

Richard Ned Lebow. **The Art of Bargaining.** Baltimore: Johns Hopkins University Press, 1996. 193 pp. ISBN 0-8018-5198-X. \$24.95. Lebow draws from his years of experience as an international negotiator with NATO and other government and business organizations, as well as his experience teaching graduate-level international relations students, to present this balanced and broad discussion of what bargaining is, what it can achieve, and how one can best go about it. This lucid and engaging text examines the context of bargaining (the nature of bargaining and the situations in which it is appropriate); the strategies and tactics of bargaining (distinguished here as coordination, rewards, and punishment); the connection between bargaining and implementation; and the issues that cause faulty assessment and misunderstanding in bargaining. Lebow includes a number of widely varying circumstances to illustrate the concepts he describes, from a mayor trying to dissuade a professional sports team from moving to another city to international treaties to buying a new car. This text will sensitize readers to the most common kinds of practical and communication problems they may encounter and would make a fine supplemental text in graduate courses on organizational or social psychology. 13 chapters. Afterword. Bibliography. Index.

Gwendolyn Puryear Keita and Anne C. O. Petersen. **Blacks in the United States: Abstracts of the Psychological and Behavioral Literature 1987–1995.** Washington, DC: American Psychological Association, 1996. 305 pp. ISBN 1-55798-406-9. \$27.50 paperback (nonmember); \$20.00 paperback (member). This text provides a bibliography of behavioral research literature on Blacks in the United States from 1987–1995 and includes studies that focus on Blacks as the primary subject population as well as studies that use Blacks as a comparison group for racial and gender issues. This volume expands and updates earlier editions—*Black Males in the United States* and *Black Females in the United States (1967–1987)*. Citations are drawn from journal abstracts, dissertations, and book and chapter records and contain 963 abstracts to serial literature, 1,386 citations to other journal articles, 901 citations to dissertations, 483 books, and 831 chapters. 4

sections of references. 2 indexes. 1 appendix (search strategy and computerized search systems information).

Eugene T. Gendlin. **Focusing-Oriented Psychotherapy: A Manual of Experiential Method.** New York: Guilford Press, 1996. 317 pp. ISBN 0-89862-479-7. \$35.00. Focusing, as described here, is a mode of inward, bodily attention (a zone between the conscious and unconscious) that a therapist helps clients recognize which, in turn, helps them progress in therapy. Gendlin describes and provides examples of focusing in therapy, arguing that when clients sense their inward state through this method, their responses and adjustments proceed from the edge of experience and lead to a renewed understanding of self and experience. Throughout the text, Gendlin emphasizes the priority of the client–therapist relationship and includes several clinical examples and detailed transcripts to illustrate focusing-oriented therapy. Organized in two sections, the volume first addresses issues of focusing and listening with chapters on such topics as clients who are not progressing in therapy; eight characteristics of an experiential process step; what the clients and therapists do to enable an experiential step to come; focusing as it is distinguished from other kinds of physical sensations such as imagery, hypnosis, and meditation; what focusing is; excerpts from teaching focusing; problems of teaching focusing during therapy; and excerpts from one client's psychotherapy. In the second section of the text, Gendlin describes how to integrate focusing techniques with various therapeutic methods such as role play; dream interpretation; emotional catharsis and reliving; cognitive therapy; and a process view of the superego. The volume closes with chapters on the client–therapist relationship and the meaning of therapy. 24 chapters. Bibliography and resources. Index.

Jose A. Yaryura-Tobias and Fugen A. Neziroglu. **Obsessive–Compulsive Disorder Spectrum: Pathogenesis, Diagnosis, and Treatment.** Washington, DC: American Psychiatric Press, 1997. 321 pp. ISBN 0-88048-707-0. \$68.50. Organized in three parts, this book examines the primary features of obsessive–compulsive disorder

(OCD), neuropsychiatric disorders associated with OCD, and research issues in the field. The book is based on clinical experience with more than 2,000 patients and exhaustive literature reviews by the authors who argue that OCD is not a single clinical entity but part of a continuum of related disorders previously considered to be separate. Chapter topics include history, culture, and clinical aspects of OCD; biological and behavior therapies; OCD in childhood; assessment tools; and OCD associated with the following disorders: schizophrenia, major depression, manic depression, alcohol, substance abuse, somatic conditions (e.g., hypochondria, hysteria), body dysmorphic disorder, eating disorders, self-mutilation, and neurological disorders (e.g., epilepsy, Tourette's syndrome). The final chapter examines research and clinical material concerning comorbidity, neurobiological development, OCD correlates, biochemical aspects, human research, and a unified theory of OCD. 13 chapters with references. Index.

Jean A. Rondal, Juan Perera, Lynn Nadel, and Annick Comblain (Eds.). **Down's Syndrome: Psychological, Psychobiological, and Socio-Educational Perspectives.** London: Whurr, 1996. 250 pp. ISBN 1-897635-09-5. \$27.50. The chapters in this text derive from the 1995 International Palma Symposium of Psychology, Psychobiology, Educational, and Social Integration of Down's Syndrome, which took place in Balears, Spain. Contributors to the conference, and to this volume, represent a group of internationally recognized scholars in Down's syndrome research. Organized in six sections, the text presents current information on the following aspects of Down's syndrome: psychobiology; perception and cognition; language and communication; early intervention; personality and development; and integration. Chapters survey such topics as genetics, brain characteristics, aging and Alzheimer's disease in relation to Down's syndrome, the life span development of major psychological functions (memory, language, cognition, affectivity, and psychopathology), and issues of school, social integration, and work for people with Down's syndrome. 15 chapters with references. Concluding comments. Indexes.