



# PSYCHOLOGY

Diane E. Papalia and Sally Wendkos Olds





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## PSYCHOLOGY

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# TO OUR FAMILIES

*Jonathan L. Finlay  
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*David Mark Olds  
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*whose interest, inspiration,  
confidence, and love  
make it all possible.*



# PREFACE

Aside from fulfilling a social science course requirement, what is the point of taking a course in introductory psychology? We, the authors of this book, believe that psychology underlies the most important learning we are capable of—finding out more about ourselves and the people whose lives intersect with ours. Not until we have some basic knowledge about ourselves and others can we put any of our other learning to work in an effective way. We feel that every literate person should take at least one course in psychology. And so, in this firm conviction, we tried to think about the most effective ways to present psychological concepts, both to those students for whom this will be the only course in the subject that they will take and for those who will go on to make psychology the basis for their life's work. With this in mind, let's look at what we consider the most important elements of this book.

## OUR AIMS FOR THIS BOOK

It's hard to imagine anyone's being bored by the study of who we are. And yet basic facts and theories *can* be presented in a dry way, remote from the excitement of new discoveries about the way we live, the way we learn, the way we love. It's hard to imagine anyone not stretching his or her horizons through the study of psychology. On the other hand, the temptations are great to present these topics in a "pop-psychology" way that sugarcoats information and fails to anchor it in a meaningful context. In this book we sought to avoid both these traps, in an effort to make it easier for the student to learn and for the instructor to teach.

First and foremost, we recognize psychology as a science, and throughout this book we treat it as such. We scrutinize research reports to evaluate their findings, and we show respect to those theories that pass the rigorous requirements established by scientific seekers after truth.



Our aims are to present the basic matter of psychology—its areas of study, its methods, its findings, and their implications—as clearly as possible, with as much attention as possible to their practical value, and with a constant focus on encouraging students to think for themselves as they read. We don't want them to accept our words blindly but to learn how to evaluate our biases, as well as those they'll encounter elsewhere in life.

What are our biases? First, we're unquestionably prejudiced toward people: While we present information about animal studies when appropriate, we do so primarily to emphasize their implications for teaching us something about our own species. (What animal biology can teach us about human memory.) Second, we're oriented toward the here-and-now: While we report the findings of basic research, we always keep our eyes closely focused on the practical applications of the research we cite. (How students can apply what they've learned about memory to help them do better in school.) And third, in recognition of the enormous amount of research going on today, we're closely tuned into the present moment: Again, while we report the classic research and theories that have built the foundations of psychology, we have made special efforts to be up to date with "cutting edge" studies going on even as the book was being set in type. (How the newest technology can diagnose problems deep within the brain or the womb, that were not detectable as recently as a year ago.)

In our respect for the individual and in our humble awareness of human fallibility (including our own), we don't pretend to know all the answers. While we highlight our own views on ethics and on numerous controversial issues, we leave room for students to search their own consciences to determine the morality of various research projects and to weigh opposing arguments in controversial issues to come up with their own conclusions. In fact, we encourage this kind of critical thinking in the belief that it will serve students well when they see or hear stories in the media about "breakthrough" discoveries in psychology or are engaged in conversations with people announcing their own pet theories as "scientific facts."

## ORGANIZATION

The book has seven principal parts. In Part 1, "Psychology as a Science," we introduce the student to the goals, the history, and the methods of psychology. Part 2, "Biological Foundations of Behavior," comprises three chapters: Chapter 2 on the biological structure of the brain and the nervous system, Chapter 3 on the mechanisms of sensation and perception, and Chapter 4 on states of consciousness. In Part 3, "Learning, Memory, and Cognitive Processes," we include four chapters: Chapter 5 deals with learning, Chapter 6 with memory, Chapter 7 with intelligence, and Chapter 8 with language and thought. Part 4, "Motivation, Emotion, and Stress," consists of Chapter 9 on motivation and emotion and of Chapter 10, which discusses the way stress affects motivation, emotion, and behavior, and how people cope with stress. The three chapters in Part 5 cover development through the life cycle, from conception through old age. Chapter 11 discusses the influences of heredity and environment, the process of conception, prenatal development, and various issues around childbirth. Chapter 12 explores physical, intellectual, and social-emotional development in childhood, and Chapter 13 deals with these aspects of development from adolescence through old age. Part 6, "Personality and Abnormality," consists of three chapters: Chapter 14 examines theories of personality and ways to measure it, Chapter 15 looks at abnormal psychology, and Chapter 16 describes many ways to treat people with psychological problems. In the final two chapters of the book, in Part 7, "Social Psychology," we look at the ways we influence and are influenced by other people, both in group situations and in intimate relationships.

Through the way the book is structured, we offer various options for those teaching the course. As the preceding listing shows, this book has all the chapters "standard" to almost all psychology texts, such as biology and behavior, sensation and perception, learning, memory, motivation and emotion, child development, personality, abnormal psychology, therapy, and social influences. You'll note that we've also given full-chapter treatment to other high-interest and important topics that are often treated very briefly if at all, such as stress and coping,

intelligence, language and thought, the beginnings of life, adolescent and adult development, and intimate relationships.

While we cover these topics in a way that seems logical to us, we recognize that some instructors may want to organize their courses differently, either because of personal preference or scheduling requirements. All chapters are self-contained and can, therefore, be presented in a variety of different sequences. A professor choosing to emphasize the developmental-social-personality approach might, then, teach Chapters 1, 5, 6, 7 (optional), 8, and 10 through 18. One with more of an experimental-physiological approach could teach Chapters 1 through 9, 12, 13 (optional), 14, 15, and 17. Either of these arrangements would provide a course of 13 or 14 chapters, rather than the 18 as written.

## REVIEWERS' COMMENTS ON THE BOOK'S SPECIAL FEATURES

One of this book's major strengths, according to academic reviewers who saw the manuscript before publication, is its effective integration of theory, research, and application as described earlier in the section on "Our Aims for This Book." In fact, the consensus of our reviewers was that we integrate these aspects more consistently than many other books. Other elements specially remarked on by reviewers include our attention to high-interest and timely topics, our reference to "cutting edge" studies as well as classic ones, and our approach to ethical issues. And over and over again, we were gratified to hear praise of the book's writing style, which was commended for its clarity, its ability to hold the reader's interest, and its engaging qualities—all elements that we've worked hard on, to make both the teaching and the learning of psychology easier and more rewarding.

## LEARNING AIDS

You'll find in this book a number of basic teaching aids whose value has been demonstrated through experience, as well as research. These include:

- *Part overviews*: At the beginning of each part, an overview provides the rationale for the chapters that follow.
- *Spotlights on*: At the beginning of each chapter several key themes are spotlighted.
- *Chapter overviews*: At the beginning of each chapter an outline clearly previews the major topics included in the chapter.
- *Chapter summaries*: At the end of each chapter there's a clearly restated summary of the most important points.
- *Extensive illustrations*: Since one picture is often "worth a thousand words," many of the points in the text are underscored pictorially through carefully selected drawings, graphs, and photographs (many in full color to illustrate important points better and to enhance the reader's esthetic enjoyment of the book).
- *Pedagogically sound captions*: The captions for these illustrations also serve a teaching purpose, either by emphasizing important points made in the text, posing questions calling for student thought, or bringing in interesting new information.
- *Highlighting of key terms*: Whenever a new, important term is introduced in the text, it is highlighted in blue and defined. These terms also appear in the glossary.
- *Glossary*: The extensive glossary at the back of the book clearly defines key terms. These terms are highlighted in blue in the index next to the page numbers indicating where in the book they first appear.
- *Bibliography*: A complete listing of references enables students to evaluate the sources for major statements of fact or theory.
- *Recommended Readings*: Annotated lists of suggested readings (classic works or lively contemporary treatments) at the end of each chapter serve those who want to explore issues in greater depth than is possible within these covers.
- *Boxes*: Every chapter has self-contained, boxed discussions of especially high-interest topics.

## SUPPLEMENTARY MATERIALS

An extensive package of supplementary materials add to the value of this book as a teaching and learning tool.

*The Study Guide*, by Virginia Nichols Quinn of Northern Virginia Community College and Jolyne S. Daughtry of the University of Richmond, includes readings from journals and pop-

cludes such standard elements as outlines, objectives, key terms and concepts, and 800 questions with answers. Questions from the study guide are also available on *Study Disk*<sup>TM</sup>, interactive microcomputer software designed for students' use.

*The Test Bank*, also developed by Quinn and Daughtry (and by George J. Downing of Gloucester County College) to ensure consistency with the Study Guide in the level and types of questions, contains 2000 questions keyed to the learning objectives in the Study Guide and the Instructor's Manual. The Test Bank can be used with the Computer-Generated Testing System (Examiner and Microexaminer). Correct answers and text page references are included for all questions. An alternate test bank by James J. Johnson of Illinois State University will also be available in 1985.

*The Instructor's Manual*, also by James J. Johnson of Illinois State University, includes chapter outlines, learning objectives, key terms and concepts, mini-lectures, demonstrations, short-answer and essay questions, and a media guide. It also has a distinctive "Teaching the Chapter" section for each chapter, which integrates all these elements to assist the instructor.

*Psychworld*, by John C. Hay of the University of Wisconsin in Milwaukee, is an elaborate, colorful, and intriguing generic software package that contains 15 simulations of classic psychology experiments. Professors can use it in the classroom, and students can use it in a lab. It enables the user to perform such activities as identifying different sections of the brain and varying reinforcement patterns for a pigeon pecking at food.

*Slides and Transparencies*, a new package from McGraw-Hill, includes 100 generic slides, 100 generic transparencies, and 50 transparencies keyed specifically to this book, with instructor booklets describing each slide and transparency.

*McGraw-Hill/CRM Films* will also be available to adopters.

We hope that we have been able to communicate the excitement we feel about the study of psychology. We want to share this with you, our readers, as much as we want to share any of the facts, figures, and philosophies contained within these pages. For if we succeed in this, we know we will have enriched your lives as the study of psychology has enriched ours.

## ACKNOWLEDGMENTS

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her dedication to clarity, and her perceptive questions that continually forced us to reevaluate our presentation. James R. Belser gave this project the same painstakingly careful attention through the production process that he has given all five editions of our previous books. Inge King found beautiful and pedagogically perfect photographs. Elsa Peterson pursued and obtained needed permissions. Others at McGraw-Hill helped in ways large and small.

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Diane E. Papalia

Sally Wendkos Olds

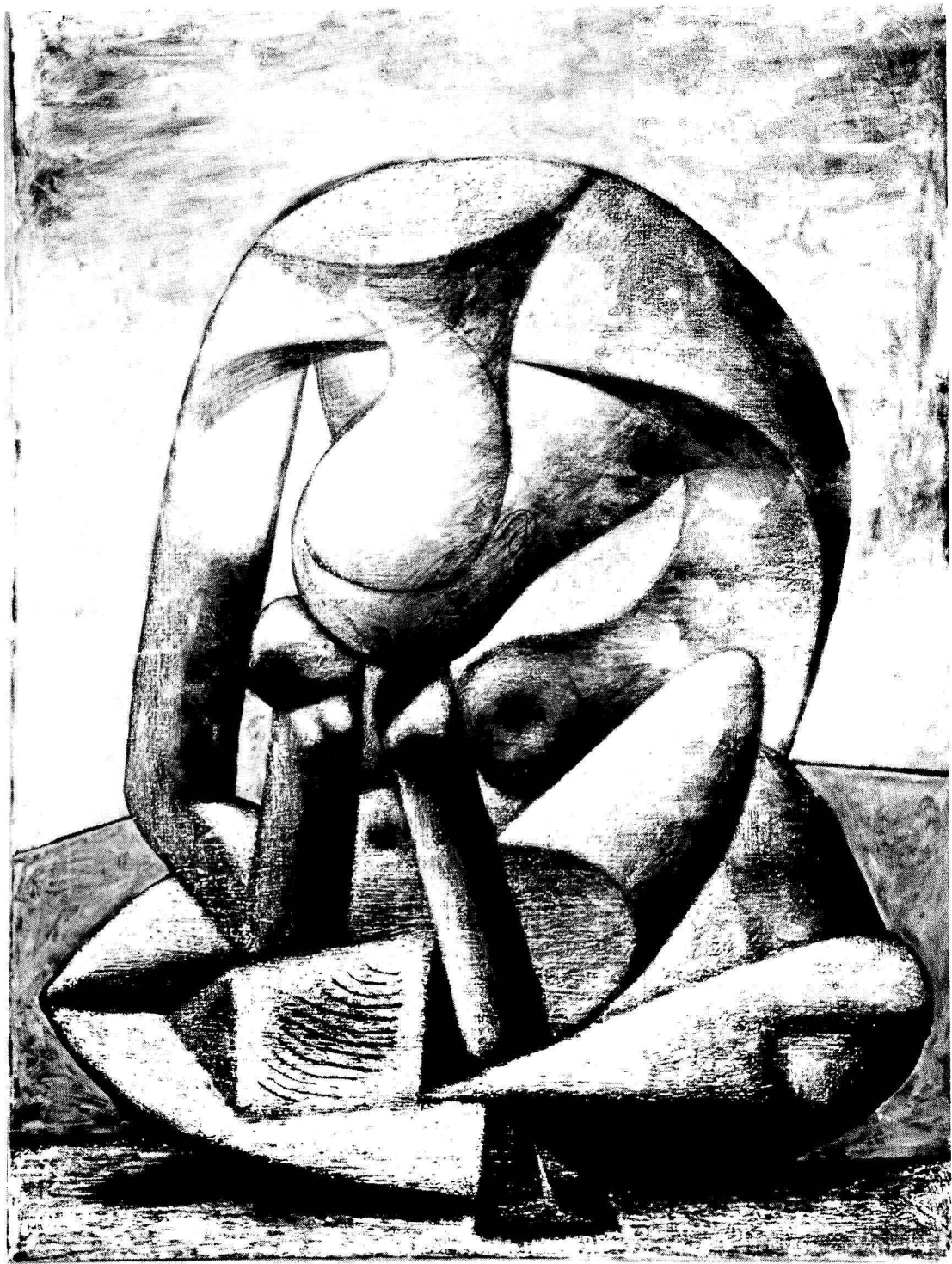
## ABOUT THE AUTHORS

DIANE E. PAPALIA is a professor who has taught thousands of undergraduates at the University of Wisconsin. She received her bachelor's degree, majoring in psychology, from Vassar College, and both her master's degree in child development and family relations, and her Ph.D. in life-span developmental psychology from West Virginia University. She has published numerous articles in professional journals, most of which have reported on her major research focus, cognitive development across the life span from childhood through old age. She is especially interested in intelligence in old age and the factors that contribute to the maintenance of intellectual functioning in late adulthood. She is a Fellow in the Gerontological Society of America.

SALLY WENDKOS OLDS is an award-winning professional writer who has written more than

200 articles in leading magazines and is the author or coauthor of six books addressed to general readers, in addition to the three textbooks she has coauthored with Dr. Papalia. She received her bachelor's degree from the University of Pennsylvania, where she majored in English literature and minored in psychology. She was elected to Phi Beta Kappa in her junior year and was graduated *summa cum laude*. Her book, *The Complete Book of Breastfeeding*, has become a classic since its 1972 publication, and her most recent book, published in 1983, is *The Working Parents Survival Guide*.

DIANE E. PAPALIA and SALLY WENDKOS OLDS are the coauthors of the extremely successful textbooks *A Child's World* (now in its third edition) and *Human Development* (third edition scheduled for 1986 publication).



Pablo Picasso: Seated Woman with a Book, 1937 Art Resource.



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