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EXPANDING THE PSYCHOLOGY CURRICULUM: AN ANNOTATED BIBLIOGRAPHY ON DIVERSITY IN PSYCHOLOGY

Developed by the APA Board of Educational Affairs Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology: A. Toy Caldwell-Colbert * (senior author), University of Illinois; Ruth E. Fassinger, University of Maryland; Joseph J. Horvat, Jr., Weber State University; Joe Lamas, G. H. Braddock High School; Linda R. Mona, Veterans' Affairs, Palo Alto Health Care System; John N. Moritsugu, Pacific Lutheran University; and Carole E. Wade (Task Force chair), Dominican College of San Rafael (Revised, 1998)

Overview

This 47-page bibliography has been developed to address the growing need for resources in the areas of gender, ethnicity, culture, aging, sexual orientation, and disability and to facilitate the teaching of psychology as a more inclusive discipline. (Note: This document does not contain information on cross-cultural psychology. For information on this topic, please see two related documents distributed by OTRP: [Informational Resources for Teaching Cross-Cultural Issues in Psychology](#) (Hill, 1998) and [Activities and Videos for Teaching Cross-Cultural Issues in Psychology](#) (Hill, 1998).) This resource is a revised and expanded version of an earlier OTRP document, [Expanding the Psychology Curriculum: An Annotated Bibliography on Multi-Cultural Psychology](#) (Kite et al., 1994).

This bibliography includes books, monographs, and articles in journals and newsletters. The bibliographic entries are wide-ranging in content and include pedagogical suggestions for introducing diversity topics in the classroom, classroom exercises for facilitating discussion, current research with diverse populations, curriculum development, and syllabi for infusing diversity content into psychology courses.

The entries are grouped according to psychology course topics (see table of contents below); at the end of each section, there are cross-references to related entries in other courses. Additions to the original bibliography (Kite et al., 1994) are printed in **bold face type**.

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* Additional references, annotations, and comments may be forwarded to A. Toy Caldwell-Colbert (toycc@uillinois.edu) for possible inclusion in future or revised reference lists.

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PSYCHOLOGY OF AGING

Abeles, N., Cooley, S., Deitch, I. M., Harper, M. S., Hinrichsen, G., Lopez, M. A., Molinari, V. A. (1997) What practitioners should know about working with older adults. Washington, DC: American Psychological Association.

Although oriented toward practitioners, this is included as a general reading because it contains many excellent updated facts and summaries of vast literatures.

Atkinson, D. R., & Hackett, G. (Eds.). (1998). Counseling diverse populations (2nd ed.). New York: McGraw-Hill.

This book covers four populations of interest to practitioners: The elderly, lesbian/gay/bisexual, women, and persons with disabilities; although counseling-focused, the book contains much useful information about the oppression of these groups, historically and at present.

Baltes, P. B., & Graf, P. (1996). Psychological aspects of aging: Facts and frontiers. In D. Magnusson (Ed.), The life-span development of individuals: Behavioral, neurobiological, & psychosocial perspectives. Cambridge, England: Cambridge University Press.

This chapter discusses future research challenges of exploring the relationship between psychological and social aspects of aging. Highlighted areas include the history of gerontology, aging at the meta-theoretical level, critical facts and findings, and integrative perspectives. To provide a more systematic view and exploration of aging, the authors illustrate close interconnections between biology, behavior, and societal conditions.

Birren, J. E. & Schaie, K. W. (Eds.). (1996). Handbook of the psychology of aging (4th ed.). San Diego: Academic Press.

The premier, indispensable reference on aging, with many brief but thorough summaries of a wide variety of topics related to aging.

Birren, J. E., Sloane, R. B. & Cohen, G. D. (Eds.). (1992). Handbook of mental health and aging. San Diego, CA: Academic Press.

An indispensable reference for issues related to psychopathology and mental health in the elderly, this volume contains brief, readable summaries of a wide variety of topics, such as mood disorders, Alzheimer's disease and dementia, substance abuse, suicide, sleep disorders, and other mental health topics.

Blazer, D. (1990). Emotional problems in later life. New York: Springer.

An especially good source of case examples for mental health issues in old age.

Burton, L. (1993). Families and aging. Amityville, NY: Baywood.

An edited volume that covers many issues related to families and aging, such as demographics, grandparenting, caregiving, siblings, divorce, etc.; a good general reference.

Craik, F. I., & Salthouse, T. A. (Eds.). (1992). The handbook of aging and cognition. Hillsdale, New Jersey: Erlbaum.

This edited book reviews the “core” topics of cognitive psychology, including attention, memory, knowledge representation, reasoning and spatial abilities, and language. Current research on cognitive dysfunction in Alzheimer’s disease is explored as well as the area of cognitive neuroscience. By describing real-life problems of older people, this book helps to contextualize theoretical and laboratory studies in the field of aging and cognition.

DeSpelder, L. A., & Strickland, A. L. (1992). The last dance: Encountering death and dying (3rd ed.). Palo

Alto, CA: Mayfield Publishing.

A popular, well-written book on death and dying that is straightforward and accessible to undergraduates; covers cultural differences in dealing with death, so may be useful in discussions about diversity in aging.

Friend, R. A. (1991). Older lesbian and gay people: A theory of successful aging. Journal of Homosexuality, 20(3-4), 99-118.

Although a summary of this work is contained in several of the other publications listed that cover issues of aging, it is worth noting again. It contains one of the few clear statements of the adaptive advantages of lesbian and gay people in regard to stress, coping, and life transitions. This article discusses aspects of the “coming out” processes that are thought to prepare L/G/B people quite well for the challenges of aging (e.g., flexible gender roles, capacity to build support systems, practice in protecting oneself from prejudice and discrimination, etc.); an interesting way to have students begin to explore diversity issues in development and aging.

Gatz, M. (Ed.). (1995). Emerging issues in mental health and aging. Washington, DC: American Psychological Association.

A good book for more thorough coverage of topics related to aging than might be found in handbooks, encyclopedias, and other compendia.

Gergen, M. M. (1990). Finished at 40: Women’s development within the patriarchy. Psychology of Women Quarterly, 14, 471-493.

An excellent discussion of the interaction among sex, gender, and aging; a good resource in teaching about diversity in aging, as well as cultural influences on development in old age.

Grambs, J.D. (1989). Women over forty: Visions and realities. New York: Springer.

A very readable book on aging in women, with information from a variety of disciplines (e.g., psychology, sociology, anthropology, etc.)

Hayslip, B. Jr., Servaty, H. L., & Ward, A. S. (1995). Psychology of aging: An annotated bibliography. Westport, CT: Greenwood.

An excellent, thorough bibliography current through 1994, with a few 1995 entries.

Kimmel, D. C., & Moody, H. R. (1990). Ethical issues in gerontological research and services. Handbook of the psychology of aging (pp. 490-502). New York: Academic Press.

Written at an introductory level, this article summarizes ethical considerations in research and service delivery; it would be an excellent way to introduce students to ageism in research.

McIntosh, J. L., Santos, J. F., Hubbard, R. W. & Overholser, J. C. (1994). Elder suicide: Research, theory, and treatment. Washington, DC: American Psychological Association.

A good, thorough resource regarding suicide in the elderly, including risk factors, assessment, and ethical issues.

Schaie, K. W. (1993). The Seattle longitudinal studies of adult intelligence. Current Directions in Psychological Science, 2(6), 171-175.

This article draws upon data from 5,000 subjects studied from 1956 through 1991. Selected psychometric abilities are examined to demonstrate the presence or absence of age-related changes. Changes in intellectual abilities with age are discussed according to primary mental abilities (e.g., active or fluid abilities, passive or crystallized abilities, etc.). Findings indicate that many problems associated with aging are preventable, related to loss of control, boredom, etc.; an intellectually stimulating environment is recommended as a preventive measure. The article concludes by highlighting generational differences and issues of family similarity on patterns of aging.

Schaie, K. W. (1993). Ageist language in psychological research. American Psychologist, 48, 49-51

Outlines problems of using ageist language and concepts in research and provides suggested alternatives; a very good tool for consciousness-raising and a good companion to similar *American Psychologist* articles on sexist, racist, and heterosexist language use.

Yeo, G., & Gallaher-Thompson, D. (Eds.) (1996). Ethnicity and the dementias. Taylor & Francis: Washington, DC.

This book discusses the impact of ethnicity and culture on dementing disorders and the challenges facing clinicians in providing appropriate assessments with ethnic minorities. Research suggests that culture and ethnic identification interact with biological changes associated with dementing disorders. This book acts as a useful resource for looking at dementias from a multi-cultural perspective. Specific strategies are provided to help patients and their families cope with dementias. Future implications regarding ethnic minorities and dementing disorders include planning to increase the availability of culturally competent services.

See also:

INTRODUCTION TO PSYCHOLOGY:

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, August).

ABNORMAL PSYCHOLOGY

Adebimpe, V. R. (1981). Overview: White norms and psychiatric diagnosis of Black patients. American Journal of Psychiatry, 138, 279-285.

This article points out the subjective nature of clinical interview data collection and highlights that the possibility for error is greater in the areas of language differences, modes of communication and expression of distress which are salient to the diagnosis of Blacks with symptomatology. The author points out that stereotypes of Blacks also confound the diagnostic activity, particularly for the White clinician. In doing so, he calls attention to the social and political implications of misdiagnoses. Although dated, this article serves as a good source for discussions of labeling related to the classification/diagnosis unit.

Jones, B. E., and Gray, B. A. (1986). Problems in diagnosing schizophrenia and affective disorders among Blacks. Hospital and Community Psychiatry, 37, 61-65.

The article is dated in the sense that it makes reference to shortcomings in DSM III, however, important points about misdiagnoses concerning Blacks are made thus making it a worthwhile resource. Misdiagnosis occurs among Blacks and lower socioeconomic groups with respect to overdiagnosis of schizophrenia and underdiagnosis of affective disorders. Over reliance on the thought disorder symptomatology of schizophrenia diagnosis, underreliance on thought disorder symptomatology for affective disorder, poor consensus in the field on the difference between normal and abnormal mood, and little understanding of language and mannerisms in these groups are identified as factors contributing to the misdiagnoses. Specific cultural factors in Blacks and Hispanics related to misdiagnoses are discussed. The establishment of baseline behaviors and symptomatology for Blacks is suggested. This is an excellent source for discussions of clinical judgment, diagnostic systems, and the design of clinical research investigations to establish baseline behaviors in various cultural groups.

King, J., Beals, J., Manson, S. M., & Trimble, J. E. (1992). A structural equation model of factors related to substance abuse among American Indian adolescents. Drugs and Society, 6(3-4), 253-268.

Structural equation modeling was used to test alternative models of the relative influence of life experiences (life stress, social support, and depression) on the nature and extent of alcohol and drug use.

Kirmayer, L. J. (1991). The place of culture in psychiatric nosology: Taijin Kyofusho and DSM III-R. The Journal of Nervous and Mental Disease, 179, 19-28.

This article describes the need for clarification of cultural context and function of diagnosis and the development of a syndrome indigenous to Japan of Taijin Kyofusho. The author describes the symptoms and early learning experiences in Japan which seem to foster this social fear of interpersonal relations. In doing so, he underscores the limits of the DSM III-R nosology which allows for a diagnosis based on presence of symptomatology. To the psychology educator, this work provides both a source of information about maladaptive symptoms in Japan and emphasizes the importance of knowledge of cultural context.

Kleinmare, A. (1986). Social origins of distress and disease: Depression, neurasthenia, and pain in modern China. New Haven: Yale University Press.

This world famous anthropologist/psychiatrist presents his findings from field-research studies of illness and care in Chinese society. Of particular relevance is his explanation for the low prevalence of depression in the Chinese culture.

LaDue, R. A. (1991). Coyote returns: Survival for Native American women. In P. Roth (Ed.), Alcohol and drugs are women's issues. Volume One: A review of the issues. Metuchen, NJ: Women's Action Alliance and the Scarecrow Press, Incorporated.

A sensitively written work about the issues pertinent in alcohol abuse for Native American women. The break in the cultural circle of life along with other alcohol abuse problems is identified as a factor that contributes to the destruction of native communities.

Manson, S. (1989). Risk factors for suicide among Indian adolescents at a boarding school. Public Health Report, 104(6), 609-614.

Just as the title suggests.

Moncher, M. S., Holden, G. W., & Trimble, J. E. (1990). Substance abuse among Native American youth. Journal of Consulting and Clinical Psychology, 58(4), 408-415.

Substance use and abuse pose serious risks for American-Indian youth, their families, and their communities. This article briefly reviews social epidemiological data followed by a discussion of culturally relevant etiological factors.

Neighbors, H. W., Jackson, J. S., Campbell, L., & Williams, D. (1989). The influence of racial factors on psychiatric diagnosis: A review and suggestions for research. Community Mental Health Journal, 25, 301-311.

This review article presents prevalence figures to substantiate the point that Blacks are misdiagnosed more often with schizophrenia and less often with affective disorders than Whites who exhibit similar symptomatology. The article is dated in that it refers to the DSM-III system rather than DSM-III-R or DSM IV where a more explicit definition of symptomatology has been accomplished. Specific suggestions of research designs to investigate alternate ways to decrease misdiagnoses among Blacks and increase cultural awareness of the language and mannerisms of Blacks related to symptomatology are given (for example, the use of structured interviews by both White and Black clinicians to differentially diagnose Black and White clients). Given the merit of these ideas and the date of the article, this resource would best serve as an invitation to students to discuss these ideas and locate evidence to support and refute them in the current literature.

Phillips, F. B. (1990). NTU Psychotherapy: An Afrocentric approach. The Journal of Black Psychology, 17, 55-74.

This article describes a type of therapy, NTU (pronounced "in-too") based on a central African concept of a unifying force that reaches all aspects of existence. The emphasis in this approach is on a natural ordered emification of mind, body and spirit. Core aspects of this African philosophy are thought to be influenced by African American culture. These aspects are congruent to a Hemonistic perspective. As such, one goal of the therapy is congruence with oneself. The therapeutic relationship is paramount in this psychotherapy. African principles of Narigo Saba are emphasized as spiritual guidelines for the individual to follow and acceptance of these views allow the healing process to begin. The varied aspects involved in this therapeutic process are described. This is a valuable resource for discussions in an Abnormal Psychology class of faith healing, cultural influences to the expression and manifestation of disorder and therapeutic process.

Strickland, T. L. (1995). Comparison of lithium ratio between African American and Caucasian bipolar patients. Biological Psychiatry, 37(5), 325-330.

Findings suggest that African Americans may be more susceptible to the side effects associated with lithium treatment, such that lower doses may be necessary.

See also:

INTRODUCTION TO PSYCHOLOGY:

Bronstein, P. A., & Quina, K. (1988).

INTRODUCTION TO COUNSELING & THERAPY:

Garnets, L., Hancock, K. A., Cochran, S. D., Goodchilds, J., & Peplau, I. A. (1991).

Leong, F. T. L. (1986).

PSYCHOLOGY OF AGING:

Birren, J. E., Sloane, R. B. & Cohen, G. D. (Eds.). (1992).

Blazer, D. (1990).

McIntosh, J. L., Santos, J. F., Hubbard, R. W. & Overholser, J.C. (1994).

RESEARCH & MEASUREMENT IN PSYCHOLOGY:

Westermeyer, J. (1987).

SOCIAL PSYCHOLOGY:

Broverman, I. K., Broverman, D. M., Clarkson, F. E., Rosenkrantz, P. S., & Vogel, S. R. (1970).

COGNITIVE PSYCHOLOGY

Berlin, B., & Kay, P. (1969). Basic color terms: Their universality and evolution. Berkeley, CA: University of California Press.

Research strongly indicates that semantic universals have been discovered in the domain of color vocabulary.

Bernal, M. E. (1993). Family socialization and the ethnic identity of Mexican American children. Journal of Cross Cultural Psychology, 24 (1), 99-114.

Explores the role of the ethnic family background and ethnic socialization in the social-cognitive development of ethnic identity in Mexican-American children.

Berry, J. W. (1976). Human ecology and cognitive style: Comparative studies in cultural and psychological adaptation. New York: Sage.

Discusses cognitive style and differentiation within an ecological-cultural-behavioral model, as well as adaptation and differentiation, acculturation and differentiation, patterning of differentiation, and implications and applications.

Boykin, A. W., & Allen, B. A. (1991). The influence of contextual factors on Afro-American and Euro-American children's performance. International Journal of Psychology, 26(3), 373-387.

40 Black and 32 White low-income children learned to pair pictures in an acquisition context that allowed them to coordinate movement with music and an acquisition context that allowed for little movement opportunity and no music and examine picture-pair retention in a context where music was either present or absent.

Diaz, R. (1991). The effects of bilingualism on preschoolers' private speech. Early Childhood Research Quarterly, 6(3), 377-393.

Examines the effects of bilingualism on the development of self-regulatory private speech. Had positive effects on the frequency of private speech.

Geary, D., Fan, L., & Bow-Thomas, C. (1992). Numerical cognition: Loci of ability differences comparing children from China and the United States. Psychological Science, 3(3), 180-185.

Studies whether the advantage of Chinese children over American children in basic numerical skills is related to differences in the strategies used to solve elementary mathematics problems or the speed of executing the underlying processes.

Goldstein, K. M., & Blackman, S. (1978). Cognitive styles: Five approaches and relevant research. New York: Wiley.

Reviews research relating the cognitive style dimensions of field dependence and reflective cognitive style. Also looks at the learning environment.

Padilla, A. M., Chen, S. A., Lindhom, K. J., Duran, R., Hakuta, K., Lambert, W., & Tucker, G. R. (1991). The English only movement: Myths, reality and implications for psychology. American Psychologist, 2, 120-130.

Reviews the arguments for and against the English-only movement. Some of the misconceptions advanced by English-only advocates are examined.

Stephen, C. (1986). Habla Ingles: The effects of language translation on simulated juror decisions. Journal of Applied Social Psychology, 16(7), 577-589.

Conducted two studies in which 153 college students acting as simulated jurors heard the testimony (presented in English, Spanish, Thai-interpreted) of a defendant in an assault case.

Trimble, J. E. (1990). Application of psychological knowledge for American Indians and Alaska Natives. Journal of Training and Practice in Professional Psychology, 4(1), 45-63.

Discusses Native American and Alaska Native mental health and alcohol and drug abuse, and training of Native American psychologists in the context of the discipline of psychology.

See also:

INTRODUCTION TO PSYCHOLOGY:

Aune, E. (1991).

Nelson, J. R., Dodd, J. M., & Smith, D. J. (1990).

PSYCHOLOGY OF LEARNING & MEMORY:

Cole, M., Gay, J., Glick, J., & Sharp, D. (1971).

SOCIAL PSYCHOLOGY:

Marini, I. (1996).

COMMUNITY PSYCHOLOGY

Berzon, B., & Leighton, R. (Eds.). (1979/1984). Positively gay. Millbrae, CA: Celestial Arts.

The first, and still one of the best, introductions to a wide variety of issues in lesbian and gay life. Chapters cover such topics as coming out, relationships and couples, parenting, religious issues, aging, political issues, vocational and financial planning, and lesbian/gay communities. Very readable and accessible.

Bolte, B. (1993, March/April). Where's our Malcolm X? The Disability Rag, 21–24.

This article addresses the lack of leadership and positive role models for persons in the disability community.

Griffen, C. W., Wirth, M. J., & Wirth, A. G. (1986). Beyond acceptance: Parents of lesbians and gays talk about their experiences. Englewood Cliffs, NJ: Prentice Hall.

This book is written by and for parents of lesbians and gay men, and contains frank discussions of some of the issues faced by parents when they learn their children are lesbian/gay. Chapters cover topics such as coming to terms with guilt, overcoming restrictive religious ideologies, telling others, and relating to lesbian/gay children affirmatively. Also contains an extensive bibliography and list of helpful organizations. Book can be useful in discussions of coming out and family relationships.

Hershey, L. (1991, July/August). Pride. The Disability Rag, 1–5.

This article discusses the notion of pride among persons with disabilities. This paper notes that since most discussions of disability are negative, it is often difficult for persons with disabilities to embrace and acknowledge pride in their disability status.

Linton, S. (1998). Claiming disability: Knowledge and identity. New York University Press: New York.

This book, written by a well-known psychologist with a disability, speaks to the disability experience from a socio-political perspective. This work specifically addresses academic views of disability.

National Association of the Deaf. (1981). Deaf Heritage: A narrative history of deaf America. Silver Spring, MD. Author.

This book focuses upon deaf culture throughout American history.

Robertson, B. A. (1994, Spring). Disability culture, community, and pride. Paper presented at the Leadership Education to Empower Disabled Students Conference. Minneapolis, Minnesota.

This paper examines the social and political experiences of disability through exploring the culture community and pride of persons with disabilities. This article takes a social psychological perspective of disability and explores the unifying positive experiences of disabled persons unifying as a community.

See also:

INTRODUCTION TO PSYCHOLOGY:

- Brown, L. S. (1989).
- Committee on Lesbian and Gay Concerns. (In press).
- Watts, R. J. (1992).

DEVELOPMENTAL PSYCHOLOGY:

- D'Augelli, A. R., & Patterson, C. J. (Eds.). (1995).
- Gay and Lesbian Parents Coalition International. (Current year).
- Gill, C. (1993, August).

HEALTH PSYCHOLOGY:

- Rosen, S. L. (1985, Fall).

RESEARCH AND MEASUREMENT IN PSYCHOLOGY:

- Oliver, M. (1992).

SOCIAL PSYCHOLOGY:

- Bilken, D., & Knoll, J. (1987).
- Committee on Lesbian and Gay Concerns. (1991).
- Fine, M., & Asch, A. (1988).
- Gill, C. (1995, July).
- Morris, J. (1991).
- Nagler, M. (1990).
- Peters, A. (1985, Fall).
- Vash, C. (1981).

COUNSELING AND THERAPY

Blauner, B. (Ed.) (1997). Our mother's spirit: The death of mothers and the grief of men. HarperCollins: New York.

This book provides reflections of male childhood experiences with their mothers. A realistic and open perspective allows us to visualize the (sometimes painful) memories of the writers' relationships with their mothers. Personal stories shared reflect authors with diverse ethnic backgrounds. Teachers of counseling/clinical psychology may find this book useful when sharing bibliotherapy tools for both male and female clients.

Boyd-Franklin, N. (1989). Black families in therapy: A multi systems approach. Guilford Press: New York, NY.

This comprehensive exploration of Black families in therapy emphasizes the utilization of cultural strengths in therapy. Dr. Boyd-Franklin highlights the diversity among Black Afro-American families on topics ranging from racial identification and skin color, extended family patterns, role flexibility, and spirituality. Case examples of women and their relationships include chapters about poor inner-city single parents, as well as middle-class Blacks. Therapists, teachers, supervisors as well as others will benefit from the multi-systems model that provides multiple-level intervention processes including individual, family, extended family, church, and community networks. It is especially recommended for training programs which include ethnicity, culture, and the treatment of Black families in their curriculum.

Fassinger, R. E. (Ed.) (1991). Counseling lesbian women and gay men [Special issue]. The Counseling Psychologist, 19(2) .

Geared toward counselors and other mental health professionals, this journal issue contains four major articles related to general counseling issues, unique counseling issues pertaining to lesbians and gay men, and training considerations. It can be useful in doctoral courses or advanced undergraduate courses in counseling.

Garnets, L., Hancock, K. A., Cochran, S. D., Goodchilds, J., & Peplau, L. A. (1991). Issues in psychotherapy with lesbians and gay men: A survey of psychologists. American Psychologist, 46, 964-972.

An article that summarizes the results of an APA task force report on bias in psychotherapy with lesbians and gay men. Documents bias in such areas as basic knowledge about lesbian/gay issues, assessment and diagnosis, intervention, and education. Excellent resource for discussions related to abnormal psychology and pathology; demonstrates that psychologists are subject to the same homophobia and heterosexism that permeate society at large.

June, Lee N. (1986). Enhancing the delivery of mental health and counseling services to Black males. Journal of Multi-Cultural Counseling & Development, 14(1), 39-45.

Addresses the issue of the responsibility of agencies and providers to create effective delivery of counseling services to Black males.

Leong, F. T. L. (1986). Counseling and psychotherapy with Asian-Americans: Review of the literature. Journal of Counseling Psychology, 33, 196-206.

Includes a discussion of the diagnosis and assessment on issues of symptom expression, therapist bias, problems with the use of interpreters and problems with the use of tests. Issues in counseling and psychotherapy--client variables, therapist variables, and counseling process and outcome--are also considered.

Quintana, S. M., & Bernal, M. E. (1995). Ethnic minority training in counseling psychology: Comparisons with clinical psychology and proposed standards. Counseling Psychology, 23(1), 102-121.

Evaluates the status of multicultural training in 21 counseling programs approved by the American Psychological Association and compares these programs with 104 clinical psychology programs and to existing standards and recommendations proposed in the literature.

See also:

DIVERSITY ISSUES IN PSYCHOLOGY:

Comas-Diàz, L. (1992).

Reynolds, A. L., & Pope, R. L. (1991).

Vontress, C. E. (1991).

PSYCHOLOGY OF AGING:

Abeles, N., Cooley, S., Deitch, I. M., Harper, M. S., Hinrichsen, G., Lopez, M. A.,
Molinari, V. A. (1997).

Atkinson, D. R. & Hackett, G. (Eds.). (1998).

PSYCHOLOGY OF HUMAN SEXUALITY:

A Selected Bibliography of Lesbian and Gay Concerns in Psychology: An Affirmative Perspective
(1990).

PSYCHOLOGY OF WOMEN:

Greene, B., & Herek, G. M. (1994).

DEVELOPMENTAL PSYCHOLOGY

American Psychological Association. (1995). Lesbian and gay parenting: A resource for psychologists. Washington, DC: Author.

Contains an excellent summary of research findings on lesbian and gay parents and their children, as well as a very detailed annotated bibliography on the topic (i.e., contains full abstracts of research studies and detailed descriptions of books). Very useful for teachers (and students) who want a brief but comprehensive education on issues of lesbian/gay parenting.

D'Augelli, A. R., & Patterson, C. J. (Eds.). (1995). Lesbian, gay, and bisexual identities over the life-span: Psychological perspectives. New York, NY: Oxford University Press.

This book contains 15 chapters that cover the full range of developmental issues for lesbian, gay, and bisexual people. Chapters include multicultural issues, biological and social constructionist views of development, couples and families, adolescents, mid-life, aging, and community issues. The chapter on bisexual identities will be especially useful to those having difficulty finding material on this topic, although bisexuality is addressed in many of the other chapters as well.

Falk, P. J. (1989). Lesbian Mothers: Psychosocial assumptions in family law. American Psychologist, 44, 941-947.

This compelling work explores the relevant issues surrounding homosexuality and motherhood. Falk describes the dominant legal premises and then presents research from the last ten years that has evolved from such assumptions. This review provides the reader with substantial evidence to reexamine and reject myths associated with lesbian mothers. The legalistic writing style and completeness of the literature review on this provocative subject matter would be a useful resource material for discussions of homosexuality, gender roles and societal influences on the development of stigmas.

Gay and Lesbian Parents Coalition International. (Current year). A bibliography on gays and lesbians and their families. Washington, DC: Author.

This organization is very active, with chapters in most states. Many chapters have a speakers bureau and will do guest speaking for classes. Their bibliography is very comprehensive and updated regularly, and much of it is annotated. Also contains information about related organizations and community resources.

Gill, C. (1993, August). Disability identity: Staying whole while straddling two worlds. Paper presentation at the Disabled and Proud: The 1993 gathering of college student leaders with disabilities, Minneapolis, MN.

This presentation addressed the disability identity process and the manner in which persons with disabilities come to know themselves through seeking a sense of community with others with disabilities.

Green, R., Mandel, J. B., Hotvedt, M. E., Gray, J., & Smith, L. (1986). Lesbian mothers and their children: A comparison with solo parent heterosexual mothers and their children. Archives of Sexual Behavior, 15, 167-184.

This article reports results from a comparison study of two types of single parent households with children ages 3-11. Their purpose was to compare children's sexual identity development when living in a father-absent household with either heterosexual or homosexual mothers across ten states. The groups were matched on mother's age and race and children's sex and gender. The mothers completed personality and sex-role inventories by mail. The children were tested with age appropriate Weschler Scales, tests of sexual identity and family relationships, and were interviewed. A substantial amount of qualitative information is reported about the backgrounds of the mothers. Findings from questionnaire and interview with the children indicated that there was no evidence for gender identity disorder of childhood. Daughters displayed a broader range of gender-role behaviors than sons. To some degree, the daughters of lesbian mothers were described as being less feminine in dress, play, activity preferences and aspirations. No differences between the groups for self-concept were reported. This valuable resource would be particularly useful to initiate discussions of sex-roles, gender identity and larger issues of sociopolitical climate for individuals with alternate life styles.

Savin-Williams, R. C. (1990). Gay and lesbian youth: Expressions of identity. New York: Hemisphere.

A good overview of issues facing youth, based on research as well as personal stories. Especially useful for secondary and undergraduate teachers, who are working with this age group.

Stevenson, H. W., & Lee, S. (1990). Contexts of achievement: A study of American, Chinese, and Japanese children. Monographs of the Society for Research in Child Development, 55(1-2), 1-23.

One of the largest and fastest growing ethnic populations in the United States is that of diverse Asian groups. Stevenson and Lee's primary interest was in determining which differences between American, Japanese, and Taiwanese students and parents correlated with the Asian children's higher scores on culturally free achievement tests. However, their monograph also provides useful insight to clinicians, in that respondent parents provided a variety of demographic information including their attitudes toward education, study habits, beliefs about effort and ability, and their abilities to understand aspects of their own child's performance, motivation, and personality. Additionally, the mothers were probed as to what constituted satisfactory performance, what their role was with teachers, and how educational problems were to be handled.

See also:

INTRODUCTION TO PSYCHOLOGY:

Bronstein, P. A., & Quina, K. (1988).

COMMUNITY PSYCHOLOGY:

Griffen, C. W., Wirth, M. J., & Wirth, A. G. (1986).

PSYCHOLOGY OF AGING:

Baltes, P. B., & Graf, P. (1996).

Craik, F. I., & Salthouse, T. A. (Eds.). (1992).

Grambs, J. D. (1989).

Schaie, K. W. (1993).

PSYCHOLOGY OF LEARNING & MEMORY:

Rozin, P., & Fallon, A. E. (1987).

DIVERSITY ISSUES IN PSYCHOLOGY

Division 45 of the American Psychological Association. (1992, July). Chronology of Japanese American history. Focus, 6(2), 10.

This publication provides a historical account of Japanese-Americans from 1868-1946. Brief but specific details outline a comprehensive review of Japanese-Americans' events in chronological order.

Burlew, K.A., McAdoo, D.A., & Azibo, D.A. (1992). African-American psychology: Theory, research, and practice. Newbury Park, CA: Sage.

This book is recognized as the first major study to sample a truly representative cross-section of Blacks in America. Originating in the National Survey of Black Americans (NSBA), contributors discuss specific methodological approaches and measurement techniques used to collect data for this survey. Special attention is paid to cultural influences, and findings from this survey cover the areas of theory, research, and practice, as they are related to African Americans. Topics include relationships with family and friends, community life, religion, work, racial identity, political attitudes and participation, and physical and mental health. The 28 chapters are divided into 5 sections: (1) theory, research, and practice, (2) African American families, (3) African-American children, (4) cognitive measurement issues, and (5) differential approaches in psychology.

Comas-Diáz, L. (1992). The future of psychotherapy with ethnic minorities. Psychotherapy, 29, 88-94.

Integration and pluralism are proposed as immediate and distant changes in psychotherapy with ethnic minorities that will transform the practice of general psychotherapy.

Evans, B. J., & Whitfield, J. R. (Eds.). (1988). Black Males in the United States: An Annotated Bibliography from 1967 to 1987. Washington, DC: American Psychological Association.

This annotated bibliography on the 1988 status of Black males in America will guide the reader through a substantial body of the empirical literature focusing on the Black male. The editors hope that this bibliography will stimulate research activity focused on the critical and pressing issues that affect Black males and help focus attention on these areas as important research, application, and public policy concerns for psychology. They urge researchers to use methodological issues that are sensitive to the ethnic, racial, gender, and cultural context in which human subjects live and to which they adapt.

Friedman, E. G., Kolmar, W. K., Flint, C. B., & Rothenberg, P. (Eds.) (1996). Creating an inclusive college curriculum: A teaching sourcebook from the New Jersey project. New York: Teacher's College Press.

This book stems from a hands-on project from urban and inter-city teachers. It offers various ideas for transforming academic curriculum to increase relevancy to current societal conditions by addressing issues such as gender, race, class, and sexuality. Edited chapters offer poignant examples for specific psychology classes and topics include Introductory Psychology, Psychology of Women, Feminist Psychology, Developmental Psychology, Social Analysis of Difference, Psychoanalytic Theory, and Human Sexuality. Sample syllabi as well as exercises and additional reference lists are provided to supplement recommended textbooks. Issues of pedagogy are examined to help better prepare teachers for incorporating issues of diversity into the classroom.

Goodchilds, J. D. (Ed.) (1991). Psychological perspectives on human diversity in America. Washington, DC: American Psychological Association.

In its history of some 100 years, psychology has moved gradually forward to acknowledge and to investigate a more inclusive view of the diversity of individual and interpersonal human behavior. This book argues that race, ethnicity, gender, and sexual orientation are dimensions (not categories) of the human experience. Diversity issues such as these have elicited fear, moral indignation, and doubt among people in their daily lives. Conflicts arising over different value systems must be solved effectively, by utilizing divergent thinking techniques in order to redefine issues in innovative ways. The editor suggests that societal relationships are greatly affected by this lack of knowledge, thus further complicating sensitive issues. In these pages, five respected psychologists examine four of the dimensions of human experience: race, ethnicity, gender, and sexual orientation. James Jones gives the reader a historical perspective of psychological models of race and indicts the bias that has attended much of psychology's history. Stanley Sue pointedly addresses his discussion of the broad concept of ethnicity to psychologists interested in integrating ethnic minority issues into their teaching, research, and clinical practice. In discussing the "mismeasure of woman" in gender studies, Carol Tavris argues that the "paradox of gender"--the persistent belief that men and women differ in important qualities in spite of the failings of research to settle on what these qualities are--is the result of the continual use of the male as the norm and of the specific behaviors, skills, and qualities that are studied. In the first jointly-presented APA Master Lecture, Linda Garnets and Douglas Kimmel discuss what sexual orientation is relevant to psychology's understanding of people generally, how lesbians and gay men differ from each other, and how the development of gay and lesbian identities is important in a multicultural society.

Hall, C. C. I., Evans, B. J. & Selice, S. (Eds.). (1989). Black females in the Unites States: A bibliography from 1967 to 1987. Washington, DC: American Psychological Association.

In 1989, psychological research had only recently begun to focus on the individual psychological attributes of Blacks in general and Black women in particular. From the mid-1920s through the 1960s, psychological research tended to focus on racial differences in such areas as child-rearing practices, moral development, social attitudes and so forth. Black women were often utilized in research to serve as a comparison group for White women on selected psychological dimensions or they served as subjects in narrowly focused research protocols. By the 1970s and 1980s, psychological research shifted away from the problems experienced by Black women and towards the positive aspects of Black women within a pluralistic society. Black women are uniquely situated to provide researchers with new perspectives on various psychological dimensions. This annotated bibliography on the 1989 status of Black females in America will guide the reader through a substantial body of empirical literature focusing on the Black woman. Various issues include mental health, sexuality, health, and violence. This bibliography is intended to call attention to the use of proper operational procedures in research and to practitioners as they provide mental health services to Black women.

Harvey, C., & Allard, M. J., (1995). Understanding diversity: Readings, cases, and exercises. New York: HarperCollins.

This book provides diversity readings, cases, exercises, and an instructor's manual, geared towards today's diverse workforce. It is designed as a teaching tool for students of industrial and organizational psychology. Multiple workforce settings and cultural perspectives are provided to help readers become aware of the various aspects and viewpoints of diversity issues which face employers. Areas include diversity models, cultural change, managing organizational change, affirmative action, and social, legal, and economic developments. While this book is marketed for teachers and students of industrial and organizational psychology, application of exercises can be extended to lectures such as Introduction to Psychology, Diversity Issues, Psychology of Women, and Disabilities.

Jones, R. J. (1991). Black Psychology. Berkeley, CA: Cobb & Henry.

Black psychologists speak for themselves and the Black community as they examine key elements of Black culture. Intelligence, personality development, and family functioning are representative topics presented in this volume by leading Black psychologists. Of special interest for Black women are works exploring philosophy, assessment, family functioning, counseling, and professionalism. Papers ranging from philosophical to empirical, reveal truths and queries about Black behavior and the application of psychology in the community. Works by Brenda Allen, Linda James Myers, and Wanda Ward, are especially significant as writers attempt to explain the psychological state of Blacks within an environmental context, which creates and reinforces them. The volume is useful for educators and clinicians as revealed by Black social and behavioral scientists.

Keita, G. P., & Peterson, A. C. O., (Eds.). (1996). Blacks in the United States: Abstracts of the psychological and behavioral literature, 1987-1995. Washington, DC: American Psychological Association.

This reference updates two earlier PsychINFO bibliographies (1967-87), on Black males and Black females. The book is comprised of 4 primary sections: (1) selected annotated references, (2) selected citations to other relevant journal articles, (3) citations to dissertation literature, and (4) selected references to books/book chapters. References and citations listed within each of these sections are subcategorized by content area or domain of psychology (e.g., developmental, educational, forensic).

Leong, F. T. L., & Whitfield, J. R. (1992). Asians in the United States: Abstracts of the psychological and behavioral literature, 1967-1991. Washington, DC: American Psychological Association.

Asian Americans are not a homogeneous group. They represent people from China, India, Japan, Korea, Pakistan in addition to many others. The common psychological problem faced by most Asian Americans has been their adjustment into American society. However, some Asian Americans have made a smooth transition into American life. This poses a problem because psychologists sometimes view the latter group as the "model minority" and neglect accounting for the troubled Asian Americans who do not assimilate as well. This annotated bibliography provides scientific information on psychological concerns of Asian Americans in the U.S. and focuses on the psychological and behavioral aspects of some Asian ethnic groups.

Lopez, G. E., Saler, R. E., & Jenkins, S. M. (1991). Teaching people: Multicultural education in psychology. Paper presented at the 99th Annual Convention of the American Psychological Association, San Francisco, CA.

This is an excellent resource of descriptions of subject matter, language and classroom structure ideas to use in the design of a multiculturally aware course. Several of the references from the reference list are annotated in other sections of this document.

Marin, G., Kennedy, S., & Boyce, B. C. (1987). Latin American Psychology: A guide to research and training. Washington, DC: American Psychological Association.

Latin American psychology is often overlooked by U.S. psychologists. It is for this reason that this guide was created. This guide serves to connect American psychologists with a host of contacts and programs throughout Latin America in order to recognize and utilize developments in the traditional areas as well as in community, health, environmental, and social psychology. It should also facilitate the access to information by providing names, addresses, and phone numbers of Latin American psychologists and universities.

Matsumoto, D. (1998, May-June). Culture, emotion, and the teaching of psychology. Psychology Teacher Network, 2-8.

This article discusses the scientific philosophy of cross-cultural psychology. It is important to understand and teach students that the research process is biased by many factors. The author addresses the role of cross-cultural psychology in rethinking our psychological models, theories, findings, and understanding of people. Using cross-cultural studies on facial expressions, this article offers valuable information to help students apply this scientific philosophy for understanding emotions and the relativity of truth.

Olmedo, E. L., & Walker, V. R. (Eds.). (1990). Hispanics in the United States: Abstracts of the psychological and behavioral literature, 1980-1989. Washington, DC: American Psychological Association.

As one of the largest minority groups, Hispanics have gained political and cultural force in the U.S. Despite their rise in population, Hispanics are experiencing various social and cultural problems. Studies indicate high incidences of substance abuse and mental illness among Hispanics. This leaves them in need of social services. However, with insensitive treatment models and other cultural gaps, Hispanics remain facing a plethora of psychosocial issues. As a result, the APA has actively participated in addressing issues of concern to ethnic minority groups such as Hispanics. By opposing "English only" legislation and funding graduate fellowship programs, the APA deals with the issues of race, culture, and ethnicity within the context of psychology. This annotated bibliography expands the scientific literature on Hispanics in the United States. It should help researchers, teachers, students and practitioners in understanding the psychology of Hispanics in the U.S.

Reynolds, A. L., & Pope, R. L. (1991). The complexities of diversity: Exploring multiple oppressions. Journal of Counseling and Development, 70, 174-180.

A brief article that discusses the intersection of sexual orientation (including bisexuality) with race, ethnicity, class, and gender. Makes an important point about the overlap of different kinds of diversity and the importance of considering integrated identities. Although written for counselors, the article is easy to understand and widely applicable.

Smith, W., Burrew, K., Mosley, M., & Whitney, W. (Eds.). (1979). Reflections on black psychology. Washington, DC: University Press of America.

At the time of this book's release, few books had been written solely about Black psychology. Though others are available today, this book was one of the first to devote entire sections to topics such as the Black child, Black youth, Black elderly, and research issues. Additionally, this book examines issues affecting Black people, such as the effect of television on the Black child and the influence of Africa on Black psychology that are still salient today. This book is suitable for adoption at several levels, including high school, undergraduate and graduate, as well as for both academicians and the general public.

Suinn, R. M. (1992). Reflections on minority developments: Asian American perspective. Professional Psychology: Research and Practice, 23(1), 14-17.

Reviews ethnic minority developments in professional organizations, tracing the context of the author's personal life experiences. Asian-American issues are shared, along with the experiences relating to minority identity and the evolution of minority programs in the APA.

Trickett, E. J., Watts, R. J., Birman, D. (Eds.) (1994). Human diversity: Perspectives on people in context. San Francisco: Jossey-Bass.

This book draws upon both differences and similarities across various groups with a recurring theme for understanding a common cause rooted in historical, cultural, and socio-political contexts. Leading scholars share their paradigm and conceptual frameworks on various aspects of human diversity. Edited chapters address a wide range of issues relevant to not only ethnic minorities, but also gays and lesbians, the disabled, and women. By highlighting concepts including oppression, intergroup dynamics, culture, and identity, this book provides an appreciation and understanding of diversity. Approaches to the research process as well as the practical/application for developing a psychology of diversity are discussed.

Trimble, J. E., & Bagwell, W. (Eds.). (1995). North American Indians and Alaska Natives: Abstract of the psychological and behavioral literature, 1967-1994. Washington, DC: American Psychological Association.

Although Native American Indians and Alaskan Natives possess a long and rich history, it is their diversity that sets them apart from the norm. As their population has decreased from in the millions at one time to only a several hundred thousand presently, so too has their quality of life. Their hardships are not only economically and socially based, but also involve mental and behavioral challenges. This results in a much higher suicide rates and substance abuse problems that are widespread among the Native American Indians and Alaskan Natives. Fortunately, the APA has implemented and facilitated programs to promote the awareness of these problems and assist in ameliorating behavioral and mental health problems in North American Indian and Alaska Native communities. This annotated bibliography contains entries from both the United States and Canada regarding the epidemiology, etiology, and causal factors associated with common behavioral problems in this group.

Uba, L. (1994). Asian-Americans: Personality patterns, identity, and mental health. New York: Guilford Press.

Due to the increasing population of Asian Americans, there is a greater need for an in-depth understanding of the experiences of this population. This book recognizes the different and distinct Asian-American groups (i.e., Chinese, Japanese, Korean, etc.), and how varying historical experiences have impacted their daily lives and current situations. In addition, this book examines the influences of culture and effects of acculturation on the Asian-American population. These factors affect personality development, mental health, and their utilization of mental health services. In order for professionals to effectively serve this population, it is necessary to understand their lifestyles and the effect it has on their mental health .

Whitten, L. A. (1993). Managing student reactions to controversial issues in the college classroom. Transformations, Spring, 30-43.

Notions about race and culture different from their own may be threatening for some students. This article offers practical strategies to recognize and move beyond such reactions by discussing appropriate classroom behavior, emotional expression and interpersonal interaction.

See also:

INTRODUCTION TO PSYCHOLOGY:

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1997, December).

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, January).

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, March).

Brown, L. S. (1989).

Ford, T. E., Grossman, R. W., & Jordan, E. A. (1997).

Massachusetts Developmental Disabilities Council. (1990) and (1992).

Schweder, R.A., & Sullivan, M. A. (1993).

Whitten, L. A. (1993).

ABNORMAL PSYCHOLOGY:

King, J., Beals, J., Manson, S.M., & Trimble, J.E. (1992).

Kirmayer, L. J. (1991).

Kleinmare, A. (1986).

LaDue, R.A. (1991).

Moncher, M.S., Holden, G.W., & Trimble, J.E. (1990).

Phillips, F. B. (1990).

COGNITIVE PSYCHOLOGY:

Trimble, J. E. (1990).

DEVELOPMENTAL PSYCHOLOGY:

American Psychological Association. (1995).

Stevenson, H. W., & Lee, S. (1990).

INTRODUCTION TO COUNSELING & THERAPY:

Boyd-Franklin, N. (1989).

Leong, F. T. L. (1986).

Quintana, S. M., & Bernal, M. E. (1995).

PSYCHOLOGY OF AGING:

Atkinson, D. R. & Hackett, G. (Eds.). (1998).

Yeo, G., & Gallaher-Thompson, D. (Eds) (1996).

See also (cont.):

PSYCHOLOGY OF WOMEN:

Almquist, E. M. (1989).

DeFour, D. C., & Paludi, M. A. (1991).

Madden, M. E. & Hyde, J. S. (1998, March).

Timberlake, A., Cannon, L. W., Guy, R. F., & Higginbotham, E. (1991).

Weber, L. (1998, March).

RESEARCH AND MEASUREMENTS IN PSYCHOLOGY:

Graham, S. (1992).

Guthrie, R. V. (1998).

HEALTH PSYCHOLOGY

Mitchell, D. T., & Snyder, S. L. (Eds.). (1997). The body and physical differences: Discourses of disability. Ann Arbor: The University of Michigan Press.

This book contains a collection of essays that explore the range of current disability theory and research.

Rosen, S. L. (1985, Fall). Dependency. The Disability Rag, 24-26.

This article focuses upon the role of dependency in the lives of persons with disabilities. In particular, this piece addresses the misperceptions of all persons with disabilities as dependent in addition to the reality that many individuals with disabilities must depend upon assistance for survival.

Shilts, R. (1987). And the band played on: Politics, people, and the AIDS epidemic. New York: St. Martin's Press.

Chronicles the discovery of AIDS by the Centers for Disease Control, the failure of blood banks to take appropriate precautions, etc.

Treichmann, R. B. (1980). Spinal cord injuries: Psychological, social, and vocational adjustment. New York: Pergamon Press.

This book explores adjustment to spinal cord injury on numerous levels. Specifically, psychological factors, social factors, sexuality issues, and a review of research examining the adjustment process are presented.

Wright, B. A. (1983). Physical disability: A psychosocial approach. New York: Harper and Rowe Publishers.

This book comprehensively reviews the disability experience from a psychosocial perspective. Chapters focus upon societal attitudes and behaviors towards persons with disabilities, differences among different types of disabilities based upon the nature of the disability and the age in which the disability was acquired, and environmental barriers that exist for persons with disabilities.

See also:

INTRODUCTION TO PSYCHOLOGY:

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, February).

Committee on Lesbian and Gay Concerns. (In Press).

PSYCHOLOGY OF AGING:

Friend, R. A. (1991).

Schaie, K. W. (1993).

PSYCHOLOGY OF WOMEN:

Krotoski, D. M., Nosek, M. A., & Turk, M. A. (1996).

PSYCHOLOGY OF HUMAN SEXUALITY

Committee of Lesbian and Gay Concerns. (1990). A Selected Bibliography of Lesbian and Gay Concerns in Psychology: An Affirmative Perspective. Washington, DC: American Psychological Association.

Entries are grouped under the following topical categories: general reading, lesbian and gay identity, lesbian and gay development, crucial issues in adaptation, psychotherapy and counseling and Acquired Immune Deficiency Syndrome (AIDS) and HIV disease. For copies of publications or for further information, write the Committee on Lesbian and Gay Concerns. American Psychological Association, 750 First Street NE, Washington, DC 20002.

Croteau, J., & Bieschke, K. (Eds.). (1996). Vocational issues of lesbian women and gay men [Special issue]. Journal of Vocational Behavior, 48(2).

This issue contains many excellent articles on lesbian/gay career issues, including articles on theory, the state of existing research, psychometric issues, and career interventions. Individual articles could be used as course readings in specialized topics.

Diamant, L. (Ed.). (1993). Homosexual issues in the workplace. Washington, DC: Taylor and Francis.

Contains chapters on lesbians/gays in a wide variety of professions and occupations, including education, the military, religion, etc. Also has general chapters on discrimination in the workplace and legal issues. An excellent resource for information regarding particular jobs or occupations.

Diamant, L., & McAnulty, R. D. (Eds.) (1995). The psychology of sexual orientation, behavior, and identity: A handbook. Westport, CT: Greenwood Press.

A clinically-oriented handbook that focuses on sexual development and behavior. Includes sections on theoretical explanations of sexual orientation, sexual dysfunctions in nonclinical populations, clinical disorders of sexual behavior and identity, and sexual orientation and social issues (including chapters on cultural diversity, religion, disability, the military, gender roles, aging, disease, and legal issues). Most chapters present rather advanced material, but the book is useful for those wanting to obtain a solid, scientific grounding in issues related to sexual development, sexual behavior, and sexual pathology.

Dion, K. K., & Dion, K. L. (1993). Individualistic and collectivistic perspectives on gender and the cultural context of love and intimacy. Journal of Social Issues, 49, 53-69.

Examines the impact of individualism and collectivism on cultural perspectives on love and close relationships by comparing two individualistic societies (the U.S. and Canada) with three collectivist societies (China, India, and Japan). Also considers the relationship between gender and love in individualistic and collectivist cultures. The authors examine three propositions: (a) romantic love is a more important basis for marriage in individualist than in collectivist cultures; (b) psychological intimacy is more important to marital satisfaction and personal well-being in individualistic societies than in collectivistic societies; and (c) certain aspects of individualism can make the development of intimacy problematic. A thought-provoking article and one that addresses an issue of interest to most college undergraduates.

Greene, B., & Herek, G. M. (1994). Lesbian and gay psychology: Theory, research, and clinical applications. Thousand Oaks, CA: Sage Publications.

This is the first volume in the new book series entitled *Psychological Perspectives on Lesbian and Gay Issues*, published by Division 44 of APA. The series is designed to provide an outlet for up-to-date literature in lesbian/gay psychology. This volume contains chapters covering a variety of issues, including some interesting topics not covered in other books, for example: the feminist movement and sexual orientation; boundaries in therapist-client relationships; lesbian physical appearance and body image; measuring internalized homophobia; and children of the lesbian baby boom. The chapters are research based and readable and would serve as good course readings on specific advanced topics.

Strong, B., & DeVault, C. (1992). Bibliography: Marriage, Family and Ethnicity. In instructor's manual for B. Strong & Christine DeVault, The marriage and family experience. St. Paul, MN: West.*

Strong, B., & DeVault, C. (1994). Ethnicity and Sexuality: A Bibliographic Essay. Instructor's resource book for B. Strong & C. DeVault, Human sexuality. Mountain View, CA: Mayfield.*

*These bibliographies can be requested directly from Bryan Strong, 13 North Oak Avenue, Felton, CA 95018-9003 (e-mail bartleby@cats.usc.edu).

Tucker, N. (Ed.). (1995). Bisexual politics: Theories, queries, and visions. New York: Haworth Press.

Although not exclusively psychological in nature, this book is one of the newest books out on bisexuality, and provides a good introduction to the issues. Some of the articles contained in it would make good course readings.

Woodruff, B. (1994). Including gay, lesbian, and bisexual students on campus (pp. 1-7). Statesboro, GA: Office of Teaching Resources in Psychology. Available: OTRP-Online via <http://www.teachpsych.org>.

Provides an annotated short reading list on the ontogeny of human sexual orientation and inclusivity on campus.

See also:

INTRODUCTION TO PSYCHOLOGY:

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, April).

PRINCIPLES OF PSYCHOPHYSIOLOGY:

Bell, A. P., Weinberg, M. S., & Hammersmith, S. K. (1982).

Ellis, L., & Ames, M.A. (1987).

PSYCHOLOGY OF WOMEN:

Boston Lesbian Psychologies Collective (Eds.). (1987).

Rich, A. (1980).

INTRODUCTION TO PSYCHOLOGY

Adams, M. (Ed.). (1992). Promoting diversity in college classrooms: Innovative responses for the curriculum, faculty, and institutions. In R.J. Kenges & M.D. Svinicki (Eds.), New directions for teaching and learning: Vol. 52. San Francisco: Jossey-Bass.

How to teach diverse students at the post-secondary level.

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1997, December). Including enough diversity in your classes? APA Monitor, 28(12), 30.

This brief article discusses how to begin discussing diversity issues in introductory psychology courses. Barriers to discussing diversity topics are addressed and comprehensive guidelines are suggested to help introductory psychology instructors teach material inclusive of prejudice and discrimination, disability, ethnicity, sexual orientation, culture, and ageism. Appropriate classroom exercises and resources are offered.

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, January). Talking about prejudice can be a powerful teaching tool. APA Monitor, 29(1), 32.

The ways in which the delicate issue of prejudice can be taught in introductory psychology courses are offered in this piece. Specific suggestions are given about how prejudice and discrimination can be discussed during the teaching of classical conditioning, memory, social perception, and development. Class exercises are listed for each of these psychology topic areas. Further references are included.

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, February). Disability as diversity: A guide for classroom discussion. APA Monitor, 29(2), 31.

Incorporating disability as a diversity topic in introductory psychology classes is discussed within this article. Specifically, viewing disability as a socially defined experience versus labeling individuals by medical diagnoses is explored. It is proposed that disability can be discussed when teaching about research methods and design, health psychology, and social perception. Classroom exercises are offered and suggested readings are included.

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, March). Enriching the focus on ethnicity and race. APA Monitor, 29(3), 43.

This article focuses on the importance of addressing race and ethnicity in introductory psychology courses. It emphasizes the importance of helping students to understand the complexity of the terms "racism," "prejudice," "race," and "ethnicity." Discussion guidelines for reviewing these terms are provided. The power of labeling individuals of varying ethnic backgrounds is reviewed. Suggestions for teaching about race and ethnicity within class material pertaining to health psychology and intelligence testing are provided along with relevant classroom exercises. Further resources are listed.

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, April). Sexual orientation issues can be easily integrated into many classes. APA Monitor, 29(4), 39.

This piece discusses the growing psychological resource base of material on the experiences of lesbian, gay, and bisexual (LGB) people and suggests that it can be quite easy to integrate this information into introductory psychology courses. Specific ideas and classroom exercises are proposed for discussing LGB individuals when teaching research methods in psychology, biopsychological topics, developmental domains, and social-emotional areas. Additional references are provided.

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, May). Tips for incorporating culture in class. APA Monitor, 29(5), 39.

Including cross-cultural issues within introductory psychology courses is explored and specific teaching suggestions and classroom exercises are provided. Addressing the misconceptions about culture that students may maintain is thought to be of great importance. Specifically, students may interpret cultural variations from their own culture as odd and hard to understand. Similarly, students may have difficulties seeing how culture fits into a group's economic, political, and kinship systems. Discussing these misunderstandings is suggested to be the doorway to discussing cultural issues. This piece also addresses the importance of "bringing culture home" and helping students to examine their own cultural assumptions and expectations. Finally, ideas about relevant material on culture to emphasize in the classroom are given. Further resources are listed.

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, June). Sparking discussion on gender in your class. APA Monitor, 29(6), 40.

This article explores the ways in which gender can be discussed within introductory psychology courses. The growth of the psychological literature on women is acknowledged. The importance of exposing students to the history of female psychologists who may have been left out of discussions of the history of psychology is emphasized in addition to the significance of having students question how gender is addressed in their textbook. Accordingly, it is suggested that using classroom debate to encourage lively discussions of gender issues in psychology can help to empower students. Additional references are included.

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, August). Integrating aging into introductory psychology. APA Monitor, 29, (8), 46.

Students often have misunderstandings and stereotypes about older adults. This article provides useful tips for helping students dispel myths surrounding the aging process. Demographic information is briefly outlined to help frame a useful understanding about the aging population in America. Quality of life issues are discussed along with problems stemming from severe memory loss, such as Alzheimer's disease. Information about racial, ethnic, cultural, and class backgrounds of the elderly is briefly discussed. A series of classroom exercises are offered that range from in-class activities to out-of-class projects that involve students interacting with older adults to help dispel stereotypes. The positive slant to the article helps students consider the aging process as less threatening and a period in life with many potential rewards. A list of useful references and resources to facilitate classroom instruction is provided at the end of the article.

Aronson, E., & Bridgeman, D. (1979). Jigsaw groups and the desegregated classroom: In pursuit of common goals. Personality and Social Psychology Bulletin, 5, 438-446.

This dated but relevant work identifies classroom climate as a powerful element in the education of the student. Aronson and Bridgeman point out the education process involves students in a competitive quest for attention from the educator. This competition is viewed as dysfunctional in that it projects the students as challengers to the educator's attention despite the caliber of the learning activity (i.e., from passive viewing of a movie to the raising of one's hand to the one called on to give a response). The authors state that this dysfunctional competition may exacerbate any prejudices between the students. The authors provide substantiation of this conclusion with the presentation, in review format, of classroom studies across all levels of education. The jigsaw technique and other cooperative techniques are described at the end of the article.

Benjamin, L. T. (1991). Personalization and active learning in the large introductory psychology class. Teaching of Psychology, 18, 68-74.

Benjamin enumerates several leading methods to promote a personal contact with students in the context of historical and current research. He comments on his personal application of several of the techniques. In his listing, he also highlights the value of those methods in the production of active learning of material which students can relate to the psychological content.

Border, L. L. B., & Ban Note Chism, N. (Eds.). (1992). Teaching for diversity. In R.J. Kenges & M.D. Svinicki (Eds.), New directions for teaching and learning: Vol. 49 (pp. 102-115). San Francisco: Jossey-Bass.

Provides a list of journal articles and videos which should help promote the incorporation of diversity issues into the classroom. Also discusses how several programs (such as Harvard and Stanford) were successful in developing multiple points of view in the classroom.

Bronstein, P. A., & Quina, K. (1988). Teaching a psychology of people. Washington, DC: American Psychological Association.

This book is full of resources for teachers of psychology, including ideas for a multicultural approach to specific courses such as introductory psychology, abnormal psychology, and developmental psychology. Currently under revision. Look for second edition.

Brown, L. S. (1989). New voices, new visions: Toward a lesbian/gay paradigm for psychology. Psychology of Women Quarterly, 13, 445-458.

This article discusses three issues that constitute reality for lesbian/gay people--marginalization, biculturalism, and normative creativity--and explores ways in which psychology might be different if the experiences of lesbian/gay people were made central in theory, research, and practice. Eloquent, accessible, affirmative, and eye-opening, this should be required reading in any psychology course.

Committee on Lesbian and Gay Concerns. (In press). A selected bibliography of lesbian and gay concerns in psychology: An affirmative perspective. Washington, DC: American Psychological Association.

This is the most comprehensive bibliography published by APA on lesbian/gay concerns. Just now being updated (from a 1990 version), it contains (non-annotated) listings of articles and books covering all aspects of lesbian/gay psychology--identity and coming out, legal and civil rights, discrimination, mental health issues and psychotherapy, health and HIV/AIDS, workplace issues, parenting and children, adolescence, aging, cultural diversity, spirituality and religion, and lesbian/gay communities. An excellent compendium of the most important and readable material on lesbian/gay issues.

Committee on Lesbian and Gay Concerns. (1991). Avoiding heterosexual bias in language. American Psychologist, 46, 973-974.

A brief guide to language issues in incorporating lesbian/gay concerns into psychological work.

Fine, M., & Asch, A. (1988). Women with disabilities: Essays in psychology, culture, and politics. Philadelphia: Temple University Press.

This book includes a collection of writings by women with disabilities which explore issues related to the disabled female social role, career identity, disability community, politics, and relationships.

Ford, T. E., Grossman, R. W., & Jordan, E. A. (1997). Teaching about unintentional racism in introductory psychology. Teaching of Psychology, 24(3), 186-188.

This article discusses a case study designed to promote awareness regarding unintentional discrimination. Students participating in the study read and discussed a scenario regarding a White professor and an African-American student. The exercise helps students learn concepts of aversive racism and the cognitive processes involved. Strategies for dealing with the emotional intensity of such discussions, as well as possible suggestions for future curriculum are also discussed.

Gappa, J. M., & Pearce, J. (1981). Sex and gender in the social sciences: Reassessing the introductory course. Washington, DC: American Psychological Association.

This report, funded by the Women's Educational Equity Act Program, was designed to encourage the integration of women's scholarship into the introductory courses in psychology, microeconomics, and sociology. Relevant here is the section on the introductory psychology course developed by Nancy Felipe Russo and Natalie Malovich. This highly accessible resource offers relevant content and discussion topics about women and women's issues for all curriculum areas in psychology. Although the resource is now dated, many of the examples and discussion topics could be adapted for a focus on people of color.

Massachusetts Developmental Disabilities Council. (1990). Disability and diversity: An annotated Bibliography (1st ed.). Boston, MA: Massachusetts Developmental Disabilities Council.

This 35-page annotated bibliography offers a listing of resources ranging from adoption, cultural competence, cultural values, family, and model programs. This bibliography, however, does not provide complete references for all of its materials.

Massachusetts Developmental Disabilities Council. (1992). Disability and diversity: An annotated Bibliography (3rd ed.). Boston, MA: Massachusetts Developmental Disabilities Council.

This 84-page updated, annotated bibliography offers a listing of resources ranging from adoption, cultural competence, cultural values, family, and model programs.

Matsumoto, D. (1994). People: Psychology from a cultural perspective. Pacific Grove, CA: Brooks/Cole.

This inexpensive textbook can be used immediately as a supplement to the regular textbook in Introductory Psychology and other psychology courses. As stated in the Preface to the book, "This book is intended for use as a supplemental textbook in introductory psychology courses and, in some cases, as a primary text in lower-division cross-cultural psychology courses. By reviewing cross-cultural research literature in nine popular areas of psychology, this text challenges much of the knowledge that is typically presented in larger, more traditional introductory psychology texts and courses. As a supplement, this text presents a much more detailed discussion of the issues than would be possible in a traditional psychology text."

Slife, B. (1994). Taking sides: Clashing views on controversial psychological issues (8th ed.). Guilford, CT: Dushkin Publishing Group.

Critical thinking skills are a significant component of a meaningful education, and this book is specifically designed to stimulate critical thinking and initiate lively and informed dialogue on psychological issues.

Watts, R. J. (1992). Elements of a psychology of human diversity. Journal of Community Psychology, 20, 116-131.

This article reviews four perspectives: population-specific psychologies, sociopolitical perspectives, cross-cultural psychology, and ecological psychology. After a general discussion of the views which are informative for any area of psychology, specific implications for research, action, and theory in community psychology are discussed.

Whitten, L. A. (1993). Infusing Black psychology into the introductory psychology course. Teaching of Psychology, 20, 13-21.

Offers a model for integrating Black psychology with the more traditional introductory psychology curriculum. Suggestions include a lecture outline, small-group activities, and curriculum resources. The presented model can also be adapted for topic areas such as psychology of women, disability, or other underrepresented groups.

LEARNING AND MEMORY

Bernal, M. E. (1991). Ethnic identity and adaptation of Mexican American youths in school settings. Hispanic Journal of Behavioral Sciences, 13(2), 135-154.

Reviews the research on school performance and attrition in Mexican-American youths, emphasizing the manner in which their socialization as ethnic minority group members affects their psychological adaptation in schools.

Cole, M., Gay, J., Glick, J., & Sharp, D. (1971). The cultural context of learning and thinking. New York: Basic Books.

Examines the relation between culture and cognitive development among the members of the Knelle tribal group in Western Africa.

Rozin, P., & Fallon, A. E. (1987). A perspective on disgust. Psychological Review, 94, 23-41.

The article offers a review of how the emotion, disgust, is learned and generalized. The authors contend that disgust is an emotion acquired through Pavlovian conditioning as from interactions with objects deemed disgusting in one's culture. The authors identify five theoretical perspectives to the development of disgust, including "animalness," spoilage, distance from humans, taboo objects, and the primary disgust object, feces. The authors offer a variety of illustrations from developmental research and different cultures to support their key ideas. They also explore specific examples of disgust as weakening in certain contexts (e.g., mothers being less disgusted by the feces of their own children). The authors do not extend disgust beyond physiological concerns into disgust as the basis for stereotyped beliefs about others. Finally, the authors recommended disgust as a relatively easy emotion to research.

See also:

COGNITIVE PSYCHOLOGY:

- Berlin, B., & Kay, P. (1969).
- Boykin, A. W., & Allen, B. A. (1991).
- Goldstein, K. M., & Blackman, S. (1978).

PSYCHOLOGY OF LEARNING & INSTRUCTION:

- Aune, E. (1991).
- Bruck, M. (1987).

LEARNING DISABILITIES AND TEACHING

Aune, E. (1991). A transitional model for postsecondary-bound students with learning disabilities. Learning Disabilities Research and Practice, 6, 177-187.

Many colleges have students with learning disabilities enrolled in their programs. It is likely that many of these students will not succeed, not because they are unmotivated or unable and not because they do not experience caring and excellent professors. They fail in college because they were not prepared for college while in high school. This article explores how students with learning disabilities should be prepared for college.

Bruck, M. (1987). The adult outcomes of children with learning disabilities. Annals of Dyslexia. Baltimore, MD: The Orton Dyslexia Society.

Children with learning disabilities grow up. Their learning disabilities do not go away once they become adults. This article examines what happens to students with learning disabilities after they leave basic education, focusing on students who were not effectively educated. Bruck argues that schools (basic and higher education) must carefully and directly prepare students with learning disabilities for productive futures.

Deshler, D. D., Schumaker, J. B., Alley, G. R., Warner, M. M., & Clark, F. L. (1983). Learning disabilities in adolescents and young adult populations: Research implications (Part III). Focus on Exceptional Children, 15/9, 1-14.

This two-part series uses data to list and explain the characteristics of adolescents and adults with learning disabilities. The authors sort out characteristics into a series of useful categories.

Mangrum, C. T., & Strichart, S. S. (1989). College and the learning disabled student: A guide to program selection, development, and implementation. Orlando, FL: Grune & Stratton.

This is the Bible! The authors have compiled considerable general information on learning disabilities and programs. Additionally, the book is full of suggestions for college faculty.

Nelson, J. R., Dodd, J. M., & Smith, D. J. (1990). Faculty willingness to accommodate students with learning disabilities: A comparison among academic divisions. Journal of Learning Disabilities, 23, 185-189.

These authors discuss faculty attitudes related to students with learning disabilities. They identify and examine unfounded stereotypes and suggest that faculty perceptions and expectations are ubiquitous.

Rogan, J. (1993). The Alternative Learners Project, College Misericordia's program for students with learning disabilities, Preventing School Failure. Fall Edition.

This article discusses how Pennsylvania's "model" program deals with students with learning disabilities.

See also:

DIVERSITY ISSUES IN PSYCHOLOGY:

Lopez, G. E., Saler, R. E., & Jenkins, S. M. (1991).

Whitten, L.A. (1993).

PSYCHOLOGY OF WOMEN:

Krotoski, D. M., Nosek, M. A., & Turk, M. A. (1996).

Madden, M. E., & Hyde, J. S. (1998, March)

See also (cont.):

RESEARCH AND MEASUREMENT IN PSYCHOLOGY:

Graham, S. (1992).

Guthrie, R. V. (1998).

SOCIAL PSYCHOLOGY:

Smith, P. B., & Bond, M. H. (1993)

Woodruff, B. (1994).

PERSONALITY

Azibo, D. A. (1990). Treatment and training implications of the advances in African personality theory. The Western Journal of Black Studies, 14, 53-65.

The author presents the view that the African personality should be conceptualized as distinct. The "Black" identity literature can be developed further once this is accepted. Several instances of sociopolitical enslavement resulting from the use of a Eurocentric view point are presented along with evidence for their validity. Incidents that discredit the Black culture and history as legitimate are given--mainly in terms of psychiatric misdiagnoses. Azibo lists training implications for non-Africans and African psychological workers.

Azibo, D. A. (1991). Towards a meta-theory of the African personality. The Journal of Black Psychology, 17, 37-45.

The author presents the issue of an African personality from a biogenetic point of view. In doing this, he points out the advanced level (i.e. Meta-theory) of conceptualization of being Black based on their diverse social existence. The process and criteria of theory formulation are also presented in this article.

Enns, C. Z. (1989). Toward teaching inclusive personality theories. Teaching of Psychology, 16, 111-117.

A good place for the novice to start. Enns provides a pedagogical rationale for incorporating non-traditional content into undergraduate personality course.

Wilson, M. L. (1984). Female homosexuals' need for dominance and endurance. Psychological Reports, 55, 79-82.

This article describes an investigation of personality types between hetero- and homosexual females. It is dated and seems to have been designed to address a paucity of psychological theories to describe sexual orientations. The premise of this study was to find a profile pattern for an extremely diverse group. Despite this antiquated idea, some of the findings reported in the article are of merit to the Psychology Educator. First, pathonomic indicators on the Edward's Personal Preference Indicator were found for either group, and the group of homosexual females had profiles with elevations of the Dominance and Endurance needs typically found in males. Discussions of personality measures, utility of personality measures, research findings and socio-political implications of alternate life styles could be prompted with this reading source.

PSYCHOPHYSIOLOGY

Bell, A. P., Weinberg, M. S., & Hammersmith, S. K. (1982). Sexual preference: Its development in men and women. Bloomington, Indiana: Indiana University Press.

This book lists the conclusions from an analysis of a data base of information gathered using a structured interview with heterosexual and homosexual men and women (non-clinical samples, 979 homosexual and 477 heterosexual men and women living in the San Francisco Bay Area in 1969-70). This atheoretical work has a chapter for major issues relevant to the development of a homosexual or a heterosexual preference in males and females. Path analysis was conducted to determine statistically some of the causal elements related to each issue. Although dated, this work serves as a good source of references in this area, and the atheoretical methodological approach provides the reader with much information.

Ehrhardt, A. A., and Meyer-Bahlburg, H. F. L. (1981). Effects of prenatal sex hormones on gender-related behavior. Science, 211, 1312-1318.

This review of research discusses the effects of prenatal sex hormones on four areas: gender identity, sex-dimorphic behaviors, sexual orientation, and cognitive sex differences. Gender identity was found to track a person's sex of rearing regardless of hormonal influences. Prenatal androgenization of genetic females does have effects on sex-dimorphic behaviors, increasing energy expenditure and decreasing parenting rehearsal (doll play). Fetal nonandrogenization of genetic males was typically found to result in feminine patterns of sex-dimorphic behaviors. Progesterone and estrogen were found to act as androgen antagonists, though confounding variables cast doubt on these findings. Prenatal hormones were found NOT to determine sexual orientation or to have demonstrated cognitive effects, though subtle effects in each area have not been ruled out.

Ellis, L., & Ames, M. A. (1987). Neurohormonal functioning and sexual orientation: A theory of homosexuality-heterosexuality. Psychological Bulletin, 101, 233-258.

This article briefly traces the history of explanations of sexual orientation, from religious dogma to social experiences to genetic and physiological explanations, before presenting an explanation based on prenatal hormonal and neurological determinants. The authors discuss a number of candidates, but most importantly, point out that genetic gender does not always coincide with gender identity. For example, 5-reductase deficiency in genetic males produces genitals which appear female, but has no effect on the masculinization of the brain. Individuals with this deficiency are typically reared as females, but show a sexual orientation congruent with their genetic sex. The authors identify five dimensions of sexuality; genetic, genital, nongenital morphological (breasts, muscle mass, fat distribution), neurological (hypothalamic differences) and behavioral. This identification in combination with examples such as the one given above effectively demonstrate the complexities of sexual orientation, as well as the fact that there remains much we do not understand about the causes.

Krieger, D. T., & Hughes, J.C. (1980). Neuroendocrinology: The interrelationships of the body's two major integrative systems in normal physiology and in clinical disease. Sunderland, Massachusetts: Sinauer Associates, Incorporated.

The breadth of coverage in this book warrants its ownership by any educator teaching physiological psychology and related topics. Chapters are written by primary researchers in that area. The chapter topics range from "The Hypothalamus and Neuroendocrinology" to "Hormonal Changes in Stress and Mental Illness." The book is a valuable resource of physiological information for lecture preparations and supplemental reading assignments.

LeVay, S. (1991). A difference in hypothalamic structure between heterosexual and homosexual men. Science, 253, 1034-1037.

The interstitial nuclei of the anterior hypothalamus (INAH) 1, 2, 3 and 4 were measured in forty-one subjects at routine autopsies performed on individuals who died at seven metropolitan hospitals in New York and California (18 homosexual men, 1 bisexual, 6 heterosexual women, 16 heterosexual men). The mean ages of the groups ranged from 38.2 to 41.2 years; twenty-six of these individuals died of AIDS. INAH3 was found to be larger in the group of heterosexual males as compared to heterosexual females, and, larger in size compared to the group of homosexual males. A biological substrate of sexual orientation is therefore implied, specifically that INAH3 is dimorphic not with sex but with sexual orientation. This is an excellent resource for brain anatomy and sexual behavior lectures. It may serve as a prompt to discussions about what neurotransmitters may potentially be involved, and, potential variables that may influence the covariance between INAH3 and sexual orientation.

RESEARCH AND MEASUREMENT IN PSYCHOLOGY

Bernal, G. (1995). Ecological Validity and Cultural Sensitivity for Outcome Research: Issues for the Cultural Adaptation and Development of Psychological Treatments with Hispanics. Journal of Abnormal Child Psychology, 23(1), 67-82.

Provides a culturally sensitive perspective to treatment outcome research as a resource to augment the ecological validity of treatment research. The relationships among external validity, ecological validity, and culturally sensitive research are reviewed.

Chittenden, E. (1991). Authentic assessment, evaluation, and documentation of student performance. In V. Perrone (Ed.), Expanding Student Assessment. Alexandria, VA: Association for Supervision and Curriculum Development.

Students with learning disabilities need to be understood but traditional forms of psychoeducational assessments have failed to help teachers understand students with learning disabilities, and maybe have even failed all students. The author suggests that assessments which are performance-based are far more valuable than traditional paper and pencil tests.

Graham, S. (1992). Trends in published research on African Americans. American Psychologist, 47(5), 629-639.

Numerous challenges are associated with the study of African Americans. Six APA journals were analyzed to determine the representation of African American research and the topics of these studies between 1970-1989. Graham suggests there has been a decline in research on African Americans in major journals. A major strength of this article is the examination of whether or not the race of the experimenter and SES of subjects is reported and the need for researchers to address these variables when designing research studies on African Americans. Other recommendations for expanding and rectifying problems related to the decline in published research on this population are offered.

Guthrie, R. V. (1998). Even the rat was White: A historical view of psychology (2nd ed.). Needham Heights, MA: Allyn and Bacon.

This is a classic book on the history of Blacks in psychology. It focuses on the history of mental testing and the early testing of Black Americans. It is an excellent source on the contributions of early Black psychologists to the field of psychology.

Herek, G. M., Kimmel, D. C., Amaro, H., & Melton, G. B. (1991). Avoiding heterosexist bias in psychological research. American Psychologist, 46, 957-963.

An overview of the ways in which heterosexual bias permeates psychological research, with suggestions on how to avoid such bias--in research as well as in academic communities more generally. Easy to understand and especially useful for students learning about how psychologists engage in the research process.

Oliver, M. (1992). Changing the social relations of research production? Disability, Handicap, & Society, 7(2), 101-114.

This article argues that research on disability has had little influence on policy and has made no contribution to improving the lives of disabled people. This paper further notes that the process of research production has been alienating for disabled people.

Westermeyer, J. (1987). Cultural factors in clinical assessment. Journal of Consulting and Clinical Psychology, 55, 471-478.

This article lists practical tips and their rationale for the interviewer of individuals from various cultural backgrounds. Misdiagnosis and treatment failure often times results from disregard of such factors. Westermeyer also discusses the imperative need to be culturally sensitive in psychiatric diagnosis and culture-bound syndromes. This work also represents a resource of information about interviewing skills in general.

See also:

INTRODUCTION TO PSYCHOLOGY:

Committee on Lesbian and Gay Concerns. (1991).

DIVERSITY ISSUES IN PSYCHOLOGY:

Burlew, K.A., McAdov, D.A. & Azibo, D. A. (1992).

King, J., Beals, J., Manson, S. M., & Trimble, J. E. (1992).

INTRODUCTION TO COUNSELING AND THERAPY:

Leong, F.T.L. (1986).

PSYCHOLOGY OF HUMAN PSYCHOLOGY:

Croteau, J. & Bieschke, K. (Eds.) (1996).

SOCIAL PSYCHOLOGY:

Gonsiorek, J. C., & Weinrich, J. D. (1991).

Moghaddam, F. M., Taylor, D. M., & Wright, S. C. (1993).

SOCIAL PSYCHOLOGY

Bilken, D., & Knoll, J. (1987). The disabled minority. In S. J. Taylor, D. Bilken, & J. Knoll (Eds.), Community integration for people with severe disabilities (pp. 3-24). New York: Teachers College Press.

This article discusses the minority status of people with disabilities and presents the view that change toward community integration will occur more rapidly if society recognizes people with disabilities as a minority group who face discrimination. It also challenges the reader to examine the fact that the greatest barriers for people with disabilities are more attitudinal than technical.

Blumenfeld, W. J. (Ed.). (1992). Homophobia: How we all pay the price. Boston, MA: Beacon Press.

Although not psychological in focus, this book is useful in making connections between homophobia and other kinds of oppression. For example, there is a chapter entitled "Racism and Homophobia as Reflections of Their Perpetrators" (P. B. Harper); other chapters are on similar topics.

Bogdan, R., & Bilken D. (1977). Handicapism. Social Policy, 7, 14 –19.

This article introduces the concept of handicapism and draws parallels to this term with racism and sexism. The authors examine how handicapism manifests itself in personal interaction, in organizations, and on an institutional level.

Broverman, I. K., Broverman, D. M., Clarkson, F. E., Rosenkrantz, P. S., & Vogel, S. R. (1970). Sex role stereotypes and clinical judgments of mental health. Journal of Consulting and Clinical Psychology, 34, 1-7.

Hypothesized that clinical judgments about the characteristics of healthy individuals would differ as a function of sex of person judged, and that these differences would parallel stereotypic sex-role differences.

Committee on Lesbian and Gay Concerns. (1991). American Psychological Association policy statements on lesbian and gay issues. Washington, DC: American Psychological Association.

Contains official APA policy statements in such areas as discrimination, hate crimes, AIDS and AIDS education, sodomy laws, custody rights, adolescents, and employment rights of gay teachers. Useful in pointing out that a national organization of professional psychologists has taken a firm stand regarding many controversial issues.

Evans, N. J., & Wall, V. A. (Eds.). (1991). Beyond tolerance: Gays, lesbians, and bisexuals on campus. Alexandria, VA: American College Personnel Association.

Although geared toward student affairs professionals, this book contains useful chapters for anyone interested in issues facing sexual minority students in college or university environments. Especially helpful in this regard are chapters on homosexuality and student development theory, bisexuals, lesbian/gay students of color, and becoming an ally.

Garnets, L., & Kimmel, D. (1991). Lesbian and gay male dimensions in the psychological study of human diversity. In J.D. Goodchilds (Ed.), Psychological perspectives on human diversity in America (pp. 137-192). Washington, DC: American Psychological Association.

An excellent brief summary of current knowledge in psychology regarding lesbian and gay people. Includes information about attitudes, identity development, relationships, diversity within the lesbian/gay community, etc. Has an extensive bibliography as well.

Gill, C. (1995, July). Disabilities and the responsive campus. Keynote address at the national meeting of the Association on Higher Education and Disability, San Jose, CA.

This presentation addresses the role of disability in higher education and the manner in which academicians and university service providers can help to promote disability cohesiveness and pride among disabled students.

Gonsiorek, J. C., & Weinrich, J. D. (1991). Homosexuality: Research implications for public policy. Newbury Park, CA: Sage Publications.

An excellent basic resource, this book contains 15 chapters covering such issues as: homosexuality and biology; gender roles; cross-cultural manifestations of homosexuality; stigma, prejudice, and violence; legal issues, the mental health system and homosexuality; identity formation and coming out; lesbian/gay relationships; parenting; and HIV/AIDS. The chapters are research-based and up-to-date. Chapters make excellent course readings, particularly for more advanced students.

Holtgraves, T. M., & Yang, J. N. (1992). Interpersonal underpinnings of request strategies: General principles and differences due to culture and gender. Journal of Personality and Social Psychology, 62, 246-256.

This research investigated whether interpersonal variables such as power and distance affect how people in the United States and Korea phrase their requests. The results demonstrated that these variables have similar effects in both cultures: for both Americans and Koreans there was a positive relation between politeness and the power of the hearer and the amount of distance in the relationship. At the same time, the results indicate cultural differences in the weighting of these variables: Koreans weighted power and distance more heavily than did Americans. This suggests that Korean speech is more responsive to the social situation than American speech. This research is important because it demonstrates the existence of both cross-cultural universals (e.g., interpersonal power and distance affect how people in probably all cultures phrase their remarks) and cross-cultural differences (e.g., cultures vary in the weight assigned to these variables). Thus, this material would be relevant for sections of a social psychology course concerned with culture, interpersonal communication, and/or cross-cultural communication.

Jones, J. M. (1993). The concept of race in social psychology. In L. Wheeler & P. Shaver, (Eds.), Review of personality and social psychology (Vol. 4: 117-149). Beverly Hills: Sage.

A basic but solid review and critique of race in social psychology as a topic of research, experimenter variable and subject variable. Includes tables of race and ethnicity research in journals from 1968-1980.

Jones, M. (1991). Gender stereotyping in advertisements. Teaching of Psychology, 18, 231-233.

Describes a classroom demonstration that purports to reveal to students the presence of gender stereotyping in advertisements. Students view a series of advertisements and are asked to classify each according to five gender themes or stereotypes.

Longmore, P. (1993, August). What is disability? Revolutions in ideology and consciousness. Keynote address delivered at Disabled and Proud: The 1993 gathering of college student leaders with disabilities. Minneapolis, MN.

This presentation discusses three main models of disability including: (1) the moral model; (2) the medical model; and (3) the minority model. The history of discrimination and prejudice that persons with disabilities have experienced over the years is also addressed.

Marini, I. (1996). Participant's perceptions of disability sensitivity exercises: Implications for practice. Spinal Cord Injury Psychosocial Process, 9(2/3), 75 –77.

This article addresses findings pertaining specifically to disability awareness sensitivity and the cognitive interpretations often made by participants who engage in these exercises. These exercises continue to be used in training rehabilitation hospital personnel, students in health care educational programs, and other social science programs which directly and indirectly work with persons with disabilities. Results indicated that respondents in this study showed more distorted perceptions of persons who use wheelchairs than those individuals not participating in the simulation exercises.

Moghaddam, F. M., Taylor, D. M., & Wright, S. C. (1993). Social psychology in cross-cultural perspective. New York: W. H. Freeman.

An excellent resource for instructors who want to discuss the generalizability of social psychological phenomenon to other cultures. Includes general chapters on the importance of a cross-cultural perspective and on research methods issues that apply in cross-cultural research. Also covers classic topics such as social cognition, social influence, and social relations from a cross-cultural perspective. The book was developed as an undergraduate text and would make an excellent supplementary reading for any social psychology course. However, the book is a must as a resource for instructors wishing to bring cultural issues into the classroom.

Morris, J. (1991). Pride against prejudice. Philadelphia: New Society Publishers.

This book focuses upon societal prejudice placed upon persons with disabilities. It examines disability in Western Culture, issues of segregation, dependence and independence, feminist views of disability, and the ways by which to combat prejudice in the disabled community.

Nagler, M. (1990). Perspectives on disability. Palo Alto, CA: Health Markets Research.

This edited book presents a collection of articles related to disability. Of particular significance are articles which focus upon societal attitudes and disability.

Newton, D. (1980). An interactionist perspective on social knowing. Personality and Social Psychology Bulletin, 6(4), 520-531.

It is argued that the distinction between perceptual processes as low-level and inference processes as high-level mental operations may be inaccurate. The proposition that these two systems may be independently interacting and equally capable of providing high-level and low-level judgments is put forward and discussed in light of findings on the perception of action.

Peters, A. (1985, Fall). Telethons. The Disability Rag, 16–18.

This article addresses the historical use of telethons as pity magnets aimed at helping disabled people become as able-bodied as possible. This piece also suggests that telethons are a means by which persons without disabilities can make themselves feel less uncomfortable around individuals with disabilities.

Pharr, S. (1988). Homophobia: A weapon of sexism. Inverness, CA: Chardon Press.

This brief (91 pp.) book explores the connections between homophobia and sexism in society. As such, it provides an excellent demonstration of the intersection among multiple forms of oppression. It is very readable, and even contains a few illustrations.

Pope, A. M., & Tarlov, A. R. (1991). Disability in America: Toward a national agenda for prevention. Washington, DC: National Academy Press.

This book addresses the political side of the disability experience and pays particular attention to the matter in which definitions, labels, and legislation influence the lives of disabled people.

Russell, M. (1998). Beyond ramps: Disability at the end of the social contract. Los Angeles: Common Courage Press.

This author discusses the ways in which the disability experience is defined by social and political ideologies. Some of the subjects include: the Nazi holocaust, eugenics, the industrialization of medicine, the “right to die,” the Americans with Disabilities Act and the civil rights of persons with disabilities, and genetic and health insurance discrimination.

Smith, P. B., & Bond, M. H. (1993). Social psychology across cultures: Analysis and perspectives. Boston: Allyn and Bacon.

A highly useful lecture resource, this text provides background reading for the general issues around cross-cultural psychology. It also is an excellent reference for the cross-cultural applicability of many social psychological findings. For example, an entire chapter is devoted to the universals of social behavior, emphasizing areas such as gender relations, emotional expression, aggression, and pro-social behavior. Another chapter examines research on the self and perceiving others from a social cognitive perspective. This comprehensive text could be used as a supplemental reading for introductory social psychology or as a text for a more focused course.

Triandis, H. C. (1994). Culture and social behavior. New York: McGraw-Hill.

This textbook explores the way that cultural differences influence social behavior and is designed to expand the horizon of social psychology undergraduates. It is the first book with a narrow focus on culture and social behavior specifically written for American undergraduates and professionals.

Triandis, H. C. (1989). The self and social behavior in differing cultural contexts. Psychological Review, 96, 506-520.

This excellent and accessible paper considers three aspects of the self--private, public, and collective--from a cultural perspective. Well-grounded in the social psychological literature on the self, this paper offers insights as to how cultural factors (specifically the complexity, level of individualism, and looseness of the culture) affect both perceptions of the self and social behavior.

Vash, C. (1981). The psychology of disability. New York: Springer Publications.

This book discusses the psychological aspects of the disability experience with particular emphasis paid toward societal and attitudinal influences on persons with disabilities.

Watts, R. (1992). Radical identity and preferences for social change strategies among African Americans. Journal of Black Psychology, 18(2), 1-18.

Determined the social change strategies for racism reduction preferred by 142 mostly middle-class African Americans.

Woodruff, B. (1994). Including gay, lesbian, and bisexual students on campus (pp. 1-7). Statesboro, GA: Office of Teaching Resources in Psychology. Available: OTRP-Online via <http://www.teachpsych.org>.

Provides an annotated short reading list on the ontogeny of sexual orientation, as well as inclusivity on the college campus.

See also:

INTRODUCTION TO PSYCHOLOGY:

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, January).

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, February).

Aronson, E., & Bridgeman, D. (1979).

Committee on Lesbian and Gay Concerns. (In press).

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Almquist, E. M. (1989). The experiences of minority women in the United States: Intersections of race, gender, and class. In Freeman, J. (Ed.), 4TH edition, Women: A feminist perspective. Mountain View, CA: Mayfield Publishing.

By examining the various minority groups within the United States, this chapter informs the reader of the diverse experiences between and among minority women. The chapter establishes an historical perspective of Native American, Cuban, Puerto Rican, Mexican-American, African-American and Asian-American Women in the United States. Experiences of oppression and discrimination are examined along with information which outlines unique characteristics of these minority women such as geographic locale, labor force participation, educational patterns, family income, poverty levels, and cumulative fertility. Dual identity issues and gender inequality are also addressed. Utilizing empirical research and census data, coupled with personal accounts from women of color, this chapter provides a good background and overview for both teachers and students of psychology interested in broadening their knowledge of ethnically diverse women living in the United States.

Boston Lesbian Psychologies Collective (Eds.). (1987). Lesbian psychologies: Explorations and challenges. Urbana, IL: University of Illinois Press.

One of the best resources available on lesbians and psychology. Covers a variety of issues related to lesbian life (e.g., sexuality, bisexuality, relationships, community, political issues, etc.), and is very readable. Many of the articles could be used as course readings.

DeFour, D. C., & Paludi, M. A. (1991). Integrating scholarship on ethnicity into the psychology of women course. Teaching of Psychology, 18, 85-90.

For practical ideas and pedagogical approaches to enhance any psychology of women course, this article offers a structure for incorporating issues on women of color. Utilizing a thematic approach to the study of women, readers are provided with related references, audiovisual materials, popular literature and experiential exercises. The article offers information relevant to ethnically diverse women when dealing with androcentric bias, social changes to end discrimination and value-laden references which may legitimize negative stereotypes. A discussion of the reference "women of color" concludes this valuable article.

Garner, D. M., Garfinkel, P. E., Schwartz, D., & Thompson, M. (1980). Cultural expectation of thinness in women. Psychological Reports, 47, 483-491.

This classic article represents an important source of information about the influence of cultural and societal standards on a body image, particularly in females. The methodology is sound and could serve as a guideline for scaled-down student projects in this area. This work could provide background for discussions of eating disorders, dieting behaviors, and the influence of societal factors on the development of body image.

Krotoski, D. M., Nosek, M. A., & Turk, M. A. (1996). Women with physical disabilities: Achieving and maintaining health and well-being. Baltimore: Paul H. Brooks Publishing Co.

This book contains a collection of essays that explore issues affecting women with disabilities across their life span. Topics covered include: sexuality and reproductive health, stress and well-being, bladder and bowel function, and physical fitness and well-being. Disability topics are interpreted through a cultural lens that helps the reader understand these experiences via a disability community-oriented perspective.

Madden, M. E., & Hyde, J. S. (1998, March). Integrating gender and ethnicity into psychology courses. Psychology of Women Quarterly, 22(1), 1-34.

This article emphasizes the importance of “inclusiveness” in the psychology curriculum. Historically, psychology research has been comparative and evaluative, which has created a reluctance to study or teach areas of diversity. Although some issues may be difficult to discuss in the classroom, the authors suggest inclusiveness promotes tolerance and understanding of differences. Authors emphasize the importance of helping students learn to value differences as well as understand the factors and processes which create these differences.

Matthews, G. F. (1983). Voices from the shadows: Women with disabilities speak out. Toronto: Women’s Educational Press.

This book includes women with disabilities discussing their personal and social lives. Issues focused upon include: professional identity, relationship formation, sexuality, and parenting.

Rich, A. (1980). Compulsory heterosexuality and lesbian existence. Signs, 5, 631-660.

A classic in lesbian studies, this essay documents the effects of heterosexism on lesbian lives. Also weaves together sexism and heterosexism, so is a good resource on the complexity of multiple oppressions.

Task Force on Representation in the Curriculum of the Division of Psychology of Women. (1995, May). Including diverse women in the undergraduate curriculum: Reasons and resources. Washington, DC: American Psychological Association.

The field of psychology has an inherent responsibility to provide accurate information that is relevant and representative to the general population. This booklet discusses the historical exclusion of women and minorities in published literature, thereby not meeting the needs of the population. The lack of relevant resources has limited the undergraduate teaching curriculum regarding diversity issues, which inevitably influences our society as a whole. Suggestions and resources regarding material to utilize/incorporate into undergraduate curriculum are provided.

Timberlake, A., Cannon, L. W., Guy, R. F., & Higginbotham, E. (1991). Women of Color and Southern Women: A Bibliography of Social Science Research, 1975 to 1988. Memphis, TN: Center for Research on Women.

This book is a compilation of references (900) drawn from sources including journals, periodicals, newsletters, books, abstracts, proceedings, dissertations, and newsletters of the Research Clearinghouse on Women of Color and Southern Women. The bibliography is divided into six major subject headings from education to culture to family with each subject heading further subdivided by racial/ethnic categories. Citations are provided for each bibliographic entry which help identify and describe the contents of each entry. The value of this book lies in its usefulness in easily identifying resource information about women of color for purposes of enhancing classroom presentations, term paper/projects and group discussions prepared by students, and identification of non-print media to supplement a talk or lecture. Annual supplements to this work are also available, which date back to 1988.

Weber, L. (1998, March). A conceptual framework for understanding race, class, gender, and sexuality. Psychology of Women Quarterly, 22, 13-32.

This article discusses the need to extend our course curriculum to be more inclusive of race, class, gender, and sexuality. These are the major issues of our social system, in which groups are exploited by other groups for the goal of attaining a greater share of society's valued resources. To understand certain group situations, it is necessary to recognize that historical themes are socially constructed, not biologically determined. These variables are primary factors in the societal issues of the past and present. Societal systems operate at the macro and micro levels, and are contextually rooted, socially constructed, power-related, interconnected, and consistently undergoing change as time passes.

White, E. C. (Ed.). (1990). The Black women's health book; Speaking for ourselves. Seattle, Washington: Seal Press.

This edited book draws upon the expertise of numerous African-American women from diverse fields and is designed to share critical issues in promoting the physical and mental health of African-American women. Drawing upon a broad spectrum of African-American female experiences and insights from drug addiction to cancer, teen pregnancy to prostitution and AIDS, and Black feminist theory to the politics of Black women's health, the chapters of this book present a frank portrayal of health issues faced by many African-American women. Although not a scientific study of health and disease, the value of this book is found in its presentation of the struggles and methods of coping used by African-American women in the twentieth-century and lends itself to discussions in addressing similarities and differences among majority women and women of color. The book concludes with a list of organizations that address African-American women's health issues.

See also:

INTRODUCTION TO PSYCHOLOGY:

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, April).

APA Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. (1998, June).

Fine, M., & Asch, A. (1988).

Gappa, J. M., & Pearce, J. (1981).

DEVELOPMENTAL PSYCHOLOGY:

Falk, P.J. (1989)

See also:

DIVERSITY ISSUES IN PSYCHOLOGY:

Friedman, E. G., Kolmar, W. K., Flint, C. B., & Rothenberg, P. (Eds.) (1996).

Hall, C.C.I., Evans, B.J. & Selice, S. (Eds.). (1989).

LaDue, R.A. (1991).

INTRODUCTION TO COUNSELING & THERAPY:

Blauner, B. (Ed.) (1997).

PSYCHOLOGY OF AGING:

Gergen, M. M. (1990).

Grambs, J.D. (1989).

PSYCHOLOGY OF HUMAN SEXUALITY:

Green, B., & Herek, G. M. (1994)

SOCIAL PSYCHOLOGY:

Holtgraves, T. M., & Yang, J. N. (1992).

Jones, M. (1991).