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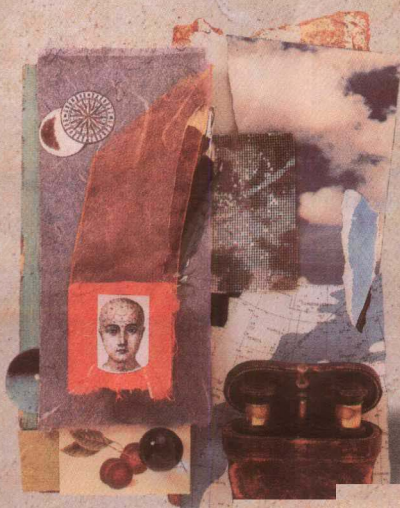
PSYCHOLOGY

ROBERT A. BARON

ANNOTATED INSTRUCTOR'S EDITION

Psychology

THIRD EDITION



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RENSSELAER POLYTECHNIC INSTITUTE

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Preface

WHY PSYCHOLOGY MATTERS: REFLECTIONS OF A LONG-TERM BELIEVER

In the mid 1970s, when I was on the faculty of Purdue University, I had friend named Sam. Sam was an analytical chemist and one of the most brilliant people I have ever known. But what Sam didn't know *people* would fill several books. Let me give you an example.

Sam was perpetually having problems with his department's copy room. Many jobs he sent there were not done on time—a real problem for him since he constantly worked against tight deadlines. After listening to Sam moan about this problem over and over again, I asked him the following questions: (1) Did he ever bring his really important jobs to the copy room himself rather than sending them down with his secretary? (2) Did he ever thank the people involved when copies were ready on time? Sam was puzzled by my questions. He couldn't see any purpose in visiting the copy room in person, and his attitude about on-time jobs was simple: Why should he thank someone for simply doing his or her job?

When I suggested that both of these steps might help, Sam seemed doubtful. But he was open-minded; so he promised to give them a try. Several weeks later, he reported that they did seem to help. In fact, he said, after he thanked the copy-room staff in person a few times, a miraculous change occurred: They began to put his work on top of the stack rather than on the bottom. Sam was happy about this change, but confused about *why* it had occurred. When I described the basic principles of reinforcement to him, he listened in rapt attention. Here, I could tell, was something entirely new for Sam, world-class scientist though he was. Yes, Sam was brilliant, but as he himself admitted, he almost never thought about people.

I haven't seen my friend Sam in many years, but I'm tempted to dedicate this book to him. To me, he is a perfect illustration of the importance of psychology and of why everyone—top-notch scientists included—needs a basic, working knowledge of it. Psychology, I have long believed, is much more than a scientific field or a collection of findings and principles: It is also an invaluable perspective for understanding ourselves, other people, our relationships with them, and just about everything else that really matters to most of us most of the time. It is, in short,

an eminently useful field, with important practical benefits for anyone wise enough to use it, or at least to adopt it as a personal framework. So, it's no exaggeration to state that I strongly believe in the theme of this new edition: *making psychology part of your life*. Psychology should be part of everyone's education and, ultimately, everyone's life. With it, and the knowledge it provides, we gain enhanced insight into virtually every aspect of our experience. Without it, we must struggle along like my friend Sam, constantly puzzled by our own reactions, others' behavior, and many aspects of daily existence.

Because of my strong convictions about the practical as well as the scientific value of psychology, this text is designed to do more than simply present a broad and up-to-date introduction to the field. It seeks to bring the *usefulness* of psychology sharply into focus, to illustrate its relevance and application to daily life—everyone's daily life. In order to attain this goal, I've incorporated many new features. These and other changes are summarized below.

SPECIAL FEATURES RELATED TO THE BOOK'S MAJOR THEME

This new edition has many features designed to contribute to the theme described above. The most important of these are as follows.

MAKING PSYCHOLOGY PART OF YOUR LIFE

These special sections illustrate how readers can actually apply the information presented in each chapter to their own lives. The features cover a wide range of topics, including the following:

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|------------|--|
| Chapter 3 | The Danger of Stereo Headsets:
Let's Turn Down the Volume |
| Chapter 6 | Improving Your Memory:
Some Useful Steps |
| Chapter 9 | Preparing for Tomorrow's Job
Market Today |
| Chapter 10 | Getting Motivated: Some
Practical Techniques |
| Chapter 12 | How Accurate Is Your
Self-Concept? |
| Chapter 16 | Are You in Love? One Way of
Telling |

THE POINT OF IT ALL

These special sections—virtually all of which are new to this edition—illustrate the implications and applications of psychology's findings and principles to important practical issues. Here are a few examples:

- | | |
|------------|--|
| Chapter 2 | Using Knowledge of Synaptic Transmission to Treat Addictions: Fighting Fire with Fire |
| Chapter 6 | Repression: Do We Sometimes Forget Because We Want to Forget? |
| Chapter 8 | Attention-Deficit Hyperactivity Disorder: Kids Who Really <i>Can't</i> Sit Still |
| Chapter 9 | Overcoming the Odds: Adolescents in High-Risk Environments |
| Chapter 12 | Predicting Presidential Greatness: The Role of Personality |
| Chapter 16 | Practical Uses of Dissonance: Hypocrisy and the Alteration of Societally Important Attitudes |
| Chapter 17 | Computer-Based Work Monitoring: Maybe "Big Brother" Is Watching after All—through the Computer |

PERSPECTIVES ON DIVERSITY

This new feature takes account of growing interest among psychologists in cultural diversity, and the fact that most readers of this text are likely to encounter increasing cultural diversity themselves in the years ahead. Understanding the role of cultural and ethnic factors in behavior, therefore, is crucial to applying psychology to everyday life. Here is a sampling of topics covered in the new diversity sections:

- | | |
|------------|---|
| Chapter 2 | The Biological Basis of Gender Differences |
| Chapter 4 | Culture and the Interpretation of Dreams |
| Chapter 6 | Culture and Memory: Remembering What Fits with Our Cultural Schemas |
| Chapter 7 | When Culture Shapes Reasoning—or At Least Influences Its Outcomes |
| Chapter 9 | Menopause: The Role of Cultural Factors |
| Chapter 10 | The Role of Cultural Factors in Aggression: The Social Context of Violence |
| Chapter 14 | Taking Account of Cultural Factors in Psychological Disorders: Improvements in the DSM-IV |
| Chapter 17 | Negative Effects of Gender Stereotypes: Why Males Often Get the Job |

EXPERIENCES FROM MY OWN LIFE

In every chapter, I describe situations and experiences from my own life (or, in some cases, from Michael Kalsher's life) that are related to the topics presented. This allows me to illustrate, in a very personal way, the relevance of psychology's principles and findings to everyday life. Descriptions of these experiences are integrated into the content of the book, and several appear within each chapter.

SPECIAL FEATURES DESIGNED TO ENHANCE LEARNING

In addition to the features described above, this new edition incorporates many features designed to enhance learning.

KEY POINTS

Each major section ends with a capsule overview of the key points covered, designed to catch the reader's attention. These points provide readers with frameworks for organizing—and hence retaining—chapter content.

THE RESEARCH PROCESS

These sections are designed to illustrate the process of psychological research:

- How psychologists use research to answer important questions about human behavior
- Why one line of research leads to others
- How the findings of psychological research are interpreted and contribute to the development of accurate theories

The Research Process sections now include critical thinking questions designed to get students actively thinking about the process of psychological research and how it is used to add to our knowledge of human behavior. Again, a wide range of topics is covered in these sections, for example:

- | | |
|-----------|--|
| Chapter 3 | DANGER—Warnings Are Effective Only under Certain Conditions; Develop Them with CAUTION |
| Chapter 5 | Stimulus Control in Action: Promoting Paper Waste Recycling on a University Campus |
| Chapter 7 | Animal Cognition: Tails of Intelligence |
| Chapter 9 | Age, Intelligence, Wisdom, and Creativity: Change or Stability across the Lifespan? |

Chapter 11	Integrating the Evolutionary and Social Exchange Models of Mate Preferences: Taking Account of Our Own "Market Value"
Chapter 13	Changing Risky Behaviors: An Ounce of Prevention Is the Only Known Cure
Chapter 15	Subliminal Self-Help Audiotapes: Do They Deliver What They Promise?

KEY CONCEPT PAGES

The special Key Concept pages are designed to accomplish two goals:

1. They illustrate concepts and principles students often find difficult to understand (for example, the difference between punishment and negative reinforcement).
2. They summarize and integrate topics covered in the text (for example, contrasting theories of emotion).

In short, they are graphically appealing, informative, and useful aids to learning.

CHAPTER OPENINGS

Chapters typically start by asking readers to consider a number of interesting questions about the topics being covered. This engages their interest immediately. A detailed road map to the chapter contents also is provided. This is a hallmark of my texts, and I've devoted special effort to making these as clear and useful for students as possible.

CRITICAL THINKING QUESTIONS

Critical Thinking Questions appear in three locations in all chapters:

1. Integrated within the regular text (readers are often asked to think about various aspects of behavior and predict what they or others might do in a given situation)
2. Within Research Process sections
3. At the end of each chapter

These questions are designed to stimulate critical thinking—an important goal for any psychology text.

CHANGES IN CONTENT

Psychology doesn't stand still, so neither should any text that represents it. With this in mind, I've made many important changes in content.

NEW CHAPTERS

- Chapter 11, "Individual Differences I: Intelligence,

Gender," has been completely rewritten and is now part of a two-chapter sequence on individual differences (along with Chapter 12, "Individual Differences II: Personality"). The coverage of gender is new and is complete and accurate.

- Chapter 16, "Social Thought and Social Behavior," has also been completely rewritten in order to present the major topics of social psychology in a single chapter. All major areas of the field are included. In addition, the chapter draws attention to social psychology-related topics covered elsewhere in the book (for example, leadership in chapter 17).
- Chapter 17, "Psychology Goes to Work: Industrial/Organizational Psychology and Human Factors," is a brand new chapter, included at the request of many reviewers. It covers two important areas of psychology that are often neglected. Topics covered include work motivation, performance appraisal, leadership, and the design of controls and displays.

NEW TOPICS WITHIN CHAPTERS

So many new topics have been included that I could not possibly list all of them here. Here is a sampling:

Evolutionary Perspective
 Ethical Issues in the Practice of Psychology
 Interpreting Diverse Results: Meta-Analysis and the Search for an Overall Pattern
 Multiple (Cognitive) Resource Theory
 Warning Labels: When Are They Effective?
 New Findings on the Effects of Pleasant
 Fragrances on Behavior
 Potential Benefits of Increased Self-Consciousness
 Dreams of Absent-Minded Transgression: Their Role in Quitting Smoking and Reducing Alcohol Consumption
 Stimulus Control of Behavior and Protecting the Environment
 Operant Conditioning and Seatbelt Use
 Memory for the Time When a Past Event Occurred
 Repression of Memories of Childhood Sexual Abuse
 The Oversight Bias in Reasoning
 Artificial Intelligence and Neural Networks
 Information Processing and Cognitive Development
 Cognitive Variability and Cognitive Development
 Fathers and Attachment
 Adolescent Invulnerability

Successful Development in High-Risk Environments
 Gender Differences in Sexual Jealousy
 Effects of Mood on Information Processing
 Gender Differences in Social Behavior, Mate Selection, and Psychological Adjustment
 The Neuroscience Approach to Intelligence
 Personality and Presidential Greatness
 Sensation Seeking
 The Potential "Downside" of High Self-Esteem
 Stress from Natural and Human-Caused Disasters
 Changing Risky Behaviors
 DSM-IV
 Posttraumatic Stress Disorder
 Chronic Mental Illness and the Homeless
 Settings for Therapy
 Prevention of Psychological Disorders
 Tilts in Social Cognition: Automatic Vigilance, Motivated Skepticism
 Troubled Relationships: When Love Dies
 Human Factors: Design of Controls and Displays
 Workplace Environments

In addition, I should note that coverage of genetic factors in behavior and what has come to be termed *evolutionary psychology* has been increased considerably. These topics are discussed in several chapters (including 2, 3, 8, 10, and 17).

ANCILLARIES: A LOT OF HELP FROM SOME VERY GOOD FRIENDS

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

LEARNING AIDS FOR STUDENTS

- *Study Guide Plus* offers a comprehensive, carefully structured learning guide to all of the important concepts in this 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. In addition, the study guide contains practice tests for each chapter, which are coordinated with the test bank that accompanies the book.
- *Studying Psychology: A Manual for Success*, by Robert T. Brown, is a brief how-to manual designed to help students develop the skills needed to succeed in psychology and in other col-

lege-level courses. The down-to-earth techniques and ideas in this manual will help students develop effective strategies for studying, listening, learning from lectures, and preparing for exams.

- *Evaluating Psychological Information: Sharpening Your Critical Thinking Skills*, by James Bell, focuses on helping students evaluate research as they build their critical thinking skills through step-by-step exercises.
- *World of Psychology* is a brief series of current articles from the *Washington Post*. Highly interesting, topical, and provocative, these articles will help build critical thinking skills.
- *Psychology and Culture*, edited by Walter Lonner and Roy Malpass, is an entry-level, broad-based book of readings that serves as an introduction to the role of culture and ethnicity in human behavior. It features original articles by experts in the field.
- *Sound Guide for Psychology, Third Edition* is a unique audio study aid that reinforces text concepts and helps students review, rehearse, and take practice tests.

THE ANNOTATED INSTRUCTOR'S EDITION AND OTHER SUPPLEMENTS FOR INSTRUCTORS

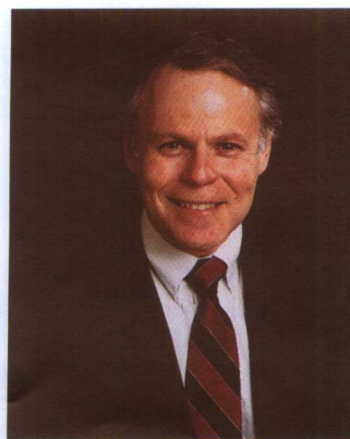
The Annotated Instructor's Edition is designed to encourage student involvement and understanding. It includes an instructor's section bound into the front of the book and detailed annotations in the text margins. The annotations include teaching suggestions, examples, demonstrations, visual aids, learning objectives, critical thinking exercises, and more.

The Instructor's Resource Manual, designed to accompany the Annotated Instructor's Edition, provides step-by-step instructions, as well as ready-to-duplicate handouts for over 150 activities and demonstrations. It also includes detailed notes on lecture launchers, Chapter-at-a-Glance tables that show how to organize the many supplementary materials available for each chapter, and an array of additional teaching aids. Also available are a superb set of acetate transparencies, featuring a special book-specific set; an extensive computer-ready test item file; PsychScience, interactive computer simulations of real-life experiments; and CNN videos, Allyn and Bacon's exclusive Video Disc series related to various topics in psychology, and an extensive videotape library. All of these supplements—and more—are keyed to the Annotated Instructor's Edition.

Please see your Allyn and Bacon sales representative for more information about these ancillaries and more.

SOME FINAL COMMENTS . . . AND A REQUEST FOR HELP

Friends who know me well often describe me as a "high sensation-seeker," and I think they are right: I'm not one who likes to sit back, put my feet up, and take a rest. I am always getting involved in new projects. Given this fact, the scope of the changes outlined above isn't at all surprising—a "stand-pat" approach is just not my style. But I also believe that these changes have not been instituted just for the sake of change; rather, they reflect my desire to make the book better in every possible way, to respond to helpful feedback from adopters and students, and—just as important—to make it obvious to readers, no matter what their background or interests, that psychology really does matter! But as always, only you, my readers and colleagues, can tell me whether, and to what extent, I've succeeded in achieving these goals. So please, do write, call, or fax me with your comments and suggestions. I'll listen carefully, and the odds are good that you'll see them reflected in the next edition. Thanks in advance for your help.



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Acknowledgments

SOME WORDS OF THANKS

Writing, as my family well knows, is a solitary activity that occurs largely behind closed doors. Converting an author's words into a book, however, requires the help of many persons. In preparing this new edition, I have been aided by a large number of talented people—too many, in fact, to thank here. However, I do wish to express my appreciation to those whose help has been most valuable.

First and foremost, I offer sincere thanks to my good friend and colleague Michael J. Kalsher, who played the primary role in preparing several chapters. It's no exaggeration to say that his help has been invaluable, and I rank it—and his friendship—as precious commodities, indeed!

I also wish to express my thanks to the many colleagues who read and commented on various portions of the manuscript. Their comments and suggestions were exceptionally constructive and certainly played a key role in the final content and form of this book. These reviewers are as follows:

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To all these truly excellent people, and to many others, too, I offer my warm personal regards.

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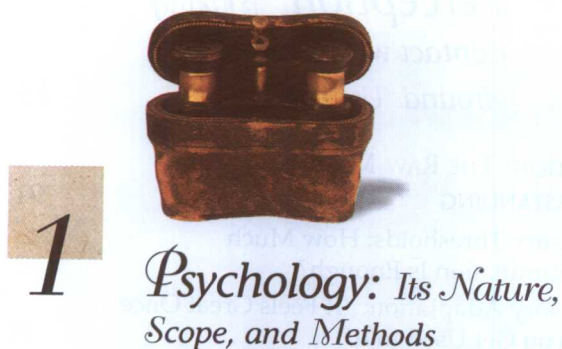
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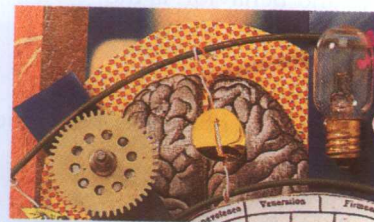
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