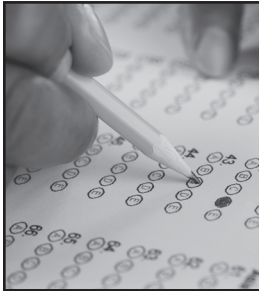


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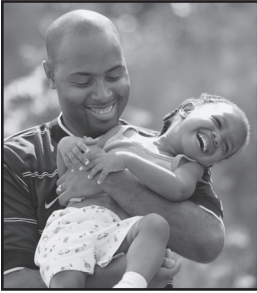


UNIT 1 The Science of Psychology

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- 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. Improving Health, Worldwide**, Kirsten Weir, *Monitor on Psychology*, May 2012 (Vol. 43, No. 5). Retrieved from <http://www.apa.org/monitor/2012/05/improving-health.aspx>
Psychologists have an incredible opportunity to **promote health** and help prevent disease, writes Weir reporting on recent research. One of the greatest threats to human life is **malaria**—which in 2010 killed over 650,000 people worldwide—which is tragic because the disease is both **preventable** and **curable**. 24
- 5. Psychology is a Hub Science**, John Cacioppo, *APS Observer*, September 2007. Retrieved from <http://www.psychologicalscience.org/observer/getArticle.cfm?id=2203>
Discussing complex analyses which address **scientific publications** and relationships between concepts, Cacioppo persuasively makes the argument that **psychology** could be considered the **hub science**, just as theology and philosophy were classically believed to be hub disciplines in the Middle Ages. 26

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



UNIT 2

Biological Bases of Behavior

Unit Overview

28

6. **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.

30

7. **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**.

32

8. **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.

36

9. **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**.

38

10. **Does Thinking Really Hard Burn More Calories?**, Ferris Jabr, *Scientific American*, July 18, 2012. Retrieved from <http://www.scientificamerican.com/article.cfm?id=thinking-hard-calories>

After a difficult **mental challenge** (such as completing a cumulative final exam or finishing the ACTs), how does the mental exhaustion relate to the **physical exhaustion** exhibited by some? In this article, Jabr reports on recent research that characterizes the **energy consumption** patterns of an active brain.

40

11. **A Single Brain Structure May Give Winners That Extra Physical Edge**, Sandra Upson, *Scientific American*, July 24, 2012. Retrieved from <http://www.scientificamerican.com/article.cfm?id=olympics-insula-gives-edge>

Reporting on the outcomes of recent research, Upson describes the brain's insular cortex (also called the **insula**) and its role in helping athletes anticipate future feelings. A more highly developed insula in athletes may help them with better **interoception**, or your sense of your body's **internal state**. Athletes with highly precise interoception may experience a competitive advantage.

43

12. **Mini-Multitaskers**, Rebecca A. Clay, *Monitor on Psychology*, February 2009 (Vol. 40, No. 2). Retrieved from <http://www.apa.org/monitor/2009/02/multitaskers.aspx>

Do **brain functions** change when focusing on a singular task vs. focusing on one task amongst other tasks simultaneously (that is, **multitasking**)? Clay reports on fMRI research that indicates that different parts of the **brain** are active when the task is presented alone vs. part of a multitasking situation.

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UNIT 3

Perceptual Processes

Unit Overview

48

13. **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.

50

14. **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.

54

15. **What Dreams Are Made Of**, Marianne Szegegy-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.

61

16. **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

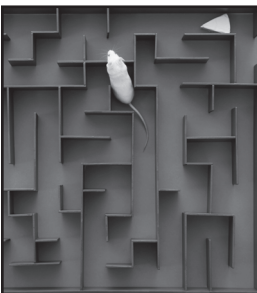
These authors argue that engaging in action-based **video games** may enhance **perceptual reaction times** without negatively influencing **behavioral accuracy** and **judgment**.

66

17. **Get Me Out of This Slump! Visual Illusions Improve Sports Performance**, Jessica K. Witt, Sally A. Linkenauger, and Dennis R. Proffitt, *Psychological Science*, 23, 2012

In sports, when an athlete focuses directly on a target without moving their eyes, this is known as the **quiet eye** pattern. Witt and colleagues discovered that by creating an **optical illusion** on a putting green, sports **performance** could be improved when both situations (quiet eye and an optical illusion) are at work, providing some foundation for how athletes may be able to break out of **slumps**.

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UNIT 4

Learning

Unit Overview

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18. **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.

76

19. **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. 86
20. **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. 91
21. **Brief Wakeful Resting Boosts New Memories over the Long Term**, Michaela Dewar et al., *Psychological Science*, 23, 2012 (doi:10.1177/0956797612441220).
 What do research outcomes tell us about **wakeful resting** and its relationship to **memory formation** and consolidation. Dewar and colleagues uncovered that wakeful resting after new **learning** can improve **memory consolidation** processes and allow for memories to be retained longer. 95
22. **Will Behave for Money**, Sadie F. Dingfelder, *Monitor on Psychology*, November 2011 (Vol. 42, No. 10). Retrieved from <http://www.apa.org/monitor/2011/11/money.aspx>
 By using a **contingency management** system, **good behaviors** can be **reinforced** by giving cash, such as getting HIV-positive methadone patients to take their medication or convincing pregnant smokers to stop smoking. Dingfelder reports on these and other research efforts that optimize the use of contingency management to positively shape people's behaviors. 101



UNIT 5 Cognitive Processes

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23. **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. 106
24. **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**. 112

25. **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. 119
26. **The Secret Life of Pronouns by James Pennebaker: What Do “I” and “We” Reveal about Us?**, Juliet Lapidos, *Slate*, August 2011, Retrieved from http://www.slate.com/articles/arts/books/2011/08/are_there_hidden_messages_in_pronouns.html
In this article, Lapidos reports on recent **research** that examines the role of pronouns as unexpected keys to **communication**. For instance, certain **pronouns** are content words (such as ‘nice,’ ‘weird’), but this research focuses on **functional words** such as pronouns, articles, prepositions, and auxiliary verbs. 123
27. **Keep Your Fingers Crossed! How Superstition Improves Performance**, Lysann Damisch, Barbara Stoberock, and Thomas Mussweiler, *Psychological Science*, 21, 2010
Are there potential benefits to believing in **superstitions**? Damisch and colleagues explored this question in a series of four experiments, and they determined that improvements in **self-efficacy** (your belief that you have the abilities to succeed in a given situation) can be realized by believing in superstitions. 125



UNIT 6 Emotion and Motivation

Unit Overview

28. **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. 132
29. **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**. 134
30. **What Does Guilt Do?**, Art Markman, *Psychology Today*, May 2012.
Retrieved from <http://www.psychologytoday.com/blog/ulterior-motives/201205/what-does-guilt-do>
Guilt is a powerful **emotion** because it is key to maintaining relationships with others in our environment. Reporting on recent research, Markman explored two possible functions of **guilt**: trying to help the person who was harmed in some way, or trying to **help others** more generally. 145
31. **Smile Intensity in Photographs Predicts Longevity**, Ernest L. Abel and Michael L. Kruger, *Psychological Science*, 21, 2010
Could it be that the bigger the **smile**, the longer the life? Psychologists Abel and Kruger examined the **photographs** from baseball cards from the 1952 season and tracked the **longevity** of the players, controlling for many different factors and they did find that **player’s smiles** were related to longevity. 151

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



UNIT 7 Development

Unit Overview

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32. **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*.

158

33. **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*.

161

34. **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.

164

35. **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.

168

36. **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.

173

37. **Harnessing the Wisdom of the Ages**, Amy Maxmen, *Monitor on Psychology*, February 2012 (Vol. 43, No. 2). Retrieved from <http://www.apa.org/monitor/2012/02/wisdom.aspx>

Reporter Maxmen writes about the success of *Experience Corps*, a nonprofit program that recruits and organizes *retired volunteers* to serve as *mentors* to students who are struggling in schools of need. Not only do students benefit, but there is evidence through fMRI studies that there are *cognitive benefits* to seniors as well.

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UNIT 8 Personality Processes

Unit Overview

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38. **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.

180

39. **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**. 185
40. **Personalized Persuasion: Tailoring Persuasive Appeals to Recipients' Personality Traits**, Jacob B. Hirsh, Sonia K. Kang, and Galen V. Bodenhausen, *Psychological Science*, 23, 2012
Are you ever surprised at how well **advertisements** attached to your email account or online shopping match with your interests? Hirsh and colleagues studied the effectiveness of matching advertisements to **personality traits**, with surprisingly effective results. 198
41. **Enough About You**, Christopher Lasch, *Utne Reader*, May/June 2011, Retrieved from <http://www.utne.com/Literature/Enough-About-You-Christopher-Lasch-Culture-Of-Narcissism.aspx>
In an in-depth essay about **narcissism**, writer Lasch reviews the social and economic influences on our behavior and how we affect others. How do we find the balance between **self-promotion (self-preservation)** and the development and **encouragement of others** around us? 202



UNIT 9 Social Processes

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42. **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. 206
43. **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. 208
44. **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. 212
45. **What Do Men Really Want?**, Eric Jaffe, *Psychology Today*, March/April 2012, pp. 63–69, 87.
As Eric Jaffe reports on recent research regarding males and **sexuality**, it turns out (surprisingly) that males are more complicated than common **stereotypes** would predict. Jaffe summarizes current research in the areas of body preferences, **interpersonal attraction**, commitment issues, and overall complexity. 214

46. **Eavesdropping on Happiness: Well-Being Is Related to Having Less Small Talk and More Substantive Conversations**, Matthias R. Mehl, Simine Vazire, Shannon Holleran, and Shelby Clark, *Psychological Science*, 21, 2010

Are you more likely to be happy if you participate in many shallow conversations (“**small talk**”) with individuals, or a few deeper, more **substantive conversations**? Mehl and his colleagues studied the relationship between the frequency of small talk conversations and a person’s overall **happiness**.

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UNIT 10 Psychological Disorders

Unit Overview

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47. **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.

224

48. **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**.

227

49. **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.

231

50. **Hypochondria: The Impossible Illness**, Jeff Pearlman, *Psychology Today*, January 2010, Retrieved from <http://www.psychologytoday.com/articles/200912/hypochondria-the-impossible-illness>

Hypochondriasis is a condition where a person has an illness where there is no specific identifiable cause for the illness. In this article, Pearlman discusses his own struggle being a hypochondriac and reviews the most recent research into the causes and **treatments** of this disorder.

235

51. **Bringing Life into Focus**, Brendan L. Smith, *Monitor on Psychology*, March 2012 (Vol. 43, No. 3) Retrieved from <http://www.apa.org/monitor/2012/03/adult-adhd.aspx>

Although the stereotype is that **ADHD** is a childhood disorder, ADHD in adults can cause substantial **disruptions** in relationships, careers, and the pursuit of higher education. Smith reports on recent **research** about the diagnosis of adult ADHD and the role **medications** (such as **stimulants**) may play.

238

52. **The Roots of Mental Illness**, Kirsten Weir, *Monitor on Psychology*, June 2012 (Vol. 43, No. 6). Retrieved from <http://www.apa.org/monitor/2012/06/roots.aspx>

An approach gaining more traction in psychology is that **mental illness** results as a **malfunction** of brain processes, which leads to the importance of taking a biological perspective. Weir reports on researchers who agree and who do not completely agree with this viewpoint, focusing on the fruitful explanations that a **biological perspective** can offer.

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UNIT 11

Psychological Treatments

Unit Overview

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53. **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.

246

54. **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.

250

55. **More Support Needed for Trauma Intervention**, Beth Azar, *Monitor on Psychology*, April 2012 (Vol. 43, No. 4). Retrieved from <http://www.apa.org/monitor/2012/04/trauma.aspx>

Researchers have demonstrated that children who are **neglected** and **abused** suffer from an increased risk of substantial **mental health** and **physical health** problems. Azar reports on recent research that chronicles both the scope of the **PTSD** problem for children as well as effective **interventions**.

253

56. **Yes, Recovery Is Possible**, Rebecca A. Clay, *Monitor on Psychology*, January 2012 (Vol. 43, No. 1). Retrieved from <http://www.apa.org/monitor/2012/01/recovery.aspx>

As part of the **Recovery to Practice** initiative, mental health professionals from diverse backgrounds are collaborating to help other mental health practitioners to understand that people can **recover** from **mental illnesses**. Based on the research, Clay reports about the successes of the initiative to both identify **best practices** for mental health recovery as well as develop **training programs** for mental health professionals.

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Test-Your-Knowledge Form

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