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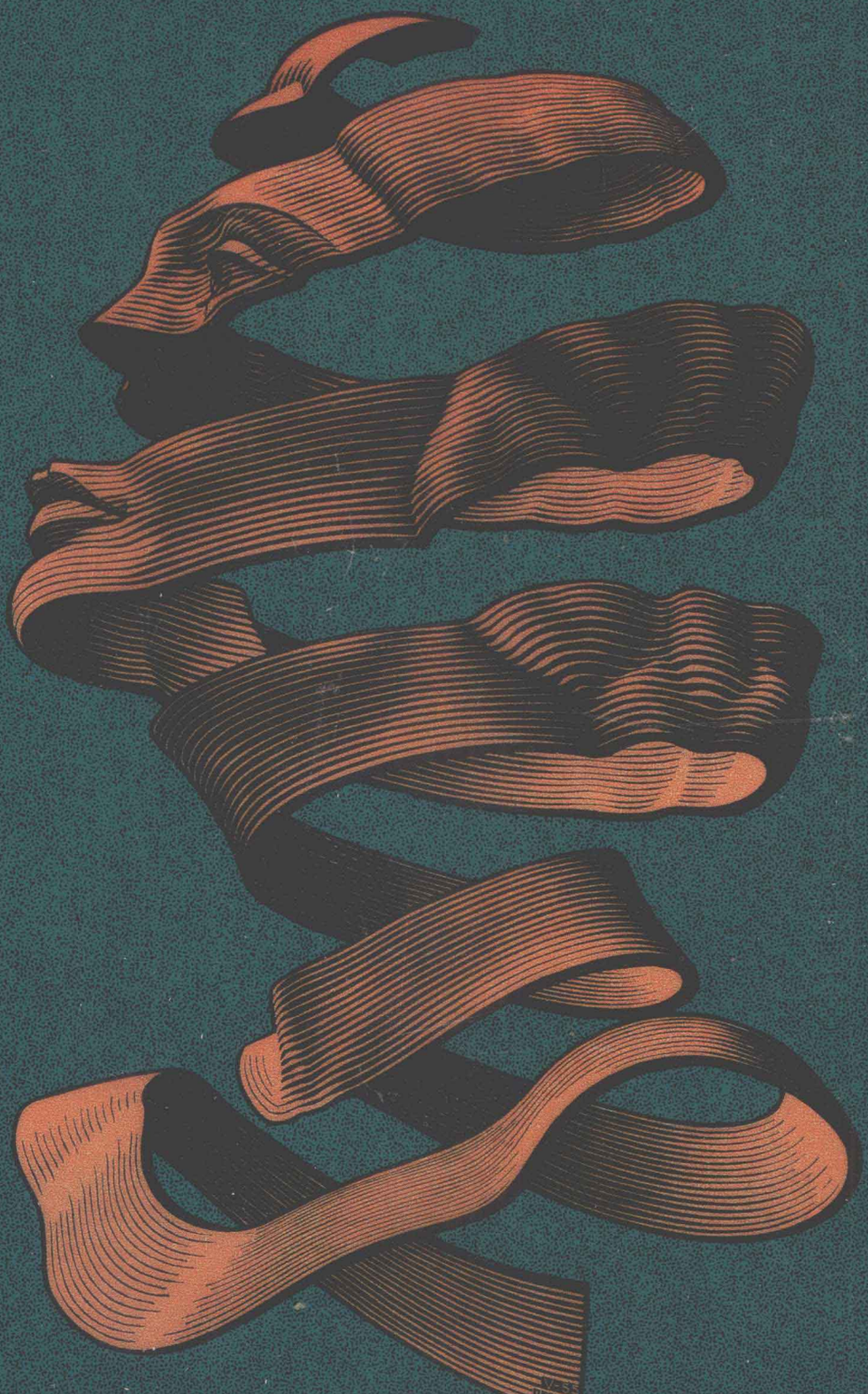

PSYCHOLOGY

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To Our Sons

Eric and Mark

David

A dragon lives forever, but not so little boys.
Painted wings and giant rings make way for other toys.
(from *Puff, the Magic Dragon*
by Peter Yarrow and Leonard Lipton)

"PUFF (THE MAGIC DRAGON)"
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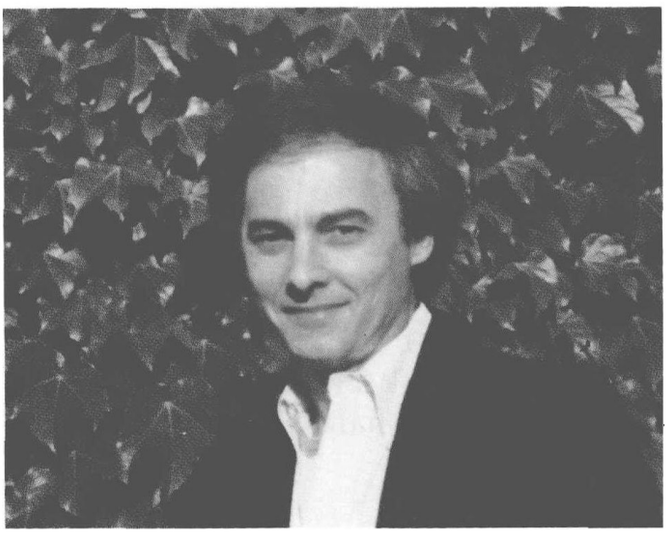
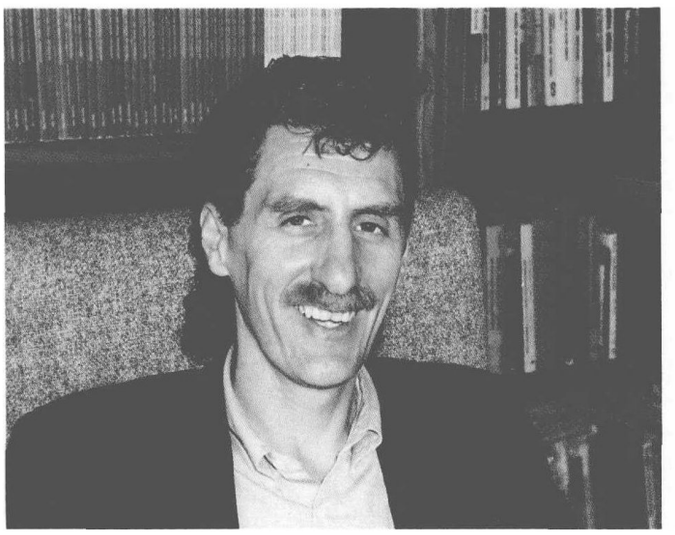
ABOUT THE AUTHORS



John Seamon is Professor of Psychology at Wesleyan University. After graduating from Columbia University, he received his Ph.D. in Cognitive Processes from the University of Massachusetts, Amherst, in 1971. The following year he completed a post-doctoral fellowship at New York University and then joined the faculty at Wesleyan. Since 1972, John Seamon has spent sabbaticals at Rockefeller University and Yale University, and he has served as chair of the psychology department at Wesleyan for many years. He has published widely in the field of memory in such journals as the *Journal of Experimental Psychology: Learning, Memory, and Cognition; Memory and Cognition;* and *Perception and Psychophysics*. His current research publications focus on working memory, olfactory memory, and the effects of mere exposure on preference and memory judgments. As an outgrowth of his teaching at Wesleyan, John Seamon has authored *Memory and Cognition: An Introduction* and edited *Human Memory: Contemporary Readings*.



Douglas T. Kenrick is Professor in the Environmental and Social Psychology programs at Arizona State University. He received his B.A. from Dowling College and his Ph.D. from Arizona State University. He taught at Montana State University for four years before returning to Arizona State. He has published research on personality and social behavior in such journals as *Psychological Review, Behavioral and Brain Sciences, American Psychologist, Journal of Personality and Social Psychology*, and the *Journal of Experimental Social Psychology*. Much of his current research focuses on gender differences in mating behavior and social cognition, and on person–environment interactions. His theoretical work involves the integration of evolutionary, social learning, and social cognition models into an interactionist framework (which provides a basis for one of the organizing themes in this text). General psychology is his favorite course, and he currently instructs a graduate course on teaching psychology.

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PREFACE

In many ways William James's *Principles of Psychology* (1890) has been the inspiration for this book. James believed that high-level complex concepts could be taught using concrete and interesting examples that even nonexperts could appreciate. At the time, John Dewey predicted that James's book would break down the "superstition" that "every scientific book ought to be a good corpse."

WILLIAM JAMES AND THE THEMES OF MODERN PSYCHOLOGY

The spirit of William James is honored in several ways throughout this book. In Chapter 1, we use the story of James and his brilliant and troubled family to introduce the student to psychology's basic issues. Describing how his brother Henry was also a brilliant author, and how William and his sister Alice shared problems with anxiety and depression, for instance, provides a concrete way to frame the ***nature/nurture*** issue. We go on to show how James's training in physiology and philosophy, like Wundt's, had an influence on the modern shape of the field, and how his pragmatic philosophy fits with the modern ***interplay between basic and applied psychological research.*** James was also intellectual grandfather to several themes that have lately generated increasing excitement. The ***cognitive and neuropsychological revolutions,*** and the increasing number of ***attempts to bridge psychology and evolutionary biology,*** for instance, both have roots in James's work. In this book, we take an explicitly ***interactionist perspective*** that connects the major theoretical perspectives. Rather than adopting one perspective, or pitting different perspectives against one another, we try to show how different perspectives are complementary and how together they provide a complete and comprehensive picture of psychological processes.

William James epitomized the breadth of human curiosity. He studied art, medicine, zoology, philosophy, and literature. He was a part of the great intellectual stream that encompassed Newton, Darwin, and Helmholtz, and that had its headwaters in Plato's Academy at Athens in 387 B.C. Since the beginning, humans have puzzled over questions about human nature, about our place in the universe, and about how the human mind is connected to the outside world. Each of the students in a general psychology class, including the biology student interested in the genetics of intelligence, the literature student interested in the eccentricities of James Joyce, the philosophy student interested in what is real and what is not, and the business student interested in personnel placement, shares some of the curiosity that motivated great thinkers from Plato to James.

A COMMON CORE OF INTELLECTUAL CURIOSITY

We wanted to ***tap into this common core of intellectual curiosity*** that connects our students with the great thinkers. We also wanted to ***show where psychology fits into the stream of human knowledge,*** and ***give the beginning psychology student a solid foundation*** to support the wealth of empirical findings that comprises the modern discipline. Finally, we wanted to ***show how the field of psychology itself fits together into an integrated whole.***

USING PSYCHOLOGY TO TEACH PSYCHOLOGY

Two general principles from research on memory guided our writing. First, and in line with William James's intuitions, modern research indicates that new material is learned and remembered best

when it is connected to existing memory structures with ***concrete, vivid, and sensible examples.*** We have tried to avoid fictional vignettes like "Jane often wonders why she is very different from her roommate Dick." We have tried instead to use real-world examples that might stimulate other interests of the student. The personality chapter, for instance, introduces the central issues in that area by discussing the similarities and differences between Vincent van Gogh and Paul Gauguin, and the chapter on child development introduces that area by contrasting the family backgrounds of the prodigy John Stuart Mill and the psychopath Charles Manson.

The second principle that guided us is that new material is learned and remembered best when it is presented within ***clear and explicit organizational schemas.***

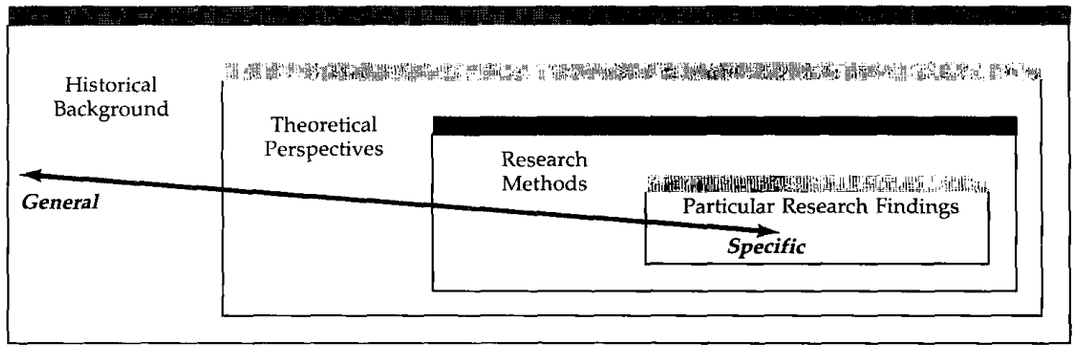
OFFERING STUDENTS A CONCEPTUAL MAP

Students in introductory psychology are often swamped by the mass of specific research findings and mini-explanations and miss the general themes of the field. The student who must make his or her own map of the field from such connections would be in a predicament analogous to that of a foreign visitor asked to draw a map of the United States after being permitted to listen to a number of phone calls between Tucson, Jersey City, Tuscaloosa, and Anchorage. Two special features of this text are designed to give the students conceptual maps that connect the different findings, theories, and levels of analysis:

In Context. Chapter 1 shows how particular research findings are nested within a general set of methods, which are in turn nested within more general theoretical perspectives. By showing finally how the theories are themselves nested within a historical background, we again connect psychology with the wider context of ideas. *In later chapters, instead of simply listing ideas at the end of each chapter, we use this organizing scheme for each summary.*

Interactions. After presenting the major theoretical perspectives in Chapter 1, we show how these perspectives interact to integrate psychology's diverse theoretical perspectives and empirical findings:

1. *Microscopic/Macroscopic:* Students often wonder what the structures of the brain could possibly have to do with behavioral phenomena like depression, or with the even more complex interactions involved in love between two different people or prejudice between two nations. We try to show how the part processes discussed in the separate chapters are connected into a whole organism. For instance, Chapter 2 discusses how hormones and brain structures interact to influence sexual behavior. Chapter 19 discusses how social problems such as overpopulation and environmental destruction involve a level of analysis that moves us beyond the intra-individual focus of psychology and into the domain of sociology.
2. *Organism/Environment:* The experience of seeing yellow can be produced by looking at a field of buttercups or by ingesting a drug that changes the chemistry of the brain. Not only do internal processes such as sensation and perception interact with one another, they do so in the context of continual interaction between the person and his or her environment. For instance, Chapters 10 and 17 both consider how emotional states are reciprocally linked to the social environment: other people not only elicit our emotions, our emotions also influence the reactions of other people.
3. *Proximate/Ultimate:* Why do certain kinds of thoughts and experiences lead reliably to stress or depression? Why are some individuals more prone to the influences of such thoughts and experiences? Why do humans have the capacity for incapacitating depression in the first place? Cognitions and behaviors occur in the present, but are influenced by past learning experiences,



which are themselves influenced by genetically based differences between people. In turn, the range of individual differences between humans has been constrained by the evolutionary history of our particular species. We try to emphasize the interrelationship between these different time frames. In Chapter 15, for instance, we consider how disordered behaviors like depression and psychopathy might be linked not only to early learning experiences, but also to an evolutionary history that would have made less extreme versions of such behaviors pay off for our ancestors under certain circumstances. In this way, our book includes a Jamesian evolutionary perspective, integrated with different topics and theories of the field, rather than segregated in the chapter on biological processes.

FEATURES THAT FLOW FROM THE TEXT NARRATIVE

In keeping with our goal of presenting psychology as a seamless whole, all of the ***special features are incorporated into the flow of the text,*** rather than interjected as boxed distractions.

Historical Background. Most books relegate all the history of psychology to the first chapter, unwittingly implying that modern psychology is distinct from its historical roots. We include a historical background section in every chapter. In these sections, students will encounter Theophrastus and his descriptions of the "character" types in ancient Athens, Pierre Janet and his discovery that hypnosis could cure a "devil possession," Charles Darwin and his studies of his own child's development, and turn of the century sociologist E.O. Ross and his speculations about mobs and crowds. We use this feature to bring alive the questions asked by the pioneers of each area, and to show how they framed the important issues that we are still grappling with today.

Two other features are designed, in the Jamesian pragmatic tradition, to connect practical problems with basic research. They, too, are part of the text narrative.

Dysfunction. Psychology students are fascinated with disorders. Rather than relegating all of this inherently intriguing material to the clinical chapters, we show how an understanding of the range of psychological processes can help elucidate problems of thought and behavior. In the chapter on interpersonal relations, for instance, we describe the phenomenon of suicide imitation, and in the chapter on intelligence, we discuss gifted retardates.

Research and Application. This feature provides an in-depth focus on the connection between research and real world problems, and simultaneously exposes students to the critical thinking processes of actual researchers. In the chapter on treatment, for instance, we cover research that raises questions about the popular "self-help" therapies that many students accept uncritically. In the chapter on language and thought, we discuss artificial intelligence.

CURRENT RESEARCH AND AN EMPHASIS ON HUMAN DIVERSITY

In addition to the main themes and integrative features, we focus on a number of current issues that bridge specific areas. For example, ***connectionism*** is a hot topic in cognitive psychology. We show in Chapter 4 how current work on connectionism provides an up-to-date model of how we recognize pattern and form. In Chapter 7 we show how a connectionist model can help us understand everyday memory phenomena. ***Cognitive approaches to the self and social cognition*** link basic experimental research in Chapters 4, 5, 7, and 8 with research on motivation and personality (Chapters 10 and 13), disorder and treatment (Chapters 15 and 16) and social behaviors such as prejudice and group conflict (Chapters 17 and 19). In the same way, we discuss ***gender differences*** across a variety of chapters. In Chapter 2 we discuss possible gender differences in cerebral laterality and brain damage. In Chapter 9 we review gender differences in cognitive ability and suggest that the differences are actually quite small. In Chapters 10, 11, 12, 13, and 18 we discuss gender differences in sexuality, socialization, moral development, marital conflict, personality, aggression, and attraction. ***Cultural differences and similarities*** in behavior are discussed in Chapter 9 (cross-cultural differences in defining intelligence), Chapter 11 (child-rearing practices), Chapter 13 (personality traits), and Chapter 19 (ethnocentrism and prejudice). Other facets of the nature/nurture issue show up in the discussions of the burgeoning new research on ***behavior genetics*** (Chapters 1, 9, 11, 13, 15) and ***evolutionary psychology*** (Chapters 1, 10, 13, 15, 17, 18, and 19).

TELLING THE STORY OF PSYCHOLOGY

In keeping with our emphasis on the deeper organization of psychology, we wanted this book to tell a story. Chapter 1 begins with a quote in which William James puzzles over physiology and inner experience; the final chapter closes with a quote from William McDougall, one of James's functionalist successors at Harvard, who argued that psychology is the essential basis of all the other social sciences. In parallel, the story in this textbook begins with microscopic inner processes and builds block by block towards the macroscopic level of global behavioral problems. Our highest hope is that the student who reads this book will experience the science of psychology as a vital organic whole, rather than as a dissected "corpse."

Finally, there is a general principle we tried to keep in mind while writing this text. It relates to an insight one of us had while reading Mark Twain's *Huckleberry Finn* to his seven-year-old son. Twain's classic tells a story that is fascinating to a young child, while running hand in hand with a level of social commentary that captivates the mature reader. We have tried to emulate Twain in telling a story designed not only to entice the novice, but also to reveal a deep texture that will please the trained eye.

SUPPLEMENTS

Our text is the center of a complete learning and teaching package.

FOR THE INSTRUCTOR

Instructor's Resource Manual A detailed description of the supplements available for each chapter, chapter outlines, learning objectives, activities, questions for writing and discussion, visual/software/audio resources, and in-class demonstrations.

The Integrator A computerized version of the *Instructor's Resource Manual*. The program allows instructors to coordinate chapter resources by computer. *For IBM PCs.*

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A Guide to the Brain: A Graphic Workbook, Second Edition The Second Edition offers more review exercises, expanded figures, and brief concept summaries to help students review the locations of structures and understand their functions and effects on behavior. Answers to exercises are included.

Forty Studies That Changed Psychology: Explorations Into the History of Psychological Research **(Roger Hock, New England College)** Featuring 40 pivotal and influential studies in psychology, this supplementary text provides an overview of each study, its findings, and the impact these findings have had on current thinking in the discipline.

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John G. Seamon
Douglas T. Kenrick

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CONTENTS

About the Authors vi
Preface xx

CHAPTER 1

The Science of Psychology 1

INTRODUCTION 1
What Is Psychology? 3
Surveying the Field: It Helps to Have a Map? 4
Research Findings 4
Research Methods 4
Theoretical Perspectives 4
Historical Background 4
■ Historical Background: *The Roots of Scientific Psychology* 5

MAJOR THEORETICAL PERSPECTIVES 7
The Evolutionary Perspective 8
The Behavioral Perspective 9
The Cognitive Perspective 10
The Humanistic-Phenomenological Perspective 11
The Psychoanalytic Perspective 11
The Neuropsychological Perspective 13
■ Interactions: *Connecting Different Perspectives* 14
Summarizing and Organizing the Theoretical Perspectives 15

RESEARCH METHODS 16
Descriptive Techniques 17
Naturalistic Observation 17
Case Study 18
Surveys 19
The Distinction Between Correlational and Experimental Research 20
Experimentation 22
■ Research and Application
The Ethics of Experimentation 23
Combining Research Methods 25

PARTICULAR RESEARCH QUESTIONS IN PSYCHOLOGY 27
Basic and Applied Research 27
Psychological Research Questions in Their Wider Intellectual Context 29
■ In Context: *The Science of Psychology* 32

ADDITIONAL READINGS 33

CHAPTER 2

Biological Bases of Behavior 35

INTRODUCTION 35
■ Historical Background: *Neuropsychology* 37

THE ORGANIZATION OF THE NERVOUS SYSTEM 39
Major Divisions 40
A Reflexive Response 40
A Voluntary Response 42

BASIC NEURAL PROCESSES 42
The Structure of a Neuron 42
Neural Impulses and Their Transmission 44
Neural Firing 44
■ Dysfunction: *Epilepsy* 46
Synaptic Transmission 48
Effect of Experience on Neural Development 49

THE BRAIN AND BEHAVIOR: STRUCTURES AND FUNCTIONS 51
The Brainstem and Related Structures 51
The Medulla and Pons 51
The Thalamus and Hypothalamus 52
The Cerebellum and Skilled Movement 53
The Reticular Formation and Arousal 54
The Limbic System 54
The Hippocampus and Memory 54
The Amygdala and Aggression 55
▒ Research and Application: *Psychosurgery* 55
The Cerebral Cortex: Areas and Functions 57
The Divisions of the Cerebral Cortex 58
Cerebral Lateralization of Function 64
The Split-Brain Patient 64

THE ENDOCRINE SYSTEM 69
Functions of the Endocrine Glands 69
Neuroendocrine Integration 70
Thirst 70
Sexual Behavior 70
▒ Interactions: *Gender Differences in Laterality?* 71
■ In Context: *Biological Bases of Behavior* 73

ADDITIONAL READINGS 75

CHAPTER 3
Sensation 77

INTRODUCTION 77
■ Historical Background: *Psychophysics and Sensory Physiology* 78

STIMULATION AND SENSORY EXPERIENCE 80
The Limits of Our Senses 80
The Absolute Threshold 80
The Difference Threshold 81
Measuring Sensation 82
An Indirect Measure of Sensory Experience 82
A Direct Measure of Sensory Experience 83
Sensory Judgments: Signal Detection and Adaptation 84
Signal Detection Theory 84
Adaptation Level Theory 85
Sensory Receptors: General Principles 86

VISION 86
Physical Properties of Light 86
Psychological Properties of Light 87
The Physiology of Seeing 87
The Anatomy of the Eye 88
The Light-Sensitive Retina 90
Eye Movements and Visual Acuity 92
Receptive Fields of Vision 92
▒ Research and Application: *Development of the Artificial Eye* 94
Color Vision 95
Color Mixture, Complementary Afterimages, and Color Blindness 95
Trichromatic Theory 98
Opponent-Process Theory 99
A Combined Theoretical View 99

AUDITION 100
Physical Properties of Sound 100
Psychological Properties of Sound 101
The Mechanics of Hearing 102
The Anatomy of the Ear 102
Theories of Hearing 102

■ **Dysfunction:** *Deafness* *104*
Sound Location and Echolocation 105

THE OTHER SENSES 106

Olfaction (Smell) 106
Gustation (Taste) 108
The Cutaneous (Skin) Senses 109
Pain 109
Kinesthesis and Balance 109
Stimulation Through Extrasensory Channels 110
■ **Interactions:** *Sensation and Behavior Adaptation* *112*
■ **In Context:** *Sensation* *113*

ADDITIONAL READINGS 115

CHAPTER
4
Perception 117

INTRODUCTION 117
■ **Historical Background:** *Perception and Knowledge* *120*

PERCEIVING FORM 122

Perceptual Organization 123
Figure and Ground 123
The Laws of Organization 123
Shape Constancy 125
Form and Orientation 125
Illusions of Form 126
Subjective Contours 126
Impossible Figures 127

RECOGNIZING PATTERNS 128

Feature Analysis 129
Feature Extraction and Interpretation 131
A Connectionist Approach to Feature Analysis 131
Recognizing Familiar Objects 131
■ **Dysfunction:** *Visual Agnosia* *133*
Bottom-Up and Top-Down Processing 134
■ **Research and Application:** *The Psychology of Reading* *136*

Subliminal Perception 139
Unconscious Semantic Priming 139
Unconscious Affective Preferences 140

PERCEIVING DEPTH, SIZE, AND MOVEMENT 140

Depth Information and Perceptual Invariants 141
Monocular Depth Cues 141
Binocular Disparity 142
Perceptual Invariants 143
Size Constancy and Illusions 144
Size Constancy 144
Illusions of Size 144
Real and Apparent Movement 148
Real Movement 148
Apparent Movement 148

PERCEPTION AND EXPERIENCE 150

Perception and Unusual Experiences 150
Restored Sight in the Blind 150
Dramatic Environmental Change 150
Perception After Visual Deprivation 151
Deprivation and Neural Change 152
Rearrangement of Perceptual Space 152
■ **Interactions:** *Constancy in Perception* *153*
■ **In Context:** *Perception* *155*

ADDITIONAL READINGS 157

CHAPTER
5
Consciousness 159

INTRODUCTION 159
■ **Historical Background:** *The Study of Consciousness* *160*

CONSCIOUS AWARENESS 163

Attention 163
Selective Attention 164
Attentional Demands and Practice 166
Divided Consciousness 166
Multiple Personality Disorder 167
Realms of Awareness 168

ALTERED STATES OF CONSCIOUSNESS 168
Daydreaming 169
The Experience of Daydreaming 169
The Value of Daydreams 170
Sleeping and Dreaming 170
Waking and Sleeping Cycles 170
■ Dysfunction: *Insomnia, Narcolepsy, and Sleep Apnea* 172
Stages of Sleep 173
The Content of Dreams 174
The Meaning of Dreams 176
Hypnosis 176
Hypnotic Induction and Suggestion 177
Theories and Controversy 178

MANIPULATIONS OF CONSCIOUSNESS 179
Drugs 180
Stimulants 180
Depressants 181
▒ Research and Application: *Alcohol Abuse* 182
Hallucinogenics 185
Why Addicts Take Drugs 187
Meditation 188
Meditation and Concentration 188
The Benefits of Meditation 189
■ Interactions: *The Value of Consciousness* 190
■ In Context: *Consciousness* 191

ADDITIONAL READINGS 192

CHAPTER 6
Learning 195

INTRODUCTION 195
■ Historical Background: *Associative Learning* 196

CLASSICAL CONDITIONING 199
Pavlov's Framework 199
Processes in Classical Conditioning 200
Acquisition 200
Generalization and Discrimination 203
Higher-Order Conditioning 203
Extinction 203
■ Dysfunction: *Phobias and Conditioned Fears* 204
The Nature of Classical Conditioning 206
Sensory Preconditioning and Blocking 206
Conditioned Stimuli as Meaningful Signals 206
Conditioned Responses as Adaptive Responses 208
Conditioned Responses Outside the Laboratory 208

INSTRUMENTAL CONDITIONING 209
Skinner's Approach to Conditioning 209
Processes in Instrumental Conditioning 210
Generalization and Discrimination 212
Conditioned Reinforcement 212
Extinction 213
The Nature of Reinforcement 213
Amount and Delay of Reinforcement 213
Schedules of Reinforcement 214
Identifying a Reinforcer 215
Methods of Behavior Change 216
Positive Reinforcement 216
Negative Reinforcement 217
Extinction 218
Punishment 218
▒ Research and Application: *Behavioral Medicine* 219

COGNITIVE ASPECTS OF LEARNING 221
Human and Animal Cognition 221
Cognitive Maps and Latent Learning 221
Animal Cognitive Maps 221
Human Cognitive Maps 222
Animal Spatial Memory 223
Observational Learning 224
Observational Learning in Animals 224
Observational Learning in Children 225

Expectancy 225
Interactions: *Constraints on Learning* 226
In Context: *Learning* 227

ADDITIONAL READINGS 229

CHAPTER
7
Memory 231

INTRODUCTION 231
Historical Background: *Approaches to Memory* 233

ENTERING THE MEMORY SYSTEM 235
Sensory Memory 236
The Study of Sensory Memory 236
Function of Sensory Memory 239
Short-Term Memory 240
Capacity 240
Duration 241
Forgetting 241

FORMING LONG-TERM MEMORIES 242
Rehearsal and Long-Term Memory 242
Maintenance and Elaborative Rehearsal 243
Levels of Processing 244
Memory Codes 245
Memory for Pictures and Words 245
Visual Imagery and Mnemonics 245
Organization and Memory 246
Research and Application: *Photographic Memory and Memorists* 248

REMEMBERING 250
What Is Remembered? 250
Types of Long-Term Memory 250
Abstracting Information from Text 251
The Influence of Context and Scripts 252
Errors and Distortions in Remembering 253
Eyewitness Memory 253
Autobiographical Memory 254

FORGETTING 255
Causes of Forgetting 255
Repression 255
Decay 255
Interference 256
Cue-Dependent Forgetting 256
The Importance of Retrieval Cues 257
Dysfunction: *Korsakoff's Syndrome and Implicit Memory* 257

BIOLOGICAL BASES OF MEMORY 258
The Issue of Memory Permanence 259
Memory Mechanisms 259
Biochemical Mechanisms 259
Neurological Mechanisms 260
Interactions: *Connecting Biology and Cognition* 261
In Context: *Memory* 263

ADDITIONAL READINGS 265

CHAPTER
8
Language and Thought 267

INTRODUCTION 267
Historical Background: *Knowledge and Cognitive Science* 268

LANGUAGE PROPERTIES AND PROCESSES 271
Language and Communication 271
Properties of Language 271
Communication in Other Species 272
The Units and Processes of Speech 273
The Units of Speech 273
Speech Perception 274

ACQUIRING LANGUAGE 275
The Prelinguistic Infant 276
Infant Crying and Cooing 276
Infant Babbling 276

The Beginning of Speech 277
One-Word Utterances 277
Two-Word Utterances 277
Expanded Sentences 277
Theories of Language Acquisition 278
Language Acquisition by Operant Conditioning 278
Language Acquisition by Imitation 278
Language Acquisition as a Biological Predisposition 279
Language as Social Interaction 280
Parent-Child Interactions 280
The Value of Motherese 280
■ **Dysfunction:** *Social Isolation and Language* *281*
Language Acquisition by Chimpanzees? 282
Teaching Language to Chimps 282
Controversy Surrounding Chimp Language 282

THOUGHT PROCESSES 284
Visual Thinking 284
Two Visual Imagery Systems 284
Using Spatial and Object Images 285
Visual Imagery in Problem Solving 286
Problem Solving 286
Understanding the Problem 286
Generating Possible Solutions 287
Overcoming Obstacles 288
Creativity and Creative Problem Solving 290
Evaluating the Alternatives 291
Cognitive Expertise 291
▒ **Research and Application:** *Artificial Intelligence* *292*
Reasoning 294
Concept Identification 294
Inductive and Deductive Reasoning 295
Decision Making 297
The Representativeness Heuristic 298
The Availability Heuristic 298
▒ **Interactions:** *Words and Ideas* *299*
■ **In Context:** *Language and Thought* *301*

ADDITIONAL READINGS 302

CHAPTER
9

Intelligence 305

INTRODUCTION 305
How Is Intelligence Defined? 305
Is Intelligence Influenced More by Heredity or Environment? 306
How Is Intelligence Measured? 306
■ **Historical Background:** *The Origins of Intelligence Testing* *307*

MEASURING INTELLIGENCE 310
Modern Intelligence Tests 310
The Stanford-Binet Intelligence Scale 310
The Wechsler Intelligence Scales 310
Group Tests 311
Culture-Reduced Tests 312
Important Criteria for Useful Tests 312
Standardization 313
Reliability 314
Validity 315
Stability of Intelligence Scores 316
Extremes of Intelligence 317
Mental Retardation 317
■ **Dysfunction:** *Gifted Retardates* *319*
Mental Giftedness 320

GENETIC AND ENVIRONMENTAL INFLUENCES ON INTELLIGENCE 322
The Concept of Heritability 323
Twin Studies 323
Adoption Studies 324
Group Differences in Intelligence Test Scores 325
Socioeconomic Differences 325
Racial Differences 326
▒ **Research and Application:** *Project Head Start* *327*

DEFINING INTELLIGENCE 328
The Psychometric Approach: Intelligence As That Which Is Measured 328
Factor Analysis and General Intelligence 328

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