

Psychology

An Introduction

Third Edition

Josh R. Gerow

PSYCHOLOGY:

An Introduction

Third Edition

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PREFACE

THE ORIGINAL VISION

I had been reviewing other people's books for years, so when I was first approached about writing an introductory psychology textbook, I had a reasonably clear vision of what I wanted that text to be like. What I find most encouraging about seeing *Psychology: An Introduction* evolve to a third edition is that so many psychology instructors seem to share that vision. Two general principles have remained constant throughout:

1. The text is written for the student who is unlikely to take more than one or two additional psychology classes. I have come to call these our "terminal introductory" students. By far, they comprise the majority of the students in my classes over the past 25 years. This may be our only opportunity to have an impact on these students.
2. The text puts into practice what we teach about making learning an effective, interesting, meaningful experience.

From these general principles, several guidelines flow naturally:

- Help beginning students understand the basic methods, concepts, and principles of psychology. Do not try to impress readers with how much you know. Cover the basics fully, but don't overwhelm them with details.
- ✍ Provide examples and applications. Then provide more examples. Show how psychology in all its aspects is relevant to the daily life experiences of the student.
- Help the student space or distribute his or her practice. Provide guidance within the text to help the student understand which points are central and which are less so.
- Avoid distracting features, such as built-in quizzes or "boxes" of tangentially related material. If it's interesting and relevant, put it in the text.
- As often as possible, show that today's psychology has emerged from a historical context. All of the "good stuff" of psychology has not been discovered within the last five years.
- Be as intellectually honest as possible. Avoid taking any one point of view when many are possible. Acknowledge that we have many important questions in psychology for which we do not have adequate answers.

- Without disrupting the flow of the text, include as many pedagogical aids as is reasonable. (See “Features of This Text” below.)
- Include illustrations, graphs, tables, and photos that are relevant as well as attractive.
- Assemble a package of ancillary materials that will allow the student to learn and the instructor to teach as easily and effectively as possible.

To remain true to these principles and guidelines and to put them into practice has been a struggle, but with each edition we are getting closer to that original vision.

What Is New in This Edition

Those of you who have used either of the first two editions of *Psychology: An Introduction* will see that the basic structure of the text has not changed. We still have 15 chapters in which each chapter is divided into two short, manageable topics. All of the previously used pedagogical aids have been retained and are described below in the section called “Features of This Text.” What, then, is new?

Two changes are immediately noticeable: An entirely new art and design program has been incorporated throughout, and the order of Chapters 8–11 has been changed. All the remaining changes have been made within the 30 topics of the text.

A brief sampling of what is new in this edition includes the following:

Chapter 1—added a section on themes and threads to unite general principles and a section on meta-analysis.

Chapter 2—restructured the chapter and added a section on genetics.

Chapter 3—added sections on subliminal perception and visual pathways beyond the retina.

Chapter 4—added a section on geometric illusions.

Chapter 5—added a section on phobias and their treatment and expanded the section on reinforcement and punishment.

Chapter 6—added sections on biological bases of memory and implicit measures of memory.

Chapter 7—added a section on language acquisition.

Chapter 8—changed order of material, and expanded the section on racial/ethnic differences in IQ.

Chapter 9—expanded the section on moral development and added sections on adolescent sexuality and drug use.

Chapter 10—added a section on personality assessment and updated the section on STDs.

Chapter 11—added sections on eating disorders and theories of emotion.

Chapter 12—added sections on posttraumatic stress disorder and positive/negative symptoms of schizophrenia.

Chapter 13—expanded the section on ECT and updated the section on drug treatment.

Chapter 14—expanded sections on attitudes and bystander intervention.

Chapter 15—expanded sections on personnel selection and health psychology.

FEATURES OF THIS TEXT

There are several things that we have done in order to make the task of learning about psychology as easy and painless as we know how. For one thing, we've provided each instructor with a large assortment of supplementary materials and media to help in teaching the class. These are described below in the section called "Supplements to Accompany the Text." What I want to do here is describe briefly those features that are built-in to the text.

Topics. Each of the 15 chapters is divided into two topics. Each topic is designed to be freestanding and comprehensible on its own. We see two advantages of this system. (1) It allows the instructor an added degree of flexibility, and (2) it provides material to the student in smaller, more manageable pieces that are coherent and meaningful.

Topic Outline. Each of the 30 topics (and the Statistical Appendix) opens with a complete outline. This should be the first thing a student reads when beginning an assignment. The outline provides a general overview and shows how the material in the topic is interrelated.

Why We Care—A Topic Preview. Following the topic outline is a prefatory section that attempts to do what its name suggests: To tell the reader why psychologists care about the material in the topic and, more importantly, why the reader should care. In addition, the section also serves to let the reader know in some detail precisely what will be covered.

Why We Care: A Topic Preview

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THE BIOLOGICAL BASES OF BEHAVIOR



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TOPIC

2A

Basic Structures and Functions

Why We Care: A Topic Preview

GENETICS AND PSYCHOLOGY
Genetics and Physical Traits
Genetics and Psychological Traits

THE NEURON
The Structure of Neurons
The Function of Neurons

FROM ONE CELL TO ANOTHER: THE SYNAPSE

NERVOUS SYSTEMS: THE BIG PICTURE

HOW TO STUDY THE CENTRAL NERVOUS SYSTEM

Accident and Injury
Surgical Interventions
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boldface important key words and concepts are printed in boldface type in the text. Each term, along with its definition, appears in the margin.

BEFORE
YOU GO
ON

Why may we claim that psychology is a science?

TOPIC

2A

SUMMARY

Marginal, Boldface Glossary. In large measure, learning about psychology is a matter of developing the appropriate vocabulary. Important, key words and concepts are printed in the text in **boldface** type. Each term is defined in the text and the definition is repeated in the margin for ready reference. All definitions are collected in a complete, page-referenced glossary at the end of the text.

Before You Go On Questions. A series of questions labeled *Before you go on* appear throughout each topic. They typically occur after major content sections. This remains one of the most popular features of the text *from the students' point of view*. "Before you go on" questions can be answered easily if the reader has understood the previous material. They provide a quick and simple intermediate review.

Topic Summary. As its name suggests, this section provides a review of all the important material presented in each topic. Each *Topic Summary* is comprised of *Before you go on* questions and answers. You realize, of course that the brief answers to the *Before you go on* questions provided in the *Topic Summaries* are to be taken as suggestions only. Each item in the summary is page referenced.

Practice Test Items for *Psychology: An Introduction*, Third Edition come shrink-wrapped free with each new copy of the text. For each topic in the text, the student will find 15 multiple-choice and 5 true-false items—600 practice items in all. Two things make this feature unique. First, every item was written by the textbook's author. Second, answers are provided in annotated, paragraph form. A student cannot simply glance at a list of letters to see if he or she correctly answered an item. Reasons are provided to let the student know which alternatives are correct, which are incorrect, and *why*.

In order to prepare for a classroom exam, it should not be necessary to reread all of the assigned material. Students should only have to reexamine the *Topic Outline*, review the *Marginal Glossary* terms and the *Topic Summaries* for answers to the *Before you go on* questions, and then test themselves by attempting the questions in the *Practice Test Items* book.

SUPPLEMENTS TO ACCOMPANY THE TEXT

Two Test Banks. Over 3000 professionally reviewed multiple choice and essay questions. Each bank provides 100 test items per chapter.

TestMaster Computerized Test Bank. A powerful test-generation system. TestMaster allows the instructor to construct test files using multiple choice and essay questions from the Gerow test banks. Questions can be exchanged between the TestMaster program and the instructor's word processing software allowing instructors to modify questions and create entirely new questions. It is available for both IBM and Macintosh computers.

Instructor's Resource Kit. An extensive collection of demonstration ideas, teaching strategies, and supplementary lecture notes. The Resource Kit provides a rich source of ideas for experienced teachers as well as new instructors of introductory psychology.

PSYCHOLOGY ENCYCLOPEDIA Laser Disc. One of the most useful teaching aids to come along since the textbook. The laser disc contains both stills—material that would normally be found on slides and transparencies—and video materials. Each frame can be accessed by a hand-held remote control. The PSYCHOLOGY ENCYCLOPEDIA Laser Program does away with the clumsiness of slides and transparencies while simultaneously allowing for greater control over the visual display you give your class.

Video Briefs. A two volume series of video clips ranging in length from 50 seconds to 8 minutes. The briefs help instructors bring experiments, interviews, documentary footage, and dramatic examples into the classroom.

Videos. HarperCollins offers a wide variety of videos through a special media program. Please contact your representative or write to the publisher directly for details.

Transparencies. A set of 100 color transparencies. Many of the transparencies include overlays that permit precise labeling and detail.

Study Guide. Designed to help students get the most from the Gerow introductory text. Each chapter concludes with study tips especially developed for college students.

SuperShell: Computerized Tutorial. Features diagnostic and feedback capabilities. SuperShell provides immediate correct answers and the text page reference on which the topic is presented. When students miss a question, the question begins to appear more frequently. A “flash cards” feature provides a drill to help students learn important terms and concepts. Available for IBM computers.

JOURNEY Interactive Software. Full-color, graphic learning modules in experimental research, the nervous system, learning, development, and psychological assessment. Available for IBM and Macintosh computers.

THE INTEGRATOR. A chapter-by-chapter cross-reference to all software, media, and print materials accompanying *Psychology: An Introduction*, Third Edition. Under each major chapter heading, corresponding references to the appropriate ancillaries are listed (test items, transparencies, videos, films, laser disc and other resources).

For further information on how to obtain any of the package components, please contact your local representative or HarperCollins, College Marketing Group, 10 East 53rd Street, New York, NY 10022-5299.

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Although I realize that it sounds cliché, I must first mention my wife, Nancy. She has read all of this manuscript in all of its various forms and has provided me with sound advice throughout. Perhaps more importantly, she remained supportive and encouraging in the face of all of my aggravating behaviors during the process of putting this project together. Once again,

my colleagues at IPFW have proven to be a source of support and information. I have “borrowed” their expertise freely and I appreciate their generosity: Bruce Abbott, Ken Bordens, Lenore DeFonso, Dennis Cannon, Nancy Kelley, Carol Lawton, and W. Jeffry Wilson. I also wish to thank Bill Buskist at Auburn University for his contribution to this edition.

Many of the people with whom I worked at HarperCollins were unknown to me before this revision began. They have all done a super job. Bill Tucker served as developmental editor, and it was with Bill that I maintained almost daily contact. From the very first day and very first page, he had made this project his own and has, I suspect, lost as much sleep over it as I have. To the extent that the prose is literate and concepts are explained clearly, we have Bill Tucker to thank. Anne Harvey provided support as psychology editor at HarperCollins. Other “company people” who deserve special mention for their role in putting this text together are: Otis Taylor for his role as Marketing Manager; Leslie Hawke for her help with the supplements; Dorothy Bungert who designed this edition; Cheryl Woike Kucharzak for providing illustrations; and Melonie Parnes in Project Editorial. Finally, a special thanks to Joanne M. Tinsley and Susan Driscoll for their continued support and creativity throughout this project.

Right from the start it was obvious to me that—these days—no one person can write a complete survey of general psychology, even at the introductory level. Previous editions have benefited from the advice and suggestions of scores of fine reviewers. The friends and colleagues who took so much time from their busy schedules to contribute to this revision as supplement authors, test bank reviewers, and manuscript reviewers were enormously helpful. Simply listing names here seems a woefully inadequate acknowledgment of their contribution.

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Josh R. Gerow

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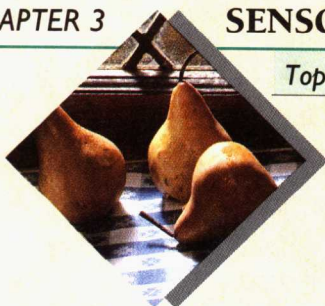
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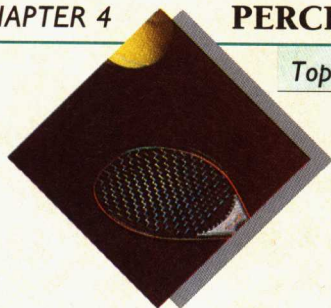
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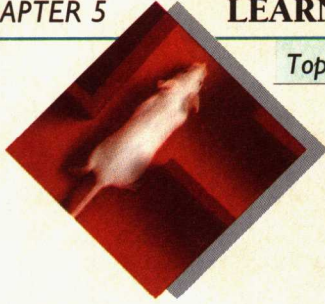
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