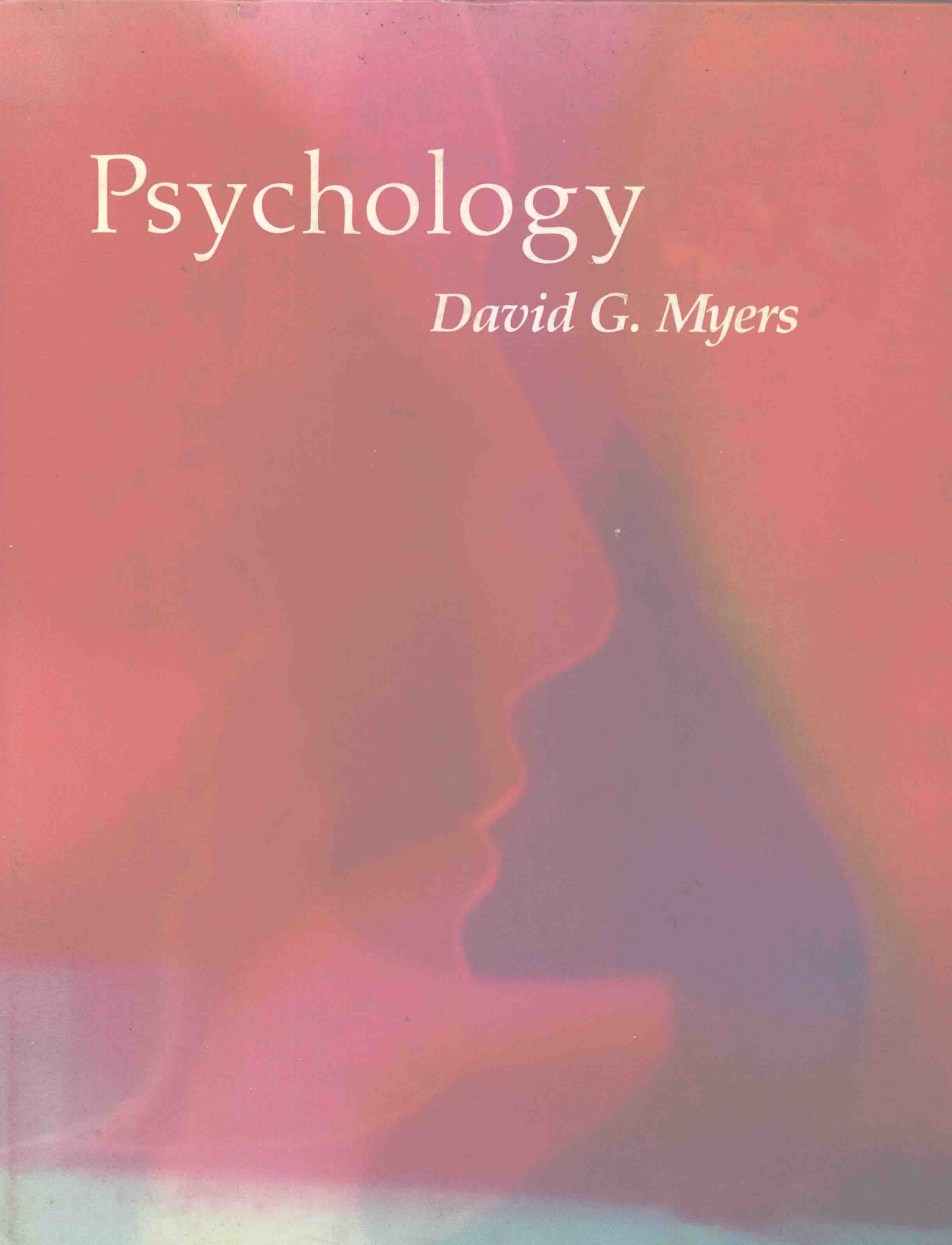


# Psychology

*David G. Myers*



# Psychology

FIRST EDITION

*David G. Myers*

HOPE COLLEGE

WORTH PUBLISHERS, INC.

TO JACK, JANE, JOHN, TOM,  
AND ALL PEOPLE OF HOPE

**Psychology**

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# Psychology

# Preface

My goals in writing this book can be reduced to one overriding aim: *to merge rigorous science with a broad human perspective in a book that would engage both the mind and the heart*. I wanted this book to clearly set forth the principles and processes of psychology and at the same time to remain sensitive to students' capabilities and interests, and to their futures as individual human beings. Ideally, it would be a book that helped students to gain insight into the phenomena of their everyday lives, to feel a sense of wonder about seemingly ordinary human processes, and to see how psychology addresses deep intellectual issues that cross disciplines. I also wanted to produce a book that would convey to its readers the inquisitive, compassionate, and sometimes playful spirit in which psychology can be approached.

To achieve these goals, I established, and have steadfastly tried to follow, eight basic operating principles:

1. *To put facts in the service of concepts.* My intention has been not to fill students' intellectual file drawers with facts but to reveal psychology's major concepts. In each chapter I have placed the greater emphasis on the concepts that students should carry with them long after they have forgotten the details of what they have read.
2. *To exemplify the process of inquiry.* The student is shown, time and again, not just the outcome of research, but how the research process works—and how it sometimes doesn't work. Throughout, the book tries to excite the reader's curiosity. It invites readers to imagine themselves as participants in classic experiments. Several chapters introduce research stories as mysteries that are progressively unraveled, as one clue after another is put into place.
3. *To be as up-to-date as possible.* Few things dampen students' interest as quickly as the sense that they are reading stale news. I therefore sought to present the most recent developments in the discipline. Accordingly, 60 percent of the references in this text

are from the 1980s, and 60 percent of these were published between 1983 and 1986.

4. *To integrate principles and applications.* Throughout—by means of anecdotes, case histories, and the posing of hypothetical situations—I have tried to relate the findings of basic research to their applications and implications. Where psychology can help to illuminate pressing human issues—whether they be racism and sexism, health and happiness, or violence and war—I have let it do so.
5. *To enhance comprehension by providing continuity.* As I approached each chapter, I searched for a significant issue or theme that could link the subtopics, forming a thread through the chapter. The “Learning” chapter, for example, conveys the idea that bold thinkers (Pavlov, Skinner, Bandura) can serve as intellectual pioneers. The “Thinking and Language” chapter raises the issue of human rationality and irrationality. The “Gender” chapter reexamines from a new perspective the nature-nurture issue (which is introduced in Chapter 2 and reappears throughout the book).
6. *To teach critical thinking.* By presenting research as intellectual detective work, I have tried to help students to think more like research psychologists—with an inquiring, analytical mindset. The reader will discover how an empirical approach can help in evaluating claims for, among other things, such highly publicized phenomena as subliminal persuasion, ESP, and mother-infant bonding. And whether they are learning about memory, cognition, or statistics, students are led to see how what they are learning can help them to think more clearly.
7. *To reinforce learning at every step.* In addition to presenting material in a way that encourages students to process it actively, each chapter concludes with an organized narrative summary, a handy glossary of fully defined key terms, and reading suggestions that are attuned to students’ interests and level of comprehension.
8. *To provide organizational flexibility.* I have chosen an organization in which developmental psychology is covered early because students usually find the material of particular interest and because it introduces themes and concepts that are used later in the text. Nevertheless, because many instructors have their own preferred sequence, the chapters were written in a way that anticipates other approaches to organizing the introductory course.

## SUPPLEMENTS

*Psychology* is accompanied by a comprehensive teaching and learning package. For students, there is a *Study Guide*, prepared and class-tested by Richard Straub (University of Michigan, Dearborn). Using the SQ3R (study, question, read, recite, review) method, each chapter contains a topic guide, fill-in questions, progress tests, applications, and essay questions, along with student projects and sources for more information. Answers to the chapter review and progress tests (with page references) are provided.

To bring some of psychology's concepts and methods to life, Thomas Ludwig (Hope College) has created *PsychSim: Computer Simulations in Psychology*. These twelve interactive simulations (available for use on IBM PC and Apple II+/IIe/IIc) cover such topics as hemispheric specialization, visual illusions, and ELIZA, the computer therapist. Each provides an easy way to engage students in actively thinking about and responding to psychological procedures.

The *Instructor's Resource Manual*, created by Martin Bolt (Calvin College), provides an abundance of helpful resources in a loose-leaf case. The manual includes chapter objectives; suggestions for lecture/discussion topics, classroom exercises, student projects, and films; and ready-to-use handouts for student participation. There are also many slides and transparencies for overhead projection.

Finally, the *Test Bank*, coordinated, written, and edited by John Brink (Calvin College) with the able assistance of Martin Bolt (Calvin College), Nancy Campbell-Goymer (Birmingham-Southern College), James Eison (Southeast Missouri State University), and Anne Nowlin (Roane State Community College), provides 1200 multiple-choice questions. For each chapter, there are 20 definitional, 20 factual, and 20 conceptual questions, identified by topic and page number and keyed to objectives in the *Instructor's Resource Manual*. The *Test Bank* questions are available on a computerized test generation system.

## IN APPRECIATION

A textbook may have one author's name on the cover, but in truth it is a team effort, a collaboration between the author, publisher, and, in my own case, a multitude of consultants and reviewers. It is a genuine pleasure, then, for me to acknowledge the fellow members of my team.

As Ralph Waldo Emerson once wrote, "Every man I meet is in some way my superior; and in that I can learn of him." My experience is that every consultant and reviewer of this book has, indeed, in some way been my superior, and I have learned from each of them. Our consultants helped me see how a new text might accurately portray the most current thinking in their specialties. The subsequent chapter drafts were each critiqued by some twenty subject matter experts and introductory psychology teachers and were class tested in four classes. The result is a book written by one author with a single voice, but a better book than one author alone (this author, at least) could have written. So, to the following consultants and reviewers I am indebted:

T. John Akamatsu, *Kent State University*

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Ten individuals read the whole manuscript and provided me not only with a critique of each chapter but also with their sense of the style and balance of the whole book. For their advice and warm encouragement, I am grateful to:



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At Worth Publishers—a company that lets nothing restrain its efforts to produce textbooks of the highest quality—a host of people played key supportive roles. I am particularly grateful to Alison Meersschaert, who commissioned this book, envisioned its goals and a process to fulfill them, and nurtured the book nearly to the end of its first draft. Without her vision and infectious enthusiasm, this book would not exist. I am also very indebted to Anne Vinnicombe, leader of a dedicated editorial team, for her prodigious effort in bringing this project to fulfillment and her commitment to ensuring the accuracy, logical flow, and clarity of every page, and to Amy Marsh, who supervised editorial details and maintained organization in an avalanche of paperwork. Kudos also go to Worth's production team, led by George Touloumes, for crafting a final product that exceeds my expectations.

At Hope College, the supporting team members include Jennifer Heitman, Beth Gunn, Julie Zuwerink, and Richard Burt, who researched, checked, and proofed countless items; Betty Dolley, who efficiently xeroxed more than a quarter million pages for class testing and reviews; Kathy Adamski, who typed hundreds of dictated letters without ever losing her good cheer; and Phyllis and Richard Vandervelde, who processed some 15,000 pages of various chapter drafts with their customary excellence.

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Ralph Eugene Meatyard

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# Psychology

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