



# General Psychologist

A Publication of the Society for General Psychology ~ Division 1



## Division One Midwinter Meeting

At our midwinter meeting in Washington D.C. in February 2017, we focused on two major items: (1) revising our bylaws; and (2) strategizing activities found effective with current Division One members, and creating enterprises to add new members. The revised bylaws are in this letter, open for your comments. In addition, the Division One program for the APA Convention in August 2017 has been included to highlight events for you to meet with Division One members, and spark discussions on all the diverse specialties in psychology, or inquire about renewing your membership, becoming a Fellow or an Officer. We will also be having a full program of events in our Division Suite in Room 6-126 in the Marriott Marquis hotel near the Convention Center. **Please stop by!** Our Fall/Winter Issue will profile our Award Recipients, New Fellows, current officers and new officers beginning this year! **We Welcome You!**

Back Row: Mindy Erchull (*Fellows Committee Chair*), Emily Dow (*2017 Suite Program Chair & Early Career Representative*), Lisa Osbeck (*Member-at-Large*), Mark Sciotto (*Member-at-Large*), Clare Mehta (*2017 Program Chair*), John Hogan (*Historian*), Alicia Trotman (*Newsletter Editor*), Emily Keener (*Membership Chair*), Kasey Powers (*2017 Suite Program Chair & Student Representative*), Phyllis Wentworth (*2018 Program Chair*), Avis Jackson (*Webmaster*)  
 Front Row: Anita M. Wells (*Secretary*), Nancy Baker (*Past President*), Irene Frieze (*President*)  
 Deborah Johnson (*President-Elect*), Jocelyn Turner-Musa (*Award Committee Chair*)  
 Absent: Clare Porac (*Council Representative*), Gerianne M. Alexander (*Journal Editor*)

### Inside this issue

- ◇ President's Column (2)
- ◇ Invitation to Social Hour (3-4)
- ◇ Division 1 Program Schedule (6-7)
- ◇ Division 1 By-laws (8-11)
- ◇ Featured Article on The Female Psyche (14)
- ◇ Featured Commentary on The Male Psyche (18)

### Special points of interest

- ◇ Spotlight on Past President (21)
- ◇ Invitation to PROJECT SYLLABUS International (24)
- ◇ Member Activities (25)
- ◇ Member Current News & Inquiry (29)
- ◇ Book Reviews (39)

# President's Column

## Irene Frieze



Serving as your President continues to be interesting and enjoyable. Division 1 is involved in a number of projects this year. I list some of these below:

- ⇒ **Awards for Completed Research.** An important role of our division is to formally recognize psychologists and their work. These awards include the William James Book Award; the George A. Miller Award for outstanding papers on general psychology; the Ernest R. Hilgard Award for career contributions, and the Arthur W. Staats Lectureship relating to the integration of psychology. We also recognize student research with the Anne Anastasi Graduate Student Awards and the Raymond Corsini Award for Student Poster presentations at APA.
- ⇒ **Service Awards.** Our C. Alan Boneau Award recognizes exceptional service to the division. We also have other service awards to thank the many people who work for the division.
- ⇒ **New award for our members working at institutions whose primary mission is undergraduate education.** This will be a small grant to help in doing a research project relating to general psychology. Many of our members work at undergraduate institutions, and we wanted to recognize with the new Mary Whiton Calkins Grant. We are working with the American Psychological Foundation in administering this award.
- ⇒ **Developing an interesting program for division members and others at the annual meeting at the American Psychological Association.** We continue to work on developing special events in the division suite as well as cele-

brating our award winners and arranging other interesting programs related to general psychology [See other articles in the newsletter for more details].

In addition to honoring researchers, our own journal, *Review of General Psychology*, publishes four times a year, under the editorship of Gerianne M. Alexander. Every issue has a number of review articles relating to a variety of topics in psychology. For example, in the March 2017 issue, we have a paper by Peter Lamont on the experience of magic from a historical perspective, a paper by Gregg Henriques linking personality and psychotherapy, a paper by Jessica R. Carre and Daniel N. Jones on how personality relates to conclusions drawn from examining data and a paper by Andreas Elpidorou on the moral dimensions of boredom, along with several other interesting papers. Each of these papers will stimulate thought and perhaps provide material for your classes.

We have a very large and active Executive Committee. It has been growing as we add new positions. For example, we added an Early Career representative (Emily Dow) two years ago. We were fortunate that our first appointee to this position had served earlier as the Student representative, so she was able to contribute much to this new position. Allowing some of these new positions to have a formal vote is one purpose of the bylaws revisions included in this issue. Since we have not had a midwinter meeting of the Executive Committee for some time, I decided we should schedule this for this year. I was pleased to get to know some of the members better and felt we had a very productive meeting. We met in Washington, DC at the headquarters of the American Psychological Association. Although these meetings



are expensive, it is essential to give our EC members time to discuss their work for the division and to get feedback from all of us about ways we can improve, as well as to receive thanks from all of us for their work.

Being there in Washington allowed me and our incoming President, Deborah Johnson to go a day early and to meet with some of the APA staff that we actively work with. Kenneth Cooke is our official division liaison who helps us with membership issues and individual questions relating to personal APA membership issues. We also spent some time with Mare Meadows discussing the status of our journal and how to handle the transition to a new editor. Our current editor's term ends with the final issue of the journal in 2019. We need to give the new editor some lead time to begin publishing articles that he or she has accepted and edited. We anticipate about a year of overlap, so that the new editor has papers ready for publication in 2020. We expect to form a search committee to find candidates for this position later this year. We also had a very helpful discussion with Erin Carney from the American Psychological Foundation about how to set up our new Mary Whiton Calkins Grant.

Along with these more traditional activities, we have also been engaged with other divisions in APA on several projects. CODAPAR solicits proposals every year for these types of collaborative projects. Division 1 has not had a recent history of involvement with these joint projects, so I was delighted we could work on two of them in addition to sponsoring a joint social hour.

- ⇒ Joint social hour with several other divisions at the convention to allow you to meet others and talk about issues of mutual interest.
- ⇒ Collaborative project funded by APA to help develop a website for syllabi for psychology courses from scholars from other countries.

- ⇒ Collaborative project funded by APA to identify useful apps for smart phones relating to psychological methods and statistics and to clinical work.

Finally, in response to the continuing interest among psychologists about how and when the results of psychological research replicate, I will be speaking about this issue in my Presidential Address at the convention. I have been excited to work on this talk with Clare Mehta and Emily Keener, two active members of our division.

If you have interest in any of these projects, please let me know. I can be reached at [frieze@pitt.edu](mailto:frieze@pitt.edu). If you have thoughts about the division, let me know, too.



## Invitation to Social Hours at the 2017 APA Convention (Washington, DC)

### ***Division 1 Suite Social Hour***

Friday, August 4th,  
6 – 8 pm in Division  
1 Hospitality Suite  
(location tba)

### ***Foundational Divisions Social Hour***

Saturday, August 5th,  
5 – 7 pm (location  
tba)

Please join us at our *Division 1 Suite Social Hour* on Friday, August 4th, 6 – 8 pm in Division 1 Hospitality Suite - Room 6-126 in the Marriott Marquis. This will be an opportunity to enjoy refreshments and conversation in pleasant surroundings, and to meet Division 1 executive committee members and award winners.

Students and Early Career Psychologists (ECPs) are especially encouraged to attend - the first 72 Student/ECP attendees will be awarded a free drink ticket for Saturday evening's Social Hour (see page 4) and free membership in Division 1 (if you aren't already a member). We're looking forward to meeting you!



## Invitation to Social Hours at the 2017 APA Convention (Washington, DC)

Division 1 also invites members and friends to join us at our *Foundational Divisions Social Hour* on Saturday, August 5th 5 – 7 pm, location tba.

Enjoy refreshments and socialize with others from Divisions 1, 24, 26, and 39 (members of the Foundational Divisions Coalition\*). This is an opportunity to join old friends and make new acquaintances, while celebrating our collaboration with beverages and relaxed conversation. Students and ECPs with an interest in foundational issues (general, theoretical and historical) are particularly welcome, and may qualify for one of Division 1's free drink tickets {see above}

\* The Foundational Divisions Coalition (FDC), including Divisions 1 (General Psychology), 24 (Theoretical and Philosophical Psychology), 26 (History of Psychology), 32 (Humanistic Psychology), and 39 (Psychoanalysis), was founded in 2012 to promote our distinctive contributions to APA and the field of psychology. An ongoing project involves offering a series of *Big Questions, Essential Conversations* (BQEC) symposia at APA conventions. This interdivisional programming has succeeded at raising disciplinary and public benefit issues often missing from APA convention programming. All those with interest in conceptual, historical, humanistic, interdisciplinary and integrative approaches to psychology are encouraged to become involved in FDC.



**American Psychology Association (APA) Society for General Psychology**

### Why should I become a Member



## Because we are number 1!!!

Contact Kasey Powers if you are a student - ([kpowers1@gradcenter.cuny.edu](mailto:kpowers1@gradcenter.cuny.edu))

Contact Emily Dow if you are an Early Career Psychologist (ECP) - ([emilydow@gmail.com](mailto:emilydow@gmail.com))

Otherwise if you have any questions, check out our membership brochure on page 10 and feel free to contact our Membership Chair, Emily Keener ([emily.keener@sru.edu](mailto:emily.keener@sru.edu))!



## Division 1 Mission Statement and Goals



### **Mission**

The Society for General Psychology (APA Division 1) is concerned with creating coherence among psychology's diverse specialties by encouraging members to incorporate multiple perspectives from psychology's sub-disciplines into their research, theory, and practice. Division 1 welcomes membership from academic scientists, professional practitioners, psychologists, and students of psychology, including those whose main concern is the public interest.

### **Goals**

The goals of the Society for General Psychology (APA Division 1) are to:

1. Promote awareness of general psychology as an integrative approach to the field of psychology;
2. Advocate for connection and coherence among psychology's diverse specialties;
3. Provide opportunities for integration of multiple perspectives in education, research, practice, and psychology in the public interest;
4. Recognize excellence in general psychology and in the integration of multiple perspectives;
5. Provide networking opportunities to support integrative activity for psychological scientists, practitioners, educators, theorists, historians, public policy advocates, and students of psychology;
6. Support the development of the next generation of general psychologists;
7. Collaborate and cooperate with other APA divisions to develop programs and projects designed to integrate multiple concepts, perspectives, and theories.

*Approved March 2015*

# Division One Program for 2017 Convention (Washington, D.C.)



	Thursday August 3rd	Friday, August 4th	Saturday, August 5th	Sunday, August 6th
8:00-8:50		<b>Developing a Successful Research Program at Primarily Undergraduate Institutions</b> Clare Mehta, Kimberly Smirles, Albee Mendoza, Mindy Erchull <i>Convention Center, Room 204A</i>	<b>Navigating Multicultural and Political Conversations in the Academy: A Skill-Building Session</b> Danice Brown, Brittany Brinkman, Stephanie Winkeljohn Black, Senel Poyrazli & Ryon McDermott <i>Convention Center, Room 145B, CE credit available</i>	<b>The Science of Behavior and Beyond Prospects for Unifying and Extending Behavior-Oriented Paradigms</b> Eric Charles, James Giordano, Francois Tonneau, John R. Shook, Andrew Wilson, Edward K. Morris, Gregg Henriques, Daniel D. Hutto & Anthony P. Chemero <i>Convention Center, Room 204B</i>
9:00-9:50	<b>Weapons of Mass Distraction: Confronting Sizism</b> Esther Rothblum, Maureen McHugh & Joan Chrisler <i>Convention Center, Room 143A, CE credit available</i>	<b>Intimate partner violence: Socio-emotional factors and long-term prevalence</b> Jenna Wilson, Katehrine Lee, Kara Anne Rodenheizer, Ellen Cohn & Kimberly Smirles <i>Convention Center, Room 103B</i>	<b>Distinguishing Psychology from Pseudoscience in an Era of Heightened Distrust</b> Phyllis Wentworth <i>Convention Center, Room 155</i>	
10:00-10:50	<b>Presidential Address: Problems With Attempting to Replicate Psychological Findings Across Different Sample Groups</b> Irene Frieze <i>Convention Center, Room 203</i>	<b>William James Book Award: Have We Misunderstood Fear and Anxiety</b> Joseph LeDoux (Chair Kathryn Ryan) <i>Convention Center, East Overlook Room</i>	<b>Revising the APA Ethics Code: New principles and Subprinciples</b> Gerald Young <i>Convention Center, West Overlook Room</i>	<b>Human Strengths and Resilience: Cross-Cultural and International Perspectives</b> Grant Rich, Skultip Sirikantraporn, Judy Kuriansky, Najj Abi-Hashem, & Jorge Wong <i>Convention Center, Room 101</i>
11:00-11:50	<b>Symposium: Lessons from Textbook Authors and Teachers for Teachers, Fellow Authors, and Prospective Authors</b> Mindy Erchull, Miriam Liss, Deborah Licht, & Melissa Birkett <i>Convention Center, Room 103B</i>	<b>Let's Talk About Sex: Teaching the Psychology of Human Sexuality</b> Emily Keener, Erin Ayala, & Rachel Riskind <i>Convention Center, Room 103B</i>	<b>William James Book Award: The Developing Genome: Epigenetics, Psychology, and Developmental Science</b> David Moore (Chair Irene Frieze) <i>Convention Center, Room 140B</i>	
12:00-12:50			<b>Division 1 Paper Session: New Directions in General Psychology:</b> Neuroethics in Popular Media, Christopher Ramey; The CSM: A Revolutionary Alternative to the DSM, Jeffery Rubin; Umbrella Movement: Political Socialization, Media Consumption and Participation in the UM, Amanda Fu; Comparing Adaptive Interventions Using Longitudinal Data Methods, Elizabeth Freiheit <i>Convention Center, Room 144A</i>	
1:00-1:50	<b>Hilgard Award: Men Are From Earth, Women Are From Earth: The Science of Gender Differences and Similarities</b> Janet Hyde (Chair, Joan Chrisler) <i>Convention Center, East Salon F</i>		<b>Miller Award: Psychosomatics and Psychology's Tango With Medicine</b> J. Bruce Overmier (Chair, Nancy Baker) <i>Convention Center, Room 159</i>	



## Division One Program for 2017 Convention (Washington, D.C.)

	Thursday, August 3rd	Friday, August 4th	Saturday, August 5th	Sunday, August 6th
2:00-2:50	<p><b>Hilgard Award: In Search of the Zipperump-a-Zoo: What I Have Learned From 40+ Years of Research on Intelligence</b> Robert Sternberg (Chair, Joan Chrisler) <i>Convention Center, Room 103B</i></p>		<p><i>APF Arthur W. Staats Lecture on Unifying Psychology: Creativity, Automaticity, Irrationality, Fortuity, Fantasy and Other Contingencies: An Eightfold Response Typology</i> Dean K. Simonton <i>Convention Center, Room 143C</i></p>	
3:00-3:50	<p>Division 1 Poster Session I <i>Convention Center, Halls D and E</i></p>	<p>Division 1 Poster Session II <i>Convention Center, Halls D and E</i></p>		
4:00-4:50				
5:00-5:50		<p>Business Meeting Open to all members <i>Convention Center, Room 108</i></p>		
6:00-6:50	<p>EC Meeting (Closed) <i>Marriot Marquis Salon 14</i></p>	<p>Division 1 Social Hour <i>Division 1 Suite</i></p>	<p>Foundational Divisions Coalition Joint Social <i>Marriot Marquis Union Station Room</i></p>	
7:00-7:50				



# BYLAWS (revised version)

## The Society for General Psychology

### (Division 1 of the American Psychological Association)

#### ARTICLE I - Name and Purpose

The name of this organization shall be the Society for General Psychology, a Division of the American Psychological Association.

The Society for General Psychology (APA Div 1) promotes the creation of coherence among psychology's diverse specialties by encouraging members to incorporate multiple perspectives from psychology's sub-disciplines into their research, theory, and practice. Division One welcomes membership from students of psychology, academics, researchers, professional practitioners, and public interest psychologists.

#### ARTICLE II – Membership

1. Individuals in each of the classes of membership that APA recognizes such as Fellow, Member, Student Affiliate, etc. are welcome to join the Society. Persons who meet the qualifications for APA even though they are not members of APA may apply to the Society as Professional Affiliates or Students. Individuals become members of the Society after stating their interest in the Society's goals stated in Article I.2 and payment of the Society dues, with the exception of the class of Fellows, to which one must be elected as per Article II.2.
2. Fellows must have made a significant contribution to one of the concerns of the Society as stated in Article I.2, must have been a Member of the Society for at least one year, and must meet the minimum standards set by APA Bylaws for Fellow status. See also Article VII.4 of these Bylaws.
3. Election as Fellow of the Society:
  - A) Members of the Society who are not Fellows of APA may be nominated to the APA as Fellows by the Executive Committee on recommendation of the Fellows Chair. If such Members are nominated by three APA Fellows and also qualify for Fellowship under Article II.2 of these Bylaws, subsequent election of such persons as Fellows by the Council of Representatives of the APA shall also constitute election as Fellows of the Society. See also Article VII.4 of these Bylaws.
  - B) Members of the Society who are Fellows of APA but not Fellows of the Society may be elected as Fellows of the Society by the Executive Committee if such Members qualify for Fellowship under Article II.2 of these Bylaws, and are recommended by the Fellows Chair.
4. Members eligible to vote are the Fellows, Members, and Affiliates of the Society. Except when otherwise specified in these Bylaws, all decisions on matters calling for action by the membership of the Society shall be by majority vote of the voting members at the Annual Business Meeting or by mail or electronic ballot of such members. Voting by proxy shall not be allowed (except as indicated in Article IV.6 of these

Bylaws).

#### ARTICLE III – Officers

1. The Officers of the organization shall be a President, a President-Elect, a Past President, (a) Representative(s) to the APA Council of Representatives, three Members-at-Large, a Secretary, a Treasurer, an Awards Coordinator [approved 8.6.11], an Historian, the Editor of the Society's Journal, *Review of General Psychology*, the Editor of the Society's Newsletter, *The General Psychologist*, a Student Representative, and an Early Career representative. Terms of office of all Officers begin at the end of the Annual Business Meeting following their election or appointment with the exception of the Treasurer and the APA Council Representative[s], whose terms begin on January 1st of the year following their election.
2. The Secretary shall be appointed by the Executive Committee for a renewable term of three years.
3. The Treasurer shall be appointed by the Executive Committee for a renewable term of three years.
4. It shall be the duty of the President to preside at all meetings of the Society; to be Chair of the Executive Committee, to exercise supervision over the affairs of the Society with the approval of the Executive Committee; and to serve on the Nominations and Elections Committee. The President will work closely with the Fellows, Membership, and Program Chairs and will perform such other duties as are incident to the office or as may properly be required of the President by vote of the Executive Committee. The outgoing President shall appoint for the ensuing year [approved 8.6.11] an Awards Coordinator, one to assist the Fellows Chair, and one to assist the Membership Chair. With the consent of the Executive Committee, the President may appoint task forces and special committees.
5. It shall be the duty of the Secretary to issue calls and notices of meetings; to keep records of the Society; to cooperate with the Executive Officer of the APA; and to serve as Secretary and member of the Executive Committee.
6. It shall be the duty of the Treasurer to have custody and oversight of all funds and property of the Society; to monitor receipt of membership dues; to collect any special dues that may be voted in accordance with Article VIII.1 of these bylaws; to make disbursements as authorized by the Executive Committee; to serve on the Executive Committee (and to work closely with the Fellows Chair, the Membership Chair, and the Program Chair), and to work with the Central Office of the APA. Unanticipated costs which arise between meetings shall be handled by consultation with the members of the Executive Committee and explained to the Society members at the next Business meeting.





## BYLAWS (revised version) The Society for General Psychology (Division 1 of the American Psychological Association)


7. It shall be the duty of the President-Elect to serve as a member of the Executive Committee of the Society, and to perform the duties of the President in the event of the absence or incapacity of the latter. The President-Elect shall automatically become President one year after assumption of office as President-Elect. Upon assuming office the President-Elect shall designate a Program Chair-Elect who, at the end of a year, will become Chair of that Committee.
8. It shall be the duty of the Past President to serve as a member of the Executive Committee, and to perform the duties of the President in the event of the absence or incapacity of the latter and of the President-Elect. The President shall automatically become Past-President one year after assumption of office as President. The Past President shall serve as Chair of the Nominations and Elections Committee.
9. It shall be the duty of each Society Representative to the APA Council of Representatives to perform the duties and accept the responsibilities specified in the APA Bylaws and Association Rules. The Representative(s) shall also serve as voting member (s) of the Executive Committee.
10. An Historian and an Editor of the Society's Newsletter, *The General Psychologist*, each are appointed to three-year renewable terms by the Executive Committee. An Early Career (EC) Representative also is appointed to a three-year term with the stipulation that they must meet the APA definition of EC for their entire term of service. A Student Representative is appointed by the Executive Committee to a two-year term of service.
11. An Editor of the Society's Journal, *Review of General Psychology*, shall be nominated by the President and elected by the Executive Committee.
12. It is the responsibility of each named Officer to insure that the responsibilities of his/her Office are carried out in a timely manner and that written reports are prepared for the annual (and midwinter, when held) meetings of the Executive Committee and of the Division, i.e. the Annual Business Meeting. Failure in this duty shall result in replacement by appointment or election, as appropriate, given the immediate needs of the society and the schedules for APA elections.
13. In case of the death, incapacity, or resignation of any of these officers excepting the Society President, the Executive Committee shall appoint a successor to serve until the end of the Annual Business Meeting following the next election of the Society.

### ARTICLE IV – Executive Committee

1. There shall be an Executive Committee of the Society consisting of the President, the President-Elect, the Past President, the Secretary, the Treasurer, the Society Representative(s) on the APA Council of Representatives, and three Members-at-Large. The Historian, the Awards Coordinator [approved 8/6/11], the Editor of the Society's Journal, *Review of General Psychology*, the Editor of the Society's Newsletter, *The General Psychologist*, an appointed Student Representative, and an Early Career Representative also are members of the Executive Committee.
2. There will be as many Society Representatives on the Council of Representatives as are provided for by the Bylaws of the APA. The Society Representative(s) to the APA Council will report to the Executive Committee on matters of concern for the Society that are on the agenda of the Council and will seek counsel from the Executive Committee with respect to those matters. Representatives will report back to the Executive Committee the results of Council actions that affect the Society.
3. The Members-at-Large shall serve for terms of three years each, with elections so arranged that there is one new Member-at-Large elected each year. The seat of a Member-at-Large shall be deemed vacant if the incumbent is elected to another office holding a seat on the Executive Committee. In that case, or in the case of resignation or incapacity, the President shall recommend and the Executive Committee shall elect a candidate to fill the remainder of the term.
4. The Executive Committee shall have general supervision over the affairs of the Society, performing the duties and abiding by the limitations specified in these Bylaws.
5. All decisions of the Executive Committee shall be made by majority vote of the Committee Members in synchronous meetings, whether in person or virtual. APA rules stipulate that decisions made through e-mail ballots must be the unanimous decision of all voting EC members.
6. When an Executive Committee member is present at the Annual Convention of the APA but is unable to attend the Committee meeting because of membership on either an Executive Committee of another APA Division or the APA Board of Directors meeting at the same time, a written proxy vote on one or more issues before the Committee may be given to either the Society President or the Secretary to be recorded.

Adopted, August 2005

Updated: February 18, 2017



## BYLAWS (revised version)

### The Society for General Psychology (Division 1 of the American Psychological Association)

#### ARTICLE V – Nominations and Elections

1. The President-Elect, the Representative(s) to the APA Council of Representatives and the Members-at-Large of the Executive Committee shall be elected by a preferential vote of the Society Fellows, Members, Associates and Affiliates who are members of APA on a secret mail ballot.
2. The Chair of the Nominations and Elections Committee shall arrange to issue a call for nominations for the office of President-Elect, for the offices of Representatives to the APA Council of Representatives in those years when a term of office expires or additional Representatives have been assigned to the Society, and for Members-at-Large of the Executive Committee, in accordance with the procedures established by the APA Election Committee. The nomination ballot shall include at least two nominees for each office.
3. The nominees for a given office shall be identified by the Nominations and Elections Committee from among those persons receiving the largest number of nominations and who have indicated to the Nominations and Elections Committee their willingness to serve if elected. The Nominations and Elections Committee shall determine the number of nominees to be nominated for each office. In the event that an insufficient number of candidates for a slate receive nominations, the Nominations and Elections Committee may supplement the list with additional names.
4. The Nominations and Elections Committee of the Society shall issue calls for nominations of Officers and Member-at-Large of the Executive Committee, or arrange with the APA Central Office for the issuing of such announcements, count the nomination ballots, and report a slate of names of the persons nominated for each office, and willing to serve, to the Central Office for inclusion in the election ballot issued by the APA, in accordance with the established APA procedures. Only members who are also members of APA may vote for officers and Members-at-Large.
5. The preferential count of the votes for each office shall be obtained by the Chair of the Nominations and Elections Committee from the Election Committee of the APA, and these counts shall be referred to the Society. The Chair of the Nominations and Elections Committee shall indicate to all candidates the result of the election, and the Nominations and Elections Committee shall announce the election results at the Annual Business Meeting of the Society.

#### ARTICLE VI – Meetings

1. The Annual Business Meeting of the Society shall take place during the Annual Convention of the APA and in the same locality for the transaction of business, the presentation of scholarly papers, and the discussion of questions of interest to general psychology.

2. A quorum shall consist of those Fellows, Members, and Affiliates of the Society attending the announced Annual Business Meeting.
3. The Executive Committee will meet prior to the Annual Business Meeting of the Society and at such other times as are agreed upon by the Executive Committee or are determined by the President.

#### ARTICLE VII – Chairs and Committees

1. A Nominations and Elections Committee, chaired by the Past President, shall consist of the Past President, the President, and the President-Elect. There shall also be a Fellows Chair, a Membership Chair, and a Program Committee.
2. The Fellows Chair and the Membership Chair shall serve for a term of three years. Each Chair with the concurrence of the President-Elect may solicit additional members to assist in the conduct of the committee's business.
3. The Past President will serve as Chair of the Nominations and Elections Committee. The Fellows and Membership Chairs shall be designated by the President with approval by the Executive Committee. The Fellows Chair must be a Fellow of the Society. The Program Chair-Elect shall be designated by the President-Elect. The Program Committee shall consist of three members: (1) a Chair designated the previous year by the prior President-Elect, (2) a member, who will serve as Chair the following year, and (3) the Past Chair of the Committee.
4. It shall be the duty of the Fellows Chair to receive or initiate nominations for Fellowship, to examine the credentials submitted, and to make recommendations, accompanied by necessary data regarding each applicant, to the Executive Committee in accordance with the requirements set forth in Article II.2 of these Bylaws. The Chair of this Committee shall inform all candidates of their status, once the Executive Committee, the APA Fellows Committee, and the APA Council of Representatives have acted on the recommendations.
5. It shall be the duty of the Program Committee to make arrangements for the program at the Annual Meeting of the Society in accordance with Article VI.1 of these Bylaws, and to coordinate the program with the APA Convention Program Committee.
6. It shall be the duty of the Membership Chair to solicit new members, to oversee membership applications and examine the credentials submitted, and to welcome new members.



## BYLAWS (revised version) The Society for General Psychology (Division 1 of the American Psychological Association)

7. It shall be the duty of the Nominations and Elections Committee, in cooperation with the APA Election Committee, to conduct and supervise all nominations and elections of the Society, as provided in Article V of these Bylaws.
8. The Chairs shall present oral and written reports, submitted in advance to the Secretary for inclusion in the permanent record of the Society, to the Executive Committee on their activities during the preceding year. Written copies of the report should be submitted to the Society's President and Secretary by the time of the Executive Committee's meeting prior to the Annual Business Meeting of the Society.

### ARTICLE VIII – Dues

1. Changes in annual dues and assessments of any special kind shall be recommended by the Executive Committee and shall be voted on at the next Annual Business Meeting or by mail or electronic ballot of voting members.

### ARTICLE IX – Amendments

1. The Society at any Annual Business Meeting by a vote of two-thirds of the members present, or by a majority vote of the members of the Society voting by a mail or electronic ballot, may adopt such amendments to these Bylaws as have been (a) presented and read at the preceding Annual Business Meeting, or (b) mailed or electronically-mailed to the last known address of each member or (c) published in the Newsletter of the Society at least one month prior to the final vote on the proposed amendments.

Adopted, August 2005

Updated: February 18, 2017

LEAVE COMMENTS FOR OUR PRESIDENT,  
IRENE FRIEZE

These changes were approved at the Midwinter meeting of the Executive Committee. We are providing links to the revised version ([https://www.dropbox.com/s/4vbnfs6zbxvtvkk/D1\\_ByLaws\\_revFebruary182017ECUpdated.docx?dl=0](https://www.dropbox.com/s/4vbnfs6zbxvtvkk/D1_ByLaws_revFebruary182017ECUpdated.docx?dl=0)) and a Track Changes version ([https://www.dropbox.com/s/2kuhrudmnhf0isj/D1\\_ByLaws\\_Feb182017UpdatewithTrackChanges12August2011.docx?dl=0](https://www.dropbox.com/s/2kuhrudmnhf0isj/D1_ByLaws_Feb182017UpdatewithTrackChanges12August2011.docx?dl=0)) showing the changes made. Also, we included the revised version in this newsletter. As specified in the bylaws, a formal vote on these changes will occur at the annual business meeting of the division at the American Psychological Association. A majority vote of those eligible to vote attending this meeting is needed for passage. Proxy votes are not allowed. However, if you have concerns, please let me know. You can email me Irene Frieze [[frieze@pitt.edu](mailto:frieze@pitt.edu)] or leave comments here: <https://division1apa.wufoo.com/forms/z4yij9f0gkqc3/>

# Become a member of Division 1 today!



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## Editor's Note

*By Alicia M. Trotman*

This is my final issue as editor of the newsletter of *The General Psychologist*. I would like to thank past and current officers of the executive committee, and members of Division One for their submissions. Special thanks go my mentors through all issues: Nancy Baker, Joan Chrisler, Irene Frieze, Deborah Johnson, Janet Sigal, Harold Takooshian and Richard Velayo. Also thank you to those who provided frequent or occasional submissions: John Hogan and Harold Takooshian; David Chirko, Ani Kalayjian and John Minahan.

This issue begins with our President's column and our invitation to you to join us for our events during the APA convention in August 2017 in Washington, D.C.! We have an engaging list of events in store published on pages 6 and 7. In addition, you will find our revised bylaws starting on page 8 – please email any concerns to our President Irene Frieze ([frieze@pitt.edu](mailto:frieze@pitt.edu)). And we have some new members shown on page 13 as a reminder to continue your membership or recruit new persons as we will always be the Number 1 Division! ☺

Our theme for this issue was The Male Psyche/The Female Psyche. Alice Eagly submitted an article for The Female Psyche outlining the need to move past female and male traits for characterizing difference and recognizing that themes that contain related attributes are more productive. Chuck Lepkowsky's article based from his practice, chronicles communicative habits of men and women.

In response to The Male Psyche, the author surmises that expressing feelings are burdensome for American men which impedes the interactions necessary for conflict resolution. Our Historian, John Hogan in collaboration with Kathleen Hurley then expands on how communicative theories became a resonant force in psychology with the work of one of our Past-Presidents, Carl Iver Hovland.

Next, we begin inviting educators outside of the United States who teach psychological courses on page 24 to submit their syllabi for Project Syllabus International. After, there are details on many interesting events reviewed by Harold Takooshian, including a forum to address coping with strident emotions activated by the U.S. election. Then, we provide a number of articles written by our members: Pat DeLeon summarizing important points from the final report of the commission of care for veteran affairs; Kenneth Barish contending for a child centered philosophy for parenting; and David Chirko illustrating the debate between B. F. Skinner and Carl Rogers, or more pertinently, behaviorism and humanistic/person-centered psychology. This issue culminates with two book reviews: John Nicole Katz and John Hogan review the first book describing the life of the curious Patient H.M.; and myself, examining and commenting on the second book that delineates how polarities of the mind work against enriching humanity. If you have any concerns or comments, please feel free to email me at [ali.trot@gmail.com](mailto:ali.trot@gmail.com)

## New Member Profiles

We would like to welcome the following members who registered for our digital newsletter.

1. Dr. Kenneth Barish (a faculty member at Weill-Cornell Medical College)
2. Jaime Montgomery (a student at Capella University)
3. Jared Branch (a student at Bowling Green State University)
4. Dr. Darlene Fewster (a faculty member at Towson University)
5. Dr. Usha Kiran Subba (a faculty member at Trichandra College & University in Nepal and the President of the Association of Psychologists in Nepal - [www.apn.org.np](http://www.apn.org.np))

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## Featured Member— *Jaime Montgomery*

I am an aspiring PhD student pursuing my degree in General Psychology at Capella University. My current focus is in the area of adoptions and the issues that affect those that were adopted as infants. I feel this is a topic that needs further research, and being an adult adoptee myself, it is one that I am very passionate about.





# The Female Psyche Revisited: The Importance of Communion

By Alice H. Eagly

In an era when many people question the gender binary, it may seem retrograde for psychologists to write about the female psyche. Perhaps there is only a single human psyche, undifferentiated by sex. However appealing this view may be to those who strive for gender equality, I argue that a sex/gender divide remains largely intact, albeit weaker than in the past. Understanding the contours of this divide gives insight into the female psyche.

## The Female Psyche: Stereotypes and Reality

Considerable information about the psyche of women derives from observing how they live their lives. Contrary to earlier centuries, most women in industrialized nations, including the United States, are employed outside of their homes throughout most of their adult lives and are also engaged in domestic work of caring for and serving family members. Despite the considerable movement toward gender equality inherent in women's employment, their lives have remained somewhat different from those of men.

These differences reflect the importance of sex segregation, which has remained remarkably pervasive in what can be termed a *neotraditional division of labor*. For example, even when most women engage in paid work, their employment hours tend to be shorter than those of men, and they perform the majority of unpaid domestic work (e.g., U.S. Department of Labor, 2016; Schwab et al., 2016). Also, sex segregation in employment is considerable, whereby women dominate most service and caring occupations (e.g., administrative assistant, nurse, elementary school teacher). Although women have entered many higher-status occupations that were once male-dominated (e.g., professor, physician, manager), their participation remains low in things-oriented work (e.g., STEM fields and mechanical and construction trades; Lippa, Preston, & Penner, 2014) and in top leadership positions in organizations and governments (Carli & Eagly, 2017). This situation has led sociologists to claim that even now extreme gender segregation prevails in the United States and many other industrialized nations (e.g., Levanon & Grusky, 2016).

Each society's gender division of labor, including this present-day neotraditional one, sets in place a cascade of psychological and social processes by which people learn about the traits of each sex and furthermore come to enact them (Eagly & Wood, 2012). This learning starts with observation. Thus, people infer the traits of each sex in large part from observing their typical behaviors. For example, if women are commonly observed caring for and teaching children, they are thought to be nurturing and kind, and if men are commonly observed engaging in contact sports and fighting wars, they are thought to be tough and brave. Such gender role beliefs, investigated by psychologists as *gender stereotypes*, are shared within a society.

These beliefs promote socialization practices that encourage children to gain the skills, traits, and preferences that support their society's division of labor. Most adults tend to conform to these shared beliefs about women and men and may internalize them as personal standards for their behavior. By these processes, members of societies dynamically construct gender in a form tailored to the particular circumstances of their historical period and culture, and in complex societies, to their ethnic, racial, or religious subculture.

To understand how the gender system resulting from these processes influences women's psyches, psychologists should consider both what people believe are the psychological attributes of women and what scientific psychology has demonstrated. To determine what people think is true—that is, their gender stereotypes—researchers generally ask large samples of people to indicate what is typical of women or men or how these groups are generally regarded in society (e.g., Williams & Best, 1990). The beliefs that emerge as consensual constitute gender stereotypes.

Research of this type has shown that gender stereotypes prioritize the broad trait dimensions that Bakan (1966) labeled *communion* and *agency*, although minor themes involve physical attributes, cognitive abilities, and other qualities (e.g., Diekmann & Eagly, 2000; Prentice & Carranza, 2012). Prominent in stereotypes of women are communal traits, which consist of qualities such as friendly, warm, unselfish, and expressive. Prominent in

stereotypes of men are agentic traits, which consist of qualities such as masterful, assertive, dominant, and competitive. In general, communal traits are other-oriented, and agentic traits are self-oriented (e.g., Abele & Wojciszke, 2014). People regard these beliefs as descriptive of the actual characteristics of women and men.

A first question about gender stereotypes is whether they are merely social myths—perhaps holdovers from earlier generations of profound gender inequality. If so, they would have very little to do with the current-day lives of women or men. However, much psychological research has established the overall group-level accuracy of these stereotypes, despite individual differences within each gender group. Given the deep experience that people have with both women and men, it is not surprising that their beliefs capture realities.

Stereotypes of social groups gain their accuracy because they reflect everyday observations of group members' behaviors in their typical roles (Koenig & Eagly, 2014). Stereotypic traits thus emerge by *correspondent inference* from observed role behaviors (Wood & Eagly, 2012). Therefore, people come to believe that men and women are psychologically different when they observe them regularly engaging in different types of activities; they then infer that differing traits account what they observe. For these reasons, as long as women and men are concentrated in roles that favor different attributes, distinctive gender stereotypes will coalesce around the behaviors required to enact their contrasting roles. To the extent that the division of labor varies by racial and ethnic groups and other demographic variables, gender stereotypes would reflect this variation (e.g., Ghavami & Peplau, 2013).

# The Female Psyche Revisited: The Importance of Communion

By Alice H. Eagly

Many studies have assessed the accuracy of gender stereotypes, and at least moderate accuracy is the usual finding when traits are assessed by scientific methods. In relevant studies, these cultural stereotypes of women and men were correlated with criteria that are accepted by most research psychologists as valid assessments of the attributes that make up gender stereotypes. The content of the criteria can be, for example, (a) scores on psychological tests assessing abilities or personality traits, or (b) measures of, for example, aggressive, prosocial, or nonverbal behavior. Additional criteria rely on publicly available data—for example, criminal arrests or the distribution of the sexes into different activities and occupations.

Demonstrating stereotype accuracy, researchers have computed correlations between research participants' beliefs about women and men—that is, their gender stereotypes—and relevant empirical criteria (e.g., Hall & Carter, 1999; Halpern, Straight, & Stephenson, 2011; Swim, 1994). For example, in Hall and Carter's project, five samples of participants estimated sex differences (on scales ranging from 1 = *males score higher* to 9 = *females score higher*) in 77 specific attributes (e.g., smiles at others, openness to ideas, achievement in science courses, extraversion). These estimates, averaged to represent stereotypes, were correlated, across the 77 attributes, with the mean effect sizes of meta-analyses of psychological research on sex differences in these same attributes. These correlations ranged from .62 to .72. In general, beliefs about sex differences were moderately to highly correlated with the corresponding scientifically demonstrated sex differences. Thus, with considerable accuracy, gender stereotypes predict the results of relevant psychological research that has compared women and men.

Why are gender stereotypes so closely related to relevant psychological data on women and men? Everyday observations of

behaviors in the typical roles of the sexes provide critical information that informs gender stereotypes. Psychological data thus affirm the cultural stereotype that concern for others (i.e., communion) is a pervasive theme of the female psyche. This conclusion is consistent with qualitative analyses of earlier writers such as Miller (1976) and Gilligan (1982).

control of others' expectations (Butler, 1990; West & Zimmerman, 1987). Of course, gender stereotypes do function as shared expectations, or norms, that promote conformity in both sexes (Prentice & Carranza, 2012). Even in childhood, children are generally encouraged to pursue gender-normative activities. Parents use incentives to encourage gender-typed activities and interests, such as chores,

toys, games, and sports (Lytton & Romney, 1991). Children and adults react to others' gender-relevant expectations and realize that by conforming, they usually gain social approval, whereas deviating often yields social rejection.

Despite the power of social norms, gender is much more than a performance because it infiltrates the psyche and is a central aspect of most people's personal identity. To understand gender as identity, consider that children at an early age categorize themselves as members of a

gender group. Awareness of oneself and others as male or female, which emerges by around 18 months of age, further develops as children learn what this categorization means in their culture through observation of the behaviors and events linked with each category (Ruble, Martin, & Berenbaum, 2006). Most, but not all, children then think of themselves as a girl or a boy and favor gender-typical activities.

To the extent that people categorize themselves as belonging to a gender group, they tend to self-stereotype, or ascribe the typical attributes of their gender in-group to themselves, and they accentuate differences from their gender out-group (Turner et al., 1987). For example, women may regard themselves as caring and compassionate and minimize the extent to which they think of themselves as aggressive and competitive. Gender stereotypes thus form the basis for gender identities, as individuals incorporate the cultural meanings of gender into their own psyches (Wood & Eagly, 2015).



Images Credit: Eleni Tsami: <http://eilidh.deviantart.com/>; Sree: <https://mysketchbookproject.wordpress.com/2015/06/16/abstract-art/>

## The Psychology of Women: Choice or Coercion?

There is one major caveat to the claim that gender stereotypes reflect the actual traits of men and women. The qualities that are typical of women and men might mainly reflect the influence of prescriptive social norms that call for differing behaviors. From this normative perspective, the typical behaviors of each sex can be interpreted as coerced, at least to some degree, and thus not necessarily reflective of underlying traits. For example, tendencies of women to be nice and friendly may reflect their observations of backlash when they or other women violate the social norms that govern female behavior (Williams & Tiedens, 2016).

The view that gender-typical behaviors are to some degree forced or at least nudged by social pressures has considerable empirical support (e.g., Wood & Eagly, 2012). Some social scientists have gone further by arguing that gendered behavior is merely “doing gender” and thus a performance under the con-



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By Alice H. Eagly

People act on their gender identities through self-regulatory processes by which they control their behavior to be in line with their identity (Wood, Christensen, Hebl, & Rothgerber, 1997). Both men and women tend to experience positive affect when acting consistently with their personal gender standards and negative affect when acting in ways that depart from these standards. Valuing membership in one's gender group enhances these self-regulatory processes.

In summary, differences in the behaviors of women and men reflect two sets of influences: *social regulation*, or the influence of gender-specific social norms, and *self-regulation*, or the influence of one's own personal gender standards. Coercion and choice are thus intertwined. To emphasize only social regulation or only self-regulation in explaining gendered behavior is to miss the true complexity of causation.

## Does Psychological Research Support the Claim that Women Differ From Men?

One reason that some psychologists may disagree with my argument that women in general differ from men in general is that they believe that sex differences are quite small, as demonstrated by contemporary meta-analyses. Hyde (2005) is an articulate proponent of this gender similarities position. However, the idea that most sex differences are small should be deconstructed by analysis of the considerable variability in the available meta-analytic data.

My claim that women are relatively more communal and less agentic than men refers to a thematic difference between female and male behavior and not merely to differences in particular traits and behaviors. Across behaviors, occasions, and situations, women lean toward behaviors that are more communal and men toward behaviors that are more agentic, reflecting the social- and self-regulatory causes noted in this essay. Yet, the particular ways that people can enact communion and agency in daily life vary greatly. For example, to express communion, women may help family members in the home or colleagues at work, be a sensitive listener for friends and family members, volunteer for community service,

teach young children, donate money to organizations with altruistic goals, or even engage in organ donation. Any one type of communal behavior may differ only modestly between women and men, but aggregating across communal behaviors in many different settings produces patterns of difference that more strongly separate the sexes (see Ajzen, 1987; Epstein, 1983). Therefore, psychologists minimize the magnitude of differences by focusing on single traits and behaviors rather than on sets of related attributes.

*My claim that women are relatively more communal and less agentic than men refers to a thematic difference between female and male behavior and not merely to differences in particular traits and behaviors.*

Substantiating the existence of broadly defined differences between the sexes, psychological measures that average multiple thematically-related indicators that discriminate between women and men do produce relatively large effect sizes. For example, measures of gender identity that average across self-reported communal or agentic personality traits produced meta-analytic effect sizes of  $d = 0.73$  for greater communion in women than men and  $d = 0.60$  for greater agency in men than women (J. M. Twenge, personal communication, April 1, 2009, averaged across Twenge, 1997, data sets). The most recent estimate is for 2012, which was  $d = 0.72$  for greater communion in women and  $d = 0.55$  for greater agency in men (Donnelley & Twenge, 2017). Even more impressive, measures that average across self-reported interests and ac-

tivities to represent people-oriented versus thing-oriented inclinations yielded the very large effect size of  $d = 1.18$  (Lippa, 2010), thus showing that in general women are considerably more people oriented and less thing oriented than men. Such findings suggest substantial sex differences in general tendencies toward male-typical versus female-typical attributes and behaviors.

## Implications of Women's Communion

Many feminists may fear that any generalization about sex differences other than gender similarity is dangerous for women because it may close them out of desirable opportunities. Surely, beliefs that the sexes differ can promote discrimination, often against women. However, communion can produce female advantage because it encompasses attributes such as social sensitivity and emotional intelligence that are increasingly valued in many occupations (Cortes, Jaimovich, & Su, 2016). In fact, women have a comparative advantage for jobs that require social skills, which include many better-paying, cognitively demanding jobs. This emphasis on social skills appears to have increased as organizational changes have fostered new modes of social interaction. For example, the cultural definition of leadership has changed to incorporate a greater emphasis on social skills (Koenig, Eagly, Mitchell, & Ristikari, 2011). In general, women's share of highly skilled, cognitively demanding jobs has increased in recent decades, especially in those positions that reward social skills (Cortes et al., 2016). Communal qualities can thereby enhance career success in some contexts as well as success in close relationships (Eagly, 2009).

Finally, this brief essay does not address nature and nurture or rule out causes of behavior that may derive from biological sex differences and be rooted in human evolution (see Eagly & Wood, 2013). Indeed, women and men may prefer different types of social roles at least in part because of inborn physical and psychological qualities that might predispose women, for example, to seek roles that provide affordances for communal behavior. Partitioning how much the psyches of women and men are influenced by nature or nurture is a topic for a different essay.





# The Female Psyche Revisited: The Importance of Communion

By Alice H. Eagly

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# The Female Psyche Revisited: The Importance of Communion

By Alice H. Eagly

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## Invited Commentary on The Male Psyche

### Communication between Women and Men

By Chuck Lepkowski

In therapy, women often express feeling frustrated or perplexed when they try to communicate with their male partners. Trying to initiate a conversation with a male partner might leave a woman feeling deflected or ignored. Even if a woman succeeds in getting her male counterpart to make eye contact and attend to her, she often describes feeling unheard, as if he is just waiting until her lips stop moving to find an excuse to leave the room. She might explain that he refuses to participate in couples counseling, so she has discussed the problem with friends, read self-help books, listened to podcasts and lectures by relationship and communication experts, and tried a dozen different approaches to communicating more effectively with her male partner, all to no avail.

There are many descriptions and theories of the differences between male and female

communication (e.g., Deborah Tannen’s excellent book *You Just Don’t Understand*), but it is proposed here that the specific failure of men to listen to women can be explained in very simple terms.

What is about to be described might be perceived as stereotyping related to outdated models of male/female societal roles, but with adult couples, many of whom grew up in decades past, the proposed conceptual model has practical application.

For many men, during the course of life, experiences with females are unconsciously assigned to one of two categories: Good Contacts, and Bad Contacts. This binary experience begins very early in life, is repeated throughout early development, and for many men, by adulthood has become a deeply ingrained, unconscious template that supersedes conscious,

rational responses to women.

Good Contacts begin very early, generally with a young boy’s mother. If a boy is fortunate, his mother will attend to his moods and feelings, and comfort him when he is ill or injured. When he skins his knee, she will kiss him, clean the scrape and bandage it gently, with words of reassurance. When he comes home from school, she will ask him about his day, make him a snack, and help him with his homework. At bedtime, she will read him a story, tuck him in, and kiss him goodnight.

These experiences can be summarized as nurturing, and lay the foundation for Good Contacts.

# Communication between Women and Men

By Chuck Lepkowsky

As the boy gets into third or fourth grade, he begins to notice that there is something different about his female classmates than his male classmates. There is a different tone to the teasing, a lot of chasing without catching, and no idea what would happen if catching occurred.

Within a few years this mild but confusing titillation becomes stronger and less confusing. By middle school there is flirting and innuendo. There are infatuations, crushes and heartbreaks. During adolescence, there is conscious sexual desire, and by young adulthood, kissing and possibly actual sex, which for most men is The Best Thing Ever.

Sexual experiences are Good Contacts.

Not incidentally, for many men, sex becomes the currency of love. Receiving sex means being loved. Being denied sex means withdrawal of love.

So for many men, Good Contacts consist of being nurtured, or sex, which can include flirting and sexual innuendo.

Bad Contacts also begin early in a boy's life. Generally, they involve a boy's mother, or sometimes, a female teacher, and they usually begin with the boy being called out by his full name, including his middle name: "John William Doe, come in here right now," followed by the Significant Words, "I need to talk to you," or "We need to talk."

Being called out on this manner is, of course, the consequence of some misdeed, and a prelude to punishment, at the very least verbal punishment in the form of a lecture. The lecture is most often delivered in the interrogatory, e.g., "What were you thinking when you threw a hardball through the front window? What do you think your father will say when he sees that? How am I supposed to clean up this mess? Do you have any idea how much it will cost to replace that window?"

These are questions to which there can be no correct answer, as the boy quickly learns. If he tries to respond, he is sharply cut off, e.g.,

"Don't try to make excuses," "Don't get smart with me, mister," "I am so angry right now that I don't even want to hear you speak," or sometimes, "Wipe that look off your face."

In short, the boy learns that the questions are rhetorical, and that his safest strategy is to sit in silence, his face devoid of expression, and patiently wait until the ordeal is over.



Images credit: Danny O'Connor: <http://www.docart.bigcartel.com/>

For the mother or teacher, this is a frustrating interchange. As soon as she begins to speak, the boy's eyes glaze over. He looks like a deer caught in the headlights. He stares at her but is clearly thinking of something else. His eyes might flicker side to side, assessing potential escape routes like doors or even windows. As soon as she pauses, he asks, "Are we done? Can I go now?" Exasperated, she will ask, "Are you listening to me? Did you hear anything that I just said?" The boy will solemnly nod his head, saying "Yes." And then, after a momentary pause, he will say: "Can I go now?" Exasperated, his mother or teacher will say "Fine. Go," or sometimes, "This isn't over."

Experiences of being called out, held captive, questioned, and eventually, released, can be summarized as Bad Contacts.

These two categories of contact, Good and Bad, serve as the basis for most male interactions with women.

When a man feels that his female partner is nurturing, e.g., makes his favorite meal, or comforts him at the end of a long day, that is a Good Contact. When there is flirting, innuen-

do, or sex, that is a Good Contact. When Good Contacts are taking place, the man feels loved and cared for, and accordingly, emotionally safe and more relaxed. His behavior toward his female partner will typically be more open, positive, and tend toward being affectionate and thoughtful.

Problem arise, however, when a woman wants to have a discussion with her male partner. She will often initiate such a discussion by stating, "I need to talk to you," or "We need to talk," without realizing that she has just uttered the Significant Words that will trigger a man's boyhood experience of being called out for some misdeed, triggering his unconscious reaction to an impending Bad Contact. The man will often respond by asking apprehensively, "What did I do?" or perhaps with irritation, "Now what?"

These responses are confusing and often hurtful to the woman, who is making a sincere effort to communicate. Nonetheless, she will often press on and attempt to pursue a discussion.

At this juncture, two more potential pitfalls are likely. The first, in reaction to the man's negative response to her request to communicate, might be the woman's facial expression of hurt or consternation. This might involve a frowning of the brow that resembles a stern or disapproving look, further fueling the man's unconscious assumption that he is In Trouble and is about to be verbally punished. He will become more guarded and apprehensive.

In functional terms, the man feels threatened, triggering the fight-or-flight reflex. His sympathetic nervous system takes over. His shoulders tighten, his rib cage locks up, his pulse quickens, adrenalin is released, the adrenergic brain state prevails reducing activity in the prefrontal cortex and increasing activity in the amygdala in the midbrain, and he literally becomes less capable of listening or thinking mindfully.

# Communication between Men and Women

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The second pitfall has to do with communication style. Women tend to initiate communication by asking questions, inviting the other person to say what they think and feel. Men tend rather to make statements, tacitly challenging the listener to present compelling data that might convince the speaker to change his position.

Unfortunately, the interrogative format unconsciously employed by many women often echoes the man's boyhood experience of Being In Trouble, and rather automatically and unconsciously, the fight-or-flight reflex is exacerbated as described above, again, with the ultimate consequence that he literally becomes less capable of listening or thinking mindfully.

His eyes glaze over. He looks like a deer caught in the headlights. He stares at her but is clearly thinking of something else. His eyes might flicker side to side, assessing potential escape routes like doors or even windows. As soon as she pauses, he asks, "Are we done? Can I go now?" Exasperated, she will ask, "Are you listening to me? Did you hear anything that I just said?" The man will solemnly nod his head, saying "Yes." And then, after a momentary pause, he will say: "Can I go now?" Exasperated, the woman will say "Fine. Go," or sometimes, "This isn't over."

If this sounds familiar, it is because the man has unconsciously been engaged at a deep, powerless, child level, and without knowing it, has fallen into a default pattern of self-protective behavior. His limbic system is now in charge: he feels helpless and punished, defaulting to a childhood strategy wherein his only option is to wait silently until it is over.

The man's reactions (silence, distraction, the ten thousand yard stare, possible hostility) might lead the woman to assume that the man does not care about her feelings, does not value her thoughts enough to discuss them, or is simply dismissing her. This can lead to feelings of hurt and resentment. Feelings of resentment can lead to more troubled facial expressions, which exacerbate the downward spiral of the failed attempt to communicate.

Over time, repeated experiences of failed

communication can lead a woman to feel disrespected, unvalued, and unloved. As a consequence, she might become more withdrawn physically and sexually. The man might misinterpret her behavior as the withholding of nurturance and sex, possibly as a punishment consequent to the failed attempt to communicate.

The man's interpretation that he is being punished reinforces his mistaken, unconscious assumption that he had committed some perceived misdeed that caused his female partner to be displeased with him. She is now more distant, so he becomes more distant. The cycle of distance and failed communication escalates.

***Expressing feelings is especially difficult for most men, who are taught that only three modes of emotional expression are acceptable in American culture: being stoic, being cheerful (but not too cheerful), and being angry.***

Thus, men and women are stuck in a bit of a Catch-22. Men want nurturance and sex. Women want communication in order to feel connection before they feel close enough to provide nurturance or sex. This is where relationships reach a stalemate and come to a grinding halt.

Fortunately, there are several ways to exit this closed feedback loop.

When a woman wants to initiate a discussion with a man, it is often helpful for her to approach him not by asking or demanding to talk at that moment, but rather, by stating that she would like to talk to him about something, and then asking whether this is a good time to do so.

Asking the man whether this is a good time to talk gives him power in the decision about having the conversation, with which comes responsibility. If he says yes, then he has agreed to the discussion, and there is buy-in on both sides. If he says no, the woman can ask when would be a better time to talk, and offer

some options, e.g., "Later tonight after the kids are in bed? Thursday after work?" When the appointment has been set, again, there is mutual buy-in and the man has responsibility as well as power in setting the date and time.

Not incidentally, it helps not to introduce the topic of the would-be-discussion at the time the request to have a discussion is made. By introducing the topic, the discussion is de facto underway. Withholding the topic is also a way of engaging the man's curiosity and increasing his motivation to agree to a discussion.

When the actual discussion takes place, the woman might open with a statement of what she wants to discuss. Opening with a statement rather than a question can help the man feel that he has information with which to work, and is not being questioned. This helps keep him conscious and in the present, rather than slipping into an unconscious trance, reliving a childhood memory of being disciplined.

As the discussion ensues, the woman might state her thoughts and feelings before asking the man for his thoughts and feelings. Again, the man might feel less threatened if he has information up front. Being asked open-ended questions might make him feel that he is being tested, and that there is a potential wrong answer.

The man can also take responsibility for remaining conscious in his communications with the woman, listening to what she is saying and making an effort to express his thoughts and feelings.

Expressing feelings is especially difficult for most men, who are taught that only three modes of emotional expression are acceptable in American culture: being stoic, being cheerful (but not too cheerful), and being angry. Other emotions are stereotypically regarded as unmasculine, and although cultural norms are changing, for many adult men, it is uncomfortable or unconscionable to express sadness, depression, melancholy, nostalgia, wistfulness, elation, rapture, or any one of a myriad of feelings more culturally acceptable for and available to women.

By Chuck Lepkowsky

Homework for a man in couples counseling might include construction of his personal list of “feeling words,” with discussion in session about what they mean to him, what he does or doesn’t do when he feels them, and how he might express them more openly with his female partner.

Bear in mind however that often there is no couples counseling, because many men are unwilling to participate in it. That leaves the female half of the couple to figure things out on her own.

A woman might express resentment at having all the responsibility for communication in the relationship. This can be reframed, however, as the woman having more power in the relationship than she had thought, giving her enormous influence over the relationship.

A woman might then express concern that such an approach is manipulative. This can be reframed as being mindful of the relevant dynamics in the relationship, and making conscious choices about how to most effectively engage her partner in communication.

In the context of contemporary sensibilities, the Good Contacts Bad Contacts model might appear sexist, and of course, not every man or every woman engages in these behaviors or has these reactions. However, this is a straightforward model that is intuitively appealing to many therapy clients, and it is highly effective. With some explanation normalizing communication patterns and difficulties, and explicit guidance in how to communicate more effectively, most couples respond well to this model and benefit from using it in their communications.

**Charles M. Lepkowsky, Ph.D.** is in private practice in Solvang, California. He is a former chair of the Department of Child and Adolescent Psychiatry at Santa Barbara Cottage Hospital and a past president of the Santa Barbara County Psychological Association. He taught graduate psychology courses for 14 years and has been on staff at local hospitals for 30 years. He may be reached at [clepkowsky@gmail.com](mailto:clepkowsky@gmail.com).

You can leave your comments for this article here: <https://division1apa.wufoo.com/forms/z4vj9f0gkqc3/>

## A Spotlight on Past-Presidents of APA Division One

### Carl Iver Hovland: *A Model General Psychologist*

by Kathleen P. Hurley and John D. Hogan - *Saint John’s University, NY*

Carl Iver Hovland (1912–1961) was among the most influential psychologists of the 20th century. Although he was not linked to any theoretical orientation or psychological approach, his contributions laid the foundation for many social, cognitive, and experimental psychological models found in modern research. One of his most important contributions stemmed from his own doctoral dissertation on the law of generalization. Hovland spent his entire academic career on the faculty at Yale University, but he also served as a consultant for various government and philanthropic organizations. At age 39, he was the youngest president of APA Division 1 (1953–1954). By the time of his death in 1961, Hovland had authored or co-authored seven books and more than seventy articles, and had received numerous awards for his scientific achievements.

#### *Early life and Education*

Carl Iver Hovland was born on June 12, 1912, in Chicago, Illinois. He was the second



of three sons born to Ole C. Hovland and Augusta Anderson Hovland. His father had been raised on a Minnesota farm and eventually moved to Chicago to pursue a career as an electrical engineer and inventor. His mother

immigrated to the United States alone from Sweden when she was only twelve years old. Unlike Hovland, both of his parents lived into their nineties. His brothers, Roger and C. Warren, were both well-educated and maintained professional careers.

Growing up in Chicago, Hovland completed high school at the Luther Institute. Much of what is known about Hovland’s early education comes from his cousin, Mary Hovland Jenni. Although Jenni had never met Hovland, she was interested in learning more about him while pursuing her own doctoral studies in psychology in the 1970s. She contacted several of Hovland’s family members, teachers, and colleagues asking for memories and descriptions. She reported that Hovland was described as “a brilliant child, shy, quiet, introverted, unathletic, and troubled by illnesses.” His first-grade teacher indicated that, “Carl lived in his own dream world and could not relate to the group” (Jenni, 1974).

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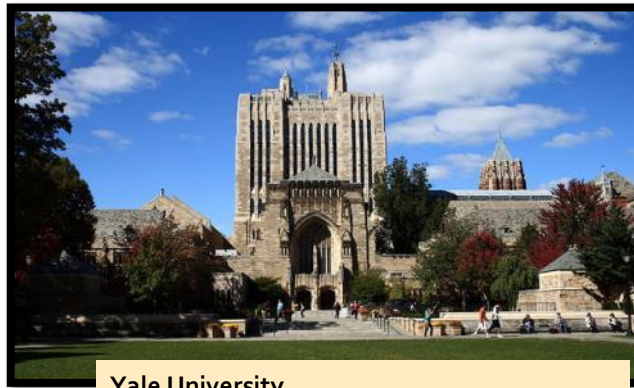
The overall consensus appears to be, however, that Hovland found happiness in learning and high academic achievement.

Hovland studied mathematics, biology, physics, and experimental psychology at Northwestern University where he received his bachelor of arts degree in 1932. He began his graduate studies at Yale University and within his first year, he published six articles. While at Yale, Hovland was exposed to the work of many prominent psychologists, including that of his advisor, Clark L. Hull. Hovland's review of literature, in conjunction with his own dissertation research, led to four published papers on conditioned generalization (Sears, 1961). The evidence proposed by Hovland's research was subsequently expanded upon by his student, Roger Shepard, in a series of research articles. Upon completion of his doctoral degree in 1936, Hovland was offered a position on the Yale faculty, where he taught for the remainder of his professional career.

Carl married Gertrude Raddatz, on June 4, 1938. They had two children, David Alan Hovland and Katharine Hovland Walvick. In his biographical memoir of Hovland, Shepard writes that both his son and daughter "manifest intellectual aptitudes reminiscent of their father's abilities" and went on to have successful careers. Carl and Gertrude Hovland were deeply interested in music throughout their life. They had even studied piano under the same teacher while growing up in Chicago. Sears (1961) reported that their home was always filled with music. Hovland himself was said to excel at playing the piano and was knowledgeable in musical composition.

#### *Professional accomplishments*

Hovland's early training was greatly influenced by his mentor, learning theorist Clark L. Hull. He served as Hull's research assistant for several years, designing a series of studies assessing rote learning. In 1940,



Yale University

Hovland and Hull co-authored a book titled *Mathematico-Deductive Theory of Rote Learning*. Attempting to integrate the language of psychology with mathematical equations was a primary focus of this work. Hovland's later experimental approaches focused more on the human condition, including communication, and interpersonal relationships.

Between 1941 and 1945, Hovland was on leave from Yale University as a consultant for the U. S. War Department. He had been recruited to assist in the evaluation of military training programs and films being prepared for troops in World War II. A series of films titled *Why We Fight* was intended to help motivate the men in the American military. Hovland was responsible for overseeing the work of fifteen researchers. Ultimately, the research analyzed audience resistance to persuasive communication and highlighted methods for overcoming such resistance. The results were widely publicized and considered instrumental to understanding motivation and opinion change.

The war afforded Hovland the opportunity to have a laboratory-like environment to study various aspects of social psychology. He and his investigators conducted experiments with groups of soldiers at U.S. Army training facilities. One of the research teams tested the effects of a one-sided versus two-sided presentation of a controversial issue. The results contradicted the widely accepted notion that presentation of only one side of the argument was generally more successful. This overturned the "Nazi propaganda" belief that suc-

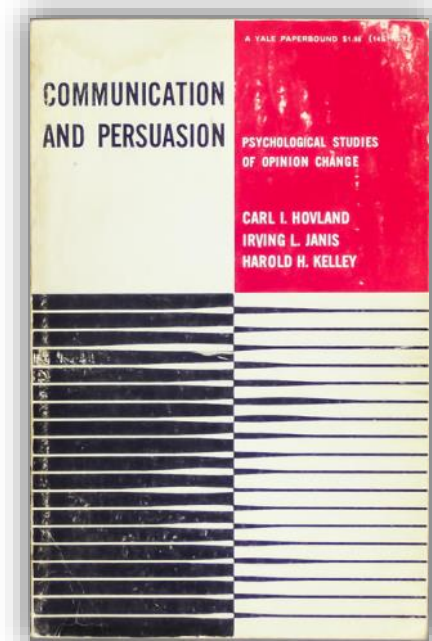
ley and John D. Hogan -

cessful communication should highlight only one aspect of an argument (Janis, 2008).

After the war, Hovland returned to Yale. Although his research branched into different areas, it focused generally on concept-acquisition theories and social communication. He also served as mentor to several doctoral students who would make important contributions to psychology including Herbert C. Kelman, William J.

McGuire, Philip G. Zimbardo, David C. McClelland, and George Mandler. Within eleven years, Hovland rose through the academic ranks at Yale University, from instructor in 1936, to full professor, chairman of the psychology department and director of the Laboratory of Psychology in 1945.

With support from the Rockefeller Foundation, Hovland established the "Yale Communication and Attitude Change Program." Having recruited several members from the War Department, he organized this collaborative project to enable students to assess communication problems and construct experiments that aligned with their own research interests.



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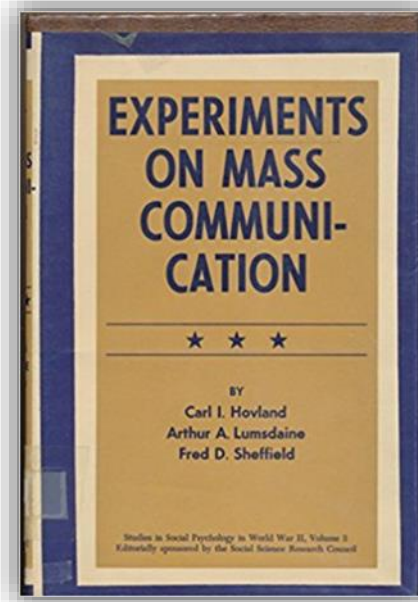
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According to his biographer, Hovland's work established how information, verbally presented, changes a recipient's opinion and beliefs as a function of a wide range of experimentally manipulated variables (Shepard, 1998, pp.17-18).

It was through this research that he began to branch out into other areas of interest including problem-solving, communication, social judgments, and attitude change. Although Hovland remained a researcher throughout his career, his work is seen as instrumental in bridging the scientist/practitioner gap. Hovland's research ultimately led to a new understanding of behavior, cognition, and thought. Following Hovland's death, Schramm (1963) characterized the attitude change program as "the largest single contribution to the field of social communication any man has made."

In 1953, Hovland and colleagues published *Communication and Persuasion*, a volume of work highlighting major research findings and theoretical analyses on the processes of persuasion. Specifically, his experiments assessed the effects produced on opinion and attitude change by the manner and organization in which information is presented. At age thirty-nine, Hovland was elected the youngest president of Division 1, serving from 1953-54. Shortly thereafter, he was awarded the American Psychological Association's Distinguished Scientific Contribution Award (1957) for his work outlining the analysis of differences between survey and experimental studies of attitude change.

Hovland also played a substantial role in the formation of the Bell Telephone Laboratories Behavioral Research Center. He and his colleagues conducted a series of experiments designed to add to the literature on human acquisition of complex concepts through experience. He ultimately collaborated on a computer program that would serve as a model of human performance, highlighting the advantages of integrating computer science and technology with the human sciences. In 1960, he published a paper highlighting the potential for psychology to study



information processing.

Hovland was diagnosed with cancer in 1960 and underwent various treatments, including surgery, radiation, and chemotherapy (Shepard, 1998). Concurrently, his wife, Gertrude, was diagnosed with severe rheumatoid arthritis and was involved in a fatal accident in their home. Although the loss greatly impacted the Hovland family, reports indicate the Hovland continued to work with his colleagues and doctoral students until his final days (Sears, 1961). His last publication, co-authored with Shepard and Jenkins, appeared in *Psychological Monographs: General and Applied Psychology*, shortly after his death.

#### Conclusion

Hovland served in various roles in his brief career -- mentor, consultant, and researcher. He is remembered fondly for his moral integrity, gentle manner, and his great intellect. He was always able to formulate an integrated synthesis of research results. Hovland was repeatedly honored by his profession -- as an APA representative to the Social Science Research Council, as a recipient of the Warren Medal from the Society of Experimental Psychologists, as a member of the APA Board of Directors, by election to

the American Academy of Arts and Sciences, and as APA Division 1 president (Sears, 1961). He was described as a "big man, soft in speech, and as incredibly quick and deft in physical movement as in intellect" (Sears, 1961). His students remember him fondly as a pioneer in the field of human learning and generalization, attitude change, social communication, and human problem solving. He was forty-nine years old at the time of his death.

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## Invitation to participate in international expansion of Project Syllabus

**Professor**, if you are teaching a psychology course outside of the United States, here is some good news and an invitation for you.

1. **Good news.** For many years, APA Division 2 (Teaching of Psychology) has offered a free, *peer-reviewed* online collection of syllabi for many courses: <http://teachpsych.org/otrp/syllabi/index.php>  
Thanks to an APA mini-grant in 2017, two other APA Division--52 (International) and 1 (General Psychology)--are joining Division 2 in 2017, to expand this Project Syllabus to include a special section of syllabi from outside of the United States.
2. **Invitation.** We invite you to submit your English-language syllabus soon, for a friendly review and possible inclusion among our international syllabi. We will begin accepting syllabi from March 1st, 2017 at [syllabus@teachpsych.org](mailto:syllabus@teachpsych.org). This submission period will end on *August 30th, 2017*.
3. **Incentives.** If your syllabus is accepted, you will receive (1) an official Letter from the Grant Coordinator acknowledging you for your work and (2) a Certificate of Recognition. Moreover, your syllabus posted on the Project Syllabus website can be considered a publication for promotional purposes.

### **Criteria/Requirements**

1. Syllabi **MUST** be submitted in the English language.
2. If submitting your syllabus, please clearly identify your syllabus as pertaining to this project by stating boldly on the top of your syllabus: **PROJECT SYLLABUS INTERNATIONAL**.
3. Please explain how your syllabus pertains to this project.
4. In a short description, indicate the following:
  - A. Your address that locates where you teach this course.
  - B. The type of institution (e.g. high school academy, college, university)
  - C. The academic level of students (e.g. secondary school seniors, undergraduate students, masters level student, doctoral level students)
  - D. Individually taught or team taught course.
5. Submit your syllabus as a *Microsoft Word* (.doc or .docx) document.

### **Question & Answer**

**Q:** Can the syllabus cover any specialization in psychology?

**A:** Generally, we accept the specializations as listed on the Project Syllabus website: <http://teachpsych.org/otrp/syllabi/index.php>

**Q:** When you make a submission, what happens after?

**A:** You will receive confirmation that your syllabus has been submitted for review. If accepted without revisions, you will be notified. If accepted with revisions, the reviewer will provide instructions for revision which need to be completed and re-submitted by October 31st, 2017.

**Q:** How long will it take to receive notification that your syllabus has been accepted?

**A:** All notifications of acceptance (with and without revisions) will be sent before August 31st 2017.

**Q:** If your syllabus is not in English, what can you do?

**A:** We accept only English syllabi so you can translate your syllabus into English or find someone who reliably can. Currently, we do not have the financial resources for professional translation services. *If your syllabus has been translated to English, please indicate on your syllabus that it has been translated from the original "teaching" language into English.*

**Q:** If your language of instruction is not English, can you still submit a syllabus?

**A:** Yes, you can once the syllabus is written in English.

**Q:** If your syllabus is taught by a team of instructors, who submits the syllabus?

**A:** One instructor and if applicable, please highlight the primary instructor.

**Q:** Are there any explicitly required formats for syllabi that are accepted for this project?

**A:** No, there are no explicitly required formats. The project is open/flexible to various course formats, including project-based classes, experiential learning courses, research based seminars and traditional content delivery courses.

For any more details on this project, contact Chairperson Kelley Haynes-Mendez at [khaynes-mendez@thechicagoschool.edu](mailto:khaynes-mendez@thechicagoschool.edu)



## Division One Member Activities

### *Forum addressed coping with strong emotions of the 2016 US Election*

On November 21, 2016, over fifty New Yorkers joined a forum at Fordham University on "Americans at the Crossroads: Coping with Emotional Stress of the US Election 2016." The aim of this two-part forum was for (1) a panel of six experts to address the intense emotions in the 2016 Election, followed by (2) an open audience discussion of this important issue facing our divided nation.

The forum was welcomed by **Suzanne Roff-Wexler**, President of the Manhattan Psychological Association, and chaired by **Dinesh Sharma**, Professor of Organizational Leadership at Fordham and SUNY Binghamton.

This forum was planned back on November 6, two days before the election, when many MPA therapists at a conference on psycho-oncology reported that many of their clients were emotionally wrought by the upcoming election. No matter how the election ended on November 8, stronger emotions could be expected, as half of the population feel they lost a hard-fought election.

The panel included six speakers across disciplines: (1) journalist **Don Morrison** (Time & Sciences Po, Paris), (2) scholar **WPS Sidhu** (NYU & Brookings Institute, India), (3) political scientist **Gregory Streich** (by



skype, from University of Central Missouri), (4) social psychologist **Harold Takooshian** (Fordham), (5) clinical psychologist **Judy Kuriansky** (Columbia), (6) sociologist **Andrew Horvitz** (SUNY New Paltz).

The six messages were followed by a lively audience discussion of several issues. Are we all Americans, who want this nation to flourish? To the extent that the President is a parental figure, what can parents tell their children the next four years? If bullying increases, how can a bullied individual respond? Since we are naturally drawn to people with similar views (our "echo chamber"), how can we best reach out to people with whom we disagree? A resource guide is now available to reach across the blue-red divide: [www.whatisessential.org/sites/default/files/PCP\\_Red%20Blue%20Divide.pdf](http://www.whatisessential.org/sites/default/files/PCP_Red%20Blue%20Divide.pdf)

This forum was hosted by the Fordham University Organizational Leadership Program, in cooperation with the Manhattan Psychological Association and SPSSI New York. The two-hour forum was live-streamed at <http://livestream.com/accounts/22461320/events/6671072/videos/142465980>

For any details, contact Dr. Sharma at [dsharma2020@gmail.com](mailto:dsharma2020@gmail.com), or Dr. Takooshian at [takoosh@aol.com](mailto:takoosh@aol.com)

### *Fordham hosted 7th Forensic Psychology Forum Harold Takooshian & Robert Emmons*

On Feb 17, 2017, Fordham hosted its 7th Forum on Forensic Psychology, an annual tradition since 2011. Over 50 students and faculty from several area schools filled spacious room 1022 on the Fordham-LC campus, to hear four experts describe diverse aspects of current forensic practice, training, and advocacy. The forum was moderated by Professor **Robert Emmons, JD**, and welcomed by **Leonard Davidman, PhD**, past-President of the NYS Psychological Association (NYSPA).

**Jeffrey Deskovic** is the founder and President of the Jeffrey Deskovic Foundation, which works to reduce the number of innocent Americans who are imprisoned by a false confession. After release from his own false imprisonment of 18 years for murder, Mr. Deskovic entered Pace Law School, and is using his multi-million dollar settlement to become an expert on interrogations, helping to release other Americans, and advise the legal system on proper procedures.

**Samatha DiMisa, PhD** is a forensic psychologist with the U.S. Federal Bureau of Prisons. She described the challenges and procedures of forensic assessment of defendants, being careful not to cross the line from independent evaluator to partisan therapist.

**Rafael Art Javier, PhD, ABPP**, is the President of the NYSPA Division of Forensic Psychology, Professor and Director of the Forensic Psychology program at St. John's University. He described how his St. John's program provides proper training for clinical psychologists, and

how clinical psychologists are retraining to become forensic evaluators.

**Cory H. Morris, JD, MA**, a lawyer and psychology consultant in Suffolk County, served as discussant. He noted many ways that psychologists and lawyers can cooperate to improve social justice in general, and procedural justice within the U.S. legal system, including the difficult reversal of some of the many false imprisonments.

Dr. Javier offered students applications to join his NYSPA Forensic Division. Dr. DiMisa invited graduate students to apply for an Externship in her Bureau. Mr. Deskovic invited students to complete an internship with his Foundation,

This forum was hosted by the Fordham Law-Psychology seminar (launched in 1984), co-sponsored by the Manhattan Psychological Association, and NYSPA Division of Forensic Psychology. For any details, contact the speaker directly, or [takoosh@aol.com](mailto:takoosh@aol.com)

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Rafael Art Javier, [www.stjohns.edu/academics/bio/rafael-art-javier-phd-abpp](http://www.stjohns.edu/academics/bio/rafael-art-javier-phd-abpp)

Samantha DiMisa, [http://psychpracticum.fdu.edu/index.php/Metropolitan\\_Correctional\\_Center](http://psychpracticum.fdu.edu/index.php/Metropolitan_Correctional_Center)

NYSPA Forensic Psychology: <http://nyspaforensicq1.pagedemo.co/>

## Division One Member Activities

### *Forum linked music, art, and transcendence*



"How do music and art create peak experiences?" This question was examined on January 8, a chilly Sunday in New York City, when 25 professionals and students greeted the new year with hot cider, warm fellowship, and cool music at Fordham University. The musical troupe of John Dull, Martin Dull, and David Rimelis performed several sing-along folk songs, recalling their dear friends Toshi and Pete Seeger (1919-2014). While playing guitar, Maestro John Dull related his music to the diverse ideas of Irving Diamond, Abraham Maslow, Andrew Newburg, the Third Force in psychology, and even the ecstasy of Jesus in the desert. Similarly, artist Martin Dull demonstrated how visual colors and shapes can directly impact our consciousness on

many levels.

This performance was followed by a joyous fellowship hour. The day ended with a bimonthly meeting of the board of directors of the Manhattan Psychological Association (MPA).

This forum was hosted by the Fordham University, in cooperation with MPA and SPSSI New York. For any details, on music and psychology, check with John Dull at [www.dullmusic.com](http://www.dullmusic.com), or [John@dullmusic.com](mailto:John@dullmusic.com). For details on MPA, check [www.mpapsych.org](http://www.mpapsych.org), or [mpapsych@gmail.com](mailto:mpapsych@gmail.com). For details on SPSSI or this forum, check [www.spssi.org/ny](http://www.spssi.org/ny), or [takoosh@aol.com](mailto:takoosh@aol.com)

### *Attorney Joseph DeMay reviewed the 1964 Kitty Genovese tragedy*

On Feb 24, 2017, NYC attorney **Joseph F. DeMay** addressed a Fordham Law-Psychology seminar on "The Kitty Genovese tragedy: A half-century later." Over 40 students and faculty from four schools heard DeMay speak on the infamous murder of Catherine Genovese on March 13, 1964 in Kew Gardens NY, while many neighbors heard her scream for her life, yet none helped to rescue her.

DeMay completed his law degree at St. John's University in 1977, and has practiced law in NYC for four decades. The 1964 Genovese tragedy overwhelmed the long history of Kew Gardens, which had transformed from a golf course in 1908 into a quiet neighborhood in New York City.

As an amateur local historian, DeMay reviewed the 1964 Genovese tragedy, and the intense media coverage that made this an international incident. This ranged from the blockbuster book *38 witnesses* by New York Times Editor A.M. Rosenthal in 1964, to several books on the fiftieth anniversary of the tragedy in 2014--by Charles Skoller, Peter Hellman, Catherine Pelonero, Kevin Cook, Marcia Gallo, and film-maker James Solomon. DeMay co-chaired the 50th anniversary conference held at Fordham on 8-9 March 2014.

DeMay's message was followed by a message by Fordham Professor **Harold Takooshian** on the impact of the Genovese tragedy on behav-



ioral sciences, creating three new specialties: prosocial behavior, urban psychology, and "law and cognition."

This forum was hosted by the Fordham Law-Psychology seminar, and co-sponsored by the Manhattan Psychological Association, and NYSPA Division of Forensic Psychology. For any details, contact [takoosh@aol.com](mailto:takoosh@aol.com)

*Fordham saluted Professor Olivia Hooker at age 102*

History was made on Saint Valentine's Day, February 14, 2017, when over 25 Fordham students and faculty gathered in Keating 319 for a conversation hour to salute legendary Fordham Professor Emerita Olivia J. Hooker, PhD<sup>1</sup>, as she celebrated her 102nd birthday this week. Due to a leg problem, Dr. Hooker spoke from her White Plains home, using a 60-minute live stream with Keating room at Fordham University, which was recorded on-line<sup>2</sup>.



Olivia Hooker holds the Bronx President's Proclamation with (l to r) Karen Roberts, Janis Porter, Olivia Bradley-Willemann

The hour began with two introductions. Associate Dean **Rachel A. Annunziato** thanked Dr. Hooker for blazing a path for later women and minorities in science, noting "there is a lot of girl power going on now," with female deans heading three schools at Fordham. Psychology Club Vice President **Tiffany Kay** praised Dr. Hooker as an inspiration to science students today.

Dean Annunziato then screened journalist **Karen Roberts'** new seven-minute video about Dr. Hooker's childhood overcoming violence in Tulsa, OK, her Coast Guard leadership, doctorate at Rochester in 1961, and decades in academe<sup>3</sup>.

For 20 minutes, Professor **Chad Evan Davis** and his students posed a series of pithy questions asking about Dr. Hooker's mentors, overcoming challenges in her career, her advice for students, faith life, greatest satisfactions and disappointments, and her work with disabled children. At each turn Olivia shared her wisdom and often-surprising experiences, on how to turn challenges into opportunities. She concluded triumphantly her long-held mantra learned through all her tribulations, "Do not hold grudges!" At the end, Dr. Hooker held a photo of herself with U.S. President Barack Obama in 2015, and explained how the President praised her efforts at the dedication of the new Coast Guard building in 2015.

On behalf of Bronx Borough President **Ruben Diaz, Jr.**, Visiting Assistant Professor **Alicia Trotman** of Mercy College read his Citation saluting Dr. Hooker, and proclaiming February 14 as "Science Education Day" throughout the Bronx.

Finally, with joy, all sang "Happy Birthday" as Olivia blew the candles on her 102 birthday cake. Dr. Hooker was pleasantly surprised to learn that Fordham was interested to create a new Award and Lecture bearing her name. Olivia was born 5 years before the first radio new broadcast in 1920, and enjoyed watching the streaming technology that was sharing and recording her living room interview with the world.

Many diverse teams cooperated to arrange this historic hour. Information technology was engineered by **Olivia Bradley-Willemann** in White Plains and **Shawn Hill** in Rose Hill, and journalist **Karen Roberts** of Journal News. The Bronx President's Proclamation was prepared by **Monica Major**, **John DeSio**, and **Marisol Halpern**. **Janis Porter** hosted the team in White Plains. The Fordham audience was coordinated by Dean **Rachel A. Annunziato**, Professor **Chad Evan Davis**, and Psychology Club Vice President **Tiffany Kay**. For any details on this day, contact [takoosh@aol.com](mailto:takoosh@aol.com)

Footnotes:

1. Wikipedia: [https://en.wikipedia.org/wiki/Olivia\\_Hooker](https://en.wikipedia.org/wiki/Olivia_Hooker)
2. Streaming video: <https://youtu.be/-sK935-uGZk>
3. 7-minute report: <http://www.lohud.com/story/life/2017/02/09/rights-trailblazer-greenburgh-turns-102/97406510/>



Dr. Hooker recalled her long career

## Division One Member Activities

### *Forum focused on the Psychologically Healthy Workplace (PHW)*

"How can U.S. employers create a more psychologically healthy workplace (PHW)?" On March 3, 2017, over 60 students and professionals gathered in the McNally Amphitheatre of Fordham University in New York City, to examine this timely question.

The forum was welcomed by **Anthony R. Davidson**, Dean of Fordham School of Professional & Continuing Studies, and Professor **Lewis Schlossinger** of the Fordham Organizational Leadership Program. They emphasized the timeliness of PHW, as U.S. corporations seek both social justice, and to be more competitive with other nations.

The keynote speaker was **David W. Ballard**, head of the "Organizational Excellence" program of the American Psychological Association (APA) in Washington DC. Since 2008, Dr. Ballard's APA program has given 600 competitive PHW Awards to all sorts of outstanding employers across most of the 50 U.S. states.

Dr. Ballard offered an evidence-rich message linking employees' mental and physical well-being with improved organizational performance, relating many key concepts: job satisfaction, work-family balance, employee recognition, job stress, fairness, trust, and social justice. APA posts PHW criteria for firms to improve themselves, and individuals can nominate outstanding employers for an annual award, [www.apaexcellence.org/resources/](http://www.apaexcellence.org/resources/)

Dr. Ballard's 70-minute message was followed by seven experts from diverse groups who commented briefly on specific as-

pects of PHW: (a) **Michael Williams**, Dean of Business, Thomas A. Edison State University; (b) **Elaine P. Congress**, Co-Director of the Fordham Center for Nonprofit Leaders; (c) **Scott A. Mesh**, Executive Director of Los Niños Services; (d) **Lewis Z. Schlosser**, President-elect of the NYSPA Division of Forensic Psychology; (e) **Artemis Pipinelli**, past-President of the NYSPA Division of Women's Issues; (f) **Carolyn M. Springer**, President of the NYSPA Division of Organization, Work, Consulting Psychology; (g) **Catherine T. Doran** of Fordham University's Office of Career Services. Many of these discussants offered a power-point message, available on request below.



This forum was organized and moderated by Professor **Harold Takooshian**, the Director of Fordham's Organizational Leadership Program. It was made possible by collaboration of eight groups within Fordham (Organizational Leadership, Nonprofits Center, Fordham

Institute, Career Services), Manhattan Psychological Association, and three NYSPA Divisions--Women, Forensic, and I-O psychology. For any details, contact the speaker directly below, or [takoosh@aol.com](mailto:takoosh@aol.com).

Presenters (and contacts): **David W. Ballard** ([dballard@apa.org](mailto:dballard@apa.org)), **Michael Williams** ([mwilliams@tesc.edu](mailto:mwilliams@tesc.edu)), **Elaine P. Congress** ([congress@fordham.edu](mailto:congress@fordham.edu)), **Scott A. Mesh** ([Scott.mesh@losninos.com](mailto:Scott.mesh@losninos.com)), **Lewis Z. Schlosser** ([LZSPHD@aol.com](mailto:LZSPHD@aol.com)), **Artemis Pipinelli** ([drapipinelli@gmail.com](mailto:drapipinelli@gmail.com)), **Carolyn M. Springer** ([springer@adelphi.edu](mailto:springer@adelphi.edu)), **Catherine T. Doran** ([catherine\\_doran1391@yahoo.com](mailto:catherine_doran1391@yahoo.com))



## *An Era of Transformation, Perhaps*

*By Pat DeLeon*

It might be a fair observation – although open for debate – that those intimately involved in the field of psychology and more recently mental health/behavioral health have been relatively unaffected by the swings in the political/public policy gestalt, as reflected by the media, over the past several decades. Thanks to the efforts of APA and APS, those in academia have become increasingly successful in obtaining additional research funding and those in practice have found expanding markets for their services. As the profession has matured, more colleagues have obtained positions of administrative responsibility and have become increasingly involved in the legislative process, including serving as Governor and in the U.S. House of Representatives. One should, of course, recall that John W. Gardner served as Secretary of the Department of Health, Education, and Welfare (HEW) under President Lyndon Johnson during the Great Society era, prior to becoming President of Common Cause. There are increasing signs, however, that this relatively protective state of invisibility might be changing, especially as technology has become more integrated into our nation's health care environment.

On July 22, 2016, President Obama signed the Comprehensive Addiction and Recovery Act of 2016 (P.L. 114-198). This bipartisan legislation was crafted to “address the national epidemics of prescription opioid abuse and heroin use.” The USPHS Surgeon General: “Nearly 2 million people in America have a prescription opioid use disorder, contributing to increased heroin use and the spread of HIV and hepatitis C.” Included within this legislation is a provision which establishes a special Commission to examine the evidence-based therapy treatment model used by the Department of Veterans Affairs (VA) for treating mental health conditions of veterans and the potential benefits of incorporating complementary (CAM) and integrative health as standard practice throughout the Department.

This is at a time when the VA indicates that, after examining over 55 million records, in 2014 the number of veteran deaths by suicide averaged 20 per day. To put this staggering figure in perspective; since 2001, the nation's

adult civilian suicide rate increased 23%, while veteran suicides increased 32% during the same time period. After controlling for age and gender, the risk of suicide for veterans was 21% higher than for non-veterans. Most members of APA are not aware that although VA is the largest employer of psychologists, APA does *not* have an office of Veterans or Military Affairs, even though one in 10 adults is a veteran and one in 6 Americans is either a military service member, veteran, or their dependent.

The legislatively created Commission will:

- (1) examine the efficacy of the evidence-based therapy model used by VA to treat mental health illnesses and identify areas of improvement; (2) conduct a patient-centered survey within each VISN (Veterans Integrated Service Network) to examine: the experiences of veterans with VA and non-VA facilities regarding mental health care, the preferences of veterans and which methods they believe to be most effective; the experience, if any, of veterans with respect to the complementary and integrative health treatment therapies, the prevalence of prescribing medication to veterans seeking treatment for mental health disorders through VA, and the outreach efforts of VA regarding the availability of benefits and treatments for veterans for addressing mental health issues; (3) examine available research on complementary and integrative health for mental health disorders in areas of therapy including: music therapy, equine therapy, service dogs, yoga therapy, acupuncture therapy, meditation therapy, outdoor sports therapy, hyperbaric oxygen therapy, accelerated resolution therapy, art therapy, magnetic resonance therapy, and others; (4) study the sufficiency of VA resources to deliver quality mental health care; and (5) study the current treatments and resources available within VA, as well as assess the effectiveness of such treatments and resources in decreasing the number of suicides per day by veterans, the number of veterans who have been diagnosed with mental health issues, the percentage of veterans who have completed VA counseling sessions, and the efforts of VA to expand complementary and integrative health treatments viable to the recovery of veterans with mental health issues as determined by the Secretary to improve the effectiveness of treatments offered

by VA. The law further requires the Secretary, when informed by the Commission's findings, to commence a pilot program to assess the feasibility and advisability of using wellness-based programs to complement pain management and related health care services.

Do Commissions make a difference? In our experience, they do. P.L.113-146, the Veterans Access, Choice, and Accountability Act of 2014, established the Commission on Care to review a requested comprehensive independent assessment of VHA (Veterans Health Agency) care delivery and management systems, examine access to care, and look more expansively at how veterans' care should be organized and delivered during the next two decades. This Commission held 26 days of public meetings receiving testimony from a broad range of experts and stakeholders and conducted site visits to VHA facilities. The Commission's conclusions: “The next 20 years will see continued dynamic change in health care, well beyond the Commission's capacity to forecast the future. What is clear, though, is that the concept of access to care is itself undergoing marked change. The potentially explosive growth of telemedicine, increasing emphasis on preventive care, and likely proliferation of technologies that permit routine home-based health monitoring and care of patients with chronic illnesses will dramatically affect access needs. We are also witnessing profound changes in the nature of patient-provider engagement and in where and how care is delivered. VHA must keep pace with, and even be a leader in, these changes....” (Commission on Care [COC], 2016, p. 32).

“The Commission's report underscores the importance of transforming VA health care delivery and the systems that underlie it.... (C)hange that requires new direction, new investment, and profound reengineering. Some will question that view, and perhaps challenge the notion that the nation should invest further in the VA health care system. None, however, should question the nation's obligation to those who sustained injury or illness in service, or who are at increased health risk as a result of deployments to combat zones or other service-related experiences....” (COC, 2016, p. 32).

## Division One Member Current News



### *An Era of Transformation, Perhaps*

*By Pat DeLeon*

“(T)he Commission recognizes the VA health care system has valuable strengths, including some unique and exceptional clinical programs and services tailored to the needs of the millions of veterans who turn to VA for care. For example, VHA’s behavioral health programs, particularly with their integration of behavioral health and primary-care [which was a high priority for Toni Zeiss as the VA’s chief consultant for mental health], are largely unrivalled, and profoundly important to many who have suffered from the effects of battle and for whom VHA is a safety net.... Transformation is a difficult process that will require careful stewardship, sustainable leadership, and unwavering focus and commitment to the long-term vision and strategy.... Our nation’s veterans deserve no less,” (COC, 2016, p. 32).

Those colleagues who have been working with the military will especially appreciate the Commission’s sensitivity to their unique environment. “In addition to addressing the needs of minority veterans and vulnerable veterans populations, VA must address military-specific needs and ensure that all providers in the VHA Care System have sufficient military competency (i.e., knowledge of specific issues and health care needs of those who served in the military)... Health care disparities often result from patients’ lack of trust in their health care provider;

therefore, enhancing the patient-provider relationship is paramount in overcoming these disparities. Stereotypical thinking on the part of the providers about certain patient groups, including veterans, may unwittingly influence their prognosis,” (COC, 2016, p. 150).

Specific reasons for the increase of health care disparities within the military population include the following: \* The cultural norms of the military are such that to admit or display any signs of perceived weakness, especially related to mental health issues, discourages military personnel and veterans from seeking medical care and treatment. \* Changes in the demographic makeup of the civilian population result in similar changes to the military population. \* A small but gradual increase in the number of foreign born personnel who have joined the ranks of the military. \* And, A disengaged provider culture that may have become more immersed in the medical culture than the military culture. “VA must make cultural and military competence a strategic priority....” The Commission further noted that women are the fastest growing group within the veteran population. As of 2011, approximately 1.8 million (8%) of the 22.2 million veterans were women. By 2020, women veterans will comprise nearly 11% of the total veteran population.

This summer the VA proposed to amend its regulations to permit full practice authority for its Advanced Practice Registered Nurses (APRNs) relying upon its federal supremacy authority. By the close of the public commentary period, an extraordinary 223,000 comments had been received, with approximately 60% supportive. This modification would essentially establish national licensure for APRNs. Who is next? Change is definitely in the future. Aloha, Pat DeLeon

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### *The Parenting Wars: Toward a Reconciliation*

*By Kenneth Barish*

Perhaps it has always been this way, but recently it seems that parents are under attack. The criticisms come from all sides. Today’s parents, we are told, are over-involved - or overly permissive. They fail to teach traditions and values. They over-diagnose, over-medicate, and over-accommodate their kids, often to excuse their own poor parenting.

Especially, the critics believe, our children are indulged. We are so concerned that they not feel any disappointment and with their self-esteem, that we no longer insist that they learn to master challenges – experiences of mastery that lead to the strengthening of character and real, earned, self-esteem. Like curling athletes, we try to smooth our children’s path through life, eliminating any friction. We are afraid of their tantrums, afraid to let them fail

(and then learn from their mistakes) and afraid to say, “No.”

Twenty years ago, William Damon (1995), in what is still the best of many books on this subject, argued that, in place of discipline and guidance, contemporary parenting practices have fostered a culture of indulgence that is harmful to our society and to our children. In Damon’s opinion, too many children now learn that only *their* feelings and their achievements matter, not service or responsibility to others. As a result, they have become demoralized - dispirited and lacking a sense of moral purpose. Parents now “expect less and receive less in return.” These criticisms continue to find frequent support in the daily press.

There is, undoubtedly, some truth in this critique. It is not difficult, in our eve-

ryday lives, to find appalling examples of parental indulgence. (Damon, for example, observes parents who do not prevent, or even admonish, children who blatantly violate the rights of others - parents who watch idly as a boy grabs a bicycle from his younger brother or as a child takes a pen from a cashier in a store.)

But there are also problems with these kinds of claims. I agree that many children are demoralized, and I wholeheartedly endorse what Damon considers the fundamental goals of child rearing - the development of “competence and character” in our children.

## *The Parenting Wars: Toward a Reconciliation*

I also share with Damon a concern about the epidemic of narcissism and “unbridled individualism” in contemporary culture. The symptoms of children’s demoralization – depression and self-destructive behavior emerging more frequently and earlier in life - are real and alarming (Twenge, 2006). And our narcissism is everywhere.

The *causes* of their demoralization, however, are less certain, and many of the remedies prescribed may be off the mark. We need to ask, have we indulged them or failed to inspire them?

### ***A Different Diagnosis***

My clinical experience teaches a different lesson. In over three decades of working with children and families, I have, of course, met some indulgent parents. Far more often, I meet thoughtful parents, struggling to find the right balance, in their own lives and in the lives of their children. Most parents want more for their children than individual achievement. They also want them to be “good kids” – children who act with kindness and generosity toward their families, their friends, and their communities. These are universal values, shared by parents who are secular and religious, liberal and conservative.

Yes, we may be too indulgent. More fundamentally, we are too stressed – more burdened and more alone. Both children and parents now have fewer places to turn when they are in need of practical and emotional support.

Too often, families get stuck. Concerned and caring parents become, against their best intentions, angry and critical. And children, in turn, become argumentative and stubborn, or secretive and withdrawn. These vicious cycles of criticism and defiance then undermine children’s initiative, confidence, and sense of responsibility. The answer to these problems is not less parenting or Tiger parenting, but highly involved, positive, supportive parenting, informed by advances in clinical



**Kenneth Barish, Ph.D.**

and developmental research.

### ***A Historical Perspective***

Our current parenting debate is generations, even centuries, old. In her book *Raising America*, a history of expert advice offered to parents over the course of the 20th century, Ann Hulbert (2003) finds, in every generation, two competing traditions of child rearing. She refers to these as “child-centered” and “parent-centered” parenting philosophies. Similar discussions have been found in documents from 6th century China.

Advocates of a parent-centered philosophy believe, especially, in the importance of a child’s obedience to adult authority. In this view, good relationships (and good feelings) follow from good behavior. Advocates of a child-centered philosophy believe otherwise - that good behavior follows from good feelings. Not surprisingly, these philosophies are based less on scientific evidence and far more on the differing personalities and values of their proponents. They represent different views of the nature of childhood, of what children need to thrive and succeed, and what kind of person our society needs to maintain our values and our place in the world.

In real life, as Hulbert demonstrates, these are often false choices. Discipline

without empathy may produce some short-term obedience but at great risk of long-term defiance that is ultimately destructive of initiative and responsibility. And empathy without moral guidance is indulgent and may foster unrealistic expectations that also undermine a child’s initiative and resilience.

Theodore Dix (1992) has presented the most helpful framework I know of for understanding these dilemmas. Dix notes that here will always be some tension between our “empathic goals” (our desire to comfort our children, to protect them from disappointment, to help them feel better *now*) and our “socialization goals” (our desire, for example, to teach them more mature ways of managing distress and to learn the skills they will need to do well in life). There will always be some tension between letting them have fun (and giving in a little more than we should) and insisting on rules and limits. Most of us, as parents, struggle to find the right balance between these competing concerns.

To the extent that sides must be chosen, I side with the child-centered approach. In the parent-centered model, if we want to change our children’s feelings, we should help them change their behavior. We should challenge them to meet higher expectations, to act responsibly, to work hard, and to do good deeds. The goals are laudable, but the methods are often questionable.

Parent-centered advisors believe that children will behave well when they know what is expected of them and when they come to understand the consequences of their actions. Clinical experience teaches us, however, that often, this is not true. Angry and discouraged children do not behave well, regardless of the consequences of their behavior. And no system of rewards and punishments, even rewards for generous behavior, can produce a generous spirit.



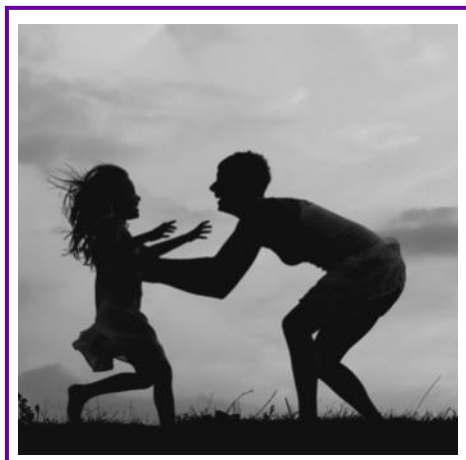
*The Parenting Wars: Toward a Reconciliation*  
By Kenneth Barish

*A Personal Philosophy*

Over time, I have come to a personal philosophy about the nature of childhood and some simple conclusions about being a parent, conclusions that are often obscured in contemporary parenting debates. I believe that what matters most in children's emotional development - and to their success in life - is not how strict or permissive we are, but a child's inner certainty of our interest, encouragement, and support.

On this point, developmental research is clear: From kindergarten until they are young adults, children who are doing well in their lives have the benefit of emotional and practical support from parents, mentors, and friends. (See, for example, Werner, 1995; Petit, Bates, and Dodge, 1997; Gottman, 1997; Gottman, Katz, and Hooven, 1997; Damon, 2008; Setterstein and Ray, 2010.)

Our children look up to us and they want to do well. We support their emotional health when we share their joys and offer solace for their sadness and disappointments, with our willingness to repair the conflicts that inevitably occur in our relationships, and when we let them know that we are proud of them - for their effort as well as their accomplishments. In these ways, we strengthen our children's inner resources. We help them bounce back from setbacks of all kinds, and we remain a source of ideals and moral guidance - ideals that provide a sense of purpose and meaning in their lives.



My own parents lived in a time when the word parent was still a noun. When my children were born, my father was my role model. I wanted to become the kind of father who would earn my children's love and respect, as he had earned mine. If my father had been alive when I wrote my parenting book (Barish, 2012), he might have been puzzled. I imagine him telling me, "It's a good book, Kenny, and I know that you are very good at what you do. But why do parents need all this advice? Just give kids love and support. They will sometimes give you "agita," like you guys gave me, but in the end, they will be fine."

And, perhaps, he would have been right.

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**"I believe that what matters most in children's emotional development - and to their success in life - is not how strict or permissive we are, but a child's inner certainty of our interest, encouragement, and support" ~ Kenneth Barish**



*Carl and Fred – Psychologists’ “Debate” of the Century*

*By David Chirko*

Humanistic psychology and behaviorism have often been at odds. By definition, the former embraces “...ideas associated with EXISTENTIALISM and PHENOMENOLOGY and focuses on individuals’ capacity to make their own choices, create their own style of life, and actualize themselves in their own way” (VandenBos, 2015, p. 506). The latter, entertains “...an approach to psychology... based on the study of objective, observable facts rather than subjective, qualitative processes, such as feelings, motives, and consciousness” (VandenBos, p. 117).

Further from VandenBos (2015), on the above definitions, existentialism, in psychology, stresses the subjective meaning of one’s experience, their individuality and responsibility for their existence. In psychotherapy, all this encompasses mainly the present and total situation of a person and the meaning they find in life, irrespective of previous, hidden dynamics; neither is there an overemphasis on cognition, motivation or behavior. Phenomenology, in psychology, focuses on a description of the essence of immediate conscious experiences, sans regard to a person’s internal occurrences in their body or what transpires in their external world (VandenBos, 2015). In therapy, this would mean that a patient’s self-discovery supersedes how a therapist interprets a hidden psychodynamic.

Behaviorism deals with behavior, the latter defined as how a person measurably reacts to an internal or external, controlled stimulus (VandenBos, 2015). In psychotherapy, the tenets of learning, and classical and operant conditioning are applied to vanquish symptoms and change fruitless, nonadaptive behavioral patterns. Underlying psychological causation is abandoned for honing in on the behavior itself, with the environmental factors and any contingencies reinforcing it.

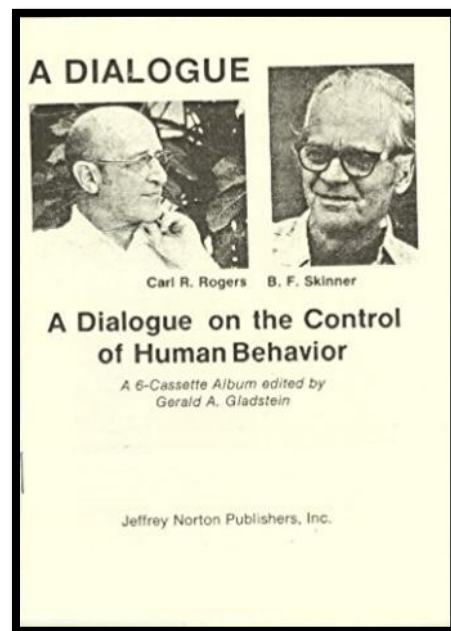
Enter: clinical humanistic psychologist, University of Chicago (1945-1957) and University of Wisconsin, Madison (1957–1963), **Carl Ransom Rogers**, Ph.D. (1902-1987); and experimental behavioral psychologist, Harvard University, Cambridge, Massachusetts (1948-1974), **Burrhus Frederic Skinner**, Ph.D. (1904

-1990). The two men met several times, publicly discussing with one another their respective approaches to psychology, behavior and culture. My exposition will first describe a précis on ideology; next, the Rogers/Skinner debates/dialogues from 1956, 1960 and, especially, their monumental and most talked about encounter from 1962; followed by concluding statements/remarks from the last mentioned dialogue; then, status of the two developments since that time and up to the present; further, the feasibility of blending the humanistic and behavioral approaches; and, lastly, my conclusion as to what value humanism and behaviorism hold for psychologists today, after all of what Rogers and Skinner covered was reconciled by the academic world.

Ideological Synopses of the Two Contenders

While Rogers extolled the efficacy of Skinner’s operant conditioning in some types of learning, he pointed out that Skinner’s explanation for the cause of all behavior through environmental conditioning had made making human choices, decisions and values, veritable illusions. He also declared that his “... experience in therapy and groups makes it impossible... to deny the reality... of human choice,” (Rogers, 1980, p. 57). But because, as he remarked, the difference between a humanistic and behaviorist approach to comprehending what is human is a philosophical choice—open for discussion, not resolved via evidence, the individual must then make a choice regarding an explanation of why he behaves the way he does, following the most sensible path. For Rogers, it is self-understanding that is paramount and, subsequently, the humanistic approach, which eschews control of human behavior by advocating freedom in choosing sundry research topics and various methods of proving discoveries. He goes on to say that human desire and the potential for change, not conditioning, leads to social improvements. The socio-political dimension becomes more democratic, in lieu of it being held by elitists, i.e., control in the wrong hands, for the wrong methods and purposes.

At the crux of this conundrum of power



and control is freedom, which Skinner declared, “...is not...a will to be free, but to...behavioral processes characteristic of the human organism, the chief effect of which is the avoidance of...’aversive’ features of the environment” (Skinner, 1971, p. 39). Further, he explains that biological and physical technology has addressed natural, aversive stimuli, however, the quest for freedom he advocates concerns any stimuli that is purposely contrived by other human beings. As for dignity, its struggle, Skinner believes, has much in common with the former, “...but...concerns, aversive stimuli, positive reinforcement” (p.41), which, when removed, like credit given by somebody in the environment to someone for a well performed task, creates negative consequences.

Ten years before their first debate, Rogers and Skinner had shared some common ground in their thinking and writing. Kirschenbaum (1979) quotes Rogers conceding, “... behavior...may be determined by...influences to which it has been exposed; *but...also...by the creative and integrative insight of the organism....*” (p. 261). Rogers followed the first part of the pronouncement and Skinner, the latter.

## Division One Member Current Inquiry



### Carl and Fred – Psychologists’ “Debate” of the Century

By David Chirko

#### 1956 Debate

In 1955 Rogers was invited by Skinner to engage in a cordial debate, which came about on September 4th of 1956, at the annual convention (August 30th to September 5th) of the American Psychological Association in Chicago. The debate, or symposium, staged in front of a sizeable audience, involved the two psychologists speaking on “Some Issues Concerning the Control of Human Behavior.” Earlier, Skinner said that, regarding the avoidance of the misuse of power and subsequent violation of ethics, one would have to *deliberately* deny control, particularly in therapy. Therein a therapist, he quotes Rogers saying, “... cannot take responsibility for evaluating a person’s...conflicts...which he should resolve ...without a...degree of control over the individual being...inevitable...” (Skinner, 1953, p. 438). Therefore, Skinner thought Rogers’ solution was to “...minimize...contact between patient and therapist to the point... control seems to vanish” (p. 439). Rogers later averred that Skinner “...knew that we held very divergent views as to the use of scientific knowledge in molding or controlling human behavior...” (Rogers, 1961, p. 363). Further, that Skinner wanted to elucidate the issue, believing that psychologists were reluctant to employ their power. Mentioned during this debate was Skinner’s 1948 novel, *Walden Two*, about a utopian society formed by operant conditioning and the reward system, minus capitalism or democracy. At the symposium Rogers compared the novel to George Orwell’s volume, *1984*, believing it was “static,” using scientific knowledge for enslavement of citizens who behaved good—as directed, in lieu of being self-directive and self-actualizing. Skinner later countered by saying that *1984* advocated instant control that was aversive, utilized for mean-spirited and self-serving purposes; however, his work was constructed on a community wherein nobody, including himself, exercised any *current* control. In the preface, entitled “Walden Two Revisited” (1976) for the (updated) aforementioned book, Skinner elaborated on how his technology of behavior, he termed “behavioral engineering,” has since taken root as illustrated in

the original novel. Behavior modification, he said, exemplified the application of his experimental analysis of behavior. Therein rectification of any contingencies of reinforcement could be realized. One must be wary of one’s scientific megalomaniacs, as even Skinner admonishes, “An important theme in *Walden Two* is that political action is to be avoided” (p. xvi). Rogers afterward thought the debate a tad disputatious, in that it seemed as if the discussions between he and Skinner were reduced to a black and white scenario. Nevertheless, the text of that debate was soon published in *Science* (1956, Nov. 30.), as well as Kirschenbaum (1989) and Annotated Bibliography LnxSoc [ABL] (2005).

#### 1960 Debate

There was a December 2nd-4th, 1960 conference—arranged by the American Academy of Arts and Sciences at the House of the Academy (formerly the Brandegee estate) in the Boston suburb of Brookline, Massachusetts—namely, Conference C - Evolution and the Individual, the third and last in the series entitled “Evolutionary Theory and Human Progress.” Rogers and Skinner were participants, but were merely two among 29 notable figures in psychology invited to discuss matters involving science and society, in a closed conference setting. Skinner presented one of the papers, which he had prepared for the conference, entitled “The Design of Cultures,” with Rogers participating in what was discussed therein, although their personal interaction was scant. Kirschenbaum (1989) tells us, Rogers said Skinner’s coming to that meeting was a choice and that Skinner having any true purpose in his presentation was actually an illusion. He quotes Rogers stating, Skinner “... made certain marks on paper and emitted certain sounds here...because his genetic make-up and...past environment...operantly conditioned his behavior...such...that it was rewarding...and that he as a person doesn’t... exist” (Kirschenbaum, 1979, p. 266). Skinner responded that he wouldn’t delve the issue of choice in the matter, but, perhaps surprisingly, declared, “I do accept your characterization of my own presence here” (p. 266). Rogers later

suggested they have someone employ operant conditioning, extinguishing all behaviors that were irrelevant, such as the humorous stories recounted at the meeting, so as to shape the persons in the group present, in order to ratify a template for a model society. A terse description of the conferences was published in the Academy’s 1961 annual report (Oncley, 1960/1961). Also, Skinner and a couple of other participants presented summaries of their conference dissertations at the January 11th, 1961 Academy’s Stated Meeting. The summary appearing in the *Bulletin of the American Academy* (1961, Feb.). Lastly, the conferences begat an issue of the Academy’s journal, *Daedalus* (1961, Summer).

#### 1962 Debate

Rogers and Skinner faced off again, at the behest of students at the University of Minnesota, Duluth, June 11th to 12th, 1962. In front of 500 listeners, their dialogue, “Education and the Control of Human Behavior,” was to be bereft of any debating or speechmaking, per se. The contents of the proceedings, like the 1960 and 1956 debates, concerned the evolution of culture through the scientific design and control of society. Rogers later commented that this was to reflect one of the great struggles of his professional life. He felt the science of psychology “...was cheated” (Kirschenbaum, 1979, p.56) because Skinner refused to have, at that time, all of the tapes/transcripts of the debate released, as he, and all of the others attending the debate, expected. However, the two men acceded to having their dialogue condensed into one tape by the American Academy of Psychotherapists and made publicly available. Fortunately, Skinner later relented, agreeing to have the *complete* dialogue available, in 1975, originally by Jeffrey Norton Publishers, Inc. By 2006 it, entitled *A Dialogue on the Control of Human Behavior*, edited by Gladstein, the dialogue became available as a four compact disc set. Skinner wanted a shorter version of the dialogue to be released, in contrast to Rogers permitting what would actually be a three hour and 48 minute confrontation.

*Carl and Fred – Psychologists’ “Debate” of the Century*  
By David Chirko

The format of the proceedings was thus: 15 minutes of opening remarks by each of the participants, a break, then, between them, an hour and a quarter discussion. That night, a panel that was invited would talk about the various issues raised, with the audience forming smaller groups to continue discussing those issues. The following morning Rogers and Skinner would have another hour and fifteen minutes of discussion, followed by an hour long Q and A with the audience and finally, terse concluding remarks by both gentlemen. Kirschenbaum (1979) explains that they talked about creativity, education, raising children, science, significance of feelings and subjective life, the behavioral sciences’ role, the essence of verbal behavior, the nature of freedom, and utopias. Free will and determinism was an issue that often came up. Kirschenbaum (1979) avers, “...the debate did not end in 1962, although Rogers and Skinner did not confront each other publicly after this” (p. 271). Wisniewski (2011), stated that, “Two years later both men took part in a symposium at Rice University [Houston], titled ‘Phenomenology and Behaviorism’ (p. 22). Discussions on the application of Rogers’ humanism and Skinner’s behaviorism continue on a larger, social scale. Even Rogers, then, and later, thought that his client-centered therapy, when effective, involved reinforcing all experienced feelings. And, on the other hand, with behaviorists and behavior modification, facilitating self-direction and independence, clients thereby established their own goals and exercised control over their emotions, which is rewarded and reinforced. This all occurring even though humanists thought behaviorists depersonalizing (with their aversion to personality tests), manipulative masters; while behaviorists viewed humanists as nebulous, sentimental advocates of irrelevancies.

Much of what has already been said in my exposition was covered in the “debate,” which was peppered with jocular anecdotes and amicable banter. I will therefore detail the highlights as presented in the closing statements/concluding remarks.

Skinner’s Closing Statement at the 1962 Debate

Skinner said nothing *personal* about his antagonist, Carl Rogers. Neither did he address his viewpoints directly with rebuttals. He didn’t use the term “behaviorism” in his closing statement, either, but did speak from a behavioral scientific voice.

***“This all occurring even though humanists thought behaviorists depersonalizing (with their aversion to personality tests), manipulative masters; while behaviorists viewed humanists as nebulous, sentimental advocates of irrelevancies.”***

He begins by talking of planning a culture and if it is deleterious to anyone involved, which he doubts, because, as he adds, “...any culture at any time is a kind of behavioral experiment.” For him cultural practices mold the child, through education and implementation of the capacities derived from the finest of prevailing genetics, combined with ethical practices and people’s respect for one another in a society. Living unscathed and making America mighty, we shall, Skinner attests, continue with better practices in the future, which we cannot presently foresee. He reminds us that cultural evolution, which is somewhat like biological evolution, is Lamarkian, in that superior practices are discovered, utilized and ensue. Occurring incessantly are new, innovative methods of doing things that have a superior survival effect/value, regardless of origin. These must be tested, and if efficacious are retained in a superstructure, but are cast aside (like the awaited and occasionally better accidents or idiosyncrasies), through disuse, or if

troublesome for society.

Ushered in is a new state that competes on a world scale. Through an evolutionary process a growing science deals with human behavior like it does nature, wherein stronger over weaker behaviors in a culture can be documented, by observing the people submitting to them. He claims that one can intelligently design practices via predicted effect, allowing a science of behavior to accelerate the evolution of culture. Skinner compares this to genetic evolution’s accomplishments, i.e., work with altering germ plasm, genetic structures, mutations, chromosomes, etc.

Skinner says that some complain because they believe that his notion of control is intrusive. We have all been controlled previously, he assures, which is what we need to have happen now, in order for the required planning—which should be viewed as an opportunity—to establish that new culture. Resistance to this plan, Skinner avers, is fatuous. Beware, he admonishes, because someone else will take over, if not us, designing and controlling our culture with their own science of behavior, for the future.

Rogers’ Concluding Remarks at the 1962 Debate

Rogers talked on a personal level about the humanness and scholarliness of his adversary, Fred Skinner. He said he had “...acquired an increasing respect for Dr. Skinner, the person...” admiring his gentleness, sincerity and wit, as well as his work and its impact socially and culturally. He confronted the areas of disagreement he shared with Skinner, with a point by point rebuttal. Interestingly, Rogers didn’t mention the terms “humanism,” “existentialism,” or “phenomenology,” in his concluding remarks, nevertheless, he discussed the gamut of subjective experience thoroughly, in everyday parlance.

## Division One Member Current Inquiry



### *Carl and Fred – Psychologists’ “Debate” of the Century*

*By David Chirko*

Rogers expressed how there existed deep differences between he and Skinner, but fewer than before their encounter commenced; the deeper ones, having to be reconciled by others, later. However, he agreed that behavioral science can design a culture, but how? Scientifically, Rogers maintains, determinism and preconditions are germane, leading to desired effects. Rogers emphasizes that he differs with Skinner in the way the latter envisions himself, the world, and people in his *Walden Two*, as automated figures in a preordained direction. This is fine, scientifically, but it does not correspond to Rogers’ total world view for all of mankind.

Another difference Rogers says exists between he and Skinner is the latter’s denial of the place of the subjective life and their having profound experiential relevance in reality for other people, as well as the matter of freedom, in his design for a culture. Freedom and choice in a real world that is predetermined must be considered, thus putting the human individual in the forefront. Choosing the values in such a plan, Rogers says, is Skinner’s philosophy. However, Rogers exclaims philosophy is the meaning of experience - contradicting Skinner. He declares that, after all, Skinner himself has a subjective life where beliefs and freedoms are operational.

Rogers affirms that Skinner doesn’t differentiate between control and influence and whether a person will have a participative choice involving these factors. Take for instance, the audience they, at the time, impacted; which Rogers says Skinner would compare to shaping pigeons playing ping-pong, unlike his proposition that listeners are, and should be, free to subjectively choose and believe what is discussed. Yes, the arduousness of the reality of choice itself enters the situation. This choice leads to maximization of the human potential. Rogers mandates that we should have preconditions that will allow for spontaneity—learning about the person as he is free to grow, achieving a release, with its consequences. Growth and release are more

important than control for Rogers.

Genuineness is valued by Rogers, but, he asserts, is eschewed by Skinner. Said quality can be found among those in therapy, where a person is in real contact with his feelings as those of the others, moment to moment. And

ner will be working on the choice of values and purpose in the design of a culture for the future, achieving a productive direction.

I now turn, in two parts, to where the two developments have progressed since the last dialogue, of 1962, by examining the status of both humanism and behaviorism throughout the 1980’s, 1990’s and into the 21st century.

#### Part One: Status of Behaviorism, Later

Garea, Gomez, Naik, & Pizzuro (1998), presented peer commentaries and author responses regarding whether behaviorism can face opposition. Their conclusion was that for the past few decades there has been an increasing onslaught opposed to behavioristic theory. A major reason is: “Cognitive and other psychologists reject, not the methods of behaviorism, which many use derivations from in their own studies...” but because, “...behaviorists are concerned purely with observable behavior, rather than attempting to probe the inner processes of the mind” (unpaginated).

Roediger, III (2004), proclaims, “I am a cognitive psychologist, true, but I have sympathy for several answers. Behaviorism is alive and most of us are behaviorists.” He then

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on a larger scale, everyone should know where rulers of society stand through their transparency, therefore all relations to one’s inner reality should be focused on by the rulers in their dealings with the populace. With Skinner, nothing is real in his designing of cultures; everything is merely a behavior created for something else. Quite frankly, Rogers believes of Skinner, all human relations are manipulations, bereft of genuineness.

Lastly, Rogers asseverates that we are the ones who should choose the values, making decisions, ratifying purpose, unlike the system found in Skinner’s proposals. Nevertheless, Rogers affirms that both he and Skin-

ner points out why there is still some dichotomy: (1) An intellectual revolution spearheaded by cognitive psychology, wherein fresher methods of study and techniques were absorbed by students driven away from the animal labs, which they no longer found exciting. Attending, imagining, perceiving, remembering and thinking weren’t in the domain of behaviorism and so cognitive psychology was better suited to analyzing mental processes;

*Carl and Fred – Psychologists’ “Debate” of the Century*

*By David Chirko*

(2) Behaviorism became too microscopic, with miniscule gains, ignoring fundamental problems, as Roediger (2004), states, “...with experimental analyses increasing in complexity all out of proportion to the gains in knowledge that they enabled.” Cognitive scientists were largely oblivious to the learning history of persons, giving reasons why we behave in the ways we do, stemming from previous consequences for our behavior, which we learn from; (3) Another answer Roediger purveys is that there is no problem after all, because, for example, the *Journal of the Experimental Analysis of Behavior* and the *Journal of Applied Behavior Analysis*--both successful behaviorist publications, produced by the Society for the Experimental Analysis of Behavior, have been forging ahead quite nicely, since 1957. The major organization for behaviorism, the Association for Behavior Analysis, or ABA, is flourishing, with over 4,200 members, as of 2003. At that time the ABA and its affiliates around the planet contained 12,000 members, with 250 more joining each year. Behavioristic analysis succeeds and he says that, for instance, Lovaas’s behavioristic techniques work on autistic children; (4) Psychology studies two facets of an organism: behavior and mind, with no crossbreeding; subject matter isn’t the same, there’s no rapprochement, and their comprehension of the type of science they engage is not the same. (5) As experimentalists, both behavioral and even the most cognitively oriented researchers study behavior. Behaviorism, Roediger therefore proclaims, was victorious.

Chirko (2008), says that professor emeritus of philosophy, Tibor R. Machan, investigated Skinnerian philosophy of science, denouncing the latter’s mindless and machined organism type of approach, consisting of a mere conglomeration of behaviors that cannot begat action and are bereft of dignity and freedom. Further, regarding Machan, Chirko also says that he, “...points out, man is not passively shaped by Skinnerian operant conditioning--the reinforcement of one’s successful goal-directed behaviors through rewards, but does possess intention and insight, capable of, for instance, fretting over his very nature, unlike

rats and rocks.”

Part Two: Status of Humanism, Later

Carl Rogers rated first among “The Most Influential Therapists of the Past Quarter-Century,” in the *Psychotherapy Networker*, quotes: “...the most surprising...finding was that in both the 1982 and the 2006 survey the...most influential psychotherapist--by a landslide--was Carl Rogers.” There were 422 responses in the 1982 survey and 2,598 responses in the 2006 survey.

Gendlin (1992), a Rogerian, from an abstract states that humanistic psychotherapists represent “...80 or 90 percent of all psychotherapists in the country.” However, he reminds us that, in future, such therapists might not be able to be trained with the new methodology, as laws may forbid graduate students from practicing, therefore the propagation of humanistic psychology is bleak. He reassured us at that time they were in good stead to embrace tomorrow.

Authors of the AHP, Association for Humanistic Psychology (co-founded by Rogers in 1961), explain that “...humanistic psychology is...still represented by...APA [American Psychological Association] Division 32, the Division of Humanistic Psychology” (1992) and divisions in APA are involved with psychotherapy and social concerns; as well as the *Journal of Humanistic Psychology* (first appearing as *The Phoenix*, December, 1963). They contend that humanistic psychology is integral to transpersonal psychology, which “...focuses on...’higher’ states of consciousness and transcendental experiences....” Moreover, “*Transpersonal* refers to...ends that transcend personal identity and individual, immediate desires” (VandenBos, 2015, p. 1103). Humanistic psychology also takes one everywhere from New Age, to movements for addiction recovery, to green politics, to philosophy of science, to epistemology and structuralism.

*New World Encyclopedia* contributors (2014) tell us, that “From the 1970s on, the ideas and values of humanistic psychology spread into many areas.... These... led to a number of approaches to counseling and therapy, as well as the emergence Transpersonal psychology, and influenced the

development of Integral psychology,” (p. 979503). The latter attempts to place every approved facet of human consciousness under one rubric. Authors note that humanistic psychologists have also spoken to the issues of international peace and understanding, violence reduction, justice and social welfare.

Status of Melding Humanistic and Behavioral Approaches

Regarding the utilization of both the humanistic and behavioral approaches in one system, ABL (2005) suggests that, “In practice the reality is somewhere in between....” The edge going to the client-centered approach when the client is confident and cognizant, however, when they are devoid of direction alterations have to be exacted in the client-centered approach for the client’s psychological safety, without compromising the esteem the therapist has for that client. ABL (2005) attests that what could be plausible here is: cognitive therapy + Rogerian empathy + Skinnerian behaviorism = fulfillment of purpose. ABL’s caveat is that: cognitive techniques touch on just the thought processes of a person and cannot apply to society on a larger scale, thus it will never secure any position in the debate, as witnessed between Rogers and Skinner.

Conclusion

Well, no one has taken over the Western world with their own science of behavior as per Fred Skinner’s earlier admonishment. As for Carl Rogers alacrity to work in conjunction with behaviorists in the future, that has probably happened with his disciples in academia and elsewhere.

I believe it all comes down to personal, versus environmental, determinism and their ramifications. Fred embraced the position that science should deal with human behavior like it deals with nature—and animals, thus his is a psychology that imitates the natural sciences, through prediction, in lieu of waiting for happenstance, an integral part of life. Carl, on the other hand, explores and defines the psyche and personality and proceeds from there, in a more grassroots fashion, minus any undue manipulation or submission.

## Division One Member Current Inquiry



### Carl and Fred – Psychologists’ “Debate” of the Century

By David Chirko

It has been shown that, since the three debates of 1956, 1960 and 1962 between Carl and Fred, the two respective systems of humanism and behaviorism survive and contribute very much today in the way those in the realm of psychology perceive how and why we behave in the ways we do and thereby what potentialities exist. Humanistic psychology is currently ensconced in the cultivation of the psychotherapy field, and, in fact, anywhere socially on a global scale where human inner experience and the human condition are studied; behavioral psychology, devoted to learning and its application to cognition, can never be undermined, either. However, Carl, in his approach seemed to capture what his intellectual nemesis, Fred, didn't: the quintessence of what it is to be human—even expressing his admiration for Fred, the person, in the beginning of his concluding remarks of the 1962 dialog. Behavior is important, but there is always personality and motivation behind it, otherwise we're left with a sadly incomplete picture of man. Moreover, when one abandons the reality of free will, dignity, choice, intention, insight, subjective experience and transparency, believing all of the contingencies of human behavior and its scientific control and influence can be ascertained—an impossible task, we begin to reside in an unreal world where people become automated minions, beneath a, hopefully, benevolent scientific deity. I don't think that, in the long run, most folks want that experiment.

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## **Patient H.M.: A Story of Memory, Madness, and Family Secrets**

By Luke Dittrich

On August 25, 1953, a surgeon named William Scoville made two silver dollar size holes into the forehead of a patient named Henry Molaison. With that act, the world lost Henry Molaison and gained “Patient H.M.” By the time Henry died at the age of 82, he had become the most studied person in the history of neuroscience.

Henry was 7 or 8 years old when he was run down by a bicycle while crossing the street. Shortly after, he began to have minor seizures. Then he had major ones. Medications were ineffective, and his seizures became so debilitating and frequent he could not walk at his own high school graduation or keep a job meant for the intellectually disabled, despite an average or higher IQ.

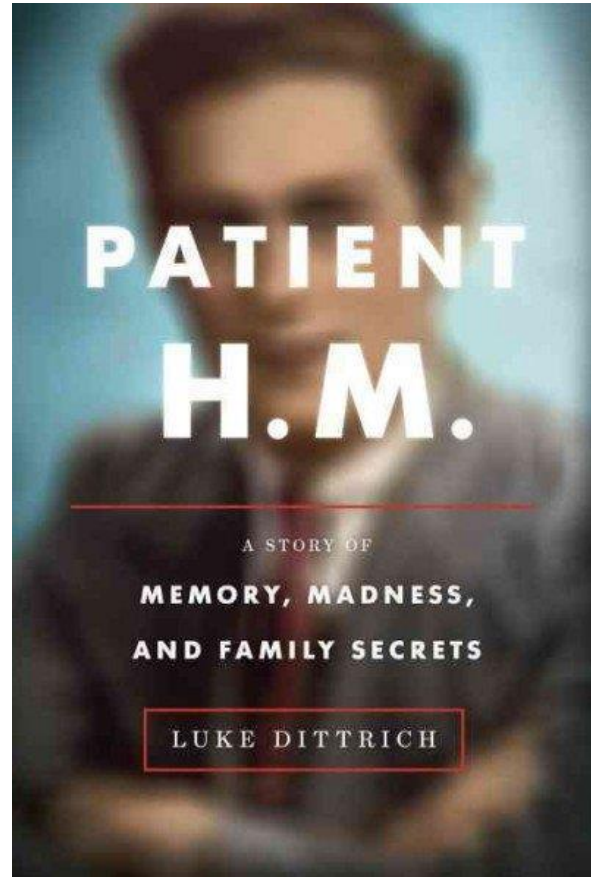
The decision to perform brain surgery on him was not without precedent. Wilder Penfield, a neurosurgeon in Montreal, had had some success in managing epileptic seizures in his patients through surgery. He used electroencephalograms (EEGs) to identify the location in the brain that triggered the seizures and would then remove the offending brain material. If no specific region of diseased brain tissue was identified, Penfield would not perform the surgery.

H.M.’s surgeon was not as cautious. As Scoville prepped Henry for surgery, the EEG was unable to identify a site responsible for the seizures. Unlike Penfield, Scoville proceeded with the surgery anyway, and H.M. received a full medial temporal lobotomy, a striking experimental psychosurgery.

Brenda Milner, a psychologist, soon discovered that the surgery relieved the seizures, but left Henry almost completely incapable of making new memories. H.M. would have to be told time and time again that his father had died, what day it was, and whom he was speaking with, even if it had been their hundredth encounter. Henry could remember his life prior to the surgery, but new information presented to him was gone as soon as a new bit of information took its’ place. As he said to Milner, “Every day is alone in itself.” Although his specific identity and location were kept secret, hundreds of research papers were published based on him. The papers contained important and novel discoveries about the nature of memory and memory systems.

Luke Dittrich, the author of this fascinating volume, brings a unique perspective to the case. His grandfather was William Scoville, the surgeon who operated on H.M. and the chief consulting neurosurgeon at both a hospital and an asylum in Connecticut. A pioneer in psychosurgery, Scoville performed as many as five procedures in a single day. He also experimented with new psychosurgical techniques, including those that consisted of removing structures of the brain whose functions remained unclear. Dittrich is candid in discussing his grandfather’s controversial behavior. As the reader comes to find out, Scoville’s behavior was far from the only controversy in the case of H.M.

After Brenda Milner moved on in her research, Suzanne Corkin, a neu-



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roscentist at MIT and childhood best friend of Dittrich’s mother, dedicated her career to conducting research with H.M. Later, questions arose concerning how she handled his patient files, how accurate her descriptions of his behavior were, and her unreported results. Even his consent forms became controversial. As one example, H.M. signed his own consent forms during a 12-year period, in spite of the fact that he could be in the middle of an experiment and have no idea where he was, who brought him there, whom he was talking to, or whether he even consented in the first place.

Dittrich is a journalist by profession and the dramatic narrative is evidence of his skill. He takes the reader on a journey through the history of brain science from the first recorded brain surgeries in ancient Egypt to modern day, state-of-the art, laboratories at Massachusetts Institute of Technology, with many side trips. The author doesn’t focus fully on Henry until almost halfway through the volume.



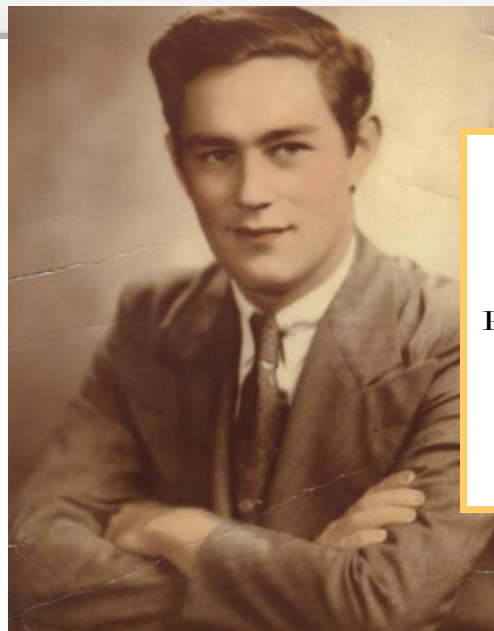
## Patient H.M.: A Story of Memory, Madness, and Family Secrets

By Luke Dittrich

The story becomes not just about H.M., but also the family of the author, particularly his grandmother, her mental illness and institutionalization. There are many “maybe’s” as the author tries to reconstruct undocumented episodes from the past. Familiar names pop up along the way, including Walter Freeman, notorious for his work on lobotomies.

The reader is reminded frequently that H.M. was not just a character in a text book or research paper. He was a human being with a family and dreams who was denied the opportunity to live a normal life. Even after death, there was a custody battle over his brain. Henry’s conservator, known to the court as Henry’s cousin, was not actually related to him. After his second meeting with Henry, arranged by Corkin, he nonchalantly signed H.M.’s brain away to MIT.

As a successful journalist, Dittrich knows how to maintain reader interest, despite his many asides. Virtually every page revealed new and captivating information. H.M.’s story is an absorbing one, and Dittrich’s unique way of telling it only adds to the interest.



Patient H.M.

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## The Polarized Mind: Why it’s killing us and what we can do about it

By Kirk J. Schneider, Ph.D.

*“It is incumbent on us to study the worldwide pandemic of polarization; for it is through excavation that we may discover emancipation,”* (Part 1, para. 10). This quote describing the main theme in this book as ‘soul-searching’ was crucial to discovering the awe-inspired mind. The author does not clarify the process of ‘soul-searching’ so realizing the awe-inspired mind with the content is premature to an extent. Yet, in terms of current affairs, the book served as a prescient tool to describe the antecedents and recent aftermath of the 2016 presidential campaign in the United States.

The book illuminated how polarities that act solely through the mind can be destructive, and how they can pass from one generation to the next. This is comparable to a tree growing at the edge of a cliff. The branches bow, then the trunk bends until gravity takes hold. The result comes at a high cost of human lives being taken with all the roots and soil descending into an abyss. Nearly all of those catastrophic losses the author delineates in the book beginning with Greek mythology, leading to the present. However, I posit those losses were not in vain. As foolish as I may sound, they were necessary for the author to write this book to challenge humanity to begin to nurture awe-based minds (and hearts).

### Thesis on the Polarized Actions of Human Beings

The author picked up on a pattern of a cycle of devastation that has been repeated among human beings. In our effort to be the best (with regard to honoring our parents, a government or country), we prioritize our gains and neglect our losses, taking many casualties. Why? We precisely fear the losses and also fear the possibilities of being failures. And so we may become ‘extremists’ in safety, not recognizing we have built those ‘safe measures’ in our minds to the exclusion of others, and consequently locked away our minds in a prison away from others. We make our illusory and irrational fears real and logical when we use language that speaks fearfully about ‘you’ instead fearfully about ‘me’. And speaking fearfully about me acknowledges that we do stupid things. We do illogical things and we actually need guidance and support. In other words, we cannot be our best if we reject our worst. The author clearly elaborates on the worst actions committed by human beings to remind us that being the best is impossible without suffering. And we as humans apparently need to suffer and endure pain as an unsympathetic reminder not to bestow it on others.



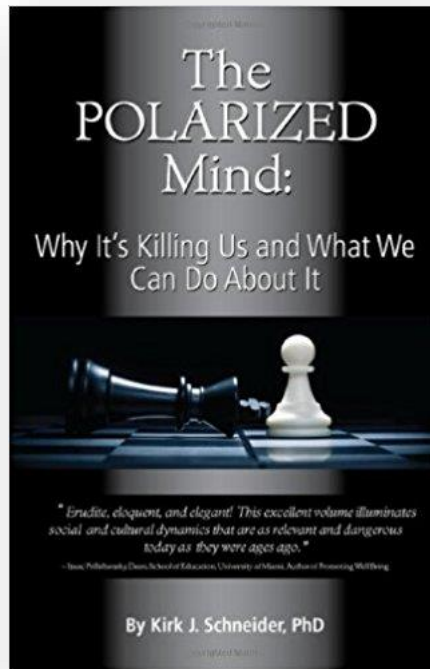


### The Difference between Polarized Minds and Awe-Based Minds

The author expounds on the root of this zealous lust by *undiscerners*<sup>1</sup> to achieve supremacy/mastery stemming from a fear of groundlessness. An existential one because *undiscerners* believe that they have no purpose or they believe that their purpose is one they solely have created. *Discerners* are those that know they have a purpose and it is one that they participate in, meaning they direct and are given direction (e.g. by others including dissenters, by God); they embrace the paradox principle and mystery. *Undiscerners* have temporary fulfillment because their beliefs about themselves as purposeless or ‘purposeful’ are never satisfied. The purposeless *undiscerner* is similar to the identity crisis of an adolescent depicted by James Marcia – in diffusion. They jump from engagement to engagement with little direction and faith. The ‘purposeful’ *undiscerner* sets up engagements that reinforces their beliefs no matter what the cost, and the fulfillment escapes them every time because the cost is never high enough; there is always something else to be taken and controlled characteristic of the fanatic victim or narcissist.

Life for the *undiscerner* seems to be strained because they are constantly seeking entities that will reinforce their main polarized constriction through expansionism or adding other constrictions. An example the author provides in chapter three was his explanation of technology widening the gap among different ethnicities, ideologies and cultures. Even though applications have brought these ethnicities, ideologies and cultures together, a choice is ultimately left to the individual who becomes the *discerner/undiscerner*. The *undiscerner* may use self-serving bias, confirmation bias and self-serving attributions. As the author clearly states, “With the stroke of a key, wounds can be bypassed and mysteries breezily dismissed,” (Chapter 3, Section 6). *Discerners* may see themselves favorably/unfavorably (varied from others), not as better or worse persons on a hierarchical scale, but as embodiments of their essences (who they are). They may recognize their faults, becoming emotional and empathetic seeing others feel similar to them, including their enemies. They may recognize their strengths, becoming emotional and empathetic seeing others feel different to them, including their friends. The *discerner* as the author describes, recognizes his/her painful/beautiful existence and has done an awe-full lot of soul journeying/experiencing work to find him/her, especially in unexpected/serendipitous/traumatic spaces/places.

For the *undiscerner*, as the author evidently demonstrates, feels insignificant. And this is where my critique enters. I discovered there was a scarce in-depth analysis of feeling, in particular expansion. The author elaborates on feeling as connected to existentialism, but further discus-



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sion on how affect is displayed in contrast to how affect is felt was vital.

### Awe-Based Mind and Awe-Based Heart

The author speaks of an awe-based mind (Chapter 4, Section 1) but an awe-based heart is also indispensable. The system of paradox (and mystery) – that humans are both durable and fragile, something and nothing, and matter and dust. As the author evinced, we have cherished the former with the polarized mind – durability, things, matter – with seeking answers and established truths that close mystery. In doing so, we did not only dehumanize, oppress, discriminate and hate. We also obliterated passion as experienced by the individual. So the awe-based mind seeks growth (exploration) and takes risks by exploring variation in spaces/places. Growth as a passageway for expansion in possibility. But as we grow, we need to embrace the affective... and the centering cannot come until we have gone

through the passageway. I have discerned passion is the journey to transformation and can be felt as an intensified feeling of pain or joy. I was brought to several doors for self, and the awe-

based mind allowed me to choose one of those doors that was different and difficult<sup>2</sup>, but I needed to open the door to go through. The awe-based heart, I believed allowed me to experience the agonizing journey until I looked back and reflected that the journey was necessary for my unique self-development. (Sometimes, there are doors that are much easier to open and we choose that door to block the pain, although go through a lesser transformation. Sometimes we may perceive there are no doors and there is a door, although a tough one that may unleash major transformation. As the author cites Sumerian wisdom “helplessness is naturalness” – Chapter 4, Section 5). The journey is not easy at all because the polarities constantly tempt us to retreat or to stop or to choose another (beside our self). But I can move through if I seek with awe the signs, symbols and other people that help me along. The author cogently outlines the characteristics of an awe-based mind, to *come* to the humbling and emboldening experience, and to respond, requires faith and charity. Faith that resides in the *awe-based heart* that we were created for a purpose, and if we believe in that purpose, we will be guided<sup>3</sup> on the right path after we have closed the door behind us (and let go). Charity that resides both in the *awe-based mind and heart* that we help each other first and respond with love. We see the connections among us, and even though a connection may be fleeting (or negative), the connection is helpful towards our growth. Responding with love goes beyond the tit-for-tat exchange which I assume is a constricted form of relationship. We truly are there for each other when we need to because love transcends physicality. Even though the individual physically is no longer there, the person, thoughts, ideas continue to live on in our hearts.

### The functions of the awe-based Mind and Heart and connections to expansionism

The mind allows me to experience what I have in this world and the heart allows me to experience what is not sensed in this world. What is not sensed may allow me to see that I am simultaneously a dot in this vast universe and a dot that makes up the whole. The author asserts that trauma, disruption and shock always redirect us to the heart catapulting us into feeling. But at that point we think we are alone with the feeling when we are not. We use the mind to understand what we feel and we should be using the heart to sense that our distress is part of a much bigger whole. Transformation is never easy.

The feeling of insignificance is satisfied by the thought of significance. So for the *undiscerner* in this world, they can 'live' in the structures of this world and set up new ones regarding thought and theory. They can set up and use laws and regulations as their evidence as to why they are engaging in such ways. And these structures act as their shields to themselves and others to negate, erase or suppress their feeling of self. They have no problem dislodging, displacing and projecting their emotions on others, especially when others provide justification. And then they expand these structures as supremacist, absolutist and "good" as the author testifies. He elaborates that they weave narratives of managing and sometimes opposing these structures as a sort of liberation. I imagine very little expansion can occur if one chooses to *add* on other thoughts, feelings or sensations that belong to some other structure. Instead, one can *relinquish* all competing thoughts, feelings and behaviors and *find* the thoughts, feelings and sensations rooted in self without structure(s). Structures are not set up for the individual/person as eloquently stated by Carl Rogers. If they were created, the structure would have been created with the person in mind and heart (love). Thus, *undiscerners* with awe-inspired hearts do not necessarily care about structures; they break laws based on deeply felt convictions.

Candidly, I perceive undiscerners with awe-inspired hearts as pilgrims who open any door because they do not necessarily hold the thought and theory to know which door to open. They come with innocence and open a door, regardless of what is behind it, and go through. And through it all they suffer, but refrain from blaming their journey on others, yet they help. They love. They accept. I have found these pilgrims as children, students, and adults who desire no credit, go unnoticed or 'stay under the radar'. Many times, their behaviors have been characterized as disobedient, peculiar and emotional. They silently push back against these structures because they oppose constriction. They do not venture towards polarized outcomes laced with fear and denial leading to "bigotry, bullying, tyranny, vengefulness and arrogance; and it also has manifested as narrowness, rigidity, pedantry, and obsession," (Chapter 1, Section 3). Instead they move toward expansionism<sup>4</sup>.

The author elucidates on expansionism in Chapter 3, but I believe expansion without awe-inspired heart is masked constriction. I describe it as such because it is costumed fastened with words like 'liberty', 'civilized', 'progress' and 'developed'. The costume prevents *the* masquerader from speaking, participating, and connecting with others because it was adorned with violent and restrictive force on an

'insignificant' individual, group and sometimes country. In order for the masquerader to be acknowledged, he/she must wear the costume well and preferably adopt it over his/her indigenous or strange culture/identity. If the masquerader chooses not to wear the costume, he/she was mercilessly persecuted and rejected. Pilgrims own their indigenous or 'strange' identities, or stay resilient through their persecutions and rejections even though they may not have the knowledge to explain their actions. They pleadingly shout "I can" or "I want to" or "I believe" with enactment and soon we see that many of the structures we have tried so hard to uphold, they begin to dismantle. They recognize that their feelings are just one part of them-selves, as are their sensations, and contribute but do not determine a said outcome. Thus, they can absorb (empathize) the feelings of others and witness the similarities and variations. As they reflect, the variations among us begin to communicate the inadequacy of the structures that try to contain us. And they want to 'break free' and create opportunities for us to 'break free' engendering connection to foster open-mindedness, forgiveness, humility, justice and mercy; and it can manifest as expansiveness, kindness, inexactness<sup>5</sup>, ambiguity and change.

Concluding, this is a seminal book to *begin* thinking of the ways in which structures have had unforgiving power over our choices to be. Dr. Schneider passionately outlines his treatise accounting for the cycles of fear and pretensions that hold persons. However to 'break free' takes more than just thought and theory with the awe-inspired mind. Sometimes, 'blind' innocence pushed forth with a feeling that "there is something more" is a calling from the awe-inspired heart. A heart that opens courage to walk past our intellectualizations, biases, prejudices and apathy. I met this white male at a conference and we held an exchange. I asked myself, "What does this other white male psychologist have to teach me that I do not already know?" But then I felt something – tranquility. I asked myself, "What is that? Why am I feeling that?" Shortly after, I chose to read up on this white male. And then something told me to read his book. So I bought it on my Kindle, read it, cried for two days, and then sent him a review in a couple weeks. And he replied, which began our conversation, and my entrance into humanistic/existential psychology. In this sense, I am an undiscerner who is well versed in black-white relations in the United States, who decided to have faith in these uncanny feelings that led me here. My closing response... thank you.

### End Notes

- (1) I used the terms undiscerners to describe those that approach polarized minds and discerners as those who approach awe-based minds. The categorization was used a platform to describe the contents of book but also to elaborate further on the capacity of the undiscerner with an awe-inspired heart.
- (2) Difficult sometimes stated by others as impossible.



### Endnotes for Book Review of 'The Polarized Mind'

- (3) And please note that the guidance acts as hints (not commands); we still have to choose to walk the path but we do so with innocence and love that we are loved by those who guide us and our self-transcendence is uniquely ours. The author alludes to this where he affirms "We are all inherently worthy of being a participant in the greatest, most radical venture ever known, and that is life," (Chapter 6, Section 1).
- (4) This idea of expansion/connection is based in the Divine Feminine which cannot be elaborated here. But I will say that human beings with dimensions of activated feminine traits are more likely to access expansion.
- (5) The 'inexactness' suggests that each individual has a self that cannot be copied to another, and as such, the uniqueness of that self is a very precious treasure that has to be regarded with dignity. If this is true for each and every human being, then polarization seems remote. What is true for you may or may not be true for me.

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You can leave your comments for this article here: <https://division1apa.wufoo.com/forms/z4yij9f0gkcqc3/>

### New Oxford University Press Bibliography on "International Psychology"

**Grant J. Rich, Uwe P. Gielen, Harold Takooshian, & Richard Velayo**

( <http://www.oxfordbibliographies.com/> )



Oxford University Press (OUP) has been publishing a series of up-to-date and in-depth bibliographies on a considerable variety of significant topics in psychology. The OUP series articles combine the features of an annotated bibliography with those of a specialized encyclopedia. Dana S. Dunn serves as editor-in-chief and the series includes a number of bibliographies of special interest to cross-culturally and internationally active researchers such as Cultural Psychology (by Dov Cohen), Cross-Cultural Psychology (John W. Berry), Intercultural Psychology (John W. Berry), and Peace Psychology (Daniel J. Christie). In addition there are many articles that focus on topics of interest to general psychology, broadly construed. In September 2016 a new bibliography appeared in the series by Harold Takooshian, Uwe P. Gielen, Grant J. Rich, and Richard S. Velayo that is entitled "International Psychology."

International Psychology defines the field and its scope, introduces annotated books, articles, and web materials, discusses resources such as journals, newsletters, organizations, funding, and international standards, makes reference to key works tracing the history and development of international psychology together with overviews of national and regional psychologies, and provides overviews of books and articles dealing with relevant research and educational efforts. The bibliography also lists relevant publications in several areas of international practice such as counseling, psychotherapy, global mental

health, health psychology, and other forms of intervention. Other applied areas include international organizational and work psychology, peace psychology, interventions designed to cope with various forms of trauma, efforts to promote positive global changes, and a special section dealing with international efforts to promote the welfare of children in our deeply troubled world.

International Psychology briefly discusses 156 publications that, together, offer a unique overview of the global discipline of psychology and its many manifestations. The bibliography should be of value not only to specialists but also to undergraduate and graduate students, as well as all those who wish to see their discipline in a broader international context. It should be added in this context that the bibliography aims to be different from related Oxford University Press bibliographies on topics such as cross-cultural psychology and intercultural-multicultural psychology. Given the documented growth in interest in internationalizing psychology and in internationalizing the teaching of psychology (e.g., Rich, Gielen & Takooshian, in contract; Takooshian, Gielen, Plous, Rich, & Velayo, 2016) it is hoped that this new OUP bibliography will find a broad audience.

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## APA Division One Society for General Psychology

The Division One program for the APA Convention in August 2017 has been included to highlight events for you to meet with Division One members, and spark discussions on all the diverse specialties in psychology, or inquire about renewing your membership, becoming a Fellow or an Officer. We will also be having a full program of events in our Division Suite in Room 6-126 in the Marriott Marquis hotel near the Convention Center. Please stop by!



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