

# Psychology and Our Curious World

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# Psychology and Our Curious World

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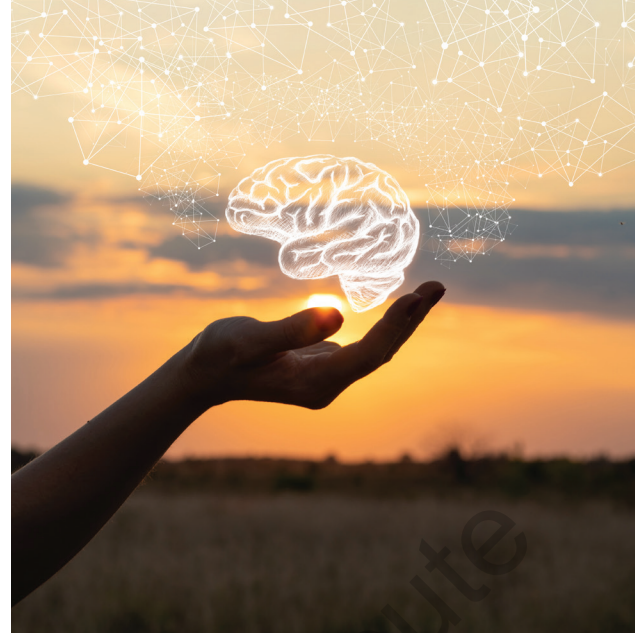


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# PREFACE

Dear Student,

The world has never seen a diverse group of individuals like you before.

In college, people of all ages pursue education and bring a wealth of experiences and dreams to the classroom. Whether you were born between 1997 and 2012 (making you a member of Generation Z) or fall before or after that range, your journey is unique to you. You've navigated through social media, cell phones, a pandemic, and global economic and environmental crises that previous generations left for you to solve. At every step of the way, you defy expectations.

People of different age groups collectively hold common aspirations. However, behavioral trends, research surveys, and current events indicate that Generation Z embraces five ideals (Nemeth, 2022):

1. More than money: Generation Z values pure salary at work less than any previous generation, putting benefits like flexible hours, vacation time, and a healthy lifestyle as more important.
2. Personal values: Your generation prioritizes personal values and cares whether their career and consumer choices align with what they believe in. You refuse to sacrifice work-life balance.
3. Screen time: While completely comfortable with screen time, your generation is very aware that virtual meetings lack the intimacy of in-person meetings. A mixture of both is preferred.
4. Embrace innovation: More than any other generation, you are used to exploring and experimenting with technology and expect it from others.
5. Everyone is unique: Even though we just made a list of what people in your generation have in common, you don't necessarily like labels or assumptions about who you are.

No matter what your college major or career goals might be, psychology is fundamental to every judgment, preference, memory, decision, and interaction in your life. The goals and priorities of your generation signal that you are fundamentally interested in creating a future centered on a healthy mental well-being, positive social interactions, altruism and equity, innovative and creative solutions for current problems, and decreased stereotypes and prejudice. These are the same goals that the field of psychology has.

In this book, we use the theme of natural curiosity to guide you through each major topic. Our hope was to write a book you would actually enjoy reading—one that had an engaging, friendly tone. We don't have room to cover every topic in an introductory book, so we chose to discuss concepts that are either the most famous or what we simply thought you would enjoy the most—like how to take the most efficient naps, whether it's possible to remember something that never actually happened to you, and why some people are afraid of clowns. Because everyone loves a good story, we craft each chapter around a compelling theme or case study we hope you find compelling.

Curiosity is a key component of a great life; people who are more curious report greater life satisfaction, flourishing, and happiness (Lydon-Staley et al., 2020). If you're curious, you'll never stop learning and growing. We hope this book piques your curiosity and begins your lifelong love of psychological science.

Wind, Gary, Charity, and Tom

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Dear Instructor,

You may wonder: Why do we need another introduction to psychology textbook?

Well, if it's just like all the others, frankly we don't. What makes *Psychology and Our Curious World* special, and therefore appealing to students and instructors? Allow us to share the key principles that guide our approach.

**(1) *Curiosity Builds Competence: Now and in the Future***

Learning is not about one semester, one year, or one degree. Rather, it's about helping students become more sophisticated in the way they think about the world. We do that by cultivating their curiosity. In this view, a textbook isn't just a way to deliver information, but a tool to stimulate students' interest. Psychology should be inherently interesting and applicable; the moment it's not, we've failed.

**(2) *Forthright Candor***

Students deserve our respect. We do not communicate with them as if they are naive, lack a sense of humor, or are unaware of modern concerns in the world today. Psychology is needed to address these concerns, which is one of the reasons this book and the accompanying course matter in their lives. We are unapologetic about how the material relates to relevant issues today. Importantly, we unapologetically embrace diversity and support the idea of intersectionality as affecting the human experience. We also point out that some aspects of the history of psychology have been affected by prejudice, that some conclusions are limited by WEIRD samples, and that culture matters. As an author team, we ourselves represent diversity in terms of age, race, sexual orientation, religious background, region, and academic setting. People vary—and that's a good thing.

**(3) *Everyone Loves a Good Story***

Students light up with interest when their professors break away from PowerPoints to share stories; it makes the content come alive. These are the tidbits students somehow seem to remember years later. How can a textbook capture our instinct to become immersed in stories—how can our content be as captivating? We use a storytelling approach in each chapter, centering the content on a central theme or case study. Following the course of someone's life, getting out of an escape room, or watching the disastrous dynamics of a cult to the tragic end helps students place concepts in a memorable and “sticky” context.

**(4) *Written by Award-Winning Teachers***

The authors of this book are award-winning instructors of undergraduates who have taught introduction to psychology many times. We actually teach these concepts every day—so we've written the book the way we explain the concepts to actual people. We also include concepts our students care about that most books skip over, based on the questions we get in class. Students care about naps, the fear of clowns, and social media. Our book highlights the psychology of everyday life.

### (5) ***A Book That’s “Just Right”***

*Psychology and Our Curious World* follows a “just right” principle: not “too overwhelming” and not “too brief.” Rather, it’s “just right.” For us, “just right” means

- leaning into students’ natural curiosity to build excitement and facilitate learning;
- chapters with engaging themes from students’ lives with curiosity-inducing “big questions” to move students beyond basic understanding to higher levels of thinking;
- providing enough scaffolding to move students along Bloom’s taxonomy from simple memorization to application and analysis;
- beautifully written paragraphs that deliver plenty of memorable examples, without unnecessary words;
- chapter lengths that respect students’ time and intellect by hitting that “just right” spot between being impossibly long and superficially brief;
- personal authenticity and conversational writing from teachers who know how to connect with their students;
- building psychological literacy through practical insights and encouragement of critical thinking and evidence-based decisions;
- respecting students as individuals and recognizing the value in greater inclusion of diverse perspectives;
- recognizing that diverse voices and perspectives have been stifled in the past and that these injustices must be acknowledged and rectified moving forward;
- fostering psychological literacy by persuading students that critical thinking improves their lives;
- carefully crafted ancillaries that recognize that engagement is a necessary teaching technique; and
- novel assessments that capture the information trails left behind by authentic learning.

We hope our “just right” approach means a book that provides students with tools and skills that will make them lifelong learners and fans of psychology.

## INNOVATIVE FEATURES AND ANDRAGOGY

---

Chapter 1 explicitly shares the APA’s Introductory Psychology Initiative 3.0 with students. The learning outcomes and integrative themes are covered, so students can understand the field’s current direction. For you (the instructor), note that this book’s supplemental materials are designed to help you assess your students along the learning objectives and integrative themes as well.

After that, *Psychology and Our Curious World* has purposeful features in every chapter that have been vetted by expert focus groups and used successfully in the authors’ social psychology text. Instead of chasing trendy gimmicks, these features offer genuinely important ways for students to connect to the material in meaningful ways. Each chapter features the following:

- *Career Corner*: Many psychology careers require graduate degrees—but what about psychology careers students can explore immediately after earning a

bachelor's degree? Every chapter features a brief interview of a real person who started a career by majoring in psychology. This feature is key to helping students understand the variety of career options and to know they have choices that don't require years of additional schooling (and possible debt).

- *Spotlight on Research Methods*: While there is a dedicated chapter on research methods and basic statistics within psychology, most books isolate this topic into a chapter and then never explicitly return to it. Our book features a “box” feature called *Spotlight on Research Methods* that explicitly goes through the methods and statistics of a famous or important study relevant to that chapter. This emphasis reminds students that psychology uses a scientific, evidence-based approach and that *what* we know is connected to *how* we learned it.
- *What's My Score?* Each chapter has at least one self-report scale students can take to calculate their own score on a construct relevant to that chapter. With the popularity of “personality tests” on social media, students enjoy engaging in self-discovery tasks. From an andragogic perspective, though, this feature shows students how research studies operationalize abstract constructs, another reminder of the scientific approach within psychology.
- *Psychology and Our Curious World*: From documentaries to Marvel Comics Universe movies, psychology has a presence in popular movies, songs, and literature. By linking concepts to what students enjoy in their spare time, we can remind them that psychology can be seen in almost every setting. Students also find concepts easier to understand when they apply to familiar experiences (e.g., “Do video games stigmatize mental illness?”). Enjoyment, engagement, relevance, and retention are the happy by-products of connecting psychology to popular culture.
- *Critical Thinking Questions*: As depth of processing theory ( Craik & Lockhart, 1972) suggests, students retain information better if they cognitively process it on a deep level. Critical thinking is a skill that all college and university students should practice so they can apply these tools to global citizenship, community engagement, and personal life decisions. Thus, every chapter ends with several critical thinking and discussion questions. Instructors can use these as written homework assignments or as discussion prompts for “flipped” classroom time.

## SAGE VANTAGE

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**“Interactive, engaging and simple to use.”**

—Alyssa Salazar, Student, University of North Texas

**“It really helps you wrap your head around what you’re learning** and come to a complete understanding of the course material.”

—Aubrey Akins, Student, St. Bonaventure University

**“This is the smoothest student onboarding process** I have ever experienced.”

—Echo Leaver, Instructor, Salisbury University

## Video and Analytic Skill-Building

Assignable video activities in Vantage align with learning objectives, reinforcing fundamental concepts in every chapter. With automatic assessment integration into your gradebook, these resources provide an ideal platform for students to hone their analytical and application skills by applying chapter concepts to real-world scenarios.

### *Video Activities for Psychology and Our Curious World*

- 1.1: Careers in Psychology
- 1.2: Diverse Voices in the History of Psychology
- 2.1: The Open Science Movement
- 2.2: Twin Studies
- 3.1: The Brain’s Lobes
- 3.2: Advances in Neuroscience
- 4.1: The Difference Between Sex and Gender
- 4.2: Defining Intersectionality
- 5.1: Stress
- 5.2: The PERMA Model of Happiness
- 6.1: Sensation vs. Perception
- 6.2: Perceptual Illusions
- 7.1: Improving Sleep
- 7.2: Cannabis
- 8.1: Erikson’s Eight Stages of Identity Development
- 8.2: Piaget’s Four Stages of Cognitive Development
- 9.1: Pavlov and His Dogs
- 9.2: Reinforcement vs. Punishment
- 10.1: The Keys to Better Memory

- 10.2: Loftus' Misinformation Effect Studies
- 11.1: Maslow's Hierarchy of Needs
- 11.2: Intrinsic vs. Extrinsic Motivation
- 12.1: Power Up Your Problem Solving
- 12.2: Roots of Intelligence
- 13.1: The Big Five
- 13.2: How Traits Change Over Time
- 14.2: Milgram Obedience Experiment
- 14.1: Cognitive Dissonance
- 15.1: Defining Mental Illness
- 15.2: What Is the DSM?
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## What Are the Benefits of Vantage?

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## TEACHING RESOURCES

This text includes an array of instructor teaching materials designed to save you time and to help you keep students engaged. To learn more, visit [collegepublishing.sagepub.com](https://collegepublishing.sagepub.com) or contact your Sage representative at [collegepublishing.sagepub.com/findmyrep](https://collegepublishing.sagepub.com/findmyrep).

- **Course management system integration** makes it easy for student test results and graded assignments to seamlessly flow into the instructor's gradebook.

- **Test banks**, aligned to Bloom’s Taxonomy, provide a diverse range of 150 test items per chapter, including multiple choice, true/false, and essay.
- **Respondus® test generator** is an alternate solution for delivering digital or printed tests built from the standard test bank.
- **Instructor’s manual**, authored by Dr. Natalie Dove at Eastern Michigan University, offers a wide range of customizable teaching and learning content for all chapters, including:
  - Correlation grids that align assessment questions to each learning objective
  - Discussion topics, activities, and questions
  - Critical thinking activities
  - Essay and research paper topics
  - Career activities
  - APA IPI learning activities that allow instructors to easily assess and report out on the APA IPI outcomes
  - Concept highlights
  - Suggested grading rubrics
- **Lecture notes** provide instructors an outline and the key concepts in each chapter to aid in lecture preparation
- **PowerPoint® slides** offer a flexible, accessible, and customizable solution for creating multimedia lectures
- **Curious Conversations PowerPoint® slides** provide in-class and online discussion topics aligned to the textbook’s “Have You Ever Wondered” questions and learning objectives, piquing students’ curiosity and increasing their engagement
- **Figures and tables from the book** are available to support lecture preparation and class discussions
- **Sample course syllabi** include suggested models for structuring your course

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# ABOUT THE AUTHORS



**Dr. Wind Goodfriend** has been named Faculty of the Year three times in her 19 years as a professor at Buena Vista University. This distinction is the result of an all-student vote, and her General Psychology course was chosen as the “Most Recommended” individual class in the entire university by the BVU newspaper. She has also won the Wythe Award, one of the largest collegiate teaching prizes in the nation. She has written over a dozen book chapters about psychology in pop culture, four textbooks for Sage, three Audible audiobooks about psychology, dozens of peer-reviewed journal articles, and has published over 30 journal articles featuring her undergraduate students as the first author. She also wrote and “starred” in a docuseries about the psychology of cult manipulation for The Great Courses. Wind won the 2023 Undergraduate Teaching & Mentoring Award from the Society for Personality and Social Psychology.



**Dr. Gary W. Lewandowski Jr.** started college right after high school and loved it so much he never left. As a professor at Monmouth University, he has published over 70 academic books/articles/chapters and given over 120 conference presentations (most with student coauthors). He is a nationally recognized teacher who the Princeton Review counted as its Best 300 Professors from an initial list of 42,000. He has won teaching awards everywhere he has taught. He has given a TEDx talk, *Break-ups Don't Have to Leave You Broken*, which has over 2.6 million views, and has written over 150 articles for mass media outlets that have been enjoyed by over 8 million readers. He has also written a research methods textbook and authored *Stronger Than You Think: The 10 Blind Spots That Undermine Your Relationship... and How to See Past Them*.



**Dr. Charity Brown Griffin** has a passion for teaching first-generation and racially marginalized undergraduate students as an Associate Professor of Psychological Sciences at Winston-Salem State University (WSSU), a historically Black university. She also engages in practice work as a Nationally Certified School Psychologist (NCSP) and Licensed Psychologist and serves as a content consultant for numerous children’s media programming. During her tenure at WSSU, she has received numerous awards and honors, including the Bill Sheppard Master Teacher Award, the Wilveria B. Atkinson Distinguished Research Award, and student choice Advisor of the Year award for her mentorship of Psychology Club. Her research focused on

schooling experiences and positive youth development has received over 2.2 million dollars in grant funding, has resulted in over 30 peer-reviewed publications and over 50 conference presentations, and has been featured in popular media and news outlets such as *Successful Black Parenting Magazine*, CNN, and PBS Kids.



**Dr. Thomas Heinzen**, at William Paterson University of New Jersey, is proudest that he has mentored more than 60 student presentations and published research. He has been a keynote speaker at a variety of teaching-related conferences, including NITOP, Rocky Mountain Teaching of Psychology, and the Association for Psychological Science about his book on Clever Hans and facilitated communication. He has been elected as a fellow to the Eastern Psychological Association, to the Association for Psychological Science, and to Division 1 of the American Psychological Association. He has also been an invited speaker at several technology conferences to discuss how to apply principles of game design to social problems such as improving rates of college completion. Students have honored him with a variety of awards that range from being the winning lab in an egg-tossing contest to numerous recognitions from the Psychology Club.

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# STUDENT SUCCESS GUIDE

Suppose you are taking a college course for the first time. You purchase your course material and begin to peruse its contents. Within moments you realize that there is a lot of information to learn. You wonder how you are going to understand all this material by the end of the course. You might feel a mix of emotions, from intimidated to overwhelmed to excited. These emotions are all quite common among college students. Learning is a process of growth, and growth is not always comfortable. One reason is that learning is similar to exercising. You exercise to become stronger, faster, and more agile. Your goal is to be healthier, and this does not come without times of being tired or exhausted. But you work through it so that you can reach your goal of being healthier. Similarly, as a student, you learn to become more knowledgeable and capable, and to be smarter, and this also does not come without times of being tired or exhausted. But you work through it so that you can reach your goal of being educated. This parallel brings to light a key to your success in college: to set goals. Setting goals helps you to stay focused and motivated to “work through” the challenging times. Of course, it is also helpful to have a plan or guide that can help you achieve your goals. For this reason, we have prepared the following guide to help you achieve your academic goals and to support your success.

## TIPS AND TRICKS FOR STUDENT SUCCESS: THE BASICS

Textbooks typically do not provide a “How-to-Rock-This-Class Manual,” yet every student would love to have one. How do you study efficiently? How do you know what to say to your professors? Who can you reach out to for help? What strategies can you use to be a successful student? If these types of questions are what students seek answers for, then this guide is a great place to start. So, let’s start at the very beginning—the basics:

- It is important to want to be a great student. Being a great student does not mean getting straight As, but it does mean that you are truly committed to learning. As a student, you should embrace the opportunity to learn, be genuinely curious about the information being taught, and take the time to study it, question it, and think critically about it. This perspective captures the spirit of what it means to be a great student.
- Take the time on the first day of class to introduce yourself to your professor and teaching assistants (if applicable). Whether your class is online, in person, or a hybrid course, go out of your way to introduce yourself.

Your professors are more than just teachers. They are experts in their fields of study, and this makes them excellent people to connect with. Additionally, getting to know your professors can benefit your learning in class and even into your career as possible people you can reach out to for a professional recommendation.

- Attend each class session if it is in a synchronous or face-to-face format. What is taught in class is very often the bulk of the material that is tested and/or assessed. Not only are you putting your best foot forward by attending each class session, but you are also doing your due diligence to be a great student and setting yourself up for success. If your class is asynchronous (fully online), then make sure you watch each lecture. Professors who teach asynchronous classes offer good information in the recorded lectures, and it is important to watch the full lecture—from beginning to end—so that you are not missing important information.
- Be prepared—have your materials ready, put your distracting technology away, and read before attending class. If you are in a fully online class, the same rules apply. When you are ready to watch your lecture, put the technology away. Research has demonstrated that being distracted because of multitasking—specifically by looking at your phone at the same time you are listening to a lecture—lowers your performance and retention. Students often think they are good at multitasking, but the science says that’s not accurate.

## GETTING THE MOST OUT OF YOUR COURSE

On the first day, the professor is going to give you the owner’s manual to the class: the **syllabus**. This document will give you all the information you need for the class. In general, the first bit of information you see on the syllabus is your professor’s contact information. This information generally includes the professor’s email address, office hours, office location (if applicable), and availability. When it comes to professors, there are a few things to remember:

- Be respectful when you email. This is a professional communication. Start the email with “Dear Professor \_\_\_\_\_.”
- When you do email, make sure it does not sound like a text. You are conducting a formal business-like exchange.
- Use correct grammar and punctuation.
- Always let professors know what class you are in by typing it in the subject header, so that they can appropriately answer your questions—most professors teach multiple classes.
- Allow for at least 24–48 hours for a response from your professor. Allow a bit more time if you email on a Friday or the weekend.
- Ask questions. If you have questions, other students likely do too!
- If you have a few questions, consider making an appointment with your professor to meet during office hours. Having a conversation with your professor might answer many questions in one sitting; and, as most of us know, sometimes answers can be lost in translation in an email.

- Just a reminder: Teachers love to teach, and they appreciate enthusiastic students. So, make an appointment with your professors and say hello.

Next, you need to sit down and *read all of the syllabus*. The syllabus is like your road map. You will be able to find *exactly* which textbook to obtain (never assume an older edition is going to be “good enough”) and any other course requirements. Additionally, the syllabus will include course policies, course materials, a course calendar, and grading and assessment policies.

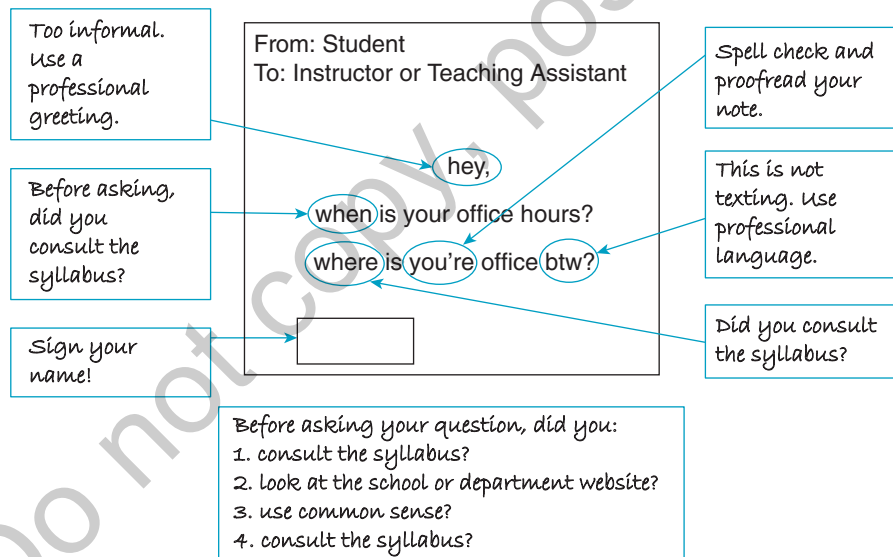
*Helpful tip:* Note in your calendar when you should start each assignment and when it is due. That will make it easier to keep on track (in other words, put it in your calendar RIGHT NOW). Multiple research studies have found that 80 to 95 percent of college students put off doing their work and studying on “a regular basis.” Procrastination is not your friend, so start projects and assignments as early as possible. Life happens, and you do not want to turn in work late. Plan to start working on written work at least two weeks in advance if assignments are available to you that far in advance.

Also add to your calendar the dates for all quizzes and exams. A general rule of thumb is to start studying for quizzes and exams one week in advance. Never, ever cram. And get good sleep.

Many students color-code their schedules to keep all of their classes organized. This might sound like a lot of work, but you will be glad you did it!

**FIGURE 1**

### Professional Communication



## COURSE MATERIALS

It's important to have a plan—and to use science to help you out. Researchers have found that certain strategies work well for learning, particularly when it comes to reading the textbook. So, use them! For starters, many students do not read before class, and they often try to start reading without any real plan for reading a textbook efficiently. *Helpful tip:* Read BEFORE CLASS. It will save you time and improve your grades. Research has shown that if you have no idea what the professor is going to

teach about, and then you sit down and try to take notes and listen, your brain will literally put you in a “time out.” It is too much! *You will have cognitive overload.* So, be fair to your brain and give yourself the information you need to be able to absorb the material.

As part of your plan, figure out how to tackle your weekly reading, which is often approximately 40 pages of generally dense material. Use tools that will help you want to keep going rather than stop before you have even begun. So, make a plan of action:

- First, skim over the chapter that you are preparing to read. Whether your book is in a hardcopy format or a digital ebook, it’s important to get a sense of the formatting of the book such as the illustrations, applied sections, questions, summaries, and text size. If this is your first time using an ebook, spend some extra time familiarizing yourself with the basics such as how to “turn” pages and enlarge the font if needed, as well as the general format of the book. Many students prefer digital ebooks, but if this is your first one, it can be a very different experience for you. It may take a bit of adjusting on your part. Also, no matter the format, get familiar with the interactive elements that are often included with the book.
- When you are ready to start working on a specific chapter, consider starting at the back of the chapter. The end of the chapter will give you a clear and concise **summary** of the chapter. You can also review **key words**, which will acquaint you with what the professor is going to discuss in class.
- Read over any **thought questions** at the end of each chapter. Obviously, you will not know the answers, but it’ll give you an idea of what is important.
- When you begin a chapter, peruse the first page. Read the **chapter outline**, or scan the **section headings**, and, if present, review the **learning objectives**. The learning objectives state what you should be able to accomplish when you truly learn the material. They’ll also give insight into the chapter.
- Divide your reading into reasonable portions. Researchers recommend setting a timer for 20–30 minutes (approximately 7–10 pages) to serve as a reminder to take a break. When the timer goes off, take a moment or two to stretch and move around a little. It is also recommended that you not have your phone close by or that you put it on silent mode, so that random alerts and messages won’t interrupt you and break your flow.
- **Learning is not about being fast. Learning is about appropriately retaining important information.** When you read those 7–10 pages, try to understand the *main points*, not every point. Do not take notes initially. You don’t want to break your cognitive flow. As you go back and review the pages you’ve read, notetaking can be beneficial. Research has shown that taking notes (pen-to-paper notetaking) can help students understand and retain the material better. *Helpful tip:* Paraphrase what the authors are saying and write it in your notes. This will help you articulate, and therefore understand, the material better. We call this approach *deep processing*, compared to memorizing, which is *surface processing*.
- It is highly recommended that you create a learning community (aka a study group) and then discuss the chapters with that group. This will help you with deep processing, and you are more likely to remember the material. *Helpful tip:* If you are unsure how to go about creating a learning community, consider discussing this with your professor. Professors can make



announcements in class, start an online forum for the class, or offer you and your classmates other ways to connect. Many study groups create their own Google Docs so that they can exchange notes with others or post questions. Other study groups may use social media as a way to connect. No matter how you do it, be sure to do it *early* in the term. The sooner you have a study support team, the better.

## STUDYING: NOW THAT YOU KNOW HOW TO READ THE MATERIAL, HOW DO YOU STUDY IT?

### General Studying

We have talked about ways to tackle the book, but studying involves more than that. Reading, paraphrased notetaking, time with a learning community—all of those are great strategies, but sometimes (to quote a common saying) “you don’t know what you don’t know.” Well, how are you ever going to *know* what you are supposed to *know*, then? Again, let’s turn back to science for help. The cognitive psychologist Regan Gurung posits that, based on his extensive research, the ways people try to learn are not necessarily helpful. Yes, highlighting helps and rereading is good, but if you want GREAT results, start paying attention to what science is saying!

Gurung suggests three things you need to keep in mind if you want the best learning outcomes:

1. What do you **NEED** to know? This requires reviewing the syllabus.
2. What **DO** you know? This requires testing yourself and reviewing those tests.
3. What do you **NOT** know? Again, review the tests. Many books offer sets of knowledge checks and flashcards to help you in this process.

It is important for you to fully understand the professor’s learning objectives. In other words, what exactly does the professor want you to know? Between the syllabus and the learning objectives in the textbook, you should have a pretty good idea what you need to know. If it’s still not clear to you, ask your study group. At that point you should have it figured out, but if not, that is okay. *Helpful tip:* Do not spend more time trying to figure it out. It’s time to write to the teaching assistant, or TA, if there is one. TAs are good “first contacts.” If you’re still unclear or there isn’t a TA, then ask the professor. Do not be shy to ask questions. If you can’t figure it out, many other students probably can’t either. There are great webinars and free materials available online from some of the best researchers out there, too. Search for reputable online resources on studying, notetaking, and test preparation.

### Prepping for a Test

Never, ever, ever cram for a test! Cramming is bad in a multitude of ways:

- Cramming is associated with anxiety and stress, which results in lower scores.
- You will have cognitive overload, which means your brain is overworked.
- Learning takes *time*, and one night of cramming will not help you learn.
- Lack of sleep results in lower test scores.

You get the idea. Do not cram for a test. Here are a few scientifically supported practices for prepping for a test. Recent research by John Dunlosky and colleagues found that a key component for doing well on exams is **spaced practicing**:

- The idea of spaced practicing is to study the same content on different occasions. Think of it like this: If you were a softball player, you might practice catching and throwing three of the five days of the week (the same drill on different days). You would schedule these specific days and times to practice your throwing and catching. *Practicing the same thing over and over embeds it into your memory and recall.* It works for softball, and it works for psychology exams!

Next, work on retrieval practicing:

- Retrieval practicing involves bringing key information to mind to increase learning and retention.
- Test yourself frequently to make sure you know what you need to know.
- This can be done by using the flashcards and practice tests that go with your textbook. Many researchers believe that practice tests are the most underutilized resource that students have.
- Often, textbook authors work hard to provide the student resources to use in retrieval practicing. If you have them available, be sure to use them.

## WHAT ABOUT YOU? SCHOOL-WORK-FAMILY BALANCE

Research has demonstrated that there is no simple, easy answer to balancing multiple roles such as being a student, an employee, a parent, a friend, a partner, and a family member, to name just a few roles. In fact, many psychologists have suggested that “balancing” these roles isn’t the correct way to think about them. Is your life ever really balanced? And with one more major life role added to the list—student—it is important to keep expectations in check. This is going to be difficult, but that’s okay. It can be done if you use the resources you have around you . . . and science:

- Time management is key to reducing stress and anxiety. Plan out your day and week, and stick to a schedule. *Helpful tip:* It’s easy to lose track of time, so setting reminders on your phone or watch will help you to keep track of what you need to be doing and when you should be doing it. Set a timer when you are studying so that you remember to get up and move and take a break, but also set a timer to remind yourself to get back to studying.
- Pick your method of tracking (e.g., when assignments are due, when you should start studying for a test) and stick to it. Many people like to use paper calendars so that they can check off what they’ve done and color-code what needs to be done. If you choose this method, pick a calendar that fits in your bag and take it everywhere.
- You may choose to use an online calendar. That’s a great method, too. You certainly can color-code assignments, due dates, and deadlines, as well as prioritize activities and set alerts. The key to using a calendar (electronic or paper) is to *remember to look at it . . . every day.* Without exception. Do not rely on your memory.



- Prioritize sleeping and exercising. These two activities go together; research has demonstrated that the relationship between sleep and exercise is bidirectional. More specifically, exercise helps you sleep better. And when you sleep better, you are more likely to exercise. Also, research has shown that increasing both activities increases recall. That is a win-win-win! You might think that it's more important to study than to sleep for a full 7 or 8 hours, or take a brisk walk, but that is a myth. The less sleep you get, the less efficient your brain will be. The same goes for exercise. Your brain needs oxygen to function at its best, and there is no better way to get oxygen to your brain than through exercise.
- Ask your academic advisor about your school's counseling center. The transition to college can be difficult. It's always a great idea to build a support system as early as possible, and counselors are trained to provide exactly that. They can also direct you to support groups on and off campus.
- You might be a first-generation college student or a student who is a caretaker of others. There will be times when you might feel pulled in different directions, or times when your family will not understand why you need to spend so many hours on your studies. *Helpful tip:* Keep the lines of communication open with your family, which will help them get a better grasp of what you need to succeed. If you must be in a quiet room for 3 hours a day to study, let them know. If you need to be on campus late that week to prepare for a big project, tell them! Many students who try to balance school and family have found that discussing needs and responsibilities can create a supportive environment.
- Practice mindfulness throughout the day. Many smartphone apps are available that provide guided meditation. Also, many smartwatches have a 2-minute mindfulness activity. For some, it might be praying. For others, it could just be sitting still and being fully present in the moment. There are many ways to practice mindfulness. Pick a technique that works for you and practice consistently. *Helpful tip:* Schedule "mindfulness moments" into your day.

## EFFECTIVE DISTANCE LEARNING

More and more people are deciding to become distance learners, and they need a game plan, too. Not attending college in a more traditional manner can make students feel isolated and not connected to their peers or professors. There are ways to address those issues, many of which have already been mentioned. But here's a refresher:

- Ideally, try to designate a specific area for studying. Keep it organized and clean so that when you are ready to study, your study space is prepared. If you cannot do this, make sure you are studying in a nondistracting environment that has all the "tools" (e.g., computer, paper, pen) that you need for studying.
- Create a study community. If you are unsure how to go about it, talking to your professor is a great place to start.
- Study groups give you the opportunity to articulate what you are learning (paraphrasing the content), which helps with deep processing.
- Study groups allow you to test each other on the content.
- Because many people are deciding to take classes from home, try to keep distractions to a minimum when studying and testing. It's easy to get

distracted when laundry and other chores need to be done. Also, other family members can be a distraction, so try to communicate what you need and how long you need it to the others in your home. Communication is key when it comes to keeping the distractions at bay.

## SECRET WEAPONS

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Sometimes it may feel that being a student is a solitary endeavor, but it should not be. A wealth of resources are available to you. Here are a few:

- **Teaching Assistants.** They know so much about the inner workings of the department, faculty, university, and your specific class. They are an amazing resource! If your class is not face-to-face, TAs will often have virtual office hours. Be sure to schedule a short appointment to introduce yourself, and if you have questions, come prepared. *Helpful tip:* Write down all your questions ahead of time so that you can use your time efficiently.
- **Librarians.** Get to know those wonderful people! They can help you in so many ways. If you're not able to meet with them on campus, you can email them and ask for a quick phone call to introduce yourself. Or you can ask for an online video session to say hello and ask for any resources that you may need. Again, be prepared for the meeting.
- **Writing Center.** The people who work at your school's writing center are focused on helping students. Many writing centers are set up to help students by subject area, and then there are more "generalists" (people who can help in any discipline). Commonly, it is recommended that students go to subject-specific tutors, if possible. Be sure to bring your assignment with you. Writing center tutors do not know every assignment for every class, but they are great with helping you understand the writing component. Keep in mind that if you do not live on campus, most writing centers have evening hours, and most universities offer online sessions.
- **Other Students.** So many students are struggling with school-work-family balance, so creating a support and study group can be extremely beneficial. If you can't find one, ask your TA or professor. Research suggests that the more connections you have, the better you will do in school.

## ATTEND OFFICE HOURS

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One of the first things students should do at the beginning of the term is to attend their professors' office hours (whether in person or virtually). For many students, the idea of attending office hours can be a scary prospect, but that one-on-one time with the professor is priceless. Specifically, you can ask questions you might not want to ask in class. Additionally, it is a chance for you to find out how nice and caring your professors really are! To make the most of the time with your professors, do the following:

- Read the syllabus before you go and think about any questions you have.
- Write down your questions before you go. This will help you use the time effectively.
- Do not be late.

- Discuss “best practices” with your professor. This means, ask what your professor believes are the best study methods for the class and how long it might take to properly prepare for exams.
- Inquire about any additional resources. It never hurts to ask.
- If you have questions about a grade, now is the time to ask for clarity.
- Take notes during your meeting because you might be covering a lot of ground and you do not want to rely on your memory.
- If you are unsure about what the professor suggested or said, do not hesitate to ask for clarification. Professors appreciate it when you are honest about not understanding an explanation. They would rather clarify during this one-on-one time rather than you leave confused.
- Lastly, thank your professors for their time. That’s the best way to leave your appointment.

## FIGURE 2

### Advice From an Undergraduate Advisor

- It is not recommended that students take classes back-to-back. It’s better to have some time to absorb what you just learned, and then maybe write down a few more thoughts.
- If possible, do not take classes at times when you know you cannot do your best. For example, if you are not an 8 a.m. person, do not take a class first thing in the morning.
- Make sure you are a good fit for the instructor. Ask other students about the instructor and visit the instructor during office hours.
- Do not overload your schedule. You are in college to learn, not to stress yourself out. Be realistic with what you can do.
- We want you to be successful!

## LIMIT MEDIA EXPOSURE

Being a student is stressful. If you add in personal or global events, it can be downright unmanageable. It is important that you take care of yourself so that you can prosper as a student, friend, family member, and community member. To help manage stress today, the American Psychological Association offers some great tips. One of the best tips is to limit media exposure. Media are there to keep you interested, so they often focus on the negative so that viewers will have a more visceral reaction. Keep that in mind . . . and limit the amount of time you spend on social media and news outlets.

## SUMMARY OF HELPFUL TIPS

- **Planning.** Note in your calendar when you should be starting assignments and when they are due.
- **Reading.** Read *before* class. It will save you time and improve your grades.
- **Studying.** Paraphrase what the authors are saying and write it in your notes.
- **Study group.** If you are unsure how to go about creating a learning community, discuss it with your professor or teaching assistant.

- **Course goals.** If you do not fully understand what the course learning goals are, write to the teaching assistant (if there is one) or the professor (if there is no teaching assistant).
- **Reminders.** Setting reminders on your phone or watch will help remind you what you need to be doing and when you should be doing it.
- **Communication.** Keep the lines of communication open with your family and/or roommates to help them get a better grasp of what you need to succeed.
- **Take a moment.** Schedule mindfulness moments into your day.
- **Questions.** Write down all of your questions for instructors, teaching assistants, or study groups ahead of time so that you can use your time efficiently.

College is an exciting time in a person's life, but it can be stressful at times. By practicing good study habits and connecting to your college community—online or in person—you will be well suited to handle any bumps in the road!

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## MOMENTS IN PSYCHOLOGY AROUND THE WORLD

DATE	MILESTONE
<b>BCE</b>	
387	Plato (Greece) argues that the brain is the center of mental process.
335	Aristotle (Greece) argues that the heart is the center of mental process.
<b>CE</b>	
1637	René Descartes (France) publishes <i>A Discourse on Method</i> . Descartes asserts that ideas are innate to humans from birth.
1690	John Locke (England) publishes <i>An Essay Concerning Human Understanding</i> . Locke asserts that ideas come from experience and the human ability to reason.
1774	Franz Mesmer (Austria) presents a treatment for mental illnesses, originally called mesmerism and now known as hypnosis.
1794	Philippe Pinel (France) publishes <i>Memoir on Madness</i> . It argues for humane treatment of mentally ill patients. Pinel made significant contributions to the classification of mental disorders.
1808	Franz Joseph Gall (Germany) proposes the idea of phrenology, the belief that the shape of a person's skull reveals personality traits.
1848	Phineas Gage (United States) suffers massive brain damage when his brain is pierced by a large iron rod. This leaves his intellect intact, but his personality is changed. From this, researchers study how areas in the brain play a role in personality.
1856	Hermann von Helmholtz (Germany) publishes <i>Handbook of Physiological Optics</i> . His many works make important contributions, including reports on the physiology of vision and hearing, and measurement of nerve impulse speed.
1859	Charles Darwin (England) publishes <i>On the Origin of Species</i> . Darwin asserts that species evolve, and that living beings all share a common ancestor.
1861	Paul Broca (France) presents his findings regarding the area in the left frontal lobe of the brain that is critical for the production of spoken language. This is now called Broca's area.
1869	Francis Galton (England) publishes <i>Hereditary Genius</i> . He asserts that intelligence is inherited. Galton is credited with the expression "nature and nurture" and associated with the racist eugenics movement.
1874	Carl Wernicke (Germany) presents his findings that damage to a specific area in the left temporal lobe damages the ability to comprehend or produce language. This is now called Wernicke's area.
1879	Wilhelm Wundt (Germany) founds the first formal laboratory for psychological study at the University of Leipzig. Wundt, the first person to refer to himself as a psychologist, helped to establish psychology as an independent field of study.
1883	The first formal U.S. psychology laboratory is established at Johns Hopkins University.
1885	Hermann Ebbinghaus (Germany) publishes <i>On Memory</i> . Ebbinghaus made numerous contributions to the areas of learning and memory.
1887	G. Stanley Hall (United States) founds the <i>American Journal of Psychology</i> . Hall was the first North American to receive a PhD in psychology.
1890	William James (United States) publishes <i>Principles of Psychology</i> . His research contributes to the study of functionalism. He is also the first person to teach a psychology course in the United States.

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DATE	MILESTONE
<b>CE</b>	
1892	The American Psychological Association (APA) is organized by G. Stanley Hall. The APA's stated mission is to promote the advancement, communication, and application of psychological science and knowledge to benefit society and improve lives.
1894	Margaret Floy Washburn (United States) is the first woman to receive a PhD in psychology. She made contributions in the fields of animal behavior and motor theory development.
1896	John Dewey (United States) publishes <i>The Reflex Arc Concept in Psychology</i> . He focused on the areas of education and helped develop the psychological philosophy of functionalism.
1898	Edward Thorndike (United States) publishes <i>Animal Intelligence</i> . His work proposes that animals and humans learn similarly and leads to the development of operant conditioning.
1900	Sigmund Freud (Austria, England) publishes <i>The Interpretation of Dreams</i> . Freud is considered the founder of psychoanalysis.
1901	Mary Whiton Calkins (United States) publishes <i>An Introduction to Psychology</i> . In 1905, she is the first woman elected as president of the American Psychological Association.
1903	Alfred Binet (France) publishes <i>Experimental Studies of Intelligence</i> . Binet made contributions to the study of intelligence, including the creation, along with colleague Theodore Simon, of the Binet-Simon intelligence scale.
1906	Ivan Pavlov (Russia) publishes his first studies on classical conditioning.
1912	Carl Jung (Switzerland) publishes <i>Psychology of the Unconscious</i> . Jung is considered the founder of analytical psychology.
1912	Tsuruko Haraguchi (Japan) receives a PhD in psychology. She is the first Japanese woman to receive a PhD in any subject.
1913	John Watson (United States) publishes <i>The Behaviorist Manifesto</i> . This puts forth a new area called behaviorism. In 1920, he and Rosalie Raynor conducted the controversial "Little Albert" experiment.
1920	Francis Cecil Sumner (United States) receives a PhD in psychology. He is the first African American person to earn a PhD in psychology. His work focuses on race psychology and education reform.
1921	Hermann Rorschach (Switzerland) publishes <i>Psychodiagnostik</i> . This work introduces the Rorschach Inkblot Test.
1923	Jean Piaget (Switzerland) publishes <i>The Language and Thought of the Child</i> . Piaget contributed in the area of child development, and championed child education.
1926	Leta Stetter Hollingworth (United States) publishes <i>Gifted Children</i> . Her work in the psychology of women helped to dispel myths that had been used to argue against women's rights.
1927	Anna Freud (Austria, England), the sixth and youngest child of Sigmund Freud, publishes <i>Introduction to the Technique of Child Analysis</i> . Freud developed the field of child psychoanalysis.
1929	Christine Ladd-Franklin (United States) publishes <i>Color and Color Theories</i> . Ladd-Franklin makes contributions in the field of color vision, in addition to other fields.
1929	Wolfgang Köhler (Germany) publishes <i>Gestalt Psychology</i> . This work criticizes behaviorism.
1932	Walter B. Cannon (United States) publishes <i>The Wisdom of the Body</i> . This work introduces the term <i>homeostasis</i> and discusses the fight-or-flight response.
1933	Inez Beverly Prosser (United States) becomes the first African American woman to receive a doctoral degree in psychology from a U.S. institution.



DATE	MILESTONE
<b>CE</b>	
1936	Anna Freud (Austria, England) publishes her influential book, <i>The Ego and the Mechanisms of Defense</i> .
1936	Egas Moniz (Portugal) publishes work on the first human frontal lobotomies.
1936	Herman George Canady (United States) publishes <i>The Effect of "Rapport" on the I.Q.: A New Approach to the Problem of Race Psychology</i> . He was the first psychologist to examine the role of the examiner's race as a bias factor in IQ testing. His work provided suggestions for establishing a more equal testing environment.
1938	Ugo Cerletti (Italy) and Lucio Bini (Italy) use electroshock treatment on a human patient.
1939	David Wechsler (Romania, United States) publishes the Wechsler-Bellevue intelligence test, which will later evolve into the Wechsler Intelligence Scale for Children (WISC) and the Wechsler Adult Intelligence Scale (WAIS).
1940	George I. Sanchez (United States) publishes <i>Forgotten People: A Study of New Mexicans</i> . Also in 1940, he receives a tenured, full professorship at the University of Texas, where he becomes the first professor of Latin American Studies.
1943	Starke Hathaway (United States) and J. Charnley McKinley (United States) publish the Minnesota Multiphasic Personality Inventory (MMPI).
1945	Karen Horney (Germany, United States) publishes <i>Our Inner Conflicts</i> . Her work criticizes Freud's theory of female sexual development.
1946	Mamie Phipps Clark (United States) founds the Northside Center for Child Development. The first program of its kind in Harlem, it offers necessary therapy and assistance to children and families.
1948	Alfred Kinsey (United States) publishes <i>Sexual Behavior in the Human Male</i> , and then <i>Sexual Behavior in the Human Female</i> in 1953 with colleagues.
1948	B. F. Skinner (United States) publishes <i>Walden Two</i> . It describes a utopian community based on positive reinforcement and an experimental attitude. The book encourages the application of psychological principles to everyday life.
1949	Donald O. Hebb (Canada) publishes <i>The Organization of Behavior: A Neuropsychological Theory</i> . It offers a new and influential conceptualization about how the nervous system functions.
1950	Erik Erikson (Germany, United States) publishes <i>Childhood and Society</i> . He made contributions that advanced the study of human development across the lifespan.
1951	Carl Rogers (United States) publishes <i>Client-Centered Therapy</i> . His work advanced the humanist movement.
1952	The American Psychiatric Association publishes the first <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> , an influential text that is updated periodically.
1953	Janet Taylor Spence (United States) publishes her Taylor Manifest Anxiety Scale in the <i>Journal of Abnormal Psychology</i> . Her contributions advance the fields of anxiety and gender studies.
1954	Abraham Maslow (United States) publishes <i>Motivation and Personality</i> . It proposes a hierarchy of needs, ranging from physiological needs to self-actualization.
1954	Gordon Allport (United States) publishes <i>The Nature of Prejudice</i> . He was one of the first psychologists to study personality.
1955	Kenneth Clark (United States) publishes <i>Prejudice and Your Child</i> . His earlier research and experiments with his colleague and wife, Mamie Phipps Clark, explored issues of race for African American children. The findings of that research were included as evidence in the Supreme Court decision <i>Brown v. Board of Education</i> (1954) by proving that segregation psychologically harms children.
1957	B. F. Skinner (United States) publishes <i>Schedules of Reinforcement</i> . He contributed in the areas of behavior analysis and the experimental analysis of behavior.

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DATE	MILESTONE
<b>CE</b>	
1957	Leon Festinger (United States) proposes his theory of cognitive dissonance; in 1959, he and his colleague James Carlsmith conduct a landmark experiment to test this theory at Stanford University.
1958	Lawrence Kohlberg (United States) proposes his theory of moral development.
1960	Beatrice Ann Wright (United States) publishes <i>Physical Disability: A Psychological Approach</i> . Her contributions include developing appropriate and culturally relevant ways of working with differently abled people.
1961	Aaron Beck (United States) creates the Beck Depression Inventory, which is still used widely. Beck’s contributions include the development of cognitive therapy and cognitive-behavioral therapy, along with making advances in the study of clinical depression and anxiety disorders.
1962	Martha E. Bernal (United States) becomes the first Hispanic woman to earn a PhD in psychology from a U.S. institution. She is later outspoken about underrepresentation in the field of counseling, helping influence the APA to form the Board of Ethnic Minority Affairs.
1967	Zing-Yang Kuo (China) publishes <i>The Dynamics of Behavior in Development</i> . He contributed in the areas of animal and comparative psychology.
1967	Raymond Cattell (England, United States) publishes <i>Objective Personality and Motivation Tests</i> . He made contributions in the field of personality, putting forth a taxonomy of 16 different personality traits that could explain differences in people’s personalities.
1969	Eleanor Gibson (United States) publishes <i>Principles of Perceptual Learning and Development</i> . With colleague Richard Walk (United States), Gibson conducts research on infant depth perception, known as “The Visual Cliff.”
1971	Phillip Zimbardo (United States) conducts the Stanford Prison Experiment in the basement of an academic hall to examine the effects of authority in a prison environment.
1971	Albert Bandura (Canada, United States) publishes <i>Social Learning Theory</i> . His contributions advance the field of social cognitive psychology, and he is well known for his experiments regarding aggression.
1972	Elliot Aronson (United States) publishes <i>The Social Animal</i> . His contributions lead to advances in the theory of cognitive dissonance and explore the importance of situational factors on behavior.
1974	Eleanor Maccoby (United States) and Carol Jacklin (United States) publish <i>The Psychology of Sex Differences</i> . Their contributions lead to advances in the fields of gender studies and developmental psychology.
1974	Stanley Milgram (United States) publishes <i>Obedience to Authority: An Experimental View</i> . Milgram may be best known for his controversial experiments on obedience, which researched to what extent people would obey orders, even if the orders were dangerous or immoral.
1976	Robert V. Guthrie (United States) publishes <i>Even the Rat Was White</i> , the first history of African American psychologists in the United States.
1979	James J. Gibson (United States) publishes <i>The Ecological Approach to Visual Perception</i> . His contributions lead to advances in the field of visual perception.
1979	Elizabeth Loftus (United States) publishes <i>Eyewitness Testimony</i> . Her contributions lead to advances in the field of memory, misinformation, and eyewitness memory.
1983	Howard Gardner (United States) publishes <i>Frames of Mind</i> . This work outlines his theory of multiple intelligences.
1984	Hiroshi Azuma (Japan) publishes “Psychology in a Non-Western Country” in the <i>International Journal of Psychology</i> . He made contributions in the areas of cross-cultural psychology.

DATE	MILESTONE
<b>CE</b>	
1986	Durganand Sinha (India) publishes <i>Psychology in a Third World Country: The Indian Experience</i> . He studied indigenous psychology; self, family, and social values; and human and socioeconomic development. He was central to the modern development of psychology from an Indian perspective.
1987	Marius Romme (Amsterdam) founds the Hearing Voices Network with Sandra Escher, a science journalist, and Patsy Hage, a person who hears voices. The network serves as a peer-mentor organization for persons who have auditory hallucinations and their supporters. The network soon spreads across the world.
1988	Muzafer Sherif (Turkey, United States) publishes <i>The Robbers Cave Experiment</i> with colleagues. One of the founders of modern social psychology, he advanced the fields of social judgment theory and realistic conflict theory.
1988	The Association for Psychological Science (APS), previously the American Psychological Society, is founded. Its stated mission is to promote, protect, and advance the interests of scientifically oriented psychology in research, application, teaching, and the improvement of human welfare.
1989	Kimberlé Williams Crenshaw (United States) publishes the paper “Demarginalizing the Intersection of Race and Sex.” She is one of the founders of critical race theory, developing the theory of intersectionality.
1990	Reiko True (Japan, United States) publishes “Psychotherapeutic Issues With Asian American Women” in the journal <i>Sex Roles</i> . Her work has advanced mental health services for Asian Americans and other minorities.
1991	Martin Seligman (United States) publishes <i>Learned Optimism</i> . This work introduces the field of positive psychology.
1991	Qicheng Jing (China) publishes <i>Landmarks of Psychology: Contemporary Great Masters in Psychology</i> . He made contributions in highlighting the international aspect of psychology, advancing the exchange of international psychology, and lifting Chinese psychology onto the world stage.
1997	Beverly Daniel Tatum (United States) publishes <i>Why Are All the Black Kids Sitting Together in the Cafeteria?</i> This work examines the development of racial identity.
1997	U.S. president Bill Clinton apologizes for the Tuskegee Syphilis Study, an infamous study that violated human participant rights and led to the publishing of the Belmont Report in 1979, a U.S. code of ethics for human participants in research.
2003	Kuo-Shu Yang (China, Taiwan) publishes <i>Progress in Asian Social Psychology</i> with colleagues. A pioneer in indigenous Chinese and Taiwanese psychology, he also devoted his life to social reform in Taiwan.
2007	Alice Eagly (United States) publishes <i>Through the Labyrinth: The Truth About How Women Become Leaders</i> with colleague Linda Carli (United States). Her contributions have advanced the understanding of prejudice, sex differences, leadership styles, feminism, and stereotypes.
2008	U.S. president George W. Bush signs Mental Health Parity Act, requiring insurance to equally cover both mental and physical health.
2008	Lisa Diamond publishes <i>Sexual Fluidity: Understanding Women’s Love and Desire</i> . Her research has advanced the understanding of sexual identity, sexual orientation development, and human bonding.
2010	Derald Wing Sue (United States) publishes <i>Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation</i> . His contributions have advanced the fields of multicultural counseling and research.
2010	Claude Steele (United States) publishes <i>Whistling Vivaldi and Other Clues to How Stereotypes Affect Us</i> . He has advanced the areas of stereotype threat and its impact on the academic performance of minority students.
2010	The replication controversy impacts how a variety of disciplines, including psychology, validate existing studies.

(Continued)

(Continued)

DATE	MILESTONE
<i>CE</i>	
2011	Michael Gazzaniga (United States) publishes <i>Who's in Charge? Free Will and the Science of the Brain</i> . His studies advance understanding of the functions of each brain hemisphere, and how they work independently and in collaboration.
2011	Daniel Kahneman (Israel) publishes <i>Thinking, Fast and Slow</i> . His contributions have advanced the fields of judgment and decision making. With colleague Amos Tversky (Israel), Kahneman has established a cognitive basis for common human errors that arise from heuristics and biases.
2013	<i>DSM-5</i> is published by the American Psychiatric Association.
2014	A radio soap opera, "Musekweya," is created by clinical psychologist Ervin Staub (Hungary, United States) and disseminated to Rwandan listeners to counteract hate speech and intolerance.
2015	The American Psychological Association bans psychologist participation in national security interrogations.
2015	Mona Amer (Egypt) and Germine Awad (United States) publish <i>The Handbook of Arab American Psychology</i> . It is the first major publication to comprehensively discuss the Arab American experience from a primarily psychological lens.
2015	David Trafimow (United States) bans null hypothesis significance testing for the journal <i>Basic and Applied Social Psychology</i> . This begins the debate about how to better determine if a hypothesis is supported or rejected.
2016	U.S. president Barack Obama signs the 21st Century Cures Act, which provides essential prevention services and treatments for populations in need and support.
2016	Mahzarin Banaji (India, United States) publishes <i>Blindspot: Hidden Biases of Good People</i> with colleague Anthony Greenwald (United States). Her work has advanced awareness of implicit or unconscious bias.
2017	Arkansas (United States) opens the first intimate partner violence shelter for men in the United States. The shelter also runs a domestic violence hotline for men.
2018	Mental Health at Work (United Kingdom) is launched by The Royal Foundation. The nonprofit provides support to employers and employees to help them improve well-being in their workplace and encourage conversations about mental health.
2019	Jennifer Eberhardt (United States) publishes <i>Biased: Uncovering the Hidden Prejudice That Shapes What We See, Think, and Do</i> . Her research advances the fields of race, bias, and inequality.
2020	In Mexico, a mental health bill that would have removed a person's right to consent to treatment was stopped by human rights activists.
2020	Telemental health availability broadens treatment options during the coronavirus pandemic.
2021	American Psychological Association apologizes for contributions to systemic racism, and vows to achieve the social equality, health equity, and fairness that all human beings deserve.





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# 1

## Introduction to Psychology

Are you curious?

We hope so. We also hope you enjoy a good story. Those are the two themes—curiosity and storytelling—that we've used to write this book. All four of us (the book's authors) truly *love* psychology. We want you to love it too. We think you will, because psychology answers questions your curiosity has naturally led you to ask about why people think, feel, and act the way we do.

Psychology is a comprehensive and diverse scientific field, with a tremendous number of subspecialties and applications. Every conversation you have—with every person, every day—is steeped in psychology. No matter what career you choose, every job path benefits from a foundational understanding of behavior. This book discusses just a tiny fraction of what psychologists are working on right now. We hope that these chapters are an appetizer that makes your curiosity and hunger for understanding grow.

We're excited—so let's get started.

After reading this chapter, you will get answers to several questions you've been curious about:

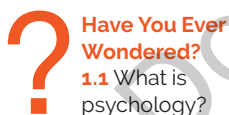
## Have You Ever Wondered?

- 1.1 What is psychology?
- 1.2 How has psychology grown and changed over time?
- 1.3 How has diversity helped psychology?
- 1.4 How should I use this book?

## Learning Objectives

- LO 1.1 Define psychology and explain the American Psychological Association's Introductory Psychology Initiative.
- LO 1.2 Explain important historical figures and approaches to psychological inquiry.
- LO 1.3 Discuss the history of prejudice in psychology and identify key diverse voices in the field over time.
- LO 1.4 Analyze how the ideas in this book can relate to you, personally.

## STARTING YOUR PSYCHOLOGY JOURNEY



Have You Ever Wondered?

1.1 What is psychology?

### >> LO 1.1 Define psychology and explain the American Psychological Association's Introductory Psychology Initiative.

Are you curious about what is in this book?

If you're reading as part of an introduction to psychology course at a college or university, you're not alone. Over a million students take that course *every year* in the United States alone (Steuer & Ham, 2008). It's the second most popular college course in the nation, following only intro to English composition (Adelman, 2004). You probably have a general idea of "psychology"—but you may also harbor some misconceptions. Many new students of psychology, for example, are surprised to learn that mental disorders, counseling, and therapy are just one part of a much larger science studying the entire human experience.

## Defining Psychology

You're using psychology right now.

One of your amazing abilities is perceiving marks on a page as letters, turning them into sounds, transforming those patterns into words, and then combining them into sentences and meaningful ideas (in other words, sensation and perception). Psychology is also about making decisions, learning from mistakes, remembering information, managing difficult relationships, developing a personality, dreaming, using (and misusing) your brain, and analyzing whether people are inherently good, evil, or somewhere in between. One of the people we interview about careers in psychology may have said it best: "A degree in psychology is a degree without limits."

More formally, **psychology** is the scientific study of mental processes and behaviors. "Mental processes" include perceptions, thoughts, feelings, and decisions we make at every point in life. Psychology has only been an official, separate science since the late 1800s (American Psychological Association [APA], 2014; Shaughnessy et al., 2009). Before that, mostly either philosophers or physiologists addressed mental processes and behaviors. So as sciences go, psychology is a relatively "young" field but with deep historical roots.

Humans are complicated. We sometimes make decisions that turn out to be bad for us—or good for us (in a selfish way), but bad for society overall. However, human history is also filled with simple, selfless acts of heroism by people sacrificing their own well-being to save others. Psychology studies the best and the worst parts of living in a social world. What could be more interesting and important? Many modern psychologists spend their careers trying to apply their knowledge to make the world a better place, and there are hundreds of career opportunities, both with and without graduate training. You'll learn about many of those careers throughout this book.

**Psychology:** The scientific study of mental processes (perceptions, thoughts, and feelings) and behaviors.

## The American Psychological Association

The diversity of research topics in psychology might amaze you.

While wandering door to door around one graduate department, one of your authors met people studying the tongue and taste perception, what makes people laugh, how to treat social anxiety, using GPS systems in smartphones to map the prevalence of mental disorders, interventions for the fear of failing, neural paths in the brain for empathy, whether animals have a sense of self, and predictors of interpersonal attraction. If you're curious, then having access to psychology insights might make you feel like a kid in a candy store.

To embrace that diversity of information, there's a large group of professional psychologists called the **American Psychological Association**, or APA for short. The APA has over 130,000 members in North America and calls itself the "leading scientific and professional organization representing psychology" (at least, on this continent; see [www.apa.org](http://www.apa.org)). Members of the APA can join the overall organization and/or join subdivisions or interest groups aligned with their specialty, such as "military psychology," "clinical neuropsychology," and "addiction psychology." Many other subdivisions match the names of this book's chapters (such as developmental or social psychology). Table 1.1 is a full list of their divisions and research subfields. Which look the most interesting to you?

**American Psychological Association:** The largest professional organization for psychologists in North America, including over 50 subdivisions or interest groups.

TABLE 1.1

## American Psychological Association Divisions

General Psych	Teaching of Psych
Experimental Psych and Cognitive Science	Quantitative and Qualitative Methods
Behavioral Neuroscience & Comparative Psych	Developmental Psych
Personality and Social Psych	Psych of Social Issues
Psych of Aesthetics, Creativity, and Arts	Clinical Psych
Consulting Psych	Industrial and Organizational Psych
Educational Psych	School Psych
Counseling Psych	Psychologists in Public Service
Military Psych	Adult Development and Aging
Engineering Psych	Rehabilitation Psych
Consumer Psych	Theoretical and Philosophical Psych
Behavior Analysis	History of Psych
Community Psych	Psychopharmacology and Substance Abuse
Psychotherapy	Society of Psychological Hypnosis
State, Provincial, and Territorial Psych	Society for Humanistic Psych
Intellectual/Developmental Disabilities	Environmental Psych
Psych of Women	Psych of Religion and Spirituality
Child and Family Policy and Practice	Health Psych
Psychoanalytic Psych	Clinical Neuropsych
American Psych-Law Society	Psychologists in Independent Practice
Couple and Family Psych	Psych of Sexual Orientation and Gender Diversity
Psych of Culture, Ethnicity, and Race	Media Psych and Technology
Sport, Exercise, and Performance Psych	Peace, Conflict, and Violence: Peace Psych Division
Group Psych Psychotherapy	Addiction Psych
Psych of Men and Masculinities	International Psych
Clinical Child and Adolescent Psych	Pediatric Psych
Prescribing Psych	Trauma Psych

There are a wide variety of subfields within psychology.

Source: Adapted from <https://www.apa.org/about/division>.

### The Introductory Psychology Initiative

Psychologists often gather at conferences to share their cutting-edge research and teaching innovations. One of these meetings resulted in an initiative to create guiding principles for high-quality teaching of introductory psychology courses at the college and university level. Over the years, many individuals and task forces have



contributed to that goal, which the field refers to as the **Introductory Psychology Initiative** (APA, 2014, 2023). The vision statement of the most recent version (from 2023) of that initiative is that “psychological science will be recognized as a high-impact undergraduate major that empowers people from all backgrounds to make a difference in their lives and communities.”

The initiative suggests that introduction to psychology courses have learning goals around five major topics:

1. *Content knowledge and applications*: Identify key concepts, subfields, and aspects of psychology’s history; apply content to solve problems; and provide examples of integrative themes.
2. *Scientific inquiry and critical thinking*: Exercise scientific reasoning; interpret, design, and evaluate research; incorporate sociocultural factors; and use statistics to evaluate findings.
3. *Values in psychological science*: Employ ethical standards and values to psychological inquiry, practice interpersonal and intercultural responsiveness, strengthen the community, and improve quality of life.
4. *Communication, psychological literacy, and technology skills*: Interact effectively with others, write and present effectively, show psychological literacy, and exhibit tech skills.
5. *Personal and professional development*: Exhibit self-regulation, refine management skills, display effective judgment, cultivate collaboration skills, demonstrate tech skills, and develop direction for life after graduation.

Each goal also has subgoals. These goals run throughout every chapter of this entire book, and we encourage you to keep them in mind as your knowledge grows and you’re able to make connections from one concept to the next.

The initiative also suggests that instructors should teach content using an approach represented in Figure 1.1. It has three components; we’ll briefly describe each of them for you.

### The Five Pillars

The vertical lines in Figure 1.1 are the five “pillars” of the APA’s Introductory Psychology Initiative (APA, 2014, 2023). They represent five major subfields: biological, cognitive, developmental, social and personality, and mental and physical health. As you saw in Table 1.1, we can get much more detailed if we want, but these five large categories cover enough to give new students a good overview of the field for an initial course.

When you look at this book’s table of contents, you’ll notice that we follow the pillar model, with two bonus features (like secret levels you’ve unlocked in a video game!). First, you’ll see chapters that fit nicely into each of the five main pillars:

- **Biological**: *Biological psychology* is a complex subfield covering a wide variety of topics. Mostly, biological aspects of psychology will be a focus in the chapters titled “Biology and Your Brain” (Chapter 3), “Sensation and Perception” (Chapter 6), and “Consciousness” (Chapter 7).
- **Cognitive**: *Cognitive psychology* is the study of thought, learning, memory, and perception. These topics are most clearly the focus of the chapters titled “Learning” (Chapter 9), “Memory” (Chapter 10), “Motivation and Emotion” (Chapter 11), and “Cognition and Intelligence” (Chapter 12).

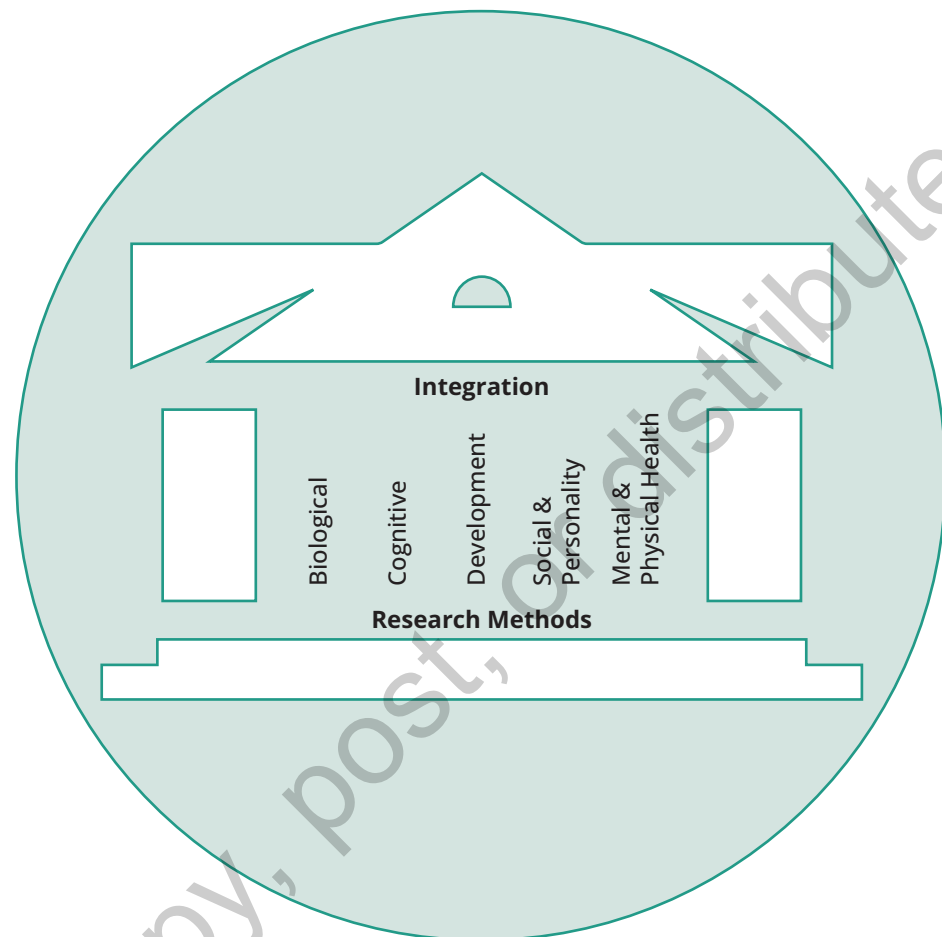
**Introductory Psychology Initiative:** The APA’s suggested approach to teaching high-quality initial, general psychology courses for the college level.



FIGURE 1.1

### A Structure for the Undergraduate Introductory Psychology Course

The American Psychological Association suggests that Intro Psych books and courses include five “pillars” or subfields, guided by integrative themes and a foundation of research methods.



Source: American Psychological Association. (2014). *Strengthening the common core of the introductory psychology course*. Washington, DC: American Psychological Association, Board of Educational Affairs. Retrieved from <https://www.apa.org/ed/governance/bea/intro-psych-report.pdf>.

- **Development:** *Developmental psychology* is the study of how we change and grow over our lifetime. This pillar is highlighted in the chapter titled “Human Development” (Chapter 8).
- **Social and personality:** *Social psychology* is the study of how we interact with other people, while *personality psychology* studies how we tend to act consistently across different situations and over time. The chapters titled “Personality” (Chapter 13) and “Social Psychology” (Chapter 14) are devoted most closely to this pillar.
- **Mental and physical health:** The last pillar aligns with the last two chapters of the book, which are titled “Psychological Disorders” (Chapter 15) and “Mental Health: Therapy and Treatment” (Chapter 16). Generally, subfields related to mental health are called either *clinical psychology* (which usually focuses on more severe or biologically based illnesses) or *counseling psychology* (which usually focuses on social or psychologically based illnesses and challenges).

The pillars are a traditional way of thinking about psychology, and they guide most of the book. After this chapter, Chapter 2 provides a foundation of research methods and Chapter 3 establishes important concepts regarding neurobiology and the brain. But then, we diverge from the pillars with two chapters that allow you to explore the exciting part of *why* psychology really matters in our curious world.

The next two chapters are applied topics that allow you to think about the APA's five learning goals. The topics are (1) identity and intersectionality and (2) health and positive psychology. *Intersectionality* is an exciting new area of psychology (borrowed from its original home, legal studies) that emphasizes how the human experience changes based on diversity issues. *Health psychology* is the study of how mental processes and behaviors affect both psychological and physical health, while *positive psychology* is the study of happiness and fulfilling our potential.

After exploring these very applied topics, we go back to the traditional pillar model.

### A Foundation of Research Methods

Psychology is interesting because it's all around us. Chances are that you've recently encountered psychological ideas in the last week, whether it was something you read online, an item you saw in a magazine, or a theory you learned about on TikTok. However, what sets this course and textbook apart is like the pillars shown in Figure 1.1: Everything we share with you here stands on research methods. This is important, because it gives us more confidence in the information.

Psychology is a *science*, meaning that ideas, theories, and evidence-based therapies advance through the scientific method. Chapter 2 focuses on how to study humans and other animals while maintaining ethical standards. Psychology is a particularly difficult science because many concepts are abstract and hard to directly measure (such as bias, memory, or decision-making) and because ethics are paramount.

Over the years, many popular ideas have been rejected because scientific testing could not validate them. Psychology has also been in the news for the past few years because several famous studies from the 1960s and 1970s were tried again—a scientific technique called *replication*—and they failed to show the same results. We discuss this “scandal” in the chapter and what it has meant (and continues to mean) for the field. Humans are flawed and science is a human endeavor, so it's critical that we acknowledge any potential biases we have if we want to improve.

Author, anthropologist, and filmmaker Zora Neale Hurston was a master storyteller. Known best for her novel *Their Eyes Were Watching God*, Hurston wrote about prejudice in the American South, religion, struggle, and science. We appreciate her love of curiosity when she noted, “Research is formalized curiosity. It is poking and prying with a purpose.” One of the things that has made teaching psychology and writing this textbook so fun for us is all the poking and prying we've done into so many interesting topics.



**Zora Neale Hurston, American author and anthropologist, said, “Research is formalized curiosity.”**

Historical/Corbis Historical/via Getty Images



Consider global issues like pollution. How do different subfields in psychology all contribute to help understand—and hopefully solve—this problem?

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## Integrative Themes

All the subfields of psychology work together (APA, 2023). To show that, the word *integration* also appears across the top of Figure 1.1. The initiative's seven guiding integrative themes are the following:

1. Psychological science relies on empirical evidence and adapts as new data develop.
2. Psychological science explains general principles that govern behavior while recognizing individual differences.
3. Psychological, biological, social, and cultural factors influence behavior and mental processes.
4. Psychological science values diversity, promotes equity, and fosters inclusion in pursuit of a more just society.
5. Our perceptions and biases filter our experiences of the world through an imperfect personal lens.
6. Applying psychological principles can change our lives, organizations, and communities in positive ways.
7. Ethical principles guide psychological science research and practice.

The reason integration matters is because all of us live in a world where our goals and decisions affect each other. For example, when you consider major global problems such as pollution, resource depletion, poverty, climate change, pandemics, crime, and terrorism, solutions can't be found without collaboration. Psychologists are needed to change people's motivations and behaviors. In addition, we must find solutions that respect everyone's needs and that work with people from other relevant fields, like communication, biology, physics, chemistry, political science, and business (APA, 2014). This kind of integration means that unlike some other academic fields, most research papers in psychology are published with multiple authors who take a team approach.

Sage Vantage

Practice what you learn in **Knowledge Check 1.1**

## A BRIEF HISTORY OF PSYCHOLOGY IN EUROPE AND THE UNITED STATES

**Have You Ever Wondered?**  
**1.2** How has psychology grown and changed over time?

### >> LO 1.2 Explain important historical figures and approaches to psychological inquiry.

Are you curious about how psychology got started?

Like all epic tales, psychology has an origin story. It all began when innovative minds connected and applied different methods and theories about knowledge to create a new science. Philosophers and other scholars had been debating about mental processes and explanations for behavior for hundreds of years without considering



it “psychology.” For example, in the personality chapter of this book (Chapter 13), you’ll learn about how ancient Greeks believed liquids in your body influence your tendencies—but that theory wasn’t tested in any kind of scientific way. Psychology didn’t become what it is today until the scientific method became its most fundamental principle.

## European Psychology’s Origin Story: Wilhelm Wundt

Picture Germany in the late 1800s.

Philosophers, medical doctors, some biologists, and others had considered mental processes and behaviors for years. But there wasn’t a clear devoted area of scientific study just for those questions. The person now considered the founder of psychology as a separate science was a physiologist named **Wilhelm Wundt** (pronounced VILL-helm Vunt).

In 1874, he wrote a textbook called *Principles of Physiological Psychology*. In it, he argued that psychology should be a separate field of study, using scientific experiments to understand thoughts and behaviors. Just a few years later, in 1879, he established the first psychology lab at the University of Leipzig in Germany (Kohls & Benedikter, 2010). He was also the first person to officially call himself a psychologist. Wundt gained international recognition as thousands of people traveled to hear his lectures on this exciting new science (Blumenthal, 1998).

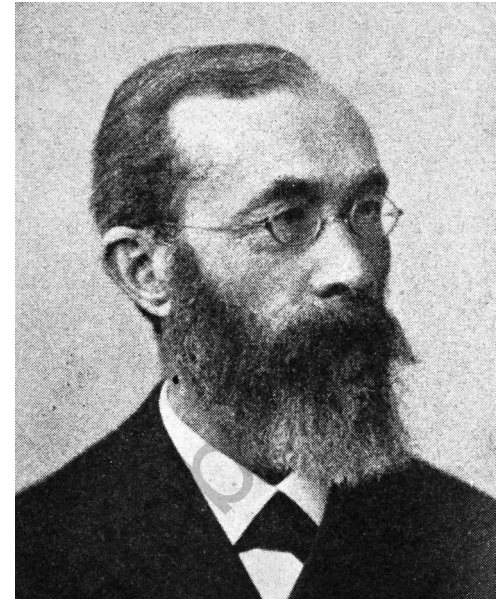
Wundt studied sensation and perception with simple but groundbreaking experiments. Many of them focused on reaction time. Back then, that was cutting-edge science. For example, he asked people to press a button when they saw a white circle on a screen or when they heard a dropped ball hit a platform (Hunt, 1993). How quickly and accurately could they do these tasks? How many mistakes would they make? He concluded there was a fraction of a second between when the visual or auditory stimulus actually *happened* and when we *perceive* that it happened (Fancher & Rutherford, 2012). The study of sensation and perception—and of the difference between the two—was born as one small part of what would evolve into modern psychology.

## Famous Names and Approaches to Psychology

Wundt is where we start.

The men in Figure 1.2 were integral to psychology’s growth over the past 150 years or so. This part of the chapter briefly explains each person’s valuable contribution. In later chapters, we’ll come back to these ideas in further detail, in the context of the relevant subfield and topic.

But for now, please note what these classic figures all have in common: They are all White men. That’s not meant as a value judgment, simply as a statement of fact. Psychology wouldn’t have progressed the way it did without them, and we need to acknowledge their important contributions. We also need to acknowledge that their own backgrounds shaped, and may have limited, their perspectives (just as anyone’s perspective is limited, no matter who they are). That’s not a slight on them, but an honest recognition of the reality of how culture influences the development of science. So in the next section, we’ll explicitly address psychology’s history of systemic prejudices not to assign blame, but to recognize and celebrate how diverse voices are now enlarging psychology and making it better.



**Wilhelm Wundt (1832–1920), who many people today consider the founder of psychology.**


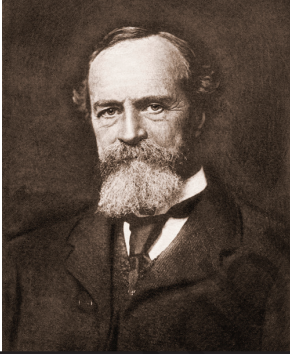
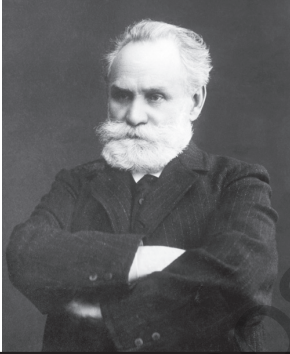
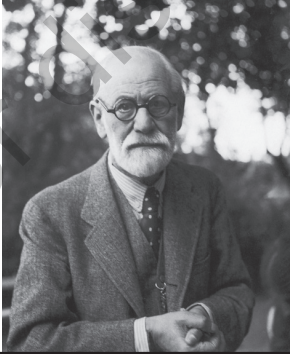
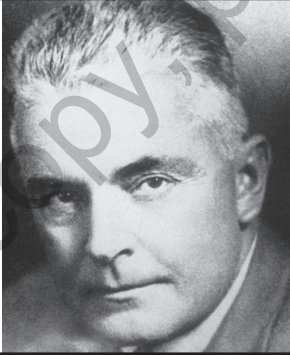


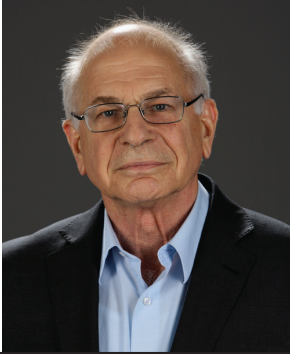
Bildagentur-online/Universal Images Group/via Getty Images

**Wilhelm Wundt:** Considered by many to be the founder of psychology as a separate scientific field of study.

**FIGURE 1.2**

**Some Famous Historical Figures in Psychology**

In addition to Wundt, here are some important people in the history of the field. Notice, however, what they all have in common and read the next section for more diversity.

	
<b>Edward Titchener (1867–1927)</b>	<b>William James (1842–1910)</b>
	
<b>Ivan Pavlov (1849–1936)</b>	<b>Sigmund Freud (1856–1939)</b>
	
<b>John Watson (1878–1958)</b>	<b>Kurt Lewin (1890–1947)</b>
	
<b>Carl Rogers (1902–1987)</b>	<b>Daniel Kahneman (1934–2024)</b>

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## Wundt, Titchener, and Structuralism

Wilhelm Wundt's general approach assumed that sensation and perception could be broken down into smaller experiences. In chemistry, a "compound" is a substance made up of smaller elements (like how water is a combination of hydrogen and oxygen). Wundt wanted people to use *introspection*, inner observation and analysis of personal mental experiences, to break down thoughts in the same way (Fancher & Rutherford, 2012).

Wundt and his student Edward Titchener developed their ideas into an approach now known as **structuralism**, the idea that complex mental experiences can be broken down into smaller parts. Imagine you are in a lab and a scientist puts a rose in front of you. You might notice the smell, the color, the feeling when you touch the thorns, and any memories or associations you have with roses from your past (Titchener, 1896/2009). Listing each component of your experience is the process of introspection.

Wundt was aware that introspection was tricky, unverifiable, and unreliable. Two people confronted with a rose might have very different inner experiences, and neither could really be measured. There were other problems, too. For example, introspection isn't going to work very well when you're trying to understand the psychology of animals or children, who can't fill out surveys or verbalize their experiences. Wundt also knew that our perceptions are full of biases and mistakes. These realizations led to a drop in the popularity of structuralism and made way for different approaches.

**Structuralism:** An early approach to psychology in which people attempted to break down sensation and perception experiences into their smaller parts.

## James and Functionalism

Philosopher William James taught the first-ever psychology course in the United States at Harvard University in 1875. While James was inspired by Wundt's ideas about psychology being a separate science, he wasn't very impressed with structuralism. James and his student Edward Thorndike developed their own approach called functionalism.

**Functionalism** emphasized the *purpose* of thought, sensation, perception, memory, and so on (Fancher & Rutherford, 2012). So, while structuralism asked, "How does perception work?" functionalism asked, "Why does it work like that?" James, Thorndike, and their fans relied less on introspection as a research method and instead favored observation and measurement of behaviors, often in animals. Thorndike conducted a series of studies measuring how quickly cats could get out of puzzle boxes—which are basically little feline escape rooms (Thorndike, 1911).

Functionalism appealed to many early psychologists because it seemed more scientific than the methods used in structuralism. Still, changing times brought even more new ideas that helped shape the field.

**Functionalism:** Studying psychology by focusing on the purpose of mental processes and behaviors.

## Pavlov and the Biological Approach

One of the biggest bombshells in the history of science was Darwin's 1859 book *On the Origin of Species*. If animals evolved slowly through natural and sexual selection, that also includes humans. Many psychologists started using animals in their lab studies, and that helped connect biologists and physiologists with psychologists.

For example, the Russian physiologist Ivan Pavlov was studying how digestion reflexes worked in dogs (Pavlov, 1927). But he quickly realized that the dogs would pick up on environmental cues that indicated that they were about to get fed, and the dogs would respond with anticipation, such as salivating. This kind of scholarly crossover influenced psychology's **biological approach** that explores, for example, how hormones, genetics, and neurotransmitters influence thoughts, feelings, and behaviors.

**Biological approach:** Studying psychology in terms of how thoughts and behaviors are influenced by biological factors in the body (genes, hormones, etc.).

## Freud and the Psychodynamic Approach

No history of psychology would be complete without mentioning Sigmund Freud. Freud is certainly not the “founder” or “father” of the science of psychology—that’s Wundt—but many do consider Freud to be the pioneer of therapy and counseling. His **psychodynamic approach** proposed that our childhood experiences, along with our hidden hopes and fears, drive our thoughts, feelings, and behaviors.

Even while alive, Freud was controversial. Many early psychologists (like Wundt and James) were doing research in the lab with scientific methods, but Freud was more interested in the individual patients’ mental health. Trained as a medical doctor, Freud realized that talking about issues and tracing them back to when they began, often in childhood, could treat at least some mental illness symptoms (Freud, 1920/1966, 1933). Despite his claims, Freud’s approach was not particularly scientific or objective. Many of his ideas were based on case studies and even secondhand reports about particular patients, friends, or family members. His interpretations reflected his culture, personal upbringing, and life experiences.

But it’s undeniable that Freud’s work greatly influenced psychotherapy. Many of his ideas still inform psychology today, although usually in a modified and updated form.

## Watson and the Behaviorist Approach

Wundt’s introspection fell out of favor as a scientific methodology because it was inherently biased and inconsistent. Similarly, many people criticized Freud’s approach to psychology as untestable and, frankly, sexist. Many people loved the growing field of psychology but wanted to emphasize that it should, above all else, be a *science*.

In the first half of the 1900s, especially in the United States, many psychologists embraced an approach called behaviorism, or the **behaviorist approach**. Behaviorism recognized that “thoughts,” “perceptions,” and “feelings” existed and were important but that they couldn’t be directly measured, which made them less scientific. Behaviorists believe the only way to be objective and scientific is to focus on observable *behaviors* (Skinner, 1954; Watson, 1913).

John Watson is credited with officially starting the behaviorist approach in 1913. He explicitly criticized introspection, asserting that psychology was “a purely objective experimental branch of natural science” (Watson, 1913, p. 158) and that there was absolutely no difference between the mental processes of humans and other animals. He believed that psychology should predict and control behaviors rather than describe or explain mental processes (Fancher & Rutherford, 2012). Watson later became infamous for an extremely controversial and unethical study in which he and his student, who later became his wife, created fear in a human baby (we’ll talk about this study in the chapter on learning, Chapter 9; Watson & Rayner, 1920).

## Lewin and the Sociocultural Approach

The history of psychology we’ve discussed so far has focused on three general subjects: (1) human sensation and perception (Wundt, James), (2) animal research (Pavlov, Watson), and (3) the start of psychological therapy (Freud). These are still important topics, but psychology is also about falling in love, starting friendships, creating memories, aggression, prejudice, career development, leadership, social cooperation, and every other part of living in a social world.

In the period between World Wars I and II, Kurt Lewin immigrated to the United States to escape the rapidly escalating anti-Semitism in Europe that would climax in the Holocaust. Lewin joined many other psychologists studying aggression, prejudice,

### Psychodynamic

**approach:** Studying psychology by focusing on how our mental processes are affected by childhood and by thoughts and fears (which we are often unaware of).

### Behaviorist

**approach:** Studying psychology with the belief that the only truly scientific approach to the field is to measure only objective, observable behaviors in humans and other animals.

and topics relevant to world events and people’s lives. Lewin particularly called for what he labeled *action research*, the application of psychology to solving problems and making the world a better place, including promoting independence, respect, and cooperation (Lewin, 1946; see also Adelman, 1993).

The **sociocultural approach** in modern psychology echoes and incorporates Lewin’s ideas by focusing on the social dynamics of interaction, including the influence of culture. Specific topics like conformity, identity, religious rituals and practices, aggression and altruism, and prejudice all fall within this approach to understanding mental processes and behaviors.

**Sociocultural approach:** Studying psychology by considering how social dynamics and culture interact in our everyday lives.

### Rogers and the Humanistic Approach

After World War II, psychology was more popular than ever—and cultural values were changing. Civil rights were on everyone’s mind as people started to demand equal treatment across the board for historically marginalized groups (such as women, people of color, people with disabilities, and so on). Psychology responded in kind.

The **humanistic approach** of psychology focused on helping people achieve their own personal best potential and positive self-esteem. One of the leaders of the movement was Carl Rogers, a therapist who developed a new system of counseling that helped people feel respected and accepted, no matter what (Rogers, 1957). Humanism still guides many therapists and has been reinvigorated through the positive psychology movement, which emphasizes how people move from simply surviving to thriving.

**Humanistic approach:** Studying psychology by exploring how individuals can achieve their personal potential and positive self-esteem.

### Kahneman and the Cognitive Approach

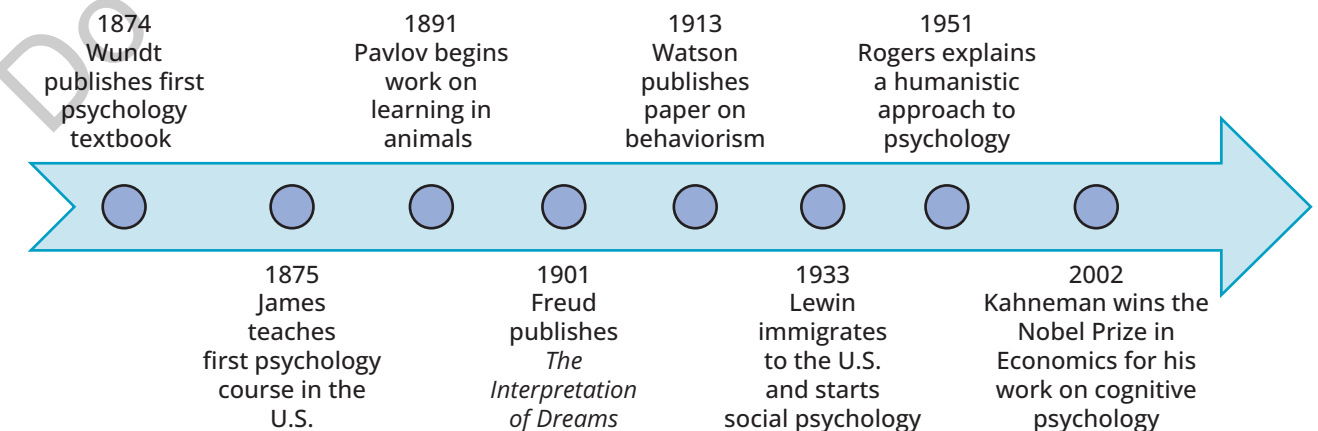
At about the same time the humanistic perspective was ramping up, so was the final approach we’re going to discuss. Psychologists trained by the behaviorists in the first half of the 1900s were now scholars and professors themselves. Many now wanted to focus more on studying internal mental processes (not just behaviors). The **cognitive approach** did just that, studying topics such as memory, motivation, problem-solving, and thinking in general.

**Cognitive approach:** Studying psychology with a focus on inner mental processes such as memory, decision-making, and thought structures.

**FIGURE 1.3**

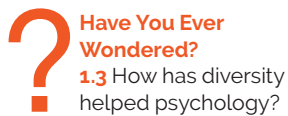
### Some Important Moments in the History of Psychology

Psychology grew and changed over time; here are some classic names in the history of psychology (but note that more diversity is discussed in the next section of this book).



One of the most famous scholars within the cognitive perspective is Daniel Kahneman. His career was spent researching mistakes that people often make when they process information and make decisions (Kahneman, 2011). Often our thinking leads to mistakes because we rely too much on intuition or on logic; we need a healthy balance of both. Kahneman's fascinating series of studies and applications to consumer behaviors led to his winning the Nobel Prize in Economic Sciences in 2002.

## THE BEAUTY OF DIVERSITY



### >> LO 1.3 Discuss the history of prejudice in psychology and identify key diverse voices in the field over time.

Are you curious about other perspectives in psychology?

Everyone lives with some combination of social and cultural advantages and disadvantages; it's simply part of being human. Admitting our personal biases is a big step toward overcoming them. Academic scholarship is guided by flawed humans with these biases, so acknowledging how our field has been affected is important and is, again, a needed step toward doing better.

In this section, we emphasize three things. First, we need to honestly acknowledge when the field has fallen short of our ideals for equality and respect, so we can learn from our mistakes. Second, we recognize neglected contributions by honoring ideas and innovations from women, people of color, people from the LGBTQIA2S+ population, people with disabilities, and so on. Third, we'll summarize how psychology has become committed to a better future.

### A History of Prejudice

Prejudice comes in many forms.

You have probably encountered sexism, homophobia, transphobia, discrimination against people due to their size, disabilities, immigration status, mental health status, and so on. You might not expect those prejudices in a scientific field—but it has happened many times.

For example, in 1962, three men received the Nobel Prize for discovering the double-helix structure of DNA (Watson, Crick, and Wilkins). But their “discovery” came after going through the research diagrams of Rosalind Franklin—without her permission—in which she clearly laid out the double helix. They essentially stole her work. In Watson's book, he admitted that Franklin had no idea they were going over her materials and that she had to either “go or be put in her place” (Watson, 1968; see also Maddox, 2003). Many people looking back now believe it was Franklin who should have received credit for this landmark discovery.

Psychology, like all human endeavors, has a history of *systemic prejudice* (also known as structural or institutional prejudice). Sexism, racism, heterosexism, and other forms of prejudice have affected theory development and unethical treatment of participants in studies. There are many examples, and we will mention some throughout this book in the context of their subject area.

In October 2021, the American Psychological Association published a formal apology for contributing to racist ideas, theories, policies, or any other aspect of a racist society (APA, 2021). The opening paragraph reads,

The American Psychological Association failed in its role leading the discipline of psychology, was complicit in contributing to systemic inequities, and hurt many through racism, racial discrimination, and denigration of people of color, thereby falling short on its mission to benefit society and improve lives. APA is profoundly sorry, accepts responsibility for, and owns the actions and inactions of APA itself, the discipline of psychology, and individual psychologists who stood as leaders for the organization and field. (p. 1)

One year later, in October 2022, they sponsored another paper titled, “Historical Chronology: Examining Psychology’s Contributions to the Belief in Racial Hierarchy and Perpetuation of Inequality for People of Color in the U.S.” (Cummings & Cummings, 2022). This follow-up again acknowledged psychology’s contributions to systemic prejudice and offered a list of specific examples. Overall, the type of things discussed are

- theories and hypotheses that assume “race” is a biological, innate difference among people instead of a social construct;
- studies comparing races that treat White people as the default or standard, therefore biasing interpretations favoring any differences as somehow “inferior”;
- standardizing tests using White people as the norm, such that questions use references based on cultural norms more likely to be familiar with people from certain subcultures and therefore giving those populations advantages;
- failing to study negative effects of international policies like colonization or assimilation of language and culture; and
- research studies that assume findings are true of “people” in general, even when the participants really only represent a small portion of people (e.g., they are very limited in terms of their ages, ethnicities, language spoken, socioeconomic status, or education).

## A Chronology of Racist Research and Theory

Although most of psychology is not racist, the field hasn’t always gotten it right. The APA-sponsored paper offers examples of when and where psychology has shown bias and contributed to prejudice, organized as a timeline (Cummings & Cummings, 2022). Here is a sample that you can map onto the timeline in Figure 1.3.

### 1850-1900:

- The American Psychological Association is founded in 1892. It has a White male president (G. Stanley Hall, whom William James mentored) and 31 White male members.
- A paper is published in 1895 with findings that Black and Native American people have better “primitive” reflexes like reaction time but that White Americans have more intelligence (Bache, 1895).
- A study compares Black and White children on a memory task. When the Black children did better, the author concluded it was because memory is needed in “primitive brains” (Stetson, 1897).



1900–1925:

- G. Stanley Hall (first APA president) writes a textbook in which he describes Native American people as childlike. He supports programs designed to “civilize” them such as forcing them to change their languages and religions (Hall, 1904, 1905).
- In 1910, the Eugenics Record office is established. It advocates for designer human reproduction, segregation of races, and forced sterilization of “unfit and inferior races” (Brigham, 1923). In the years from 1892 to 1947, 31 different APA presidents support eugenics organizations. By 1930, 35,000 people have been sterilized due to being labeled socially or biologically unfit; the majority of them are immigrants, people of color, poor people, and/or people with disabilities (Greenwood, 2017; Kevles, 1968).
- The “mulatto hypothesis” becomes popular; it’s the idea that for mixed-ethnicity individuals, positive traits such as reasoning, memory, and intelligence go up the lighter their skin color is (Ferguson, 1916; see also Guthrie, 2004).
- The U.S. military starts giving all recruits intelligence tests with culturally biased questions. Eighty-nine percent of Black recruits are labeled “morons” (Yerkes, 1921). These tests serve as the foundation for later standardized tests like the Scholastic Aptitude Test (SAT).

1925–1975:

- Belief in eugenics and biological differences based on race/ethnicity continues. For example, psychologist Raymond Cattell writes about the evils of “mixture of blood between racial groups” (Cattell, 1933, p. 155). He continues to publish this opinion at least through the 1990s (e.g., Cattell, 1972).
- Several Black psychologists publish studies that counter the results from previously published White psychologists. These studies are largely discounted or ignored (Guthrie, 2004).
- Several prominent psychologists participate in explicitly racist groups such as those supporting the Nazi agenda and White nationalists (cf. Jackson & Winston, 2021). Others argue in favor of keeping public schools segregated by race (Winston, 1998).
- In 1968, the Association of Black Psychologists is created. Seventy-five Black psychologists resign membership in the APA, calling for the organization to stop endorsing racist standardized tests (Nelson, 1968). The APA responds by saying any problems are due to misuse of the tests, not the tests themselves.

1975–Present Day:

- Two Chicana Studies professors publish a book arguing that very little research has been done on counseling techniques specifically validated within communities of color (Vásquez & Gold, 1981). Similarly, another paper notes that Puerto Rican and Black individuals are more likely to be diagnosed with mental illnesses than people from other ethnicities (Rogler, 1983).
- A paper published in 1988 reviews over 150 studies comparing White, Black, and Asian participants (Rushton, 1988). Some conclusions are that Asian people are the most restrained and highest achieving, while Black people are the most

sexual and criminal. The author notes that these conclusions are often based on biased methodologies and interpretations, perpetuating stereotypes.

- In 1998, psychologist Glayde Whitney writes the foreword to the autobiography of KKK leader David Duke. Whitney writes that the “truth” about racial differences has been suppressed by “organized Jewry.”
- By the year 2000, people of color make up 26.3% of the U.S. population but only 5.8% of APA’s members. By 2017, White people make up 60% of APA membership (APA, 2017).
- From 1974 to 2018, only 5% of editors of the top six professional psychology journals have been people of color (Cummings & Cummings, 2022).

## Diverse Voices in Psychology

Well, that was depressing—especially since it only focused on one form of prejudice (racism) within psychology.

But the point of acknowledging the bias is that we have to admit problems if we want to do better. We all want to do better. Despite these significant challenges, inspiring pioneers overcame systemic discrimination by becoming leaders, publishing papers, and participating in professional organizations. Such representations matter; seeing people who look like us makes us feel welcome and validated (Hewer, 2015). For example, college students who feel like they belong, either within their major or within college overall, are more likely to persist through graduation (Tinto, 2017).

If implicit biases in psychology as a field seep into intro to psychology courses, it might hurt marginalized students who don’t feel that they belong. Junior and senior psychology majors at one university reviewed a list of 42 pioneers in psychology that included 21 women and 9 people of color (Cramblet Alvarez et al., 2019). This rising generation of psychologists were much more likely to recognize the names of White men on the list. This means that most curricula are emphasizing the names you saw earlier in this chapter, such as Wundt, James, and Freud.

Let’s emphasize just a few examples of some of the other important voices, who don’t always get the recognition they deserve.

### Yūjirō Motora

One of the first people to bring psychology to Japan was Yūjirō Motora (1858–1912). After a childhood in Japan, he earned degrees at Boston University and at Johns Hopkins University before returning home and becoming a professor at the University of Tokyo. Motora studied physiological psychology and published work on sensation and perception with G. Stanley Hall in the very first edition of *The American Journal of Psychology* (Hall & Motora, 1887). He translated important writings by Wilhelm Wundt and William James to give them a broader audience, despite personally disagreeing with some of their conclusions.

He is also known for his own unique contributions. He created the first scientific psychology lab in Japan (Sato & Sato, 2005). As a practitioner of Zen Buddhism, Motora challenged the idea that students should accept whatever their teachers said. Instead, he argued that students should interpret what was important themselves. He also published ideas about how religion and science can be complementary friends, not enemies (Motora, 1905).

Perhaps most important, some of his research focused on troubled schoolchildren. Instead of blaming or giving up on them, he recognized and described challenges that would later be identified as attention-deficit/hyperactivity disorder (ADHD) (Takeda et al., 2015).



Yūjirō Motora (1858–1912).



Mary Whiton Calkins (1863–1930).

### Mary Whiton Calkins

Mary Whiton Calkins (1863–1930) was born during the American Civil War. She fought hard to study psychology at Harvard—despite a formal policy blocking women from enrolling. She eventually completed all of Harvard’s requirements to earn a doctorate, but they still refused to give her one. She became the first woman president of the APA and of the American Philosophical Association. She published four books and over 100 research papers on memory, dreams, and identity. She also established the first psychology laboratory specifically studying women (e.g., Calkins, 1893). She reset expectations about what women could achieve within psychology.



Mamie Phipps Clark (1917–1983) and her husband, Kenneth Clark (1914–2005).

Library of Congress

### Mamie Phipps Clark and Kenneth Clark

Mamie Phipps Clark (1917–1983) and Kenneth Clark (1914–2005) were a married African American couple who played an important role in social justice. Phipps Clark’s master’s thesis started the basic research that influenced one of the most famous Supreme Court cases (Clark & Clark, 1939). The case of *Brown v. Board of Education* ended segregation of public schools—and the justices cited her work as evidence in their decision. She and her husband were the first African Americans to earn PhDs in psychology from Columbia University (see Benjamin & Crouse, 2004).

Their famous “doll studies” vividly demonstrated the harmful effects of internalized racism on children. (You can search YouTube for the visual record of some of their interviews with children, as well as more modern replications.) In these studies, children playing with brown-skinned and white-skinned dolls preferred the white-skinned dolls, even when the children were African American themselves. Kenneth Clark later became the first African American president of the APA.



Robert Lee Williams II (1930–2020).

Reprinted by permission of the Arkansas Black Hall of Fame

### Robert Lee Williams II

Robert Lee Williams II (1930–2020) was a leader in establishing the Black Studies department at Washington University and in organizing their African and Afro-American Studies programs. Many other universities followed his lead. Williams devoted many years to criticizing standardized tests, doing research studies establishing that they were culturally biased and that they disadvantaged people without privileged access to education.

Williams is also known for coining the term *Ebonics* (a combination of the words *ebony* and *phonics*), referring to common phrasing and slang terms used by some African Americans (Williams, 1975). He argued that Ebonics should be accepted as a regional dialect just like any other dialect in the country and that using it should not have a negative connotation.



### Martha Bernal

Martha Bernal (1931–2001) grew up in Texas with parents who were immigrants from Mexico. When her elementary school banned her from speaking any Spanish, she felt shame about her family and ethnicity (see Vasquez & Lopez, 2002). She didn't let that stop her, though; she became the first Latina woman to earn a PhD in psychology in the United States (from Indiana University Bloomington). After years of struggling to find a university that would hire her as part of the faculty, Bernal got a job at Arizona State University and spent a career devoted to studying identity development and ethnicity in Mexican American children. She helped develop interventions for community resources and groups that served hundreds of children. The APA later gave her a Distinguished Life Achievement Award, and she became the second president of the National Latino Psychological Association.



**Martha Bernal (1931–2001).**

John Sunderland/Contributor/Denver Post/via Getty Images

### Mahzarin Banaji

Born in India, Mahzarin Banaji is an experimental psychologist who has taught at Yale and is currently at Harvard University. She has received numerous recognitions for her work including election to the National Academy of Sciences, the William James Fellow Award from APS (an organization of which she was also president), and APS's Distinguished Scientific Contribution Award. Banaji and colleagues coined the term *implicit bias* to examine forms of discrimination of which we are not aware. These ideas are spelled out in a popular co-authored book *Blindspot: Hidden Biases of Good People*. At present Banaji is focused on public teaching found at [www.outsmartingimplicitbias.org](http://www.outsmartingimplicitbias.org).



**Mahzarin Banaji.**

Courtesy of Mahzarin Banaji

### Laura King

Laura King, as part of the LGBTQ+ community, has broken through professional barriers. She became the first woman editor of the *Journal of Personality and Social Psychology: Personality Processes and Individual Differences*, the leading outlet for research on personality psychology. She has published over 100 articles and book chapters on her own work, which investigates individual well-being and happiness, often within the LGBTQ+ community. She promotes positive psychology and how to make meaning from life events, even when (and maybe especially when) we experience difficult times (e.g., King, 2001; King & Smith, 2004). She is a popular professor of psychology producing important work right now.



**Laura King.**

Courtesy of Laura A. King, PhD

### Alette Coble-Temple

Did you know about the Ms. Wheelchair America pageant? In 2016, Alette Coble-Temple, who is a clinical and sport psychologist, earned the title Ms. Wheelchair America, where she spent a year advocating across the United States for "PRIDE - Parental Rights Include Disability Equality!" In her role as faculty member and program director, she embraces her cerebral palsy, especially her "CP accent," to transform the perception of disability within society and dismantle ableism across academia, healthcare, and legal systems. She also uses her clinical expertise to assist the state of California in determining parole eligibility for convicted individuals. Additionally, she routinely serves in leadership positions on APA boards and committees connected to advancing women's rights, and she frequently delivers keynote addresses at conventions and business trainings on disability research, policy, law, and counseling.



**Alette Coble-Temple.**

Reprinted by permission of Rick Guidotti

## Building a Better Future

Now, we need to do better. How?

The American Psychological Association started by sincerely apologizing and admitting its mistakes of the past. Resolutions have now been passed that formalize how the field is explicitly working to improve. The APA is implementing these tactics in part through grant funding of over a million dollars to support the effort (APA, 2022). In short, grants prioritize scholarship that

- promotes research on cultural diversity and education about systemic prejudice,
- provides training and opportunities for students of all backgrounds in terms of graduate school and career paths (such as being editors for scientific journals, support for new professors, etc.),
- prioritizes efforts to address diversity in clinical and health practices (including trauma-informed mental health care), and
- shares data and progress on improvements.

Psychology undeniably has a checkered past. Though we can't change the past, we can learn from it, and the field is honestly trying to do better.

SageVantage

Practice what you learn in **Knowledge Check 1.3**

## HOW TO USE THIS BOOK

>> **LO 1.4 Analyze how the ideas in this book can relate to you, personally.**

Are you curious about how psychology applies to you?

We wrote every chapter with three objectives: to stimulate, satisfy, and enhance your curiosity about human behavior. In every chapter, you'll see a table on the first page with two columns. Column 1 shows curiosity questions we hope you ask (or have already asked about human nature), and column 2 matches those questions with specific learning objectives in the chapter. The rows in the starting table tell you how many major sections you'll see in that chapter (one row per major section).

We bring the material to life through storytelling. At the start of each chapter, you'll be introduced to a narrative—some fictional, some nonfictional, some theoretical—that will carry you through from start to finish. We conclude with a summary of the main ideas, followed by some critical thinking questions. Your instructor might use these to help you apply what you've learned, or we encourage you to ponder them yourself.

Beyond these basics, how do we hope you use this book?

**?** **Have You Ever Wondered?**  
1.4 How should I use this book?



## Four Features

Don't skip the features.

We specifically designed them to help you experience and achieve all five of the APA Introductory Psychology Initiative goals. Sure, each chapter's main content is like your meal at a feast; it's what most introductory books cover. But this book offers you a figurative dessert with the four special features we're excited to share with you.

Feature 1 is the *Spotlight on Research Methods*. You'll learn about research designs and statistical analyses in the very next chapter (Chapter 2). But remember from Figure 1.1 that research methods are the foundation of our science, so we remind you of that importance throughout. Each chapter takes a deep dive into one or two studies to explain not just the results, but *how* we know what we know.

Feature 2 is *Psychology and Our Curious World*. Do you like movies about superheroes and supervillains? What's your favorite type of music or literature? Psychology should come alive for you both as you observe your own life and when you relax with popular culture. Several of your authors are dedicated fans of blockbuster franchises (Marvel Cinematic Universe vs. DC Universe? *The Mandalorian* vs. *Boba Fett?*), and we want to show you how to find psychology everywhere you look.

Next, check out Feature 3: *What's My Score?* If you enjoy BuzzFeed quizzes, we think you'll love taking this survey in each chapter. These show you a real self-report questionnaire that's been developed by qualified psychologists to measure a personality trait or another variable relevant to each chapter. By filling them out, you'll not only have a better understanding of how researchers measure these concepts in real studies but also be better able to apply the ideas to yourself.

Finally, Feature 4 is the *Career Corner*. Lots of people get excited about psychology when they take an introductory course, but they're not clear what career options exist beyond therapists or counselors. The *Career Corner* features real people who majored in psychology and went on to get a wide variety of jobs immediately after graduating—*without* going to graduate school. Being a counselor and/or going to graduate school is a fantastic aspiration, but there are so many more options to consider. This feature might help you brainstorm and find your own passion.

## Applying Psychology to You

Be curious (please).

Even if you never take another psychology course, psychology is everywhere around you. Applying each concept throughout this book will help you both do better in terms of your grade (yay!), but it will also help you answer many of life's questions about human interactions, everyday decisions, mistakes we make along the way, and how we overcome obstacles. The next time you wonder, "Why did they do that?" we hope you'll turn to one of the chapters in this book.

We could spend a lot more time in this opening chapter talking to you about why psychology matters and about its history—but we don't want to waste your time. We want to get to the good stuff, and we're going to assume that if you're reading this, you're already hooked. So let's get started. ●

## CHAPTER SUMMARY

### Learning Objectives Summary

#### 1.1 What is psychology?

##### >> LO 1.1 Define psychology and explain the American Psychological Association's Introductory Psychology Initiative.

Psychology is the scientific study of mental processes and behaviors. The American Psychological Association (APA) is the leading professional organization in North America, and the Introductory Psychology Initiative suggests that initial courses to the field emphasize research methods, integrative themes, and five "pillars" or major subfields: biological, cognitive, developmental, social/personality psychology, and mental/physical health.

#### 1.2 How has psychology grown and changed over time?

##### >> LO 1.2 Explain important historical figures and approaches to psychological inquiry.

Many people consider Wilhelm Wundt to be the "founder" of psychology; he started the first scientific lab devoted to human sensation and perception in Germany in the late 1800s. Other important people in the history of psychology include Edward Titchener, William James, Ivan Pavlov, Sigmund Freud, John Watson, Kurt Lewin, Carl Rogers, and Daniel Kahneman (their work is discussed in future chapters).

#### 1.3 How has diversity helped psychology?

##### >> LO 1.3 Discuss the history of prejudice in psychology and identify key diverse voices in the field over time.

Note that all the people listed in the previous section were White men. The APA has acknowledged years of systemic prejudice, including racism and sexism. Examples of important pioneers in helping advance diversity in psychology are Yūjirō Motora, Mary Whiton Calkins, Mamie Phipps Clark and Kenneth Clark, Robert Lee Williams II, Martha Bernal, Mahzarin Banaji, Laura King, and Alette Coble-Temple. Their work is very briefly summarized in this section.

#### 1.4 How should I use this book?

##### >> LO 1.4 Analyze how the ideas in this book can relate to you, personally.

The APA provides grant funding to help research efforts devoted to improving the global community through scientific inquiry, ending systemic prejudice, and promoting equality.

This book believes in the same goals. Each chapter highlights curiosity and storytelling, including use of four special features (*Spotlight on Research Methods*, *Psychology in Your Curious World*, *What's My Score?* and *Career Corner*). The material will be more memorable if you apply it to your own life.

## CRITICAL THINKING QUESTIONS

1. Go to <https://www.apa.org/about/division> to learn more about the APA subdivisions. Choose three of the divisions you find particularly interesting and click on the links provided by the website to investigate details. Then, share at least two things you learned about each division you picked. Why do you find these divisions interesting or important to psychology? Can you think of any divisions not currently on the list you think will be added in the future?
2. Consider the timeline of the history of psychology shown in Figure 1.3. Besides wars, think of at least two important national or international events that occurred between 1870 and present day that might have influenced culture and/or scientific thinking in psychology. Explain how each event may have had an impact on psychological theory or research.
3. Pick three of the people listed as influential in the history of psychology from this chapter (make sure at least one is from the "diverse voices" section). Find three additional pieces of information about each person's life or contribution to psychology. Then, find one person not listed in this chapter and discuss why they are also important to the growth of psychology over time.

4. Look again at the five goals the APA identified for introductory psychology courses. Rank order the goals in terms of how important they are for you, personally, and for what you hope to get out of this book and/or course. Explain why you put the goals in the order you did.

**KEY TERMS**

**American Psychological Association, 3**  
**Behaviorist approach, 12**  
**Biological approach, 11**  
**Cognitive approach, 13**  
**Functionalism, 11**  
**Humanistic approach, 13**

**Introductory Psychology Initiative, 5**  
**Psychodynamic approach, 12**  
**Psychology, 3**  
**Sociocultural approach, 13**  
**Structuralism, 11**  
**Wilhelm Wundt, 9**

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