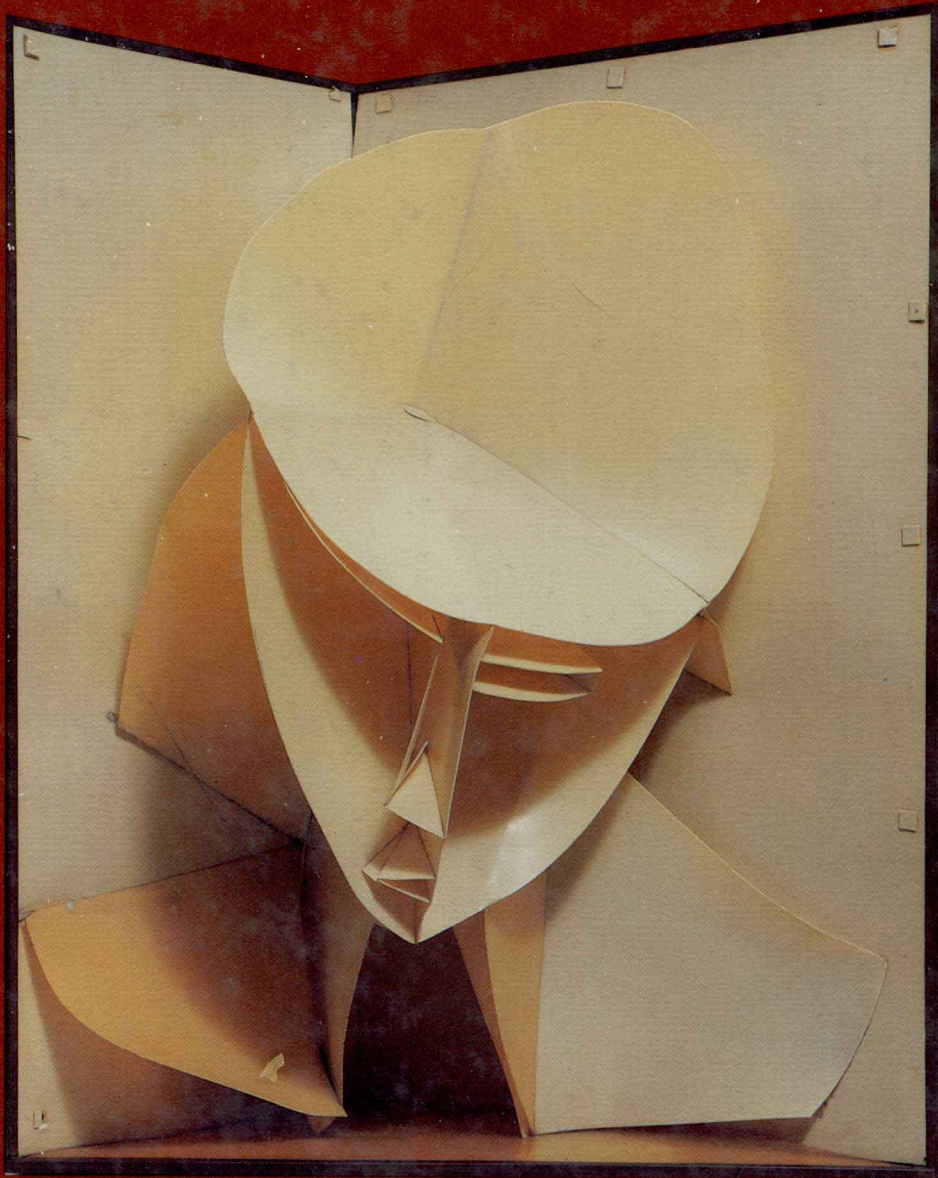


# Psychology



HENRY L. ROEDIGER III  
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# PSYCHOLOGY

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We dedicate this book to the people close to us.

Mary Schiller

Andrea, John, and Stephen Rushton

Nettie and Frederick Deutsch

Jan, Jeff, Muriel, and George Paris

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*Chapter 3*

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# Preface

Introducing psychology today poses an enormous challenge for teachers—and for textbook writers. As recent discoveries rapidly expand psychological knowledge in areas such as neuropsychology, cognition, and social behavior, psychology's scope and purpose seem to defy clear focus. When eleven eminent psychologists were recently asked to describe the discipline's "most significant work" over the last fifteen years, no two agreed on an answer. "Can psychology be taken seriously as a science," Nicholas Wade, in *The New York Times*, asked, "if even its leading practitioners cannot agree on its recent advances?"

In this textbook we answer Wade's question with a resounding "Yes!" Through a balanced, comprehensive, scientifically accurate approach to contemporary psychology, we present both its fundamental principles and its changing viewpoints. While we carefully describe the classic achievements of psychological research, we also explore the discipline's frontiers, the areas in which

theories outweigh facts, or where exciting new discoveries are likely to emerge. We also distinguish our book by its depth of coverage. Rather than rely on stock accounts of phenomena, or skim over problems and contradictions, we try to delve deeper.

Of course, the nature of an introductory textbook is to simplify, but a fine line exists between simplification and oversimplification, and we have tried not to cross that line. In treating some complex topics at the leading edge of the science, we do not sacrifice straightforward language. We have tried to instill in the book the qualities of an ideal teacher, one who knows how to arouse students' interests, who is willing to challenge their beliefs about the world, and who consistently relies on concrete examples to make even the most abstract topic comprehensible.

All four of us, long-time friends, are experienced teachers who also carry on active research programs. We have worked together on the book for several years

and have carefully nurtured it through many revisions, improving the text each time by listening to helpful criticisms of colleagues and students. We hope we have achieved an introductory text that will instill in its readers the enthusiasm and personal commitment we share for psychology. Many reviewers have told us we have met this goal, but you, of course, will be the final judge. The following summary of features and description of ancillaries will help guide you in your evaluation.

## Format

The seventeen chapters in the text are divided into seven parts, and the flow of topics is meant to follow the traditional organization of most introductory courses. We recognize that no single ordering of the field will satisfy everyone, so we have designed the parts and the chapters to be used flexibly, to suit a one-semester or two-semester course, or to fit particular curriculum needs.

In Part One we introduce the field of psychology by discussing the diversity of psychologists' interests and the research methods psychologists use. (For instructors who like to enhance discussions of research methodology with its statistical underpinnings, we have included an appendix at the end of the book introducing statistical reasoning.) Part One also contains a chapter on the biological bases of behavior, material which is fundamental to almost all concerns within psychology. Part Two comprises chapters dealing with the individual's experience of the world—sensation, perception, and the varieties of conscious experience. Part Three introduces the pivotal topics of learning and memory. Parts Four and Five follow these fundamental topics with in-depth chapters on development, language and thought, intelligence, motivation, and emotion and stress—all areas in which current research is especially active. Part Six devotes itself to personality, personality assessment, abnormal personality, and psychotherapies. Part Seven, concluding the book, covers social influences on behavior. One chapter deals with the social psychological approach to behavior, and the final chapter discusses many sorts of social problems to which psychologists apply their expertise.

## Chapter Organization

Each chapter is organized by a set of five or six main

headings. We maintain uniformity among chapters so that students can profit from a familiar, coherent structure. In addition to the main topics, each chapter after the first contains three special features, set off from the text: *The Research Process*, *Controversy*, and *Applying Psychology*. This unique combination of features draws upon the fundamental principles discussed in each chapter.

**THE RESEARCH PROCESS.** This feature takes a provocative research question and provides details about the methods and results of an important experiment designed to resolve the question. For example, in Chapter 5 we describe recent research examining subliminal perception. In Chapter 12, we study evidence on the relation between control over the environment and the production of stress. Of course, introductory psychology is not the place to teach fine points of methodology, but we do think it important to develop the ability to think critically about research.

**CONTROVERSY.** One of the compelling aspects of contemporary psychology is its intellectual ferment. Many issues are unsettled; many controversies exist. In each chapter we take one such controversy, present the opposing viewpoints, and if possible, draw tentative conclusions. Examples include research on sociobiology in Chapter 2, on photographic memory in Chapter 7, and on the efficacy of psychotherapy in Chapter 15.

**APPLYING PSYCHOLOGY.** We have tied psychological knowledge to concrete examples and daily experiences throughout the text in order to clarify abstract issues. In addition, each chapter offers a section discussing one particular application at greater length. For example, we discuss naturally occurring perceptual illusions in Chapter 4, eyewitness testimony in Chapter 7, and anorexia nervosa in Chapter 11.

**TODAY'S PSYCHOLOGISTS.** At the end of each part of the text, we include an interview with an eminent psychologist whose work has been discussed in the section. We hope you and your students will find these interviews as fascinating as we do. We greatly appreciate the participation of these renowned psychologists: Gordon Bower, Hans Eysenck, Richard Gregory, Doreen Kimura, Bibb Latané, Sandra Scarr, and Stanley Schachter.

**OTHER PEDAGOGY.** Immediately following this pref-

ace is a guide to students, detailing how they can use this book most wisely, with tips on how to study. Throughout the text important terms are boldfaced as they are defined, and these definitions are collected together in an extensive glossary. Each chapter ends with a numbered chapter summary, as well as a list of suggested readings. In addition to these learning aids, we offer a Study Guide, which is described below.

## Ancillary Materials

The complete package of learning and teaching aids for *Psychology* represents the combined efforts of six outstanding teachers of the introductory course.

The student *Study Guide*, prepared by Barbara and David Basden of California State University at Fresno, offers a unique selection of activities and features suitable for students of all abilities. Besides offering learning objectives, a completion outline, sample multiple-choice items, and a vocabulary exercise for each chapter in the textbook, the Study Guide also provides a wealth of pen-and-paper experiments, designed to broaden student understanding of psychological principles. The Guide also includes a special feature for each chapter titled "Psychology in Everyday Life," an application tying psychological research to familiar problems.

The *Test Bank*, prepared by Joseph Thompson of Washington and Lee University in collaboration with the authors, provides over 2,100 multiple-choice items, printed on perforated cards. Each item is keyed to a learning objective, referenced to the textbook, and identified as either fact- or comprehension-type.

The *Test Generation Program* offers all 2,100 test items on floppy disks for the microcomputer, or on tape. With the program, instructors can generate printed tests according to exact curriculum needs.

The *Instructor's Manual*, prepared by Hiram Fitzgerald and Cathleen McGreal of Michigan State University, provides chapter overviews, suggestions for lectures and class demonstrations, a guide to audiovisual resources, and a special section describing available classroom software for the introductory course.

The *Transparency/Slide Package*, prepared by Joseph Stokes of the University of Illinois at Chicago, includes over seventy classroom visual aids, many of which are not found in the textbook. These two-color aids are available either as 8½ x 11 acetate transparencies for overhead projection, or as 35mm slides.

## Acknowledgments

Writing an introductory psychology text is a collaborative task. Though only four names appear on the cover of the book as authors, many more people helped in important ways. The following teachers of introductory psychology and specialists in various fields provided invaluable advice on drafts of specific chapters or sections of the book.

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Finally, we thank Henry Moscow, a professional writer with many years of experience at Time-Life Books and Little, Brown, who helped to mold our manuscript into finely polished prose. We will be forever grateful for his help and that of his wife, Lorraine.

## SOME ADVICE TO STUDENTS

Our goal in writing this book is to provide you with a broad, informative look at contemporary psychology. We are eager for you to use the book successfully, so here we pass along some advice you might find useful.

*Become familiar with the organization of the text.* Being aware of the overall organization of the book will help guide you through it. After an introductory chapter describing the nature of psychology, the next six chapters describe fundamental processes that occur within the person – biological bases of behavior, sensation, perception, consciousness of the world, learning, and memory. The next eight chapters of the book describe people in more complete terms—their development, their intelligence and intellectual capacity, their motivations and emotional states, and their personalities. We also include chapters on abnormal behavior and therapy. In the last two chapters, we describe social forces that affect individual behavior. Thus, in rough terms, the organization of the book moves from within the person, to a consideration of the person as a whole, and finally to a discussion of outside social forces that act upon the individual.



*Become familiar with the features of the text.* Each chapter has a similar organization, with features designed to highlight different aspects of the material. There are usually five or six main topic headings. In addition, each chapter after the first contains three special features set off from the text. These are entitled *The Research Process*, *Controversy*, and *Applying Psychology*. In *The Research Process* you will become acquainted with the logic and methods of psychological research. In *Controversy* you will encounter issues that require further research and debate among psychologists. These two features show that psychology is not a fixed system of thought. Although past research has provided a foundation of knowledge, many issues are actively investigated and many ideas are hotly contested. Finally, in *Applying Psychology*, you will see how psychological research encompasses many important, practical aspects of daily experience. In fact, most psychological questions arise from such experience.

One other important feature of the book is a series of interviews with prominent psychologists, which appear at the end of each part of the book. These psychologists discuss their own lives, their research areas, and their intellectual interests. Often they offer advice to students who are considering majoring in psychology.

*Look over each chapter before you begin reading.* Start by studying the chapter outline on the opening page of each chapter. Then skim through the chapter, looking at each heading and reading a bit here and there. You might also read the chapter summary, which lists the chapter's main points.

*Force yourself to think as you read.* Many students try to read too quickly. It is much more effective to read slowly and to think constructively as you read. When

you come to a heading, ask yourself what topics are likely to follow. Note the logical connection between what you have just read and what you are about to read. At the end of the section, look away from the book and try to summarize in your own words the central points. (If you cannot recall them at this point, you will have little chance later on.) Reread sections when your self-test shows that you did not comprehend the material the first time around.

*Make an outline of the material.* One way to read constructively is to outline the material in your own words, or at least to take notes on the important points. Another way is to underline critical passages with a marker for further study later.

*Reread and relearn material.* Read a chapter once and then read other chapters or material from other courses before reading the chapter again. Also, reward yourself for studying. Set a reasonable goal for studying for a day, and tell yourself that once you meet that goal you can go to the movies, or whatever.

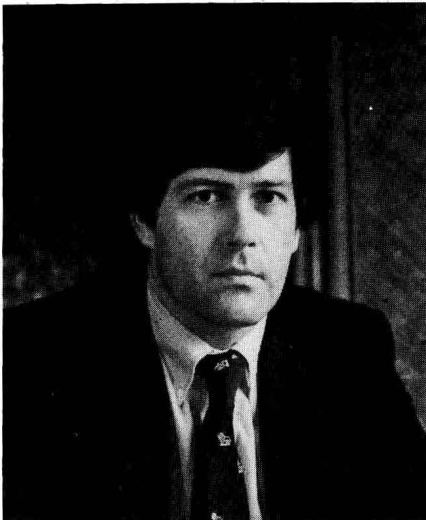
*Begin studying for exams well in advance.* Feeling prepared will help relieve the test anxiety so many students experience. In order to prepare for exams, you should test yourself by using the Study Guide available with the text.

Finally, if you have comments on the book, please write to us. We would enjoy hearing from you.

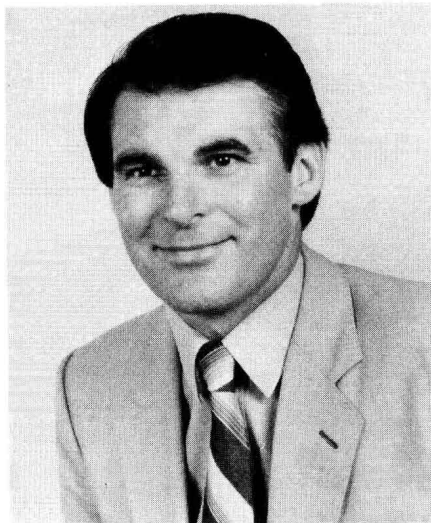
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