

Key Contributors to Psychology

Full name of Key Contributor (<i>alpha by last name</i>)	Unit in Myers' <i>Psychology for the AP</i> [®] Course, 3 rd edition	What has he/she contributed to psychology?
Alfred Adler	Personality (Unit X)	<ul style="list-style-type: none"> • neo-Freudian • stressed importance of striving for superiority and power • believed social factors not sexual factors are more important in child development • birth order, inferiority and superiority complex, compensation
Mary Ainsworth	Development Unit (IX)	<ul style="list-style-type: none"> • designed “strange” situation experiment to study infant attachment in which children were left alone in a playroom • secure attachment children played comfortably when mom was present, were distressed when mom left and would seek contact when mom returned • insecure attachment children were less likely to explore their surroundings, became upset when mom left and showed indifference when mom returned
Gordon Allport	Personality (Unit X)	<ul style="list-style-type: none"> • traits therapist • defined personality in terms of fundamental characteristic patterns • three levels of traits <ul style="list-style-type: none"> • cardinal - dominant traits of a person's behavior • central - dispositions found in most people • secondary - traits arising in specific situations
Aristotle	Psychology's History and Approaches (Unit I)	<ul style="list-style-type: none"> • disagreed with Socrates and Plato, said knowledge is not preexisting, instead it grows from the experiences stored in our memories • knowledge comes in from the external world through the senses • believed the mind was in the heart
Solomon Asch	Social Psychology (Unit XIV)	<ul style="list-style-type: none"> • studied conformity and how group pressure distorted judgement • subjects conformed in their perception of line lengths when confederates in the group purposely gave the incorrect answers
Eugene Aserinsky	States of Consciousness (Unit V)	<ul style="list-style-type: none"> • discovered how EEG patterns and eye movement change throughout sleep • discovered REM sleep

Richard Atkinson/Richard Shiffrin	Cognition (Unit VII)	<ul style="list-style-type: none"> proposed original sensory/short-term/long term memory theory
Francis Bacon	Psychology's History and Approaches (Unit I)	<ul style="list-style-type: none"> one of the founders of modern science fascinated by the human mind and its failings stressed the use of research findings
Alan Baddeley	Cognition (Unit VII)	<ul style="list-style-type: none"> added working memory, including a central executive, to Atkinson and Sheffrin's concept of short- term memory
Albert Bandura	Learning (Unit VI)	<ul style="list-style-type: none"> social-cognitive perspective (social learning) suggested people learn through observation and modeling researcher of observational learning by studying children imitating adults hitting a "Bobo doll" suggested observers experience vicarious reinforcement and vicarious punishment when observing others propose the social cognitive perspective in which behavior is influenced by the interaction between people's traits and their social context reciprocal determinism; the interacting influences of behavior, internal cognition, and the environment
Diana Baumrind	Development (Unit IX)	<ul style="list-style-type: none"> studied authoritarian, authoritative and permissive parenting styles children with authoritarian parents usually have less social skill and self-esteem children with authoritative parents usually have high self-esteem, self-reliance, and social competence children with permissive parents are usually more aggressive and immature
Aaron Beck	Treatment of Abnormal Behavior (Unit XIII)	<ul style="list-style-type: none"> developed a cognitive therapy for depression in which patient's irrational and distorted thinking is questioned
Dimitry Belyaev/Lyudmila Trut	Research Methods (Unit II)	<ul style="list-style-type: none"> domesticated foxes in a longitudinal study lasting over 30 generations
Alfred Binet	Testing and Individual Differences (Unit XI)	<ul style="list-style-type: none"> developed the first modern intelligence test for the French school system measuring a child's mental age (Stanford-Binet) assumed intelligence increases with age
Thomas Bouchard	Development (Unit IX)	<ul style="list-style-type: none"> studied similarity of twins separated at birth

Edward Bradford Titchener	Psychology's History and Approaches (Unit I)	<ul style="list-style-type: none"> • Wundt's student • introduced structuralism - aim to discover the structural elements of the mind • used introspection (looking inward) • focused on inner sensations, images, and feelings
Marian Breland/Keller Breland	Learning (Unit VI)	<ul style="list-style-type: none"> • in training animals, noted an instinctive drift where animals reverted to biologically predisposed patterns
Isabel Briggs Myers/Catherine Briggs	Personality (Unit X)	<ul style="list-style-type: none"> • developed the Myers-Briggs Type Indicator (MBTI)
Paul Broca	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> • discovered Broca's area in the left side of the brain responsible for muscle movements in speech
Linda Buck/Richard Axel	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> • discovered receptor proteins in the nasal cavity which combine to trigger a specific smell
John Cade	Treatment of Abnormal Behavior (Unit XIII)	<ul style="list-style-type: none"> • discovered the use of lithium as a mood stabilizer
Mary Whiton Calkins	Psychology's History and Approaches (Unit I)	<ul style="list-style-type: none"> • first woman to complete the requirements for a PhD in psychology but was denied the degree by Harvard • became first female president of the American Psychological Association (APA)
Walter Cannon/Philip Bard	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> • developed the Cannon-Bard theory of emotions in which emotions and physiological changes happen simultaneously
Fergus Craik/Endel Tulving	Cognition (Unit VII)	<ul style="list-style-type: none"> • researched different types (structural, phonetic, semantic) of encoding information and its effects on memory
Tanya Chartrand/John Bargh	Social Psychology (Unit XIV)	<ul style="list-style-type: none"> • studied the Chameleon Effect where subjects in time mimic each other's behaviors
Noam Chomsky	Cognition (Unit VII)	<ul style="list-style-type: none"> • studied innate language development and universal grammar
Kenneth	Research Methods (Unit II)	<ul style="list-style-type: none"> • studied internalized anti-black prejudice by asking children whether they preferred a black

Clark/Mimi Phillips Clark		<ul style="list-style-type: none"> or white doll study used in Brown v. Board of Education Supreme Court case
Stanley Coren	Research Methods (Unit II)	<ul style="list-style-type: none"> studied how time changes (daylight savings time) influence accidents
Paul Costa/Robert McCrae	Personality (Unit 10)	<ul style="list-style-type: none"> developed Big Five Trait theory of conscientiousness, agreeableness, neuroticism, openness and extraversion
Mary Cover Jones/Joseph Wolpe	Treatment of Abnormal Behavior (Unit XII)	<ul style="list-style-type: none"> helped develop exposure therapies including systematic desensitization using progressive relaxation to lower phobic fears
John Darley/Bibb Latane	Social Psychology (Unit XIV)	<ul style="list-style-type: none"> studied bystander intervention by staging emergencies
Charles Darwin	Psychology's History and Approaches (Unit I)	<ul style="list-style-type: none"> studied species variations explained diversity in animals by proposing the evolutionary process of natural selection believed that nature selects traits that best enable an organism to survive and reproduce in a particular environment
Judy DeLoache	Development (Unit IX)	<ul style="list-style-type: none"> researched children's reactions to a miniature version of a room to study symbolic thinking
William Dement	States of Consciousness (Unit V)	<ul style="list-style-type: none"> sleep deprivation researcher
René Descartes	Psychology's History and Approaches (Unit I)	<ul style="list-style-type: none"> French philosopher agreed with Socrates and Plato that the existence of innate ideas and mind being "entirely distinct from body" and able to survive death believed the immaterial mind and physical body communicate
Dorothea Dix	Treatment of Abnormal Behavior (Unit XIII)	<ul style="list-style-type: none"> advocated for more humane treatment of the mentally ill and the construction of mental hospitals
Carol Dweck	Testing and Individual Differences (Unit XI)	<ul style="list-style-type: none"> studied growth mindset
Hermann Ebbinghaus	Cognition (Unit VII)	<ul style="list-style-type: none"> developed the forgetting (retention) curve by learning nonsense syllables
Paul Ekman	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> studied the universality of facial expressions

Albert Ellis	Treatment of Abnormal Behavior (Unit XIII)	<ul style="list-style-type: none"> • creator of rational emotive behavior therapy (REBT) - a confrontational cognitive therapy that challenges people's self-defeating attitudes and assumptions that cause emotional problems
Erik Erikson	Development (Unit IX)	<ul style="list-style-type: none"> • developed eight stages of psychosocial development in which each stage centers around a task or conflict • <i>trust versus mistrust</i> (birth to 1) child learns to trust the world or not dependent upon whether their needs are met • <i>autonomy versus shame</i> (1 to 3) child learns to do things for themselves or to doubt their abilities • <i>initiative versus guilt</i> (3 to 6) child learns to carry out plans or feels guilty about their efforts to be independent • <i>competence versus inferiority</i> (6 to puberty) child learns the pleasure of applying themselves or feeling inferior • <i>identity versus role confusion</i> (teens into 20s) teens learn to form a personal identity or become confused about who they are • <i>intimacy versus isolation</i> (20s to early 40s) person learns to form close relationships or feels isolated • <i>generativity versus stagnation</i> (40s to 60s) person learns to discover a sense of contributing to the world or feels a lack of purpose • <i>integrity versus despair</i> (late 60s and up) after reflecting on their life, the person feels a sense of satisfaction or failure
Hans Eysenck/Sybil Eysenck	Personality (Unit X)	<ul style="list-style-type: none"> • trait theorist • divided personality on two dimensions <ul style="list-style-type: none"> • extraversion versus introversion and emotional stability versus instability • challenge the effectiveness of psychotherapy by studying the improvement in untreated patients
Gustav Fechner	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> • developed the field of psychophysics • studied the concept of absolute thresholds
Leon Festinger	Social Psychology (Unit XIV)	<ul style="list-style-type: none"> • developed the cognitive dissonance theory where we act to reduce the discomfort (dissonance) we feel when two of our thoughts (cognition) are inconsistent with each other
Margaret Floyd Washburn	Psychology's History and Approaches (Unit I)	<ul style="list-style-type: none"> • first female to officially receive a PhD in psychology • second female president of the APA
James Flynn	Cognition (Unit VII)	<ul style="list-style-type: none"> • discovered the Flynn effect which noted intelligence tests scores increased over decades therefore IQ tests need to be re-standardized periodically

<p>Otfried Foerster/Wilder Penfield</p>	<p>Biological Bases of Behavior (Unit III)</p>	<ul style="list-style-type: none"> mapped the motor cortex
<p>Sigmund Freud (theory)</p>	<p>Personality (Unit X)</p>	<ul style="list-style-type: none"> father of the Psychoanalytic School of Psychology divided the mind into the conscious, preconscious and unconscious mind emphasized the way our unconscious thought processes and our emotional responses to childhood experiences affect our behavior divided personality into the <ul style="list-style-type: none"> id: includes inborn drives and impulses following the pleasure principle ego: tries to satisfy the demands of the id without going against the restrictions of the superego following the reality principle superego: the moral/ideal self proposed five psychosexual stages: <ul style="list-style-type: none"> oral (0-18 m.) pleasure centers on the mouth (sucking, biting, chewing, etc.) anal (18-36 m.) pleasure focuses on bowel and bladder elimination; coping with demands for control phallic (3-6 yrs) pleasure zone is the genitals; coping with incestuous sexual feelings (Oedipus and Electra complex) latency (6 to puberty) a phase of dormant sexual feelings genital (puberty on) maturation of sexual interests fixation: a person remains at a psychosexual stage developed how the ego protects itself through the use of defense mechanisms: <ul style="list-style-type: none"> repression; banishes anxiety arousing thoughts, feelings, and memories to the unconscious mind regression; retreating to a more infantile psychosexual stage, where some psychic energy remains fixated reaction formation; switching unacceptable impulses into their opposites projection; disguising one's own threatening impulses by attributing them to others rationalization; offering self-justifying explanations in place of the real, more threatening unconscious reasons for one's actions displacement; shifting sexual or aggressive impulses toward a more acceptable or less threatening object or person sublimation; transferring of unacceptable impulses into socially valued motives denial; refusing to believe we even perceive painful realities
<p>Sigmund Freud (therapy)</p>		<ul style="list-style-type: none"> developed psychoanalysis assumed many psychological problems are the result of repressed impulses and conflicts in childhood goal of treatment is to release energy previously devoted to id-ego-superego conflicts Freudian slips: unintentional statements that Freud believed expressed repressed thoughts or feelings free association; patients are encouraged to say out loud whatever comes to mind

		<ul style="list-style-type: none"> • resistance; the blocking of consciousness of anxiety laden materials • transference; the patient's transfer to the analyst of emotions linked to other relationships • suggested anxiety is "free-floating" • distinguished between manifest content (apparent and remembered story line) and latent content (symbolic meaning) of dreams • proposed defense mechanism repression in which anxiety arousing thoughts, feelings, or memories cannot reach consciousness
Meyer Friedman/Ray Rosenman	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> • found blood cholesterol levels change as the subject's stress levels change
Gustav Fritsch/Eduard Hitzig	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> • discovered the motor cortex by electrically stimulating parts of an animal's cortex
Phineas Gage	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> • railroad worker who, in 1848, had a tapping iron shot through his brain • he survived but developed emotional difficulties
Franz Gall	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> • proposed that phrenology (studying bumps on the skull) could reveal a person's mental abilities and character traits
Francis Galton	Cognition (Unit VII)	<ul style="list-style-type: none"> • believed intelligence was purely hereditary • developed a rudimentary intelligence test
John Garcia/Robert Koelling	Learning (Unit VI)	<ul style="list-style-type: none"> • studied conditioned taste aversion in rats • suggested how people are biologically prepared to learning some associations over others
Howard Gardner	Cognition (Unit VII)	<ul style="list-style-type: none"> • proposed eight distinct intelligences: naturalistic, linguistic, logical mathematical, musical, interpersonal, intrapersonal, body kinesthetic, and spatial
Eleanor Gibson/Richard Walk	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> • researched innate depth perception in infants using a visual cliff
Carol Gilligan	Development (Unit IX)	<ul style="list-style-type: none"> • criticized Kohlberg's Theory of Moral Development as too male centric
Jane Goodall	Research Methods (Unit II)	<ul style="list-style-type: none"> • used naturalistic observation to study chimpanzees

G. Stanley Hall	Psychology's History and Approaches (Unit I)	<ul style="list-style-type: none"> • first president of the American Psychological Association (APA) • established the first formal United States psychology laboratory at Johns Hopkins University
Harry Harlow/Margaret Harlow	Development (Unit IX)	<ul style="list-style-type: none"> • studied attachment by observing how infant monkeys responded to two artificial mothers (cloth and wire) • found infant monkeys preferred the cloth mother over the wire mother • studied monkeys raised in complete isolation who later were unable to interact with other monkeys
Starke Hathaway	Personality (Unit X)	<ul style="list-style-type: none"> • developed the Minnesota Multiphasic Personality Inventory (MMPI) and empirically derived personality test
Fritz Heider	Social Psychology (Unit XIV)	<ul style="list-style-type: none"> • proposed attribution theory in which people's behaviors are the result of the situation or the person's disposition
Hermann von Helmholtz/Thomas Young	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> • responsible for Young Helmholtz trichromatic (three-color) theory • suggested the retina includes three types (red, green and blue) of color receptors
Hermann von Helmholtz	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> • developed place theory detailing how hearing different pitches involves triggering different places along the cochlea
Ewald Hering	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> • responsible for the opponent-process theory by studying afterimages • retina includes three sets (red-green, yellow-blue, and white-black) of opponent retinal processes
Ernest Hilgard	States of Consciousness (Unit V)	<ul style="list-style-type: none"> • dissociative theory - hypnosis involves both social influence and a dual processing state where consciousness is split allowing thoughts and behaviors to occur simultaneously called dissociation
Albert Hofmann	States of Consciousness (Unit V)	<ul style="list-style-type: none"> • chemist who created LSD
Karen Horney	Personality (Unit X)	<ul style="list-style-type: none"> • neo-Freudian • suggested childhood anxiety triggers our desire for love and security • among the first to challenge the obvious male bias in Freud's theories

David Hubel/Torsten Wiesel	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> • did work on feature detectors
Carol Izard	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> • facial expressiveness • facial expressions of emotions are constant across cultures • isolated 10 basic emotions (joy, interest-excitement, surprise, sadness, anger, disgust, contempt, fear, shame, and guilt)
William James	Psychology's History and Approaches (Unit I)	<ul style="list-style-type: none"> • philosopher – psychologist • functionalist • wrote one of the first introductory psychology texts, <i>Principles of Psychology</i>
William James/Carl Lange	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> • developed the James-Lange theory of emotions suggesting emotions are the result of physiological changes
Irving Janis	Social Psychology (Unit XIV)	<ul style="list-style-type: none"> • studied groupthink; a mode of thinking that occurs when the desire for harmony in a decision making group overrides a realistic appraisal of alternatives
John Jenkins/Karl Dallenbach	Cognition (Unit VII)	<ul style="list-style-type: none"> • showed forgetting is more than just the passage of time by comparing retention after being awake versus sleeping
Carl Jung	Personality (Unit X)	<ul style="list-style-type: none"> • neo-Freudian • divided the unconscious mind into the collective and personal unconscious
Eric Kandel/James Schwartz	Cognition (Unit VII)	<ul style="list-style-type: none"> • studied the neural basis of learning and memory
Immanuel Kant	Psychology's History and Approaches (Unit I)	<ul style="list-style-type: none"> • maintained that knowledge comes from our inborn ways of organizing sensory experience
Johannes Kepler	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> • discovered the lens flips the visual image
Ancel Keys	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> • researched motivation by reducing food levels of subjects which resulted in a lowering of the basal metabolic rate

Alfred Kinsey	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> questioned Americans about their sexuality
Heinrich Kluver/Paul Bucy	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> surgically removed a rhesus monkey's amygdala to find the monkey became very passive
Lawrence Kohlberg	Development (Unit IX)	<ul style="list-style-type: none"> by asking subjects to respond to moral dilemmas, developed three levels of moral thinking <ul style="list-style-type: none"> preconventional morality; the person's focus is self-interest and follows rules to avoid punishment or gain rewards conventional morality; the person's focus is to uphold laws and rules to gain social approval and/or maintain social order postconventional morality; the person's focus reflects a basic belief system of self-defined ethical principles
Wolfgang Kohler	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> co-founder Gestalt psychology studied insight in a chimp (Sultan) who used a stick to reach food
Wallace Lambert	Development (Unit IX)	<ul style="list-style-type: none"> developed theory of bilingual advantage
Konrad Lorenz	Development (Unit IX)	<ul style="list-style-type: none"> studied imprinting in ducklings studied instinctive behavior in animals critical periods
Bibb Latane	Social Psychology (Unit XIV)	<ul style="list-style-type: none"> studied social loafing; the tendency for people in a group to exert less effort as compared to being alone
Richard Lazarus	Cognition (Unit VII)	<ul style="list-style-type: none"> suggested that cognitive appraisal, at times, is without our awareness
Joseph LeDoux	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> suggested some emotional responses go directly to the amygdala bypassing any cognitive appraisal in the cortex
John Locke	Psychology's History and Approaches (Unit I)	<ul style="list-style-type: none"> British philosopher suggested at birth the mind is a tabula rasa (blank slate) on which experience writes it is through our experiences we learn to perceive the world helped form modern empiricism

Elizabeth Loftus	Cognition (Unit VII)	<ul style="list-style-type: none"> studied how eyewitness memories can be influenced by questioning researched how information can be incorporated into one's memory (misinformation effect)
Abraham Maslow	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> humanist overall need to fulfill one's potential believed psychology should study healthy and creative people rather than troubled ones developed a hierarchy of needs theory (physiological, safety, belongingness and love, esteem, self-actualization, and self-transcendence needs) drew attention to ways the current environmental influences can nurture or limit our growth potential
William Masters/Virginia Johnson	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> developed the sexual response cycle (excitement phase, plateau phase orgasm, and resolution phase) measuring the physiological changes during sexual activity researched sexual dysfunctions and potential treatments
Harry McGurk/John MacDonald	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> developed the McGurk Effect in which a subject listening to a sound while watching someone say a different sound hear a different third sound
Ronald Melzack/Patrick Wall	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> developed gate-control theory of pain in which the spinal cord contains nerve fibers that conduct pain signals
Stanley Milgram	Social Psychology (Unit XIV)	<ul style="list-style-type: none"> studied obedience where subjects, following the orders of an experimenter, "shocked" a confederate
George Miller	Cognition (Unit VII)	<ul style="list-style-type: none"> proposed short-term memory is limited to seven +/- two bits of information
David Milner/Melvyn Goodale	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> research in blindsight led to visual perception track and visual action track
Henry Molaison (H.M.)	Biological Bases of Behavior (Unit III) Cognition (Unit VII)	<ul style="list-style-type: none"> famous patient who suffered anterograde amnesia (cannot form new memories) after having surgery
Egas Moniz	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> developed the lobotomy technique
Fiuseppe	Biological Bases of Behavior	<ul style="list-style-type: none"> by electrically stimulating and severing parts of a cat's brain, discovered the reticular

Moruzzi/Horace Magoun	(Unit III)	formation enables arousal
Henry Murray	Personality (Unit X)	<ul style="list-style-type: none"> developed the Thematic Apperception Test (TAT) in which subjects made up a story to ambiguous figures
James Olds/Peter Milner	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> discovered the “pleasure centers” or “reward centers “ in rats
Martin Orne/Frederich Evans	Research Methods (Unit II) States of Consciousness (Unit V)	<ul style="list-style-type: none"> members of the control group asked to pretend they were hypnotized were treated the same as the hypnotized group suggesting social influence theory of hypnosis
Charles Osgood	Social Psychology (Unit XIV)	<ul style="list-style-type: none"> advocated Graduated and Reciprocated Initiative in Tension-Reduction (GRIT) as a means to reduce international tensions
Ivan Pavlov	Learning (Unit VI)	<ul style="list-style-type: none"> discovered classical conditioning in his studies of the digestion in dogs
Wilder Penfield	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> identify the sensory cortex at the front of the parietal lobes
Jean Piaget	Development (Unit IX)	<ul style="list-style-type: none"> used case studies to research children’s thinking studied cognitive development in children developed concepts of: <ul style="list-style-type: none"> schema - concept or framework that organizes and interprets information assimilation - interpreting our new experiences in terms of our existing schemas accommodation - adapting our current understandings (schemas) to incorporate new information developed four stages of cognitive development: <ul style="list-style-type: none"> sensorimotor (birth - 2) experience the world through senses and actions <ul style="list-style-type: none"> object permanence; the awareness that things continue to exist even when not perceived preoperational (2 - 6/7) representing things with words and images; using intuitive rather than logical reasoning <ul style="list-style-type: none"> egocentrism; taking another’s point of view concrete operational (7 - 11) thinking logically about concrete events, grasping concrete analogies and performing arithmetical operations <ul style="list-style-type: none"> conservation; understanding properties such as mass, volume, and number remain the same despite changes in forms of objects formal operational; abstract reasoning

Philippe Pinel	Abnormal Behavior (Unit XII) Treatment of Abnormal Behavior (Unit XIII)	<ul style="list-style-type: none"> • suggested abnormal behavior was not due to demon possession by the sickness of the mind • advocated a “moral (more humane) treatment” of patients
Steve Pinker	Cognition Unit (VII)	<ul style="list-style-type: none"> • studied language acquisition
Plato	Psychology’s History and Approaches (Unit I)	<ul style="list-style-type: none"> • concluded, along with Socrates, that mind is separable from the body and continues after the body dies (dualism) • believed knowledge is innate—born within us • located the mind in the spherical head
James Randi	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> • used an empirical approach to test the paranormal
Robert Rescorla/Allan Wagner	Learning (Unit VI)	<ul style="list-style-type: none"> • having shocks preceded by tones and lights, found animals can learn the predictability of an event
Henry Roediger/Jeffrey Karpicke	Cognition (Unit VII)	<ul style="list-style-type: none"> • developed the testing effect where retrieving information is better than rereading the information
Henry Roediger/Kathleen McDermott	Cognition (Unit VII)	<ul style="list-style-type: none"> • researched how false memories are created • provided subjects with a list of words and looked to see if a similar word is remembered
Carl Rogers	Personality (Unit X)	<ul style="list-style-type: none"> • humanist • believed people are basically good and endowed with self-actualizing tendencies • developed person centered perspective (also called client centered perspective) • a growth promoting climate requires three conditions <ul style="list-style-type: none"> • genuineness; people are genuine and open with their feelings • acceptance; people show unconditional positive regard towards others (an attitude of total acceptance towards another person) • empathy; they share and mirror others’ feelings and reflect their meanings • drew attention to ways the current environmental influences can nurture or limit our growth potential • stressed the importance of having our needs for love and acceptance satisfied <ul style="list-style-type: none"> • develop client centered therapy which focuses on the person’s conscious self-perceptions • a nondirective therapy in which the therapist listens without judging or interpreting

		<ul style="list-style-type: none"> • stressed therapist should exhibit acceptance, genuineness, and empathy • stressed active listening; empathetic listening to which the listener echoes restates and clarifies what the client says • therapist should show unconditional positive regard; a caring accepting non-judgmental attitude
Hermann Rorschach	Personality (Unit X)	<ul style="list-style-type: none"> • developed the Rorschach inkblot test in which subjects interpret a series of inkblots • type of projective tests
David Rosenhan	Abnormal Behavior (Unit XII)	<ul style="list-style-type: none"> • studied the biasing power of labels by having psychologically healthy subjects admitted to a mental institution
Julian Rotter	Personality (Unit X)	<ul style="list-style-type: none"> • developed external (outside forces) and internal (personal) locus of control
Carolyn Rovee-Collier	Learning (Unit VI)	<ul style="list-style-type: none"> • after researching nonverbal infant memory, by allowing infants to control a mobile, found infants can learn at an early age
Stanley Schachter/Jerome Singer	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> • developed the two-factor theory of emotions in which emotions are the result of physiological changes and a cognitive appraisal • injected subjects with epinephrine and placed them in rooms with a euphoric or irritated confederate
Martin Seligman	Learning (Unit VI) (& Positive Psychology)	<ul style="list-style-type: none"> • has called for research on human strengths and human flourishing • positive psychology: the scientific study of optimal human functioning; aims to discover and promote strengths and virtues that enable individuals and communities to thrive • researched learned helplessness in animals
Hans Selye	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> • developed the general adaptation syndrome (GAS) in reaction to stress including the alarm, resistance and exhaustion phase • concluded prolong stress can damage individuals
Charles Sherrington	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> • called the meeting point between neurons a synapse
Daniel Simons/Christopher Chabris	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> • studied inattention blindness by having a gorilla suited assistant walk through a group of students throwing basketballs
B. F. Skinner	Learning (Unit VI)	<ul style="list-style-type: none"> • modern behaviorist

		<ul style="list-style-type: none"> • studied operant conditioning using an operant chamber (Skinner Box) • developed four schedules of reinforcement (fixed and variable ratio)(fixed and variable interval) • believed external influences shape behavior NOT internal thoughts or feelings
Socrates	Psychology's History and Approaches (Unit I)	<ul style="list-style-type: none"> • concluded, along with Plato, that the mind is separable from the body and continues after the body dies • suggested knowledge is innate—born within us
Charles Spearman	Cognition (Unit VII)	<ul style="list-style-type: none"> • proposed a general intelligence (g) • helped develop factor analysis
George Sperling	Cognition (Unit VII)	<ul style="list-style-type: none"> • researched sensory memory demonstrating iconic memory
Roger Sperry/Michael Gazzaniga	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> • pioneered and studied split brain research helping to understand the functioning of both hemispheres
Claude Steele/Joshua Aronson/Steven Spencer	Social Psychology (Unit XIV)	<ul style="list-style-type: none"> • observed the stereotype threat; a self-confirming concern that one will be evaluated based on a negative stereotype • culture fair tests (unbiased)
William Stern	Cognition (Unit VII)	<ul style="list-style-type: none"> • derived the formula for intelligence quotient (IQ) as mental age divided by chronological age multiplied by 100 • an IQ of 100 is considered average
Robert Sternberg	Social Psychology (Unit XIV)	<ul style="list-style-type: none"> • proposed a triarchic theory of three intelligences - analytical (academic problem solving) intelligence, creative intelligence, and practical intelligence • developed five (expertise, imaginative thinking skills, venturesome personality, intrinsic motivation and a creative environment) components of creativity
George Stratton	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> • studied sensory adaptation using inversion goggles he invented
Lewis Terman	Cognition (Unit VII)	<ul style="list-style-type: none"> • revised Binet's test (Stanford-Binet intelligence test) for use in the United States • conducted a longitudinal study of high intelligence children
Edward L. Thorndike	Learning (Unit VI)	<ul style="list-style-type: none"> • behaviorists • studied how cats got out of a "puzzle box"

		<ul style="list-style-type: none"> developed law of effect - behavior is controlled by it's consequence
L.L. Thurstone	Cognition (Unit VII)	<ul style="list-style-type: none"> identified seven clusters of primary abilities
Edward Chase Tolman/C.H. Honzik	Learning (Unit VI)	<ul style="list-style-type: none"> studied rats exploring mazes without reinforcements (latent learning) resulting in the rats developing cognitive maps of the maze
Amos Tversky	Cognition (Unit VII)	<ul style="list-style-type: none"> Studied representativeness and availability heuristics
Philip Vogel/Joseph Bogen	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> first to suggest severing the corpus callosum would reduce epileptic seizures
Lev Vygotsky	Development (Unit IX)	<ul style="list-style-type: none"> stressed how children develop through interactions with the social environment zone of proximal development; a zone between what a child can and can't do
A.L. Washburn/Walter Cannon	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> studied hunger by swallowing a balloon to measure stomach contractions found the stomach contracted when the subjects felt hungry
Peter Wason	Cognition (Unit VII)	<ul style="list-style-type: none"> studied confirmation bias by having subjects determine a rule governing a three number sequence
John B. Watson	Learning (Unit VI)	<ul style="list-style-type: none"> father of behaviorism dismissed introspection suggested psychology study how people respond to stimuli (behavior) rather than inner thoughts, feelings, and motives redefine psychology as the "the scientific study of observable behavior" with his associate (Rosalie Rayner), conditioned "Baby Albert" to fear a white rat
Ernst Weber	Sensation and Perception (Unit IV)	<ul style="list-style-type: none"> developed Weber's law regarding the constant percentage of the difference threshold
David Wechsler	Cognition (Unit VII)	<ul style="list-style-type: none"> developed the Wechsler adult intelligence scale (WAIS) and the Wechsler intelligence scale for children (WISC) the WAIS contains verbal and performance (nonverbal) subtests
Carl Wernicke	Biological Bases of Behavior (Unit III)	<ul style="list-style-type: none"> discovered Wernicke's area responsible for speech comprehension

Benjamin Lee Whorf	Cognition (Unit VII)	<ul style="list-style-type: none"> developed theory of language determinism suggesting language is a key determinant of thinking
Wilhelm Wundt	Psychology's History and Approaches (Unit I)	<ul style="list-style-type: none"> the father of psychology established the first psychology laboratory at the University of Leipzig, Germany measured the time lag between people's hearing a ball hit a platform and their pressing a telegraph key focused on inner sensations, images, and feelings (introspection)
Yerkes & Dodson	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> Yerkes Dodson Law - ideal level of arousal depends on the complexity of a task if the task is more complex your performance will be better at lower levels of arousal if the task is simple it is best for arousal level to be high
Robert Zajonc	Motivation, Emotion, and Stress (Unit VIII)	<ul style="list-style-type: none"> suggested some emotional responses happen instantly without a cognitive appraisal
Philip Zimbardo	Social Psychology (Unit XIV)	<ul style="list-style-type: none"> conducted studies in role playing where college students played the roles of prison guards and prisoners (Stanford Prison Experiment)

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