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## UNIT 1 The Science of Psychology

### Unit Overview

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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. Science vs. Ideology**, Rebecca A. Clay, *Monitor on Psychology*, June 2008  
Although scientists receive extensive training in conducting **high quality research** and their work undergoes careful scrutiny before it is published, **psychological science is often misunderstood and sometimes abused** by the government, popular culture, and ordinary individuals with hidden agendas. Such **misuse** often occurs when the subject of the research is controversial. 20
  - 4. Psychology's Voice Is Heard**, Rebecca A. Clay, *Monitor on Psychology*, July/August 2010  
Psychological science and practice is gaining in its ability to have far-reaching influences on all facets of American life, including important **court decisions**. Indeed, a major national psychological organization, the **American Psychological Association**, has played a key role in making the **legal system aware of relevant psychological research**, and has helped the courts, including the Supreme Court reach decisions including false confessions, individual privacy rights, and punishing juveniles for crimes they have committed. 23



## UNIT 2 Biological Bases of Behavior

### Unit Overview

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- 5. The Left Brain Knows What the Right Hand Is Doing**, Michael Price, *The 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. 28

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**. 30
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. 34
8. **The Home Team Advantage . . . and Other Sex Hormone Secrets**, Sherry Baker, *Psychology Today*, January/February 2007  
 Although we have known for some time that the sex hormones **testosterone and estrogen** play key roles in **brain functioning**, we are only now beginning to understand their influence on **social behavior**. Baker provides us an overview of these hormones' effect on our biosocial nature. 36



## UNIT 3 Perceptual Processes

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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**. 42
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. 46
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. 54
12. **About Face**, Eric Jaffe, *APS Observer*, February 2008  
**Facial processing** is a perceptual activity that allows us to recognize faces as distinct and familiar. Jaffe reviews the current status of research in this area of psychology using lay language. Jaffe focuses on the current controversies in the field, including whether **facial recognition** is the result of innate, specialized factors, or due to a slow learning process of recognizing facial features. The study of people who suffer from **prosopagnosia**—the inability to recognize faces—is yielding valuable insights into how the brain functions to process facial information. 59



## UNIT 4 Learning

### Unit Overview

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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 **James B. Watson and Rosalie Rayner**. Watson and Rayner 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 Beck and colleagues' detective work that they used in discovering who Little Albert really was.

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14. **Move Over, Mice**, Sadie F. Dingfelder, *Monitor on Psychology*, March 2007

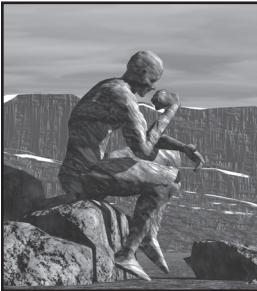
**Robots** have long been the stuff of science fiction, but recently, psychologists have discovered that robots can be very useful for investigating **how humans learn** and perhaps how they develop other skills, such as the ability **to recognize objects in their environment** and become **intelligent**.

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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.

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## UNIT 5 Cognitive Processes

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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**.

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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.

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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**.

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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**, continue 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. 102



## UNIT 6 Emotion and Motivation

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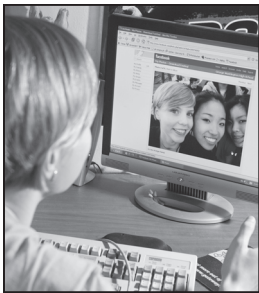
20. **Women at the Top: Powerful Leaders Define Success as Work + Family in a Culture of Gender**, Fanny M. Cheung and Diane F. Halpern, *American Psychologist*, April 2010  
 More and more **women are emerging as leaders of businesses, industry, and national governments**. The authors of this article raise the question as **to how 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. 108

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**. 119

22. **Eating into the Nation's Obesity Epidemic**, Ann Conkle, *APS Observer*, August 2006  
 Over the last few years, America has experienced a startling **obesity epidemic**. Noted expert Kelly Brownell assails the "super-size it" mentality of Americans as **attitudes, eating decisions, and marketing strategies**. The public and scientists need to take on this epidemic just as they did the smoking epidemic. 125

23. **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 than Mom. 127

24. **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**. 131



## UNIT 7 Development

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25. **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**. 136

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

26. **The Joke's in You**, Michael Price, *Monitor on Psychology*, November 2007  
How do people acquire a **sense of humor**? Why don't all people react the same way to humorous events? Such questions serve as the basis for Price's exploration of the **developmental aspects of appreciating humor**. 139
27. **A Question of Resilience**, Emily Bazelon, *The New York Times Magazine*, April 30, 2006  
The study of **resilience** in psychology is over 50 years old. Resilience means the ability to "bounce back" after adversity. Scientists today are finding that one of the reasons that **children** differ in their resiliency may be due to a particular gene involved. An important question is whether that gene is all that is necessary. 142
28. **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. 148
29. **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. 152
30. **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. 157



## UNIT 8

### Personality Processes

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31. **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. 162
32. **Frisky, but More Risky**, Christopher Munsey, *Monitor on Psychology*, July/August 2006  
**Sensation-seeking** or risk-taking is a **personality trait** that has fascinated psychologists for several decades. People seeking high sensation, pursue novel, intense, varied, and complex experiences. This personality trait leads some people to perform **risky jobs** well, but induces others to participate in **reckless behaviors**. 167
33. **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. 170



## UNIT 9

### Social Processes

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**34. 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.

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**35. 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.

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**36. 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.

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## UNIT 10

### Psychological Disorders

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**37. 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.

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**38. 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.

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**39. Guns and Suicide in the United States**, Matthew Miller and David Hemenway, *The New England Journal of Medicine*, September 2008

People who live in homes in which **guns** are present are at **greater risk for suicide** than people who live in homes without guns. This finding holds for gun owners as well as members of their immediate families.

194

40. **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.

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## UNIT 11 Psychological Treatments

### Unit Overview

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41. **'A Struggle for Hope'**, Laurie Meyers, *Monitor on Psychology*, February 2007

The **suicide rate** among **American Indians** has increased dramatically in recent years. Psychologists are working alongside tribal leaders to reduce this trend.

202

42. **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.

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43. **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.

208

44. **Enhancing Worker Well-Being**, J. Chamberlin et al., *Monitor on Psychology*, May 5, 2008

Recent research shows that **stress in the workplace** can be reduced when **bullying** is absent, **personal communication** between supervisors and workers is clear and supportive, and employers offer **flexibility** in work schedules to their employees.

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### **Test-Your-Knowledge Form**

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