



**The Life Of The Mind:  
An Introduction To Psychology  
Richard Gerrig, Ph. D.**



**SUPERSTAR TEACHERS™**  
**The Teaching Company**



**Richard Gerrig, Ph. D.**  
**Associate Professor of Psychology, Yale University**

Richard Gerrig was born in Massachusetts in 1959, and received his bachelor's degree, summa cum laude from Yale University in 1980. He earned his Ph. D. degree in Psychology on a Stanford University Fellowship, as well as a National Science Foundation Pre-doctoral Fellowship.

From 1984 to present he has served as Assistant Professor of Psychology at Yale, teaching briefly in 1989 as a Visting Assistant Professor at Stanford. He earned the Arthur Greer Junior Faculty Prize, Yale University, 1987, and a Junior Faculty Fellowship, Yale University, 1988-1989. He is the 1990 Recipient of the Yale College-Lex Hixon '63 Prize for Teaching Excellence in the Humanities. He was nominated by the undergraduates.

He is a member of the American Psychological Association, American Psychological Society, Psychonomics Society, Linguistic Society of America and the International Pragmatics Association.

Gerrig's research interests include Cognitive Psychology, Psycholinguistics, processing and representation of speaker's meaning, comprehension of innovative and metaphorical language, and the cognitive experiences of narrative worlds. His current research, supported by a NIMH Grant, is investigating the processing and representation of speaker's meaning.

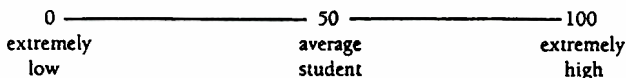
In addition to publishing over 17 articles, Gerrig has made over 13 professional presentations, and is often invited to colloquiums at colleges and universities such as Wesleyan and Smith Colleges, Tufts, Stanford, and Brown.

## LECTURE 1: INTERPRETING SOCIAL SITUATIONS

### I. Participant roles: Ross, Amabile, and Steinmetz

1. Questioner
2. Contestant
3. Observer

Rate the questioner/contestant's general knowledge.



Ratings of:

		Contestant	Questioner
Ratings made by:	Questioner	50	53
	Observer	50	83
	Contestant	41	68

**Fundamental Attribution Error:** People tend to underestimate the impact of situational factors and to overestimate the role of dispositional factors in controlling behavior.

---

### II. Why do incorrect beliefs persevere?

1. Biased search, recollection, and assimilation of information
  2. Formation of causal explanations
- 

### III. Factors influencing bystander intervention

1. Diffusion of responsibility
  2. Defining the situation through assessment of social cues
  3. Social modelling of behavior
- 

### IV. Self-fulfilling prophecies

1. Snyder and Swann
  - What would you do if you wanted to liven things up at a party?
  - In what situations do you wish you could be more outgoing?
  - What factors make it hard for you to really open up to people?
  - In what situations are you most talkative?

2. Participant roles: Curtis and Miller (1986)

- Target (is given "you were liked/disliked" bias)
- Perceiver (no information)

	Type of Bias	
	Liked	Disliked
<b>Target</b>		
How much you believe other likes you	5.1	3.5
How much you like the other	5.6	3.8
<b>Perceiver</b>		
How much you believe other likes you	5.3	3.6
How much you like the other	5.7	3.8

(Ratings are on a 7 point scale, where 7 is the greatest amount of the attribute)

Why are these prophecies self-fulfilling?

1. People test hypotheses by preferentially searching for behavioral evidence that will confirm them.
2. These search procedures alter real social interactions so that confirmation is found for the hypotheses.

## LECTURE 2: COPING WITH SOCIAL INFORMATION

### I. Foot-in-the-door: Freedman and Fraser

		Task	
		Similar	Different
Issue	Similar	76%	48%
	Different	48%	47%

One contact: 17%

---

### II. Door-in-the-face: Cialdini, Cann, Sherman, and Elkes

		Ask for Moderate	
		Immediately	Delay (one week)
Big-Moderate		90%	29%
Small-Moderate		78%	70%

One Contact: 50%

---

### III. ...but that's not all: Burger

		Original	That's Not All!
		Cupcakes & Cookies	40%
%1.00 --> \$0.75	44%	73%	

---

### IV. Heuristics: Kahneman & Tversky



#### 1. Availability

----- N  
----- I N G

"r" in initial position?

"r" in third position?

What is the more frequent cause of death?

Accidents or diseases?

Homicide or suicide?

Drowning or fire?

## 2. Representativeness

Bill is 34 years old. He is intelligent, but unimaginative, compulsive, and generally lifeless. In school, he was strong in mathematics but weak in social studies and the humanities.

Rate the following possibilities:

Bill is an architect.

Bill is an accountant.  $P(A)$

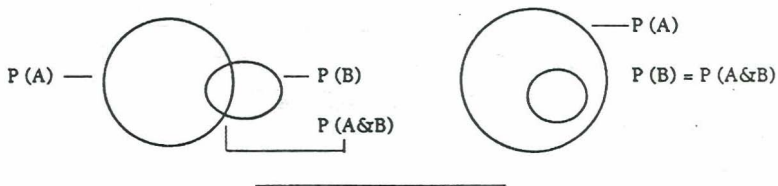
Bill plays jazz for a hobby.  $P(B)$

Bill surfs for a hobby.

Bill is an accountant who plays jazz for a hobby.  $P(A \& B)$

Bill climbs mountains for a hobby.

Bill is a physician who plays poker for a hobby.



What's the probability of there being a massive flood in which 1000 people drown?

What's the probability of an earthquake causing a massive flood in which 1000 people drown?

V. Mullen, Futrell, Stairs, Tice, Baumeister, Dawson, Riordan, Radloff, Goethals, Kennedy, and Rosenfeld

		Watched	
		ABC	CBS & NBC
Voted for	Reagan	80%	62%
	Mondale	20%	38%

## LECTURE 3: COGNITIVE PROCESSES AND MEMORY

### I. The cat is on the mat:

Mrs. Anderson: "The cat is on the mat."  
Mr. Anderson rises and lets the cat out.

"Who won the race?"  
"The cat is on the mat."

"Is it safe to pull out of the driveway?"  
"The cat is on the mat."

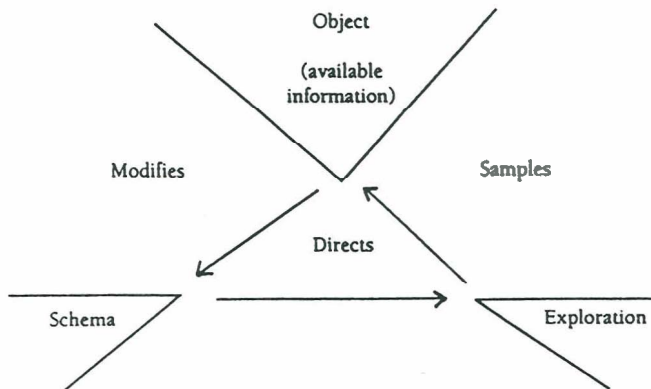
1. Most instances of cognitive processing require that information from memory be used to supplement information from the external world.
  2. We are very sophisticated at doing this.
- 

### II. Perception

1. What's this?



2. Neisser's "Perceptual Cycle"



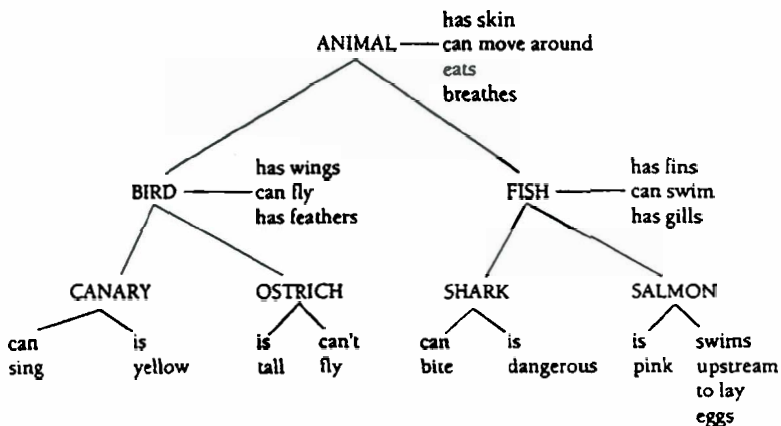
### III. Memory structure

#### 1. Similarity: Meyer and Schvaneveldt

BREAD  
BUTTER

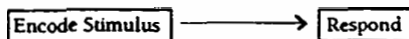
NURSE  
BUTTER

#### 2. Non-redundant memory storage: Collins and Quillian

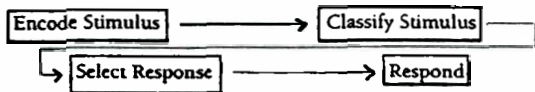


#### 3. Reaction time as a measure of mental process

Simple Reaction Time:



Choice Reaction Time:



### IV. Moment-by-moment models of language processing

To understand an utterance:

- 1.
2. ....



The "Standard Pragmatic Model":

Recover literal meaning

Is that meaning enough?

If not, do other things (indirect speech, sarcasm, metaphor, idioms,...)

"Sure is nice and warm in here." Gibbs

Literal context:

Martha went over to her sister's house.

It was freezing outside and Martha was glad to be inside.

She said to her sister,

"Your house is cozy."

"Sure is nice and warm in here."

Sarcastic indirect request context:

Tony's roommate always kept the windows open in the living room.

He did this even if it was freezing out.

Tony kept mentioning this to his roommate but to no avail

Once it was open and Tony wanted his roommate to shut it.

Tony couldn't believe that his roommate wasn't cold.

He said to him,

"Sure is nice and warm in here."

---

## V. Moment-by-moment perception

"Subliminal perception:" Marcel

Types of judgments:

1. Word/blank field?
2. Which one is similar geographically? alien alarm igloo
3. Which one is similar semantically? warning blender



## 2. Word meaning

•Markman and Hutchinson:

Standard:	Tennis shoe	Taxonomic Choice:	High-heel shoe
		Thematic Choice:	Foot

### No Word Condition

"See this? Find another one that is the same as this."

Taxonomic choice: 59%

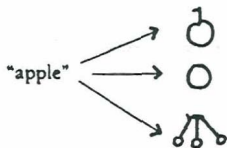
### Novel Word Condition

"See this? It is a sud. Find another sud that is the same as this sud?"

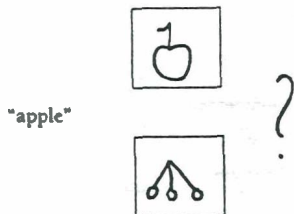
Taxonomic choice: 83%

•Thomson and Chapman:

### Production



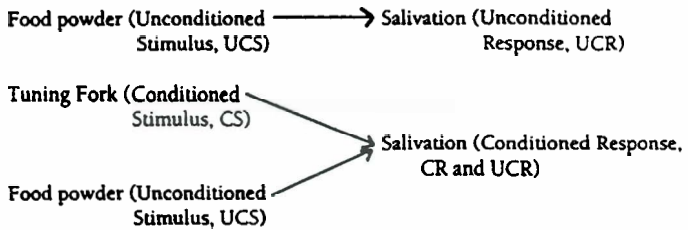
### Comprehension



## LECTURE 5: BRAIN AND BEHAVIOR

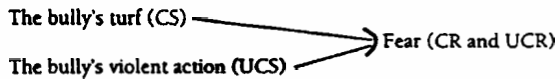
### I. Classical conditioning

#### 1. Pavlov's preparation:

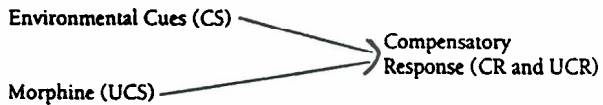


#### 2. Real-life instances of classical conditioning

##### • The bully



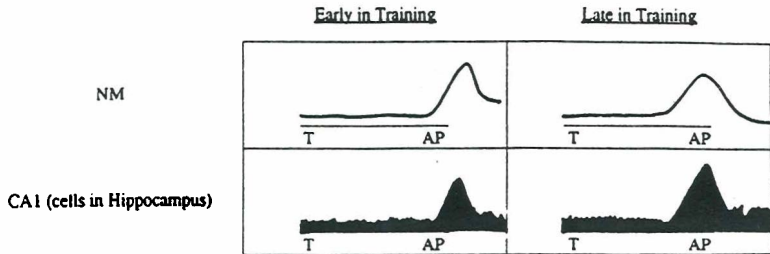
##### • Drug tolerance: Siegel



	Environment	Morphine	Control
Paw-withdrawal	Same	113	63
	Different	280	81
Paw-lick	Same	10	11
	Different	23	14

3. Brain basis of classical conditioning: evidence from the hippocampus: Thompson, Berger, Berry, Hoehler, Kettner, and Weisz

Tone (CS) → Closing of Nictitating Membrane (NM; CR & UCR)  
 Airpuff (UCS) →



II. Declarative versus procedural knowledge

1. The Stroop Effect

UPPER	LOWER
lower	upper
UPPER	upper
UPPER	LOWER
lower	upper
UPPER	LOWER
lower	upper
lower	LOWER

2. Practice effects with brain damaged individuals: Cohen and Squire

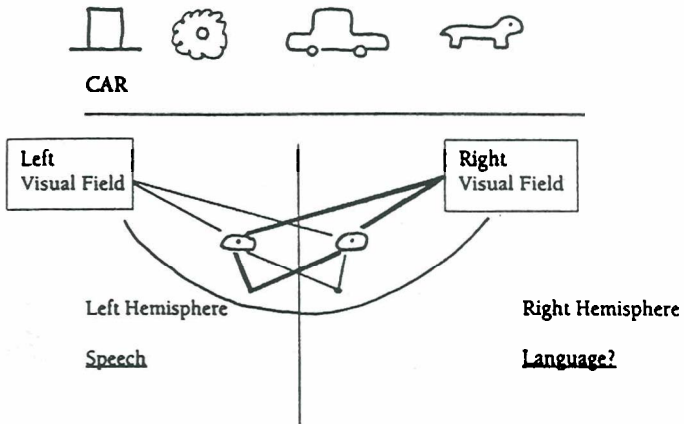
APPLE - FISH - BICYCLE

3. Implicit versus explicit memory: Graf, Squire, and Mandler

B A S \_ \_ \_

1. What word did you see before?
2. What is the first word that comes to mind?

### III. Language processing in the left and right hemispheres: Gazzaniga and Sperry



## LECTURE 6: PERSONALITY AND INDIVIDUAL DIFFERENCES

### I. Freud's theory of personality development

1. The id, ego, and superego
  2. Stages of development
    - The oral stage
    - The anal stage
    - The phallic stage (the Oedipal complex)
- 

### II. Social learning theory: Bandura

#### 1. Contingencies of reinforcement

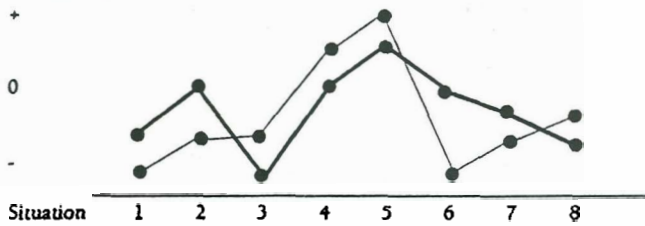
	Stimulus Presented	Stimulus Removed
Pleasant Stimulus	Positive Reinforcement +	Omission -
Noxious Stimulus	Punishment -	Escape (Negative Reinforcement) +

#### 2. But, kids think: Lepper, Green, and Nisbett

- Expected award
- Unexpected award
- No award

### III. What can we predict from a person's "personality?": Mischel and Peake

Conscientiousness:



First observation period, ———

Second observation period, ———



## LECTURE 7: VARIETIES OF ABNORMAL BEHAVIOR

### I. "Normalcy"

- There are certain types of behavior societies chose to label as abnormal
  - What matters is context and intentions
- 

### II. Schizophrenia: loss of touch with reality

1. Disturbed affect
2. Perceptual difficulties: Mintz and Alpert

"The water is too cold."

Control subject, reports with great uncertainty, "Nobody likes me."

Hallucinating schizophrenic, reports with great certainty, "Remember me please."

Controls: 0.92

Non-Hallucinating Schizophrenics: 0.84

Hallucinating Schizophrenics: 0.54

3. Disordered thought
- 

### III. Depression: "the common cold of psychopathology"

#### 1. Symptoms

- Disordered thought
- Disordered emotions
- Lack of motivation

#### 2. Focus on disordered thought

##### a) Aaron Beck:

- i. Arbitrary inference
- ii. Selection abstraction
- iii. Overgeneralization
- iv. Magnification and minimization

##### b) Explanatory style: Martin Seligman

###### Dimensions of explanations:

- i. Internal vs. external
- ii. Stable vs. unstable
- iii. Global vs. specific

IGS explanation: "I'm incapable of doing anything right."

c) Metalsky, Abramson, Seligman, Semmel, and Peterson:

IGS style & bad grade\*  $\longrightarrow$  depression

IGS style & good grade\*  $\longrightarrow$  depression

no IGS style & bad grade\*  $\longrightarrow$  depression

\*as a function of students' expectations

### 3. Attributional therapy: Wilson and Linville

	Control	Treatment
Males	-.18	.22
Females	.13	.26

(the measure is change in GPA)

## LECTURE 8: PSYCHOPATHOLOGY AND TREATMENT

### I. Commonalities among psychotherapists: Jerome Frank

1. Special relationship between sufferer and help-giver
  2. Locale designated as place of healing
  3. Explanatory system
  4. Procedure to gain relief
- 

### II. Freudian therapy

1. The root of illness is the unconscious
2. Transference

**Patient** (a fifty-year-old male business executive): I really don't feel like talking today.

**Analyst** (Remains silent for several minutes, then): Perhaps you'd like to talk about why you don't feel like talking.

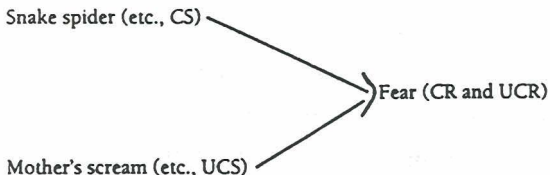
**Patient**: There you go again, making demands on me, insisting I do what I just don't feel up to doing. (Pause) Do I always have to talk here, when I don't feel like it? (Voice becomes angry and petulant) Can't you just get off my back? You don't really give a damn how I feel, do you?

**Analyst**: I wonder why you feel I don't care.

**Patient**: Because you're always pressuring me to do what I feel I can't do.

---

### III. Behavioral treatment of phobias



#### Treatment methods

1. Systematic desensitization
2. Modeling
3. Flooding

**SUGGESTED READING TO ACCOMPANY  
THE LIFE OF THE MIND: AN INTRODUCTION TO PSYCHOLOGY**

1. **The Social Animal** by Elliot Aronson. W.H. Freeman and Company.

Although this was written as a textbook, it is a highly accessible introduction to general topics in social psychology.

2. **Influence: Science and Practice** by Robert Cialdini. Scott, Foresman & Co.

Cialdini describes much of the major research on social influence through examples with immediate relevance to everyday life.

3. **The Mind** by Richard M. Restak. Bantam Books.

The companion volume to the PBS series, this is a gentle introduction to interactions of the brain and behavior.

4. **Cognitive Psychology and Its Implications** by John R. Anderson. W.H. Freeman and Company.

Once again, this is a textbook that should serve to inform interested non-expert readers.

5. **Words in the Mind** by Aitchison. Basil Blackwell.

Aitchison provides an introduction to a more specific issue in cognitive psychology, namely how we acquire, store, and use the words of our language.

6. **Judgment Under Uncertainty: Heuristics and Biases** edited by Daniel Kahneman, Paul Slovic, and Amos Tversky. Cambridge University Press.

A number of prominent researchers contributed to this volume. The book considers the range of situations in which we must make judgments in uncertain circumstances.

7. **Children's Thinking** by Robert S. Siegler. Prentice-Hall.

This textbook provides insights into the ways children come to understand their world.

8. **Social Development** by Joan E. Grusec and Hugh Lytton. Springer-Verlag.

Another textbook, this volume reviews important research relevant to parenting issues.

9. **Theories of Adolescence** by Rolf E. Muuss. Random House.

This textbook should help parents better understand this difficult time in their children's lives.

10. **Introductory Lectures on Psychoanalysis** by Sigmund Freud. W.W. Norton & Co.

Freud's own introduction to his ideas. The text is rather dense, but it's worth the effort to get a sense of the flow of his theory.

11. **Freud for beginners** by Richard Appignanesi. Pantheon Books.

This is a surprisingly accurate and very delightful introduction to Freud's ideas.

12. **Persuasion and healing** by Jerome D. Frank. Schoken Books.

A review of the common forces that underlie various techniques of psychological healing.



TM

**1-800-TEACH-12**

**1-800-832-2412**

**The Teaching Company™**

**POB 3370, Dubuque, IA 52001-3370 Phone (800) 832-2412**

**© 1992 The Teaching Company Limited Partnership**