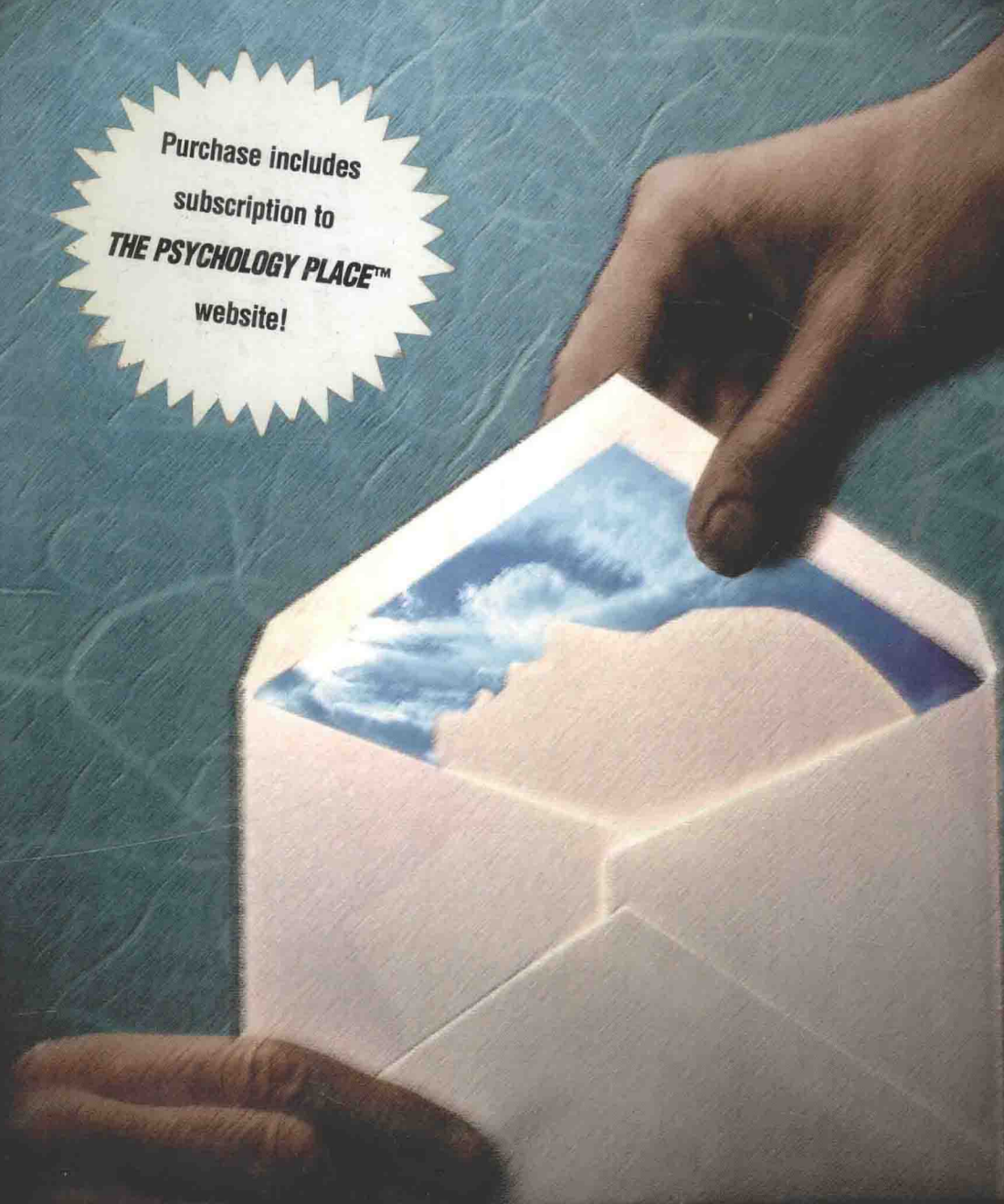


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Invitation to Psychology

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Psychology textbooks have always had a little problem with length. William James's two-volume classic, *Principles of Psychology* (1890), took him twelve long years to write and weighed in at a hefty 1,393 pages. (And today's students think *they* have it hard!) Just two years after his book was published, James followed it with *Psychology, Briefer Course*, which was much shorter, under 500 pages. But James wasn't happy with his briefer book; in a letter to his publishers, he complained that he had left out "all bibliography and experimental details, all metaphysical subtleties and digressions, all quotations, all humor and pathos, all interest in short. . . ." (quoted in Weiten & Wight, 1992).

The great James was probably too hard on himself; he was entirely incapable of writing anything dull or disjointed. Nevertheless, we kept his words in mind as we were working on our own "briefer" introduction to psychology. From the outset, we were guided by a philosophy that we hoped would help us avoid some of the pitfalls of the genre:

1. A brief book should be brief—not only in terms of pages but in the number of chapters.
2. The book's organization should be appealing and meaningful.
3. Students at all levels need critical-thinking tools for evaluating psychological issues intelligently.
4. Brief or long, a textbook needs examples, analogies, lively writing, and a strong narrative sense to pull students into the material and make it meaningful to their lives.
5. Students remember more if they learn actively.
6. Research on culture, gender, and ethnicity is as integral to psychology as is research on the brain, genetics, and hormones.

In particular, here is how we have tried to translate our philosophy into reality.

1. BREVITY

Even with a brief textbook consisting of 14 or 15 chapters, instructors often feel hard-pressed to cover the material in a semester or quarter. We

decided, therefore, that 13 chapters would be ideal: enough to cover all the major topics, but few enough to give instructors some breathing room. A 13-chapter book allows you to spend some extra time on topics that many students find particularly difficult, such as the brain; to develop your favorite topics in greater depth; to take time at the beginning of the semester to get to know your students; or to use time at the end of the term to summarize and review.

2. A MEANINGFUL ORGANIZATION

We wanted the organization of this book to do two things: engage students quickly and give them a framework for thinking about human behavior. The first chapter, which introduces students to psychology and to the fundamentals of critical and scientific thinking, is followed by six sections of two chapters each. The six parts focus on different aspects of human behavior or approaches to studying it:

- **Part One: Your Self** examines major theories of personality (Chapter 2) and development (Chapter 3). These are extremely high-interest topics for students and will draw them into the course right away. Moreover, starting off with these chapters allows us to avoid redundancy in coverage of the major schools of psychology—biological, learning, cognitive, sociocultural, and psychodynamic. Instead of introducing these perspectives in the first chapter and then having to explain them again in a much later personality chapter, we cover them once, in this section.
- **Part Two: Your Body** explores the many ways in which the brain, neurons, and hormones affect psychological functioning (Chapter 4); and the neurological and psychological underpinnings of sensation and perception (Chapter 5).
- **Part Three: Your Mind** discusses the impressive ways in which human beings think and reason—and why they so often fail to think and reason well (Chapter 6)—and explores the puzzles and paradoxes of memory (Chapter 7).
- **Part Four: Your Environment** covers basic principles of learning (Chapter 8) and the im-

part of social and cultural contexts on behavior (Chapter 9). Combining learning and social psychology in the same part is a break from convention, but we think it makes excellent sense, for these two fields share an emphasis on “extrapsychic” factors in behavior.

- **Part Five: Your Mental Health** reviews the major mental and emotional disorders (Chapter 10) and evaluates the therapies designed to treat them (Chapter 11).
- **Part Six: Your Life** shows how mind, body, and environment influence emotions, stress, and health (Chapter 12) and the fundamental motives that drive people: eating and appetite, love and sex, and work and achievement (Chapter 13).

Naturally, a brief book will not include every topic that might be found in a longer book, but we have tried to retain all of those that are truly essential to an introductory course. In most cases, you will find these topics in the chapters where you expect them to be, but there are a few exceptions, so if at first you do not see a topic that interests you, we urge you to look for it in the table of contents or the index. Because we do not have a traditional consciousness chapter, for example, sleep and dreams are covered in the chapter on the brain and nervous system (Chapter 4). Eating disorders are not discussed in the chapter on psychological disorders; instead, we discuss them in the context of the psychology and genetics of eating, overweight, and dieting (Chapter 13).

3. CRITICAL AND CREATIVE THINKING

Since we first introduced critical thinking in the first edition of our longer book a dozen years ago, we have been gratified to see its place in the study of psychology grow. Without critical-thinking skills, learning ends at the classroom door.

In this book, too, our goal is to get students to reflect on what they learn, resist leaping to conclusions on the basis of personal experience alone (so tempting in psychological matters), apply rigorous standards of evidence, and listen to competing views. As in our longer book, we introduce eight basic guidelines to critical and creative thinking right away, in the first chapter, and then teach and model these guidelines throughout the book.

who, unlike psychiatrists, are not currently licensed to prescribe medication. Many psychologists are now lobbying for prescription rights, arguing that they should have access to the full range of treatment possibilities (DeLeon & Wiggins, 1996). But they have run into resistance from the medical profession, which argues that even with increased training, psychologists will not be qualified to prescribe medication, and also from psychologists who are concerned about the medicalizing of their field and who want psychology to remain a distinct alternative to psychiatry (DeNelsky, 1996).

Drugs have helped many people who have gone from therapy to therapy without relief. Although medication cannot magically eliminate people's problems, it can be a useful first step in treatment. By improving sleep patterns, appetite, and energy, it can help people concentrate on solving their problems. Yet, despite these benefits, some words of caution are in order. Many psychiatrists and drug companies are trumpeting the benefits of medication without informing the public of its limitations. Here are some of those limitations:

1. *The placebo effect.* New drugs, like new psychotherapies, often promise quick and effective cures, as was the case with the arrival of Clozaril, Xanax, and Prozac. But the placebo effect (see Chapter 1) ensures that some people will respond positively to new drugs just because of the enthusiasm surrounding them. After a while, when placebo effects decline, many drugs turn out to be neither as effective as promised nor as widely applicable. This has happened repeatedly with each new generation of tranquilizer and is happening again with antidepressants.

The belief that antidepressants are the treatment of choice for depression is widespread, so we were as surprised as anyone to discover the large amount of evidence questioning that belief. One meta-analysis found that clinicians considered antidepressants helpful, but patients' ratings showed no advantage for the drugs beyond the placebo effect (Greenberg et al., 1992). Another meta-analysis, of 39 studies involving more than 3,000 depressed patients, found little difference in the effectiveness of medication versus psychotherapy. Moreover, 73 percent of the drugs' effectiveness was due to the placebo effect or other nonchemical factors (Sapirstein & Kirsch, 1996). Studies of the much-heralded Prozac show that it is no more



We use a critical-thinking symbol—a lightbulb—together with a yellow “tab,” like the one in the sample on this page, to draw the reader’s attention to some (but not all) of the critical-thinking discussions in the text. The discussion may extend beyond the paragraph in which the tab appears. The tab is meant to say to students, “Listen up! As you read about this topic, you need to be especially careful about assumptions, evidence, and conclusions.” The critical-thinking lightbulb also appears in Quick Quizzes to alert students to quiz items that give practice in critical thinking (see page xvii for more on this pedagogy).

True critical thinking, we have always maintained, cannot be reduced to a set of rhetorical questions or to a formula for analyzing studies. It is a

process of evaluating claims and ideas, and thus it must be woven into a book's narrative. We try to model critical thinking for students in our evaluations not only of popular but unsupported cultural beliefs, such as in ESP, but also of popular but unsupported academic ideas, such as theories of gender differences in moral reasoning or Maslow's concept of a motivational hierarchy. Finally, we try to model the importance of critical thinking and empirical evidence in our coverage of psychological issues that often evoke emotional debate, such as children's eyewitness testimony, multiple personality disorder, "recovered" memories, the disease model of addiction, definitions of racism and sexism, and many others.

4. LIVELINESS AND RELEVANCE

Virginia Woolf once said that "Fiction is not dropped like a pebble upon the ground, but, like a

spider's web, is attached to life at all four corners." The same principle applies to good textbook writing. Authors of texts at all levels have a unique opportunity to combine scholarly rigor and authority with warmth and compassion when conveying what psychologists know (and still seek to know) about the predicaments and puzzles of life.

The predicaments and puzzles that people care most about, of course, are those that arise in their own lives. **Taking Psychology with You**, a feature that concludes each chapter, draws on research reported in the chapter to tackle practical topics such as living with chronic pain (Chapter 5), becoming more creative (Chapter 6), improving study habits (Chapter 8), getting along with people of other cultures (Chapter 9), and evaluating self-help books (Chapter 11).

However, we also want students to see that psychology can deepen their understanding of events and problems that go beyond the personal. Each chapter therefore begins with a real story or incident from the news—a woman in her sixties giving birth, a court case involving recovered memories, a

Taking Psychology with You

Travels Across the Cultural Divide

A French salesman worked for a company that was bought by Americans. When the new American manager ordered him to step up his sales within the next three months, the employee quit in a huff, taking his customers with him. Why? In France, it takes years to develop customers; in family-owned businesses, relationships with customers may span generations. The American wanted instant results, as Americans often do, but the French salesman knew this was impossible and quit. The American view was, "He wasn't up to the job; he's lazy and disloyal, so he stole my customers." The French view was, "There is no point in explaining anything to a person who is so stupid as to think you can acquire loyal customers in three months" (Hall & Hall, 1987).

Many corporations are beginning to realize that such cultural differences are not trivial and that success in a global economy depends on understanding such differences. You, too, can benefit from the psychological research on cultures, whether you plan to do business abroad, visit as a tourist, or just want to get along better in an increasingly diverse society.

- *Be sure you understand the other culture's rules*, not only of manners and customs but also of nonverbal gestures and methods of communication. If you find yourself getting angry over something a person from another culture is doing, try to find out whether your expectations and perceptions of that person's behavior are appropriate. For example, Koreans typically do not shake hands when greeting strangers, whereas most African-Americans and whites do. People who shake hands as a gesture of friendship and courtesy are likely to feel insulted if another person refuses

to do the same—unless they understand that what is going on is a cultural difference. Here's another example: Suppose you want to go shopping in Morocco or Mexico. If you are not used to bargaining, the experience may be exasperating. It will help to find a cultural "translator" who can show you the ropes. On the other hand, if you are from a culture where people bargain for everything, you will be just as exasperated in a place where everything is sold for a fixed price. "Where's the fun in this?" you'll say. "The whole human transaction of shopping is gone!"

- *When in Rome, do as the Romans do—as much as possible.* Most of the things you really need to know about a culture are not to be found in the guidebooks or travelogues. To learn the unspoken rules of a culture, keep your eyes open and your mouth shut: Look, listen, and observe. What is the pace of life like? Which is more valued in this culture, relationships or schedules? Do people regard brash individuality as admirable or embarrassing? When customers enter a shop, do they greet and chat with the shopkeeper or ignore the person as they browse?

Remember, though, that even when you know the rules, you may find it difficult to carry them out. For example, cultures differ in their tolerance for prolonged gazes (Keating, 1994). In the Middle East, two men will look directly at one another as they talk, but such direct gazes would be deeply uncomfortable to most Japanese or white Americans and a sign of insult to some African-Americans. Knowing this fact about gaze rules can help people accept the reality of different customs, but most of us will still feel uncomfortable trying to change our own ways.

- *Nevertheless, avoid stereotyping.* Try not to let your awareness of cultural differences cause you to overlook individual variations within cultures. During a dreary Boston winter, social psychologist Roger Brown (1986) went to the Bahamas for a vacation. To his surprise, he found the people he met unfriendly, rude, and sullen. He decided that the reason was that Bahamians had to deal with spoiled, critical foreigners, and he tried out this hypothesis on a cab driver. The cab driver looked at Brown in amazement, smiled cheerfully, and told him that Bahamians don't mind tourists—just *unsmiling* tourists.

And then Brown realized what had been going on. "Not tourists generally, but this tourist, myself, was the cause," he wrote. "Confronted with my unrelaxed wintry Boston face, they had assumed I had no interest in them and had responded non-committally, inexpressively. I had created the Bahamian national character. Everywhere I took my face it sprang into being. So I began smiling a lot, and the Bahamians changed their national character. In fact, they lost any national character and differentiated into individuals."

Wise travelers will use cultural findings to expand their understanding of other societies, while avoiding the trap of reducing all behavior to a matter of culture. Sociocultural research teaches us to appreciate the countless explicit and implicit rules that govern our behavior, values, and attitudes, and those of others. Yet we should not forget Roger Brown's lesson that every human being is an individual: one who not only reflects his or her culture, but who shares the common concerns of all humanity.

SUMMARY

1) Like learning theorists, social and cultural psychologists emphasize environmental influ-

ences. Social psychologists study the influence of norms, roles, and groups on behavior and cognition; cul-

3

Development over the Life Span

PSYCHOLOGY IN THE NEWS

Age Record Broken as 63-Year-Old Woman Gives Birth



The oldest woman ever to give birth, Arceli Keh, cuddles her daughter Cynthia.

LOS ANGELES, APRIL 1997. A fertility specialist at the University of Southern California has announced that a 63-year-old female patient gave birth last year to a healthy baby girl. The child was conceived through in vitro ("test tube") fertilization, with sperm from the woman's 60-year-old husband and an egg donated by a younger woman. Previously, the oldest woman on record to give birth was a 53-year-old Italian woman who had a child in 1994, using similar procedures.

Although the USC infertility program has a policy of rejecting patients over age 55, the California woman lied about her age and did

not confess the truth until she was 13 weeks pregnant. The woman's own 86-year-old mother, unaware of her daughter's pregnancy until the delivery, is reportedly delighted at becoming a grandparent, and the rest of the close-knit Filipino family has also been supportive. But some fertility experts and ethicists have misgivings. Dr. Mark Sauer, who pioneered the use of donor eggs in older women, said, "I lose my comfort level after 55 because I have to believe that there are quality-of-life issues involved in raising a child at [the parent's] age. When [the baby] is 5, her mother will be 68. And I have to believe that a 78-year-old dealing with a teenager may have some problems."

How do you react to the idea of a 63-year-old woman having a baby? Would it make any difference if the mother were "only" 55 years old, or 50, or 45? What if she were older than 63? Do you feel the same about older fathers as you do about older mothers? Is there some "right" time to become a parent? For that matter, is there a "right" time to do anything in life—go to school, get married, retire, . . . die?

Before the Industrial Revolution in the late nineteenth century, people of different ages often inhabited the same social world. Children and teenagers worked alongside adults on farms and in factories; several generations often shared one household. Neither children nor old people were set apart from the rest of society on the grounds that they were too young or too old to participate (Chudacoff, 1990).

Then, during the first half of the twentieth century, complex social and economic changes in developed countries led to the notion that life unfolds in a progression of distinct stages. Childhood came to be seen as a special time, when powerful experiences determine the kind of adult a person will become. Adolescence, the years between the physical changes of puberty and the social markers of adulthood, became longer and longer, and its defining characteristics were said to be turmoil

crime of passion—and asks students how they might think critically about the issues it raises.

This **Psychology in the News** feature is not merely a "motivator" to be quickly forgotten; each story is revisited at the end of the chapter, where concepts and findings from the chapter are used to analyze and evaluate the questions raised earlier. We think this device will not only promote critical thinking, but will also help students appreciate that psychology is indeed "attached to life at all four corners."

5. ACTIVE LEARNING

One of the soundest findings about learning is that you can't just sit there and expect it to happen; you have to be actively involved, whether practicing a new skill or encoding new material. In this textbook, we have included several pedagogical features designed to encourage students to become actively involved in what they are reading.

What's Ahead introduces each major section within a chapter. This feature consists of a brief set

of family, cr

In this chapter, we have chosen four examples to illustrate the cognitive, cultural, and biological components of human motivation: love, sex, eating, and work. As you read, see whether this information helps you understand the appeal of *Titanic*, the accusations against Sgt. Maj. McKinney, the reasons that people seek magic pills to lose weight, and the determination of Hulda Crooks to conquer towering mountains.

What's Ahead

- What kind of lover defines love as jealousy and possessiveness, and what kind defines it as just the opposite—calm compatibility?
- Do men and women differ in the ability to love?

THE SOCIAL ANIMAL: MOTIVES FOR LOVE

motivation

An inferred process within a person or other animal that causes that organism to move toward a goal or away from an unpleasant situation.

need for affiliation

The motive to associate with other people, as by seeking friends, moral support, companionship, or love.

Everybody needs somebody. One of the deepest and most universal of human motives is the **need for affiliation**, the need to be with others, make friends, cooperate, love. Human survival depends on the child's ability to form attachments and learn from adults and peers, and on the adult's ability to form relationships with intimate partners, family, friends, and colleagues. The need to belong, to

of questions that are not merely rhetorical but are intended to be provocative or intriguing enough to arouse students' curiosity and draw them into the material: Why do some people get depressed even though they "have it all"? Why are people who are chronically angry and mistrustful their own worst enemy? What's the difference between ordinary techniques of persuasion and the coercive techniques used by cults?

Looking Back, at the end of each chapter, lists all of the *What's Ahead* questions along with page numbers to show where the material for each question was covered. Students can check their retention and can easily review if they find that they can't answer a question. This feature also has another purpose: Students will gain a sense of how much they are learning about matters of personal and social importance, and will be able to appreciate how much more psychology offers beyond "common sense." Some instructors may want to turn some of these questions into essay or short-answer test items or written assignments.

Quick Quizzes have been retained and adapted from our longer text because of their track record in promoting active learning. These periodic self-tests encourage students to check their progress while they are reading and to go back and review if necessary. The quizzes do more than test for memorization of definitions; they tell students whether they comprehend the issues. Mindful of the common tendency to skip quizzes or to peek at the answers, we have used various formats and have included entertaining examples in order to motivate students to test themselves.

As mentioned earlier, many of the quizzes also include critical-thinking questions, identified by the critical-thinking symbol. They invite the student to reflect on the implications of findings and consider how psychological principles might illuminate real-

the population of North America consists of people over the age of 85, and many of them are doing fine. The fact that people are living longer and better, however, raises crucial ethical and legal concerns about death—in particular, how and when to draw the line between death that is inevitable and death that can be delayed with technological interventions.

2. *Aging has been separated from illness.* People used to think that all bodily functions declined with age. Some conditions, such as osteoporosis (having extremely brittle bones) or senility (the loss of mental abilities), were assumed to be inevitable. Today we know that many such conditions are a result of malnutrition, overmedication, disease, or cellular damage from too much sun. For example,

names, dates, and facts. And, on average, older adults score lower on tests of reasoning and complex problem solving than do younger adults. But gerontologists disagree about exactly why these abilities tend to decline.

"Intelligence" generally takes two forms: *fluid intelligence*, the capacity for deductive reasoning and the ability to use new information to solve problems, and *crystallized intelligence*, the knowledge and skills that are built up over a lifetime—the kind that give us the ability to solve math problems, define words, or summarize the President's policy on the environment (Horn & Donaldson, 1980). Fluid intelligence is relatively independent of education and experience; it reflects an inherited predisposition, and it parallels other bio-

Get Involved

Ask five people—each about a decade apart in age, and one of whom is at least 70—how old they feel. (You may include yourself.) What is the gap, if any, between their chronological age and their psychological age? Is the gap larger among the oldest individuals? Ask why they perceive an "age gap" between their actual years and how old they feel.

life issues. For example: What kinds of questions should a critical thinker ask about a new drug for depression? How might a hypothetical study of testosterone and hostility be improved? How should a critical consumer evaluate some expert's claim that health is entirely a matter of "mind over matter"? Although we offer some possible responses to such questions, most of them do not have a single correct answer, and students may have valid, well-reasoned answers that differ from our own.

Get Involved exercises provide an entertaining approach to active learning. Some consist of quick demonstrations (e.g., swing a flashlight in a dark closet to see how images remain briefly in sensory memory); some are simple mini-studies (e.g., observe seating patterns in the school cafeteria); and some help students relate course material to their own lives (e.g., list the extrinsic and in-

??? QUICK QUIZ

A. Name the independent and dependent variables in studies designed to answer the following questions:

1. Whether sleeping after learning a poem improves memory for the poem
2. Whether the presence of other people affects a person's willingness to help someone in distress
3. Whether people get agitated from listening to heavy-metal music



B. On a talk show, Dr. Blitznik announces a fabulous new program: Chocolate Immersion Therapy. "People who spend one day a week doing nothing but eating chocolate are soon cured of eating disorders, depression, drug abuse, and poor study habits," claims Dr. Blitznik. What should you find out about C.I.T. before signing up?

Answers:
A. 1. Opportunity to sleep after learning is the independent variable; memory for the poem is the dependent variable.
2. Presence of other people is the independent variable; willingness to help others is the dependent variable.
3. Exposure to heavy-metal music is the independent variable; agitation is the dependent variable.
B. Some questions to ask: Is the research showing that people who go through C.I.T. did better than those in a control group who did not have the therapy, or who had a different therapy—say, broccoli Immersion Therapy? If so, how many people were studied? How were they selected, and how were they assigned to the therapy and no-therapy groups? Did the person running the experiment know who was getting C.I.T. and who wasn't? How long did the "cures" last? Has the research been replicated?

trinsic reinforcers that might be involved in a diverse array of activities, from studying to prayer). Instructors may want to assign some of these exercises to the entire class and then discuss the results and what they mean.

Other pedagogical features include **graphic illustrations** of complex concepts; **summary tables**; a **running glossary** that defines boldfaced technical terms on the pages where they occur for handy reference and study; a **cumulative glossary** at the back of the book; a list of **key terms** at the end of each chapter that includes page numbers so that students can find the sections where the terms are covered; **chapter outlines**; and **chapter summaries** in numbered paragraph form to help students review major concepts.

6. COVERAGE OF HUMAN DIVERSITY

When the first edition of our longer textbook came out, some considered our goal of mainstreaming issues of gender, ethnicity, and culture into introductory psychology quite radical—either a sop to political correctness or a fluffy and superficial fad in psychology. Today, the issue is no longer whether to include these topics but how



Which woman is the chemical engineer and which is the assistant? The Western stereotype holds that (a) women are not engineers in the first place, but (b) if they are, they are Western. Actually, the engineer at this refinery is the Kuwaiti woman on the left.

best to do it. From the beginning, our own answer has been to raise relevant studies and issues about gender and culture in the main body of the text, and we continue to do so.

Are there sex differences in the brain? This controversial and fascinating issue belongs in the brain chapter (Chapter 4). Do people from all cultures experience and express emotion the same way—and do women and men differ in “emotionality”? These topics belong in the emotion chapter (Chapter 12). In addition, Chapter 9, “Behavior in Social and Cultural Context,” highlights the socio-cultural perspective in psychology and includes an extended discussion of ethnic identity, ethnocentrism, prejudice, and cross-cultural relations.

Findings on gender can be found, among other places, in discussions of:

- Adolescent development (pp. 98–99)
- Biological influences on gender (pp. 88–89)
- The brain (pp. 141–143)
- Changing attitudes toward gender roles (p. 322)
- Child development (pp. 88–92)
- Courtship and mating (pp. 438–440)
- Depression (pp. 345–347)
- Eating disorders (p. 449)
- Emotion (pp. 410–411)
- Gender schemas (pp. 90–91)
- Gender socialization (pp. 89–90)
- The glass ceiling (p. 457)
- Hormones (pp. 124–125)
- Love (pp. 435–436)
- Menopause (pp. 101–102)
- Meta-analysis (p. 32)
- Moral reasoning (pp. 93–94)
- Object-relations views of male and female development (p. 62)
- Pain (p. 182)
- Sexual attitudes (p. 443)
- Sexual biology and behavior (pp. 437–438)
- Sexual coercion (p. 440)
- Sexual motives (pp. 440–444)
- Sexual orientation (pp. 444–445)
- Sexual scripts (pp. 442–443)
- Weight and dieting (pp. 448–449)
- Work motivation (p. 457)

Findings on culture and ethnicity can be found, among other places, in discussions of:

Addiction (pp. 354–356)
 Adult transitions (pp. 105–106)
 Antisocial personality disorder (p. 350)
 Anxiety symptoms (p. 341)
 The Big Five personality traits (p. 42)
 Cleanliness norms (p. 54)
 Conversational distance (p. 54)
 Courtship and mating (pp. 439–440)
 Cultural influences on personality (pp. 52–55)
 Diagnosis of disorders (pp. 334, 339)
 Drug treatment effectiveness (p. 372)
 Emotion (pp. 400–402, 407–411)
 Ethnic and cultural harmony (pp. 323–326)
 Ethnic identity and acculturation (pp. 305–306)
 Ethnocentrism (pp. 317–319)
 The fundamental attribution error (p. 306)
 The glass ceiling (p. 457)
 Group differences in IQ scores (pp. 211–212)
 Higher-order conditioning of prejudice (p. 266)
 Individualist and collectivist cultures (pp. 53, 304)
 Infants' maturation (p. 77)
 Intelligence testing (pp. 204–206)
 Language development (pp. 85–87)
 Memory (pp. 241, 254)
 Moral reasoning and behavior (pp. 94, 96–97)
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 Psychotherapy (pp. 389, 391–392)
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 Self-identity (pp. 53–54, 304)
 The self-serving bias (p. 307)
 The sense of time (p. 54)
 Separation anxiety (p. 79)
 Sexual attitudes (pp. 443–444)
 Sexual motivation and behavior (pp. 442–443)
 Stereotypes (pp. 319–320)
 Stress (pp. 416–417)
 Taste preferences (p. 171)
 Varieties of prejudice (pp. 322–323)

Weight and attitudes (p. 448)

Weight and genetics (p. 447)

Work motivation (p. 457)

A book's coverage of gender and culture, however, cannot be adequately assessed solely in terms of the number of times group differences and characteristics are mentioned. There are hundreds of gender and cultural differences that, though reliable, are trivial and do not warrant space in an introductory textbook. We would rather devote the space to in-depth discussions of issues where diversity really matters. For example, it is not enough to say, in passing, that women are more likely than men to seek treatment for depression, or that Japanese schoolchildren have higher math scores than American children, without explaining why these differences might exist. Further, mainstreaming gender and culture also means discussing the larger controversies that the study of gender and culture raises. For example, how should we think about cultural practices, such as genital mutilation, that violate human rights (pages 318–319)? How should we assess evolutionary explanations of gender differences in sexuality and love (pages 438–440)?

SUPPLEMENTS PACKAGE

For the Instructor

Instructor's Manual

Written by Virginia Diehl of Western Illinois University, this invaluable supplement includes “teacher-to-teacher” discussions, learning objectives, chapter outlines, examples, lecture ideas, critical-thinking discussions, media materials, classroom assessment techniques, a website guide, recommended readings, in-class activities, and other resources.

Lecture Shell

The chapter outlines of the entire text are available on disk for use in creating your own customized lecture outlines.

Testbank

Written by Scott Johnson of John Wood Community College, the testbank for *Invitation to Psychology*

ogy includes 75 multiple-choice, 10 true/false, 10 short-answer, and 2 to 3 essay questions per chapter. These questions are referenced by text topic, page number, and skill type (conceptual, application, and factual).

TestGen-EQ (with QuizMaster-EQ)

This fully networkable generation software enables you to easily view, edit, and add questions, transfer questions to tests, and print tests in a variety of fonts and forms. Search and sort features let you quickly locate questions of various formats (including short-answer, true/false, multiple-choice, essay, and matching) and arrange them in a preferred order. A built-in question editor gives you the power to create graphs, import graphics, insert mathematical symbols and templates, and insert variable numbers or text. QuizMaster-EQ automatically grades the exams, stores results on disk, and allows you to view or print a variety of reports for individual students, classes, or courses. Available in Macintosh and Windows formats.

Transparency Package

175 full-color acetates have been specially designed for clarity in large lecture halls. These transparencies both duplicate and supplement those in the textbook. An assortment of additional images can be downloaded from the Psychzone website at <http://longman.awl.com/psychzone>.

Videos

Many videos are available to accompany this text. Please contact your local sales representative for information.

Psychology Encyclopedia Laser Disks III and IV

Comprised of archival footage, documentation of contemporary demonstrations and experiments, still images, and original animation, these laser disks provide instant access to a wide variety of visuals in an easy-to-use format. Each video disk is accompanied by an annotated manual with bar code stickers.

Media Portfolio II CD-ROM

Compatible with Macintosh and Windows formats, this CD-ROM is a compilation of line art from Longman introductory texts coupled with an extensive selection of video clips and animation.

All imagery is in standard graphic file format that can be imported into major presentation software programs, including PowerPoint, Persuasion, and Astound. This CD-ROM also contains Lecture Active presentation manager software.

For the Instructor and Students

Wade/Tavris "Invitation to Psychology" Website and Psychzone

A text-specific website provides useful resources for faculty and students, including practice tests, links, visuals, activities, exercises, downloadable supplements, an author forum, a research and writing center, and much more. Please visit this site at <http://longman.awl.com/invite>.

A general introductory psychology website also provides various resources. Visit this site at <http://longman.awl.com/psychzone>.

Longman MindMatters CD-ROM

This new student-tutorial interactive CD-ROM blends interactive exercises and supporting text. Rather than rewarding memorization, this tool seeks to foster students' curiosity about psychology and their ability to integrate material. Instructors can also use this flexibly organized CD-ROM in classroom presentations.

Internet Companion for General Psychology

Written by Cheryl J. Hamel of Valencia Community College and David L. Ryan-Jones, this guide was designed to help teachers, professionals, students, and consumers take advantage of numerous psychology resources on the Internet. This helpful resource can be packaged free upon adoption of this textbook.

For the Student

Study Guide

Written by Sherri Jackson of Jacksonville University and Richard Griggs of the University of Florida, this comprehensive study guide includes such helpful features as chapter overviews, guided-study completion exercises, lists of key terms, key-term quizzes, sample answers for the "What's Ahead" questions from the text, and multiple-choice progress tests.

"Psychobabble and Biobunk" Booklet

This collection of newspaper essays by Carol Tavis applies psychological research to current issues in the news. They may be used to encourage debate in the classroom or as a basis for student papers.

StudyWizard CD-ROM

Written by Carolyn Meyer, this interactive software, also available in Windows and Macintosh formats, helps students learn and review major concepts and facts through drill and practice exercises. It provides immediate reinforcement of correct answers, provides answer explanations with textbook page references, and gives diagnostic feedback on their strengths and weaknesses. Other useful features include chapter summaries, vocabulary drill and pronunciation guide, practice tests, a glossary, and an electronic notebook.

Journey II Interactive Software

Written by Nancy Oley of the City University of New York and Jeffrey Parsons of Jersey State Community College, this software gives students an opportunity to participate in psychological experiments. It consists of "visits" to eight different labs, each containing two to four different experiments. This software also contains information on graduate schools, scholarships, and programs in psychology.

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sight. We are also eternally indebted to our indispensable project manager Donna DeBenedictis, whose sense of humor, calm manner, and amazing organizational skills guided this project through its complicated production schedule.

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As always, our greatest thanks go to Howard Williams and Ronan O'Casey, who for so many years have bolstered us with their love, humor, and good cheer, not to mention an endless supply of freshly brewed coffee.

We have enjoyed writing this book, and we hope you will enjoy reading and using it. We welcome your questions, comments, and reactions; please let us hear from you.

Carole Wade
Carol Tavris

To the Student

If you are reading this introduction, you are starting your introductory psychology course on the right foot. It helps to get a general picture of what you are about to read before charging forward.

Our goal in this book is to guide you to think critically and imaginatively about psychological issues, and to help you apply what you learn to your own life and the world around you. We ourselves have never gotten over our initial excitement about psychology, and we have done everything we can think of to make the field as absorbing for you as it is for us. However, what you bring to this book is as important as what we have written—we can pitch ideas to you, but you have to step up to the plate to connect with them. This text will remain only a collection of pages with ink on them unless you choose to read actively. The more involved you are in your own learning, the more successful the book and your course will be, and the more enjoyable, too.

GETTING INVOLVED

To encourage you to read and study actively, we have included some special features:

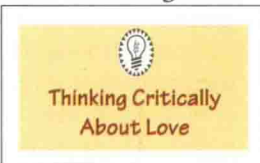
- Every chapter opens with **Psychology in the News**, an actual story from the media related to issues that will be discussed in the chapter. *Do not skip these stories!* We return to them at the end of the chapter to show you how findings from psychology might help you understand each story in particular and others like it that you will encounter. How do you feel about a 63-year-old woman giving birth to a baby? What's the reason for the incredible appeal of the film *Titanic*? As you read the chapter, try to link its findings and ideas to the opening story and come up with your own insights. If you do this, you will find that studying psychology will not only help you with your own problems and goals, but will also increase your understanding of the world around you.

- Each chapter contains several **Get Involved** exercises, entertaining little experiments or explorations you can do that demonstrate what you are reading about. In Chapter 2, for instance, you get to see where you fall on an inventory of basic personality traits, and in Chapter 11, we will show you how your own thoughts affect your moods. Some Get Involved exercises take only a minute;

others are “mini-studies” that you can do by observing or interviewing others.

- Before each major section, a feature called **What's Ahead** lists some preview questions to stir your curiosity and indicate what that section will cover. For example: Why does paying children for good grades sometimes backfire? Do people remember better when they're hypnotized? Why do people with the best of intentions sometimes get caught in a “cycle of distrust” with members of other ethnic groups? What do psychologists think is the “sexiest sex organ”? Do men and women differ in the ability to love? When you finish the chapter, you will encounter these questions again, under the heading **Looking Back**. Use this list as a self-test; if you can't answer a question, go to the page indicated after the question and review the material. Sample answers to these questions can be found in the Study Guide for this text.

- In Chapter 1, we will introduce you to the **basic guidelines of critical and creative thinking**—the principles we hope will help you learn the difference between unsupported claims or “psychobabble” and good, scientific reasoning. The identifying symbol for critical thinking is a lightbulb, like the one here. Throughout the book, some (but not all) of our **critical-thinking discussions** are signaled in the text by a small yellow “tab” that includes the lightbulb and the topic being critically examined (such as “Thinking Critically About Love”). We will be telling you about many lively and passionate debates in psychology—about sex and gender differences, therapy, memory, and many other topics—and we hope our coverage of these debates will increase your involvement with the ongoing discoveries of psychology.



- Every chapter contains several **Quick Quizzes** that test your understanding, retention, and ability to apply what you have read to examples. Do not let the word “quiz” give you a sinking feeling. These quizzes are for your practical use and, we hope, for your enjoyment. When you have trouble with a question, do not go on; pause right then and there, review what you have read, and then try again.

Some of the Quick Quizzes contain a *critical-thinking item*, denoted by the lightbulb symbol. The answers we give for these items are only sug-

gestions; feel free to come up with different ones. Quick Quizzes containing critical-thinking items are not really so quick, because they ask you to reflect on what you have read and to apply the guidelines to critical thinking described in Chapter 1. But if you take the time to respond thoughtfully to them, we think you will become more engaged with the material, learn more, and become a more sophisticated user of psychology.

- At the end of each chapter, a feature called **Taking Psychology with You** draws on research to suggest ways of applying what you have learned to everyday problems and concerns, such as how to boost your motivation, improve your memory, and become more creative, as well as more urgent ones, such as how to live with chronic pain or help a friend who seems suicidal.

HOW TO STUDY

In our years of teaching, we have found that certain study strategies can vastly improve learning, and so we offer the following suggestions. (Reading Chapter 7, on memory, and Chapter 8, on learning, will also be helpful.)

- Before starting the book, read *Contents at a Glance* (p. v) to get an overall view of the book's organization. Before starting a chapter, read the chapter title and outline to get an idea of what is in store. Browse through the chapter, looking at the pictures and reading the headings.

- Do not read the text as you might read a novel, taking in large chunks at a sitting. To get the most from your studying, we recommend that you read only a part of each chapter at a time.

- Instead of simply reading silently, nodding along saying "hmmmm" to yourself, try to restate what you have read in your own words at the end of each major section. Some people find it helpful to write down main points on a piece of paper or on index cards. Others prefer to recite main points aloud to someone else—or even a patient pet. Do not count on getting by with just one reading of a chapter. Most people need to go through the material at least twice, and then review the main points several times before an exam.

- When you have finished a chapter, read the **Summary**. (Some students tell us they find it useful to write down their own summaries first,

then compare them with the book's.) Use the **Key Terms** list at the end of each chapter as a checklist. Try to define and discuss each term in the list to see how well you understand and remember it. If you need to review a term, a page number is given to tell you where it is first mentioned in the chapter. Finally, review the **Looking Back** questions to be sure you can answer them.

- Important new terms in this textbook are printed in **boldface** and defined in the margin of the page on which they appear or on the facing page. The **marginal glossary** permits you to find these terms and concepts easily, and will help you when you study for exams. A complete glossary also appears at the end of the book.

- The **Study Guide** for this book, available at your bookstore, is an excellent learning resource. It contains review materials, exercises, and practice tests to help you understand and apply the concepts in the book.

- If you are assigned a term project or a report, you may need to track down some references or do further reading. Throughout the book, discussions of studies and theories include *citations* that look like this: (Aardvark & Zebra, 1997). A citation tells you who the authors of a book, article, or paper are and when the work was published. The full reference can then be looked up in the alphabetical **Bibliography** at the end of the book. At the back of the book you will also find an *Author Index* and a *Subject Index*. The author index lists the name of every author cited and the pages where each person's work is discussed. If you remember the name of a psychologist but not where he or she was mentioned, look up the name in the author index. The subject index lists all the major topics mentioned in the book. If you want to review material on, say, depression, you can look up "depression" in the subject index and find each place it is mentioned.

We have done our utmost to convey our own enthusiasm about psychology, but, in the end, it is your efforts as much as ours that will determine whether you find psychology to be exciting or boring, and whether the field will make a difference in your own life. This book is our way of inviting you into the world of psychology—our warmest welcome!

Carole Wade
Carol Tavris

About the Authors

Carole Wade earned her Ph.D. in cognitive psychology at Stanford University. She began her academic career at the University of New Mexico; was professor of psychology for ten years at San Diego Mesa College; then taught at College of Marin; and currently teaches undergraduate courses in psychology at Dominican College of San Rafael. She is coauthor, with Carol Tavris, of *Psychology*, Fifth Edition; *Psychology in Perspective*, Second Edition; *Critical and Creative Thinking: The Case of Love and War*; and *The Longest War: Sex Differences in Perspective*. Dr. Wade has a long-standing interest in making psychology accessible to students and the general public through public lectures, workshops, general interest articles, and the electronic media. For many years she has focused her efforts on the teaching and promotion of critical-thinking skills and the enhancement of undergraduate education in psychology. She chaired the APA Board of Educational Affairs's Task Force on Diversity Issues at the Precollege and Undergraduate Levels of Education in Psychology. She is also a past chair of the APA's Public Information Committee and served on the APA's Committee on Undergraduate Education and the Steering Committee for the APA's National Conference on Enhancing the Quality of Undergraduate Education. Dr. Wade is a Fellow of the American Psychological Association, and is a charter member of the American Psychological Society.

Carol Tavris earned her Ph.D. in the interdisciplinary program in social psychology at the University of Michigan, and ever since has sought to bring research from the many fields of psychology to the public. She is author of *The Mismeasure of Woman*, which won the Distinguished Media Contribution Award from the American Association of Applied and Preventive Psychology, and the Heritage Publications Award from Division 35 of the APA. Dr. Tavris is also the author of *Anger: The Misunderstood Emotion* and coauthor with Carole Wade of *Psychology*, Fifth Edition; *Psychology in Perspective*, Second Edition; *Critical and Creative Thinking: The Case of Love and War*; and *The Longest War: Sex Differences in Perspective*. She has written on psychological topics for many magazines, journals, edited books, and newspapers, notably the *Los Angeles Times* and the *New York Times*. A highly regarded lecturer, she has given keynote addresses and workshops on, among other topics, critical thinking, pseudoscience in psychology, anger, gender, and psychology and the media. She has taught in the psychology department at UCLA and at the Human Relations Center of the New School for Social Research in New York. Dr. Tavris is a Fellow of the American Psychological Association; a charter Fellow of the American Psychological Society; and a Fellow of the Committee for the Scientific Investigation of Claims of the Paranormal.

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PART ONE

YOUR SELF

At the heart of psychology lies a question: What is a person? This section shows how psychologists from five schools of thought address this question. What traits define personality, and where do they come from? What milestones occur on the way to becoming a person?

2 Theories of Personality 38

3 Development over the Life Span 72

PART TWO

YOUR BODY

We cannot understand our psychological selves without understanding our physical selves. These chapters describe how brain activity, neurons, and hormones affect your psychological functioning, and how you are able to sense and perceive the world around you.

4 Neurons, Hormones, and the Brain 112

5 Sensation and Perception 148

PART THREE

YOUR MIND

"I think, therefore I am," said the philosopher René Descartes. This section discusses the impressive ways in which human beings think—and why they so often fail to think and reason well—and explores the puzzles and paradoxes of memory.

6 Thinking and Intelligence 186

7 Memory 226

PART FOUR

YOUR ENVIRONMENT

Even unsociable hermits are influenced by their surroundings and by other people. In these chapters you will learn how physical and social environments—from the immediate situation to the larger cultural context—affect your actions and attitudes.

8 Learning 260

9 Behavior in Social and Cultural Context 296

PART FIVE

YOUR MENTAL HEALTH

At some point, many of us struggle with psychological problems, which range from everyday difficulties to incapacitating conditions. This part describes the major mental and emotional disorders and evaluates the therapies that have been designed to treat them.

10 Psychological Disorders 332

11 Approaches to Treatment and Therapy 368

PART SIX

YOUR LIFE

A satisfying life depends on having healthy emotions, coping well with stress, and knowing how to reach your goals. In these closing chapters, we see how the influences discussed in the previous units—personality, body, mind, and environment—affect your emotions, well-being, and four of life's fundamental motives: love, sex, eating, and work.

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