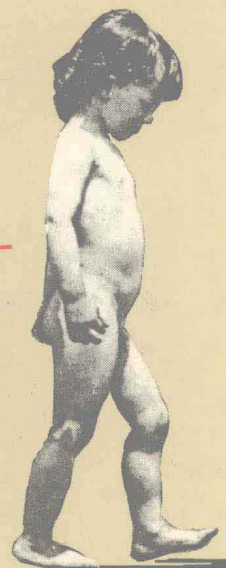


# PSYCHOLOGY



SCIENCE, BEHAVIOR AND LIFE



CROOKS  
& STEIN

# PSYCHOLOGY

SCIENCE, BEHAVIOR AND LIFE



**ROBERT L. CROOKS**

OREGON HEALTH SCIENCES UNIVERSITY, PORTLAND COMMUNITY COLLEGE

**JEAN STEIN**

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*For my children.*

BOB CROOKS

*For Phil.*

JEAN STEIN



# P R E F A C E

Why would anyone choose to write an introductory psychology textbook? There were moments during the writing of *Psychology* when we wondered why we had been unbalanced enough to tackle a project of this magnitude. Imagine sitting at a great table literally strewn with notes and articles, knowing that the pressure of a deadline is upon you. Further imagine that the table is located in front of a vast window overlooking the country at sunset, with a view of picturesque waters dimpled only by feeding trout. Finally imagine looking wistfully from those waters to the fly rod poised for action at the front door, and you can *begin* to imagine how difficult writing a textbook can be.

Both of us have had prior experience with writing textbooks, and we entered this project fully aware of how our lives would be regimented by the demands of production deadlines. Our previous experience did help get us through “vacations” when we peered over the tops of our computer monitors while family members departed for the ski slopes or the beach. However, it was not experience alone that provided us with the motivation we needed to make this project an ongoing priority; rather, it was our vision for the kind of book we felt we could write. Our goal was to write a textbook that offered a unique array of features that would truly distinguish it from the dozens of other textbooks available, and we believe that *Psychology* represents the fulfillment of that goal.

---

## OUR GOALS FOR WRITING THIS TEXT

Despite the enormity of the project, three goals motivated us. First, we wanted to show students the science of psychology. Second, we hoped to make the content of *Psychology* challenging but accessible to students of varying levels of academic ability. Third, we believed that we could create a textbook that would encourage students to *think* about and, as a result, better *remember* the principles of psychology. Each of these goals deserves a more detailed explanation.

---

## THE SCIENCE OF PSYCHOLOGY

Beginning students often think of psychology as a discipline based on common sense. We believed that it was important to show students *how* we know what we know; that is, to show that psychology is actually based on the dynamic process of doing research. To demonstrate that psychology is indeed a science, a full chapter on research methods is included (Chapter 2.) More importantly, as you flip through the pages of *Psychology*, you will see that we have described hundreds of classic and contemporary research studies in detail. There are over 2,000 references to published research and over 500 of them discuss research published in 1986 and 1987. We are confident that this textbook represents the most balanced and the most current information available for introductory psychology.

Of course, many textbooks are well grounded in psychological research. What makes *Psychology* special is the *way* in which the research is presented. We have attempted to tell the stories of psychological researchers: the questions they asked, the studies they conducted to answer the

questions, and the theories they developed as a result of those studies. Where appropriate, illustrations of the experimental apparatus are included to make our descriptions even more vivid for students. Also, we have attempted to show that psychological research is an ever-evolving process, and that our knowledge is constantly changing as a result.

Finally, throughout *Psychology* you will find coverage of the biological bases of behavior. Because contemporary research is discovering some amazing links between chemical and neurological processes and behavior, we felt it was important to integrate these findings throughout the text.

---

### CHALLENGING BUT ACCESSIBLE COVERAGE

Our second goal, to make the content of *Psychology* interesting and accessible to students at varying levels of preparedness and academic ability, stemmed directly from the teaching experience of one of the authors, Bob Crooks. Bob has taught introductory psychology for over 20 years at both the community college and university levels. During that time, he has interacted with students of virtually every age, from a wide variety of backgrounds, and with vastly different levels of academic preparedness and ability. In writing *Psychology*, we have drawn on that experience and have tried to reach and motivate as wide a range of students as possible. Three features of the textbook deserve special mention: the range and use of examples, the diversity of the examples chosen, and the elimination of boxes.

**Use of Examples** Wherever possible, we have used concrete examples to better explain psychological concepts. We believe (and reviewers concur) that the use of such examples in *Psychology* will make the content more enjoyable and more understandable for students. While each chapter provides evidence of this goal, examples in the Learning chapter (Chapter 6) are perhaps most noteworthy in this regard.

**Diversity of Examples** There is no “typical” introductory psychology student, and therefore we have avoided “typical” examples wherever possible. Throughout each chapter you will find examples that relate to older students, working students, and parents, as well as to the traditional 18 year old. *Psychology* is unique in this regard.

**Elimination of Boxes** In our experience of teaching introductory psychology, we have noticed that virtually every introductory textbook includes important research studies or interesting highlights in *boxes* throughout the text. We have also realized that most students find these boxes distracting and annoying. Even worse, students believe that boxes are ancillary to the text material, and often skim over important information. To make *Psychology* as readable as possible and to ensure that students read *all* the content, we have virtually eliminated boxes. Examples, highlights, and research are presented in the body of the text. Only practical suggestions in the form of Health Psychology and Life sections are in boxes, because we think students want these practical suggestions and tips set off from the primary material.

---

### PEDAGOGY THAT ENCOURAGES THINKING

Our third and final goal for writing *Psychology* was perhaps the most challenging: We believed that we could write a textbook that would be totally designed to encouraging students to *think* about the subject matter, to apply it to their lives and, as a result, to better remember the principles of psychology. In addition to showing students the thought processes of researchers, we have developed three types of pedagogy that are designed

to achieve our goal: Critical Thinking questions, First-Person accounts, and Health Psychology and Life discussions.

**Critical Thinking Questions** This feature is integrated directly into the body of the text and is set off by a tan bar. Each question is designed to make students stop and think about the topic they are reading in an attempt to encourage higher order processing of information and learning. Critical Thinking questions challenge them to think like psychological researchers by making hypotheses, by predicting experimental results, and by working toward answers to some key issues surrounding human behaviors.

**First-Person Accounts** One of the most exciting facts about taking a psychology course is that students can directly relate the concepts to their own experiences. In our teaching experience, we have realized that students enjoy thinking about and relating their experiences to one another, and that theory and research becomes much more memorable when they do so. To encourage students to think about how the content of *Psychology* relates to them, First-Person accounts are included in the text margins. We have used these accounts to stimulate in-class discussion, and have found them to be quite valuable.

**Health Psychology and Life Features** Perhaps no area of psychology is receiving more research attention or is more inherently interesting to students than the area of health psychology. It encompasses and incorporates virtually every other area of psychology, and because of this we decided to integrate coverage of health psychology into each chapter. These features show the practicality and relevance of the science of psychology, and provide tips, techniques, and suggestions for applying psychology to deal with problems in the students' own lives.

Writing *Psychology* was a difficult but rewarding process. We have worked to achieve the goals outlined above, and we hope that this textbook will help *you* to achieve your goals for the introductory psychology course.

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## SUPPLEMENTS

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### FOR THE STUDENT

To help students better master the subject matter and to help in that inevitable quest for a better grade, a Study Guide is available with this textbook. Each chapter of the Study Guide contains learning objectives, a programmed review of the chapter, multiple choice and matching exercises, and review diagrams and matrices. Two unique features of the Study Guide are designed to promote critical thinking. First, application exercises challenge students to apply chapter content to answer questions or problems. Second, critical thinking problems encourage them to analyze and evaluate research according to a framework given in the Study Guide.

---

### FOR THE INSTRUCTOR

A complete ancillary package is available upon adoption of *Psychology*, which is designed to help both new and experienced instructors introduce critical thinking and discussion into the classroom. Elements include an Instructor's Manual, two Test Banks (one specifically designed with questions that encourage critical thinking), Computerized Test Banks available in IBM and Apple II formats, software, videos, and transparency acetates. For additional information on these items, contact your local Holt, Rinehart and Winston representative.

## ACKNOWLEDGMENTS

*Psychology* reflects a combination of talents, insights, and perspectives that ranges well beyond those of the authors. Whatever valued qualities a reader may perceive in its pages are due, in large part, to the invaluable contributions of the reviewers who evaluated our manuscript, the staff of Holt, Rinehart and Winston, the thousands of students whose collective thoughts, experiences, and wisdom have enriched our book, and our families and friends who provided us with much needed support.

While each of us brings a somewhat different perspective to our writing, we share a common appreciation for the indispensable value of the review process. Fortunately, our editors were committed to securing reviews from a broad array of psychologists representing a variety of specializations and perspectives. These individuals reviewed the manuscript at various stages during its development. Their comments and suggestions are reflected throughout the book. We deeply appreciate the efforts of these reviewers, whose names are listed at the end of this section.

The task of writing a textbook can be a lonely and somewhat arduous endeavor at times. However, it has been our good fortune that the staff of Holt, Rinehart and Winston consistently supported us in ways that eased our burden and made the process of writing a less burdensome and, at times, even delightful experience. Space does not allow us to describe the many important contributions of all of those who have been involved in this project. However, we would like to express our heartfelt appreciation to three very special people.

Our sponsoring editor, Susan Meyers, provided a broadly faceted vision for our book that helped to shape its features and guide its production. In addition, Susan offered unwavering support, acted as our advocate, provided a wealth of publishing savvy, and maintained an attitude of infectious enthusiasm that helped to see us through some difficult times. Our multitalented developmental editor, Laura Pearson, gave us so much that it is difficult to summarize her accomplishments in a few words. Among her many contributions are selecting all the illustrative photographs, providing the kind of organization essential to the success of a project of this magnitude, responding to and resolving innumerable issues pertaining to manuscript development, maintaining sharp attention to details, and perhaps most important, providing the kind of empathic listening and warm friendship that can lighten the darkest of times. Special thanks are extended to Crystal Riley, consummate journal researcher. The extremely current nature of our text is due in considerable part to Crystal's exhaustive search of the recent journal literature in psychology. Through it all, even during those lazy Sundays when she was the recipient of frantic calls asking for an immediate search for information on some late breaking development, Crystal never stopped smiling.

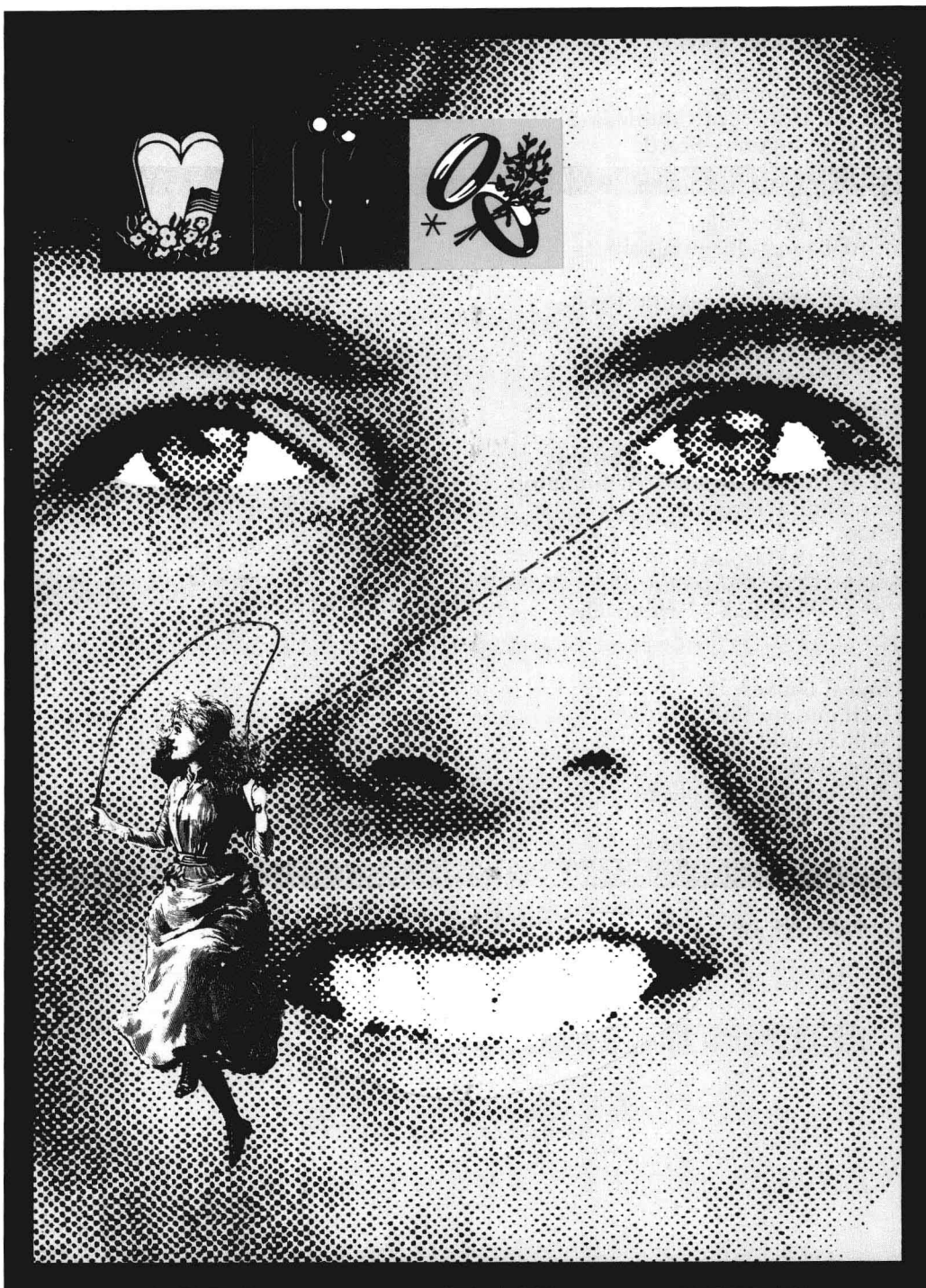
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# CONTENTS

## IN BRIEF

### PART

#### **Nature, Origins, and Methods of Psychology 2**

## 1

- 1 The Nature and Origins of Psychology 4**
- 2 The Methods of Psychology 22**

### PART

#### **Biological Foundations, Perception, and Consciousness 46**

## 2

- 3 Biological Foundations of Behavior 48**
- 4 Sensation and Perception 88**
- 5 States of Consciousness 138**

### PART

#### **Learning, Memory, Thinking, Motivation, and Emotion 174**

## 3

- 6 Learning 176**
- 7 Memory 212**
- 8 Thinking and Language 246**
- 9 Motivation and Emotion 284**

### PART

#### **Developmental Processes and Individual Differences 322**

## 4

- 10 Development from Conception to the End  
of Childhood 324**
- 11 Development from Adolescence to the  
End of Life 364**
- 12 Intelligence 396**
- 13 Personality: Theories and Assessment 424**

### PART

#### **The Nature and Treatment of Psychological Disorders 458**

## 5

- 14 Psychological Disorders 460**
- 15 Therapy 504**

### PART

#### **Social and Applied Psychology 538**

## 6

- 16 Social Psychology 540**
- 17 Applying Psychology 580**

APPENDIX A Elementary Statistics 618  
APPENDIX B Industrial/Organizational  
Psychology 637  
APPENDIX C Sexuality 648

Glossary 661  
Index 685

# CONTENTS

## PART I

### NATURE, ORIGINS, AND METHODS OF PSYCHOLOGY 2

#### CHAPTER 1

##### THE NATURE AND ORIGINS OF PSYCHOLOGY 4

###### **Psychology Defined 5**

Psychology as a Science 6

The Study of Behavior and Mental Processes 7

Why Study Animals? 7

###### **Psychology's History 9**

Wundt's Laboratory 10

Structuralism 10

Functionalism 11

Behaviorism 11

Gestalt Psychology 12

Psychoanalytic Psychology 13

Humanistic Psychology 13

Cognitive Psychology 13

Recent Trends: Information Processing and  
Neuropsychology 14

###### **Fields of Specialization in Psychology 14**

Clinical and Counseling Psychology 15

Experimental Psychology 17

Physiological Psychology 18

Educational and School Psychology 18

Industrial/Organizational Psychology 18

Engineering Psychology 18

Developmental Psychology 18

Social Psychology 19

Personality Psychology 19

New Areas of Specialization 19

#### CHAPTER 2

##### THE METHODS OF PSYCHOLOGY 22

###### **Reasons for Conducting Research 23**

Research to Test a Hypothesis 24

Research to Solve a Problem 24

Research to Confirm Previous Findings 25

###### **Research Methods 26**

The Experimental Method 27

Surveys 32

The Observational Method 35

Case Studies 37

The Correlational Method 38

###### **Describing and Interpreting Research Findings 40**

Descriptive Statistics 40

Inferential Statistics 42

###### **What to Believe: A Statement of Perspective 43**

## PART II

### BIOLOGICAL FOUNDATIONS, PERCEPTION, AND CONSCIOUSNESS 46

#### CHAPTER 3

##### BIOLOGICAL FOUNDATIONS OF BEHAVIOR 48

###### **Overview of the Nervous System: Organization and Function 50**

###### **Neurons: Basic Units of the Nervous System 50**

Neuron Structure 52

How Neurons Communicate 53

Neuron Electrical Activity 53

What Happens When a Neuron Fires? Electrical  
Processes 54

What Happens When a Neuron Fires?

Neurotransmitters and Synapses 56

EPSPs and IPSPs: Transmission and Inhibition of  
Impulses 58

Neurotransmitters and Behavior 59

Natural Brain Opiates 60

###### **The Brain and Spinal Cord 60**

A Look at the Brain 62

The Spinal Cord 62

The Medulla 64

The Pons 64

The Cerebellum 64

The Reticular Formation 64

The Limbic System 65

The Hypothalamus 67

The Thalamus 67

The Cerebral Cortex 67

How the Brain Is Studied 77

###### **The Peripheral Nervous System 80**

The Somatic Nervous System 80

The Autonomic Nervous System 80

###### **The Endocrine System 82**

The Pituitary Gland 84

The Thyroid Gland 84



The Adrenal Glands 85  
The Gonads 85

## CHAPTER 4

### SENSATION AND PERCEPTION 88

#### Principles of Sensation and Perception 90

Transduction 90

Why Do We Not Perceive Everything? 91

#### Vision 94

Light: The Stimulus for Vision 95

The Eye 96

Color Vision 102

#### Hearing 108

Sound: The Stimulus for Hearing 108

The Ear 111

Theories of Pitch Discrimination 113

Auditory Localization 114

Hearing Loss 115

#### The Chemical Senses: Taste and Smell 117

Taste 117

Smell 118

#### The Skin Senses 119

Pressure 120

Temperature 121

Pain 121

#### The Body Senses 122

#### Perceiving the World 122

Perceptual Organization 123

The Role of Attention in Perceptual Processing 124

Perceiving Distance 126

Perceptual Constancy 130

Perceptual Illusions 131

Perceptual Set 134

## CHAPTER 5

### STATES OF CONSCIOUSNESS 138

#### The Nature of Consciousness 139

Conscious, Unconscious, and Preconscious 140

States of Consciousness 141

#### Sleep and Dreaming 142

Stages of Sleep 142

REM Sleep 145

Changes in Sleep Patterns With Age 146

Is Sleep Necessary? 147

Is Dreaming Necessary? 149

Sleep Disorders 152

#### Meditation 155

#### Hypnosis 157

Phenomena Associated With Hypnosis 158

Explaining Hypnosis 160

#### Drugs That Alter Consciousness 161

Depressants: Sedatives, Opiates, and Alcohol 162

Stimulants: Caffeine, Nicotine, Amphetamines, and Cocaine 165

Hallucinogens: LSD, PCP, and Marijuana 169

### LEARNING, MEMORY, THINKING, MOTIVATION, AND EMOTION 174

## CHAPTER 6

### LEARNING 176

#### Learning Defined 178

How Learning Takes Place 178

#### Classical Conditioning 179

Pavlov's Discovery 180

Acquisition in Classical Conditioning 184

Extinction and Spontaneous Recovery 185

Generalization and Discrimination 186

Higher Order Conditioning 187

#### Operant Conditioning 188

Skinner's Model 188

Reinforcement 190

Obtaining Initial Operant Responses 197

Comparing Classical and Operant Conditioning 198

#### Two-Process Learning 198

#### Identifying Different Types of Learning 199

Examples 199

Solutions 200

#### Punishment: Is It Effective? 201

Limitations of Punishment 201

Making Punishment More Effective 202

Extinction as an Alternative to Punishment 204

#### Cognitive Influences on Learning 204

## CHAPTER 7

### MEMORY 212

#### What Is Memory? 213

An Information-Processing Perspective 214

Three Memory Processes 214

#### A Three-System Model of Memory 215

Sensory Memory 215

Short-Term Memory 219

Long-Term Memory 221

#### Some Factors That Influence What We

##### Remember 229

The Serial Position Effect 229

The Impact of Context on Memory 229

Flashbulb Memory 230

#### Memory as a Constructive Process 231

Schemas 231

Eyewitness Testimony 234

#### Why We Forget 237

Decay of the Memory Trace 237

Interference 237

Retrieval Failure 238

Motivated Forgetting 238

Organic Causes of Forgetting 239

#### The Physical Bases of Memory 239

How Is Long-Term Memory Stored? 241

Where Are Long-Term Memories Stored? 242  
Where Are Long-Term Memories Processed? 242

## CHAPTER 8

### THINKING AND LANGUAGE 246

#### Thought 247

Components of Thought 248  
How Do We Form Concepts? 251

#### Problem Solving 253

Stages of Problem Solving 254  
Strategies for Problem Solving 257  
Why We Have Difficulty Solving Some Problems 258

#### Reasoning and Decision Making 262

Logical Reasoning 262  
Some Common Causes of Reasoning Errors 263  
Rational Approaches to Decision Making 265  
Heuristic Approaches to Decision Making 268

#### Language 270

The Structure and Rules of Language 270  
Theories of Language Acquisition 272  
The Sequence of Language Acquisition 274  
Is Language Unique to Humans? 276

## CHAPTER 9

### MOTIVATION AND EMOTION 284

#### The Nature of Motivation 286

Defining Motivation 286

#### Explaining Motivation: Theoretical Perspectives 287

Instinct Theory 287  
Drive-Reduction Theory 288  
Maslow's Hierarchy of Needs 289  
The Cognitive Perspective 290

#### The Range of Human Motivation 290

Hunger and Eating 291  
Biological Bases of Hunger 291  
Obesity 296

Eating Disorders 300

#### Sensation-Seeking Motives 301

Optimal Level of Arousal 302  
Explaining Why Arousal Preferences Vary 304

#### Sexual Motivation 305

Biological Factors: The Role of Hormones 305  
Psychosocial Factors 307

#### Complex Psychosocial Motives: The Need for Achievement 308

Hope of Success versus Fear of Failure 309  
Influencing Achievement Motivation in Children 310

#### The Nature of Emotions 310

The Components of Emotion 310  
The Range of Human Emotions 311

#### Emotions: Theories and Controversies 312

The James-Lange Theory 313

The Cannon-Bard Theory 315  
The Schachter-Singer Theory 316  
Tomkins' Facial Feedback Theory 318

### DEVELOPMENTAL PROCESSES AND INDIVIDUAL DIFFERENCES 322

## CHAPTER 10

### DEVELOPMENT FROM CONCEPTION TO THE END OF CHILDHOOD 324

#### Some Developmental Issues 325

Are We Products of Heredity or Environment? 325  
Is Development Continuous or Does It Occur in Stages? 326

Are There Critical Periods in Development? 327

#### How Development Is Studied 329

The Cross-Sectional Design 329  
The Longitudinal Design 330

The Cross-Sequential Design 331

#### The Beginnings of Life 331

The Mechanisms of Heredity 332  
Problems in Inheritance 334

Genetic Counseling and Genetic Engineering 336

#### Prenatal Development 339

#### Physical Development from Birth to the End of Childhood 341

Brain Development 341

Physical Growth 343

Motor Development 343

#### Cognitive Development from Birth to the End of Childhood 346

Piaget's Theory of Cognitive Development 346

#### Psychosocial Development from Birth to the End of Childhood 352

Attachment 352

Parenting Styles and Social/Emotional Development 356

The Formation of Gender Identity and Gender Roles 358

Erikson's Theory of Psychosocial Development 360

## CHAPTER 11

### DEVELOPMENT FROM ADOLESCENCE TO THE END OF LIFE 364

#### Adolescence 365

Physical Development During Adolescence 366

Cognitive Development During Adolescence 368

Moral Development During Adolescence 369

Psychosocial Development in Adolescence 372

#### Adulthood 377

Physical Development in Early and Middle Adulthood 377

Cognitive Development in Early and Middle Adulthood 379  
 Psychosocial Development in Early and Middle Adulthood 380  
**The Older Years 387**  
 The Graying of America 387  
 Physical Development in the Older Years 388  
 Cognitive Development in the Older Years 389  
 Psychosocial Development in the Older Years 391  
 Facing Death 392

## CHAPTER 12

### INTELLIGENCE 396

**What Is Intelligence? 398**  
 Some Theoretical Models of Intelligence 398  
 Defining Intelligence 401  
**Measuring Intelligence 402**  
 Binet and Intelligence Testing 402  
 The Stanford-Binet Intelligence Scale 404  
 The Wechsler Adult Intelligence Scale 404  
 Group versus Individual Intelligence Tests 405  
 Aptitude versus Achievement Tests 406  
**Evaluating Intelligence Tests 406**  
 How Intelligence Tests Are Developed 406  
 Test Reliability and Validity 408  
 Cultural Bias in IQ Tests 409  
**What Determines Intelligence 410**  
 Twin Studies 412  
 Adoption Studies 413  
 Orphanage and Environmental Enrichment Studies 414  
 Birth-Order Studies 415  
 Animal Research 418  
 Nature versus Nurture: Evaluating the Evidence 418  
**Racial Differences in Intelligence: Fact or Fiction? 419**  
**Intelligence and Creativity 421**

## CHAPTER 13

### PERSONALITY: THEORIES AND ASSESSMENT 424

**What Is Personality? 425**  
**Trait Theories 426**  
 Allport's Cardinal, Central, and Secondary Traits 427  
 Cattell's Sixteen Personality Factors 428  
 Evaluating the Trait Theories 428  
**Psychoanalytic Theory 430**  
 The Historical Context of Freud's Theory 431  
 Personality and the Unconscious 431  
 The Structure of Personality 432  
 Personality Dynamics 434  
 Personality Development 437  
 Evaluating Freud's Psychoanalytic Theory 439

**Behavioral and Social-Learning Theories 440**  
 The Behaviorist Approach 440  
 The Social-Learning Perspective 441  
 Evaluating the Behavioral and Social-Learning Theories 443  
**Humanistic Theories 445**  
 Rogers and the Self 445  
 Maslow and Self-Actualization 446  
 Evaluating the Humanistic Theories 447  
**Personality Assessment 448**  
 Behavioral Observation 448  
 Interviews 449  
 Paper-and-Pencil Questionnaires 451  
 Projective Tests 453

## PART 5

### THE NATURE AND TREATMENT OF PSYCHOLOGICAL DISORDERS 458

## CHAPTER 14

### PSYCHOLOGICAL DISORDERS 460

**Defining Abnormality 462**  
**Classifying Psychological Disorders 463**  
**Anxiety Disorders 463**  
 Panic Disorder (With or Without Agoraphobia) 464  
 Social Phobias 465  
 Simple Phobias 465  
 Obsessive-Compulsive Disorder 465  
 Posttraumatic Stress Disorder 466  
 Generalized Anxiety Disorder 466  
 Theoretical Perspectives on Anxiety Disorders 467  
**Somatoform Disorders 471**  
 Somatization Disorder 471  
 Hypochondriasis 472  
 Conversion Disorder 472  
 Theoretical Perspectives on Somatoform Disorders 474  
**Dissociative Disorders 474**  
 Psychogenic Amnesia 474  
 Psychogenic Fugue 474  
 Multiple Personality 475  
 Theoretical Perspectives on Dissociative Disorders 476  
**Mood Disorders 477**  
 Major Depression (Unipolar Depression) 478  
 Bipolar (Manic-Depressive) Disorder 478  
 Theoretical Perspectives on Mood Disorders 481  
**Schizophrenic Disorders 489**  
 Primary Symptoms of Schizophrenia 491  
 Subtypes of Schizophrenia 493  
 Theoretical Perspectives on Schizophrenic Disorders 495  
**Personality Disorders 498**  
 Antisocial Personality Disorder 499

CHAPTER 15

THERAPY 504

- Psychoanalysis 504**
  - Techniques of Psychoanalysis 506
  - Present Status of Psychoanalysis 508
- Humanistic Therapies 508**
  - Person-Centered Therapy 509
  - Gestalt Therapy 510
- Cognitive Therapies 512**
  - Rational-Emotive Therapy 512
  - Cognitive Restructuring Therapy 515
- Behavior Therapies 515**
  - Classical Conditioning Therapies 516
  - Operant Conditioning Therapies 519
  - Modeling 521
- Group Therapy 522**
  - Family Therapy 524
  - Couple Therapy 524
- Evaluating Psychotherapy 525**
  - Is Psychotherapy More Beneficial Than No Therapy? 525
  - Is One Type of Psychotherapy More Effective Than Another? 526
  - Common Features of Psychotherapeutic Approaches 527
- Biomedical Treatment of Psychological Disorders 528**
  - Psychosurgery 528
  - Electroconvulsive Therapy 531
  - Psychoactive Drugs 533

SOCIAL AND APPLIED PSYCHOLOGY 538

CHAPTER 16

SOCIAL PSYCHOLOGY 540

- Social Perception 542**
  - First Impressions 543
  - Schemas 543
  - Implicit Personality Theories 544
- Attributing Causes to Behaviors 544**
  - The Correspondent Inference Theory 545
  - The Covariation Principle 547
  - Biases in Attribution Processes 548
- Attitudes 550**
  - How We Acquire Attitudes 550
  - The Functions of Attitudes 551
  - Attitudes and Behavior 553
  - Changing Attitudes 555
- Social Influence 559**
  - Conformity 559
  - Compliance 562
  - Obedience 563
- Prejudice 564**

- Outgroups, Ingroups, and the Causes of Prejudice 565
- A "Prejudiced Personality"? 568
- Interpersonal Attraction: Liking and Loving 569**
  - Factors That Contribute to Interpersonal Attraction 569
  - The Nature of Love 572
  - Types of Love 572
- Interpersonal Aggression 573**
  - The Biology of Aggression 574
  - The Psychosocial Bases of Aggression 574

CHAPTER 17

APPLYING PSYCHOLOGY 580

- Environmental Psychology 582**
  - Adverse Environmental Conditions 582
  - The Effects of Space on Behavior 586
- Industrial/Organizational Psychology 593**
  - Personnel Selection 594
  - Worker Satisfaction and Productivity 596
  - Organizational Structure, Management Styles, and Worker Response 599
- Health Psychology 600**
  - The Nature of Stress 601
  - Physiological Responses to Stress 602
  - Psychological Responses to Stress 605
  - Stressors 606
  - Stress and Illness 611

APPENDIX A

ELEMENTARY STATISTICS 618

- Descriptive Statistics 618**
  - Measures of Central Tendency 618
  - Measures of Variability 621
  - The Normal Frequency Distribution 623
  - Correlation 626
  - Regression 629
- Inferential Statistics 631**
  - Estimation 631
  - Hypothesis Testing 632
- Advanced Statistical Techniques 635**
  - Analysis of Variance 635
  - Factor Analysis 636

APPENDIX B

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY 637

- The Origins of I/O Psychology 637**
- Personnel Selection and Evaluation 638**
  - Selecting Employees 638
  - Evaluating Worker Performance 638
- Worker Motivation 640**
  - Applying Need Theory to Motivating Workers 640
  - Applying Two-Factor Theory to Motivating Workers 641



**Leadership 642**

What Makes a Leader Successful? The Trait

Approach 642

What Makes a Leader Successful? The Contingency

Approach 642

**Human Factors 645**

Sensing Functions 645

Information Storage, Processing, and

Decision-Making Functions 646

Action Functions 646

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**APPENDIX C**

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**SEXUALITY 648****Four-Phase Model of Sexual Response 648**

Excitement 650

Plateau 650

Orgasm 650

Resolution 650

**Sexual Expression 651**

Sexual Behavior Patterns 651

Homosexuality 653

Cross-Cultural Variations in Sexual Expression 657

**GLOSSARY 661****BIBLIOGRAPHY 685****INDEXES 000**