

# *Psychology*

SECOND EDITION

R O B E R T A. B A R O N

# PSYCHOLOGY

SECOND EDITION

ROBERT A. BARON

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## DEDICATION

*To my parents—my first, best, and most forgiving (!) teachers.*

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# PREFACE

## THIRTY YEARS OF DINING AT PSYCHOLOGY'S MOVABLE FEAST

The Fall of 1961; it seems like another world. John Kennedy had been President for only a few months; Roger Maris was in the process of breaking Babe Ruth's record for the most home runs in a single baseball season; and a new dance known as *The Twist* was all the rage. And there I was, a college sophomore taking introductory psychology. I was a biology major who ended up in the course mainly because it was offered at a convenient time. Little did I realize that this course would change my life. After the first couple of weeks, I was fascinated. And by the middle of the semester, there was no doubt about it: I was hooked! Here was a field that matched my own strong interests in science, yet, at the same time, delved into topics I found irresistible: *What is hypnotism? How does memory work? Where do feelings of hunger, thirst, and sexual pleasure come from? Why do people have such different personalities? What causes mental illness? Why do people fall in love?*

It is now almost exactly thirty years since that first brush with psychology, and both I and the external world have changed immensely. One thing that *hasn't* altered, though, is my personal enthusiasm for the field. To borrow a phrase from Ernest Hemingway, psychology is still, for me, a "movable feast"—a boundless source of intellectual excitement and delight. I have tried to reflect these feelings in the pages of this text. This has meant asking myself, at many points, precisely *why* I continue to find psychology so appealing. The most basic answer, I believe, is this: in an important sense, psychology is perpetually new, constantly changing, evolving, and—I firmly believe—*improving*. This process of continuous change has always been present but, in my view, it has accelerated in recent years as the volume of psychological research has exploded, and as the methods, models, and knowledge of the field have become more sophisticated. In order to accurately mirror these shifts, and also to respond to the invaluable feedback I received from literally hundreds of students and colleagues, I have made a number of changes in the Second Edition. The most important of these are described below.

## THE BOOK'S CENTRAL THEME: BRINGING THE SCIENCE TO LIFE

Before turning to specific changes in the text, I'd like to clarify what I see as the guiding theme behind these changes. Perhaps this theme is best captured by the following phrase: *Bringing the Science to Life*. What I mean by these words is this: throughout the book I have tried to ensure that the excitement, intrinsic appeal, and practical value of psychology are all readily apparent to readers. As noted above, I have always found psychology fascinating. Ironically, I've spent most of my career at universities known primarily for their science and engineering programs—universities where the vast majority of students are *not* psychology majors and do not necessarily share my enthusiasm for the field. In a sense, this book is written for them.

To bring the science of psychology to life for the readers of this book, I have tried to present it as I believe it really is: an ever-changing exploration of the complex and fascinating ways in which we (and other organisms) think, feel, and act. While placing psychology in this context, however, I've also

tried to avoid the perennial trap of losing the forest—the big, exciting issues—in the trees—an overload of facts, dates, and details. My goal, in short, has been to keep the *scientific* roots of the field in focus while emphasizing its *practical value* and *relevance to society*. The changes described below are a direct result of this goal.

## CHANGES IN CONTENT: REFLECTING WHAT'S NEW IN THE FIELD

Many changes have been made to accurately represent important new findings and areas of research within psychology.

### New Chapters

This edition contains two entirely new chapters, added to reflect major advances in the field:

- Chapter 9      Human Development II: Adolescence, Adulthood, and Aging
- Chapter 12     Health, Stress, and Coping

In addition, *social psychology* coverage has been expanded to two chapters.

- Chapter 16     Social Thought: How We Think about Others . . . and the Social World
- Chapter 17     Social Behavior: Interacting with Others

### New Topics within Chapters

In addition to these new chapters, literally dozens of new topics have been added throughout the book. The following is a sampling of these new topics:

- Human factors and hazard warnings (Chapter 3)
- Cognitive perspectives on drug abuse (Chapter 4)
- Circadian rhythms (Chapter 4)
- Autobiographical memory (Chapter 6)
- Escalation of commitment (Chapter 7)
- Sex stereotypes and gender roles (Chapter 8)
- Female adolescent depression (Chapter 9)
- Links between sexual and aggressive motives (Chapter 10)
- Behavioral and psychological predictors of AIDS (Chapter 12)
- Five robust factors of personality (Chapter 13)
- Schizophrenia and gender (Chapter 14)
- Effort justification and psychotherapy (Chapter 15)
- Counterfactual thinking (Chapter 16)
- Cognitive theories for reducing prejudice (Chapter 17)

### Coverage of Industrial-Organizational Psychology

One specialty within psychology that has experienced rapid growth in recent years is the field of **industrial-organizational psychology**, the branch of psychology that focuses on all aspects of behavior in work settings. Key findings from this area are now covered throughout the book. For example, *work motivation* and *goal setting* are included in chapter 10; *employee selection* is covered in chapter 13; and *career development* is discussed in chapter 9.

## CHANGES AND SPECIAL FEATURES REFLECTING PSYCHOLOGY'S IMPACT ON SOCIETY— AND SOCIETY'S IMPACT ON PSYCHOLOGY

In recent years psychology has changed in many ways. Perhaps the most important of these changes involves growing efforts by the field to *reach out* to the broader society, both by applying the principles and findings of psychology to practical problems, and by recognizing the increasing *cultural diversity* present in all societies. To take account of these trends, and to help bring the science to life, I have incorporated several new features, described next.

### **Beyond the Boundaries: How Psychology Is Used in Other Fields**

Above all, the findings and principles of psychology are *useful*. In fact, they are so useful that they are often adopted by people working in entirely different fields. To illustrate just how valuable a field psychology really is, I have included interviews with individuals working in a variety of fields, including law, medicine, architecture, and sales. These interviews, which appear throughout the book in special sections called **Beyond the Boundaries**, focus on how people use psychology in their own work. Together, these interviews illustrate both the widespread acceptance of psychology's findings, and the range of practical problems to which such knowledge can be applied.

### **A Multicultural Perspective**

Many chapters include special sections dealing with differences between cultural groups and how psychology takes these important contrasts into consideration. Sections like *A Multicultural Perspective: When Culture Shapes Reasoning—Or at Least Influences its Outcomes* highlight the insights psychology offers into cultural diversity.

## CHANGES AND SPECIAL FEATURES REFLECTING THE SCIENTIFIC AND APPLIED ASPECTS OF PSYCHOLOGY

Several new features have been added to more clearly illustrate psychology's dual nature as an empirical science *and* a field concerned with practical applications.

### **The Research Process**

In a crucial sense, *research* is at the very heart of psychology. After all, it is research that provides the solid foundation on which modern psychology rests. Psychological research, however, is anything *but* a cut-and-dried procedure. On the contrary, it is a dynamic process in which complex questions are answered through the concerted efforts of many individual investigators. Sections called **The Research Process**, new to this edition, are designed to illustrate the actual process of psychological research—how psychologists answer complex questions about important aspects of behavior. In addition, **The Research Process** sections play a key role in another important feature of this text: helping students master the skills of *critical thinking* (described below). A few samples of **Research Process** sections:

Natural Reward Circuits in the Brain: The Neural Basis of Addictions  
(Chapter 2)

Sexual Arousal and Aggression: Are Passion and Violence Related?  
(Chapter 10)

### Critical Thinking

Teaching students to think critically is, I believe, one of the key tasks of introductory psychology. In order to help build readers' critical thinking skills several new features have been included. First, *The Research Process—Practice in Critical Thinking* (chapter 1) defines and describes the concept of critical thinking and how it is encouraged throughout the book. Second, all **Research Process** sections conclude with critical thinking questions designed to help students think critically about the topics and issues covered. Third, to aid instructors who wish to incorporate critical thinking skills into their course, two types of critical thinking annotations are included in the annotated instructor's edition of this book. Finally, an excellent publication on critical thinking and how it can be applied to evaluating psychological research is available as a supplement to this text. *Evaluating Psychological Information: Sharpening Your Critical Thinking Skills*, by Professor James Bell, does an outstanding job of providing students with examples and exercises designed to help them master critical thinking.

### Key Researchers

To help personalize the research process, and to illustrate the fact that psychology's knowledge base rests, after all, on the efforts of individual researchers, *Key Researcher* profiles are included in the margins throughout the text. These profiles highlight the work of important contributors to psychology, both historical and contemporary. The researchers included by no means represent the complete picture of psychological research; they should be viewed merely as a sampling of psychology's rich, and ever-changing, foundation of talent.

### Making Psychology Part of Your Life

Each chapter now concludes with a special section called **Making Psychology Part of Your Life**. These sections illustrate the practical uses of the findings and principles discussed in the chapter. Some examples include *Improving Your Memory: Some Useful Steps* (chapter 6); *Making Better Decisions* (chapter 7); *Obtaining Help with Psychological Problems: A Consumer's Guide* (chapter 15).

## PEDAGOGICAL AIDS: MAKING LEARNING EASIER

This edition includes a number of new pedagogical aids—features designed to enhance learning and make it more enjoyable.

**Key Principles.** Perhaps the most important new pedagogical feature is the *Key Principles*. These are brief summaries of the key points made throughout each chapter. In my experience, students in introductory psychology often have difficulty identifying the most important points in what they read. *Key Principles* will help overcome this potential problem by (1) emphasizing the major points to remember, and (2) serving as brief reviews of chapter content.

**Key Terms.** These are printed in **bold type** in the text, and are now defined both in context and in marginal notations. In addition, the key terms are listed at the end of each chapter, with page references as an added study aid. A handy end-of-book glossary includes all of the key terms with their definitions.

**Summaries.** These have been expanded, and now include point-by-point reviews of chapter content, organized by major headings. The summaries also include page references, indicating where each topic is discussed.

## **CHANGES IN ANCILLARIES: MAKING A GOOD PACKAGE EVEN BETTER**

This text is accompanied by a complete teaching and learning package. The key components of this package are described below.

### **Learning Aids for Students**

*Study Guide for Psychology, Second Edition* The study guide offers a comprehensive, carefully structured learning guide for all of the important concepts in this text. Organized around chapter learning objectives, it also includes a variety of book-specific exercises, review sections, self-tests, and flashcards for use as a study aid. A computerized version of the study guide is also available.

*Study Guide PLUS Language and Multicultural Enrichment* This alternative version of the study guide offers extra help for students with language difficulties. It includes detailed chapter-by-chapter guides to North American idioms and phrases which occur in the text.

*Studying Psychology* This brief how-to manual is designed to help students develop the skills needed to succeed in psychology. With down-to-earth techniques and ideas, this booklet will help students develop effective strategies for studying, listening, learning from lectures, and preparing for examinations.

### **The Annotated Instructor's Edition and Other Supplements for Instructors**

The *Annotated Instructor's Edition* has been developed to encourage student involvement and understanding. The *Annotated Instructor's Edition* is comprised of two parts: the instructor's section, bound into the front of the book, and detailed annotations which appear in the margins throughout the book. The annotations include teaching suggestions, examples, activities, critical thinking topics and exercises, learning objectives, testbank items, and a variety of visual aids.

Accompanying the *Annotated Instructor's Edition* is a separate *Instructor's Resource Manual* which provides detailed instructions for each activity along with nearly 150 ready-to-duplicate handouts.

A wide array of additional supplementary materials is also available with this book. These include a newly revised set of transparencies, many in full color; a comprehensive computer-ready test-item file; an extensive video library, including Allyn and Bacon's exclusive CNN video with brief, up-to-the-minute news segments relating to topics in psychology; *PsychScience*, an interactive computer simulation of psychological experiments; *Inside Psych*, a booklet featuring current related articles from *The Washington Post*; and more. See your Allyn and Bacon sales representative for information.

## **SOME FINAL COMMENTS . . . AND A REQUEST FOR HELP**

Looking back over the changes described in the preceding pages, it is clear that in every sense, this is a *major* revision. It is my sincere hope that the result is a book which reflects the content and nature of modern psychology accurately, and with the spirit it so richly deserves. However, only your feedback and advice can tell me to what extent the book has achieved



these goals. So please, do write, call, or fax me your comments and suggestions. I'll take them to heart!



Robert A. Baron  
303 Lally  
Rensselaer Polytechnic Institute  
Troy, New York 12180-3590  
(518) 276-2864

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# PSYCHOLOGY

## Its Nature, Scope, and Methods

### **PSYCHOLOGY: WHAT IT IS AND HOW IT DEVELOPED 4**

- Psychology: Some Early Views
- Psychology in the 1990s: Some Key Perspectives
- Psychology: A Working Definition
- Psychology in the Twentieth Century: A Capsule History
- Psychology: Some Basic Questions

### **PSYCHOLOGY: WHO AND WHAT 11**

- Who: The Background and Training of Psychologists
- What: Specialties within Psychology

### **ADDING TO WHAT WE KNOW: THE PROCESS OF PSYCHOLOGICAL RESEARCH 13**

- Naturalistic Observation: Scientists as Explorers
- Case Studies: Generalizing from the Unique
- Surveys: The Science of Self-Report
- The Correlational Method: The Search for Relationships
- Experimentation: Knowledge through Intervention
- Interpreting Research Results: Statistics as a Tool for Evaluating Data

#### **■ THE POINT OF IT ALL**

- Understanding Research Methods: Some Practical Benefits
- The Role of Theory in Psychological Research: Major Benefits, Potential Dangers

### **ETHICAL ISSUES IN RESEARCH: THE QUEST FOR KNOWLEDGE AND THE RIGHTS OF INDIVIDUALS 28**

- Deception: Is It Ever Appropriate for Psychologists to Lie to Participants?
- Research with Animals: Is It Acceptable?

### **USING THIS BOOK: A DISPLACED PREFACE 31**

### **USING THE KNOWLEDGE IN THIS BOOK: SOME TIPS ON HOW TO STUDY 32**

### **■ MAKING PSYCHOLOGY PART OF YOUR LIFE**

- Practice in Critical Thinking: The Hidden Bonus in Introductory Psychology

### **SUMMARY AND REVIEW ■ KEY TERMS AND CONCEPTS ■ FOR MORE INFORMATION**



# CONTENTS

## PREFACE

## ACKNOWLEDGMENTS



## PSYCHOLOGY: ITS NATURE, SCOPE, AND METHODS

### PSYCHOLOGY: WHAT IT IS AND HOW IT DEVELOPED

- Psychology: Some Early Views 4
- Psychology in the 1990s: Some Key Perspectives 5
- Psychology: A Working Definition 6
- Psychology in the Twentieth Century: A Capsule History 7
- Psychology: Some Basic Questions 8

### PSYCHOLOGY: WHO AND WHAT

- Who: The Background and Training of Psychologists 11
- What: Specialties within Psychology 12

### ADDING TO WHAT WE KNOW: THE PROCESS OF PSYCHOLOGICAL RESEARCH

- Naturalistic Observation: Scientists as Explorers 13
- Case Studies: Generalizing from the Unique 14
- Surveys: The Science of Self-Report 14
- The Correlational Method: The Search for Relationships 15
- Experimentation: Knowledge through Intervention 19
- Interpreting Research Results: Statistics as a Tool for Evaluating Data 23

### THE POINT OF IT ALL

- Understanding Research Methods: Some Practical Benefits 24

xv

xxi

xxiv

4

11

13

The Role of Theory in Psychological Research: Major Benefits, Potential Dangers 25

### ETHICAL ISSUES IN RESEARCH: THE QUEST FOR KNOWLEDGE AND THE RIGHTS OF INDIVIDUALS

- Deception: Is It Ever Appropriate for Psychologists to Lie to Participants? 28
- Research with Animals: Is It Acceptable? 29

### USING THIS BOOK: A DISPLACED PREFACE

### USING THE KNOWLEDGE IN THIS BOOK: SOME TIPS ON HOW TO STUDY

### MAKING PSYCHOLOGY PART OF YOUR LIFE

- Practice in Critical Thinking: The Hidden Bonus in Introductory Psychology

### SUMMARY AND REVIEW ■ KEY TERMS AND CONCEPTS ■ FOR MORE INFORMATION

## 2 BIOLOGICAL BASES OF BEHAVIOR: A LOOK BENEATH THE SURFACE

### NEURONS: BUILDING BLOCKS OF THE NERVOUS SYSTEM

- Neurons: Their Basic Structure 42
- Neurons: Their Basic Function 42

### THE POINT OF IT ALL

- Drugs: How They Influence Synaptic Transmission 46

### THE NERVOUS SYSTEM: ITS BASIC STRUCTURE AND FUNCTION

## CONTENTS

28

31

32

34

36


38

41

49

v



The Nervous System: Its Major Divisions	49	Vision and the Brain: Processing Visual Information	95
The Nervous System: How It Is Studied	51	<b>HEARING</b>	96
<b>THE BRAIN: WHERE CONSCIOUSNESS DWELLS</b>	54	The Ear: Its Basic Structure	96
Survival Basics: The Brain Stem	54	Sound: The Physical Stimulus for Hearing	97
Emotion and Motivation: The Thalamus, Hypothalamus, and Limbic System	55	Pitch Perception	98
The Cerebral Cortex: A Uniquely Human Structure	57	Sound Localization	99
■ <b>THE RESEARCH PROCESS</b>		<b>TOUCH AND OTHER SKIN SENSES</b>	100
Natural Reward Circuits in the Brain:		Pain: Its Nature and Control	100
The Neural Basis of Addictions	59	<b>SMELL AND TASTE: THE CHEMICAL SENSES</b>	102
Language and the Cerebral Cortex	62	Smell and Taste: How They Operate	102
<b>LATERALIZATION OF THE CEREBRAL CORTEX: TWO MINDS IN ONE BODY</b>	64	Smell and Taste: Some Interesting Findings	104
Research with Intact (Noninjured) Persons	65	■ <b>THE POINT OF IT ALL</b>	
Research with Split-Brain Participants: Isolating the Two Hemispheres	66	Fragrance: Its Potential Effects in Work Settings	105
<b>THE ENDOCRINE SYSTEM: CHEMICAL REGULATORS OF BODILY PROCESSES</b>	68	<b>KINESTHESIS AND VESTIBULAR SENSE</b>	105
Hormones and Behavior: Is the Premenstrual Syndrome Real?	70	<b>PERCEPTION: PUTTING IT ALL TOGETHER</b>	106
<b>HEREDITY AND BEHAVIOR</b>	72	Perception: The Focus of Our Attention	107
Genetics: Some Basic Principles	72	■ <b>THE RESEARCH PROCESS</b>	
Disentangling Genetic and Environmental Effects: Research Strategies	73	Danger: Warnings are effective only under certain conditions. Develop them with CAUTION.	108
■ <b>MAKING PSYCHOLOGY PART OF YOUR LIFE</b>		Perception: Some Organizing Principles	111
Sociobiology: Do We Exist Merely to Serve Our Genes?	76	Constancies and Illusions: When Perception Succeeds—and Fails	112
<b>SUMMARY AND REVIEW ■ KEY TERMS AND CONCEPTS ■ FOR MORE INFORMATION</b>	78	Some Key Perceptual Processes: Pattern and Distance	116
 <b>3 SENSATION AND PERCEPTION: MAKING CONTACT WITH THE WORLD AROUND US</b>	80	<b>THE PLASTICITY OF PERCEPTION: TO WHAT EXTENT IS IT INNATE OR LEARNED?</b>	118
<b>SENSATION: THE RAW MATERIAL OF UNDERSTANDING</b>	83	Perception: Evidence That It's Innate	118
Sensory Thresholds: How Much Stimulation Is Enough?	83	Perception: Evidence That It's Learned	119
■ <b>BEYOND THE BOUNDARIES</b>		Must We Resolve the Nature-Nurture Controversy?	119
Psychology and Medicine: Perceptual Processes in Radiology	86	<b>EXTRASENSORY PERCEPTION: PERCEPTION WITHOUT SENSATION?</b>	120
Sensory Adaptation: "It Feels Great Once You Get Used to It!"	89	ESP: What Is It?	120
<b>VISION</b>	90	ESP: Does It Really Exist?	121
The Eye: Its Basic Structure	90	■ <b>MAKING PSYCHOLOGY PART OF YOUR LIFE</b>	
Light: The Physical Stimulus for Vision	91	The Danger of Stereo Headsets: Let's Turn Down the Volume	122
Basic Functions of the Visual System: Acuity, Dark Adaptation, and Eye Movements	92	<b>SUMMARY AND REVIEW ■ KEY TERMS AND CONCEPTS ■ FOR MORE INFORMATION</b>	123
Color Vision	94	 <b>4 CONSCIOUSNESS: AWARENESS OF OURSELVES AND THE EXTERNAL WORLD</b>	126
		<b>BIOLOGICAL RHYTHMS: TIDES OF LIFE—AND CONSCIOUS EXPERIENCE</b>	129



Circadian Rhythms: Their Basic Nature 129	
Circadian Rhythms: What Mechanism Underlies Them? 130	
Individual Differences in Circadian Rhythms: Of Larks and Owls 131	
Disturbances in Circadian Rhythms: Jet Lag and Shiftwork 132	
■ THE POINT OF IT ALL	
Countering the Negative Effects of Shiftwork: Putting Basic Knowledge about Circadian Rhythms to Work 133	
<b>WAKING STATES OF CONSCIOUSNESS: EVERYDAY EXPERIENCE</b>	134
Controlled and Automatic Processing: The Limits of Attention 134	
Daydreams and Fantasies: Self-Induced Shifts in Consciousness 136	
Self-Awareness: Some Effects of Focusing on Ourselves 137	
<b>SLEEP: THE PAUSE THAT REFRESHES?</b>	140
Sleep: How It Is Studied 140	
Sleep: Its Basic Nature 140	
Sleep Disorders: Why, Sometimes, There's No Rest for the Weary 141	
Sleep: What Functions Does It Serve? 144	
Dreams: Stimulation in the Midst of Sleep 146	
<b>HYPNOSIS: ALTERED STATE OF CONSCIOUSNESS OR SOCIAL ROLE PLAYING?</b>	148
Hypnosis: Contrasting Views about Its Nature 149	
■ THE RESEARCH PROCESS	
Posthypnotic Amnesia: Myth or Reality? 150	
Hypnosis: How It Is Done and Who Is Susceptible to It 153	
<b>CONSCIOUSNESS-ALTERING DRUGS: WHAT THEY ARE AND WHAT THEY DO</b>	154
Consciousness-Altering Drugs: Some Basic Concepts 155	
Psychological Mechanisms Underlying Drug Abuse: Contrasting Views 156	
Consciousness-Altering Drugs: An Overview 158	
A Note on the Psychology of Drugs' Effects 161	
■ <b>MAKING PSYCHOLOGY PART OF YOUR LIFE</b>	
Meditation: A Technique for Inducing Potentially Beneficial Shifts in Consciousness	163
<b>SUMMARY AND REVIEW ■ KEY TERMS AND CONCEPTS ■ FOR MORE INFORMATION</b>	165
 <b>LEARNING: HOW WE'RE CHANGED BY EXPERIENCE</b>	168
<b>CLASSICAL CONDITIONING: LEARNING THAT SOME STIMULI SIGNAL OTHERS</b>	171
Pavlov's Early Work on Classical Conditioning: Does This Ring a Bell? 172	
Classical Conditioning: Some Basic Principles 174	
■ THE POINT OF IT ALL	
One-Trial Learning: Conditioned Taste Aversions 178	
Classical Conditioning: A Cognitive Perspective 181	
Classical Conditioning: A Note on Its Applications 182	
<b>OPERANT CONDITIONING: LEARNING BASED ON CONSEQUENCES</b>	184
The Nature of Operant Conditioning: Consequential Operations 184	
Operant Conditioning: Some Basic Aspects 187	
Punishment: When Behavior Yields Aversive Outcomes 192	
■ THE RESEARCH PROCESS	
Understanding the Nature of Self-Injury: Operant Conditioning in Action 194	
Operant Conditioning: A Cognitive Perspective 196	
Applying Operant Conditioning: Can We Make a Difference? 198	
<b>OBSERVATIONAL LEARNING: LEARNING FROM THE BEHAVIOR AND OUTCOMES OF OTHERS</b>	199
■ BEYOND THE BOUNDARIES	
Psychology and Educational Marketing: Observational Learning on the Job 200	
■ <b>MAKING PSYCHOLOGY PART OF YOUR LIFE</b>	
Getting in Shape: Applying Psychology to Get Fit and Stay Fit	205
<b>SUMMARY AND REVIEW ■ KEY TERMS AND CONCEPTS ■ FOR MORE INFORMATION</b>	206
 <b>MEMORY: OF THINGS REMEMBERED . . . AND FORGOTTEN</b>	208
<b>HUMAN MEMORY: THE INFORMATION-PROCESSING APPROACH</b>	211
Human Memory: One Influential Model—and an Emerging New Approach 211	
Types of Information in Memory 213	
<b>CONTENTS</b>	vii



<b>SENSORY MEMORY: GATEWAY TO CONSCIOUSNESS</b>	214	<b>BEYOND THE BOUNDARIES</b>	Psychology and Law: The Role of Emotion in Complex Legal Decisions 252
<b>SHORT-TERM MEMORY: THE WORKBENCH OF CONSCIOUSNESS</b>	215	<b>THE POINT OF IT ALL</b>	Reasoning More Effectively: Some Helpful Hints 256
Evidence for the Existence of Short-Term Memory 216		<b>MAKING DECISIONS: CHOOSING AMONG ALTERNATIVES</b>	256
Short-Term Memory: Its Basic Operation 217		Heuristics: Using Quick—but Fallible—Rules of Thumb to Make Decisions 257	
A Modern View of Working Memory: The Phonological Loop 218		Other Influences on Decision Making: Framing and Decision Strategy 259	
<b>LONG-TERM MEMORY: THE STOREHOUSE OF CONSCIOUSNESS</b>	219	<b>THE RESEARCH PROCESS</b>	Escalation of Commitment: Getting Trapped in Bad Decisions 261
Long-Term Memory: Its Basic Operation 220		<b>PROBLEM SOLVING AND CREATIVITY: FINDING PATHS TO DESIRED GOALS</b>	263
Retrieval: Locating Information in Long-Term Memory 222		Problem Solving: An Overview 264	
<b>FORGETTING FROM LONG-TERM MEMORY</b>	225	Methods for Solving Problems: From Trial and Error to Heuristics 265	
The Trace Decay Hypothesis: Forgetting with the Passage of Time 226		Factors That Interfere with Effective Problem Solving 266	
Forgetting as a Result of Interference 227		Creativity: Innovative Problem Solving 268	
Prospective Memory: Forgetting to Do What We're Supposed to Do 228		Artificial Intelligence: Can Machines Really Think? 270	
<b>MEMORY IN NATURAL CONTEXTS</b>	228	<b>LANGUAGE: THE COMMUNICATION OF INFORMATION</b>	271
Autobiographical Memory: Remembering the Events of Our Own Lives 229		Language: Its Basic Nature 271	
Distortion and Construction in Memory for Natural Events 232		The Development of Language 273	
<b>THE RESEARCH PROCESS</b>		Language and Thought: Do We Think What We Say or Say What We Think? 276	
Eyewitness Testimony: How Accurate Is It, and How Accurate Could It Be? 234		Language in Other Species 277	
<b>BIOLOGICAL BASES OF MEMORY: HOW THE BRAIN STORES KNOWLEDGE</b>	236	<b>MAKING PSYCHOLOGY PART OF YOUR LIFE</b>	280
Amnesia and Other Memory Disorders: An Important Source of Information about the Nature of Memory 237		Making Better Decisions	
Memory and the Brain: A Modern View 239		<b>SUMMARY AND REVIEW ■ KEY TERMS AND CONCEPTS ■ FOR MORE INFORMATION</b>	281
<b>MAKING PSYCHOLOGY PART OF YOUR LIFE</b>			
Improving Your Memory: Some Useful Steps	241		
<b>SUMMARY AND REVIEW ■ KEY TERMS AND CONCEPTS ■ FOR MORE INFORMATION</b>	242		
<b>7 COGNITION: THINKING, DECIDING, COMMUNICATING</b>	244	<b>8 HUMAN DEVELOPMENT I: THE CHILDHOOD YEARS</b>	284
<b>THINKING: FORMING CONCEPTS AND REASONING TO CONCLUSIONS</b>	247	<b>PHYSICAL GROWTH AND DEVELOPMENT</b>	287
Basic Elements of Thought: Concepts, Propositions, Images 247		The Prenatal Period 287	
Reasoning: Transforming Information to Reach Conclusions 250		Prenatal Influences on Development: When Trouble Starts Early 288	
A Multicultural Perspective: When Culture Shapes Reasoning—Or At Least Influences Its Outcomes 251		Physical and Perceptual Development during the Early Years: Infancy and Childhood 289	
		<b>THE RESEARCH PROCESS</b>	Methods for Studying Human Development 292
		<b>COGNITIVE DEVELOPMENT: THE JOURNEY TOWARD REASON</b>	294
		Piaget's Theory: An Overview 295	
		Piaget's Theory: A Modern Assessment 300	