## PSYCHOLOGY

Fourth Edition





Andrew B. Crider Robert D. Kavanaugh



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## Fourth Edition

## **Psychology**



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#### **Preface**



#### TEACHING PSYCHOLOGY: THE CHALLENGES AND GOALS

In our years of team-teaching introductory psychology, we have found that it is both the single most important course in the undergraduate psychology curriculum and the most difficult to teach.

The goals of the introductory course are ambitious: to introduce students to the structure of contemporary psychology, to present the central concepts and theories of the discipline, and to outline the empirical tools that psychologists use. In addition, the instructor wants to communicate a sense of the accomplishments, promises, and continuing vitality of a discipline that takes as its subject matter every aspect of human behavior and cognition.

Achieving these goals is difficult for two reasons. One is the challenge of presenting the richness of the discipline without overwhelming students with the vast and diverse number of terms and concepts traditionally covered in the introductory course. A second reason is that well-meaning efforts to simplify the material may lead students to regard psychology as a loose collection of distinct fields, rather than as a unified discipline.

The response to the first three editions of *Psychology* leads us to believe that our solutions to these challenges have been well received by both instructors and students. Our approach to presenting this complex body of material relies on two organizing principles. First, we focus on psychology as an integrated discipline and second, we give careful attention to pedagogical principles.

#### PSYCHOLOGY AS AN INTEGRATED DISCIPLINE

We believe that introductory psychology can and should be taught as a subject unified in the way psychologists frame questions and seek answers. We have accordingly organized the material in a manner that emphasizes the formation and testing of hypotheses, as well as the empirical methods that guide inquiry into the questions posed by human behavior and cognition.

In addition, a major aim of this text is to demonstrate in its exposition that the subfields of psychology are mutually supportive and overlapping. For example, the student will find neurochemistry discussed in the chapters on brain and behavior, psychological disorders, and treatment. Theory and research on learned helplessness informs discussions in the chapters on learning, health and stress, and psychological disorders. Hypotheses derived from psychoanalytic theory are discussed in fully half the chapters. Problems of human memory are addressed in the chapters on memory, development, and social cognition.

#### **ORGANIZATION**

The seventeen chapters of this edition are newly organized into five parts plus an introductory chapter on history, methods, and perspectives. This organization is designed to give the student an easily apprehended map of the major topic areas of psychology and their subdivisions. Part One discusses the relationship of biological processes to behavior and mental activity. Here we examine the central nervous system (Chapter 2), followed by chapters on sensation and perception (3), motivation and emotion (4), and states of consciousness (5). Part Two deals with learning and cognition, containing chapters on conditioning and learning (6), human memory (7), and thinking and language (8). Part Three focuses on social, cognitive, and intellectual development, with chapters on infancy and childhood (9), adolescence, adulthood, and aging (10), and intelligence (11). Part Four presents the area of social and personality psychology. Here chapters on social cognition (12) and social influence (13) are combined with a chapter on personality and assessment (14). **Part Five** surveys psychological disorders and treatment. It contains chapters on health and stress (15), psychological disorders (16), and treatment (17). Finally, we have provided an appendix dealing with research methods and statistics in psychology.

#### **CONTENT CHANGES IN THE FOURTH EDITION**

In preparing this edition, we have received a large number of helpful suggestions from users of the first three editions. More often than not, we have followed their advice to add or to delete, to simplify or to elaborate, to reorganize or to fine-tune. We thank them for helping us strengthen the book. Every chapter has been revised with the aim of enhancing accessibility, balance, and currency. Some examples of new or significantly revised material include:

- Recent developments on brain imaging and a new section on the endocrine system in Chapter 2
- A discussion of biological influences on the development of homosexuality and a discussion of research on the facial feedback hypothesis of emotion in Chapter 4
- A section on the applications of classical conditioning, including immune system conditioning, in Chapter 6
- Reorganizing Chapter 7 on memory around the processes of forming, retrieving, and forgetting memories
- Material on prenatal development and a greatly expanded section on gender differences in Chapter 9
- A discussion of the impact of AIDS on adolescent sexuality in Chapter 10
- New material on attribution and on prejudice in Chapter 12
- An expanded discussion of leadership in Chapter 13
- Sections on the five factor model of personality and on gender differences in personality in Chapter 14
- Expanded treatments of personality and health in Chapter 15
- New material on women and depression and a reorganized and expanded discussion of schizophrenia in Chapter 16
- We have also added some new features to introduce students to the applications of psychology in everyday life.

**Psychology in the News** boxes reproduce a current newspaper or magazine story related to the surrounding chapter material. The story is followed by a series of two or three questions. The news story helps students understand the significance of the material,

and the questions allow them to analyze the story with newly acquired concepts. For example, an article from *The New York Times*, "Babies Learn the Sounds of Language by 6 Months" discusses new research on early language acquisition, followed by questions linking the article to language theory discussed in the chapter. An article from *The Wall Street Journal*, "Recession Fears Have Some People Depressed . . ." discusses the relationship between economic and psychological depression, and the questions ask students to critically evaluate the article based on their reading of the chapter material. We think students will not only respond favorably to the *Psychology in the News* boxes, but they will form the basis of interesting class discussions.

A Conversation with. . . . Each part opens with a conversation with a leading psychologist. This feature gives students an insider's view of the discipline.

We are confident that this fourth edition is as current as the first in reflecting advances in our knowledge and understanding.

#### SUPPLEMENTS

*Psychology,* Fourth Edition is accompanied by a variety of supplements for both instructors and students.

#### For the Instructor

Instructor's Resource Kit. Eve Conrad of San Bernadino Valley College and Mark Rafte of Chaffee College have compiled this generous collection of teaching ideas, demonstrations, hand-outs, and references. The instructor's kit is available in a three-ring binder for easier reproduction of student hand-outs and incorporating additional materials.

The Integrator. Bound into the instructor's edition of the text, this is a chapter-by-chapter cross-reference listing to all the instructional resources available for this text. The integrator is a valuable tool for use in coordinating elements of the supplements package and organizing class time.

Test Bank 1 and Test Bank 2. Written by Patrick S. Williams, University of Houston and Deborah R. McDonald, New Mexico State University, these two test banks contain a total of 3600 class-tested and reviewed test items. Each provides approximately 90 multiple-choice questions and 10 essay questions per chapter. Questions are referenced by topic, text page number, and type (interpretive or factual).

**TestMaster Computerized Testing System.** This is a flexible, easy-to-use computer test bank, containing all the questions from both Test Bank 1 and Test Bank 2. The software allows instructors to edit exist-

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ing questions and add new questions. Tests can be printed in several formats, and include graphs and tables. TestMaster is available for both IBM and Macintosh.

Psychology Encyclopedia III Laserdisc. The laserdisc contains animated sequences showing biological and physiological concepts, over 200 still images, and a variety of motion clips. This new version of the laserdisc has been completely revised and updated. It is accompanied by an instructor's manual which includes a detailed list of contents and barcode directory for easier access to individual frames.

**Transparency Package.** One hundred full-color transparency acetates, most taken from sources other than the text, is available.

#### For the Student

**Practice Tests.** Each student who purchases a new copy of the text will automatically receive a free copy of this supplement which contains a sample test for each chapter. Written by Deborah McDonald of New Mexico State University, the sample tests contain multiple choice and essay questions. An answer section provides explanations that help the student learn why answers are correct.

**Study Guide and Practice Tests.** Each chapter of the study guide, written by Sarah Rundle, contains an introduction, learning objectives, vocabulary exercises, and two multiple choice practice tests.

**SuperShell Computerized Tutorial.** Developed by Patrick S. Williams of the University of Houston, this interactive program for the IBM reinforces important concepts through drill and practice exercises and diagnostic feedback. SuperShell provides immediate answers and references the text page on which the material is discussed.

Journey II Interactive Software. This newly revised and expanded program, developed by Intentional Educations, involves students in a variety of simulations and experiments on a variety of topics including the nervous system and learning development. This program is available for IBM and Macintosh users.

#### **ACKNOWLEDGMENTS**

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