

LINDA L. DAVIDOFF

THIRD EDITION

INTRODUCTION TO
PSYCHOLOGY



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Linda L. Davidoff

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Introduction to PSYCHOLOGY

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To The Instructor

Writing an introductory textbook is a very challenging and intriguing task, for one is confronted with the need to find order and coherence in a vast, sprawling body of information that does not fit together easily. While this looks like my third attempt at such a synthesis, it is probably closer to the tenth or even fifteenth because each chapter has gone through multiple revisions before it became a final manuscript. This edition took five years of research and writing. If you are familiar with previous editions, you will find that every chapter has been altered substantially. My objectives and priorities, however, remain the same. This third edition simply gave me another opportunity to move closer to my ideal.

Clarity

Clarity is still a key concern. As I write, I keep trying to take the "naive student perspective." If I were reading about such-and-such for the first time in my life, would I understand? I concentrated on ferreting out densely packed discussions where students would likely have difficulty in following the logic. To achieve greater clarity, I reworked many descriptions, explanations, and examples. As in previous editions, technical terms are defined—at least roughly—when they are first introduced. If materials discussed elsewhere in the text are essential for understanding another topic, a brief summary or chapter, or page reference is provided. You will also find many charts and tables to simplify complex or confusing matters.

Readability

Highly related to clarity, perhaps inseparable from it, is the issue of readability. Because readability is so difficult to quantify, we often focus on reading level, which can be a useful index. But, because of a reliance on mechanical details such as sentence and paragraph length and average number of syllables per word, reading-level measures are crude. And attempts to adhere slavishly to practices that lower

reading level can conflict with sound pedagogical principles. One way to familiarize students with the multisyllabic technical terms in psychology is to present them repeatedly in familiar contexts. Such repetitions, of course, raise the reading level. In my attempts to make the book truly easier to understand and to learn from, therefore, I focused on clarity and sound pedagogy.

Informality, interest, relevance

This third edition is written in a conversational style. Occasionally, I speak in the first person. Without warmth, it is hard to elicit the kind of interest that sustains student learning. Hence, style becomes a pedagogical consideration. I have also been guided by a number of content policies that should make the third edition appealing. As in the previous editions, a short, engrossing case history opens each chapter. Examples, which are taken from daily life, human life, are sprinkled liberally throughout the text discussions. In addition, important research studies are described in detail. The applications of this research and its implications for living are spelled out, so that the relevance of psychology is made especially clear.

Some texts elicit interest with certain devices—boxed material, cartoons, figures, and the like. While boxes cannot substitute for dull text, the material they contain can serve to engage and motivate student to read the text. The readings and long figure captions of previous editions have been largely replaced by boxes—two or three per chapter. The contents of the boxed materials vary: some contain applications and illustrations of concepts discussed in the main body of the text; others introduce students to related topics. Because I have always objected to boxes that interrupt the flow of the text, the boxes in this book are placed between major sections. As importantly, they are linked to particular points treated in the chapter. I have tried to

make sure that the student knows how the boxes fit in with the text discussion and knows when to read them.

Figures always lend interest to a text. The trick is to give them educational value. The figures in this text are not an afterthought. In most instances, they were chosen because they advance the student's knowledge. Should you wish to hold students responsible for the additional information in the captions, the Test File includes questions on the figures.

Consideration of complexities

Though texts that are easy to read may sometimes be overly simplistic, the two characteristics are not necessarily linked. In describing what is known about psychological issues, I have tried to delve into problems, complexities, and remaining puzzles. I hope to have conveyed the tentative, evolving nature of current information.

Cohesiveness

Some introductory texts discuss study after study without showing the relationships between them and without drawing conclusions from them. Many books shift abruptly from topic to topic, making little attempt to tie the materials together. Throughout, I have tried to integrate coherently the diverse findings that are described in a single chapter. One of the greatest challenges in writing a broad-ranging text like this one is working out the interrelationships between the various topics. Students will find numerous cross-references to related materials, as well as recurring themes. Almost every chapter discusses multiple interacting influences and considers both social-psychological and biological factors. Differences between the sexes and between individuals, throughout the life span, are continual concerns as well.

Organization

Closely related to cohesiveness is *organization*, another challenging task. Unlike introductory psychology classes, human beings are not segmented into emotion, motivation, cognition, and the like. Research projects overlap categories too, with data usually applying to multiple topics. The changes that drugs produce in consciousness, for instance, can be justifiably placed in discussions of perception, cognition, or altered states of consciousness. Other aspects of drug use fit in with discussions of physiological bases, motivation, adjustment, or abnormal behavior. Although one can argue con-

vincingly for a variety of placements for any topic, my own search for a more cohesive, compelling arrangement led to several major organizational changes:

- 1 A single introductory chapter. I combined the history, philosophy, psychology as profession, and methodological chapters into a single introductory chapter. This change makes it easier to reduce the time spent on preliminaries. Anyone who prefers a more thorough examination of the fundamental material can assign the chapter in two parts.
- 2 Combined treatment of consciousness and perception. The bulk of the topics in the old chapter on consciousness—ordinary waking consciousness, sleep and dreaming, hypnosis, and marijuana intoxication—appear now with the topic of perception.
- 3 Combined treatment of adjustment and emotion. The treatment of anxiety as an emotion leads naturally to the ways people cope with stress, the consequences of stress for mental and physical health, and influences on these consequences.
- 4 Expanded treatment of adolescence and adulthood. With the acceleration of knowledge on the life span, a separate chapter seemed desirable. The new chapter, *Adolescence through Adulthood*, follows one on earlier development, both appearing after fundamental processes have been described.
- 5 The reordering of the early development materials. The chapter now blends a topic format with a chronological approach and covers the intrauterine period, birth, and infancy and childhood (focusing on cognition, social relationships, and morality).
- 6 Combined treatment of behavior genetics and other physiological topics. Behavior genetics was pulled from the chapter on development and placed with other fundamental physiological topics near the beginning of the text.
- 7 Greater emphasis on testing principles in the intelligence chapter. As in the first edition, the new intelligence chapter follows the chapter on cognition.

In addition, you will find minor organizational changes in every chapter.

Depth

Authors of introductory texts work within space limits, so they have to adopt a position on the depth-breadth issue. In all three editions of this text, I have opted for the selective strategy—limiting the number of topics—because it allows for a more sub-

stantial treatment of each. I resisted my impulse to include something on every topic because it was imperative to have space for explanations, detailed examinations of key investigations, implications, applications, controversies, and historical perspectives. As I see it, the focused approach portrays psychology as a vital, dynamic enterprise, rather than as a static collection of definitions and statements. Although coverage is selective, most major psychological domains are represented.

Currency

Over the five years of working on the revision, I estimate that I examined close to 3000 new journal articles and chapters of books. As a result, the revised chapters incorporate many of the perspectives and emphases of the 1980s. Not only will you find updated treatments of the basic materials; you will also find discussions of many relatively new research concerns, such as rape, identical twins reared apart, environmental toxins, the aging brain, PET scans, the father's contribution to prenatal development, divorce, Alzheimer's-type disorders, noise, amnesia, multiple memory systems, memory and emotion, flashbulb memories, memory in daily life, imagery, categories and concepts, mindlessness, computer simulations, metacognition, componential approach to intelligence, compensatory education, anorexia, bulimia, sexual double standards, incest, anger, child and spouse abuse, hassles, stress and the immune system, stress and illness (cancer, essential hypertension, and asthma), social support, coping styles, loneliness, impression management, and many more. Documentation for this edition follows APA style.

Pedagogy

Among my top priorities for this new edition was the encouragement of active learning. The educational photographs and captions and numerous tables are among the pedagogical devices used in the text that have already been mentioned. In addition, there are advance organizers to shape the reader's expectations: chapter-opening outlines; new fact? or fiction? sections, which direct attention to probable misconceptions; and introductory statements pointing out where we are headed. Summaries serve as surveys or reviews without being detailed enough to substitute for the text. The built-in Study Guide is

always at hand when the student is reading, so it is likely to be used.

The end-of-chapter Study Guides were thoroughly revised to reflect the current content. Each contains:

- Lists of Key Terms and Basic Concepts
- A multiple-choice Self-Quiz
- Exercises on difficult or potentially confusing materials, if needed
- Thought provoking questions, which can be assigned for homework, extra credit, or class discussion
- Suggested Readings telling motivated students about books of interest
- Answer Keys for Fiction? or Fact?, Self-Quiz, and Exercises, with page references of text discussions for the Self-Quiz and Exercises.

Sexual, cultural, racial balance

Sexist language is repugnant to me, and I have avoided it assiduously. I have also attempted to avoid stereotyping women and men in my examples. The topic of gender differences is covered throughout the text. In Chapters 8 and 15, the physical and social bases of these differences are treated at some length.

The second edition of this textbook was used throughout the world. While much of the research covered is the work of Americans and pertains to American life, I do supply cross-cultural perspectives. I also try to reflect the ethnic-racial diversity of our society by choice of names (in examples), photographs, and illustrations.

Flexibility

This edition of the text maintains its flexibility by being adaptable to different needs. Sections within chapters and whole chapters may be omitted or rearranged with minimal disruption because (1) sections tend to be cohesive, (2) necessary background material is summarized or referenced by chapter, or page, number, and (3) the Glossary and Index are comprehensive. Nonetheless, I would recommend assigning the most basic information—Chapters 1 (history and methodology), 2 (physiological bases of behavior and cognition) and 3 (operant, respondent, and observation learning)—near the beginning of the course. If you cover statistics early in the term, the Appendix can be assigned along with or following Chapter 1.

To The Student

I want to tell you something about the learning aids in the book and make some suggestions.

Outline

The outline at the beginning of each chapter has a definite purpose that may not be obvious. It tells you what material follows and how it is organized. Having an overview of this sort can help you read more intelligently. You'll know where you're headed, so you can form questions about what is to follow. The question-asking strategy is useful in understanding and in integrating the material with what you already know.

Reading through an outline takes only a moment. However, outlines are not very engaging, so it's important to concentrate as you read. It may help to look at the outline critically with a question in mind: Does the organization make sense?

Fiction? or Fact?

Fact-fiction sections, containing true-false statements, follow the outline. Before reading the chapter, test yourself. You will find the correct answers discussed within the chapter and listed in the answer keys at the end.

There are several reasons for including the fact-fiction questions. Like the outline, they give a general sense of what is to follow. They also single out common misconceptions to watch for. Being forewarned, you have a better chance of getting accurate information from the chapter.

Reading with Breaks

Each chapter contains quite a bit of information that your teacher will probably hold you responsible for. But it's probably too much to read in a single sit-

ting. I recommend spreading the reading out over two or three days. Even then, if you're reading more than half an hour or so (more or less, depending on your own attention span), you will benefit from taking breaks. When we tire, we read words without understanding their meaning. Even very brief pauses—of several minutes—can be refreshing. The ends of major sections are natural resting places.

Figures

Figures make textbooks more inviting. But, in addition to lending a little warmth, the figures in this text have information to get across; sometimes they contain new material. You will want to find out if your instructor is holding the class responsible for information in the captions.

Readings

Periodically, throughout each chapter, you will find boxed materials, which deal with applications, illustrations, and related issues. The symbol (■) will tell you when it is best to read the boxed selections. Again, your instructor may hold you responsible for this information, so be sure to ask.

Summary

The chapters end with summaries. These are brief and do not cover all the information that you should know after reading the chapter. Still, they have a number of uses. While it may seem like cheating to turn to the end of a chapter first, summaries are good advance organizers. Like the outlines, they provide overviews of the chapter. They serve a review function, too. And, by stating the major points, they give perspective—helping to separate the forest from the trees.

Study Guides

Following each chapter is a Study Guide to help in preparing for quizzes and tests. As you read, try to make notes or underline important information so that you can come back and study it. The italicized words and expressions signal the most central ideas. Many of these items are listed in the Key Terms, and Basic Concepts, sections of the study guide. Your teacher is likely to emphasize this material on exams. As you study a chapter for a test, use these lists to quiz yourself. See if you can define, discuss, describe, or identify these items. Then, review any material that gives you difficulty.

The Exercise section was designed to give practice on potentially difficult or confusing material. Answers are provided, as well as the page numbers of sections to review if you have problems.

Once you have mastered the material in a chapter, try answering the multiple-choice questions in the Self-Quiz section. Your teacher is likely to use multiple-choice questions on quizzes and tests. Be sure to ask. Practice in the question format that will appear on tests is helpful. You can check your answers to the self-quiz by looking up the correct ones in the Answer Key sections on the last page of each chapter. The page where the text discussion begins is also given there. Keep in mind that the Self-Quiz only samples the important topics of the chapter.

The Using Psychology sections in the Study Guide contain questions that ask you to explain fundamental material in your own words, generate examples, apply concepts to your own life, debate controversial issues, and think about implications. Using psychology is the surest way of learning it.

Finally, each chapter has a Suggested Readings

section. I've used some tough criteria to choose these titles. They have to be accurate, informative, and more readable than average. You will usually find a couple of recent books that survey a large domain, as well as titles featuring more in-depth discussions of particular areas. I am not acquainted with every recommendation firsthand. In some cases, I am relying on the opinions of psychologists who critiqued the book for a book review journal. In any case, all the suggestions have been judged to be outstanding introductions for beginning students.

Glossary and Index

Like a dictionary, the glossary at the back of the text defines important terms that are used repeatedly. If you come across a technical word that is not discussed immediately, assume it was used in an earlier chapter and look it up in the glossary. Sometimes the glossary definition will be too brief to help much and it will be useful to return to the text itself for a fuller discussion. The index refers you to the spot in the text where the topic was treated.

When material presented in an earlier chapter is essential for understanding concepts or data in a later chapter, you will usually find either brief summaries (if space allows) or chapter, or page numbers so that you can return to the original discussion.

I hope you will find learning about psychology rewarding. If you have suggestions for the next edition of this book, write to me and tell me what you have in mind. Address your letters to me in care of Psychology Editor, College Division, McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, New York, 10020.

Acknowledgments

Writing a basic textbook of this sort is a gigantic undertaking. Much of the time, it is a solitary venture. As the manuscript nears completion, it becomes more social as reviewers and editors begin to transform the material into a book. Over the course of three editions, I received a huge amount of help, for which I am grateful.

A large number of psychologist-instructors shared their expertise with me. They caught and corrected errors, supplied incisive examples, pointed to fundamental research that would have been neglected otherwise, suggested alternative organizations, and noted areas that needed strengthening, updating, or clarifying. I thank the following people for contributing substantially to the improvement of the text.

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rough prose was smoothed, and consistency was maintained. He oversaw the packaging of the manuscript. Inge King searched out the many new photographs that I requested, an often challenging assignment given my specificity; and she also tracked down information for captions.

Members of my family made significant contributions to the text too. Gary Davidoff located recent statistics, searched for information on this and that, and helped patch holes in the bibliography. Alan Davidoff, a radiologist, and Steven Sevush, a neurologist, critiqued the physiological sections of the text. My husband Martin Davidoff has been helping since the beginning of this project in 1973. Taking time from his own writing and research, he has acted as editor, critic, draftsman, consultant, and artist. This time he took on an additional role, keeping the computer running smoothly. By training a physicist and by profession a professor of mathematics, computer science, and electronics, Marty took a special interest in what I had to say about perception, computers, and statistics. Of all his contributions, I value most the intangibles: love, understanding, support, respect, confidence. Without those, it's very hard to write books. Finally, I want to thank my mother Edith Litwack Lee and my mother-in-law Tillie Weisman Davidoff, for being, as always, loving and patient.

Linda L. Davidoff

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