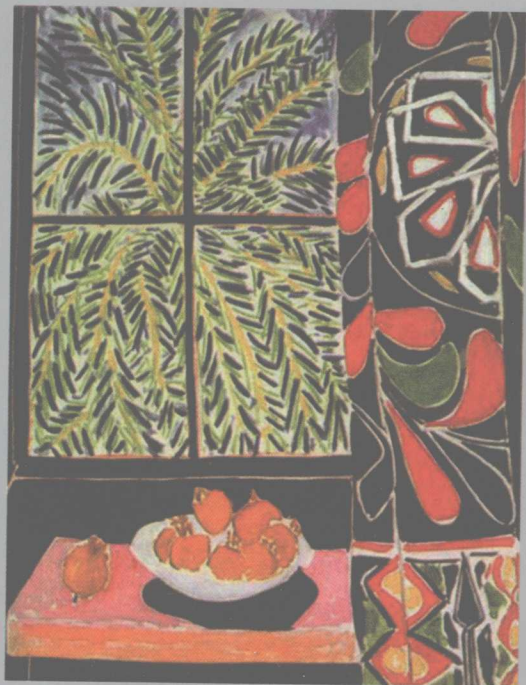


英文版

这才是心理学



How to
Think Straight
about
Psychology

第 8 版

【美】基思·斯坦诺维奇 (Keith E. Stanovich) 著

人民邮电出版社
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〔美〕基思·斯坦诺维奇 著

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内 容 提 要

本书是一本应用广泛，并受到高度赞誉的教材，作者撰写此书的目的是帮助教师在教授心理学知识的同时提高学生的批判性思考能力。它既可以作为一本独立的教材，也可以作为心理学导论、批判性思维、研究方法或统计学课程的学习参考书。

通过帮助学生识别伪科学，并将其从真正的心理学研究中区分出来，本书有助于学生更明智地运用心理学知识。可被验证性、操作主义、实验控制以及实验研究和统计方法，给学生提供了独立判断心理学论述的有效工具。与上一版相比，这个最新版本扩展了信度、效度、元分析、随机取样与随机分配之间差异等问题的讨论。

本书可作为我国高等院校心理学专业双语教学的教材，以及专业研究人员的参考书。

总序

王 垒

中国心理学有一个很早的开端，却只有不长的历史。从1900年京师大学堂开设“心理学概论”课程，1917年北京大学成立中国第一个科学心理学实验室，到随后清华大学、杭州大学等一批学校成立心理学系，说起来有一个多世纪了。但由于20世纪战争与和平的较量以及文化意识形态领域里的跌宕起伏，相当多的时间被耽误了，学科发展被拖了后腿，算起来，真正用心做学问的时间不过半个世纪。

中国心理学有一个不错的开端，却有坎坷的历程。早在1908~1910年、1912~1913年，蔡元培先生两度在德国游学，两度选修了冯特的“实验心理学”课程，这对他后来极力推动北京大学心理学的发展起了很大的作用。更有20世纪20~30年代，唐钺、孙国华、陈立、潘菽、曹日昌、朱智贤、周先庚等一批学者在美国哈佛、斯坦福、康奈尔、芝加哥等著名大学留学归来，投入国内心理学建设，形成了北方、南方诸多学校心理学齐发展的格局。但由于经费困难，后来的战乱，20世纪50~60年代一些对心理学的不公正对待和以后的文化大革命，中国心理学经历了“几起几落”。

改革开放以来，中国心理学迎来了大发展的春天，教学和研究迅速普及，师资队伍和学生规模始终呈高速度扩张。在1980年，国内只有北京大学、北京师范大学、华东师范大学和杭州大学4所学校设有心理学系，到20世纪90年代初中期增加到了约20余所学校，再到21世纪初这几年增加到了100多所学校，发展速度可谓惊人。

然而，高速发展也产生发展中的瓶颈。一方面，众多学校建设心理学系，开展心理学教学和研究，同时国内社会经济与文化的发展对心理学的需求越来越旺盛；另一方面，国内心理学的总体水平相对西方发达国家还比较落后，教学研究队伍并不强大，教学研究水平仍亟待提高。这种需求与供给、速度与质量的矛盾不断激化，要保证国内心理学的健康发展，必须寻求一些有效的方法和途径。

“西学东渐”、“洋为中用”是可以推荐的诸多方法之一。教育部高教司近年来大力提倡引进外版教材和开展双语教学，这无疑对我国心理学教学的发展产生巨大的推动作用。据统计，美国每年授予博士学位人数最多的学科是心理学，可见心理学在美国的重要和普及程度。心理学诞生在西方，同时心理学的高等教育在西方积累了较丰富的经验，教材在内容、形式上都比较成熟，而且快速有效地跟进国际心理学科学发展的前沿趋势，对于保

持高等教育的水平有举足轻重的作用。相比来看,我国内地一些地区心理学师资匮乏,一些自编教材低水平重复,对教、学质量均有很大负面影响,情况堪忧。

教育部高等学校心理学教学指导委员会是国家教育部设立的心理学高等教育指导、咨询机构,负责制定国家心理学高等人才培养的宏观战略和指导规范。根据教育部发展高等教育的有关精神,我们与国内外多家出版机构合作,作为一个长期的工程,有计划、分期分批地引进外版教材,以期推动我国心理学教学的快速高效发展。

培生教育出版集团在出版心理学教材方面富有经验,此次引进的教材均是培生多年再版,被实践证明为适合高等学校教学的优秀教材。特别是这些教材均经过国内著名专家学者鉴定并大力推荐,这对引进教材的质量起到了重要的把关作用。在此谨对这些专家学者表示特别的感谢和敬意!

希望这套教材对高校的心理学教学有所帮助,并祝愿我国的心理学高等教育事业蓬勃发展!

王垒

北京大学心理学教授
教育部高等学校心理学教学指导委员会主任

序

这本书在出第一版时，我已经开始推荐它给我的学生，那是十多年前的的事了。现在它已经出到第8版了，可见它是深受几代老师及学生的爱戴。我乐见它以英文版的形式呈现给大陆高校学生。

这本书之所以能如此有生命力，我想主要是因为作者能把一个非常枯燥及严肃的题材讲得那么生动及易懂，引起老师和学生们在课堂上热烈的讨论及哈哈的笑声。作者用一般老百姓日常生活中常遇的实例，简单明了地将如何做好科学研究娓娓道出，并纠正了民众脑海中常存的一个对科学研究的误解：以为只要是做实地调研及用数据来呈现的研究，就是科学的。

在现今中国社会里，有那么一些企业及媒体用虚假的数据充当科学研究成果，谋取消费者的信任，从而坐收暴利。阅读本书，可以让人们认识到及分辨出什么样的研究及数据才是真正科学的及可信的。为此，我不单只推荐它给大专院校心理学系的学生作为研究方法课的教材，也强烈推荐给一般读者。由于本书的可读性很高，我想读者在读完后，能更明智地去面对外界排山倒海般涌现的各种讯息。

杨中芳

北京大学人格与社会心理研究中心研究员
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To Paula, who taught me how to think straight about life

Preface

There exists a body of knowledge that is unknown to most people. This information concerns human behavior and consciousness in their various forms. It can be used to explain, predict, and control human actions. Those who have access to this knowledge use it to gain an understanding of other human beings. They have a more complete and accurate conception of what determines the behavior and thoughts of other individuals than do those who do not have this knowledge.

Surprisingly enough, this unknown body of knowledge is the discipline of psychology.

What can I possibly mean when I say that the discipline of psychology is unknown? Surely, you may be thinking, this statement was not meant to be taken literally. Bookstores contain large sections full of titles dealing with psychology. Television and radio talk shows regularly feature psychological topics. Magazine articles quote people called psychologists talking about a variety of topics. Nevertheless, there is an important sense in which the *field* of psychology is unknown.

Despite much seeming media attention, the discipline of psychology remains for the most part hidden from the public. The transfer of "psychological" knowledge that is taking place via the media is largely an illusion. Few people are aware that the majority of the books they see in the psychology sections of many bookstores are written by individuals with absolutely no standing in the psychological community. Few are aware that many of the people to whom television applies the label *psychologist* would not be considered so by the American Psychological Association or the Association for Psychological Science. Few are aware that many of the most visible psychological "experts" have contributed no information to the fund of knowledge in the discipline of psychology.

The flurry of media attention paid to "psychological" topics has done more than simply present inaccurate information. It has also obscured the very real and growing knowledge base in the field of psychology. The general

public is unsure about what is and is not psychology and is unable to independently evaluate claims about human behavior. Adding to the problem is the fact that many people have a vested interest in a public that is either without evaluative skills or that believes there is no way to evaluate psychological claims. The latter view, sometimes called the “anything goes” attitude, is one of the fallacies discussed in this book, and it is particularly costly to the public. Many pseudosciences are multimillion-dollar industries that depend on the lack of public awareness that claims about human behavior can be tested. The general public is also unaware that many of the claims made by these pseudosciences (for example, astrology, psychic surgery, speed reading, biorhythms, therapeutic touch, subliminal self-help tapes, and psychic detectives) have been tested and proved false. The existence of the pseudoscience industry, which is discussed in this book, increases the media’s tendency toward sensationalistic reporting of science. This tendency is worse in psychology than in other sciences, and understanding the reasons why this is so is an important part of learning how to think straight about psychology.

This book, then, is directed not at potential researchers in psychology but at a much larger group: the consumers of psychological information. The target audience is the beginning psychology student and the general reader who have encountered information on psychological issues in the general media and have wondered how to go about evaluating its validity.

This book is not a standard introductory psychology text. It does not outline a list of facts that psychological research has uncovered. Indeed, telling everyone to take an introductory psychology course at a university is probably not the ultimate solution to the inaccurate portrayal of psychology in the media. There are many laypeople with a legitimate interest in psychology who do not have the time, money, or access to a university to pursue formal study. More importantly, as a teacher of university-level psychology courses, I am forced to admit that my colleagues and I often fail to give our beginning students a true understanding of the science of psychology. The reason is that lower-level courses often do not teach the critical analytical skills that are the focus of this book. As instructors, we often become obsessed with “content”—with “covering material.” Every time we stray a little from the syllabus to discuss issues such as psychology in the media, we feel a little guilty and begin to worry that we may not cover all the topics before the end of the term.

Consider the average introductory psychology textbook. Many now contain between 600 and 800 multicolumned pages and reference literally hundreds of studies in the published literature. Of course, there is nothing wrong with such books containing so much material. It simply reflects the increasing knowledge base in psychology. There are, however, some unfortunate side effects. Instructors are often so busy trying to cram their students full of dozens of theories, facts, and experiments that they fail to deal with some of the fundamental questions and misconceptions that students bring with them

to the study of psychology. Rather than dealing directly with these misconceptions, the instructors (and the introductory textbook authors) often hope that if students are exposed to enough of the empirical content of psychology, they will simply *induce* the answers to their questions. In short, the instructors hope that students will recognize the implicit answers to these questions in the discussions of empirical research in several content areas. All too often this hope is frustrated. In a final review session—or in office hours at the end of the term—instructors are often shocked and discouraged by questions and comments that might have been expected on the first day of the course but not after 14 weeks: “But psychology experiments aren’t real life; what can they tell us?”; “Psychology just can’t be a *real* science like chemistry, can it?”; “But I heard a therapist on TV say the opposite of what our textbook said”; “I think this theory is stupid—my brother behaves just the opposite of what it says”; “Psychology is nothing more than common sense”; “Everyone knows what anxiety is—why bother defining it?”; “Psychology is just a matter of opinion, isn’t it?” For many students, such questions are not implicitly answered merely by a consideration of the content of psychology. In this book, I deal explicitly with the confusions that underlie questions and comments such as these.

Unfortunately, research supports the contention that the average introductory psychology course does very little to correct the many misconceptions about the discipline that are held by entering students (Best, 1982; Higbee & Clay, 1998; McCutcheon, Furnham, & Davis, 1993; Vaughan, 1977). One researcher stated, “I must conclude that the [introductory] course has little influence on their erroneous beliefs” (Vaughan, 1977, p. 140) and, further, drew the conclusion that “there is little evidence for a generally heightened skepticism, which might lead students to question statements about which they have received no additional information” (p. 140). Vaughan’s latter conclusion touches on the basic purpose of this book. Psychology, probably more than any other science, requires critical thinking skills that enable students to separate the wheat from the chaff that accumulates around all sciences. These are the critical thinking skills that students will need to become independent evaluators of psychological information.

Years after students have forgotten the content of an introductory psychology course, they will still use the fundamental principles covered in this book to evaluate psychological claims. Long after Erikson’s stages of development have been forgotten, students will be using the thinking tools introduced in this text to evaluate new psychological information encountered in the media. Once acquired, these skills will serve as lifelong tools that will aid in the evaluation of knowledge claims. First, they provide the ability to conduct an initial gross assessment of plausibility. Second, these skills provide some criteria for assessing the reliability of “expert” opinion. Because the need to rely on expert opinion can never be eliminated in a complex society, the evaluation of an expert’s credibility becomes essential to knowledge

acquisition. Although these critical thinking skills can be applied to any discipline or body of knowledge, they are particularly important in the area of psychology because the field is so often misrepresented by the general media.

Many psychologists are pessimistic about any effort to stem the tide of misinformation about their discipline. Although this pessimism is, unfortunately, often justified, this “consumer’s guide” to psychology was motivated by the idea that psychologists must not let this problem become a self-fulfilling prophecy.

Although I have welcomed the opportunity to prepare several editions of *How to Think Straight About Psychology*, it is unfortunately true that the reasons for the book’s existence are just as applicable today as they were when I wrote the first edition. Media presentations of psychology are just as misleading as they ever were, and students in introductory psychology courses enter with as many misconceptions as they ever did. Thus, the goals of all subsequent editions have remained the same. These goals are shared by an increasing number of psychology instructors. Stanford University psychologist Roger Shepard (1983) echoed all the concerns that motivated the writing of the first edition of this text: “Although most undergraduate psychology students may not go on to scientific careers, one hopes that they acquire some facility for the critical evaluation of the incomplete, naive, confused, or exaggerated reports of social science ‘findings’ to which they will continue to be exposed by the popular media. . . . Widespread notions that human behavior and mental phenomena can be adequately understood through unaided common sense or, worse, by reference to nonempirical pseudosciences, such as astrology, present us with a continuing challenge” (p. 855).

The goal of this book is to present a short introduction to the critical thinking skills that will help students to better understand the subject matter of psychology and better understand events in the world in which they live.

New to the Eighth Edition

The eighth edition of *How to Think Straight About Psychology* has no major structural revisions because a chapter reorganization occurred in a previous edition. The content and order of the chapters remain the same. At the request of reviewers and users, this edition remains at the same length as the seventh edition. Readers and users have not wanted the book to lengthen and, indeed, it has not. The eighth edition is the same length as the seventh and 15 percent shorter than the sixth. However, all of the very best (according to feedback from reviewers and users) examples remain. Most importantly, I have continued to update and revise the examples that are used in the book. I have replaced some dated examples with more contemporary studies and issues. I have made a major effort to use contemporary citations that are

relevant to the various concepts and experimental effects that are mentioned. As a result, a total of 135 new citations appear in this edition, so that the reader continues to have up-to-date references on all of the examples and concepts.

The goal of the book remains what it always was—to present a short introduction to the critical thinking skills that will help the student to better understand the subject matter of psychology. During the 1990s there was an increased emphasis on the teaching of critical thinking in universities (Halpern, 1998). Indeed, some state university systems instituted curricular changes mandating an emphasis on critical thinking skills. At the same time, however, other educational scholars were arguing that critical thinking skills should not be isolated from specific factual content. *How to Think Straight About Psychology* combines these two trends. It is designed to provide the instructor with the opportunity to teach critical thinking within the rich content of modern psychology.

Readers are encouraged to send me comments by corresponding with me at the following address: Keith E. Stanovich, Department of Human Development and Applied Psychology, University of Toronto, 252 Bloor St. W., Toronto, Ontario, Canada, M5S 1V6. Email: KStanovich@oise.utoronto.ca.

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Robyn Macpherson is thanked for her diligent library and reference assistance, which was extremely helpful in meeting the deadlines for the eighth edition. Carol Kelley has bolstered my morale throughout the writing of this and several previous editions. Andrée Debruge is thanked for some valuable last minute assistance. I appreciate the valuable suggestions provided by the following reviewers for this edition: Steven Isonio, Golden West College; Cindy Sifonis, Oakland University; Michael Tagler, Nebraska Wesleyan University; and Chris Ward, Stonehill College. My editor at Allyn & Bacon, Susan Hartman, has provided guidance, enthusiasm, and support for the book, as has her editorial assistant, Therese Felser.

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