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Psych 60 – Introductory Psychology

**Lectures I & II :**

**Stimuli and Responses, Environment and Behavior: Where is the Mind?**

**Overview of the Development of Mind and Consciousness.**

**Readings: Chapter 9: pp. 292-299 – Consciousness**

**I. The Relation of Stimulus and Response, Environment and Behavior to Mind.**

**II. The Mind**

**A. Definition: *An active system or organization of cognitive, conative, and affective meanings or understandings, along with procedures for implementing and changing these meanings.***

**B. Analysis of Terms:**

**1. Organization = Mind is a psychological organ. Mind is 'psyche', the psychological person. Mind is not directly seen but must be inferred from its products. Later will talk about 'MENTAL STRUCTURES' when describing this organization. Will see that theorists of the mind like Jean Piaget, Sigmund Freud, and Erik Erikson will use terms like "operations," "scheme," "ego" and "super-ego" to label various dimensions of the organization of mind.**

**a.) Will have to decide what kind of organization mind will be.**

**1.) Some will use the computer as a model or metaphor for the nature of this organization. Theories that do this are usually called "information processing" theories or "Artificial Intelligence" theories.**

**2.) We will use dynamic systems as a model or metaphor for the nature of this organization. Theories that do this are usually called**

"systems" theories, "dynamic" theories, or "dynamic systems" theories. Thus, for example, Piaget and Erikson theories are dynamic system theories.

2. **Cognition** = knowing. Cognitive **processes** refer to actions involved in the construction, acquisition, maintenance, change, or implementation of meanings. Cognitive **content** refers to specific meanings (concepts, facts, propositions, rules, memories). The following are cognitive processes:

a. **Perception**: A cognitive process because it involves meanings being applied to our seeing or hearing or tasting or touching things.

b. **Memory**: A cognitive process because it involves the activity of maintaining meanings that we have.

c. **Thinking**: A cognitive process because it involves how we construct new meanings using symbols.

d. **Language**: A cognitive process because it involves how we express and communicate meanings symbolically.

e. **Problem solving**: A cognitive process because it involves implementing meanings. 'Judgments', 'Decisions', 'Inferences' are also procedures for implementing meanings

3. **Conation**=motivation, intentions, wishes, desires, strivings, motives.

e.g. Desire may be to obtain fame and fortune, but fame and fortune are meanings that I have.

4. **Affect, Emotions, Feelings**.

a. **Affect** is the general concept that includes emotion and feelings.

b. **Emotions** are patterns of activity – biological and behavioral

**c. Feelings** are the conscious mental reflections on emotions

All meanings have an emotion and feeling associated with them.

e.g. You have a happy wish or a sad wish, you feel 'up' on solving a problem, or, 'down' on failing to solve it.

#### **5. Procedures for Implementing & Changing Meanings.**

These are various processes, mechanisms, strategies that we will discuss more of later 'Judgments', 'Decisions', 'Inferences' are also procedures for implementing meanings

### **C. Mind and Consciousness**

1. **Consciousness** = "subjective awareness". This is the fundamental characteristic of Mind.

2. **Levels of consciousness** = "states of consciousness = qualitatively different patterns of subjective awareness."

a. There can be multiple levels of consciousness ranging from the 'basic' awareness that non-human animals and infant humans exhibit, to the highly reflective symbolic awareness. The text does not mention levels and the discussion in the text tends to focus on what we will call 'extended consciousness.'

1.) The basic level is sometimes called '**core consciousness**' and it has the following characteristics: Wakefulness, Attention to presented stimuli, Attention can be focused and sustained over periods of time, Background emotions flow continuously, Spontaneous behavior is purposeful (see Antonio Demasio).

2.) Higher levels of consciousness are sometimes called '**extended consciousness**'. This involves a sense of self and a sense of objects and a sense of the relationship

between the two. (Sometimes called “self consciousness” as described in text)

Each higher level of extended consciousness is defined by the ability to reflect on each of the lower levels. (For example, you can think about yourself talking to someone else; but an infant can't do this)

Each of the higher levels of consciousness is the outcome of the process of development to be discussed in next lecture.

### 3.) The Unconscious

a. As special mental process (Freud)

b. As non-conscious. “Cognitive unconscious” (p. 297 text).

c. Preconscious. Processes that operate below the threshold of extended consciousness while influencing extended conscious thought and behavior ( p. 297)

### D. Functions of the Mind and Consciousness.

1. Mediate between body and world. Thus at extended levels it

a) Monitors the self and the environment (p. 293 of text)

b) Controls cognition, motivation, affect and behavior (see p. 294 of text)

## III. The Mind – Biology – Culture

### A. Mind and Body (Brain)

1. Dualism.

2. Monism – Reductionistic ('nothing but') & Non-Reductionistic.

### B. Embodiment.

**Perception, thinking, feelings, desires -- that is, the way we behave, experience, and live the world -- is contextualized by our being active agents with this particular kind of body. In other words, the kind of body we have is a precondition for our having the kind of behaviors, experiences, and meanings that we have.**