

A N N U A L E D I T I O N S

PSYCHOLOGY

95/96



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95/96

Twenty-Fifth Edition

Editor

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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 you'll find their careful consideration well reflected in this volume.

To the Reader

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. Within the articles, the best scientists, practitioners, researchers, and commentators draw issues into new perspective as accepted theories and viewpoints are called into account by new events, recent discoveries change old facts, and fresh debate breaks out over important controversies.

Many of the articles resulting from this enormous editorial effort 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*. Under the direction of each volume's Editor, who is an expert in the subject area, and with the guidance of an Advisory Board, we seek each year to provide in each ANNUAL EDITION a current, well-balanced, carefully selected collection of the best of the public press for your study and enjoyment. We think you'll find this volume useful, and we hope you'll take a moment to let us know what you think.

Ronnie's parents could not understand why he did not 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 weekdays. Ronnie's pediatrician assures his parents that their reasoning, while logical, probably holds no merit because the causes of autism are little understood. What can we do about children like Ronnie? From where does autism come? Can autism 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 answers to the complexities of 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 95/96 is designed to meet the needs of lay people and introductory level students who are curious about psychology. This annual edition provides a vast selection of readable and informative articles from popular magazines and newspapers. These articles are written primarily by journalists, but a few are written by psychologists with writing styles that are clear yet retain the excitement of the discovery of scientific knowledge.

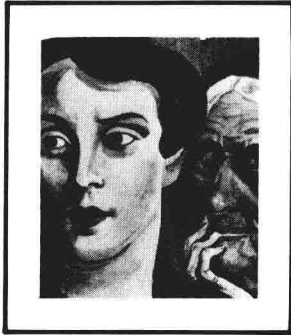
The particular articles selected for this volume were chosen to be representative of current work in psychology. They were selected because they are accurate in their reporting and provide examples of the types of psychological research discussed in most introductory psychology classes. As in any science, some of the findings discussed in this collection are startling, while others will confirm what we already suspect. Some will invite speculation about social and personal ramifications; others will demand careful thought about potential misuse of the applications of research findings. You will be expected to make the investment of effort and critical judgment needed to answer such questions and concerns.

I assume that you will find this collection of articles readable and useful. I suggest that you look at the organization of this book and compare it to the organization of your textbook and course syllabus. By examining the *topic guide* provided after the *table of contents*, you can identify those articles most appropriate for any particular unit of study in your course. Your instructor may provide some help in this effort. As you read the articles, 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 are designed to 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 of many scientists that we are able to discover and apply new knowledge.

Please take time to provide us with some 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.



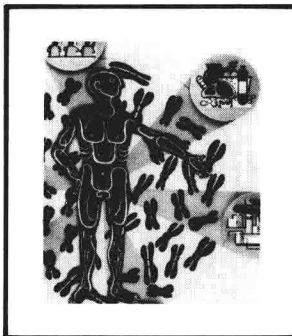
Karen Grover Duffy
Editor



Unit 1

The Science of Psychology

Three articles examine psychology as the science of behavior.



Unit 2

Biological Bases of Behavior

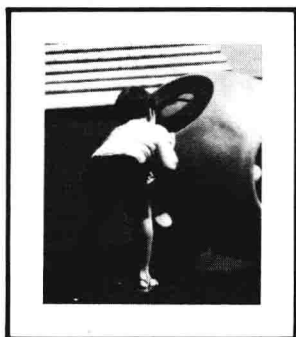
Five selections discuss the biological bases of behavior. Topics include brain functions and the brain's control over the body.

To the Reader Topic Guide Overview

- | | |
|---|----|
| 1. Scientific and Professional Psychology , Nathaniel J. Pallone, <i>Society</i> , November/December 1992. | iv |
| The number of psychologists in the United States has approximately quadrupled over the last three decades. Nathaniel Pallone looks at the scientists versus the practitioners , fragmentation in psychology, and the future of this vast field. | 2 |
| 2. Has Psychology a Future? Eleanor J. Gibson, <i>Psychological Science</i> , March 1994. | 4 |
| Eleanor Gibson urges psychologists not to give up on a grand theory . She suggests that reductionism, looking at small pieces of human behavior, and the nature-nurture controversy should be replaced by an organism-environment systems approach . | 6 |
| 3. Pollsters Enlist Psychologists in Quest for Unbiased Results , Daniel Goleman, <i>New York Times</i> , September 7, 1993. | 12 |
| Public survey results can be easily biased, for example, by how questions are sequenced. Psychologists are studying and assisting in the development of less biased surveys . | 19 |

Overview

- | | |
|--|----|
| 4. Nature or Nurture? Old Chestnut, New Thoughts , <i>The Economist</i> , December 26, 1992-January 8, 1993. | 22 |
| The nature/nurture issue is a major controversy in social science. While pro-nature proponents are still in the minority, their view is becoming increasingly popular as an explanation for intelligence , criminality , and sex differences . | 24 |
| 5. Born Gay? William A. Henry III, <i>Time</i> , July 26, 1993. | 27 |
| The origins of homosexuality may never be fully understood because this orientation is complex and varied. William Henry explores the issue of heredity in research that examines the origins of homosexuality by studying genes, family trees, and DNA. | |



Unit 3

Perceptual Processes

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

6. **Eugenics Revisited**, John Horgan, *Scientific American*, June 1993. 30

Eugenics is back in fashion. Scientists are looking for **genes** that cause **alcoholism**, **schizophrenia**, and other **individual differences**. However, some of the studies that are used to demonstrate the effects of **heritability** are questionable, especially the study of twins.

7. **The Human Mind: Touching the Intangible**, *The Economist*, December 26, 1992–January 8, 1993. 38

Neuropsychologists, using modern technology such as positron emission tomography (**PET**), are able to study **brain functioning** in relationship to **vision**, **memory**, **language**, and other specific psychological phenomena. How the brain functions as a coordinated whole is yet to be understood.

8. **Mind and Brain**, Gerald D. Fischbach, *Scientific American*, September 1992. 42

Is the **mind** housed in the **brain**? Are mind and brain the same? This issue and others are explored by Gerald Fischbach. An overview of how the brain and **neurons** function is also provided.

- Overview 50

9. **The Vision Thing: Mainly in the Brain**, Denise Grady, *Discover*, June 1993. 52

Vision is more than what meets the eye. Instead of viewing vision as a simple **sensory process**, researchers have deduced that vision is actually quite complex, a form of **sensory reasoning**, because of the complex role of the **brain**.

10. **Good Vibrations**, JoAnn C. Gutin, *Discover*, June 1993. 60

We are besieged each day with **noises**. The 32,000 receptors in our ears receive this **stimulation** and transmit it to the **brain**. The noise becomes interpretable sounds via this fascinating and sophisticated process.

11. **The Sniff of Legend**, Karen Wright, *Discover*, April 1994. 66

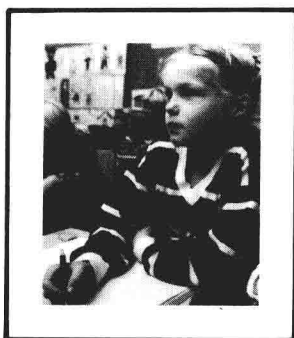
Is **chemical communication** possible in humans? Common among other animals, **pheromones** and receptors for them are now thought by scientists to exist in humans.

12. **Touching the Phantom**, James Shreeve, *Discover*, June 1993. 71

Phantom limbs (amputated limbs with remaining **sensations**) produce stimuli that do not exist. The study of these limbs is enabling scientists to understand the relationship of the **brain** to sensation.

13. **Does ESP Exist?** Daryl J. Bem, *The World & I*, August 1994. 77

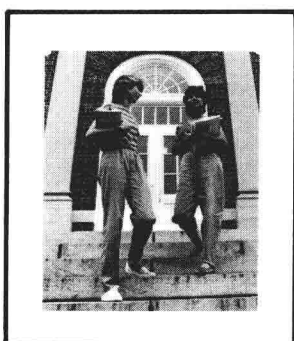
In science, a phenomenon is not generally considered established until it has been observed repeatedly by different researchers. Daryl Bem explores **research** on **extrasensory perception** and concludes that evaluating psychic data is a risky business at best.



Unit 4

Learning and Remembering

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



Unit 5

Cognitive Processes

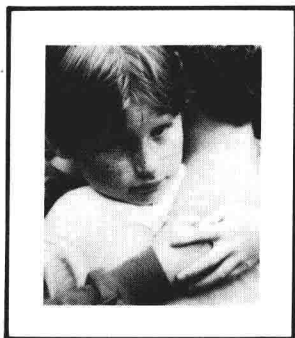
Five articles examine how social skills, common sense, and intelligence affect human cognitive processes.

Overview

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| 14. Measured Learning , <i>The Economist</i> , December 5, 1992. | 80 |
| B. F. Skinner's and Ivan Pavlov's work on learning are described in this essay. A summary of where both forms of conditioning , operant and classical, fit into contemporary psychology concludes the article. | |
| 15. How Kids Learn , Barbara Kantrowitz and Pat Wingert, <i>Newsweek</i> , April 17, 1989. | 85 |
| Educators argue against the back-to-basics teaching method with its emphasis on drilling knowledge into passive children , criterion testing, and accountability. Instead, they advocate developmentally appropriate methods that emphasize teaching to fit the child and encourage stronger parent-teacher involvement in planning and decision making for elementary school education. | |
| 16. Memories Lost and Found , <i>U.S. News & World Report</i> , November 29, 1993. | 92 |
| Psychology and law are entangled in the web of memories of early childhood abuse and molestation. This essay takes a careful look at the furor over adult memories of childhood trauma. | |

Overview

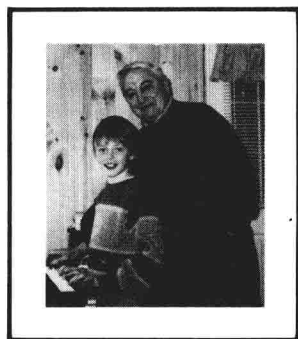
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| 17. A Child's Theory of Mind , Bruce Bower, <i>Science News</i> , July 17, 1993. | 98 |
| Knowledge and thought change substantially throughout childhood. Today's researchers in cognitive development disagree with the theory of Jean Piaget . Much more goes on in children's heads than Piaget hypothesized. | |
| 18. Visualizing the Mind , Marcus E. Raichle, <i>Scientific American</i> , April 1994. | 100 |
| Modern brain imaging techniques are aiding scientists in their search for exact locales of various cognitive abilities . Marcus Raichle examines both the imaging techniques and the discoveries gleaned by using them with special attention to language . | |
| 19. Rethinking the Mind , Bruce Bower, <i>Science News</i> , October 17, 1992. | 104 |
| Cognitive scientists regard the mind as a collection of relatively independent modules that contain rules for language, perception , and other cognitive processes . Some philosophers and scientists have challenged this view. | |
| 20. The Return of Phineas Gage: Clues about the Brain from the Skull of a Famous Patient , Hanna Damasio, Thomas Grabowski, Randall Frank, Albert M. Galaburda, and Antonio R. Damasio, <i>Science</i> , May 20, 1994. | 108 |
| While working on railroad construction in 1848, Phineas Gage suffered an amazing brain injury . He remained able-bodied and intelligent, but his respect for social conventions vanished. Modern technology and similar cases have helped scientists pinpoint a region in the frontal lobe responsible for social cognition and behavior. | |
| 21. Silence, Signs, and Wonder , Peter Radetsky, <i>Discover</i> , August 1994. | 112 |
| Some linguists said that sign language was merely a system of broken English using the hands. Neuroscientist Ursula Bellugi is convinced that sign language , a rich method of communication unto itself, tells us a great deal about the human capacity for language. | |



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.



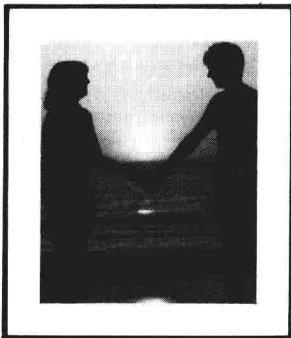
Unit 7

Development

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

- Overview** 124
22. **Where Emotions Come From**, *U.S. News & World Report*, June 24, 1991. 126
The range of human **emotions**, sincere and fake, is as complex as the **physiological circuitry** and **developmental patterns** underlying our emotions.
23. **A Doubtful Device**, Lisa Davis, *Hippocrates*, November/December 1992. 133
There is no doubt that the **polygraph** measures **physical arousal**. However, it is very doubtful that the apparatus measures lying. In fact, an innocent person has a 50-50 chance of failing a polygraph test.
24. **How to Master Your Moods**, Melvin Kinder, *Psychology Digest*, Summer 1994. 135
Each of us has a **natural temperament** that permeates everything we do. Melvin Kinder reviews four different **mood styles** and how each can be tempered.
25. **Chemistry and Craving**, Hara Estroff Marano, *Psychology Today*, January/February 1993. 141
The epicenter in the brain for **eating** is the **hypothalamus**. Two different **neurochemicals** are linked to our preferences for carbohydrates and fats. **Dieting** and **stress** upset the delicate balance between the two neurochemicals.
26. **How Competitive Are You?** Josh Halberstam, *Self*, October 1993. 147
The United States is among the most competitive countries in the world. Is all this **competition** harmful? Josh Halberstam resoundingly answers "yes." He helps us recognize and manage our personal competitiveness.

- Overview** 150
27. **How Kids Benefit from Child Care**, Vivian Cadden, *Working Mother*, April 1993. 152
When surveyed, **working mothers** nearly unanimously agree that their children benefit from early **child care**. The mothers report enhanced educational and social **development**.
28. **Child Injury and Abuse-Neglect: Common Etiologies, Challenges, and Courses Toward Prevention**, Lizette Peterson, *Current Directions in Psychological Science*, August 1994. 156
Injured and **abused children** often present some of the same symptoms. Lizette Peterson focuses on differentiating between unintentional injury and child abuse-neglect and how to prevent these types of injuries.
29. **Why Schools Must Tell Girls: 'You're Smart, You Can Do It,'** Myra Sadker and David Sadker, *USA Weekend*, February 4-6, 1994. 161
Boys tend to capture the lion's share of teachers' time and attention from grade school to grad school. **Education** has become a spectator sport for many **girls**; a situation much to their detriment.

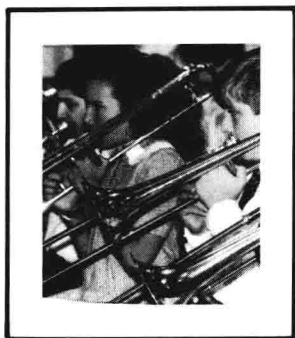


Unit 8

Personality Processes

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

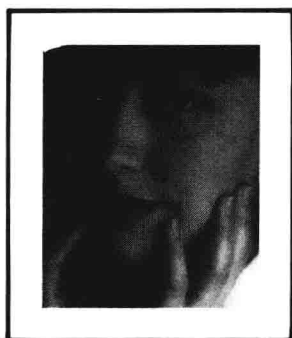
30. **Teaching Young Children to Resist Bias: What Parents Can Do**, Louise Derman-Sparks, María Gutiérrez, and Carol B. Phillips, *NAEYC*, Number 565, 1989. 164
Children who harbor bias and children who experience **prejudice** are both victims—victims who can be robbed of certain developmental advantages because of bigotry. This essay divulges how parents and teachers can help children mature with open minds.
31. **Current Perspectives on Dual-Career Families**, Lucia Albino Gilbert, *Current Directions in Psychological Science*, August 1994. 169
Two-career families generally have more discretionary money than single parents. However, the **dual-career family** is not without its problems. Lucia Albino Gilbert explores the realities of working parents that include role conflict and sources of social support.
32. **Midlife Myths**, Winifred Gallagher, *The Atlantic Monthly*, May 1993. 174
The image of **midlife** in the minds of most Americans is based on a myth derived from the unusual experiences of a few. Actually, data show that **middle age** is the very best time of life, according to one researcher.
- Overview** 184
33. **The Assault on Freud**, Paul Gray, *Time*, November 29, 1993. 186
Sigmund Freud's ideas, theory, and cases are dissected in a multiplicity of new books. While most authors criticize **Freud**, his theory has left its mark on psychology and psychiatry, nonetheless.
34. **Piecing Together Personality**, Bruce Bower, *Science News*, March 5, 1994. 189
Current psychological research on **personality** casts doubt on traditional psychiatric diagnoses. Contemporary researchers suggest that personalities vary along five major dimensions or **traits** and include individuals with psychological disorders.
35. **On the Power of Positive Thinking: The Benefits of Being Optimistic**, Michael F. Scheier and Charles S. Carver, *Current Directions in Psychological Science*, February 1993. 192
Two psychologists discuss **optimism** and its relationship to **psychological and physical well-being** as well as to other psychological constructs such as **self-efficacy**.
36. **Is Hostility Killing You? Consumer Reports on Health**, May 1994. 197
People who are cynical, angry, and easily provoked, especially men, may be more prone to **heart disease**. Various strategies from "thought stopping" to meditation may help them manage their hostility.



Unit 9

Social Processes

Three 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 schizophrenia.

- Overview** 200
37. **The Dynamics of Social Dilemmas**, Natalie S. Glance and Bernardo A. Huberman, *Scientific American*, March 1994. 202
- Inducing individuals to contribute to common causes when selfish actions would be more immediately and personally beneficial is a challenge. The dimensions of groups and **social dilemmas** that impact on cooperation and other processes are examined by Natalie Glance and Bernardo Huberman.
38. **Media, Violence, Youth, and Society**, Ray Surette, *The World & I*, July 1994. 207
- Violence** is a cultural product. Years of research have linked violence on our streets to the **mass media**. Ray Surette suggests other reasons for our epidemic of violence as well as solutions for decreasing violence.
39. **The Lessons of Love**, Beth Livermore, *Psychology Today*, March/April 1993. 215
- Love** is discussed scientifically in this article. Types of love, why people love, **differences between men and women in love**, and other topics are discussed.

- Overview** 222
40. **Is Mental Illness a Myth?** Richard E. Vatz and Lee S. Weinberg, *USA Today Magazine (Society for the Advancement of Education)*, July 1993. 224
- Psychiatrist Thomas Szasz first postulated more than 30 years ago that **mental illness is a myth**. Today, some psychologists and psychiatrists are buying into the myth notion as more and more research points to **biological explanations** for mental disorders, causing professionals to reconsider the **medical model** of mental illness.
41. **Divided Selves**, Tony Dajer, *Discover*, September 1992. 226
- Is **schizophrenia genetic** or virally induced? In an attempt to answer this question, the work of two disputing researchers on **identical twins** is revealed in this article.
42. **Defeating Depression**, Nancy Wartik, *American Health*, December 1993. 232
- Millions are afflicted with **depression**. Scientists believe a combination of genetics, personality structure, and life events triggers major depression. A self-assessment quiz is included in this essay, and a discussion of a variety of all-important treatments is presented.
43. **Patterns of Abuse**, *Newsweek*, July 4, 1994. 238
- Two million women are beaten every year. Who they are, who the **abusers** are, why some women stay while others leave after being abused, and where they can get help are highlighted in this article.
44. **The Immune System vs. Stress**, Paul L. DeVito, *USA Today Magazine (Society for the Advancement of Education)*, July 1994. 243
- Psychological distress can suppress the body's defenses. This article examines the effects of **stress** on the body and what personality traits seem to make an individual stress-prone.



Unit 11

Psychological Treatments

Three selections discuss a few psychological treatments, including psychoanalysis, psychotherapy to alleviate depression, and self-care.

Overview	246
45. What You Can Change and What You Cannot Change , Martin E. P. Seligman, <i>Psychology Today</i> , May/June 1994. Americans seem to be on constant self-improvement kicks, many of which fail. Martin Seligman helps us understand on which endeavors we waste our time and on which ones we can probably make some progress. In particular, he discusses psychological disorders .	248
46. Outsmarting Stress , Dava Sobel, <i>Newdigest</i> , November 1993. Chronic stress pervades many lives. A multitude of stress-reducing techniques including meditation, relaxation training, and vacations can ease stress and enhance both our emotional and physical health.	256
47. Critical Life Events and the Onset of Illness , Blair Justice, <i>Comprehensive Therapy</i> , Volume 20, Number 4, 1994. Having a sense of control and feeling socially supported help us appraise life events less negatively. Each serves to reduce stress from both positive and negative life events.	258
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Topic Guide

This topic guide suggests how the selections in this book relate to topics of traditional concern to psychology students and professionals. It is useful for locating articles that relate to each other for reading and research. The guide is arranged alphabetically according to topic. Articles may, of course, treat topics that do not appear in the topic guide. In turn, entries in the topic guide do not necessarily constitute a comprehensive listing of all the contents of each selection.

TOPIC AREA	TREATED IN:	TOPIC AREA	TREATED IN:
Audition	10. Good Vibrations	ESP (Extrasensory Perception)	13. Does ESP Exist?
Behaviorism	14. Measured Learning	Families	31. Current Perspectives on Dual-Career Families
Brain	7. Human Mind 8. Mind and Brain 18. Visualizing the Mind 20. Return of Phineas Gage	Freud, Sigmund	33. Assault on Freud
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Children	17. Child's Theory of Mind 27. How Kids Benefit from Child Care 28. Child Injury and Abuse-Neglect 29. Schools Must Tell Girls: 'You're Smart' 30. Teaching Young Children to Resist Bias	History of Psychology	1. Scientific and Professional Psychology 2. Has Psychology a Future?
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Competition	26. How Competitive Are You?	Hostility	36. Is Hostility Killing You?
Conditioning	14. Measured Learning	Language	21. Silence, Signs, and Wonder
Culture/Society	37. Dynamics of Social Dilemmas	Learning	14. Measured Learning 15. How Kids Learn
Depression	42. Defeating Depression	Love	39. Lessons of Love
Disease/Illness	44. Immune System vs. Stress 47. Critical Life Events	Memory	16. Memories Lost and Found
Domestic Violence	43. Patterns of Abuse	Mental Disorder/ Mental Illness	40. Is Mental Illness a Myth? 41. Divided Selves 42. Defeating Depression
Eating	25. Chemistry and Craving	Middle Age	32. Midlife Myths
Education	15. How Kids Learn 29. Schools Must Tell Girls: 'You're Smart'	Mind	7. Human Mind 8. Mind and Brain 18. Visualizing the Mind
Emotions	22. Where Emotions Come From	Moods	24. How to Master Your Moods
		Nature/Nurture	4. Nature or Nurture? 5. Born Gay?

TOPIC AREA	TREATED IN:	TOPIC AREA	TREATED IN:
Noise	10. Good Vibrations	Sensation/ Perception	9. Vision Thing 10. Good Vibrations 11. Sniff of Legend 12. Touching the Phantom
Odor/Olfaction	11. Sniff of Legend	Sex Roles/Sex Differences	4. Nature or Nurture? 29. Schools Must Tell Girls: 'You're Smart'
Optimism	35. On the Power of Positive Thinking	Stress	44. Immune System vs. Stress 46. Outsmarting Stress 47. Critical Life Events
Personality	34. Piecing Together Personality	Television	38. Media, Violence, Youth, and Society
Phantom Limbs	12. Touching the Phantom	Therapy	45. What You Can Change
Polygraph	23. Doubtful Device	Violence	38. Media, Violence, Youth, and Society
Prejudice	30. Teaching Young Children to Resist Bias	Vision	9. Vision Thing
Reinforcement	14. Measured Learning		
Research Design	3. Pollsters Enlist Psychologists		
Schizophrenia	41. Divided Selves		
Self-Control	47. Critical Life Events		

The Science of Psychology

Little did Wilhelm Wundt realize his monumental contribution to science when in 1879 in Germany, he opened the first psychological laboratory to examine consciousness. Today Wundt would barely recognize the science of psychology as he knew it.

Contemporary psychology is defined as the science or study of individual mental activity and behavior. This definition reflects the two parent disciplines from which psychology emerged: philosophy and biology.

Compared to its parents, psychology is very much a new discipline. Some aspects of modern psychology are particularly biological, such as neuroscience, sensation and perception, and behavioral genetics. Other aspects are more philosophical, such as the study of personality.

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

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

In the first article, "Scientific and Professional Psychology," Nathaniel Pallone provides an excellent overview of

the discipline, both its scientific aspects and its practice. He also provides some discussion of the problems with the field, such as the split between academics and practitioners and the development of two national parallel organizations.

In the next article, noted psychologist Eleanor Gibson examines the present and future of psychology. Psychologists have long been in search of a single overarching theory that explains all human thought and behavior. Gibson encourages psychologists not to give up but to begin examining psychological processes from a systems perspective.

In our final unit selection, a few of the research aspects of psychology are explored. Surveys are one form of data collection utilized by psychologists. By means of surveys, experiments and other research techniques, psychologists come to better understand human behavior. "Pollsters Enlist Psychologists in Quest for Unbiased Results" elaborates upon how psychologists share their vast research knowledge to facilitate the design of better surveys.

Looking Ahead: Challenge Questions

Do you think that the emergence of applied areas in psychology (such as clinical psychology) has hurt or advanced scientific psychology?

Which area of psychology do you think is the most valuable and why? About which area of psychology is the public most aware? About which other areas of psychology do you think the public ought to be informed? What trends shaped psychology as we know it today? How might psychology be related to other disciplines on your campus?

Do you think psychologists will ever be able to piece together a single grand theory of human behavior? Why might an organism-environment systems explanation of behavior be good? Why does Eleanor Gibson think the nature-nurture controversy is outmoded?

Why is research important to psychology? What kinds of information can be gleaned from surveys? What types of problems are inherent in poorly designed surveys? How can psychology improve surveys?



Unit 1

