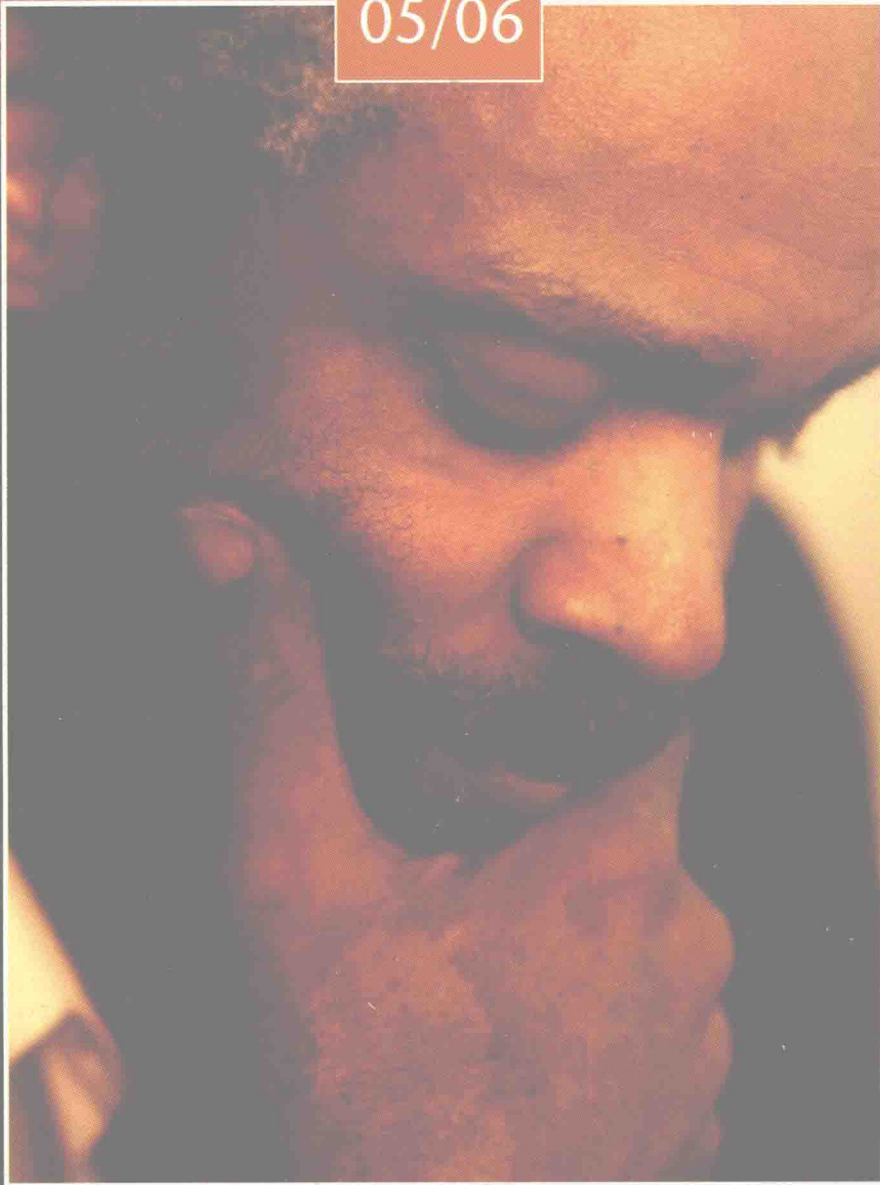


ANNUAL EDITIONS

Psychology

05/06



A·N·N·U·A·L E·D·I·T·I·O·N·S

Psychology

Thirty-Fifth Edition

05/06

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SUNY at Geneseo (Emerita)

Karen G. Duffy holds a doctorate in psychology from Michigan State University, and she is an emerita Distinguished Service Professor of State University of New York at Geneseo. Dr. Duffy continues to work on her books and research, and she is also involved in several community service projects both in the United States and Russia.

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Thirty-Fifth Edition

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Members of the Advisory Board are instrumental in the final selection of articles for each edition of ANNUAL EDITIONS. Their review of articles for content, level, currentness, and appropriateness provides critical direction to the editor and staff. We think that you will find their careful consideration well reflected in this volume.

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SUNY at Geneseo (Emerita)

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Preface

In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

Ronnie's parents couldn't understand why he didn't want to be picked up and cuddled as did his older sister when she was a baby. As an infant, Ronnie did not respond to his parents' smiles, words, or attempts to amuse him. By the age of two, Ronnie's parents knew that he was not like other children. He spoke no English, was very temperamental, and often rocked himself for hours. Ronnie is autistic. His parents feel that some of Ronnie's behavior may be their fault. As young professionals, they both work long hours and leave both of their children with an older woman during the workweek. Ronnie's pediatrician assures his parents that their reasoning, while logical, does not hold merit, because the causes of autism are little understood and are likely to be biological rather than parental. What can we do about children like Ronnie? From where does autism come? Can autism be treated or reversed? Can autism be prevented?

Psychologists attempt to answer these and other complex questions with scientific methods. Researchers, using carefully planned research designs, try to discover the causes of complex human behavior—normal or not. The scientific results of psychological research typically are published in professional journals, and therefore may be difficult for the lay person to understand.

Annual Editions: Psychology 05/06 is designed to meet the needs of lay people and introductory level students who are curious about psychology. This Annual Edition provides a vast selection of readable and informative articles primarily from popular magazines and newspapers. These articles are typically written by journalists, but a few are written by psychologists with writing styles that are clear yet retain the excitement of the discovery of scientific knowledge.

The particular articles selected for this volume were chosen to be representative of the most current work in psychology. They were selected because they are accurate in their reporting and provide examples of the types of psychological research discussed in most introductory psychology classes. As in any science, some of the findings discussed in this collection are startling, while others

confirm what we already know. Some articles invite speculation about social and personal issues; others encourage careful thought about potential misuse of research findings. You are expected to make the investment of effort and critical reasoning necessary to answer such questions and concerns.

I assume that you will find this collection of articles readable and useful. I suggest that you look at the organization of this book and compare it to the organization of your textbook and course syllabus. By examining the topic guide provided after the table of contents, you can identify those articles most appropriate for any particular unit of study in your course. Your instructor may provide some help in this effort or assign articles to supplement the text. As you read the articles, try to connect their contents with the principles you are learning from your text and classroom lectures. Some of the articles will help you better understand a specific area of research while others are designed to help you connect and integrate information from diverse research areas. Both of these strategies are important in learning about psychology or any other science; it is only through intensive investigation and subsequent integration of the findings from many studies that we are able to discover and apply new knowledge.

Please take time to provide me with some feedback to guide the annual revision of this anthology by completing and returning the article rating form in the back of the book. With your help, this collection will be even better next year. Thank you.



Karen Grover Duffy
Editor

Topic Guide

This topic guide suggests how the selections in this book relate to the subjects covered in your course. You may want to use the topics listed on these pages to search the Web more easily.

On the following pages a number of Web sites have been gathered specifically for this book. They are arranged to reflect the units of this *Annual Edition*. You can link to these sites by going to the DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

ALL THE ARTICLES THAT RELATE TO EACH TOPIC ARE LISTED BELOW THE BOLD-FACED TERM.

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- 29. Guns, Lies, and Video

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- 21. The Biology of Aging

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- 34. The Science of Anxiety
- 39. Treating Anxiety

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- 19. Can You Interview for Integrity?
- 28. Companies Seeking "Right" Candidates Increasingly Turn to Personality Tests
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- 6. Neuroscience: Breaking Down Scientific Barriers to the Study of Brain and Mind
- 21. The Biology of Aging

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- 6. Neuroscience: Breaking Down Scientific Barriers to the Study of Brain and Mind
- 7. Vision Seekers: Giving Eyesight to the Blind Raises Questions About How People See
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- 15. The Power of Babble
- 23. Heading Off Disruptive Behavior

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- 16. The Mind's Self-Portrait: An Illusion of Conscious Will
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- 28. Companies Seeking "Right" Candidates Increasingly Turn to Personality Tests

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- 16. The Mind's Self-Portrait: An Illusion of Conscious Will
- 37. Psychotherapies: Can We Tell the Difference?

World Wide Web Sites

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. The easiest way to access these selected sites is to go to our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

AE: Psychology 05/06

The following sites were available at the time of publication. Visit our Web site—we update DUSHKIN ONLINE regularly to reflect any changes.

General Sources

APA Resources for the Public

<http://www.apa.org/psychnet/>

Use the site map or search engine to access *APA Monitor*, the American Psychological Association newspaper, APA books on a wide range of topics, PsychINFO, an electronic database of abstracts on scholarly journals, and the HelpCenter.

Health Information Resources

<http://www.health.gov/nhic/Pubs/tollfree.htm>

Here is a long list of toll-free numbers that provide health-related information. None offer diagnosis and treatment, but some do offer recorded information; others provide personalized counseling, referrals, and/or written materials.

Mental Help Net

<http://mentalhelp.net>

This comprehensive guide to mental health online features more than 6,300 individual resources. Information on mental disorders and professional resources in psychology, psychiatry, and social work is presented.

Psychology: Online Resource Central

<http://www.psych-central.com>

Thousands of psychology resources are currently indexed at this site. Psychology disciplines, conditions and disorders, and self-development are among the most useful.

School Psychology Resources Online

<http://www.schoolpsychology.net>

Numerous sites on special conditions, disorders, and disabilities, as well as other data ranging from assessment/evaluation to research, are available on this resource page for psychologists, parents, and educators.

Social Psychology Network

<http://www.socialpsychology.org>

The social Psychology Network is the most comprehensive source of social psychology information on the Internet, including resources, programs, and research.

UNIT 1: The Science of Psychology

Abraham A. Brill Library

<http://plaza.interport.net/nypsan/service.html>

Containing data on over 40,000 books, periodicals, and reprints in psychoanalysis and related fields, the Abraham A. Brill Library has holdings that span the literature of psychoanalysis from its beginning to the present day.

American Psychological Society (APS)

<http://www.psychologicalscience.org/about/links.html>

The APS is dedicated to advancing the best of scientific psychology in research, application, and the improvement of

human conditions. Links to teaching, research, and graduate studies resources are available.

Psychological Research on the Net

<http://psych.hanover.edu/Research/exponnet.html>

This Net site provides psychologically related experiments. Biological psychology/neuropsychology, clinical psychology, cognition, developmental psychology, emotions, health psychology, personality, sensation/perception, and social psychology are some of the areas covered.

UNIT 2: Biological Bases of Behavior

Division of Hereditary Diseases and Family Studies, Indiana University School of Medicine

http://www.iupui.edu/~medgen/division/hereditary/hereditary_diseases.html

The Department of Medical and Molecular Genetics is primarily concerned with determining the genetic basis of disease. It consists of a multifaceted program with a variety of interdisciplinary projects. The areas of twin studies and linkage analysis are also explored.

Institute for Behavioral Genetics

<http://ibgwww.colorado.edu/index.html>

Dedicated to conducting and facilitating research on the genetic and environmental bases of individual differences in behavior, this organized research unit at the University of Colorado leads to Genetic Sites, Statistical Sites, and the Biology Meta Index, as well as to search engines.

Serendip

<http://serendip.brynmawr.edu/serendip/>

Serendip, which is organized into five subject areas (brain and behavior, complex systems, genes and behavior, science and culture, and science education), contains interactive exhibits, articles, links to other resources, and a forum area.

UNIT 3: Perceptual Processes

Five Senses Home Page

<http://www.sedl.org/scimath/pasopartners/senses/welcome.html>

This elementary lesson examines the five senses and gives a list of references that may be useful.

Psychology Tutorials and Demonstrations

<http://psych.hanover.edu/Krantz/tutor.html>

Interactive tutorials and simulations, primarily in the area of sensation and perception, are available here.

UNIT 4: Learning and Remembering

Mind Tools

<http://www.psychwww.com/mtsite/>

Useful information on stress management can be found at this Web site.

The Opportunity of Adolescence

<http://www.winternet.com/~webpage/adolescencepaper.html>

According to this paper, adolescence is the turning point, after which the future is redirected and confirmed. The opportunities and problems of this period are presented with quotations from Erik Erikson, Jean Piaget, and others.

Project Zero

<http://pzweb.harvard.edu>

The Harvard Project Zero has investigated the development of learning processes in children and adults for 30 years. Today, Project Zero's mission is to understand and enhance learning, thinking, and creativity in the arts and other disciplines for individuals and institutions.

UNIT 5: Cognitive Processes

American Association for Artificial Intelligence (AAAI)

<http://www.aaai.org/AITopics/index.html>

This AAAI site provides a good starting point to learn about artificial intelligence (AI)--what artificial intelligence is and what AI scientists do.

Chess: Kasparov v. Deep Blue: The Rematch

<http://www.chess.ibm.com/home/html/b.html>

Clips from the chess rematch between Garry Kasparov and IBM's supercomputer, Deep Blue, are presented here along with commentaries on chess, computers, artificial intelligence, and what it all means.

UNIT 6: Emotion and Motivation

Emotional Intelligence Discovery

<http://www.cwrl.utexas.edu/~bump/Hu305/3/3/3/>

This site has been set up by students to talk about and expand on Daniel Goleman's book, *Emotional Intelligence*. There are links to many other EI sites.

John Suler's Teaching Clinical Psychology Site

<http://www.rider.edu/users/suler/tcp.html>

This page contains Internet resources for clinical and abnormal psychology, behavioral medicine, and mental health.

Nature vs. Nurture: Gergen Dialogue with Winifred Gallagher

http://www.pbs.org/newshour/gergen/gallagher_5-14.html

Experience modifies temperament, according to this TV interview. The author of *I.D.: How Heredity and Experience Make You Who You Are* explains a current theory about temperament.

UNIT 7: Development

American Association for Child and Adolescent Psychiatry

<http://www.aacap.org>

This site is designed to aid in the understanding and treatment of the developmental, behavioral, and mental disorders that could affect children and adolescents. There is a specific link just for families about common childhood problems that may or may not require professional intervention.

Behavioral Genetics

<http://www.ornl.gov/hgmis/elsi/behavior.html>

This government backed Web site includes helpful information on behavioral genetics.

UNIT 8: Personality Processes

The Personality Project

<http://personality-project.org/personality.html>

This Personality Project (by William Revelle) is meant to guide those interested in personality theory and research to the current personality research literature.

UNIT 9: Social Processes

National Clearinghouse for Alcohol and Drug Information

<http://www.health.org>

Information on drug and alcohol facts that might relate to adolescence and the issues of peer pressure and youth culture is presented here. Resources, referrals, research and statistics, databases, and related Net links are available.

Nonverbal Behavior and Nonverbal Communication

<http://www3.usal.es/~nonverbal/>

This Web site has a detailed listing of nonverbal behavior and nonverbal communication sites, including the work of historical and current researchers.

UNIT 10: Psychological Disorders

American Association of Suicidology

<http://www.suicidology.org>

The American Association of Suicidology is a nonprofit organization dedicated to the understanding and prevention of suicide. This site is designed as a resource to anyone concerned about suicide.

Anxiety Disorders

<http://www.adaa.org/mediaroom/index.cfm>

Anxiety Disorders Association of America (ADAA) reviews anxiety disorders in children, adolescents, and adults here. A detailed glossary is available.

Ask NOAH About: Mental Health

<http://www.noah-health.org/english/illness/mentalhealth/mental.html>

Information about child and adolescent family problems, mental conditions and disorders, suicide prevention, and much more is available here.

Mental Health Net Disorders and Treatments

<http://www.mentalhelp.net/>

Presented on this site are hotlinks to psychological disorders pages, which include anxiety, panic, phobic disorders, schizophrenia, and violent/self-destructive behaviors.

Mental Health Net: Eating Disorder Resources

http://www.mentalhelp.net/poc/center_index.php?id/46

This mental health Net site provides a complete list of Web references on eating disorders, including anorexia, bulimia, and obesity.

National Women's Health Resource Center (NWHRC)

<http://www.healthwomen.org>

NWHRC's site contains links to resources related to women's substance abuse and mental illnesses.

UNIT 11: Psychological Treatments

The C.G. Jung Page

<http://www.cgjungpage.org>

Dedicated to the work of Carl Jung, this is a comprehensive resource, with links to Jungian psychology, news and opinions, reference materials, graduate programs, dreams, multilingual sites, and related Jungian themes.

www.dushkin.com/online/



Knowledge Exchange Network (KEN)

<http://www.mentalhealth.org>

Information about mental health (prevention, treatment, and rehabilitation services) is available via toll-free telephone services, an electronic bulletin board, and publications.

NetPsychology

<http://netpsych.com/index.htm>

This site explores the uses of the Internet to deliver mental health services. This is a basic cybertherapy resource site.

Sigmund Freud and the Freud Archives

<http://plaza.interport.net/hypsan/freudarc.html>

Internet resources related to Sigmund Freud, which include a collection of libraries, museums, and biographical materials, as well as the Brill Library archives, can be found here.

We highly recommend that you review our Web site for expanded information and our other product lines. We are continually updating and adding links to our Web site in order to offer you the most usable and useful information that will support and expand the value of your Annual Editions. You can reach us at: *<http://www.dushkin.com/annualeditions/>*.

UNIT 1

The Science of Psychology

Unit Selections

1. **Why Study Psychology?**, APS Observer
2. **Does Psychology Make a Significant Difference in Our Lives?**, Philip G. Zimbardo
3. **Causes and Correlations**, Massimo Pigliucci

Key Points to Consider

- Which area of psychology (e.g. biological psychology, social psychology, human development, etc.) do you think is the most valuable and why? Many people are aware of clinical psychology by virtue of having watched films and television where psychotherapists are depicted. Is this the most valuable area of the discipline? About which other areas of psychology do you think the public is informed? What other areas ought the public to be informed? Why? How has psychology improved your life? What do you hope to learn about psychology in your class? Why?
- How do you think psychology relates well to other scientific disciplines, such as sociology, biology, and human medicine? Are there non-science disciplines to which psychology might be related, for example, philosophy and mathematics? How so?
- How and why should psychologists “give psychology away”? Do you think the general public has stereotypes or misconceptions about psychology and psychologists? Does the general public have enough knowledge of relevant issues, research, and data analysis to understand the intricacies of scientific findings?
- Why is research important to psychology? What kinds of information can be gleaned from psychological research? What types of research methods do psychologists utilize? Why do psychologists employ a variety of research methods?
- What is a correlation? Does correlation prove causation? How should a correlation be interpreted? Why are correlational methods used in psychology? What other methods do psychologists utilize? Why? What is the difference between experimentation and correlation? What does a psychologist mean by the word “control”? Why does a psychologist make a statistical inference or use inferential statistics?
- Do you think editors of psychological journals should publish results “as is” or should they exclude certain types of research or results from their journals? For example, would a study showing no differences between men and women be as valuable as one that does demonstrate sex differences? If you excluded a study, what factors would make you as an editor exclude it?



Links: www.dushkin.com/online/

These sites are annotated in the World Wide Web pages.

Abraham A. Brill Library

<http://plaza.interport.net/nypsan/service.html>

American Psychological Society (APS)

<http://www.psychologicalscience.org/about/links.html>

Psychological Research on the Net

<http://psych.hanover.edu/Research/exponnet.html>

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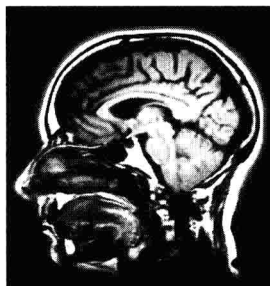
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UNIT 1 The Science of Psychology

In this unit, three articles examine psychology as the science of behavior.

Unit Overview

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1. Why Study Psychology?, *APS Observer*, February 2004

Four well-known **psychologists** describe why they studied psychology and how they are currently using their training. Each psychologist works in a different but important **subfield of psychology**.

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2. Does Psychology Make a Significant Difference in Our Lives?, Philip G. Zimbardo, *American Psychologist*, July/August 2004

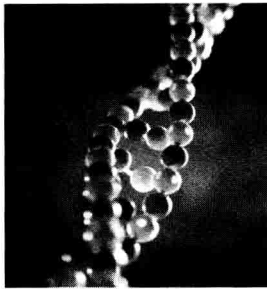
Noted psychologist Philip Zimbardo argues that **psychology** indeed does make a difference in our lives. Psychologists, however, need to continue to "give psychology away" to the public. Zimbardo highlights psychology's achievements in the fields of **testing, behavior change, therapy, life-span development, parenting, stress, the unconscious, work, and prejudice**. He also highlights areas where psychology can make a **notable difference** in the future, for example preventing the spread of **AIDS**.

5

3. Causes and Correlations, Massimo Pigliucci, *Skeptical Inquirer*, January/February 2003

This article reminds the reader to **think critically about science**. Too many phenomena, such as ESP (extra-sensory perception), are explained post hoc. Few lay people understand the difference between **correlation** and **causation**. The author reviews these two concepts and also explains **control, experimentation, and statistical inference**.

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UNIT 2

Biological Bases of Behavior

Three unit selections discuss the biological bases of behavior. Topics include the nature-nurture controversy and the brain's control over the body.

Unit Overview

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4. What Makes You Who You Are, Matt Ridley, *Time*, June 2, 2003

For decades, psychologists and biologists have tried to determine what plays a greater role in human behavior—***genes or the environment***. This controversy is known as ***the nature-nurture controversy***. The newest theory suggests that both factors shape us and, surprisingly, that each affects the other.

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5. Genetic Influence on Human Psychological Traits, Thomas J. Bouchard, Jr., *Current Directions in Psychological Science*, August 2004

A large body of evidence supports the conclusion that ***individual differences*** in many psychological characteristics, normal or not, are influenced by ***genetic factors***. Bouchard reviews why the study of genetics is important to psychology and then provides estimates of the magnitude of genetic influence on various traits such as ***intelligence, interests, mental health, personality, and social attitudes***.

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6. Neuroscience: Breaking Down Scientific Barriers to the Study of Brain and Mind, Eric R. Kandel and Larry R. Squire, *Science*, November 10, 2000

An important aspect of the biological basis for behavior is ***the nervous system***. In this article, Eric Kandel and Larry Squire first review the history of ***neuroscience*** and then detail the various ways that ***psychology*** and ***neurological science*** are related.

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UNIT 3

Perceptual Processes

The impact of the senses on human perceptual processes is addressed in six unit articles.

Unit Overview

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7. Vision Seekers: Giving Eyesight to the Blind Raises Questions About How People See, Bruce Bower, *Science News*, November 22, 2003

Individuals who are given the gift of ***sight*** later in life see and perceive the world around them differently from individuals who are sighted at birth. Such unfortunate events, however, offer scientists the opportunity to study ***vision as a perceptual process***.

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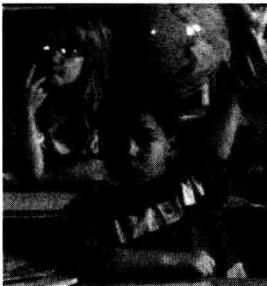
8. **A Matter of Taste**, Mary Beckman, *Smithsonian*, August 2004
 The author reviews the research of psychologist Linda Bartoshuk who studies **taste**. Bartoshuk has found that there are differences in how well people can taste food. She has discovered "**supertasters**", individuals who have many taste buds (papillae on their tongues) and whose taste experiences are intense. For supertasters, everyday foods can be delightful or repugnant. Bartoshuk also discovered that **taste sensitivity** can affect **health** via the foods people prefer. Many supertasters, for example, find healthy vegetables too bitter. 50

9. **It's a Noisy, Noisy World Out There!**, Richard Carmen, *The Saturday Evening Post*, March/April 2002
 A clinical audiologist bemoans the ubiquitous assault of **noise** on our ears. About one-third of all **hearing loss** is the result of this cacophony. What we can do to **avoid hearing loss** is also covered in this article. 52

10. **Pain and Its Mysteries**, Marni Jackson, *Maclean's*, May 27, 2002
Pain is something we could all live without. In fact, some people do live without it—they have **congenital analgesia**. Pain—how and why it is experienced and how to reduce it—is being studied by scientists. 55

11. **Night Life**, Jill Neimark, *Psychology Today*, July/August 1998
 Many Americans say that they cannot **sleep** or that they suffer from **insomnia**. The author delves into the field of **sleep problems** and finds that there are **psychological as well as physical problems** that lead to sleep deprivation and insomnia. 58

12. **Brains in Dreamland**, Bruce Bower, *Science News*, August 11, 2001
 One hundred years have passed since Sigmund **Freud's work on the interpretation of dreams**, and scientists still cannot agree on their function. Bruce Bower reviews seminal theories on the subject as well as some of the **neurology** involved in these nightly theatrics. 61



UNIT 4

Learning and Remembering

Two selections in this section examine scientific principles of learning and remembering, explaining how forgetting occurs, and exploring the basis of implicit learning.

- Unit Overview** 64
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13. **The Seven Sins of Memory: How the Mind Forgets and Remembers**, Daniel Schacter, *Psychology Today*, May/June 2001
 Daniel Schacter explains why so much routine **forgetting** occurs. He discusses such processes as **transience**, **absentmindedness**, **blocking**, **misattribution**, **suggestibility**, **bias**, and **persistence**. He even delves into biological factors such as **Alzheimer's disease** and points out the paradox that memory's vices may also be its virtues. 66

14. **Memories of Things Unseen**, Elizabeth F. Loftus, *Current Directions in Psychological Science*, August 2004
Memory researcher Elizabeth Loftus reveals new findings about the malleability of **memory**. Specifically, it is possible to change memory for events and in addition possible to **plant entirely false memories** of implausible or impossible events. Her findings are especially important given the fact that DNA evidence is not freeing individuals formerly convicted on faulty **eyewitness testimony**.

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UNIT 5 Cognitive Processes

Two unit articles examine how social skills, common sense, and intelligence affect human cognitive processes.

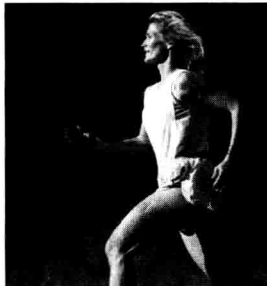
Unit Overview

74

15. **The Power of Babble**, Mary Duenwald, *Discover*, December 2003
How babies begin to create their **first sounds** (babbles) intrigues researchers wanting to examine how **language contributes to consciousness** and how babies discriminate mere **sounds from actual words**. **Brain imaging** and other sophisticated techniques are used in this exciting research.
16. **The Mind's Self-Portrait: An Illusion of Conscious Will**, Phillip Ciske, *APS Observer*, August 2003
Psychologist Dan Wegner says that the **mind** cannot possibly know itself in all its richness. That's where psychologists enter. Wegner has developed **a theory about how we perceive causation**. For example, we often perceive we have more control over events than we actually do.

77

79



UNIT 6 Emotion and Motivation

In this unit, four articles discuss the influence of mental states, motivation, and emotion on the mental and physical health of the individual.

Unit Overview

82

17. **Fundamental Feelings**, Antonio Damasio, *Nature*, October 25, 2001
Antonio Damasio states that the scientific study of **emotions** is advancing. At present, one of the important issues is the discovery of the **relationship of the nervous system to bodily emotional responses**.
18. **The Value of Positive Emotions**, Barbara L. Fredrickson, *American Scientist*, July/August 2003
Positive psychology has taken root in mainstream psychology. Psychologists are being urged to study human **resilience** and **well-being** instead of typical and mostly negative human elements of past interest. The author of this article examines the history of the study of negativity and illuminates the reader about what positive psychology has to offer by way of science.

85

87

19. **Can You Interview for Integrity?**, William C. Byham, *Across the Board*, March/April 2004

Some companies might want to utilize the polygraph to screen prospective employees in the belief that liars will register **guilt or other emotions** on the test. This article maintains that **integrity** as well as other personal characteristics can be detected by good **interview questions**.

93

20. **The Power of Goal-Setting**, Memory Nguwi, *Financial Gazette*, November 14, 2003

Setting goals is one way to ensure that we stay **motivated**. There are, however, productive and unproductive methods for goal-setting as well as better and worse means for achieving goals. This succinct article provides tips for readers about which methods are best.

98



UNIT 7 Development

Six articles in this section consider the importance of experience, discipline, familial support, and biological and psychological aging during the normal human development process.

Unit Overview

100

21. **The Biology of Aging**, Geoffrey Cowley, *Newsweek*, Special Issue, Fall/Winter 2001

Despite the title's implication that this article pertains only to the elderly, Geoffrey Cowley's comprehensive commentary provides an overview of the important **developmental and maturational sequences** that humans follow as they mature. While primary attention is given mostly to **biological aspects**, there is coverage of the **psychological aspects** of maturation as well.

102

22. **Inside the Womb**, J. Madeleine Nash, *Time*, November 11, 2002

This extensive article discusses **prenatal development**, or development before birth. The potential threats to the **fetus**—either **physiological or environmental**—are also reviewed.

105

23. **Heading Off Disruptive Behavior**, Hill M. Walker, Elizabeth Ramsey, and Frank M. Gresham, *American Educator*, Winter 2003/2004

American children are becoming more **disruptive and defiant** at home and at school. The authors identify reasons for **antisocial behavior** and what **schools and families** can do to intervene. The authors also discuss how and why **prevention** is the best approach.

109

24. **The Future of Adolescence: Lengthening Ladders to Adulthood**, Reed Larson, *The Futurist*, November/December 2002

Adolescence is the threshold to **adulthood**. Are today's adolescents prepared to become adults? The Study Group on Adolescence in the 21st Century says "yes." In fact, many adolescents rise to the challenge despite **increased risks** and **greater demands** on them compared to past generations.

120

25. **The Methuselah Report**, Wayne Curtis, *AARP Bulletin*, July/August 2004

Scientists are finding ways to help us **live longer**. But is such a goal desirable? The important questions are, "Will we extend the number of days we live or actually extend the usefulness of our lives?" Author Wayne Curtis replies that the answer is complex; when we live longer, our **patterns of housing, work, interpersonal relationships, and other factors must also change**.

124

26. **Start the Conversation**, *AARP Modern Maturity*, September/October 2000

Death is stigmatized in American society to the point that most people don't talk about it. This article is designed to motivate people to assess their **attitudes toward death**, to plan for the future, and to increase understanding of this issue when they or others near them are dying.

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UNIT 8

Personality Processes

A few of the processes by which personalities are developed are discussed in this section's three selections. Topics include psychoanalysis, the influence of media violence, and the secrets of happiness.

Unit Overview

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27. **Psychology Discovers Happiness. I'm OK, You're OK**, Gregg Easterbrook, *The New Republic*, March 5, 2001

Many **theories of personality** incorporate some aspect of **human misery as being normal**. Not so for the **humanists** who exalt **human worth** and **positive growth**. Some contemporary psychologists have now begun to examine positive aspects of the human experience in what has come to be known as "**positive psychology**." Author Gregg Easterbrook examines this new trend in psychology.

136

28. **Companies Seeking "Right" Candidates Increasingly Turn to Personality Tests**, Damon Cline, *Knight-Ridder/Tribune Business News*, March 9, 2004

Personality is a slippery and abstract concept. Psychologists, for example, offer myriad definitions of personality. Despite this and despite the criticism of certain **personality tests**, businesses are increasingly turning to **standardized personality tests** for personnel selection. The pros and cons of this strategy are described in this essay.

141

29. **Guns, Lies, and Video**, Karen Wright, *Discover*, April 2003

Psychologists have long been concerned about **televised violence**. A spate of new, high-violence **video games** has spawned little research on their effects. Studies are just now being conducted to determine what the effects of such games are—increased heart rate or worse yet increased **aggression** among other consequences.

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