**Psy 462 Experimental Analysis of Behavior**

**Spring, 2021**

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Discussion Questions for 1/14/2019

**Romanes Reading.**

1. How does Romanes describe the cat? Is this a scientific description? Why or why ot?
2. How does Romanes describe the intelligence of the cat. What kind of evidence does he provide? Would we accept this evidence today?
3. Do you think Romanes is going beyond his data when attributing cognition to the cat? Why or why not?
4. What “instruments” do cats have, and why, like the elephants and monkeys, is this important for Romanes and this “theory” of animal intelligence?

**Pavlov**

**Lecture 1:**

1. Pavlov describes the cerebral hemispheres and their function in great detail. Was he correct in his characterization?
2. How does Pavlov describe psychology, and what opinion do you believe he has about psychology? Is this characterization still true today?
3. He describes all behavior as beginning with a reflex. He also characterizes all behavior as beginning with instinct. Do you agree or disagree?
4. According to Pavlov, what, exactly IS a reflex and how does it occur?

**Lecture 2.**

1. In the first paragraph, 14th line: “The complex conditions of everyday existence require a much more detailed an specialized correlation between the animal and its environment than is afforded by the inborn reflexes alone. This more precise correlation can be established only through the medium of the cerebral hemispheres….” Do you agree with this statement? What is he trying to really say?
2. What are the “Alimentary reflex” and “mild defence reflex”? What are their 2 distinct components?
3. Why did Pavlov choose salivation as a dependent variable?
4. Pavlov describes the problem of confounding variables….what does this tell us about conditioning?
5. How did Pavlov arrive at calling the signaling cue a “conditioned reflex” and the inborn cue an “unconditioned reflex”. Do you agree with his argument? Why or why not?
6. Under what conditions can the conditioned reflex come to elicit the unconditioned reflex? Is he describing generalization and discrimination?

**Lecture 3.**

1. The italicized sentence at the top states that this lecture describes “agencies which can be used as conditioned stimuli” and inhibition of conditioned reflexes as external inhibition. What are these agencies?
2. What are secondary conditioned reflexes?
3. Summarize the experiments Pavlov describes to characterize secondary conditioning.
4. Pavlov makes suggestions as to what is happening on a neural level in the brain. Was

 he on the right track?

1. What is a trace conditioned reflex? A short-trace reflex? A long-trace reflex?
2. Pavlov describes the importance of central inhibition and direct, indirect, internal or external inhibition. Did he get this correct?
3. Why is understanding this inhibition so important for understanding classical conditioning?
4. What are “extra stimuli” and how do they affect the conditioning setting?
5. He extends his discussion on inhibition to indirect and external inhibition and temporary inhibitory stimuli, then temporary versus permanent external inhibition. Why is this important?

**Lecture IV.**

1. Lecture IV is all about extinction. But he begins by discussing internal inhibition. How are these two concepts related?
2. How does one get a smooth extinction curve? Is this easy? What events or stimuli disrupt the process and produce a bumpy curve?
3. Pavlov discusses how complex extinction is….there must be primary extinction, but secondary extinction also occurs. One must deal with homogenous conditioned reflexes and heterogeneous conditioned reflexes. In real life, what implications does this have for extinction?
4. Pavlov points out that “there are simultaneous existence of several different reflexes, leading of course to an interaction between them which resulted either in predominance of one or another reflex or in their mutual neutralization”….why is this important to understand about extinction, and what applied implications might this yield
5. Is extinction an active or passive process?

**Lecture V.**

1. This lecture focuses on internal inhibition and conditioned inhibition. What are these?
2. Why is conditioned inhibition so important for classical conditioning as a research method and for the organism in general?
3. What events or stimuli affect the development of conditioned inhibition or a positive conditioned reflex?
4. Pavlov notices that not all dogs react the same way….he groups dogs into three kinds of reactions/development of conditioned inhibition. Why do you think this occurred?
5. Pavlov describes an inhibitory after-effect. What is this? Why would it become shorter with additional training?

What is the “Take home” message from reading the first 5 lectures of Pavlov’s classical conditioning lectures?