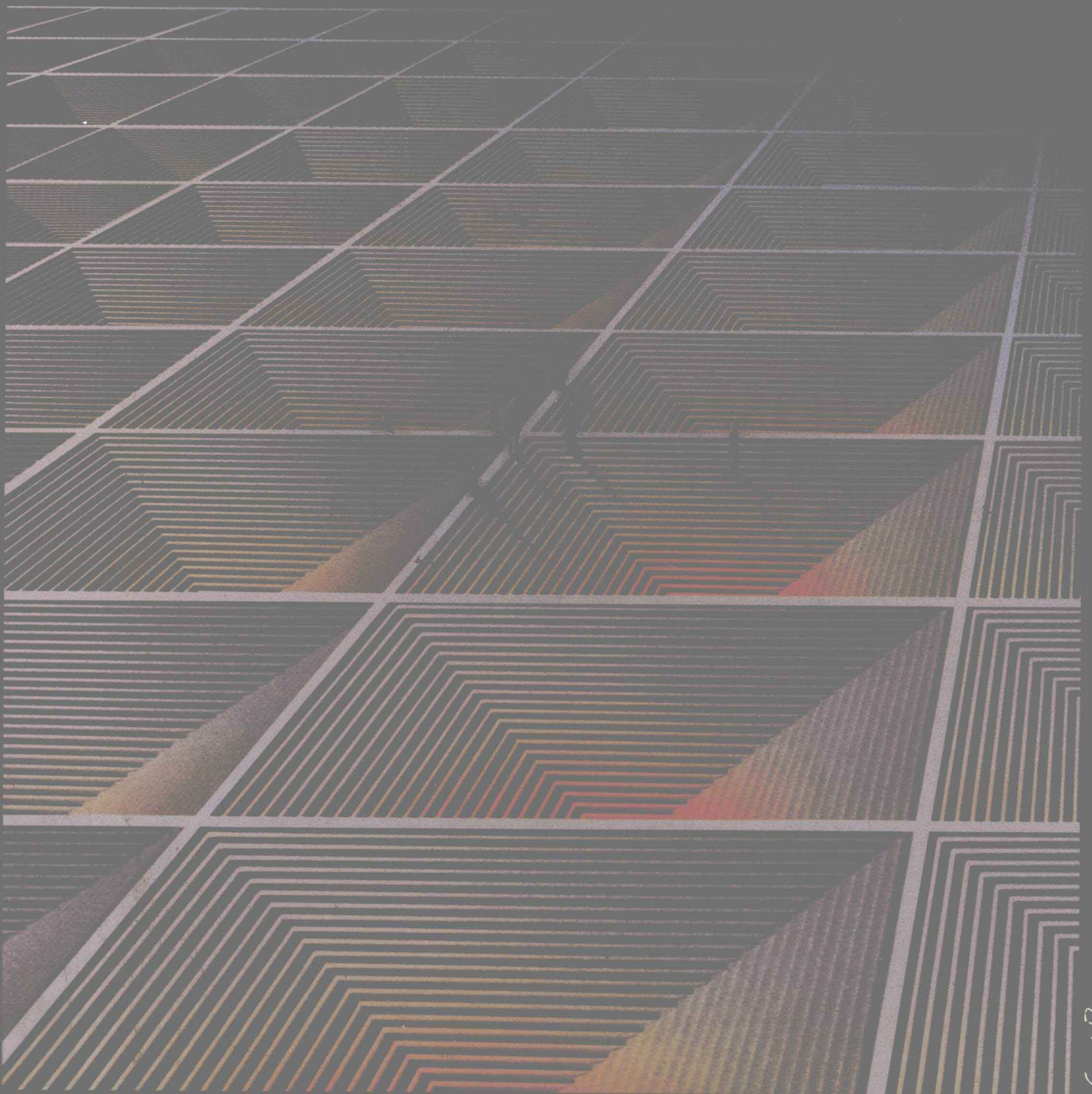


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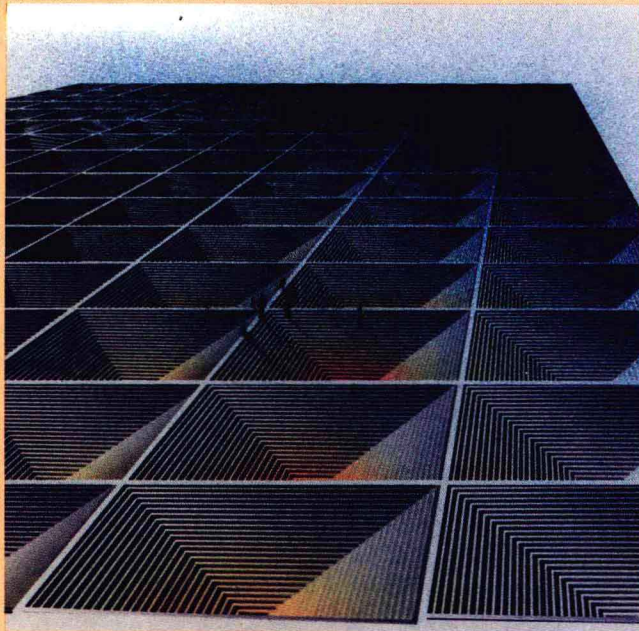
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& CAROL TAVRIS
Third Edition



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Psychology

Third Edition



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To the Instructor

“May you live in interesting times,” goes an old Chinese curse. Well, these are certainly interesting times for psychologists. The field seems to be exploding in all directions at once. The long-simmering controversy between research and clinical practice has heated up, sometimes to the boiling point. “New age” cults, beliefs, and philosophies, with a quasi-scientific veneer, continue to pose a serious challenge to scientific psychology; it is getting harder and harder for the public to distinguish reputable psychological work from what R. D. Rosen (1977) once called “psychobabble.” And, perhaps most passionately, arguments over multiculturalism—over whether and how to incorporate into the basic curriculum the experiences of diverse racial, ethnic, and cultural groups—have erupted on many campuses.

These developments present some difficult but exciting challenges for psychology teachers and textbook authors. In this book, we embrace those challenges by confronting the question of how our discipline can best fulfill its mission of understanding human behavior and contributing to human welfare. Psychology, we feel, is not only a body of knowledge; it is a way of approaching and analyzing the world. Indeed, it’s a way of asking questions about everything from the smallest curiosities to the largest matters of life and death. Our goal, therefore, is not only to convey the basic content of psychology, but also to get students to reflect on and use what they learn—to show them what it is like to *think* like a psychologist.

■ CRITICAL AND CREATIVE THINKING

From our first edition, our approach has been based on critical thinking, an important movement in educational reform. We believe that in order to become critical thinkers, students must reject the common view that knowledge is something to be ingested, digested, and regurgitated. By the time they finish this book, students should understand that to “do” psychology, one must be imbued, paradoxically, with both intellectual caution and an open mind. They should appreciate that knowledge is advanced when people resist leaping to conclusions on the basis of personal experience alone (so tempting in psychological matters!), when they apply rigorous standards of evidence, and when they listen to competing views.

People often equate critical thinking with debunking. In our approach, however, critical thinking is not simply *negative* thinking. Sometimes, of course, critical thought does require skepticism and doubt. But it also involves the ability to generate ideas, see implications, be creative with explanations, and ask imaginative questions. It means breaking out of preconceived categories. It means being open-minded (although not so open-minded, as the philosopher Jacob Needleman observes in Chapter 1, “that your brains fall out”). We emphasize all of these *positive* aspects in our approach.

In this new edition, we have strengthened our commitment to the teaching of critical thinking, not only by doing more of it in the text, but also by adding *critical thinking questions* to many of our self-tests (called Quick Quizzes), so that students will have plenty of opportunities, as they read, to practice specific critical thinking skills. These items, which are identified by a “flash” symbol such as the one in the margin, vary in difficulty and are appropriate for students of varying abilities. They invite the student to reflect on the implications of findings and consider how psychological principles might illuminate real-life issues.



For example: What kinds of questions should a critical thinker ask about a new biological treatment for depression? How might a hypothetical study of testosterone and hostility be improved? What are the behavioral assumptions underlying experimental “learnfare” programs that now exist in some states? How might findings on motivation, circumstance, and culture help us think critically about the reasons for an employee’s chronic tardiness? Note that although we offer some possible ways of responding to such questions, most of them do not have a single correct answer, and students may have valid, well-reasoned answers that differ from our own. These items require more than debunking; they require real thought.

Other aspects of our approach to critical and creative thinking include:

- *An extended discussion, in the first chapter, of what critical and creative thinking is (and isn’t).* This discussion includes eight specific guidelines to critical thinking and an explanation of why critical thought is particularly relevant to the study of psychology (see pages 27–32). A pictorial essay (on pages 36–37) further illustrates the guidelines discussed.

- *Marginal “signposts” consisting of provocative questions that alert students to some (though by no means all) of the critical discussions in the text.* These signposts, accompanied by the flash symbol for easy identification, are *not*, in themselves, illustrations of critical thinking. Rather, they serve as pointers to critical analyses in the text of a chapter and invite the reader into the discussion.

- *A special feature in each chapter titled **Think About It**, which raises psychological, social, or philosophical issues that have no easy answers.* These essays pose provocative questions for the student to ponder. (Some instructors require students to choose one or more of these for term papers.) Topics new to this edition include whether television is killing off reading, how far “fetal protection” policies should go, and whether people from different cultural groups can learn to live together in mutual acceptance of their differences or are doomed to conflict because of them.

- *Coverage of methods—how the evidence was gathered and evaluated—in discussions of findings throughout the text.* When we report a finding, we also ask: How should this research be evaluated? Was the study designed well? What is the finding’s larger significance? For example, some studies find a statistically significant male-female difference on certain traits, but often these differences are small and of no consequence in the real world (see Chapter 2).

Ultimately, we believe, students will not develop an enduring disposition to think critically if their textbook does not make critical analysis an integral part of its narrative. *Critical thinking cannot be tacked on.* We therefore weave critical analysis into the text itself, throughout this book. We apply it to concepts that many students approach uncritically, such as astrology, “premenstrual syndrome,” and the “instinctive” nature of love and desire. We also apply it to some assumptions that *psychologists* have accepted unquestioningly, including stages in adult development, the decisive importance of childhood to later life, the hierarchical nature of motives, and the automatic nature of drug effects. By probing beneath assumptions and presenting the most recent evidence available, we hope to convey the excitement and open-ended nature of psychological research and inquiry.

■ ON INTEGRATING GENDER AND CULTURE INTO MAINSTREAM PSYCHOLOGY

When we wrote the first edition of this book some years ago, we felt the time had finally come for psychologists to acknowledge that universal principles of behavior cannot be deduced from a narrow sample of humanity. College stu-

dents were growing more diverse; they included older adults (who are often amused at “findings” based on 19-year-olds) and people of many ethnicities (who are often baffled by “findings” based solely on Anglo-Americans). A substantial body of knowledge had accumulated on gender roles and male-female differences (and less often, similarities). Studies were showing that culture is not merely a superficial gloss on human behavior, but a profound influence that affects virtually all aspects of life.

At the time, the idea of “mainstreaming” issues of age, gender, ethnicity, and culture in college textbooks was still considered radical. Today, some instructors still fear that the introduction of these topics will compromise the scientific nature of the field and that they represent a rejection of the entire Western curriculum. For many instructors, however, the issue is no longer whether to include these topics, but how best to do it. Our own belief has always been that male and Western biases in psychology undermine the *scientific* generality of its findings, and that we should not throw out existing knowledge but rather expand its frontiers. Further, we believe the relevant studies and the larger perspectives on these issues should be raised *where they occur in the main body of the text*. Relegating this information to separate chapters or boxed features, we feel, conveys the idea that white people or Westerners or young people or men are the norm and that the groups discussed separately are the exception, peripheral to the main business of psychology.

On the matter of gender, for example: Are there sex differences in the brain? This controversial issue belongs in the text of the brain chapter. Do women and men differ in the meanings and motives they attach to love and sex? That topic belongs in the motivation chapter. Do men and women express emotion differently? That question should be addressed in the emotion chapter. On the matter of culture: Not all cultures regard the “self” or the “individual” as Westerners do or place the same priority on competition. This fact has consequences for personality theory, and thus belongs in the discussion of personality. Cultures differ in the display rules of emotion; what, if anything, does that tell us about the universality of emotional experience? People are supposed to have a biologically built-in need for “closure,” especially for unfinished tasks; then how come the Hopi could leave their houses half-built and go on to other tasks? Cultures differ in how infants are treated from the very moment of birth; what effect does this have on the milestones of infant development? We hope to show how the answers to these and other questions illuminate our understanding of human development and behavior.

Users of previous editions will find much new material that is relevant to an increasingly multicultural society. For example, in the chapter on intelligence, we go beyond traditional deficit models by including research on how school systems can capitalize on the linguistic traditions and *strengths* of minority children. In the section on adolescence, we discuss the conflict between ethnic identity formation and acculturation during the teenage years. And in our discussion of mental disorders, we include an extended analysis and critique of how the *Diagnostic and Statistical Manual of Mental Disorders* has misdiagnosed “mental illness” for women, homosexuals, and African Americans.

Integrating such issues into a textbook requires some choices about how to label groups: black or African American, Hispanic or Latino, Eskimo or Inuit, Indian or Native American, white or Anglo-American? Group labels are still in flux, as people struggle with their ethnic identities and their place in the larger culture. In this textbook we have based our choices on the context in which the terms appear, realizing that our specific decisions may not please everyone. For example, Hispanic seemed appropriate to us when discussing population groups, but Latino seemed better for identifying certain cultural tastes and customs. Also, we have replaced Eskimo with Inuit, the term preferred by this group. But we use “black” more often than African American because it is still the term most commonly used by both blacks and others in society. Rather than focus

on which terms are most “correct,” we encourage teachers to raise the question of labels in their own classrooms. What do students prefer to call themselves and other groups? Their answers will reveal a great deal about their ethnic identities and sense of place in society.

We wish to emphasize that although we have expanded our integration of research on culture and gender, we have not written an anthropology text or a women’s studies book. We have written a psychology text: one that, we hope, will expand a student’s vision and understanding of the many and varied influences on the human being; one that, we hope, teaches that a scientific psychology must be the study of all human beings.

■ APPLICATIONS: TAKING PSYCHOLOGY WITH YOU

Few disciplines have as many real-world implications as does psychology. Psychological principles and findings can be applied to individuals, groups, institutions, and society as a whole. We cover such applications not only in the main body of the text but also in a feature at the end of each chapter called **Taking Psychology with You**. Drawing on research reported in the chapter, this feature tackles topics of practical concern, such as coping with the stresses of life, helping a friend who is suicidal, managing anger, rearing children, improving memory (and appreciating forgetfulness!), and resisting friendly and not-so-friendly tactics of persuasion. Some of the discussions are about “taking critical thinking with you,” as in Chapter 2 (how to avoid the pitfalls of “intuitive statistics”) and Chapter 12 (how not to misinterpret the normal occurrence of astonishing coincidences).

The final “Taking Psychology with You” feature is an **Epilogue**, which represents a unique effort to show readers that the vast number of seemingly disparate studies and points of view they have just read about *are* related. The epilogue contains two real-life problems that most students can be expected to encounter, if they haven’t already: the end of a love relationship and difficulties at work. We show how various topics discussed in previous chapters can be applied to understanding and coping with these situations. Readers learn that solving a real problem requires more than finding the “right” study from the “right” school of psychology. Many instructors have told us that they find this epilogue a useful way to help students integrate some of the diverse approaches of contemporary psychology. Asking students to come up with research findings that might apply to other “problems in living” makes for a good term-paper assignment as well.

■ INVOLVING THE STUDENT

One of the sturdiest findings about learning is that it requires the active encoding of material. In this textbook, three features in particular encourage students’ active involvement and provide pedagogical support:

- *A separate handbook called **Learning to Think Critically: The Case of Close Relationships***. This handbook, which has been updated and is free to all students whose instructors order it, illustrates how critical and creative thinking skills and psychological research can be applied to beliefs about love, intimacy, attraction, and commitment. Some instructors assign this booklet to teach critical thinking skills, either at the beginning of the course or along with Chapter 8, on thought and problem solving. Others assign it in tandem with Chapter 18, on social psychology, focusing on the research content of the handbook.
- ***Quick Quizzes**—periodic self-tests that encourage students to check their own progress, and to go back and review if necessary*. These quizzes do more than just

test for memorization of definitions; they tell students whether they comprehend the issues. Mindful of the common tendency to skip quizzes or to peek at the answers, we have used various formats and have included entertaining examples in order to motivate students to test themselves. As we mentioned, in this edition many of the quizzes also include critical thinking items. We believe that the incorporation of these items makes this pedagogical feature, more than ever, a useful one for students of all abilities.

- *A **running glossary** defines boldfaced technical terms on the pages where they occur (or on the facing page) for handy reference and study.* Students are enthusiastic about this feature. All entries can also be found in a cumulative glossary at the back of the book.

Other special features include chapter outlines, lists of key terms, and chapter summaries in numbered paragraph form.

■ WHAT ELSE IS NEW?

In addition to the sharpened focus on critical and creative thinking, and additional material on human diversity, this edition includes revised content and updated research throughout. We have purposely avoided making purely “cosmetic” changes, especially in the stories and examples that students enjoy. We did, however, add a great deal of recent, cutting-edge research, and we reorganized some sections to make them clearer and easier to study and teach. Here are some highlights:

Chapter 2 (research methods) contains an updated section on the animal research issue, and concludes with a new, introductory-level discussion of the “postmodern” movement and its implications for traditional approaches to psychological inquiry.

Chapter 3 (the nervous system, the brain, and hormones) contains new research challenging the assumption that central nervous system neurons can’t regenerate after injury; a reorganized discussion of neurotransmitters, with new findings on the role of serotonin imbalances in Alzheimer’s disease and childhood autism; and new case reports of brain-damaged patients that demonstrate extreme specificity of functioning in the brain.

Chapter 4 (biological rhythms and states of consciousness) contains an expanded critical analysis of “PMS” and a discussion of the possible role of male hormones in mood and behavior; a new section on dreams as opportunities for problem solving; a fuller discussion of the activation-synthesis theory of dreaming; and new studies that account for reports of “past-lives regression” under hypnosis.

Chapter 5 (sensation and perception) has been extensively reorganized to make the material easier to follow; contains new research on olfaction; and includes an updated discussion of nonconscious perceptual processes, with fascinating new research that has investigated claims of subliminal perception and subliminal persuasion.

Chapter 6 (learning) contains an updated discussion of the role of classical conditioning in drug tolerance; new research on the effects of punishment in the real world; and a new “Think About It” box that examines the possible relationship between media violence and real-world violence.

Chapter 7 (memory) contains new material on the study of implicit memory; a new discussion of cross-cultural research on semantic categorization in recall; new research on the brain systems involved in memory; and more material on autobiographical memory, including a critical discussion of cases of sudden recall of repressed memories and new research on the fragility of “flashbulb” memories.

Chapter 8 (thought and language) contains a reorganized section on inductive versus deductive reasoning, with new, more precise definitions; a new “Think About It” box on how television and reading affect the ability to think clearly and critically; new sections on the confirmation bias and the hindsight bias as sources of irrationality; and an updated discussion of animals’ ability to acquire language, with a critical discussion of anthropomorphism *and* anthropocentrism.

Chapter 9 (emotion) includes an extensively reorganized introduction that moves away from the old question, “Which comes first, body or cognition?” (a question that promoted a misleading mind/body dualism), and instead emphasizes the major concerns of emotion research today. The chapter reviews new findings and research directions that resolve the age-old organic/mental debate; contains more material on the physiology of emotion and on cultural influences in emotion; and has an expanded and clarified concluding section that more thoroughly “puts the elements together” in discussing gender and emotion (i.e., physiology, attributions, feeling, expression, emotion work, display rules, etc.).

Chapter 10 (motivation) contains new studies on the genetics of body shape and weight gain; a new, separate section on sexual motives and theories of sexuality, with an expanded discussion of sexual coercion and new material contrasting sociobiology with script/learning theories; a discussion of the “glass ceiling” and how it affects work motivation for minorities and women; and more on the cultural influences on motivation and behavior.

Chapters 11 and 12 (human diversity) have been reordered: Mental testing and individual differences in ability are now covered first, in Chapter 11; personality testing and individual differences in personality are now covered in Chapter 12 along with theories of personality. *This is a major change* that we believe will improve students’ ability to understand the material.

Chapter 11 (abilities) includes a new, timely discussion of performance-based assessment; an expanded discussion of specific environmental influences on individual differences in ability; new cross-cultural and cross-ethnic research that can help explain group differences in performance on intelligence tests; and new discussions of practical and emotional intelligence.

Chapter 12 (personality) has been reorganized. Trait studies now precede theories of personality, because traits are the elements of personality that the theories attempt to explain. In addition, the chapter contains a new section on *biological* theories of personality, incorporating material on heredity from the former Chapter 12; a new box on culture, personality, and the self; and new coverage of contemporary psychodynamic theories, such as object-relations theory.

Chapter 13 (child development) contains much more research, including meta-analytic studies, on the effects of child-rearing techniques, day care in infancy and early childhood, and divorce; a new “Think About It” on the “fetal protection” movement; and more material on the development of guilt and shame as “moral emotions.”

Chapter 14 (adolescence and adulthood) contains an expanded discussion of the psychology of adolescence, including gender differences in personality and self-esteem, “possible selves,” and ethnic identity versus acculturation as developmental issues for adolescents; more material on the diversity of American families (including families headed by single parents and gay parents) and of life milestones; and a new section on the effects of divorce on couples.

Chapter 16 (abnormal psychology) contains an expanded and more detailed discussion of the difficulties of diagnosing and defining certain mental disorders, including a critique of the DSM; an expanded discussion of the controversies surrounding multiple personality disorder; and late-breaking work on the schizophrenias.

Chapter 17 (psychotherapy) includes new work on the role of narratives—the accounts that people generate to explain the main events of their lives—in psychotherapy; and new research on drug therapies, including information on their uses and limitations and on racial and gender differences in responses to drugs.

Chapter 18 (social psychology) contains more material on heroes and dis-senters—the positive side of social influence; and an expanded discussion of the nature of prejudice and the meanings and forms of racism.

A detailed explanation of deletions, additions, and changes in this edition is available to all adopters of the previous edition, so that they will not have to guess why we made particular changes. We hope this support will make the transition from one edition to the next as painless for instructors as possible. You can obtain this description from your HarperCollins representative or by writing to: Marketing Manager, Psychology, HarperCollins College Publishers, 10 E. 53rd Street, New York, NY 10022.

■ SUPPLEMENTS PACKAGE

Psychology, Third Edition, is supported by a complete teaching and learning package. To help instructors integrate the individual components of the package into their courses, HarperCollins has provided an “Integrator”—a chapter-by-chapter indexing and cross-referencing guide to many of the instructional resources accompanying the text. The Integrator is conveniently located in the instructor’s free edition of the text.

Print Supplements and Transparencies

INSTRUCTOR’S RESOURCE KIT. Written by Eva Conrad, of San Bernardino Valley College, and Mark Rafter, of Chaffey Community College, in consultation with the textbook authors, this manual contains a wealth of teaching aids for each chapter: learning objectives, chapter outlines, lecture supplements, classroom demonstrations, critical thinking exercises; mini-experiments, self-test exercises and suggestions for additional readings; and an extensive guide to audiovisual materials. This instructor’s kit is housed in a three-ring binder for easy reproduction of student handouts. The roomy binder also makes a great storage unit for collecting your own favorite lecture supplements and teaching materials.

TEST BANK. A comprehensive assortment of multiple-choice and essay test items per chapter is featured in this class-tested supplement written by Grace Galiano of Kennesaw State College. Reviewed by content and testing experts, it offers questions that test conceptual knowledge and are referenced by learning objectives, cognitive type, and difficulty level. Each chapter includes several scenario questions that tell stories and then ask students to respond to questions by synthesizing concepts from the text.

STUDY GUIDE. Written by Judith Sugar, Jeanette Cleveland, and Kevin Murphy of Colorado State University, this highly acclaimed manual has been extensively updated to reflect the new coverage in the third edition. It includes learning objectives, chapter outlines, thinking questions illustrating concepts in the text, and three sets of practice tests with answers.

PRACTICE TESTS. Shrink-wrapped with student copies of the text, this supplement provides a sample multiple-choice test written by the test bank author for each chapter.

TRANSPARENCIES. A new Introductory Psychology Transparency Package contains 100 full-color acetates, some from the text. The package features many transparencies specifically designed for large lecture halls.

Software Supplements

TESTMASTER COMPUTERIZED TESTING SYSTEM. This flexible, easy-to-master computer test bank includes all the test items in the test bank. The TestMaster software allows you to edit existing questions and add your own items. Tests can be printed in several different formats and can include figures such as graphs and tables. Available for IBM and Macintosh computers.

SUPERSHELL COMPUTERIZED TUTORIAL. Created by Eva Conrad and Mark Rafter, this interactive program helps students learn the major facts and concepts through drill and practice exercises and diagnostic feedback. SuperShell provides immediate correct answers and the text page numbers on which the material is discussed. Missed questions appear with greater frequency; a running score of the student's performance is maintained on the screen throughout the session. It is available for IBM computers.

LECTURESHELL. The chapter outlines of the entire text are available for the IBM computer for use in creating your own lecture outlines.

JOURNEY II. You can take students through a concept-building tour of the psychology experiment, the nervous system, learning, development, and psychological assessment with this program developed by Intentional Educations. Each module is self-contained and comes complete with step-by-step pedagogy. This program is available for IBM and Macintosh computers.

Media Supplements

NEW! PSYCHOLOGY ENCYCLOPEDIA III LASERDISC. This supplement is on the cutting edge of audiovisual capabilities for the introductory psychology classroom. Drawing from extensive focus group research, HarperCollins has created a multimedia laserdisc that combines a broad-based classical approach to introductory concepts of psychology, using seven minutes of newly developed computer animation, classic and contemporary archival motion footage, colorful graphics, and over 200 still images, including critical thinking and test-question frames. Extensively reviewed to ensure accuracy, original animation demonstrates the biological and physiological concepts of psychology (accompanied by voice-over narration). Motion footage compilations include archival footage of classic experiments as well as up-to-date demonstrations of difficult psychological concepts.

In addition, the laserdisc is accompanied by an Instructor's Guide that includes a detailed table of contents and bar code directory for easy access to individual frames. Also included are numerous suggestions for integrating the disc into classroom lectures and activities. Through this unique addition, professors will be able to use multimedia visuals to bring the introductory psychology curriculum to life during lecture presentations.

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Gary Ross-Reynolds <i>Nicholls State University</i>	Phyllis Walrad <i>Macomb Community College</i>
Joe Rubinstein <i>Purdue University</i>	Charles R. Walsmith <i>Bellevue Community College</i>
Nancy Sauerman <i>Kirkwood Community College</i>	Phillip Wann <i>Missouri Western State College</i>
H. R. Schiffman <i>Rutgers University</i>	Thomas J. Weatherly <i>DeKalb College-Central Campus</i>
David A. Schroeder <i>University of Arkansas</i>	Mary Wellman <i>Rhode Island University</i>
Marvin Schwartz <i>University of Cincinnati</i>	Gary L. Wells <i>University of Alberta</i>
Shelley Schwartz <i>Vanier College</i>	Warner Wilson <i>Wright State University</i>
Joyce Segreto <i>Youngstown State University</i>	Loren Wingblade <i>Jackson Community College</i>

Our editorial and production team at HarperCollins has been, as always, superb, and we are enormously grateful to these talented people for their hard work and commitment to quality. In particular, we thank psychology editor Anne Harvey, for her unwavering confidence in us and in this book; marketing manager Barbara Cinquegrani, for expertly organizing and implementing the marketing plan; and project editor Robert Ginsberg, whose humor, calm manner, and excellent organizational skills helped us to meet our deadlines

without ever feeling (too) pressured. Under Dorothy Bungert's direction, the book has acquired a clean new design that weaves the many elements together with clarity and elegance. As critical thinkers, we don't believe in mind reading, of course, yet photo researcher Sandy Schneider often did seem to be reading our minds about how to visually illustrate abstract concepts or raise thought-provoking questions.

We cannot begin to thank Saul Bass for once again giving us a unique and stunning cover design, and for adding immeasurably to the visual impact of this new edition with a series of striking part-opening illustrations. Saul's work conveys the mystery, the challenge, the risk, and the rewards in thinking critically and creatively, and represents art and psychology at their best. Our appreciation also goes to Art Goodman, Nancy Von Lauderbach and the rest of the fine staff at Saul Bass/Herb Yager and Associates.

Most of all, we thank Howard Williams and Ronan O'Casey, who from the beginning of this endeavor have bolstered us with their love, humor, and good cheer, not to mention an endless supply of freshly brewed coffee.

We have enjoyed writing this book, and we hope you will enjoy reading and using it. Your questions, comments, and reactions on the first two editions helped us make many improvements. Please let us hear from you.

CAROLE WADE
CAROL TAVRIS

To the Student

If you are reading this introduction, you are starting your introductory psychology course on the right foot. It is always a good idea to get a general picture of what you are about to read before charging forward, just as it is best to find out what Wyoming looks like before moving there from Maine.

Our goal in writing this book is to guide you to *think critically* and imaginatively about what you read, and to *apply* what you learn to your own life and the real world. We ourselves have never gotten over our initial excitement about psychology, and we have done everything we can think of to make the field as absorbing for you as it is for us. However, what you bring to this book is as important as what we have written. This text will remain only a collection of pages with ink on them unless you choose to interact with its content. The more actively you are involved in your own learning, the more successful the book and your course will be, and the more enjoyable, too.

In our years of teaching, we have found that certain study strategies can vastly improve learning, and so we offer the following suggestions. Do not read the text in the same way as you might a novel, taking in large chunks at a sitting. To get the most from your studying, we recommend that you read only a part of each chapter at a time. And instead of simply reading silently, try to *restate* what you have read in your own words at the end of each major section. Some people find it helpful to write down main points on a piece of paper or on index cards. Others prefer to recite main points aloud to someone else or to themselves (which may require some privacy!). Do not count on getting by with just one reading of a chapter. Most people need to go through the material at least twice, and then review the main points several times before an exam.

Individuals often develop their own unique strategies for studying, and we don't want to discourage you from doing so. Whatever approach you use, though, it should involve an active response to the material. Here are some hints for enhancing your learning:

- A good first step is to read the chapter title and outline to get an idea of what's in store. Browse through the chapter, looking at the pictures and reading the headings.
- Every chapter contains several *Quick Quizzes* that permit you to test your understanding and retention of what you have just read and your ability to *apply* the material to examples. Do not let the word "quiz" give you a sinking feeling. These quizzes are for your practical use and, we hope, for your enjoyment. When you can't answer a question, do not go on to the next section; pause right then and there, review what you've read, and then try again.
- Some of the Quick Quizzes contain a special critical-thinking item, denoted by a "flash" symbol such as the one in the margin. The answers we give for these items are only suggestions; you may come up with different (and possibly better) ones. Quizzes containing critical-thinking items are not really so "quick," because they ask you to reflect on what you have read and to apply certain guidelines to critical thinking that are introduced in Chapter 1. But if you take the time to respond thoughtfully to these questions, we think you will learn more and become a more sophisticated user of psychology.
- Every important new term in this textbook is printed in **boldface** and is defined in the margin of the page on which it appears or on the facing page. The marginal glossary permits you to find all key terms and concepts easily,



and will help you when you study for an exam. A full glossary also appears at the end of the book.



- “Critical thinking signposts,” found in the margins and accompanied by the “flash” symbol, indicate where critical thinking analyses or issues appear in the text.

- When you have finished a chapter, read the *summary*. Some students tell us they find it useful to write down their own summary first, then compare it with the book’s.

- Use the *key terms* list at the end of each chapter as a checklist. Try to define and discuss each term in the list to see how well you understand and remember it. If you need to review a term, a page number is given to tell you where it is first mentioned in the chapter.

There are some other features of this book that you should know about. In each chapter, a *Think About It* box poses a provocative question that has no easy answer. We hope you will have as much fun pondering these questions as we did writing about them. Another box, called *A Closer Look at . . .*, examines various research specialties within psychology in depth. At the end of each chapter, a feature called *Taking Psychology with You* draws on research to suggest ways you can apply what you have learned to everyday problems and concerns, such as living with stress, coping with life’s transitions, and getting a better night’s sleep, and to more serious ones, such as coping with life’s “crises” or helping a suicidal friend.

You will notice that discussions of studies and theories are followed by one or more *citations* in parentheses. A citation tells the reader where the original research report or theoretical work was published. It consists of the author’s name and the date of publication—for example: (Smith, 1984). The full reference, with the name of the article or book and other information, can be found in a *bibliography* at the end of the book. Students often find citations useful, especially for locating material for term projects and reports.

At the back of the book you will also find an *author index* and a *subject index*. The author index lists the name of every author cited in the book and the pages where the person’s work is discussed. If you want to review a study by someone named Snodgrass, but you can’t recall where it was covered, look under “Snodgrass” in the author index. The subject index provides a listing of all the major topics mentioned in the book. If you want to review material on, say, depression, you can look up “depression” in the subject index.

Most psychology books stop abruptly with the last chapter, leaving the reader with the impression that early lessons have little to do with later ones. At the end of this book, you will find an *Epilogue* that shows you how you can integrate and use the findings and theories you have read about to understand events, make wise decisions, and cope with life’s inevitable challenges and changes. We consider the Epilogue to be important because it suggests how you can carry psychology out of your classroom and into the “real world.”

We also recommend the Study Guide that is available at your bookstore to help you study and expand upon the material in this book. The Study Guide contains review material, exercises, and practice tests that show you how to apply the concepts in the book.

We have done our utmost to convey our own enthusiasm about psychology, but in the end, it is your efforts as much as ours that will determine whether you find psychology to be exciting or boring, and whether the field will matter in your own life. We welcome your ideas and reactions so that we will know what works for you and what doesn’t. In the meantime, welcome to psychology!

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