**IMPORTANT PEOPLE**

***That you want to get to know . . .***

**Adler, Alfred** – neo-Freudian; proposed the idea of the *inferiority complex* (based off of his childhood experiences)

**Ainsworth, Mary** – studied attachment differences by observing mother-infant pairs over a 6 mo. time period; found that secure infants have good bonds with mothers and the reverse is also true

**Allport, Gordon** – after meeting with Freud, he developed his theory on traits (trait perspective); he was less concerned with explaining individual traits and more concerned with describing them

**Asch, Solomon** – did the “line-test” to show group conformity

**Aserinsky, Eugene** – discovered REM sleep accidentally; testing his EEG machine by placing electrodes on his son while he slept

**Atkinson, Richard & Richard Shiffrin** – proposed the classic *three-stage processing model* of memory (sensory memory to short-term memory to long-term memory)

**Bandura, Albert** – demonstrated observational learning through use of his “Bobo Doll” experiment

**Baumrind, Diana** – did studies on parenting styles; these studies helped to reveal that authoritative parenting led to children with high self-esteem, self-reliance, and social competence… those with authoritarian parents tend to have less social skill and self-esteem, and those with permissive parents tend to be more aggressive and immature)

**Beck, Aaron** – known for his use of the cognitive therapy approach

**Binet, Alfred & Théodore Simon** – assumed that all children follow the same path of intellectual development but that some develop more rapidly; came up with the formula for *mental age* and created an intelligence test used for French school children

**Broca, Paul** – French physician who reported that after damage to a specific area of the left frontal lobe (later called Broca’s area), a person would struggle to speak words while still being able to sing familiar songs and comprehend speech

**Calkins, Mary** – first accepted as a graduate student of William James; when all other students dropped because she was a female, he tutored her alone. She went on to become a distinguished memory researcher and the APA’s first female president

**Cannon, Walter & Philip Bard** – Cannon-Bard theory of emotion; the idea that the body’s response and the feeling of emotion are experienced SIMULTANEOUSLY

**Chomsky, Noam** – argued (against Skinner) that our environment plays a bigger role in our language development; he believed that language occurs naturally given adequate nurture

**Costa, Paul and Robert McCrae** – Big 5 Theory of personality traits

**Darwin, Charles** – wrote *Origin of Species*, proposing an evolutionary process by which nature selects those that best enable an organism to survive and reproduce in a particular environment (principle of natural selection)

**Dix, Dorthea** – an advocate of mental hospitals and humane treatment for the mentally ill

**Ebbinghaus, Hermann** – was to the study of memory what Pavlov was to the study of conditioning; used himself to test memory by learning 3-consonant combinations; his findings were that the amount remembered depends on the time spent learning

**Ellis, Albert** – co-editor of the *Handbook of Psychotherapy and Behavior Change*; assumes that “no one and nothing is supreme”; that “self-gratification” should be encouraged, and that “unequivocal love, commitment, service, and … fidelity to any interpersonal commitment, especially marriage, leads to harmful consequences”; believes the complete opposite of Allen Bergin whom he co-wrote the book with

**Erikson, Erik** – studied psychosocial development; stages include infancy, toddlerhood, preschooler, elementary school, adolescence, young adulthood, middle adulthood, and late adulthood; each stage is accompanied by a particular issue that must be resolved

**Eysenck, Hans & Sybil** – describe personality using two dimensions (stable v. unstable and extrovert v. introvert)

**Fechner, Gustav** – considered by some to be the founder of experimental psychology; studied afterimages but temporarily lost his sight when using the sun to study them; wrote the book, *Elements of Psychophysics*, in which he argued that mind and body, thought to be separate parts of the body, are different parts of a single reality; inspired by Weber’s work with difference thresholds and jnd

**Festinger, Leon** – proposed the theory of cognitive dissonance theory, the idea that we often bring our attitudes into line with our actions

**Freud, Sigmund** – psychoanalysis (his theory of personality and the associated treatment techniques); used free-association to delve into his patients’ unconscious; proposed 3 interacting systems of our conscience (id, ego, superego); psychosexual stages of development; defense mechanisms

**Galton, Francis** – in his book, *English Men of Science*, stated “Nature is all that a man brings with him into the world; nurture is every influence that affects him after his birth.”

**Garcia, John** – challenged the idea that any association can be learned equally well; did research with lab rats and radiation…his findings violated the notion that for conditioning to occur, the US must immediately follow the CS (the rats, when given radiation hours after tasting a particular flavor, avoided that flavor in the future); also tested other senses (sight and sound) and found the rats did not develop aversions to the other senses, only taste…this contradicted the behaviorists’ idea that any perceivable stimulus could serve as a CS

**Gardner, Howard** – argued that we don’t have *an* intelligence, but eight multiple intelligences

**Gazzaniga, Michael** – had experimented on cutting the brains of cats and monkeys with no serious ill effects to the animals; his experiments revealed the significant purpose of the corpus callosum; did the HE●ART experiment with split-brain patients

**Gibson, Eleanor** – developed the “visual cliff” experiment; showed that depth perception cues are innate

**Gilligan, Carol** – studied gender differences; believes females differ from males both in being less

concerned with viewing themselves as separate individuals and in being more concerned with “making connections”

**Hall, G. Stanley** – one of the first psychologists to describe adolescence; described this time period as a time of “storm and stress”

**Harlow, Harry & Margaret** – performed the attachment studies on monkeys; found that monkey’s preferred the non-nourishing cloth monkey to the nourishing wire monkey

**Hilgard, Ernest** – suggested the divided-consciousness theory for hypnosis; studies show that a hypnotic trance includes a “hidden observer” suggesting that there is some subconscious control during hypnosis

**Horney, Karen** – neo-Freudian; believed our childhood anxiety, caused by the dependent child’s sense of helplessness, triggers our desire for love and security; challenged Freud’s assumption that women have weak superegos and suffer from “penis envy”; attempted to balance the masculine view of psychology

**Hubel, David & Torsten Wiesel** – Nobel prize winners that demonstrated that the visual cortex has feature detector neurons that receive information and respond to a scene’s specific features—to particular edges, lines, angles, and movements

**Izard, Carroll** –isolated what he felt were 10 basic emotions, most of which are present in infancy; others have argued that there are more, but he believes those other emotions are a combination of the 10 he’s identified

**James, William** – a pioneer in American psychology and a prominent functionalist; encouraged explorations of down-to-earth emotions, memories, willpower, habits, and moment-to-moment streams of consciousness;

**Jones, Mary Cover** – an associate of behaviorist John B. Watson; used an exposure therapy to rid “Peter” of his fear of rabbits; doing the opposite of what Watson had done with Little Albert, she sought to replace his fear of rabbits with a CR that is incompatible with fear

**Jung, Carl** – neo-Freudian; emphasized the *collective unconscious*

**Klüver, Heinrich & Paul Bucy** – surgically lesioned the part of a rhesus monkey’s brain that included the amygdala, thus discovering the role that the amygdala plays

**Kohlberg, Lawrence** – studied the development of moral reasoning; stages include preconventional, conventional, and Postconventional

**Köhler, Wolfgang** – demonstrated how we are not the only creatures to display “insight”; did an experiment with a caged chimpanzee named Sultan

**Kosslyn, Stephen & Olivier Koenig** – theory on consciousness; suggest that brain events are to consciousness what a guitar’s individual notes are to a chord; as a chord emerges from the interaction of different notes, so consciousness emerges from the interaction of individual brain events

**Kübler-Ross, Elisabeth** – wrote the book “On Death and Dying” where she describes the five stages of dying; those stages are denial, anger, bargaining, depression, acceptance

**Lange, William & Carl James** – James-Lange theory of emotion; the idea that your body first responds to an event AND THEN you feel the emotion

**Loftus, Elizabeth** – demonstrated the “misinformation effect” through her memory studies

**Lorenz, Konrad** – studied the attachment process of imprinting on ducklings

**Maslow, Abraham** – developed the hierarchy of needs; humanistic perspective

**Milgram, Stanley** – did the “teacher” test (administering electric shock for wrong answers) to test conformity and the power of an authority figure

**Miller, George A.** – in studying short term memory, he “enshrined” recall capacity as the *Magical Number Seven, plus or minus two*; (in reference to short term memory not only being limited to duration, but also capacity)

**Moniz, Egas** – developed the practice of lobotomies and won a Nobel prize for his work

**Müller-Lyer, Franz** – Müller-Lyer illusion; helps to explain our ability to perceive depth in our 3-D world

**Murray, Henry** – developed the Thematic Apperception Test (TAT); a series of ambiguous pictures designed to depict the inner self

**Myers-Briggs, Isabel & Kathleen Briggs** – attempted to sort people according to Carl Jung’s personality types; describes people in complimentary terms

**Olds, James & Peter Milner (Olds & Milner study)** – discovered a part of the hypothalamus that provides a pleasurable reward; accidentally discovered when trying to test the reticular formations of rats by placing electrodes on this region

**Pavlov, Iva**n – studied classical conditioning; Pavlov’s dog experiment… getting the dog to salivate at the sound of a bell or tone

**Peterson, Lloyd & Margaret** – studied short-term memory; tested individuals by having them remember 3-consonant groups and prevent rehearsal by having them count backwards from 100 in groups of 3; their findings were that without active rehearsal, short term memories have a short and limited life

**Piaget, Jean** – studied cognitive development in children; stages include sensorimotor, preoperational, concrete

operational, and formal operational

**Pinel, Philippe** – a reformer on the brutal treatment of mental patients; insisted madness was not a demon possession but a sickness of the mind caused by severe stress and inhumane conditions

**Rescorla, Robert** – argued (along with Allan Wagner) that when two significant events occur close together in time, an animal learns the *predictability* of the second event; the more predictable the association, the stronger the CR

**Rogers, Carl** – humanistic perspective; believed in the idea of *unconditional positive regard*; used client-centered therapy and stressed genuineness, acceptance, and empathy; referred to his patients as “clients”

**Rorschach, Hermann** – developed the Rorschach Inkblot Test; seeks to identify people’s inner feelings

**Rozin, Paul** – along with his colleagues, tested amnesia patients’ memories of previous meals; found that part of our knowing when to eat is our memory of our last meal

**Russell, James & David Watson & Auke Tellegen** – describe emotion as two-dimensional (low arousal v. high arousal and pleasant v. unpleasant)

**Schacter, Stanley & Jerome Singer** – Schacter’s two-factor theory of emotion; the idea that the body responds

simultaneously with a cognitive label and THEN we feel the emotion

**Seligman, Martin** – did the learned helplessness experiment with dogs; showed the external locus effect in animals (generalized to depression with humans)

**Sherrington, Sir Charles** – British physiologist that inferred there must be a brief interruption in the transmission of neural impulses, thus discovering synapses

**Skinner, B.F.** – known for his work with operant conditioning; developed the operant chamber, also known as the *Skinner box*

**Spearman, Charles** – studied intelligence; believed that there was a general intelligence or *g* factor; he believed that those who scored high in one factor of intelligence would tend to score high on other factors

**Sperry, Roger** – first to propose “split-brain” surgery to help epileptic patients… but did so on animals, not humans

**Sternberg, Robert** – agreed with Gardner on the idea of multiple intelligences, but proposed the *triarchic theory* which distinguishes three, not eight, intelligences; analytical, creative, and practical intelligence

**Stratton, George** – wore a radical pair of glasses that flipped right & left, up and down, for 8 days; tested perceptual adaptation and found that his brain adjusted to the glasses and he could function normally by the 8th day

**Terman, Lewis** – revised Binet’s intelligence test to make it more accommodating to American school children; called the Standford-Binet test

**Thorndike, Edward** – known for his idea on the l*aw of effect*; became the basis of Skinner’s work

**Thurston, L.L.** – an opponent of Spearman; did an experiment to try to discredit the idea of a general intelligence or *g* factor, but his results actually helped to strengthen Spearman’s theory

**Tolman, Edward** – demonstrated *latent learning* with a rat experiment

**Vogel, Philip & Joseph Bogen** – two neurosurgeons; first to cut a corpus callosum of a human patient in order to reduce/eliminate epileptic seizures; the outcome… it worked!

**Vygotsky, Lev** – believed that children become increasingly capable of thinking in words and of using words to work out solutions to problems, doing this by no longer thinking out loud; they internalize their culture’s language and rely on inner speech

**Washburn, Margaret** – first female to receive a psychology Ph.D. from Harvard (Calkins was previously denied the degree); wrote an influential book called *The Animal Mind*; second female president of the APA

**Watson, John B.** – viewed psychology as an objective science and urged his colleagues to discard reference to inner thoughts, feelings, and motives; got many of his ideas from Pavlov’s study of classical conditioning; known for his ideas on *behaviorism*; also known for his controversial Little Albert experiment

**Weber, Ernst** – noted that regardless of their magnitude, two stimuli must differ by a constant proportion (not amount) for their difference to be perceptible; difference threshold or Weber’s law

**Wechsler, David** – an immigrant who was considered “feeble-minded” according to the Stanford-Binet; created the most widely used intelligence test, the Wechsler Adult Intelligence Scale (WAIS); also created the Wechsler Intelligence Scale for Children (WISC)

**Wernicke, Carl** – German investigator who discovered that after damage to a specific area of the left temporal lobe (Wernicke’s area) people could speak only meaningless words (interpretation of the auditory code could not take place)

**Whorf, Benjamin Lee** – Whorf’s hypothesis (linguistic determinism); the idea that people think differently in different languages

**Wolpe, Joseph**

**Wundt, Wilhelm** – noticed that we unconsciously shape auditory patterns (ie. tick-tock sound of a clock)

**Young, Thomas & Hermann von Helmholtz** – Young-Helmholtz tri-chromatic theory; they knew that any color could be created by combining the light waves of three primary colors—red, green, & blue—so they inferred that the eye must have three types of color receptors, one for each primary color of light