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Nota di contenuto	Cover -- Dedication -- Contents -- Preface -- Chapter I : The Biological Basis of Human Behavior -- Reading 1: One Brain or Two? -- Gazzaniga, M. S. (1967). The split brain in man. Scientific American, 217(2), 24-29. -- Theoretical Propositions -- Method -- Results -- Visual Abilities -- Tactile Abilities -- Visual Plus Tactile Tests -- Discussion -- Significance of Findings -- Criticisms -- Recent Applications -- Conclusion -- Reading 2: More Experience = Bigger Brain -- Rosenzweig, M. R., Bennett, E. L., & Diamond, M. C. (1972). Brain changes in response to experience. Scientific American, 226(2), 22-29. -- Theoretical Propositions -- Method -- Results -- Discussion and Criticisms -- Related Research and Recent Applications -- Conclusion -- Reading 3: Are You a "Natural"? -- Bouchard, T., Lykken, D., McGue, M., Segal, N., & Tellegen, A. (1990). Sources of human psychological differences: The Minnesota study of twins reared apart. Science, 250, 223-229. -- Theoretical Propositions -- Method -- Participants -- Procedure -- Results -- Discussion and Implications of Findings -- Criticisms and Related Research -- Recent Applications -- Reading 4: Watch Out for the Visual Cliff! -- Gibson, E. J., & Walk, R. D. (1960). The "visual cliff." Scientific American, 202(4), 67-71. --

Theoretical Propositions -- Method -- Results and Discussion -- Criticisms and Subsequent Research -- Recent Applications -- Conclusion -- Chapter II : Consciousness and the Senses -- Reading 5: Take a Long Look -- Fantz, R. L. (1961). The origin of form perception. *Scientific American*, 204(May), 61-72. -- Theoretical Propositions -- Method -- Results -- Subsequent Research and Recent Applications -- Reading 6: To Sleep, No Doubt to Dream . . .

Aserinsky, E., & Kleitman, N. (1953). Regularly occurring periods of eye mobility and concomitant phenomena during sleep. *Science*, 118, 273-274. Dement, W. (1960). The effect of dream deprivation. *Science*, 131, 1705-1707. -- Theoretical Propositions -- Method Drastic -- Results -- Discussion -- Significance of the Findings and Subsequent Research -- Recent Applications -- Conclusion -- Reading 7: As a Category, It's a Natural -- Rosch, Eleanor H. (1973). Natural categories. *Cognitive Psychology*, 4, 328-350. -- Theoretical Propositions -- Method -- Participants -- Color Stimuli -- Procedure -- Results -- Discussion -- Subsequent Research -- Recent Applications -- Reading 8: Acting as If You are Hypnotized -- Spanos, N. P. (1982). Hypnotic behavior: A cognitive, social, psychological perspective. *Research Communications in Psychology, Psychiatry, and Behavior*, 7, 199-213. -- Theoretical Propositions -- Method -- Results and Discussion -- The Belief that Behavior is Involuntary -- Creation of Expectations in Hypnotic Participants -- Implications of the Findings -- Recent Applications -- Conclusion -- Chapter III : Conditioning and Learning -- Reading 9: It's Not Just About Salivating Dogs! -- Pavlov, I. P. (1927). Conditioned reflexes. London: Oxford University Press. -- Theoretical Propositions -- Method and Results -- Significance of the Findings -- Related Research and Recent Applications -- Conclusion -- Reading 10: Little Emotional Albert -- Watson, J. B., & Rayner, R. (1920). Conditioned emotional responses. *Journal of Experimental Psychology*, 3, 1-14. -- Theoretical Propositions -- Method and Results -- Discussion and Significance of Findings -- Questions and Criticisms -- Recent Applications -- Reading 11: Knock Wood! -- Skinner, B. F. (1948). Superstition in the pigeon. *Journal of Experimental Psychology*, 38, 168-172.

Theoretical Propositions -- Method -- Results -- Discussion -- Criticisms and Subsequent Research -- Recent Applications -- Conclusion -- Reading 12: See Aggression . . . Do Aggression! -- Bandura, A., Ross, D., & Ross, S. A. (1961). Transmission of aggression through imitation of aggressive models. *Journal of Abnormal and Social Psychology*, 63, 575-582. -- Theoretical Propositions -- Method -- Participants -- Experimental Conditions -- The Experimental Procedure -- Arousal of Anger or Frustration -- Test for Imitation of Aggression -- Measures of Aggression -- Results -- Discussion -- Subsequent Research -- Recent Applications -- Conclusion -- Chapter IV : Cognition, Memory, and Intelligence -- Reading 13: What You Expect is What You Get -- Rosenthal, R., & Jacobson, L. (1966). Teachers' expectancies: Determinates of pupils' IQ gains. *Psychological Reports*, 19, 115-118. -- Theoretical Propositions -- Method -- Results -- Discussion -- Significance of Findings and Subsequent Research -- Recent Applications -- Reading 14: Just How are You Intelligent? -- Gardner, H. (1983) *Frames of mind: The theory of multiple intelligences*. New York: Basic Books. -- Theoretical Propositions -- Method -- Results -- Linguistic Intelligence -- Musical Intelligence -- Logical-Mathematical Intelligence -- Spatial Intelligence -- Bodily-Kinesthetic Intelligence -- Intrapersonal Intelligence -- Interpersonal Intelligence -- Subsequent Research and Criticisms -- Recent Applications -- Conclusion -- Reading 15: Maps in Your Mind --

Tolman, E. C. (1948). Cognitive maps in rats and men. *Psychological Review*, 55, 189-208. -- Theoretical Propositions -- Method and Results -- Discussion -- Subsequent Research and Recent Applications -- Reading 16: Thanks for the Memories! -- Loftus, E. F. (1975). Leading questions and the eyewitness report. *Cognitive Psychology*, 7, 560-572.

Theoretical Propositions -- Method and Results -- Experiment 1 -- Experiment 2 -- Experiment 3 -- Experiment 4 -- Discussion -- Recent Applications -- Conclusion -- Chapter V : Changes Over the Human Lifespan -- Reading 17: Discovering Love -- Harlow, H. F. (1958). The nature of love. *American Psychologist*, 13, 673-685. -- Theoretical Propositions -- Method -- Results -- Discussion -- Criticisms and Significance of the Findings -- Recent Applications -- Conclusion -- Reading 18: Out of Sight, But Not Out of Mind -- Piaget, J. (1954). The development of object concept. In J. Piaget, *The construction of reality in the child* (pp. 3-96). New York: Basic Books. -- Theoretical Propositions -- Method and Results -- Discussion -- Criticisms and Recent Applications -- Conclusion -- Reading 19: How Moral are You? -- Kohlberg, L. (1963). The development of children's orientations toward a moral order: Sequence in the development of moral thought. *Vita Humana*, 6, 11-33. -- Theoretical Propositions -- Method -- Results -- Discussion -- Criticisms and Recent Applications -- Conclusion -- Reading 20: In Control and Glad of It! -- Langer, E. J., & 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. -- Theoretical Propositions -- Method -- Participants -- Procedure -- Measuring the Outcomes -- Results -- Discussion -- Significance of Findings and Subsequent Research -- Recent Applications -- Conclusion -- Chapter VI : Motivation and Emotion -- Reading 21: A Sexual Motivation -- Masters, W. H., & Johnson, V. E. (1966). *Human sexual response*. Boston: Little, Brown -- Theoretical Propositions -- Method -- Participants -- Procedures -- Participant Orientation and Comfort -- Results -- The Sexual Response Cycle -- Sexual Anatomy. Female and Male Differences in Sexual Response -- Criticisms -- Recent Applications -- Conclusions -- Reading 22: I Can See It All Over Your Face! -- Ekman, P., & Friesen, W. V. (1971). Constants across cultures in the face and emotion. *Journal of Personality and Social Psychology*, 17, 124-129. -- Theoretical Propositions -- Method -- Results -- Discussion -- Implications of the Research -- Recent Applications -- Conclusion -- Reading 23: Watching Your Emotions? -- Ross, P. (2003, August 11). Mind readers. *Scientific American*, 289(3), 74-77. -- Theoretical Propositions -- Method -- Results -- Significance of the Findings -- Recent Applications -- Conclusion -- Reading 24: Thoughts Out of Tune -- Festinger, L., & Carlsmith, J. M. (1959). Cognitive consequences of forced compliance. *Journal of Abnormal and Social Psychology*, 58, 203-210. -- Theoretical Propositions -- Method -- Results -- Discussion -- Questions and Criticisms -- Recent Applications -- Conclusion -- Chapter VII : Personality -- Reading 25: Are You the Master of Your Fate? -- Rotter, J. B. (1966). Generalized expectancies for internal versus external control of reinforcement. *Psychological Monographs*, 80, 1-28. -- Theoretical Propositions -- Method -- Results -- Gambling -- Persuasion -- Smoking -- Achievement Motivation -- Conformity -- Discussion -- Subsequent Research -- Recent Applications -- Conclusion -- Reading 26: Masculine or Feminine . . . or Both? -- Bem, S. L. (1974). The measurement of psychological androgyny. *Journal of Consulting and Clinical Psychology*, 42, 155-162. -- Theoretical

Propositions -- Method -- Item Selection -- Masculine = less than
-1.00 Scoring -- Results -- Reliability of the BSRI -- Validity of the BSRI
-- Discussion -- Criticisms and Subsequent Research -- Recent
Applications -- Conclusion -- Reading 27: Racing Against Your Heart.
Friedman, M., & Rosenman, R. H. (1959). Association of specific overt
behavior pattern with blood and cardiovascular findings. Journal of the
American Medical Association, 169, 1286-1296.

Sommario/riassunto

Forty studies that helped shape the field of Psychology Roger Hock's
Forty Studies provides a glimpse of the science of psychology,
unraveling the complexities of human nature. Hock summarizes some
of the most influential studies in psychological history studies, and
guides the reader through a thoughtful interpretation of the results and
why the study is considered so important. This book provides a more
in-depth look and analyses that cannot be found by reading a textbook
or research alone. Learning Goals Upon completing this book,
readers will: Gain background knowledge of the complexities in the
psychology field. Learn about detailed studies in an easy,
understandable manner. Understand scientific research, through
closer examination of major topics.

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