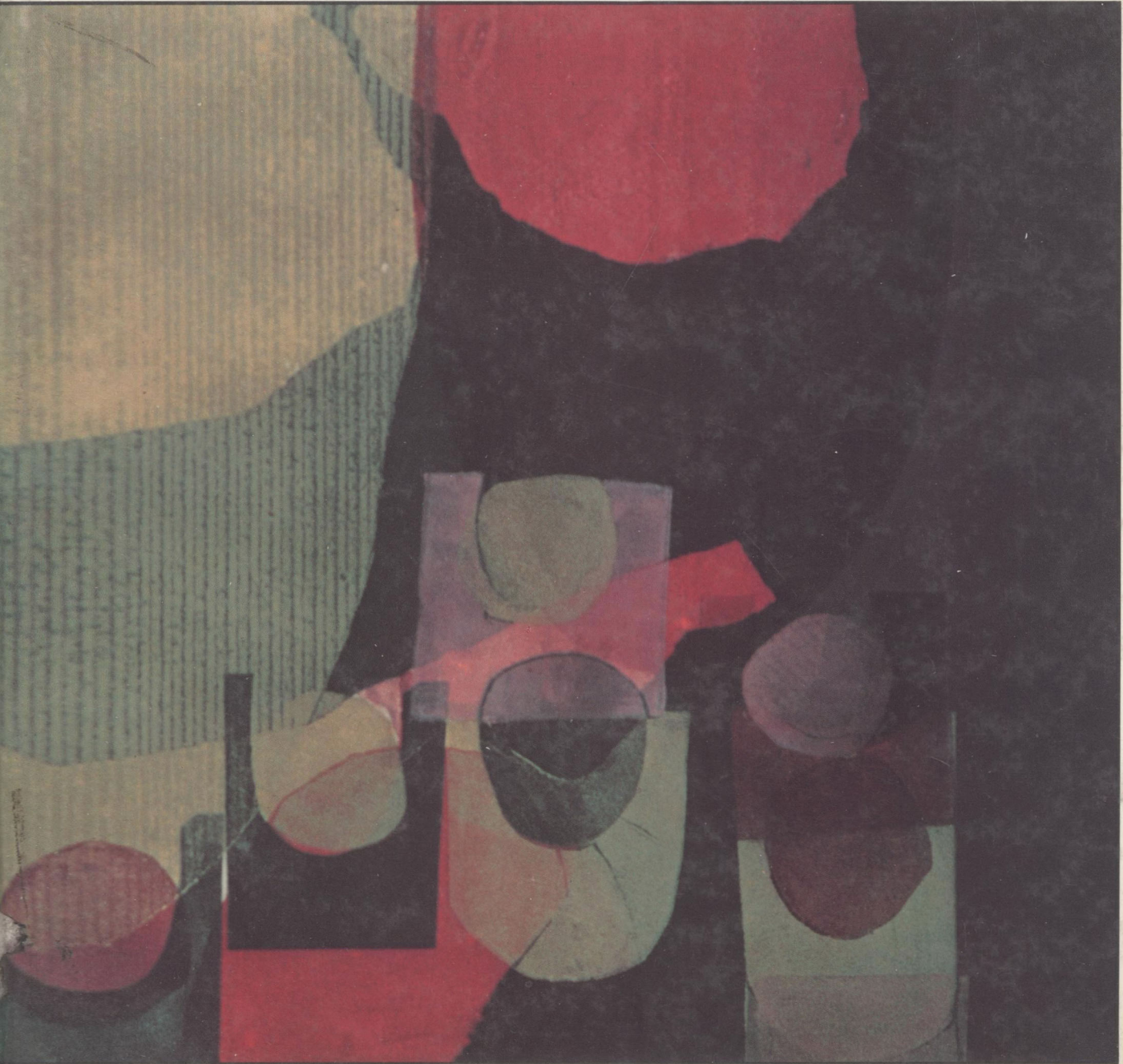


Psychology

Second Edition

DARLEY GLUCKSBERG KAMIN KINCHLA



SECOND EDITION

PSYCHOLOGY

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PRENTICE-HALL, INC.
Englewood Cliffs, New Jersey 07632

Main entry under title:

Psychology.

Includes bibliographies and indexes.

1. Psychology. I. Darley, John M.
BF121.P78 1984 150 83-19085
ISBN 0-13-733147-9

© 1984, 1981 by Prentice-Hall, Inc., Englewood Cliffs, N.J. 07632

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Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

Development Editor: Marjorie Weiser
Production Editor: Linda Benson
Photo Research: Anita Duncan, Teri Leigh Stratford
Book Design and Page Layout: Levavi & Levavi
Assistant Art Director: Linda Conway
Cover Design: Chris Wolf
Cover Photo: Trudy Glucksberg
Manufacturing Buyer: Ray Keating
Line Art: J & R Technical Services; Fine Line, Inc.

ISBN 0-13-733147-9

Prentice-Hall International, Inc., *London*
Prentice-Hall of Australia Pty. Limited, *Sydney*
Editora Prentice-Hall do Brasil, Ltda., *Rio de Janeiro*
Prentice-Hall Canada Inc., *Toronto*
Prentice-Hall of India Private Limited, *New Delhi*
Prentice-Hall of Japan, Inc., *Tokyo*
Prentice-Hall of Southeast Asia Pte. Ltd., *Singapore*
Whitehall Books Limited, *Wellington, New Zealand*

(Acknowledgments appear on p. 653, which constitutes a continuation of the copyright page.)

Preface

The unique task of psychology is to provide scientific explanations for human thought, emotion, and action. This generates the need for theories covering vast domains ranging from the biological functioning of humans to their social functioning in society. To tell students what we understand about human behavior, something about how we come to these understandings, and finally to make clear what we do not yet understand were the tasks we took on when we wrote the first edition of the textbook. The first edition was often well-received by teachers and students, and so it was with considerable enthusiasm that we began work on this edition. We now had an opportunity not only to update the text with recent developments in the many fields of psychology, but also to improve it on the basis of users' suggestions.

Again the basic form of our text is not unusual; indeed we wanted our table of contents to look comfortably familiar to teachers of introductory psychology. It was not at this level that we intended to compete with other successful texts. Rather, we wanted our book to present the commonly accepted content of introductory psychology in a clear, accurate, and interesting manner. Thus much of our creative efforts went into presenting concepts clearly and choosing interesting and effective examples to illustrate them.

We feel that one reason for the success of our text is the number of years each of us has taught introductory psychology. Furthermore, while the diversity of our individual areas of research allows us to bring some expertise to each of the areas we cover, we have often team taught the course so that we share a common sense of psychology which helped us to integrate the various sections of the text.

The book is divided into several parts, with an appendix on statistical measurement. This division is relatively standard and accurately reflects a broad consensus about how the field is generally organized. As a historical introduction, Part One provides the basic facts about humans as biological organisms. Part Two deals with how we experience the world—our sensory systems of sight, hearing, touch, taste, smell, and so on; our perceptual system, which makes sense of our sensations; and our consciousness and states of awareness. Part Three deals with issues of the mind—how we learn, remember, and think. Part Four turns to the wellsprings of behavior—motivation and emotion. How we grow, develop, and change with age and experience are treated in Part Five. Part Six deals with some of the most intriguing and complex problems in psychology, concerning the organization of the human personality, how that organization can go astray, and how therapy may be able to restore it to normal functioning. Finally, Part Seven provides an in-depth description and analysis of human interaction, the area of social psychology.

In doing this revision we have gone over every paragraph in the book looking for ways to say things better. We have also reduced coverage of some material and added new information. In both cases we are greatly indebted to the comments from faculty and students who had used the book.

In Chapter 1, we expanded the section on basic and applied research and included coverage of Gestalt psychology. One of the more visible features of

the revision is the use of full color artwork in Chapters 2, 3, and 4 to show information more clearly than could be done with black and white figures. The rapid pace of developments in brain chemistry is reflected in a more extensive treatment of nerve conduction and of neurotransmitters in Chapter 2, of psychoactive drugs and substance abuse in Chapter 5, and of the biochemistry of behavior in Chapters 10 and 17. Also in Chapter 5, we have expanded our treatment of meditation, with particular emphasis on how it has been demystified and employed to relieve hypertension and anxiety.

Chapter 6 contains a new boxed Highlight that presents recent developments in the theoretical understanding of animal conditioning. New material has been added on the application of behavior modification principles in an industrial setting. And finally, there is a new boxed Highlight on the dramatically successful use of biofeedback to control visceral responses. In the chapter on memory (Chap. 7), new material has been added on the possible types of knowledge (semantic, episodic, and procedural) and how they may be represented in human memory. Chapter 8 presents new work on decision making, including research studies by Kahneman and Tversky on the power of framing effects and on peoples' insensitivity to sample size. Chapter 9 presents a new boxed Application containing a case study illustrating an abuse of IQ testing in the school system, new material on the concept of test bias and on the testing of minority groups, and an updated summary of research on the heritability of IQ based on the results of recent adoption studies.

Chapter 10 includes updated research on obesity and weight-loss programs. Chapter 11 includes several new sections on human sexual expression, intrinsic and extrinsic motivational orientations, and motivation in the workplace.

In the chapter on childhood (Chap. 12), new material has been added on children's ability to think and on the development of self-control. In Chapter 13, a new boxed Highlight describes the use of (and the problems in the use of) tests and interest inventories to help young adults make career decisions. Recent research updates the sections on old age and marriage and widowhood.

Chapter 14 has individual sections on nomothetic and ideographic personality theories. The next chapter, on stress and coping, updates information on the relationship between stress and illness and includes recent research on the psychological effects of chronic job stress. In the abnormal psychology chapter (Chap. 16), the section on clinical classification and diagnosis has been revised in terms of the DSM-III, including the five axes used in assessing an individual's problem. A new table is included that shows the classification of psychological disorders in the DSM-III. A section discusses the strengths and difficulties of the medical model. There is increased coverage of the topic of depression, as well as a new boxed Highlight on diet and abnormal behavior. Chapter 17 includes material on cognitive behavioral therapy and expands the sections on biofeedback and family therapy.

Chapter 18 includes new sections on self-fulfilling prophecies, the formation of attitudes, and social exchange in long-term relationships, as well as a new boxed Highlight on liking and loving and a new boxed Application on the relationship between violence on television and violent behavior. The chapter on social influence and group processes (Chap. 19) has a new section on organizational settings and a new boxed Application called "A Matrix Analysis of the Armaments Race."

ACKNOWLEDGMENTS

This revision was greatly facilitated by the advice we received from a number of knowledgeable reviewers, many of whom used the first edition in their teaching.

- | | |
|--|---|
| James R. Averill, University of
Massachusetts | Robert Hendersen, University of Illinois
at Champaign |
| Ellen Banks, Daemen College | E. Tory Higgins, New York University |
| Ilene L. Bernstein, University of
Washington | Daniel R. Ilgen, Michigan State
University |
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California, Irvine
Marcia L. Weinstein, Salem State College
Jeremy M. Wolfe, Massachusetts Institute
of Technology
Diane S. Woodruff, Temple University
Mark P. Zanna, University of Waterloo
Antonette Zeiss, Veteran's
Administration Medical Center, Palo
Alto, California

We mentioned several people in the first edition who made contributions to the text. They have our continued gratitude. Some people who made contributions to this first revision are Pat Carrington (Chapter 5), Thane Pittman (Chapter 11), Jeanne Smith (Chapter 14), and Peggy Thoits (Chapter 15).

Several of our colleagues continue to volunteer suggestions and informal guidance—Joel Cooper, Ron Comer, Ned Jones, Barry Jacobs, and Carl Olson.

Finally we want to thank some of the people at Prentice-Hall, particularly Linda Benson, Colette Conboy, Marge Weiser, and Susanna Lesan, for their encouragement and editorial help (and patience), and John Isley for keeping up our morale.

We cannot end without two more acknowledgments. The first is to the readers—teachers and students—of the first edition who made so many genuinely worthwhile suggestions for the second edition.

Writers of textbooks discover that they have committed themselves to keeping track of new developments in research psychology. After reviewing developments of the past few years, we have a sense of how far and how fast psychology has moved in that time. What we present in this text is the product of the labor and the insights of hundreds, perhaps thousands, of research psychologists. Our largest debt is to them, and we gratefully acknowledge it. The reader must think of our index of authors as a set of heartfelt acknowledgments, as we do.

While we are grateful to all of these people for their positive contributions to this book, we take full responsibility for any errors in fact.

J. M. D.
S. G.
L. J. K.
R. A. K.

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Basic and applied research

APPLICATION: *Innovative Careers*

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