

UNDERGRADUATE RESEARCH IN PSYCHOLOGY

Abstract

The focus is on “psychology for nonpsychologists,” books everyone can Read and be enlightened by, or that were expressly written for a general Audi-Emcee. In addition to psychologists, the list includes titles by neurologists, psy-Chartists, biologists, communications experts, and journalists, not to mention A dockworker, an expert in violence, and a novelist.

Keywords

Aristotle,Danziger, discipline, history,moden,Robinson,wolff

I Would like to address some of the issues raised by Daniel Robinson in his article, “Historiography in psychology: A note on ignorance” (2013). He begins with a quotation

Introduction

Psychology has a chance to build itself as a new science Psychology is a basic sci-Ence that builds on cultural histories as Homo sapiens inhabits our planet. The Euro-Centric axiomatic basis of the science needs internationally informed corrections ... Will the discipline manage to avoid the distorted mirrors through which it looks to itself? Only time will tell – but there is a chance.

1.System of psychology

The development of psychological models from Greek antiquity to the present. It is organized into two parts, the first Describes the evolution of psychology within philosophy until the 19th century And the second describes its emergence as an independent discipline in the 20th

Century when the methodological rigor of science was applied to psychology. In the early chapters, Brennan creatively identifies the natural, biological, Mathematical, eclectic, and humanistic orientations developed by ancient Greeks. The reader is

advised to carefully study these foundations because they are subsequently refined during the Roman and Middle Ages. The succeeding chapters provide a systematic overview of the psychological thought in Britain, Germany, and France during the 16th, 17th, and 18th Centuries. Although the presentation is very thorough and critical, the lack.

2. Psychology in the modern sense

It should be noted that Robinson has changed the terms of the debate. In speaking of “psychology,” we can refer to the discipline that goes under that name or its subject matter. I doubt that many people would subscribe to the view that the subject matter of psychology is as natural as rain or mountains but that is a side issue. The important point is that Danziger’s was applying the word, “modern” to psychology as a discipline. It is perfectly legitimate to question whether it is appropriate to apply the term in this way but that is not what Robinson is doing here. He is applying the term to something completely different, namely psychology’s subject matter, and questioning that application instead. We do not speak of “modern rain” or “modern mountains” because “modern” is an historical concept and history is by definition (i.e. “his-story”) the study of human affairs.

This is precisely what the history of psychology as a discipline is all about. It is the story of the various people who were involved in creating the discipline, the theories they employed, the experiments they carried out, the instruments they used, the institutions they founded and so on. We thus speak of “modern psychology” in the same way we speak of “modern history” and “modern languages.” The fact that we do not speak of “modern mountains” is irrelevant to the issue of whether it is appropriate to speak of “modern psychology,” just as the fact that we do not speak of “edible mountains” is irrelevant to the issue of whether it is appropriate to speak of “edible mushrooms.” All it shows is that the categories

Boring’s textbook was no longer regarded as an authoritative source by historians of psychology at that point and his account of Wundt had been criticized by writers like Blumenthal (1975) and Danziger (1979). The body of scholarship that Laurel Furumoto (1989) famously characterized as the “new” history of psychology was beginning to emerge. As Roger Smith (1988) noted around the same time, there was a new consensus over the origins of psychology

whereby the field was defined in social terms. Rather than Choosing some arbitrary date, the new historians took the start of psychology to be the

Appearance of an institutionalized discipline called “psychology” with all that this Implies: university departments, textbooks, conferences, journals, etc. Thus the new con- Senses retained the view that psychology was a product of the second half of the 19th Century but for different reasons. This view can be seen in the textbook by Graham Richards, Putting Psychology in Its Place: Critical Historical Perspectives (2010). The First chapter is a general introduction to the history of psychology, the second chapter is Titled, “Before Psychology: 1600-1850” and the third version is devoted to the foundation of 1800.

3.The problem of mind in experimental psychology

The development of American laboratories in the natural sciences and in Psychology lagged about a generation behind their German forbearers. By the mid- Nineteenth century, Germany had become the model for Europe and the US for how to Develop and professionalize the scientific disciplines within the University system. Perhaps the most important figure in mid to late nineteenth century German psychology Was Wilhelm Wundt. He was not the first to conduct a psychological experiment, but most Credit him with building the first psychology lab. More than this, Wundt established a Systematic experimental approach to the study of psychology, produced an enormous Volume of publications during his career, and trained a small army of students in his Research methods (O'Donnell, 1985, 15-31). When Wundt established his laboratory for Psychological research in Leipzig in 1879, students from around the globe flocked there, And numerous other practicing psychologists (William James and G. S. Hall among them) Visited to study how his lab worked. In total, 180 psychologists earned their PhD's with Wundt. Thirty-three of these were US students (Benjamin et. Al., 1992). While Wundt was ultimately interested in more voluntaristic

The human Psyche is complex, subjective, meaningful, and mysterious. As such, It cannot be reduced to explanations that consider it accounted for by causal Mechanisms of lower levels of organization. Thus, the efforts to reduce higher-level Psychological functions to physiological or genetic “causes” violate the hierarchical Systemic structure of the totality of human beings. That system is organized at Multiple levels—all of which are related, yet in ways that are

functionally non- Causal. Each level is simultaneously participating in the organization of adjacent Levels as well as buffering against the potential malfunctions of these levels. The Result is a highly resilient open system that depends on the processes of constant Relating to the environment. These processes are not in any way “caused” by direct Environmental “influences,” nor by “genetic factors.” These processes are basic for All living systems. Higher levels of organization of the psychological phenomena Are related to physiological and genetic levels—but not determined by them.

4.Methodology

4.1 Experimental conditions

Psychologists use a variety of research methods and tools to learn about behavior and mental Processes. The goal of this book is to introduce students to the multimethod approach to Research in psychology, including observational, survey, and experimental methods. Students learn The strengths and weaknesses of each method, as well as ethical dilemmas when using them, so That they can become competent practitioners and thoughtful consumers of psychological research. Our approach is to engage students in the research process by describing contemporary research In psychology.

Students learn about recent topics such as online dating and Facebook, Cross-cultural observations of helping behavior, PTSD in orphaned chimpanzees, Medicaid and Medicare health outcomes, decision-making during Hurricane Katrina, clinical research and DSM-5, And much more. Each chapter’s • stretching exercises, • stat tips, • review questions, and Challenge questions develop students’ critical thinking about the psychological research that Appears in scientific journals and in popular media. Together with the companion Online Learning Center for students, the 10th edition of Research Methods in Psychology provides a clearly written, Compelling introduction to research methods in psychology. Instructors and students can now Access their course content through the Connect digital learning platform by purchasing either Standalone Connect access or a bundle of print and Connect access. McGraw-Hill Connect® is a Subscription-based learning service accessible online through your personal computer or tablet.

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Participants: Participants were 41 Spanish undergraduate volunteers (27 women; Mage//34.56 years, SD //8.95) enrolled in Universidad Nacional de educación typically from their homes.

Procedure: Participants in the summoning condition learned that a runaway train was headed for five Spaniards (i.e., ingroup members for our Spanish participants) who would be crushed unless the participant flipped a switch to divert the train to the participant's railway track. If diverted, the train would crush the participant but spare the ungroup members. Participants in the luring condition learned that a runaway train was headed toward the participant, who would be crushed if no one intervened. They also learned the participant could call five Spaniards who were 200 m away. The Spaniards would come to help, not realizing.

5. Results

Response to the dilemma. We used a binary logistic regression to examine the impact of fusion, dilemma (summoning vs. luring dilemma, effect coding: $\geq 1, 1$) and the interaction one-self-sacrifice for the ingroup members (in all experiments in this report, fusion was centered, and dichotomous predictors were effect-coded). A main effect of fusion emerged, $B//0.67$, odds ratio (OR) //1.96, Wald $\chi^2//50.82$, $p\uparrow.001$, with strongly fused participants preferring to sacrifice themselves more than weakly fused participants. A main effect of the type of dilemma also emerged, $B//\geq 0.43$, OR //0.65, Wald $\chi^2//23.49$, $p\uparrow.001$, such that participants chose to self-sacrifice more in the luring dilemma than in the summoning dilemma (49.7% vs. 31.4%). The Fusion ///Dilemma Condition interaction was not significant $//\geq 0.03$, OR //0.97, Wald $\chi^2//0.09$, $p//.77$. Perceived morality of one's response. Although weakly fused persons were reluctant to endorse self-sacrifice for the in-group members.

6. Discussion

Our findings replicated previous evidence of a link between identity fusion and willingness to self-sacrifice for the ingroup (Gómez, Brooks, et al., 2011; Swann, Gómez, Dovidio, et al., 2012). In this investigation and all of the experiments in the article, we also included Meal and Ashford's (1992) group identification scale and conducted preliminary analyses including it as a predictor. As in previous research on identity fusion (see Swann et al., 2012), identification effects were always weaker than fusion effects and never qualified the effects of fusion. We accordingly deleted identification from the primary analyses. This document is copyrighted by the American Psychological Association or one of its allied publishers. This article is intended solely for the personal use of the individual user and is not to be disseminated broadly. Perceived morality of the response did not figure prominently in how participants responded to the dilemma. Not surprisingly, participants who endorsed self-sacrifice indicated that it was the most moral of the two response options. Indeed, participants who endorsed saving themselves admitted that they had endorsed the less moral of the two options. Apparently, identity fusion influences whether individuals are willing to act on what they feel they morally should do. Our results also showed that they feel morally should do.

7. Conclusion

The science of psychology is an exciting adventure. Whether you will become a scientific psychologist, an applied psychologist, or an educated person who knows about psychological research, this field can influence your life and provide fun, rewards, and understanding. My hope is that you learn a lot from the modules in this e-text, and also that you enjoy the experience! I love learning about psychology and neuroscience, and hope you will too!

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