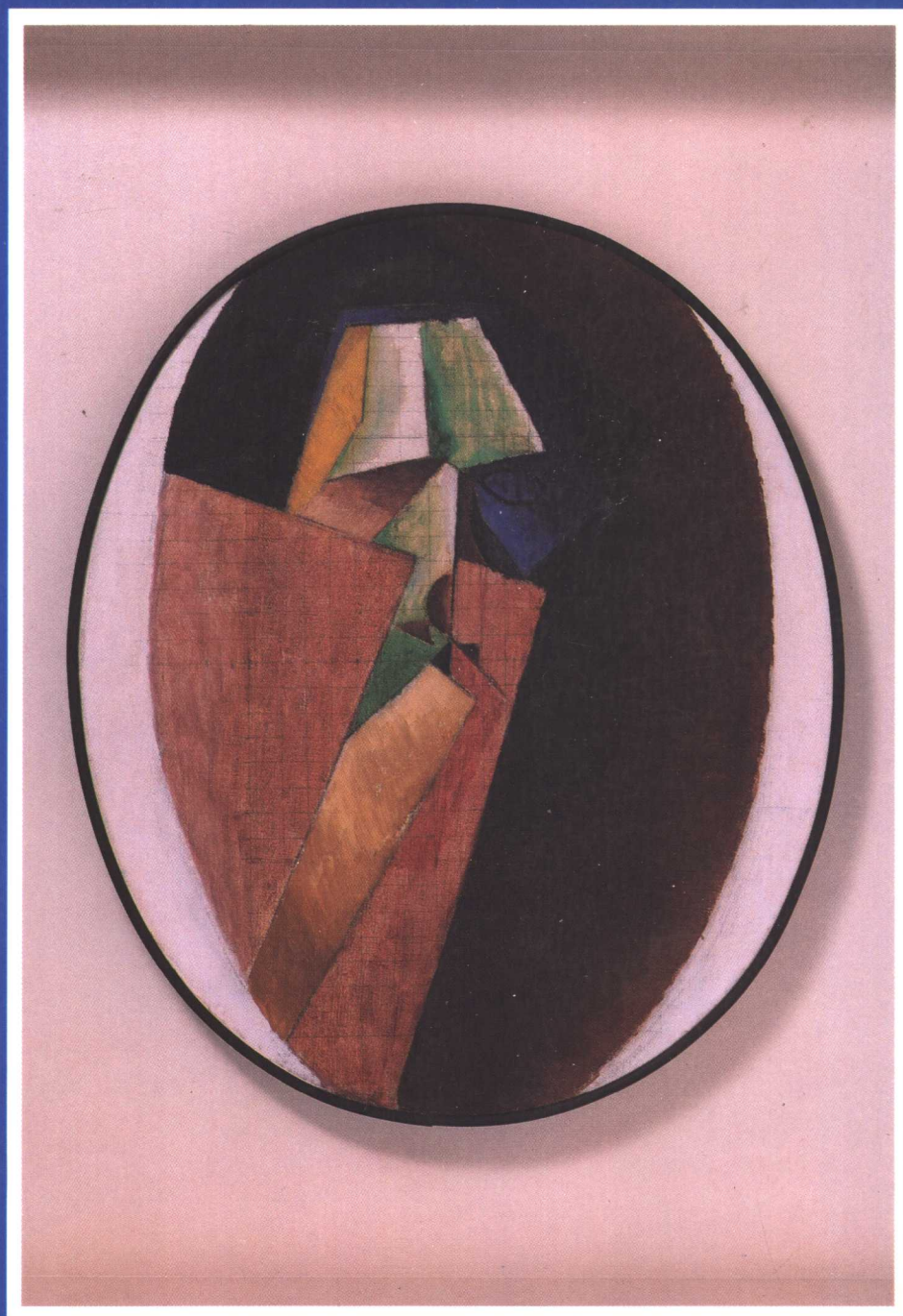


THIRD EDITION

Terry F. Pettijohn

# PSYCHOLOGY

A Concise Introduction



**THIRD EDITION**

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**A Concise Introduction**

**Terry F. Pettijohn**

*Ohio State University*



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## Psychology: A Concise Introduction, 3rd Edition

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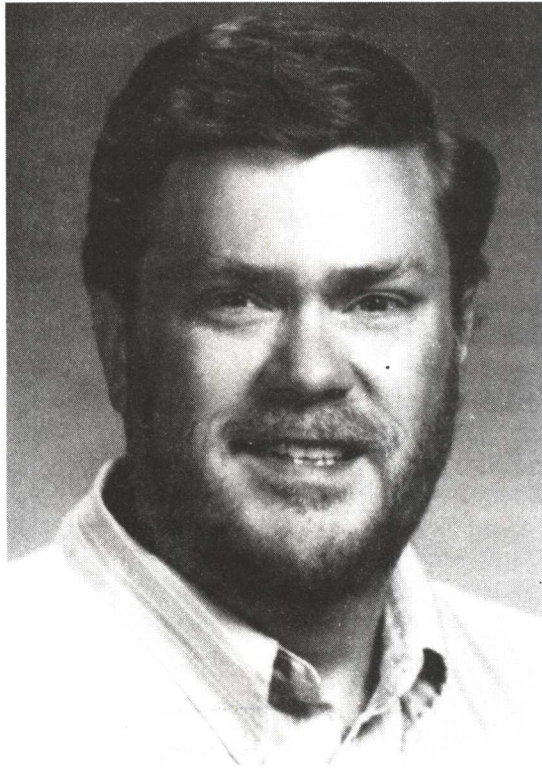
Printed in the United States of America

Library of Congress Catalog Card Number: 91-77531

International Standard Book Number (ISBN) 1-56134-063-4

The Dushkin Publishing Group, Inc., Sluice Dock, Guilford, Connecticut 06437





**T**erry F. Pettijohn is Professor of Psychology at Ohio State University, where he has taught introductory psychology for nearly two decades. He has been recognized for his teaching efforts, including twice being a recipient of the University Award for Distinguished Teaching. He received his Ph.D. in experimental psychology from Bowling Green State University in 1974. His current research interests include the study of animal social behavior and computer-assisted learning. When he is not teaching or revising this book, Dr. Pettijohn enjoys traveling with his family, participating in church activities, taking photographs, and building his music collection. He is a member of the American Psychological Society, the Psychonomic Society, the Animal Behavior Society, the Society for Computers in Psychology, and the American Psychological Association, where he is affiliated with the Division of the Teaching of Psychology.



# Preface

“Vigorous writing is concise,” counseled William Strunk, Jr., in *The Elements of Style*. “This requires,” he went on, “not that the writer make all his sentences short, or that he avoid all detail and treat his subjects only in outline, but that every word tell.”

I have strived to maintain the conciseness of the previous editions and to expand judiciously some topics, such as personality and health. In an attempt to provide an even clearer visual organization than before, I have added more topic headings. In addition, I have included a significant number of new references and have updated many others.

I have reorganized some topics within chapters as well as moved some topics within the textbook. For example, the material on animal communication was moved to chapter 9, “Motivation.” And research on primate language is now discussed in chapter 8, “Language and Intelligence.”

Most topics throughout the book have been updated since the last edition. The latest research findings have been included, as well as the current theories in the field. Thanks to an article by C. James Goodwin in the *American Journal of Psychology* (Spring 1991, vol. 104), an illustration showing a dog undergoing a classical conditioning experiment, erroneously attributed to Pavlov in previous editions of this textbook (as in most other textbooks), has been corrected in this edition. Further research has also led to the deletion from this edition of a series of drawings of cats, traditionally, but mistakenly, attributed to a schizophrenic patient. Many areas have been expanded in this edition. We now have expanded coverage of neurotransmitters in chapter 2, “Psychobiology,” adulthood issues in chapter 3, “Development,” love in chapter 10, “Emotion,” and personality measurement in chapter 11, “Personality.” A number of current topics in psychology have been added to the third edition, including daydreaming (chapter 5), the MMPI-2 (chapter 11), health enhancement behavior (chapter 12), and conflict and peace (chapter 15). In addition, a number of chapter opening stories and application highlights are new to this edition.

I believe that psychology is a delicate blend of rigorous science and humanistic perspective. I have tried to balance an intellectual approach to the subject matter with personal anecdotes and examples that I hope will give students an understanding and appreciation of the science of psychology.

As before, I have included a number of features in the textbook to help make it an effective learning tool.

- CHAPTER OUTLINE** At the beginning of each chapter I provide a brief outline consisting of the major headings in the chapter as a preview for students and to let them know what to expect in the chapter. The Chapter Outline is related to the Chapter Objectives and the Chapter Review for a complete learning program.
- CHAPTER OBJECTIVES** The Chapter Objectives provide a guidepost for students to begin their learning of the chapter material. The objectives are always found on the first page of the chapter so students can easily find them and refer to them as they study. The major topics in each chapter are included in the objectives. Each objective is directly keyed to an item in the Chapter Review at the end of the chapter.
- INTRODUCTORY PARAGRAPH** Each chapter begins with a short paragraph set in italics that provides a glimpse of what the chapter covers. This should be especially useful when students first skim the chapter.
- OPENING STORY** Each chapter begins with a story of an important research study in psychology. The stories are nontechnical, and read easily. They often raise issues that are discussed in the chapter, and present interesting and useful information that is integrated with the chapter material. One of the goals of the opening story is to motivate the student to understand the topics covered in the chapter. Opening stories describe the work of psychologists such as Eleanor Gibson, Elizabeth Loftus, Jean Piaget, Stanley Schachter, Martin Seligman, and B. F. Skinner.
- INTRODUCTORY DEFINITIONAL SECTIONS** Following the opening story, each chapter contains a WHAT IS? section. Here the general chapter topics are introduced and the main concepts are defined. After reading "What is Therapy?" in chapter 14, "Therapy," for example, students know that there are two major forms of therapy for psychological disorders, and have learned the names of the major types of each form of therapy. Of course, they then have to read the rest of the chapter to discover the details of the therapies mentioned.
- APPLICATIONS** Each chapter has one or two Applications, which demonstrate how psychological theory can be applied to everyday situations. Applications include topics such as hormones and premenstrual syndrome, eating disorders, improvement of love relationships, biofeedback, stages of parenthood, television and aggression, jury selection, memory improvement, computers and programmed learning, education and learning disabilities, and stress and performance. In this edition, each Application is fully integrated into the appropriate section in a chapter. This does not break up the flow of reading and facilitates the understanding of the material.
- BIOGRAPHICAL HIGHLIGHTS** All chapters (with the exception of chapter 13) have one or two Biographical Highlights that present in-depth information on a psychologist who was instrumental in shaping psychology as we know it today. These biographies make psychology more personal for students, and provide them with knowledge of the important figures in the field, including historically important psychologists like Sigmund Freud, William James, John Watson, and Abraham Maslow, and contemporary psychologists such as Elizabeth Loftus, Stanley Milgram, Anne Anastasi, and Robert Sternberg. New to this edition is a Biographical Highlight of early black American psychologists.

At the end of each chapter is a review, consisting of a brief summary of the main points in the chapter. Each summary paragraph is keyed to a Chapter Objective found at the beginning of the chapter. For example, in chapter 2, "Psychobiology," Objective 2 asks students to identify the parts of a neuron, and in the Chapter Review, number 2 describes the neuron as having a cell body, dendrites, and an axon. I regard this as a key feature of the text, helping students learn the material by providing immediate specific feedback. One suggestion for effective studying is for students to write out answers to the Chapter Objectives and then check their answers in the Chapter Review.

## CHAPTER REVIEW

A purposeful program of illustration was included in making this book. Many of the figures extend the text material by presenting details of research studies or illustrating theories. This edition has many charts that help summarize key points. The photographs help make the concepts clear to students by presenting examples. Figures are expressly referred to when they contain research data that is important in understanding a concept, and otherwise appear on the same page as the text material. The captions provide information that extends or supports the text and can be used by students as a quick review. New to this edition is a four-page insert of full-color illustrations covering the topics of fetal development, visual perception, and the study of the brain.

## FIGURES

An important feature is the extensive system of cross-references used throughout the text to emphasize the importance of the interrelatedness of principles in psychology.

## CROSS-REFERENCES

Important terms and concepts are underlined in the text and defined in the glossary at the end of the text. Other important concepts are in italics. In addition, the glossary items for each chapter are included in the corresponding chapter of the student study guide that accompanies the text, so that students may have ready access to the definitions when they study.

## GLOSSARY

I have written all the supplements in conjunction with the textbook. For students, there is the *Study Guide to Accompany Psychology: A Concise Introduction, 3rd Edition*, which includes both learning and self-testing activities designed to reinforce and extend the material in the textbook. For instructors, a teaching resource manual, *Teaching and Testing From Psychology: A Concise Introduction, 3rd Edition*, is available, and contains a variety of aids for teaching, including discussion suggestions, classroom activities, audiovisual information, and an array of practical tips to improve teaching. The testbank included in the teaching resource manual, *Testing From Psychology: A Concise Introduction, 3rd Edition*, contains a wide array of test items for measuring student accomplishments in learning concepts and principles of psychology. A microcomputer test program, *EZ TEST® to Accompany Psychology: A Concise Introduction, 3rd Edition*, is designed to help teachers prepare tests for students. Transparency masters are available to help students visualize the important concepts while in the classroom. Also available is a computer-assisted study program. All these supplements have been carefully coordinated for maximum effectiveness.

## SUPPLEMENTS

Because this book is concise, instructors of psychology will be able to expand on important topics and assign entire chapters to students. The use of frequent cross-

## FLEXIBILITY

references to other chapters where topics are also discussed makes it easy for students to find related material. Instructors will also be able to use outside readings or short books for discussions of specific topics. One choice might be *Annual Editions: Psychology*, an anthology of current readings in psychology issued in a new edition each spring. Many of the readings parallel discussions in the text and provide students additional insight into psychology. *Taking Sides: Clashing Views on Controversial Psychological Issues* is another option for those who wish to use a more structured tool to involve students in issues of concern in psychology today. Because of the low price of *Psychology: A Concise Introduction, 3rd Edition*, students are able to purchase a supplemental reader along with the textbook for less expense than the typical text alone costs.

**ACCURACY,  
CURRENCY, AND  
RESEARCH**

Psychology is an evolving science, and it is important to make sure that students have accurate and current information about the research findings in the field. I have checked and rechecked all of the sources in *Psychology: A Concise Introduction, 3rd Edition*. Many of the references in the book are from the recent decade, but the classic theories and historical research are also included for a full picture of psychology. The findings and theories that are discussed in the book have all been derived from important research studies and are documented according to standard practice. Students can easily find a particular citation in the References section.

**APPLICATION**

Memorizing numerous theories and definitions is of little use to students unless they can use the theories and definitions to better understand people and their behavior. I have tried to help students appreciate the importance of the information gained from psychological research by showing them how it is applied to everyday situations. In addition to the Applications in each chapter, I have included sections on practical applications in many other places in the book. For example, in chapter 6, "Learning," special in-text sections explain applications of operant and classical conditioning. Time and stress management techniques are discussed in chapter 12, "Adjustment and Health." Procedures for applying for a position in business are discussed in chapter 16, "Applied Psychology." Compliance techniques are discussed in chapter 15, "Social Psychology," and relaxation techniques are described in chapter 14, "Therapy." Each chapter presents the basic theoretical background of the important topics in psychology and also shows how these principles are applied to everyday life.

**RELEVANCE AND  
CHALLENGE**

Students do better when they can relate topics they are studying to their personal lives. I have attempted to help students feel that the information presented is personal and relevant to each of them. Thus I have provided a variety of situations in which students are challenged to think about the issues. The Applications in each chapter raise issues in which students evaluate their own beliefs and feelings. In this edition I have attempted to introduce cultural and ethnic viewpoints where relevant.

**ORGANIZATION**

The organization of *Psychology: A Concise Introduction, 3rd Edition* is traditional. Part 1, "Foundations," presents the basic foundations for studying psychology, including history and methods, and the topics of biology and human development. In Part 2, "Perceptual Processes," the areas of sensation, perception, and consciousness are reviewed. In part 3, "Learning and Cognitive Processes," students learn about learning, memory, language, thinking, and intelligence. In



Part 4, "Motivation and Emotion," students are presented with the theories and research findings concerned with motivation and emotion. In Part 5, "Personality and Adjustment," personality assessment and theories are presented, along with material on stress, adjustment, and health. Part 6, "Psychological Disorders and Therapy," covers the areas of abnormal psychology and therapy. And Part 7, "Social Processes," examines social psychology and applied psychology.

Writing a textbook takes much more of just about everything than I ever imagined. Five years ago the first edition was published. Now, I have completed the third edition, which I believe is much improved over the first two editions, and combines all of the elements of a successful teaching program for the instructor. I am very proud of the finished product, and hope that you find it extremely useful, relevant, challenging, exciting, and informative. I love teaching psychology and have attempted to convey my enthusiasm for the subject here.

Although only one name appears on the cover, many individuals have contributed in countless ways to the text. A number of psychologists and instructors reviewed the book at various stages in the writing process. I am particularly fortunate to have colleagues who spent hours reading parts of chapters or the entire book.

I wish to thank the following whose ideas and suggestions were immeasurably valuable in guiding my writing and revising efforts for the third edition: Kerm Almos, Capital University; Edward C. Caldwell, West Virginia University; Mary Ann Dickman, Marion Technical College; Carl R. Gaetano, Cuyahoga Community College; Stephen Hamilton, Mt. San Antonio College; Marge Hazelett, Ohio State University; James L. Lloyd, Western Wisconsin Technical Institute; Sara Staats, Ohio State University; and Peter Suedfeld, University of British Columbia. The specific feedback from Ed Caldwell was singularly beneficial throughout the revision process. I also want to acknowledge the special contribution of Evelyn Blanch, Wilberforce University, for her suggestions on black psychology issues and minority concerns.

Others who have been extremely helpful with previous editions of the book include: Edward Arees, Northeastern University; John Broida, University of Southern Maine; Robert Bruel, Kean College of New Jersey; Ernest Chavez, Colorado State University; Dan Christie, Ohio State University; Michael Compton, University of Hawaii; Christopher Cozby, California State University-Fullerton; Gary Dunbar, Central Michigan University; Thomas Eckle, Modesto Junior College; Robert Gordon, Wittenberg University; Shelia Greenlee, Ohio State University; W. Richard Krall, South Central Community College; James Lamiell, Georgetown University; Gerhard Lang, Montclair State College; Richard McCrady, New Mexico State University; Marilyn Milligan, Santa Rosa Junior College; Alicia O'Neill, Monterey Peninsula College; Chris Paterson, University of Miami; Robert Plutchik, Albert Einstein College of Medicine; Mary Helen Spear, Prince George's Community College; Larry Vandervert, Spokane Falls Community College; Gary Verett, Richland College; and David Wolfe, Ocean County College.

Students, of course, are particularly important in the final evaluation of a textbook, and during the writing and revising of this book, many students helped review, critique, and proofread sections. Over 300 students provided in-depth critiques of each chapter of the second edition. Those who contributed significantly to the project include Linda Banks, Kathy Barkley, Mickey Bloom, Ray Coleman, Chris Cover, Pat Ellefson, Linda Feltner, Meg Hiss, Julie Hoffman, Joan Jernigan, Kim Kurts, Sandi Larcomb, Jennifer Levitsky, John Matthews, Susan Matthews, Glenn McCleese, Kari McDonough, Debbie Monroe, Craig Philips, Ed Shirley, Susie Sobas, Juli Swartz, Tina Thompson, Mary Trimmer, Lynn Vance, Gretch Walker, Roger Wren, and Sue Yanok.

## ACKNOWLEDGMENTS

The Dushkin Publishing Group has been outstanding in its support and guidance. Especially important in ensuring an excellent product are publisher Rick Connelly, and managing editor John Holland. I also very much appreciate the efforts of Pam Petersen in obtaining the figures and illustrations for this book. I am grateful, too, to Darylle Steiner and the entire sales service staff for their continuing efforts in providing me with valuable information from the many users of the text. In the first edition I acknowledged the sterling efforts of Michael Werthman in preparing my manuscript. In the second edition I gave special credit to Marcuss Oslander for her valuable criticism and excellent editing skills. In this edition, I wish to acknowledge the truly outstanding editorial work of Bob Mill. He caught every weak spot and his suggestions helped tremendously to improve the readability of the book.

I would like to thank my family, whose patience, help, feedback, and understanding have all been extremely valuable through the project. My wife, Bernie, and children Terry, Karen, and Tommy have been supportive throughout the revision process and have made sacrifices so that I could work on the book. Bernie again typed and proofread much of the revised manuscript. My son Terry even field-tested it when he used the book in his psychology course. Once again I can finally tell my friends and colleagues that I am doing something other than "revising my book."

Terry F. Pettijohn

# To the Student

## AN INVITATION TO PSYCHOLOGY

Psychology is an exciting field that will contribute much to your life. This book serves as an integral part of your course in psychology. It will help you in numerous ways during the course and afterwards. A little effort on your part in noting the format and goals of the textbook, and the suggested study procedures, will pay off in an increased understanding of psychology (and in a better course grade).

As you read this textbook, you will learn about many facts, theories, and applications of psychological information that will give you a working knowledge of what psychology is all about. Many of these concepts are interrelated, and you will learn to identify the principles of psychology every day of your life.

You will also gain a better understanding of your own behavior and the behavior of those around you. You will better understand motivation, personality, social interactions, and biological forces on behavior. This will help you make better decisions concerning what you want to do and why other people behave as they do. Ultimately, this should result in increased happiness and successful adjustment for you.

I think psychology is the most exciting discipline, in part because it is an ongoing activity. We don't have all of the answers, and current research continuously provides us with new information, as evidenced by the large number of references from the 1980s and 1990s. I really hope you enjoy the book, and that it helps you better understand psychologists, psychological research, and of course, yourself.





## HOW TO STUDY FROM *PSYCHOLOGY: A CONCISE INTRODUCTION, 3rd EDITION*

Learning is a complex adventure that involves a variety of approaches. You will learn much in the classroom as well as from reading and studying the book. There are some procedures that help enhance your learning from your book.

In chapter 7, "Human Memory," we discuss the SQ5R study technique. This procedure requires that you survey a chapter, ask questions, read carefully, record the main ideas, recite to ensure understanding, review the material, and then reflect on what you have learned. This is an excellent study procedure, and is explained in more detail in *Study Guide to Accompany Psychology: A Concise Introduction, 3rd Edition*.

*Psychology: A Concise Introduction, 3rd Edition* has been designed so you can effectively learn from it. It has a number of important characteristics that help guide you through the learning process. For every chapter you study, there are several steps you should take to enhance your learning:

1. **SURVEY** the chapter. Examine the brief outline at the beginning of the chapter, read the introductory paragraph, quickly read the introductory story, and then skim the rest of the chapter, noting the major headings and points of interest. This skimming is designed not to provide details, but rather to give you an overall picture or preview of what you will be covering.

2. **QUESTION** what you will be learning. A unique feature of the book is the incorporation of the Chapter Objectives at the beginning of the chapter. Use these to develop questions about important material in the chapter. You will notice that each objective corresponds to a major section of the textbook, usually identified with a heading. In addition, the book has been constructed so that each Chapter Objective is discussed in the Chapter Review at the end of the chapter. Take the objectives and turn them into questions as you read the chapter.

3. **READ** the chapter carefully, paragraph by paragraph, trying to identify the main ideas and important details in each section. Note that there are usually 3 to 5 main sections, with several detailed sections under each main section. You might want to read only one section before you stop and review what you have learned. But carefully read each section, as well as the special Applications that provide insight into how psychology is applied to everyday life. Take time to think about how you feel about the issues raised in the chapter. The important point in reading is that you learn and understand the information being presented.

4. **RECORD** the main ideas in each section. This encourages you to read the book actively to discover the important ideas contained in it. You can underline key words, write important points in the margin, or write a summary in your notebook. Keep your writing brief and focus on the really important ideas that you will need to remember for your test.

5. **RECITE** what you have learned by returning to the Chapter Objectives and writing a very brief response to each objective, then check your responses with the corresponding items in the Chapter Review. You might orally give your responses, but only if you really write them can you be absolutely sure you actually have learned the material. If you have problems, you can at this time go back to the section in the book and study the material again until you do learn. Also, using *Study Guide to Accompany Psychology: A Concise Introduction, 3rd Edition* at this time will help ensure that you master the main ideas and important details. You should also look at the underlined terms in each chapter and see if you can briefly write definitions, which can be checked for accuracy with the glossary.

6. **REVIEW** what you have learned by quickly going back over the outline, Chapter Objectives, and Chapter Review. Check to make sure that everything makes sense to you, and that you have no questions. Reviewing is a step that you should do periodically to make sure you don't forget anything. Again, the study

guide will help you review the important information, and should be used on a regular basis.

7. **REFLECT** on the main ideas that you have learned. This step allows you to think critically about the important issues raised in the chapter. It is important to take some time to organize the information you have recently learned. Here you can develop examples and applications of the major principles, and evaluate the various theories and viewpoints. This helps you remember and use the information more effectively.

*Study Guide to Accompany Psychology: A Concise Introduction, 3rd Edition* is an integral part of your study program, and should be incorporated into the process as much as possible. After you read the textbook and record the main ideas is the ideal time to recite, review, and reflect with the study guide. This will allow you to identify the major concepts presented in the chapter, study the relevant theories of psychology, and evaluate your knowledge of the material through practice tests.

For each chapter in the textbook, the study guide has a number of important features. There is a **CHAPTER PRETEST** to allow you to discover whether there are any overall weaknesses in your understanding of the material. The **REVIEW ACTIVITIES** are designed to help you master the concepts, and include working with the special features, such as the Applications and Biographical Highlights, as well as a Programmed Review of the main ideas in the chapter. The **CHAPTER OBJECTIVES REVIEW** provides an opportunity to check your general understanding of the key concepts in the chapter. The **CHAPTER OBJECTIVE EXERCISES** are designed to generate critical thinking of the applications and implications of the principles of psychology. The **CHAPTER POSTTEST** gives you one last chance to assess your readiness for a test. And for those who wish to go beyond the normal expectations, the **USEFUL READINGS** provide suggestions for studying topics in more depth. The **CHALLENGE ACTIVITIES** provide enriching experiences that should help you critically evaluate general psychological concepts. The **CROSSWORD PUZZLES** help you learn the terms and concepts that are important in each chapter. I designed and wrote the study guide to make sure it enhanced your learning experience. If you follow the study procedure outlined above, you should have no difficulty learning the material of introductory psychology.

Finally, I hope you will share my enthusiasm for and enjoyment of the study of behavior and cognition. Good luck in your exciting learning adventure.

Terry F. Pettijohn

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