Hope in the Classroom:  
The Role of Positive Psychology in Academic Achievement and Psychology Curricula

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What enables a young person to succeed in the classroom? Contrary to popular belief, intelligence and ability are not the answers (Dweck, 1999). Sometimes the brightest students fail to achieve in school or realize their potential, whereas other less talented individuals thrive and even excel in the face of adversity. The difference between these two kinds of students may lie in their levels of hope. Hope (Snyder et al., 1991) is defined as the process of thinking about one’s goals, along with the motivation to move toward those goals (agency) and the ways to achieve those goals (pathways). Hope, in this sense, is not an emotion, but rather a dynamic, cognitive, motivational process. Emotions follow cognitions in the process of goal-directed thinking (Snyder, 1994).

Research with the Trait Hope Scale (Snyder et al., 1991) has demonstrated that the pathways and agency components of hope are additive, reciprocal, and positively related, but they are not synonymous. Pathways thoughts relate to being able to generate one or more workable routes to a goal. Agency thoughts provide the motivational force to pursue the goal along chosen pathways. Agency thinking reflects a “can do” attitude relating to people’s confidence in their abilities. Being an agentic thinker in and of itself, however, is not enough, especially in the academic domain. Success at a challenging task often requires being able to generate multiple routes to goals. The ability to generate multiple pathways to goals can inoculate students from experiencing negative outcomes when they encounter obstacles.

When high-hope people encounter obstacles in pursuit of a goal, they do not despair. Having identified multiple routes to reach objectives, they simply choose another route and go around the barrier. Low-hope people, in contrast, may give up when encountering barriers to goals because they cannot think of other pathways to surmount the obstacles. This often results in frustration, a loss of confidence, and lowered self-esteem. In order to sustain movement toward one’s goals, both a sense of agency and a sense of pathways must be operative (see Snyder, 2000).

Over the past ten years, research on hope consistently has demonstrated that high-/relative to low-hope people clearly conceptualize their
Teaching abstract theoretical concepts in such a manner that students can grasp and apply them is one of the great challenges facing psychology professors. This can be even more true when the concepts are not modern or when their relevance is not immediately discernible to students. Both of these characterize the archetypal concepts in Carl Jung’s Analytical Psychology. I have found that students are often put off by the historical nature of the theory and, further, don’t see the pertinence of the ideas to their own experiences. The following brief Jungian “self-realization” exercise, which introduces the collective unconscious, persona, anima/animus, and shadow, enhances the learning experience by getting students directly and actively involved in the theory and by having them share aspects of their own personality with the rest of the class.

After brief overviews of Jung’s collective unconscious and archetypal theory, I define and discuss the persona, which Jung described as the mask we present to others, and which is typically composed of our positive qualities. I then give each student a paper plate and instructions to decorate the plate in such a way that it represents his or her persona. I assign this as a take-home project since students are typically more creative and thoughtful in their own environments using their own resources.

At the beginning of the next class period, the students and I sit in a circle and share our paper plate personas with the class. Judging from the quality and variety of the personas that are presented, I would say many students spend a great deal of energy on this assignment.

Next, I introduce Jung’s concepts of anima and animus, the (traditional) characteristics of the opposite gender residing in each human psyche. I then give each female student a blue plastic drinking cup and each male student a pink plastic drinking cup, meant, of course, to represent the animus and anima, respectively. Students are then instructed to write down three behaviors or characteristics of their person that can be traced to their animus/anima.

I give them examples from my own experiences to get them started. I tell them to write down their examples on three small pieces of paper and put these in the cup to be drawn out and read to the class. I carefully instruct them not to share anything that would make them feel uncomfortable.

Once everyone has finished, we go around the circle again with each student pulling experiences from his or her cup/anima/animus and sharing these with the rest of the class. I have found this part of the exercise to be both humorous and heartwarming as the women admit to liking sports, spitting, and engaging in rational processes typically attributed to men (purchasing automobiles, for example), and the male students reveal that they watch soap operas, cry at the drop of a hat, and love to shop, stereotypical female behaviors.

These inevitably lead to a lively discussion about modern gender roles, how Jung’s theory might be different if he had developed it today, and the benefits and drawbacks of revealing our “opposite gender” characteristics to others.

In the third and final active learning component of this exercise, I give each student a small black paper bag (about two inches wide by nine inches long, purchased from a local party store). I explain that this is to be their shadow, described by Jung as the antithesis of one’s persona, usually containing one’s negative characteristics and the aspects of oneself that others are rarely allowed to see. I further explain that Jung felt that it was important to “admit” one’s shadow in order to more fully realize one’s true self. So students select three behaviors or characteristics that reside in their shadow and write these down on three separate pieces of paper (as they did with the anima/animus) and place them in their shadow/bag.

Students understand that they will only be asked to read one, and that this one should be something that is not too private to share. (Additionally, I always give students the option not to participate.) I tell them that no one will ever know what the other two items are so they should write whatever they want. This gives them the freedom to “admit” their shadow without fearing any negative consequences.

Finally, as with the persona and anima/animus, the students and I share our shadow item with the class. This is followed with relevant discussion about the difficulty of revealing one’s shadow, the potential benefits of such a process, and whether it was easier to share the shadow than the anima or animus (as Jung suggested it was). To conclude, we more broadly discuss Jung’s theory and self-realization process, which we have just simulated in a very brief, partial, and simplistic fashion.

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goals, and have more of them. They also choose goals that are more challenging, have a focus on success and on corresponding positive, emotional states. It is easy to see, therefore, why high hope is correlated with superior academic performance. Although hope is not significantly related to intelligence (Snyder, McDermott, Cook, & Rapoff, in press), it is related to achievement, even when accounting for differences in perceived self-worth. High hope is related to greater problem-solving ability, perceptions of scholastic competence, social acceptance, and athletic ability.

The ability to generate pathways to goals and to solve problems relating to academic performance may give students a sense that they have control over the environment. This idea is supported by findings that high-hope people experience less anxiety overall, and experience less anxiety specifically in test-taking situations. Low-hope people, in contrast, experience more anxiety and are more likely to experience goal-blocking thoughts when taking tests. These findings may explain why hope is related to higher scores on achievement tests for grade school children and higher overall grade point averages for high school students.

Although the empirical research has yet to be performed, there is good reason to suspect that high-hope high school students are more likely than their low-hope counterparts to go on to college. Among college students, the Hope Scale has predicted higher semester and overall grade point averages and, of particular relevance, also has been used to predict college students' final grades in their introductory psychology courses— even after removing variance related to the first of three exams in the course. Additionally, in following undergraduate college students for six years, we found that Trait Hope Scale scores predicted higher cumulative grade point averages, higher graduation rates, and lower dropout rates.

The reasons that high-hope students do better than their low-hope counterparts should be clear. They are able to find multiple pathways to desired educational goals, they are motivated enough to go after those goals, and they are not distracted by anxiety-provoking thoughts of failure.

Of course, students are only one half of the academic performance dyad. Teachers form the second vital half. High-hope and low-hope teachers can establish classroom atmospheres that either promote or discourage students' hopeful thinking.

High-hope teachers bring hope to the classroom, and infect students with a sense of enthusiasm and the belief that they too can attain their goals. Engendering students' confidence in their ability to attain goals is especially important for students who have not had hope modeled in the home, or for those who live in environments where the focus is on getting through the day, not on striving to realize forgotten dreams. For these students, hope is something that belongs to other people. In this respect, teachers can form a vital line of defense (Snyder et al., 1997).

High-hope adults consistently report that when they were growing up, an adult role model spent a good deal of time with them acting as a coach. This person helped in the formation of goals, taught the causal thinking necessary to achieve those goals, and was a source of inspiration and motivation (Snyder, 1994). In this regard, Masten (2001) suggested that connection to competent and caring adults in the community is a global factor that engenders resilience in young people. An especially perceptive teacher can provide these students with a secure base (Ainsworth, 1989) from which to explore the range of their possibilities.

Teachers who perceive the plight of low-hope students in the classroom, however, should resist the impulse to "give them a break" and not demand as much from them as from other students in the classroom. Rather, a caring adult who has high expectations and who demands high levels of performance can instill hope in a young person (for information on how parents can raise hope in their children see McDermott & Snyder, 2000).

It is important to emphasize that in order to give hope to others, you must first have hope yourself. Teachers may be particularly vulnerable for burn out and for losing hope (Snyder et al., 1997). Given that the measure of a teacher's performance often is assessed by the performance of others, it is easy to perceive little control over outcomes. When efforts to help students learn seem to fail, and pathways to facilitate learning seem to have been exhausted, there always will be the temptation to give up hope and surrender students to their fate.

It is at these times that it is particularly important to ascertain whether you, the teacher, still are...
Measuring Personal Space:
A Demonstration for an Introductory Psychology Course

Meredith M. Wells, Ph.D., Eastern Kentucky University, Richmond, KY

This demonstration utilizes the stop-distance method of measuring personal space to illustrate three important concepts regarding personal space. First, it demonstrates to students that invasions of one’s personal space make an individual uncomfortable. Second, it reveals that the size of an individual’s personal space varies depending on the person(s) around him/her. And third, it shows that personal space is not a perfect circle, but larger in some areas of the body and smaller in others.

Concept
Personal space is the area surrounding a person’s body into which others are not welcome (Hayduk, 1983; Sommer, 1969). Some have described it as an invisible bubble. However, the bubble is not a perfect circle: it’s shape is more cylindrical than round. Also, the size of an individual’s personal space is not constant: it varies depending upon the situation, one’s age, whether one is indoors or outdoors, and whether one is sitting or standing. It also varies depending on several characteristics of the people nearby, such as their gender, their ethnicity, their socio-economic status, and their relationship to the individual (i.e., family member, friend, or coworker). Furthermore, when an individual’s personal space is invaded, it is an uncomfortable experience which can lead to increased arousal and distraction.

Materials
This demonstration requires a large open space approximately 20’ x 20’, two colors of masking tape (I like blue painter’s tape which is available at any hardware store), and three volunteers—two females and one male who are not close friends or related to each other. The demonstration takes about 10 minutes.

Instructions
After having discussed the concept of personal space and common reactions to personal space invasions, I begin the demonstration by taking the class to a large open area, perhaps outside, and asking them to stand around me in a very large semi-circle. I then ask for the three volunteers. I take the first female volunteer to be the “participant” and lead her to the center of the large open space. I explain to her that she is going to close her eyes and will be approached slowly from her front by the other female volunteer (the female confederate). When she begins to feel that the confederate is getting too close to her, she is to tell the confederate to stop. I tell her that this process will be repeated from the sides and the back. I then explain to the confederate that she is to stand about 12’ in front of the participant and slowly take small steps toward the participant. With each step, she is to say, “here,” and wait two seconds before taking her next step. She is to continue taking steps and saying, “here,” until the participant tells her to stop.

After I have explained the procedure, I ask the participant to close her eyes and the confederate to approach her until being told to stop. When the participant tells the confederate to stop, I take a 3” piece of masking tape and mark the floor at the location of the confederate’s toes when told to stop. The procedure is repeated from the participant’s left, back, and right, each time marking the floor where the confederate was told to stop. Then I thank the female confederate for her assistance and ask the male volunteer to come be the male confederate. He then repeats the procedure by approaching the female participant from each direction until being instructed by the participant to stop. I use the tape of a different color to mark the floor each time to indicate where he was when told to stop. When the male confederate is finished, I thank him for his assistance.

At this point, I ask the participant to open her eyes and look at the pattern of tape on the floor. I ask her to tell me what she notices. She mentions that she apparently let the female confederate come closer to her than the male confederate. I then explain to the class that both males and females have larger personal space needs when around males than when around females. I ask them why that might be true, and they tend to guess correctly that males are stronger than females and therefore perceived as more threatening. I also use the opportunity to tell the students that our personal space is larger not only around males, but also around individuals of a different ethnicity than ourselves and those of a different social-economic status than ourselves.

I then ask the student what else she notices about the pattern of tape around her. She tends to point out that the tape marks are not equidistant around her: the tape marks in the front are farther from her than the tape marks on the sides and in the back. I ask the

See Personal Space, page 11
From the first day of class my psychology students are focused on the importance of methodology. They are engaged in data collection, used as participants in my experiments, and required to provide information about their attitudes toward grades, learning, and cheating. One question requires them to report the number of hours per week they studied the previous semester.

On day two, after I have compiled the survey results, students generate several hypotheses regarding the average hours their classmates study. Their guesses are mostly bell shaped curves that don’t reflect the wide range and even distributions of from one hour to over 25 hours a week that students actually report they studied. Usually a student expresses disbelief that anyone would study more than 25 hours a week outside of school and questions the data. A discussion about the problems with survey data is inevitable.

Students note the unreliability of self-reports, particularly when they are not anonymous and the lack of an operational definition of studying. We talk about how difficult it would be to collect data on their studying behaviors in other ways—do we ask their parents, have them keep daily journals, put a TV monitor over their desk? Do we only count the times they are sitting at a desk looking at their books even if discussing concepts with a parent or friend might be a better way to learn material?

Usually classes decide that a naturalistic observation of behavior would provide more accurate information about studying behavior than would a survey.

I use the survey questions on attitudes toward grades, learning, and cheating when I talk about the goals I hope they have for the class. I point out that surveys are a good way to learn about the attitudes and beliefs of individuals, but they are less valid for describing and predicting behavior than some other types of studies. We discuss the difference between data, analysis, and interpretation. Students are asked to identify errors in the experiment, specifically those I made in sampling and the lack of control for confounding variables. The question, “Could this data have occurred by chance?,” sets the groundwork for teaching the concept of “statistical significance.”

I find that the discussion of personal perception and stereotyping that follows the Razran and “Boy Watcher Experiment” gives me an opportunity to assign a naturalistic observation, the “Hall Behavior Map.” Students freely admit that they feel more comfortable in some areas of the building than others and that students tend to gather in cliques and friendship groups.

In our school, like all schools, students admit there are places and groups of students who make
Infusing Psychology, from page 5

them feel unwanted and uncomfortable. I ask my students to do a “behavioral map” of our building.

Our school won a Small Learning Community federal grant in 2000 and is currently building four new study centers designed to create comfortable spaces for our students. Consequently, I am working with an architect and environmental psychologist, Jeffrey Lackney, on an ongoing study of how students use our building in their free time before and after school and during lunch and activity hours. Each student is given an assigned location and time to do their map. They must record all students in the area by grade (if possible), gender, ethnicity (if possible) and activity, i.e., standing, sitting, studying, talking, eating, or sitting privately. Arrows are drawn between interacting individuals. At present we are collecting base-line data but in future semesters students will be able to determine if new study centers resulted in altered patterns of behavior for our students.

The first written assignments on methodology involve data description, analysis and identification of experimental error; later labs introduce writing of introductory sections based on related research and abstracts. I have developed a series of studies for students in conjunction with the perception, biological processes, learning, memory, and development units. In each study students collect data that expand their understanding of that topic in psychology and do lab write-ups that expand or reinforce their understanding of methodology.

In the perception experiments on smell, cutaneous skin awareness, and the Stroop task (APA Activity Handbook, Vol 1), students write abstracts at the beginning of their lab reports. For biological processes we examine laterality, assessing gender differences in tactile recognition of shapes in left and right hands (APA Activity Handbook, Vol 2). For this lab report students write an introduction section describing Gazzanaga’s work with split brain patients, relating that work to our experiment.

In the learning unit students do a “Reverse Star-Tracing” lab. They trace a star using a mirror reflection in four trials. We compare the first subjects’ times to those of the second subject who had an opportunity to observe and do “incidental learning.” For this experiment students are required to write a more extensive introduction section that reviews the work of Tolman, Bandura, and Koehler in the area of cognitive learning. In the development unit students do a naturalistic observation at a nursery school looking for gender behaviors, leadership behaviors, examples of ego-centrism, play differences according to age, etc. Their report involves a literature search that requires a description of at least one cross-sectional and one longitudinal study.

My students showed me that the Mental Disorders unit provides a perfect opportunity to teach about archival work and confidentiality of records. In a project on the relationship between suicide and mood disorders, I show three intersecting circles. Next to the circles is the statement that “the two groups with elevated risk of suicide are people with mood disorders and people who have made previous suicide attempts (Wetten’s Psychology: Themes and Variations 3/e, p. 596).

The first circle represented people with mood disorders. The second circle represented people who attempt suicide. The third circle represented people who commit suicide. Research shows that 45% to 70% have mood disorders and 19% to 24% have a prior suicide attempt.

A student volunteered the question, “How did they get the data?” That led to breakout groups whose task was to plan a system to replicate or track down the data necessary for this visual. Students realized that they needed access to records from police, psychological clinics, country governments and that many of these records might be incomplete, inaccurate, or confidential. They coped with the problem of getting a representative sample for this study.

This series of activities makes teaching methodology very natural in my regular one-semester Psychology class which has a wide range of students and is a prerequisite to the one-semester Advanced Placement Psychology class. The hands-on nature of the class as well as the topics of immediate relevance appeal to and benefit the less academic students as well as the more advanced students. When I began to teach Advanced Placement Psychology I assumed the AP students didn’t need much review of methodology and I focused on giving them a more sophisticated understanding of inferential statistics. But students missed “experiment days” and so did I. I am working on getting the right mix of studies for that class at present.

Jung, from page 2

After using this teaching module for the past two years I have found that students ultimately come to appreciate and enjoy Jung’s archetypal theory much more than they did when I taught it only through lecture. When they are given an opportunity to concretely explore its relevance to their own lives they are able to see how it can be used to facilitate better self-understanding.
What is Science?
Nancy K. Dess, PhD, Occidental College, Los Angeles, CA

I do research in a laboratory, wear a lab coat, operate machines, write down numbers, read the literature, conjure constructs, formulate hypotheses, design experiments, collect, analyze, and interpret data, write manuscripts, subject them to peer review, and accommodate the feedback. Some of my predictions are supported by data; others are dead wrong, and then I change my mind.

I collaborate with others. We share certain assumptions: that a physical reality exists “out there” beyond our experience, that systematically collected data can tell us something about it, that being human enables everything we do while constraining it in all sorts of ways. We draw the most reasonable conclusions we can from the data. We cannot know absolute truth, and we are all right with that; nobody can. We hope that somehow, our work will make a positive difference.

Is it science?
Some of our ilk teach students that psychology is a science, and some teach that it is not. It would be nice if mundane realities explained the difference—such as the fact that some psychologists clearly are not scientists (e.g. those exclusively in clinical practice) or that psychology is in the “natural science” division at some institutions.

More often, though, these teachings derive from profoundly different views of what science is and whether psychology fits in. Among science boosters, psychology may or may not “measure up”; among those who think that “scientism” is a blight on the planet, psychology is either spared by cleaving to its philosophical roots or indicted for complicity in the misery wrought.

For students, encountering multiple views can be terribly confusing. In addition to intellectual angst, the contradictions have moral and political implications and can tug on allegiances to various faculty members, giving the debate social and emotional dimensions that are important in the lives of college students. Thus, we have a responsibility to remedy this confusion.

We need to explicitly and responsibly explain this debate to students, by presenting multiple ways of conceptualizing science and helping them to think about how psychology lines up with them. This includes prompting them to think about science vis a vis the curriculum in which they are directly engaged. No faculty member or department is neutral on the issue, and students’ understanding of it ought not be left to chance, osmosis, or the relative charisma of teachers du jour.

To paraphrase a former president, whether psychology is science depends on what the meaning of “is” is. I’ll venture a brief characterization of a few positions that have been staked out, in hopes that doing so might promote identification of starting places for discussions with students.

The positions I describe are described starkly, but none is a straw argument: Casual conversation and internet browsing produces dozens of “hits”—academic and otherwise—on each view.

Competing Belief Systems

Humanhood evades science. On this view, many psychological processes can be usefully studied with scientific methods, such as color vision or list learning. However, nothing truly important to being human is amenable to science. An example is Christian fundamentalism, from which virulent attacks on psychological science have been launched, especially in the context of psychotherapy or evolution.

Another example is human exceptionalism, according to which humans are not “simply sophisticated animals” but “also conscious beings with purpose and agency, traits the possession of which allow us to design ways of breaking the constraints of biological and physical laws” (Malik, 2000). Given that psychology is about the metaphysical meaning of life and science is naturalism, adherents to this position would not categorize psychology with the sciences.

Science evades science. Scientists claim that science is the objective study of the real world: Follow the rules—randomization, “blind” observation, peer review, and so on—and it will yield truth. According to the postmodern critics of science, science is a sort of projective test of existing norms, values, and/or power structures. Science, as a social construct, ensures the production of theories and data that affirm the status quo, whether the domain is physics or psychology:

“mainstream psychology generally portrays itself as progressing through objective, scientific, ‘value-free’ progress”…[but] “liberal mainstream psychologists… provide ideological support to dominant institutions”… “psychology itself is a dominant institution with its own oppressive history, often stemming from norms that demand or facilitate measurement, categorization, manipulation, and control.” (Fox, 2000)

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DEAR DOCTOR

Carolyn Enns, Ph.D.

Answered by Carolyn Enns, Ph.D., Cornell College, Mt. Vernon IA

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: A colleague, a teacher of a human-relations psychology course, mentioned that a student had told the class about recovering a memory of ritual satanic abuse by her (the student’s) own parents. My colleague did nothing to suggest that serious questions have been raised about such recovered memories. In fact, my colleague indicated that she believed the student’s recollection was correct, and she became a bit testy at my suggestion that she might have mentioned another side to the recovered memory controversy. So, how might one deal with such a situation without simply making people defensive and angry?

Question submitted by Robert Johnson, Ph.D., Roseburg, Oregon

Your question actually includes two complicated questions: (a) how do I communicate with a colleague who holds very specific, and apparently inflexible, either-or views on the subject of child sexual abuse; and more generally, (b) how accurate are delayed memories of child sexual abuse, particularly memories of ritual abuse? I will address both areas, but wish to begin by noting that questions about the accuracy of sexual abuse memories have been the focus of highly divisive debates among psychologists during the past decade. For example, members of the APA Presidential Task Force on Memories of Child Sexual Abuse, which consisted of three prominent memory researchers and three prominent psychotherapists, had difficulty finding common ground.

Memory researchers tended to emphasize results of laboratory research that articulates the conditions under which memory distortions are most likely to occur. In contrast, clinicians with experience providing psychotherapy to sexual abuse survivors tended to be most interested in conditions that support accurate memory, and relied heavily on studies of traumatic and “real life” autobiographical memory.

Both approaches and bodies of research are essential to furthering our understanding of memory, but it has been difficult to integrate the experiences and expertise of researchers and clinicians.

In general, I have found that productive discussion about these issues is difficult, if not impossible, when questions about memory are framed in either-or terms, or when those discussing memories about child abuse insist on arriving at categorical “yes” or “no” answers. Productive conversations are more likely to ensue from the following types of questions: “When, under what conditions, and during what life stages are memories more likely to be accurate and inaccurate?”

In the situation you described, it may be useful to ask your colleague about how she might use this situation to encourage students to consider how general principles of memory can be used to understand controversies related to delayed memories of child sexual abuse. The question might also be phrased as follows: What information, research, and clinical principles do you think your students need to be familiar with in order to develop a well-informed understanding? My hope is that such an open-ended approach will initiate a discussion about the complexity of memory rather than a purely defensive response.

I believe that it is useful to establish several common understandings at the beginning of any conversation or class discussion about child sexual abuse. First, it is important to reiterate that child sexual abuse is an all too common experience, with roughly 1 in 4 women and 1 in 6 men exposed to unwanted sexual overtures or abuse prior to adulthood. Second, memory is based on the reconstruction of past events and is often subject to distortion. Furthermore, it is very difficult to assess the accuracy or inaccuracy of many memories.

Without some shared agreement about these well-established and documented realities, it is difficult to carry on a productive, nondefensive conversation about memories of child sexual abuse. We know that memory is influenced by multiple factors, and to facilitate deeper understanding of these principles, it is useful for teachers to initiate classroom discussions about how the important principles in Table 1 (below) influence memory.

See Dear Doctor, page 11

Table 1. Critical factors influencing memory.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Influence</th>
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<tbody>
<tr>
<td>Age at the time of event being remembered</td>
<td>The presence or absence of distorted influences such as leading questions, hypnosis, or other suggestive influences</td>
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<tr>
<td>Traumatic, distinctive, or ordinary nature of the memory</td>
<td>One’s personal beliefs (including religious beliefs) and perceptual set</td>
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<tr>
<td>The person’s attention at the time of encoding</td>
<td>One’s level of exposure to and responsiveness to popular (and often sensationalized) media sources about abuse</td>
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<tr>
<td>The person’s relationship to others who appear in the memory</td>
<td>The degree to which one focuses on the emotional or cognitive quality of a memory</td>
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<tr>
<td>The vividness of a memory, level of detail associated with the memory, and the degree to which it can be visualized</td>
<td>Proactive or retroactive interference with memory</td>
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<tr>
<td>The personal qualities of the person who is remembering (e.g., suggestibility, dissociative tendencies, vividness of imagination)</td>
<td>The presence or absence of others that confirm a memory, or threats or supports that encourage or discourage remembering</td>
</tr>
<tr>
<td>The number of times a memory has been retold</td>
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Psychology has the unique ability to impact young people as well as does the teaching of life goals, and actively draw on the resources that can elucidate the potential to attain them, you are more likely to retain the vitality and sense of personal integrity that model hope for your students.

Science leads to truth. Science is the objective study of the real world. Break the rules, and biases creep in. Follow the rules— in a lab, using double-blind randomized procedures, quantitative data from large samples, a criterion for meaningfulness of a < .05 — and it will reveal truth. This might be termed the “irrational exhuberance” view of science, as its purveyors are unburdened by awareness of the many constraints on scientific knowledge.

They get annoyed at how ideology influences other people’s scholarship and scoff at the suggestion that their ideas are profoundly skewed by culture—philosophical issues raised too seldom in today’s highly specialized doctoral programs. This is a heterogeneous lot: While agreeing that science is its method, they disagree about whether psychology is “real” science (like physics) or a squishy cousin (like sociology).

The blurbs above can at best renew some thinking about what students are learning and what they ought to be learning about the science/psychology relationship.

Students should be able to do more than to take a side and chide others as silly or immoral. They should not be quick to answer “yes” or “no” to a question with pithy philosophical, political, and personal dimensions, before establishing what the terms mean in the context of a particular conversation. Teaching alternatives to a rigid attitude and quick answer will require a broad framework respectful of a range of perspectives.

As a science booster, I support widespread use of the framework found in the American Association for the Advancement of Science’s (1990) book, Science for All Americans (SFAA). In this volume, the “nature of science” comprises the scientific worldview (philosophical assumptions), scientific inquiry (methodology), and the scientific enterprise (human/social/institutional dimensions).

- It advocates science education as a means of helping students “to develop the understandings and habits of mind they need to become compassionate human beings able to think for themselves and to face life head on”.
- It takes an inclusive view of science in which psychology has a place: “Over the course of human history, people have developed many interconnected and validated ideas about the physical, biological, psychological, and social worlds”.
- It situates science within the broad realm of human inquiry and deals with “how science tends to differ from other modes of knowing”.
- Such a framework allows enthusiastic support for psychology as a science in full awareness of the assumptions and limitations fundamental to it. With the rise of interdisciplinarity that cuts across humanities and sciences, the time is right to ensure that students learn about the different dimensions of science. SFAA can help us do it.

And what of my work? Is it science? The lab coat and numbers are neither necessary or sufficient for it to be, but the general method of inquiry is— as are the assumptions on which it rests and its collaborative, contextualized nature. To the extent that science can exist without scientism, I answer “Yes” — and respect others’ right to disagree.

References available upon request from PTN.

Hope, from page 3

pursuing your own goals and dreams or whether you have given them up in trying to help others. If you remain engaged and invested in pursuing your own important life goals, and actively draw on the resources that can elucidate the pathways to attain them, you are more likely to retain the vitality and sense of personal integrity that model hope for your students.

Few endeavors have the potential to impact young people as much as does the teaching of psychology at the secondary and post-secondary levels. Positive psychology has the unique ability to bring the subject matter of psychology into the “here and now.” Traditionally, introductory psychology curricula have focused on pathology and maladaptive patterns of development and behavior. Because of this, the subject matter often has lacked personal relevance— making it “a psychology of other people.”

In stark contrast to the pathology model, positive psychology focuses on adaptive patterns of behavior and works to inhibit negative outcomes by optimizing the likelihood of positive outcomes. This focus on optimizing positive traits, which to some degree everyone possesses, makes psychology immediately relevant and applicable to the lives of students. Providing young people with the knowledge of those processes that shape the ways they think, feel, and behave may enable them to make choices that will help in establishing meaningful and rewarding lives. Now, perhaps more than at any time in our history, psychology can give us the tools to bring out the best in ourselves and in others. Psychology thus can give us hope.

References available upon request from PTN.
Inquiries, Demonstrations, Experiments and Activities

Culture and Media Bias

Patrick Mattimore, South San Francisco High School, San Francisco, CA

Concept: This activity can be used in a class to increase students' awareness of media bias and its implications, particularly with regard to our view of the world as a dangerous place. After participating in the activity, students will understand how their attitudes toward other cultures may be distorted because news stories focus on the unusual and sensational, not the typical.

Materials: Bring a set of daily local newspapers to class.

Instructions: Tell students to skim news stories in a daily newspaper from the world, national, state, and local sections. By comparing the types of events reported upon in each section, students will gain an appreciation of how our world view is misshaped by news reports.

Distribute a newspaper to each student. Have students look at articles in the World (International) section first. (On a particular day the San Francisco Chronicle that I gave students had eight one-paragraph stories in the World Report and nine other longer stories from that section. This is typical.) After the students locate the stories, have them categorize the stories as primarily (1) conflict, (2) disaster, (3) political, or (4) human interest. In the next steps, the students locate national, state, and local news stories and categorize them.

Discussion: In all likelihood students will find, as mine did, that the majority of news about foreign countries is either about conflicts or disasters whereas the news becomes more political and, finally, of the human interest variety, as it gets closer to home. For example, in the paper we surveyed, twelve of the seventeen stories about international affairs were primarily about conflict or disaster, while two others involved international crimes and a third was about a massacre. Only one of the stories could properly be called human interest (and even that story which involved the youngest climber to scale Mount Everest, included deaths of others).

Well over half of the stories within our borders were political or human interest, with the latter becoming more predominant in the local news section. You might also wish to point out that a large section of the paper is devoted to local activities of a leisure nature, such as sports and movies. Have students discuss the implications of reading news about foreign countries that suggests that conflict and disaster are a way of life, particularly contrasted with the news closer to home. How are students' personal beliefs affected and manipulated by the ways in which the news media chooses to report stories?

A good way to wrap up this activity might be to have students imagine what that day's newspaper might look like in one of the foreign areas of the world they have just read about. If possible, bring in some English language newspapers from other countries so students can gain a fresh perspective.

Extension Activities: If you have access to the Internet for your students, you might want them to research past news stories about foreign countries. They will probably notice that many of the countries are only mentioned when either conflict or disasters are involved. Students can also create their own “foreign” newspaper, selecting the stories about the United States that they think newspapers in other countries would choose to print. What picture would this portray of the United States?

Writing Component: Students can write an essay about what people in other countries might think about the United States based on news stories that highlight conflict and disaster. They can also illustrate what would happen if newspapers in other countries used the same selection criteria as newspapers do in the United States. Finally, considering broader media coverage, given that many prime time crime shows are popular in other countries, what message does this convey about the U.S.?

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.
parents. Although documentation of total memory has been documented for some time. Delayed or repressed memory has been reported full or partial memory loss for some time. Delayed or repressed memory also includes cases where the victim reports delayed memory or at least twenty studies found that a substantial minority of child sexual abuse victims have reported delayed memory reports. It has been very difficult for investigators to corroborate or confirm satanic ritual abuse reports, especially those associated with descriptions of ritual torture, ceremonial cannibalism, and sacrificial murder.

An understanding of some cultural trends related to satanic ritual abuse reports may be helpful for assessing the accuracy of these memories. Early therapists have reported encountering satanic ritual abuse, but those who indicate they have worked with satanic ritual abuse victims have also tended to report treating many individuals (sometimes hundreds) with these histories. They have often attended specialized workshops that trained therapists to detect satanic ritual abuse through the use of highly suggestive techniques. It is also interesting to note that widespread personal reports of satanic ritual abuse became widespread only after the publication of popular and graphic accounts of satanic ritual abuse, which may have contributed to a contagion effect.

Popular TV dramas and talk shows, which often appeared more interested in sensational stories than accurate reporting, also disseminated substantial information about bizarre forms of abuse, which may have influenced individuals' perceptions of painful personal experiences. Reports of satanic ritual abuse have dwindled in recent years as the cultural climate has shifted. Recognition of the extent and gravity of child sexual abuse has been long overdue, and it is difficult to raise questions about unusual forms of child abuse without appearing to question the widespread existence of abuse. Although it may be tempting to avoid discussions about delayed memory controversies, the ethical practice of teaching requires that we raise questions that are difficult to discuss.

While raising issues with colleagues and students that encourages critical thinking is productive and appropriate, the experiences of the student described in this scenario should not merely be dismissed. Students need to be treated with empathy, and this student's experiences, which may be difficult to believe, may hold significant psychological meaning for her. It is likely that these memories reflect areas of personal pain that merit exploration in a therapeutic context. Although class discussion of this student's specific experience is not appropriate (even though the student disclosed this material publicly), it is appropriate to encourage the colleague to refer the student to counseling services, especially if the colleague has reason to believe that memories are contributing to a student's coping difficulties.

**Discussion**

This demonstration shows the students that individuals usually require greater personal space distances around males than females, perhaps because males are perceived as being more threatening than females. This demonstration also illustrates that our personal space is not a perfect circle but larger in the front than in the back and on the sides. Finally, this demonstration illustrates that individuals are uncomfortable having their personal space invaded. The participant's facial expressions clearly reveal the discomfort she feels as the confederates get closer and closer.

(Exercise adapted from Robert Sommer (1969) Personal Space, and Richard Barnes, Randolph-Macon Woman's College.)
Letter from the TOPSS Past-Chair

January 2002

Dear Colleagues,

In 2002, the APA Teachers of Psychology in Secondary Schools (TOPSS) will celebrate its tenth anniversary! We are proud of what we have accomplished in such a short time. TOPSS has worked to help improve the teaching of psychology through the development of teacher resources and the sponsorship of teacher workshops at APA meetings, regional conferences, and in local communities. We have supported students through essay and research competitions; we are now working to expand the outreach of those programs. TOPSS has started programs to recognize the contributions of outstanding high school psychology teachers and excellence in high school psychology students.

Despite our many accomplishments, we are not content to rest and we want to expand our work with teacher and student services. TOPSS has established a long-rang planning committee, and we are considering many new initiatives to broaden our impact. For example, we would like to establish summer psychology workshops around the country for high school students. We are particularly concerned about introducing psychology to minority students and to students who do not have psychology in their high school curricula, even providing workshop scholarships for some of them. In addition, there is still a need to provide workshops for teachers in areas of the country that have not yet been reached.

We challenge you to pledge your commitment to TOPSS as we prepare for our second decade. Although there are many ways you can demonstrate your commitment to our mission, we wish to highlight two in this letter. First, if you teach psychology at the college level, you can commit your time. Make contact with a high school teacher (or teachers!) in your area and volunteer to make a class visit or establish a partnership. Second, you can commit your money. TOPSS is working in collaboration with the American Psychological Foundation (APF) to launch a fundraising campaign with a goal of $70,000 to help support new initiatives such as the workshops mentioned previously. We hope to reach that goal by the TOPSS 10th Anniversary Celebration at the APA Convention in Chicago in 2002. Your contribution will move us closer to that goal; a yearly commitment to the TOPSS Fund will help ensure that new TOPSS initiatives will continue to improve high school psychology education.

Your tax-deductible contribution can be paid by check, made payable to the American Psychological Foundation (TOPSS Fund), and mailed to APF, 750 First Street, NE, Washington, DC 20002-4242.

Thank you for your continued support of TOPSS and the teaching of psychology in secondary schools.

Sincerely,
Craig Gruber
TOPSS Past-Chair

TOPSS Elects New Board Members

The TOPSS Executive Board is delighted to announce the results of the 2001 TOPSS elections. The votes were tallied and the results are as follows:

Chair-Elect:
Marissa Sarabando
Memorial High School, McAllen, TX

Secretary-Treasurer:
Chuck Schira
Portage Central High School, Portage, MI

Member-at-Large:
Amy Fineburg
Homewood High School, Homewood, AL

The TOPSS Executive Board extends heartfelt thanks and appreciation to off-going members of the Board:

Past-Chair:
Mary Spilis
Northview High School, Sylvania, OH

Secretary-Treasurer:
Marissa Sarabando
Memorial High School, McAllen, TX
(Marissa was reelected to the TOPSS Board.)

Member-at-Large:
Ruth Martin
J.M. Memorial High School, Madison, WI
APF/TOPSS Excellence in HS Student Research Awards

Annually, TOPSS administers an award co-sponsored by the American Psychological Foundation (APF) to recognize outstanding research projects conducted by high school students. In past years, TOPSS reviewed the list of Intel Science semifinalists to identify research projects that fall within the domain of psychology. Now students can submit research papers that are not part of the Intel Science contest (see below for application and submission guidelines).

The award structure for this competition is: $1,500 first place, $1,000 second place, $500 third place, $250 fourth place. Winners’ names and descriptions of their projects appear in the fall APF newsletter, the PTN, and the APA Monitor.

To submit your paper (if it is not a part of the Intel contest) send three copies of your paper along with the information requested below to: Excellence in High School Student Research Awards, c/o Sherrill Jenkins, Education Directorate, American Psychological Association, 750 First Street, NE, Washington, DC  20002-4242. Submissions must be postmarked by April 23, 2002.

I. Title of Research Report

________________________________________________________________
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________________________________________________________________
________________________________________________________________
________________________________________________________________

II. Student Information

Last Name                                                First                                         Middle
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________
__________________________________________________

Address
City                                                          State                                            Zip
Telephone Number
Email Address

III. High School Information

School Name
City                                                          State                                            Zip
Principal’s Last Name                                                    First
Telephone Number
Fax Number
Email Address

V. Institutional Review Board (IRB) Approval Information
(Note: This form is for APF/TOPSS information. Completing it does not constitute application or approval to carry out the research. You must receive approval from your own institution, following legal guidelines.)

Student’s Name
__________________________________________________
__________________________________________________
Student’s High School

A. Explain why human participants are necessary for this project.

________________________________________________________________
________________________________________________________________
________________________________________________________________

B. Describe and assess any potential risk (physical, psychological, social, legal, other).

________________________________________________________________
________________________________________________________________
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________________________________________________________________

C. Describe consent procedures to be followed and attach a sample of the completed Informed Consent Form used, if applicable.

________________________________________________________________
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D. Describe procedures to minimize risks.

________________________________________________________________
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E. Signature

________________________________________________________________

V. Research Report

To give the judges a better understanding of your achievement, please answer the following questions.

a. How did you get the idea for your research?

________________________________________________________________
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b. Where was the research done and who supervised your research?

Give names, titles, addresses, and phone numbers.

________________________________________________________________
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b. Where was the research done and who supervised your research?

Give names, titles, addresses, and phone numbers.

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C. What help have you received in doing your research? Please tell who helped you and what help each gave. (Be sure to include help received in equipment, in ideas, in materials, in methodology, etc.)

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Summer Science Institute moves to the University of Colorado at Boulder

The Summer Science Institute’s (SSI) visit to the University of Colorado at Boulder, June 23 – July 1, 2001, was a smashing success. While it was tough being indoors with the perfect weather and breathtaking mountains beckoning, our 31 high-achieving undergraduates from colleges and universities across the country were eager to be immersed in psychological science.

Richard McCarty, PhD, then Executive Director for Science, and Nancy K. Dess, PhD, then Senior Scientist, started off the week with interactive overviews of the history of SSI, the Boulder psychology department, the nature of psychological inquiry, and ethical issues in research. Over the next five days, five Boulder faculty members led morning discussions about their research, and another seven faculty members hosted teams of four to five SSI Fellows in their laboratories. Morning plenary session leaders were Irene Blair, Tim Curran, Thomas Landauer, Steve Maier, and Gary McClelland, and laboratory mentors were Marie Banich, Serge Campeau, Ed Craighead, Alice Healy, Tiffany Ito, Robert Spencer, and Linda Watkins. Department Chair Jerry Rudy, Associate Professor Theresa Hernandez, Department Staff members Nancy Grabowski and Mary Ann Tucker were APAs key partners in organizing the SSI curriculum.

Daytime activities were supplemented with evening panels that explored the world of graduate school (with doctoral students Alinne Bererra, Lauren Weinstock, and Geoff Urland) and life after the degree (with Associate Professor Donald Weatherly). On the final day of the Institute the students were rewarded for their hard work with a tour of Rocky Mountain National Park during which they found themselves more than 12,000 feet above sea level.

The SSI 2001 Fellows were: Joyvin Benton, Arkansas State University, Randy Bird, University of Tennessee-Knoxville, Stephan Block, Washington University, Rachel Bryant, Spelman University, Sarah Burnett, Michigan State University, Ronald Chapman, Harvard University, Bryan Corpus, Michigan State University, Megan Corts, Stanford University, Laura Figueroa, University of Texas-San Antonio, Jennifer Fite, Pomona College, Michael Goggin, Harvard University, Dwayne Grannum, Acadia University, June Gruber, University of California-Berkeley, Brian Jungenberg, Mercyhurst College, Brian Kanner, University of Florida, Michelle Kaufman, Millsville University, Cari Kepner, Columbia College, Guilliana Landa, Armstrong Atlantic State University, Jenia Lazarova, Whittier College, Benjamin Lewis, Chattanooga State Community College, Elizabeth Majka, Beloit College, Michael Mebane, Texas Tech University, Megan Nordquest, Miami University, Charla Poole, Tulane University, Janine Rampersad, Morgan State University, Erin Reeves, Bradley University, Marilyn Sampilo, University of Miami, Amy Seng, Princeton University, Michael Simkovic, Duke University, Ren Stinson, Augustana College, Caroline Tjepkema, Earlham College.

Now in its eighth year, SSI has engaged hundreds of undergraduate students in psychology. This and other APA activities surely will help ensure the flow of talented, diverse students into the psychological science pipeline.

Applications for the SSI 2002 are now available on the APA website at www.apa.org/science/ssi.html or from the Science Directorate by phone at (202) 336-6000, fax at (202) 336-5953, or e-mail at science@apa.org. Applications must be received by February 6, 2002.

Society for the Teaching of Psychology

The Society for the Teaching of Psychology (STP; APA Division Two) encourages TOPSS members to help support their initiatives by joining STP.

STP uses its membership dues to support such initiatives as sponsoring PsychTeacher, maintaining their Web site (http://www.teachpsych.org), developing and distributing materials through the Office of Teaching Resources in Psychology, and publishing their monthly electronic newsletter (TOPNEWS-Online), all of which are available free or at minimal charge to all teachers of psychology.

In addition to supporting initiatives, members of STP receive a year’s subscription to the quarterly journal, Teaching of Psychology, and Spring and Fall print newsletters. STP is currently accepting members for 2002. Membership dues are $13 for students and $22 for faculty, support staff, and others interested in the teaching of psychology.

For more information on STP’s initiatives, visit http://www.teachpsych.org. Application forms are available at this Web site, or you can obtain a form by contacting Tom Pusateri, STP Executive Director by email stp@loras.edu or phone (563) 588-7226.
Modern Psychological Studies
Journal of Undergraduate Research

What is Modern Psychological Studies?
Modern Psychological Studies (MPS) is a psychological journal devoted exclusively to publishing manuscripts by undergraduates. We are continuously seeking quality manuscripts for publication. MPS will consider manuscripts in any area of psychology. Although we are primarily interested in results from empirical research, we are also interested in theoretical papers, literature reviews and book reviews. We encourage all undergraduates who believe that their paper is exceptionally well written to submit it for publication. MPS is currently published biannually.

Why Submit a Paper?
You will gain invaluable experience collecting research and preparing a paper for the process of submission in a professional journal like MPS. Many psychology undergraduates will attend graduate programs where involvement in such research activities is commonplace. You will be one step ahead of the rest when preparing your thesis or dissertation by having written a paper for publishing as an undergraduate.

Graduate schools regard students with published work highly as it not only shows the individual’s interest in the science of psychology, but also makes a statement that the student is capable of doing high-quality, valuable work for their program.

How do I Submit?
For MPS submission guidelines visit our website at www.utc.edu/mps or email us at mpsedit@cecasun.utc.edu. If internet connection is unavailable, contact us by phone at (423)785-2238.

Call For Nominations
For 1st Annual CCPH Award!

The Community-Campus Partnerships for Health Award recognizes exemplary partnerships between communities and higher educational institutions that build on each other’s strengths to improve health professions education, civic responsibility, and the overall health of communities through strategies such as promoting service-learning in health professional education, conducting community-based participatory research, and/or building broad-based community partnerships.

Submission Guidelines
The deadline for nomination submissions is February 15, 2002. Partnerships may nominate themselves and need not be members of CCPH. We welcome nominations from any country or nation. For further detail and submission guidelines, please visit the CCPH website at http://futurehealth.ucsf.edu/ccph/awards.html.

Awards Presentation
The award will be presented at CCPH’s 6th annual conference on the Partnership as the Leverage Point for Change (May 4-7, 2002--Miami). For more information about the conference, visit http://futurehealth.ucsf.edu/ccph/nationalconference.html.

Question?
Please contact Stacy Holmes, Program Coordinator, Community-Campus Partnerships for Health— email: slholmes@u.washington.edu; Tel. 206-543-7954

CUR National Conference

The CUR National Conference will be held at Connecticut College, New London, CT, on June 19-22, 2002. The overall theme is “Undergraduate Research for All”, with special workshop threads on:

- What is Undergraduate Research?
  — Concepts And Definitions

- Is Undergraduate Research For All?
  — Models And Challenges

- How Are Research-Active Faculty and Undergraduates Supported?
  — Campus Environment and Infrastructure

- Special Research Responsibilities Symposium — Ethical, Legal, And Social Implications of research with undergraduates (co-sponsored by Sigma Xi)

- How is Undergraduate Research Assessed?
  — Criteria and Strategies, including special workshops and a forum on “Assessing the Institutional Environment for Undergraduate Learning”

Funding Opportunities - Workshops by program officers from federal agencies and foundations; sessions on proposal writing; funding fair where attendees meet with program officers informally

Disciplinary Workshops in the Natural and Social Sciences

There is plenty at CUR 2002 for everyone: administrators, faculty, and graduate students, particularly those seeking employment at primarily undergraduate institutions. Administrators will be especially interested in sessions on assessment and research ethics. Anyone who wants to do research while working to improve undergraduate education will benefit. This year for the first time, there will be specific offerings for persons in the social sciences as well as all the natural sciences, mathematics, and engineering.

For further information, online registration, and details on how to submit a poster application, visit www.cur.org/conferences.html.
High school teacher workshops are set for April

TOPSS will offer several teaching workshops for high school psychology teachers in April. Each workshop focuses on strategies for teaching high school psychology:

- **A mini-workshop** will be featured among the programs at the annual meeting of the Rocky Mountain Psychological Association in Park City, Utah, April 4-6.
- **A two-day workshop** hosted by faculty from the Psychology Department of Belmont University in collaboration with The College Board, will take place in Nashville, Tenn., April 12-13.
- **A one-and-a-half day workshop** will take place at the annual meeting of the Southwestern Psychological Association in Corpus Christi, Texas, April 19-20.

To request information about these events, a workshop brochure or to register for the workshops, contact Martha Braswell at (800) 374-2721, ext. 6140, or by e-mail: mbraswell@apa.org

2002 Excellence in Psychology Student Award Certificates

Recognize an outstanding student for exemplary achievement and effort in the study of psychology! The Office of Precollege and Undergraduate Programs will prepare certificates for the Excellence in Psychology Awards.

Check the Precollege and Undergraduate Education website (http://www.apa.org/ed/pcue.html) this spring for details.