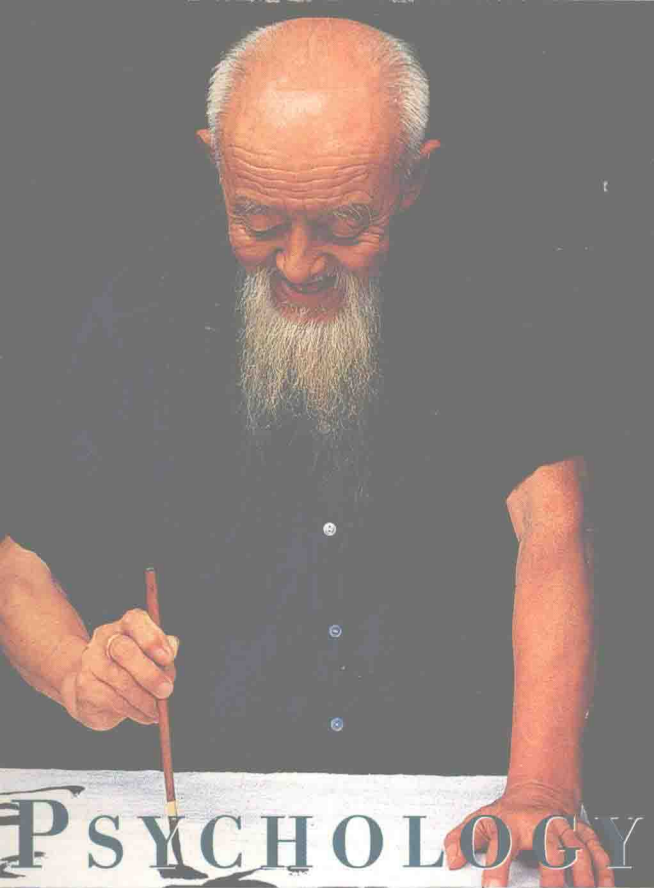
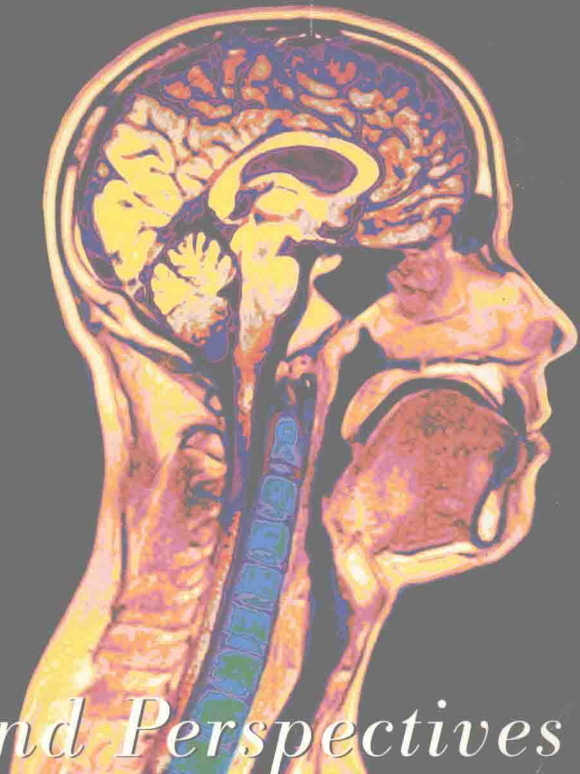


SATTLER / SHABATAY



PSYCHOLOGY IN CONTEXT

SECOND EDITION



Voices and Perspectives

PSYCHOLOGY IN CONTEXT

Voices and Perspectives



Second Edition

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PSYCHOLOGY IN CONTEXT

*To my father, Jerome M. Sattler
with deep respect and love
and
to Alden "Doc" Holmes and Clyde L. Glasson
for friendship, and for passing along their love of nature
and long walks in the High Sierra*

DAVID N. SATTLER

*To Heidi Sattler Philips
with love, and for all that binds us as mother and daughter
and
to Yehuda Shabatay, husband and friend
for his stories and songs, laughter and love*

VIRGINIA SHABATAY

Preface

Teaching introductory psychology is an inherently intellectual and emotional enterprise. As professors, we are faced with the challenges of not only presenting theory and research clearly, but also conveying to students our own personal involvement and excitement about the field. We want to show how what we study in the classroom relates to the world outside—in short, bring research and theory to life. Coupled with these challenges are other issues central to excellent teaching: (1) encouraging students to think critically by asking them to reflect on and analyze difficult issues; and (2) exposing students to the complexities of life events, ethical dilemmas, and cross-cultural issues. We suspect that learning is most rewarding when students have clear and vivid examples that relate theory and research findings to personal and interpersonal experiences. We designed this book to help instructors create a dynamic learning environment that shows students the vitality and complexity of the field of psychology.

Our goals for *Psychology in Context: Voices and Perspectives* are the following:

- To promote students' understanding and retention of key psychological concepts and issues.
- To bring theory and research alive through dynamic and insightful first-person accounts and narratives that illustrate psychological concepts and raise important and timely issues.
- To promote active learning by challenging students to consider, think critically about, and discuss the readings as they relate to fundamental psychological principles and concepts.
- To stimulate critical thinking about gender, multicultural, ethical, theoretical, and research issues.
- To expose students to the complexities of the field of psychology and ethical dilemmas.

This book can be used alone or in conjunction with any introductory psychology textbook.

Pedagogical Features

Each chapter contains between four and seven narratives written by popular and scholarly authors. The chapters and narratives each begin with an introduction that

orients the reader and presents the main psychological concepts and issues that are illustrated in the reading. In addition, on the first page of each article we present a psychological concept guide, in bold type, that lists the concepts and issues that the article illustrates. The concepts were selected after carefully reviewing more than twenty-five of the best-selling introduction to psychology textbooks and consulting with over twenty instructors who teach the course at a variety of institutions.

After each article, we present a series of questions designed to promote critical thinking and highlight research issues.

- *Response and Analysis* questions ask students to analyze and reflect on the concepts and issues presented in the article. These questions help students learn about the psychological concepts and issues in more detail.
- *Personal Experience and Application* questions ask students to explore their own reactions to and experiences with the issues and to consider how the issues may affect the community (for example, propose an intervention program, outline recommendations for a local school board).
- *Research* questions provide a solid foundation for exploring methodology at an introductory level while also promoting critical thinking. After a brief discussion of a research study, students are asked questions about how they might design the study, develop hypotheses, or interpret the results. They also cover basic methodological concepts, such as identifying and measuring variables, controlling for extraneous variables, and applying ethical research principles. The questions show students that (1) methodology and statistics are important for all areas of psychology; and (2) psychologists studying diverse areas of behavior rely on a common set of scientific methods. Students will find the research questions interesting, in part because they involve issues raised in the readings.

Criteria for Selecting the Readings

We used four primary criteria to select the readings. First, each selection had to illustrate key concepts, issues, and topics that are presented in most introductory psychology textbooks. Second, and equally important, each narrative had to be provocative: It had to arouse us, hold our attention, raise questions, be of interest to students, and promote critical thinking. Third, we favored selections that would broaden students' perspectives on gender, ethnic, and cultural influences. Finally, we chose and edited selections so that they were long enough to be absorbing but short enough that instructors could easily assign them as supplemental readings.

New for the Second Edition

This edition represents a comprehensive revision. We have included fifteen new readings and thoroughly reworked the pedagogical features of the remaining selections. We also reedited several selections.

Two sources of feedback guided this revision. First, several instructors contacted us and offered excellent suggestions. Second, Houghton Mifflin Company surveyed

almost twenty instructors who had adopted the first edition of the text. These instructors gave excellent commentary and direction concerning which selections to retain or replace, and offered insight on improving the pedagogy.

Suggestions for the Instructor: How to Use This Book

Psychology in Context: Voices and Perspectives can be used to create an active learning environment in small and large classes. Instructors may assign the readings to correspond to material presented during lecture or in the primary textbook. In addition, instructors using Douglas A. Bernstein's introductory psychology text will find useful suggestions for assigning the readings throughout the Annotated Instructor's Edition that accompanies his text.

This book also can be used to promote class discussions and to develop research projects, writing assignments, and other individual or group projects.

Class Discussion

Students enjoy discussing their reactions to the readings in class.

1. The questions that follow each reading stimulate good class discussion and reinforce students' understanding of psychological concepts. Instructors may ask students to answer the questions prior to or during the class, and to share their responses with the class. This activity also can serve as an excellent way to introduce a topic in class.

The research questions are a great resource for introducing and discussing research methodology. They teach basic concepts and principles and underscore the importance of methodology and statistics to all areas of psychology.

2. Students often enjoy a class debate. Many of the issues raised by the readings and the questions following each reading serve well for critical thinking and illustrate opposing viewpoints. For example, Richard Rodriguez's essay *A Bilingual Childhood* raises important questions concerning bilingualism. Should schools provide children who are immigrants with classes in their native language? How might the social and personal development of these children be affected by not learning well the language of their new country? What conflicts can occur in families when children adopt the customs of their new land? Elizabeth Loftus and Katherine Ketcham's essay *Witness for the Defense: A Mole and a Stutter—Tyronne Briggs* raises key questions concerning the accuracy of memory and memory contamination. How reliable is eyewitness testimony? What might influence our memories? In *The Revolt on K2*, Galen Rowell, a noted mountaineer and photographer, writes about the conflict that developed among a group that set out to climb one of the world's highest mountains. What problems might develop if a group member decides that he or she does not agree with the decisions of the others? How can the leaders or other group members encourage cooperation? How might competition affect cohesiveness? Students may debate various sides of the same issue in class.

Writing Assignments

Writing assignments allow students to analyze, question, and give personal responses to what they have read, and to develop writing skills. Instructors may require students to answer the questions for a given number of articles and turn in their answers at assigned times during the course or at the end of the semester.

The readings and questions also can serve as a basis for journals or response papers. Instructors might allow students to develop ideas that occur to them after reading the narratives and questions. The writing assignments could be turned in weekly or periodically throughout the course, depending on class size and time available to read and grade them. Instructors could assign grades, satisfactory or unsatisfactory credit, or extra credit as they see appropriate.

Research Projects

Instructors may use the readings to generate creative research projects.

1. Students could work alone or in groups to design a research proposal based on an idea raised in a reading or in the questions that follow each reading. The proposal might include a: (1) statement of the problem or question and why it is interesting or important; (2) summary of previous research exploring the problem or question; (3) statement presenting the hypothesis, independent variable(s), and dependent variable(s); and (4) description of the method (for example, participants, materials, procedures, controls, adherence to ethical standards).
2. Students could work alone or in groups to write a term paper based on one or several of the readings and questions. The term paper might explore the current state of knowledge about the topic. The paper, which might include an introduction, literature review, and discussion, could be turned in during the term or presented in class in a ten- to fifteen-minute presentation.
3. Advanced or honor students could investigate one question or author in detail. For instance, a student could read one or two books or articles by an author whose selection is included herein. They could learn more about the political, social, and economic forces that might have affected the author and/or influenced the issue discussed in the reading. The students could submit a written research report or make an oral presentation to the class.

Group Projects

The readings can be used to generate engaging individual and group projects.

1. Students might work in small groups, and each student in the group could compare his or her responses to the questions. Instructors might provide a rough agenda and time limits. Each group might have a group facilitator, recorder, and reporter. The group could compile and summarize its responses, and the reporter

could give a synopsis to the class. The variability of responses both within and among groups is often instructive.

2. Students working in groups could identify linkages between concepts that are presented in other selections in the same chapter or in different chapters. For example, in the Human Development chapter, Dick Gregory tells how poverty had a negative effect on his ability to learn in school. Students could use this essay to explore development and learning as well as prejudice and stereotypes, concepts that are discussed in the chapter on Social Thought and Social Behavior.

Instructor's Resource Manual

Instructors may wish to quiz students about the readings, psychological concepts, and research issues. The Instructor's Resource Manual contains multiple-choice, short-answer, and essay questions. It is available from your Houghton Mifflin Company representative.

A Final Note: Extending the Borders

In his remarkable book *An Anthropologist on Mars*, Oliver Sacks tells us that he is best able to understand both his patients and their illnesses when he gets out of his office and into their lives, making "house calls at the far borders of human experience." In this way he comes to know them and their conditions from within—as persons, and not merely as patients who have been handed a diagnosis. We believe that students, too, will better understand the issues in psychology if they can extend the borders of the theoretical into the world of human experience. We hope that this book will help them do so.

Acknowledgments

It is a special pleasure to express our appreciation to the many talented and dedicated people who provided creative ideas and suggestions for this book. We have been extremely fortunate in having Douglas A. Bernstein (University of South Florida, University of Surrey) collaborate with us. Doug's enthusiasm for our idea prompted him to put us in contact with Houghton Mifflin Company. His ongoing support, guidance, and contributions have played a significant role in shaping the book. Doug graciously offered his expertise and invaluable suggestions. It is a privilege working with him both professionally and as a friend. We also express our deep gratitude to Geoffrey P. Kramer (Grand Valley State University), good colleague and friend, for his contributions to this edition.

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It has been a delight to work on this book and the *Psychology in Context* series together. The series grew out of our engaging discussions concerning education and society that we have had over the years. To work together as colleagues while being mother and son has been a pleasure twice over.

We always are delighted to hear from students and faculty who use the book. We especially welcome feedback on how to improve the book and suggestions for readings to include in the next edition.

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David N. Sattler is Associate Professor of Psychology at the College of Charleston. After graduating Phi Beta Kappa with a degree in psychology from San Diego State University, David received his M.A. and Ph.D. in social psychology from Michigan State University. He has held academic positions at the University of California at San Diego, San Diego State University, and Scripps College. His research examines behavior in social dilemmas, and preparation for and responses to natural disasters (for example, coping, social support, and posttraumatic stress disorder). He has published in numerous journals, including *Journal of Personality and Social Psychology*, *International Journal of Stress Management*, *Journal of Applied Social Psychology*, and *Teaching of Psychology*. David is an avid photographer and backpacker.

Virginia Shabatay has a Ph.D. in humanities. She teaches at Palomar College and Grossmont College in San Diego, California, and has held academic positions at San Diego State University, Portland State University, and Lewis and Clark College. She has served as editorial consultant on numerous books, including *Martin Buber's Life and Work* by Maurice Friedman, and has contributed essays to several books. Her most recent publications are "Martin Buber and Sisela Bok: Against the Generation of the Lie," in *Martin Buber and the Human Sciences*, and "The Stranger: Who Calls? Who Answers?" in *Stories Lives Tell: Narrative and Dialogue in Education*. In her leisure time, she likes to read, travel, swim, and take long walks on the beach.

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The Courage to Change 59*Dennis Wholey***Psychological Concepts:** alcohol abuse, expectations of drug effects

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Practical Clinical Hypnosis 64*Robert G. Meyer***Psychological Concepts:** hypnosis, hypnotherapy, pain control

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