accurate descriptions of the four major eras and themes: 400 BC–1880, philosophy and natural history have contributed principles of associative learning, memory networks, and evolution; 1880–1920, birth of experimental psychology has contributed experiments studying learning and forgetting ; 1920–1950, the reign of behaviorism has contributed to learning models and learning behaviors; 1950–present day, the cognitive approach has helped us use neuroscience to explore brain networks. |

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| 109. Grading criteria: Experimenter bias—if the experimenter knows which group received the drug, the passage might be read more slowly/clearly and/or their answers evaluated more leniently. Subject bias—if participants know the purpose of the study, they might act accordingly (e.g., those who receive the drug may try harder). A blind design will overcome the subject bias problem, and a double-blind design will overcome both problems. |

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| 110. Grading criteria: He believed in the importance of both internal representations and rigorous experimental control. |

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| 111. Grading criteria: Convey understanding that a distributed representation uses the same set of nodes to represent both concepts. Each type of chair activates a set of nodes; there will be areas of overlap between the nodes that are activated, and this overlap constitutes the more general concept. |