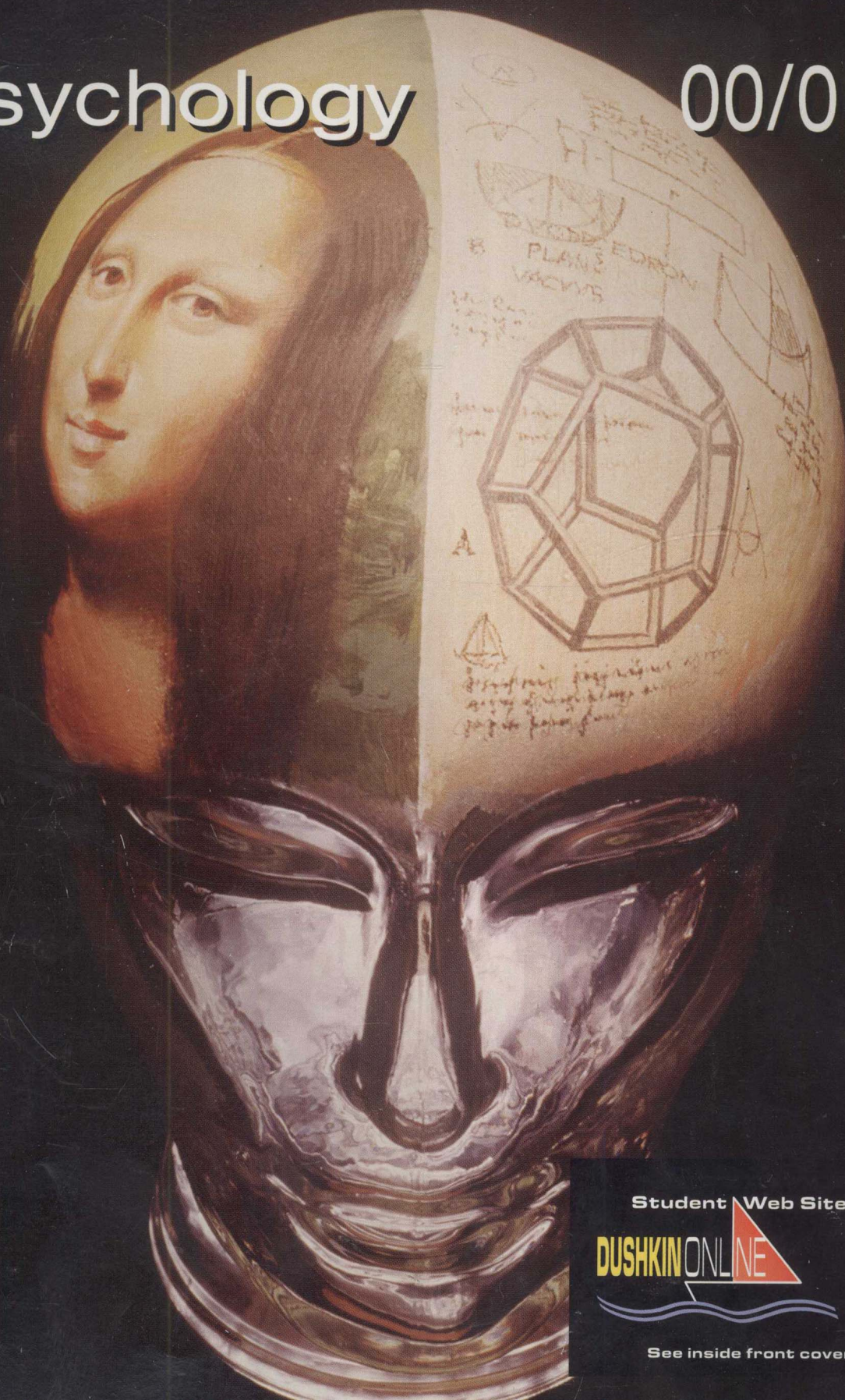


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Psychology

00/01



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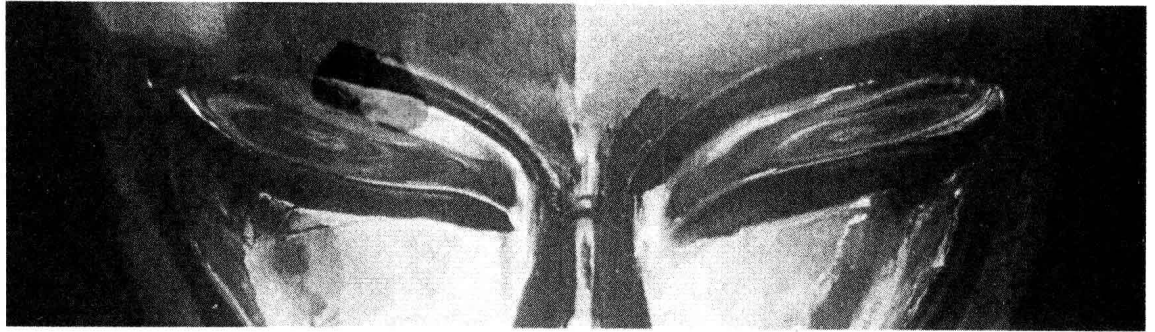
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## PSYCHOLOGY

00/01

*Thirtieth Edition*



### EDITOR

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*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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Thirtieth Edition

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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.

New to ANNUAL EDITIONS is the inclusion of related World Wide Web sites. These sites have been selected by our editorial staff to represent some of the best resources found on the World Wide Web today. Through our carefully developed topic guide, we have linked these Web resources to the articles covered in this ANNUAL EDITIONS reader. We think that you will find this volume useful, and we hope that you will take a moment to visit us on the Web at <http://www.dushkin.com> to tell us what you think.

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; they both work long hours as young professionals and leave both children with an older woman during the week days. Ronnie's pediatrician assures his parents that their reasoning, while logical, probably holds no merit because the causes of autism are little understood and are likely to be physiological rather than parental. What can we do about children like Ronnie? What is the source of autism? Can it be treated or reversed? Can autism be prevented?

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

*Annual Editions: Psychology 00/01* is designed to meet the needs of laypeople and introductory-level students who are curious about psychology. This book 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 in 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 entries will invite speculation about social and personal issues; others demand careful thought about potential misuse of the applications of research findings. Readers are expected to make the investment of effort and critical reasoning needed to discuss questions and concerns.

I believe that you will find this edition of *Annual Editions: Psychology 00/01* readable and useful. I suggest that students look at the organization of this book and compare it to the organization of their textbook and course syllabus. By examining the *topic guide* that follows the *table of contents*, you can identify those readings most appropriate for any particular unit of study in your course. The *World Wide Web* sites that follow the *topic guide* can be used to further explore the topics.

Your instructor may provide some help in assigning certain articles to supplement the text. As you read the selections, 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 will help you connect and integrate information from various 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 us with 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.



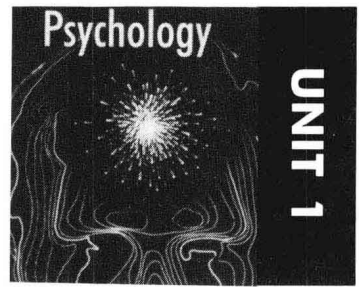
Karen Grover Duffy  
Editor

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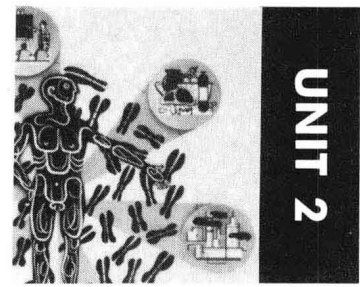
1. Science and Pseudoscience, <i>APS Observer</i> , July/August 1999.	8
At the 1999 APS Convention's Presidential Symposium, renowned psychologists discussed what science is and is not. Using observations from and by laypersons (such as belief in alien abductions), the psychologists examined the <b>boundaries of science</b> as well as what motivates laypeople to believe in pseudoscience.	
2. Research in the Psychological Laboratory: Truth or Triviality? Craig A. Anderson, James J. Lindsay, and Brad J. Bushman, <i>Current Directions in Psychological Science</i> , February 1999.	11
In this essay, the authors scientifically examine whether <b>psychological research</b> conducted in the laboratory lacks <b>external validity</b> . In other words, critics suggest that such studies may not generalize to the "real world." This review leads the authors to the conclusion that both <b>laboratory and field studies</b> are worthwhile and valid.	
3. How Are Psychologists Portrayed on Screen? Scott Sleek, <i>APA Monitor</i> , November 1998.	18
A media watch group from the <b>American Psychological Association</b> rates films and performs a watchdog function over Hollywood's <b>portrayal of therapists</b> . Such portrayals range from the unethical therapist who has sex with clients to the wonderfully warm and fuzzy therapist whose office hours for clients are endless. The aim of the group is to prevent further erosion of public opinion and the development of misconceptions about therapists.	

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4. Nature, Nurture: Not Mutually Exclusive, Beth Azar, <i>APA Monitor</i> , May 1997.	22
Leading psychologists suggest that we should not debate <b>nature versus nurture</b> . We now know that both contribute to an individual's <b>development</b> . In fact, today we are studying the nature of nurture—the way that our genetic makeup influences how people interact with us.	
5. What We Learn from Twins: The Mirror of Your Soul, <i>The Economist</i> , January 3, 1998.	25
<b>Twins</b> can be genetically identical or not and reared together or apart. Researchers continue to conduct <b>twin studies</b> to figure out the effects of genes, but the research is becoming more and more controversial.	
6. Optimizing Expression of the Common Human Genome for Child Development, Bernard Brown, <i>Current Directions in Psychological Science</i> , April 1999.	28
In this basic article, Bernard Brown defines what <b>a gene</b> is and which factors, such as nutrition, glands, stress, and medicine as well as the <b>physical and psychological environments</b> , affect genetic expression and therefore individual differences.	
7. The Split Brain Revisited, Michael S. Gazzaniga, <i>Scientific American</i> , July 1998.	33
<b>The two brain hemispheres</b> control vastly different aspects of thought and action, which is known as <b>lateralization</b> . There is, however, some communication between hemispheres even in <b>the split brain</b> . Current research demonstrates that there is a great deal of plasticity and individual variation with regard to the two hemispheres.	



## The Science of Psychology

Three articles examine psychology as the science of behavior.



## Biological Bases of Behavior

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



## Perceptual Processes

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



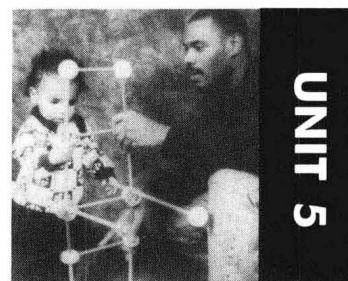
## Learning and Remembering

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

- |   |           |
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| <b>8. The Senses</b> , <i>U.S. News &amp; World Report</i> , January 13, 1997.  | <b>42</b> |
| This article offers an introduction to the importance of the <b>human senses</b> in general, with a brief overview of each distinct sense. The article concludes that the senses are windows to the <b>brain</b> .  |           |
| <b>9. Deaf Defying</b> , <i>The Economist</i> , January 31, 1998.   | <b>47</b> |
| <b>Deafness</b> is a common and sometimes difficult disability to overcome. In the past, only <b>artificial hearing devices</b> held any hope for the deaf. However, current research on the delicate hair cells in the ear and genetics may well lead to <b>new approaches to address the problem of deafness</b> .  |           |
| <b>10. The Importance of Taste</b> , Beatrice Trum Hunter, <i>Consumers' Research</i> , July 1, 1998.   | <b>49</b> |
| This essay explores <b>individual differences</b> in tasting ability, with super-tasters experiencing taste most intensively. Age and gender also affect <b>taste perception</b> . Responses to taste and <b>smell</b> are important because they influence our nutritional and health status.  |           |
| <b>11. Night Life</b> , Jill Neimark, <i>Psychology Today</i> , July/August 1998.   | <b>51</b> |
| Do we <b>dream</b> to remember or dream to forget? By studying <b>REM (rapid-eye-movement) sleep</b> , scientists are unfolding the mysteries of sleep. Quality may be as important as quantity where sleep is concerned.   |           |
| <b>Overview</b>   | <b>54</b> |
| <b>12. Learning Begins Even before Babies Are Born</b> , <b>Scientists Show</b> , Beth Azar, <i>APA Monitor</i> , December 1997.  | <b>56</b> |
| Studies have found that the <b>fetus</b> can learn to prefer certain sounds, flavors, and vibrations. After birth, this <b>learning</b> lingers into life. Researchers have developed ingenious methods for documenting their discoveries.  |           |
| <b>13. What Constitutes "Appropriate" Punishment?</b>   | <b>58</b> |
| Paul L. DeVito and Ralph Hyatt, <i>USA Today Magazine (Society for the Advancement of Education)</i> , March 1995. Paul DeVito and Ralph Hyatt explore the philosophy of <b>punishment</b> and differentiate it from <b>reinforcement</b> . In order for punishment to be effective, it must be dispensed appropriately. Guidelines are presented in this report. |           |
| <b>14. Losing Your Mind?</b> Wray Herbert, <i>U.S. News &amp; World Report</i> , July 26, 1999.   | <b>61</b> |
| <b>Memory lapses</b> are often normal in that everyone experiences them. Wray Herbert assists the reader in differentiating <b>normal memory problems</b> in contrast to typical <b>age-related declines in memory</b> and the severe problems of <b>Alzheimer's disease</b> .  |           |
| <b>15. Traumatic Memory Is Special</b> , Lynn Nadel and W. Jake Jacobs, <i>Current Directions in Psychological Science</i> , October 1998.  | <b>66</b> |
| Does the brain store and remember <b>traumatic events</b> differently from everyday events? Studies clearly suggest so. Trauma causes <b>amnesia</b> for autobiographical events but better than <b>normal recall</b> for other emotional memories.   |           |

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<b>16. Child Psychologist: Jean Piaget</b> , Seymour Papert, <i>Time</i> , March 29, 1999.	<b>72</b>
The life and work of <b>Jean Piaget</b> , renowned theoretician of <b>cognitive development</b> , is reviewed in this report. Piaget's landmark <b>stage theory</b> led to <b>educational reforms</b> and to rethinking the <b>mental life of children</b> .	
<b>17. Cognitive Development in Social and Cultural Context</b> , Mary Gauvain, <i>Current Directions in Psychological Science</i> , December 1998.	<b>74</b>
The <b>values and goals of a culture</b> as well as accepted means for achieving them indeed influence <b>child development</b> . Mary Gauvain contends that understanding the <b>cultural context</b> of human activity can advance the understanding of how <b>the mind</b> is organized.	
<b>18. Multiple Intelligence Disorder</b> , James Traub, <i>The New Republic</i> , October 26, 1998.	<b>78</b>
Harvard professor Howard Gardner's campaign against <b>Binet's narrow definition of intelligence</b> has received wide acclaim as well as criticism. James Traub's essay reviews Gardner's theory of <b>multiple intelligences</b> , and he describes theory applications, especially in schools.	
<b>19. Penetrating the Barriers to Teaching Higher Thinking</b> , Viola Supon, <i>The Clearing House</i> , May/June 1998.	<b>83</b>
Parents and teachers want children to become <b>critical thinkers</b> —thinkers who can <b>integrate information</b> , do <b>reflective analysis</b> , and <b>diversify their perspectives</b> . How these goals can be accomplished in the classroom is the main thrust of this article.	

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<b>20. Face It!</b> Deborah Blum, <i>Psychology Today</i> , September/October 1998.	<b>88</b>
<b>The face</b> is an extraordinary communicator, capable of signaling genuine or faked <b>emotions</b> . Scientists are studying how we signal emotions to others and how others "read" our emotions. The <b>universality of facial expressions</b> is tempered by <b>cultural differences</b> .	
<b>21. Emotion in the Second Half of Life</b> , Laura L. Carstensen and Susan Turk Charles, <i>Current Directions in Psychological Science</i> , October 1998.	<b>95</b>
Unfortunately, psychologists have generally focused on <b>age-related declines</b> . However, a more enlightened and <b>positive view of aging</b> can be created if we focus on <b>the emotions</b> and <b>social motives of the elderly</b> .	
<b>22. Psychology: A Study Finds That among Professions, the Secret Service Is Best at Distinguishing between Lies and Truth</b> , Susan Campbell, <i>Los Angeles Times</i> , June 29, 1999.	<b>100</b>
Psychologist Paul Ekman has embarked on research to determine <b>who can and cannot be deceived</b> , because, as he comments, "there's no arena in which <b>lies</b> don't occur." According to his research, psychologists are not good at <b>lie detection</b> while Secret Service agents are. Reasons for this finding are presented by Susan Campbell in this report.	



## UNIT 5

### Cognitive Processes

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



## UNIT 6

### Emotion and Motivation

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



## Development

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

23. **The Biology of Joy**, Jeremiah Creedon, *Utne Reader*, 102  
November/December 1997.  
Biologically speaking, scientists are close to knowing what **pleasure** is. In the 1970s, **endorphins** were considered the keys to human pleasure and joy. Today's scientists are refining their understanding of body/mind connections and the causes of and controls for pleasure.
24. **The Moral Development of Children**, William Damon, 107  
*Scientific American*, August 1999.  
Children need to learn to move morally from "people should be honest" to "I want to be honest." This article reviews prominent **theories of moral motivation** as well as what parents can do to raise **moral conscientiousness** in children.

## Overview

25. **The Seven Stages of Man**, Constanza Villalba, *New York Times*, February 17, 1999. 114  
This brief article reviews a variety of genetic, biological, and social changes that men experience at each **stage of life**. Many **informative statistics**, especially statistics related to health and health risks, are presented.
26. **Fetal Psychology**, Janet L. Hopson, *Psychology Today*, 119  
September/October 1998.  
Birth may be 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.
27. **Do Parents Really Matter? Kid Stuff**, Annie Murphy Paul, *Psychology Today*, January/February 1998. 124  
**Parents** once were blamed for their children's failures and given credit for their successes. Then, the role of **nature** was given much greater emphasis than parenting skills or **nurture**. Today, the thought is that parents can work with their children's innate tendencies to rear happy and healthy offspring.
28. **Rethinking Puberty: The Development of Sexual Attraction**, Martha K. McClintock and Gilbert Herdt, *Current Directions in Psychological Science*, December 1996. 128  
**Puberty** and first **sexual attraction** are different psychosocial and physiological phenomena. New research shows that there are two distinct **stages**, not one.
29. **Live to 100? No Thanks**, Susan L. Crowley, *AARP Bulletin*, 133  
July/August 1999.  
The American Association of Retired People (AARP) surveyed over 2,000 individuals and 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.

## Overview 136

30. **Who Are the Freudians?** Edith Kurzweil, *Society*, May/June 1999. 138

The author explores the status of **Freudian theory** around the world and discovers that his theory and therapy, both called **psychoanalysis**, are recreated differently in various **cultures**. She also finds that Freud's legacy as practiced by some of his followers would probably be rejected by Freud. On the other hand, those scholars who reject Freud ironically often spend their lifetimes studying his every word.

31. **The Stability of Personality: Observations and Evaluations**, Robert R. McCrae and Paul T. Costa Jr., *Current Directions in Psychological Science*, December 1994. 142

There is substantial evidence for the **stability of personality** as well as for **individual differences** in personality traits. The authors review research on personality that supports their views and critique research methodology that does not.

32. **Making Sense of Self-Esteem**, Mark R. Leary, *Current Directions in Psychological Science*, February 1999. 145

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

33. **Social Anxiety**, Joannie M. Schrof and Stacey Schultz, *U.S. News & World Report*, June 21, 1999. 148

Millions of Americans struggle with **shyness**. Why and when people are shy and how severe shyness can be overcome are explained in this detailed article by Joannie Schrof and Stacey Schultz.

## Overview 154

34. **Friendships and Adaptation across the Life Span**, Willard W. Hartup and Nan Stevens, *Current Directions in Psychological Science*, June 1999. 156

**Friends** foster a **sense of well-being** across a **life span** although adults and children may conceptualize and interact with friends differently. The friends who provide the most social capital are those who are **well-adjusted** and **socially competent**.

35. **What Makes a Leader?** Daniel Goleman, *Harvard Business Review*, November/December 1998. 159

What makes a **leader**? Intelligence? Special skills? Daniel Goleman contends that it is **emotional intelligence** or the ability to interact well with others. The first step in acquiring emotional intelligence is developing **a sense of self-awareness**. Then and only then can we establish solid relationships with others.



## UNIT 8

### Personality Processes

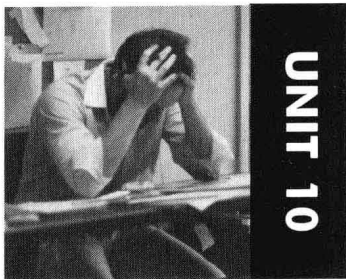
Four selections discuss a few of the processes by which personalities are developed. Topics include sex differences, state of mind, and hostility.



## UNIT 9

### Social Processes

Four selections discuss how the individual's social development is affected by genes, stereotypes, prejudice, and self-help.



## Psychological Disorders

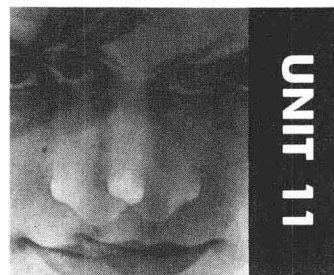
Six articles examine several psychological disorders. Topics include unexpected behavior, the impact of depression on a person's well-being, and physical abuse.

36. **Reducing Prejudice: Combating Intergroup Biases,** 168  
John F. Dovidio and Samuel L. Gaertner, *Current Directions in Psychological Science*, August 1999.  
Two well-known psychologists who work regularly in the field of **stigma** and **bias** differentiate **modern from old-fashioned prejudice**. They then discuss how each can be overcome.
37. **Psychologist Links Video Games, Violence,** H. J. 172  
Cummins, *The Washington Times*, February 23, 1999.  
Much has been made in **the popular press** and **scientific journals** of the link between **televised violence** and **childhood aggression**. In this article, a newer medium, **video games**, is linked to recent **high school shootings**. Such games, one psychologist claims, which never teach us when *not* to shoot, do contribute to violence in our society.

## Overview 174

38. **Chronic Anxiety: How to Stop Living on the Edge,** 176  
*Harvard Health Letter*, July 1998.  
**Chronic anxiety** differs from healthy feelings of nervousness. **Anxiety disorders** are the most common disorders affecting Americans and often coexist with **depression**. How to recognize and treat these disorders is the focus of this article.
39. **How Stress Attacks You,** Jerry Adler, *Newsweek*, June 14, 1999. 179  
**Stress** may serve an **evolutionary survival purpose**, but for many people stress is detrimental. Identifying these individuals, determining how their stress responses are different from more **resilient individuals**, and learning how to overcome stress are examined in this article.
40. **Dysthymia: Treating Mild Depression's Major Effects,** 183  
*Harvard Health Letter*, March 1999.  
**Dysthymia** is a form of **mild but chronic depression**. This article distinguishes dysthymia from other disorders in terms of symptomatology. In addition, various **treatment options** for dysthymic individuals are presented.
41. **The Clustering and Contagion of Suicide,** Thomas 186  
E. Joiner Jr., *Current Directions in Psychological Science*, June 1999.  
Is **suicide** contagious? According to Thomas Joiner, the answer is a qualified "yes." However, **media-inspired suicide** does not at present appear to be contagious. On the other hand, **point-cluster suicides**, where individuals are contiguous in space and time (as in high schools), do appear to be contagious.
42. **Obsessive-Compulsive Disorder—Part I,** Harvard 189  
*Mental Health Letter*, October 1998.  
This part one of a two-part series addresses the prevalence and diagnosis of **obsessive-compulsive disorder**.
43. **Obsessive-Compulsive Disorder—Part II,** Harvard 192  
*Mental Health Letter*, November 1998.  
This part two of a two-part series documents the **causes and treatments** of **obsessive-compulsive disorder**.

<b>Overview</b>	<b>196</b>
<b>44. What You Can Change and What You Cannot Change,</b> Martin E. P. Seligman, <i>Psychology Today</i> , May/June 1994.	<b>198</b>
Americans seem to be on constant <b>self-improvement</b> kicks, many of which fail. Martin Seligman helps us understand those endeavors on which we waste our time and those with which we can probably make some progress. In particular, he discusses <b>psychological disorders</b> .	
<b>45. Think Like a Shrink,</b> Emanuel H. Rosen, <i>Psychology Today</i> , September/October 1998.	<b>206</b>
Most clients go to <b>psychotherapists</b> because they recognize that they have <b>distorted perceptions</b> . Therapists strip away <b>defensiveness</b> . Emanuel Rosen supplies some heuristics or rules of thumb used by psychologists that we, too, can apply to assess our own or others' <b>mental health</b> .	
<b>46. The Quest for a Cure,</b> Mark Nichols, <i>Maclean's</i> , December 1, 1997.	<b>209</b>
<b>Depression</b> 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. <b>Prozac</b> , in particular, is showcased in this article.	
<b>47. New Treatments for Schizophrenia—Part I,</b>	<b>212</b>
Harvard Mental Health Letter, April 1998.	
<b>Schizophrenia</b> remains a mystery. Many older <b>drug treatments</b> caused mild to severe side effects. Newer treatments have been developed because of advances in our knowledge of the <b>brain's chemical transmitters</b> and receptor sites. The sooner treatment is started with these new drugs, the sooner the person can recover and relapse can be prevented.	
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## Psychological Treatments

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

# Editors/Advisory Board

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

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# Topic Guide

This topic guide suggests how the selections and World Wide Web sites found in the next section of this book relate to topics of traditional concern to psychology students and professionals. It is useful for locating interrelated articles and Web sites for reading and research. The guide is arranged alphabetically according to topic.

The relevant Web sites, which are numbered and annotated on pages 4 and 5, are easily identified by the Web icon ( ) under the topic articles. By linking the articles and the Web sites by topic, this ANNUAL EDITIONS reader becomes a powerful learning and research tool.

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
<b>Adolescents</b>	28. Rethinking Puberty: The Development of Sexual Attraction • <b>8, 14, 19, 21, 22, 25</b>	<b>Drugs/Drug Treatment</b>	46. Quest for a Cure 47. New Treatments for Schizophrenia—Part I • <b>31, 32, 33</b>
<b>Aging</b>	14. Losing Your Mind? 29. Live to 100? No Thanks • <b>22</b>	<b>Dysthymia</b>	41. Dysthymia: Treating Mild Depression's Major Effects • <b>25, 26, 27, 32</b>
<b>Alzheimer's</b>	14. Losing Your Mind? • <b>22</b>	<b>Emotions</b>	20. Face It! 21. Emotion in the Second Half of Life 22. Psychology: A Study Finds That among Professions, the Secret Service Is Best at Distinguishing between Lies and Truth 23. Biology of Joy • <b>20, 22, 23</b>
<b>Anxiety/Anxiety Disorder</b>	38. Chronic Anxiety: How to Stop Living on the Edge • <b>25, 26, 27</b>	<b>Emotional Intelligence</b>	35. What Makes a Leader? • <b>23</b>
<b>Brain</b>	4. Nature, Nurture: Not Mutually Exclusive 7. Split Brain Revisited 8. Senses • <b>8, 9, 10, 11, 15, 17, 19, 22</b>	<b>Fetus</b>	26. Fetal Psychology
<b>Children</b>	16. Child Psychologist: Jean Piaget 17. Cognitive Development in Social and Cultural Context 25. Seven Stages of Man 26. Fetal Psychology 27. Do Parents Really Matter? Kid Stuff • <b>15, 17, 20, 21, 22</b>	<b>Friends/Friendship</b>	34. Friendship and Adaptation across the Life Span • <b>14, 19, 21</b>
<b>Cognition</b>	16. Child Psychologist: Jean Piaget 17. Cognitive Development in Social and Cultural Context 19. Penetrating the Barriers to Teaching Higher Thinking • <b>15, 17, 21, 22</b>	<b>Freud/Psychoanalysis</b>	30. Who Are the Freudians? • <b>5, 33</b>
<b>Critical Thinking</b>	19. Penetrating the Barriers to Teaching Higher Thinking • <b>4, 7, 8, 10, 11</b>	<b>Genes/Genetics</b>	4. Nature, Nurture: Not Mutually Exclusive 5. What We Learn from Twins: The Mirror of Your Soul 6. Optimizing Expression of the Common Human Genome for Child Development • <b>8, 9, 10, 11, 22, 23</b>
<b>Deafness</b>	9. Deaf Defying • <b>4</b>	<b>Intelligence</b>	18. Multiple Intelligence Disorder • <b>15, 16, 17, 18</b>
<b>Depression</b>	40. Dysthymia: Treating Mild Depression's Major Effects 46. Quest for a Cure • <b>25, 26, 27, 30, 32</b>	<b>Leadership</b>	35. What Makes a Leader? • <b>23</b>
<b>Development</b>	24. Moral Development of Children 25. Seven Stages of Man 26. Fetal Psychology 27. Do Parents Really Matter? Kid Stuff 28. Rethinking Puberty: The Development of Sexual Attraction 29. Live to 100? No Thanks • <b>8, 9, 15, 21, 22</b>	<b>Learning</b>	12. Learning Begins Even before Babies Are Born, Scientists Show 13. What Constitutes "Appropriate" Punishment? • <b>14, 15</b>
<b>Dreams</b>	11. Night Life • <b>31, 33</b>	<b>Media</b>	3. How Are Psychologists Portrayed on Screen? 37. Psychologist Links Video Games to Violence
		<b>Memory</b>	14. Losing Your Mind? 15. Traumatic Memory Is Special • <b>14, 15</b>

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
<b>Mental Disorder</b>	38. Chronic Anxiety: How to Stop Living on the Edge 39. How Stress Attacks You 40. Dysthymia: Treating Mild Depression's Major Effects 41. Clustering and Contagion of Suicide 42. Obsessive-Compulsive Disorder—Part I 43. Obsessive-Compulsive Disorder—Part II 46. Quest for a Cure ⊙ <b>25, 26, 27, 28, 29, 30, 32</b>	<b>Punishment/Reinforcement</b>	13. What Constitutes "Appropriate" Punishment? ⊙ <b>8, 10, 11</b>
<b>Morality</b>	25. Moral Development of Children ⊙ <b>19, 20</b>	<b>Research</b>	1. Science and Pseudoscience 2. Research in the Psychological Laboratory: Truth or Triviality? 5. What We Learn from Twins: The Mirror of Your Soul ⊙ <b>6, 7</b>
<b>Motivation</b>	25. Moral Development of Children ⊙ <b>19, 20</b>	<b>Schizophrenia</b>	47. New Treatments for Schizophrenia—Part I ⊙ <b>26, 27</b>
<b>Nature/Nurture</b>	4. Nature, Nurture: Not Mutually Exclusive 5. What We Learn from Twins: The Mirror of Your Soul ⊙ <b>8, 9, 10, 11, 20, 22</b>	<b>Self/Self-Esteem</b>	32. Making Sense of Self-Esteem ⊙ <b>19, 23</b>
<b>Obsessive-Compulsive Disorder</b>	42. Obsessive-Compulsive Disorder—Part I 43. Obsessive-Compulsive Disorder—Part II ⊙ <b>26, 27</b>	<b>Sensation/Perception</b>	8. Senses 9. Deaf Defying 10. Importance of Taste ⊙ <b>12</b>
<b>Parents</b>	27. Do Parents Really Matter? Kid Stuff ⊙ <b>4</b>	<b>Shyness</b>	33. Social Anxiety ⊙ <b>8, 9, 10, 11, 23</b>
<b>Personality</b>	30. Who Are the Freudians? 31. Stability of Personality: Observations and Evaluations 32. Making Sense of Self-Esteem ⊙ <b>23</b>	<b>Sleep</b>	11. Night Life ⊙ <b>5, 31, 33</b>
<b>Prejudice/Race</b>	36. Reducing Prejudice: Combating Intergroup Biases	<b>Split Brain</b>	7. The Split Brain Revisited
<b>Prozac</b>	46. Quest for a Cure ⊙ <b>3, 26, 27</b>	<b>Stress</b>	39. How Stress Attacks You ⊙ <b>25, 26, 27</b>
<b>Psychopharmacology</b>	46. Quest for a Cure 47. New Treatments for Schizophrenia—Part I ⊙ <b>3, 26, 27</b>	<b>Suicide</b>	41. Clustering and Contagion of Suicide ⊙ <b>25, 26, 27, 30</b>
<b>Psychotherapy</b>	44. What You Can Change and What You Cannot Change 45. Think Like a Shrink ⊙ <b>1, 3, 5, 6, 31, 32, 33</b>	<b>Taste</b>	10. Importance of Taste ⊙ <b>12, 13</b>
<b>Puberty</b>	28. Rethinking Puberty: The Development of Sexual Attraction ⊙ <b>21</b>	<b>Thought/Thinking</b>	19. Penetrating the Barriers to Teaching Higher Thinking ⊙ <b>14, 15, 17</b>
		<b>Traits</b>	31. Stability of Personality: Observations and Evaluations ⊙ <b>23</b>
		<b>Twins</b>	5. What We Learn from Twins: The Mirror of Your Soul ⊙ <b>22</b>
		<b>Violence</b>	37. Psychologist Links Video Games to Violence ⊙ <b>24, 25, 27</b>

## ● AE: Psychology

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. If you are interested in learning more about specific topics found in this book, these Web sites are a good place to start. The sites are cross-referenced by number and appear in the topic guide on the previous two pages. Also, you can link to these Web sites through our DUSHKIN ONLINE support site at <http://www.dushkin.com/online/>.

**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

#### 1. Mental Health 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.

#### 2. Psychnet

<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.

#### 3. 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.

#### 4. 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.

### The Science of Psychology

#### 5. 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.

#### 6. American Psychological Society (APS)

<http://www.psychologicalscience.org/links.htm>

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.

#### 7. Psychology 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.

### Biological Bases of Behavior

#### 8. Biological Changes in Adolescence

<http://www.personal.psu.edu/faculty/n/x/nxd10/biologic2.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.

#### 9. 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.

#### 10. 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.

#### 11. 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.

### Perceptual Processes

#### 12. Psychology Tutorials

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

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

#### 13. Your Mind's Eye

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

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

### Learning and Remembering

#### 14. 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.

#### 15. 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.

## Cognitive Processes

### 16. 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.

### 17. Cognitive Science Article Archive

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

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

### 18. 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.

## Emotion and Motivation

### 19. 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.

### 20. 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.

## Development

### 21. American Association for Child and Adolescent Psychiatry

<http://www.aacap.org/factsfam/index.htm>

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.

### 22. 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.

## Personality Processes

### 23. The Personality Project

<http://fas.psych.nwu.edu/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.

## Social Processes

### 24. 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 cul-

ture is presented here. Resources, referrals, research and statistics, databases, and related Net links are available.

## Psychological Disorders

### 25. Anxiety Disorders in Children and Adolescents

[http://www.adaa.org/4\\_info/4i\\_child/4i\\_01.htm](http://www.adaa.org/4_info/4i_child/4i_01.htm)

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

### 26. Ask NOAH About: Mental Health

<http://www.noah.cuny.edu/illness/mentalhealth/mental.html>

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

### 27. Mental Health Infosource: Disorders

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

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

### 28. 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.

### 29. National Women's Health Resource Center (NWHRC)

<http://www.healthwomen.org>

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

### 30. Suicide Awareness: Voices of Education

<http://www.save.org>

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

## Psychological Treatments

### 31. JungWeb

<http://www.onlinepsych.com/jungweb/>

Dedicated to the work of Carl Jung, JungWeb is a comprehensive resource for Jungian psychology with links to Jungian psychology, reference materials, graduate programs, dreams, and multilingual sites.

### 32. 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.

### 33. 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 Selections

1. **Science and Pseudoscience**, *APS Observer*
2. **Research in the Psychological Laboratory: Truth or Triviality?** Craig A. Anderson, James J. Lindsay, and Brad J. Bushman
3. **How Are Psychologists Portrayed on Screen?** Scott Slek

## 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? Does Hollywood do a good job portraying psychology as it is really practiced?
- ❖ How do you think psychology is related to other scientific disciplines, such as sociology, biology, and human medicine? Are there other disciplines to which psychology might be related, for example, philosophy and mathematics? How so?
- ❖ 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 exclusively on research?
- ❖ Why is research important to psychology? What kinds of information can be gleaned from psychological research? What is validity? What is external validity? Can you provide an example of each? Why are these concepts important to psychological research? What types of problems are inherent in poorly designed research? How can psychological research be improved? At what general conclusion do Anderson, Lindsay, and Bushman arrive regarding laboratory research? Regarding field research?



Links

[www.dushkin.com/online/](http://www.dushkin.com/online/)

5. **Abraham A. Brill Library**  
<http://plaza.interport.net/nypsan/service.html>
6. **American Psychological Society (APS)**  
<http://www.psychologicalscience.org/links.htm>
7. **Psychology Research on the Net**  
<http://psych.hanover.edu/APS/exponnet.html>

These sites are annotated on pages 4 and 5.