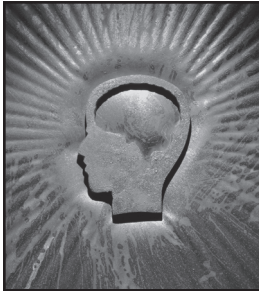


# Contents

<i>Preface</i>	v
<i>Series</i>	vi
<i>Correlation Guide</i>	xiv
<i>Topic Guide</i>	xv
<i>Internet References</i>	xvii



## UNIT 1 The Science of Psychology

Unit Overview	xx
---------------	----

- 1. The Future of Psychology: Connecting Mind to Brain**, Lisa Feldman Barrett, *Perspectives on Psychological Science*, July 2009  
As psychology continues to evolve as a science, it also continues to focus on the study of biological factors, particularly the **brain and nervous system** as the keys to **understanding psychological phenomena**. Barrett proposes a strategy for reconceptualizing the brain's role in experiencing subjective events. 2
- 2. The 10 Commandments of Helping Students Distinguish Science from Pseudoscience in Psychology**, Scott O. Lilienfeld, *APS Observer*, September 2005  
Author Scott Lilienfeld contends that beginning psychology students believe that the term "psychology" is synonymous with **popular psychology**, a discipline not firmly grounded in science. Lilienfeld continues that students should learn to **discriminate good science and sound psychology from pseudoscience and psychology**, as presented in the **mass media**, and be skeptical about popular psychology. 15
- 3. Comprehensive Soldier Fitness and the Future of Psychology**, Martin E. P. Seligman and Raymond D. Fowler, *American Psychologist*, January 2011  
Psychology has played a pivotal role in the **U.S. Army** since the early days of World War I with respect to **recruit selection** and more recently with **treatment of psychological disorders** among the rank and file. In this article, the authors show how **positive psychology** is being used to help improve soldiers' **resilience** in the face of repeated combat and related stressors in an effort to prevent or reduce **anxiety, depression, suicide, and posttraumatic stress disorder**. 20
- 4. Is Psychology Losing Its Foundations?**, Donald A. Dewsbury, *Review of General Psychology*, December 2009  
Dewsbury argues that changing conditions within psychology, higher education, and society have led the field of psychology to place reduced emphasis on its **historical, philosophical, and theoretical foundations**. He then argues that psychology should return to its **cultural-scientific roots** to help restore, affirm, and develop the discipline's **diversity and breadth**. 24



## UNIT 2 Biological Bases of Behavior

Unit Overview	34
---------------	----

- 5. The Left Brain Knows What the Right Hand Is Doing**, Michael Price, *Monitor on Psychology*, January 2009  
Although the link between **brain lateralization** and handedness has long been known, recent research in **neuroscience** is revealing the connection between brain lateralization and a variety of other important human characteristics and traits. 36

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.

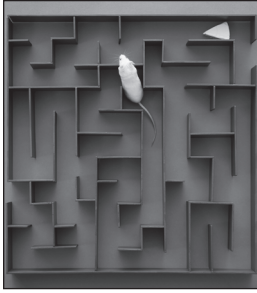
6. **The Brain's (Dark Energy)**, Marcus E. Raichle, *Scientific American*, March 2010  
 Although it was once thought that the brain rests when we rest, **modern neuroimaging research** provides evidence that the brain remains active, even when we are resting or lost in thought. This activity, referred to as **background activity or the default mode**, may play a key role in **our ability to form plans regarding our future behavior**. 38
7. **Phantom Pain and the Brain**, Sadie F. Dingfelder, *Monitor on Psychology*, January 2007  
 Neuroscientists have discovered that the **primary somatosensory cortex** not only registers the detection of tactile (touch) information, but also registers **sensory illusions** that take place in other regions of the brain. This knowledge could give neuroscientists the chance to develop procedures and drugs that directly address sensory and perceptual problems, such as the **phantom pain** suffered by individuals who have lost a limb. 42
8. **Reflections on Mirror Neurons**, Temma Ehrenfeld, *APS Observer*, March 2011  
 Only recently have scientists discovered **mirror neurons** in humans. These neurons depolarize when we **perceive** particular activities and **engage** in similar activities. Mirror neurons appear to be important to **learning through observation**. 44



## UNIT 3 Perceptual Processes

### Unit Overview 46

9. **Uncanny Sight in the Blind**, Beatrice de Gelder, *Scientific American*, May 2010  
 Some people who suffer blindness due to brain damage have the amazing capacity for **blindsight**. That is, these individuals can detect visual properties of many stimuli, even though they cannot determine what those stimuli are. Blindsight enables otherwise totally blind individuals to detect, among other things, shapes, movement, color, and in some cases facial displays of emotion. 48
10. **The Color of Sin: White and Black Are Perceptual Symbols of Moral Purity and Pollution**, Gary D. Sherman and Gerald L. Clore, *Psychological Science*, August 2009  
 It is common to use **metaphors and analogies** grounded in the physical world to describe our **perceptions** of others and their actions, including **moral behavior**. Behavioral scientists are now learning just how accurate such language use is in describing our perceptions of morality. 52
11. **What Dreams Are Made Of**, Marianne Szegedy-Maszak, *U.S. News & World Report*, May 15, 2006  
**Sleeping and dreaming** are **altered states of consciousness** or **altered states of perception**, as is extrasensory perception. **Dreams** have fascinated laypersons and scientists for centuries. New **neuroimaging techniques** are providing clues as to why people dream, and how **sleeping and dreaming** (or lack thereof) affect us when we are awake. 60
12. **Increasing Speed of Processing with Action Video Games**, Matthew W. G. Dye, C. Shawn Green, and Daphne Bavelier, *Current Directions in Psychological Science*, December 2009  
 These authors argue that engaging in action-based **video games** may enhance **perceptual reaction times** without negatively influencing **behavioral accuracy** and **judgment**. 65



## UNIT 4 Learning

### Unit Overview

70

13. **Finding Little Albert: A Journey to John B. Watson's Infant Laboratory**, Hall P. Beck, Sharman Levinson, and Gary Irons, *American Psychologist*, October 2009

One of the most famous research subjects of all time, known only by the name of "**Little Albert**," participated in a classic experiment on **classical conditioning** conducted by **John B. Watson and Rosalie Rayner**. Watson and Rayne used Little Albert to study the **development of fear**. Before Little Albert could be "deconditioned" to the fear stimuli used in the study, he and his family moved and his whereabouts became unknown. As a result, much speculation developed about who Little Albert really was and whether he continued to fear the sorts of stimuli used in the study over the remainder of his life. This article summarizes the Beck and colleagues' detective work used in discovering who Little Albert really was.

72

14. **Psychological Science and Safety: Large-Scale Success at Preventing Occupational Injuries and Fatalities**, E. Scott Geller, *Current Directions in Psychological Science*, April 2011

Behavior analyst, E. Scott Geller discusses the successful application of **behavior-analytic methods** to **reducing injuries** and **fatalities** in the **workplace**. In particular, Geller describes how employees who are trained to identify **dangerous work conditions**, including their engagement in **risky behavior**, enhances the tendency to engage in safe work behaviors.

82

15. **The Perils and Promises of Praise**, Carol S. Dweck, *Educational Leadership*, October 2007

Psychologist Carol Dweck explains the **positive and negative effects of praise** on **student learning** and how praise can be used as an incentive to produce more learning in students. She contends that students may have one of two mind-sets—a **fixed mind-set** that focuses on how others judge them or a **growth mind-set** that centers around learning in general and learning from one's mistakes in particular. Her research has shown that praising students for possessing a quality leads to a fixed mind-set, whereas praising students for making an effort to acquire that quality contributes to a growth mind-set.

88



## UNIT 5 Cognitive Processes

### Unit Overview

92

16. **The Many Lives of Superstition**, Eric Wargo, *APS Observer*, October 2008

From our good luck charms to avoiding the number "13," **superstition** plays an unusual, but sometimes significant, role in many of our lives. Psychologists have long attempted to understand superstition and have developed several **theories** of how—and why—people rely on superstition to govern certain **behaviors**.

94

17. **The Magical Mystery Four: How Is Working Memory Capacity Limited, and Why?**, Nelson Cowan, *Current Directions in Psychological Science*, February 2010

**Working memory** is key to our ability to use stored information to think and solve problems on a day-to-day basis. It is constrained by the amount of information that it can manipulate at any one time. **Understanding this limitation of working memory** is important to understanding the extent to which people can process information and use it to solve problems effectively.

101

18. **Talk to the Hand: New Insights into the Evolution of Language and Gesture**, Eric Wargo, *APS Observer*, May 2008

How did we humans come to **acquire language**? Why are there so many languages spoken around the globe? Did we learn to speak with our lips first, then with **hand gestures**, or was it the other way around? Wargo ponders over such questions in an effort to explore the **evolution of human language**.

107

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide.

19. **Dangerous Distraction**, Amy Novotney, *Monitor on Psychology*, February 2009

As **technology**, especially **hand-held devices**, continues to permeate our lives, so does the potential for these devices to **distract our attention**. Such distractions have been implicated in numerous accidents, some of them fatal.

114



## UNIT 6 Emotion and Motivation

### Unit Overview

118

20. **Women at the Top: Powerful Leaders Define Success as Work + Family in a Culture of Gender**, Fanny M. Cheung and Diane F. Halpern, *American Psychologist*, April 2010

More and more **women are emerging as leaders of businesses, industry, and national governments**. The authors of this article raise the question as **to how do women, who typically have strong family care responsibilities, become such influential and successful leaders**. Based on **cross-cultural research**, the authors develop a **leadership model** to account for why women are able to make it to the top of their fields.

120

21. **Resisting Temptation**, Eric Wargo, *APS Observer*, January 2009

**Willpower** is the secret of **self-mastery** or the ability to exercise self-control when confronted with the **choice** between a **smaller, short-term reward and a larger, longer-term reward**.

131

22. **A Nurturing Relationship: Mothers as Eating Role Models for Their Daughters**, Kindy R. Peaslee, *Today's Dietitian*, September 2007

Peaslee contends that mothers serve as **role models** for their **daughters' eating habits**. Using this idea, mothers can teach their daughters **healthy eating behaviors** by example. In fact, the author suggests that as far as healthy eating is concerned, there is no one better from whom to learn from than mom.

137

23. **Why So Mad? Why Everyone Is So Angry and Why We Must Calm Down**, Andrew Santella, *Notre Dame Magazine*, Summer 2007

As counterproductive as **anger** often is, most of us frequently "fly off the handle" at unimportant events in our lives. Some people exhibit such anger that they become dangerous to others as well as themselves. Should some forms of anger be classified as **mental disorders**? Santella explores this question by discussing the downside as well as the upside of this important **emotion**.

141



## UNIT 7 Development

### Unit Overview

144

24. **A Learning Machine: Plasticity and Change throughout Life**, Leah Nelson, *APS Observer*, August 2006

Five different psychologists showcase their studies of the learning factor from **infancy to old age**. The studies all point to one important theme—that the **human brain is plastic and resilient**. The brain is infinitely adaptable across the **lifespan**.

146

25. **The Mind at Midlife**, Melissa Lee Phillips, *Monitor on Psychology*, April 2011

In this article, the author addresses the belief that **middle-aged adults** experience diminished **brain functioning** and shows that in many instances this belief is unfounded. In fact, **middle-adults** sometimes actually develop new **cognitive skills**.

149

26. **Social Consequences of the Internet for Adolescents: A Decade of Research**, Patti M. Valkenburg and Jochen Peter, *Current Directions in Psychological Science*, February 2009  
Adolescents spend more time on the **Internet** than any other segment of the population. Many adolescents use the Internet for **social connectedness**, which has important implications for their **well-being**. Once thought to have a negative effect on adolescent social development, research over the last decade is showing just the opposite. 152
27. **Making Relationships Work: A Conversation with Psychologist John M. Gottman**, *Harvard Business Review*, December 2007  
John Gottman has devoted his entire career to the study of **human relationships**, particularly **marriage**. In this interview, Gottman reveals what makes marriages work and what contributes to their failure. 156
28. **Blessed Are Those Who Mourn—and Those Who Comfort Them**, Dolores Puterbaugh, *USA Today Magazine*, September 2006  
Americans seem to live in a **death-denying society**. Puterbaugh, a mental health specialist, discusses appropriate and inappropriate ways friends and family should behave toward someone who is **grieving**. She also alludes to the seminal work of Elisabeth Kübler-Ross. 161



## UNIT 8 Personality Processes

### Unit Overview 164

29. **Can Personality Be Changed? The Role of Beliefs in Personality and Change**, Carol S. Dweck, *Current Directions in Psychological Science*, December 2008  
A common belief among most people is that their **personality** is **determined** at a young age and that it is relatively **resistant to change** from then on. However, noted psychologist Carol Dweck argues that if people **change their beliefs** about the nature of their self and their relationship to the world and others, then changes in personality may likely occur. 166
30. **Evolutionary Psychology and Intelligence Research**, Satoshi Kanazawa, *American Psychologist*, May/June 2010  
Using his **Savanna Principle**—the idea that humans have difficulty understanding and adjusting to circumstances absent in their **evolutionary history**—Kanazawa argues that **evolutionary psychology** is helpful in studying **intelligence** and in developing novel approaches for **researching intelligence**. 171
31. **Second Nature**, Kathleen McGowan, *Psychology Today*, March/April 2008  
For many years, psychologists and others thought that once in place, one's **personality** is fixed. Personality researchers, though, have discovered that personality is not immutable, but subject to change over the course of a lifetime. McGowan shares the ways in which individuals can **transform** their personalities for the better. 184



## UNIT 9 Social Processes

### Unit Overview 188

32. **Replicating Milgram**, Jerry Burger, *APS Observer*, December 2007  
Long heralded as one of the most **ethically controversial** psychology studies of all time, modern-day researchers have questioned whether college and university **institutional review boards** (IRBs) would approve replication of **Milgram's obedience to authority study** today. However, psychologist Jerry Burger received **IRB approval** to conduct a partial replication of this famous study and tells the story of how he did it in this article. 190

33. **The Psychology and Power of False Confessions**, Ian Herbert, *APS Observer*, December 2009  
When charged with committing a crime, some individuals confess to having done it, even though they are completely and totally innocent. Such **false confessions** seem to transcend logic and have prompted psychologists to study the factors that compel people to confess falsely. A defendant's confession often convinces juries that he or she is guilty as charged and often **corrupts other evidence**, including eyewitness testimony, which further leads juries to believe the accused is guilty—even when the confession is false. 192
34. **We're Wired to Connect**, Mark Matousek, *AARP The Magazine*, January/February 2007  
**Social intelligence** matters, or so says noted psychologist Daniel Goleman. It allows us to connect with others in important ways. Goleman attributes the decline of **human relatedness to technology**. The **brain**, however, is wired for us to engage with others, and the **neuroplasticity** of the brain may save our **society** from decline. 196



## UNIT 10 Psychological Disorders

### Unit Overview 198

35. **A New Approach to Attention Deficit Disorder**, Thomas E. Brown, *Educational Leadership*, February 2007  
Over the past three decades more and more children have been diagnosed with **attention deficit disorder**. Although the causes of this complex disorder are yet to be fully understood, recent research shows that there is a strong link between the disorder and the malfunctioning of the **neural circuitry** in the brain. 200
36. **The Kids Aren't All Right**, Christopher Munsey, *Monitor on Psychology*, January 2010  
New research on the **development of stress and worry** in children shows that parents **underestimate** the extent to which their children experience stress and worry. This research also shows that **mothers experience stress more than fathers** and that of eight major metropolitan areas in the United States, residents of Denver experience the most stress. 205
37. **The Recession's Toll on Children**, Amy Novotney, *Monitor on Psychology*, September 2010  
Among the deleterious effects of **poverty** is impairment of **cognitive functioning** in **children**. As psychologists study this relationship, they are discovering new ways of intervening to prevent this problem. Primary among these **interventions** is **parent training**. 208
38. **Stigma: Alive and Well**, Sadie F. Dingfelder, *Monitor on Psychology*, June 2009  
Despite the unprecedented gains in understanding the **causes and treatment of mental disorders**, the general public continues to **stigmatize** individuals who suffer psychological problems. One program that attempts to reduce the stigma associated with mental illness focuses on **increasing contact** between the public and people who suffer from these disorders. 212
39. **ADHD among Preschoolers**, Brendan L. Smith, *Monitor on Psychology*, July/August 2011  
The rate of **diagnosis** for **attention-deficit hyperactivity disorder (ADHD)** has risen for children of all ages, including **preschoolers**. However, as the author points out, diagnosing and treating this disorder in young children is not like doing so for older children and adults. Because **medication** can have **adverse physical** and **psychological effects** on preschoolers, psychologists are studying the benefits of using **parent- and school-based interventions** as a viable means of treatment. 216



# UNIT 11

## Psychological Treatments

### Unit Overview

218

40. **PTSD Treatments Grow in Evidence, Effectiveness**, Tori DeAngelis, *Monitor on Psychology*, January 2008

The war in Iraq has brought with it great suffering to many; including a high incidence of **post-traumatic stress disorder (PTSD)** among returning **American soldiers**. DeAngelis describes current **treatment options** for PTSD and discusses their relative effectiveness. The good news is that several treatments appear to be effective in treating PTSD.

220

41. **When Do Meds Make the Difference?**, Tori DeAngelis, *Monitor on Psychology*, February 2008

The three most common options available for the treatment of mental disorders include **psychotherapy, pharmacotherapy**, and the combination of both. Psychologists exploring the **efficacy** of these options reveal that in the long run, psychotherapy produces the best results.

224

42. **Placing the Patient Front and Center**, Tori DeAngelis, *Monitor on Psychology*, December 2010

Typically, when we think of people receiving **psychological treatment**, we think of individuals seeing a psychologist in an office setting. Although this scenario represents the most common means for individuals to receive treatment, an interesting and important alternative is **patient-centered home care**, where the psychologist actually visits the individual in his or her home. This article describes the several advantages of this approach to psychological treatment.

227

### Test-Your-Knowledge Form

230