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**Correction:**

*In the March/April issue of Psychology Teacher Network, the Division 51 Task Force on Adolescent Boys requests TOPSS participation in a survey. The address reported to return survey responses to was incorrect. Please submit survey responses to:*  
Task Force on Adolescent Boys  
c/o Ronald Levant, Ph.D.  
APA  
1093 Beacon Street, Suite 3C  
Brookline, MA 02146

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**Education Directorate**  
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# PTN

## PSYCHOLOGY TEACHER NETWORK

### 105TH APA CONVENTION:

# CHICAGO

The American Psychological Association will be holding its 105th annual convention in Chicago, Illinois from August 15-19, 1997. The TOPSS Executive Board, Education Directorate and the APA have worked hard to bring you an extraordinary line-up of renowned speakers, interesting seminars, and innovative workshops. We look forward to seeing you there.

The convention will cover a broad range of areas of psychology. There are literally thousands of presentations and many of these will be geared specifically for teachers of introductory psychology. A workshop for teachers of high school psychology will be held prior to the convention. The TOPSS Executive Board will be presenting ten hours of program time that includes eight speakers solicited specifically for their expertise in the teaching and research of cutting edge topics in psychology, and a two-

hour *What Works* demonstration of activities and classroom tools. Additionally, the Education Directorate is proud to present this year's G. Stanley Hall lecturers recognized for both their teaching effectiveness and expertise in specific content areas. All activities will take place at the Palmer House Hilton Hotel.

The deadline for advance registration is June 20. High School Teacher Affiliates/TOPSS Members can register for the entire APA Convention for \$60. APA Members can register for \$130 and APA Student Affiliates for \$40. On-site registration is \$70 for High School Teacher Affiliates/TOPSS Members; \$175 for APA Members and \$50 for Student Affiliates. For registration materials or additional information, please contact APA's Convention Office at (202) 336-6020 or write to the Convention Office, APA, 750 First Street, NE, Washington, DC 20002-4242.

#### PRE-CONVENTION:

Wednesday, August 13 - Thursday, August 14, 1997

##### High School Teacher Workshop

APA's Education Directorate is sponsoring a 1 1/2-day workshop for high school teachers of psychology August 13-14, 1997, as part of APA's pre-convention activities. Participants will be involved in many exciting hands-on activities and demonstrations, and will receive numerous hand-outs for use in their classrooms.

Workshop presenters will be Randall A. Smith, Ph.D., Ouachita Baptist University, Arkadelphia, Arkansas, and Craig W. Gruber, Walt Whitman High School, Bethesda, Maryland.

To sign up for the workshop, please complete the form found on page 11 and return it to APA no later than August 7, 1997. Additional information about the workshop will be sent to you once you register for the workshop, or contact

APA's Education Directorate, 750 First Street, NE, Washington, DC 20002, (800) 374-2721 x6076.

The Education Directorate will sponsor two additional workshops later in the year, one in Denver, CO, October 3-4, and one in North Easton, MA, October 24-25, 1997. Look for specific information in subsequent issues of PTN.

#### CONVENTION:

Friday, August 15 - Tuesday, August 19, 1997

Psychology teachers at all levels need to be kept abreast of current developments in psychology. To these ends, TOPSS is proud to present these distinguished psychologists who will be discussing their research that affects today's psychology students, teachers and curriculum. They are donating their time in order to ensure that future psychologists are aware of and well prepared for what lies ahead.

See Convention, page 5

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# Transforming the Debate on Sexual Inequality: From Biological Difference to Institutionalized Androcentrism

By Sandra Lipsitz Bem, Ph.D., Cornell University

*Dr. Bem's book, **The Lenses of Gender: Transforming the Debate on Sexual Inequality**, has won numerous awards including the Best Book in Psychology Award given by the Association of American Publishers in 1993; the Annual Book Award given by the Organization for the Study of Communication, Language and Gender in 1994; a Distinguished Publication Award from the Association for Women in Psychology; and an Outstanding Book by the Gustavus Myers Center for the Study of Human Rights in North America. This article is adapted from Dr. Bem's presentation at the 1996 APA Annual Convention, at which Dr. Bem spoke as an invited speaker of TOPSS.*

Since the middle of the nineteenth century (and especially during times of intense feminist activity), Americans in general and psychologists in particular have been literally obsessed with the question of whether women and men are fundamentally the same as one another or fundamentally different from one another. In other words, the question of biological difference has been the focal point of almost all American discussions of sexual inequality.

This focus on biological difference came into being almost immediately after feminists like Elizabeth Cady Stanton and Susan B. Anthony first started pushing to get women the most basic rights of citizenship, including the rights to vote, own property, speak in public, and have access to higher education. Threatened by these extraordinarily radical proposals for social change, anti-feminists tried to argue against them by raising the specter of biological difference. For example, Paul Broca argued against higher education for women by claiming that their brains were too small; Edward Clarke argued against higher education by claiming that it would divert women's limited complement of blood from their reproductive organs to their brains hence their reproductive organs would atrophy and they would be unable to bear children; and finally, Herbert Spencer argued against giving women the right to vote on the grounds that they had too much maternal instinct to allow only the fittest in society to survive.

In response to all of this biological and anti-feminist theorizing on the part of some of the most respected scientists of the nineteenth century, by the early twentieth century, many feminists were beginning to focus on the question of biological difference as well. To give but one example, beginning in 1903, two of the first women Ph.D.s in the new field of empirical psychology took it upon themselves to try to refute all this anti-woman theorizing by doing their own carefully controlled studies of male-female difference on a whole variety of intellectual and other abilities; they also began to publish a whole slew of review articles carefully compiling and evaluating the results of all the research on male-female difference then available. This work by Helen Thompson Woolley and Leta Stetter Hollingworth is not only recognized today as being among the best science of its time; it is also what started the century-old tradition of psychological research on sex differences, which tries to figure out once and for all what alleged sex differences really exist. The very existence of this research tradition is itself an example, of course, of the American obsession with biological sex difference.

There are two reasons for my emphasizing that Americans *organize* almost all of their discussions about gender and sexual inequality around the issue of biological difference. First, I want to shift your angle of vision a little and have you focus if only for a moment on the *question* Americans are always asking instead of the *answer* to that question. Put somewhat differently, I want you to stop taking the focus on sexual difference for granted as something completely natural and unremarkable and instead begin to say to yourself: Why *is* this the question we are always asking? And even more importantly: Is there some other question we could or should be asking instead? Second, I want to set the stage for my major argument which is that Americans need to finally shift the focus of their discussion of sexual inequality from *biological difference* to *institutionalized androcentrism*. That is, we need to reframe our discussion of sexual inequality so that it focuses not on male-female difference per se but on how our androcentric (or male-centered) institutions transform male-female difference into female disadvantage.

## The Focus on Biological Difference is Misguided

The reason Americans have become so obsessed with the biology of sex differences is that for 150 years now, feminists like myself have been saying that we need to change our society in order to make women more equal; and for that same 150 years, the society has been saying back that our biological differences may not even allow for the kind of equality that feminists like me are always advocating. Implicit in this response, however, is a *false assumption*, which is that *biology is a kind of bedrock beyond which social change is not feasible*. And not only is that assumption false in and of itself; it also leads to the misguided conclusion that the question of biological sex difference is urgent, both politically and scientifically. I disagree. As I see it, social change or what I would rather call cultural invention can so radically transform the situational context in which biology operates that the human organism can actually be liberated from what had earlier seemed to be its intrinsic biological limitations. Consider but three examples.

1. As a biological species, human beings require food and water on a daily basis, which once meant that it was part of universal human nature to live as survivalists. But now human beings have invented agricultural techniques for producing food, and storage and refrigeration techniques for preserving food, which means that it is no longer part of universal human nature to live as survivalists.

2. As a biological species, human beings are susceptible to infection from many bacteria, which once meant that it was part of universal human nature to die routinely from infection. But now human beings have invented antibiotics to fight infection, which means that it is no longer part of universal human nature to die routinely from infection.

3. As a biological species, human beings do not have wings, which once meant that it was part of universal human nature to be unable to fly. But now human beings have invented airplanes, which means that it is no longer part of universal human nature to be unable to fly.

As dramatically liberating as these three examples of technological innovation clearly are, the general principle that they illustrate is so mundane and noncontroversial that even sociobiologists would unhesitatingly endorse it. *Simply put, the impact of any biological feature depends in every instance on how that biological feature interacts with the environment in which it is situated.*

In *The Lenses of Gender*, I discuss at length how the historically universal absence of technology has profoundly shaped both the roles and the inequality of women and men in most human societies. At least as important in the development of sexual difference and sexual inequality, however, has been the androcentrism (or male-centeredness) of society's social structures.

### Androcentrism

The concept of androcentrism was first articulated in the early twentieth century by Charlotte Perkins Gilman, who wrote in *The Man-Made World or Our Androcentric Culture* (1911/1971) that:

all our human scheme of things rests on the same tacit assumption; man being held the human type; woman a sort of accompaniment and subordinate assistant, merely essential to the making of people. She has held always the place of a preposition in relation to man. She has always been considered above him or below him, before him, behind him, beside him, a wholly relative existence—Sydney's sister, Pembroke's mother—but never by any chance Sydney or Pembroke herself....It is no easy matter to deny or reverse a universal assumption....What we see immediately around us, what we are born into and grow up with,...we assume to be the order of nature....Nevertheless,...what we have all this time called human nature...was in great part only male nature....Our androcentric culture is so shown to have been, and still to be, a masculine culture in excess, and therefore undesirable. (pp. 20-22).

Without actually using the term itself, Simone de Beauvoir brilliantly elaborated on the concept of androcentrism, and integrated it more completely into a theory of sexual inequality in *The Second Sex* (1952), which was originally published in France in 1949. According to de Beauvoir, the historical relationship of men and women is not best represented as a relationship between dominant and subordinate, or between high and low status, or even between positive and negative. No, in all male-dominated cultures,

man represents both the positive and the neutral, as is indicated by the common use of man to designate human beings in general; whereas woman represents only the negative, defined by limiting criteria, without reciprocity....It amounts to this: just as for the ancients there was an absolute vertical with reference to which the oblique was defined, so there is an absolute human type, the masculine. Woman has ovaries, a uterus; these peculiarities imprison her in her subjectivity, circumscribe her within the limits of her own nature. It is often said that she thinks with her glands. Man superbly ignores the fact that his anatomy also includes glands, such as the testicles, and that they secrete hormones. He thinks of his body as a direct and normal connection with the world, which he believes he apprehends objectively, whereas he regards the body of woman as a hindrance, a prison, weighed down by everything peculiar to it...Thus humanity is male and man defines woman not in herself but as relative to him; she is not regarded as an autonomous being....She is defined and differentiated with reference to man and not he with reference to her; she is the incidental, the inessential as opposed to the essential. He is the Subject, he is the Absolute she is the Other. (pp. xv-xvi)

***I want you to stop taking the focus on sexual difference for granted as something completely natural and unremarkable,,,***

To clarify the concept of androcentrism still a bit more, *androcentrism is the privileging of males, male experience, and the male perspective.* What exactly do I mean by privileging? On the one hand, one could say it's the treating of males as the main characters in the drama of human life around whom all action revolves and through whose eyes all reality is to be interpreted, and the treating of females as the peripheral or marginal characters in the drama of human life whose purpose for being is defined only in relation to the main or male character. This would go along with Gilman's idea that women are always defined in relation to men. Alternatively, one could also say

that androcentrism is the treating of the male as if he were some kind of universal, objective, or neutral representative of the human species, in contrast to the female who is some kind of a special case something, different, deviant, extra, or other. This would go along with de Beauvoir's idea that man is the human and woman is the other.

Many people in American society already know examples of androcentrism even if they haven't yet thought to label them as androcentric. In language, for example, there's the generic use of *he* to mean *he* or *she*, which treats *he* as universal, human, genderless, and *she* as specifically female. In the Old Testament story of Adam and Eve, there's the fact that not only is Adam created first (in God's image) and Eve created (out of Adam) to be his helper. Only Adam, you'll recall, is explicitly given the power to name every creature on earth from his own perspective. And then, of course, there's Freud's (1925/1959) theory of penis envy, which treats the male body as so obviously being the human norm and the female body as so obviously being an inferior departure from that norm that the mere sight of the other sex's genitals not only fills the three-year-old boy with a horror of the mutilated creature he has just seen; it also leads the three-year-old girl

to make her judgment and her decision in a flash; she has seen it and knows that she is without it and wants to have it (pp. 190-191).

Let me shift now to some examples of androcentrism that are both more modern and more pertinent to everyday life. As long as I've been talking about the presumed inferiority or otherness of the female body, I'll begin with the U.S. Supreme Court's rulings related to pregnancy in particular; the Court's rulings on whether employers can exclude pregnancy from the package of disability insurance benefits that they provide to their employees. The situation is this: An employer says their insurance benefits will cover you for every medical condition that keeps you away from work, except pregnancy and giving birth. Is this exclusion okay? Supreme Court says yes. Question: Why is it okay to exclude pregnancy if discrimination against women is now illegal? Because, says the Court, although such an exclusion may appear on the surface to discriminate against women, in actuality, it is gender-neutral.

The Court has tried to argue this claim of gender neutrality in two main ways. First, the exclusion doesn't even divide people into the two categories of women and men, but into the two categories of pregnant women and nonpregnant persons. Second, pregnancy-related disabilities constitute an *additional* risk, unique to women, and the failure to compensate them for this risk does not destroy the presumed parity of the benefits...[that accrue] to men and women alike.

There are a number of problems with the Court's reasoning here, but most important for our purposes here is that it is androcentrically defining whatever is male as the standard and whatever is female as something additional or extra. In other words, just like Sigmund Freud himself, the Court is androcentrically defining the male body as the standard human body; hence it is seeing nothing unusual or inappropriate about giving that standard human body the full insurance coverage that it would need for each and every condition that might befall it. Consistent with this androcentric perspective, the Court is also defining equal protection as the granting to women of every conceivable benefit that this standard human body might require which, of course, does not include disability coverage for pregnancy.

Had the Court had even the slightest sensitivity to the meaning of androcentrism, there are at least two truly gender-neutral standards that it would have surely considered instead. In set-theory terms, these are: (a) the *intersection* of male and female bodies, which would have narrowly covered only those conditions that befall both men and women alike; and (b) the *union* of male and female bodies, which would have broadly covered all those conditions that befall both men and women separately. In fact, however, the Court was so blind to the meaning of androcentrism that it saw nothing the least bit amiss when, in the name of equal protection, it granted a whole package of special benefits to men and men alone.

Let me now move to a final example of an androcentric law that looked gender-neutral even to me until just a couple of years ago. This final example has to do with our culture's legal definition of self-defense, which holds that a defendant can be found innocent of homicide only if he or she perceived imminent danger of great bodily harm or death and responded to that danger with only as much force as was necessary to de-

fend against it. Although that definition had always seemed to have nothing whatsoever to do with gender and hence to be perfectly gender-neutral, it no longer seemed quite so gender-neutral once feminist legal scholars finally pointed out how much better it fit with a scenario involving two men in an isolated episode of sudden violence than with a scenario involving a woman being battered, first in relatively minor ways and then with escalating intensity over the years, by a man who is not only bigger and stronger than she is, but from whom she can not readily get police protection because he is her husband. The aha experience here is the realization that if this woman and this situation had been anywhere near the center of the policymakers' consciousness on the day when they were first drafting our culture's supposedly neutral definition of self-defense, they might not have placed so much emphasis on the defendant's being in imminent danger at the particular instant when the ultimate act of self-defense is finally done.

Of course, it isn't only in the context of insurance and self-defense that the male difference from women is affirmatively compensated by American society whereas the female difference from men is treated as an intrinsic barrier to sexual equality. To quote Catharine MacKinnon, who is perhaps the most distinguished feminist lawyer in America today:

***...just like  
Sigmund Freud  
himself, the Court  
is androcentrically  
defining the male  
body as the  
standard human  
body...***

[V]irtually every quality that distinguishes men from women is...affirmatively compensated in this society. Men's physiology defines most sports, their needs define auto and health insurance coverage, their socially designed biographies define workplace expectations and successful career patterns, their perspectives and concerns define quality in scholarship, their experiences and obsessions define merit, their objectification of life defines art, their military service defines citizenship, their presence defines family, their inability to get along with each other their wars and rulerships defines history, their image defines God, and their genitals define sex. For each of their differences from women, what amounts to an affirmative action plan is [thus] in effect, otherwise known as the structure and values of American society. (MacKinnon, 1987, p. 36).

Of all the androcentric institutions on MacKinnon's list that are typically thought of as gender-neutral, there is perhaps no institution more directly responsible for denying women their rightful share of America's economic and political resources than the structure of the American work world. Although that work world may seem to many Americans to be as gender-neutral as it needs to be now that explicit discrimination against women has finally been made illegal, in fact, it is so thoroughly organized around a worker who is not only presumed to be male rather than female, but who is also presumed to have a wife at home to take care of all of the needs of his household including the care of his children that, as I've said several times already, it naturally and automatically ends up transforming what is intrinsically just a male/female difference into a massive female disadvantage.

Imagine how differently our social world would be organized if all of

*See Inequality, page 8*

Convention, from page 1

**Friday, August 15**

**9:00 - 10:00 a.m.**

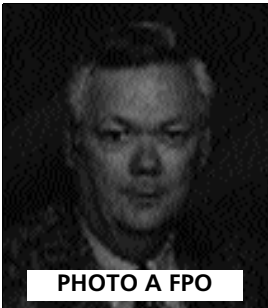
James Kalat Ph.D.

Professor of Psychology, North Carolina State University

*The Joys of Teaching Methodology*

Dr. Kalat is a Fellow of the American Association for the Advancement of Science, the American Psychological Society, and the American Psychological Association. He is the author of *Biological Psychology*, which is in its third edition.

**10:00 - 11:00 a.m.**



Ludy T. Benjamin, Jr. Ph.D.

Ludy T. Benjamin, Jr. Ph.D.

University Professor of Distinguished Teaching, Texas A&M University

*A Career for those with No Sanctity to Preserve: Lessons in the History of Applied Psychology*

Dr. Benjamin teaches introductory psychology, history of psychology, and a course on the teaching of psychology. He is a past president of APAs Divisions on the History of Psychology and the Teaching of Psychology, and is currently president of the Eastern Psychological Association. In 1986 he received the Distinguished Teaching Award from the American Psychological Foundation. His scholarly work is in the history of American psychology, focusing on the transition from philosophical discourse to laboratory science, particularly the emergence of applied psychology. His recent books include *Harry Kirke Wolfe: Pioneer in Psychology* (1991), *A History of Psychology in Letters* (1993), and *A History of Psychology: Original Sources and Contemporary Research* (1997). He is currently working on a book on the history of psychology in American business.

**11:00 a.m. - 12:00 p.m.**



Frank J. Sulloway, Ph.D.

Frank J. Sulloway, Ph.D.

Research Scholar,

Massachusetts Institute of Technology

*Birth Order, Family Dynamics, and World History: Integrating Psychology into the High School History Curriculum*

Dr. Sulloway is a Research Scholar in the Program in Science, Technology, and Society. He has a Ph.D. in the history of science from Harvard University and is a former MacArthur Fellow. His book *Freud, Biologist of the Mind: Beyond the Psychoanalytic Legend* (1979) provides a radical reanalysis and received the Pfizer Award of the History of Science Society. In addition, Dr. Sulloway has written about the nature of scientific creativity, and, in this connection, has published extensively on the life and ideas of Charles Darwin. For the

last two decades, Dr. Sulloway has also employed evolutionary theory to understand how family dynamics affect personality development, including that of creative geniuses. His most recent book is *Born to Rebel: Birth Order, Family Dynamics, and Creative Lives* (1996).

**12:00 p.m. - 2:00 p.m.**

TOPSS Executive Board

*What Works: Classroom Demonstrations and Activities for Introductory Psychology*

Short activities and ideas to convey concepts to your classes will be presented by the TOPSS Executive Board. In this informal session, they will discuss their creative ideas that work and seek to include yours.

## CONVENTION TECHNOLOGY SESSION:

**Friday, August 15**

**9:00 - 10:50 am**

*Restructuring the Learning Environment Through Technology*

**CO-CHAIRS:**

Sylvia Rosenfield, Ph.D. and Virginia Andreoli Mathie, Ph.D.

**PRESENTERS:**

Allen Schmieder, Ph.D., Program Director, Technology Innovation Challenge Grant Program, U.S. Department of Education

Dr. Schmieder, a pioneer in technology education, will summarize what he considers to be some of the most critical challenges and opportunities in education reform that confront schools as they technologically transform their curriculum and classrooms. He will also introduce a broad array of developmental technology resources including the new billion-dollar Technology Literacy Challenge Fund.

Greg Lopatka, (and selected students)

Science Lab and GLOBE Teacher,

Randolph Communication Arts Center, Chicago, IL

An on-line demonstration by this top science teacher of a White House, high-tech, worldwide science and education program, the GLOBE Program, that has students, teachers and scientists working together to understand the most urgent challenges of global change. Lopatka will explain how students, guided by trained teachers, take environmental measurements, combine the measurement data with data from other science sources, and relay state-of-the-art digital images based on these data back to the classroom by television, computers, and other communications systems.

Tom Wilson, Ph.D., Principal,

Eagan High School, Eagan, MN

Dr. Wilson, Principal of a nationally recognized Blue Ribbon School of Excellence, will provide a personal tour of Eagan High School, a model for 21st Century Schools and one of only 29 U.S. Department of Education's Na-

tional Technology Exemplar Schools. His tour will include an overview of the use of multiple technologies in his school, and their effect on the learning environment.

Virginia Nichols Quinn, Professor,  
Northern Virginia Community College, Loudoun Campus  
and Extended Learning Institute, Annadale, VA

Ms. Quinn, who received a 1997 Outstanding Faculty Award from the Commonwealth's Council of Higher Education, will describe how technology advances have impacted on college distance education. She will discuss her efforts to link distance learners through computer conferences, telephone bridges, and computer simulations.

## Saturday, August 16

9:00 - 10:00 a.m.



PHOTO C FPO

Karen Zager, Ph.D.

Karen Zager, Ph.D.  
Private Practitioner, New York  
*Teens, TV and Truth: Cutting Through the Stereotypes*

Dr. Zager is in full-time independent practice in New York. She specializes in parenting and adolescence and is currently the Co-Chair of the APA Task Force on Adolescent Girls. She is also Past-President of the Division of Psychologists in Independent Practice of the APA. Dr. Zager's frequent presentations and publications have

made her well known in the field. Her regular media appearances on TV news segments, talk shows, and radio spots have helped bring psychological issues of adolescents to the public.

10:00 - 11:00 a.m.

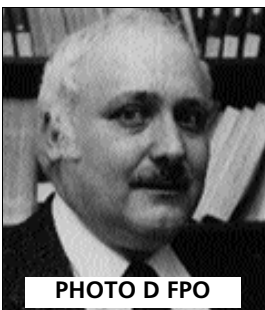


PHOTO D FPO

Stanley Coren, Ph.D.

Stanley Coren, Ph.D.  
Professor Psychology,  
University of British Columbia  
*Political Minefields in the Psychology Classroom: Some Real-World Examples*

Dr. Coren is the author of several best selling books including *The Intelligence of Dogs* and *The Left-Hander Syndrome*. Coren's research has covered many areas of psychology, including studies of perception, illusions, handedness, birth stress, aging, behavior genetics, sleep, intelligence,

personality and even the behavior of dogs. He has published well over 250 articles in scientific journals. He has also written 14 books for professionals and students, including the popular text book *Sensation and Perception*, which is now entering its fifth edition. Coren has often been featured in the media and has appeared on many national TV programs, including NBC's Dateline, CBS's 48 hours, ABC's Prime Time, Oprah Winfrey, Larry King, Maury Povich, David Rose, the Today Show, Good Morn-

ing America and many others. In his well-received new book, *Sleep Thieves*, he points out that today's society may be chronically sleep deprived, and that too little sleep can make us clumsy, stupid, unhappy and even dead.

1:00 - 2:00 p.m.

Arthur Glenberg, Ph.D.  
Professor of Psychology,  
University of Wisconsin at Madison  
*The Meaning of Meaning*

Dr. Glenberg's research interests are in the areas of memory and language comprehension. His investigations of memory have contributed to the understanding of distributed practice, rehearsal and recency effects. Most recently, Dr. Glenberg has developed an embodied approach to memory and language comprehension. According to this approach, language cannot be understood as an encapsulated cognitive activity. Instead, experiences in using our bodies to interact with the world are shown to be critical to the understanding of language.



PHOTO E FPO

Arthur Glenberg, Ph.D.

2:00 - 3:00 p.m.

Robert Rosenthal, Ph.D.  
Edgar Pierce Professor of Psychology,  
Harvard University  
*Covert Communication in Classrooms, Clinics and Courtrooms*

Dr. Rosenthal has lectured widely in the United States and Canada as well as in Australia, England, Fiji, France, Germany, Israel, Italy, Papua New Guinea, and Switzerland. For some forty years, his research has centered on the role of self-fulfilling prophecy in everyday life and in laboratory situations. His special interests include the effects of teachers' expectations on students' academic and physical performance, the effects of experimenters' expectations on the results of their research, and the effects of healers' expectations on their patients' mental and physical health. He is the author or co-author of over 350 journal articles and books.

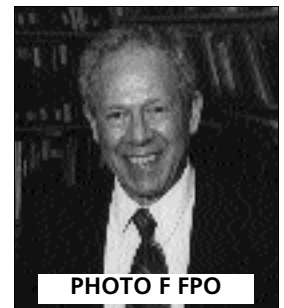


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Robert Rosenthal, Ph.D.

3:00 - 4:00 p.m.

Robin Kowalski, Ph.D.  
Associate Professor of Psychology,  
Western Carolina University  
*The Nature of Complaining: Who Does It and Why?*

Dr. Kowalski's research on the nature of complaining received international attention, including an appearance on NBC's Today Show. She has co-authored a book, with Dr. Mark Leary, *Social Anxiety*,



PHOTO G FPO

Robin Kowalski, Ph.D.

and is the editor of a second book, *Aversive Interpersonal Behaviors* forthcoming from Plenum. Currently she is co-editing a book entitled, *The Social Psychology of Emotional and Behavioral Problems: Interfaces of Social and Clinical Psychology*, to be published by APA. In addition to her work on complaining, Dr. Kowalski has conducted research in the areas of social anxiety, self-presentation, social psychology factors in health and illness, and gender and aggression.

## G. STANLEY HALL LECTURE SERIES

**Friday, August 15**

**12:00 p.m. - 1:50 p.m.**



PHOTO H FPO

Jerre Levy, Ph.D.

Jerre Levy, Ph.D.

Professor of Psychology, University of Chicago  
*Specialization & Integration of the Left and Right Cerebral Hemispheres*

Dr. Levy, who decided at age five to become a scientist, discovered the magic of brains at the University of Miami, where she completed her undergraduate studies in psychology and obtained an M.S. in physiological psychology. She received her Ph.D. in psychology under the direction of Roger W. Sperry at the California Institute of Technology in 1970 for studies of split-brain patients, which she continued during a postdoctoral fellowship at the University of Colorado. Her investigations since that time have focused on lateralization and integration of cerebral hemispheric function in the intact brain. Her research includes studies of asymmetries of movements in newborns, the relation between children's attentional capacities and interhemispheric integration, investigations of how the left and right hemispheres encode and integrate lateralized information, and individual differences in asymmetries of visual attention across the lifespan. She has served on the editorial boards of a number of journals and is currently on the Board of Editors *Neuropsychologia* and the Behavioral Science section of *The Journal of Neuroscience*.

Dr. Levy, who decided at age five to become a scientist, discovered the magic of brains at the University of Miami, where she completed her undergraduate studies in psychology and obtained an M.S. in physiological psychology. She received her Ph.D. in psychology under the direction of Roger W. Sperry at the California Institute of Technology in 1970 for studies of split-brain patients, which she continued during a postdoctoral fellowship at the University of Colorado. Her investigations since that time have focused on lateralization and integration of cerebral hemispheric function in the intact brain. Her research includes studies of asymmetries of movements in newborns, the relation between children's attentional capacities and interhemispheric integration, investigations of how the left and right hemispheres encode and integrate lateralized information, and individual differences in asymmetries of visual attention across the lifespan. She has served on the editorial boards of a number of journals and is currently on the Board of Editors *Neuropsychologia* and the Behavioral Science section of *The Journal of Neuroscience*.

**Saturday, August 15**

**12:00 p.m. - 1:50 p.m.**

Christina Maslach, Ph.D.



PHOTO I FPO

Christina Maslach, Ph.D.

Professor of Psychology,  
University of California at Berkeley  
*The Truth About Burnout*

Dr. Maslach has conducted research in a number of areas, but with a particular focus on job burnout. Her books include *Burnout: The Cost of Caring* and the forthcoming *The Truth About Burnout*, as well as the co-edited volume, *Professional Burnout: Recent Developments in Theory and Research*. She is the author of the

*Maslach Burnout Inventory* (MBI), the most widely used research measure in the burnout field. She has been honored with the Distinguished Teaching Award from the University of California at Berkeley and is a Fellow of the American Association for the Advancement of Science.

**Sunday, August 16**

**12:00 p.m. - 1:50 p.m.**

David Matsumoto, Ph.D.

Professor of Psychology and Director of the Culture and Emotion Research Laboratory, San Francisco State University

*Culture, Emotion, and the Teaching of Psychology*

Dr. Matsumoto has studied emotion, human interaction, and culture for over 15 years, and is a recognized expert in this field. He is the author of over 100 works on culture and emotion, including original research articles, paper presentations, books, book chapters, videos, and assessment instruments. He has made invited addresses to professional and scientific groups in the U.S. and internationally. He also serves as an intercultural consultant to various domestic and international businesses. Dr. Matsumoto is also very active in the world of Olympic sport Judo, and brings his expertise in intercultural relations to this arena as well. In addition to being the Head Instructor of the East Bay Judo Institute in El Cerrito, CA, he also currently serves as the Program Director of Development for United States Judo, Inc., the National Governing Body of Judo in the United States. He has coached and managed senior and junior Judo teams representing the United States in international competition and training. In the last two years, he was the Team Leader for the Judo team representing the United States at the 1995 World Championships in Chiba, Japan, and the 1996 Summer Olympic Games in Atlanta, Georgia.

**Monday, August 18**

**11:00 a.m. - 12:50 p.m.**

Patricia Keith-Spiegel, Ph.D.

Reed D. Voran Honors Distinguished Professor of Social and Behavioral Sciences, Ball State University

*Should We Teach Values?*

Before moving to Indiana in 1991, Dr. Keith-Spiegel taught at California State University, Northridge, and won the system-wide California State University Trustees Award for Outstanding Professor in 1989. She is a Past-President of the Western Psychological Association and of Division 2 of the American Psychological Association. In  
*See Convention, page 14*

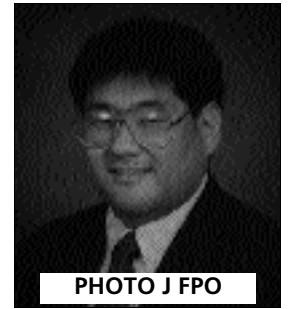


PHOTO J FPO

David Matsumoto, Ph.D.



PHOTO K FPO

Patricia Keith-Spiegel, Ph.D.



*Inequality, from page 4*

the workers in our workforce were women rather than men, and hence most of the workers in our workforce including those at the highest levels of government and industry were also either pregnant or responsible for childcare during at least a certain portion of their adult lives. Given such a workforce, working would so obviously need to coordinate with both birthing and parenting that institutions facilitating that coordination would be built into the very structure of the social world. There would thus be not only such things as paid pregnancy leave, paid days off for sick children, paid childcare, and a match rather than a mismatch between the hours of the work day and the hours of the school day. There would probably also be a completely different definition of a prototypical work life, with the norm being not a continuous forty hours or more per week from adulthood to old age, but a transition from less than forty hours per week when the children are young to forty hours or more per week when the children are older.

The lesson of this alternative reality should be clear. It is not women's biological and historical role as mothers that is limiting their access to America's economic and political resources. It is a social world so androcentric in its organization that it provides but one institutionalized mechanism for coordinating work in the paid labor force with the responsibilities of being a parent, that one institutionalized mechanism being the having of a wife at home to take care of one's children.

Now, to people who don't yet appreciate either what androcentrism is or how it operates institutionally, the suggestion that we need to change our social institutions so that they are more accommodating to women or more inclusive of women's experience seems completely wrong-headed. As they would surely describe it, it seems like a move away from gender neutrality and hence in the absolutely wrong direction of where America ought to be going.

But in fact, America's institutions have been so thoroughly organized for so long from an androcentric perspective that is, they have for so long been taking care of men's special needs automatically while women's special needs have been either treated as special cases or simply left unmet—that *the only way for them to even begin to approximate gender neutrality is for our society to finally begin giving women as complete a package of special benefits as it has always given to men and men alone.*

I want to end with an analogy that may help you see even more clearly that the gender problem in America today isn't about the difference between women and men; it's about the transformation of that difference into female disadvantage by an androcentric social structure that looks not only gender-neutral but even god-given, because we're just so used to it by now that we don't realize its literally man-made until that fact is forced upon us.

This analogy plays on another one of my own non-privileged attributes, not my femaleness this time, but my shortness. (I happen to be only 4'9" tall). Imagine, if you will, a whole community of short people just like me. Given the argument sometimes made in our society that short people are unable to be firefighters because they are neither tall enough nor strong enough to do the job, the question arises: Would all the houses in this community eventually burn down? Well yes, if we short people had to use the

heavy ladders and hoses designed by and for tall people. But no, if we (being as smart as short people are) could instead construct lighter ladders and hoses usable by both tall and short people. The moral here should be obvious: It isn't short biology that's the problem; it's short biology being forced to function in a tall-centered social structure.

It should be clear that there are two related morals in both this final story and this whole article: The first moral is that as important as the biological difference between the sexes may appear on the surface, the impact of that biological difference depends in every single instance on the environment in which it is situated. This interaction of biology and the situational context can be liberating, as in the case of anti-biotics, refrigeration, airplanes, and baby formula. This interaction can also be discriminating, as in the case of women being disadvantaged and men being advantaged by a male-centered social structure. The second moral is that as familiar, comfortable, gender-neutral, and natural as our own culture's institutions may appear to be now that explicit discrimination against women has finally been made illegal, in fact, our institutions are so thoroughly saturated with androcentrism that even those that do not discriminate against women explicitly like the definition of self-defense must be treated as inherently suspect.

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Shields, S. A. (1975b) Ms. Pilgrim's Progress: The contributions of Leta Stetter Hollingworth to the psychology of women. *American Psychologist*, 30, 852-857.

#### FOOTNOTES

1. For more on these and other biological theories from the nineteenth and early twentieth centuries, see Jordanova (1989), Russett (1989), and Sayers (1982).
2. For more on this early feminist work in psychology, see Shields (1975a,b).
3. All legal opinions quoted here can be found in the analyses of *Geduldig v. Aiello* (1974) and *General Electric Co. v. Gilbert* (1976) that appear in Lindgren & Taub (1988).

This article was adapted from Sandra Bem, *The Lenses of Gender*, Yale University Press, 1993.

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# Social Scientists Win at Westinghouse Science Talent Search

By Christine Johnson, APA Education Directorate

Two high school seniors who conducted research in the social sciences were among the top ten winners in the Westinghouse Science Talent Search which is celebrating its 56th anniversary this year. Administered by Science Service, in cooperation with the Westinghouse Foundation, this old and respected non-profit organization is responsible for recognizing talented high school students from around the country. Past winners of this prestigious award have included five Nobel Prize winners, several noted and successful researchers, mathematicians, medical doctors, and engineers.

Forty Finalists were chosen from among 1,652 entries, all original scientific research conducted by high school seniors. The Finalists were interviewed by a panel of ten distinguished scientists who evaluated each student's scientific aspirations, creativity and versatility. Educators have noted that the research is comparable to that of undergraduate college students' research in quality and ingenuity.

In March, the 40 national Finalists competed for 10 scholarships worth a total of \$205,000. Two budding social scientists were among the top winners. Carrie Shilyansky, 15, of San Marino, California, won the contest's \$30,000 second-place scholarship with her study of the cellular processes behind memory and learning. First in her class at San Marino High School, Carrie studied habituation, the lessening of an animal's response to

repeated stimulations of fixed strength. Carrie investigated habituation by stimulating the gill withdrawal reflex of a marine mollusk. She found that the frequency of the habituation stimulus is assessed and encoded by the underlying reflex pathway, and that the encoding processes can change a mollusk's responses to future stimuli. The winner of many math and science contests, Carrie has attended neurobiology seminars at the California Institute of Technology since age 11 and plans a career in medical research. She plans to attend to Cal-Tech or Stanford.

Emily Beth Levy of North Miami Beach, Florida, won a \$15,000 scholarship and fifth place in the competition for her innovative project in psychology. Emily, 17, developed the idea for her project while volunteering at a school for children with learning disabilities. While observing several students with dyslexia, Emily noticed the contrast between their creativity and success outside the classroom compared with their frustrations in class. As a result, she devised a teaching method she calls Brain Imagery, a way of organizing data, not in the traditional linear way but visually by placing a main concept in a circle in the center of the page and arranging subsidiary ideas around it. A Semifinalist in the 1993 Miss Teen-Age America pageant who also models professionally, Emily is a student at North Miami Beach Senior High School and plans to study medicine at Brown University.

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## Dyslexia

By Carsh Wiltner, Ph.D., Green River Community College, Auburn, WA

In this article, Sally Shaywitz, co-director at the Yale Center for the Study of Hearing and Attention, presents the phonological model of dyslexia. This model contrasts with older models of dyslexia that emphasize visual system deficits. This article is quite engaging and easily understandable by introductory psychology students who are familiar with cognition, language, and biological chapters in an introductory text. It is a good demonstration of how current research eclectically synthesizes from various specialty areas in psychology to explain behavior. It is thus a good antidote for the necessary but often frustrating segmentation of topical coverage

usually pursued in most introductory psychology texts.

The article begins with a short engaging case study of a medical student who is both intellectually gifted and dyslexic. Shaywitz presents the phonological model of dyslexia. In brief, this model views the language system as composed of a number of modules, each devoted to a particular language processing task. The phonological module is a lower level module devoted to processing the phonemes (basic language sounds) that comprise language. Shaywitz presents evidence that this module is probably biologically located in the interior frontal gyrus (lower part of the left frontal

lobe) for most people, though there are some gender differences. The phonological module is essentially a processor which allows the brain to segment and assemble phonemes into words which can then be further processed and decoded into meanings.

In dyslexia, according to this model, the phonological module is unable to perform its segmenting task on written words. Because this basic low level module is unable to first segment written language into phonemes, all further processing cannot be brought into play since all higher order processing relies on this basic segmentation process. As

*See Dyslexia, page 12*

*This update is provided courtesy of APA's Community College Working Group. It is based on the work of: Shaywitz, S. (1996). Dyslexia. Scientific American, November, 98-104.*

## Inquiries, Demonstrations, Experiments and Activities

### A Social Dilemma: Individual Gain or Common Good?

By Carol J. Dean, Ed.D., Lake Park High School, Roselle, IL

**Concept:**

A social dilemma is a situation in which one is faced with a decision to make a choice between that which will prove immediately rewarding to the individual but lead to a negative outcome for the larger group, and one which denies immediate benefit to the individual but will produce a common good in the long run. One does not have to look far in the real world to see examples of social dilemmas at work, be it the decision to recycle, give blood or to make peace not war.

A research paradigm that resembles a social dilemma is the prisoner's dilemma game. In this paradigm, subjects are encouraged to cooperate to gain moderate rewards, but to compete to gain larger rewards.

The concept can be demonstrated in the classroom with rewards that are near and dear to the hearts of most students: bonus points. Students are directed to ask for either a small number of bonus points or a larger number of bonus points. The catch is that if 15% or more of the class asks for the larger number of points, no students receive points. If, on the other hand, less than 15% of the class asks for the larger number of points, those students get the larger number and everybody else gets the smaller number of points. I usually do this immediately preceding an exam when the temptation to compete seems greatest. Never (and I've done it many times) have I had to give bonus points!

**Method:**

When the class is quiet and ready to take the exam, I distribute the bonus point ballot (see sample below).

Students are instructed not to communicate in any way. To do so is to forfeit their right to participate. This is very important. The spirit of the social dilemma is lost if students are allowed to interact (aren't people more likely to recycle if someone is watching over them?). Students are instructed to check the number of points they want, either 5 or 15. Ballots are folded in half and passed in. During the exam I count the ballots and announce the results.

**Discussion:**

Discussion revolves around reasons students give for their choices. If this demonstration is done often over a period of time, students begin to realize that in the long run, cooperation is a superior strategy. This can be extended to real-life situations as the nuclear arms race, population control, business practices, water conservation during a shortage, and more. Students should be encouraged to think of examples from their own school and community. The optimistic goal is for students to realize that we live in an increasingly interdependent world and that we can make the selfish choice at our own peril.

Discussion can also be extended to related issues during a unit on social psychology. This might include the need for certain laws to control selfish choices, peer pressure and group identification.

**Reference**

The original idea for this activity came from the Instructors Manual to accompany: Weiten, W. (1989). *Psychology: Themes and variations*. Pacific Grove, CA: Brooks Cole.

**Example Ballot**

If less than 4 people select 15 bonus points, > those people will receive the 15 points  
and everyone else will receive 5 points.

If more than 4 people select 15 bonus points, > no students will receive bonus points.

How many points would you like to receive? Choose one.

\_\_\_\_\_ 15 points

\_\_\_\_\_ 5 points

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*Psychology Teacher Network* is looking for good ideas, activities and experiments to share with our readers. Please submit any activities to *Psychology Teacher Network*, Education Directorate.

## TOPSS Executive Board Meets for Spring Committee Meeting

By Margaret Davidson, TOPSS Chair

The Executive Board of Teachers of Psychology in Secondary Schools (TOPSS) recently met in Washington, DC for their semi-annual committee meeting. In keeping with the concept statement of TOPSS, we have been active in efforts to promote the highest standards of teaching of the scientific aspects of psychology, to facilitate the exchange of information among all levels of psychology educators, and to establish methods of communication between the various organizations within and outside of the governance of the APA.

In recent months, the Executive Board of TOPSS has established links between a number of special interest groups. We are affiliated with the Presidential Task Force on Adolescent Women: Their Strengths and Stresses. This task force is in the process of completing two publications about the very group that we as high school teachers work with on a daily basis. Division 51 s The Society of the Psychological Study of Men and Masculinity Task Force on Adolescent Boys is in the process of investigating topics affecting young men in today s world. Each of these groups has asked for our input into

research topics and areas of concern that should be addressed in their work. Through this venue, we can make a valuable contribution to this effort.

There are a number of other initiatives to which we have been requested to provide assistance or recommendations in the publication of materials useful to educators. We plan to be involved in the preparation of lessons, pamphlets, videos, and classroom activities in cooperation with the Committee on Animal Research and Ethics (CARE), the Board of Scientific Affairs (BSA) Task Force on Serious Mental Illness and on Statistical Inference, and Division 37-Section 1 Public Interest Directorate s Project on Child Maltreatment.

You can make specific contributions to these efforts. Consider responding to requests placed in PTN. You can also respond using the easy electronic response on our web page. If you would like to participate more specifically as a liaison to these or any future projects, please contact me at my email address, mjdav@aol.com. We can all be a part of the future advancements in the teaching of psychology.

### Workshop for the Teaching of High School Psychology: Chicago, IL

August 13-14, 1997

Registration Form (please print or type)

Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

School: \_\_\_\_\_

School Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Daytime telephone number: \_\_\_\_\_

APA High School Teacher Affiliate Yes  No

**SPECIAL OFFER FOR NON-AFFILIATES:**

Join APA as a member of TOPSS (APA High School Teacher Affiliate) and register for the workshop for only \$65. For a High School Teacher Affiliate application call the APA Membership Office at (202) 336-5580 or the Education Directorate at (202) 336-6076.

Send completed form and payment to APA, Attn: Workshop Accounting, 750 First Street, NE, Washington DC 20002-4242. Registration paid by P.O. or credit card may be faxed to (202) 336-5693.

FEE: (check one)

\$35.00 for High School Teacher Affiliates

\$45.00 for non-affiliates

PAYMENT: (check one)

Check payable to APA enclosed

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Charge to:

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## DEAR DOCTOR



PHOTO L FPO

Ken Keith, Ph.D

Answered by: Ken Keith, Ph.D.,  
Nebraska Wesleyan University

A panel of noted clinical, experimental and academic psychologists has graciously agreed to reply in this column to questions submitted by teachers and students. We invite you to send your questions to:

DEAR DOCTOR, PTN,  
Education Directorate, 750  
First Street, NE, Washington,  
DC 20002-4242

**Question: I have heard talk about cross-cultural psychology. What is it and why is it an important new field of study?**

Cross-cultural psychology has been defined in different ways by various writers. Put briefly, it is a scientific study of behavior conducted in such a way as to take account of social and cultural influences. Psychology is one of the majors currently enjoying the greatest popularity among American college students. The field is increasingly scientific in its methods, and we are more and more often able to approach what we consider truth in our findings. Or are we? Much of our work is very good, but it may be limited in ways that we have often failed to realize.

Until recent times, psychology as it is taught in the United States, has been largely a North American psychology; our research has been done by North Americans, using North American participants, often failing to ask critical questions. Some of those questions include: Can our knowledge be generalized to people from other backgrounds cultural, national, ethnic, or racial? Do people of differing backgrounds experience basic psychological processes (development, learning, emo-

tion, perception, social integration, etc.) in the same way? Are there basic psychological principles or truths that transcend culture? These questions, and others like them, must be asked and it is one of the purposes of cross-cultural psychology to ask them.

Having suggested some of our limitations, let me also say that psychology has been a leader among the disciplines in its efforts to become more sensitive to, and knowledgeable about, cultural diversity. Thus, we do have a reasonable body of research and evidence about those psychological principles which are, in fact, limited by culture and those which seem more universal.

For example: The concept of self is construed quite differently in individualistic cultures than in collective cultures; personality may be exhibited differently by bilingual persons, depending on the language in which they are operating; social conformity tends to be different in Western than in Asian cultures; and individuals from the carpentered worlds of North America and Europe respond

differently to common perceptual illusions than do people of rural India or New Guinea. These distinctions and others like them are of interest to cross-cultural psychologists.

Teachers interested in examining alternative interpretations of the common subject matters of introductory psychology can find a good beginning in David Matsumoto's *People: Psychology from a Cultural Perspective* (Brooks/Cole, 1994).

Other good references would include the following:

- Berry, J. W., Poortinga, Y. H., Segall, M. H., & Dasen, P. R. (1992). *Cross-cultural psychology: Research & applications*. New York: Cambridge University Press.
- Brislin, R. (1993). *Understanding culture's influence on behavior*. Fort Worth: Harcourt Brace Jovanovich.
- Lonner, W. J., & Malpass, R. (1994). *Psychology and culture*. Needham Heights, MA: Allyn & Bacon.
- Matsumoto, D. (1994). *Cultural influences on research methods and statistics*. Pacific Grove, CA: Brooks/Cole.

### *Dyslexia, from page 9*

Shaywitz says, "...although the language processes involved in comprehension and meaning are intact, they cannot be called into play, because they can be accessed only after a word has been identified. Shaywitz goes on to provide a model of the reading process and to discuss the neural architecture underlying the reading process.

This article can be utilized in a number of ways including class discussion, written extra-credit report, or with particular structured questions relating the article to research methods (experimentation, correlation, case study), to association cortex functioning, to the Wernicke-Geschwind model, and/or to other language models.

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# 1997 TOPSS Winning Essay

*By Aaron Seider, North Miami Beach Senior High School - Sponsored by Michael Fass*

*The winner of the 1997 TOPSS Essay Contest is Aaron Seifer of North Miami Beach High School. Aaron's winning essay was selected from among eighty-six entries representing twenty states. Each entry went through several readings by volunteer readers from the TOPSS membership. This year's contest was a huge success and TOPSS thanks all the students and teachers who contributed to that success.*

The elderly are beset by numerous problems that accompany old age, yet may be ameliorated with the help of psychology. Magnified by the American public, these problems become the germ for negative stereotypes that state that the elderly's health and intellect are entering a serious decline, and that they deserve to be socially segregated. The epitome of this ageism was provided in a commercial which exhorted people to "be young, have fun, leaving the audience to ponder the unspoken opposite, "be old, have no fun." Such unflattering beliefs are ingrained into the public's psyche so deeply that they view the elderly the most negative of any age group (Slotterback & Sarnio, 1996). Fortunately, there are still few positive beliefs that society harbors about the elderly. The elderly are viewed as having wisdom and experience, and are respected for their roles as parents and grandparents. Yet the negative stereotypes overshadowed the positive, even influencing the public to set lower standards for the elderly, such as in the area of memory (Erber, Prager, Williams, & Caiola, 1996). Society relegates the aged to run down neighborhoods or nursing homes, environments which not only adversely effect the elderly's life satisfaction, but also offer little social support (Newsom & Schulz, 1996). Although some of society's beliefs about the elderly hold a grain of truth, many age related stereotypes can be corrected through psychological intervention.

One of the many ways in which psychology can aid the elderly is to help them cope with the changes in relationships and social life that occur with old age. The elderly have entered Erikson's eighth stage, Ego Identity vs. Despair, in which they battle to accept themselves and their place in the life cycle (Erikson, 1950, p. 268). Their need for relationships looms unfulfilled, as their earlier friendships, provided mostly by work, vanish with retirement, resulting in the loss of a secure place in society's social structure (Geist, 1968). Problems such as a loss of peer groups and identity in the world, and an inability to meld with retirement's social nature are combated by activity theorists with specific suggestions, including entering peer groups within the community, volunteering, and working with a hobby. A dearth in the elderly's social contacts and support system is predictive

of a decline in health and productivity (McAvay, Seeman, & Rodin, 1996). More social contact can be arranged by having the elderly live with a child, an arrangement that the elderly believe improves his or her life (Coward, Albrecht, & Shapiro, 1996). One of the highlights of the elderly's lives is their interaction with their grandchildren, through which they gain satisfaction from their progeny's growth and accomplishment (Troll, 1983). This effect extends to other young children, who exert a positive influence on elderly in nursing homes (Ward, Los Kamp, & Newman, 1996). Psychology can help the elderly by changing their environment into an amalgam of all ages.

Psychology can also contribute to improving the mental aspect of the elderly's lives. The elderly's capacity to learn new material can be strengthened by reducing their anxiety, slowing their learning pace, increasing their organization, and offering praise instead of criticism (Botwinick, 1977). The best way for the elderly to remember information in short term memory is through auditory means, a fact which should be utilized (Arenberg, 1967). Another strategy is to have them write down things which they are to memorize (Burack & Lachman, 1996). These improvements positively influence the elderly's self perceptions, because they demonstrate that their intellect is not declining, they just need new methods of learning. Further improvements in self perception can be achieved by showing the elderly that the IQ test is partially based on fluid intelligence, which declines with age, and not crystallized intelligence, which remains stable over time, and is therefore an inaccurate assessment of their cognitive abilities (Horn, 1978).

With psychological help the elderly can also better the physical aspect of their lives. The elderly's physical decay, which can be partially levelled, saddles them with a feeling of dependency upon others. This physical decline can be fought with a continual exercise program... [which] can dramatically slow and partially reverse the debilitating effects of age (Caldwell, 1996, p. 3). This regimen has a plethora of benefits for the elderly, such as relieving pain, preventing falls, and lending an increased sense of independence. This lessens the resources expended on health care for the elderly, by society and by themselves. With increased independence, guilt, one predictor of mood in the elderly, is lessened, because their guilt about impinging on family for help is alleviated (Adkins, Martin, & Poon, 1996). Research has shown that the mental health problems of the elderly negatively affect their physical health (Cohen, 1985). Psychologists can therefore improve the elderly's physical health by correcting their mental health problems, and also by advising them to alert people to their physical problems, something they often eschew doing (Gordon-Salant, 1986).

*Identify both positive and negative ways in which society deals with issues of aging. In what ways can psychology contribute to improving the lives of older adults? In your discussion, address the following issues which affect the elderly: 1) intellectual and physical performances, 2) changes in relationships and social life, 3) societal attitudes towards older adults.*

## Multipsysh: A Multi-Media Course in Psychology

Developed by: Howard Topoff PhD, Hunter College of CUNY  
and American Museum of Natural History

Equipment needed: Dos or Macintosh System

Distributed by: Life Science Associates

One Fenimore Road

Bayport, New York 11705-2115

phone: 516-472-2111

fax: 516-472-8146

e-mail: franklsa@aol.com

Price: *Multipsysh*: \$295.00, *Astound*: \$99.00

Reviewed by: Tom Pantera, Psychology Instructor,  
Westwood High School, Mesa, AZ

*Multipsysh: A Multi-Media Course in Psychology* is a slide-show cube. This multimedia psychology library, designed to cover an entire introductory psychology course, provides the visual benefits of a slide presentation combined with movement, sound and animation. Over 540 slides are organized into 26 topics. The program includes large sections on topics such as genetics, abnormal psych, research design and statistics. Dr. Topoff includes a helpful and thorough explanation of the less obvious slides.

Although *Multipsysh* comes with many pre-made presentations, it is highly recommended that a presentation program like *Astound* be purchased as well. *Astound* will allow

the instructor to create customized presentations, web publications, and powerpoint adaptations, among other things. Like many programs of this kind, *Multipsysh* is top heavy with slides on illusions. Also, the number of slides with the additional features of movement, sound or animation are limited. I am not suggesting more animations, etc. could, or should, be added. However, these additional features (and price) are some of the major characteristics which separate *Multipsysh* from a slide presentation.

With the appropriate presentation hardware this program can be easily integrated throughout the course. Various animations and

demonstrations provide highly interactive and instructor-paced presentations. Considering the price, it may be hard to justify the purchase of this program, especially when compared to the fairly comprehensive sets of transparencies offered with most Introduction to Psychology text packages. The price of this program and the hardware required for classroom presentations make this a luxury item for many high school psychology budgets (and rats aren't getting any cheaper). Even so, this program provides the instructor with a highly comprehensive and flexible multimedia framework covering an entire course. Therefore, many may consider this well worth the cost.

American society's attitude toward the elderly is

*See TOPSS Essay, page 14*

*TOPSS Essay, from page 13*

unjust, composed of baseless stereotypes. These stereotypes, prevalent in America, are less apt to be displayed in Eastern cultures, where the elderly are more respected. By studying Eastern society, psychologists can identify specific positive attitudes and actions concerning the elderly, and then attempt to transpose them onto American society. The elderly possess neither of the attributes Americans prize, youth and work, and are often ostracized. Americans seem to believe that the elderly have no impact on society. But ninety percent of grandchildren indicate that their grandparents contributed much to their maturing (Robertson, 1976). Likewise,

the elderly have organizations, such as the Gray Panthers and the American Association of Retired Persons, which are active in politics. Yet another of society's false perceptions concerning the elderly is that they have no need for relationships with the opposite sex. But not only do the aged retain an interest in sexual activity (Comfort, 1980), their marital satisfaction peaks during these later years as well (Miller, 1976). When society is informed of these, and other, psychological facts, perhaps some of its more malevolent stereotypes will be reformed. Psychology can change society's beliefs about the elderly, and can also aid the elderly with the physical, mental, and social facets of their lives.

References available upon request to PTN.

*Convention, from page 7*

1994 she won the Distinguished Teaching Award given by the American Psychological Foundation. She has a career-long interest in teaching and its place in the reward system of the academic psychologist. Dr. Keith-Spiegel has been inter-

ested in ethics since 1970 and has written several books and book chapters on ethics. Her 1985 textbook, *Ethics in Psychology*, authored with Gerald Koocher, will be published soon by Oxford University Press. Dr. Keith-Spiegel's current activities include the development of

a proactive, multimedia program to curb academic dishonesty, funded by the United States Department of Education, and the creation of visually-based teaching materials for moral principles recognition and ethical decision-making games for young children.

## ANNOUNCEMENTS

### Third Annual Rice University Advanced Placement Summer Institute

Teachers of Advanced Placement and Pre-AP courses can receive special training this summer at the 1997 Rice University Advanced Placement Summer Institute, co-sponsored by The College Board. The Institute will be offered Monday-Friday, July 28-August 1, and tuition is \$300. The lead consultant for AP Psychology is Kay Miller, Nimitz High School, Houston.

The AP Summer Institute dorm is the Houston Plaza Hilton, located three blocks from Rice University. The special Institute rate for a single or a double room is \$69 a night, plus tax. Please make your reservation as soon as possible, as the special Institute rate cannot be guaranteed after the

block of rooms has been filled. (Houston Plaza Hilton, 6633 Travis Street, Houston, TX 77030, (713) 313-4000 or (800) 445-8667)

The deadline for registration is June 20, 1997. Registrations received after that date will be accepted only on a space-available basis and will be subject to a \$25.00 late registration fee. You must attend the entire Institute in order to earn a certificate and be eligible for TEA reimbursement. For more information and a free brochure, please contact the Rice University School of Continuing Studies at (713) 520-6022, ext. 228 or (713) 527-4803, ext. 228, by fax at (713) 285-5213 or by email at [api@rice.edu](mailto:api@rice.edu).

### APA Division 37 Section on Child Maltreatment to Develop High School Curriculum

The Section in Child Maltreatment (Division 37, Section 1 of the American Psychological Association) will be developing a high school curriculum in child maltreatment. It will contain information to be given during a short course/segment on child maltreatment. The project is just getting underway and decisions are being made regarding what type of curriculum to develop, what information to include, and how to package the curriculum to be most useful to high school instructors. If you are currently teaching about child maltreatment, the developers of the curriculum would like to talk to you about what information you are including as well as the materials and resources you are currently using. Please contact Cindy Miller-Perrin at Pepperdine University, Social Science Division, Malibu, CA 90263 (e-mail: [cperrin@pepperdine.edu](mailto:cperrin@pepperdine.edu); phone: (310) 456-4027).

## Advanced Placement Summer Workshops

### Tucson, AZ

Tucson Unified  
School District  
June 22-27  
Contact: William Reed  
(520) 748-1066

### Watertown, CT

Taft Education Center  
July 6-11  
Contact: David W. Hostage  
(800) 274-7815  
(860) 945-7850

### Decatur, GA

Agnes Scott College  
(for new teachers)  
June 16-20  
Contact: Diane Bradford  
(404) 638-6440  
[dbradford@asc.AgnesScott.edu](mailto:dbradford@asc.AgnesScott.edu)

### Honolulu, HI

Hawaii International  
AP Institute-Punahou

### School

August 3-8  
Contact: Paula Kurasage  
(808) 944-5756  
Susan Shannahan  
(408) 452-1400 x119

### Bloomington, IL

Illinois Wesleyan University  
June 22-27  
Contact: Malinda Carlson  
(309) 556-3112

### Notre Dame, IN

Saint Mary's College  
July 27-August 1  
Contact: Donald Miller  
(219) 284-4492

### Bowling Green, KY

Western Kentucky University  
(for new teachers)  
June 22-27  
Contact: Julia Roberts  
(502) 745-6323  
[gifted.studies@wku.edu](mailto:gifted.studies@wku.edu)

### Glen Arbor, MI

Leelanau Center for  
Education  
July 27-August 1  
Contact: Duane Petty  
(616) 334-5840

### Northfield, MN

Carleton College  
June 22-27  
Contact: Clifford Clark  
(507) 646-4038

### Riverdale, NY

Manhattan College  
August 4-8  
Contact:  
Brother William Ball  
(718) 862-7111

### Houston, TX

Rice University  
July 28-August 1  
Contact:  
Edie Carlson-Abbey  
(713) 520-6023

### Fort Worth, TX

Texas Christian University  
July 13-17  
Contact: Diane Lovia  
(817) 921-7104

### St. Johnsbury, VT

St. Johnsbury Academy  
July 6-11  
Contact: Thomas Lovett  
(802) 751-2082

### Bellevue, WA

Newport High School  
June 30-July 3  
Contact: Jevra Bashey  
or Lynn Argyle  
(206) 455-6066

*The College Board, via its regional offices, sponsors workshops on the psychology Advanced Placement course. For more information or to register, call or write your local College Board office. All workshops are subject to cancellation due to inadequate registration.*