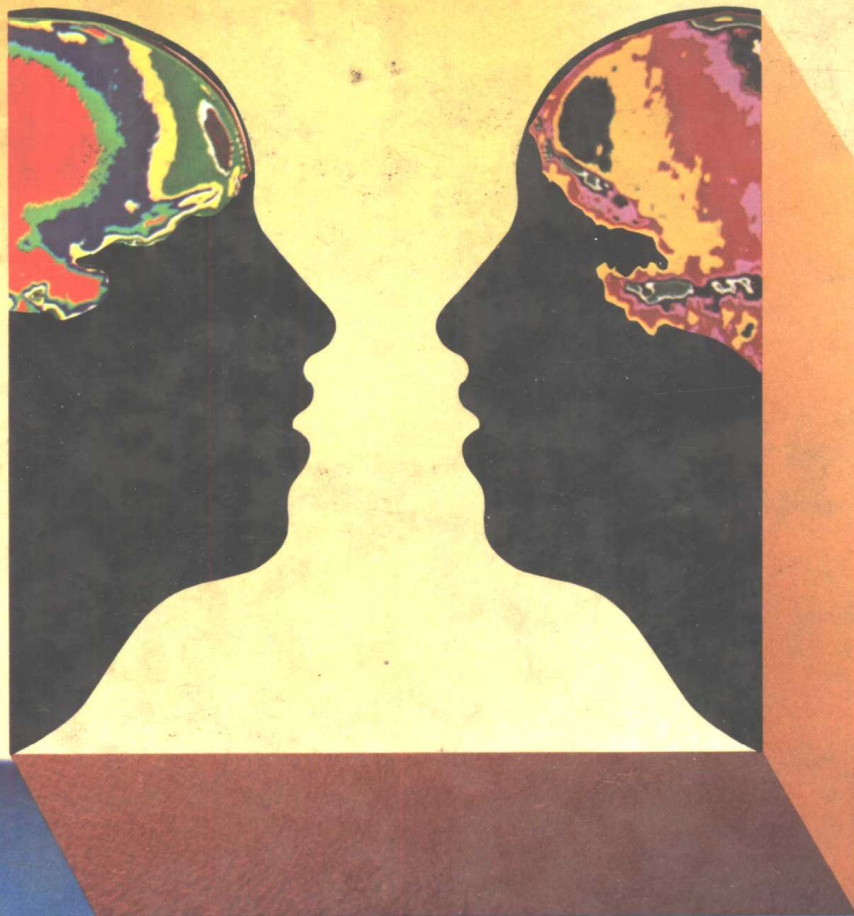


Zick Rubin/Elton B. McNeil

The Psychology of Being Human

Third Edition



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The Psychology of Being Human

Zick Rubin

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Elton B. McNeil

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Continuity and change: These themes are central to human development through the span of life. As we grow older, we retain many of the skills, traits, and values that we had when we were younger. In this sense, our lives are marked by continuity. But as we grow older we also face new challenges, have new experiences, and acquire new skills, traits, and values. Superimposed upon the continuity is change.

These themes of development through life are also relevant to the development of a textbook. At least they are for this textbook. Those readers who are familiar with the first and second editions of *The Psychology of Being Human* will see in this third edition both continuity and change.

First, the continuities: In writing the first edition of *The Psychology of Being Human*, Elton McNeil wanted to share with his readers his own fascination with the science of psychology. He wrote as a person with a full range of feelings about psychology—respect for its historical foundations, excitement about its research frontiers, bemused skepticism about its fads and foibles, apprehension about its possible misuses, and faith in its ability to better people's lives—and he let these feelings be known. Elton McNeil wrote about psychology in a personal way rather than hiding behind a cloak of anonymity. And although Dr. McNeil took his psychology seriously, he also found the whole enterprise to be fun—and he let you know it. His death in 1974, a week before the publication of the first edition, was a great loss to the field of psychology.

I am, of course, a different person from Elton McNeil, and my own special loves and pet peeves about psychology differ somewhat from his. But, I wholeheartedly share Dr. McNeil's basic approach toward psychology—his fascination for the field, his desire to communicate his enthusiasm to others, and his feeling that a comprehensive introductory psychology textbook can be written in a way that is personal, relevant to students' own concerns, and fun to read. In revising *The Psychology of Being Human*, I've tried to follow Dr. McNeil's example and, by doing so, to help make the study of psychology come alive for you.

There are other, more specific continuities in the development of this

textbook. Several features of the text that Elton McNeil introduced in the first edition are still present in this third edition.

Each chapter of the text contains three or four boxes. Each box is a brief, self-contained treatment of some extension, application, or sidelight of topics covered in the text. Some of the boxes deal with current research advances, such as "Frontiers of Pain Control" (in Chapter 3) and "Training Your Heart" (in Chapter 5). Others discuss topics of personal and social concern, such as "Menstruation and Moods" (in Chapter 9) and "Children of Divorce" (in Chapter 12).

Scattered throughout the margins of the text are paragraphs that Elton McNeil called "teasers." "For the most part," Dr. McNeil wrote in his preface to the first edition, "these are composed of information that professors (myself included) often use to 'spice up' their lectures, and I wanted to share in a textbook some of the material that my students have found fascinating over the years." Although a large proportion of the teasers you will encounter are new to the third edition, I hope that they are as interesting as ever. Read and enjoy them when you're in the mood. Ignore them when you're not.

Each chapter is followed by a special section called a *Psychological Issue*. Most of these sections concern applications of psychology to current social issues and problems. For example, there are Psychological Issues on "Violence" (after Chapter 9), "Education" (after Chapter 12), "Alcoholism" (after Chapter 14), and "Suicide" (after Chapter 15). The Psychological Issues emphasize that psychology is not an academic discipline that remains distant from the events of today's world. On the contrary, psychology is directly relevant to our lives and to the society in which we live.

Now for the changes: Psychology is a rapidly advancing science, so there are many new developments to be reported. For example, Chapter 2, on "The Brain and Nervous System," describes new techniques being used to study the brain's function and new discoveries concerning the brain's chemistry. Chapter 4, on "Consciousness," has been almost entirely rewritten to reflect recent research, and Chapters 5, 6, and 7 have been extensively revised to incorporate recent developments in cognitive psychology. Chapters 14 and 15, on psychological disorders, have been reworked to accord with *DSM-III*, the newly adopted system for the diagnosis of mental disorders. Chapter 17, "Female and Male," includes a new section on current perspectives on human sexuality. More generally, every chapter of the book has been carefully revised and updated. Close to 50 percent of the bibliographical references are new to the third edition.

Not only does the science of psychology change, but so do the problems and challenges facing society. These changes led, in turn, to many changes in this book. New boxes on such topics as "Learning to Save Energy," "Is Day Care Dangerous?," "Homosexuality and Homophobia," and "Dissonance at Three Mile Island" all relate to current social concerns and events. In all, over 40 percent of the boxes are brand new and many of the others have been updated. New or extensively revised Psychological Issues on such topics as "The Therapy Marketplace," "Changing Sex Roles," and "Prejudice and Racism" all reflect the status of these social phenomena in the 1980s.

This edition also includes a completely new chapter on "Adulthood and Aging" (Chapter 13), reflecting the greatly increased attention that psychologists have given to this field in recent years. Until recently it was generally believed that a person's character was well established by the time he or she reached adulthood—"set like plaster," as one of psychology's pioneers, William James, put it. It is now recognized, however, that people continue to develop through the years of early, middle, and late adulthood. Just as with this textbook, there is both continuity and change throughout life.

In addition to the changes I have already mentioned, revisions have been made throughout the text to increase its comprehensiveness and clarity. The photographs and drawings have been redone for the third edition, and they are accompanied by captions that make explicit how each photograph or drawing illustrates material discussed in the text.

"The more things change," according to an often quoted statement, "the more they stay the same." In a way, this aphorism embodies my goal in preparing the third edition of *The Psychology of Being Human*. I made many changes in this edition, but the changes were made so that the book could stay the same—so that it could live up to the tradition of scientific currency and of personal and social relevance that was set for me by Elton McNeil. I will be interested in hearing from you, my readers, to learn if I have achieved this goal.

ACKNOWLEDGMENTS

In the revision process, I have profited greatly from the reaction and suggestions of many students and professors who read the second edition. In particular, the following professors provided valuable critiques of the second edition or of plans for the revision: Louis Fusilli, Monroe Community College; Michael Hughmanick, West Valley College; Melvin Kimmel, St. Ambrose College; Richard McGlynn, Texas Tech University; Terry Maul, San Bernardino Valley College; Barbara Robinson, Portland Community College; Robert Smith, Orange Coast College; Harold Unterman, Montgomery College; and Georgia Witkin-Lanoil, Westchester College. Professors McGlynn, Maul, Robinson, Unterman, and Witkin-Lanoil also provided valuable reviews of the first drafts of many or all of the revised chapters. I am also grateful to Terry Maul for preparing the *Instructor's Manual* that accompanies this textbook and to Dick McGlynn for preparing the *Study Guide*.

Other psychologists provided valuable critiques of chapters of the second edition in their areas of specialization. These included five of my colleagues at Brandeis University: Teresa Amabile (social psychology, Psychological Issue on creativity); Susan Goldberg (development); James Lackner (the brain and nervous system, perception); Solomon Levin (psychological disorder); and Arthur Wingfield (learning, memory, language, thought, and intelligence). In addition, the following psychologists at other colleges and universities reviewed chapters of the second edition: Gordon Bower, Stanford University (learning and memory); Gerald Davison, University of Southern California (psychological disorder and therapy); Elliot Entin, Ohio University (motivation and emotion); John Kihlstrom, University of Wisconsin (consciousness); Carroll Izard, University of Delaware (motivation and emotion); Carol Nagy Jacklin, Stanford University (female and male); Alan Leshner, Bucknell University (the brain and nervous system, Psychological Issue on violence); James McGaugh, University of California, Irvine (the brain and nervous system); Michael Mahoney, Pennsylvania State University (Psychological Issue on behavior control); Letitia Anne Peplau, University of California, Los Angeles (female and male); Robert Sternberg, Yale University (language, thought, and intelligence); Brian Wandell, Stanford University (perception); Diana Woodruff, Temple University (development).

Several other people helped me immensely in preparing this revision. Anne Sandoval, a graduate student in experimental psychology at Brandeis University, played a major role in the revision. She worked closely with me throughout the revision process and drafted material for many portions of the textbook. I am deeply grateful to her. Jone Sloman, a graduate student in developmental psychology at Brandeis, drafted material for the chapters on development through life, and Marilyn Geller, a recent Brandeis graduate concentrating in clinical psychology, drafted material for the chapters on psychological disorder and therapy. I could not have asked for a more talented and conscientious group of collaborators. Lisa Savery, another Brandeis student, provided research and secretarial assistance and worked with me on the box on "Children of Divorce." I am also grateful to Richard Davidson of the State University of New York College at Purchase, who drafted material that was useful in preparing the revision of the chapter on consciousness, and to Stephanie Hoffman of The Clinical Campus of Upstate Medical Center, SUNY-Binghamton, New York, who drafted material that was useful in preparing the new chapter on adulthood and aging.

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To all of you, my sincere thanks.

A handwritten signature in black ink, reading "Eli Rubin". The signature is written in a cursive, flowing style.

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