

I. Multiple Choice (1 pt. each)

___1. Which of the following has been argued for by ecological psychologists?

- A. Although psychologists often focus on cognition and the brain, people's actions are actually controlled by the environment
- B. Cognition must constantly contend with the uncertainty of the world, since our perceptions are always interpreting what is really going on.
- C. Our perceptual abilities exist primarily because of specialized sensory organs and a specialized nervous system.
- D. Psychology studies animal-environment integrity, not isolated brains, bodies, or behavior.

___2. Which of the following fits an ecological approach to psychology as developed by Gibson and others?

- A. Unlike behaviorism which focuses on behavior, and cognitivism which focuses on thinking, ecological psychology focuses on emotion.
- B. Seeing begins with a retinal image, which must be processed in the brain, so that memory and imagination can be brought to bear, elaborating the available sensory information.
- C. Perceiving is an activity of the entire organism.
- D. Although humans have agency, and act with intelligence and purpose, other animals do not.

___3. Research done on haptic perception by Gibson, Turvey, and others has shown that:

- A. haptic perception of shapes and textures is not nearly as accurate as vision
- B. haptic perception using both hands indicates that the brain must store and integrate not only a haptic image from each hand, but from each finger of each hand
- C. haptic perception is reasonably accurate in identification when the whole object may be grasped, but not when the object must be manipulated over time
- D. the length of rods may be perceived accurately just by 'passively' holding them at one end

___4. When Gibson went up in a plane for the first time to study pilots' perception:

- A. he was affected by the motion of fluids in his inner ear, which left him confused about whether and how the plane was moving
- B. he found that although he was not as good as experienced pilots, he was quite good at seeing what was going on
- C. he found that looking while one was really flying is completely different from films showing what a pilot is looking at when she or he is flying
- D. all of the above

___5. An ecological approach to psychology would support which of the following?

- A. A normal organism is in a dynamical state of equilibrium.
- B. Actions are often reactions to the tensions that emerge between cognitions and emotions.
- C. Action and perception are basic, and are not caused, but are purposive and intelligent.
- D. Actions are byproducts of rule-following, interpretive relationships between the environment and the animal.

___6. Hodges & Lindhiem did studies of people walking across uneven steps with gaps between steps. They found that:

- A. People paid no attention to the depth of the gaps they were crossing.
- B. People could recognize whether walkers were males or females.
- C. When people saw point-light versions of the walkers, they could identify who was walking more carefully due to the nature of the object they were carrying
- D. When people watched films of the walkers, they found that people were not very accurate in estimating the weight of the objects that were being carried

___7. According to values-realizing theory, evil emerges whenever we:

- A. deny the relevance of values
- B. isolate one value and treat it as a goal
- C. arrange values in some fixed hierarchy
- D. all of the above

___8. Which of the following is *not* one of the reasons that reinforcement theories and rational-actor theories of motivation and emotion are inadequate?

- A. while people sometimes engage in esoteric actions (e.g., building sandcastles), these actions are not biologically prepared in the way that needs for food, sleep, and safety are
- B. humans continually judge the implications of their actions, feelings, and thoughts
- C. claiming happiness motivates people does not decide which *happiness* to pursue
- D. much of what people do every day is not comfortable or pleasurable

___9. Goal seeking and achievement are inadequate for explaining our actions, for all of the following reasons *except*:

- A. goals cannot legitimate our actions without an infinite regress
- B. goals cannot solve the problem of coordinating multiple goals
- C. goals, once adopted, do not change, which is a problem for adaptability
- D. goals are often in conflict with one another and that cannot be resolved by goals themselves

___10. Hodges and Geyer's reinterpretation of the Asch experiments:

- A. focuses on values such as truth and social solidarity
- B. agrees with Asch that the best thing participants could have done in the situation was to ignore other people and give the correct answer every time
- C. suggests that the most important fact for understanding what went on in the Asch experiments is that the people in the experiment were undergraduates whose moral development was incomplete
- D. all the above

II. TRUE (+) or FALSE (0) – Put your answer IN MARGIN, TO LEFT OF NUMBER (1/2 pt. each)

1. Although people are fairly good at detecting the true weight of objects lifted and carried by others, they are easily fooled by trained actors, mimes, and other expert “illusionists.”

2. Jackie Goodnow's research showed that parents usually try to help their children learn responsibility by explaining the importance to them of following rules and being fair, although sometimes they do it by carefully and consistently rewarding good behavior.

3. Hodges suggested that the very oddness of a parent's behavior may invite a child to begin to care about others (e.g., the parent), and the oddness may make the “lesson” more memorable.

4. Gibson thought it outrageous that people considered *photons* more real than the *ground* they walk on.
5. When we are trying to realize multiple values such as clarity and comprehensiveness, we have to face the fact that there are unavoidable tradeoffs: More clarity means less comprehensiveness.
6. Values provide the “good faith” context for working out the application and revision of rule-systems that we invent.
7. Hodges thinks one of the most common ways we fail to realize values is by being inconsistent.
8. Young children (e.g., 15 months old) show surprise at unfair distributions of goods.
9. In defining values, Hodges & Raczaszek-Leonardi contrast values with inductive thinking (“opinions”) and deductive thinking (“facts”).
10. According to Hodges, values are universals that are innate to all human beings and provide a foundation for all moral judgments.
11. In studying earthworms Darwin discovered that environmental conditions, such as whether the air was moist or dry, did not affect how the animals went about constructing their burrows.
12. Earthworms and other creatures without a central nervous system are capable of reflex behavior, but not adaptive intelligence.
13. As Hodges demonstrated, although “I speak fluently English” is grammatically wrong, “I speak fluently French” is not wrong.
14. One of the patterns that children can notice while sitting in their high chair eating is the pattern of powerful, free people serving less powerful, less free individuals.
15. Two of the goods realized by highchairs are efficiency and equality.
16. One important factor that may contribute to depression is perfectionism.
17. A sense of loss usually generates fear.
18. Occlusion that is reversible provides an appreciation of the spatial layout surrounding us.
19. The point-light demonstrations shown in class illustrated that sensationless perception is impossible.
20. Goldfield, Kay, & Warren’s study of children in jolly jumpers illustrated that the ability to jump (or bounce) is as much in the environment as in the child.
21. *Affordances* is Gibson’s word for referring to the energy expenditures of the activities involved in perceiving.
22. Studies by ecological researchers, such as Lee, on how humans and other animals control their actions (e.g., birds landing on tree branches, humans stopping their autos) reveal that it involves rapid unconscious calculations of speed, distance, and the forces needed to alter speed.
23. In the jolly jumper study, children discovered the affordances of a novel task without any instructions or models, and without any evolutionary preparation or genetic pre-tuning for the task.

24. According to Gibson, the most compelling question facing psychologists is, “Given our enormous abilities, how is it that we are so often subject to illusion, distortion, and bias in our understanding of the world?”
25. Three themes articulated by Gibson in his three major books were that (1) movement helps perceiving; (2) perceivers are in direct contact with their environment, including through vision; and (3) animals and their environments are part of a system, where the environment affords possibilities for good (or bad) actions.
26. Research has shown that people can watch the actions of a person and tell what their intentions are, even if those intentions are to deceive the observer.
27. The research on gannets (which dive for their food) was described in class to illustrate that animals often seek goods (in this case, fish) that are hidden (below the surface of the water).
28. Values, according to Hodges, govern rules and “answer to laws.”
29. Ecological psychology tends to see the world as ambiguous and overwhelming.
30. The group of participants in Asch’s study that Hodges & Geyer found most interesting were “the forgotten defenders of the truth,” those people who never agreed with the incorrect answers of the majority.
31. Asch claimed that a fundamental theme in his psychology was the “need to belong,” and he noted psychologists “determined opposition” to such claims.
32. Gibson described his life’s work as “moving toward a psychology of goal-seeking.”
33. Hodges argues that one of the most damaging aspects of many approaches to psychology is that they fail to maintain the proper order of values, from more important ones to less important ones.
34. *Values* in the sense that Hodges uses the term refer primarily to conscious commitments to social and moral norms.
35. According to Hodges, the old view of memory was that its function was to maintain self-esteem, but the real value of remembering is keeping an accurate account of the past.
36. One of the myths about emotion is that emotion is uncontrollable.
37. Good parents realize that they, not just their children, answer to values.
38. Complexity in remembering refers to the increasing confusion of memories of events as we get older, so that only the “themes” remain.
39. The prodigal son story illustrates that remembering can be an act of identification, self-criticism, and hope.
40. Researchers have found that expert pianists do not play the notes of a chord simultaneously.
41. Values make claims on the perceptual and behavioral activity of animals, including humans, rather than being created or chosen by them.

42. Caretakers' actions during meal times with young children seem to embody the belief that children have to be carefully guided through each step of the eating process so that they learn to do the right thing.
43. The field of safe travel is defined primarily by the "rules of the road" (i.e., the traffic system).
44. According to Hodges, to isolate a single value and treat it as a goal (e.g., "the only thing that matters is justice") undermines other values, leading to the chosen value itself being undermined.
45. The story told Hodges about Lia, the Hmong girl whose seizures were treated by an American doctor, illustrated that caring for others demands that we set our cultural prejudices aside and treat each person (i.e., patient) the same.
46. Emotion has two essential meanings: (1) humans are not simply rational thinkers; and (2) it is the interpretation of our bodily sensations that creates the feelings that we call "emotions".
47. In time perception studies, Hodges & his colleagues discovered that kilograms produced a magnitude effect, but grams did not, regardless of whether one was thinking about lifting that much weight, or was imagining that they were a toxicologist measuring small amounts of poison.
48. The "field of safe travel" was given that name by Gibson because safety must always be the primary concern when one is driving.
49. According to Hodges, emotions are cognitive interpretations of bodily sensations that are reactions to what we like and dislike in the situation in which we find ourselves.
50. Hodges believes that children who hear enigmatic statements or who witness outrageous behaviors by their parents are being prevented from learning to realize values, since there is too little clarity about what is going on to be useful to the child.
51. Juggling is best when the juggler learns to follow a few simple heuristics and find a "sweet spot" or a "comfort zone" that is determined by lawful constraints.
52. A central aspect of emotions is that they are perceptions of the tension (or fit) between what is and what ought to be.
53. If people are asked to move a dowel from one place to another, they nearly always do so with their dominant hand.
54. According to Hodges, psychology has almost entirely ignored the way in which humans collectively remember events.
55. *Remembering* turns to the one real past and considers multiple possible readings of it, then tries to discern which of these is best.
56. Perfect order and perfect chaos provide no basis for remembering.
57. Remembering can change over time in ways that make it more truthful, not less so.
58. Grasping a light bulb and grasping a tennis ball may seem different, but the actual movement patterns are virtually the same.

59. Hirst describes a patient with brain-damage who remembered himself as a lumberjack in his verbal descriptions, but his actions and attitudes “remembered” that he had been an executive in a paper company.
60. Perhaps the most shocking shortcoming of remembering is when it only achieves accuracy.
61. The metaphor for memory that Hodges encourages psychologists to adopt is to think of memory as like the various departments of government in Washington that help to guide the nation’s activities.
62. Mimicry is automatic; we do it without realizing it, no matter what else is going on.
63. The von Restorff effect illustrates that what we remember are themes, not details.
64. Your professor proposed that remembering is a form of thinking like imagining.
65. *Remembering* is the act of awareness of something perceived, felt, or done, not “then and there,” but “here and now.”
66. In his prison simulation, Zimbardo found that people assigned to be prisoners quickly became “helpless” and people assigned to be guards became “abusive.”
67. The moral dimension of music was illustrated by discussing artists who sing songs whose words they do not believe.
68. Music is a distributed activity that emerges from the composer, the score, the performer, the audience, the concert hall, etc., all working in concert.
69. The study of people who listened to parts of a Bach chorale (a four-part harmony) illustrated that people can only remember what they hear, even if it does not entirely make sense.
70. Perhaps the most crucial function of remembering is that it helps humans to repent, to hope, and to be true to their vocation and their identity.
71. “Practice makes perfect” is true because repetition is crucial for memories to be stamped in.
72. Valsiner’s study of young children’s meals revealed that utensils (e.g., forks, cups, highchairs) are simply cultural artifacts that have little or no effect on the universal patterns of eating that are observed around the world.
73. The developmental research reviewed by Hodges suggests that moral development largely occurs by patient teaching of moral principles by parents, repeatedly, over many months and years.
74. Emotions acknowledge our neediness and incompleteness before parts of the world that we cannot control.
75. “Frustration.” as it was described in class, is the inability of any biological or psychological system to satisfy fully all the requirements placed on the system’s activity.
76. According to Hodges, values have nothing in common with either laws or rules.
77. Tolerance is not a value, according to Hodges; rather, it is a failure to acknowledge the value of accuracy.

78. It is typical of people to argue vigorously about opinions, while they rarely do so about facts.
79. According to Hodges, values are quite real demands placed on us as physical beings, embedded in and responsible to and for our environments.
80. All skilled actions are in an important sense frustrated.
81. One irony of many scientists is that while they deny the existence of good and evil, right and wrong, as scientifically meaningful, their own behavior as scientists cannot be explained without reference to such matters.
82. Hodges believes complexity is an inevitable part of our experience, but it is not something that we believe is a good, or something to be sought.
83. According to Hodges, values are personal, social, and biological preferences.
84. As a simple “first example” of values-realizing action that challenges the common claim of a fact-value gap, Hodges offered the action of carrying.
85. What makes music *music* is the subjective experience of the listener.
86. In the baby-carrying experiments done by Hodges & Lindhiem, value is localized – it is in the child, or the groceries, or in the trash.
87. Values are a horizon of sorts, or a set of boundary conditions that organize and direct activity.
88. Women are more accurate than men in time to contact judgments (e.g., stopping for a car in front of you).
89. Children are slow to trust others, but once they overcome their fear of strangers, they often are not careful in assessing the truth claims of others.
90. One of the best ways to make values “visible” methodologically, is to “stress the ecosystem,” by creating tensions between physical, social, and/or moral constraints on the system.
91. According to Hodges, the natural attitude of our emotional lives in a fallen world is one of gratitude.
92. Laws are small-scale, local space-time stabilities.
93. Our lives are emotional because the world is incomplete and it demands our responsible action.
94. Values are self-revealing, but they are revealed only in ongoing learning and development.
95. Although classical conditioning and operant conditioning show no signs of values-realizing, insight, imitation, and dialogue do.
96. The “bachelors story” your professor told illustrated the claim that failing to follow the rules of language usually leads to confusion and misunderstanding.
97. Ecological psychological psychologists believe that the world publicly reveals itself to its inhabitants through their activities, rather than being some private constructive process, so that we are able to *share* the world and *coordinate* our actions.

98. Harry Heft did studies showing that people were most accurate in judging how far they could reach to pick up an object if they concentrated on making the judgment and were not distracted by how much time they had or the larger activity in which they were engaging.
99. Walking is an innate, neurally controlled skill of the body, which emerges in a fixed developmental pattern.
100. One of the most common mistakes made in research, even among ecological researchers, is focusing on too many values rather than making the hard choice of what is the most important value in the situation.
101. In the study of moral exemplars done by Colby & Damon, it was found that these exemplary people were wracked by doubt, and often had long periods where they wrestled courageously with moral dilemmas, but then were able to take “a leap of faith” that others followed.
102. Hodges argued that what are often identified as “errors” (e.g., inaccuracy in time-to-contact judgments or in reaching tasks) are rule-defined, rather than being failures to realize values.
103. Thelen found that when infants begin to learn to reach for a target, they all showed the same underlying pattern of dynamics, despite the differences between babies that appear to the casual observer.
104. Thelen found that she could make walking suddenly appear in a child by changing their posture or by placing them in water.
105. Two-month old babies cooperatively and selectively stiffen their body prior to being picked up.
106. Research on children has found that children have little sense of fairness until after they have started attending kindergarten or some other form of social interaction where there are rules about sharing.
107. The Cartesian theater is a metaphor for the belief that we do not really see the world, but only representations of it.
108. One of the many problems with views of vision that implicitly assume a homunculus is that it leads to an infinite regress.
109. Gibson found that students could learn to differentiate similar wines from each other over a short amount of time simply by repeatedly tasting them, with no feedback from the experimenter about their accuracy.
110. The speaking-from-ignorance effect is the tendency of people who lack first-hand knowledge about a topic to repeat what other people who are well informed have said.
111. A child that learns only to be compliant is ill-prepared for addressing the challenges of a changing world.
112. Actions are always, in some sense, movements from *is* to *ought*.
113. Perhaps the best way to understand what values are is to see them as our beliefs about what we ought to do.
114. Values-realizing action often requires that we bend or break rules that are ordinarily followed.

115. One of the key claims of values-realizing theory is that for each situation we face, there is one and only one right way of acting, and our task is to determine what that is.

116. Values reveal themselves over time; thus, for example, our understanding of justice or clarity can increase as history unfolds and we learn from our experience.

117. When parents carry children, they always carry them more carefully than other things, such as groceries or trash.

118. Older drivers and those with impaired vision tend to underestimate time-to-contact, compared to other drivers.

119. Complexity is the re-objectifying of some aspect of the world we thought we had comprehended clearly and coherently.

120. Surprisingly, very young infants only reach for objects that they can actually grasp, even when there is another person present, suggesting that they have remarkably accurate depth perception.

121. “Working to rule” is a way that people can demonstrate their acceptance of authority.

122. “Heterarchical” means that multiple values are involved in any given action without control being vested in any one of them; each value is constrained by all the others.

123. Values are closely tied to consciousness; without self-consciousness, there can be no values.

124. Hodges 4 C’s (clarity, coherence, comprehensiveness, and complexity) can be applied to learning, remembering, evaluating scientific theories, language, art, and our identity as humans and as Christians.

125. People want to speak truthfully, not just correctly, and they want to speak cooperatively, not just agreeably.

126. Two exceptions to the finding that people will dissent from others when truth is at stake are: (1) friends conform more than strangers; and (2) children conform more than adults.

127. Careful studies of real conversations have found that people repeat others’ syntactic constructions (i.e., grammatical patterns) less than expected by chance.

128. Milgram did many more experiments than most people realize, but he found that, regardless of the relationship between the “teacher” and the “learner,” a large majority of participants “shocked” learners to the very end of the experiment.

129. “Standing still” is not really possible.

130. Ross and her colleagues found that mothers of children who were squabbling over toys were quick to intervene, defending the rights of their own children, but willing to explain to the other child the meaning of “ownership,” and its importance in sharing.

131. Columbus heading for China and running into America illustrates complexity.

132. There is a field of safe travel whether a driver is looking where he or she ought to be or not.

133. Anger handled properly-- proportionate to the victim and the perpetrator-- affirms the moral order.

134. DeRivera has proposed that evil is found whenever we let fear dominate love.

135. In Valsiner's studies of children eating in highchairs, the designs of cups for children to drink from are rule-governed in the way the cups are decorated.

136. We cannot change the past, but we can alter how we remember it, in ways that increase integrity and virtue.

137. When an activity becomes both regular and irregular, it is a sure sign that the activity is in "crisis" and needs to be recalibrated.

138. Hodges suggested our primary responsibility with respect to remembering is to keep our memories of prior events stable and constant; otherwise, there is no way that we can trust their accuracy.

139. Remembering is often a form of consciousness-raising, marking significance and sacrifice.

140. "When the leaves fall, I'll fall" was a remembrance that was prompted by sweeping leaves, but in hindsight, it appeared as though it may have been a "prophetic statement" of a coming death.

III. Extra credit (3 pts.) Please write a few sentences (on the back of this sheet) indicating what you found to be the most interesting or helpful idea(s) that you encountered in this section of the course.