

Psychology

THIRD EDITION

Stephen F. Davis
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Psychology

T H I R D E D I T I O N

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Steve's teaching abilities have drawn acclaim on the national level. In 1988 he received the National Distinguished Teaching of Psychology Award from the American Psychological Foundation. He was awarded the Teaching Excellence Award from Division Two (Society for the Teaching of Psychology) of the American Psychological Association in 1989. His professional accomplishments also include serving as president of the Southwestern Psychological Association, the Southern Society for Philosophy and Psychology, and Division Two of the American Psychological Association. He also served as the National President of Psi Chi (the national honor society in psychology). He has been elected as a Fellow of the American Psychological Association, the American Psychological Society, and the American Association of Applied and Preventive Psychology.

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Joe founded the Mid-America Undergraduate Psychology Research Conference in 1982. The Mid-America Conference for Teachers of Psychology, which he founded in 1984, has become the model for regional teaching conferences. His contribution to the continuing education of teachers was recognized by the Faculty Service Award presented by the National University Continuing Education Association in 1991. In 1990 he received the Teaching Excellence Award from Division Two (Society for the Teaching of Psychology) of the American Psychological Association. He was elected to Fellow status in the American Psychological Association in 1989 and served as the president of Division Two in 1991–1992. He has also served Division Two as a consulting editor and the methods and techniques editor of *Teaching of Psychology*, and as chair of the program committee. In his spare time, he enjoys writing the column *On the Light Side* with Mitch Handelsman of the University of Colorado and speaking to faculty on "The Humor of Teaching; the Teaching of Humor." *On the Light Side* appears in the Psi Chi newsletter, *Eye on Psi Chi*. In addition, he creates cartoons to accompany the column, and several of these now appear in this textbook.

Preface

To the Instructor

We began the first edition of this text with the premise that introductory psychology may be the only psychology course your students ever take. With that in mind, we set out to write a text that would make the beginning psychology course an engaging, relevant, and interactive experience. This philosophy was maintained in the second edition and continues in this, the third edition.

Between the two of us, we have taught introductory psychology for over 50 years. Our experience has taught us that students would rather be “talked with” than “talked to.” We hope that as students read the third edition of this book they will have the feeling they are engaging in a conversation with us. We have also attempted to convey the excitement and love of psychology that we hope characterize our own classes.

Objectives of the Third Edition

The objectives of the first two editions continue in the third edition. First, we believe that psychology has much to offer individuals, groups, and society as a whole. Psychology is a dynamic and ever-changing discipline that is constantly seeking new ways to apply the knowledge gained from research. Hence, we stress the wide range of **practical applications** of psychological research.

Second, we believe that it is extremely important for students to learn about the various methods used by psychologists to answer the questions they pose. We believe that a thorough understanding of **research methods** will make students better consumers of psychological information. Therefore, we have taken special care to delve into the whys and hows of research methods.

Third, we have tried to put the material we discuss into **historical perspective**. We believe that the history of psychology is best understood when it is integrated into the discussion of key topics throughout the text. As you use this text, you will find that we discuss topics such as the discovery and function of neurons, the development of phobias, and the concept of stress in historical context.

Finally, throughout the book we have paid careful attention to the issue of **human diversity**. We are

convinced that a multicultural perspective is an integral part of the day-to-day work of psychologists and that the findings of cross-cultural research have wide-ranging significance.

To integrate these themes into the text, we have incorporated numerous special features—which are described in some detail later in the Preface—and have worked diligently with the staff at Prentice Hall to create a text design that is consistent with our goals. We have tried to make each paragraph and section flow into the next without interruptions. Because students usually see boxed material as peripheral and often do not read it, there are no “boxes” to disrupt the flow of the text or distract the reader.

Organization of the Third Edition

As we examined the numerous introductory psychology textbooks available to instructors, we decided that the most effective approach is to provide an interactive framework, numerous illustrations, and pedagogical aids designed to help students study and review material as they progress through each chapter. The 17 chapters of this text follow the sequence that has become standard in introductory psychology textbooks, beginning with the nature of psychology and its biological foundations and ending with maladaptive behaviors, therapy, health psychology, social psychology, and industrial/organizational psychology. One chapter not always found in other texts is Chapter 11, Sex and Gender. We believe that this topic is important enough in today's world to warrant an entire chapter.

The major organizational changes in the third edition include the inclusion of the new chapter on industrial/organizational psychology (Chapter 17) and the expansion of Chapter 4 to include material on both emotion and motivation. Other changes are detailed, on a chapter-by-chapter basis, below.

Changes in the Third Edition

In preparing the third edition we enhanced our coverage of several key topics and also introduced relevant and exciting new material.

Chapter 1 - Psychology, Research, and You

- Chapter reorganized to facilitate flow of material.
- Added material on use of statistics by psychologists.
- Introduction of the Cultural and Diversity Perspective.

Chapter 2 - Biological Foundations of Psychology

- Added material on cranial nerves, MRI, and spatial and temporal summation.
- Section on the endocrine system expanded.
- Material on the biology of motivation moved to Chapter 4.

Chapter 3 - Sensation and Perception

- Added material on converting light waves into neural signals, the volley principle, feature detectors, sensorineural deafness, and location and operation of the taste buds.
- New section on “Contemporary Issues and Findings in Perception Research.”

Chapter 4 - Motivation and Emotion

- Based on reviewer comments we reconstituted this chapter as motivation and emotion.
- Expanded coverage of sexual behavior.
- Material on the biological bases of hunger made more accessible and tied to the material in the Health Psychology chapter.

Chapter 5 - States of Consciousness

- Expanded material on melatonin.
- Added material on siestas, culture and dreams, the drug Rohypnol, and marijuana.

Chapter 6 - Basic Principles of Learning

- New material on experimental neurosis added to the section on generalization and discrimination.
- Added material on overshadowing, shaping, decision-making strategies, social communication of taste preferences, and reinforcing alternative behaviors.

Chapter 7 - Memory

- Chapter format reorganized to facilitate presentation of material.
- New Myth or Science feature on eidtic imagery.
- Added material on transfer-appropriate processing, parallel distributed processing, memory illusions, and acronyms and acrostics.

Chapter 8 - Thinking and Intelligence

- Added material on cultural views of intelligence.
- Added material on Gardner’s multiple intelligences and a comparison with Sternberg’s theory of intelligence.
- New figure and discussion of heritability and age.

- New table illustrates application of Sternberg’s theory of intelligence to the teaching and evaluation of students.

Chapter 9 - Developmental Psychology I

- Material on language development repositioned in this chapter.
- Added material on Bowlby’s Ethological Theory of Attachment, transductive reasoning, Vygotsky’s theory of scaffolding.

Chapter 10 - Developmental Psychology II

- Added material on adolescence, young-old and old-old, identity achievement, and teenage pregnancy.

Chapter 11 - Sex and Gender

- Material on sexual harassment in elementary school to graduate school has been added.
- Material on women’s career opportunities and male/female salary differences has been added.
- Cross-cultural material on views of masculinity and femininity has been added.
- Added material on Steele’s vulnerability hypothesis to explain, in part, differences between males and females on mathematics and spatial reasoning.

Chapter 12 - Personality

- Added information to help students interpret scores on the Sensation Seeking Scale.
- Added a questionnaire on the Big Five Factors.
- New material on the methods used to translate the MMPI for use in other languages and cultures.
- New material on culture and the conception of the self.

Chapter 13 - Psychological Disorders

- Added material on the following topics: double depression, suffocation theory of panic disorder, generalized anxiety disorder, effects of comorbidity, culture-bound syndromes, viral theories of schizophrenia, and types of antisocial personality disorder.

Chapter 14 - Therapy

- Revised and updated table on drug treatments.
- Added coverage of typical and atypical antipsychotics as well as anticonvulsants used to treat bipolar disorder.
- Expanded list of self-help groups with Web site addresses.
- Revised material on deinstitutionalization, drug treatments, psychosurgery for OCD, and token economy.

Chapter 15 - Health Psychology

- New questionnaire on hostility.
- New questionnaire on nicotine dependence.
- Material on body mass index with instructions for calculating and interpreting BMI added.
- Added material on a global perspective of HIV.

- Updated material on optimism, PTSD, and research on the effects of hostility.

Chapter 16 - Social Psychology: The Individual in Society

- Added material on distinctiveness to the section on attributions.
- Added material on the sleeper effect to the section on persuasion.

Chapter 17 - Industrial/Organizational Psychology

- Available as a supplement with the second edition, this chapter has been added to the text.
- The material focuses on personnel selection, performance appraisal, training, and human factors psychology.

Pedagogical Aids

In developing this book we have created a variety of pedagogical aids that will make the study of psychology more interesting and effective for your students. These are described briefly here.

Chapter in Perspective Each chapter begins with a brief discussion of how the material covered in the chapter fits with the “big picture.” We show students how chapters build on one another and fit together to create a more complete understanding of behavior as we progress from the chapters that emphasize the more basic processes to those that deal with more complex behaviors.

The Cultural and Diversity Perspective In the first two editions of this book we have woven cultural and diversity material throughout the text—a tradition we continue in this edition. However, to highlight this important emphasis in psychology more clearly, we have included a specific section on *the Cultural and Diversity Perspective* in each chapter.

Myth or Science In each chapter we have highlighted paragraphs in which we compare the findings of psychological research with widely held popular notions. These discussions should help your students evaluate the claims made in “pop psych” writings.

Psychological Detective Several times within each chapter the reader is asked to consider a question or questions about the topic under discussion. The question may deal with issues such as research ethics, how to conduct research, or the importance of a particular research finding. The reader is asked to supply an answer to the question before reading further.

Review Summaries and Study Breaks Each chapter contains several Review Summaries, each of which is followed by a Study Break. Because a basic pedagogical principle tells us that students learn best when they learn

small chunks of information, these summaries should help students master the material. They can then use the Study Breaks to test their mastery of the material they have just reviewed and to prepare for quizzes and exams.

Hands On In keeping with the interactive, hands-on emphasis that distinguishes this text, each chapter also features a questionnaire or a similar interactive exercise, identified by a small “hand” symbol. These questionnaires and exercises bring your students into direct contact with the material presented in the chapter.

Marginal Definitions The definition of each key term is presented in the margin on the page where the term is introduced. Because so much of the terminology will be new to your students, we believe it is important to provide instant access to these definitions.

Multimedia, Internet, and the World Wide Web

The New Psychology Interactive Center Prentice Hall and Peregrine Publishers are proud to present a melding of two acclaimed interactive learning resources: Prentice Hall's *Companion Website*™ with Peregrine's *The Psychology Place*.

Available at <http://www.prenhall.com/davis>, this new **Interactive Psychology Center** provides materials to help students review chapter content and then test their knowledge of what they've read. It provides exciting World Wide Web destinations where students can find related information that expands on material found in their text. Chat rooms and Message Boards allow students to share their ideas about psychology with students from their own classroom or from colleges across the country.

In addition, over 600 articles, demonstrations and interactive exercises from *The Psychology Place* have been keyed to each chapter to provide extra information for motivated students.

The Interactive Psychology Center contains materials for instructors as well.

Both the Instructor's Resource Manual and our new Media Users Guide provide helpful information for instructors and students on how to get the most out of this unique resource.

WebCT

For instructors interested in distance learning, Prentice Hall and WebCT Educational Technologies offer a fully customizable, online course with www links, online testing, and many other course management

features using the popular WebCT online course architecture. See your local Prentice Hall representative or visit our special Demonstration Central Website at <http://www.prenhall.com/demo> for more information.

Ancillary Program for Instructors

Instructor's Resource Manual. We believe that you will find a wealth of helpful information and other resources in the Instructor's Manual written by Alan Swinkles (St. Edwards University) and Traci Giuliano (Southwestern University). These experienced teachers bring a number of innovative ideas to the IRM for our third edition, including expanded "Lecture Enhancers" as well as demonstrations, activities and student assignments. Each chapter contains detailed information regarding how resources in the Interactive Psychology Center (particularly from The Psychology Place) can be used as homework assignments or in-class activities. The manual also offers a number of cross-cultural and multicultural resources and teaching ideas for each chapter.

Test Bank. The authors' involvement in all aspects of the ancillary program for the Third Edition is clearly illustrated in the Test Item File, which was written by Joe Palladino. Drawing on his experience as a graduate student in Dr. Anne Anastasi's Test Construction class at Fordham University, Joe carefully reviewed and rewrote the items to improve clarity and coverage of the material and to ensure that the vocabulary level is accessible to students. Joe continues to teach and do research in the area of Psychometrics.

The total number of items has been expanded for the Third Edition, and an increased number of items are now written in the question format rather than the incomplete stem format. The items continue to be coded as either definitional/factual or applied/conceptual.

Interactions. One of the innovations our text has long been known for is our newsletter, *Interactions*. This newsletter provides research updates, lecture enhancers, demonstrations, and a column called "Teaching Issues," which has covered topics such as cheating, extra credit, and legal issues in grading. Each feature is tied to chapters and pages in the text and is written so the material can be incorporated into your class presentations. The issues can be added to the *Instructor's Resource Manual*.

Prentice Hall Test Manager. Psychology, Third Edition is now accompanied by the best-selling test-generating software on the market. The software runs on IBM (DOS and Windows), Macintosh and Apple IIE. It contains the following modules:

- GRADE: Gradebook
- GUIDE: Tutoring system

- PAINT: Creates graphical artwork and illustrations;
- Online Network Testing. Tests are created through the custom-test software, administered through the On-line Testing, and then transferred to the gradebook for evaluation.

Prentice Hall Transparencies for Introductory Psychology Series V. Add visual impact to the study of psychology with our collection of four-color transparencies. Designed in a large-type format for lecture settings, many of these quality illustrations are not found in the text and offer a wealth of additional resources to enhance lectures and reinforce student learning.

Powerpoint Slides and Electronic Text Art. A set of Powerpoint Slides and nearly all of the line art found in the text is available on a CD-ROM and can also be downloaded from the Faculty Section of the Psychology Interactive Center.

Teaching Psychology, 2/E

Fred W. Whitford, Montana State University

Teaching Psychology serves as a guide for new instructors or teaching assistants to manage the myriad tasks required to teach effectively from the start.

ABCNEWS Video Library

Prentice Hall has assembled a collection of feature segments from award-winning news programs. The following libraries are currently available to qualified adopters: ABC News Videos for Introductory Psychology Series III consists of segments from such programs as *Nightline*, *20/20*, *Prime Time Live*, and *The Health Show*. A summary and questions, designed to stimulate critical thinking for each segment, are included in the *Instructor's Resource Manual*.

The Alliance Series: The Annenberg/CPB Collection. The Alliance Series is the most extensive collection of professionally produced videos available with any introductory psychology textbook. Selections include videos in the following Annenberg series: *The Brain*, *The Brain Teaching Modules*, *Discovering psychology*, *The Mind*, and *The Mind Teaching Modules*. Available to qualified adopters. Please contact your local Prentice Hall representative for more information.

Ancillary Program for Students

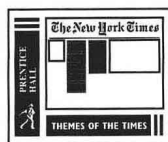
Practice Test and Review Manual. Prepared by Professor Scott Bailey of Texas Lutheran University, this 256 page manual is provided at no charge with the purchase of each new text. It encourages students to reinforce their learning by providing chapter reviews and self-tests. Each chapter opens with a "Do You Know" section that piques student interest by

expanding upon the information presented in the text and presenting it in different ways. After the review and testing sections, each chapter concludes with a useful tip for developing useful study habits that students can take well beyond their introductory psychology course.

Media User's Guide. Beginning in January, 2000, the *Media User's Guide* will be provided to students at no charge with the purchase of a new text and will include:

- written explanations and navigational instructions for using the *Interactive Psychology Center* (see above description under *Multimedia, Internet, and the World Wide Web*).
- summaries of the content of every article, demonstration and exercise found in *The Psychology Place*
- a hands-on *Internet Tutorial* that features web sites related to psychology.

Students who use this guide should have no trouble taking advantage of everything the web has to offer for their introductory psychology experience.



The New York Times Supplement.

The core subject matter provided in the text is supplemented by a collection of time-sensitive articles from one of the world's most distinguished newspapers, *The New York Times*. Also included are discussion and critical thinking questions that relate psychological perspectives and topics in the text to issues in the articles.

Supplementary Textbooks Available for Course Packaging

A variety of Prentice Hall textbooks are available for packaging at reduced prices to enhance the introductory experience:

The Psychology Major: Careers and Strategies for Success by Eric Landrum (Idaho State University), Stephen Davis (Emporia State University), and Terri Landrum (Idaho State University). This 160-page paperback provides valuable information on career options available to psychology majors, tips for improving academic performance, and a guide to the APA style of research reporting.

Forty Studies That Changed Psychology, Third Edition by Roger Hock (Mendocino College). Presenting the seminal research studies that have shaped modern psychological study, this brief supplement provides an overview of the environment that gave rise to each study, its experimental design, its findings, and its impact on current thinking in the discipline.

How to Think Like a Psychologist by Donald McBurney (University of Pittsburgh). This unique supplementary text uses a question-answer format to explore some of the most common questions students ask about psychology.

A Guide to the Brain: A Graphic Workbook, Second Edition by Mark B. Kristal, SUNY at Buffalo. This study aid helps students learn the names and locations of the most important structures and functions of the brain and nervous system. The Second Edition offers more review exercises, expanded figures, and brief concept summaries.

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No textbook is the product of the authors' efforts alone. In preparing **Psychology, Third Edition** we have benefited from the insights of many colleagues in the discipline. We would like to express our thanks to the following individuals, who reviewed the first, second, and third editions of this text.

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S.F.D.
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