

Fifth Edition

PSYCHOLOGY

Its Principles and Meanings



BOURNE • EKSTRAND

FIFTH EDITION

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***To Rita and Norma
for their many contributions
and for making it all worthwhile***

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*Boulder, Colorado
September 1984*

L.E.B., Jr.
B.R.E.

Preface

Our purpose in this edition of *Psychology: Its Principles and Meanings* continues to be to provide an informative and interesting textbook for the first course in psychology. We have attempted to include the major topics of psychology and to treat them with reasonable completeness, without making the text an encyclopedic survey. Such books are either too superficial or too lengthy to be used in the typical one-term introductory class. Our coverage is selective but we have tried to maintain a reasonable balance between depth and breadth, while remaining modest in size as introductory textbooks go.

We maintain our concern with student interest. We again employ two techniques, unique to this book, that have been well received by students and instructors. First, each chapter is divided into two parts: The main section deals with the known facts and the major theories in a particular area; the "What Does It Mean?" section discusses some applications and implications of how that basic knowledge affects our lives. The "What Does It Mean?" sections can be assigned optionally at the discretion of the instructor. Second, newspaper and magazine articles and cartoons are used to illustrate important, interesting, or difficult points about psychology in order to make them come alive. Students have told us that these techniques add significantly to their enjoyment and understanding.

WHAT'S NEW IN THIS EDITION

We have strived to make the fifth edition even more accurate and up-to-date. Considerable new material has been added, which means, of course, that some old material had to go. These deletions were often hard to make, and to instructors, we apologize if any of your favorites have disappeared. We hope that the new material more than offsets these losses. We have

also rewritten significant portions in each chapter in an effort to make them clearer and more current. Among the more important improvements in this edition are the following:

- a new treatment of the history of psychology
- a new section on biological clocks
- an expanded treatment of brain lateralization and of human behavioral genetics
- a new and easy to understand section on signal detection
- expanded coverage of constructive processes in perception
- the introduction of the concept of cognitive learning and its interaction with classical and instrumental conditioning
- a more complete and readable description of the information-processing approach to cognition
- greater emphasis on the role of schemas and representational processes in cognition
- streamlined treatment of language, with the addition of a section on pragmatics
- more systematic comparison of Gestalt and information-processing approaches to problem solving
- a new section on judgment and decision making, including an analysis of how reasoning can go wrong
- new treatment of the information-processing approach to intelligence
- improved treatment of the basic concepts of need, drive, and incentive
- a new discussion of the need for cognition
- expanded treatment of theories of emotion
- new emphasis on the role of the father in human development
- more complete coverage of social development
- more systematic discussion of attitudes and their formation and change
- a revised and more readable treatment of attribution theory

- a new section on bargaining, negotiation, and conflict resolution
- a rewritten section on DSM-III for expanded coverage and ease of understanding
- greater emphasis on cognitive dysfunction in psychopathology
- expanded treatment of the cognitive behavior modification approach to psychotherapy
- a new section on item-response theory approaches to testing
- additional critical discussions on altered states of consciousness

THE PACKAGE

A complete package of aids for the instructor and the student has been developed to accompany the text. Each of the ancillaries is organized around the objectives of the text chapters. We believe this underlying organizer lends consistency to the entire package.

Instructor's Manual

We have tried to create an Instructor's Manual that will be useful to first-time instructors as well as to those who have had a good deal of classroom experience. The introductory section contains information on all the other ancillaries in the package; some guidelines on test construction; and information on audiovisual material. Each chapter includes learning objectives, a chapter outline, a chapter synopsis, key terms, a resource list, and lecture suggestions. Finally, the manual concludes with a set of 100 transparency masters.

Student Workbook

The introductory section discusses developing good study habits and gives the student some hints for

studying well and for dealing with test anxiety. Each chapter contains a set of key objectives, a chapter synopsis, a list of key terms and phrases, a set of exercises, a pretest, and a post-test. Answer keys appear at the end of each chapter.

Test Bank

There is a printed test bank of close to 3,000 questions. Each question has been reviewed for accuracy, phrasing, and content. These questions are also organized around the chapter objectives. In addition to the printed version, the test bank is available on three versions of floppy disks—Apple II, TRS-80, and IBM/PC. Holt's local representative can assist you with the details.

Transparencies

A set of approximately 100 transparencies is available with a booklet describing the content.

Slides

A set of approximately 300 full-color slides is available with a booklet describing each one.

Study Disk

A computerized Study Disk, consisting of selected and adapted questions from the Student Workbook, accompanies the text. The disk is available for use with Apple II, TRS-80, and IBM/PC.

As always, we hope you will approve of what we have done and that you will enjoy using our revised text in your introductory course.

*Boulder, Colorado
September 1984*

L.E.B., Jr.
B.R.E.



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February 17, 1984

Dear Reader.....

Here's a sampling of headlines and stories from recent editions of our local newspapers, the *Denver Post*, the *Rocky Mountain News*, and the *Boulder Daily Camera*:

SARAJEVO, YUGOSLAVIA—The brash young American skier, Bill Johnson, has won the Olympic gold medal in the downhill competition, the first American ever to win a medal in this race. Earlier in the week, Johnson was quoted as saying, "If I ski any better at all I'll just blow them away."

NORTHGLENN, COLORADO—The principal of a local Baptist Church school could face two years in jail after being charged with third-degree assault for allegedly spanking a kindergarten student.

LOS ANGELES (UPI)—More women are becoming hard-core drug abusers due in part to increasing societal pressure and greater representation in the job force, says the Executive Director of the Los Angeles Women's Resource Center.

COLORADO SPRINGS—Eight female soldiers at Fort Carson face probable discharges if they are found to have participated in homosexual activity, an Army spokesman said Friday.

NICE, FRANCE—English pop star Boy George was detained for several hours after he arrived at the Nice airport. Boy George, who dresses completely as a woman, was detained because "French law requires that a person entering the country correspond to the details on his or her passport. So when someone who looks like a woman presents a man's passport, we have to investigate," said a police spokesman.

KALAMAZOO, MICHIGAN—An heir to the Upjohn pharmaceutical fortune was sentenced Monday to a year in jail for sexually abusing his 14-year-old stepdaughter and was ordered to take a drug made by his family's company that reduces the sex drive.

BOULDER, COLORADO—Karen Arp, 22, is one of four women among the 300 chess players participating in the seventh annual Boulder Open Chess tournament this weekend. Arp, who has never had the chance to play a woman in competition, wishes there were more. “There must be something in the make-up of a woman’s personality—more of a cultural bias, something that starts so young you can’t break out of it.”

In one way or another, all of these stories are about human behavior. Behavior makes news. Imagine what the newspaper would be like if it couldn’t report on behavior. We are all fascinated by behavior, and at least when it comes to our behavior, we are all amateur psychologists.

Psychology is the science of behavior. The goals of this science are to measure and describe behavior, to predict and control it, and to understand and explain it. While you have all been students of behavior, this book will introduce you to the study of behavior as a scientific enterprise and as a formal academic discipline. Our goal is to provide you with an overview of the field of psychology today.

A very large part of understanding psychology has to do with understanding variations in human behavior. There are two types of variation that must always be kept in mind: (1) variation within the same individual from one time to the next, as in, “Why did I eat more than I usually do last night?” and (2) variation between individuals, as in, “Why does Ralph always drink so much—Harry never does that?”

Generally, the answers to questions about behavior variability can be found in one of four general concepts or aspects of behavior: (1) *biological capacity*—behavior varies because people have different biological equipment to work with, or the biological state of their bodies differs from one time to another; (2) *knowledge*—people’s behavior will differ if their knowledge differs, as, for example, when some people unknowingly eat high-cholesterol foods while others don’t; (3) *competence* or *skill*, as when some people can ride a bicycle and others can’t; and (4) *intention* or *motivation*, as when some people want to lose weight and others don’t. The variations in behavior we observe are variations in people’s performance—it is the performance, the overt behavior, that the science of psychology must explain. The explanations will involve variations in *biological capacity*, *knowledge*, *skill*, and *motivation*. These concepts are crucial in understanding behavior, and we will refer to them repeatedly throughout the book.

We have emphasized two basic aspects of psychology in this book. First, we have tried to present the basic knowledge about behavior—the facts, principles, and “laws.” We have tried to present answers to the question: “What do we know about behavior?” Second, we have attempted to spell out the significance of this knowledge—how it can be applied, its implications for the future. We have tried to present answers to the question: “What does this knowledge mean?”

Throughout the book you will see examples of what psychology is about. Many have been drawn from newspapers and magazines. We present you with these clippings, not because we believe everything that is said in each clipping, but because they are thought-provoking, interesting, exciting, and sometimes depressing. You should not accept them as proven facts. Clippings are not a good source of scientific information or of psychological principles. They are, however, a fair reflection of what psychology must address. Use your common sense and think about the ideas being expressed in the clippings—do not hesitate to challenge the “facts” as well as the ideas. And, incidentally, this applies as much to what we say in the text as it does to what others are saying in the newspapers and magazines.

We hope that you will maintain an open mind as you read. When you finish with the book we hope that you'll be asking for more—more facts and less speculation, more precise knowledge and less oversimplification, and more real answers to your questions about behavior. If so, we will be satisfied with the book.

We hope that you enjoy reading this book. We aren't promising that you won't be able to put it down, but we will be satisfied if it turns out that when you do put it down, you will at least occasionally be thinking about what you read in it. And when you have finished with it, we hope you will have a better understanding and appreciation of psychology.

Sincerely,

Walter D. Berman

David R. Berman

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