

The Essential World of Psychology



Samuel E. Wood  Ellen Green Wood

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St. Louis Community College
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An Invitation to the Student

We all learn best when we can apply new concepts to the world we know. *The Essential World of Psychology* allows you to do just that. Highly interactive and active, clearly written, and thoroughly up to date, this textbook will encourage you to think for yourself as you learn about, relate to, and apply the psychological principles that affect your life.

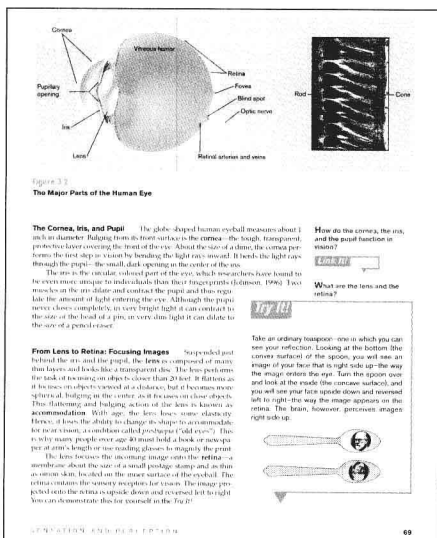
So that you can make the most of all the material in the following pages, this textbook package incorporates a number of helpful features and ancillary items.

A Clear, Engaging Writing Style

The writing style is conversational, and the text uses numerous everyday examples and realistic analogies to help you grasp even the most complex concepts.

A chapter opening vignette draws you into each chapter's topics with a dramatic real-life story—one you'll find memorable and directly related to the chapter's content.

You'll be especially interested in the stories of the McCaughey septuplets, world champion chess player Garry Kasparov's loss to the supercomputer Deep Blue, and men tried for crimes they did not commit because of faulty eyewitness testimony.



Hypnosis: The Power of Suggestion

Have you ever been hypnotized? Many people are fascinated by this unusual, somewhat mysterious phenomenon. Hypnosis may be defined as a procedure through which one person, the hypnotist, uses the power of suggestion to induce changes in thoughts, feelings, sensations, perceptions, or behavior in another person, the subject. Under hypnosis, people suspend their usual rational and logical ways of thinking and perceiving and allow themselves to experience distortions in perceptions, memories, and thinking. They may experience positive hallucinations, in which they see, hear, touch, smell, or taste things that are not present in the environment. Or they may have negative hallucinations, in which they fail to perceive things that are actually present.

About 80–95% of people are hypnotizable to some degree, but only 5% can reach the deepest levels of the hypnotic state (Nash & Baker, 1984). The ability to become completely absorbed in imaginative activities is characteristic of highly hypnotizable people (Nadon et al., 1991). Silva and Kirsch (1992) found that individuals' fantasy-proneness and their expectation of responding to hypnotic suggestions were predictors of hypnotizability.

There are many misconceptions about hypnosis, some of which probably stem from its long association with stage entertainers. Hypnotized people are not under the control of the hypnotist, and they are not in a dreamlike state.

What is hypnosis, and when is it most useful?

Sensation and Perception

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Sensation: The Sensory World

Vision

Hearing

Smell and Taste

The Other Senses

Perception: Ways of Perceiving

Additional Influences on Perception

Subliminal Persuasion and Extrasensory Perception

The man called S.B. had never seen a sunrise, a flower, a smile, or even his own face, for he had lost his sight in both eyes when he was only 10 months old. Despite his blindness, S.B. had managed to live a fairly full and happy life. He could get around on his own, cross streets, and even ride a bicycle with his friend's hand on his shoulder to guide him. He read Braille, and he loved to make things with tools in the small shed he used as a workshop.

All his life S.B. had wondered what it would be like to see. Then, when he was 50 years old, he learned that his useless, opaque corneas could be replaced through a cornea transplant. Finally, the miracle of sight he had dreamed about would be a reality.

When the surgeon first removed his corneas...

Interact with Your Textbook

What better way to learn new material—to make it fresh, interesting, and memorable—than to demonstrate for yourself the principles discussed? The unique *Try It!* features encourage you to learn by doing. The highly praised *Try Its!* provide simple experiments that you can perform without elaborate equipment, usually as you read.

Finally, you'll have a chance to relate psychological principles to your own life in the *Apply It!* section at the end of each chapter. Each *Apply It!* helps you apply psychology to problems and issues that may affect your personal life. Among the wide range of topics addressed are these:

[illegible][illegible]

THE CREATIVE PROCESS

What is creativity and how is it related to intelligence?

What are the five stages in the creative process?

CREATIVE PROCESS

creativity: the ability to produce original, appropriate, and valuable responses to problems

CREATING LANGUAGE AND CREATIVITY

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- Handedness—Does It Make a Difference?
- How to Win the Battle against Procrastination
- Building a Good Relationship
- The Quest for Happiness
- Learning to Be Optimistic

This textbook is organized to help you maximize your learning by following five steps: *Survey, Question, Read, Recite, and Review*. Together, these are known as the *SQ3R method*. You will learn and remember more if, instead of simply reading each chapter, you follow these steps. Here's how they work.

Read all the section headings and the *learning objective questions* which are designed to focus your attention on key information that you should learn and remember.

Glance at the illustrations and tables, including the *Review & Reflect* tables. Then read the chapter's *Summary and Review*. This survey process gives you an overview of the chapter.

Question Before you actually read each section in a chapter, turn its heading into one or more questions. Some sections provide a learning objective question, but you can also jot down questions of your own. For example, one heading in Chapter 1 is “The Goals of Psychology.” The learning objective question is “What are the four goals of psychology?” You might add this question: “What is meant by ‘control’ as a goal of psychology?” Asking such questions helps focus your reading.

Read Read the section. As you read, try to answer the learning objective question *and* your own question(s). After reading the section, stop. If the section is very long or if the material seems especially difficult or complex, you should stop after reading only one or two paragraphs.

[illegible]

| Stage | Age | Description |
|------------------------------|--------------------|--|
| Trust vs. mistrust | Birth to 1 year | Infants learn to trust or mistrust depending on the degree and regularity of care, love, and affection provided by parents or caregivers. |
| Autonomy vs. shame and doubt | 1 to 3 years | Children learn to express their will and independence, to exercise some control, and to make choices. If not, they experience shame and doubt. |
| Initiative vs. guilt | 3 to 6 years | Children begin to initiate activities, to plan and undertake tasks, and to enjoy their developing motor and other abilities. If not allowed to initiate or if made to feel stupid and overwhelmed a resistance, they may develop a sense of guilt. |
| Industry vs. inferiority | 6 years to puberty | Children develop industriousness and begin plans to accomplish tasks, making things, and doing things. If not encouraged, or if rebuffed by parents and teachers, they may develop a sense of inferiority. |
| Identity vs. role confusion | Adolescence | Described later in this chapter. |
| Intimacy vs. isolation | Young adulthood | |
| Generativity vs. stagnation | Middle adulthood | |
| Ego integrity vs. despair | Late adulthood | |

When you have mastered one section, move on to the next. If the text does not include a learning objective question, formulate your own. Then read and recite, answering your question or writing a brief summary as before.

| | | | |
|--|---|---|---|
| <p>What is meant by cognition, and what specific processes are included?</p> <p>Cognition refers collectively to all mental processes involved in acquiring, storing, retrieving, and using knowledge. These mental processes include sensation, perception, memory, encoding, retention, decision making, problem solving, and language.</p> | <p>ing, the decision and the alternative and higher cerebral functions.</p> <p>Where is the elimination by aspects strategy most useful?</p> <p>This elimination by aspects strategy is most useful when a decision involves many alternatives and multiple factors. With this approach, some alternatives are eliminated because they do not satisfy one or more important factors. Then the addition strategy is typically used to make the final choice, often by averaging the alternatives.</p> | <p>What are these heuristics used in problem solving?</p> <p>Three heuristics used in problem solving are working backwards, means and ends, and the strategy-by-exceptions.</p> | <p>What are the differences between functional and normal set-impasse problem solving?</p> <p>Functional heuristics or the tendency to view objects, etc., in terms of their customary function, results in a failure to use the objects or items in new ways to solve problems. Mental set is the tendency to apply a strategy that was</p> |
| <p>Key Term</p> <p>cognition (p. 226)</p> | | | |

Finally, each chapter ends with its own **Study Guide**, which contains five sections. Four of the sections are the same in every chapter: Chapter Review, Fill In the Blank, Comprehensive Practice Test, and Critical Thinking. However, the second section in each Study Guide is different, providing an exercise that is best suited to help you review the material in that particular chapter; examples include Identify the Concept, Important Psychologists, and Complete the Diagrams. An answer key is provided at the end of the text.

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[illegible]

Section Two: Label the Brain

Identify each of the numbered parts of the brain diagram.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____

Section Three: Fill in the Blank.

1. In most cases, the _____ are the neurons that receive chemical messages from other neurons.
2. Dopamine, serotonin, and _____ are all neurotransmitters.

11. The _____ is often referred to as the body's thermostat; it monitors and regulates internal body temperature.
12. The _____ nucleus has been shown to control the sex drive and the sleep cycle.

Several items that supplement this textbook may be available at your school's bookstore. Check with your instructor.

PSYCH-ED! Core Concepts in Psychology This CD-ROM is an exciting and revolutionary addition to the study of introductory psychology. It offers a unique chapter review format, enhanced with video, sound, and animations.

Companion Web Site The Internet and the World Wide Web provide an opportunity for you and your instructor to access and interact with an almost endless amount of information. Visit this textbook's web site (<http://www.abacon.com/woodessentials>) for a wealth of material related to introductory psychology. Interact with an online study guide, explore other web sites related to key topics, or just browse. The *Link It!* icons in the text indicate related material on the web site and provide updates and interesting web links.

Additional student resources include *Studying Psychology: A Manual for Success*, by Robert T. Brown; *Evaluating Psychological Information: Sharpening Your Critical Thinking Skills*, 3rd edition, by James Bell; *Psychology and Culture*, edited by Lonner and Malpass; *Majoring in Psych?* by Betsy Morgan; and *Psychologically Speaking*, by Donovan and Rosato. Your instructor can tell you more about these and other supplements to accompany *The Essential World of Psychology*.

To the Instructor

Our goals for this book are to introduce the essentials of psychology accurately and clearly to students, via an interesting and memorable format. We present the principles of psychology using a clear and engaging writing style and a pedagogically sound learning format that is accessible and appealing to students.

We are sensitive to the complexities of the teaching/learning process, having taught thousands of students their first course in psychology. However, we realize that a semester is usually not long enough to cover all the topics in an introductory psychology text; therefore, we introduce our essentials version in order to meet the demands of instructors who wish to offer a briefer course but still teach with a thoroughly researched, up-to-date, accessible, and interactive text. In addition to including many of the pedagogical features from *The World of Psychology*, Third Edition, *The Essential World of Psychology* introduces a comprehensive Study Guide at the end of every chapter.

To accomplish our goals, we set the following objectives:

To Maintain a Clear, Understandable Writing Style That Students Will Find Interesting

First and foremost, a textbook is a teaching instrument. A good psychology textbook must communicate clearly to a diverse audience of various ages and levels of academic ability. Our text is appealing to accomplished students, yet accessible to students whose academic skills are yet to be fully developed.

We explain concepts in much the same way as we do in our own psychology classes. Throughout the text we strive for flow and continuity by using a dialogic style that avoids abrupt shifts in thought. In addition, this text is filled with everyday examples pertinent to students' lives.

To Write a Textbook That Encourages Students to Become Active Participants in the Learning Process

Reading about psychology is not enough. Students should be able to practice what they have learned, where appropriate. Many of the principles we teach can be demonstrated, without elaborate equipment and sometimes as the student reads. What better way to teach new material and make it fresh, interesting, and memorable than to have students demonstrate principles for themselves using an important and innovative element of the book: *Try It!* boxes. The *Try Its!* personalize psychology and make it come alive.

Student involvement is also promoted through the extensive use of rhetorical questions and by casting the student in the role of the participant in selected studies (for example, as the "teacher" in the Milgram experiment). Thus, students who use *The Essential World of Psychology* become active participants in the learning process rather than simply passive recipients of information.

To Provide a Series of High-Interest Features That Will Appeal to Today's Students

Every chapter opens with a real-life vignette to capture student interest and build motivation. We have also included special features at the end of each chapter, called *Apply It!*, which show the practical applications of the principles of psychology.

To Promote and Nurture Critical Thinking

Critical thinking does not consist of being critical of all viewpoints other than one's own. Rather, critical thinking is a process of evaluating claims, propositions, or conclusions objectively, to determine whether they follow logically from the evidence presented. Critical thinkers are open-minded, objective, and unbiased, and they maintain a skeptical attitude that leads them to search for alternative explanations.

Critical thinking is too important to leave to chance. The first *Apply It!* section, "Study Skills and Critical Thinking," provides students with an understanding of what critical thinking entails. In addition to promoting critical thinking throughout the text, we have also developed a systematic method of nurturing it. A *Critical Thinking* section at the end of each chapter's Study Guide features three types of questions:

1. Evaluation questions teach students to think critically as they evaluate psychological theories, techniques, approaches, perspectives, and research studies.
2. Point/counterpoint questions require students to comprehend, to analyze, and to formulate convincing arguments on *both* sides of important issues in psychology.
3. Real-life application questions allow students to apply psychological principles and concepts to their own lives and the everyday world.

To Help Students Understand and Appreciate Human Diversity and More Fully Comprehend the Part Multicultural Issues Play in Modern Psychology

To promote understanding of human diversity, we integrate coverage of diversity issues throughout the book. This material covers a wide range of multicultural issues, among them "Bias in Psychological Research," "Cultural Differences in the Perception of Visual Illusions," "Culture and Altered States of Consciousness," "Memory and Culture," "Expectations, Effort, and Academic Achievement—A Cross-Cultural Comparison," "Cultural Rules for Displaying Emotion," and "Therapy and Race, Ethnicity, and Gender." In addition, human diversity has been considered in relation to dozens of other topics throughout the text.

To Achieve a Balance between Psychological Principles and Applications

To present psychological principles alone may leave students wondering what psychology has to do with their own lives. This text has a relevant *Apply It!* section at the end of each chapter to help students apply psychology to their personal lives and to contemporary social and cultural issues or problems. *Apply It!* topics include "Stimulating Creativity," "Building a Good Relationship," "The Quest for Happiness," and "Learning to Be Optimistic."

To Be Current in Our Coverage While Preserving the Classic Contributions in the Field

Advances in scientific knowledge occur at an ever-increasing pace, and modern authors must keep abreast. This textbook introduces students to the most up-to-date research in many rapidly changing areas, including cognitive psychology and neuroscience, gender differences, adolescent drug use, sexual orientation, death and bereavement, and behavioral genetics. Topics include functional MRI (fMRI), melatonin as a sleep aid, "designer drugs," binge drinking on college campuses, hormones and memory, emotional intelligence, and the information-processing approach to cognitive development.

Yet we do not pursue newness for its own sake. We also discuss studies that have stood the test of time, and we explore classic contributions to psychology in depth.

To Provide Instructors with a Complete, Coordinated Teaching Package of the Highest Quality

The Instructor's Resource Manual (IRM), prepared by Fred Whitford, of Montana State University, provides lecture examples, demonstrations, diversity topics, and more than 150 ready-to-duplicate handouts.

The Essential World of Psychology is also supported by a comprehensive test bank (approximately 2,300 questions) and a computerized test item file (for Macintosh, DOS, and Windows), prepared by Greg Cook, University of Wisconsin–Whitewater. Items have been class-tested and validated at Montana State University.

Also available to instructors are a superb set of acetate transparencies, a PowerPoint Presentation created specifically for this edition by Jerry Newall of Citrus College, a Digital Media Archive, Allyn and Bacon's Interactive Video and User's Guide, an exclusive Video Disc series, an extensive video library, and much more. Please see your Allyn and Bacon sales representative for more information about these and other ancillary materials.

Acknowledgments

We are indebted to an incredible group of people at Allyn and Bacon for their contributions to *The Essential World of Psychology*. First, we want to thank Carolyn Merrill, Executive Editor. We are so impressed with her professional talents and her creativity that we hardly know where to begin to acknowledge her contribution. Carolyn is the prime mover of this book. She is a tireless worker, and her editorial excellence and good taste are reflected everywhere in the text. In publishing, in particular, there is so much to do and so little time in which to do it. Carolyn does it all, and we have been moved (literally) by her power to motivate. Finally, Carolyn's exceptional personal qualities—her great warmth, integrity, good humor, and ability to empathize—all have made her someone whom we greatly admire and also cherish as a friend.

Our developmental editor, Jodi Devine, did a remarkable job in helping to prepare *The Essential World of Psychology*. Working against an unusually tight schedule, she never slowed her pace or lost patience. Jodi carefully scrutinized the manuscript and provided invaluable suggestions for changes and deletions. We are deeply indebted to her.

Although the production process that transforms a manuscript into a finished book is long and complex, our book was in the superbly capable hands of Susan McIntyre, Senior Editorial Production Administrator. Susan is a perfectionist who manages the many stages of the production process with great skill and precision. Fully aware of Susan's commitment to excellence, we were confident that all the parts of the process would come together smoothly.

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Production is one component of a successful book; marketing is another. We want to express our deep appreciation to Sandi Kirshner, Senior Vice President, Executive Publisher, who brings to her craft infectious enthusiasm and creative insight, and who is a wellspring of innovative ideas. In our travels with Joyce Nilsen, Vice President, Director of Field Marketing, we have seen her competence firsthand and learned the secret of her success. Joyce is a master of human relations with a rare ability to em-

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No psychology text is considered complete without an accompanying package of ancillary materials. We are grateful to Dan Kelts of Illinois Central College for the outstanding and creative chapter Study Guides, extensive class testing of the text and learning package, and enthusiastic support of the book. Fred Whitford of Montana State University prepared the excellent *Instructor's Resource Manual*. Greg Cook, University of Wisconsin–Whitewater, prepared a comprehensive *Test Bank*.

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To Our Reviewers

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About the Authors

Samuel E. Wood received his doctorate from the University of Florida. He has taught at West Virginia University and the University of Missouri–St. Louis and was a member of the doctoral faculty at both universities. From 1984 to 1996, he served as president of the Higher Education Center, a consortium of 14 colleges and universities in the St. Louis area. He was a co-founder of the Higher Education Cable TV channel (HEC-TV) in St. Louis and served as its president and CEO from its founding in 1987 until 1996. Dr. Wood is currently assistant to the president and adjunct professor of psychology at Lindenwood University.



Ellen Green Wood received her doctorate in educational psychology from St. Louis University and is currently an adjunct professor of psychology at St. Louis Community College at Meramec. Previously she taught in the clinical experiences program in education at Washington University and at the University of Missouri–St. Louis. In addition to her teaching, Dr. Wood has developed and taught seminars on critical thinking. She received the Telecourse Pioneer Award from 1982 through 1988 for her contributions to the field of distance learning.

Together, Sam and Evie Wood have more than 30 years of experience teaching introductory psychology to thousands of students of all ages, backgrounds, and abilities. *The Essential World of Psychology* is the direct result of their teaching experience.

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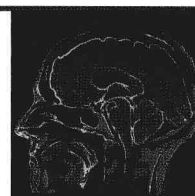
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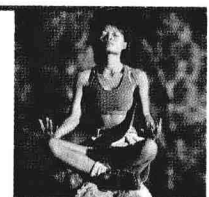
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