

PSYCHOLOGY



Ludy T. Benjamin, Jr. J. Roy Hopkins Jack R. Nation

THIRD EDITION

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Ludy T. Benjamin, Jr.

TEXAS A&M UNIVERSITY

J. Roy Hopkins

ST. MARY'S COLLEGE OF MARYLAND

Jack R. Nation

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This book is dedicated to those most special to us

Priscilla, Melissa, and Melanie

Janis, Karl, Carol, John, and Keven

Patricia, Derek, Shannon, and Jamie

Preface

French novelist Anatole France has written that the art of teaching involves the awakening and subsequent satisfaction of an individual's curiosity. Our reasons for writing this textbook are closely connected to our commitment to the art of teaching. We wanted to share with others our excitement about the field of psychology. We hope this book will engage its readers in the sense of discovery and wonder that comes from an increased awareness of the world. In essence, this is a book about behavior appreciation.

Psychology deals with the total spectrum of behavior, behavior of all people and animals in our world. Thus, loving, thinking, hating, fearing, conforming, worrying, enjoying, dreaming, eating, learning, developing, creating, working, remembering, and playing are just a few of the forms of behavior that psychologists write about. In short, psychology is about people who are like us, and about people who are not like us at all.

We firmly believe that the relevance of psychology can be established with academic integrity. Throughout this book we have portrayed psychology as a field that seeks to explain behavior and the workings of mental processes.

DISTINGUISHING FEATURES

Our major goal has been to create a book that is engaging, informative, and relevant to the personal lives of students. The introductory course is often the only psychology course that college students take, and it is our hope that in this book we can bring the excitement of psychology to their world. We have worked closely with Macmillan College Publishing Company to ensure that the final product achieves these aims.

Applications

Throughout the book we have emphasized *critical thinking skills*. We pose questions for our readers. We ask them to reflect on the course content as it relates to events in their lives, and, in the *Thinking Ahead* essays at the end of most chapters, we consider the impact that developments in psychology may have on their lives in the future. There are special application sections entitled *Thinking About Psychology*, *Applying Psychology*, and *Spotlight on Research*. These sections bring to life some of the recent events in psychology that are relevant to people in their everyday lives. Although these sections deal with applications of psychological research, they also challenge the reader to go beyond the simple description of the phenomena and consider the implications of psychological principles in a broader context. Additional examples and applications appear throughout the book, providing lively coverage of topics that affect all of us.

Scientific Basis

The information in this book is drawn from the many books and journal articles comprising the literature of psychology. Throughout the text of

each chapter are parenthetical citations. Many of these references are from the 1990s and reflect the most current findings in the literature. These references are listed in full at the end of the book. Much of this literature can be found in college or university libraries, and we encourage readers to pursue those books and articles that seem especially interesting. For those of you who wish to read further, we have also provided a *Suggested Reading* list at the end of each chapter. These lists contain sources that should be accessible to most college students, in terms of both availability and comprehensibility.

What's New in the Third Edition

Each of the chapters in the third edition has been extensively revised to reflect the most recent changes in psychology. In addition to updating the theoretical and empirical coverage of psychological research, we have added a new chapter on the changing focus of psychology. **Chapter 13, "Social Development,"** covers the effects of the social environment on human behavior across different age ranges, and in this sense we have added to our previous coverage of developmental psychology and social psychology.

The new material in other chapters is equally exciting. A partial list of new topics includes the following:

- the neurochemical workings of drugs such as cocaine (Chapter 2)
- the controversy of fetal tissue transplants (Chapter 2)
- recent findings that result from advances in brain imaging techniques (Chapter 2)
- cultural factors in pain control and experience (Chapter 3)
- the role of learning in infantile autism (Chapter 6)
- the molecular basis of classical conditioning (Chapter 6)
- the role of memory in cross-racial identification (Chapter 7)
- explicit and implicit memory (Chapter 7)
- recent developments in cognitive neuroscience, including neural network models (Chapter 8)
- obesity, dieting, and the role of short-term and long-term cues in eating (Chapter 9)
- cross-cultural personality research (Chapter 10)
- the latest in psychological testing (Chapter 11)
- material on physical and cognitive development, and the relevance of this information to parenting and child growth and development (Chapter 12)
- the effects of divorce on children (Chapter 13)
- methods of coping across diverse cultures and ethnic groups (Chapter 15)
- new sections on family and marital therapy (Chapter 17)

This is only a partial list of the many new topics that have been added to the third edition of *Psychology*. Together they present the vitality and richness of the field. We have made deliberate decisions about which topics to include, and we believe that you will find the coverage interesting, current, and accurate.

RECOGNIZING DIVERSITY

From the partial list of new materials previously cited, you will notice that there are several cases where information on cultural diversity has been added. This reflects our decision to integrate more research on ethnic and cultural differences into each chapter. In addition, new chapter-opening vignettes introduce most chapters with a cross-cultural or multicultural example of human behavior. Psychology is for all people everywhere on Earth, and the numerous references to cultural differences throughout this book make this clear.

Cultural diversity is perhaps the most rapidly expanding dimension of psychology in the 1990s. In truth, there have been investigators in this important area for many years, but it has only been in the past few years that psychologists have awakened to the significance of culturally diverse profiles. Psychologists are no longer willing to make general statements that are intended to apply to everyone. Rather, it is acknowledged that the same events may have decidedly different effects on people of different cultural and ethnic orientations.

In recognizing cultural diversity in this book, we feel that the book has been made more current and relevant to the human condition of the modern world. We hope you agree with us that through understanding comes appreciation and mutual enlightenment.

PEDAGOGICAL ELEMENTS

In addition to our applications, examples, and research citations throughout the book, we have systematically employed devices to promote and reinforce learning in every chapter. They are distinguished typographically.

Chapter Outlines. A chapter outline with major headings and subheadings appears on the first page of each chapter to help the student preview and organize what he or she is about to read. These listings also include the titles of the application sections.

Graphs, Illustrations, Tables. Graphic presentation of concepts contributes to comprehension and learning new ideas. Throughout the book we use charts, graphs, and photographs extensively. Color and descriptive captions add to the effectiveness of the illustrations. Summary tables are also included throughout the book to compare and review major concepts such as personality theories.

Key Terms. Part of learning about psychology is learning psychological terms and how these terms are used. Throughout the text, we introduce key terms in **boldface** print. At the end of each chapter, these key terms are listed for quick reference, with page numbers indicating where the term is introduced and defined. You will also find these key terms and their definitions in the margins and in the **Glossary** at the back of the book. Additional terms in the vocabulary of psychology are emphasized with *italics* in the text.

Summaries. At the end of each chapter, summaries are provided as a review of the chapter contents; they are a way to check your memory and understanding of what you have read. For easy reference these summaries are organized point by point and grouped under the major headings that appear in the chapter.

Ancillary Program

The third edition of *Psychology* is accompanied by a complete learning and teaching program to reinforce the strengths of the text. Individually as well as collectively these items help to increase the effectiveness of learning and teaching psychology.

Study Guide. A *Study Guide* to accompany this text was written by Barbara Nodine, a distinguished educator in psychology whose honors include election as President of the American Psychological Association's Division on the Teaching of Psychology. She is the co-author of a book on writing skills and a former section editor of the journal *Teaching Psychology*. The *Study Guide* she has written increases understanding of the textbook and thus improves student performance on examination material based on the textbook. The *Study Guide* contains review exercises (fill-in and matching) and practice exams (multiple choice and essay), as well as conceptual devices (diagraming, tabular, and graphing exercises) to aid comprehension of the textbook. It also contains a useful chapter on *study skills*, written by Ludy T. Benjamin, Jr., and Melissa Benjamin.

Instructor's Manual. The *Instructor's Manual* was written by George Diekhoff, whose research focuses on the cognitive dimensions of teaching and learning. Although it was written especially to assist the beginning instructor in introductory psychology, the *Instructor's Manual* contains much information that should be helpful to more experienced instructors as well. It includes a section on teaching the introductory psychology course as well as outlines, learning objectives, biographical sketches of key figures in the history of psychology, additional lecture topics, controversial issues, student misconceptions, and recommended audiovisual materials for each chapter.

Activities Handbook. Dr. Diekhoff has also compiled a separate book with an average of seven classroom demonstrations and activities for every chapter. Background information for each activity includes a statement of purpose, procedures, and results as well as materials required and references to relevant research.

Test Bank and Computerized Test Bank. An important resource for teachers of introductory psychology (especially large sections) is a reliable and expansive bank of objective test items. Michael Toggia and Melvin King, of the State University of New York at Cortland, have written a completely new *Test Bank* for the third edition of *Psychology*. It includes approximately 2,000 multiple-choice items with a mixture of factual and applied/conceptual questions. The *Test Bank* is also available on computer disk (for IBM and Macintosh computers). Instructors can choose different configurations of questions or add original questions.

Computer Simulations. David Pittenger and Jay Allen created fifteen interactive programs which simulate experiments and demonstrations that reinforce common areas taught in introductory psychology. They are available on computer disk for IBM or Macintosh computers.

Transparencies and Slides. One hundred full-color illustrations are available as overhead transparencies or slides. Some provide enlarged projections of illustrations from the text; approximately one-third of the total are original teaching transparencies or slides.

Videos and Laser Disc. To supplement lectures, videos are also available from the publisher.

Acknowledgments

One does not undertake lightly a writing project as daunting and massive as an introductory psychology textbook. This book reflects the intellectual efforts of numerous friends and colleagues.

Four of our colleagues were especially helpful in the revision of this book. James Grau made many helpful suggestions on Chapters 3 and 4; Steven Smith helped with Chapters 7 and 8, Jeff Simpson assisted with Chapter 14; and John Knight provided input on Chapter 15. Because each of these psychologists is a specialist in the area relevant to his contribution, the book has benefited substantially from their ideas and suggestions.

The book has also been improved by the efforts of many other people who offered their suggestions. Much credit is due these individuals who read parts or all of the manuscript, sometimes reading multiple drafts of the book. We gratefully acknowledge the assistance of the following individuals.

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This book bears the imprint of the Macmillan College Publishing Company. Since we began working on the first edition in 1983, and continuing through the third edition, we have come to know this company as much more than a corporate giant in the publishing industry. We have come to know it as a company composed of enormously talented people who pride themselves on the quality of their books. We cannot list all of the individuals who have contributed their technical expertise to the three editions of this book, but we would like to acknowledge a few of them, whose assistance was especially important. James D. Anker, a former senior editor at Macmillan, is responsible for bringing this team of authors together. He recognized in us a common philosophy in the teaching of psychology and urged us to undertake the first edition of this book.

Madalyn Stone served as the principal Development Editor on this book. Madalyn has worked closely with us in the first and third editions and has been extraordinarily helpful as we have gone through the multiple drafts that such a book demands. She has also been a colleague skilled in providing encouragement and support and gentle reminders about deadlines. We thank her for the greater clarity that has resulted from her efforts. Christine Cardone, the Executive Editor of psychology at Macmillan, has been the persistent shepherd of this project in all three editions, in the first edition as the marketing manager and in the second and third editions as editor. Her marketing and editorial insights have helped to make each edition better. We thank her for her endurance and support through this project. We also greatly appreciate the special support of Editor-in-Chief D. Anthony English, who has demonstrated an unwavering commitment to this project. Others who have worked on the book include Katherine Evancie, who coordinated its production, including its vast illustration program; Diane Austin and Chris Migdol, whose helpful suggestions and diligent searches contributed to the visual appeal of the book's photographs; and Pat Smythe, whose creative labors produced the attractive interior design as well as the cover.

Finally, we are indebted to our many students, who over the years have participated with us in the learning environment that makes the college setting such a stimulating place to spend one's life. We have learned much from them about how to teach psychology, and we are sure their collective influence is evident in the pages of this book. For us, in a very personal sense, this book is a reflection of our commitment to psychology and the importance it has for each of us.

Ludy T. Benjamin, Jr.
J. Roy Hopkins
Jack R. Nation

Author Biographies

Ludy T. Benjamin, Jr., received his PhD in experimental psychology from Texas Christian University in 1971. He has taught a class in introductory psychology every year since that time, except for a two-year period he spent in Washington, DC, as Director of the American Psychological Association's Educational Affairs Office. His interests in psychology are wide-ranging, having published articles on topics as diverse as visual perception, children's ideas about Santa Claus, the benefits of napping, and the fear of death. But most of his research has focused on the history of psychology. His thirteen books include four on the teaching of psychology, among them the *Activities Handbook for the Teaching of Psychology* (1981) and *Handbook for the Teaching of Introductory Psychology* (1985). He was a member of the faculty of Nebraska Wesleyan University before going to Washington, and is now Professor of Psychology and Director of Undergraduate Studies at Texas A&M University. Elected a Fellow of the American Psychological Association in 1981, he has also served as President of two of APA's divisions: Division on the History of Psychology and Division on the Teaching of Psychology. In 1984 he received a Distinguished Teaching Award from Texas A&M University, and in 1986 the prestigious Distinguished Teaching Award from the American Psychological Foundation.

J. Roy Hopkins received his PhD in 1974 from Harvard University, with training in developmental, social, and personality psychology. He began teaching part-time at Harvard while doing graduate work and has been teaching full-time for 20 years, first at Vassar College and now as Professor of Psychology at St. Mary's College of Maryland. He has taught introductory psychology in a variety of settings, from small honors seminars to large lecture classes. His early research focused on infant cognitive development and perception. More recently he has specialized in adolescence and early adulthood psychology and is currently studying cognitive and social development longitudinally during the college years. Professor Hopkins is the author of a number of papers on infancy and adolescence, with articles appearing in such journals as *Cognition*, *Child Development*, and *The Journal of Social Issues*. He has also written a successful textbook, *Adolescence: The Transitional Years*, and is currently North American book review editor for the *Journal of Adolescence*. Professor Hopkins heads the Division of Human Development at St. Mary's College of Maryland, which was the host institution for the American Psychological Association's 1991 National Conference on Enhancing Undergraduate Education in Psychology, for which he served as site coordinator.

Jack R. Nation is Professor of Psychology at Texas A&M University. He received his PhD in psychology from the University of Oklahoma in 1974. In 1987 he was invited by the People's Republic of China to give a series of lectures at Peking University. At Texas A&M University, he has taught both honors and regular classes in introductory psychology for more than a decade. In addition to the teaching of psychology, his interests are in the areas of learning, animal behavior, and neurotoxicology. He has written more than 70 papers on such varied topics as student motivation in nontraditional and introductory psychology courses, learning models of depression, goal-directed responding in humans and animals, and the behavioral effects of environmental exposure to toxic chemicals. His articles since 1990 include reports in *Behavioral Neuroscience*, *Neurotoxicology*, and *Alcoholism: Clinical and Experimental Research*. He is a recent recipient of a grant from the National Institute on Alcohol Abuse and Alcoholism (NIAAA), which supports his research on the effects of environmental contaminants on alcohol-related changes in behavior. In 1984 Professor Nation received a Distinguished Teaching Award from Texas A&M University.

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CHAPTER 2

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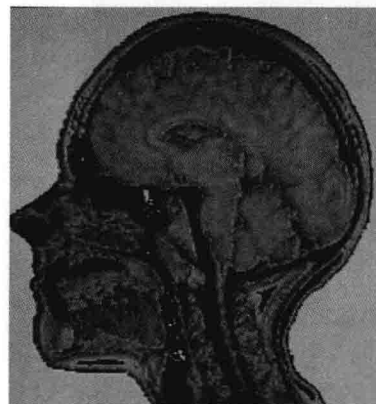
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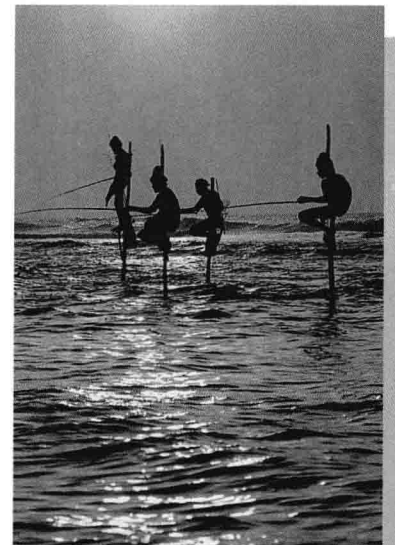
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