



Psychology Today

.....
AN INTRODUCTION



SEVENTH EDITION

Seventh Edition

Psychology Today

.....

AN INTRODUCTION

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PSYCHOLOGY TODAY: *An Introduction*

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About the Authors

Richard R. Bootzin is a specialist in personality and abnormal psychology, and a prominent researcher in the areas of sleep and sleep disorders, principles of behavior change, and mental health evaluation. Dr. Bootzin received his Bachelor's degree from the University of Wisconsin at Madison and his Ph.D. from Purdue University in 1968. From 1968 through 1986, he was a faculty member at Northwestern University, serving as Chairman of the Psychology Department from 1980 to 1986. Since 1987, he has been Professor of Psychology and Director of the Graduate Program in Clinical Psychology at the University of Arizona.

Dr. Bootzin is a fellow of the American Psychological Association (APA), a member of the American Psychological Society (APS), a member of the Forum on Research Management of the Federation of Behavioral, Psychological, and Cognitive Sciences, and a member of the Executive Board of the Council of University Directors of Clinical Psychology. He has served as a reviewer for more than twenty-five journals, including the *Journal of Abnormal Psychology*, the *Journal of Consulting and Clinical Psychology*, the *Archives of General Psychiatry*, and the *Journal of Personality and Social Psychology*. He has published five books and more than seventy-five scientific papers. He is coauthor of *Abnormal Psychology: Current Perspectives*, 5th edition, published in 1988 by McGraw-Hill.

Gordon H. Bower is a cognitive psychologist who specializes in studies of human learning and memory. His work includes research on the influence of imagery and organizational factors on the storage, retrieval, and forgetting of memorized material. Dr. Bower received his Bachelor's degree from Western Reserve University, and his Ph.D. from Yale University in 1959. He holds a distinguished chair professorship in Stanford University's Psychology Department where he has remained his entire academic career. Earlier he served as Chairman of the Department and then as Associate Dean of the School.

Dr. Bower has received many honors including election to the National Academy of Sciences, the Society of Experimental Psychologists, the American Academy of Arts and Sciences, and is a fellow of the American Psychological Association and the American Psychological Society. Over the years he has been elected to the Presidency of the Psychonomic Society, the Cognitive Science Society, the Society of Experimental Psychologists, APA's Division of Experimental Psychologists, the Western Psychological Association, and the Board of Directors of APS. His honors include the Distinguished Scientific Contributions Award of APA and the Warren Medal from SEP. Dr. Bower has published six books and over 150 scientific papers. He has served on the editorial board for many professional journals (currently *Cognitive Science* and the *Annual Review of Psychology*); and he edits an annual volume of research on learning and motivation.

Jennifer Crocker received her Bachelor's degree from Michigan State University, and her Ph.D. in Social Psychology from Harvard University in 1979. From 1979 to 1985 she served as Assistant Professor at Northwestern University and at the University of Minnesota. In August 1985 she became an Associate Professor of Psychology at the State University of New York at Buffalo. She was promoted to Full Professor in August 1989. She currently serves as Associate Chair of the Psychology Department.

Dr. Crocker's research concerns stereotyping and prejudice, and the effects of social stigma on self-esteem. She has received major grants from the National Science Foundation to support her research on these topics, and has published over thirty journal articles and chapters in books. She received the 1988 Gordon Allport Intergroup Relations Prize from Division 9 of the American Psychological Association for the best paper on intergroup relations.

Dr. Crocker is Associate Editor of *Personality and Social Psychology Bulletin*, and has served on several editorial boards, including *Journal of Personality and Social Psychology*, *Psychological Bulletin*, *Social Cognition*, and *Journal of Consumer Research*. She has also served as a reviewer for over fifteen psychology journals, and served as a grant review panel member for the National Science Foundation. She was elected to the Executive Committee of the Society for Experimental Social Psychology (SESP), and is currently the secretary-treasurer of that organization. She has been elected Chair of the Executive Committee of SESP effective October 1990.

Elizabeth Hall is a science writer and consultant in the human sciences to Casa Editrice Giunti Barbera, an Italian publishing firm. She is coauthor of *Seasons of Life*, the companion book to the 1990 PBS television series on human development, as well as coauthor of *Developmental Psychology Today*, 5th edition, of *Child Psychology Today*, 2d edition, and of *Sexuality* (all published by McGraw-Hill), and of *Adult Development and Aging*. A former managing editor of *Psychology Today*, Ms. Hall was with that magazine from its inception in 1967 until she left in 1976 to found *Human Nature*, a magazine about the human sciences, as its editor-in-chief. She continues to contribute to *Psychology Today*, and some of her magazine conversations with prominent psychologists have been collected as *Growing and Changing: What the Experts Say* (1987). Of her many books for children, two—*Why We Do What We Do: A Look at Psychology* and *From Pigeons to People: A Look at Behavior Shaping*—received Honorable Mention in the American Psychological Foundation's National Media Awards.

P r e f a c e

Psychology Today has long been recognized as one of the most up-to-date and comprehensive introductory psychology textbooks on the market. In keeping with that tradition, we have updated the text throughout for this new edition, incorporating the latest theories and most recent work in the various areas of psychology. We have, however, departed from past practices in an important way: we have decided that it is possible to be comprehensive without being encyclopedic. Accordingly, we have consolidated the text into five fewer chapters than in previous editions, and we have integrated its concepts and themes so as to reflect the integration that is taking place in the field itself. We have also presented the material in a way that encourages students to think critically about what they have read, so that they identify connections between concepts and understand and evaluate the research from which these concepts were derived.

The process begins in Chapter 1, where we present an overview of the origins of psychology, the emergence of the theoretical perspectives that have come to dominate the field, and the major areas of professional specialization in psychology today. This foundation prepares the student for the chapter's exploration of five enduring psychological themes that reflect the interaction of forces outside and within individuals: heredity and environment, biological continuity and human uniqueness, conscious and unconscious experience, individual differences and universal principles, and the individual and society. In subsequent chapters, these themes frequently emerge as principles by which the work of psychologists, regardless of differences in theoretical perspectives, can be integrated. Thus, for example, the spectrum of viewpoints on the nature/nurture issue is covered where appropriate throughout the book, with special emphasis in the chapters on intelligence and development. We believe that this thematic unity lends the text a greater degree of coherence and clarity.

Three features are used to stimulate critical thinking. First, we describe major studies in detail so that students can assess their validity and relevance. Second, Mark Garrison of Kentucky State University has provided two types of questions at the end of each chapter: concept-review questions, which require students to articulate the main ideas; and critical-thinking questions, which ask students to analyze and integrate theories, studies, or perspectives discussed in the chapter. Third, John Vitkus of Barnard College has written seven critical-thinking essays, which are published in the Study Guide that accompanies the textbook. Each essay focuses on a single issue that is central to the corresponding unit of the book. The essay describes one or more studies that have explored some aspect of the issue, offers a critical analysis of that research, and sums up the research findings.

NEW ORGANIZATION AND CONSOLIDATION

We have reduced the number of chapters in this edition from twenty-eight to twenty-three and have reorganized the material as follows:

- The discussion of biological perspectives on behavior is presented where relevant in various chapters, rather than in a separate chapter.
- Human development through the life span is discussed in two chapters instead of three.

- Psychoanalytic theories of personality are combined with humanistic, behavioristic, and trait theories in a single chapter.
- The various theoretical perspectives on abnormality are not discussed in a separate chapter, but are incorporated into the chapter on psychological disorders.
- The sixth edition's two chapters on attitudes and interpersonal perception are consolidated into one chapter.
- There is now a separate chapter on intelligence, which presents the latest research on the nature of intelligence and incorporates an updated discussion of IQ testing.
- The use of statistics in psychological research is now presented in an appendix at the back of the book.

With this reorganization and consolidation, we believe, the sequence of chapters becomes more logical and organic. It serves our goal of integration, leading student readers smoothly through the various recurrent themes as they apply to the biological bases of behavior (Chapters 3–6), to cognitive processes (Chapters 7–14), to the development and psychological adjustment of the individual (Chapters 15–20), and finally to the behavior of individuals in the social context (Chapters 21–23).

PEDAGOGICAL AIDS

Each chapter contains one or more boxed features on an aspect of “Psychology Today and Tomorrow.” The topic may be classic or recent research in an area that pertains to the chapter or the very latest work in an area that points the way toward psychology’s future.

Each chapter begins with an outline of its contents, to help orient readers to the chapter’s topic and coverage. Each chapter is followed by a summary in bulleted-list form (easier to use than a narrative, paragraph-style summary); an alphabetical list of the key terms that are introduced in the chapter; and the concept-review and critical-thinking questions described above.

A running glossary of key terms now appears in the text margins, in addition to the alphabetical glossary at the back of the book.

DESIGN AND ILLUSTRATIONS

The book has been completely redesigned. The text is printed in a single column, which is visually more “open” and accessible to student readers than the two-column format of previous editions.

This edition contains more than 250 photographs—many more than in any past edition, and the vast majority of them in full color. New tables and diagrams have been selected for their value in elucidating the text.

ANCILLARIES

A full range of ancillary materials is available, integrated with the text and with one another by Mark Garrison via the Instructor’s Manual. The ancillaries include:

- Instructor’s Manual, by Paul Rosenfeld and Mark Garrison. Contains outlines of the text chapters accompanied by detailed suggestions for using the other ancillaries, answers to the end-of-chapter concept-review and critical-thinking

questions, and answers to the questions that follow the seven critical-thinking essays that appear in the Study Guide.

- Computerized Instructor's Manual (for IBM and Apple).
- Study Guide, by Daniel Paulk and Mark Garrison. Now includes comprehensive critical-thinking essays, questions, and exercises.
- Computerized Study Guide.
- Test File, by Wendy Dunn of Coe College.
- Computerized test systems (for IBM 3½ and 5¼, Apple, and Macintosh).
- Overhead transparencies.
- Slide Set. A "library of films and videos" to select from. Adopters may choose one free video per 100 books purchased from McGraw-Hill.
- Additional software: *PsychWorld*, 2d ed. (for IBM 3½ and 5¼ and Apple); *Mac Laboratory*, 2d ed. (for Macintosh); *Computer Activities for Psychology*, 4th ed. (CAPS IV, for IBM and Apple); *Report Card* (a computerized grade-management program, for IBM and Apple); *Experiments and Personal Applications in Psychology* (for IBM and Apple); and *Statistical Computation Program for Students* (for IBM and Apple).

These improvements and innovations make this the best edition yet of *Psychology Today*. Students can embark on their introduction to psychology with full confidence that they will find the experience enjoyable and rewarding. It is our hope that instructors will find this new edition a valuable review of past research integrated with the newest research and ideas in the field of psychology.

ACKNOWLEDGMENTS

We would like to thank the many consultants and reviewers who assisted us on this revision. We are indebted to the consultants who supervised the preparation of both new and revised chapters outside our areas of expertise. Our thanks also go to the specialists who carefully reviewed and helped fine-tune specific chapters. We are grateful to the "core" reviewers who advised us on the revision of the entire text. And, of course, we are deeply appreciative of the time and effort our general reviewers gave to the various chapters. Because their contributions were invaluable to us, we have featured the names of these consultants and reviewers on page ii of the book.

We are indebted to Dr. Robert B. Zajonc of the University of Michigan for his work on previous editions. Our special thanks go to Betty Gatewood, Jinny Joyner, and Mary Marshall, who helped us write some of the chapters.

Richard R. Bootzin
Gordon H. Bower
Jennifer Crocker
Elizabeth Hall

Contents in Brief

Preface xv

PART ONE ■ ABOUT PSYCHOLOGY

- 1 *Understanding Psychology: An Introduction* 3
- 2 *The Methods of Psychology* 29

PART TWO ■ BIOLOGY, PERCEPTION, AND AWARENESS

- 3 *The Brain and Behavior* 47
- 4 *Sensation and the Senses* 79
- 5 *Perception* 117
- 6 *Consciousness* 145

PART THREE ■ LEARNING, THINKING, AND COMMUNICATING

- 7 *Learning* 175
- 8 *Memory* 207
- 9 *Cognition* 241
- 10 *Language* 275
- 11 *Intelligence and Intelligence Testing* 309

PART FOUR ■ EMOTION AND MOTIVATION

- 12 *Emotion* 343
- 13 *Motivation* 375
- 14 *Sexuality and Love* 403

PART FIVE ■ THE DEVELOPING PERSON

- 15 *Infancy and Childhood* 433
- 16 *Adolescence and Adulthood* 469

PART SIX ■ PERSONALITY, ABNORMALITY, AND ADJUSTMENT

- 17 *Personality* 501
- 18 *Psychological Disorders* 533
- 19 *Approaches to Treatment* 567
- 20 *Health Psychology and Adjustment to Stress* 597

PART SEVEN ■ SOCIAL PSYCHOLOGY

- 21 *Attitudes, Social Cognition, and Interpersonal Attraction* 627
- 22 *Social Influence and Group Processes* 657
- 23 *Industrial/Organizational Psychology* 687

APPENDIX ■ USING STATISTICS IN RESEARCH 715

Glossary G-1

References R-1

Indexes I-1

CONTENTS

Preface xv

PART ONE • ABOUT PSYCHOLOGY

Chapter 1 • Understanding Psychology: An Introduction 3

What Is Psychology? 4
Perspectives in Psychology Today 8
Theory and Practice: The Diverse Professions within Psychology Today 15
Psychology and Critical Thinking 21
Box: The Psychological Consequences of Abortion: Critical Thinking about Research on a Sensitive Issue 22
Enduring Themes in Psychology Today 23

Summary 26
Key Terms 27
Concept Review 27
Critical Thinking 27

Chapter 2 • The Methods of Psychology 29

The Scientific Method 30
The Research Methods of Psychology 32
Box: What Happens to Bad-Tempered Boys: A Correlational Study 38
Ethical Issues and Principles 41

Summary 43
Key Terms 44
Concept Review 44
Critical Thinking 44

PART TWO • BIOLOGY, PERCEPTION, AND AWARENESS

Chapter 3 • The Brain and Behavior 47

An Overall View of the Nervous System 49
The Nervous System's Basic Units: Neurons 50

Box: The Mystery of Alzheimer's Disease 57
Psychological Functions and Brain Organization 57
Hemispheric Specialization 68
Gathering Information about the Brain 72
Box: Replacing Brain Parts 74
Partner to the Nervous System: The Endocrine System 75
Summary 76
Key Terms 77
Concept Review 77
Critical Thinking 77

Chapter 4 • Sensation and the Senses 79

Our Senses and the World 80
Basic Principles of Sensory Systems 82
Vision 87
Hearing 100
Box: Helping the Deaf Hear 105
The Skin Senses: Touch 105
Smell 108
Box: Can You Recognize the Scent of Spruce? 108
Taste 109
The Vestibular Sense 111
The Kinesthetic Sense 111
Summary 112
Key Terms 113
Concept Review 114
Critical Thinking 114

Chapter 5 • Perception 117

The Active but Selective Nature of Perception 118
Enduring Issues in Perception 121
Functions of Perception 125
Box: Seeing without Seeing 126
Life-Span Changes in Perception 137
Box: Finding Out What Babies Look At 138
Summary 141
Key Terms 142

<i>Concept Review</i>	142
<i>Critical Thinking</i>	142

Chapter 6 • Consciousness 145

The Nature of Consciousness	146
Natural States of Consciousness	151
Box: Sleep Disorders	156
Altered States of Consciousness	161
<i>Summary</i>	171
<i>Key Terms</i>	172
<i>Concept Review</i>	172
<i>Critical Thinking</i>	172

PART THREE • LEARNING, THINKING, AND COMMUNICATING

Chapter 7 • Learning 175

What Is Learning? Definitions and Perspectives	176
Habituation	177
Classical Conditioning	178
Instrumental Conditioning	187
Box: Tacit Knowledge: What Makes a Decision “Feel Right”?	190
Box: How We Learn Superstitions	194
Skill Learning: Chaining and Shaping	197
Spatial Learning and Cognitive Maps	199
Observational Learning and Social Cognitive Theory	201
<i>Summary</i>	203
<i>Key Terms</i>	204
<i>Concept Review</i>	204
<i>Critical Thinking</i>	205

Chapter 8 • Memory 207

An Overview of Memory	208
Sensory Memory	212
Short-Term Memory	213
Long-Term Memory	218
Box: Memory and Eyewitness Testimony	222
Box: The Body’s Own Memory Enhancers	224
Modifying Our Memory Capabilities	232
Box: The PQ4R Method of Remembering What You Study	236
<i>Summary</i>	236
<i>Key Terms</i>	237
<i>Concept Review</i>	237
<i>Critical Thinking</i>	238

Chapter 9 • Cognition 241

What Is Cognition?	242
Reasoning	248
Decision Making and Judgments	252
Problem Solving	257
Box: How To Make Better Decisions	259
Box: Expert Systems in Business: Deciding When To Extend Credit	267
Box: The Super Expert Problem Solver	268
<i>Summary</i>	272
<i>Key Terms</i>	273
<i>Concept Review</i>	273
<i>Critical Thinking</i>	273

Chapter 10 • Language 275

Universal Features of Human Language	276
Linguistic Structure	278
Box: Talking with the Hands	280
Designing and Using Speech in Daily Life	284
Understanding Language	288
Box: Speed Reading	292
Box: What Is Dyslexia?	294
Language and Thought	296
Biological Foundations of Language	300
<i>Summary</i>	305
<i>Key Terms</i>	306
<i>Concept Review</i>	306
<i>Critical Thinking</i>	307

Chapter 11 • Intelligence and Intelligence Testing 309

What Is Intelligence?	310
The Measurement of Intelligence	310
Attempts to Describe Intelligence	316
Box: Gardner’s “Frames of Mind”	319
How Good Are Intelligence Tests?	321
Box: Does Coaching Raise SAT Scores?	327
The Determinants of Intelligence: Heredity, Environment, and Education	331
Box: Resemblances between Identical Twins Raised Apart	333
<i>Summary</i>	338
<i>Key Terms</i>	339
<i>Concept Review</i>	339
<i>Critical Thinking</i>	339

PART FOUR • EMOTION AND MOTIVATION

Chapter 12 • Emotion 343

- What Is Emotion? 344
- Arousal 346
- Expressive Behavior 353
- Box: How Our Emotions Can Make It Harder for Us To Lie 354
- Appraisal 359
- Box: Do Men and Women Live in Different Emotional Worlds? 362
- Happiness: An In-Depth Look at One Emotion 365
- Cultural Aspects of Emotion 368
 - Summary* 370
 - Key Terms* 371
 - Concept Review* 371
 - Critical Thinking* 372

Chapter 13 • Motivation 375

- Overview of Motivational Concepts 376
- Basic Biological Motivation: Thirst and Hunger 379
- Acquired Motivation: Stimulus Seeking and Arousal 385
- Social Motivation: Achievement and Self-Esteem 387
- Box: Why Are Some Drugs Addictive? 388
- Box: Achieving Intimacy: What Are Friends For? 390
 - Summary* 400
 - Key Terms* 401
 - Concept Review* 401
 - Critical Thinking* 401

Chapter 14 • Sexuality and Love 403

- The Development of Sexual Identity 404
- Human Sexual Responses 407
- Box: Methods of Studying Sexual Behavior 415
- Sexual Behavior in America 416
- Box: Does Violent Pornography Cause Sex Crimes? 422
- Sex, Intimacy, and Love 425
 - Summary* 428
 - Key Terms* 429
 - Concept Review* 429
 - Critical Thinking* 429

PART FIVE • THE DEVELOPING PERSON

Chapter 15 • Infancy and Childhood 433

- Themes and Issues in Development 434
- Prenatal Development 437
- Development of the Newborn 440
- Physical Development in Infancy and Childhood 442
- Cognitive Development 446
- Box: Piaget Observes His Children 449
- Social Development 455
- Box: The Changing American Family and Day Care 459
 - Summary* 465
 - Key Terms* 466
 - Concept Review* 466
 - Critical Thinking* 467

Chapter 16 • Adolescence and Adulthood 469

- Adolescence 470
- Adulthood 482
- Box: Living with Alzheimer's Disease 484
- Box: Prolonged Adolescence in Young Adulthood 491
- Death and Dying 496
 - Summary* 497
 - Key Terms* 497
 - Concept Review* 498
 - Critical Thinking* 498

PART SIX • PERSONALITY, ABNORMALITY, AND ADJUSTMENT

Chapter 17 • Personality 501

- Freud and Psychoanalytic Theories 503
- Box: "It Looks Like a Monster with Big Feet" 510
- Trait Theories of Personality 513
- Behavioral Theories of Personality 519
- Box: Studying Cognitive Strategies for Managing a Situation 523
- The Humanistic Perspective 525
- The Biological Perspective 529
 - Summary* 530
 - Key Terms* 531
 - Concept Review* 531
 - Critical Thinking* 531

Chapter 18 • Psychological Disorders 533

- Understanding Abnormality 534
- Anxiety Disorders 541
- Box: Eating Disorders 543
- Somatoform Disorders 545
- Dissociative Disorders 546
- Mood Disorders 547
- Box: Why Do Adolescents Kill Themselves? 551
- Schizophrenia 551
- Social Disorders 558
- Box: Criteria for Drug Dependence 560
- Integrating Perspectives on Abnormality 562
 - Summary* 563
 - Key Terms* 564
 - Concept Review* 564
 - Critical Thinking* 564

Chapter 19 • Approaches to Treatment 567

- The Nature of Psychotherapy 568
- Psychodynamic Therapies 569
- Behavior Therapies 571
- Humanistic Therapies 577
- Group and Family Approaches 578
- The Effectiveness of Psychotherapy 580
- Box: How To Choose a Therapist 582
- Integration and Eclecticism in Psychotherapy 583
- Biomedical Approaches to Therapy 583
- Community Mental Health Services 587
- Box: The Homeless: Victims of Good Intentions 591
- Prevention of Psychological Disorder 592
- Box: Self-Help Books: Do They Help? 593
 - Summary* 594
 - Key Terms* 595
 - Concept Review* 595
 - Critical Thinking* 595

Chapter 20 • Health Psychology and Adjustment to Stress 597

- Health Psychology: Mind and Body 598
- Keeping Healthy 599
- Box: Promoting a Poor Health Habit: The Example of Cigarette Advertising 604
- Stress and Health 606
- Box: Post-Traumatic Stress Disorder among Vietnam Veterans 610

- Coping with Stress 618
- Box: Exam Stress and Immune Functioning 619
 - Summary* 623
 - Key Terms* 623
 - Concept Review* 623
 - Critical Thinking* 624

PART SEVEN • SOCIAL PSYCHOLOGY

Chapter 21 • Attitudes, Social Cognition, and Interpersonal Attraction 627

- Attitudes 628
- Box: The Functions of Attitudes 638
- Social Cognition 639
- Interpersonal Attraction and Friendship 648
- Box: Are White Americans' Racial Attitudes Really Changing? 649
 - Summary* 654
 - Key Terms* 655
 - Concept Review* 655
 - Critical Thinking* 655

Chapter 22 • Social Influence and Group Processes 657

- Social Influence 658
- Box: Do Women Conform More Than Men? 664
- Helping and Hurting: Prosocial and Antisocial Behavior 669
- Box: Media Reports of Prize Fights and Executions: The Impact on the Murder Rate 677
- Group Processes: Cooperation and Performance 678
- Environmental Psychology 682
 - Summary* 684
 - Key Terms* 685
 - Concept Review* 685
 - Critical Thinking* 685

Chapter 23 • Industrial/Organizational Psychology 687

- The Birth and Development of Industrial/Organizational Psychology 688
- Matching Workers to Jobs 690
- Work Motivation 695
- Box: The Realistic Job Preview 696
- Box: Equity Theory: A Window Office May Be as Rewarding as a Raise 699

Work-Related Attitudes	702
Social Influences at Work	704
Box: Workers' Attitudes and Absenteeism after a Blizzard	705
<i>Summary</i>	712
<i>Key Terms</i>	713
<i>Concept Review</i>	713
<i>Critical Thinking</i>	713

Appendix • Using Statistics in Research 715

Statistics: The Basics	716
Frequency Distribution	718

Measures of Central Tendency	720
Box: Calculating the Mean	721
Measures of Variability	721
Normal Curves	722
Box: How To Find the Standard Deviation	723
Graphing a Linear Relationship among Variables	725
Measuring Correlations	726

<i>Glossary</i>	<i>G-1</i>
<i>References</i>	<i>R-1</i>
<i>Name Index</i>	<i>I-1</i>
<i>Subject Index</i>	<i>I-9</i>
<i>Credits and Acknowledgments</i>	<i>C-1</i>

*About
Psychology*

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.... *Understanding Psychology: An Introduction*

WHAT IS PSYCHOLOGY?

A Working Definition

An Old Tradition, a New Science

PERSPECTIVES

IN PSYCHOLOGY TODAY

The Behavioral Perspective

The Cognitive Perspective

The Physiological Perspective

The Psychodynamic Perspective

The Humanistic Perspective

THEORY AND PRACTICE:

THE DIVERSE PROFESSIONS

WITHIN PSYCHOLOGY TODAY

Major Areas of Specialization

Research Specialties

Applied Specialties

The Field Expands

PSYCHOLOGY

AND CRITICAL THINKING

Using Psychology To Understand

Critical Thinking

Using Critical Thinking To Understand
Psychology

*Box: The Psychological Consequences
of Abortion: Critical Thinking
about Research on a Sensitive Issue*

Evaluating the Quality of Psychological
Research

Analyzing Complex Problems from
Divergent Viewpoints

ENDURING THEMES IN PSYCHOLOGY TODAY

Nature and Nurture

Biological Continuity

and Human Uniqueness

Conscious and Unconscious Experience

Individual Differences

and Universal Principles

The Individual and Society