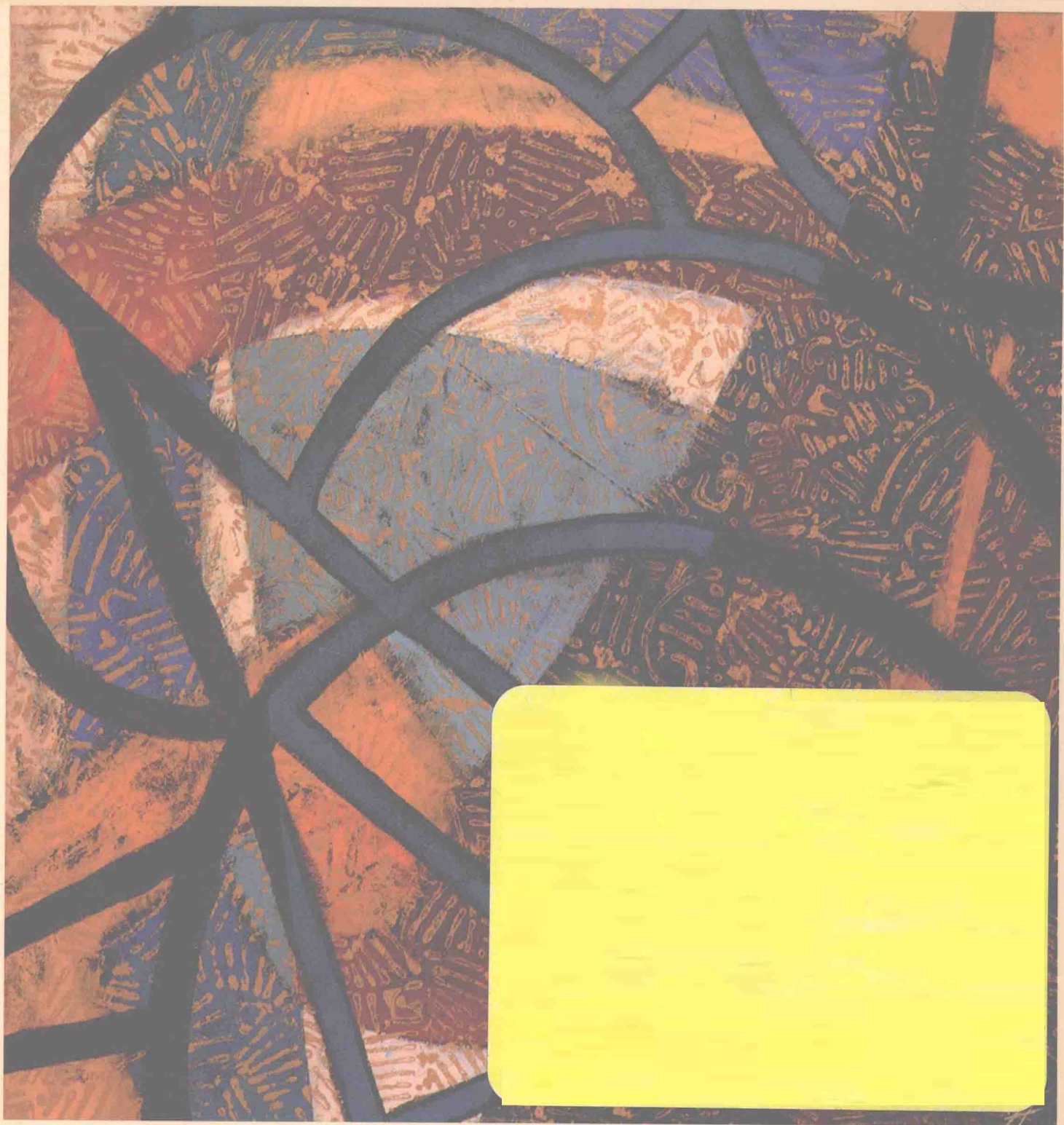


R O B E R T A . B A R O N



Essentials of **PSYCHOLOGY**

S E C O N D E D I T I O N

Essentials of Psychology

SECOND EDITION

ROBERT A. BARON
Rensselaer Polytechnic Institute

With the special assistance of
MICHAEL J. KALSHER

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Dedication

To the memory of my grandparents, Edna, Jenny, Hy, and Max,
whose adventurous spirit took them to a new land—and so gave me
the many opportunities I've been privileged to enjoy

To the Student

SOME THOUGHTS ABOUT TAKING PSYCHOLOGY WITH YOU

Believe it or not, I can remember very clearly the day I opened *my* introductory psychology textbook. I was a biology major at the time, and I had no plans to take more than one course in psychology. As I leafed through the book, though, I found myself thinking, “Gee, there’s a lot more to this field than I thought—and a lot of it looks pretty interesting.” When the semester ended, I decided to keep that book rather than sell it. Why? Because I had reached the conclusion that psychology was more than just interesting—it was *useful* as well. In fact, I concluded that it was a field to which I’d want to refer again and again in the years ahead.

I’m pleased to say that although it has been thirty-six years since I made that decision, I’ve never had to change it. I still perceive psychology as a field that everyone can, and will, use throughout life. And no, you don’t have to be a psychologist for this to be true. On the contrary: Psychology is a body of knowledge and a way of looking at the world that *everyone* should take with them when their first course is over.

That idea provides a basic theme for this text. In addition to describing the findings of psychology in as accurate and up-to-date a manner as possible, I’ve also tried to accomplish something else. Specifically, I’ve tried to maximize the chances that you will indeed take psychology with you—in the sense of being able to use the knowledge it provides in dealing with the problems and challenges you’ll face in the future. How have I attempted to reach this goal? Primarily through the steps and features summarized on the following pages.

CHAPTER OPENINGS

Each chapter begins either with a series of interesting questions about the topics to be covered, or with a brief description of some experience I’ve had relating to these topics. Then I provide a “road map” for the rest of the chapter—an outline of what will follow and in what order. Also, in every chapter I use personal experiences to illustrate the relevance of psychology’s principles and findings for everyday life. Together, these features will, I believe, help you to connect the topics covered to the events and experiences of your own life.

BEYOND THE HEADLINES

Every chapter contains a special **Beyond the Headlines** section that begins with a short excerpt from an

actual news story. These sections then describe what psychology has to say about the topic or issues raised in the story. The purpose? To illustrate how psychology can provide important insights into virtually *any* aspect of human behavior. A few examples of these sections:

- Warning: H-O-T Really Means \$\$\$ When It Comes to Safety (Chapter 3)
- How New Parents Can Avoid Sleepless Nights . . . Switch On the Vacuum Cleaner? (Chapter 4)
- Psychotherapist Successfully Treats Stage Fright (Chapter 5)
- Machine Bests Human: Experts Say It Was Only a Matter of Time (Chapter 7)
- Personality and the Human Life Span (Chapter 8)
- Carrying “Cleanliness Is a Virtue” Too Far? (Chapter 12)

IDEAS TO TAKE WITH YOU

A special **Ideas to Take with You** page in each chapter reviews and illustrates important ideas central to that chapter—ideas I think you will find especially useful in the future. In other words, these features provide concrete illustrations of the “taking psychology with you” theme by highlighting key ideas and principles you should remember—and use. Some examples:

- The Facts about Hypnotism (Chapter 4)
- When—and Why—Memory Sometimes Fails (Chapter 6)
- Gender Differences: The Real and the Imaginary (Chapter 8)
- Some Tips on Winning the “Battle of the Bulge” (Chapter 9)
- How to Recognize Depression (Chapter 12)
- Resisting Social Influence: Some Useful Steps (Chapter 14)

MAKING PSYCHOLOGY PART OF YOUR LIFE

These sections, which appear at the end of each chapter, describe additional ways in which you can apply the findings and principles of that chapter to your own life. A few examples:

- How to Study Effectively (Chapter 1)
- Getting in Shape: Applying Psychology to Get Fit and Stay Fit (Chapter 5)
- Improving Your Memory (Chapter 6)
- How to Discipline Children Effectively (Chapter 8)
- How to Tell When Another Person Is Lying (Chapter 9)
- Managing Stress (Chapter 11)

RESEARCH METHODS:

How Psychologists Study . . .

How do psychologists find out the interesting things about human behavior they report? These special sections, which appear in each chapter, provide you with insight into this important question. By helping you to understand how psychologists use the scientific method in their research, these sections will also help you to better understand the findings of such research. In addition, after reading these sections, you will be in a better position to evaluate reports about human behavior that you read in newspapers and magazines in the years ahead. Do these reports make sense? Are they based on sound research? The **Research Methods** sections in this book will help you to answer such questions, and this is another important way in which you should “take psychology with you.” Some examples:

- How Psychologists Study Synaptic Transmission (Chapter 2)
- How Psychologists Study Applications of Operant Conditioning (Chapter 5)
- How Psychologists Study Development (Chapter 8)
- How Psychologists Study the Effectiveness of Various Forms of Therapy (Chapter 13)
- How Psychologists Study Sexism—and the “Glass Ceiling” (Chapter 14)

KEY QUESTIONS

Key Questions appear at the ends of major sections. These questions will help you to review the major points; and reviewing, in turn, will help you to remember a lot of psychology—and to do better on exams and quizzes!

TEACHING GRAPHS

All graphs and diagrams contain special “teaching labels” that point out the key results and help you understand the materials being presented. I’ve used these in my books for many years, and literally thou-

sands of students have told me that these labels are very helpful.

SUMMARY AND REVIEW OF KEY QUESTIONS

These sections appear at the end of each chapter, and they both summarize and review the key points. Answers to the Key Questions are provided, and lists of Key Terms are included. These features will help you to remember the materials you’ve read—and so to take psychology with you.

CRITICAL THINKING QUESTIONS

These questions are designed to help you think critically—carefully and systematically—about the topics covered, and about practically anything else. Several appear at the end of each **Beyond the Headlines** section, and others appear as special **Critical Thinking Questions** at the end of each chapter. In addition, critical thinking questions throughout the text ask you to take a step back and think about the issues being discussed. Are the findings reported conclusive? Is there adequate support for a particular theory? What questions remain to be resolved? Such questions are posed in every chapter, within the text itself.

LEARNING AIDS: A LOT OF HELP FROM SOME VERY GOOD FRIENDS

This book is accompanied by a complete teaching and learning package. Each component has been carefully written to be of the highest quality and to enhance your first contact with psychology in many different ways. The key parts of this package are described below:

The **Allyn and Bacon Psychology CD-ROM: “Core Concepts in Psychology”** offers a multimedia exploration into the key topics of introductory psychology. This exciting and innovative CD-ROM covers 14 core topics, and includes the following features:

- *Guided Tour*—A brief tutorial
- *Library*—Offers a resource for all key terms, animations and illustrations, video clips, study skills modules, and more. Students can browse, sort, and click on any area of interest.
- *Topic-by-Topic Exploration*—Provides Guided Question reviews, topic summaries, definitions, illustrations, and animations to enhance students’ understanding of psychology’s major themes and concepts. Each topic also provides a Video Focus—a short film clip with accompanying critical thinking questions. Each topic concludes with a set of multiple choice items with feedback on right and wrong answers.

Study Guide PLUS! is written by Cathy Seta and John Seta, of Wake Forest University, and Paul Paulus, of the University of Texas at Arlington. This comprehensive study guide offers a carefully structured learning system for all of the important concepts in the text. Organized around chapter learning objectives, it includes a variety of book-specific exercises, review sections, and exercises to strengthen readers' critical thinking and application skills. It provides extra vocabulary help for students who need it, as well as practice tests for each chapter, which are coordinated with the test bank that accompanies the book.

A **Practice Test Booklet** offers additional practice tests and includes answer feedback to explain why each answer is the *correct* choice. Page references to the text are also included to encourage students to review problematic areas before taking their exam.

Electronic Study Guide PLUS is a computerized study guide (for both IBM and Macintosh computers). It includes self-test items with graphics and extensive feedback and reviewing guidelines to enhance the learning process.

Computerized Study Guide is available for IBM computers and features eight enrichment modules on key topics in introductory psychology. Each module is visually enhanced with graphics to facilitate learning and encourage critical thinking.

Additional supplements for students include:

- *Psychologically Speaking: A Self-Assessment*, by Craig P. Donovan and Peter C. Rosato
- *Tools of Critical Thinking: Metathoughts for Psychology*, by David A. Levy
- *Psychology and Culture*, edited by Walter J. Lonner and Roy S. Malpass
- *Evaluating Psychological Information: Sharpening Your Critical Thinking Skills*, Third Edition, by James Bell
- *Studying Psychology: A Manual for Success*, by Robert T. Brown
- *Majoring in Psych?: Career Options for Psychology Undergraduates*, by Betsy Levonian Morgan and Ann Korschgen

SOME FINAL COMMENTS . . . AND A REQUEST FOR HELP

If there's one thing I can't stand, it's a complacent, "know-it-all" attitude. So let me close by asking—sincerely—for your help. I have truly tried to improve this new edition and to make it useful to you in every way I could imagine. And I have also tried to highlight the theme of "taking psychology with you" in what I believe will be very beneficial ways. But ultimately only you, the readers of this book, can tell me

whether and to what extent I've succeeded. I truly believe the old saying that "There's always room for improvement," and I will definitely *not* adopt a stand-pat attitude. So please do write, call, e-mail, or fax me with your comments. I'll listen carefully, and the chances are good that your ideas will be reflected in the next edition. My sincere thanks, in advance, for your help.

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Robert A. Baron (left) and Michael J. Kalsher

To My Colleagues

AVOIDING THE “TOO-MUCH-OF-A-GOOD-THING” EFFECT

If your experience in teaching introductory psychology is anything like mine, you are probably well aware of two facts: (1) Students are *interested* in psychology—introductory psychology is one of the few courses they *want* to take; and (2) during the course of the semester, many—especially those with no plans to major in psychology—begin to feel overwhelmed by the sheer volume of information in their texts. There is, in a sense, “too much of a good thing” for them to handle. As a result, their initial enthusiasm for psychology wanes; the amount they learn decreases; and we, as psychologists, lose precious goodwill for our field.

It is with these thoughts in mind that I decided to prepare this text. My goal was to produce a book that “covers all the bases,” including all the major content that most psychologists consider part of the core of our field, while at the same time reducing the likelihood of the “too-much-of-a-good thing” reaction described above. The result is a text of about 600 pages—considerably shorter than many other introductory psychology texts. Although the length has been reduced, I want to emphasize that this has *not* been achieved at the cost of essential content. On the contrary, I’ve attained this shorter length primarily by following two strategies: (1) combining topics and chapters, and (2) holding nonessential detail to a minimum. Chapter 8, which covers all aspects of human development, provides a clear example of the first strategy. Here, I’ve covered child, adolescent, and adult development in a single chapter. Similarly, I’ve included coverage of intelligence in the chapter on cognition instead of in a chapter of its own.

With respect to the second strategy, I’ve tried to hold nonessential detail to a minimum through the book. For example, in describing specific experiments, I’ve often focused on the major findings and their implications rather than on the details of experimental procedures.

I also want to emphasize that *Essentials of Psychology* is *not* a “stripped-down version” of a full-length text. On the contrary, it is as broad in scope and as up-to-date in content as I could make it. In addition, as described in the preceding section, “To the Student,” this book includes many new features centering around the theme of helping students “take psychology with them,” such as special **Beyond the Headlines** and **Research Methods** sections. I should add that each chapter contains references from 1996

and 1997, and I’ve included coverage of dozens of new topics. A small sample of these:

- The scientific method in everyday life (Chapter 1)
- New findings concerning the role of neurotransmitters in disorders such as Parkinson’s disease (Chapter 2)
- New evidence on the effects of smell on behavior (Chapter 3)
- New evidence on the effects of hypnosis (Chapter 4)
- New information on the neural basis of learning (Chapter 5)
- Observational learning and smoking among teenagers (Chapter 5)
- Intentional forgetting (Chapter 6)
- Metacognitive processing in problem solving (Chapter 7)
- Emotional and practical intelligence (Chapter 7)
- Factors that influence attachment (Chapter 8)
- Adolescent recklessness (Chapter 8)
- Self-handicapping (Chapter 9)
- Recent research on the “big five” dimensions of personality (Chapter 10)
- The dimensions of optimism (Chapter 11)
- Postpartum depression (Chapter 12)
- Prescription privileges for psychologists (Chapter 13)
- Efficacy studies (Chapter 13)
- Basic principles of compliance (Chapter 14)
- The effects of overhelping (Chapter 14)

SUPPLEMENTS FOR INSTRUCTORS

This text is accompanied by an outstanding package of ancillary materials designed to make the task of teaching the introductory course easier, more fun, and more manageable. These supplements are described below:

An **Instructor’s Resource Manual** provides step-by-step instructions for all of the demonstrations and activities, as well as additional detail for many of the lecture examples. Also included are **ready-to-duplicate handouts**, Chapter-at-a-Glance tables that provide a visual means for organizing the many

supplementary materials available for each chapter, and an array of additional teaching aids. The Instructor's Resource Manual is also available in computerized form to allow instructors to customize it to meet their individual needs.

Allyn and Bacon's **Psychology Presentation Software**, developed by Dean Richards of California State University at Northridge, is an exciting new multimedia program designed to enhance lecture presentations. The package offers 21 core psychology topics with video animations, simulations, music, and sound effects. In addition, Allyn and Bacon's **Digital Image Archive** offers an array of full-color images that can be reproduced and used in class. **PsychScience** offers hands-on computer simulations that help explain important concepts and theories in psychology.

A complete set of **acetate transparencies** is also available. A top-notch **computer-ready test bank** provides over 2,000 multiple choice, short-answer, and true-false questions to aid instructors in preparing exams. **Call-In** and **Fax Testing** are also available with one toll-free call to our testing center. Allyn and Bacon is proud to offer an extensive **video library** featuring high quality films on every major topic in introductory psychology.

All of the supplements described, and more, are available to qualified adopters of this text. Contact your Allyn and Bacon Sales Representative for more information.

ACKNOWLEDGMENTS: SOME WORDS OF THANKS

This is the thirty-sixth book with my name somewhere on the cover, so it's not surprising that people often ask me, "How do you do it?" My answer always includes two parts: (1) by spending lots of time alone during which I enter an altered state of consciousness I describe as my "writing frenzy" (as in sharks' "feeding frenzy"), and (2) with lots of help from talented friends and colleagues. In preparing this text, as in all my previous ones, I've once again been the recipient of lots of good help, which I wish to acknowledge here.

First, my sincere thanks to my good friend and colleague Michael J. Kalsher. He played a primary role in preparing several chapters, in devising the plan for this new edition, and in too many other ways for me to list here. In addition, he is certainly one of the few people I'd place in the category "friend for life." It was a lucky day for me when he came to interview at Rensselaer, and an even luckier one when he agreed to join our department.

Second, I wish to express my thanks to the many colleagues who read and commented on various portions of the manuscript, as well as on the previous edition of both the *Essentials* and full-length versions

of *Psychology*. Their comments and suggestions were exceptionally helpful and certainly shaped the final content and features of this text in important ways. These colleagues include:

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I'd also like to take this opportunity to thank Annette Joseph and Peg Latham for their outstanding help with respect to all aspects of the production process. Their highly professional efforts have helped pull many diverse elements together into this fine, finished product.

To all these truly exceptional people, and to many others too, I offer my warm personal thanks and regards.

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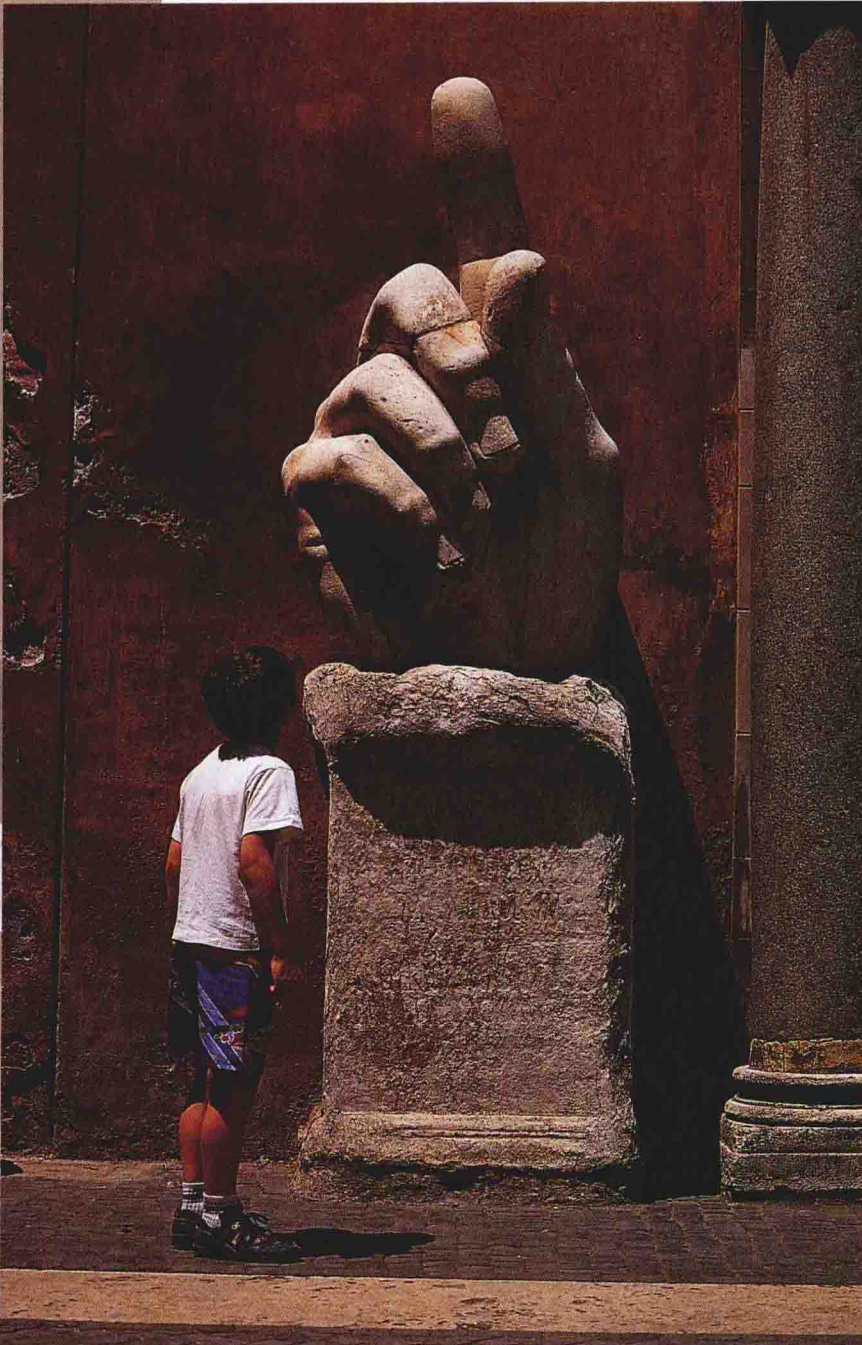
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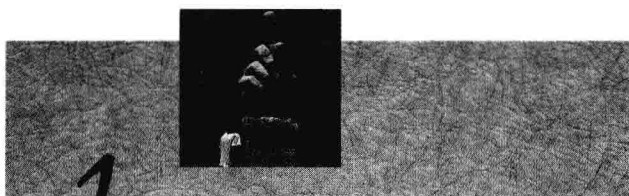


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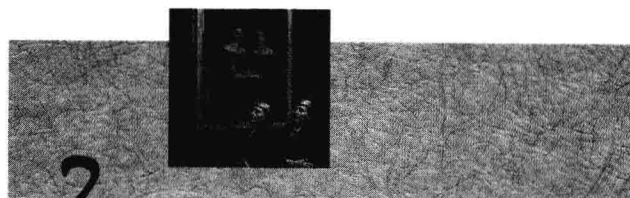
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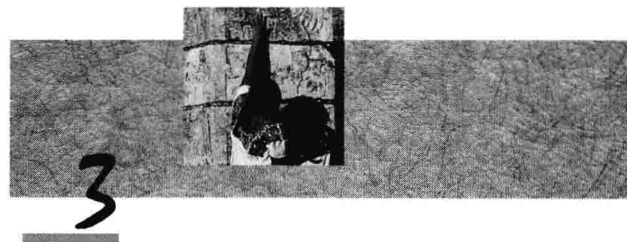
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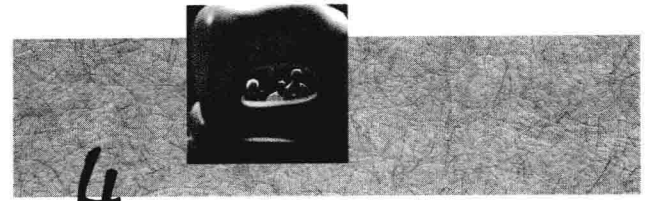
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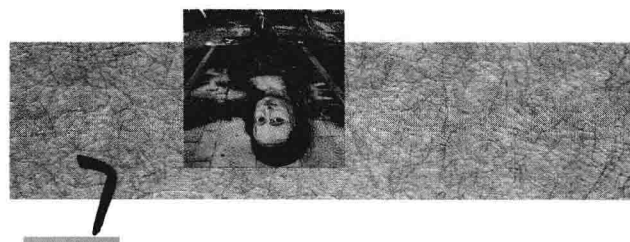
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