

Fourth Edition

Psychology



Robert A. Baron

Psychology

FOURTH EDITION

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Rensselaer Polytechnic Institute

With the special assistance of
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Dedication

To the memory of Daisy,
for whom this proverb could well have been written:

*"God could not be everywhere,
and so he made mothers"*

AND TO

Sandra, who has spent half a lifetime teaching me much
about kindness, compassion, and love

Preface

Over in a far corner of my office is a small collection of books now turning yellow with age. What are they? Textbooks I bought when I was in college and decided to keep because I felt that they might prove useful. Standing tall among those books is the text I used in *my* introductory psychology course, back in the fall of 1961. “No surprise,” I can almost hear you saying, “after all, you *are* a psychologist!” In fact, though, it *is* somewhat surprising that I decided to keep that particular book for the following reasons. First, when I took that course, I was a biology major; I didn’t switch to psychology until the end of my junior year. Second, my introductory psychology course was a total fizzle: The professor actually read to us from the textbook and regularly bored us into a state bordering on oblivion. Looking back, though, I can see that even under those bleak circumstances, I recognized psychology as something *useful*—a field to which I’d probably want to refer again and again.

It has now been more than thirty-five years since I took that course, but I’m happy to note that my thinking in this respect has not changed; I still perceive psychology as a field that everyone can, and will, use throughout life. In my view, introductory psychology is much more than just a “pretty face”—an interesting course to be enjoyed and then forgotten. Rather, I see psychology as a body of knowledge and a way of looking at the world that everyone should take with them when their first course is over.

That idea provides a basic theme for this text. In addition to describing the knowledge base of psychology in as accurate and up-to-date a manner as possible, I’ve also tried to accomplish something else: I’ve tried to maximize the chances that students will indeed take psychology with them—that they will use this body of knowledge in dealing with the problems and challenges of their future lives. How have I tried to reach this goal? Primarily, through the steps and features described below.

New Features Relating to the Theme of “Taking Psychology with You”

To encourage readers to recognize the intrinsic usefulness and value of psychology, and so to take it with them throughout life, I’ve added the following new features:

BEYOND THE HEADLINES:

As Psychologists See It

These special sections, which appear in every chapter, begin with a short excerpt from an actual news story. They then describe what psychological research (and the scientific method) has to say about the topic or issues raised in the story. The purpose is primarily to illustrate how psychology can provide important insights into virtually anything relating to human behavior. A few examples of these **Beyond the Headlines** sections:

- Warning: H-O-T Really Means \$\$\$ When It Comes to Safety (Chapter 3)
- Drugged in Colombia (Chapter 4)
- Psychotherapist Successfully Treats Stage Fright (Chapter 5)
- It’s Computer Chessmate for Chessmaster! (Chapter 7)
- The Secret of Long Life? Be Dour and Dependable (Chapter 9)
- Why Men Lose Keys—and Women Find Them (Chapter 11)
- Nursing the Funny Bone: Carol O’Flaherty Goes from Giving Shots to Needling Audiences (Chapter 15)
- Shh!! Napping Is Trying to Tiptoe into the Workplace (Chapter 17)

As you can see, these new sections touch on a very wide range of topics and lines of research in psychology.

RESEARCH METHODS:

How Psychologists Study...

This is another new type of special section, and one I view as especially important. These **Research Methods** sections describe the methods used by psychologists to study important topics—just at the point where they are considered in the text. Research Methods sections have two major goals: (1) explaining how psychologists have uncovered the findings described in each chapter (and therefore in each major branch of psychology), and (2) illustrating how the scientific approach adopted by modern psychology can be used to study and understand virtually any aspect of behavior. Reading these sections, I believe, will give students

practice in “thinking like a psychologist”—an important skill they can continue to use in the years ahead. In my opinion, discussing the methods used by psychologists to study various topics in close proximity to these topics is a much more useful approach than describing them in a separate Research Methods chapter. Some examples:

- How Psychologists Study Synaptic Transmission (Chapter 2)
- How Psychologists Study Circadian Rhythms—and Disruptions in Them (Chapter 4)
- How Psychologists Study Applications of Operant Conditioning (Chapter 5)
- How Psychologists Study the Nature of Short-Term Memory (Chapter 6)
- How Psychologists Study Development (Chapter 8)
- How Psychologists Study Aggression (Chapter 10)
- How Psychologists Study the Cognitive Basis of Intelligence (Chapter 11)
- How Psychologists Study Health-Related Behavior (Chapter 13)
- How Psychologists Study the Effectiveness of Various Forms of Therapy (Chapter 15)
- How Psychologists Study Sexism—and the “Glass Ceiling” (Chapter 16)
- How Psychologists Study Job Satisfaction (Chapter 17)

IDEAS TO TAKE WITH YOU

A special **Ideas to Take with You** feature in each chapter reviews and illustrates important ideas central to that chapter—ideas readers may find especially useful in the future. In other words, these features provide concrete illustrations of the “taking psychology with you” theme by highlighting key ideas and principles readers should remember—and use. Some examples:

- Applying Knowledge of Synaptic Transmission to Treat Psychological Disorders (Chapter 2)
- The Facts about Hypnotism (Chapter 4)
- When—and Why—Memory Sometimes Fails (Chapter 6)
- How to Reason Effectively (Chapter 7)
- Gender Differences: The Real and the Imaginary (Chapter 8)
- Aging and Cognition: Myth and Reality (Chapter 9)
- Some Tips on Winning the “Battle of the Bulge” (Chapter 10)

- Measuring Validity (Chapter 11)
- How to Recognize Depression (Chapter 14)
- When Should You Seek Therapy? (Chapter 15)
- Resisting Social Influence: Some Useful Steps (Chapter 16)
- When Will People Work Hard—or Goof Off? (Chapter 17)

MAKING PSYCHOLOGY PART OF YOUR LIFE

These sections, which appear at the end of each chapter, describe ways in which readers can apply the findings and principles of that chapter to their own lives. While similar sections were present in the previous edition, they have been modified, and several new ones have been written, to better echo the text’s new major theme. A few examples of **Making Psychology Part of Your Life**, all new to this edition:

- How to Discipline Children Effectively: Avoiding Some Common Mistakes (Chapter 8)
- How to Tell When Another Person Is Lying: Nonverbal Cues and the Detection of Deception (Chapter 10)
- Managing Anger: A Key Aspect of Emotional Intelligence (Chapter 11)
- Are You a High or a Low Self-Monitor? (Chapter 12)

EXPANDED PRACTICE IN CRITICAL THINKING

Providing students with practice in critical thinking has always been a theme of this text, because thinking critically is definitely one of the skills students will take with them from introductory psychology. I have expanded this feature in the following ways:

- **Critical Thinking Questions at the end of each Beyond the Headlines section** ask readers to think about the issues raised by the topic of the news story and special section, and to reach conclusions about these topics.
- **Critical Thinking Questions at the end of each chapter** raise major issues concerning human behavior and are designed to encourage readers to “pull together” themes and findings reported in that chapter—and in other areas of psychology as well.
- **Key Questions** follow major sections in the text and are designed both to encourage students to review the materials they have just read, and to think critically about them.

- **Critical thinking questions throughout the text** ask readers to take a step back and think about the issues being discussed. Are the findings reported conclusive? Is there adequate support for a particular theory? What questions remain to be resolved? Such questions are posed in every chapter, within the text itself.



INTERACTIVITIES

The Internet and World Wide Web provide exciting opportunities for dynamic learning experiences, and I am pleased to introduce an innovative Internet-related feature with this new edition. When the reader encounters an “InterActivities” icon in the margins of the text, it is a signal to surf to this book’s associated website in order to find periodically updated links to related websites featuring background information and breaking news stories, learning activities, and image and sound files. The website address is: <http://www.abacon.com/baron>. InterActivities will expand and update the book itself, providing additional opportunities to take psychology beyond the classroom and make it a meaningful part of the reader’s life.

What Remains the Same

This book retains several features of the previous edition to which students and colleagues reacted favorably:

- *Incidents and experiences from my own life:* As in the third edition, I use these (occasionally) to help illustrate both the practical value of psychology and the unique perspective it provides on human behavior.
- *Marginal glossary:* Definitions of key terms appear in the margins, close to their occurrence in the text, as before.
- *Special labeling of all graphs and figures:* These labels help students read and interpret these illustrations. Such labels are a hallmark of all my texts, and I’ve received many favorable comments on them over the years.
- One additional feature deserves special note: special sections titled **Exploring Gender and Diversity**. A similar feature was included in the previous edition, but the sections in this new edition tie research on gender and diversity even more closely to the contents of each chapter—and to ongoing research throughout psychology. Some examples:

- Culture and the Perception of Pain (Chapter 3)
- Alcohol and Aggression: A Cross-Cultural Comparison (Chapter 4)
- Does Culture Influence Memory? (Chapter 6)
- Language and Culture: Revelations Based on Studies of Bilingualism (Chapter 7)
- Cross-National Differences in Mathematical Competence (Chapter 8)
- Achievement Motivation and Economic Growth (Chapter 10)
- Genetic Factors and Group Differences in IQ Scores: Ringing Down the Curtain on *The Bell Curve* (Chapter 11)
- Cultural Differences in Personality: Avoiding the Extremes (Chapter 12)
- Women and AIDS: A Rapidly Expanding Health Crisis (Chapter 13)
- Postpartum Depression: Why New Mothers Sometimes Get the Blues (Chapter 14)
- Attribution and Rape: Blaming the Victim (Chapter 16)
- Race, Gender, and Mentoring (Chapter 17)

Additional Features Worthy of Note

- *Up-to-date content:* I have always believed that a textbook should reflect a field as it is *now*, not as it was in the past. As a result, I’ve included the most up-to-date information I could obtain on each topic. *In fact, there are many new references from 1996 and even 1997.* Truly, I don’t know how to do any better than this.
- *Displaced preface:* Many students don’t bother to read prefaces, so I’ve included a description of the special features of the text and its major theme right in Chapter 1; that way, I feel, readers won’t miss this important framework-generating information.
- *Citation of all illustrations in the text:* Nothing confuses students as much as coming upon a figure, table, or photo that has no apparent connection with the text. To avoid this problem, this book numbers every illustration and mentions it in the text. Students will know when to look at figures and tables and can quickly find them.

Changes in Content

Psychology is an ever changing field, so woe to any textbook that doesn't reflect this fact! With this point in mind, I've made many important changes in content. Here are just a few examples:

■ **CHAPTER 1: Psychology: A Science . . . and a Perspective**

This chapter has been thoroughly revised to include more emphasis on the scientific method, research methods, and critical thinking. In addition, the section on Research Methods has been expanded.

■ **CHAPTER 11: Intelligence: Cognitive and Emotional**

This chapter has been extensively revised; it now includes discussion of *emotional intelligence* and *practical intelligence*, and new research on *creativity*. Information on gender that was previously included in Chapter 11 has now been integrated into several other chapters (e.g., chapters 8, 9, 16).

■ **CHAPTER 12: Personality: Uniqueness and Consistency in the Behavior of Individuals**

This chapter has been revised so as to devote more attention both to *personality measurement* and to *modern research* on personality.

New Topics within Chapters

In addition to these changes, literally dozens of new topics have been included—so many that I could not possibly list all of them here. Here is a small sample of these new topics:

- Discussion of advantages of the scientific method (Chapter 1)
- The scientific method in everyday life (Chapter 1)
- New findings concerning the role of neurotransmitters in disorders such as Parkinson's disease (Chapter 2)
- New findings on the effects of smell on behavior (Chapter 3)
- New evidence on the effects of hypnosis. (Chapter 4)
- How television affects daydreams and creative imagination (Chapter 4)
- New information on the neural basis of learning (Chapter 5)

- Observational learning and smoking among teenagers (Chapter 5)
- Anatomically detailed dolls and memory of childhood sexual abuse (Chapter 6)
- Intentional forgetting (Chapter 6)
- Metacognitive processing in problem solving (Chapter 7)
- Effects of social context on reasoning (Chapter 7)
- Long-term effects of temperament (Chapter 8)
- Factors that influence attachment (Chapter 8)
- Adolescent recklessness (Chapter 9)
- The role of societal events in adult development (Chapter 9)
- Caring for elderly parents (Chapter 9)
- Self-handicapping (Chapter 10)
- Cognitive motivation (Chapter 10)
- Practical intelligence (Chapter 11)
- Emotional intelligence (Chapter 11)
- Recent research on the "big five" dimensions of personality (Chapter 12)
- The unconscious (subliminal) conditioning of attitudes (Chapter 12)
- The dimensions of optimism (Chapter 13)
- Self-determination theory and weight loss (Chapter 13)
- Postpartum depression (Chapter 14)
- New information on panic attacks and social phobias (Chapter 14)
- Prescription privileges for psychologists (Chapter 15)
- Efficacy studies (Chapter 15)
- Basic principles of compliance (Chapter 16)
- The effects of overhelping (Chapter 16)
- Perceived unfairness in work settings (Chapter 17)
- Electronic performance monitoring (Chapter 17)

Ancillaries: With a Lot of Help from Some Very Good Friends

Psychology, Fourth Edition, is accompanied by a complete teaching and learning package. Each component has been carefully written to be of the highest quality with both the student and professor in mind. The key parts of this package are described below.

LEARNING AIDS FOR STUDENTS

The **Allyn and Bacon Psychology CD-ROM: "Core Concepts in Psychology"** offers a multimedia exploration into the key topics of introductory psychology. This exciting and innovative CD-ROM covers 14 core topics, and includes the following features:

- **Guided Tour**—A brief tutorial
- **Library**—Offers a resource for all key terms, animations and illustrations, video clips, study skills modules, and more. Students can browse, sort, and click on any area of interest.
- **Topic-by-Topic Exploration**—Provides Guided Question reviews, topic summaries, definitions, illustrations, and animations to enhance students' understanding of psychology's major themes and concepts. Each topic also provides a Video Focus—a short film clip with accompanying critical thinking questions. Each topic concludes with a set of multiple choice items with feedback on right and wrong answers.

Study Guide PLUS! is written by Cathy Seta and John Seta, of Wake Forest University, and Paul Paulus, of the University of Texas at Arlington. This comprehensive study guide offers a carefully structured learning system for all of the important concepts in the text. Organized around chapter learning objectives, it includes a variety of book-specific exercises, review sections, and exercises to strengthen readers' critical thinking and application skills. It provides extra vocabulary help for students who need it, as well as practice tests for each chapter, which are coordinated with the test bank that accompanies the book.

A **Practice Test Booklet** offers additional practice tests and includes answer feedback to explain why each answer is the *correct* choice. Page references to the text are also included to encourage students to review problematic areas before taking their exam.

Electronic Study Guide PLUS is a computerized study guide (for both IBM and Macintosh computers). It includes self-test items with graphics and extensive feedback and reviewing guidelines to enhance the learning process.

Computerized Study Guide is available for IBM computers and features eight enrichment modules on key topics in introductory psychology. Each module is visually enhanced with graphics to facilitate learning and encourage critical thinking.

SoundGuide for Psychology is an innovative learning tool—an audiocassette that reviews and summarizes key concepts with an interactive question-and-answer format.

Additional supplements for students include:

- *Psychologically Speaking: A Self-Assessment*, by Craig P. Donovan and Peter C. Rosato
- *Tools of Critical Thinking: Metathoughts for Psychology*, by David A. Levy
- *Psychology and Culture*, edited by Walter J. Lonner and Roy S. Malpass
- *Evaluating Psychological Information: Sharpening Your Critical Thinking Skills, Second Edition*, by James Bell
- *World of Psychology: Readings in Diversity from The Washington Post*
- *Studying Psychology: A Manual for Success*, by Robert T. Brown

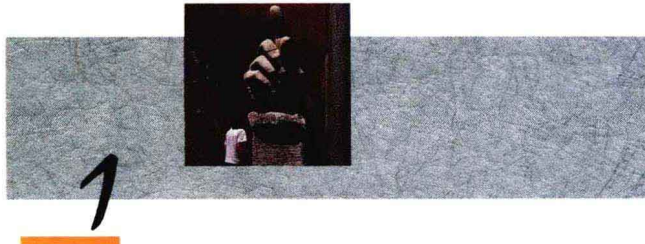
The Annotated Instructor's Edition and Supplements for Instructors

The **Annotated Instructor's Edition** is designed to encourage student involvement and understanding. It includes an **instructor's section** bound into the front of the book and detailed **annotations** in the text margins. The annotations provide teaching suggestions, lecture examples, demonstrations, visual aids, learning objectives, critical thinking exercises, test bank items, and more. The Annotated Instructor's Edition should be used in conjunction with the **Instructor's Resource Manual**, which provides step-by-step instructions for all of the demonstrations and activities, as well as additional detail for many of the lecture examples. Also included are over **150 ready-to-duplicate handouts**, Chapter-at-a-Glance tables that provide a visual means for organizing the many supplementary materials available for each chapter, and an array of additional teaching aids. The Instructor's Resource Manual is also available in computerized form to allow instructors to customize it to meet their individual needs.

Allyn and Bacon's **Psychology Presentation Software**, developed by Dean Richards of California State University at Northridge, is an exciting new multimedia program designed to enhance lecture presentations. The package offers 21 core psychology topics with video animations, simulations, music, and sound effects. In addition, Allyn and Bacon's **Digital Image Archive** offers an array of full-color images that can be reproduced and used in class. **PsychScience** offers hands-on computer simulations that help explain important concepts and theories in psychology.

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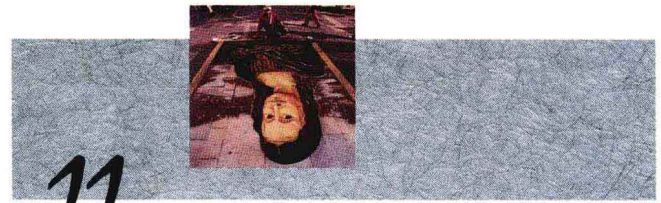


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