**2014 Summer Reading Assignment for IB Psychology I:**

**(Rising Juniors, Class of 2016)**

**For your summer reading assignment you are to choose one book from the list that includes the following titles. We will be covering a variety of topics during your junior and senior year and each book relates to those topics in one capacity or another! (Just to clarify, you are only responsible for reading one book, but feel free to read more if you want☺) Upon returning to school for the 2014-2015 school year, your assignment will be due on the first day of Psychology class. On the second day of class, you will also be participating in a Socratic Seminar; please start off the year with a good first impression and be prepared for both days!**

# The Tale of the Dueling Neurosurgeons: The History of the Human Brain as Revealed by True Stories of Trauma, Madness, and Recovery

# by Same Kean

# Early studies of the human brain used a simple method: wait for misfortune to strike -- strokes, seizures, infectious diseases, horrendous accidents -- and see how victims coped. In many cases their survival was miraculous, if puzzling. Observers were amazed by the transformations that took place when different parts of the brain were destroyed, altering victims' personalities. Parents suddenly couldn't recognize their own children. Pillars of the community became pathological liars. Some people couldn't speak but could still sing. In *The Tale of the Dueling Neurosurgeons*, Sam Kean travels through time with stories of neurological curiosities: phantom limbs, Siamese twin brains, viruses that eat patients' memories, blind people who see through their tongues. He weaves these narratives together with prose that makes the pages fly by, to create a story of discovery that reaches back to the 1500s and the high-profile jousting accident that inspired this book's title.\* With the lucid, masterful explanations and razor-sharp wit his fans have come to expect, Kean explores the brain's secret passageways and recounts the forgotten tales of the ordinary people whose struggles, resilience, and deep humanity made neuroscience possible. \*"The Tale of the Dueling Neurosurgeons" refers to the case of French king Henri II, who in 1559 was lanced through the skull during a joust, resulting in one of the most significant cases in neuroscience history. For hundreds of years scientists have gained important lessons from traumatic accidents and illnesses, and such misfortunes still represent their greatest resource for discovery.

**Permanent Present Tense: The Unforgettable Life of the Amnesic Patient, H. M.**

by Suzanne Corkin

In 1953, 27-year-old Henry Gustave Molaison underwent an experimental “psychosurgical” procedure—a targeted lobotomy—in an effort to alleviate his debilitating epilepsy. The outcome was unexpected—when Henry awoke, he could no longer form new memories, and for the rest of his life would be trapped in the moment.

But Henry’s tragedy would prove a gift to humanity. As renowned neuroscientist Suzanne Corkin explains in *Permanent Present Tense*, she and her colleagues brought to light the sharp contrast between Henry’s crippling memory impairment and his preserved intellect. This new insight that the capacity for remembering is housed in a specific brain area revolutionized the science of memory. The case of Henry—known only by his initials H. M. until his death in 2008—stands as one of the most consequential and widely referenced in the spiraling field of neuroscience. Corkin and her collaborators worked closely with Henry for nearly fifty years, and in *Permanent Present Tense* she tells the incredible story of the life and legacy of this intelligent, quiet, and remarkably good-humored man. Henry never remembered Corkin from one meeting to the next and had only a dim conception of the importance of the work they were doing together, yet he was consistently happy to see her and always willing to participate in her research. His case afforded untold advances in the study of memory, including the discovery that even profound amnesia spares some kinds of learning, and that different memory processes are localized to separate circuits in the human brain. Henry taught us that learning can occur without conscious awareness, that short-term and long-term memory are distinct capacities, and that the effects of aging-related disease are detectable in an already damaged brain.  
 Undergirded by rich details about the functions of the human brain, *Permanent Present Tense* pulls back the curtain on the man whose misfortune propelled a half-century of exciting research. With great clarity, sensitivity, and grace, Corkin brings readers to the cutting edge of neuroscience in this deeply felt elegy for her patient and friend.

**Opening Skinner's Box: Great Psychological Experiments of the Twentieth Century**

by Lauren Slater

Through ten examples of ingenious experiments by some of psychology's most innovative thinkers, Lauren Slater traces the evolution of the century's most pressing concerns—free will, authoritarianism, conformity, and morality.

Beginning with B. F. Skinner and the legend of a child raised in a box, Slater takes us from a deep empathy with Stanley Milgram's obedience subjects to a funny and disturbing re-creation of an experiment questioning the validity of psychiatric diagnosis. Previously described only in academic journals and textbooks, these often daring experiments have never before been narrated as stories, chock-full of plot, wit, personality, and theme.

**Moral Tribes: Emotion, Reason, and the Gap Between Us and Them**

by J[oshua Greene](http://www.amazon.com/s/ref=ntt_athr_dp_sr_1?_encoding=UTF8&field-author=Joshua%20Greene&ie=UTF8&search-alias=books&sort=relevancerank)

Our brains were designed for tribal life, for getting along with a select group of others (Us) and for fighting off everyone else (Them). But modern times have forced the world’s tribes into a shared space, resulting in epic clashes of values along with unprecedented opportunities. As the world shrinks, the moral lines that divide us become more salient and more puzzling. We fight over everything from tax codes to gay marriage to global warming, and we wonder where, if at all, we can find our common ground.  
 A grand synthesis of neuroscience, psychology, and philosophy, *Moral Tribes* reveals the underlying causes of modern conflict and lights the way forward. Greene compares the human brain to a dual-mode camera, with point-and-shoot automatic settings (“portrait,” “landscape”) as well as a manual mode. Our point-and-shoot settings are our emotions—efficient, automated programs honed by evolution, culture, and personal experience. The brain’s manual mode is its capacity for deliberate reasoning, which makes our thinking flexible. Point-and-shoot emotions make us social animals, turning Me into Us. But they also make us tribal animals, turning Us against Them. Our tribal emotions make us fight—sometimes with bombs, sometimes with words—often with life-and-death stakes.  
 An award-winning teacher and scientist, Greene directs Harvard University’s Moral Cognition Lab, which uses cutting-edge neuroscience and cognitive techniques to understand how people really make moral decisions. Combining insights from the lab with lessons from decades of social science and centuries of philosophy, the great question of *Moral Tribes* is this: How can we get along with Them when what they want feels so wrong to Us?  
 Ultimately, Greene offers a set of maxims for navigating the modern moral terrain, a practical road map for solving problems and living better lives. *Moral Tribes* shows us when to trust our instincts, when to reason, and how the right kind of reasoning can move us forward. A major achievement from a rising star in a new scientific field, *Moral Tribes* will refashion your deepest beliefs about how moral thinking works and how it can work better

**Eyewitness Testimony**

**(With a new preface by the author)**

by Elizabeth Loftus

Every year hundreds of defendants are convicted on little more than the say-so of a fellow citizen. Although psychologists have suspected for decades that an eyewitness can be highly unreliable, new evidence leaves no doubt that juries vastly overestimate the credibility of eyewitness accounts. It is a problem that the courts have yet to solve or face squarely.

In *Eyewitness Testimony*, Elizabeth Loftus makes the psychological case against the eyewitness. Beginning with the basics of eyewitness fallibility, such as poor viewing conditions, brief exposure, and stress, Loftus moves to more subtle factors, such as expectations, biases, and personal stereotypes, all of which can intervene to create erroneous reports. Loftus also shows that eyewitness memory is chronically inaccurate in surprising ways. An ingenious series of experiments reveals that memory can be radically altered by the way an eyewitness is questioned after the fact. New memories can be implanted and old ones unconsciously altered under interrogation.

These results have important implications for court reform, police interrogation methods, defense strategy, and many other aspects of criminal and civil procedure. *Eyewitness Testimony* is a powerful book that should be required reading for trial lawyers, social psychologists, and anyone who considers the chilling prospect of confronting an eyewitness accusation in a court of law

**The Seven Sins of Memory: How the Mind Forgets and Remembers**

by Daniel Schacter

A groundbreaking work by one of the world's foremost psychologists that delves into the complex behavior of memory. In this fascinating study, Daniel L. Schacter explores instances of what we would consider memory failure—absent-mindedness, transience, blocking, misattribution, suggestibility, bias, and persistence—and suggests instead that these miscues are actually indications that memory is functioning as designed. Drawing from vivid scientific research and creative literature, as well as high-profile events in which memory has figured significantly (Bill Clinton's grand jury testimony, for instance), *The Seven Sins of Memory* provides a more nuanced understanding of how memory and the mind influence each other and shape our lives.

# The Culture of Fear: Why Americans Are Afraid of the Wrong Things: Crime, Drugs, Minorities, Teen Moms, Killer Kids, Mutant Microbes, Plane Crashes, Road Rage, & So Much More

# by [Barry Glassner](http://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Barry+Glassner&search-alias=books&text=Barry+Glassner&sort=relevancerank)

# In the age of 9/11, the Iraq War, financial collapse, and Amber Alerts, our society is defined by fear. So it’s not surprising that three out of four Americans say they feel more fearful today than they did twenty years ago. But are we living in exceptionally dangerous times? In *The Culture of Fear*, sociologist Barry Glassner demonstrates that it is our *perception* of danger that has increased, not the actual level of risk. Glassner exposes the people and organizations that manipulate our perceptions and profit from our fears, including advocacy groups that raise money by exaggerating the prevalence of particular diseases and politicians who win elections by heightening concerns about crime, drug use, and terrorism. In this new edition of a classic book more relevant now than when it was first published; Glassner exposes the price we pay for social panic.

# Gang Leader for a Day: A Rogue Sociologist Takes to the Streets Paperback

# by [Sudhir Venkatesh](http://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Sudhir+Venkatesh&search-alias=books&text=Sudhir+Venkatesh&sort=relevancerank)

# When first-year graduate student Sudhir Venkatesh walked into an abandoned building in one of Chicago’s most notorious housing projects, he hoped to find a few people willing to take a multiple-choice survey on urban poverty--and impress his professors with his boldness. He never imagined that as a result of this assignment he would befriend a gang leader named JT and spend the better part of a decade embedded inside the projects under JT’s protection. From a privileged position of unprecedented access, Venkatesh observed JT and the rest of his gang as they operated their crack-selling business, made peace with their neighbors, evaded the law, and rose up or fell within the ranks of the gang’s complex hierarchical structure. Examining the morally ambiguous, highly intricate, and often corrupt struggle to survive in an urban war zone, *Gang Leader for a Day* also tells the story of the complicated friendship that develops between Venkatesh and JT--two young and ambitious men a universe apart.

**Journaling Assignments:**

**Due the first day of class ☺**

**You must thoughtfully respond to all questions below; for each question, you must respond with at least 10 detailed sentences; *please provide evidence from the book to back up your responses!* (direct quotes/paraphrasing with page numbers must be included.) I prefer that you type your responses (12 point font, double spaced) if you need to handwrite them then that will be acceptable.**

**Questions for Summer Reading Assignment (Class of 2016):**

**1.) In psychology there is a well-known debate known as nature vs. nurture that looks at personal characteristics, abilities, & behaviors are genetically driven (nature) or experience driven (nurture); using examples from the book you read as well as personal experiences, which side do you support?**

**2.) Psychological egoism is “the empirical doctrine that the determining motive of every voluntary action is a desire for one's own welfare.” (**[***philosophy.lander.edu***](http://philosophy.lander.edu/index.html)**); provide evidence from the book that supports this concept. Do you personally agree with this idea? Justify your response.**

**3.) Ethical considerations in psychological research are of utmost importance. After the Stanford Prison Experiment was conducted, for example, head researcher Philip Zimbardo was *criticized* by some for subjecting volunteers to harsh and inhumane treatment, but *praised* by others for reaching important conclusions about the nature of obedience. In your view, how far should a researchers go, ethically speaking, in carrying out research? Which is more important: the conclusion (what we learn) or the process (how we learn it)?**

**4.) IB psychology is broken down into three levels of analysis that intertwine with each other; biological level analysis, cognitive level analysis, and sociocultural level of analysis. Which level of analysis do you think the book you read, mostly pertains to. Provide examples and direct quotes from the book to support your response.**

**\*You may have to do a bit of research on the three levels before you come to your conclusion.**

**5.) As you know, there are dozens of factors that influence the course of your life. Factors such as genetics, home environment, level of education, gender, the desire to fit in, race, and day-to-day choices and experiences can impact the kind of person you become and the kind of life you have. Using support from your book, choose one of the factors above (or find another) that you think is most influential in defining your future self and explain why.**

**6.) Using a direct quote, find a claim, argument, or conclusion that the author makes that you think is true. Explain what makes this claim, argument, conclusion so convincing. This must be an insightful response, “just because I know” is not sufficient.**

**7.) Now, using a direct quote, find a claim, argument, or conclusion that the author makes that you think is not true. Explain what makes this claim, argument, conclusion unconvincing. This must be an insightful response, “just because I know” is not sufficient.**

**8.) Providing ideas from your chosen book make 5 more journal entries about questions you may have, ideas/concepts that sparked your interest, or ideas you may disagree/agree with. Be ready to share these thoughts on the first day of class ☺**