

## Lecture Preview

- Nerve cells and communication in the brain
- The central and peripheral nervous systems
- Glands, hormones, and the endocrine systems
- **Mapping the brain**
- Nature and nurture

Copyright © 2011 Pearson Education, Inc. All rights reserved.

## Brain Mapping Methods

- There have been many attempts to map the mind onto the brain
  - which part of the brain is related with which function

Copyright © 2011 Pearson Education, Inc. All rights reserved.

## Brain Mapping Methods

- **Phrenology**
- ~ 1800's
- We know that this method is wrong
- Phrenologists examines enlargements of the skull—bumps on the head!—and associates those bumps with various personality traits and abilities
- The technique was called hand scanning

Copyright © 2011 Pearson Education, Inc. All rights reserved.

**Franz Joseph Gall.** A phrenologist's chart showing where certain psychological traits are supposedly associated with bumps on the skull. Today we know that this method is incorrect.



PEARSON

Psychology: from inquiry to understanding, Second Edition  
Scott O. Lilienfeld • Steven Jay Lynn • Laura L. Namy • Nancy J. Woolf

Copyright ©2011, ©2009 by Pearson Education, Inc.  
All rights reserved.

## Brain Mapping Methods

- **Brain Damage**
- Understanding how the brain works by seeing how it doesn't
- Observation of behavior of patients who has a brain damage

Copyright © 2011 Pearson Education, Inc. All rights reserved.

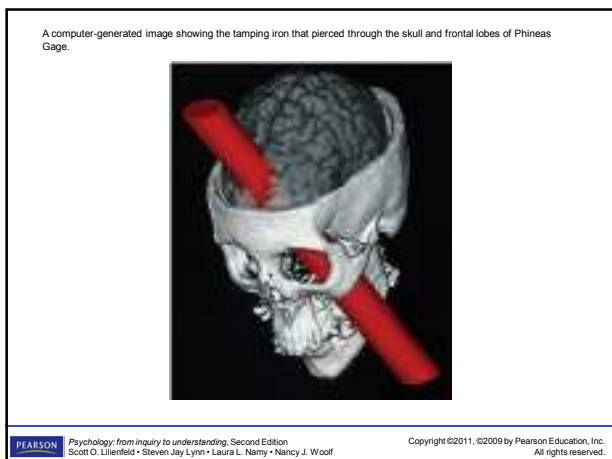
In 2009, this photograph of a man believed by historians to be Phineas Gage (whose appearance was previously unknown) surfaced (Wilgus & Wilgus, 2009). One can clearly see (a) Gage holding the huge tamping rod that passed through his frontal lobes, (b) his missing left eye, which was destroyed by the rod, and (c) a tuft of hair on the left side of his head, presumably covering the region of his scalp from which the rod exited.



PEARSON

Psychology: from inquiry to understanding, Second Edition  
Scott O. Lilienfeld • Steven Jay Lynn • Laura L. Namy • Nancy J. Woolf

Copyright ©2011, ©2009 by Pearson Education, Inc.  
All rights reserved.



## Brain Mapping Methods

- **Electroencephalograph**
  - Measures electrical activity via electrodes placed on skull
  - Can tell which regions of the brain are active during specific tasks

Copyright © 2011 Pearson Education, Inc. All rights reserved.

## Brain Mapping Methods

- *Neuroimaging* techniques allow us to see brain structure, function, or both
- **Computed tomography (CT)** uses multiple X-rays to construct three-dimensional images
- **Magnetic resonance imaging (MRI)** uses magnetic fields to indirectly visualize brain structure

Copyright © 2011 Pearson Education, Inc. All rights reserved.

- ERP components are extracted from EEG signal by averaging time-locked waves over many stimulus presentations

Electric Field Potentials (ERPs)

- Waves I-VI are generated in the brain-stem pathways
- P&N waves are generated in the cortical sites
- N200 – P300
  - Object recognition
- N400
  - Word expectancy

ERP Components

## Brain Mapping Methods

- **Positron emission tomography (PET)** measures consumption of glucose-like molecules to give a picture of neural activity
- **Functional MRI (fMRI)** uses magnetic fields to visualize brain activity
- These both measure structure and function

Copyright © 2011 Pearson Education, Inc. All rights reserved.

## Brain Mapping Methods

- **Transcranial magnetic stimulation (TMS)** applies strong and quickly changing magnetic fields to the surface of the skull that can either enhance or interrupt brain function
  - Allows causal determination of functioning
- **Magnetoencephalography (MEG)** measures tiny magnetic fields generated by the brain

Copyright © 2011 Pearson Education, Inc. All rights reserved.

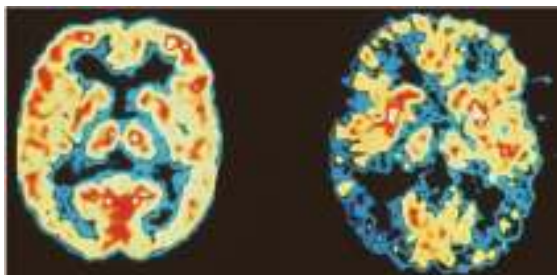
Magnetic resonance imaging (MRI) is a noninvasive procedure that reveals high-resolution images of soft tissue, such as the brain.



PEARSON Psychology: from inquiry to understanding, Second Edition  
Scott O. Lilienfeld • Steven Jay Lynn • Laura L. Namy • Nancy J. Woolf

Copyright ©2011, ©2009 by Pearson Education, Inc.  
All rights reserved.

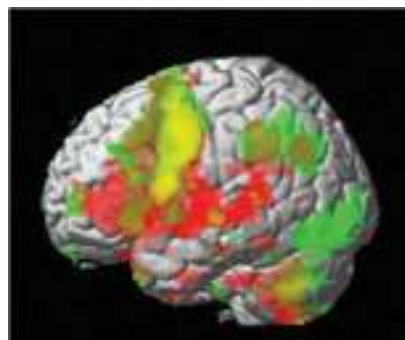
PET scans show more regions displaying low activity (blue and black areas) in an Alzheimer's disease brain (right) than a control brain (left), whereas the control brain displays more areas showing high activity (red and yellow).



PEARSON Psychology: from inquiry to understanding, Second Edition  
Scott O. Lilienfeld • Steven Jay Lynn • Laura L. Namy • Nancy J. Woolf

Copyright ©2011, ©2009 by Pearson Education, Inc.  
All rights reserved.

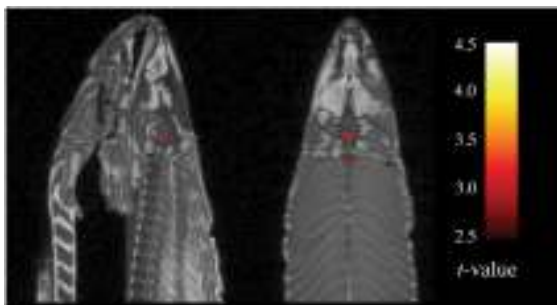
An fMRI of the brain showing areas that were active when subjects remembered something they saw (green), something they heard (red), or both (yellow). (Source: M. Kirschen/Stanford University)



PEARSON Psychology: from inquiry to understanding, Second Edition  
Scott O. Lilienfeld • Steven Jay Lynn • Laura L. Namy • Nancy J. Woolf

Copyright ©2011, ©2009 by Pearson Education, Inc.  
All rights reserved.

A "Fishy" Result? Researchers (Bennett et al., 2009) showed that even a dead salmon can seem to be responding to stimuli—see the red regions of "brain activation"—using standard imaging techniques (to see how, read the text). This finding doesn't show that brain imaging techniques aren't useful, of course, but they show that positive findings can sometimes arise by chance.



PEARSON Psychology: from inquiry to understanding, Second Edition  
Scott O. Lilienfeld • Steven Jay Lynn • Laura L. Namy • Nancy J. Woolf

Copyright ©2011, ©2009 by Pearson Education, Inc.  
All rights reserved.

## Brain Mapping Methods

- These pictures are not true pictures of the brain,
- They are computer generated figures to describe the activity of the human brain

Copyright © 2011 Pearson Education, Inc. All rights reserved.

Contrary to popular psychology claims that we use only 10% of our brain, we use most or even all of our brain capacity virtually all of the time.



PEARSON Psychology: from inquiry to understanding, Second Edition  
 Scott O. Lilienfeld • Steven Jay Lynn • Laura L. Namy • Nancy J. Woolf

Copyright © 2011, © 2009 by Pearson Education, Inc.  
 All rights reserved.

### Which Area for What Task?

- Many areas of the brain are associated with a particular function (*localization of function*)
- However, complex tasks often require numerous parts working together
  - Visual perception
- Each region participates in many functions, so coordination across multiple brain regions contributes to each function

Copyright © 2011 Pearson Education, Inc. All rights reserved.

### Which Side Do We Use for What?

- Many brain functions show **lateralization**

LEFT HEMISPHERE	RIGHT HEMISPHERE
<ul style="list-style-type: none"> <li>• <b>Fine-tuned language skills</b></li> <li>• Speech comprehension</li> <li>• Speech production</li> <li>• Phonology</li> <li>• Syntax</li> <li>• Reading</li> <li>• Writing</li> <li>• <b>Actions</b></li> <li>• Making facial expressions</li> <li>• Motion detection</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Course language skills</b></li> <li>• Simple speech</li> <li>• Simple writing</li> <li>• Tone of voice</li> <li>• <b>Visuospatial skills</b></li> <li>• Perceptual grouping</li> <li>• Face perception</li> </ul>

Copyright © 2011 Pearson Education, Inc. All rights reserved.

### Lecture Preview

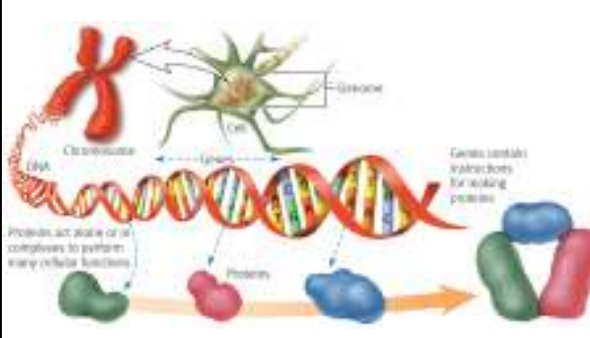
- Nerve cells and communication in the brain
- The central and peripheral nervous systems
- Glands, hormones, and the endocrine systems
- Mapping the brain
- **Nature and nurture**

Copyright © 2011 Pearson Education, Inc. All rights reserved.

### How We Come to Be Who We Are

- We have **chromosomes** inside each cell's nucleus that carry **genes**
  - Humans have 46 chromosomes, 23 from each parents
- Our **genotype** is the set of genes we have, while our **phenotype** is our observable traits
  - Genes can be dominant or recessive

Copyright © 2011 Pearson Education, Inc. All rights reserved.



Copyright © 2011 Pearson Education, Inc. All rights reserved.

## Behavioral Adaption

- Some organisms have adaptations that make them better suited to their environment
- They survive and reproduce at higher rates than other organisms (fitness)
- Those adaptations then have a higher frequency in the population (evolution by natural selection)

Copyright © 2011 Pearson Education, Inc. All rights reserved.

## Brain Evolution

- Humans and apes last shared a common ancestor 6-7 million years ago
- Since then, human brains have tripled in size, with the most changes in the area of the cerebral cortex
- Relative brain size appears to be associated with higher amounts of intelligent behavior

Copyright © 2011 Pearson Education, Inc. All rights reserved.

## Behavioral Genetics

- Studies the relative impact of nature and nurture on psychological traits
- Estimates **heritability**—percentage of the variability in a trait across individuals that is due to genes
- Some traits are highly heritable (height), others are not (religious affiliation)

Copyright © 2011 Pearson Education, Inc. All rights reserved.

## Behavioral Genetic Designs

- Scientists use three types of designs to estimate heritability of traits
  - Family studies
  - Twin studies
  - Adoption studies
- Determine how much both genes and environment contribute to a particular trait

Copyright © 2011 Pearson Education, Inc. All rights reserved.

## Is the mind different from the brain?

- Yes, the mind and brain are separate
- No, the mind is the brain in action and, therefore, we can study both at once
- The mind may be the brain in action, but we can't study the mind

Copyright © 2011 Pearson Education, Inc. All rights reserved.

## Is the mind different from the brain?

- Yes, the mind and brain are separate
- No, the mind is the brain in action and, therefore, we can study both at once (p.106)**
- The mind may be the brain in action, but we can't study the mind

Copyright © 2011 Pearson Education, Inc. All rights reserved.



The human neocortex is proportionally larger and has more connections than that of other species. What may be the significance of this?

- a. To enable faster processing of sensory information
- b. To handle the more complex motor demands of the human body
- c. It's dedicated to vision, because vision is most highly developed in humans
- d. It enables us to think and reason

Copyright © 2011 Pearson Education, Inc.  
All rights reserved.

The human neocortex is proportionally larger and has more connections than that of other species. What may be the significance of this?

- a. To enable faster processing of sensory information
- b. To handle the more complex motor demands of the human body
- c. It's dedicated to vision, because vision is most highly developed in humans
- d. **It enables us to think and reason (p. 95)**

Copyright © 2011 Pearson Education, Inc.  
All rights reserved.

The sympathetic nervous system is crucial for fight-or-flight responses. What would happen if it was activated for a *long* time?

- a. You would be able to respond faster to threatening situations whenever necessary
- b. You would respond less efficiently in an emergency because your nervous system would have habituated
- c. You would develop stress-related diseases (stomach ulcers, high blood pressure)
- d. Your cognitive abilities (thinking, reasoning) would become extra sharp

Copyright © 2011 Pearson Education, Inc.  
All rights reserved.

The sympathetic nervous system is crucial for fight-or-flight responses. What would happen if it was activated for a *long* time?

- a. You would be able to respond faster to threatening situations whenever necessary
- b. You would respond less efficiently in an emergency because your nervous system would have habituated
- c. **You would develop stress-related diseases (stomach ulcers, high blood pressure) (p. 105)**
- d. Your cognitive abilities (thinking, reasoning) would become extra sharp

Copyright © 2011 Pearson Education, Inc.  
All rights reserved.

For the treatment of depression, what happens in the brain *after* antidepressant drugs increase neurotransmitter levels? How do these drugs **change** the brain?

- a. Sensory areas interact more efficiently with motor areas of the brain
- b. The connections between language and planning areas are enhanced
- c. There is pruning of unnecessary connections
- d. They enhance the neurotransmitter's effects on receptor sites

Copyright © 2011 Pearson Education, Inc.  
All rights reserved.

For the treatment of depression, what happens in the brain *after* antidepressant drugs increase neurotransmitter levels? How do these drugs **change** the brain?

- a. Sensory areas interact more efficiently with motor areas of the brain
- b. The connections between language and planning areas are enhanced
- c. There is pruning of unnecessary connections
- d. **They enhance the neurotransmitter's effects on receptor sites (p. 91)**

Copyright © 2011 Pearson Education, Inc.  
All rights reserved.

You're a subject in a psychology experiment which requires a brain scan. The researchers see an untreatable lethal brain tumor on your scan. Should they inform you?

- a. Yes, I'd want to know.
- b. No, if it's untreatable, I'd rather not know

Copyright © 2011 Pearson Education, Inc.  
All rights reserved.

If you could take a pill that would enhance ALL your memories (new, old, good, bad) would you?

- a. Yes!
- b. No, I'm opposed to the idea of manipulating memories.
- c. No, I wouldn't want bad memories enhanced.

Copyright © 2011 Pearson Education, Inc.  
All rights reserved.