

PSYCHOLOGY

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PSYCHOLOGY

To the Instructor

When we set out to write this book, we wanted to do *more* than to produce a reliable, readable, and current introduction to psychology. We wanted to write a textbook that responded to several challenges that confront psychology instructors in the 1990s, challenges that are crystallized in statements such as these:

► “My students are a mix of backgrounds, cultures, and nationalities. Many of them complain that they don’t see *themselves* reflected in their textbook—and they’re right.”

► “Few of my students are going to become psychologists. I face a big challenge in trying to show them that psychology is relevant to any career they might choose.”

► “My students don’t see how they can apply psychology to their everyday lives or how it relates to what’s going on in today’s world.”

As instructors of introductory psychology for many years, we have faced similar challenges in our own teaching. After extensive discussions among ourselves—and drawing upon the advice of dozens of other psychology instructors—we came up with what we believe is an effective way of responding to them. We have orchestrated this textbook in a way that not only conveys the excitement of a rapidly advancing science (with abundant references to research published in the 1990s), but also shows students from the widest variety of backgrounds how psychology connects to *them*.

Building Bridges

Most of our students don’t become psychologists or even major in psychology.

And the question “How is this course going to help me in my career?” is often uppermost in our students’ minds. (Telling them to suppress that thought is about as likely to succeed as telling a person, “Don’t think about a white bear,” a topic that we discuss on page 326.)

To help our students answer this question, each chapter of this book contains a section called “Building Bridges,” which highlights the links between psychology and another field, from marketing to architecture. Although these sections discuss psychological research, they are anything but academic discourses. Instead, each Building Bridges section features an interview with a person who makes connections to psychology in his or her work—for example, a nurse who tries to enhance the sense of personal control of old people in nursing homes, a business executive who uses personality tests to match the right people with the right jobs, and a lawyer who uses principles of social influence to help win cases. For us, conducting these interviews was one of the most exciting parts of writing this book. The Building Bridges sections also point students to the rich connections between psychology and other college courses, including history and literature. You will find a list of the Building Bridges sections on page vi.

Appreciating Our Diversity

Not so long ago the large majority of college psychology students were white, middle-class men and women between 18 and 20 years old. Today’s psychology classroom, in contrast, is likely to contain students from a wide range of ages and ethnic, cultural, and national back-

grounds. And as our students have become more diverse, psychological researchers have been devoting more attention to the cultural context of behavior and mental processes. A central task of the introductory psychology course is to teach our students about human differences and similarities. We need to demonstrate to all our students that psychology is relevant to *them*.

To this end, every chapter of this book includes a section called “Appreciating Our Diversity.” In these sections we focus on psychological issues in the context of cultural and other differences and similarities between people—including ethnicity, gender, age, sexual orientation, and physical disability. We examine, for example, the impact of using a wheelchair on people’s perceptions of their physical environment, the effects of culture on memory, the debate over bilingual education in elementary school, child development in the African-American extended family, and the impact of culture-based rules of etiquette on social interactions. A list of the Appreciating Our Diversity sections appears on pages vi–vii.

In addition to these sections, we have included discussions of human diversity and culture at many points throughout the book. We firmly believe that by helping our students to appreciate human diversity, we also help them to learn more about themselves.

Current Issue

As an applied as well as a basic science, psychology makes important contributions to understanding some of our society’s most pressing social issues. In “Current Issue” sections at the end of each chapter, we explore such applica-

tions. Some of the problems discussed—for example, “Violence” and “Prejudice and Racism”—have been central concerns of psychologists for decades. Other issues—such as “Child Abuse,” “Homelessness,” “Rape and Sexual Harassment,” and “The AIDS Crisis”—have more recently come to the forefront of national attention. Still other Current Issues concern controversies about psychological research itself, such as “The Animal Rights Debate.” The Current Issues show students that psychology is at the cutting edge not only as a science but also in its applications to social problems. A list of the Current Issues is presented on page vii.

Writing as a Team

Our collective experiences and efforts have made this a much richer and better balanced book than any one of us could have written individually. We were also determined to avoid the impersonality that commonly plagues team-written books. A textbook—like a professor—is best able to engage interest when the authors relate to students in a personal way. For this reason, we have not hesitated to write in the first person and to share our own personal experiences with our readers. For example, Chapter 1 begins with a series of anecdotes illustrating ways in which psychological research has helped each of us to make sense of some puzzling personal experiences. We hope that many of our readers will gradually come to recognize that “Zick,” “Anne,” and “Peter,” whose photographs are presented at the start of Chapter 1 and whose experiences are described throughout the book, are not fictional characters but real-life authors, each with a personality of his or her own.

We are confident that we have successfully avoided another common pitfall of the multi-authored book—the disjointedness that often results when different authors labor in isolation to produce separate chapters. The shape of this book emerged from long-running

conversations among the three of us. And as we circulated successive drafts of different chapters and sections, each of us stayed highly involved with the book as a whole. In addition, Zick has reviewed every sentence in the book to ensure stylistic consistency. The result is a highly coordinated book, written in a consistent style.

Tools to Enhance Learning

This textbook contains several tools that can promote effective learning by your students:

- 1 *Chapter overviews.* Each chapter begins with an overview page, containing both a list of the chapter’s headings and an overview of each major section.
- 2 *Chapter summaries.* Each chapter concludes with a summary of major points. Each Current Issue section has its own summary, allowing these sections to be assigned and mastered separately from the chapters.
- 3 *Key terms.* Key terms are presented in boldface type, defined in the margin when they are introduced, listed in a “Key Terms” list at the end of each chapter, and included (in italics) in the chapter summary.
- 4 *Glossary.* The glossary at the end of the book contains definitions of the key terms, as well as of other important terms introduced in the book. Each glossary entry lists the page on which the term was introduced.
- 5 *Photographs and drawings.* The abundant photographs and drawings in this book serve both to maintain students’ interest and to deepen their understanding of psychological concepts. The art plan was developed with the expert as-

sistance of Dr. Paula Niedenthal of Johns Hopkins University, who is both a psychologist and an artist.

- 6 *Study tips.* The “To the Student” section that follows this preface explains to your students how they can apply the “SQ3R” method to use this book most effectively.

Additional Materials that Accompany the Text

Additional materials available to adopters of the text include a Testbank, an Instructor’s Resource Manual, and a Study Guide, all based on the same set of learning objectives.

**Testbank by John Caruso,
University of Massachusetts,
Dartmouth**

The Testbank contains over 2,350 multiple-choice questions (140 per chapter, plus 25 on statistics). For each question the following information is provided: the correct answer; the learning objective to which the question corresponds; the text page on which the answer can be found; and the type of knowledge that the question tests—“A/C” for application/comprehension and “F/D” for fact/definition.

**Instructor’s Resource Manual
by Richard L. Leavy, Ohio
Wesleyan University**

The Instructor’s Resource Manual contains a complete set of the learning objectives for each chapter of the text; a thorough chapter outline with key terms highlighted; lecture topics; demonstrations and handouts for demonstrations; audiovisual resources; and suggested readings.

**Study Guide by Richard P.
McGlynn, Texas Tech
University, and Ann Palen
McGlynn, Lubbock State
School**

The Study Guide is a learning program based on the same set of learning

objectives that guide the Testbank and the Instructor's Manual. The program consists of completion questions, multiple-choice questions, and matching questions, thus encouraging students to review each chapter's material in a variety of ways.

Computer Ancillaries

The Testbank and Study Guide are also available to adopters on disk for use on IBM and Macintosh microcomputers. The computerized testbank allows instructors to generate exams and to integrate their own questions with those on the disk. The computerized study guide is an interactive program that enables students to investigate each chapter's material in multiple ways.

In addition, *Psychabilities*, a new package of computer simulations created by Sarah Ransdell, New College of the University of South Florida, is available to qualified adopters. *Psychabilities* illustrates intriguing psychological phenomena and allows students to participate in experiments. Specially designed to serve instructors in the lecture hall as well as the individual student in the computer lab, these simulations are accompanied by an instructor's guide.

Transparencies

Also offered to qualified adopters is an extensive set of transparencies, most in color. The transparencies include a selection of figures from this text, carefully chosen for their ability to enrich lectures, as well as other lecture-enhancing figures from outside the text.

Videocassettes

Videocassettes containing complete films as well as brief modules are available to qualified adopters.

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ing colleagues were especially helpful in guiding us through their areas of expertise: Harold Pashler, University of California, San Diego (Chapter 3); James Mazur, Southern Connecticut State College (Chapter 4); and Jone Sloman, Wheaton College (Chapter 7). Jeannette Ickovics (Yale University), Paula M. Niedenthal (Johns Hopkins University), and Ann L. Weber (University of North Carolina at Asheville) assisted us in preparing several of the "Building Bridges" sections. Karen Rezai (University of Florida) assisted in the preparation of several of the Current Issues.

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In the last analysis, the most important ingredient of the introductory psychology course that you teach is *you*. Each of the three authors of this textbook remembers well the first psychology course that we took as undergraduates. Although we took introductory psychology in different decades and on different coasts, what each of us remembers best is the gifted professor who taught us. But we also hope that your students will come away from their first psychology course with the feeling that their professor was assisted by several other psychologists—the authors of their textbook—who shared their professor's commitment to conveying psychology in a clear and engaging way.

We would be very interested in your reactions to our efforts. Please send your comments and suggestions to any or all of us, either at our universities or c/o Psychology Editor, College Division, Houghton Mifflin Company, One Beacon Street, Boston, Mass. 02108

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To the Student

Each of the three authors of this textbook once took introductory psychology. Like you, we were instructed to go out and buy a textbook that was about 600 pages long, weighed about 3.2 pounds, and covered dozens of topics that we assumed we knew nothing about. It was slightly intimidating.

As you begin reading this book, however, you'll quickly discover—as we did when we took introductory psychology—that psychology is not as forbidding or as unfamiliar as it might seem at first glance. To the contrary, most of the topics in this book, from memory to motivation to social relationships, relate closely to your own daily life. Throughout this book, we will use concrete examples, often drawn from *our* experiences, to help make these links. (Chapter 1 begins with several such examples—one from each of us.)

Each chapter of this book contains several special features—called “Building Bridges,” “Appreciating Our Diversity,” and “Current Issues”—that help connect psychology to your own life and concerns. Here is a quick overview of these features, so you will know what to expect.

Building Bridges

Regardless of what career you ultimately choose to enter, it is a good bet that psychology will have a lot to do with it. Psychology also has remarkably rich connections to the other college courses that you are taking. In order to illustrate these links between psychology and other fields, each chapter of this book contains a section called “Building Bridges,” which focuses on a man or woman who uses psychology in his or her work. For example, Walter Hawkins makes connections between psychology and engineering to design “user-friendly” telephone systems that people can really use. Public health expert Marta

Moret applies research on attitude change to help create successful public health campaigns. Architect Glenn Lym draws upon research on social interaction to design homes that fit their inhabitants’ needs. You will find a list of all the Building Bridges sections on page vi.

Appreciating Our Diversity

Our behavior, thoughts, and feelings are shaped by the groups to which we belong and the culture in which we live. In exploring psychology, therefore, we will pay special attention to the influence of people’s gender, age, ethnic background, sexual orientation, and physical abilities. Indeed, it is only by recognizing and appreciating human diversity that you can approach a full understanding of your *own* behavior and mental processes. In the “Appreciating Our Diversity” sections, we discuss such topics as the impact of being wheelchair-bound on people’s perceptions of the physical environment, the influence of culture on memory, and the way in which group labels (such as “black” or “African American”) can shape people’s self-concept. You will find a list of the “Appreciating Our Diversity” sections on pages vi–vii.

Current Issues

Psychology has important applications not only to our private concerns but also to the problems of society. At the end of each chapter you will encounter a section called “Current Issues,” which focuses on applications to such pressing social issues as homelessness, the AIDS crisis, child abuse, drug addiction, and rape and sexual harassment. Not only can psychological research help us to understand the causes of these problems, but such research will inevitably play a crucial role in solving them. A list of the “Current Issues” is found on page vii.

Spotlights

In every chapter you will also find a “Spotlight” page that looks closely at a particularly interesting example of psychological research, on topics ranging from spacesickness to people’s ability to discriminate truths from lies.

Teasers

Each chapter also contains five or six “teasers”—dramatic or amusing bits of information that appear in the text margins and that often give a new twist to the topics discussed in the text.

Reading Actively: The SQ3R Approach

When we discuss human memory in Chapter 5, we emphasize that the key to retaining information is to learn it in an active way. You will store information more effectively in your brain’s memory bank—and be better able to retrieve it when you need it—if you think about it actively, linking the new information to concepts and categories that you are already familiar with.

A tried-and-true method for reading actively—and, therefore, for mastering material in textbooks—was first developed a half-century ago by Francis P. Robinson (1941)*, a psychologist at Ohio State University. Robinson’s active learning technique is called *SQ3R*, a shorthand for Survey, Question, Read,

* Throughout the book you will see names followed by dates in parentheses, such as “Robinson (1941).” This is the convention used by writers in psychology (and many other fields) to cite books and articles to which they refer. The full reference to Robinson’s work, which was published in 1941, is given in the bibliography at the end of the book.

Recite, and Review (an *S*, a *Q*, and a series of three *R*'s). Here is a summary of the approach:

- 1 **Survey.** Before starting to read any chapter in this textbook, first *survey* all the headings of the chapter. Take a minute or two to figure out what the five or six primary themes of the chapter will be. This will help you create a mental framework for learning the material in the chapter. We have helped you to survey the chapter by providing an outline page at the start of each chapter. The outline page provides both the titles of each of the chapter's sections and a brief overview of each major section. (If you turn to page 425, for example, you'll find the outline page for the chapter on "Psychology and Health.")
- 2 **Question.** As you get ready to read a particular section, turn the section headings and sub-headings into one or more *questions*. For example, the first section of the outline for Chapter 13, on "Psychology and Health," looks like the example shown below. Before starting to read the section, make a list of one or more central questions, such as these: "What is stress?" "What causes stress?" "How does stress affect health?" and "How can people cope with stress?" In some cases you can also ask more personal questions, such as "What causes stress in *my* life?" and "How can *I* cope with stress more effectively?" By posing and thinking about these questions, you are becoming a more active reader.
- 3 **Read.** Now you are ready for the first *R*, to *read* the section. The idea here is to avoid reading passively, but instead to read with the specific goal of answering the question or questions that you have posed. As you read, you may also be able to refine your list of questions and to add new ones that seem to be particularly important. When the question involves the definition of a term, such as "What is stress?," this book's marginal glossary will be particularly helpful. Each of the key terms is defined not only in the text itself, but also in the margin, near the place where it is introduced.
- 4 **Recite.** After you finish reading the section, you are ready for the second *R*, *recite*. Recite to yourself the answers to your questions. Some people find it helpful to recite the answers out loud. Most effective of all is to write down the answers that you have recited. In this way, you will be writing down your own outline of the chapter.
- 5 **Review.** After you have gone through these steps for each section of a chapter, *review* the material in the chapter. One way to do this is to study the summary that we have provided at the end of each chapter. A second way is to review the marginal glossary, which contains definitions of the chapter's key terms. (To help organize this review, we have also placed a list of the key terms at the end of each chapter.) Another—and particularly effective—way to review is to

go over the outline that you generated for yourself.

There are many ways in which a student can use the SQ3R method, and we would encourage you to modify it in ways that work best for you. For example, some students like to take notes in a notebook as they read. Others like to jot down questions and answers in the margins of the book. Some people use different color pens—for example, red for questions and green for answers. Do whatever works best for you. But whatever techniques you use, remember to read actively, asking questions about the meaning of the material in the section and then endeavoring to answer them.

We are very interested in your reactions to this book. We would welcome your questions, comments, and suggestions—and will do our best to respond to them. Please feel free to write to any or all of us, c/o Psychology Editor, College Division, Houghton Mifflin Company, One Beacon Street, Boston, Mass. 02108.

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Chapter Outline

Stress

What Is Stress?
The Biology of Stress
Coping with Stress

Overview

Stress can take a heavy toll on emotional and physical health.

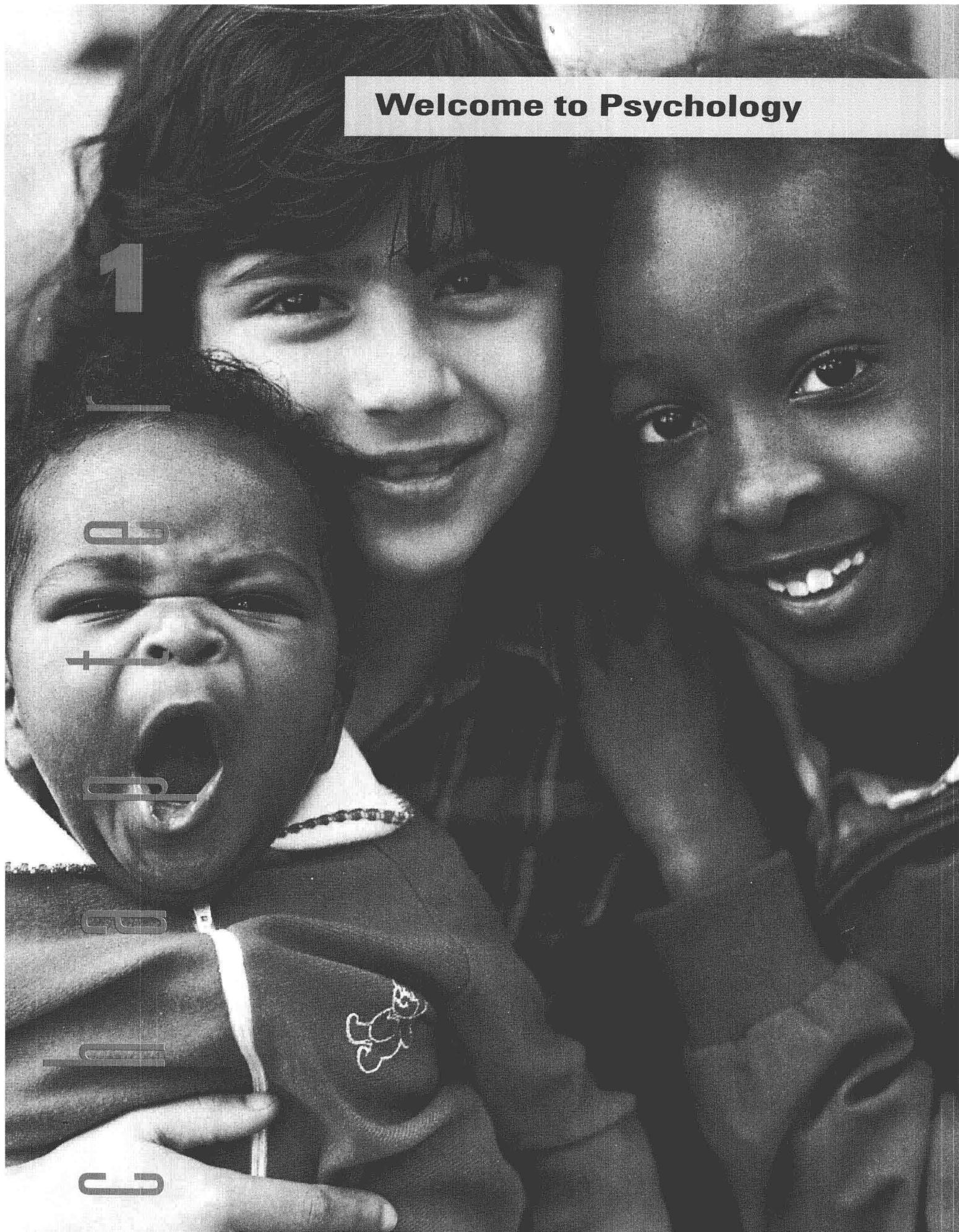
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Zick Rubin is Adjunct Professor of Psychology at Brandeis University. He received his B.A. from Yale University in 1965 and his Ph.D. from the University of Michigan in 1969. He has served as Associate Professor of Psychology at Harvard University and as the Louis and Frances Salvage Professor of Psychology at Brandeis. Well-known as a writer for general audiences, Zick has been a contributing editor of *Psychology Today* and has twice won the National Media Award of the American Psychological Foundation. In addition to teaching introductory psychology, he has taught graduate courses on writing in the behavioral sciences. His other books include *Liking and Loving* and *Children's Friendships*.

Letitia Anne Peplau is Professor of Psychology at the University of California, Los Angeles. Anne received her B.A. from Brown University in 1968 and her Ph.D. from Harvard University in 1973. In addition to teaching introductory psychology, Anne has developed a popular undergraduate course on the psychology of gender and has served as Director of the UCLA Center for the Study of Women. She is the co-author of *Close Relationships* and *Social Psychology*, and the co-editor of *Loneliness: A Sourcebook of Current Theory, Research, and Therapy*. Anne is also the president-elect of the International Society for the Study of Personal Relationships.

Peter Salovey is Associate Professor of Psychology at Yale University. He received his B.A. from Stanford in 1980 and his Ph.D. from Yale in 1986. A highly regarded teacher of introductory psychology, Peter also teaches a course on "Psychology and Law" that in 1992 had the highest enrollment of any course in Yale's history. He is an Associate Editor of the *Psychological Bulletin*, co-author of *Peer Counseling* and *The Remembered Self*, and editor of *The Psychology of Jealousy and Envy*. Peter recently received a Presidential Young Investigator Award from the National Science Foundation to pursue his research on emotions and health.

Welcome to Psychology



Brief Contents

To the Instructor	xxiii
To the Student	xxvii
About the Authors	xxix
1 Welcome to Psychology	1
2 Biological Foundations of Behavior	37
3 Sensation and Perception	73
4 Learning	109
5 Memory	143
6 Language, Thinking, and Intelligence	175
7 From Birth to Adolescence	211
8 Adulthood and Aging	253
9 Female and Male	289
10 Consciousness	323
11 Motivation and Emotion	355
12 Personality	389
13 Psychology and Health	425
14 Psychological Disorder	457
15 Therapy	491
16 Attitudes and Influence	525
17 Social Relationships	557
Appendix Psychology and Numbers	587
Glossary	G-1
References	R-1
Credits	C-1
Name Index	N-1
Subject Index	S-1

Special Features

Building Bridges

2	Psychology and Genetic Counseling: Helping People Make Their Own Choices	42
3	Psychology and Marketing: Simple Packages That Send Complex Messages	78
4	Psychology and Teaching: "If He Can Do It, So Can I"	130
5	Psychology and History: Recovering the Past	156
6	Psychology and Engineering: Designing Products That People Can Use	192
7	Psychology and Public Policy: "We Must All Be Advocates for Children"	232
8	Psychology and Nursing: Enhancing Personal Control	276
9	Psychology and Literature: Writing in a Woman's Voice	294
10	Psychology and Sports: Inside a Golfer's Mind	328
11	Psychology and Theater: "Do the Act, and the Feeling Will Follow"	376
12	Psychology and Business: Matching the Personality to the Job	412
13	Psychology and Public Health: Scared Healthy	444
14	Psychology and the Police: Negotiating with Hostage-Takers	474
15	Psychology and Psychiatry: Listening with Empathy	512
16	Psychology and the Law: Persuading the Jury	538
17	Psychology and Architecture: Turning Spaces into Places	572

Appreciating Our Diversity

1	The Changing Face of American Society	23
2	Left-Handed People in a Right-Handed World	59
3	The View from a Wheelchair	97
4	The Rhythms of Learning	128
5	Does Culture Shape Memory?	152
6	The Gift of Bilingualism	181
7	The Black Extended Family	219
8	The View from 80	270
9	Are the Sexes "Alike" or "Different"?	298
10	Altering Consciousness to Seek the Divine	345
11	The Many Languages of Emotion	372
12	What's in a Label: "Black" or "African American"?	404
13	The Americanization of Breast Cancer	436
14	Changing Views of Homosexuality	460

15	Cultural Sensitivity in Therapy	509
16	Stereotypes of the Disabled	529
17	Tom and Tomio Go to Lunch	565

Current Issue

1	Parascience	32
2	The Animal Rights Debate	68
3	Noise Pollution	104
4	Behavior Control	138
5	Eyewitness Testimony	170
6	Can Computers Think?	206
7	Child Abuse	248
8	Homelessness	284
9	Rape and Sexual Harassment	318
10	Biological Rhythms	350
11	Violence	384
12	Happiness	420
13	The AIDS Crisis	452
14	Suicide	486
15	Fighting Addiction	520
16	Prejudice and Racism	552
17	Loneliness	582

CHAPTER

Welcome to Psychology 1

1
N

To the Instructor	xxiii
To the Student	xxvii
About the Authors	xxix

A Nutshell History of Psychology	4
The Research Adventure	6
The Case of the Hesitating Professor	6
The Case of the Good Samaritan	9
Where Do Psychologists Get Their Ideas?	11
The Methods of Psychology	13
Whom Do Psychologists Observe?	13
What Do Psychologists Observe?	15
Where Do Psychologists Observe?	16
Description, Correlation, and Experimentation	17
Research and Application	21
Appreciating Our Diversity	22
What Psychologists Do	25
Science, Practice, and Teaching	25
Subfields of Psychology	26
Building Bridges Between Psychology and Other Fields	28
Chapter Summary	29
Key Terms	31
Features	
<i>Spotlight</i> Finding What You're Looking For	20
<i>Appreciating Our Diversity</i> The Changing Face of American Society	23
<i>Current Issue</i> Parascience	32

CHAPTER

Biological Foundations of Behavior 37

1
W

Evolution and Genetics	38
Human Evolution	38
Principles of Genetics	40
Behavior Genetics	41
The Nervous System	44
The Organization of the Nervous System	44
Neurons and Their Messages	47
The Brain	49
Unlocking the Brain	49
The Structure of the Brain	52
Specialization of Brain Function	56
Our Two Brains	57



The Chemistry of Behavior	60
Neurotransmitters	60
Hormones	61
Neuropeptides	63
Chapter Summary	64
Key Terms	66
Features	
<i>Building Bridges</i> Psychology and Genetic Counseling: Helping People Make Their Own Choices	42
<i>Appreciating Our Diversity</i> Left-Handed People in a Right-Handed World	59
<i>Spotlight</i> Brain Transplants	62
<i>Current Issue</i> The Animal Rights Debate	68
Vision	74
The Eye	75
Color Vision	76
Depth Perception	77
Vision and the Brain	81
The Other Senses	83
Hearing	84
The Skin Senses	85
Kinesthesia and Equilibrium	87
Smell	87
Taste	90
Beyond the Known Senses	91
Perception as an Active Process	92
Principles of Perceptual Organization	92
Paying Attention	93
Seeing What You're Looking For: Selective Perception	95
Experiencing a Stable World: Perceptual Constancy	96
Perceptual Illusions	99
Chapter Summary	100
Key Terms	103
Features	
<i>Building Bridges</i> Psychology and Marketing: Simple Packages that Send Complex Messages	78
<i>Spotlight</i> Sick in Space	88
<i>Appreciating Our Diversity</i> The View from a Wheelchair	97
<i>Current Issue</i> Noise Pollution	104