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Psychology

01/02



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PSYCHOLOGY

01/02

Thirty-First Edition

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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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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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In publishing ANNUAL EDITIONS we recognize the enormous role played by the magazines, newspapers, and journals of the public press in providing current, first-rate educational information in a broad spectrum of interest areas. Many of these articles are appropriate for students, researchers, and professionals seeking accurate, current material to help bridge the gap between principles and theories and the real world. These articles, however, become more useful for study when those of lasting value are carefully collected, organized, indexed, and reproduced in a low-cost format, which provides easy and permanent access when the material is needed. That is the role played by ANNUAL EDITIONS.

Ronnie's parents couldn't understand why he didn't want to be picked up and cuddled as did his older sister when she was a baby. As an infant, Ronnie did not respond to his parents' smiles, words, or attempts to amuse him. By the age of two, Ronnie's parents knew that he was not like other children. He did not speak, 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 weekdays. 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, with scientific methods. Researchers, using carefully planned methods, try 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 layperson to understand.

Annual Editions: Psychology 01/02 is designed to meet the needs of lay people and introductory-level students who are curious about psychology. *Annual Editions: Psychology 01/02* 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 that is discussed in most introductory psychology classes.

As in any science, some of the findings discussed in this collection are startling, while others confirm what we already know. Some articles will invite speculation about social and personal issues; others 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 answer such questions and concerns.

I believe that you will find this edition of *Annual Editions: Psychology 01/02* 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 the articles that are most appropriate for each particular unit of study in your course.

Your instructor may provide some help in assigning articles to supplement the text. As you read them, 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, *APS Observer*, July/August 1999.

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

2. Research in the Psychological Laboratory: Truth or Triviality? Craig A. Anderson, James J. Lindsay, and Brad J. Bushman, *Current Directions in Psychological Science*, February 1999.

In this essay, the authors scientifically examine whether or not **psychological research** conducted in the laboratory lacks **external validity**. 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 **laboratory and field studies** are worthwhile and valid.

3. Psychology's Tangled Web: Deceptive Methods May Backfire on Behavioral Researchers, Bruce Bower, *Science News*, June 20, 1998.

Deceptive research techniques have become more prominent in psychology. Participants, however, can dupe researchers into believing that the participants did not know they were deceived. The **ethics** and other ramifications of deception in psychological research are discussed in Bruce Bower's article.

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4. The End of Nature Versus Nurture, Frans B. M. de Waal, *Scientific American*, December 1999.

The **nature-nurture** debate is an old one and has often been tempered by political agendas. Frans B. M. de Waal spells out why some **human behavior** can be changed because it is learned while other behavior resists change due to its **biological basis**.

5. Decoding the Human Body, Sharon Begley, *Newsweek*, April 10, 2000.

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

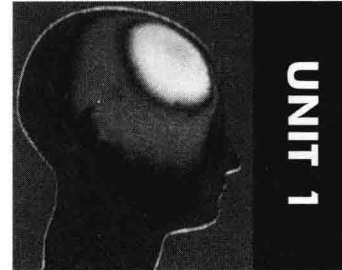
6. The Future of the Brain, Norbert R. Myslinski, *The World & I*, August 2000.

New **brain imaging techniques** such as PET and MRI are reviewed in this article by Norbert Myslinski. New possibilities such as more precise, less invasive **brain surgery** are discussed as outcomes of utilizing this technology.

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The Science of Psychology

Three articles examine psychology as the science of behavior.



Biological Bases of Behavior

Three 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

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

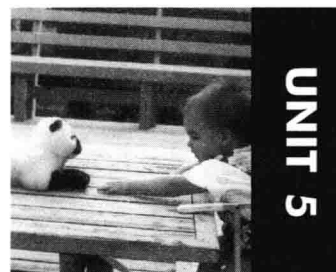
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- 7. The Senses**, *U.S. News & World Report*, January 13, 1997. 42
This article offers an introduction to the importance of the **human senses** in general, with a brief overview of each distinct sense. It concludes that the senses are windows to the **brain**.
- 8. Vision: A Window on Consciousness**, Nikos K. Logothetis, *Scientific American*, November 1999. 47
Neuroscientist Nikos Logothetis discusses **consciousness**, a difficult concept to define, much less to study. **Neural research** on **visual ambiguity** is demonstrating that we are unaware of a great deal of activity in our brains even though we sense its stimulation. Researchers are untangling which neurons reflect consciousness and which do not.
- 9. Noise: A Rising Racket Threatens Our Hearing and Our Quality of Life. Why Isn't That Message Being Heard?** *Consumer Reports*, September 1999. 55
Noise plagues Americans and even makes some of us deaf. Reasonable noise levels, public education about **hearing loss**, and government legislation can go a long way toward saving our hearing. This article enlightens the reader about how much noise is too much noise.
- 10. Is There a Sixth Sense?** Dean Radin and Colleen Rae, *Psychology Today*, August 2000. 59
Is there any such thing as **Psi** or **presentiment**—a reaction to something bad before the negative event really happens? One psychologist presents affirmative research and, in contrast, another psychologist offers a counterbalance by providing criticism.

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- 11. Learning Begins Even Before Babies Are Born, Scientists Show**, Beth Azar, *APA Monitor*, December 1997. 66
Beth Azar writes about studies that have found that the **fetus** can learn to prefer certain sounds, flavors, and vibrations. After birth, this **learning** lingers into life. Researchers have developed ingenious methods for documenting their discoveries.
- 12. Different Strokes for Different Folks?** Steven A. Stahl, *American Educator*, Fall 1999. 68
Steven Stahl discusses what **learning styles** are and whether research supports the idea that teachers ought to **match children's learning styles to teaching methods**. In general, Stahl surprisingly concludes that this is an exercise in futility.

- 13. What Constitutes “Appropriate” Punishment?** 74
Paul L. DeVito and Ralph Hyatt, *USA Today Magazine (Society for the Advancement of Education)*, March 1995. Paul DeVito and Ralph Hyatt explore the philosophy of **punishment** and differentiate it from **reinforcement**. In order for punishment to be effective, it must be dispensed appropriately. Guidelines are presented in this report.
- 14. Lots of Action in the Memory Game,** George 77
Johnson, *Time*, June 12, 2000.
George Johnson reports on new experiments on **memory**, which are helping scientists understand that their theories are incorrect. Researchers still need to know how short-term experiences are transferred into **long-term memories**.
- 15. Speak, Memory,** Emily Mitchell, *Time*, February 28, 80
2000.
Emily Mitchell’s article confirms that as we age we have more **memory problems**, and she provides several **memory techniques** or **mnemonics** that are supported by scientific research.

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- 16. Smart Genes?** Michael D. Lemonick, *Time*, September 84
13, 1999.
The concept of **intelligence** is slippery because many of its qualities are elusive. Michael Lemonick’s article shows that by tampering with the genes of mice, scientists have been able to improve **learning** and **memory** in these mice. Such research may lead to a better understanding of and even treatments for memory disorders such as **Alzheimer’s disease**.
- 17. Who Owns Intelligence?** Howard Gardner, *The Atlantic Monthly*, February 1999. 88
Howard Gardner questions what **intelligence** is, how it should be measured, and what **individual differences** in intellectual ability or IQ mean. Though Gardner suggests that there is no one single, accepted definition of intelligence in psychology, he asserts that expanding the definition of the concept to the areas of **personality** and **motivation** is going too far.
- 18. Can Animals Think?** Eugene Linden, *Time*, September 96
6, 1999.
Do **animals** have higher **mental abilities**? Eugene Linden examines a variety of species in a multitude of situations and concludes that animals can **think**, although in a more constrained fashion than humans.



UNIT 5

Cognitive Processes

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



Emotion and Motivation

Four 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.

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19. The Gold Medal Mind, James Bauman, *Psychology Today*, May/June 2000. 102

Sports psychologist James Bauman asserts that great athletes are not just more **motivated** or more athletic. They are able to ignore **distractions**, do more **self-talk** and **mental rehearsal**, and relax better than nonathletes or average athletes.

20. Why We're Fat: Gender and Age Matter More Than You May Realize, Stacey Schultz, *U.S. News & World Report*, November 8, 1999. 106

Americans are becoming more and more **obese**. Stacey Schultz reports on studies of why, how, and when we gain weight, which is helping scientists understand how we can shed those extra pounds.

21. What's in a Face? Beth Azar, *Monitor on Psychology*, January 2000. 110

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

22. Emotional Intelligence: Do You Have It? Phillip M. Perry, *Floral Management*, October 1998. 112

Emotional intelligence or **EQ** is the ability to recognize your own **emotions** as well as the emotions of those around you. Phillip Perry reports that EQ is especially important if you supervise others, especially difficult employees.

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23. Fetal Psychology, Janet L. Hopson, *Psychology Today*, September/October 1998. 118

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.

24. Four Things You Need to Know About Raising Baby, Joanna Lipari, *Psychology Today*, July/August 2000. 123

Modern research with **infants** is demonstrating that babies are not the passive receptacles we once thought they were. Joanna Lipari reveals four old **myths about infants** and how science is disproving them. The article offers advice to parents about how best to tap actively into their infants' **development**.

25. **A World of Their Own**, Sharon Begley, *Newsweek*, 126
May 8, 2000.

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

26. **Live to 100? No Thanks**, Susan L. Crowley, *AARP Bulletin*, 129
July/August 1999.

Susan Crowley reports on a survey of more than 2,000 individuals by the American Association of Retired People (AARP). They 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.

27. **Start the Conversation**, *Modern Maturity*, 132
September/October 2000.

Death is stigmatized in American society to the point that most people don't talk about it. This article is designed to motivate people to assess their **death attitudes**, to plan for the future, and to increase understanding of this issue when they or others are dying.

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

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.

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

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

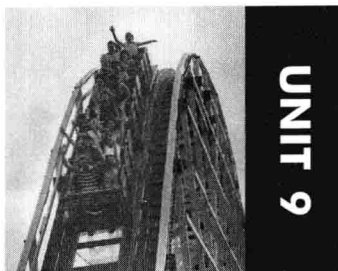
30. **Shyness: The New Solution**, Bernardo Carducci, *Psychology Today*, 148
January/February 2000.

Bernardo Carducci discloses new research on **shyness** as well as information about where it originates and how it can be overcome. The author pays special attention to the **Internet** as a means of overcoming shyness.



Personality Processes

Three 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.



UNIT 10

Psychological Disorders

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

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31. **How to Spot a Liar**, James Geary, *Time Europe*, March 13, 2000. 156

Humans and animals regularly deceive others. **Nature**, however, provides **clues** to help others decipher **deceit**. In humans, **the face** is a particularly revealing feature, so much so that **computers** are being programmed to detect liars, as James Geary reports.

32. **Coping With Crowding**, Frans B. M. de Waal, Filippo Aureli, and Peter G. Judge, *Scientific American*, May 2000. 159

The authors discuss early research with rodents on **crowding** that strongly suggested that crowding leads to high levels of **aggression**. New research with primates and humans suggests that primates are capable of flexible **adjustment** to all kinds of **environmental conditions**, including crowding.

33. **Reducing Prejudice: Combating Intergroup Biases**, John F. Dovidio and Samuel L. Gaertner, *Current Directions in Psychological Science*, August 1999. 164

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.

34. **Merits and Perils of Teaching About Other Cultures**, Walter A. McDougall, *American Educator*, Spring 2000. 168

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

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35. **Mental Health Gets Noticed**, David Satcher, *Psychology Today*, January/February 2000. 174

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

36. **Mental Disorders Are Not Diseases**, Thomas Szasz, *USA Today Magazine (Society for the Advancement of Education)*, July 2000. 177

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

37. **Depression: Beyond Serotonin**, Hara Estroff Marano, *Psychology Today*, March/April 1999. 180

Depression is no longer understood to be solely the result of misfiring of faulty **neurotransmitters**. Other aspects of the body, especially the whole **central nervous system**, can be involved in both cause and effect. Hara Marano unfolds the scientific data to back her assertions.

38. **The Clustering and Contagion of Suicide**, Thomas E. Joiner Jr., *Current Directions in Psychological Science*, June 1999. 187

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.

39. **The Doubting Disease**, Jerome Groopman, *The New Yorker*, April 10, 2000. 190

Just what is **mental illness** or **mental disorder**, especially **obsessive-compulsive disorder** (OCD)? Jerome Groopman takes a well-balanced look at explanations for OCD and assesses the effects of such a **diagnosis** (or **misdiagnosis**) on the individual.

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40. **What You Can Change and What You Cannot Change**, Martin E. P. Seligman, *Psychology Today*, May/June 1994. 196

Americans seem to be on constant **self-improvement** 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 **psychological disorders**.

41. **Think Like a Shrink**, Emanuel H. Rosen, *Psychology Today*, September/October 1998. 204

Most clients go to **psychotherapists** because they recognize that they have **distorted perceptions**. Therapists strip away **defensiveness**. Emanuel Rosen supplies some heuristics or rules of thumb used by psychologists that we, too, can apply to assess our own or others' **mental health**.

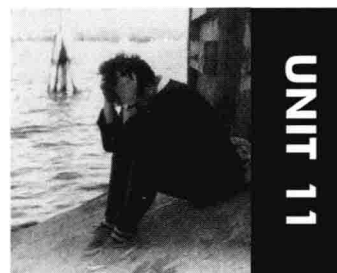
42. **The Quest for a Cure**, Mark Nichols, *Maclean's*, December 1, 1997. 207

Depression 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. **Prozac**, in particular, is showcased in this article.

43. **New Hope for People With Schizophrenia**, Patrick A. McGuire, *Monitor on Psychology*, February 2000. 210

An emphasis on **recovery** rather than maintenance of people with **schizophrenia** is helping more of these people lead fulfilling lives. Patrick McGuire reports on the recovery movement, which includes a **patient's right** to play a hands-on role in getting well and to know that each person is unique and therefore has different needs.

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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.

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Psychological Treatments

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Topic Guide

This topic guide suggests how the selections in this book relate to the subjects covered in your course.

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

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Culture	34. Merits and Perils of Teaching About Other Cultures 🌐 4	Genes/Genetics	4. End of Nature Versus Nurture 5. Decoding the Human Body 🌐 8, 9, 10, 11, 22, 23
Deafness	9. Noise 🌐 4	Intelligence	16. Smart Genes? 17. Who Owns Intelligence? 🌐 15, 16, 17, 18
Death/Dying	27. Start the Conversation	Learning	11. Learning Begins Even Before Babies Are Born 12. Different Strokes for Different Folks? 13. What Constitutes "Appropriate" Punishment? 🌐 14, 15
Deception	3. Psychology's Tangled Web 31. How to Spot a Liar 🌐 7, 23	Lying	31. How to Spot a Liar
Depression	37. Depression: Beyond Serotonin 38. Clustering and Contagion of Suicide	Memory	14. Lots of Action in the Memory Game 15. Speak, Memory 🌐 14, 15
		Mental Disorder	35. Mental Health Gets Noticed 36. Mental Disorders Are Not Diseases 37. Depression: Beyond Serotonin 38. Clustering and Contagion of Suicide

TOPIC AREA	TREATED IN	TOPIC AREA	TREATED IN
	39. Doubting Disease 42. Quest for a Cure 43. New Hope for People With Schizophrenia ☉ 25, 26, 27, 28, 29, 30, 31		2. Research in the Psychological Laboratory 3. Psychology's Tangled Web ☉ 6, 7
Mind	19. Gold Medal Mind ☉ 10, 11, 19	Schizophrenia	43. New Hope for People With Schizophrenia ☉ 26, 27
Motivation	19. Gold Medal Mind 20. Why We're Fat ☉ 19, 20	Schools	12. Different Strokes for Different Folks? 34. Merits and Perils of Teaching About Other Cultures ☉ 4
Nature/Nurture	4. End of Nature Versus Nurture 5. Decoding the Human Body 6. Future of the Brain 16. Smart Genes? ☉ 8, 9, 10, 11, 20, 22	Science	1. Science and Pseudoscience ☉ 7, 8, 9, 10, 11
Obesity	20. Why We're Fat ☉ 7, 8, 9, 10, 11, 26, 28	Self/Self-Esteem	29. Making Sense of Self-Esteem ☉ 19, 23
Obsessive-Compulsive Disorder	39. Doubting Disease ☉ 26, 27	Sensation/Perception	7. Senses 8. Vision: A Window on Consciousness 9. Noise ☉ 12
Parapsychology	10. Is There a Sixth Sense? ☉ 12, 13	Shyness	30. Shyness: The New Solution ☉ 8, 9, 10, 11, 23
Personality	28. Stability of Personality 29. Making Sense of Self-Esteem ☉ 23	Social Behaviors	30. Shyness: The New Solution 31. How to Spot a Liar 32. Coping With Crowding 33. Reducing Prejudice: Combating Intergroup Biases ☉ 8, 9, 10, 11, 23
Prejudice/Race	33. Reducing Prejudice: Combating Intergroup Biases	Sports	19. Gold Medal Mind
Psychotherapy	40. What You Can Change and What You Cannot Change 41. Think Like a Shrink ☉ 1, 3, 5, 6, 31, 32, 33	Suicide	38. Clustering and Contagion of Suicide ☉ 25, 26, 27, 30
Punishment/Reinforcement	13. What Constitutes "Appropriate" Punishment? ☉ 8, 10, 11	Traits	28. Stability of Personality ☉ 23
Research	1. Science and Pseudoscience		

● AE: PSYCHOLOGY

The following World Wide Web sites have been carefully researched and selected to support the articles found in this reader. The sites are cross-referenced by number and the Web icon (●) in the topic guide. In addition, it is possible to link directly 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. APA Resources for the Public

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

Use the site map or search engine to access *APA Monitor*, the American Psychological Association newspaper, APA books on a wide range of topics, PsychINFO, an electronic database of abstracts on scholarly journals, and the HelpCenter.

2. Mental Help Net

<http://mentalhelp.net>

This comprehensive guide to mental health online features more than 6,300 individual resources. Information on mental disorders and professional resources in psychology, psychiatry, and social work are presented.

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.html>

The APS is dedicated to advancing the best of scientific psychology in research, application, and the improvement of human conditions. Links to teaching, research, and graduate studies resources are available.

7. Psychological Research on the Net

<http://psych.hanover.edu/APS/exponet.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. Adolescence: Changes and Continuity

<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 and Demonstrations

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

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

13. A Sensory Adventure

http://illusionworks.com/html/jump_page.html

This multimedia site 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

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>

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

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://personality-project.org/personality.html>

This Personality Project (by William Revelle) is meant to guide those interested in personality theory and research to the current personality research literature.

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

Psychological Disorders

- 25. Anxiety Disorders**
<http://www.adaa.org/aboutanxietydisorders/>

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

- 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 Net: Disorders and Treatments Index**
<http://www.mentalhelp.net/dxtx.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.healthywomen.org>

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

- 30. SA/VE: 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. 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.

- 32. Links to the World of Carl Jung**
<http://www.cisnet.com/teacher-ed/jung.html>

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

- 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/>.