The background of the cover is a deep blue with abstract, overlapping geometric shapes in shades of orange and red. A dark silhouette of a bird in flight is positioned in the lower center. In the bottom right corner, there is a faint, wireframe-style illustration of a classical building with columns and arches.

Psychology

CONTEXTS *&* APPLICATIONS

THIRD EDITION

JANE S. HALONEN

JOHN W. SANTROCK

Psychology

CONTEXTS

APPLICATIONS

THIRD EDITION

Jane S. Halonen

JAMES MADISON UNIVERSITY

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This book is printed on recycled, acid-free paper containing 10% postconsumer waste.

5 6 7 8 9 0 QPD/QPD 0 9 8 7 6 5

ISBN 0-697-37648-6

Editorial director: *Jane E. Vaicunas*
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Typeface: *10/12 Minion*
Printer: *Quebecor Printing Book Group/Dubuque, IA*

Cover/interior design: *Becky Lemna*
Cover image: *G.K. & Vikki Hart/The Image Bank, Inc.*

The credits section for this book begins on page 647 and is considered an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

Halonen, Jane S.
Psychology: contexts & applications / Jane S. Halonen, John W. Santrock.—3rd ed.
p. cm.
Prev. ed. has subtitle: contexts of behavior.
Includes bibliographical references and index.
ISBN 0-697-37648-96
1. Psychology. I. Santrock, John W. II. Title.
BF121.H195 1999
150—dc21 98-15014

CIP

INTERNATIONAL EDITION

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Resources for Psychology and Improving Humankind

CHAPTER 1

American Psychological Association
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Canadian Psychological Association/Société canadienne de psychologie
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Lifting the Veil of Science
Publication Manual of the American Psychological Association
The Science Game
So You Want to Make a Difference
Untold Lives: The First Generation of American Women Psychologists
Volunteerism

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The Mismeasure of Man
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The Twins Foundation

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National Association of the Deaf
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American Narcolepsy Association
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Sleep/Wake disorders Canada/Affections un sommeil/éveil Canada

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Canadian Down Syndrome Society/Société canadienne de syndrome de Down
Choosing Books for Kids
Council of Canadians with Disabilities
Growing Up With Language
The Ideal Problem Solver
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National Association for Gifted Children
National Down Syndrome Congress
National Organization on Disability
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Odyssey: A Curriculum for Thinking

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Foster Grandparent Program
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How to Survive the Loss of a Love
The Measure of Our Success: A Letter to My Children and Yours
National Association for the Education of Young Children (NAEYC)
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Older Women's League (OWL)
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You and Your Adolescent

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Coalition of Sexuality and Disability, Inc.
Emotional Intelligence

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American Psychological Association, Division 36:
 Psychology of Religion
Association of Black Psychologists
Campus Outreach Opportunity League (COOL)
Canada Ethnocultural Council/Conseil ethnoculturel du
 Canada
Center for Community Change
Culture and Social Behavior

International Association of Cross-Cultural Psychologists
Invitation to the Psychology of Religion
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Professional Psychology
Rainforest Action Network
Reaching Potentials
The Seven Habits of Highly Effective People
We the Jury: The Jury System and the Ideal of Democracy

Preface

We wrote *Psychology: Contexts and Applications*, third edition, with two goals in mind: (1) Present the field of psychology as a science in as solid and interesting a way as possible. (2) Make this book one that students will love by including real-world information and challenges that motivate students to learn.

The third edition represents a continuation of presenting psychology as a science and emphasizing the contextual dimensions of psychology. However, as evidenced in the change in title from *Psychology: Contexts of Behavior* to *Psychology: Contexts and Applications*, we have extensively revised the book to include information about applications. A second major change is that the book is considerably shorter than the second edition. We shortened the book based on your input about the optimal length of an introductory psychology book and your belief that most books have become too long and too expensive for students. Let's examine the themes of the third edition.

CONTEXTS

A contexts theme has been an important and well-received aspect of the first edition of this book. It is continued in the book's third edition in the following ways:

- A separate chapter on sociocultural diversity, including material on culture, ethnicity, gender, and religion
- A Sociocultural Worlds box in each chapter
- Addition of recent research, applications, and skills material on diversity

APPLICATIONS

The applications material in the third edition has been expanded. It now includes:

- A new chapter, Chapter 16, on "Applied Psychology." This chapter gives students a broad picture of applications by focusing on industrial/organizational psychology, environmental psychology, sport psychology, forensic psychology, and educational psychology
- An Applications box in each chapter

- Unique chapter endpieces called “Resources for Psychology and Improving Humankind,” which includes not only recommended books, but also phone numbers, agencies, brochures, and Web sites that can benefit students when they want more information about a topic.

A unique feature of the third edition is an emphasis on applying psychology to improve students’ personal and cognitive skills. This emphasis includes:

- An important new chapter-ending feature called “Thinking It Over.” This stimulates students to develop their skills in critical thinking (think more deeply and logically, and obtain evidence to support arguments), creative thinking (come up with unique solutions and brainstorm with other students), active learning (carry out projects and design research studies), and reflective thinking (contemplate and analyze personal issues and problems). Each chapter includes an exercise in each of these four domains.

Most introductory psychology texts include one or more critical thinking exercises in each chapter. However, the systematic inclusion of thinking activities in four different domains gives students opportunities to stretch their thinking in more diverse ways.

- One or more Self-Assessments in each chapter. This highly popular feature encourages students to evaluate themselves on some aspect of psychology related to the chapter’s contents. For example, in Chapter 8, “Human Development,” students complete a self-assessment on their identity development; in Chapter 11, “Abnormal Psychology,” they complete Self-Assessments on anxiety and depression. The Self-Assessments are not fluffy, pop psychology types of self-evaluations. For example, in Chapter 1, “The Scope and Methods of Psychology,” the Self-Assessment focuses on getting students to evaluate critically such pop-psychology beliefs. And in Chapter 2, “Biological Foundations and the Brain,” the Self-Assessment includes items that help students to examine false beliefs and stereotypes about the brain that are commonly portrayed in the media. Such Self-Assessments help students to understand better the importance of psychology’s scientific base.
- One or more “Improving Personal and Cognitive Skills” inserts in each chapter. They are designed to help students become more successful and function more effectively in their world. For example, in Chapter 4, “States of Consciousness,” students will read “What Can People Do If They Have A Substance Abuse Problem?” and in Chapter 9, “Motivation and Emotion,” they will study “Strategies for Setting Goals,” and “Managing Your Anger.”
- A “Learning to Learn” Prechapter, which focuses on improving students’ thinking and study skills, including memory and time management skills.

PSYCHOLOGY AS A SCIENCE

Although this book has two main themes (contexts and applications), the science base of psychology was not sacrificed. Foremost in our efforts to introduce psychology to students is to portray its scientific nature. In each chapter, we thoroughly examined the research that was presented in the second edition and made every effort to revise it and update it based on an extensive number of reviews and our evaluation of current research.

- Ch. 1: The Scope and Methods of Psychology
- Evolutionary psychology
 - Placebo effect, experimenter bias, and double-blind studies
- Ch. 2: Biological Foundations and the Brain
- Contemporary material on the relative contributions of heredity and environment
 - Buss' views on evolutionary psychology
 - Brain damage, plasticity, and repair
 - The brains of the Mankato Nuns
- Ch. 3: Sensation and Perception
- Psychophysics
 - Signal detection
 - Perceptual expectations
 - Stereograms
- Ch. 4: States of Consciousness
- Hazards of college drinking
- Ch. 5: Learning
- Bandura's ideas on self-efficacy
- Ch. 6: Memory
- Comparison of Baddeley's contemporary working memory model with Atkinson and Shiffrin's traditional model
 - Update on repressed memory
 - Memory and study strategies
- Ch. 7: Thinking, Language, and Intelligence
- Thinking critically about behavior and critical thinking pitfalls
 - Csikszentmihalyi's ideas on creativity
 - How creative works emerge
 - How to talk with babies
 - Working with linguistically and culturally diverse children
 - Winner's ideas on gifted children
- Ch. 8: Human Development
- AIDS in infants
 - Being a competent parent
 - Vulnerability of early maturing girls
 - Identity's components
 - Improving the lives of adolescents
 - Gay and lesbian parents
- Ch. 9: Motivation and Emotion
- Goal-setting and planning in achievement
 - Strategies for setting goals
 - Managing anger
 - Emotional intelligence
- Ch. 10: Personality
- More extensive discussion of trait theories and research, including the big five model
 - Evaluating trait perspectives
 - Strategies for raising self-esteem
 - Evaluating the Rorschach test
- Ch. 11: Abnormal Psychology
- Self-assessment of anxiety
 - Managing suicide threats
- Ch. 12: Therapies
- Self-talk
 - Conquering depression
 - *Consumer Reports* survey on mental health treatment
- Ch. 13: Health, Stress, and Coping
- Sexually transmitted diseases
 - College version of Life Events measure
 - Assertive behavior
- Ch. 14: Social Psychology
- Self-monitoring assessment
 - Cults
 - Overcoming loneliness
- Ch. 15: Human Commonality and Diversity
- Improving the lives of African American and Latino youth
 - Sex hormone research
 - Male role strain
 - Improving women's and men's lives
 - Psychology and religion
- Ch. 16: Applied Psychology
- Industrial/organizational psychology
 - Human factors (engineering) psychology
 - Interviewing strategies
 - Communication strategies
 - Environmental psychology
 - Forensic psychology
 - Sport psychology
 - Educational psychology
 - Improving the English and computer literacy of Latino children

THE NEW CHAPTERS

The second edition had nineteen chapters. The third edition has sixteen. We combined the introductory and methods chapter from the second edition into a single chapter now called “The Scope and Methods of Psychology.” We worked very hard at streamlining and fine-tuning the writing so that content was not lost. This proved to be a very effective strategy and even allowed us to add some important new information such as the evolutionary perspective, placebo effects, experimenter bias, and double-blind studies. To increase student understanding, examples of depression research were woven throughout the discussion of the scientific method and research strategies.

The second edition had two chapters on human development. The new edition has a single chapter. We think you will find that Chapter 8, “Human Development,” is a solid presentation of the field. Co-author John Santrock has authored leading books in the fields of life-span development, child development, and adolescence. Chapter 8 presents thorough coverage of the field in all periods of development. Among the important new contemporary topics discussed are being a competent parent, the risks of early maturation for girls, the components of identity, strategies for developing a positive identity, and how to die young as late in life as possible. Some instructors are concerned that introductory psychology books do not have adequate coverage of adult development and aging. You will find that Chapter 8 has thorough coverage of these important dimensions of human development, presenting a good balance of children’s development and adults’ development.

The second edition had a chapter on gender and a chapter on human sexuality. The gender material has been moved into Chapter 15, “Human Commonality and Diversity,” and the sexuality discussion is now in chapter 9, “Motivation and Emotion,” and Chapter 13, “Health, Stress, and Coping.” We believe you will find that the coverage of gender and sexuality in this new edition is solid. Gender continues to be woven throughout the book as an important theme.

Chapter 16, “Applied Psychology,” is a new chapter that significantly expands the applications material in the book. As mentioned earlier, students will read about a wide range of applied psychology topics including industrial/organizational psychology, environmental psychology, sport psychology, forensic psychology, and educational psychology. Among the high-interest topics in this chapter are students’ motivation to enter the field of psychology as a career, how to “knock ’em dead” on a job interview, how to communicate effectively, whether students’ career interests match the fastest-growing jobs, changing environmentally damaging behavior, characteristics of defendants and juries in trials like those of O. J. Simpson and Timothy McVeigh, and how to improve performance in sports.

WRITING AND PEDAGOGY

We spent considerable time making this a book that has a student-friendly writing style and a pedagogical system that helps students to learn the material. Every section, paragraph, sentence, figure, table, and legend went under the microscope of a very talented and experienced developmental editor, John Haley, who has worked on many successful introductory psychology texts. With his input and that of an extensive review team, the writing was amplified, trimmed, and clarified.

The pedagogical system includes an extensive number of chapter-beginning, within-chapter, and chapter-ending features. These include chapter outlines and previews at the beginning of chapters, clear definitions of key terms and in-chapter reviews within each chapter, and visual concept maps and thinking exercises at the end of each chapter. To examine the complete learning system, turn to the section later in the Preface called For the Student.

THE ANCILLARY PACKAGE

The supplements listed here may accompany *Psychology: Contexts and Applications*, third edition. Please contact your local McGraw-Hill representative for details concerning policies, prices, and availability, as some restrictions may apply.

Study Guide, prepared by Steven A. Schneider, Pima Community College (0-697-37667-2). Each chapter of the study guides contains an extended outline and learning objec-

tives coordinated with the test bank and instructor's manual; fill-in-the-blank key term checks with answers and definitions provided at the end of each chapter; a guided review through the chapter; concept check exercises to recall main ideas from each chapter; thought exercises to encourage reflection about the "Sociocultural Worlds" and "Applications" features in each chapter; and expanded multiple choice practice tests, each keyed to a specific learning objective.

Instructor's Manual, prepared by Todd Zakrajsek, Southern Oregon University (07-0-303486-X). The Instructor's Manual includes chapter outlines and learning objectives as well as three complete lectures in each chapter. Each lecture will take about 1 to 1.5 hours to deliver, depending on the instructor. Each lecture contains a minimum of one active learning exercise, a classroom demonstration, or a detailed discussion topic summary that may be used as an alternative to a portion of the lecture. Suggestions are provided for portions of the lecture to eliminate to make room for the alternative activity. This allows an instructor to do all the lectures if he or she wishes (right out of the Instructor's Manual) or a combination of lectures, classroom demonstrations, and active learning exercises all integrated with each other and the text.

Test Bank, prepared by Cynthia Gray of Alverno College (0-697-37669-9). The Test Bank features 2,000 multiple-choice items keyed to learning objectives from the Instructor's Manual and student Study Guide. In keeping with the new theme of the text, a large number of application-oriented items are included in addition to factual and conceptual questions. Many of the items also reflect the text's focus on human diversity.

Computerized Test Banks, available in Windows (0-07-303488-6) and Macintosh (0-07303487-8) formats. Items from the text bank are easily available to instructors. MicroTest III, a powerful but easy-to-use test-generating program by Chariot Software Group, facilitates both selection of questions from the test bank and printing tests and answer keys. Instructors can customize questions, headings, and instructions and add or import their own questions.

Overhead Transparencies (0-07-303489-4). A set of full-color overhead transparency acetates with images from the textbook.

PowerPoint Slides (0-07-303491-6). Full-color, dynamic slides that enhance lectures and classroom presentation of material from the textbook.

The multimedia package also includes the **PRISM CD-ROM** for students (0-07-303464-9), the **Presentation Manager CD-ROM** for instructors (0-07-303490-8), and the **McGraw-Hill Learning Architecture** for instructors and students (0-07-450944-6). A number of other supplements, including *The Critical Thinker*, *Annual Editions*, *Taking Sides*, and *The Active Learner CD-ROM*, also may be available. Please consult your McGraw-Hill sales representative for the details about these supplements.

ACKNOWLEDGMENTS

We owe a special debt to the outstanding reviewers of this new edition:

Sally Browder, Lyon College
L. William Cheney, Community College of Rhode Island
Gloria Fisher, Mississippi College
E. Keith Gerritz, Wilmington College of Ohio
Patricia Guth, Westmoreland Community College
Vivian Hamilton, Portland Community College—Sylvania campus
Kevin Keating, Broward Community College North
Christopher Kilmartin, Mary Washington College
Gary King, Rose State College
Patricia Levy, University of Southern Colorado
Joel Morgovsky, Brookdale Community College
Maria Parrilla Vasquez, Weber State University
Bobby J. Poe, Belleville Area College

Paul Rowland, Southern Oregon State University
Ed Sabin, St. Louis University
Patricia A. Santoro, Frostburg State University
Leon Scott, Westmar University
Paul Smith, Alverno College
Chris Spatz, Hendrix College
Joanne Stephenson, Union University
Freddie Thomason, Wallace State College
Judy Zimmerman, Portland Community College

We also are indebted to the reviewers of the first two editions of the text:

Jeannette Altarriba, SUNY—Albany
Bruce Bain, University of Alberta, Edmonton
Lou Banderet, Northeastern University
Robert Bell, Texarkana Community College
Deborah Best, Wake Forest University

Richard Brislin, East-West Center, University of Hawaii
 Eugene Butler, Quinisigamond Community College
 Thomas Cadwallader, Indiana State University
 Luetilla M. Carter, Oakwood College
 Toby Klinger Connet, Johnson City Community College
 Katherine Covell, University College of Cape Breton
 Robert Cox, Shelby State Community College
 Jagannath P. Das, University of Alberta
 Florence Denmark, Pace University
 Nancy Denney, University of Wisconsin, Madison
 Larry Dohrn, San Antonio Community College
 Peter Flynn, North Essex Community College
 Pauline Ginsberg, Utica College of Syracuse University
 Randall Gold, Cuesta College
 Sandra Graham, UCLA
 Peter Gram, Pensacola Junior College
 Algea Harrison, Oakland University
 James Hart, Edison State Community College
 Morton Heller, Winston Salem State University
 Janet E. Helms, University of Maryland
 Nils Hovik, Lehigh Community College
 Jeanette Ickovics, Yale University
 Mary Kite, Ball State University
 Claudia Kittock, Cambridge Community College
 Rick Kribs, Motlow State Community College

Stan Kuczaj, Southern Methodist University
 V. K. Kumar, West Chester University
 Ed Lawson, State University of New York, Fredonia
 David Matsumoto, San Francisco State University
 Lyla Maynard, Des Moines Area Community College
 Jodi Mindell, St. Joseph's University
 John Moritsugu, Pacific Lutheran University
 Dirk W. Mosig, University of Nebraska
 Steve Myers, Washburn University
 Mary Ellen O'Connor, University of Tulsa
 Michele Paludi, CUNY Hunter College
 Paul Pederson, Syracuse University
 Linda Petioff, Central Community College
 David Pittenger, Marietta College
 Retta Poe, Western Kentucky University
 Marilyn J. Reedy, Alverno College
 Harriet W. Richard, Northern Kentucky University
 Marshall Segall, Syracuse University
 Tod Sloan, University of Tulsa
 Martha Spiker, University of Charleston
 Joseph Trimble, Western Washington University
 Boika S. Twe, Sinclair Community College
 Shirley A. Vaughn, Henry Ford Community College
 Cynthia Whissell, Laurentian University

For example, a brief overview of new content includes:

We especially want to thank a number of outstanding psychologists who contributed information that served as a foundation for several chapters in the book. They include:

Alice O'Toole, *University of Texas at Dallas*: Chapter 3, Sensation and Perception

James Bartlett, *University of Texas at Dallas*, Chapter 6, Memory, and Chapter 7, Thinking, Language, and Intelligence

Raymond Paloutzian, *Westmont College*: Chapter 15: Sociocultural Diversity (Section on Religion)

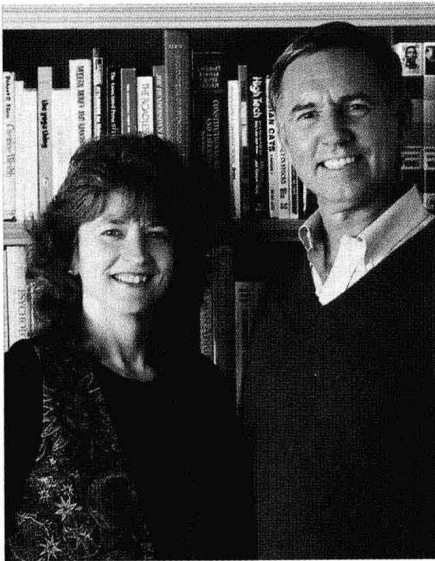
David Neufelt, *Hutchinson Community College*: Chapter 16: Applied Psychology (sections on industrial/organizational psychology and human factors/engineering psychology)

Robert Gifford, *University of Victoria*: Chapter 16: Applied Psychology (Section on Environmental Psychology)

Don Hockenbury, *Tulsa Junior College*: Statistical Appendix (Analyzing the Data)

We had superb support from some talented librarians—Jackie Rice and Mary Georgia Matlock, among others. Thanks also to our new publisher, McGraw-Hill, for believing in this book and providing the support necessary to make this third edition truly exciting for students taking their first psychology course. A final note of thanks go to our spouses—Brian Halonen and Mary Jo Santrock—for their enthusiastic support of our work, for their patient tolerance of our work habits, and for their companionship and unfailing humor.

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John W. Santrock received his Ph.D. from the University of Minnesota. He is a member of the psychology department at the University of Texas at Dallas. He has also held teaching positions at the University of Charleston and the University of Georgia. His research on father custody is widely cited and used in expert witness testimony to promote flexibility and alternative considerations in custody disputes. He is also the author of several textbooks in developmental psychology published by McGraw-Hill.

P R E C H A P T E R

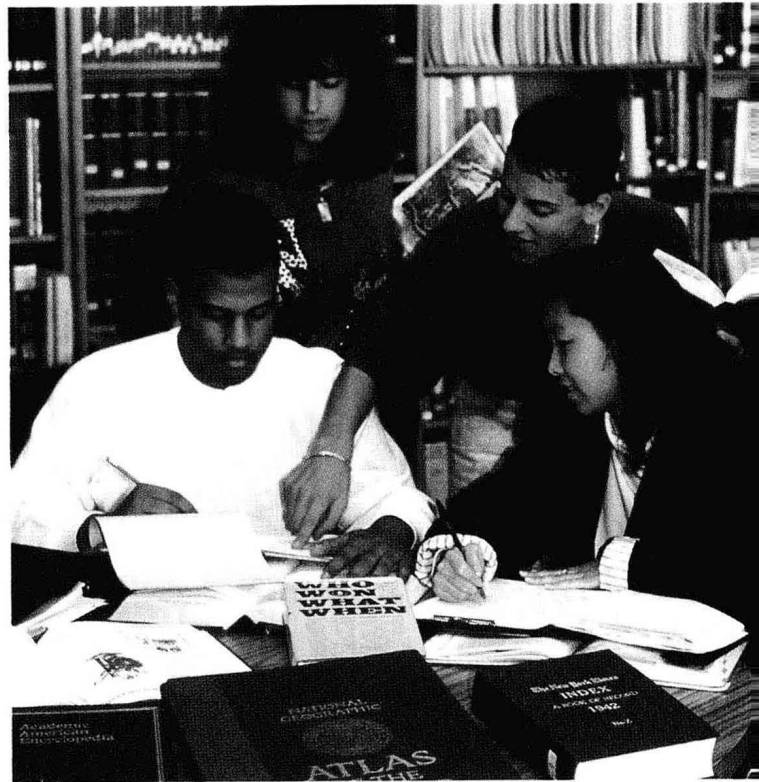
Learning to Learn in Psychology

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*Learning should be a joy and full of excitement. It is
life's greatest adventure.*

—TAYLOR CALDWELL

American Writer, 20th Century

STUDYING PSYCHOLOGY

The study of psychology involves three things: acquiring a specialized knowledge base about behavior, learning new ways of thinking about behavior, and developing attitudes and motivations consistent with the science of psychology.

The Knowledge Base

Psychology is rich in language that communicates findings about patterns of behavior. Concepts and terms deftly communicate complex behavior patterns. You will find that in this text we have printed key concepts in bold type to make them stand out and help you organize your reading.

As a science, psychology systematically explores behavior, generating principles to explain behavior. What regularities and irregularities exist in behavior, and how do we account for them? Psychologists search for the factors (or variables) that most plausibly account for behavior. They create hypotheses that propose explanations, and they design research in various formats to test their hypotheses, generating evidence to confirm them. Sometimes psychologists propose complex explanations of behavior, called theories, based on the research evidence. Where one theory does not adequately explain behavior, psychologists offer competing explanations.

In addition to specialized content areas of psychology, certain perspectives in psychology have dominated the development of psychological research since the foundation of the discipline. Important perspectives in psychology include the behavioral, psychoanalytic, humanistic, evolutionary, neurobiological, cognitive, and sociocultural perspectives. Chapter 1, “The Scope and Methods of Psychology,” describes each of these approaches in more detail. What is important is that you recognize that these perspectives foster multiple explanations of behavior, a hallmark of psychological thinking.

Psychologists organize the knowledge in their discipline in specialized fields of psychology. This book is no exception. We will explore the major subfields of psychology in separate chapters, citing relevant research studies and human stories as we discuss psychological concepts and principles.

Psychological researchers specialize in selected fields and contribute to the knowledge in that field through creative research designs. In addition to books and popular articles, psychologists publish in professional journals for their specialized interest areas. The “literature” of psychology is organized and accessible through an indexing system published as *Psychological Abstracts*, which can assist you in tracking down information relevant to specific questions you have about behavior. The index in *Psychological Abstracts* is organized according to psychological concepts. An electronic database of psychological research called *Psychlit* also may be available in your library. Ask your librarian to show you how to use *Psychlit* or *Psychological Abstracts* if you have a research paper to complete in this course.

Thinking Skills

You will find that this text takes seriously the obligation to improve your thinking skills. Throughout the text you will find opportunities to practice new thinking skills as you apply what you learn in psychology. At the end of each chapter, in a feature called “Thinking It Over,” we encourage you to build a portfolio of experiences in which you practice various forms of thinking that will make you a better learner and psychological thinker.

Critical Thinking. Experts differ on how to define critical thinking; however, definitions usually include grasping the deeper meaning of problems, exploring different approaches and perspectives, asking relevant questions, and making accurate inferences. Psychologists think critically when they explain, predict, or modify behavior. For example, clinical psychologists analyze complex human experiences and identify strategies that provide help for clients. As you build a strong knowledge base of psychological concepts, principles, and perspectives and apply these ideas to your own life, your critical thinking will improve.

Creative Thinking. Research psychologists regularly demonstrate creativity when they come up with new ways to explain and predict behaviors. When you connect ideas to arrive at a new way of looking at behavior, you are engaged in creative thinking. These activities might involve artistic forms, such as drawing, creating stories, or making up scenarios. You might demonstrate creative thinking by brainstorming with others or generating unique ideas on your own.

Experiential Learning. Experiential learning involves “learning by doing.” Exploring how psychological principles can be used to solve problems will help you experience the range of solutions that psychologists use. Applied psychologists adopt psychological principles in a variety of contexts to foster behavior change. The active learning exercises will encourage you to participate in field trips, talk with psychology professionals, apply research findings, and explore other practical applications of psychology.

Reflective Thinking. Many students discover that learning about psychology offers them new insights about their own behavior. The reflective thinking activities promote insight through journal-writing assignments at the end of the chapter and self-assessment activities in the chapter. In many cases you will be able to compare your responses on self-assessment activities with the results of others who have completed the assessment. Your insights from journal writing and self-assessments can help you identify some new goals for your personal development.

Attitudes

Psychologists also show characteristic attitudes about behavior that you may discover could be contagious as the result of your study. For example, psychologists are curious about what makes people tick. They like to think about what motivates people to act or refrain from acting. As a result of your studies in your first course in psychology, you may discover that you will be more routinely observant and have more questions about the behavior of others. (Your friends might also feel pestered by the questions that you generate!)

Psychologists believe that it is easy to fall into the trap of thinking that there is only one answer to a problem or one side to an issue. For example, when you witness your niece laughing in a manner that reminds you of your sister, you may be inclined to think of the laugh as “inherited.” Your interpretation favors “nature,” the contribution made from genes. However, it is quite likely that your sister has raised your niece, exposing your niece to her distinctive laugh all her life. The effect of the environment on behavior is referred to as the “nurture” side of the argument. How do we know which is the more powerful influence? We won’t. Both influences are involved, and we would be hard pressed to determine which has greater impact. The *nature-nurture controversy* is complex, and we will revisit it throughout the text. However, it effectively illustrates the tendency we might have to produce simplistic explanations that don’t completely account for complex problems.

According to psychologists, most behaviors are complex occurrences and simple explanations rarely account for them fully. For example, a friend might tell you, “My marriage didn’t work because he couldn’t let go of his mother.” The husband’s inability to relinquish his strong attachment to his mother may have been one cause of the divorce, but there were probably others as well—perhaps economic problems, religious differences, sexual difficulties, personality conflicts, and so on. One of psychology’s great lessons is that behavior is multiply determined.

Most psychologists maintain a skeptical or disbelieving stance about simplistic behavioral claims. Psychologists seek to sort fact from fantasy by critically questioning the nature of mind and behavior. They generally prefer to rely on objective or research-based evidence to support behavioral claims rather than subjective accounts or personal testimony. They often seek multiple points of view in order to comprehend complex behavior. They actively pursue alternate explanations as a way of expanding the factors that might be implicated.

We might not discover some answers to behavioral questions until some time in the distant future. Psychologists refer to this acceptance of unresolved questions as *tolerance*

of ambiguity. Psychologists not only expect and tolerate ambiguity, but enjoy the challenge of it.

Psychologists also try hard to avoid being judgmental. Because we can't be completely confident of identifying all of the causes of behavior, psychologists believe that there is value in slowing down and being extremely careful when forming conclusions, especially when determining blame. We routinely won't have all the information we need to be certain in our conclusions. Therefore, the judgments we pose are tentative rather than definite. Psychologists often begin their answers to queries about behavior with the phrase "*It depends on*" as a reflection of these qualities. This response can be frustrating until you recognize that this tentative approach is a hallmark of psychological ways of thinking.

Despite the nonjudgmental attitude, psychologists are unwilling to accept information at face value. They challenge the positions of others, whether to seek clarification, to suggest improvements, to identify inadequacies in stated positions, or propose alternatives. Psychology is a changing discipline; as we begin a new century, psychologists will continue to contribute new ideas, concepts, and theories about mind and behavior.

IMPROVING YOUR STUDY SKILLS

This might be your very first exposure to the scientific study of behavior called psychology. You might feel some anxiety about performing well in the course. On the other hand, you may have had the opportunity to study psychology before in another context so you have greater confidence about your abilities. With the adventure that lies ahead, you will want to make the best use of your study time to master the concepts and skills psychology has to offer. Let's explore a case study that will help you begin to exercise psychological ways of thinking while we address the practical problem of developing effective study skills.

A student named Tom came to his professor's office about 2 weeks before the final exam in an introductory psychology course. He had a *D* average in the course and wanted to know what was causing him to get such a low grade. It turned out that he wasn't doing well in any of his classes. What questions would you ask to discover the causes of his poor performance?

Several *hypotheses* (scientific hunches) may come to mind. Each question below highlights a possible *variable* (factor) that might influence Tom's behavior.

- Is Tom doing his reading? (preparation)
- Is he getting enough sleep? (fatigue)
- Does he like the professor? (emotion)

The following sections explore several possibilities for helping both Tom and you improve your study skills. But first, take a moment to complete the Self-Assessment. This will preview the areas we will explore and help you gain some insight into your own study skill strengths and weaknesses.

How Should I Manage My Time?

If you suspected that Tom managed his time poorly, you would be right. Eventually the conversation between Tom and his professor turned to his study techniques and what he could do to get better grades on his final exams.

The professor asked Tom to put together a study schedule for the four final exams he was getting ready to take in 2 weeks. He planned to study a total of 4 hours for his psychology exam; he scheduled only 1 of those hours for the night before the exam and allotted no study time to the morning before the exam (the exam was in the late afternoon.).

The professor assured Tom that although the psychology exam probably was not the most difficult one he would ever take in college, learning the material would require more than 4 hours of study time if he wanted to improve his grade for the course. Tom wasn't just bad at managing time—he was terrible! True, he had a part-time job in addition to the credit hours he was taking, but as he mapped out how he used his time during the day, Tom quickly became aware that he was wasting big chunks of it.