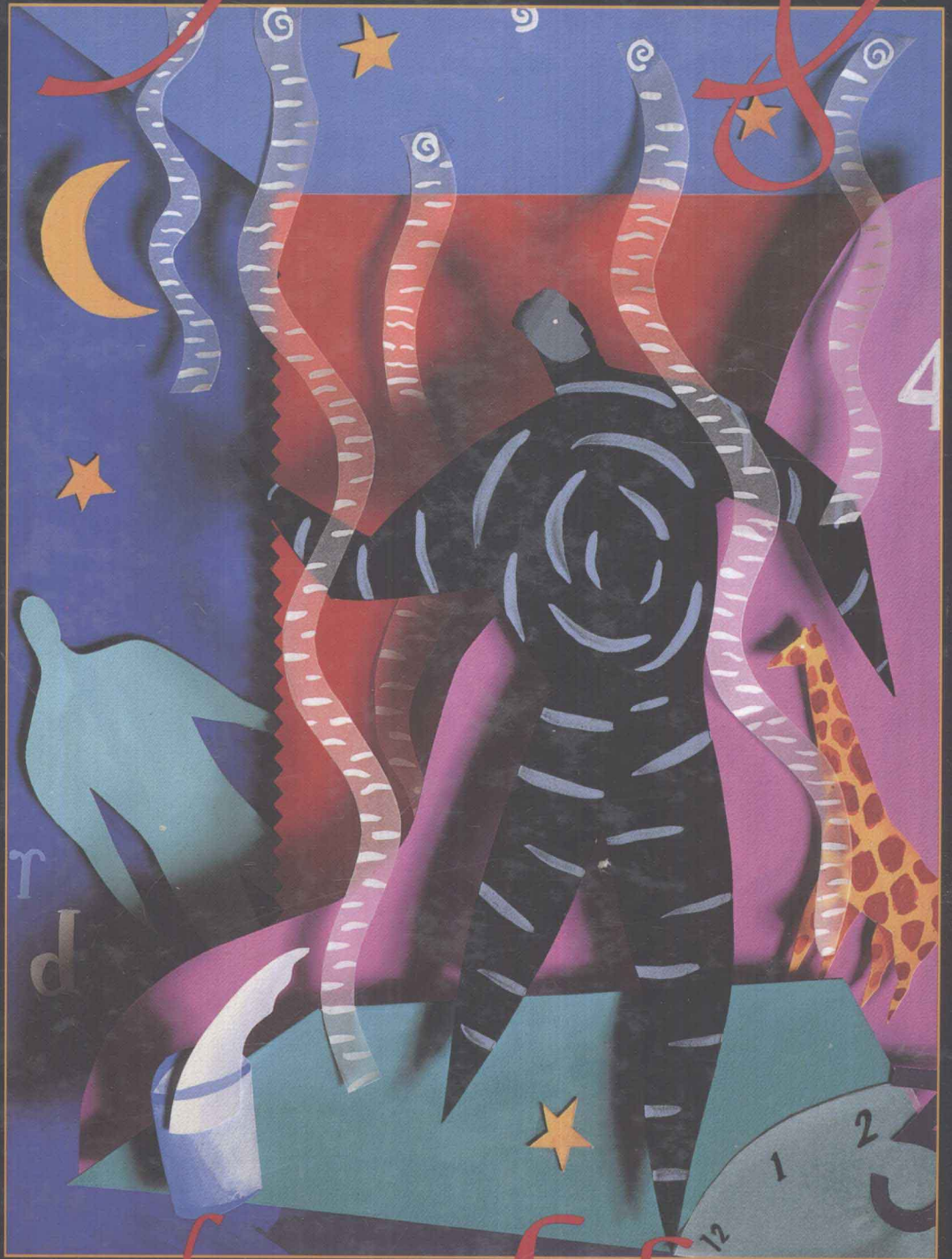


Psychology

FIFTH EDITION



Robert A. Baron

Psychology

F I F T H E D I T I O N

Robert A. Baron

Rensselaer Polytechnic Institute

With the special assistance of

Michael J. Kalsher

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Dedication

To Jessica and Ted; may they have a long, happy,
and fulfilling life together.

And

To Stuart, whose intellect and curiosity would
be outstanding even in academe, and are truly
exceptional outside it!

R.A.B.

To Joe and LaVera, the true believers.

And

To Ryan, the light of my life.

M.J.K.

Preface

“Taking Psychology with You” Revisited: Some Thoughts on the Value of Psychology— and on Psychologists’ Tendency to Be Too Modest

In the previous edition of this book, I commented that I have always viewed psychology as a field that everyone can—and *should*—use throughout life. Not only does it offer a fascinating body of findings and knowledge about human behavior, it also provides a way of looking at the world—and ourselves—that everyone should gain from their first course in psychology. That’s the basis for the theme noted above: “taking psychology with you.”

Although change is indeed a constant, and I am as subject to changes of heart and mind as anyone else, I find that now, as I write these words, I believe more intensely than ever in the accuracy of this view. Why is this so? Partly because in recent years my own research has focused on topics that have brought me into contact with people from many different fields and walks of life. My studies of workplace aggression and of the social and cognitive factors that influence entrepreneurs’ success have been of interest to researchers in many fields outside psychology (e.g., political science, economics, management, finance) as well as to individuals in government and business. As a result, I have often been invited to speak to audiences very different from ones I addressed in the past, and I have had numerous opportunities to interact with scholars and practitioners from a very wide range of backgrounds. These experiences have led me to three important conclusions about psychology and the way it is perceived in society as a whole: (1) The importance of psychology is recognized by virtually everyone; (2) persons in many different fields turn to it to answer important questions relating to their own work; and (3) psychology is generally viewed as the single most valuable and reliable source of knowledge about human behavior—indeed, in my experience, nothing else is even close.

These conclusions, in turn, have led me to realize that psychologists—including me!—have often been too modest about the intrinsic value of their field. They have tended to overlook the important ways in which the findings and principles of psychology are used to solve a wide range of practical problems, not just by psychologists but by persons in other fields as well. I think this is a point worth emphasizing. After all, if psychology is, as I contend, extremely valuable to society, why not accentuate this point? Why not call attention to the *value and usefulness of psychology to society*? Actually, I see doing so as an expansion of the basic theme of “taking psychology with you”; because to the extent that students recognize the many ways in which the findings of psychology are being used for beneficial purposes outside psychology itself, they will be encouraged to apply these findings to their own lives, too. How have I sought to emphasize the value and usefulness of psychology? Primarily, through the steps and features outlined below.

Emphasizing the Practical Value of Psychology: From Science to Practice Sections

To illustrate the great practical value of psychology in concrete terms, I have included special **From Science to Practice** sections throughout the book. These sections illustrate how the findings and principles of psychology are being used to address important problems in many different fields—medicine, education, law, and business, to mention just a few. Here are some examples of these new sections:

- Preventing Deaths under Anesthesia: Human Factors (Engineering Psychology) to the Rescue (Chapter 1)
- Identifying Genetic Factors in Human Disorders: Decoding Iceland (Chapter 2)
- Counteracting the “Drowsy Driver” Syndrome: When Sounds—and Scents—Save Lives (Chapter 4)
- “Horse Whispering”: Applying Operant Conditioning to Treat Troubled Horses (Chapter 5)
- Mental Contamination and the Legal System: Can Jurors Really “Strike It from the Record”? (Chapter 6)
- Intelligent Agents: Just How Smart Are They? (Chapter 7)
- Making Playgrounds Safer: Some Concrete Steps (Chapter 8)
- Using Goal Setting to Increase Occupational Safety—and Save Lives (Chapter 10)
- Predicting Career Success: Competency Assessment (Chapter 11)
- Surfing for Solutions to Medical Problems on the Internet: Using Information Technologies to Diagnose Our Illnesses (Chapter 13)

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

To further encourage readers to recognize the intrinsic usefulness and value of psychology, and so to take it with them throughout life, I’ve also improved several features present in the previous edition:

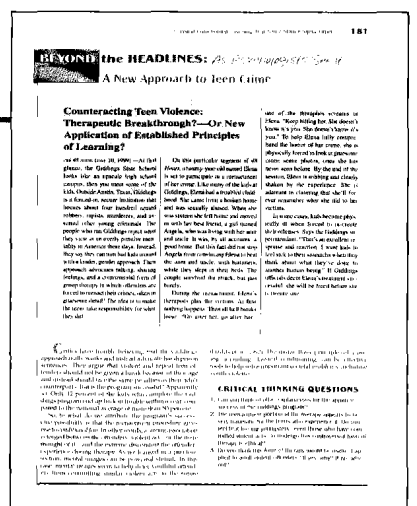
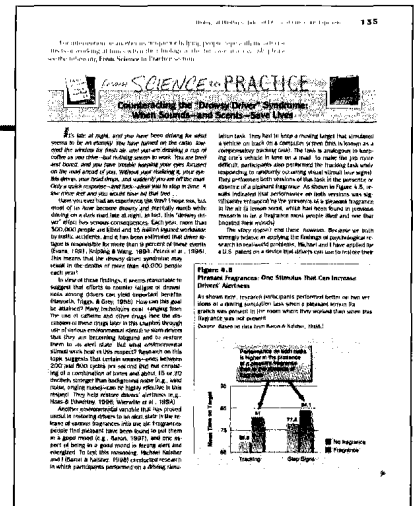
Beyond the Headlines: As Psychologists See It

All of these special sections, which describe what psychological research has to say about the topics covered in recent news stories, are new. Some examples of **Beyond the Headlines** sections:

Is Violence the Result of Faulty Neural Brakes? (Chapter 2)

Premature Hearing Loss: The High Cost of Modern Living (Chapter 3)

Can You Buy the Fountain of Youth on the Internet? “Buyer Beware” Strikes Again (Chapter 4)



- Can Chewing Gum Improve Your Memory? (Chapter 6)
- Was It the Weather, or Did Faulty Reasoning Kill JFK Jr.? (Chapter 7)
- Preventing Teen Pregnancies: Should Adolescents Decide? (Chapter 9)
- The Need for Stimulation . . . and How It Can Get Out of Hand (Chapter 10)
- Williams Syndrome: Mentally Challenged Persons with Music in Their Souls (Chapter 11)
- Life without a Conscience: The Antisocial Personality Disorder in Action (Chapter 14)
- Is Better Sex the Key to a Happier Marriage? Don't Bet on It! (Chapter 15)
- What Happens When Social Norms Encourage a "Lifestyle to Die For"? (Chapter 16)

Research Methods: How Psychologists Study . . .

These sections, which describe the methods used by psychologists to study important topics, have been improved and refined to better illustrate the methods used by psychologists to study important aspects of behavior. I continue to believe that describing **Research Methods** in close proximity to discussions of the areas of investigation in which they are used is a more effective strategy than describing them all in a separate chapter at the beginning of the book.

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. Many **Making Psychology Part of Your Life** sections are new to this edition. A few examples:

The Nature–Nurture Controversy in the New Millennium: Adopting a Balanced View of the Role of Genetic Factors in Human Behavior (Chapter 2)

Managing Your Pain: Some Useful Tips (Chapter 3)

Are You High or Low in Private Self-Consciousness? A Self-Assessment (Chapter 4)

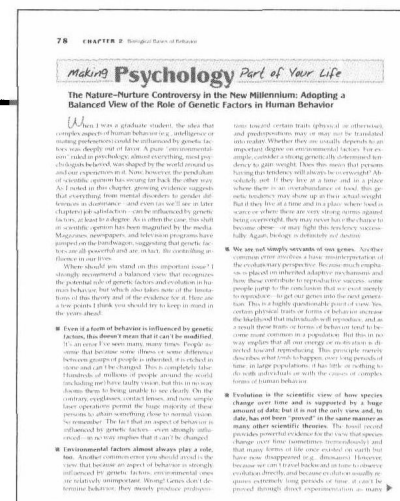
Combating Childhood Obesity (Chapter 8)

Helping Others Cope with Bereavement: Effective Condolence Behavior (Chapter 9)

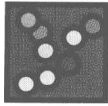
Some Guidelines for Having a Happy Romantic Relationship (Chapter 16)

Expanded Practice in Critical Thinking

As in the previous edition, Critical Thinking Questions are included in each **Beyond the Headlines** section throughout the text, and at the end of each chapter. In addition, I have added Food for Thought questions to several sets of Review Questions in each chapter. These questions are designed to encourage readers to think critically about the information presented in the previous section.

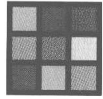


Increased Coverage of the Biological/Genetic Perspective



Interest among psychologists in the biological and genetic bases of behavior has increased sharply in recent years. This growing interest is reflected in the text by many discussions of these topics and of the field of evolutionary psychology. To call these discussions to readers' attention, each is highlighted with this special symbol.

Integrated Coverage of Gender and Diversity Issues



Interest in gender and diversity issues, too, remains an important theme in modern psychology. These topics are treated throughout the text in an integrated fashion and are highlighted by this special symbol.

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 fourth 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:* This feature will be retained, but to avoid giving the margins a cluttered look, I avoid listing several definitions in a row.
- *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.

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, many new references from 1998, 1999, and even 2000 appear in every chapter.* 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 themes right in Chapter 1. That way, I feel, readers won't miss this important framework-generating information.
- *Clear references to all illustrations in the text:* Nothing confuses students as much as coming upon a figure, table, or photo that seems totally disconnected from the text. To avoid this problem, all illustrations are numbered and mentioned in the text so that students will know when to look at them 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 of the most important ones:

Chapter 2:

Biological Bases of Behavior

Often, students wonder why they are asked to read a chapter on biology and the nervous system in a course on psychology. The answer, of course, is that the biological structures and processes described are intimately linked to important aspects of behavior. However, these links often get lost in a virtual blizzard of detail. In revising Chapter 2, I have made vigorous efforts to put behavior back on center stage. For example, I have included a new section entitled *The Brain and Human Behavior: Where Biology and Consciousness Meet*, which emphasizes the role of the brain in such functions as analysis of visual information, speech, and higher mental processes (e.g., reasoning). This and other sections remind students that the focus of this chapter is, ultimately, *behavior*—not biology. I believe that this approach will be very helpful for students, and it is also in keeping with modern psychology's increased interest in biological and genetic factors.

Chapter 8:

Human Development I: The Childhood Years

Chapter 8 has been greatly revised to reflect major new advances with respect to such topics as *symbolic play*, children's *theory of mind*, and children's social and emotional development (e.g., new discussions of the development of empathy, the role of fathers, and adjustment of immigrant children).

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:

- A new section on current trends (Psychology 2000) that includes a detailed discussion of evolutionary psychology (Chapter 1)
- A new, expanded section on the history of psychology (Chapter 1)
- A new discussion of brain mechanisms in speech (Chapter 2)
- New information on subliminal perception (Chapter 3)
- New discussions of pain perception and aromatherapy (Chapter 3)
- New information on the ironic monitoring process (Chapter 4)
- New findings on the role of genetic factors in alcohol abuse (Chapter 4)
- Recent findings on factors that affect ability to delay gratification (Chapter 5)
- Role of a genetic predisposition (hypohedonia) in learned helplessness (Chapter 5)
- Neutral network models of memory (Chapter 6)
- Organization of autobiographical memory (Chapter 6)
- New section on physical reasoning (Chapter 7)
- Recent findings on the linguistic relativity hypothesis (Chapter 7)
- New section on perceptual development (Chapter 8)
- Discussion of Harris's contention that parents don't matter (Chapter 8)

Development of children's theory of mind (Chapter 8)

Parenting styles and their effects on adolescents (Chapter 9)

Contextual theory of adult development (Chapter 9)

Friendship and the convoy model in adulthood (Chapter 9)

Recent findings on the role of genetic factors in intelligence (e.g., studies of qualitative trait loci) (Chapter 11)

New evidence on the Flynn effect (Chapter 11)

Cognitive approaches to understanding creativity (Chapter 11)

New findings on the "big five" dimensions of personality (Chapter 12)

New findings about self-efficacy (Chapter 12)

New findings concerning the causes and effects of smoking (Chapter 13)

Why people prefer to eat high-fat foods (Chapter 13)

Developmental psychopathology (Chapter 14)

New section on childhood disorders (e.g., oppositional defiant disorder, conduct disorder, attention-deficit/hyperactivity disorder, autistic disorder) (Chapter 14)

Prodromal pruning theory of schizophrenia (Chapter 14)

Psychosocial rehabilitation (Chapter 15)

Ethnic and gender differences in responses to psychoactive drugs (Chapter 15)

Legal and ethical issues relating to mental disorders and psychotherapy (Chapter 15)

Cultural factors in the correspondence bias (Chapter 16)

Self-affirmation as a technique for reducing dissonance (Chapter 16)

New section on leadership (Chapter 16)

Ancillaries: Helping Students Learn

Psychology, Fifth Edition, is accompanied by a complete teaching and learning package. The key parts of this package are described below.

Electronic Supplements

Allyn and Bacon offers you two exciting ancillaries from which to choose when you purchase new copies of Baron's *Psychology*, Fifth Edition. Choose between the SuperSite, which includes Psychology Place and a whole host of activities, weblinks, audio clips, video clips, and practice tests. Or select Mind Matters, an interactive CD-ROM designed to supplement Introductory Psychology courses. Your choice of either interactive, technologically based supplement is available to you and your students free with new textbook purchases.

The **SuperSite for Baron's *Psychology* (PIN required)** contains The Psychology Place, a subscription-based Web resource for psychology students and educators, and is customized for Baron, *Psychology*, Fifth Edition. Developed by Peregrine Publishers in conjunction with The Psychology Place Faculty and Allyn and Bacon, this custom site is offered free to you and your students with purchases of new copies of *Psychology*, Fifth Edition.

For Students: To directly support daily coursework, all components of this unparalleled resource are indexed according to the chapters of the textbook. This site currently contains extensive learning activities, news updates, research reports, weblinks, practice tests, and other helpful study aids to reinforce and extend your learning.

For Instructors: The customized version of The Psychology Place offers diverse opportunities for student investigation and collaboration all in an easy-to-use format that reflects your syllabus! An extensive selection of teaching resources is also available for each chapter of the text. The customized version of The Psychology Place will help you:

- Stay abreast of recent Research News and launch your students' own Web investigations;
- Quickly find scientifically accurate and appropriate Web resources using Best of the Web;
- Readily integrate on-line investigative and collaborative Learning Activities into your course;
- Communicate with other educators and share your teaching ideas and challenges by participating in the Op Ed Forum;
- Keep up with Teaching News and Resources each month to learn about the latest books, journals, and conferences; and
- Easily optimize your computer to make the most of the Web's capabilities with the Toolkit.

Additional on-line materials are arranged by major chapter headings for each chapter and present students with hundreds of links to audio clips, video clips, activities, flashcards, and practice tests. These links are annotated with brief descriptions that help students understand the value and purpose of each element in the context of the chapter. The 25-question multiple-choice practice test for each chapter is a terrific study aid for students as it supplies answer justifications for incorrect answers.

Your other option is the **Allyn and Bacon Mind Matters CD-ROM**, developed by James Hilton of the University of Michigan and Charles Perdue of West Virginia State College. A unique learning tool, the Mind Matters CD-ROM helps students explore psychology by combining interactivity with clear explanation, fostering active learning and reinforcing core concepts in introductory psychology. This CD-ROM contains a wide range of learning opportunities including activities with immediate scoring and feedback, video clips of historical experiments and current research, animations, simulations, and an interactive glossary. Introductions and conclusions are provided to place all activities in context. Learning is reinforced through two forms of student assessment, Rapid Reviews after each topic, and more extensive Quick Quizzes after each unit. Easy navigation allows students to work through each unit in a linear or nonlinear format. The Mind Matters CD-ROM is accompanied by an extensive Faculty Guide with descriptions of all activities, outlines, text correlation guides, and test questions for each unit. For more information and a demonstration of this CD, please go to www.abacon.com/mindmatters.

Features of Mind Matters CD-ROM:

- Topical coverage reflects those areas most difficult for students and most applicable for reinforcement through use of technology (biopsychology, sensation and perception, for example).
- Rapid Review concept checks and more extensive Quick Quizzes provide extensive assessment. Students are provided with feedback for questions answered incorrectly.
- Wide range of activities, simulations, and animations provide a rich and exciting learning environment to reinforce coverage in standard introductory psychology textbooks.
- Accessible introductions and conclusions place all activities in context to reinforce learning.

- Easy navigation allows students to move within and between units to explore a wide range of concepts without worry of getting lost.
- An extensive Faculty Guide provides descriptions of all activities, outlines, text correlations, and test questions for each unit. Allyn and Bacon text correlation guides can also be accessed from the Main Screen of the Mind Matters CD-ROM and at www.abacon.com/mindmatters.

Supplements for Instructors

Test Bank: Created by Thomas Jackson of Fort Hays State University, the Test Bank contains more than 2,800 questions—mainly multiple choice but also including true/false, fill-in-the-blank, and short-answer items. Each chapter begins with learning objectives. Each question is designated as applied, conceptual, or factual, depending on the type of question; and as easy, medium, or challenging, depending on the difficulty of the question. More than 40 percent of the questions are new in this edition.

Computerized Test Bank: A computerized version of the Test Bank, on Mac, DOS, or Windows, is also available.

Instructor's Resource Manual: The Instructor's Resource Manual is created by Debra Hollister of Valencia Community College. Each chapter contains learning objectives, a chapter overview, a Chapter-at-a-Glance table, an Annotated Lecture Outline, video listings, and a list of what is new in this edition. The Chapter-at-a-Glance table correlates all of the available instructional ideas and supplemental items in one easy-to-read table. The Annotated Lecture Outline for each chapter is arranged according to the major headings of the text and contains key terms, classroom demonstrations, lecture examples, critical thinking opportunities, journal entries, and diversity topics. Also included in the Instructor's Resource Manual are Handout Masters, which can be turned into transparencies or individual student handouts.

Website: The Allyn and Bacon Companion Website, which can be accessed at www.abacon.com/baron, offers a wide range of resources to both instructors and students. Instructors will find the table of contents, learning objectives, and links to stable URLs with brief descriptions of what will be found at each site, who the author is, and how the site is relevant to the chapter material.

Allyn and Bacon Digital Media Archive CD-ROM for Psychology, 2.0 Version: Allyn and Bacon offers an array of media products to help enliven your classroom presentations. The Digital Media Archive provides charts, graphs, tables, and figures electronically on one cross-platform CD-ROM. The Digital Media Archive goes one step further by including video and audio clips and hot weblinks along with the electronic images.

PowerPoint Presentation: Fred Whitford of Montana State University prepared a PowerPoint Presentation specifically for Baron's *Psychology*, Fifth Edition, which is available on CD-ROM.

Transparencies: 200 color transparencies accompany Baron's *Psychology*, Fifth Edition.

Allyn and Bacon Interactive Video and Video User's Guide: Video clips illustrate topics in each chapter and are tied to the text by a narrator who introduces the clips for each chapter and also provides a conclusion after the clips have been viewed. Critical Thinking Questions appear on the screen following related clips. A Video User's Guide accompanies each video and provides additional resources for instructors, such as page references to the text and additional lecture ideas. Contact your local Allyn and Bacon sales representative for information on other available videos.

Course Management System: Course Management enables you to easily create password-protected on-line courses and empowers you to manage them in ways never before possible. For more information on Course Management,

please go to www.abacon.com/techsolutions and select Course Management Systems Partnerships.

Supplements for Students

Study Guide Plus: The Study Guide Plus, created by Catherine Seta of Wake Forest University and John Seta of the University of North Carolina at Greensboro, is designed to help students review the text material by providing exercises that will check their comprehension and their ability to think critically about the material in the text. This study guide includes a very active approach to learning and carries over the themes of the text so that students apply the material to their lives. Outlines and learning objectives are provided to help students organize the material, and practice tests include multiple-choice questions as well as essay and short-answer questions.

Practice Tests: The Practice Tests, created by Thomas Jackson of Fort Hays State University, provide students with multiple-choice questions complete with answer justifications for the incorrect choices. Students will be able to test their knowledge before taking the classroom test; they will be able to use the page references to easily turn to the text and review a section on which they are unclear.

Allyn and Bacon Website: The Allyn and Bacon Companion Website, which can be accessed at www.abacon.com/baron, offers a wide range of resources to both the instructors and students. Students will find learning objectives, practice tests, and links to stable URLs with brief descriptions of what will be found at each site, who the author is, and how the site is relevant to the chapter material.

Allyn and Bacon Quick Guide to the Internet for Psychology, 2001 Edition: Updated to reflect the most current URLs related to the study of psychology, this easy-to-read guide helps point students in the right direction as they explore the tremendous array of psychology-related information on the Internet.

Cross-Cultural Explorations: Activities in Culture and Psychology: This book by Susan Goldstein focuses on comparing specific behaviors across cultures. *Cross-Cultural Explorations* is composed of activities that revolve around case studies, self-administered scales, mini-experiments, and the collection of analytic, observational, and interview data. The majority of the activities are derived from cross-cultural psychology, although research findings from indigenous psychology, cultural psychology, ethnic psychology, and psychological anthropology are used as well. This activity book provides students with a cross-cultural perspective by encouraging them to explore their own cultural background, interview others with specific cross-cultural experiences, make cross-cultural comparisons using a broad interpretation of culture, and read about cultures different from their own.

Additional supplements for students include:

- *Evaluating Psychological Information: Sharpening Your Critical Thinking Skills*, Second Edition, by James Bell
- *Studying Psychology: A Manual for Success*, by Robert T. Brown
- *Writing for Psychology*, by Christopher Thaiss and James F. Sanford

Some Final Comments . . . and a Request for Help

I have said it before, but it bears repeating: I personally *hate* a complacent, stand-pat attitude. I will close, then, by asking for your help once again. I have truly worked hard to make this new edition the best yet. I realize, however, that only you, the readers of this book, can tell me whether and to what extent I've succeeded. So

please do write, call, e-mail, or fax your comments and suggestions. I'll listen carefully, and the chances are good that you'll see your ideas reflected in the next edition. My sincere thanks, in advance, for your help.

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Acknowledgments

Words of Thanks

This is the forty-third book with my name somewhere on the cover, so people often ask me, “How do you do it?” My answer always includes two parts: (1) I spend lots of time alone, during which I enter an altered state of consciousness I sometimes describe as my “writing frenzy” (as in sharks’ “feeding frenzy”); and (2) I have lots of help from talented friends and colleagues. In preparing this text, as in all my writing projects, I’ve once again been the recipient of lots of good help. I wish to acknowledge that assistance here.

First and foremost, my sincere thanks to my good friend and colleague Michael J. Kalsher. He played a primary role in preparing several chapters, in working with me to enhance the website for the book, and in many other ways. It was certainly a lucky day for me when he first came to interview at Rensselaer, and an even happier one when he agreed to join our faculty.

Second, I wish to express my thanks to the many colleagues who, through their excellent feedback and suggestions, helped to shape the content and form of this book. These individuals are listed below.

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