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ABSTRACT

This is a bibliography of 81 papers and books published in the years 1957-1970 relevant to the subject of verbally-elicited responses that are in accordance with principles of classical conditioning. Of these publications, 24 are by Staats--one of the bibliographers--and his associates. (MF)

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**LANGUAGE, PERSONALITY, SOCIAL, AND CROSS-CULTURAL STUDY
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**DEPARTMENT OF PSYCHOLOGY
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**Classical Conditioning of Emotional Responses (Meaning, Attitudes,
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Arthur W. Staats and Carl G. Carlson

Technical Report Number 5

April 1970

**PRINCIPAL INVESTIGATOR:
ARTHUR W. STAATS**

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**Arthur W. Staats and Carl G. Carlson
University of Hawaii**

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ABSTRACT

In 1955 Staats began experimental development of the hypothesis that words as conditioned stimuli come to elicit responses according to the principles of classical conditioning. Emotional responses-- or evaluative responses, evaluative meaning, attitudes, values and so on--constitute an important type of response that can be classically conditioned to words. Many stimuli elicit emotional responses and the words that are contiguously paired with those stimuli also come to elicit an emotional response. Moreover, once a word comes to elicit an emotional response the word can serve to condition emotionality to any other stimulus with which it is paired. Many words have this function, and the processes involved constitute one of the powerful functions of language. Extensions of these principles have significance for many areas of psychology.

Following this analysis, Staats formulated a long-term project that included a series of studies to investigate both first-order classical conditioning of emotional responses as well as higher-order conditioning of responses to words. This series was first supported by the Office of Naval Research under Contract Nonr-2305 (00), and continued under Contract Nonr-2794 (02).

Following this formulation a number of experiments were conducted by Staats and his associates that showed that emotional responses could be conditioned to words and that many words in our language elicit emotional responses that could be conditioned to other stimuli. This line of research has been elaborated by a number of other investigators, and it has been criticized and supported by other studies. Staats has also developed the learning theory involved and extended it to various areas of study (1961, 1963, 1964_a, 1964_b, 1964_c, 1964_d, 1966, 1967, 1968_a, 1968_b). The theory and the various studies constitute a framework within which to consider significant aspects of human behavior. The present bibliography thus lists the various experimental studies and theoretical analyses to April of 1970. (Additional

extensions into social interaction and attraction have been made by Byrne and Lott and Lott. Studies not involving classical conditioning manipulations have not been included herein, however.)

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ADDENDUM

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13. ABSTRACT In 1955 Staats began experimental development of the hypothesis that emotional responses--or evaluative responses, evaluative meaning, attitudes, values and so on--constitute an important type of response that can be classically conditioned to words. Many stimuli elicit emotional responses and the words that are contiguously paired with those stimuli also come to elicit an emotional response. Moreover, once a word comes to elicit an emotional response the word can serve to condition emotionality to any other stimulus with which it is paired. Following this analysis, Staats formulated a long-term project that included a series of studies to investigate both first-order classical conditioning of emotional responses as well as higher-order conditioning of responses to words. A number of experiments were conducted by Staats and his associates that showed that emotional responses could be conditioned to words and that many words in our language elicit emotional responses that could be conditioned to other stimuli. This line of research has been elaborated by a number of other investigators, and it has been criticized and supported by other studies. Staats has also developed the learning theory involved and extended it to various areas of study. The theory and the various studies constitute a framework within which to consider significant aspects of human behavior. The present bibliography thus lists the various experimental studies and theoretical analyses to April 1970. (Additional extensions into social interaction and attraction have been made by Byrne and Lott and Lott. Studies not involving classical conditioning manipulations have not been included herein, however.)			

14.

KEY WORDS

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attitude rating

attitudes

classical conditioning

emotional response

evaluative meaning

human learning and conditioning

interpersonal attraction

pleasant-unpleasant scale

reinforcing stimuli

reinforcing value

semantic component

social interaction

social learning