Participants: 639 Mexican mothers and their children
Procedure: Surveys of the participants
Results: Children of depressed mothers living in extreme poverty produced less cortisol, an important hormone that allows us to cope with everyday stress.
Evaluation: These low levels of cortisol indicate that the stress system is worn out, leaving the children susceptible to depression. According to Fernald, poverty has a significant effect on both physical and psychological health.

Cognitive Explanations
Beck (1976)
Suggested a theory of depression based on cognitive distortions and biases in information processing. Beck’s cognitive distortion theory of depression is based on schema processing where stored schemas about self interfere with information processing. Schemas are known to influence the way people make sense of experiences. He observed that depressive patients exhibited a negative cognitive triad characterized by:
- Overgeneralization
- Non-logical inference
- Dichotomous thinking
Negative schemas are activated by stressful events.

Cognitive Explanations
Alloy et al (1999) - LONGITUDINAL PROSPECTIVE STUDY
Aim: To investigate the effects of thinking style on depression
Participants: Young Americans in their twenties
Procedure: Split into two groups:
- Negative thinking style
- Positive thinking style
The groups were followed for six years.
Results: It was found that just 1% of the positive thinking group developed depression while 17% of those in the negative thinking group developed depression.
Evaluation: Thinking style may have an effect on the development of depression

Sociocultural
Brown and Harris (1978)
Aim: To study the social origins of depression in women.
Results: 29 out of 32 women who became depressed had experienced a severe life event, but only 22% of those who had experienced a severe life event developed depression.
Evaluation: Based on the study Brown suggested the vulnerability model of depression.

Sociocultural
World Health Organization (1983)
Results: Unless the children had attended school for several years they did not improve their scores on free recall tasks after the age of 10. Children who had attended school learned the lists just as rapidly as the American students.

Repression
Freud (1875-1935)
Convinced that forgetting was caused by repression. According to Freud, people who experience emotionally intense events may use defence mechanisms, such as repression to protect themselves. However, because of repression, the repressed memory will still occur, simply in the form of symbols, haunting the victim.

Remembering
Bartlett
Aim: to investigate how cultural schemas influence remembering.
Results: People had issues remembering a story from another culture and they changed the story to fit their own cultural schema. This study proved that memory is subject to distortions.

Eye Witness Testimony
Loftus and Palmer (1974)
Aim: To investigate the effect of leading questions on recall
Participants: 45 students
Procedure: The participants saw films of traffic accidents and had to estimate the speed of the car in the film. They were asked “About how fast were the cars going when they hit each other?” But, the word “hit” was replaced with:
● smashed
● collided
● bumped
● contacted
Results: The mean speed was in fact affected by the words so that “smashed” and “collided” increased the estimated speed.
Evaluation: Different verbs activate different schemas in memory so that the participant hearing the word “smashed” may actually imagine the accident as more severe than someone hearing the word “collided.”

Appraisal and Emotion
Speisman et al (1964)
Aim: To investigate if people’s emotional reaction to the unpleasant film could be manipulated
Procedure: Showed participants a film about an initiation ceremony involving an unpleasant genital surgery with three different soundtracks
● Trauma Condition: Emphasized the pain and mutilation
● Denial Condition: Showed the participants as willing and happy
● Intellectualization Condition: Gave the anthropological interpretation
Results: The participants reacted more emotionally to the trauma condition.
Evaluation: Iterates the findings of Loftus and Palmer

**Flashbulb Memory**
Brown and Kulik
Suggested that there may be a special neural mechanism that triggers an emotional arousal because the event is unexpected, or extremely important.

**Flashbulb Memory**
Neisser and Harsch (1992)
Aim: To investigate the accuracy of memory 24 hours after an accident, and the 2 years later
Procedure: Asked people questions about the challenger space shuttle crash.
Results: Though they believed their memory to be accurate, 40% of the participants had distorted memories in the final reports they made.
Evaluation: The inaccuracy of emotional memories is common.

**Flashbulb Memory**
Talarico and Rubin (2003)
Emotional intensity was often associated with greater memory confidence, but not with accuracy.

**Appraisal of events**
Holmberg and Holmes (1994)
Men whose marriages become less happy over time tended to recall early interactions in the marriage as negative than they had originally reported.

**Happiness**
Meyers and Dieners (1995)
There is a discrepancy between wealth and happiness
Aim: To study the relationship between happiness, and the distribution of wealth.
Procedure: Compared the data from the United States with that of seven other countries
Results: Happiness is positively correlated with equality, and distribution of wealth in the country

**Happiness**
Johnson and Kruger (2006)
It is satisfaction with one’s salary that brings happiness

**Happiness**
Conway di Fazio Manyman (1999)
Aim: To investigate the widespread illusion that money brings happiness
Participants: 159 young men and women.
Procedure: Used questionnaires to ask the participants to judge emotional reactions of high-status individuals with a lot of money, and low status individuals with no money.
Results: There was a widespread belief that the wealthier person was happier
Happiness Twin study
David Lykken and Colleagues (1996)
Participants: Mostly white twins from Minnesota
Procedure: Compared the happiness scores of identical, and fraternal twins who grew up together, or were separated.
Results:

Happiness
Aim: To investigate the effect of helping people on happiness
Procedure: 5 women were trained in active, and compassionate listening as peer supporters for 67 women with multiple sclerosis. They were asked to call each patient for 15 minutes each month.
Results: The peer supporters were happier and reported increased levels of satisfaction, and self-efficacy
Evaluation: Helping people results in increased happiness

Self Serving Bias
Miller and Ross (1975)
We usually expect to succeed. If we expect to succeed, and we do succeed we attribute it to our skill, and ability. If we expect to succeed, and do not, we attribute it to bad luck

Social Identity Theory
Cialdini et al (1976)
After a successful football match, supporters were more likely to be seen wearing college insignia and clothing than after defeats

Social Identity Theory
Tajfel (1978)
When people are casually assigned a group they see themselves as being similar in attitude and behavior and a bond is formed among group members, even if they did not know each other before.

Stereotyping
Steele and Aronson (1995)
Aim: To see if the effect of stereotype threat on performance
Procedure: They gave a 30 minute verbal test made up of very difficult multiple choice questions. The first group was told it was a genuine test of their verbal abilities. The second group was told it was a laboratory task that was used to study how certain problems are generally solved.
Results: In the first group, African American students performed at a lower level than European American students. In the second group the African American students matched the European American students.