

PRINCIPLES OF PSYCHOLOGY

SECOND EDITION



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PREFACE

One of the reasons psychology is exciting to teach and to learn is that it is a series of stories of discovery. In telling these stories to our students, we are presenting the science of psychology at its best. Seen this way, psychology can be enjoyed for its logic, its rigor, and its use of the scientific method. To be sure, the story of discovery in psychology is also a story of false starts and blind alleys that have tested the persistence and insight of those men and women who have contributed to the field through their research. We believe that psychology can be taught in all its complexity without sacrificing accuracy or understanding if we teach it by telling the story of discovery. It is this idea that has inspired us as we prepared the second edition of *Principles of Psychology*.

Our Goals in Preparing the Second Edition

As we reflected on what we had accomplished in the first edition of *Principles* and what we hoped to accomplish in the second, several major themes emerged. First, as with the first edition, we wanted to emphasize psychological research. In order to do this, we believed it crucial to draw on the expertise of active researchers to provide sound scholarship across the broad expanse of psychology. In addition, we wanted to add depth to several chapters while maintaining our orientation to comprehensive content. Third, we planned the format design and illustration for this edition to be even more inviting and engaging. Finally, we felt that this edition of *Principles* should have a special set of learning aids designed especially for it.

Research: The Story of Discovery

Psychology is a method of inquiry as well as a body of knowledge. In addition to describing what we know about behavior and mental processes, *Principles* explains precisely *how we know it*. For example, one of the most exciting new areas of psychological research focuses on the chemistry of the brain. *Principles* describes not only the newest findings about the ways in which these chemicals influence behavior, but also tells the fascinating story of how they were discovered in the first place. Such stories, interesting in their own right, demonstrate the fascinating processes of psychological research. By understanding these processes, students are more likely to retain important information and to achieve insight into psychology as a dynamic evolving science.

Both in the text and in special features, *Principles* tells the story of how important scientific discoveries in psychology have been made and shows their significance for current theory and research. For example, in the introductory chapter, we discuss the discovery of “opiate receptors” by Candace Pert and Solomon Snyder and consider its meaning for contemporary understanding of brain and behavior relationships. At the same time, we tell classical stories of discovery such as Paul Broca’s discovery of the area of the brain that controls speech and Otto Lowi’s dream that inspired the experiment uncovering evidence of neurotransmitters in 1921. Still other stories of discovery relate to the intense competition between contrasting learning and biological perspectives to explain phenomena such as learned helplessness.

The Author Team

Such is the breadth of modern psychology that no single author can hope to encompass all of its variety with the accuracy and authority that comes from sound scholarship and firsthand research. The principal authors represent a wide range of authority and expertise. They are: Richard H. Price of the University of Michigan (personality, intelligence, abnormal psychology, behavior change); Mitchell Glickstein of University College, London, England (physiological psychology, sensation, and perception); David L. Horton of the University of Maryland (learning, memory and cognition, language, statistics); Steven J. Sherman and Russell H. Fazio, both of Indiana University (social psychology, motivation and emotion); Julian M. Davidson of Stanford University (consciousness, sexual behavior); and David M. Brodzinsky of Rutgers University (development). Each of our authors is an active researcher who has also made contributions to psychology's story of discovery.

Coverage in the Second Edition

Our goal in the second edition was to provide as thorough a text as possible, a book with both breadth and depth, within the constraints of the introductory course. This means a sophisticated, straightforward text appropriate for psychology majors and comprehensive enough even for a two-semester course. Chapter 1 presents the story of discovery theme and describes the science and the scientists in psychology's history who have shaped modern day psychology. From that beginning, the entire range of topics traditional in the mainstream courses of psychology is then surveyed in this text.

In addition, *Principles* presents in unusual detail, several areas of investigation that reflect the widening scope of psychological research. An entire chapter, for example, is devoted to sexual behavior. We also paid particular attention to the rapid growth of psychobiological research in the past two decades. While Chapter 2 describes the basic structures of the nervous system, including the substrates of behavior at the cellular level, other chapters—for example, Sensation, Perception, Consciousness, and Abnormal Behavior—expand the discussion of the role of the brain.

Chapter 6 on Development has been extensively revised. The foundations of our understanding of development is provided covering physical, cognitive, social, and moral development through the entire life span. Considerable additional coverage has been given to adult development and development in aging to provide a life-span orientation to human development.

Format and Special Features

In thinking about presenting *Principles* to the student in the second edition, we wanted to discuss psychology in prose that is clear, interesting, and lucid without sacrificing depth or accuracy. The concepts and methods of psychology are often complex, and we do not pretend that they are always easily grasped. Yet the most rigorous of experiments and studies typically possess an essence of elegant simplicity. We illustrate this work not only with relevant examples taken from everyday life, but also from stories drawn from the human framework in which research is carried on.

To aid the student, we have begun each chapter with a brief outline of the main topics to be covered and ended it with a concisely detailed summary. Each chapter also contains two brief essays set off from the main text. One, labeled "Research," makes the methodology of psychology explicit and provides an up-close look at how psychologists work and think. It takes the reader step-by-step through an important experiment or study from the original hypothesis and how it was formulated to the results and the implications of the findings. Our discussion centers on studies and experiments that expand on chapter topics. For example, the "Research" essay in Chapter 5 (Consciousness) discusses the surprising recent study of the "near-death experience."

Chapter 13 (Intelligence) recalls in careful detail a classic study of environmental influence. In Chapter 16 (Environmental Influence) the reader is taken to the race track for a novel experiment on dissonance and the two dollar bettor.

The second essay, entitled "Focus," highlights a topic of special interest intended to supplement or amplify material in the main text. The focus may be on an important new finding as in Chapter 2 (The Nervous System)—"The Brain's Own Opiates"; an intriguing insight from animal research as in Chapter 4 (Sensation)—"Senses We Do Not Have"; a controversial issue as in Chapter 10 (Motivation and Emotion)—"The Effects of TV Violence"; or an unconventional approach to treatment as in Chapter 15 (Behavior Change)—"Therapy Through Folk Healing."

In addition, the illustration and design program for the second edition of *Principles* has been carefully structured to invite the reader into the content of each chapter, using illustrations and drawings to amplify and explain fundamental concepts discussed in the text.

Supplementary Materials

The needs of today's instructors and students demand not only a text with a solid base in scientific research, but also a full and broad array of ancillary materials to make teaching and learning more effective.

Coursepack is a combination study guide/anthology designed to assist students in learning the subject matter of psychology and to excite them about the subtleties of psychological research. Written by William Buskist (Auburn University), Part I contains chapter outlines, learning objectives, identification exercises, suggested readings, and short-essay and multiple-choice drill questions; in addition, for each chapter a 20-item practice quiz (with the answer key in the *Instructor's Manual* only) can be assigned by the instructor for extra drill or as a pop quiz. Part II of *Coursepack* is the anthology; it includes a selection of brief essays on important issues in psychological research. These essays are not meant to be exhaustive but rather to stimulate students' interest and broaden their awareness of the role of research in psychology. Multiple-choice items follow each essay to check student learning. Most important, *Coursepack* is shrinkwrapped with each copy of the text—that means *every* student will have a copy of this innovative study aid.

In addition to *Coursepack*, there are available excellent resources specifically designed for the instructor. The *Instructor's Manual*, also prepared by William Buskist, is written especially for first-time instructors. It includes over 2000 multiple-choice items; annotated lecture outlines for each chapter, referenced to the text and to *Coursepack*; suggestions for teaching and organizing the course; and suggested readings. Available, too, are the following: two- and four-color transparencies/35mm slides; a videotape library consisting of short videotaped experiments, demonstrations, and high-interest features covering the broad spectrum of psychology; computerized test items; DIPLOMA, a computerized classroom management system; and SIMLABS, a set of computer-simulated laboratory experiments.

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Richard H. Price

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PART

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Psychology: The Science and the Scientists
