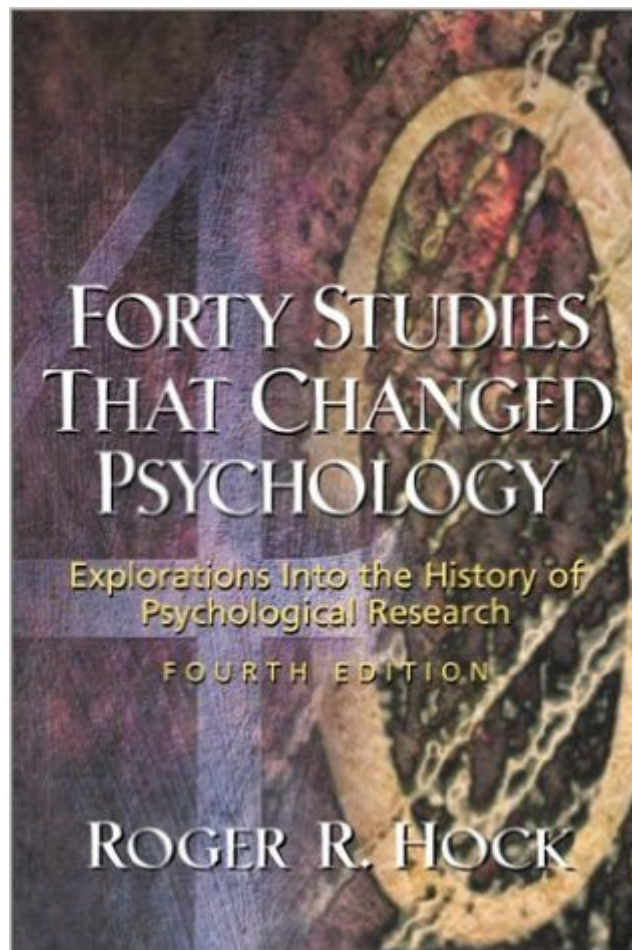


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Forty Studies That Changed Psychology: Explorations Into The History Of Psychological Research (4th Edition)



Synopsis

This unique book closes the gap between psychology textbooks and the research that made them possible. Its journey through the 'headline history' of psychology presents 40 of the most famous, most influential studies in the history of the science, and subsequent follow-up studies that expanded their findings and relevance. Readers are granted a valuable insider's look at the studies that continue to be cited most frequently, stirred up the most controversy when they were published, sparked the most subsequent related research, opened new fields of psychological exploration, and changed most dramatically man's knowledge of human behavior. Studies examined cover the following areas: biology and human behavior; perception and consciousness; learning and conditioning; intelligence, cognition, and memory; human development; emotion and motivation; personality; psychopathology; psychotherapy; and social psychology. For individuals interested in the evolution of psychological study and its impact on the field.

Book Information

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Customer Reviews

Roger Hock's book reviews forty studies which have heavily influenced the direction of psychology. Many will be familiar to even a first-year psychology major. And you may feel he has left out a few--I was surprised not to find George Miller's "The Magic Number Seven Plus or Minus Two" in the Intelligence, Cognition and Memory chapter, for example. The studies he has chosen are good ones, though. My five favorites among the chapters: "Little Emotional Albert" is based on Watson, J.B. and Raynor, R. (1920). Conditioned emotional responses. Journal of Experimental Psychology,

3, 1-14. This article describes applied research that scared a little boy with a loud noise while he was looking at a white rat. The researchers then documented how this fear generalized to similar objects. The study was groundbreaking in its time and a good stimulus for a discussion of research ethics. "What You Expect is What You Get" is based on Rosenthal, R. and Jacobson, L. (1968). Teachers' expectancies: Determinates of pupils' IQ gains. *Psychological Reports*, 19, 115-118. The study shows that students may become more or less intelligent depending on what their teacher's have been told about their intelligence. "In Control and Glad of It!" is based on Langer, E.G. and Rodin, J. (1976). The effects of choice and enhanced personal responsibility for the aged: A field experiment in an institutional setting. *Journal of Personality and Social Psychology*, 34, 191-198. The article shows the benefits of choice and self-determination in elder care. It is an early produce of Jean Langers work on

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