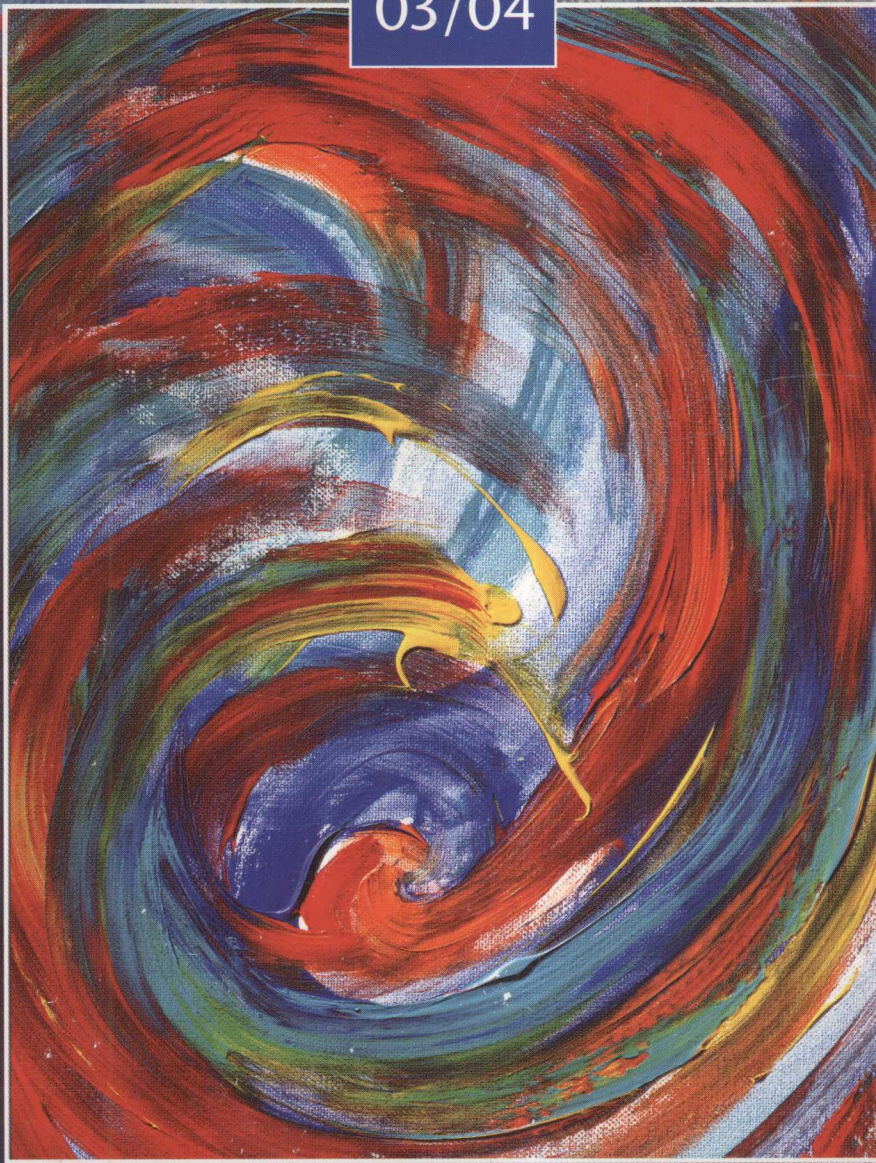


ANNUAL EDITIONS

# Psychology

03/04



# Psychology

*Thirty-Third Edition*

B84

301

03/04

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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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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.

## EDITOR

**Karen G. Duffy**  
*SUNY at Geneseo (Emerita)*

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# To the Reader

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, indexed, 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 their children with an older woman during the weekdays. Ronnie's pediatrician assures his parents that their reasoning, while logical, holds no 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? What is the source of autism? Can autism be treated or reversed? Can it be prevented?

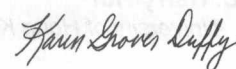
Psychologists attempt to answer these and other complex questions using scientific methods. Researchers, using carefully planned research designs, try to discover the causes of complex human behavior—normal or not. The scientific results of psychological research typically are published in professional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

*Annual Editions: Psychology 03/04* 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 and 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 will invite speculation about social and personal issues; others will encourage careful thought about potential misuse of research findings. Readers are expected to make the investment of effort and critical reasoning necessary to answer such questions and concerns.

I believe that you will find *Annual Editions: Psychology 03/04* 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* 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.**

## Adolescents

- 34. Oldest, Youngest, or In Between
- 40. Disarming the Rage

## Aggression

- 37. Whodunit—The Media?
- 40. Disarming the Rage

## Aging

- 27. The Biology of Aging
- 30. Living to 100: What's the Secret?
- 31. Start the Conversation

## Alzheimer's disease

- 17. The Seven Sins of Memory: How the Mind Forgets and Remembers
- 18. Memory's Mind Games

## Anxiety

- 49. Treating Anxiety

## Autism

- 22. The Inner Savant
- 46. The Secrets of Autism

## Biological issues

- 4. The Tangled Skeins of Nature and Nurture in Human Evolution
- 23. Fundamental Feelings

## Birth order

- 34. Oldest, Youngest, or In Between

## Brain

- 5. Altered States of Consciousness
- 6. Brain-Based Learning
- 7. The Senses
- 13. Brains in Dreamland
- 20. Mind in a Mirror
- 23. Fundamental Feelings
- 24. Medical Detection of False Witness
- 26. How to Multitask

## Brain development

- 21. Intelligence: The Surprising Truth
- 28. Fetal Psychology

## Bullying

- 40. Disarming the Rage

## Children

- 16. New Evidence for the Benefits of Never Spanking
- 19. Cognitive Development in Social and Cultural Context
- 28. Fetal Psychology
- 29. Parenting: The Lost Art
- 34. Oldest, Youngest, or In Between
- 40. Disarming the Rage

## 46. The Secrets of Autism

## Cognition

- 19. Cognitive Development in Social and Cultural Context
- 20. Mind in a Mirror
- 21. Intelligence: The Surprising Truth
- 22. The Inner Savant
- 28. Fetal Psychology

## Consciousness

- 5. Altered States of Consciousness
- 6. Brain-Based Learning
- 20. Mind in a Mirror

## Criticisms of psychology

- 3. Exploring a Controversy
- 33. Positive Psychology: An Introduction

## Culture

- 4. The Tangled Skeins of Nature and Nurture in Human Evolution
- 19. Cognitive Development in Social and Cultural Context
- 38. The Feminization of American Culture
- 39. The Emperor Has No Clothes, or, Do You See Individualist-Collectivist Societies?

## Deafness

- 9. It's a Noisy, Noisy World out There!

## Death

- 31. Start the Conversation

## Depression

- 42. Up From Depression
- 43. The Quest for a Cure

## Development, human

- 27. The Biology of Aging
- 28. Fetal Psychology
- 29. Parenting: The Lost Art
- 30. Living to 100: What's the Secret?

## Diet

- 28. Fetal Psychology

## Dreams

- 13. Brains in Dreamland

## Drug treatment

- 12. Pain and Its Mysteries
- 43. The Quest for a Cure
- 45. The Schizophrenic Mind
- 49. Treating Anxiety

## Emotional intelligence

- 23. Fundamental Feelings
- 25. What's Your Emotional IQ?

## Emotions

- 6. Brain-Based Learning
- 23. Fundamental Feelings
- 25. What's Your Emotional IQ?
- 31. Start the Conversation
- 38. The Feminization of American Culture

## Ethics

- 31. Start the Conversation

## Fear

- 36. Rational and Irrational Fears Combine in Terrorism's Wake

## Fertility

- 27. The Biology of Aging

## Freud, Sigmund

- 13. Brains in Dreamland
- 32. Psychoanalyst: Sigmund Freud

## Friendship

- 35. Got Time for Friends?

## Genetics

- 4. The Tangled Skeins of Nature and Nurture in Human Evolution
- 21. Intelligence: The Surprising Truth
- 27. The Biology of Aging
- 38. The Feminization of American Culture
- 46. The Secrets of Autism

## History of psychology

- 1. A Dance to the Music of the Century: Changing Fashions in 20th-Century Psychiatry
- 33. Positive Psychology: An Introduction
- 49. Treating Anxiety

## Hormones

- 27. The Biology of Aging

## Humanistic psychology

- 33. Positive Psychology: An Introduction

## Intelligence

- 15. Understanding Our Differences
- 21. Intelligence: The Surprising Truth

## Interpersonal relationships

- 25. What's Your Emotional IQ?
- 35. Got Time for Friends?

## Learning

- 6. Brain-Based Learning
- 14. Memory and Learning
- 15. Understanding Our Differences
- 16. New Evidence for the Benefits of Never Spanking
- 20. Mind in a Mirror

## Life choices

- 31. Start the Conversation

## Longevity

- 27. The Biology of Aging
- 30. Living to 100: What's the Secret?

## Lying

- 24. Medical Detection of False Witness

## Memory

- 14. Memory and Learning
- 17. The Seven Sins of Memory: How the Mind Forgets and Remembers
- 18. Memory's Mind Games

## Mental disorder

- 41. Mental Health Gets Noticed
- 42. Up From Depression
- 43. The Quest for a Cure
- 44. Post-Traumatic Stress Disorder
- 45. The Schizophrenic Mind
- 47. Are We Nuts?
- 49. Treating Anxiety

## Mental health

- 33. Positive Psychology: An Introduction
- 41. Mental Health Gets Noticed

## Mind

- 20. Mind in a Mirror
- 22. The Inner Savant
- 23. Fundamental Feelings

## Motivation

- 6. Brain-Based Learning
- 26. How to Multitask

## Multiple intelligences

- 15. Understanding Our Differences
- 21. Intelligence: The Surprising Truth

## Nature vs. nurture

- 4. The Tangled Skeins of Nature and Nurture in Human Evolution
- 28. Fetal Psychology
- 46. The Secrets of Autism

## Nervous system

- 5. Altered States of Consciousness
- 13. Brains in Dreamland
- 20. Mind in a Mirror
- 23. Fundamental Feelings
- 26. How to Multitask

## Noise

- 9. It's a Noisy, Noisy World out There!

## Nutrition

- 21. Intelligence: The Surprising Truth

## Parents

- 16. New Evidence for the Benefits of Never Spanking
- 29. Parenting: The Lost Art
- 34. Oldest, Youngest, or In Between

## Perception

- 7. The Senses
- 8. Sight Unseen
- 9. It's a Noisy, Noisy World out There!
- 10. An Ear for Color: Exploring the Curious World of Synesthesia, Where Senses Merge in Mysterious Ways
- 11. Phantom Sensations: Understanding the Pain Felt by an Amputee

## Personality

- 28. Fetal Psychology
- 31. Start the Conversation
- 32. Psychoanalyst: Sigmund Freud

- 33. Positive Psychology: An Introduction
- 34. Oldest, Youngest, or In Between
- 38. The Feminization of American Culture

## Poverty

- 21. Intelligence: The Surprising Truth

## Prenatal development

- 28. Fetal Psychology

## Psychoanalysis

- 32. Psychoanalyst: Sigmund Freud

## Psychological science

- 2. Good and Evil and Psychological Science
- 3. Exploring a Controversy

## Psychology, positive

- 33. Positive Psychology: An Introduction

## Psychopharmacology

- 12. Pain and Its Mysteries
- 42. Up From Depression
- 43. The Quest for a Cure
- 45. The Schizophrenic Mind
- 49. Treating Anxiety

## Psychotherapy

- 32. Psychoanalyst: Sigmund Freud
- 47. Are We Nuts?
- 49. Treating Anxiety

## Public policy

- 41. Mental Health Gets Noticed

## Research

- 1. A Dance to the Music of the Century: Changing Fashions in 20th-Century Psychiatry
- 3. Exploring a Controversy
- 48. Support Groups: Study Casts Some Doubts

## Savants

- 22. The Inner Savant
- 46. The Secrets of Autism

## Schizophrenia

- 45. The Schizophrenic Mind

## Schools

- 21. Intelligence: The Surprising Truth
- 40. Disarming the Rage

## Self-esteem

- 38. The Feminization of American Culture

## Self-help

- 48. Support Groups: Study Casts Some Doubts

## Sensation

- 7. The Senses
- 8. Sight Unseen
- 9. It's a Noisy, Noisy World out There!
- 10. An Ear for Color: Exploring the Curious World of Synesthesia, Where Senses Merge in Mysterious Ways
- 11. Phantom Sensations: Understanding the Pain Felt by an Amputee

## Sleep

- 13. Brains in Dreamland

## Social behavior

- 25. What's Your Emotional IQ?
- 29. Parenting: The Lost Art
- 35. Got Time for Friends?
- 40. Disarming the Rage

## Society

- 31. Start the Conversation

## Stem cells

- 8. Sight Unseen

## Support groups

- 48. Support Groups: Study Casts Some Doubts

## Synesthesia

- 10. An Ear for Color: Exploring the Curious World of Synesthesia, Where Senses Merge in Mysterious Ways

## Terrorism

- 36. Rational and Irrational Fears Combine in Terrorism's Wake
- 44. Post-Traumatic Stress Disorder

## Theories

- 1. A Dance to the Music of the Century: Changing Fashions in 20th-Century Psychiatry
- 32. Psychoanalyst: Sigmund Freud

## Unconscious

- 13. Brains in Dreamland
- 32. Psychoanalyst: Sigmund Freud

## Violence

- 37. Whodunit—The Media?
- 40. Disarming the Rage

## Work

- 26. How to Multitask

# 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 03/04

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 are presented.

#### Psychology: Online Resource Central

<http://www.resourcehelper.com/qserpsychology.htm>

Thousands of psychology resources are currently indexed at this site. Psychology disciplines, conditions and disorders, psychiatry, assistance, 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's holdings span the literature of psychoanalysis from its beginning to the present day.

### American Psychological Society (APS)

<http://www.psychologicalscience.org/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/APS/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

### Adolescence: Changes and Continuity

<http://www.personal.psu.edu/faculty/n/x/nxd10/adolesce.htm>

A discussion of puberty, sexuality, biological changes, cross-cultural differences, and nutrition for adolescents, including obesity and its effects on adolescent development, is presented here.

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

[http://www.iupui.edu/~medgen/division/hereditary/hereditary\\_diseases.html](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/mts/site/>

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

### 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.

### Introduction to Artificial Intelligence (AI)

<http://www-formal.stanford.edu/jmc/aiintro/aiintro.html>

A description of AI is presented here along with links to other AI sites.

## UNIT 6: Emotion and Motivation

### CYFERNET-Youth Development

<http://www.cyfernet.mes.umn.edu/youthdev.html>

CYFERNET presents many articles on youth development, including a statement on the concept of normal adolescence and impediments to healthy development.

### 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. Nature: Gergen Dialogue with Winifred Gallagher

[http://www.pbs.org/newshour/gergen/gallagher\\_5-14.html](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 fascinating site has a detailed listing of nonverbal behavior and nonverbal communication sites on the Web, including the work of historical and current researchers.

## UNIT 10: Psychological Disorders

### American Association of Suicidology

<http://www.suicidology.org/top.htm>

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 in children, adolescents, and adults are reviewed by the Anxiety Disorders Association of America (ADAA). A detailed glossary is also included.

### 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](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.healthywomen.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.

### 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/nypsan/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. **A Dance to the Music of the Century: Changing Fashions in 20th-Century Psychiatry**, David Healy
2. **Good and Evil and Psychological Science**, Ervin Staub
3. **Exploring a Controversy**, George W. Albee

## Key Points to Consider

- Which area of psychology (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 ought to be informed?
- How do you think psychology is related to other scientific disciplines, such as sociology, biology, and human medicine? Are there nonscience disciplines to which psychology might be related, for example, philosophy and mathematics? How so?
- Is there one psychological theory to which you are especially attracted? Why? Which theories do you think will continue to be important to the field of psychology? Do you think psychologists will ever be able to piece together a single grand theory of human psychology? Do you have your own theory of human behavior? If yes, on what do you base your theory—your own observations? In developing a theory of human behavior, should psychologists rely extensively on research?
- Why is research important to psychology? What kinds of information can be gleaned from psychological research? What types of research methods do psychologists utilize? Can research results from psychology be used for both “good” and “evil”? Can you provide some examples of both beneficial and harmful use of research results in psychology? What about other disciplines; can their results be used in both ways, too?
- 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? If yes, what types? If you answered no, why? What role do you think the media should play in disseminating the results and interpretations of psychological research?



**Links: [www.dushkin.com/online/](http://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/links.html>

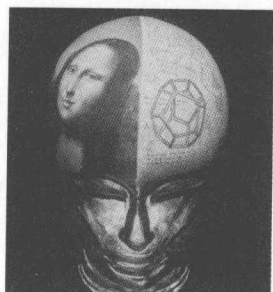
### Psychological Research on the Net

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

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Topic Guide  
Selected World Wide Web Sites

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## UNIT 1 The Science of Psychology

Three articles examine psychology as the science of behavior.

### Unit Overview

xviii

1. **A Dance to the Music of the Century: Changing Fashions in 20th-Century Psychiatry**, David Healy, *Psychiatric Bulletin*, January 2000  
David Healy discusses the **history and theories** that have shaped **psychology** and **psychiatry** over the last century. He questions where the disciplines are headed and which theorists will continue to have an impact on our **philosophy** and on **psychological treatments**.

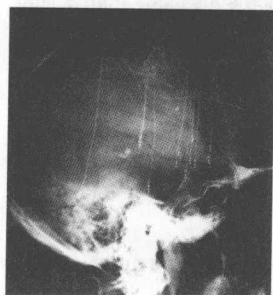
2

2. **Good and Evil and Psychological Science**, Ervin Staub, *APS Observer*, May/June 2001  
**Psychology** can examine the **causes and consequences of both good and harmful acts** by humans. Ervin Staub shares his work in three different domains—child rearing, genocide, and healing/reconciliation—to illustrate this point.

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3. **Exploring a Controversy**, George W. Albee, *American Psychologist*, March 2002  
George Albee, noted psychologist and editor of the leading journal **American Psychologist**, responds to heated discord over the journal's publication of a **research article** on sexual abuse of children. Along the way, Albee challenges **the media, the government, the public**, and even **psychologists** to become more familiar with the results of scientific research, **social science research** in particular, and with **scientific methodologies**.

8



## UNIT 2 Biological Bases of Behavior

Three selections discuss the biological bases of behavior. Topics include brain functions and the brain's control over the body.

### Unit Overview

12

4. **The Tangled Skeins of Nature and Nurture in Human Evolution**, Paul R. Ehrlich, *The Chronicle of Higher Education*, September 22, 2000  
Are we slaves to our **genes** or does **culture** modify our psyche and behavior? The main point of this article is that the attributes of an organism are the product of the **interaction between biology and culture or learning**.

14

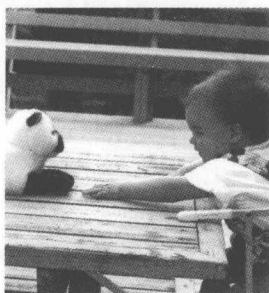
5. **Altered States of Consciousness**, Susan Greenfield, *Social Research*, Fall 2001  
Susan Greenfield likens **the functioning of the human brain** to the functioning of an orchestra—different parts play different and complex roles. She details **the organization**, the **plasticity**, the **neurochemistry**, and the **relationship to consciousness** of the brain. She concludes by examining the difficulty of building models of the brain on computers.

21

6. **Brain-Based Learning**, Ruth Palombo Weiss, *Training & Development*, July 2000

Ruth Palombo Weiss connects the **brain's relationship** to various psychological phenomena that enhance or hinder our ability to **learn**. She succinctly discusses the brain's role in promoting **attention**, understanding **patterns** and **emotions**, facilitating **memory** and **recall**, and enhancing **motivation**.

28



## UNIT 3

### Perceptual Processes

Seven articles discuss the impact of the senses on human perceptual processes.

#### Unit Overview

32

7. **The Senses**, *U.S. News & World Report*, January 13, 1997

This article offers an introduction to the importance of the **human senses** in general, with a brief overview of each distinct sense. It concludes that the senses are windows to the **brain**.

34

8. **Sight Unseen**, Michael Abrams, *Discover*, June 2002

Scientists are attempting to restore human **vision** lost in childhood. The results of one man's **stem cell transplant** are reviewed. Why this man cannot see well despite the surgery is another main focus of the article.

39

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.

43

10. **An Ear for Color: Exploring the Curious World of Synesthesia, Where Senses Merge in Mysterious Ways**, Allison Hoover Bartlett, *Washington Post*, January 22, 2002

Allison Bartlett explores the world of **synesthetes**, people who combine **sensations** in unique ways. She examines what **synesthesia** is, how it affects daily life, and the available research on its **neurology** and **heritability**.

46

11. **Phantom Sensations: Understanding the Pain Felt by an Amputee**, Eric Haseltine, *Discover*, May 2002

The **brain** can wire itself such that **amputees** experience sensations from a limb no longer present. This phenomenon is called **phantom limbs**. Eric Haseltine discusses experiments that nonamputees can attempt in order to have a similar experience.

50

12. **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.

52

13. **Brains in Dreamland**, Bruce Bower, *Science News*, August 11, 2001

One hundred years have passed since **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.

55



## UNIT 4

### Learning and Remembering

Five selections examine how operant conditioning, positive reinforcement, and memory interact during the learning process.

#### Unit Overview

14. **Memory and Learning**, Ruth Palombo Weiss, *Training & Development*, October 2000

**Learning and memory** are two sides of the same coin. This article explains what each is and how scientific **principles of learning and remembering** can improve our abilities for each.

15. **Understanding Our Differences**, Susan Reese, *Techniques*, January 2002

**Multiple forms of intelligence** exist, so Susan Reese concludes that there are also **multiple styles of learning**. Reese reviews some of the various learning styles as well as the concomitant changes that must be made in **assessment** and in the use of **learning technologies** to accommodate this diversity of styles.

16. **New Evidence for the Benefits of Never Spanking**, Murray A. Straus, *Society*, September/October 2001

Murray Straus reviews five landmark studies on **spanking** or **corporal punishment** with an eye to answering the question, "Does this type of discipline change children's behavior?" Straus determines that the answer is a resounding "no." In fact, he believes that spanking can be harmful.

17. **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.

18. **Memory's Mind Games**, Sharon Begley, *Newsweek*, July 16, 2001

There are interesting and important reasons why people **forget**. The study of forgetting has led psychologists to deduce that certain **biases** such as **misattribution** create memory problems.



## UNIT 5

### Cognitive Processes

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

#### Unit Overview

19. **Cognitive Development in Social and Cultural Context**, Mary Gauvain, *Current Directions in Psychological Science*, December 1998

**Our cultural and social environments** shape our **cognitions** in complex ways. Why and how this occurs is Mary Gauvain's focus in this article. She suggests that as the field of **cognitive psychology** advances, social and cultural aspects of **development** will receive greater attention.

20. **Mind in a Mirror**, Rachel K. Sobel, *U.S. News & World Report*, November 12, 2001

**Brain mapping** by means of **MRIs** and other tools is giving scientists a glimpse into the **complexity of the human mind**. As scientists try to understand the **neural underpinnings** of complex psychological phenomena such as **morality** and **perspective taking**, they are quick to remind us that the science is only at a rudimentary stage.

21. **Intelligence: The Surprising Truth**, Stephen Ceci, *Psychology Today*, July/August 2001

What is **intelligence**? Psychologist Stephen Ceci lays out several myths and known facts about what intelligence is and is not. For example, he explores whether head size is correlated with intelligence.

90

22. **The Inner Savant**, Douglas S. Fox, *Discover*, February 2002

The human **mind** has remarkable **intellectual** and **cognitive processing abilities**. **Savants** are those individuals who possess extraordinary and lightning-fast ability, usually with regard to a particular aspect of **cognitive functioning**. What causes savant-like potential and whether we all have this potential are the main themes of this article.

94



## UNIT 6

### Emotion and Motivation

Four articles discuss the influence of stress, mental states, and emotion on the mental and physical health of the individual.

#### Unit Overview

100

23. **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**.

102

24. **Witness**, Brandon Spun, *Insight*, February 4, 2002

Given the vagaries of modern **polygraphs** or **lie detectors**, scientists are searching for better techniques to detect **lying**. Newer methodologies using the **MRI** and **brain fingerprinting** are discussed, but each has its own set of problems as well.

104

25. **What's Your Emotional IQ?**, Melissa Abramovitz, *Current Health* 2, December 2001

**Emotional intelligence** (EI) has captured the attention of psychologists and the public. Just what EI is and how to promote it are the subjects of this article. A short self-test is included.

107

26. **How to Multitask**, Catherine Bush, *New York Times Magazine*, April 8, 2001

We are asked to complete many tasks in our daily lives—often several tasks at the same time. We admire those who can multitask and are upset when we fail. How we can **motivate** ourselves, be better at **multitasking**, and not feel disappointed when we fail are topics covered in this article. The role of the **brain** in such complex situations is also explained.

110



## UNIT 7

### Development

Five articles consider the importance of experience, discipline, familial support, and psychological aging during the normal human development process.

#### Unit Overview

112

27. **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.

114

28. **Fetal Psychology**, Janet L. Hopson, *Psychology Today*, September/October 1998  
Birth is a significant occasion, but it is only one **milestone in a series of important developmental events**, many of which precede birth. Janet Hopson reviews the latest findings on just how fascinating and significant **fetal life** is. 117
29. **Parenting: The Lost Art**, Kay S. Hymowitz, *American Educator*, Spring 2001  
**Parents** blame schools and **schools** blame parents for **children's misconduct** and failures. Kay Hymowitz explores this tangled web of blame and helps the reader to understand today's **parents and their relationship to their children**. 121
30. **Living to 100: What's the Secret?**, *Harvard Health Letter*, January 2002  
The trend of a growing **elderly population** has no end in sight. More and more Americans are living to 100. If being a **centenarian** is your goal, this article contains a wealth of information on how to achieve this objective. 126
31. **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 are dying. 129



## UNIT 8

### Personality Processes

Three selections discuss a few of the processes by which personalities are developed. Topics include self-esteem, empathy, and the secrets of happiness.

#### Unit Overview 136

32. **Psychoanalyst: Sigmund Freud**, Peter Gay, *Time*, March 29, 1999  
Sigmund Freud "invented" **psychoanalysis**, and the world has not been the same since. Author Peter Gay reviews the development of Freud's now famous **theory** as well as **criticisms** of Freud's work. Gay also shows us how we "speak" Freudian in our everyday language and explains Freud's impact on a myriad of other psychologists. 138
33. **Positive Psychology: An Introduction**, Martin E. P. Seligman and Mihaly Csikszentmihalyi, *American Psychologist*, January 2000  
Two prominent psychologists trace the **history of psychology** with an emphasis on how psychology changed its focus from **human deficits** and problems to **positive human characteristics** such as **well-being, contentment, and optimism**. The authors would be remiss if they did not also include commentary on where psychology needs to direct its attention in the future. 141
34. **Oldest, Youngest, or In Between**, Margaret Renkl, *Parenting*, June/July 2002  
Margaret Renkl examines the perennial issue of whether **birth order** determines **personality traits**. Renkl takes the stance that the two indeed are connected, in fact that **birth order** heavily influences personality. The article delineates what some of the consequent differences in personality are as well as the advantages and challenges of these differences. The article also discloses how **parents** can cope with raising **siblings** of different ages. 145