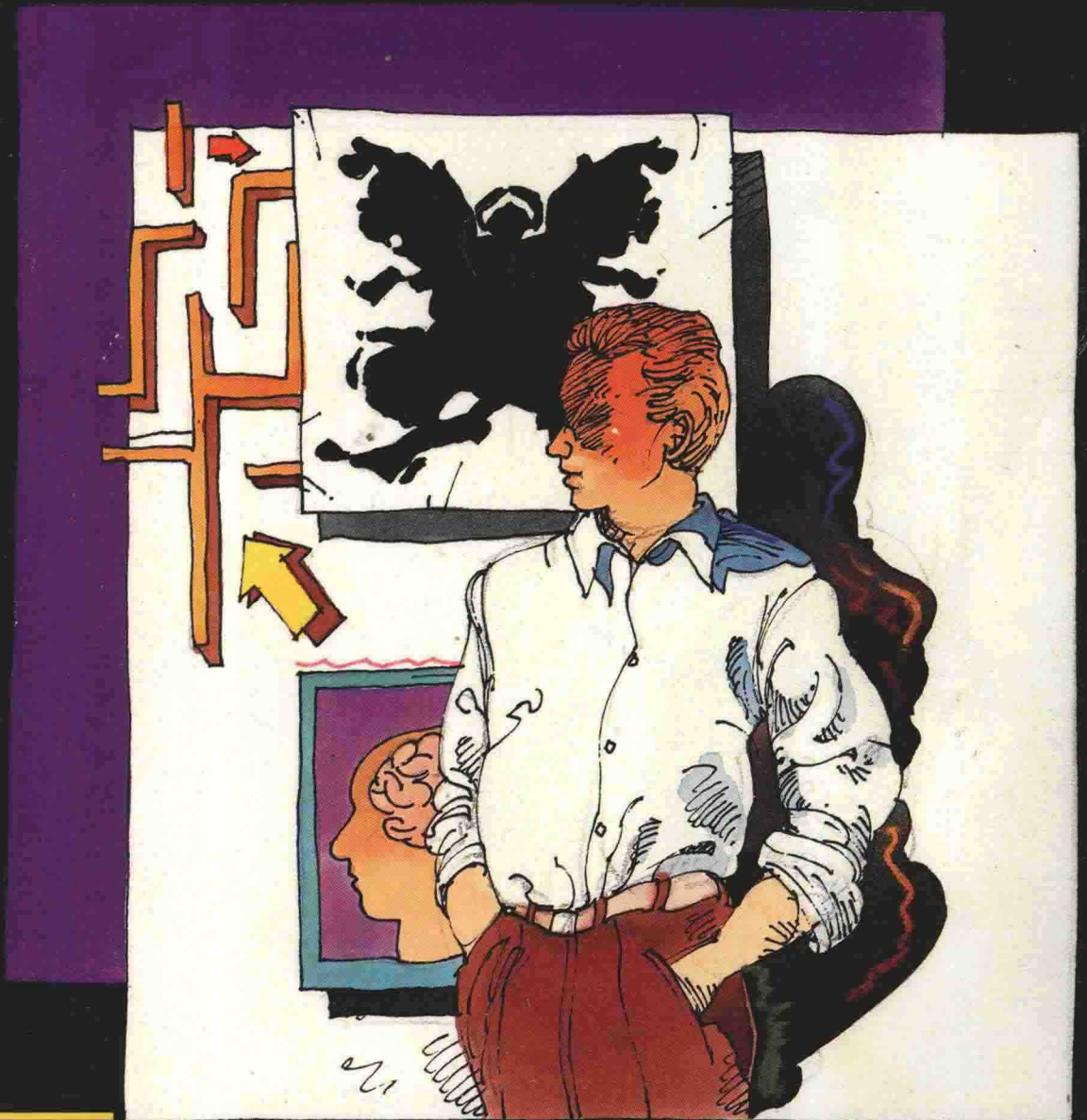


Annual Editions

PSYCHOLOGY



93/94

PSYCHOLOGY

93/94

Editor

Karen G. Duffy
SUNY College, Geneseo

Karen G. Duffy holds a doctorate in psychology from Michigan State University and is currently a professor of psychology at SUNY at Geneseo. She sits on the executive board of the New York State Employees Assistance Program and is a certified community and family mediator. She is a member of the American Psychological Society and the Eastern Psychological Association.

Cover illustration by Mike Eagle

Twenty-Third Edition

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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.

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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 his older sister had when she was an infant. As an infant, Ronnie did not respond to his parents' smiles, words, or attempts to amuse him. By the age of two, Ronnie's parents knew that he was not like other children. He spoke no English, was very temperamental, and often rocked himself for hours. Ronnie is autistic. His parents feel that some of Ronnie's behavior may be their fault; they both work long hours as young professionals and leave both children with an older woman during the 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. Many of the scientific results of psychological research are published in professional journals and therefore are difficult for the layperson to understand.

Annual Editions: Psychology 93/94 is designed to meet the needs of laypeople and beginning level students curious about psychology. This annual edition provides a vast selection of readable and informative articles from popular magazines and newspapers. These articles are written by journalists and a few are written by psychologists whose writing styles are uncluttered and clear yet retain the excitement of the discovery of scientific knowledge.

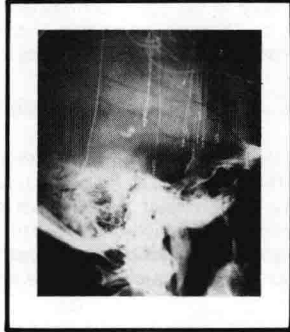
The particular articles selected for this volume were chosen to be representative of current work in psychology. They were selected because they are accurate in their reporting and provide examples of the types of psychological research discussed in most introductory psychology classes. As in any science, some of the findings discussed in this collection are startling, while others will confirm what we already suspected. Some will invite speculation about social and personal implications; 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.

We hope you find this collection of articles readable and useful. We suggest that you look at the organization of this book, and compare it to the organization of your textbook and course syllabus or outline. 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 efforts. 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.



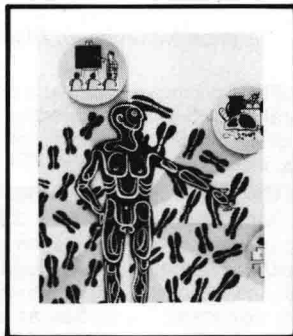
Karen Grover Duffy
Editor



Unit 1

The Science of Psychology

Three articles examine psychology as the science of behavior.



Unit 2

Biological Bases of Behavior

Six 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

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1. **Psychology: The Core Discipline**, Raymond D. Fowler, *American Psychologist*, January 1990.

In his presidential address to the American Psychological Association, Raymond Fowler reviews *the history of psychology*, including the recent surge in the number of psychology majors. Fowler attempts to close the apparent gap between researchers and practitioners in psychology.

2. **Liberal Education, Study in Depth, and the Arts and Sciences Major—Psychology**, Thomas V. McGovern, Laurel Furumoto, Diane F. Halpern, Gregory A. Kimble, and Wilbert J. McKeachie, *American Psychologist*, June 1991.

13

Undergraduate psychology is a very popular course major today. There are tensions in psychology, such as disagreement between *experimentalists* and *social psychologists* about how the major should be devised. This article offers a discussion of these tensions as well as some history of and curricular options for the field.

3. **Rattling on Psychologists**, Lawrence LeShan, *Hippocrates*, January/February 1991.

21

Lawrence LeShan takes psychologists to task for studying the trivial with *animals as models*, in particular white rats, which do not approximate human complexity. He claims that the humanness of people has been lost in psychology, even in *psychotherapeutic settings* where interactions are brief and do not simulate the real world.

Overview

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4. **Mapping the Brain**, *Newsweek*, April 20, 1992.

By describing modern *techniques for mapping the brain* and by providing fun and modern "brain teasers," this article divulges how the brain and its various parts function to comprehend thoughts, emotions, and language.

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

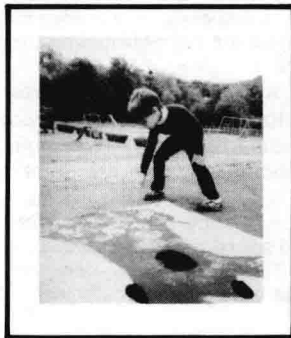
31

The biological foundations of consciousness, memory, and other attributes of the mind have begun to emerge. This article points out the newest research that indicates a possible *biological explanation of mental events*.

6. **What a Child Is Given**, Deborah Franklin, *The New York Times Magazine*, September 3, 1989.

39

Studies of adopted *children* and identical twins are revealing that some parts of *personality* are probably *genetically determined*, but how much and in what ways remain a mystery. Predispositions rather than full-blown traits appear to be what are *inherited*.

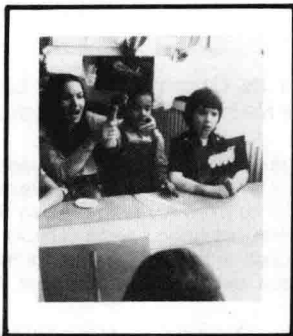


Unit 3

Perceptual Processes

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

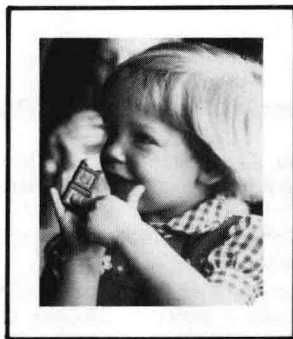
7. **Study Links Genes to Sexual Orientation**, Tina Adler, *APA Monitor*, February 1992. 44
Recent **genetic and brain tissue studies** have shown that **homosexuality** might be inherited. The genetic studies that utilized identical and fraternal twins found that if one identical twin is gay, so, too, is his brother likely to be gay. Such conclusions have been severely criticized, as identical twins are also more likely to have common environmental experiences than are fraternal twins.
8. **A Pleasurable Chemistry**, Janet L. Hopson, *Psychology Today*, July/August 1988. 46
Careful research has followed the discovery of **endorphins**, the body's own natural **opiates**. This research has shown how endorphins are linked to the "runner's high," lack of **pain** from injury, the **placebo effect**, and reproductive activity. There are even implications for the **immune system**. However, those who try to boost their endorphin production with strenuous exercise should perhaps think twice.
9. **Sizing Up the Sexes**, Christine Gorman, *Time*, January 20, 1992. 50
In this article, several remarkable studies on abilities and **brain functioning of males and females** are reviewed in an effort to tease out the causes of sex differences: genetics, hormones, or environment.
- Overview** 56
10. **The Legacy of Gestalt Psychology**, Irvin Rock and Stephen Palmer, *Scientific American*, December 1990. 58
Gestalt psychology directly influenced the course taken by psychology, especially in its study of perception. This article discusses this legacy and includes interesting examples of Gestalt principles of **visual perception** as well as reveals what remains of the Gestalt legacy.
11. **Are We Led by the Nose?** Terence Monmaney, *Discover*, September 1987. 64
Humans have a remarkable ability to distinguish scents, and they can do so before birth. According to this article, olfaction may have led to the development of the human **forebrain**, and may well influence many behaviors, including mate selection.
12. **Research Probes What the Mind Senses Unaware**, Daniel Goleman, *The New York Times*, August 14, 1990. 70
Research on **subliminal messages** that are heard or seen below threshold is patterned after the broader battle between **cognitive experimental psychologists** and **Freudian psychoanalysts**. Cognitive psychologists scorn psychoanalytic studies as being poorly designed, while psychoanalysts retort that experimental studies of subliminal stimuli are trivial. The argument is an important one, as it has spilled over into the courtroom.
13. **Consciousness Raising**, Bruce Bower, *Science News*, October 10, 1992. 72
Conscious experience and its relation to the unconscious has recently generated much interest for psychologists who study perception. Cognitive scientists may well discover radical changes in the traditional assumptions of memory, perception, and other mental activities.



Unit 4

Learning and Remembering

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



Unit 5

Cognitive Processes

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

Overview

14. **How Kids Learn**, Barbara Kantrowitz and Pat Wingert, *Newsweek*, April 17, 1989. 76
78

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.

15. **The Town B. F. Skinner Boxed**, Steve Fishman, *In Health*, January/February 1991. 85

B. F. Skinner's concept of **shaping behavior with reinforcement** is alive and well in the Mexican desert. A whole community has become a social laboratory for testing Skinner's applications, and the reader is invited to visit via this article.

16. **Gone But Not Forgotten**, Bruce Bower, *Science News*, November 17, 1990. 90

Although no single theory neatly ties together all the information on **explicit and implicit memory**, many researchers now believe that implicit or **unconscious memory** is more influential than explicit, conscious memory.

17. **Dreams of a Rat**, June Kinoshita, *Discover*, July 1992. 93

Are Sigmund Freud's ideas of dreams as **unconscious wish fulfillments** correct? Current **brain-behavior research** with rats suggests that they are not correct. Dreams seem to be the way that the brain sifts through new information and incorporates it into its existing memory.

Overview

18. **A New Perspective on Cognitive Development in Infancy**, Jean M. Mandler, *American Scientist*, May/June 1990. 98
100

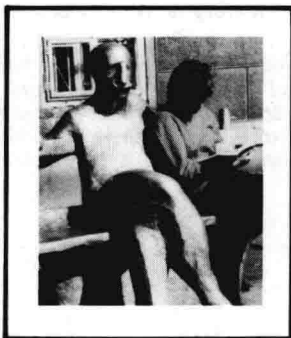
Research on **intersensory integration**, **perceptual processing**, **memory**, and **representational capacity** challenge Jean **Piaget's theory** of sensorimotor intelligence. Jean Mandler argues that perceptual analysis, the ability to recognize similarities and differences, drives concept development. **Perceptual analysis** is evident as early as the first days of life, at least in rudimentary form.

19. **New Views of Human Intelligence**, Marie Winn, *The Good Health Magazine*, April 29, 1990. 108

Howard Gardner's theory of **multiple intelligences** challenges traditional concepts of intelligence and traditional **IQ tests**. The implications of his theory are being tested in elementary schools and in the new approaches to child assessment. Criticism focuses on distinctions among abilities, talents, and intelligence.

20. **Brains at Work**, Gina Kolata, *The New York Times Magazine*, Education Life, January 6, 1991. 112

Researchers are studying thinking about thinking. Early PET (brain imaging) research indicates that various **thoughts** are dramatically localized. **Brain-in-action research** may help computer scientists develop **artificial thought** in machines.

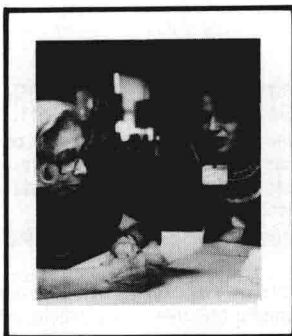


Unit 6

Emotion and Motivation

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

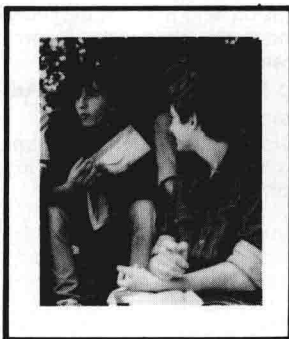
21. **Brain Yields New Clues on Its Organization for Language**, Sandra Blakeslee, *The New York Times*, September 10, 1991. 114
The study of the deaf, of individuals learning second languages, and other individuals with unusual language needs has revealed that there probably are no special **centers for language in the brain** as previously thought. Rather, the brain seems capable of dealing with language in diversified areas of neurons. In fact, each person may have a unique pattern of organization for language ability.
22. **Probability Blindness: Neither Rational nor Capricious**, Massimo Piattelli-Palmarini, *Bostonia*, March/April 1991. 117
There are many **cognitive biases** or traps to which we fall prey, including "typicality," "availability," and "ease of representation." Combined with overconfidence, pride, and stubbornness, such biases can be difficult to overcome, but they can be overcome via an understanding of how biases work to our disadvantage.
23. **Mental Gymnastics**, Gina Kolata, *The New York Times Magazine*, October 6, 1991. 125
The use-it-or-lose-it philosophy may indeed be true when it comes to the **brain**. Recent studies for controlling physical health indicate that those **elderly** who mentally challenge themselves are indeed better off in terms of **cognition** than the elderly who do not.
- Overview 128
24. **Where Emotions Come From**, *U.S. News & World Report*, June 24, 1991. 130
The range of human **emotions**, sincere and fake, is as complex as the **physiological circuitry** and **developmental patterns** underlying our emotions.
25. **Happy or Sad, a Mood Can Prove Contagious**, Daniel Goleman, *The New York Times*, October 15, 1991. 137
Research by psychologists demonstrates that moods tend to be contagious. While there exist some individual and **sex differences** in expressiveness and receptivity, **mood contagion** appears crucial to social interactions.
26. **Stress: The "Type A" Hypothesis**, *Harvard Heart Letter*, January 1992. 139
Type A individuals are hostile, time-oriented, and overinvolved in work. The hypothesis that **Type A behavior is linked to heart attacks** is examined and found to be weaker than at first postulated. Stress in and of itself may cause heart attacks, so stress management is a valuable tool for maintaining physical health.
27. **The Last Interview of Abraham Maslow**, Edward Hoffman, *Psychology Today*, January/February 1992. 142
Although initially "sold on behaviorism," Abraham **Maslow** became one of the founders of a comprehensive **human psychology or humanism**. In an important last interview, Maslow shares his philosophy of human behavior and motivation as well as his view of the potential for world peace and understanding.
28. **Barriers to Success**, Bruce A. Baldwin, *USAir Magazine*, June 1992. 146
Self-sabotage or **self-defeating behavior** keeps individuals from meeting their goals, which can cause drops in self-esteem. Recognizing such patterns and conquering them contribute to **emotional well-being**.



Unit 7

Development

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



Unit 8

Personality Processes

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

Overview

29. **Putting Children First**, William A. Galston, *American Educator*, Summer 1992. 148 150

The American family has changed dramatically in the last generation and the effects are mostly deleterious to children. William Galston offers options for confronting the changes and assisting families and their children.

30. **Sad Legacy of Abuse: The Search for Remedies**, Daniel Goleman, *The New York Times*, January 24, 1989. 157

In any given year, up to 15 percent of our children may be abused physically or emotionally, yet not all of them develop into abusive adults. *Abused children* who have the support of a nurturing adult fare much better than those who lack such support.

31. **Children in Gangs**, Carl Rogers, *The UNESCO Courier*, October 1991. 160

Youth gangs in the United States are on the rise, and their involvement in the drug trade is alarming. Likewise, the average age of gang members is on the decline. Experts agree that the best hope to reverse these trends is to intervene with at-risk children at young ages.

32. **Meeting the Challenges of an Aging Nation**, Ken Dychtwald with Joe Flower, *Utne Reader*, January/February 1990. 163

The *U.S. population* is changing, one change being an increase in the average age of our citizens. The authors look at the three *stages of human development* and then briefly address how other cultures have valued their elderly.

33. **Silent Saviors**, Linda L. Creighton, *U.S. News & World Report*, December 16, 1991. 165

Millions of *grandparents are raising grandchildren* because their own adult children are victims of violence, drugs, and other traumas. Being parents the second time around is a challenge, but it is one that provides the grandchildren with opportunities and love they otherwise might not have.

34. **Bright Lights, Big Mystery**, James Mauro, *Psychology Today*, July/August 1992. 171

The *near-death experience (NDE)* has been felt by eight million Americans. Their reports and those of NDErs from other countries are startlingly similar. Research is bringing us closer to understanding this experience.

Overview

35. **Hey, I'm Terrific!** *Newsweek*, February 17, 1992. 176 178

The *concept of promotion of self-esteem*, our sense of self-worth, is all the rage in the United States. Some feel that the term is overworked and overused to the point of uselessness. This article explores the concept in historical and contemporary perspective.

36. **Girls' Self-Esteem Is Lost on Way to Adolescence**, New Study Finds, Suzanne Daley, *The New York Times*, January 9, 1991. 182

In a major study, psychologist Carol Gilligan found that many *girls* emerge from *adolescence* with a poor self-image and low expectations from life. However, racial differences do exist, thus supporting the argument that this is not simply a matter of hormones.

37. **In Search of the Sacred Masculine**, Benedict Carey, *In Health*, May/June 1991. 184

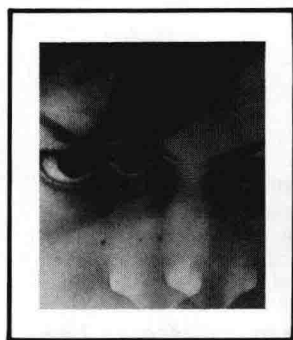
Groups of *men* are forming around the country to assist men in exploring their *masculinity*, their collective heritage, and their relationships to other men and to women.



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

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

38. **Tapping the Healing Power of Positive Thinking**, Nick Gallo, *Better Homes and Gardens*, November 1991. 186

Scientists debate whether indeed positive attitudes have positive influences on our health just as negative emotions might adversely affect our health. Nick Gallo weighs the pros and cons of *the link between health and emotions*.

39. **Are You Raising an Optimist?** Carolyn Jabs, *Working Mother*, September 1991. 188

Optimistic children do better in school, have more friends, and stay healthier than pessimistic children. This article offers a description, a self-test on, and guidelines for parents for raising optimists.

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40. **Where Do We Stand?** Lisa Davis, *In Health*, September/October 1990. 194

The use of *spatial behaviors* and *social distance* is almost automatic, yet vary by culture; therefore, outsiders to a *culture* often misconstrue the nonverbal messages of those within the culture. Understanding cultural differences in the language of space can lead to more peaceful interactions between countries.

41. **Blame It on Feminism**, Susan Faludi, *Mother Jones*, September/October 1991. 196

American women are blessed by liberation, but data show that women are still in trouble with regard to *equal opportunity*. Susan Faludi thoughtfully examines these issues.

42. **Groupthink: Taking Easy Way Out of a Tough Decision**, Alison Bass, *The Boston Globe*, September 10, 1990. 202

Groupthink is a group-coping mechanism in which subtle *group dynamics* go awry to bring groups to poor decisions. This process probably accounted for the escalation of the Vietnam War, the calamitous Bay of Pigs invasion, and perhaps the recent war in the Middle East. If leaders and groups change their approach to decision-making, groupthink can be avoided.

43. **Resolving Conflicts: Step By Step**, Sandra R. Arbetter, *Current Health 2*, September 1991. 204

In this succinct article, Sandra Arbetter outlines assumptions about life that create conflict with others and five steps to assist with the *resolution of conflict*.

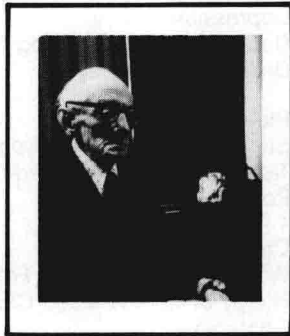
Overview 206

44. **Mood Disorders: A Sad State of Mind**, Mary-Lane Kamberg, *Current Health 2*, December 1989. 208

Mood disorders include *depression*, *mania*, and *bipolar disorder* characterized by episodes of both mania and depression. Such disorders might be inherited and triggered either *physiologically* or by life events. In either case, there are *treatments* available that offer great hope.

45. **Winning the War Against Clinical Depression**, Alan I. Leshner, *USA Today Magazine (Society for the Advancement of Education)*, July 1992. 210

Clinical depression causes up to 70 percent of all *suicides* in the United States. If detected, depression is treatable. Scientists also now better understand its origins. The public needs to be educated about clinical depression and its effects.



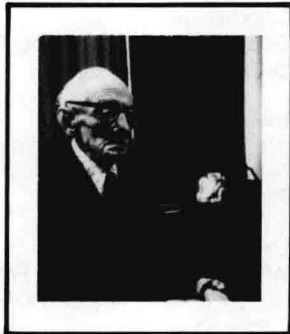
Unit 11

Psychological Treatments

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

46. **The Secret Illness: Obsessive-Compulsive Disorder**, 212
Isabel Forgang, *Ladies' Home Journal*, September 1990.
People suffering from **obsessive-compulsive disorder** experience persistent, unpleasant thoughts and preoccupations for which they repeat essentially meaningless actions. They understand the irrationality of their actions, but they cannot control them. Advances are being made in treatments that combine **drugs and behavior therapy**.
47. **Who Am I?** Nelly Edmondson Gupta, *Ladies' Home Journal*, March 1990. 214
This article explores **multiple personality disorder (MPD)**. It differentiates it from **schizophrenia**, with which it is often confused, and it reveals other interesting information such as relevant **sex differences**.

- Overview 218
48. **Depression: The Growing Role of Drug Therapies**, 220
Philip Elmer-DeWitt, *Time*, July 6, 1992.
The article reviews several forms of **mental illness and pharmacologic agents** used to treat them. However, because of the pervasiveness of depression, its symptoms, causes, and treatment are showcased.
49. **Recovery Fever**, Melinda Blau, *New York*, September 9, 1991. 222
The Alcoholics Anonymous 12-step philosophy has been adopted by many **self-help groups**. Self-help groups are booming businesses today. However, whether such groups are for everyone in need of help remains questionable.
50. **Help Yourself: Self-Care for Emotional Problems**, 228
Neshama Franklin, *Utne Reader*, March/April 1987.
For many people, **psychotherapy** does not fulfill its promises, lasts too long, and is inappropriate for some problems. As a result, **self-help groups** have grown in popularity. A wide range of emotional and behavioral problems, from phobias to addictions, are amenable to resolution in a supportive, understanding group, according to this report.
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46. **The Secret Illness: Obsessive-Compulsive Disorder**, 212
Isabel Forgang, *Ladies' Home Journal*, September 1990.
People suffering from **obsessive-compulsive disorder** experience persistent, unpleasant thoughts and preoccupations for which they repeat essentially meaningless actions. They understand the irrationality of their actions, but they cannot control them. Advances are being made in treatments that combine **drugs and behavior therapy**.
47. **Who Am I?** Nelly Edmondson Gupta, *Ladies' Home Journal*, March 1990. 214
This article explores **multiple personality disorder (MPD)**. It differentiates it from **schizophrenia**, with which it is often confused, and it reveals other interesting information such as relevant **sex differences**.

- Overview 218
48. **Depression: The Growing Role of Drug Therapies**, 220
Philip Elmer-DeWitt, *Time*, July 6, 1992.
The article reviews several forms of **mental illness and pharmacologic agents** used to treat them. However, because of the pervasiveness of depression, its symptoms, causes, and treatment are showcased.
49. **Recovery Fever**, Melinda Blau, *New York*, September 9, 1991. 222
The Alcoholics Anonymous 12-step philosophy has been adopted by many **self-help groups**. Self-help groups are booming businesses today. However, whether such groups are for everyone in need of help remains questionable.
50. **Help Yourself: Self-Care for Emotional Problems**, 228
Neshama Franklin, *Utne Reader*, March/April 1987.
For many people, **psychotherapy** does not fulfill its promises, lasts too long, and is inappropriate for some problems. As a result, **self-help groups** have grown in popularity. A wide range of emotional and behavioral problems, from phobias to addictions, are amenable to resolution in a supportive, understanding group, according to this report.
- Glossary 233
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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:
Adolescence	31. Children in Gangs 36. Girls' Self-Esteem Is Lost on Way to Adolescence	Depression	44. Mood Disorders: A Sad State of Mind 45. Winning the War Against Clinical Depression 48. Depression: The Growing Role of Drug Therapies
Aging	23. Mental Gymnastics 32. Meeting the Challenges of an Aging Nation 33. Silent Saviors	Disease/Illness	8. Pleasurable Chemistry 26. Stress: The "Type A" Hypothesis 38. Tapping the Healing Power of Positive Thinking
Animals	3. Ratting on Psychologists 17. Dreams of a Rat	Dreams/Sleep	17. Dreams of a Rat 24. Where Emotions Come From 25. Happy or Sad, A Mood Can Prove Contagious 44. Mood Disorders: A Sad State of Mind
Artificial Intelligence	20. Brains at Work	Experimental Psychology	1. Psychology: The Core Discipline 2. Liberal Education, Study in Depth, and the Arts and Science Major—Psychology
Bipolar Disorder	44. Mood Disorders: A Sad State of Mind	Femininity	36. Girls' Self-Esteem Is Lost on Way to Adolescence 41. Blame It on Feminism
Brain	4. Mapping the Brain 5. Mind and Brain 8. Pleasurable Chemistry 13. Consciousness Raising 20. Brains at Work 21. Brain Yields New Clues on Its Organization for Language	Genetics	6. What a Child Is Given 7. Study Links Genes to Sexual Orientation 9. Sizing Up the Sexes
Child Abuse	30. Sad Legacy of Abuse: The Search for Remedies	Gestalt Psychology	10. Legacy of Gestalt Psychology
Children	6. What a Child Is Given 14. How Kids Learn 29. Putting Children First 30. Sad Legacy of Abuse: A Search for Remedies 31. Children in Gangs 39. Are You Raising an Optimist?	Groups/Group Dynamics	42. Groupthink: Taking Easy Way Out of a Tough Decision 49. Recovery Fever
Cognition	13. Consciousness Raising 18. New Perspective on Cognitive Development in Infancy 20. Brains at Work 22. Probability Blindness: Neither Rational nor Capricious 23. Mental Gymnastics	History of Psychology	1. Psychology: The Core Discipline
Conditioning	15. Town B. F. Skinner Boxed	Homosexuality	7. Study Links Genes to Sexual Orientation
Conflict	43. Resolving Conflicts: Step by Step	Intelligence/IQ Tests	19. New Views of Human Intelligence
Culture	32. Meeting the Challenges of an Aging Nation 40. Where Do We Stand?	Language	21. Brain Yields New Clues on Its Organization for Language
Death	34. Bright Lights, Big Mystery	Learning	14. How Kids Learn 15. Town B. F. Skinner Boxed

TOPIC AREA	TREATED IN:	TOPIC AREA	TREATED IN:
Masculinity	37. In Search of the Sacred Masculine	Psychobiology/ Physiology (cont.)	11. Are We Led By the Nose? 20. Brains at Work 21. Brain Yields New Clues on Its Organization for Language 24. Where Emotions Come From
Medication/Drug Therapy	44. Mood Disorders: A Sad State of Mind 46. Secret Illness: Obsessive-Compulsive Disorder 48. Depression: The Growing Role of Drug Therapies	Psychotherapy	45. Winning the War Against Clinical Depression 46. Secret Illness: Obsessive-Compulsive Disorder
Memory	5. Mind and Body 16. Gone But Not Forgotten	Reinforcement	15. Town B. F. Skinner Boxed
Mental Illness	44. Mood Disorders: A Sad State of Mind 45. Winning the War Against Clinical Depression 46. Secret Illness: Obsessive-Compulsive Disorder 47. Who Am I? 48. Depression: The Growing Role of Drug Therapies	Self-Esteem	35. Hey, I'm Terrific! 36. Girls' Self-Esteem Is Lost on Way to Adolescence
Mood Disorders	44. Mood Disorders: A Sad State of Mind	Sex Differences/ Similarities	9. Sizing Up the Sexes 41. Blame It on Feminism 47. Who Am I?
Motivation	27. Last Interview of Abraham Maslow 28. Barriers to Success	Sleep	17. Dreams of a Rat
Optimism	38. Tapping the Healing Power of Positive Thinking 39. Are You Raising an Optimist?	Smell/Olfaction	11. Are We Led By the Nose?
Perception/ Sensation	10. Legacy of Gestalt Psychology 11. Are We Led By the Nose?	Social Distance	40. Where Do We Stand?
Personality	6. What a Child Is Given 35. Hey, I'm Terrific! 36. Girls' Self-Esteem Is Lost on Way to Adolescence 37. In Search of the Sacred Masculine	Stress	26. Stress: The "Type A" Hypothesis
Psychobiology/ Physiology	4. Mapping the Brain 6. What a Child Is Given 7. Study Links Genes to Sexual Orientation 8. Pleasurable Chemistry 9. Sizing Up the Sexes	Social Support/ Self-Help Groups	49. Recovery Fever 50. Help Yourself
		Subliminal Messages	12. Research Probes What the Mind Senses Unaware
		Type A Personality	26. Stress: The "Type A" Hypothesis
		Vision/Visual Perception	10. Legacy of Gestalt Psychology
		Youth Gangs	31. Children in Gangs

The Science of Psychology

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

Psychology today is defined as the science of 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 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. 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 health problems.

Psychology is one of the most popular academic majors on today's college campuses. The first two articles explore psychology as a major. In the first article, "Psychology: The Core Discipline," Raymond Fowler, a former president of the American Psychological Association, reviews the history of psychology and ponders the ever-widening gap between researchers and practitioners in psychology. Fowler also discusses why psychology is one of the most popular majors in this country. In the companion or second article, several psychologists discuss psychology as a liberal arts major in "Liberal Education,

Study in Depth, and the Arts and Science Major—Psychology." This article reviews some of the history of psychology, conflicts among contemporary psychologists, and curricular options within psychology.

Psychological research, the basis for all advances in psychology, is considered in the last article in this first unit. In "Ratting on Psychologists," Lawrence LeShan criticizes American psychologists for using animal models to study human behavior. The animal examined most often, of course, is the white rat. LeShan is convinced that psychologists have lost track of human qualities in their laboratories as well as in their applied, but still artificial, settings.

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 is psychology related to other disciplines on campus? What concepts do you think are core to psychology, that is, what should all psychology majors know? Should there be a common core of knowledge within a discipline such as psychology?

Why are animal models useful for the study of human behavior? What are the limitations of using animals to study human behavior? Why is the white rat the model of choice, especially for behaviorists? Do you think most research conducted in laboratories is useful or useless? Need laboratory settings always be artificial?



Unit 1

