

The General Psychologist

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Awards Coordinator's Report



Division 1 had a very successful 2013 awards year. Many outstanding nominations were received for our various awards. A list of the award winners can be found in this issue of *The General Psychologist* below on page 9.

The Awards Ceremony at APA on was held on Saturday, August 3. It was very well attended, and the event was fun and very lively. Some well-known guests were easily recognizable, such as Dr. Florence Denmark and Dr. Phil Zimbardo. Some members of the Italian American Psychology Assembly (IAPA), including Dr. Bernard Carducci, who is the IAPA President, were present for a very special announcement: Division 1 will be renaming its poster award to the *Raymond Corsini Student Poster award* effective 2014 in honor of Dr. Corsini's centenary. An invitation to the Awards Ceremony was extended to Mrs. Kleo Corsini, but unfortunately, she was not able to make it.

Dr. Eric Charles deserves a special thank you – he did a superb job of looking after the suite programming for Division 1. Special thanks are also extended to all the Division 1 Award Chairs and their committee members for doing such a fine job and for getting back to me with their decisions on a timely basis. Their efforts enable us to celebrate on an annual basis the outstanding work and contributions from our colleagues and students and to encourage the next generation of psychologists in their path to excellence.

The call for award nominations for the 2014 year will be coming out shortly. We invite you to nominate someone or yourself. Information on the awards program can be found at <http://www.apadivisions.org/division-1/awards/index.aspx>. We also put out calls from time to time inviting individuals to join our awards process as award committee members. If you are interested, please respond to these calls or else feel free to contact me.

Josephine Tan, Ph.D., C. Psych.
Awards Coordinator
Email: jtan@lakeheadu.ca
Tel: 807-346-7751

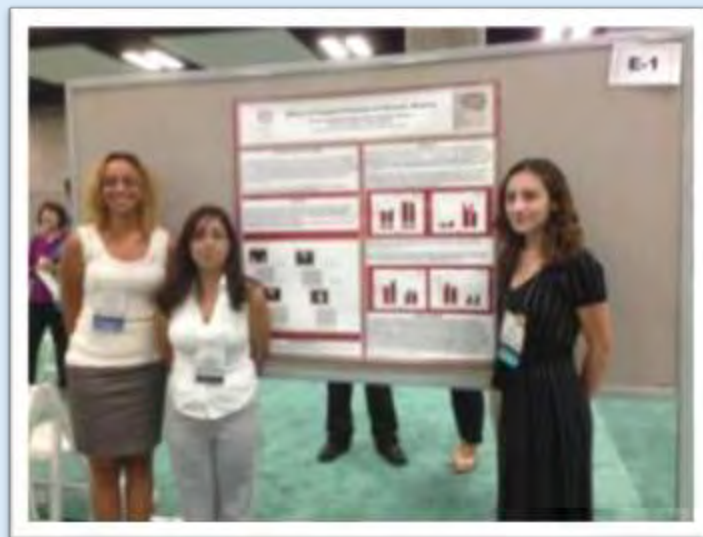
Society for General Psychology:

APA Division One Awards



By Josephine Tan, Awards Coordinator

2013 APA Poster Session for Division 1



Above is the winning poster in the **2013 Anne Anastasi Student Poster Award** competition. The title of poster was “Effects of temporal pressure on episodic memory,” and the authors were Audrey E. Martinez, M.A., Seda Terzyan, M.A., Angelyna M. Hinkle, M.A., David Rosenblatt, M.A., and Paul E. Haerich, Ph.D.

Standing beside the winning poster are (from left to right): Angelyna M. Hinkle, Audrey E. Martinez, and Seda Terzyan.

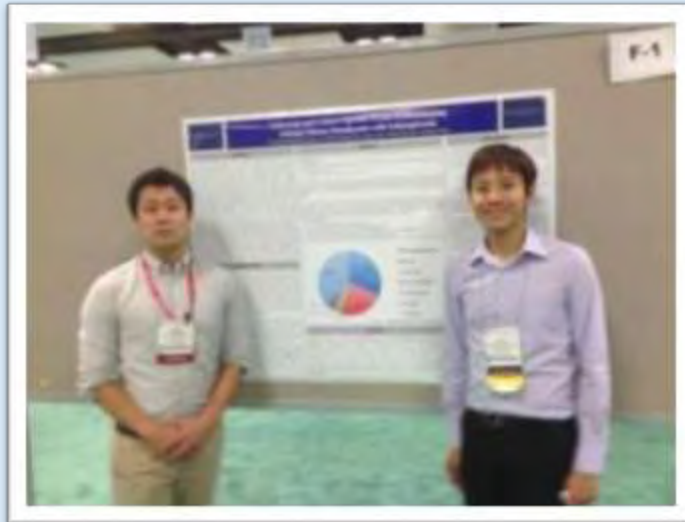




Above is a photo of one the three finalist posters, “Measuring student schema: Structural analysis of the Young Schema Questionnaire” by Matthew E. Kahler, B.S., John A. Blue Star, B.S., and Sean C. Woodland, B.S.

Standing beside the poster are Sean C. Woodland (left) and Matthew E. Kahler (right).





Pictured above is another of the three finalist posters, “Universal and culture-specific forms of stereotyping among Chinese immigrants with schizophrenia” by Tae Hyuk Keum, B.S., Yu Chak Ho, B.S., Jennifer Kim, B.A., Robin Hardin, B.S., and Seohyun Kim, B.A.

Standing beside the poster are Tae Hyuk Keum (left) and Yu Chak Ho (right).



Note: The remaining finalist poster was entitled “Examining meaning in life as a predictor of automatic stereotyping” by Ivorine Andrea Florez, B.A., Seamus P. Walsh, B.S., Margaret Bowden, Tracie L. Stewart, Ph.D., and Stefan E. Schulenberg, Ph.D. The student authors were not there to present; Dr. Stewart presented alone.

2013 APA Division 1 Awards Ceremony



← Jennifer M. Gómez, M.S., receiving her 2013 Anne Anastasi General Psychology Graduate Student Award (under 2 years of graduate work category) from Vincent Hevern, S.J., co-Chair of the award committee. Her project was entitled “Examining the effects of individual and cultural differences in trauma victimization”. At extreme left in the foreground is Dean Keith Simonton, Ph.D., 2012-2013 past-President of Division 1. At extreme right in the foreground is Harold Takooshian, Ph.D., co-Chair of the 2013 award committee.



← Lisa Osbeck, Ph.D. (left) with Nancy J. Nersessian, Ph.D., (middle) and Wade Pickren, Ph.D. (right). Lisa and Nancy are co-authors of one of the two books that won the 2012 William James Book Award. The full reference for their book is *Science as Psychology: Sense-making and Identity in Science Practice* by Lisa Osbeck, Ph.D., Nancy Nersessian, Ph.D., Karen Malone, Ph.D., & Wendy Newstetter, Ph.D. New York, NY: Cambridge University Press, 2010. Wade (2012-2013 Division 1 President) chaired the 2012 award committee.

Division 1 Awards Ceremony attendees. →



← Jennifer M. Gómez (left) talking with Nancy J. Nersessian (2nd from left). Lisa Osbeck (3rd from left) with Douglas Candland (far right).

Division 1 thanks the following individuals for their assistance in the 2013 award process!

Award Committee Chairs:

GEORGE A. MILLER AWARD: Wade Pickren, Ph.D., Ithaca College
WILLIAM JAMES BOOK AWARD: Janet A. Sigal, Ph.D., Fairleigh Dickinson University
ERNEST R. HILGARD AWARD: Dean Keith Simonton, Ph.D., University of California, Davis
ARTHUR W. STAATS LECTURE: Nancy Felipe Russo, Ph.D., Arizona State University
ANNE ANASTASI GENERAL PSYCHOLOGY GRADUATE STUDENT RESEARCH AWARDS:
Harold Takooshian, Ph.D., Fordham University & Vincent W. Hevern, S.J.,
Le Moyne College
ANNE ANASTASI STUDENT POSTER AWARD: Nicholas Noviello, Ph.D. & Terece S.
Bell, Ph.D., California School of Professional Psychology at Alliant
International University, Los Angeles

Award Committee Members (in alphabetical order):

Bernard Beins, Ph.D., Ithaca College
G. Andrew H. Benjamin, Ph.D. University of Washington
Gordon M. Burghardt, Ph.D., University of Tennessee
Janet F. Carlson, Ph.D., University of Nebraska-Lincoln
Florence L. Denmark, Ph.D., Pace University
Emanuel Donchin, Ph.D., University of South Florida
Monroe Friedman, Ph.D., Eastern Michigan University
Gerald Gamache, Ph.D., University of St. Augustine, Florida
Uwe Gielen, Ph.D., St. Francis College
John Hogan, Ph.D., St. John's University
Jean P. Kirnan, Ph.D., College of New Jersey
Wilma Koutstaal, Ph.D., University of Minnesota
Ralph Kuechle, Ph.D., South Coast Children's Society
Robert V. Levine, Ph.D., California State University – Fresno
Jeffrey S. Mio, Ph.D., California State Polytechnic University – Pomona
Slater E. Newman, Ph.D., North California State University –Raleigh
Joseph J. Palladino, Ph.D., Miami University
Scott Plunkett, Ph.D., California State University, Northridge
Cecil R. Reynolds, Ph.D., Texas A&M University
Miguel Roig, Ph.D., Saint John's University
Ronald G. Shapiro, Ph.D., Providence RI
Susan Siaw, Ph.D., California State Polytechnic University, Pomona
Brian H. Stagner, Ph.D., Texas A&M University
Peter Suedfeld, Ph.D., University of British Columbia
Elizabeth V. Swenson, Ph.D., John Carroll University
Peter Theodore, Ph.D., California School of Professional Psychology at Alliant
International University, Los Angeles

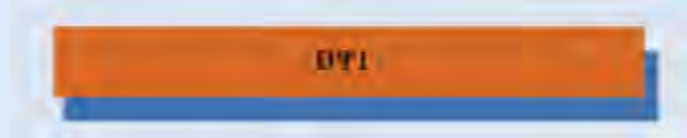
2013 Divisional Service Awards

The **2013 Recognition Awards for Dedicated Service to Division 1** were given out to Nicholas Noviello, Ph.D., and Terece S. Bell, Ph.D.

The following individuals received the **2013 Division 1 Presidential Citations for Outstanding Service/Achievement:**

Gina Brelsford, Ph.D.,
Douglas K. Candland, Ph.D.,
Joan Chrisler, Ph.D.,
Marissa Harrison, Ph.D.,
Vincent Hevern, SJ.,
Lisa Osbeck, Ph.D.,
Brian Stagner, Ph.D.,
Harold Takooshian, Ph.D., and
osephine Tan, Ph.D.

Congratulations are extended to all the recipients!



Division 1, The Society for General Psychology 2013 Awards Announcement

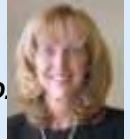
Division 1 is pleased to announce its 2013 award recipients who were recognized at the 2013 APA meeting that was held in Honolulu, Hawaii. For more details on awards, please go to <http://www.apadivisions.org/division-1/awards/index.aspx>.

William James Book Award



Born Together-Reared Apart: The Landmark Minnesota Twin Study by Nancy L. Segal, Ph.D., California State University at Fullerton, published by Harvard University Press, Cambridge, MA, 2012.

Ernest R. Hilgard Award for Career Contributions to General Psychology



Morton Ann Gernsbacher, Ph.D.
University of Wisconsin-Madison

George A. Miller Award for the Outstanding Journal Article in General Psychology



Julianné Holt-Lundstad



Timothy B. Smith



J. Bradley Layton

Social Relationships and Mortality Risk: A Meta-analytic Review by Julianné Holt-Lundstad (Brigham Young University), Timothy B. Smith (Brigham Young University), and J. Bradley Layton (University of North Carolina at Chapel Hill), *PLoS Med* 7(7): e1000316.

2013 Arthur W. Staats Lecture for Unifying Psychology

Diane Halpern, Ph.D.
Claremont McKenna College



2014 Arthur W. Staats Lecture for Unifying Psychology (Staats Lecture to be presented at 2014 APA)

Peter Salovey, Ph.D.
Yale University



ANNE ANASTASI GRADUATE STUDENT RESEARCH AWARDS

Two or more years of graduate work



David I. Miller, M.A.
Northwestern University

Two or more years of graduate work



Reuben Ng, M.A., M.Phil.
Yale University

Under two years of graduate work



Jennifer M. Gómez, M.S.
University of Oregon

Marc Coutanche, M.A.
University of Pennsylvania

Finalists (in alphabetical order)

Emily D. Hooker
University of California, Irvine

Philip Sayegh, M.A.
University of Southern California

ANNE ANASTASI GRADUATE STUDENT POSTER AWARDS

Winning Poster:

Audrey E. Martinez, M.A., Seda Terzyan, M.A., Angelyna M. Hinkle, M.A., David Rosenblatt, M.A., & Paul E. Haerich, Ph.D.
Loma Linda University

Recognition Awards (in alphabetical order):

Ivonne A. Florez, B.A., Seamus P. Walsh, B.S., Margaret Bowden, (University of Mississippi), Tracie L. Stewart, Ph.D. (Kennesaw State University), & Stefan E. Schulenberg, Ph.D. (University of Mississippi).

Te Hyuk Keum, B.S., Yu Chak Ho, B.S., Jennifer Kim, B.A., Robin Hardin, B.S., & Seohyun Kim, B.A., (Teachers College, Columbia University)

Matthew E. Kahler, B.S., John A. Blue Star, B.S., & Sean C. Woodland, B.S. (Brigham Young University).

Division One Business



Business Meeting Minutes

August 2, 2013

Call to order by Dr. Pickren.

Dr. Tan and Dr. Stagner motioned to approve the business meeting meetings from 2012. This was unanimously approved.

1. President report: Wade reported that he was happy to pass the presidential gavel to Dr. Janet Sigal. He also chaired the committee for the George A. Miller award and the recipient is the article, “Social Relationships and Mortality Risk: A Meta-analytic Review,” by Julianne Holt-Lunstad (Brigham Young University), Timothy B. Smith (Brigham Young University), and J. Bradley Layton (University of North Carolina at Chapel Hill).
2. Past-president report: Dean indicated he is chair of the Hilgard award and they chose Morton Ann Gernsbacher as the recipient. She will be giving an awards talk next year. Chair of nominations and elections committee, Emilio Ulloa, will be taking over as treasurer, and as member at large, Richard Velayo was elected. Joan Chrisler was elected as president-elect.
3. President-elect report-Janet indicated that her main task was sitting on the committee for the WJB award, which was awarded to Nancy Segal for her book, “Born Together-Reared Apart: The Landmark Minnesota Twin Study”.
4. Council of Representatives Report-Rosie indicated that the PENS report was appealed. There was a vote on the GG project. See more about this issue in the newsletter.
5. Secretary-Gina indicated that there will need to be replacement selected for position next year.
6. Treasurer-Joan was not present, but our monetary supplies are in good standing.
7. Member-at-large-Brian indicated that he was on the search committee for editor of *RGP* and he reviewed research awards for Harold.
8. Program Chair-Lisa was not present, but the program this year was well-attended.
9. Hospitality Suite Chair-Eric indicated the suite was well-attended so far to date. We have had post symposium discussions with approximately 50 people in attendance. We may want to increase the size of our hospitality suite at future conventions.
10. Historian-Don was not present, but he reminded us to send him to any reports or information from D1 for archives.

11. Journal Editor-Doug reported that his last edition of the journal will be the December edition. The journal is doing well. Submissions this year are around 100-110 and the acceptance rate is 21% during the last 3-4 years. RGP published 480 pages this year. June issue was a special issue, edited by Eric Charles. Doug was thanked for his work. Wade indicated that the new editor of the journal will be Dr. Gerianne Alexander of Texas A & M.
12. Newsletter editor-Marissa was not present. Wade remarked that she has done a great job.
13. Awards coordinator-Jo indicated that the awards handbook has been updated. The awards committee reports will be in the handbook. The call for next year's cycle of award nominations will occur very soon. Needs reviewers to help with the Anastasi poster and student research award chairs. Two MAL members are currently involved, but we need more people.
14. Webmaster-Grant not present, but indicated that the listserv has good traffic.
15. Membership-Mark was not present, but our membership continues to decline slightly.
16. Fellows-Richard was not present, but we have 7 new fellows this year.
17. Awards ceremony is at 4pm today. Poster award is tomorrow at 10 am.
18. Wade indicated he enjoyed being president and will enjoy being past president. He passed the gavel to Janet Sigal as the new president. She talked about how our division is inclusive of all disciplines and will celebrate next year the 66th anniversary of Division 1.
19. The meeting was adjourned at 12:40pm.

Respectfully submitted,
[Gina M. Brelsford, Ph.D.](#)
Secretary Division 1 of APA

Executive Committee Meeting Minutes

American Psychological Association

Division 1

Honolulu, Hawaii

July 31, 2013



Attendees: Richard O'Brien; Richard Velayo; Wade Pickren, Janet Sigal, Joan Chrisler, Eric Charles, Gina Brelsford, Lisa Osbeck, Rosie Phillips-Bingham, Brian Stagner, Zoeann Finzi-Smith, Doug Candland, Dean Simonton, Josephine Tan, Mark Terjensen

1. Meeting was called to order at 6:15pm.
2. Introductions were provided.
3. Meeting minutes from 2012 were approved with a small change to the theme of the 2013 convention.
4. Wade provided his report related to his term as president. The George A. Miler award was selected to be "Social Relationships and Mortality Risk: A Meta-analytic Review," by Julianne Holt-Lunstad (Brigham Young University), Timothy B. Smith (Brigham Young University), and J. Bradley Layton (University of North Carolina at Chapel Hill).
5. Janet (president-elect) provided her report on the WJBA. There were 11 submissions. It was a unanimous decision. Nancy Segal was the winner for her book "Born Together-Reared Apart: The Landmark Minnesota Twin Study". Program chair for next year is Grant Rich, "Integration of science and practice applied to global issues" is the possible theme for 2014. We may work with 4 other divisions for an interdivision grant on domestic violence (D. 42, 51, 17, 52); will work with them on this program due to our division hours being cut next year. It might be nice to have an anniversary celebration related to 66 years of Division 1.
6. Dean provided his past president report. The Hilgard Committee (outstanding career in general psychology) selected Morton Ann Gernsbacher for the award. Dean, as Chair of nominations and elections committee, indicated that Emilio Ulloa will be taking over as treasurer and Richard Velayo was elected as member at large. Joan Chrisler was elected as president-elect.
7. Lisa provided the program report. The theme of "Situating General Psychology in the 21st Century: Integration, unification, pluralism, or...?" We filled all of the program hours-37 hours including meetings. Wade's presidential address is a symposium this year. We are starting a coalition effort, "Big Questions, Essential Conversations" and we have two symposia coming out of this effort (D-1, 24, 26, 32, & 39).
8. Eric presented on the hospitality suite: 34 hours of suite programming in collaboration with D24 and D26.
9. Joan presented the treasurer's report: Financial report from last year and the budget for this year. We have made a substantial sum of money on the journal again this year. The duty of the treasurer is to advise on financial matters and be aware of and part of all financial decisions in addition to other duties that are typical of treasurers such as creating a budget or paying bills. The treasurer should also have a copy of the new journal editor's contract. The treasurer will need to collaborate with the awards chair and the hospitality suite chair on the financial needs of those positions. Rosie inquired about monetary support for council representatives. Zoeann also asked about student support for student representatives. Joan indicated that the budget is a living document, which can be changed.
10. Gina discussed only having one year left as secretary and a new secretary will need to be appointed.
11. Rosie presented on council. Telecounseling guidelines have been passed and internship accreditation guidelines have been passed. A discussion of the Good Governance Project ensued. This project has been ongoing for three years related to a strategic plan for APA. Structure of council was discussed. The PENS report was rescinded. APA affirmed the position against torture, particularly in national security centers.

12. Doug provided a report on his last term as journal editor of *RGP*. *RGP* was founded in 1996. Doug provided a history of *RGP*. Acceptance rate remains around 21%. The Division owns the journal as of 2010. The increased impact factor is notable. Revenue continues to be generated by electronic downloads.
13. Wade discussed the search for a new editor of *RGP*. We had 17 serious nominations or self-nominations. Four finalists and then the finalist was chosen to be Dr. Gerianne Alexander. She is currently at Texas A&M in the position of Associate Dean for Research in the College of Liberal Arts and a Professor of Psychology. A new system to review manuscripts has been adopted for *RGP*.
14. Marissa was not present, but she provided a brief report as Newsletter Editor. Her term is also ending and Wade would determine if she was going to continue after next year.
15. Member at Large (MAL)-Brian talked about not understanding his obligations or duties. This needs to be clearer for these positions. Wade indicated the member-at-large could take on leading a defunct committee that needs to be chaired or the MAL could take on the roles of chairing committees for the student poster award and the student research award.
16. Don provided an electronic report. He requests materials for D1 so they can be archived.
17. Grant provided an electronic report. We have a fairly active website.
18. Zoëann provided the student representative report. Zoëann is active on the student rep. listserv and she created a Facebook page for D1 to recruit students. A new student representative will need to be appointed after next year.
19. Jo presented her awards coordinator report. She indicated that the awards chair has to think in a 3-year epoch. Jo indicated that after winners for all major awards are selected-the work of the awards coordinator is to make sure all of the previous award winners present at the following year. Certificates, medals, checks are also to be acquired by the awards coordinator and distributed to the program chairs for delivery to the award winners. For this year's program, we selected the winners, so at the business meeting we are going to announce the 2013 winners. Anastasi student research award winners will be presented with their awards at the awards ceremony on Saturday evening. We will not know who the winners for the 2013 student poster winners will be until Sunday when they are judged. The cycle for 2014 has to be considered immediately upon return from APA. Hilgard, Miller, and James are all \$1500, student research is \$300, and the student poster is \$100. We are changing the student poster award to the Raymond Corsini Student Poster Award. We have to have in place the Anastasi student research award chair and the Corsini Student Poster chair for 2014. We also will need an awards coordinator following August of 2014.
20. Nancy was not present to provide her oral report.
21. Mark provided his membership report. Division membership is down as is in most divisions. Slight upswing in student members and ECPs. Everyone who publishes in the journal is invited to join D1. There is a discussion between all division membership chairs related to how to use technology to engage students and ECPs. We will also need to find a new membership chair after 2014.
22. Rich presented on the fellows committee. He indicated there were 346 Fellows of D1. Not all Fellows have maintained their Fellow status. We have 7 new Fellows this year. These Fellows were named and *TGP* will present these names in the newsletter. Fellows include: Barney Beins, Frederick Wertz, Peter Hancock, Linda Sobell, Mark Sobell, Lisa Harlow, Ronald Shapiro. There is a Fellows workshop during convention if you wish to apply for fellow status.
23. Richard O'Brien presented on the IRB issue and scientific integrity. There appears to be an attempt to get rid of regulations for some research related to OHSRB. There are talks about trying to change the exempt status to excused status for research. Richard will continue in this position next year.

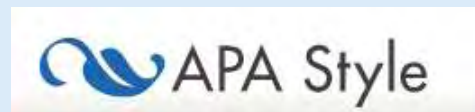
Discussion Items:

1. We need to identify chairs for the Corsini Student Poster Award and the Anastasi Student Research Award-there was discussion of passing these duties to the members-at-large. The presidential trio may have to decide on the Boneau Award and Presidential Citations for exceptional service.
2. Discussion related to providing honorarium to members of the Anastasi Award Committee, but it was decided that public acknowledgement is the best method.
3. Eric talked about the need to be reappointed as chair of the ECP committee. We need to find what is a benefit to ECPs for joining D1.
4. Mid-year meetings can be discussed at a future meeting, possibly during Joan's term as president.
5. There is a fee of \$288 to run the division listserv from the DSO. The EC decided to continue use of DSO for our listserv.
6. D1 could use the Summit as a natural link for our Mid-Year meeting.
7. D1 could use the business meeting as an awards meeting at future conventions. This is a future agenda item.

Meeting was adjourned at 8:05pm.

Respectfully submitted,
[Gina M. Brelsford, Ph.D.](#)
Secretary D1

[Click here for tips on APA-style writing.](#)



The General Psychologist



More D1 scenes from the...

AMERICAN PSYCHOLOGICAL ASSOCIATION
ANNUAL CONVENTION
HONOLULU, HAWAII • JULY 31–AUGUST 4, 2013



Thumbs up from
then-President,
Wade Pickren



Dean Keith Simonton



Janet Sigal



L to R: Douglas Candland, Scott Churchill, Frederick Wertz, Christopher Ramey, Kolja Lehmann, James Lamiell, and Lea Osbeck.



Philip Zimbardo



Vinny Hevern &
Wade Pickren

Congratulations to the New Fellows of Division 1!

According to the American Psychological Association, "*Fellow status is an honor bestowed upon APA Members who have shown evidence of unusual and outstanding contributions or performance in the field of psychology. Fellow status requires that a person's work has had a national impact on the field of psychology beyond a local, state, or regional level. A high level of competence or steady and continuing contribution are not sufficient to warrant Fellow status. National impact must be demonstrated.*" Of 84,000+ APA members, about 6 percent are Fellows.

The Fellows Committee of the Society for General Psychology (APA Division 1) is proud to announce that eight psychologists were elected as Fellows of the Division based on their "outstanding and unusual" contributions to general psychology. One of them was elected as a new Fellow of APA, and seven current APA fellows were elected by the Division.

- **Bernard Beins, Ph.D.** (*Ithaca College*)
- **Peter Hancock, Ph.D., D.Sc.** (*University of Central Florida*)
- **Lisa Harlow, Ph.D.** (*University of Rhode Island*)
- **Susan Nolan, Ph.D.** (*Seton Hall University*)
- **Linda Sobell, Ph.D.** (*Nova Southeastern University*)
- **Mark Sobell, Ph.D.** (*Nova Southeastern University*)
- **Ronald Shapiro, Ph.D.** (*Independent Consultant, Providence, RI*)
- **Frederick Wertz, Ph.D.** (*Fordham University*)

For those who may be interested in applying for Fellow status in Division 1, contact Richard Velayo, Ph.D., by email at rvelayo@gmail.com. Criteria for qualifications as Division 1 Fellow may be found at <http://www.apadivisions.org/division-1/membership/fellows/index.aspx>.

My sincerest thanks to Drs. Florence Denmark, Antonio Puente, Janet Sigal, and Harold Takooshian who served as members of the Committee this past year!

Congratulations and best wishes to our new Fellows!



Sincerely,

Richard S. Velayo, Ph.D.
Chair, Fellows Committee

Who admires Raymond Corsini?

Help Division 1 Celebrate Dr. Corsini's Centennial Birth!

The late, great psychologist Raymond J. Corsini (1914-2008) of Hawai'i was a brilliant author, teacher, and mentor. Ray's career is described in the *American Psychologist* (January, 2010, on page 54).

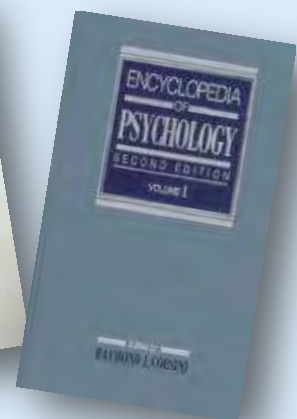
Many of Ray's friends gathered in 2013 at the APA Convention in Honolulu where Division One Awards Chair Josephine Tan announced the launch of a new Corsini Student Research Award to mark the centenary of Ray's birth in 2014.

For a tribute to Ray in 2014, *The General Psychologist* seeks brief remembrances from Ray's students, colleagues, and friends. Did Ray's life touch yours somehow? If so, please send us this information by December 1, 2013: your name, current affiliation, your photo, and 1-3 paragraphs on how Ray's life touched yours. If you have a good photo or two of Ray, please add these, **along with photo captions**. These edited remembrances will appear in a tribute to Ray in *TGP* in 2014.

Please direct any questions to Corsini Committee chair **Bernardo Carducci**: bcarducc@ius.edu.



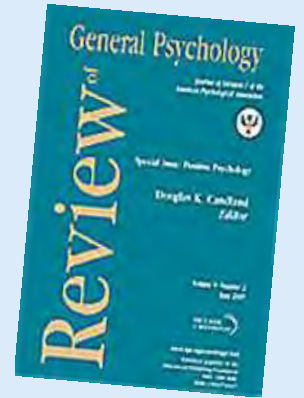
PHOTO: In Hawaii, Dr. Vernon Thompson's family joins the salute to their friend, Ray.



Review of General Psychology Welcomes a New Editor

By Wade Pickren, Past President of D1

In the summer of 2012, Division One's leadership formed a committee to search for the new editor of our journal, *Review of General Psychology*. After many years as editor, Doug Candland had decided to step down and we all knew it would be hard for anyone to follow him. Under Doug's editorship the journal had grown in reputation and influence. Our members and the Division leadership wish to express our profound thanks to Doug for the excellence he brought to the journal.



The search committee members were Nancy Russo, Ph.D., Hortensia Amaro, Ph.D., Brian Stagner, Ph.D., and Thomas Teo, Ph.D. I served as Chair of the Committee. We worked with APA Journals and their web-based Editor Quest system to manage the process.

We received 17 high-quality nominations. After much deliberation, we were able to narrow the list to four finalists, each of them eminently qualified to serve as editor. The Committee carefully considered the merits of each finalist and unanimously decided that [Dr. Gerianne Alexander of Texas A & M University](#) was our first choice. Dr. Alexander agreed to serve as our editor for the next six years. She brings to the position a high-profile research reputation. Her research interests include the development of human sex differences in social and cognitive behavior; hormonal influences on typical and atypical behavior across the lifespan; and reproductive endocrinology and behavior. Her research has been well-funded by a variety of federal and private agencies.



Dr. Gerianne Alexander

Dr. Alexander brings to her editorship remarkable breadth as a researcher. Just as importantly, she brings a great intellectual curiosity about human behavior. While she is solidly based in psychology, she also sees the connections among psychological science, the biological sciences, as well as the profound insights about human beings that are found in our best fiction, art, and music. She is truly well-situated to continue to develop general psychology through the pages of *Review of General Psychology*.

Editor's Note: Read one of Dr. Alexander and Dr. Hines's landmark [articles](#):

Alexander, G.M., & Hines, M. (2002). Sex differences in response to children's toys in nonhuman primates (*Cercopithecusaethiops sabaesus*). *Evolution and Human Behavior*, 23(6), 467-479.

Become a Fellow of Division 1

Fellows Committee Call for Nominations

The Division 1 Fellows Committee is seeking nominations and applications for Fellow status in the Division.

Fellows Committee Chair: Richard Velayo, Ph.D.
Email: rvelayo@gmail.com

There are two paths to Fellow status in the Division:

First, members of Division 1 who are APA members, but are not Fellows of APA, may apply for Fellow status in Division 1. They are known as “New Fellow” applicants and must meet both APA criteria and Division 1 criteria for Fellow status.

Second, any member of Division 1 who is already a current Fellow of APA may apply to become a Fellow of the Division. These applicants are known as “Current Fellows.” Current Fellows are only evaluated by the Division Fellows Committee. Current Fellows are a good resource for information about being and becoming a Fellow. Letters from Current Fellows are also required for those applying for New Fellow status.

APA Fellow Criteria include:

1. Five (5) years of acceptable professional experience beyond receipt of the doctoral degree
2. Membership in APA for at least one year
3. Unusual and outstanding contributions that have had a national or international impact in general psychology

Division 1 Fellow Criteria are listed here:

<http://www.apadivisions.org/division-1/membership/fellows/index.aspx>

Process for New Fellows:

The process to apply to be an APA Fellow is now done via the **APA Fellows Online Application Platform**. This new system will allow nominees, endorsers, and Division Fellows Chairs to submit all required documents online.

The online system will replace the previous, paper-based process and all Fellows applications must be added to the system to be considered by the Fellows Committee.

Applications for New Fellow status require letters from three current Division 1 Fellows and completion of other materials described in the APA Fellows Online Application Platform. Please visit the Fellows webpage for more information and to access the new online system:

<http://www.apa.org/membership/fellows/index.aspx>

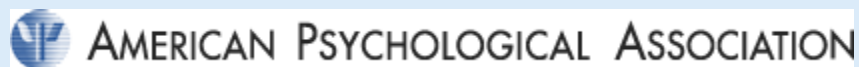
All materials, including letters of reference, must be completed by November 18, 2013.

The candidates' applications are reviewed by the Division Fellows Committee. Those receiving a positive recommendation will be forwarded to the APA Fellows Committee for their review. Fellow status is granted by the **APA Fellows Committee**. Please remember that there can be **only one nominating Division**.

Process for Current Fellows:

Current Fellows of the APA from other APA Divisions may apply for Division 1 Fellow status by sending a current vita and a letter highlighting the reasons that one has met the criteria for Fellow status in the Division. These candidates' applications must be emailed to Richard Velayo (rvelayo@gmail.com).

The due date for Current Fellows applications is April 15, 2014. Current Fellows applications are evaluated by the Division Fellows Committee only.



Taken from: <http://www.apa.org/about/division/index.aspx>

Divisions

APA's 54 divisions are interest groups organized by members. Some represent subdisciplines of psychology (e.g., experimental, social or clinical) while others focus on topical areas such as aging, ethnic minorities or trauma. APA members and even nonmembers can apply to join one or more divisions which have their own eligibility criteria and dues. In addition, each division has its own officers, website, publications, email list, awards, convention activities and meetings.

Anne Anastasi

Graduate Student Poster Award Winner

Effects of Temporal Pressure on Episodic Memory

*Audrey Martinez, M.A., Seda Terzyan, M.A., Angelyna Hinkle, M.A.,
David Rosenblatt, M.A., and Paul Haerich, Ph.D.*

Loma Linda University

Introduction

This study examined the predictions of Priority Binding theory by manipulating temporal pressure across lists of emotional visual images. Priority Binding theory (MacKay et al., 2004) proposes that under temporal pressure, arousing negative stimuli delay binding of neutral items presented in close temporal proximity (as in lists with mixed neutral and negative stimuli). With fast presentation rates, a subsequent negative item may interrupt the binding process for the preceding neutral stimulus. This results in more accurate memory for negative images presented in mixed lists. However, in slow presentation rates, binding occurs equally for all items. Therefore, no such advantage is predicted comparing images presented in lists of the same valence.



Method

Participants ($N = 42$; recruited from subject pools at two private Southern California universities) were shown eight lists of 14 images selected from the International Affective Picture System. One pure negative, one pure neutral, and two mixed valence lists were presented at 0.5 Hz and at 4 Hz. using *E-Prime 2.0 Professional* to randomize this list order and

list composition. Following each list, participants completed old-new recognition tests and rated their confidence using a remember/know paradigm.

Results

Accuracy: A three-way interaction resulted from performance differences between rates, and among lists at the fast rate, $p = .006$. In fast, pure lists, neutral valence images displayed an accuracy advantage over negative, $p < .001$, while in fast, mixed lists the difference was non-significant. Accuracy was better for slow than fast lists suggesting that processing benefited from the extra encoding time, $p < .001$. No differences among lists were observed at the slow rate. **Sensitivity:** Sensitivity (d'_e) paralleled accuracy; however the differences among lists were greater. d'_e was better at slow than fast presentation rates, $p < .001$, and for negative images at slow rates, $p < .03$. A two-way (Rate X List Type) interaction, $p < .03$, resulted from a non-significant trend for better sensitivity.

Discussion

The present study examined the effects of temporal pressure on recognition of emotional pictures. Manipulating presentation rate produced the largest effect and strongly influenced recognition accuracy, sensitivity and bias. The predictions of binding theory were

partially supported with a trend for negative images to exhibit a memory advantage over neutral images in the mixed, fast lists; there was also an unexpected memory advantage for neutral images in pure lists. A ceiling effect was found for recognition memory of lists at the slow rate, suggesting that extra viewing time allowed participants to better process and encode

images. Slow-rate negative images produced higher d'_e and more liberal bias than neutral. Though image recognition appears to be influenced by emotional valence and arousal, it is still possible that image stimuli are differentially processed and remembered compared to word stimuli.

Reference

Mackay, D. G., Shafto, M., Taylor, J. K., Marian, D. E., Abrams, L., & Dyer, J.R. (2004). Relations between emotion, memory and attention: Evidence from taboo Stroop, lexical decision, and immediate memory tasks. *Memory & Cognition*, 32, 474-488.



[Audrey E. Martinez, M.A.](#), is a doctoral student at Loma Linda University in Loma Linda, CA. Her research focuses on emotion and human neurocognition.





“Ma Vie En Graduate School”

Advice for Future Students and for Student Futures

By Lavina Y. Ho

Applied Clinical Psychology, Penn State Harrisburg

Graduate school marks a time for academic and personal growth, as graduate students are given greater responsibility and autonomy in deciding their future plans in addition to ultimately determining their unique career path. My greatest advice to future graduate student applicants is to keep an open mind and to take advantage of all the opportunities around them.

Future graduate applicants usually have a set of plans laid out, and in instances where these plans may not work out, students may often lose faith in themselves and ultimately, their aspirations. However, the most important lesson that I have learned thus far is that hard work will yield results, but only after continued determination.

While it may seem as if the delayed gratification of graduate education is often overwhelming, careers take unexpected turns and often result in a deeper understanding of the self and an individual's capabilities. What's important to remember is that the unexpected nature of life creates opportunities for personal and academic growth.



Graduate life simply never ends. Knowledge begets greater knowledge, and an understanding that graduate students never cease learning in multiple facets of their lives. I highly recommend that graduate students get involved in their campus life, especially within their academic program. As graduate students, we have the ability to facilitate positive change on campus as well as promote the mental welfare of underserved communities in psychology. Acting as role models on campus also inspires greater community change, promotes undergraduate students to perform at their optimum abilities, and ultimately, to pursue graduate education.

***Lavina Y. Ho** is an advanced student on scholarship in Penn State Harrisburg's Applied Clinical Psychology Master's Program. She is a Teaching Assistant, a Research Assistant, and an officer and community leader in Psi Chi and the Applied Psychology Association of PSH.*

Future APA Convention Dates

2014 Washington, D.C.
August 7-10 (Thursday through Sunday)

2016 Denver, Colorado
August 4-7 (Thursday through Sunday)

2018 San Francisco, California
August 9-12 (Thursday through Sunday)

2020 Washington, D.C.
August 6-9 (Thursday through Sunday)

2015 Toronto, Ontario, Canada
August 6-9 (Thursday through Sunday)

2017 Washington, D.C.
August 3-6 (Thursday through Sunday)

2019 Chicago, Illinois
August 8-11 (Thursday through Sunday)

2021 San Diego, California
August 12-15 (Thursday through Sunday)



Division One: Society for General Psychology





Book review

By J. Scott Lewis, Ph.D., Penn State Harrisburg

The Human Spark: The Science of Human Development **By Jerome Kagan**

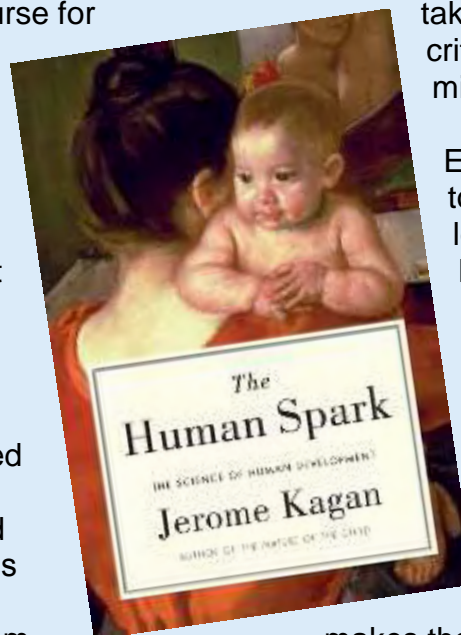
Basic Books, 2013. 333 pages. ISBN: 978-0-465-02982-2

In this book, pioneer of developmental psychology Jerome Kagan updates his previous book *The Nature of the Child*. Kagan focuses on three questions of import in which new evidence brings up to date old ideas. What is the expected developmental course for cognition, emotional development, physical development and moral development in children? How does variation in experience affect the rates at which these traits develop? And, finally, what are the factors that influence variation in experience?

Of course, these are not new questions. They have been asked before in a variety of contexts, including through epigenetic and sociological frameworks. Kagan's contribution to the questions, however, deviates somewhat from the more mainstream approaches to the problem. Kagan questions many of the conventions currently in vogue in developmental psychology. For example, he questions the notion that past behavior in one setting is a good predictor of future behavior in a different setting.

Kagan sees such conceptions as part of a larger problem in developmental psychology; this problem is the lack of triangulation of

evidence. Kagan sees this as providing a grossly incomplete picture of human behavior. He uses these weaknesses to offer a critique of some of the most popular theories in developmental psychology. Most notably, he takes aim at attachment theory, which he criticizes as an egregious misinterpretation of research.



Essentially, Kagan relies on sociology to make his case. Sociologists have long argued that culture shapes the lives of individuals within their experiential and historic context. C. Wright Mills made this same argument in 1959, and most sociologists accept it as axiomatic. Kagan discusses how culture shapes the choice that individuals make to influence their development. Offering a thorough review of the literature, the author makes the case not only for socialization, but also for epigenetics. He presents a wealth of evidence on the ways in which environment and experience influence the expression of genes.

A positive aspect of *Spark* is that Kagan takes a strongly interdisciplinary approach to his topic. The book provides an excellent overview of literature in a variety of areas of developmental psychology.

However, the book is so laden with information and thick with studies that it is often dry and sometimes a little hard to follow. The careful reader will, however, find it a rich source of information and a valuable compendium of

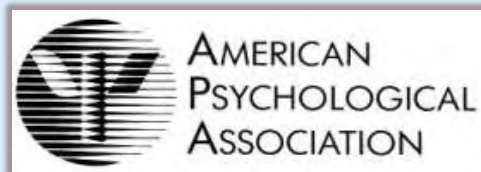
information. The comprehensive coverage that it provides makes it an ideal companion to a textbook for those seeking a deeper understanding of many of the issues at the forefront of developmental psychology.

Dr. J. Scott Lewis is Assistant Professor of Sociology and the program coordinator for Penn State Harrisburg's Bachelor of Social Science in Secondary Education Social Studies program. His interdisciplinary research interests include evolution and human behavior, the philosophy of social science, and pedagogy. He is the author of *Learn Sociology*.



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Please visit the APA Homepage at:
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Division 1's ***Portraits of Pioneers in Developmental Psychology***
Edited by Wade Pickren, Donald A. Dewsbury, and Michael Wertheimer

Published October 26th, 2011 by Psychology Press – 351 pages

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Is Introductory Psychology Asexual?

Marissa A. Harrison, Ph.D., Jennifer E. Zabler, M.A.,

Gina M. Brelsford, Ph.D., and Melanie S. Koser, B.A.

Penn State Harrisburg

Since psychology as a discipline aims to understand human behavior and mental processes, what could be a more fundamental behavior to understand than that which ultimately serves to perpetuate the species—**sex**? Indeed, sex is very important to most people, and for some, sexuality is a dominant force in their lives (Bancroft, 2009). Although some may be uncomfortable with sexuality and feel that discussing sex reflects evil or immorality, and some may backlash against any form of sexual progressiveness (Hyde & DeLamater, 2011), the fact is that sex is here to stay.

In their textbook *Understanding Human Sexuality*, Hyde and DeLamater (2011) eloquently underscored the importance of the study of sexuality for college students. Exposure to human sexuality research can facilitate self-understanding, minimize embarrassment about a fundamentally important topic, influence judgment and decision-making with respect to physical and emotional well-being, and foster tolerance of sexuality regardless of age, gender, ethnicity, sexual orientation, and culture. Further advantages of human sexuality education

include arming students with the skills to maximize their own sexual health and minimize sexual exploitation of one's self and others (Baber & Murray, 2001). Thus, a college course in the psychology of human sexuality can be of tremendous developmental value with respect to promoting well-being and self and societal understanding. Given such importance, however, it seems logically indefensible that the

dissemination of such essential information should be limited to students enrolled only in sexuality-specific courses. While it is likely impossible to infuse sexuality into every college course, the discipline of psychology offers a viable outlet tailored to disseminating such information to a widespread audience—Introductory or General Psychology. In the present work we make the argument that Introductory Psychology should *not* be asexual—that is, as behavioral scientists we should endeavor to include human sexuality in our most

basic college psychology course.

The majority of college students are typically 18 to 25 years old (National Center for Educational Statistics, 2002). Referred to as emerging adults (Arnett, 2007), this age group is coming into their own, exploring various identities,



taking strides in developing world views separate than that of their parents and caregivers, and focusing on their own lives without yet committing to adult roles (Arnett, 2004; DeHaan, Yonker, & Affholter, 2011). Since both men and women engage in a myriad of partnered and solo sexual behaviors from early adolescence to late adulthood, emerging adults and society as a whole can benefit from programs that seek to improve upon sexual knowledge and healthy choices (Herbenick, Reece, Schick, Sanders, Dodge, & Fortenberry, 2010). Further, as Rutledge, Siebert, Chonody, and Killian (2011) pointed out, many US adolescents do not receive sufficient sex education in high schools and therefore come to college in need of information at this precarious juncture of development. During this crucial period of role exploration, one can argue the dire need for sexuality education.

Introductory Psychology is a core requirement in the Psychology major, Psychology minor, and in many other majors and minors; it is also an elective sought by numerous college students. The American Psychological Association (2013) endorses Cush and Buskist's (1997) estimate that 1.5 million students complete an introductory psychology course each year. To wit, Bowker PubTrack (personal communication) documented that 413,464 students were enrolled in Introductory Psychology in the United States in the spring of 2011. As such, the material contained in Introductory Psychology textbooks reaches a vast audience. Indeed, the information in college textbooks can also impact others besides college students. For example, Advanced Placement Psychology is a college-level course taught to high school students, and current college-level textbooks are used in its instruction (College Board, 2010). Herein, then,

lies the opportunity to deliver sexuality content to an even younger audience in their developmental prime. Even non-student individuals seeking knowledge or understanding of human behavior and mental processes may turn to an introductory psychology textbook online, from a friend, etc. Thus, Introductory Psychology offers a valuable opportunity to promote the understanding of human sexual behavior, and the presentation thereof can inform sexual decision-making and tolerance of self and others.



As such, the present study sought to document coverage of human sexuality topics in Introductory Psychology textbooks. We had no *a priori* prediction of degree of representation; rather, we aimed to document the presence and extent of coverage of various sexuality topics. Well over a decade ago, Griggs, Jackson, Christopher, and Marek (2000) noted that less than a third of all introductory books on the market at the time devoted full-chapter coverage to diversity and sex/gender. The present study parses this effort focusing on sexuality (and diversity therein), extends this effort by elaborating on specific themes for analyses, and offers a more recent glimpse of representation to determine whether contemporary introductory psychology is, indeed, asexual.

Method

Two long-time instructors (combined 20 plus years of experience) of college-level Psychology of Human Sexuality courses consulted several human sexuality textbooks (e.g., Hyde & DeLamater, 2011; Kelly, 2010; Rathus, Nevid, & Fichner-Rathus, 2010) and generated a list of 81 concepts typically covered in the class. This list of concepts appears in Table 1. Whereas it was not expected that every topic from a subdiscipline-specific course

would be covered in an introductory-level course, we used themes typically covered in sexuality courses as a basis to gauge representation.

A major textbook publisher kindly provided us with lists of the most required (i.e., the total number of students enrolled in courses requiring each book) introductory-level psychology textbooks in the United States from Spring 2011. The list was not publisher-specific (i.e., it did not solely list the publisher's own books).

We aimed to analyze the 15 most required introductory psychology texts. We obtained hard copies of 14 of the 15 books on the list for review. These 14 texts were published between the years of 2006 and 2009 by Pearson ($n = 6$), Worth ($n = 6$), Cengage ($n = 1$), and Wiley & Sons ($n = 1$) Publishers. We were unable to secure a copy of the 12th most required book on the list and therefore could not analyze it. Of note, we first attempted our analysis with online/e-book copies of the target textbooks but we found search features did not function with high accuracy. We thus conducted all analyses with hard copies.

In a departure from previous introductory textbook content analyses (cf. Habarth, Hansell, & Grove, 2011), we included full, brief, and modular editions of textbooks in our analysis. Our rationale is that the data show that these titles contain the information being disseminated to the most students, and therefore the sexuality information they include or exclude is essential to our analyses. For example, the *third* most required book ($n = 25,919$ students) was written by the author of the *second* most required book, and this number represented >30% more

students than the *fourth* most required book. We would be remiss if we excluded the impact simply because the same person wrote more than one title. These 14 titles together accounted for 244, 038 enrolled students' required texts (Bowker PubTrack, personal communication), or 59% of the total introductory psychology books required in the United States during that semester. Stated another way, the majority of introductory psychology students in the United States were required to be consumers of these 14 book titles in Spring 2011.

Because our goal was to present evidence of systemic trends of sexuality coverage and not to comment upon or "call out" individual text authors, we opt not to list book titles; this follows the presentation method of Harbath et al. (2011) in their content analysis of psychoanalytic themes in introductory textbooks.

We read first the Index of each book searching for terms, and if the terms were not found, we read through each chapter of each book, paying close attention to areas in which sexuality might be mentioned but perhaps not indexed (e.g., *puberty* in Developmental Psychology chapters; *sexual attraction* in Social Psychology chapters). We noted whether each term or concept was *identified* (named only), *defined* (meaning was conveyed), or *discussed* (author provided context in two or more sentences).

Results

Results are presented in Table 1; 86% of terms and concepts were mentioned, 84% were defined, and 67% were discussed in at least one book. Of the 14 books reviewed, 5 (36%) featured a chapter devoted to human sexuality and gender.

Table 1

Percentage of Most Required (N = 14) Introductory Psychology Textbooks Mentioning, Defining, and Discussing Selected Sexuality-related Concepts

Concept/Term	% Mentioning	% Defining	% Discussing
<i>Sexual Acts</i>			
Masturbation/ one-person sex	36	7	0
Extramarital sex/ cheating/ adultery/infidelity	21	14	14
Premarital sex	57	50	43
Sexual intercourse	100	100	100
Oral sex	29	0	0
Sexual techniques	0	0	0
<i>Sexual Cognitions</i>			
Sexual desire	57	50	29
Sexual curiosity	14	14	0
Sexual decisions	0	0	0
Sexual fantasies	50	43	36
Physical attractiveness/ sexual attractiveness	100	100	86
<i>Theories of Sexuality</i>			
Biological	100	100	100
Evolutionary	100	100	100
Freudian	100	100	93
Sociological	86	86	86
Feminist	0	0	0
<i>Researchers</i>			
Masters and Johnson	100	93	79
Alfred Kinsey (Kinsey Report)	79	71	64
<i>Physiology of Sexual Response</i>			
Sexual response cycle	100	100	100
Penile erection	100	43	0
External sex organs	100	79	43
Internal sex organs	100	79	43
Sex hormones	100	100	50
Pheromones	21	14	0
Erogenous zones	43	21	0
Brain and sex	79	79	71

<i>Sexual Development</i>			
Sexual differentiation	93	86	64
Menstruation/ menarche	100	93	14
Puberty	100	100	64
Menopause	100	79	14
Sexuality during childhood	93	86	64
Sexuality during adolescence	100	100	100
Sexuality during adulthood	93	93	71
<i>Sexual Orientation</i>			
Heterosexual	100	100	86
Homosexuality	100	100	100
Gay	100	79	7
Lesbian	93	71	7
Transgender	57	57	21
LGBTQ	0	0	0
Intersex	36	36	7
Same-sex marriage	14	7	0
Gay prejudice	43	36	29
<i>Gender Roles</i>			
Gender stereotypes	64	64	36
Sexual scripts	64	64	43
Sex differences in personality	100	100	86
Sex differences in cognition	100	100	93
Sex differences in behavior	100	100	86
<i>Reproduction</i>			
Conception	93	86	29
Pregnancy	93	86	79
Childbirth	79	57	14
Infertility	0	0	0
Reproductive technology	0	0	0
Contraception/ pregnancy prevention	36	36	7
Abortion	21	7	0
Condoms	79	43	14
Diaphragm	7	7	0
Withdrawal	0	0	0
IUD	0	0	0
Rhythm method	0	0	0
<i>Sexual Relationships</i>			

Love	100	100	93
Sexual communication	14	7	14
Multicultural sexuality	57	57	57
Sexual Variation			
Paraphilias	36	57	7
Hypersexuality and asexuality	0	0	0
Cybersex	21	7	0
Sexual Coercion			
Rape	43	43	36
Incest	7	7	7
Sexual abuse	36	29	0
Sexual harassment	7	7	0
Sex Laws			
Sex-related laws	0	0	0
Selling Sex			
Prostitution	14	0	0
Pornography	14	14	7
Sexual Disorders (any type)			
Sex therapy	21	14	7
Sexually transmitted infections or diseases			
HIV/AIDS	93	93	79
HPV	36	29	14
Herpes	57	43	7
Gonorrhea	21	21	0
Syphilis	36	36	7
Pubic Lice	7	7	0
Hepatitis	7	7	0
Safe sex	71	50	43

Discussion

The question at hand is, “Is Introductory Psychology asexual?” Almost all the human sexuality terms and concepts for which we searched (nearly 9 out of 10) were at least mentioned, and two-thirds did receive discussion in at least one of the most required

introductory textbooks. Further, over a third of books featured a human sexuality chapter. We thus interpret this as a cautiously positive “no” to our question and commend the efforts of our textbook-writing colleagues to infuse this important topic into the psychology curriculum. We would like to note for our esteemed text

author colleagues, however, some areas in which a discussion of such might promote sexually wise choices and inclusion.

Most books had some coverage of the usual suspects—*sexual development* (e.g., *menarche, puberty*), *love, physical attraction, sexual intercourse, conception, pregnancy, and childbirth*—with various discussion thereof. Curiously, however, no books mentioned the related topics *infertility* and *reproductive technology*. With about one out of six couples affected by infertility issues world-wide (World Health Organization, 2002), and with artificial reproductive technology evolving over the past 30 years affecting individuals, families, and societies around the world with social, cultural, and ethical implications (Inhorn & Birenbaum-Carmeli, 2008), this topic may warrant inclusion in future editions of introductory psychology textbooks.

A majority of textbooks we analyzed mentioned *safe sex*; however, less than half discussed it. Only two of the books discussed *condoms*, two discussed *human papillomavirus* (HPV; a virus that causes genital warts) and one discussed *herpes*. Although we understand textbook space is a premium, we implore our textbook author colleagues to introduce and elaborate upon safe sexual practices, even if this means a mere page of discussion. According to the Centers for Disease Control and Prevention (CDC) of the United States, people between the ages of 15 and 24 account for almost half of the 19 million new sexually transmitted infections reported each year, (CDC, 2012a), making this the highest rate of any age group (CDC, 2012b). Moreover, about 43% of women aged 14 to 59 years have HPV (CDC, 2010), and 16% of people in the US between age 14 to 49 have genital herpes (CDC, 2012c). Although one might rationalize that a safe sex discussion is better reserved for a biology or health class, the counterargument is that with its cognitive, social, and developmental correlates and

consequences, this topic is inherently linked to the science of behavior and mental processes. Some coverage in an Introductory Psychology textbook—even one chart of diseases and risks—may help the college student population, typically emerging adults in the aforementioned at-risk age groups, make educated decisions about their and health and psychological well-being, and arguably, the health and well-being of others.

Further, only about a quarter of the most required Introductory Psychology texts discussed rape, and none discussed sexual harassment. The U.S. Department of Justice National Crime Victimization Survey (2012) showed that nearly a quarter of a million people in the US were raped or sexually assaulted in 2011. That is, as underscored by the Rape, Abuse, and Incest National Network (2013), every two minutes someone in the United States is sexually assaulted. Perhaps even two to three sentences describing the how, why, when, and who of such in a developmental or social chapter could promote awareness and decrease risk, providing an immeasurable service to textbook readers. Similarly, sexual harassment may appear to be a topic that should be dealt with in the workforce, but again, a few lines regarding the inappropriateness of sexual commentary, jokes, and advances in the workforce can promote awareness and responsibility.

Whereas 100% of the books analyzed discussed homosexuality, interestingly, none discussed gay marriage—a hot topic in the United States at the present time. A discussion of such in an Introductory Psychology course would make steps toward cultural literacy and social tolerance, promoting students' ability to recognize and respect diversity—a goal supported by the American Psychological Association (2007).

Given that Goal 8 of the *APA Guidelines for the Undergraduate Psychology Major* (2007) is to

promote student understanding of sociocultural and international diversity (p. 10), and the APA stresses the learning outcome of recognizing and respecting diversity (p.17), we found it surprising that only about half of the books we examined touched upon multicultural sexuality. If textbooks are to mention sexuality at all, we stress the necessity for textbooks to elaborate upon sexuality in this regard.

Of note, the word “sex” is *not* mentioned in the *APA Guidelines for the Undergraduate Psychology Major*, nor is the topic of sexual orientation, even though the Guidelines were reviewed by the APA Committee on Lesbian, Gay, and Bisexual Concerns (p. 6). We respectfully urge our colleagues to include this information in future iterations of the *Guidelines*.

Again, one cannot expect all material from a subdiscipline course to be represented in an introductory course; however, we were interested in learning the extent to which human sexuality is represented in introductory textbooks. Introductory texts aim to impart knowledge of nomothetic and idiographic findings about the causes, correlates, and consequences of human behavior, but in doing so they can also promote skills and values that, per the aim of the Psychology major curriculum, aid students, particularly emerging adults, in the development of lifelong learning skills and competencies (APA, 2007, p. 3). We therefore argue strongly that knowledge of human sexuality is essential to include therein.

To summarize our analyses, we found that Introductory Psychology textbooks did indeed provide a commendable breadth and depth of human sexuality coverage. However, although the long length of textbooks is a concern to professors (Griggs, Proctor, & Cook, 2004; Griggs et al., 2000), we do offer the above suggestions for additional topics that merit inclusion in future iterations of texts.

Controversy!

The fact remains that some people, even college professors, are just not comfortable discussing human sexuality (see Hyde & DeLamater, 2011, for discussion). As an example, fairly recently, a colleague at a large college in a major city in the northeast US offered to teach a course on the psychology of human sexuality and was met with great resistance—one faculty member actually asked, “Where are you going to teach that, in the gym?” Although Introductory Psychology by definition and purpose is not a Human Sexuality course, by infusing sexual themes into Introductory Psychology courses, we can eliminate some of the embarrassment over human sexuality—a repertoire of behavior and mental processes fundamental to human existence. That is, we are likely making students more comfortable with the causes, correlates, and consequences of human sexuality through direct education or perhaps even via the mechanisms of mere exposure (Zajonc, 1968).

Limitations and Future Directions.

Our analyses focused on books required in Spring 2011. It is possible that some material analyzed above has been or will be added, changed, or subtracted in subsequent editions of the textbooks. It would be interesting to compare coverage of specific sexuality themes in newer iterations of the most required introductory psychology textbooks with the present findings. Further, we could not ascertain how much coverage has grown or changed from previous editions to our targeted books because of a lack of access to these older books. Moreover, it would be prudent to follow the approach of Harbath and colleagues (2011) and check for accuracy of sexual content in introductory psychology texts. Misinformation in this regard can lead to life-altering or even deadly consequences.

Of course, we note that even when information is included in a textbook, this does not guarantee an instructor will cover the material or require its reading for class. We thus urge our teaching colleagues to present at least some of the basics of human sexuality to our Introductory Psychology students to promote the self-understanding, diversity inclusion, and healthy choices that can be informed from exposure to this most fundamental of human behaviors.

There are definitive reasons the 14 books analyzed herein are the most frequently required in the United States. Reviewers have noted their clarity, thoroughness, thoughtfulness of presentation, and insightful applications of psychology to the real world, as well as the texts' self-study tools and vivid imagery that help keep students engaged (see College Board, 2013, for various reviews). The purpose of the present work was not to critique these invaluable resources, but rather, to note existing textbook coverage, and to urge our respected textbook authors, teachers of psychology, and other APA authors (e.g., *Guideline* developers)

to promote an even deeper understanding of sexuality within our curriculum, beginning with the introductory course.

Some psychology instructors may argue that it is not our job to teach students "everything." In fact, one textbook author told us quite emphatically that if Introductory Psychology instructors *wanted* more human sexuality coverage in textbooks, it would be there. That being said, but for sexual behavior, humanity would not exist. As long as people are here and wish to remain here, sexuality will be here. Sexual behavior serves not only to propagate the species, but also as a prominent social force. If psychology aims to encourage an understanding of the human psyche, the psychology of sexuality must be a core curricular feature. Most people *are* curious about sexual behavior (Hyde & DeLamater, 2011), and with Introductory Psychology, we have a golden opportunity to impart knowledge of human sexual behavior and mental processes to arm students with the knowledge and power to be compassionate, understanding, safe, inclusive, and themselves.

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Please send your questions or comments to Marissa Harrison at mah52@psu.edu.

Book review

By Wandajune Bishop-Towle, Ph.D.



The Myth of Race

By Jefferson Fish

Argo-Navis, 2012. 154 pages. ISBN: 978-0786754366

One of several books by the author on this subject, *The Myth of Race* looks at the lack of biological evidence for race, as well as the manifestations and impact of the concept of race in a changing culture. With sharp analysis and engaging style, Fish draws on the disciplines of psychology, anthropology, and evolutionary biology, also sharing his own experiences as “white psychologist from the Bronx” married to, and raising a daughter with, an “African-American anthropologist from Brooklyn.”

Fish describes how, as humans evolved, our outward appearance (hair texture, skin color, etc.) came to vary gradually as we spread out over the globe, resulting in spectra of traits with different frequencies and combinations depending on location—anthropologist refer to such a process of gradual change as a cline. In contrast to genetic traits, race as a concept varies by language and culture. In Brazil, for example, a person’s *tipo* (tr: race), is based on appearance, not ancestry. A woman who might be described as a white brunette in the U.S. might be called *branca* (tr: white), or *morena* (a person with dark, straight-hair, and a deep complexion). There are many more tipos in Brazil than races here; members of the same family (that might

be described as simply “mixed race” in the U.S.) can all represent different tipos. In our own language and culture, too, racial categories have been highly mutable, as Fish points out in an incisive (and witty) discussion of racial categories used by the U.S. census from 1790 to the present. Later in the book, Fish criticizes the research on race and IQ in terms of its omission of key environmental variables, apart from the fact that no empirical basis exists for classifying subjects according to “race.”



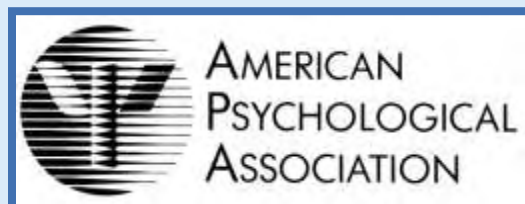
In the chapter “Racial Myths and the Author’s Family,” Fish reflects on his own experiences in a “mixed race” marriage, using well-chosen anecdotes of family life. In another chapter, entitled “Dreams from My Daughter: Mixed Race Myths,” he considers his daughter’s “both/and” adaptation to growing up bicultural, alongside that of the better-known of Barack Obama, and discusses other possible outcomes for “third culture kids.” The last chapter examines the idea of race as a meme (the term refers to an entity that is culturally transmitted, including such things as popular songs). Fish explores the roots of the race meme in European colonialism, as a justification for slavery, the persistence of the race meme, despite its lack of biological underpinnings, and

the role that the race meme plays in self-concept.

In summary, *The Myth of Race* rigorously debunks the false notion of biological race, and offers profound insight into the ways that the cultural concept of race effects us all. With its

personal reflections and artful prose, it is a pleasure to read. *The Myth of Race* would make an excellent supplemental text for graduate or undergraduate courses in cross-cultural psychology—one sure to stimulate discussion.

Wandajune Bishop-Towle, Ph.D., is a licensed psychologist, and co-owner of [Seasons of Peace Yoga](#) in Andover, Massachusetts, where she provides body-oriented psychotherapy. She is a graduate of the clinical psychology program at St. John's University and has a post-doctoral certificate in applied behavior analysis from North Texas University. Her ancestors of recent generations include indigenous Americans, as well as people from Europe and Africa.





Greetings from the AP[®] Psychology Reading!

Elizabeth Yost Hammer, Ph.D.,
Xavier University of Louisiana
AP[®] Psychology Chief Reader

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- The reading provides opportunities to exchange ideas with faculty, teachers, and AP Psychology Development Committee members.
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If you are interested in applying to be an AP Psychology Reader, you can access an online application at the following [Educational Testing Service site](#):

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***Dr. Elizabeth Y. Hammer** is a Kellogg Professor in Teaching and the Director of the Center for the Advancement of Teaching at Xavier University in NOLA. She is an APA Division 2 Fellow.*

Editor's Note: [College Board's Advanced Placement® \(AP®\) Program](#) allows students to take a college-level course while still in high school, typically offered by one of their own teachers. AP teachers receive training to increase their expertise, and university faculty and other, veteran AP teachers develop curricular standards for the Program that ensure a college-level experience (College Board, 2013). It is important to note that for the AP Psychology Program these standards recapitulate those of the [American Psychological Association's Guidelines for the Undergraduate Psychology Major](#).

Students who master the material can take a specialized **AP Exam** to earn college credits. Each college/university sets its own guidelines for credit acceptance. [The AP Psychology Exam](#) consists of a multiple-choice section and a free-response (essay) section. (Above, Dr. Liz Hammer explains how the free-response section is scored.) Each subject's AP Exam is developed by content experts, including college and high school Development Committee members, the Chief Reader, and [Educational Testing Service \(ETS\)](#) assessment specialists.



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Thank you to Biggie Takooshian, most definitely a "good luck" cat!

