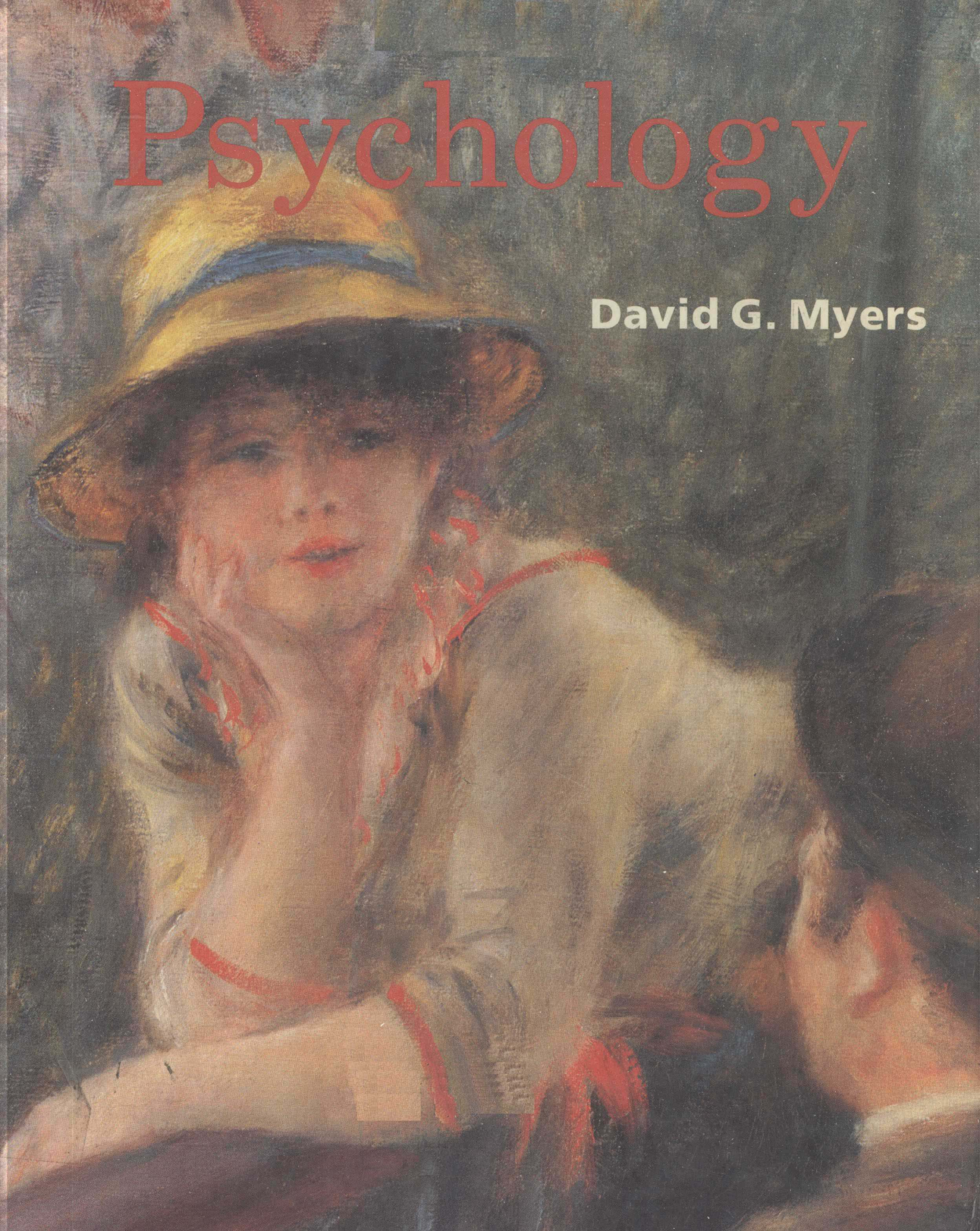


Psychology

David G. Myers



Third Edition

Psychology

David G. Myers

Hope College
Holland, Michigan

Worth Publishers

Psychology, Third Edition

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Manufactured in the United States of America

Library of Congress Catalog Card Number: 91-72014

ISBN: 0-87901-506-3

Printing: 2 3 4 5 — 96 95 94 93 92

Development editor: Christine Brune

Design: Malcolm Gear Designers

Art director: George Touloumes

Production editor: Karen Landovitz

Production supervisor: Barbara Anne Seixas

Layout: Patricia Lawson

Picture editor: June Lundborg Whitworth

Line art: Bruce P. Maddocks, Warren Budd, and Demetrios Zangos

Composition and separations: TSI Graphics, Inc.

Printing and binding: Von Hoffmann Press, Inc.

Cover: Pierre-Auguste Renoir, *The Luncheon of the Boating Party* (detail), 1881

Oil on canvas, 51" × 68", © The Phillips Collection, Washington, DC.

(Fine art consultant: Steven Diamond)

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Worth Publishers

33 Irving Place

New York, New York 10003

Preface

The more things change, the more they stay the same. My vision for this third edition of *Psychology* remains the same: *to merge rigorous science with a broad human perspective in a book that engages both the mind and the heart*. I want to set forth clearly the principles and processes of psychology, and to be sensitive to students' needs and interests. My aim is a book that helps students to gain insight into important phenomena of their everyday lives, to feel a sense of wonder about seemingly ordinary human processes, and to see how psychology addresses issues that cross disciplines. I also want to produce a book that conveys to its readers the inquisitive, compassionate, and sometimes playful spirit in which psychology can be approached. Believing with Thoreau that "Anything living is easily and naturally expressed in popular language," I seek to communicate scholarship with crisp narrative and vivid storytelling.

To achieve these goals, I have steadfastly tried to follow eight principles:

1. *To exemplify the process of inquiry.* I strive to show students not just the outcome of research, but how the research process works. Throughout, the book tries to excite the reader's curiosity. It invites readers to imagine themselves as participants in classic experiments. Several chapters introduce research stories as mysteries that progressively unravel as one clue after another is put into place.
2. *To teach critical thinking.* By presenting research as intellectual detective work, I exemplify an inquiring, analytical mindset. Whether they are studying development, cognition, or statistics, students will become involved in, and see the rewards of, critical reasoning. Moreover, they will discover how an empirical approach can help them to evaluate competing ideas and claims for highly publicized phenomena—ranging from subliminal persuasion, ESP, and mother-infant bonding to astrology, basketball streak-shooting, and hypnotic age regression.
3. *To put facts in the service of concepts.* My intention has been not to fill students' intellectual file drawers with facts, but to reveal psychology's major concepts—to teach students how to think, and to offer psychological ideas worth thinking about. In each chapter I place emphasis on those concepts I hope students will carry with them long after they complete the course.

4. *To be as up-to-date as possible.* Few things dampen students' interests as quickly as the sense that they are reading stale news. While retaining psychology's classic studies and concepts, I also present the discipline's most important recent developments. Fifteen percent of the references in this edition are from the 1990s.
5. *To integrate principles and applications.* Throughout—by means of anecdotes, case histories, and the posing of hypothetical situations—I relate the findings of basic research to their applications and implications. Where psychology can illuminate pressing human issues—be they racism and sexism, health and happiness, or violence and war—I have not hesitated to shine its light.
6. *To enhance comprehension by providing continuity.* Many chapters have a significant issue or theme that links the subtopics, forming a thread that ties the chapter together. The Learning chapter conveys the idea that bold thinkers can serve as intellectual pioneers. The Thinking and Language chapter raises the issue of human rationality and irrationality. The Psychological Disorders chapter conveys empathy for, and understanding of, troubled lives. “The uniformity of a work,” observed Edward Gibbon, “denotes the hand of a single artist.” Because the book has a single author, other threads, such as nature-nurture interaction, weave throughout the *whole* book, and students hear a consistent voice.
7. *To reinforce learning at every step.* Everyday examples and rhetorical questions encourage students to process the material actively. Concepts presented earlier are frequently applied, and thereby reinforced, in later chapters. Pedagogical aids in the margins, such as those found on pages 17, 241, and 552, augment learning without interrupting the text narrative. Each chapter concludes with a narrative summary, defined key terms, and suggested readings attuned to students' interests and abilities.
8. *To convey respect for human unity and diversity.* Time and again, readers will see evidence of our human kinship—our shared biological heritage, our common mechanisms of seeing and learning, hungering and feeling, loving and hating. They will also better understand the dimensions of our diversity—our *individual* diversity in development and aptitudes, temperament and personality, and disorder and health; and our *cultural* diversity in attitudes and expressive styles, child-rearing and care for the elderly, and life priorities.

Third Edition Features

This new edition retains much of the voice, organization, and content of its predecessors. I have, however, thoroughly updated and added to the book (38 percent of the references are new) and revised nearly every paragraph. Following Albert Einstein's dictum that “Everything should be made as simple as possible, but not simpler,” my aim has been to make this the most engaging, informative, and pedagogically effective book possible.

The major organizational innovation is a new concluding Chapter 19 on Social Diversity. Recognizing the reality of multicultural life in our shrinking global village, this capstone chapter explores cultural, ethnic, and gender diversity, and shows how people can and do respond when confronting social diversity.

In dealing with topics such as culture and gender, textbook authors usually pursue one of two strategies—to isolate the topics in single compartments, or to have them seep in wherever appropriate. After wrestling with this question, I concluded that both ways are best. The focused coverage of culture and gender in Chapter 19 enables the sort of depth one finds in a distinct presentation of any important topic, such as is given the biological, developmental, or learning perspectives earlier in the book. Yet, as each of these perspectives also pops up everywhere in the book, so do culture and gender. A cross-reference guide to the integrated coverage of culture and gender throughout the book is at the end of Chapter 19. Similar guides are provided for the integrated biological perspective (at the end of Chapter 2), for the coverage of drugs (at the end of Chapter 7), for industrial/organizational psychology (at the end of Chapter 12), and for psychological disorders (at the end of Chapter 15).

Supplements

Psychology is accompanied by a comprehensive and widely acclaimed teaching and learning package. For students, there is **Discovering Psychology**, by Richard Straub (University of Michigan, Dearborn). Students have found this study guide enormously helpful in directing their study and enhancing their learning. Using the SQ3R (survey, question, read, rehearse, review) method, each chapter contains overviews, guided study and review questions, progress tests consisting of factual questions, and “challenge” tests consisting of conceptual and applied questions. Answers to test questions are explained—enabling students to know why each possible answer is right or wrong—and page-referenced to the textbook. **Discovering Psychology** is available as a paperback and on disks, entitled **Diskcovering Psychology**, for use on IBM PC or Macintosh.

The award-winning computer software developed by Thomas Ludwig (Hope College) brings some of psychology’s most important concepts and methods to life. **PsychSim: Interactive Graphic Simulations for Psychology** contains 16 programs for use on the IBM PC or Macintosh. Some simulations engage the student as experimenter—conditioning a rat or electrically probing the hypothalamus. Others engage the student as subject—responding to tests of memory or visual illusions. Still others provide a dynamic tutorial/demonstration of, say, hemispheric processing or cognitive development principles. Student worksheets are provided. The new PsychSim programs are significantly enhanced over the previous PsychSim edition, which received the 1990 Educom/NCRIPAL Higher Education Software Award for “Best Psychology Software”—marking the first time that software specifically designed for introductory psychology has been so honored.

The **Instructor’s Resources**, created by Martin Bolt (Calvin College), have been acclaimed by users everywhere. The resources

include ideas for organizing the course, chapter objectives, lecture/discussion topics, classroom exercises, student projects, film and video suggestions, and the popular ready-to-use handouts for student participation. The third edition resources package is 30 percent new and 10 percent bigger. It now includes many more color acetate transparencies, and it offers many new demonstration handouts. Worth Publishers has supported Frank Vattano (Colorado State University), in collaboration with the Annenberg/CPB Office and WNET/New York, in making available apt, brief video clips from the PBS series *The Brain* and *The Mind*. Most recently, Frank Vattano, with the consultation of Charles Brewer (Furman University) and myself, edited 38 modules from *The Mind*. Although Worth Publishers makes them available to anyone who teaches psychology or who wishes to purchase a set for other uses, the modules are ordered to correspond to this book.

The **Test Bank** and **Alternate Test Bank**, by John Brink (Calvin College), include factual/definitional questions, conceptual questions, and essay questions. Each question is keyed to a learning objective, page-referenced to the textbook, and rated “easy,” “medium,” or “difficult.” These questions are available on disks in several versions for computerized test generation on IBM PC, Macintosh, or Apple II.

In Appreciation

Aided by more than 200 consultants and reviewers over the last eight years, this has become a far better, more accurate book than one author alone (this author, at least) could have written. My indebtedness continues to each of the teacher-scholars whose influence I acknowledged in the two previous editions.

It gives me pleasure to thank the 74 esteemed colleagues who contributed criticisms, corrections, and creative ideas to this new edition. A first important group of expert psychologists and educators critiqued all or parts of the second edition, offering page-by-page comments and suggestions. For the resulting hundreds of improvements I am indebted to:

Richard Bowen, *Loyola University of Chicago*

John Conklin, *Camosun College*

Bill Davis, *Texas Southmost College*

Gil Einstein, *Furman University*

Steve Fox, *Morehead State University*

Erna Furman, *Cleveland Center for Research in Child Development*

Ross Hartsough, *University of Manitoba*

Brian Healy, *Behavioral and Developmental Pediatrics, Evanston Hospital*

Myra Heinrich, *Mesa State College*

Ann Johnson, *University of St. Thomas*

Harold Kassel, *Richard J. Daley College*

Robert M. Levy, *Indiana State University*

Donald T. Lysle, *University of North Carolina—Chapel Hill*

Salvador Macias III, *University of South Carolina, Sumter*

Robert R. McCrae, *National Institute on Aging*

Deborah R. McDonald, *New Mexico State University—Las Cruces*

Rick Mitchell, *Harford Community College*

Paul Moes, *Dordt College*

Joan Piroch, *University of South Carolina, Coastal Carolina*

Jeanne Riddell, *Grossmont College*

Toby Silverman-Dresner, *William Paterson College of New Jersey*

Nicholas Spanos, *Carleton University*

Michael E. Tirrell, *Stonehill College*

Elliot Valenstein, *University of Michigan—Ann Arbor*

Paul Whitney, *Washington State University*

A second group of reviewers critiqued third edition chapters at various draft stages. For their expertise and many creative suggestions I thank:

Lela Jean Alvers, *Johnson County Community College*

Johnston Beach, *U.S. Military Academy, West Point*

Frank Bernieri, *Oregon State University*

Richard Brislin, *East-West Center: Institute on Culture and Communication*

Robert C. Brown, Jr., *Georgia State University*

David Buss, *University of Michigan—Ann Arbor*

James F. Calhoun, *University of Georgia*

J. Craig Clarke, *Salisbury State University*

Roberta A. Eveslage, *Johnson County Community College*

Howard S. Friedman, *University of California—Riverside*

Lou Fusilli, *Monroe Community College*

Richard M. Gist, *Johnson County Community College*

Irving I. Gottesman, *University of Virginia*

John Governale, *Portland State University*

Rolf Holtz, *Lamar University*

C. Harry Hui, *University of Hong Kong*

Irene Hulicka, *State University of New York College at Buffalo*

Patricia A. Jarvis, *Illinois State University*

Ellen Kimmel, *University of South Florida*

Ken Kotovsky, *Carnegie-Mellon University*

Bruce Landon, *Douglas College*

Phillip Langer, *University of Colorado, Boulder*

Darrell Anthony Luzzo, *Johnson County Community College*

Terry Mason, *Niagara Community College*

Frederick R. Maxwell, *Southwest Missouri State University*

Donald McBurney, *University of Pittsburgh*

Steven E. Meier, *University of Idaho*

Douglas Mook, *University of Virginia*

Joel Morgovsky, *Brookdale Community College*

David Perkins, *Ball State University*

Jean Phinney, *California State University, Los Angeles*

Peter Platenius, *Queen's University*

Michael Poteat, *East Carolina University*

Barbara Quigley, *Morehead State University*

Howard Rachlin, *State University of New York—Stony Brook*

Bradley Redburn, *Johnson County Community College*

Linda Rubin, *Johnson County Community College*

Dave Schroeder, *University of Arkansas, Fayetteville*

Gary Seabaugh, *Johnson County Community College*

John J. Shaughnessy, *Hope College*

James M. Thomas, *University of Nebraska—Omaha*

Tova Vitiello, *Kirkwood Community College*

Frank Vitro, *Texas Women's University*

Scott Vrana, *Purdue University*

Benjamin Wallace, *Cleveland State University*

Gordon Wood, *Michigan State University*

Kaye Young, *North Iowa Area Community College*

Mary Lou Zanich, *Indiana University of Pennsylvania*

Through all three editions, I have benefited from the meticulous critiques, probing questions, and heart-warming encouragement of Charles Brewer (Furman University).

At Worth Publishers—a company whose entire staff is devoted to the highest quality in everything they do—a host of people played key supportive roles. Alison Meersschaert commissioned this book, envisioned its goals and a process to fulfill them, and nurtured the book nearly to the end of the draft first edition. Managing editor Anne Vinnicombe brought the first two editions to fulfillment while meticulously scrutinizing the accuracy, logical flow, and clarity of every page.

I developed this third edition guided by editor Christine Brune. Her warm encouragement, gentle admonitions, and meticulous attention to countless details—while orchestrating with timely precision a whole team of reviewers and editors—made my work as pleasure-filled and pain-free as bookmaking can possibly

be. Editor Barbara Brooks repeatedly amazed me with her sensitivity and insightful suggestions on every chapter. Copyeditor Debbie Posner once again displayed her good humor and creativity in helping me apply the finishing touches. Production editor Karen Landovitz displayed impressive competence in guiding the transformation of manuscript into book.

I extend thanks again to Worth's artistic and production team, led by George Touloumes and Barbara Seixas, for crafting a final product that exceeds my expectations.

At Hope College, the supporting team members for this edition included Melissa Johnson and Kim Bundy, who researched, checked, and proofed countless items, and Kathy Adamski, who typed my extensive correspondence to other researchers and teachers without ever losing her good cheer. Working with determined speed and infectious joy, Phyllis and Richard Vandervelde put every word of this book into the word processor, then saw each of these words several more times (along with many new words), before finally coding them all for electronic delivery.

Again, I gratefully acknowledge my writing coach, poet Jack Ridl, whose influence continues to be evident in the voice you will be hearing in the pages that follow.

After hearing many dozens of people say that this book's supportive supplements are the best available, I must again thank Martin Bolt, John Brink, Thomas Ludwig, and Richard Straub for their abundant talents, dedication, and friendship.

Finally, my gratitude goes to the many students and instructors who have used the first two editions and written to offer suggestions or just an encouraging pat on the back. It is for them, and for those students who are about to begin their study of psychology, that I have done my best to introduce as effectively, accurately, and joyfully as I can the field I love.

When the people who paint the Golden Gate Bridge finish, it is time to start over again. So it seems with an introductory textbook in a dynamic field. The ink is barely dry before one begins envisioning the next edition. By the time you read this, information gathering for the fourth edition will be under way. Letters and suggestions from instructors and students will again influence our decisions about what to change and what to keep the same. So, please, do share your thoughts.



Department of Psychology
Hope College
Holland, Michigan 49423

To Students

The investment you are about to make in studying psychology has the potential to enrich your life and enlarge your vision. Although many of life's significant questions are beyond psychology, some mighty important ones are illuminated by even a brief course in psychology. Through painstaking research, psychologists have gained insights into brain and mind, depression and joy, dreams and memories. Even the unanswered questions can enrich us, by renewing our sense of mystery about “things too wonderful” for us yet to understand. What is more, your study of psychology can help teach you *how to ask important questions*—how to think critically as you evaluate competing ideas and pop psychology's claims.

Having your life enriched and your vision enlarged (and getting a decent grade, too) requires effective study. These hints may help:

1. *To increase your comprehension and retention, process information actively.* This book is structured to help you process information actively and thus to remember it better. Study each chapter using the SQ3R study method: First *survey* a chapter using the outline found at the beginning of the chapter. As you prepare to read each section, use its heading to form a *question* that you should be able to answer after you've finished the section. Then *read*, actively searching for the answer. Having read a section, *rehearse* in your own words what you read. After completing a chapter, spend time with the *review* found at the end of the chapter to reinforce your understanding of the chapter's organization and main points. Taking time not only to read, but also to survey, question, rehearse, and review, will boost both your understanding and your memory of the material.
2. *Distribute your study time.* One of psychology's oldest findings is that “spaced practice” promotes better retention than “massed practice.” You'll remember material better if you space your time over several study periods rather than cram it into one long study blitz. Better to give your study of this text one hour a day, with one day off a week, than six hours at a time. Doing this requires a disciplined approach to managing your time. (Richard Straub explains time management in *Discovering Psychology*, the study guide that accompanies

this text.) For example, rather than trying to read all of a chapter in a single sitting, read just one of the chapter's sections, and then turn to something else.

3. *In class, listen actively.* As psychologist William James urged nearly 100 years ago, “*No reception without reaction, no impression without . . . expression.*” Listen for the main and sub-ideas of a lecture. *Write them down.* Ask questions during and after class. In class, as in your private study, process the information actively and you will understand and retain it better.
4. *Overlearn.* Psychology tells us that “overlearning improves retention.” Most of us are prone to overestimating how much we know. You may understand a chapter as you read it, but by devoting extra study time to testing yourself and reviewing what you think you know, you will retain your new knowledge long into the future.
5. *Be a smart test-taker.* If a test contains both multiple-choice questions and an essay question, turn first to the essay. Read the question carefully, noting exactly what the instructor is asking. On the back of a page, pencil in a list of points you'd like to make, and then organize them. Before writing, put aside the essay and work through the multiple-choice questions. (As you do so, your mind may continue to mull over the essay question. Sometimes the objective questions will bring pertinent thoughts to mind.) Then reread the essay question, rethink your answer, and start writing. When finished, proof-read to eliminate spelling and grammatical errors that make you look less competent than you are. When reading multiple-choice questions, don't confuse yourself by trying to imagine how each of the alternatives might be right. Try instead to recall the answer *before* reading the alternatives given. Answer the question as if it were a fill-in-the-blank; first cover the answers and complete the sentence in your mind, and then find the alternative that best matches your own answer.

While exploring psychology, you will learn a lot more than techniques for effective study. If you gain a deepened appreciation of how we humans perceive, think, feel, and act, then you may indeed find your life enriched and your vision enlarged. I hope this book will guide you toward that end, and in such fashion as imagined by educator Charles Eliot a century ago: “Books are the quietest and most constant of friends, and the most patient of teachers.”

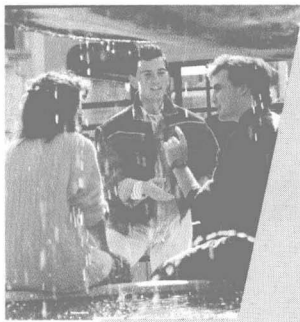


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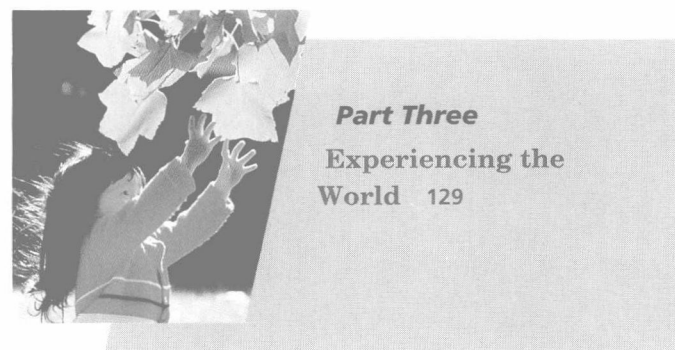
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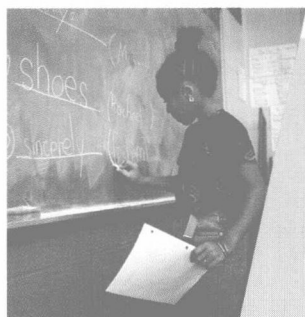
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