MASTERING THE WORLD OF PSYCHOLOGY

SIXTH EDITION

SAMUEL E. WOOD
ELLEN GREEN WOOD
DENISE BOYD

Pearson

Mastering the World of Psychology

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Mastering the World of Psychology

Sixth Edition

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Preface

No text does more to help students learn.
This simple statement has been the driving force behind every edition of *Mastering the World of Psychology*. From the beginning, our goal has been to make *Mastering* the most accessible and relevant text available to students of introductory psychology. That's why we're especially excited to introduce students and instructors to the sixth edition.

To Students: How Will *Mastering the World of Psychology* Help You Meet Your Goals?

You and your peers are vastly different from the students who filled college classrooms just a few years ago. You are more diverse, more mobile, and more technologically astute than ever before. Many of you are balancing the demands of college with family, career, and other obligations outside the classroom. You'll find that *Mastering the World of Psychology* will help you use your precious study time efficiently, thanks to its focus on clear explanations and real-world applications. This new edition of *Mastering* continues the text's well-known reputation for integrating highly engaging presentations of the essential concepts of introductory psychology with superior pedagogical support.

To Instructors: Why Do You Need This New Edition?

As with each edition, we have closely examined and thoroughly updated all aspects of the text's content, organization, and pedagogy. All our revisions were designed to create an engaging learning tool that gives students the support they need to succeed in the course. Among the improvements made to the sixth edition are the following:

- **REVEL Multimedia Instructional Platform.** We are especially excited to offer instructors and students a REVEL version of *Mastering*. REVEL provides readers with a host of interactive demonstrations, simulations, and video examples embedded in a format that is chock full of new and visually engaging ways of presenting text. In addition, REVEL provides readers with abundant opportunities to test their knowledge and apply it to real-world problems. Quite simply, REVEL brings psychology to life and helps *Mastering* keep its promise: *No text does more to help students learn*.
- **Assessment-Driven Instructional Objectives.** Assessment and accountability are among the top concerns of college faculty these dates. Consequently, we revised every instructional objective in *Mastering* to sharpen the text's focus on assessment. We wanted to ensure that every objective would help instructors select test items and develop assignments that answer the questions, "Are students learning, and are they capable of using what they're learning in meaningful ways?"
- **Video Integration.** Today's students are multimedia learners. The videos we have integrated into the text enhance the information it presents and allow students to experience and interact with it in a different way.
- **Engaging, Current Examples.** To ensure that students identify with the material, examples have been updated and/or added throughout the text to both help students understand the material and to apply the material to their everyday lives.

New to the Sixth Edition

Here are a few examples of new themes we have incorporated into the sixth edition of *Mastering the World of Psychology*:

- *The Human Connectome Project*—emerging research on the physiological basis of mental processes and behavior
- *Cross-sectional and longitudinal designs*—information about the methods that psychologists in specific subfields employ
- *Resilience among refugees*—emphasis on the positive aspects of the human experience
- *Impact of trauma on personality*—the influence of experiential factors on variables that are influenced by heredity
- *Virtual reality therapy*—the growing role of technology in shaping mental processes and behavior
- *Psychology of terrorism*—the applicability of psychological principles and research findings to the challenges of life in the twenty-first century

We have made many changes to the book's chapters that improve the clarity of the discussions and overall flow of material. We remain dedicated to citing current research and writing the most up-to-date text possible, while promoting an understanding of the foundation of psychology. Here is a chapter-by-chapter list of the changes and additions we have made in the sixth edition, along with the titles of the videos that we have integrated into each chapter.

Chapter 1: Introduction to Psychology

- Media psychology
- APA's prohibition on psychologists' participation in national security interrogations
- Videos
  - *The Danger of False Beliefs*
  - *Diverse Perspectives*
  - *Critical Thinking*
  - *How to Answer Psychological Questions*
  - *Scientific Research Methods*
  - *Ethics and Psychological Research*

Chapter 2: Biology and Behavior

- Human Connectome Project
- Using neurotrophic factors to treat neurodegenerative diseases
- Videos
  - *My Brain Made Me Do It: Association Areas*
  - *How the Brain Works: The Neuron*
  - *How the Brain Works: The Action Potential*
  - *How the Brain Works: The Nervous System*
  - *How the Brain Works: Parts of the Brain*
  - *Thinking Like a Psychologist: The Prefrontal Cortex*
  - *The Plastic Brain*
  - *Genes, Evolution, and Human Behavior*

Chapter 3: Sensation and Perception

- Discovery of a sixth taste sensation for fatty foods
- Functions of the skin
- Chronic pain and depression
- Role of the mirror neuron system in emotional contagion
- Videos
  - *Taking in the World Around Us*
  - *Perceptual Magic in Art and Movies: Interview with a Sound Artist*
  - *Can Smells Alter Mood and Behavior?*
  - *Managing Pain*
  - *Recognizing Faces*

Chapter 4: Consciousness

- Screen use and circadian rhythms
- Influence of hypnosis on neural communication
- Videos
  - *States of Consciousness*
  - *Rhythms of Consciousness: Sleep Cycles*
  - *How Much Sleep Do We Need?*
  - *Sleep, Memory, and Learning*
  - *Sleep Disorders: Sleep Apnea*
  - *Sleep Disorders: Insomnia*
  - *Sleep Disorders: Narcolepsy*
  - *Meditation*
  - *Substance Abuse*

Chapter 5: Learning

- Pedagogical content knowledge and online instructional materials
- Videos
  - *What's in It for Me? How to Make Healthier Choices*
  - *Thinking Like a Psychologist: Problems with Punishment*
  - *Learning to Overcome Phobias*
  - *The Myth of the Multitasking Environment*

Chapter 6: Memory

- Everyday memory
- Digital amnesia
- Videos
  - *The Woman Who Cannot Forget*
  - *When Memory Fails*
  - *Police Lineup*

Chapter 7: Cognition, Language, and Intelligence

- Imagery in therapy for stroke patients
- Bilingualism and executive control functions
- Cognitive demands of complex environments and the Flynn Effect
- Videos
  - *I Am, Therefore, I Think*
  - *In the Mind's Eye*
  - *Changing Your Mind*
  - *Multilingualism: Speaking One's Mind*
  - *What Is Intelligence?*
  - *Intelligence Tests and Success*
  - *Intelligence Tests and Stereotypes*

Chapter 8: Human Development

- Cross-sectional and longitudinal designs
- Videos
  - *Identity*
  - *Conservation of Volume*
  - *Attachment*
  - *Parenting Styles and Socialization*
  - *Risky Behavior and Brain Development*
  - *Different Perspectives on the World*

Chapter 9: Motivation and Emotion

- Influence of food deprivation on the neurological capacity for insight
- Transgender, sex reassignment, and sexual orientation
- Videos
  - *Motivation and Emotion*
  - *Eating Disorders*
  - *The Power of Sex*
  - *The Dating Game*
  - *Early Research on Human Sexuality*
  - *Sexual Orientation: Origins*

Chapter 10: Health and Stress

- Stress and inflammation
- Resilience among refugees
- Secondhand smoke risk in multiunit housing facilities
- Videos
  - *Stress and Your Health: Positive Cognitions*
  - *Posttraumatic Stress Disorder*
  - *Physiological Responses to Stress*
  - *Health Psychology*
  - *Stress and Memory*
  - *How Culture Affects Coping*
  - *Health Disparities*

Chapter 11: Personality Theory and Assessment

- Trauma and personality change
- Videos
  - *What Is Personality?*
  - *Personality Theory: Psychodynamic*
  - *Personality Theory: Humanistic*
  - *Personality Theory: Trait*
  - *Twins and Personality*
  - *Personality Theory: Behavioral*
  - *Putting Popular Personality Assessments to the Test*
  - *Measuring Personality*

Chapter 12: Psychological Disorders

- Criticisms of the *DSM*
- Videos
  - *What Does It Mean to Have a Mental Disorder?*
  - *Diagnosing Mental Disorders: The DSM*
  - *Anxiety and Worry: Sue Mineka*
  - *Depression*
  - *Living with a Disorder: Schizophrenia*
  - *Autism Spectrum Disorder*

Chapter 13: Therapies

- Combining virtual reality therapy with cognitive therapy
- Videos
  - *Therapies in Action*
  - *Therapies in Action: Psychoanalysis*
  - *Therapies in Action: Humanistic Therapy*
  - *Therapies in Action: Behavior Therapy*
  - *Therapies in Action: Cognitive Behavior Therapies*
  - *Therapies in Action: Drug Therapies*
  - *Finding a Therapist When You Need One*

Chapter 14: Social Psychology

- Group polarization, extremism, and violence
- Groupthink in groups that approve of the use of violence to achieve social and political goals
- Videos
  - *The Big Picture: The Social World*
  - *Speed Dating*
  - *What's in It for Me? Influences on Attraction*
  - *Sternberg's Triangular Theory*
  - *Compliance Techniques*
  - *Changing Attitudes and Behaviors*
  - *Thinking Like a Psychologist: Changing Attitudes and Behaviors*
  - *Are Stereotyping and Prejudice Inevitable?*
  - *Impact of Stereotypes on Behavior*

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Educational technology designed for the way today's students read, think, and learn When students are engaged deeply, they learn more effectively and perform better in their courses. This simple fact inspired the creation of REVEL: an immersive learning experience designed for the way today's students read, think, and learn. Built in collaboration with educators and students nationwide, REVEL is the newest, fully digital way to deliver respected Pearson content.

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authors' narrative—that provide opportunities for students to read about and practice course material in tandem. This immersive educational technology boosts student engagement, which leads to better understanding of concepts and improved performance throughout the course.

Available Instructor Resources

We have created a complete collection of resources for the sixth edition that will help you prepare for class, enhance your course presentations, and assess your students' understanding of the material.

- **Hyperlinked Instructor's Manual:** The Instructor's Manual gives you unparalleled access to a huge selection of classroom-proven assets. First-time instructors will appreciate the detailed introduction to teaching the introductory psychology course, with suggestions for preparing for the course, sample syllabi, and current trends and strategies for successful teaching. Each chapter offers activities, exercises, assignments, handouts, and demos for in-class use, as well as guidelines for integrating media resources into the classroom and syllabus. The material is organized in an easy-to-use Chapter Lecture Outline. A unique hyperlinking system allows for easy reviewing of relevant sections and resources. The Instructor's Manual is available for download from the Instructor's Resource Center at **http://www.pearsonhighered.com/irc**. Login required.
- **Lecture PowerPoint Slides:** These slides, presented in a more traditional format with excerpts of the text material and art work, are available for download at **http://www.pearsonhighered.com/irc**.
- **Pearson MyTest Computerized Test Bank:** The sixth edition Test Bank comes with Pearson MyTest, a powerful assessment-generation program that helps instructors easily create and print quizzes and exams. You can do this online, allowing flexibility and the ability to efficiently manage assessments at any time. You can easily access existing questions and edit, create, and store questions using the simple drag-and-drop and Word-like controls. Each question comes with information on its level of difficulty and is also mapped to the appropriate learning objective. For more information, visit **http://pearsonhighered.com/mytest**.

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Denise Boyd received her Ed.D. in educational psychology from the University of Houston and has been a psychology instructor at Houston Community College System since 1988. From 1995 until 1998, she chaired the psychology, sociology, and anthropology department at Houston Community College–Central. She has coauthored five other Pearson texts: with Samuel Wood and Ellen Green Wood, *The World of Psychology*; with Helen Bee, *Lifespan Development*, *The Developing Child*, and *The Growing Child*; and with Genevieve Stevens, *Current Readings in Lifespan Development.* A licensed psychologist, she has presented a number of papers at professional meetings, reporting research in child, adolescent, and adult development. She has also presented workshops for teachers whose students range from preschool to college.

Together, Sam, Evie, and Denise have several decades of experience teaching introductory psychology to thousands of students of all ages, backgrounds, and abilities. *Mastering the World of Psychology,* Sixth Edition, is the direct result of their teaching experience.

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Chapter 1
Introduction to Psychology

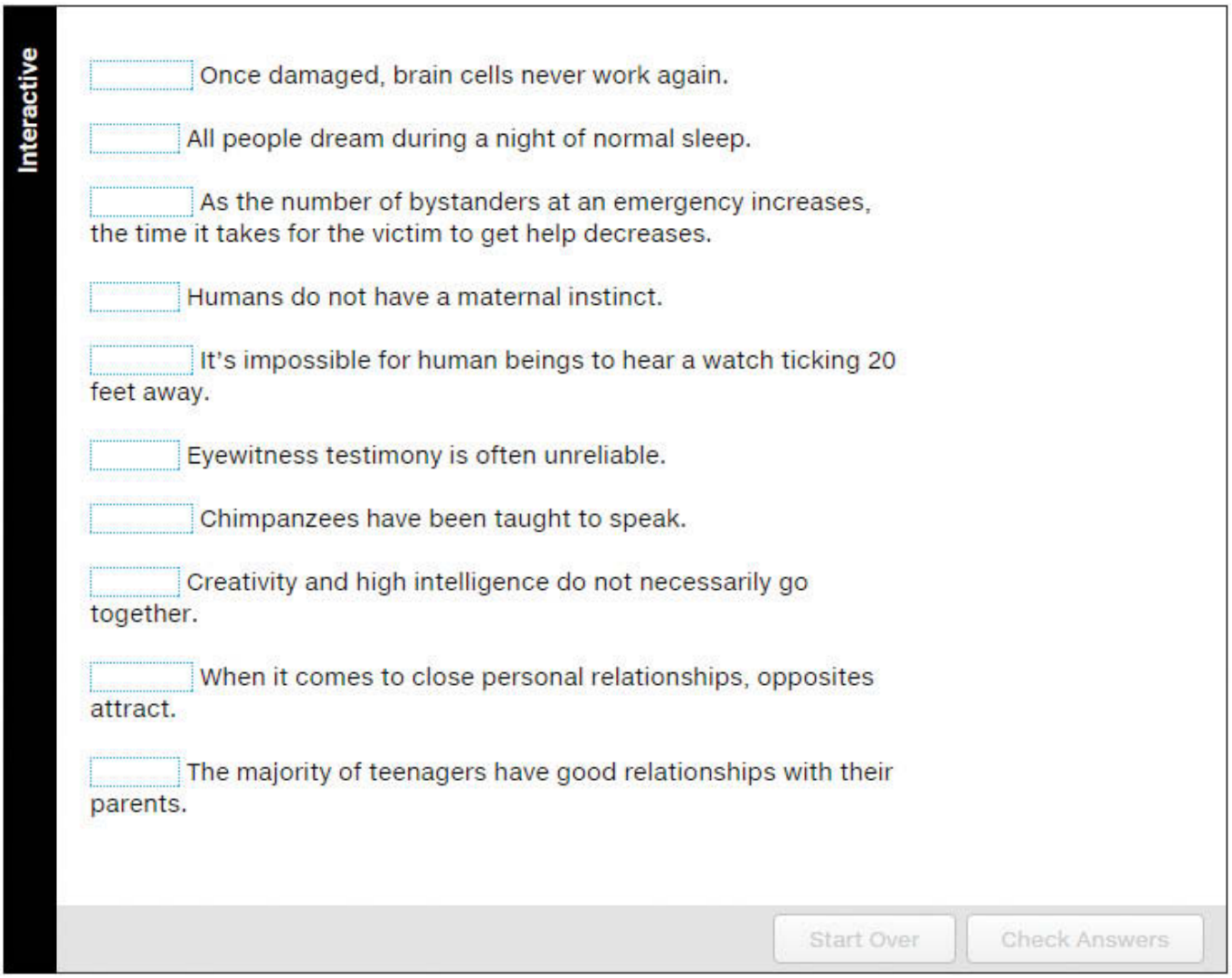
Watch THE DANGER OF FALSE BELIEFS

A great way to begin studying any new subject is to think about what you already know about it. Be cautious, though. What you think you know about psychology may actually be incorrect.

When you focus on the word *psychology*, what ideas spring to mind as you concentrate? Do terms such as *therapy*, *brain*, *psychological disorder*, *emotion*, and *hypnosis* come to mind? Your introductory psychology course will touch on all of these concepts, but it will also help you learn how to deal with practical issues in your everyday life. Let's begin your exploration of psychology with an assessment of how much you already know, or think you know, about the topic.

How Much Do You Know about Psychology?

Some people think of psychology as "common sense." Others have learned what they believe to be facts about behavior and mental processes from friends or the media. The following exercise includes 10 such "facts." But are they actually true?



Learning all you can from this text is a good first step toward a better understanding of behavior and mental processes.

Chapter Module Outline

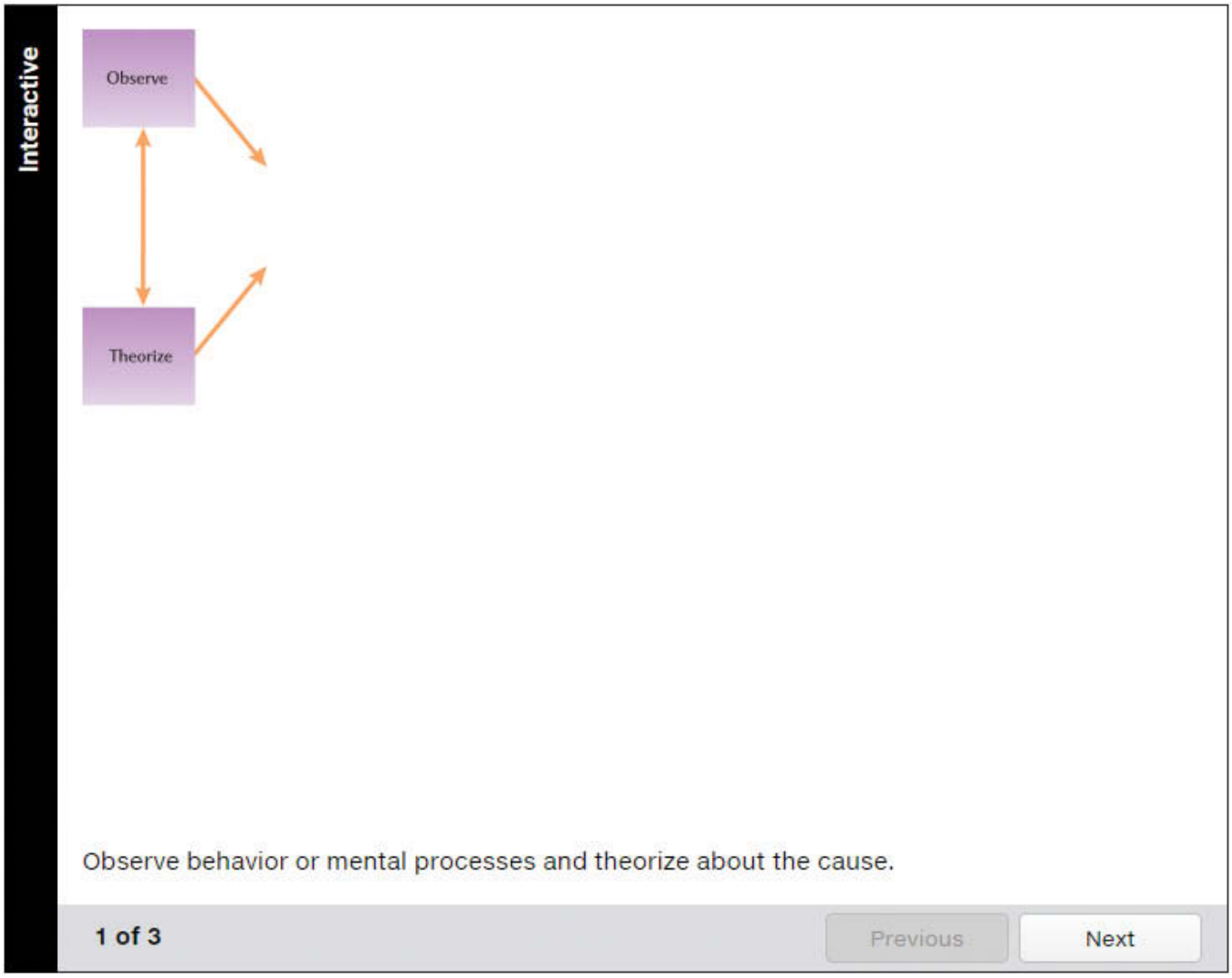
1.1 An Introduction to the Science of Psychology
1.2 Psychology Then and Now
1.3 Thinking about Theories and Research
1.4 Descriptive Research Methods
1.5 The Experimental Method
1.6 Research Participants

1.1: An Introduction to the Science of Psychology

Psychology is defined as the scientific study of behavior and mental processes. If you are like most people, you have made many observations about both and perhaps have developed a few of your own theories to explain them. From television, radio, or the Internet, you probably also have had some exposure to "expert" opinions on behavior and mental processes. In fact, those may be the very sources that led you astray on the quiz at the beginning of the chapter.

Figure 1.1 The Scientific Method

Psychological researchers use a set of systematic procedures to look for answers to questions about behavior and mental processes.



By the end of this module, you will be able to:

1.1.1 **Explain why psychologists use the scientific method**

1.1.2 **List the goals of psychology**

1.1.1: Is Psychology a Science?

OBJECTIVE: **Explain why psychologists use the scientific method**

Many people believe that a field is a science because of the nature of its body of knowledge. Few people question whether physics, for example, is a true science. But a science isn't a science because of its subject matter. A field of study qualifies as a science if it uses the processes in Figure 1.1 to answer questions.

The *scientific method* consists of the orderly, systematic procedures that researchers follow as they identify a research problem, design a study to investigate the problem, collect and analyze data, draw conclusions, and communicate their findings. The knowledge gained is dependable because of the method used to obtain it.

The publication of a study's results, especially one with a surprising outcome, often triggers the initiation of a process called **replication** in which the researcher or another psychologist who is intrigued by her findings or

Steps in the Scientific Method

The scientific method includes five steps.

wants to challenge the repeats the study using the same procedures. The purpose of replication is to determine whether the original results were a one-time phenomenon or evidence of a true, underlying psychological principle.

If the researcher finds that a study's results do not support her hypothesis, she must modify it. For instance, in the example we gave you of a study comparing men's and women's video game scores, if the data show that male participants used more of the available practice time than female participants did, the researcher can assert that the study's outcome might support her hypothesis if she modifies it to include a testable assertion about why the men in her study chose to practice more than the women did. If she hypothesizes that the practice difference was caused by the type of game used in the study, for example, in a subsequent study, the researcher would go on to examine how different types of games affect practice time.

APPLY IT: TIPS FOR EFFECTIVE STUDYING Decades of research on learning and memory have uncovered a number of strategies that you can use to make your study time more efficient and effective.

- Establish a quiet place, free of distractions, where you do nothing else but study. You can condition yourself to associate this environment with studying, so that entering the room or area will be your cue to begin work.
- Schedule your study time. Research on memory has proven that spaced learning is more effective than massed practice (cramming). Instead of studying for five hours straight, try five study sessions of one hour each.
- To be prepared for each class meeting, set specific goals for yourself each week and for individual study sessions. Your goals should be challenging but not overwhelming. If the task for an individual study ses-

sion is manageable, it will be easier to sit down and face it. Completing the task you have set for yourself will give you a sense of accomplishment.

- The more active a role you play in the learning process, the more you will remember. Spend some of your study time reciting rather than rereading the material. One effective method is to use index cards as flash cards. Write a key term or study question on the front of each card. On the back, list pertinent information from the text and class lectures. Use these cards to help you prepare for tests.
- *Overlearning* means studying beyond the point at which you can just barely recite the information you are trying to memorize. Review the information again and again until it is firmly locked in memory. If you are subject to test anxiety, overlearning will help.
- Forgetting takes place most rapidly within the first 24 hours after you study. No matter how much you have studied for a test, always review shortly before you take it. Refreshing your memory will raise your grade.
- Sleeping immediately after you study will help you retain more of what you have learned. If you can't study before you go to sleep, at least review what you studied earlier in the day. This is also a good time to go through your index cards.
- Test, retest, and test again! A great deal of research indicates that testing and retesting yourself over material you have read enhances your ability to recall it when you are tested. For this reason, use all of the self-testing tools we have included in this course.

Once you've mastered these study strategies, use them to improve your comprehension and success in all of your courses.

WRITING PROMPT

Reflect on It—Putting Research-Proven Study Strategies to the Test

Reflect on how these research-proven strategies will help you retain more information as you work through Chapter 1. At the end of the chapter, we'll ask you to assess how effective they were, which strategies worked best for you, and how you can use them to learn the information in the remaining chapters.

▶ The response entered here will appear in the performance dashboard and can be viewed by your instructor.

Submit

1.1.2: The Goals of Psychology

OBJECTIVE: List the goals of psychology

What goals do psychological researchers pursue when they plan and conduct their studies? Briefly put, psychologists pursue four broad goals:

- *Description:* Identifying and classifying behaviors and mental processes as accurately as possible
- *Explanation:* Proposing reasons for behaviors and mental processes
- *Prediction:* Offering predictions (or hypotheses) about how a given condition or set of conditions will affect behaviors and mental processes
- *Influence:* Using the results of research to solve practical problems that involve behavior and mental processes

Two types of research help psychologists accomplish the four goals just described: basic research and applied research. The purpose of *basic research* is to seek new knowledge and to explore and advance general scientific understanding. Basic research explores such topics as the nature of memory, brain function, motivation, and emotional expression. *Applied research* is conducted specifically for the purpose of solving practical problems and improving the quality of life. Applied research focuses on finding methods to improve memory or increase motivation, therapies to treat psychological disorders, ways to decrease stress, and so on. This type of research is primarily concerned with the fourth goal of psychology—influence—because it specifies ways and means of changing behavior.

The scientific method has enabled psychologists to accumulate a vast knowledge base about behavior and mental processes. However, information alone doesn't necessarily advance our understanding of psychological phenomena. As we noted earlier, using knowledge acquired through the scientific method to develop cohesive theories can help us in the quest for understanding. With that point in mind, we'll turn our attention to some early attempts at psychological theory building and the schools of thought and psychological perspectives that arose from the debate stimulated by them.

1.2: Psychology Then and Now

If you were to trace the development of psychology from the beginning, you would need to start before the earliest pages of recorded history, beyond even the early Greek philosophers, such as Aristotle and Plato. Psychology became distinct from philosophy when researchers began to use the scientific method to study behavior and mental processes. By the 1920s, the field's earliest researchers had laid the foundations of the major schools of thought and psychological perspectives that exist in psychology today. As the field grew and research findings accumulated, specialty areas within the field began to follow distinctive pathways.

Summarize It: The Goals of Psychology

Interactive

Goal	Definition	Example
Description	Describe behavior or mental process as accurately as possible.	Calculate average video game scores for males and females.
Explanation	Suggest causes for behavior or mental processes of interest.	Propose that males score higher on video games because they practice more than females do.
Prediction	Specify conditions under which behavior or mental process is likely to occur.	Hypothesize that males and females will obtain equivalent video game scores if they practice the same amount of time.
Influence	Apply the results of a study to change a condition to bring about a desired real-world outcome or prevent an undesired real-world outcome.	Use the results of video game practice studies to develop games that can enhance females' achievement in math and science.

Check Your Understanding

By the end of this module, you will be able to:

- **1.2.1** **Recall the early psychologists' contributions to the field of psychology**
- **1.2.2** **Describe the seven major schools of thought in psychology**
- **1.2.3** **Identify the seven contemporary psychological perspectives**
- **1.2.4** **List the specialty areas that exist in psychology**

1.2.1: Exploring Psychology's Roots

OBJECTIVE: **Recall the early psychologists' contributions to the field of psychology**

Psychology became a science and an academic discipline in the 19th century when people who wanted to learn more

Even though these skydivers share the same sensations—the feeling of falling, the rush of air on their faces as they fall, and the sudden lurch of their parachutes opening—their reported introspections of the experience would probably differ.

about behavior and mental processes began to use the scientific method. Conventional thought at the time held that such endeavors were the exclusive province of white males. Nevertheless, several researchers overcame gender and ethnic prejudice in the late 19th and early 20th centuries to make notable contributions to the field of psychology.

STRUCTURALISM AND FUNCTIONALISM Who were the "founders" of psychology? Historians acknowledge that three German scientists—Ernst Weber, Gustav Fechner, and Hermann von Helmholtz—were the first to systematically study behavior and mental processes. But it is Wilhelm Wundt (1832–1920) who is generally thought of as the "father" of psychology. Wundt's vision for the new discipline included studies of social and cultural influences on human thought (Benjafield, 1996).

Wundt established a psychological laboratory at the University of Leipzig in Germany in 1879, an event considered to mark the birth of psychology as a formal academic discipline. Using a method called *introspection,* Wundt and his associates studied the perception of a variety of visual, tactile, and auditory stimuli, including the rhythm patterns produced by metronomes set at different speeds. (A *metronome* is a mechanical or electronic device that emits ticking sounds that represent musical rhythms such as 2/4 and 4/4 time at varying tempos.) Introspection as a research method involves looking inward to examine one's own conscious experience and then reporting that experience.

Wundt's most famous student, Englishman Edward Bradford Titchener (1867–1927), took the new field to the United States, where he set up a psychological laboratory at Cornell University. He gave the name *structuralism* to this first formal school of thought in psychology, which aimed at analyzing the basic elements, or the structure, of conscious mental experience. Like Wundt before him, Titchener thought that consciousness could be reduced to its basic elements, just as water (H_2O) can be broken down into its constituent elements—hydrogen (H) and oxygen (O). For Wundt, pure sensations—such as sweetness, coldness, or redness—were the basic elements of consciousness. And these pure sensations, he believed, combined to form perceptions.

The work of both Wundt and Titchener was criticized for its primary method, introspection. Introspection is not objective, even though it involves observation, measurement, and experimentation. When different introspectionists were exposed to the same stimulus, such as the click of a metronome, they frequently reported different experiences. Therefore, structuralism was not in favor for long. Later schools of thought in psychology were established, partly as a reaction against structuralism, which did not survive after the death of its most ardent spokesperson, Titchener. Nevertheless, the structuralists were responsible for establishing psychology as a science through their insistence that psychological processes could be measured and studied using methods similar to those employed by scientists in other fields.

As structuralism began losing its influence in the United States in the early 20th century, a new school of psychology called functionalism was taking shape. *Functionalism* was concerned not with the structure of consciousness but with how mental processes function; that is, how humans and animals use mental processes in adapting to their environment. The influential work of Charles Darwin (1809–1882), especially his ideas about evolution and the continuity of species, was largely responsible for an increasing use of animals in psychological experiments. Even though Darwin, who was British, contributed important seeds of thought that helped give birth to the new school of psychology, functionalism was primarily American in character and spirit.

The famous American psychologist William James (1842–1910) was an advocate of functionalism, even though he did much of his writing before this school of psychology emerged. James's best-known work is his highly regarded and frequently quoted textbook *Principles of Psychology,* published more than a century ago (1890). James taught that mental processes are fluid and have continuity, rather than the rigid, or fixed, structure that the structuralists suggested. James spoke of the "stream of consciousness," which, he said, functions to help humans adapt to their environment.

How did functionalism change psychology? Functionalism broadened the scope of psychology to include the study of behavior as well as mental processes. It also allowed the study of children, animals, and the mentally impaired, groups that could not be studied by the structuralists because they could not be trained to use introspection. Functionalism also focused on an applied, more practical use of psychology by encouraging the study of educational practices, individual differences, and adaptation in the workplace (industrial psychology).

THE CHANGING FACE OF PSYCHOLOGY As we noted earlier, during the early days of psychology, most people believed that academic and scientific pursuits were the exclusive province of white males. However, there were a number of women and minority group members who refused to allow convention to stand in the way of their quest for a better understanding of behavior and mental processes. They broke barriers that paved the way for later scholars and, at the same time, made important contributions to the field. Here are a few examples:

- *Christine Ladd-Franklin (1847–1930)* completed Ph.D. requirements at Johns Hopkins University in the mid-1880s but had to wait 40 years to receive her degree; formulated evolutionary theory of color vision.

Kenneth (1914–2005) and Mamie (1917–1983) Clark's research examining self-esteem in African American children was cited in the 1954 U.S. Supreme Court decision *Brown v. Board of Education* that led to the desegregation of public schools in the United States.

- *Mary Whiton Calkins (1863–1930)* completed Ph.D. requirements at Harvard in 1895, but the university refused to grant doctorate to a woman (Dewsbury, 2000); established psychology laboratory at Wellesley College; developed methods for studying memory; first female president of the APA in 1905.
- *Margaret Floy Washburn (1871–1939)* received a Ph.D. in psychology from Cornell University; taught at Vassar College (Dewsbury, 2000); wrote influential books on animal behavior and mental imagery.
- *Francis Cecil Sumner (1895–1954)* first African American to earn a Ph.D. in psychology; translated more than 3,000 research articles from German, French, and Spanish; chaired psychology department at Howard University; known as the "father" of African American psychology.
- *Albert Sidney Beckham (1897–1964)* established the first psychological laboratory at an African American institution of higher education (Howard University); studied relationship of intelligence to occupational success.
- *Kenneth Clark (1914–2005) and Mamie Phipps Clark (1917–1983)* conducted studies of detrimental effects of racial segregation on African American children's self-esteem that were cited in Supreme Court ruling that declared racial segregation in U.S. schools unconstitutional (Benjamin & Crouse, 2002; Lal, 2002).
- *George Sánchez (1906–1972)* studied cultural and linguistic bias in intelligence testing during the 1930s (Sánchez, 1932, 1934).

Today, more women than men obtain degrees in psychology, and minority group representation is growing (National Center for Education Statistics [NCES], 2006, 2008). However, there continues to be a gap between the proportion of minorities in the U.S. population and their representation among professional psychologists (American Psychological Association [APA], 2008). Consequently, the APA and other organizations have established programs to encourage minority enrollment in graduate programs in psychology.

1.2.2: Schools of Thought in Psychology

OBJECTIVE: Describe the seven major schools of thought in psychology

According to evolutionary psychology, natural selection has provided infants and caregivers with a built-in genetic predisposition to form an emotional attachment to one another because such bonds help infants survive.

Why don't we hear about structuralism and functionalism today? In the early 20th century, the debate between the two points of view sparked a veritable explosion of theoretical discussion and research examining psychological processes. The foundations of the major schools of thought in the field were established during that period and continue to be influential today.

1.2.3: Contemporary Psychological Perspectives

OBJECTIVE: Identify the seven contemporary psychological perspectives

The views of modern psychologists are frequently difficult to categorize into traditional schools of thought. Thus, rather than discussing schools of thought, it is often more useful to refer to *psychological perspectives*—general points of view used for explaining people's behavior and thinking, whether normal or abnormal. For example, a psychologist may adopt a behavioral perspective without