1. Types of Reinforcement and Punishment
   1. Learned Helplessness
      1. Examples
         1. Two groups of dogs were given electric shocks on their feet
         2. One group of dogs were in the control group, they learned very quickly how to get away from the shock. One the light illuminated they could jump over the cage and put their nose on the button to not be shocked
         3. The second group of dogs were put in the cage with nothing they could do to eliminate the shock
         4. After a time period, the dogs were put into a new situation
         5. In order to escape the shock all they had to do is jump over the hurdle
         6. The dogs that were in the control group that previously could escape learned this very quickly
         7. The dogs that were not in the control group that previously were helpless and no way could not be shocked, they never learned that they could do this
         8. Because previously there was nothing they could do to escape, they still believed there was nothing they could do
         9. The dogs that weren’t in the control group showed signs of depression
      2. The feeling of helplessness that carries over on into the next situation
      3. Some believe that depression is a form of learned helplessness
      4. If they feel they can’t escape the pain they eventually give up and stop trying to avoid the pain
2. Cognitive learning
   1. Latent Learning
      1. Latent learning is not immediately reflected in behavior
      2. Not shown in behavior until you have an incentive to show it
      3. Example
         1. Imagine having two groups of rats that are in mazes. The rats have to learn to find their way out of the maze.
         2. One group of rats is always reinforced when they get to the end of the maze, rewarded with food
         3. The second group of rats is never reinforced, never given anything when they get to the end
         4. Those who were reinforced learned quickly and performed quicker, whereas the ones not reinforced were piddled around and made their way out.
         5. If all the sudden on day 11 you give them food, the very next time they will run through the maze just as quickly as the rats that were always reinforced
         6. This shows us that the rats had been learning the maze every time, they were just not showing it in their behavior until they had an incentive to show it which in this case was done by food.
         7. This demonstrates that we can learn without reinforcement
   2. Learning by observing
      1. Bandura and the Bobo Doll
         1. Placed children and adults in a playroom with a number of toys. One of the toys were a bobo doll. The adult was given very specific instructions as to what to do to the doll. The adult was told to hit it, curse at it, etc
         2. Later that day the children started mimicking what the parent had been saying
         3. This shows how easy and quickly we pick up violent behavior by watching other people
3. Memory
   1. Distractor
      1. To prevent you from rehearsing words
   2. Memory is a reconstructive process
   3. Flashbulb Memories
      1. Memory for your personal story
      2. Your circumstances
      3. Where they were, what they were doing, who told them, what they were wearing, incredibly vivid
      4. Seem to be incredibly resistant to forgetting
      5. Are these memories accurate?
         1. Challenger Explosion
            1. One of the reasons the challenger was so big was because there was a civilian was on board. A schoolteacher was on board. 24 hours later new psychology students did a flashbulb memory survey. Two and a half year later, the students had to fill out the same questionnaire. The memory the students gave 2.5 years later were not the same. 24 hours after the event they claimed they were in religion class, 2.5 years later they said they were in their freshman dorm.
            2. 50-60% were wrong about important points
            3. 1/3 were completely wrong
            4. Confidence was not correlated with accuracy
            5. 3 years after the incident they were given back their questionnaire and were in utter disbelief and had no memory whatsoever.
            6. Once they formed the second memory that is the memory to stay.
   4. Misinformation Effect
      1. Refers to either implanting something in your memory, altering, changing your memory by giving you false information
      2. How the experiment works
         1. Watch a film
         2. You’re given a series of questions that contain misleading information
         3. Stop / yield sign example
         4. 50-60% saw the not real yield sign
         5. 80% two weeks later saw the not real yield sign
      3. Elizabeth Loftus
         1. Leading researcher in false memories
   5. Eyewitness testimony
      1. We know eyewitness testimony is highly unreliable
      2. They can be very confident in the accuracy of their memory but be inaccurate
      3. Police could implant memories into a persons mind.
      4. The way the police question you can unintentionally form your memory
      5. Confidence is not related to accuracy
   6. Creation of false memories