

PSYCHOLOGY

SIXTH EDI



JOHN P. DWORETZKY

PSYCHOLOGY

SIXTH EDITION

John P. Dworetzky

WESTERN WASHINGTON UNIVERSITY



Brooks/Cole Publishing Company

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Interior Design: *William L. Stryker*

Cover Photo: *Jan Van Eyck A Man in a Turban (detail), reproduced by courtesy of the Trustees, The National Gallery, London.*
Photo Researcher: *Trish Gardinier*
Typesetting: *Parkwood Composition Services*
Printing: *West Publishing Company*

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For more information, contact:

BROOKS/COLE PUBLISHING COMPANY
511 Forest Lodge Road
Pacific Grove, CA 93950
USA

International Thomson Publishing Europe
Berkshire House
168–173 High Holborn
London WC1V 7AA
England

Thomas Nelson Australia
102 Dodds Street
South Melbourne, 3205
Victoria, Australia

Nelson Canada
1120 Birchmount Road
Scarborough, Ontario
Canada M1K 5G4

International Thomson Editores
Seneca 53
Col. Polanco 11560
México D. E., México
C. P. 11560

International Thomson Publishing GmbH
Königswinterer Strasse 418
53227 Bonn
Germany

International Thomson Publishing Asia
221 Henderson Road
#05–10 Henderson Building
Singapore 0315

International Thomson Publishing Japan
Hirakawacho Kyowa Building, 3F
2-2-1 Hirakawacho
Chiyoda-ku, Tokyo 102
Japan

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Printed in the United States of America.

10 9 8 7 6 5 4 3 2

Library of Congress Cataloging-in-Publication Data

Dworetzky, John.
Psychology / John P. Dworetzky. - 6th ed.
p. cm.
Includes bibliographical references (p.) and index.
ISBN 0-314-20412-1 (hardcover : alk. paper)
1. Psychology. I Title.
BF121.96 1997
150.--dc21

96-49380
CIP



PREFACE

Psychology is the study of ourselves, our behavior, our thoughts, our feelings, our lives. We have learned much about human behavior, and we are learning more. Someday, perhaps in the not too distant future, psychologists might be able to apply their knowledge to help reshape the world. Perhaps this power will come from our increasing knowledge of the brain and its chemistry, or from our understanding of aggression and war, or perhaps from a greater comprehension of the factors that motivate us or control our feelings. This textbook contains an introduction to the research and knowledge that psychologists and others have accumulated.

While the text has been designed as an introduction to psychology for undergraduates, it has a strong emphasis on reporting the most recent and important research. The text material is extensive and sometimes detailed, but great efforts have been taken to write every aspect in a way that is clear and easy for a beginner in psychology to understand. This does not mean that the material has been made simple, but that it is understandable. For this, I thank the many students who have given me invaluable feedback in the more than 50 introductory psychology classes that I have taught.

The text is comprehensive, but, like all introductory textbooks, it presents selective rather than inclusive research. Within the text are focus sections in which a particular discussion appears in depth. These sections focus on applications, controversies, gender differences, ethnic diversity, and possible effects that research might have on our future. Every chapter begins with a prologue that helps to introduce the chapter.

Most chapters also include a feature known as the enduring question. The Enduring Question section of any chapter addresses important philosophical questions or issues that have been of lasting concern to psychologists. For example, the enduring question addressed in chapter 1, asks, “Where is the mind within the brain?” This, in turn, leads to a discussion of the mind-body problem, a problem about human consciousness that has fascinated philosophers for centuries and continues to influence psychology to this day. By examining psychology’s “enduring questions” students are given an uncommon opportunity to see the big issues that often helped shape and drive psychological research placed side by side with the more traditional material found in introductory textbooks.

Also within each chapter, following a particularly complex or difficult section, is a pedagogical aid known as a concept review. Within the concept review difficult material is addressed once again, but from a different angle or perspective, which helps to make the concept easier to grasp or understand.

Furthermore, a running glossary is provided in the margins. Whenever a new important term is presented, it appears in boldface. Even though it may be defined in text, it is also defined in the marginal glossary to help students review and reinforce their learning. This aid emphasizes important terms so that readers may become more familiar with them. Every boldface term also appears in the glossary at the back of the book.

At the end of each chapter are a chapter summary and suggestions for further reading. The suggestions for further reading have been chosen with care, and provide students who are interested in pursuing a particular area more information at a suitable introductory level.

Throughout the text, each important piece of research is referenced. These references generally appear at the end of the sentence to which they pertain and



are shown parenthetically. The original sources of the research and statements are listed in full in the reference section at the back of the text so that students may examine particular research in greater detail.

The textbook is also keyed to the PsychWorks CD-ROM developed by the publisher so that material covered on the CD-ROM will be noted with a logo symbol in the margins of the text. In this way, readers can turn to the CD-ROM activities at the appropriate point in their text.

Five appendices are also included in the textbook. Appendix A describes and discusses major areas in applied psychology. These areas include industrial/organizational psychology, environmental psychology, sports psychology, consumer psychology and educational psychology. Appendix B provides the students with a brief introduction to the statistics used in psychological research. Appendix C describes a typical research article, lists sources of psychological research, and identifies selected journals that contain articles in psychology. Appendix D is new to this edition. It describes how to use a computer to search the psychological literature and tells students how to link to the special world wide web site that can be used to access the psychological literature and important web sites related to psychological issues. Appendix E describes the ethical guidelines used by psychologists in their work.

In addition, there are a number of important supplements to this textbook. A study guide for *Psychology* has been prepared by Richard D. Rees to assist students in making full use of the textbook. An instructor's manual, containing suggestions for class and lecture, has been developed by Elizabeth Lynch of Glendale College, Arizona, and myself. It includes a comprehensive test bank, along with film suggestions, a capsule summary for each chapter, and behavioral objectives.

No work of this size could ever be accomplished alone, and I owe a great debt to many others. I wish to express my gratitude once again to those colleagues who helped me with the previous editions of *Psychology* and whose ideas and comments are a continuing influence:

J. Whorton Allen

Utah State University

Ellen B. Barker

Bloomsburg State College

Ronald K. Barrett

Loyola Marymount University

D. Thompson Bond

Thomas Nelson Community College

Ann Brandt

Glendale Community College
Glendale, Arizona

Arthur Brody

Lehigh University

James Butler

James Madison University

Roy E. Cain

Pan American University
Eidensburg, Texas

William H. Calhoun

Western Washington University

Dennis Coon

Santa Barbara City College

Ernest J. Doleys

DePaul University, Illinois

Jack E. Edwards

Illinois Institute of Technology

Donald Elman

Kent State University

Roger Fouts

Central Washington University

Buddy Grah

Austin Peay State University

Robert B. Graham

East Carolina State University

Michael Grelle

Central Missouri State University

Charles G. Halcomb

Texas Tech University

Robert O. Hansson

University of Tulsa

A. Christine Harris

Chaffey College

Bruce H. Hinrichs

Lakewood Community College
White Bear Lake, Minnesota

Courtland Holdgrafer

Santa Ana College

Charles Hontz

University of North Dakota

Ellen C. Huft

Glendale College

Lela Joscelyn

Mount Mary College
Milwaukee, Wisconsin

Khalil A. Khavari

The University of Wisconsin, Milwaukee
Milwaukee, Wisconsin

Maria Krasnec

University of Idaho

Brian M. Kruger

Wright State University

Barbara Hansen Lemme

College of DuPage, Illinois

Max W. Lewis

University Western Washington

Svenn Linkskold

Ohio University

Wesley C. Lynch

Montana State University

Michele Manber

Bellevue Community College

Raul C. Martinez

Adams State College
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North Dakota State University

Inger Olsen

Vancouver Community College

Gayle H. Olson

University of New Orleans

Robert R. Pagano

University of Pittsburgh

Carol Pandey

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Mankato State University

Robert J. Pellegrini

San Jose State University

Janet D. Proctor

Auburn University

Linda Sandham Quinn

Penn State, Wilkes-Barre Campus
Lehman, Pennsylvania

Duane Reeder

Glendale College

Robert P. Robison

Everett Community College

Michael Rodman

Middlesex Community College

Robyn Rogers

Southwest Texas State University
San Marcos, Texas

Susan A. Schodahl

San Bernardino Valley College

Lee Springer

Glendale College

Laura A. Stephenson

Washburn University of Topeka, Kansas

Barbara Streitfeld

University of Hartford, Connecticut

Robert Tilley

Amarillo College

Joe M. Tinnin

Richland College

Donald L. Tollefson

Canisius College

Marcia L. Weinstein

Salem State College

David Wilson

Texas A & M University

Warner Wilson

Wright State University

Carol Woodward

California State University

Rudolph L. Zlody

College of Holy Cross, Massachusetts

I would also like to express my thanks to the following members of the academic community who reviewed the chapters for the sixth edition, and who provided comments, suggestions, and critiques.

Susan E. Allen, Ph.D.
Baylor University

Robert Marrone
California State University, Sacramento

Diane F. Byrne, Ed.D.
St. Petersburg Junior College

Harold I. Siegel, Ph.D.
Rutgers University

Brad Glanville
California State University, Chico

Deborah McDonald Winters, Ph.D.
New Mexico State University

Brian J. Hurlbut, Ph.D.
Southern Connecticut State University

Catherine E. Wright, Ph.D.
Mitchell College

I am especially grateful to Dr. Nancy Davis for her help with chapter four of this text concerning lifespan development. Her input can be felt throughout the chapter.

I also wish to thank all of my colleagues at Western Washington University and Glendale College for their comments, especially to Professors Richard Rees and Stephen Cooper for their advice, collaboration and friendship.

I am especially grateful to Bill Stryker for the excellent design of this textbook, and for his great speed, talent, and encouragement. I also wish to thank Mary Berry for her extremely fast and competent copy editing, and Parkwood Composition Service for their skillful typesetting. Finally, I wish to thank my friend and editor, Clyde Perlee, Jr., editor-in-chief of West Publishing Company's College Division, for his skill, ideas, and encouragement. As always, without his friendship and support, this book could never have been written.

John P. Dworetzky

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