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**Psychology**

**02/03**





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# Psychology

*Thirty-Second Edition*

02/03

## EDITOR

**Karen G. Duffy**

*SUNY College, Geneseo*

Karen G. Duffy holds a doctorate in psychology from Michigan State University and is currently a professor of psychology at SUNY at Geneseo. She sits on the executive board of the New York State Employees Assistance Program and is a certified community and family mediator. She is a member of the American Psychological Society and the Eastern Psychological Association.

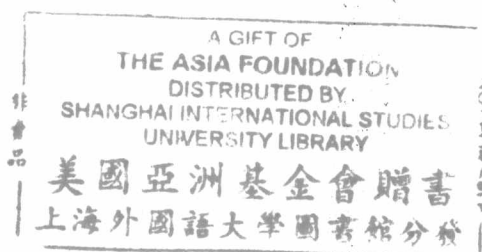


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Thirty-Second Edition

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# 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

- 28. A World of Their Own
- 34. Disarming the Rage

## Aging

- 29. Live to 100? No Thanks
- 30. Start the Conversation

## Brain

- 7. The Future of the Brain
- 8. The Senses

## Central nervous system

- 7. The Future of the Brain

## Children

- 14. Different Strokes for Different Folks?
- 18. Cognitive Development in Social and Cultural Context
- 26. Fetal Psychology
- 27. Parenting: The Lost Art
- 32. Nurturing Empathy
- 34. Disarming the Rage
- 36. Nobody Left to Hate

## Cognition

- 18. Cognitive Development in Social and Cultural Context
- 20. Can Animals Think?

## Culture

- 5. The Tangled Skeins of Nature and Nurture in Human Evolution
- 18. Cognitive Development in Social and Cultural Context
- 37. Merits and Perils of Teaching About Other Cultures

## Deafness

- 10. Noise Busters

## Death

- 30. Start the Conversation

## Deception

- 4. Psychology's Tangled Web: Deceptive Methods May Backfire on Behavioral Researchers

## Depression

- 38. Finding Real Love
- 41. Up From Depression
- 45. The Quest for a Cure

## Development, human

- 14. Different Strokes for Different Folks?
- 28. A World of Their Own
- 29. Live to 100? No Thanks

## Diet

- 23. The Weighting Game

## Dreams

- 12. DreamSpeak

## Drug treatment

- 45. The Quest for a Cure

## Emotional Intelligence

- 25. Emotional Intelligence: What the Research Says

## Emotions

- 24. What's in a Face?
- 25. Emotional Intelligence: What the Research Says
- 30. Start the Conversation
- 33. Secrets of Happiness
- 38. Finding Real Love

## Empathy

- 32. Nurturing Empathy

## Fear

- 42. Fear Not!

## Fetus

- 26. Fetal Psychology

## Freud

- 16. Repression Tries for Experimental Comeback

## Genetics

- 5. The Tangled Skeins of Nature and Nurture in Human Evolution
- 6. Decoding the Human Body

## Happiness

- 33. Secrets of Happiness

## History of psychology

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

## Intelligence

- 19. Who Owns Intelligence?
- 21. His Goal: Making Intelligence Tests Smarter

## Learning

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- 14. Different Strokes for Different Folks?
- 15. Regarding Rewards: Should You Be a Gold-Sticker Sticker?

## Love

- 38. Finding Real Love

## Memory

- 13. Memory and Learning
- 16. Repression Tries for Experimental Comeback

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

## **Mental disorder**

39. Mental Health Gets Noticed
41. Up From Depression
42. Fear Not!
43. Are We Nuts?
45. The Quest for a Cure
46. Back From the Brink

## **Motivation**

22. Into the Zone

## **Nature vs. nurture**

5. The Tangled Skeins of Nature and Nurture in Human Evolution
6. Decoding the Human Body

## **Noise**

10. Noise Busters

## **Pain**

11. For Some, Pain Is Orange

## **Parents**

15. Regarding Rewards: Should You Be a Gold-Sticker Sticker?
27. Parenting: The Lost Art

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## **Personality**

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31. Making Sense of Self-Esteem
33. Secrets of Happiness
38. Finding Real Love

## **Phobias**

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42. Fear Not!

## **Prejudice**

36. Nobody Left to Hate

## **Psychological science**

3. Good and Evil and Psychological Science
4. Psychology's Tangled Web: Deceptive Methods May Backfire on Behavioral Researchers

## **Psychopharmacology**

45. The Quest for a Cure

## **Psychotherapy**

43. Are We Nuts?

## **Punishment**

15. Regarding Rewards: Should You Be a Gold-Sticker Sticker?

## **Race**

36. Nobody Left to Hate

## **Reinforcement**

15. Regarding Rewards: Should You Be a Gold-Sticker Sticker?

## **Repression**

16. Repression Tries for Experimental Comeback

## **Research**

1. A Dance to the Music of the Century: Changing Fashions in 20th-Century Psychiatry
4. Psychology's Tangled Web: Deceptive Methods May Backfire on Behavioral Researchers

## **Research, psychological**

2. Science and Pseudoscience

## **Reward**

15. Regarding Rewards: Should You Be a Gold-Sticker Sticker?

## **Schizophrenia**

46. Back From the Brink

## **Schools**

14. Different Strokes for Different Folks?
34. Disarming the Rage
36. Nobody Left to Hate
37. Merits and Perils of Teaching About Other Cultures

## **Self**

31. Making Sense of Self-Esteem

## **Self-esteem**

31. Making Sense of Self-Esteem

## **Self-help programs**

44. Self-Help: Shattering the Myths

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8. The Senses
9. Vision: A Window on Consciousness
10. Noise Busters
11. For Some, Pain Is Orange

## **Sleep**

12. Dreamspcak

## **Social behavior**

25. Emotional Intelligence: What the Research Says
27. Parenting: The Lost Art
32. Nurturing Empathy
34. Disarming the Rage
36. Nobody Left to Hate

## **Sport**

22. Into the Zone

## **Thought**

20. Can Animals Think?
21. His Goal: Making Intelligence Tests Smarter

## **Violence**

34. Disarming the Rage

## **Vision**

9. Vision: A Window on Consciousness

## **Weight gain**

23. The Weighting Game

# 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 02/03

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.

#### 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.

#### The Psych.com: Internet Psychology Resource

<http://www.thepsych.com>

Thousands of psychology resources are currently indexed at this site. Psychology Disciplines, Conditions & 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.

## UNIT 1: The Science of Psychology

#### Abraham A. Brill Library

<http://plaza.interport.net/hypsan/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://medgen.iupui.edu/divisions/hereditary/>

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

#### 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.

#### A Sensory Adventure

[http://illusionworks.com/html/jump\\_page.html](http://illusionworks.com/html/jump_page.html)

This multimedia site on illusions will inform (and perhaps delight) about how we think and perceive.

## UNIT 4: Learning and Remembering

#### 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.

### Cognitive Science Article Archive

<http://www.helsinki.fi/hum/kognitiotiede/archive.html>

This excellent Finnish source contains articles on various fields of cognitive science.

### 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.

### 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.uams.edu/departments\\_of\\_psychiatry/slides/html/genetics/index.htm](http://www.uams.edu/departments_of_psychiatry/slides/html/genetics/index.htm)

A slide show on Behavioral Genetics, which includes objectives, methods of genetic investigation, family and twin studies, personality, intelligence, mental disorders, and Alzheimer's Disease, is presented on this Web site.

## 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.

## UNIT 10: Psychological Disorders

### Anxiety Disorders

<http://www.adaa.org/aboutanxietydisorders/>

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/dtxt.htm>

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/guide/eating.htm>

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.

### SAVE: Suicide Awareness/Voices of Education

<http://www.save.org>

This SAVE suicide site presents data on suicide prevention. It includes symptoms/danger signs, misconceptions, facts, hospitalization, and other details on depression and suicide.

## UNIT 11: Psychological Treatments

### 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.

### Links to the World of Carl Jung

<http://www.cisnet.com/teacher-ed/jung.html>

Dedicated to the work of Carl Jung, this is a comprehensive resource for Jungian psychology with links to Jung's complete works the Dream Room, reference materials, and the Keirsey Temperament Sorter.

### 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. **Science and Pseudoscience**, APS Observer
3. **Good and Evil and Psychological Science**, Ervin Staub
4. **Psychology's Tangled Web: Deceptive Methods May Backfire on Behavioral Researchers**, Bruce Bower

## Key Points to Consider

- Which area of psychology do you think is the most valuable and why? Many people are most aware of clinical psychology by virtue of having watched films and television. 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? Do you think it is ethical to deceive research participants? Under what circumstances do you think participants should be deceived; when should they not be deceived? How frequently do you think deception is used in psychological research? What kinds of research do you think are most likely to utilize deception? Would you ever deceive research participants if you were conducting 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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## UNIT 1 The Science of Psychology

Four articles examine psychology as the science of behavior.

### Unit Overview

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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 in the new millennium and which theorists will continue to have an impact on our *philosophy* and *psychological treatments*.

2

2. **Science and Pseudoscience**, *APS Observer*, July/August 1999  
At the 1999 APS Convention's Presidential Symposium, renowned psychologists discussed what science is and is not. Using observations from laypersons (such as belief in alien abductions), the psychologists examined the *boundaries of science* as well as what motivates laypeople to believe in pseudoscience.

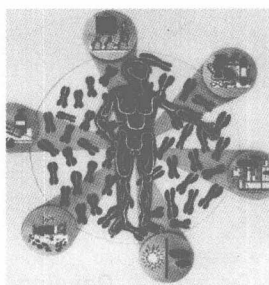
5

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

8

4. **Psychology's Tangled Web: Deceptive Methods May Backfire on Behavioral Researchers**, Bruce Bower, *Science News*, June 20, 1998  
*Deceptive research techniques* have become more prominent in psychology. Participants, however, can dupe researchers into believing that they, the participants, did not know they were deceived. The *ethics* and other ramifications of deception in psychological research are discussed in Bruce Bower's article.

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## 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

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5. **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*.

16

6. **Decoding the Human Body**, Sharon Begley, *Newsweek*, April 10, 2000  
The *human genome* or gene mapping/decoding project is exciting and daunting. As Sharon Begley reports, scientists may soon be able to predict who is at risk for all types of disorders and diseases. The project is daunting, however, because of the *moral dilemmas* it raises.

23

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide and the Index.

7. **The Future of the Brain**, Norbert R. Myslinski, *The World & I*, August 2000  
New **brain imaging techniques** such as PET and MRI are reviewed in this article by Norbert Myslinski. New possibilities such as more precise, less invasive **brain surgery** are discussed as outcomes of utilizing this technology.

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## UNIT 3 Perceptual Processes

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

### Unit Overview

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8. **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**.

36

9. **Vision: A Window on Consciousness**, Nikos K. Logothetis, *Scientific American*, November 1999

Neuroscientist Nikos Logothetis discusses **consciousness**, a difficult concept to define, much less to study. **Neural research** on **visual ambiguity** is demonstrating that we are unaware of a great deal of activity in our brains even though we sense its stimulation. Researchers are untangling which neurons reflect consciousness and which do not.

41

10. **Noise Busters**, Richard and Joyce Wolkowicz, *Smithsonian*, March 2001

**Noise** is often our foe. Researchers have found that loud noise may be responsible for more **health disorders** than just **deafness**. **Reducing noisy assaults** is the aim of these noise researchers.

48

11. **For Some, Pain Is Orange**, Susan Hornik, *Smithsonian*, February 2001

Some of us experience the world in an orderly, sensory way. For those with **synesthesia**, the world is scrambled in an almost psychedelic fashion. While some synesthetes fear they are mentally ill, many relish their **unique capacity to combine sensations** into interesting collages.

53

12. **Dreamspeak**, Milton Kramer, *Psychology Today*, September/October 2000

Research on **dreams** indicates that we play out **emotional dramas** in our **sleep**. In fact, the course of our dreams during a night's sleep may determine our **mood** the next day.

58



## UNIT 4 Learning and Remembering

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

### Unit Overview

62

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

**Learning and memory** are two sides of the same coin. This article explores the definition of both learning and memory and also how scientific **principles of learning and remembering** can improve our abilities for each.

64

14. **Different Strokes for Different Folks?**, Steven A. Stahl, *American Educator*, Fall 1999

Steven Stahl discusses what **learning styles** are and whether research supports the idea that teachers ought to **match children's learning styles to teaching methods**. In general, Stahl concludes surprisingly that this is an exercise in futility.

67

15. **Regarding Rewards: Should You Be a Gold-Sticker Sticker?**, Teri Dengler, *Today's Parent*, November 1, 1998  
Should **parents** give rewards to their children in return for positive behaviors? Readers learn to differentiate **rewards** from bribes, and they are given valuable tips for using rewards without diminishing the child's **intrinsic motivation**. 73
16. **Repression Tries for Experimental Comeback**, Bruce Bower, *Science News*, March 17, 2001  
**Sigmund Freud** theorized that people are capable of pushing unwanted memories into an **unconscious** part of their psyches. He called this mental process **repression**. Modern scientists are finding methods to measure these repressed memories, but the debate as to whether the unconscious exists continues. 75
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 that memory's vices may also be its virtues. 76



## UNIT 5

### Cognitive Processes

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

#### Unit Overview

18. **Cognitive Development in Social and Cultural Context**, Mary Gauvain, *Current Directions in Psychological Science*, December 1998  
The **values and goals of a culture** as well as accepted means for achieving them do influence **child development**. Mary Gauvain contends that understanding the **cultural context** of human activity can advance understanding of how **the mind** is organized. 80
19. **Who Owns Intelligence?**, Howard Gardner, *The Atlantic Monthly*, February 1999  
Howard Gardner questions what **intelligence** is, how it should be measured, and what **individual differences** in intellectual ability or IQ mean. Though Gardner suggests that there is no one single, accepted definition of intelligence in psychology, he asserts that expanding the definition of the concept to the areas of **personality** and **motivation** is going too far. 83
20. **Can Animals Think?**, Eugene Linden, *Time*, September 6, 1999  
Do **animals** have higher **mental abilities**? Eugene Linden examines a variety of species in a multitude of situations and concludes that animals can **think**, although in a more constrained fashion than humans. 87
21. **His Goal: Making Intelligence Tests Smarter**, Erica Goode, *New York Times*, April 3, 2001  
Newer theories of **intelligence** suggest that today's **IQ tests** are inadequate. One major complaint is that the tests measure only one kind of ability—analytic intelligence—when many other types of intelligence are important to life's success. The pros and cons of several **theories of intelligence** are also discussed. 95

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide and the Index.



## UNIT 6

### Emotion and Motivation

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

#### Unit Overview

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**22. Into the Zone,** Jay Tolson, *U.S. News & World Report*, July 3, 2000

The ability to **visualize goals**, **tolerate stress**, and be **mentally tough** contributes to "flow". **Flow** makes for great athletes, dancers, and executives. How to develop, experience, and enhance flow as suggested by cutting edge research is at the heart of this article.

104

**23. The Weighting Game,** Liz Brown, *Better Nutrition*, June 2001

In this age of super sized portions and fast food, it is harder than ever to lose **weight**. Liz Brown provides healthy advice, consisting mainly of **psychological tips**, about how to control or lose weight.

108

**24. What's in a Face?,** Beth Azar, *Monitor on Psychology*, January 2000

A controversy in psychology exists about the importance of the **face** as an indicator of a person's **emotions**. According to author Beth Azar, some argue that the face influences **social interactions**; others argue that the face tells others something about another person's overall **mood**.

111

**25. Emotional Intelligence: What the Research Says,** Casey D. Cobb and John D. Mayer, *Educational Leadership*, November 2000

**Emotional intelligence (EQ)** the ability to recognize your own **emotions** as well as the emotions of those around you. Two **models of EQ** as well as **methods for measuring** it are disclosed in this article.

113



## UNIT 7

### Development

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

#### Unit Overview

118

**26. 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.

121

**27. 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**.

125

**28. A World of Their Own,** Sharon Begley, *Newsweek*, May 8, 2000

Modern **teens** are still very **peer-driven**, but their lives in other ways are quite different from teens of previous generations due to the **Internet** and other **societal changes**. What teens say they want and who they think they are is the focus of Sharon Begley's article.

130

**29. Live to 100? No Thanks,** Susan L. Crowley, *AARP Bulletin*, July/August 1999

Susan Crowley reports on a survey of more than 2,000 individuals by the American Association of Retired People (AARP). AARP found that most people opt for **quality of life** rather than **quantity of life** in old age. AARP also discovered that the **older people** are, the older they want to be when they die. **Declining health** and lack of money are the main concerns about old age.

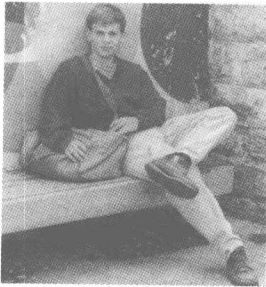
133

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide and the Index.



30. **Start the Conversation**, *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 **death attitudes**, to plan for the future, and to increase understanding of this issue when they or others are dying.

135



## 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

142

31. **Making Sense of Self-Esteem**, Mark R. Leary, *Current Directions in Psychological Science*, February 1999

According to some psychologists, **self-esteem** is the crux of **personality**. Self-esteem may not be the exclusive measure of self-evaluation but rather may result from social acceptance. Mark Leary reports that a redefinition of self-esteem that includes **evaluations from others** helps explain the antecedents of self-esteem as well as the relationship between **low self-esteem** and **psychological problems**.

144

32. **Nurturing Empathy**, Julia Glass, *Parenting*, June/July 2001

**Empathy**, (or experiencing another's feelings), is an important human attribute. How and why empathy unfolds in **young children** is discussed in this article. Tips are included for parents who want to encourage **empathetic behavior** in their children.

147

33. **Secrets of Happiness**, Stephen Reiss, *Psychology Today*, January/February 2001

What is **happiness**? Steven Reiss examines the answer to this question. Satisfying physical needs or obtaining large sums of money is not the answer. Reiss concludes there are **sixteen basic values** such as curiosity, acceptance, tranquility, and so on; satisfying our most important values leads to happiness.

151



## UNIT 9

### Social Processes

Five selections discuss how the individual's social development is affected by genes, stereotypes, prejudice, and relationships.

#### Unit Overview

154

34. **Disarming the Rage**, Richard Jerome, *People Weekly*, June 4, 2001

More than one third of sixth- to tenth-graders—5.7 million children nationwide—report being the **victims of bullying**. Some victims turn their rage outward and start shooting; others turn it inward and kill themselves. Why bullying occurs and how **schools and parents** can **prevent bullying** are highlighted in this important article.

156

35. **Rational and Irrational Fears Combine in Terrorism's Wake**, Erica Goode, *New York Times*, October 2, 2001

When people are **faced with something that is involuntary, threatening, and unfamiliar**, they respond in ways that often seem irrational. As Erica Goode points out, the totally unexpected terrorist attacks on New York's World Trade Center and Washington, D.C.'s Pentagon on September 11, 2001, caused immediate and very emotional reactions throughout the world.

160

36. **Nobody Left to Hate**, Elliot Aronson, *The Humanist*, May/June 2000

**School climate** can alienate students and foster **racial and ethnic prejudice**. Elliot Aronson discusses his method—the **jigsaw classroom**—as a means to reduce such **alienation** and to promote **racial harmony**.

162

The concepts in bold italics are developed in the article. For further expansion, please refer to the Topic Guide and the Index.

37. **Merits and Perils of Teaching About Other Cultures**, Walter A. McDougall, *American Educator*, Spring 2000

Most American ***schools*** are advocating the study of other ***cultures***. Walter McDougall dissects and critiques various methodologies for ***teaching*** about culture. He concludes that the teaching of culture in isolation is not good, because by so doing, the concept that all humans are more alike than different is lost. McDougall uses examples from various cultures to support his viewpoint.

167

38. **Finding Real Love**, Cary Barbor, *Psychology Today*, January/February 2001

Do we tend to sabotage ***intimate relationships***? The answer is "yes", especially if we are attracted to a partner who reminds us of a ***parent who possessed negative characteristics***. The ***defenses*** that we use in such a relationship and how we can overcome them are detailed in this article.

170



## UNIT 10

### Psychological Disorders

Four articles examine several psychological disorders. Topics include unexpected behavior, the impact of depression on a person's well-being, and phobias.

#### Unit Overview

174

39. **Mental Health Gets Noticed**, David Satcher, *Psychology Today*, January/February 2000

Surgeon General David Satcher reveals the surprisingly high frequency of ***mental disorders*** in the United States. He also discusses what can be done to assist those who need help.

176

40. **Mental Disorders Are Not Diseases**, Thomas Szasz, *USA Today Magazine (Society for the Advancement of Education)*, July 2000

Thomas Szasz criticizes the ***medical*** and ***psychiatric communities*** for labeling mental illness a ***brain disorder*** or ***disease***. He carefully lays out his arguments and concludes that persons with mental disorders ought to be protected from psychiatric and socially contrived excuses and ought not to be coerced into treatment.

179

41. **Up From Depression**, Peggy Eastman, *AARP Bulletin*, February 2001

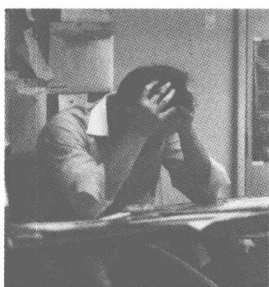
Peggy Eastman reviews the ***causes, symptoms, and treatments for clinical depression***. Differences between normal and clinical depression are also revealed. Eastman pays special attention to the ***depressed elderly***, who represent a large and often ignored group of depressed individuals.

182

42. **Fear Not!**, Jeffrey Kluger, *Time*, April 2, 2001

***Phobias*** are extreme fears that interfere with daily life. We have coined numerous names for every kind of fear. To the phobic person, however, the fear is very real. This article examines why people are phobic as well as ***biological and psychological treatments*** for various phobias.

185



## UNIT 11

### Psychological Treatments

Four selections discuss a few psychological treatments, including psychotherapy to alleviate depression, self-care, and the use of drugs.

#### Unit Overview

194

43. **Are We Nuts?**, Mary McNamara, *Minneapolis Star Tribune*, February 8, 2000

***Americans*** appear to be in love with ***psychotherapy***. In a way, therapy has replaced ***religion*** as a form of healing. Do we really need all of this treatment, and can therapy really help us? Mary McNamara answers these questions and others in this interesting article.

196

44. <b>Self-Help: Shattering the Myths</b> , Annie Murphy Paul, <i>Psychology Today</i> , March/April 2001 <i>Self-help books</i> are full of advice, but do they offer reasonable advice? Not exactly, according to the author of this article. Annie Murphy Paul holds self-help advice up to the scrutiny of <i>scientific research</i> in order to shatter some of the <i>myths</i> about self-help.	198
45. <b>The Quest for a Cure</b> , Mark Nichols, <i>Maclean's</i> , December 1, 1997 <i>Depression</i> afflicts thousands of people. Scientists have long sought a cure. Today a plethora of treatments for depression are available, which helps 90 percent of depressed individuals. <i>Prozac</i> , in particular, is showcased in this article.	203
46. <b>Back From the Brink</b> , Bruce Bower, <i>Science News</i> , April 28, 2001 <i>Schizophrenia</i> is one of the most baffling and frustrating mental disorders to people with the illness as well as to psychologists and psychiatrists. <i>Psychotherapy</i> paired with <i>medication</i> may be the schizophrenic's best hope, according to Bruce Bower.	206
<b>Glossary</b>	209
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Little did Wilhelm Wundt realize his monumental contribution to science when, in 1879 in Germany, he opened the first psychological laboratory to examine consciousness. Wundt would barely recognize today's science of psychology as he practiced it.

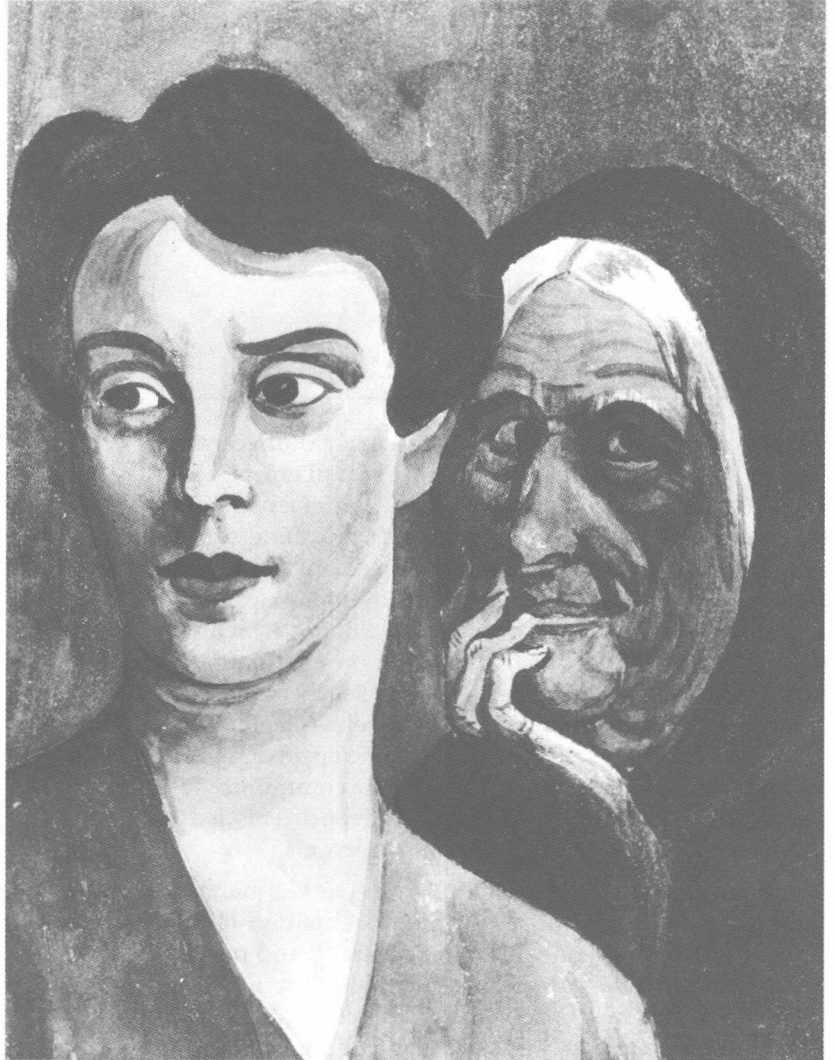
Contemporary psychology is defined as *the science or study of individual mental activity and behavior*. This definition reflects the two parent disciplines from which psychology emerged: philosophy and biology. Compared to its parents, psychology is very much a new discipline. Some aspects of modern psychology are particularly biological, such as neuroscience, perception, psychophysics, and behavioral genetics. Other aspects are more philosophical, such as the study of personality, while others approximate sociology, as does social psychology.

Today's psychologists work in a variety of settings. Many psychologists are academics, teaching and researching psychology on university campuses. Others work in applied settings such as hospitals, mental health clinics, industry, and schools. Most psychologists also specialize in psychology after some graduate training. Industrial psychologists specialize in human performance in organizational settings, while clinical psychologists are concerned about the assessment, diagnosis, and treatment of individuals with a variety of mental disorders.

There are some psychologists who think that psychology is still in its adolescence and that the field seems to be experiencing some growing pains. Since its establishment, the field has expanded to many different areas. As mentioned above, some areas are very applied; other areas appear to emphasize theory and research. The growing pains resulted in some conflict over what the agenda of the first national psychological association, the American Psychological Association, should be. Because academics perceived this association as mainly serving practitioners, academics and researchers established their own competing association, the American Psychological Society. But despite its varied nature and growing pains, psychology remains a viable and exciting field. The first unit of the book is designed to introduce you to the nature and history of psychology.

In the opening article, "A Dance to the Music of the Century: Changing Fashions in 20th Century Psychiatry," David Healy reviews the history and theories of psychology and psychiatry. He also anticipates where these disciplines are headed and which theories will continue to play a role in shaping psychological thought.

In the second article, "Science and Pseudoscience," experts in psychology debate what science really is. They conclude that science has different meanings, depending upon the constitu-



ency. Lay people for example, often embrace as science simple anecdotal observations. Examples of science and anecdote are given.

The next article also pertains to psychological science. The authors ask a cogent question: Can psychology be used for both good and evil? The answer is yes. Author Ervin Staub, using his own research on several different topics, demonstrates the good uses and misuses of findings from psychological research.

The third introductory article on psychology is also about psychological research. In some research, psychologists utilize deception. For example, the instructions tell participants that the study is about creativity and that they will write a story after viewing a stimulus. The true nature of the study may really pertain to participants' reactions to sexual stimuli. In other words, the study is not examining creativity at all. The author of the article contends that when psychologists deceive and debrief research participants about the deception, they delve into muddy ethical water.



# A dance to the music of the century:

## Changing fashions in 20th-century psychiatry

David Healy, Director

North Wales Department of Psychological Medicine,  
Hergest Unit, Bangor LL57 2PW

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Modern psychiatry began in the early 19th century from a social psychiatric seed. The early alienists, Pinel and Tuke, Esquirol and Connolly believed that managing the social milieu of the patient could contribute significantly to their chances of recovery. These physicians produced the first classificatory systems in the discipline. At the turn of the century, university psychiatry, which was biologically oriented, began to impact on psychiatry, especially in Germany. This is seen most clearly in the work and classificatory system of Emil Kraepelin (Healy, 1997). At the same time, a new psychodynamic approach to the management of nervous problems in the community was pioneered most notably by Sigmund Freud. This led to yet another classification of nervous problems.

In the first half of the century, unlike German and French psychiatry, British psychiatry remained largely aloof from the influences of both university and psychodynamic approaches. It became famously pragmatic and eclectic. Edward Mapother, the first director of the Maudsley Hospital, typified the approach. Aubrey Lewis, who succeeded him, as well as David Henderson in Edinburgh, both of whom trained with Adolf Meyer in the USA, were committed to Meyer's biopsychosocial approach (Gelder, 1991). The social psychiatry that stemmed from this was to gain a decisive say in European and world psychiatry in the decades immediately following the Second World War.

Things at first unfolded no differently in that other bastion of English-speaking psychiatry—America. In the first decade of the 20th century, Meyer introduced Kraepelin's work to North America, where it had a modest impact, failing to supplant Meyer's own biopsychosocial formulations. In 1909, Freud visited the USA. He appears to have regarded it as an outpost of the civilised world, one particularly prone to enthusiasms. At this point, Freudian analysis restricted itself to handling personalities and their discontents. It initially made little headway in the USA.

There was another development in the USA that was to have a decisive impact on British and world psychiatry in due course. In 1912, the USA legislature passed the Harrison's Narcotics Act, the world's first piece of legislation which made drugs available on prescription only, in this case, opiates and cocaine. While substance misuse was not at the time a part of psychiatry, which confined itself worldwide almost exclusively to the management of the psychoses, this move to prescription-only status by involving medical practitioners in managing the problem almost by necessity meant that the issue of personalities and their disorders would at some point become part of psychiatry.

The years before the Second World War led to two sets of developments. First, there was a migration of psychoanalysts from Europe to North America, so that by the 1940s a majority of the world's analysts lived there. In America, what had been a pessimistic worldview was recast with an optimistic turn, in part perhaps because the War demonstrated that nervous disorders could be environmentally induced and at the same time genetic research was temporarily eclipsed. This new remodelled psychoanalysis abandoned Freud's reserve about treating psychosis. It triumphed and drove American psychiatry to a view that everyone was at least latently ill, that everyone was in need of treatment and that the way to put the world's wrongs right was not just to treat mental illness, but to resculpt personalities and promote mental health (Menninger, 1959).

Second, sulphonamides were discovered and the War stimulated research, which made penicillin commercially available. The success that stemmed from these led to explosive growth in the pharmaceutical sector. The search for other antibiotics led to the discovery in France of anti-histamines, one of which turned out to be chlorpromazine. The Food and Drug Administration in the USA responded to these new drugs by making all new drugs available on prescription only. European countries followed suit. This was to bring not only problems of personality but also the vast pool of community nervousness within the remit of non-analytic psychiatry.