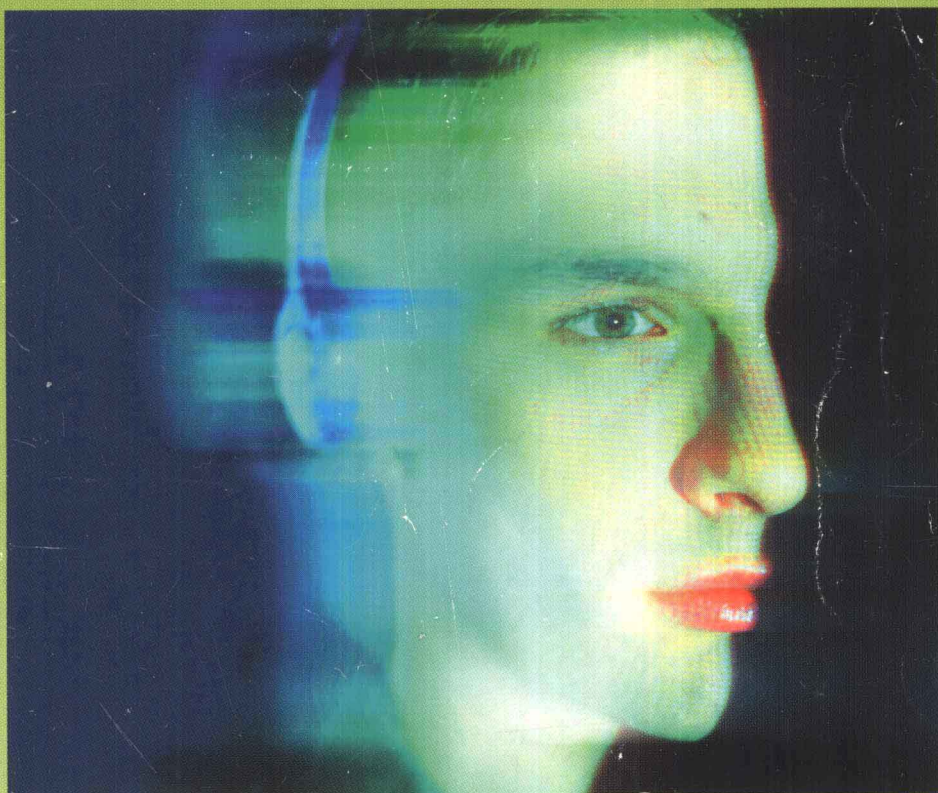


TAKING SIDES



Clashing Views on Controversial
Psychological Is

TWELFTH EDITION

Brent Slife

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Clashing Views on Controversial
Psychological Issues

TWELFTH EDITION

Selected, Edited, and with Introductions by

Brent Slife

Brigham Young University

McGraw-Hill/Dushkin
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To my three garrulous sons, Conor, Nathan, and Jacob

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Preface

Critical thinking skills are a significant component of a meaningful education, and this book is specifically designed to stimulate critical thinking and initiate lively and informed dialogue on psychological issues. In this book I present 36 selections, arranged in pro and con pairs, that address a total of 18 different controversial issues in psychology. The opposing views demonstrate that even experts can derive conflicting conclusions and opinions from the same body of information.

A dialogue approach to learning is certainly not new. The ancient Greek philosopher Socrates engaged in it with his students some 2,400 years ago. His point-counterpoint procedure was termed a *dialectic*. Although Socrates and his companions hoped eventually to know the “truth” by this method, they did not see the dialectic as having a predetermined end. There were no right answers to know or facts to memorize. The emphasis in this learning method is on how to evaluate information—on developing reasoning skills.

It is in this dialectical spirit that *Taking Sides: Clashing Views on Controversial Psychological Issues* was originally compiled, and it has guided me through this 12th edition as well. To encourage and stimulate discussion and to focus the debates in this volume, each issue is expressed in terms of a single question and answered with two points of view. But certainly the reader should not feel confined to adopt only one or the other of the positions presented. There are positions that fall between the views expressed or totally outside them, and I encourage you to fashion your own conclusions.

Some of the questions raised in this volume go to the very heart of what psychology as a discipline is all about and the methods and manner in which psychologists work. Others address newly emerging concerns. In choosing readings I was guided by the following criteria: the readings had to be understandable to newcomers to psychology; they had to have academic substance; and they had to express markedly different points of view.

Plan of the book Each issue in this volume has an issue *introduction*, which defines each author’s position and sets the stage for debate. Also provided is a set of point-counterpoint statements that pertain to the issue and that should help to get the dialogue off the ground. Each issue concludes with *challenge questions* to provoke further examination of the issue. The introduction and challenge questions are designed to assist the reader in achieving a critical and informed view on important psychological issues. Also, at the beginning of each part is a list of Internet site addresses (URLs) that should prove useful as starting points for further research. At the back of the book is a listing of all the *contributors to this volume*, which gives information on the psychologists, psychiatrists, philosophers, professors, and social critics whose views are debated here.

In the interest of space, the reference lists of many of the original articles have been omitted or severely curtailed. Although I welcome further scholarly investigations on these issues, I assume that readers who engage in such investigation will want to look up the original articles (with the original reference lists) anyway. Furthermore, many of the articles have been heavily edited.

Changes to this edition This edition represents a considerable revision. There are eight completely new issues: *Are Genetic Explanations of Attention Deficit Hyperactivity Disorder Faulty?* (Issue 4); *Should Psychology Adopt a Theory of Multiple Intelligences?* (Issue 8); *Do Rewards Facilitate Learning?* (Issue 10); *Do Multiple Personalities Exist?* (Issue 12); *Is Treating Homosexuality Ethical and Effective?* (Issue 13); *Does Electroshock Therapy Cure Depression?* (Issue 14); *Are Medications for Treating Depression Harmful?* (Issue 15); and *Is Pornography Harmful?* (Issue 18). Also, for Issue 6 on spanking, the NO selection was replaced to bring a fresh perspective to the debate. In all, there are 16 new selections. The issues that were dropped from the previous edition were done so on the recommendation of professors who let me know what worked and what could be improved.

A word to the instructor An *Instructor's Manual With Test Questions* (multiple-choice and essay) is available through the publisher for the instructor using *Taking Sides* in the classroom. A general guidebook, *Using Taking Sides in the Classroom*, which discusses methods and techniques for integrating the pro-con approach into any classroom setting, is also available. An online version of *Using Taking Sides in the Classroom* and a correspondence service for *Taking Sides* adopters can be found at <http://www.dushkin.com/usingsides/>.

Taking Sides: Clashing Views on Controversial Psychological Issues is only one title in the *Taking Sides* series. If you are interested in seeing the table of contents for any of the other titles, please visit the *Taking Sides* Web site at <http://www.dushkin.com/takingsides/>.

Acknowledgments In working on this revision I received useful suggestions from many of the users of the previous edition, and I was able to incorporate many of their recommendations for new issues and new readings.

In addition, special thanks go to Theodore Knight, list manager for the *Taking Sides* series at McGraw-Hill/Dushkin, for his support and perspective.

Brent Slife
Brigham Young University



Introduction

Unresolved Issues in Psychology

Brent Slife

Stephen C. Yanchar

Eminent psychologist Edward Bradford Titchener (1867–1927) once stated that although psychology has a short history, it has a long past. He meant that even though the science of psychology is of relatively recent origin, the subject matter of psychology extends back to ancient history. Unfortunately, this dual history—the short and the long—is rarely treated in psychology texts; most texts focus almost exclusively on the shorter history. This shorter history is thought to be guided by the scientific method, so texts are generally filled with the scientific facts of the discipline. However, we cannot fully understand psychology without also understanding its longer intellectual history, a history of age-old questions that have recently been addressed by science but rarely been completely answered. Some history texts portray this longer intellectual history, but they do not deal with its contemporary implications. *Taking Sides: Clashing Views on Controversial Psychological Issues* is dedicated to the unresolved issues that still plague psychologists from this longer history.

Why Are There Unresolved Issues?

The subject matter of psychology is somewhat different from the subject matter of the natural sciences. In fact, psychology has been termed a “soft” science because it deals with neither the “hard” world of observable entities and physical elements—like zoology, biology, physiology, and chemistry—nor the rigorous computational analyses of mathematics, physics, and astronomy. These hard sciences are disciplines in which the crucial questions can usually be answered through scientific observation and experimentation.

Psychologists, on the other hand, deal with the warm, “soft” world of human beings—the thoughts, attitudes, emotions, and behaviors of people interacting with other people. Psychologists are therefore concerned with many of the philosophical questions that seem so central and unique to humanity. These questions have no quick and simple answers. Indeed, these questions have occupied thinkers—scientists and philosophers alike—since at least the time of the ancient Greeks.

For example, psychologists regularly deal with the topic of mind and matter, or what is sometimes referred to as the mind-body problem. The mind-body

problem essentially asks, Does the mind (which is often viewed as *not* being entirely composed of matter) control the body (which *is* entirely composed of matter), or does the brain control the mind? Yet the essence of what we mean by the mind-body problem has been a topic of debate since at least the time of the Greek philosopher Aristotle (Robinson, 1989). Aristotle (384–322 B.C.) believed that the human mind had to be distinct from the crude matter of the human body. While the human body would eventually die and decay, the human mind (or soul) was imperishable. Aristotle accounted for much of human psychology on biological grounds (i.e., in terms of matter), but he still considered the higher rational activities of a human to be aspects of a mind that are independent of the body (Robinson, 1986). However, what is left out of his and other accounts is a precise explanation of how mind and body are connected. That is, if we assume that the mind is *not* composed of matter and is thus intangible, then how can it connect or interact with something material and tangible like the body? If, on the other hand, we decide that the mind *is* tangible and material, then we inherit a host of other problems associated with reductionism (see Slife & Williams, 1995, for details).

The point is that these and other such questions may not be resolved merely through scientific observation and experimentation. Scientific method is helpful for answering certain empirical questions, but its benefits are limited for many philosophical questions. And, for better or worse, psychology is infused with philosophical questions as well as empirical questions. There are basically two reasons for this infusion: the complexity of psychology's subject matter and the methods that psychologists use to study their subject matter.

Human beings—the primary subject matter of psychology—appear to operate with wills of their own within a hopelessly complex network of situations and relationships. This, it would seem, hinders the ability of scientists to attain the kind of certainty with people that they can attain with inanimate objects. Perhaps more important, it is difficult to know *why* people act in a particular manner because we cannot directly observe their intentions, thoughts, and desires. Thus, there are some aspects of human beings that elude the traditional methods of natural science.

The scientific method itself provides no irrefutable verification of an explanation. This is because data alone do not provide answers. Scientists sometimes talk as if the data from their experiments “tell” them what to believe or “give” them results, but this is somewhat misleading. Data are meaningless until they have been interpreted by the scientist (Slife & Williams, 1995). That is, scientists have a lot to do with their findings. Because there are a number of possible interpreters, there are, in principle, a number of possible interpretations. As some of the issues in this volume show, results that seem to supply indubitable proof for one interpreter might appear quite dubious to another. The reason for this is that the scientific method is set up in a manner that requires interpretation. As many who have studied this method have noted (e.g., Popper, 1959; Rychlak, 1988), the scientific method basically takes the form of a logical if-then statement: *If* my theory is correct, *then* my data will come out as I predict. However, problems can occur when we use this logic inappropriately. What if we know, for example, that we have the “then” portion of our

statement, that the data did come out as I predicted? Do we then know that my theory is correct? Of course we cannot know this, because there can be an alternative theory (or many alternatives) that could explain the same data.

Unfortunately, however, this is the way in which science is conducted. We do not know the “if” portion of our logical statement—that my theory is correct; we can only know the “then” portion—that my data came out as I predicted. And our knowledge of our data cannot tell us that our theory is correct. All we can ever do is *interpret* what our data mean because our data can always mean something else.¹

So, as a little logic has shown, data from human subjects can always be interpreted in different ways. In fact, because of these possible interpretations, there can never be a final and definitive experiment to determine what is really true about human beings (Slife & Williams, 1995). This is what scientists mean when they say that they cannot *prove* a theory but can only *support* it. Unfortunately, this simple distinction leaves many important questions unresolved, such as the mind-body problem. Still, this lack of resolution does not mean that scientists can ignore these issues. Just because certain issues are not amenable to scientific methods does not mean they go away. The issue of whether or not the mind controls matter, for example, is vital to cancer patients who wonder whether or not positive mental attitudes will alter the course of their disease. Such issues require exploration and debate regardless of the state of scientific knowledge. Whatever scientific information is available is important, and the lack of a complete scientific answer cannot prevent us from debating what information we do have, particularly when we may never get a complete scientific answer.

A Dialectical Approach

This volume introduces some of the most important contemporary debates in psychology as well as some classical issues that remain unresolved. As mentioned, this volume is different from texts that focus exclusively on what is known scientifically. Most texts with an exclusive scientific focus adopt a “banking conception” of education.

The banking conception of education assumes that students are essentially “banks” in which scientific facts are “deposited.” Because psychology is considered a science, there are presumably many scientific psychological facts, derived from experiments, that need to be deposited in students’ minds. The banking conception makes teachers and textbooks fact distributors or information transmitters. Lectures are monologues through which the facts of experiments or the findings of method are distributed and transmitted into the mental “banks” of students. At test time, then, teachers make information “withdrawals” to discern how well students have maintained the deposits of educational currency referred to as knowledge.

Since the time of the Greek philosopher Socrates (470–399 B.C.), the banking conception of education has not been considered effective for learning about unresolved conceptual issues. One reason for this is that nestled within the banking conception lies the assumption that knowledge is above

reasonable criticism and that the facts of a scholarly discipline are approximations of truth—distilled and ready for distribution to students. This is the notion of education that considers knowledge to be strictly objective. Students are thought to acquire a clear and objective picture of reality—the way things really are. As we have observed, however, it is questionable whether teachers of the “soft” sciences have access to clear and objective facts only. In many cases, the “facts” are not so clear and objective but rather puzzling and debatable. Indeed, interpretations of data are always debatable, in principle.

An alternative to the banking tradition of education is the *dialectical* tradition of education. In this tradition, there can be no meaning (and thus no knowledge) without opposition. For example, there is no way to understand what “beauty” or “upness” means without implicitly understanding what “ugliness” or “downness” is, respectively. To judge the beauty of a work of art, one must have some notion of the contrast to beauty. In other words, opposing notions only make sense when considered at the same time, one complementing the other and together forming a complete concept. In this Greek conception of the dialectic, there are no quick and easy answers to difficult questions, and there are few incontestable facts to present. Instead, there are at least two sides to every issue.

Socrates taught his students that we may begin in error or falsity, but we will eventually arrive at truth if we continue our dialectical conversation. This is because truth, for Socrates, involves uncovering what is already there. Because all conceptions—true or false—supposedly have their dialectical complements implicit within them, truth is itself already implicit and waiting to be revealed. Truth, then, according to Socrates, is uncovered by a rational analysis of the relevant (and perhaps even false) ideas and arguments already under discussion.

The discipline of psychology is often considered to be dialectical, at least in part. Any student who has studied the many different theories of human behavior (e.g., humanism, behaviorism, psychoanalysis) can attest to this. Psychology frequently consists of two or more voices on the same psychological issue. Consequently, many of the ideas of psychology develop through conversation that takes place among psychologists or among the students of psychology. Although this is understandable when we consider the complexity of psychology’s subject matter, it can create problems for the banking approach to education. What can be deposited in a mental bank when two or more voices are possible and the conversation among the voices is ongoing? Some information distribution is certainly important. However, information distribution alone cannot capture this type of knowledge in the discipline, because that knowledge is dialectical in nature.

Benefits of a Dialectical Approach

The dialectical approach is the focus of this volume: Psychological issues are presented in true dialectical fashion, with two distinct sides. Students are asked to familiarize themselves with both sides of an issue, look at the supporting evidence on both sides, and engage in constructive conversation about possible

resolutions. This approach to education requires students to take an active role in making sense of the issues. In so doing, students benefit in several ways.

First, students come to a richer understanding of the subject matter of psychologists. It is important to understand that there is a dialectical, or humanities, side of psychology as well as an informational, or scientific, side of psychology. As necessary as data may be, there will always be a human interpreter of the data that will never permit psychology to dispense with humanities entirely.

Second, students develop a healthy respect for both sides of a debate. There is a natural tendency to underestimate reasonable arguments on one side or the other of a debate. Often, of course, the side one favors is the “most reasonable.” Without exception, the issues in this book have reasonable people and reasonable arguments *on both sides*. That is, these issues are issues in psychology precisely because they have reasonable arguments and evidence on either side. This is not to say that both sides are correct (although this too is possible). It is to say, rather, that a proper appreciation of both sides is necessary to understanding what is at issue and thus to begin to find a resolution.

A third benefit of this dialectical approach is that students better understand the nature of psychological knowledge in general. Although contemporary psychologists have taken up the scientific challenge of exploring behavior and mind, many questions are still far from being answered. Psychology's parent, like all sciences, is philosophy. Hence, philosophical (or theoretical) issues always lurk behind the activities of psychologists. Issues such as mind versus body, free will versus determinism, nature versus nurture, and the philosophy of science are both philosophical and psychological questions. Students will necessarily have to entertain and explicate these types of issues as they learn about and advance the discipline.

Fourth, students become more aware of alternative views on controversial psychological issues. People often do not even realize that there is another point of view to an issue or evidence to the contrary. This realization, however, can help students to be more cautious in their knowledge. As the dialectician Socrates once noted, this caution is sometimes the first step toward true wisdom—knowing what it is that you don't know.

Finally, the dialectical approach promotes critical thinking skills. As authorities on critical thinking have noted (e.g., Brookfield, 1987), thinking skills require an awareness of what one *does* believe and a knowledge of alternatives regarding what one *could* believe. *Taking Sides: Clashing Views on Controversial Psychological Issues* provides both elements. Finely honed critical skills give students a better position from which to examine the psychological literature critically and to select or develop their own positions on important psychological issues.

Note

1. Unfortunately, falsifying the consequent—the “then” portion of our logical statement—does not prevent us from needing to interpret either, as Slife and Williams (1995) have shown.

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On the Internet ...



Psychnet

Information on psychology may be obtained at this Web site through the site map or by using the search engine. You can access the American Psychological Association's newspaper, the *APA Monitor*; APA books on a wide range of topics; PsychINFO, an electronic database of abstracts on over 1,350 scholarly journals; and the Help Center for information on dealing with modern life problems.

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

Research Methods & Statistics Links

This site of the Social Psychology Network features links related to research methodology, human and animal research ethics, statistics, data analysis, and more.

<http://www.socialpsychology.org/methods.htm>

National Health and Medical Research Council: Ethical Issues

This site discusses the role of the National Health and Medical Research Council's Animal Welfare Committee and offers several links to further information about animal ethical issues.

<http://www.health.gov.au/nhmrc/issues/animalethics.htm>

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Issue 1. Classic Dialogue: Was Stanley Milgram's Study of Obedience Unethical? 2

YES: Diana Baumrind, from "Some Thoughts on Ethics of Research: After Reading Milgram's 'Behavioral Study of Obedience,'" *American Psychologist* (vol. 19, 1964) 4

NO: Stanley Milgram, from "Issues in the Study of Obedience: A Reply to Baumrind," *American Psychologist* (vol. 19, 1964) 9

Psychologist Diana Baumrind argues that Stanley Milgram's study of obedience did not meet ethical standards for research, because participants were subjected to a research design that caused undue psychological stress that was not resolved after the study. Social psychologist Stanley Milgram, in response to Baumrind's accusations, asserts that the study was well designed, the stress caused to participants could not have been anticipated, and the participants' anguish dissipated after a thorough debriefing.

Issue 2. Should Animals Be Used in Psychological Research? 18

YES: Elizabeth Baldwin, from "The Case for Animal Research in Psychology," *Journal of Social Issues* (vol. 49, no. 1, 1993) 20

NO: Alan D. Bowd and Kenneth J. Shapiro, from "The Case Against Laboratory Animal Research in Psychology," *Journal of Social Issues* (vol. 49, no. 1, 1993) 28

Elizabeth Baldwin, a research ethics officer for the American Psychological Association's Science Directorate, maintains that the benefits of behavioral research with animals are substantial and that the animals are being treated humanely. Professor of educational psychology Alan D. Bowd and Kenneth J. Shapiro, executive director of Psychologists for the Ethical Treatment of Animals, argue that the harm done to animals in this research is not widely known and that the "benefits" are not sufficient to balance this cruelty.

Issue 3. Is the Consumer Reports Conclusion That "Psychotherapy Helps" Valid? 36

YES: Martin E. P. Seligman, from "The Effectiveness of Psychotherapy: The Consumer Reports Study," *American Psychologist* (December 1995) 38

NO: Neil S. Jacobson and Andrew Christensen, from "Studying the Effectiveness of Psychotherapy: How Well Can Clinical Trials Do the Job?" *American Psychologist* (October 1996) 43

Psychotherapy researcher Martin E. P. Seligman defends the conclusion of *Consumer Reports* that psychotherapy is effective by pointing to the importance of client satisfaction in the actual settings in which the clients are treated. Psychotherapy researchers Neil S. Jacobson and Andrew Christensen contend that the *Consumer Reports* study is essentially the same as 40-year-old studies that have long been rejected as inadequate.

PART 2 BIOLOGICAL ISSUES 53

Issue 4. Are Genetic Explanations of Attention Deficit Hyperactivity Disorder Faulty? 54

YES: Jay Joseph, from "Not in Their Genes: A Critical View of the Genetics of Attention-Deficit Hyperactivity Disorder," *Developmental Review* (December 2000) 56

NO: Stephen V. Faraone and Joseph Biederman, from "Nature, Nurture, and Attention Deficit Hyperactivity Disorder," *Developmental Review* (December 2000) 70

After reviewing the literature on the genetic causes of ADHD, professor of psychology Jay Joseph concludes that such claims are unsupported and that psychosocial causes need further exploration. Clinical psychologists Stephen V. Faraone and Joseph Biederman reject Joseph's conclusions on the grounds that he makes errors in scientific logic and ignores much of the relevant research.

Issue 5. Is Love a Mechanism of Evolution? 84

YES: Helen Fisher, from "The Nature of Romantic Love," *The Journal of NIH Research* (April 1994) 86

NO: Jeffrey S. Reber and Marissa S. Beyers, from "Love Is Not an Evolutionarily Derived Mechanism," An Original Essay Written for This Volume (January 2000) 93

Anthropologist Helen Fisher contends that love is a chemical mechanism through which natural selection initiates and sustains human pair-bonds. Furthermore, she maintains that serial monogamy has adaptive advantages and is visible in worldwide patterns of divorce. Freelance writers Jeffrey S. Reber and Marissa S. Beyers contend that love is not merely biological but also fundamentally relational, social, and psychological. Additionally, they argue that Fisher's commitment to an evolutionary perspective leads to a biased interpretation of the evidence.

PART 3 HUMAN DEVELOPMENT 103

Issue 6. Does Spanking Lead Children to Become More Violent? 104

YES: Murray A. Straus, from *Beating the Devil Out of Them: Corporal Punishment in American Families and Its Effects on Children* (Lexington Books, 1994) 106

NO: Den A. Trumbull and S. DuBose Ravenel, from "Spare the Rod?" *Family Policy* (September–October 1996) 115

Professor of sociology Murray A. Straus argues that several studies show a link between childhood spanking and aggressive behavior in later life because spanking teaches a child violence. Pediatricians Den A. Trumbull and S. DuBose Ravenel, of the Family Research Council, argue that the current research on spanking fails to distinguish between spanking and physical abuse and, thus, leads to inaccurate results about parents who appropriately spank their children.

Issue 7. Does Viewing Television Increase Aggression? 126

YES: Brandon S. Centerwall, from "Television and Violent Crime," *The Public Interest* (Spring 1993) 128

NO: Brian Siano, from "Frankenstein Must Be Destroyed: Chasing the Monster of TV Violence," *The Humanist* (January/February 1994) 137

Brandon S. Centerwall, an epidemiologist, argues that children act out the violence they see on television and carry the violent behaviors into adulthood. Brian Siano, a writer and researcher, contends that children with nonnurturing parents, regardless of the children's television viewing habits, tend to be more aggressive than children who closely identify with either parent.

PART 4 COGNITIVE PROCESSES 149

Issue 8. Should Psychology Adopt a Theory of Multiple Intelligences? 150

YES: Howard Gardner, from "A Multiplicity of Intelligences," *Scientific American Presents* (Winter 1998) 152

NO: Linda S. Gottfredson, from "The General Intelligence Factor," *Scientific American Presents* (Winter 1998) 159

Psychologist Howard Gardner argues that humans are better understood as having eight or nine different kinds of intelligence rather than as having one general intelligence. Psychologist Linda S. Gottfredson contends that despite some popular assertions, a single factor for intelligence can be measured with IQ tests and is predictive of success in life.

Issue 9. Do Adults Repress Childhood Sexual Abuse? 172

YES: May Benatar, from "Running Away From Sexual Abuse: Denial Revisited," *Families in Society: The Journal of Contemporary Human Services* (May 1995) 174

NO: Susan P. Robbins, from "Wading Through the Muddy Waters of Recovered Memory," *Families in Society: The Journal of Contemporary Human Services* (October 1995) 183