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Introduction to

PSYCHOLOGY

Eleventh Edition

I n t r o d u c t i o n t o

P S Y C H O L O G Y

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Preface

With the publication of this eleventh edition, *Introduction to Psychology* celebrates its fortieth anniversary. In the years since the publication of the first edition, authored by Ernest R. Hilgard in 1953, this textbook has become one of the most widely used in the history of college publishing. More psychology students have used it than any other introductory textbook, and many studying from it today have parents who were introduced to psychology by an earlier edition. It has been translated into a number of languages, including Russian, Spanish, French, Chinese, German, and Portuguese.

We believe that the success of the book stems from a continuing commitment to present the substantive knowledge and methodological contributions of psychology as accurately and as clearly as possible, without oversimplifying or glossing over difficult concepts. To this end, we prefer to present integrated essays about individual topics rather than snippets of fact and theory to be memorized for the final examination. Indeed, our ultimate focus has always been on what we want our readers to retain long *after* the final examination, and it is this criterion that has informed our larger agenda.

The first goal of this agenda is to inspire a general appreciation for an empirical approach to human behavior and a specific enthusiasm for the field of psychology itself. Psychology is both broad and ambitious. Nourished by biology at its border with the natural sciences and by sociology and anthropology at its border with the social sciences, psychology deals with complex questions about human nature once considered solely the province of literature and philosophy. Above all, this book seeks to convey the excitement of psychology as an intellectual human enterprise.

Second, we seek to produce intelligent consumers of psychological information. All of us are bombarded daily by claims and assertions about human behavior. We believe that an introduction to psychology should instill an open-minded but inquiring skepticism about all such claims. We hope that “alumni” of this book who encounter assertions about lie detection, hypnosis, sexual orientation, extrasensory perception, and so forth will remember the kinds of questions that need to be asked about the evidence—even if they no longer remember the specific evidence they once read about here.

Third, we are concerned with psychology’s role in promoting human welfare and solving social problems. As many discussions in this book illustrate, the discipline of psychology has often contributed to these goals. The use of psychotherapy to treat behavioral and emotional disorders is but one example. Psychological research on learning led to the development of computer-aided instruction; research on memory has contributed to our understanding of eyewitness testimony; and research in social psychology has helped to design programs for reducing prejudice and intergroup conflict. Examples like these will be found in every chapter of the book.

One psychologist has suggested that “the secrets of our trade need not be reserved for highly trained specialists. . . . Our responsibility is less to assume the role of experts and try to apply psychology ourselves than to give it away to the people who really need it. . . . I can imagine nothing we could do that would be more relevant to human welfare . . . than to discover how best to give psychology away” (Miller, 1969). We agree. For forty years

Introduction to Psychology has been our vehicle for giving psychology away.

In the ninth edition we introduced an appendix called “How to Read a Textbook: The PQRS Method.” Our readers report that this appendix proved helpful, and we recommend that students read it before beginning the text. Another learning aid, new to this edition, is the use of boldface type to highlight important terms and concepts. The reader who understands these boldface terms should be well prepared for an examination on the material. A further aid is the *Study Guide and Unit Mastery Program* prepared by John G. Carlson of the University of Hawaii. This workbook, which is discussed later in the preface, can be used by students in preparing either for a traditional course or for a course taught by the unit mastery method.

The eleventh edition has been revised and updated throughout. New developments related to neurotransmitter–neuroreceptor systems, theories of consciousness, neural networks and connectionism, gender differences, genetic and evolutionary influences on behavior, and the functional mapping of the brain to locate specific areas for cognition, emotions, and language have been integrated into every section of the book. Rather than pinpointing all of these additions for every chapter, we will mention only some of the major changes.

Chapter 1, “Psychology as a Scientific and Human Endeavor,” includes a new Critical Discussion of ethical issues in psychological research and an expanded section on interdisciplinary approaches, focusing on cognitive science and evolutionary psychology. In Chapter 3, “Psychological Development,” the section on cognitive development has been rewritten to provide a clearer treatment of Piaget’s theories and of the alternative approaches that explain how children’s understanding of the world changes with age. New research on gender identity and sex typing is discussed and amplified by a Critical Discussion entitled “Can Sex Education Prevent Childhood Sexism?”

Chapter 5, “Perception,” introduces the distinction between bottom-up processes (driven by stimulus input) and top-down processes (driven by knowledge and expectations) in the recognition of objects. (The role these processes play in acquiring concepts is discussed in Chapter 9). This chapter also introduces the reader to connectionism as a model for pattern recognition and includes a new Critical Discussion on the breakdown of recognition that occurs in some forms of brain damage.

Chapter 7, “Learning and Conditioning,” has been revised and reorganized to reflect the current synthesis of behavioral, cognitive, and ethological approaches to learning. This chapter includes new material on complex learning. In Chapter 8, “Memory,” a Critical Discussion further illustrates the neural network approach by describing a connectionist model of long-term memory. Also included is a new section on implicit memory, presenting evidence that memories for facts and events may involve a different storage system than memories for skills.

Chapter 10, “Basic Motives,” has an expanded discussion of obesity, anorexia, and bulimia as well as a new section on sexual perversions. Chapter 11, “Emotion,” presents the latest cross-cultural work on emotional expression and a new section on precognitive emotions.

Chapter 13, “Personality Through the Life Course,” which was new to the tenth edition, has been expanded to include a major discussion of how genetic, environmental, and cultural factors interact to determine personal-

ity. This chapter includes a new section on personality development in adolescence and concludes with a discussion of the factors that contribute to personality stability and change throughout adulthood.

Chapter 15, “Stress and Coping,” has been completely reorganized to reflect the growing field of health psychology. It includes new sections on how stress affects health, how personality styles mediate stress responses, and the effectiveness of strategies for coping with stress. Two new Critical Discussions are “Sexual Abuse as a Major Stressor” and “Can Psychological Interventions Affect the Course of Cancer?”

Chapter 16, “Abnormal Psychology,” has been revised to include the latest research on genetic and biological contributions to mental disorders. The sections on schizophrenia and obsessive-compulsive disorders have been rewritten, and new case histories have been added.

Chapter 18, “Social Beliefs and Attitudes,” now includes an enlightening discussion of why stereotypes persist in the face of nonconfirming data. The section on attitudes has been rewritten to describe the functions that attitudes serve for the individual, and how these functions influence both the consistency among attitudes and the ease with which an attitude can be changed. The section on interpersonal attraction concludes with a discussion of passionate versus companionate love and a three-component theory of love. Chapter 19, “Social Interaction and Influence,” contains a new section on group decision making and a Critical Discussion concerning ethical issues in Milgram’s obedience experiments.

Although we four authors are now at universities spread across the country, we were originally colleagues at Stanford University, where we gained much of our enthusiasm for psychology from Ernest R. Hilgard. In keeping with the Stanford connection, we asked Susan Nolen-Hoeksema of that university to prepare a draft of Chapter 15. Professor Nolen-Hoeksema’s research focuses on strategies for coping with stress. We are pleased with her contribution and feel that the new version of the chapter “Stress and Coping” is an exciting addition to the book.

Ancillaries

The primary ancillaries accompanying this edition have been carefully updated and coordinated both with the textbook and with each other to ensure accuracy and maximum usefulness. The highly successful *Study Guide and Unit Mastery Program*, by John G. Carlson of the University of Hawaii at Manoa, offers for each chapter study practice with vocabulary, ideas, and concepts set within a unit mastery framework, as well as sample quizzes. A considerably enhanced *Instructor’s Manual*, by John G. Carlson and Tracy Trevorow, also of the University of Hawaii at Manoa, includes creative lecture suggestions, insightful student-involving activities, discussion and essay questions, updated lists of videos and films, specifically tailored transparency masters, and an instructor’s guide to the unit mastery system featured in the *Study Guide*.

The *Test Item File*, by Vivian Jenkins of the University of Southern Indiana, has been greatly improved and expanded and is available in both printed and computerized versions. First, the core items, comprising half of the items in each chapter, have been validated and approved by The Psychological Corporation. The validated items, which are clearly identified in

the item keys, enable instructors to create exams with confidence that they will accurately test students' knowledge. The balance of the items, which have been carefully written, allow instructors to expand or adjust their exams according to the needs of individual classes. Second, in response to requests from instructors, half of all items are now conceptual in format. These conceptual items, which are also identified in the item keys, test students' understanding of concepts, asking them to apply factual knowledge to given situations and to generalize information. Third, the total number of items in the testbank has been increased by 50 percent so instructors can use it over many sections without concern of duplicating earlier exams. Each chapter now contains 150 items, in addition to 75 entirely new items for the statistical appendix.

Additional ancillaries available for the Introductory Psychology course include the creative *Dynamic Concepts of Psychology* laser disc, an extensive overhead transparency package, a comprehensive videotape library, exciting and innovative interactive software, and the resourceful *Whole Psychology Catalog*.

To keep abreast of research developments, we relied on experts to review material pertinent to their areas of specialization. Several specialists commented on each chapter. These reviewers and others who contributed valuable suggestions are listed following the preface. Those who provided critiques for previous editions are not listed, but they have our continuing appreciation.

In addition to those listed below, we would like to thank the staff at Harcourt Brace Jovanovich, who contributed their skills in helping us put the new edition together.

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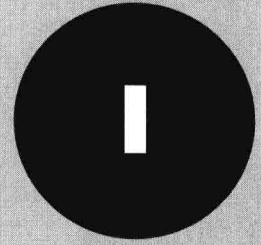
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Part



Psychology as a Scientific and Human Endeavor

1 Nature of Psychology

NOTE TO THE STUDENT

*A method for effectively reading a textbook is described in
Appendix I; you may wish to read the appendix before
starting this chapter.*

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