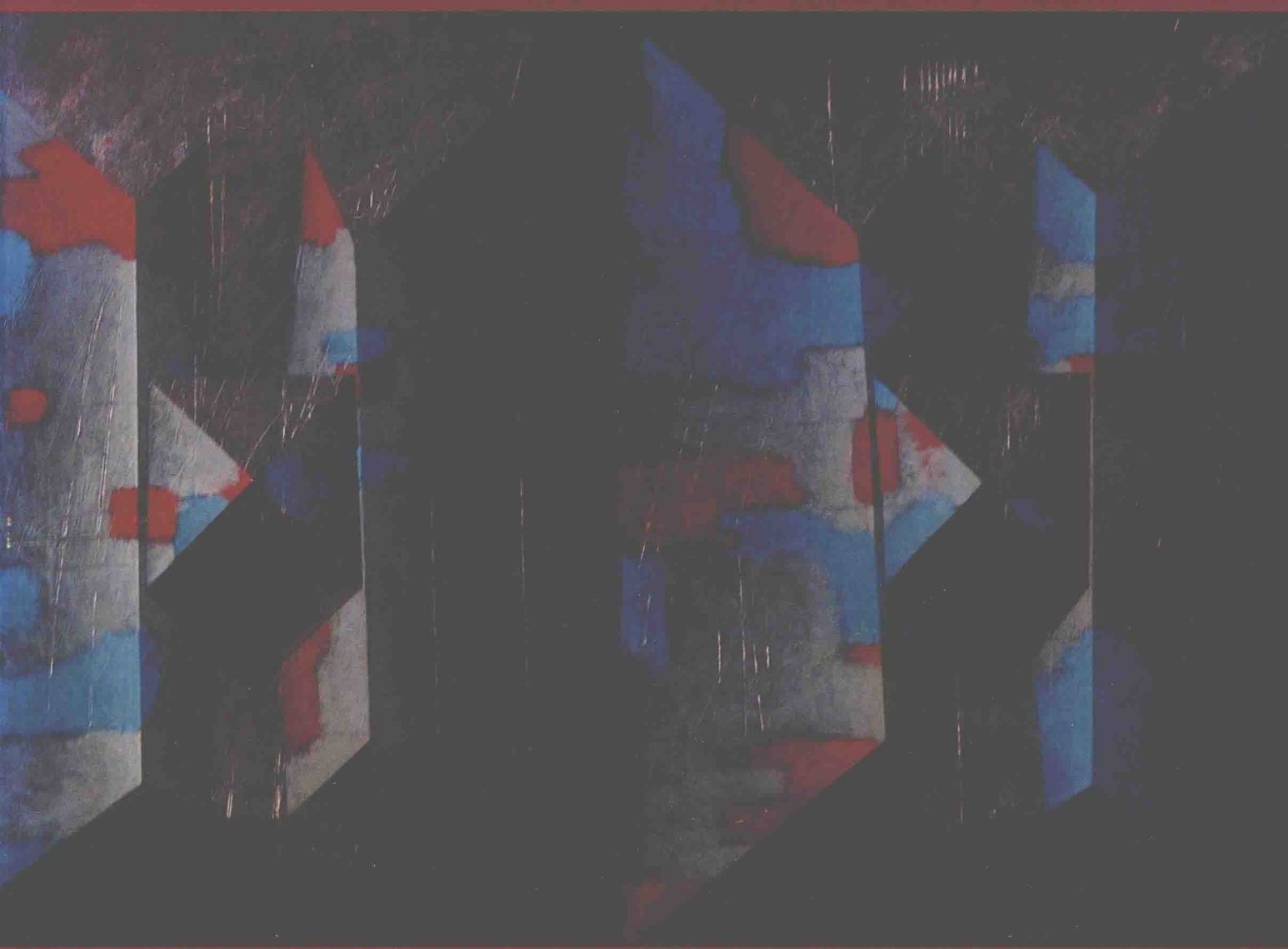


THE WORLD OF
PSYCHOLOGY



ELLEN R. GREEN WOOD ■ SAMUEL E. WOOD

The World of Psychology

Ellen R. Green Wood

St. Louis Community College—Meramec

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DEDICATION

In honor of our parents, this book is dedicated
with love and gratitude to Edna Shores Rosenthal
and the late Adam Rosenthal and to Rev. S. E.
Wood and Daisy Jernigan Wood.

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Preface

Our goals in writing this book can be summarized as a desire to introduce the world of psychology accurately, faithfully, and clearly to students in an interesting and memorable format. We have tried to present the principles of psychology by using a clear and engaging writing style in a pedagogically sound learning format that is accessible and appealing to students.

We are sensitive to the many complexities of the teaching/learning process, having taught thousands of students their first course in psychology. Over the years we have witnessed changes in our field of study, in our students, and in ourselves as well. Thus, we sought to create a textbook that is sensitive to the changing needs of modern students and their professors and that would provide a context through which the reader may learn about psychology's past, its present, and its probable future.

To accomplish our goals we set forth the following objectives:

To Maintain a Clear, Understandable Writing Style That Students Will Find Interesting.

First and foremost a textbook is a teaching instrument. It cannot be a novel, nor should it be an esoteric, academic treatise. A good psychology text must communicate to a diverse audience of varying ages and levels of academic ability. Our text will be appealing to the academically accomplished student yet accessible to students whose academic skills are yet to be fully developed.

We seek to achieve this objective by explaining concepts in much the same way we would if the reader were a student in our own psychology classes. Throughout the text we have sought to ensure a flow and continuity by using a dialogic style which avoids abrupt steps in thought. This text is also filled with everyday examples pertinent to the student's life.

To Provide a Series of High-Interest Features That Will Appeal To Today's Students.

In keeping with this goal, every chapter opens with a lively, high-interest vignette to capture student interest and build motivation. Also, we have prepared three types of boxed features: (1) *World of Psychology: Applications* to show practical applications of the principles of psychology, (2) *World of Psychology: Multicultural Perspectives* to explore issues involving race, gender, and ethnic and cultural diversity, and (3) *World of Psychology: Pioneers* to give due prominence to some of our pioneers and to show their human side as well as their contributions to the field.

To Encourage Students To Become Active Participants in the Learning Process.

Reading about psychology is not enough. Students should be able to try,

where appropriate, what they have learned. Many of the principles we teach can be demonstrated, often without elaborate equipment and sometimes as the student reads. What better way to teach new material and to make it fresh, interesting, and memorable than to have students demonstrate principles for themselves with *Try It!*, an important and innovative feature of *The World of Psychology*. This feature personalizes psychology and makes it come alive. Student involvement is also promoted through the extensive use of rhetorical questions and by casting the student in the role of the subject in selected studies, such as the role of the “teacher” in the Milgram experiment. Thus, students who use *The World of Psychology* will become active participants in the learning process rather than simply passive recipients of information.

To Promote and Nurture Critical Thinking

Critical thinking does not consist of being critical of all viewpoints other than our own. To live peacefully in an increasingly diverse society, we must learn to develop an understanding and appreciation for conflicting viewpoints in the multitude of issues that divide us—psychological, social, economic, political, moral, and ethical.

Critical thinking is too important to leave to chance. While opportunities for critical thinking are provided throughout the text, we have also developed a systematic method for nurturing critical thinking. A *Thinking Critically* section appears at the end of each chapter and features three categories of critical thinking questions:

1. *Evaluation* questions teach students to think critically as they evaluate psychological theories, techniques, approaches, perspectives, and research studies.
2. *Point/Counterpoint* questions require students to comprehend, to analyze, and to formulate convincing arguments to support *both* sides of important issues in psychology.
3. *Psychology in Your Life* questions allow students to apply psychological principles and concepts in their own lives and in the practical, everyday world.

To Help Students Understand and Appreciate Human Diversity and the Part That Multicultural Issues Play in Modern Psychology

To accomplish this goal, we have dedicated a series of boxed features entitled *World of Psychology: Multicultural Perspectives* to cover a wide range of multicultural issues. Among them are “Cultural Values and Academic Achievement,” “Culture, Race, and Care for the Elderly,” “Mate Preferences around the World,” “The Glass Ceiling: Few Women and Minorities at the Top,” and “Gestures: Different Meanings in Different Countries.” In addition, human diversity has been considered in relation to dozens of other topics throughout the text.

Finally, issues relating to human diversity are explored in chapter 17, “The World of Psychology: Multicultural Issues and Applications,” and in chapter 11, “Human Sexuality and Gender.”

To Achieve a Balance between Psychological Principles and Applications.

To present psychological principles alone may leave students wondering what psychology has to do with their own lives. The *World of Psychology: Applications* features help students apply psychology to their personal lives and to contemporary issues or problems in the larger cultural milieu. Some of the topics are “Noise and Hearing Loss: Bad Vibrations,” “Date Rape: New Outrage on Campus,” “Thinking and Depression: Avoiding Cognitive Traps,” “The Effects of Nonmaternal Care on Children,” and “The Polygraph: Lie Detector or Emotion Detector?”

In addition, the second half of chapter 17 explores the major areas in applied psychology—I/O, environmental, architectural, forensic, sports, and consumer psychology. Finally, every chapter contains a critical thinking question, “Psychology in Your Life,” which requires students to consider the many ways psychological principles can be applied to their own lives and to life in general.

To Be Current in Our Coverage While Preserving the Classic Contributions in Our field.

Advances in knowledge and research are occurring at an ever more maddening pace, and modern authors must keep abreast. Accordingly, our references reflect the most up-to-date state of the science for the many rapidly changing topics we cover. Yet we do not use newness for its own sake. We include, as well, studies that have stood the test of time, and we explore in depth the classic contributions to psychology.

To Give Students an Appreciation of Psychology’s History and Its Pioneers, and an Understanding That Psychology Is a Living, Growing, Evolving Science.

A portion of the introductory chapter is devoted to psychology’s history. But, in our view, the history of psychology is best understood and appreciated in the context in which the contributions were made. Consequently, topics like learning, memory, intelligence, emotion, and personality, for example, integrate the historical and research contributions to show how psychology has evolved up to the present day. In addition, emphasis is given throughout the text to pioneers in psychology, and selected pioneers—such as B. F. Skinner, Jean Piaget, and Karen Horney—are featured in *World of Psychology: Pioneers*. We focus on the human qualities of the pioneers, their life struggles and successes along with their contributions, to bring the history of psychology alive for students.

To Provide an Accurate and Thoroughly Researched Textbook That Features Original Sources.

To accomplish our goals of introducing the world of psychology accurately, faithfully, and clearly, we have gone back to original sources and have reread

the basic works of the major figures in psychology and the classic studies in the field. This has enabled us to write with greater clarity and assurance, rather than having to hedge or write tentatively when discussing what experts in the field have actually said. This book is among the most carefully researched on the market, among the most up to date, and among the most extensively referenced textbooks available.

To Provide a Sound Pedagogical System Woven Throughout the Text and the Learning Package

The pedagogical system consists of the following components:

Learning Objectives/Questions Learning objectives—written in question form—guide student reading, focus attention on key information, provide a framework for a SQ3R approach, and assist students in preparing for exams.

Memory Checks An average of six Memory Checks appear during each chapter to encourage students to pause at the end of sections and test their comprehension of the material just read.

Margin Glossary A margin glossary provides a ready reference for important Key Terms, which appear in boldface print in the text, and for additional terms that appear in italics. All definitions also appear in the end-of-text Glossary. Phonetic pronunciations are provided for hard-to-pronounce terms.

Chapter Summary and Review The Chapter Summary and Review section, arranged according to the major headings in the chapter, provides condensed answers to the learning objectives/questions and also lists the Key Terms for each topic. This feature is useful as a preview to the chapter and as a review in preparing for tests.

All of these features support a modified SQ3R approach, which is explained to the student in chapter 1, in *World of Psychology: Applications—Sharpening Your Study Skills*.

SQ3R The SQ3R technique is a systematic approach to maximize learning, improve retention, and develop more effective study skills. SQ3R stands for *Survey, Question, Read, Recite, and Review*. Briefly stated, to follow the SQ3R method, students complete these steps:

Survey First students are encouraged to look over the Chapter Outline at the beginning of each chapter, read the opening vignette, read all the topic headings and study questions, glance at the illustrations, and read the Chapter Summary and Review. This will provide an overview of the chapter.

Question Students are encouraged to read the learning objectives and to turn the topic headings into one or more questions before they read each section in the chapter.

Read Next students read a section of the text in an attempt to answer the learning objectives and other questions of their own, and then stop at the Memory Check.

Recite Students are encouraged to write or recite the answers to the learning objectives and their own questions or to write a short summary of the section.

Review Students should complete the Memory Check before beginning the next section of the text. When they have finished the chapter, they should turn to the Chapter Summary and Review section and review each of the study questions and answer them in their own words. The answers provided are given only as condensed, basic answers that they will want to expand on. Finally, students should be sure they understand the Key Terms. Definitions for the Key Terms appear in the margin glossary or tables on the pages indicated in parentheses.

To Provide Instructors and Students with a Complete, Coordinated Teaching and Learning Package of the Highest Quality

The *Annotated Instructor's Edition* has been developed by Mark Garrison of Kentucky State University to encourage student involvement and understanding. It is comprised of two parts: the instructor's section bound into the front of the book, and the detailed annotations that appear in blue type in the margins of the book. The annotations include teaching suggestions, examples, activities, critical thinking topics, multicultural issues, and references to the Test Bank items and the many visual aids that accompany the book.

Along with the *Annotated Instructor's Edition* is a separate *Activities and Demonstrations Manual*, also prepared by Mark Garrison, which provides detailed instructions for all of the activities, plus more than 150 ready-to-duplicate handouts.

The book is also supported by a comprehensive computer-ready test item file and printed Test Bank, prepared by Janet Simons of Central Iowa Psychological Services. The Test Bank includes detailed explanations for answers to each item to help students understand *why* an answer is correct.

An innovative study guide with language enrichment, prepared by Joyce Bishop of Golden West College, is available for students. It was carefully coordinated with the Test Bank and the textbook, and it includes practice multiple-choice tests with explanations for answers, extra help with vocabulary, flashcards, and many other features.

A wide array of additional supplementary materials are also available with this book. These include Allyn and Bacon's exclusive CNN videos of brief, up-to-the-minute reports on current issues in psychology, a Level 3 Video Disk, Allyn and Bacon's extensive video library, a newly revised set of color transparencies, a booklet of current articles from *The Washington Post* relating to multicultural issues, and more. See your Allyn and Bacon representative for information.

Acknowledgments

We first express our appreciation to Russ Boersma, a treasured friend and respected colleague who first encouraged us to write this textbook and whose continued support and encouragement has helped sustain us through the years of effort in making *The World of Psychology* a reality.

Much of *The World of Psychology* was written in New Harmony, a peaceful and picturesque town in Indiana whose charm and serenity was so magnetic that we have made it our home away from home for the last four years. We owe an unbelievable debt of gratitude to Jane Blaffer Owen for her encouragement and support of the project and for allowing us to spend so many productive and enjoyable months in one of the houses that she and we so love and treasure. New Harmony is a magical place, a jewel in the United States, in large measure because Mrs. Owen has provided the vision and unselfishly devoted her resources and limitless energy to making it so. It has been a rare privilege to know Jane Owen, for her life, her work, and her values have touched us and will always be an inspiration to us. We also thank Gary Gerard, Nancy McIntyre, and all the people at Red Geranium Enterprises and the New Harmony Inn for making our stay in New Harmony so memorable.

Our developmental editor, Elizabeth Brooks, epitomizes what a developmental editor should be, and she deserves a string of accolades too long to include here. Through these years of close work with Beth, we have developed not only a profound respect and admiration for her professional skill, but a deep affection as well. She knew where to cut, where to embellish, when to change and how. Her suggestions and her tireless dedication to the project helped make *The World of Psychology* what it is. Her influence is prominent from cover to cover.

The leader of this project is Susan Badger, Editor-in-Chief of Social Sciences at Allyn and Bacon. From beginning to end, Susan was intimately involved in every aspect of the project. All features of design, pedagogy, content, and organization bear the mark of the thought, work, and taste of Susan Badger. She is a most remarkable person—a consummate professional with exceptional intelligence, judgment, and taste, who is relentless in her pursuit of excellence. We stand in awe of her ability to manage, direct, and orchestrate all the components of highly complex projects. Yet Susan somehow manages to merge these dynamic professional qualities with warmth and personal magnetism—a feat accomplished by few.

We owe a large and growing debt of gratitude to Ward Moore, Senior Publisher's Representative, who brought our manuscript to the attention of Allyn and Bacon and is thus responsible for performing the first act that brought us all together. Ward is highly respected in his field and has championed *The World of Psychology* throughout its production.

We express our thanks and appreciation to Judy Fiske, Vice President of Production, who, from our earliest planning meeting, has skillfully supervised the production of the project, and to Linda Dickinson, Cover Administrator, who designed the cover for the book. We also express our thanks and appreciation to Leslie Olney, Production Coordinator, for guiding the book through the

final stages of production, and to Patricia White Maka and Meredith Rutter of Publicom, Inc., for their long hours of hard work in copy editing the manuscript and laying out the book. Our sincere thanks to Dana Hayes, Senior Administrative Assistant, for her flawless administration of the review process. Through countless communications by phone and by mail, Dana has always been a pleasure to work with.

Sandi Kirshner, Vice President of Marketing, and Joyce Nilsen, Marketing Manager for Psychology, have worked tirelessly in developing the marketing strategy for the book, and in providing the publisher's representatives with the information and resources they need. Their work will play a giant role in determining the success of the book, and so will the excellent work of Lou Kennedy, Director of Advertising, and Ron Sohn, Assistant Advertising Manager, who are in charge of brochures, catalogs, and all other materials for presenting the book and the ancillary materials.

Everyone at Allyn and Bacon works hard to maintain a standard of excellence in making fine books. Behind the scenes but very much involved in making our book were John Isley, President of Allyn and Bacon, and Bill Barke, Vice President and Editorial Director. We express our sincere appreciation and deep gratitude to them for their confidence in us and for their commitment to and active involvement in the project. We are honored to have the privilege of working in this creative enterprise with all of the publishing professionals at Allyn and Bacon.

We also thank our respected colleagues in the Psychology Department at St. Louis Community College at Meramec—Jim Wheeler, Bob Allbee, Mike Davies, Beth Powell, and Shari Talley for their interest, support, encouragement, and expertise.

Finally, our sincere thanks to the many colleagues around the country whose expertise helped make the book what it is today. It could never have been written without them.

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Following are some of the topics considered from a multicultural perspective

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Achievement motivation (pp. 350–351)
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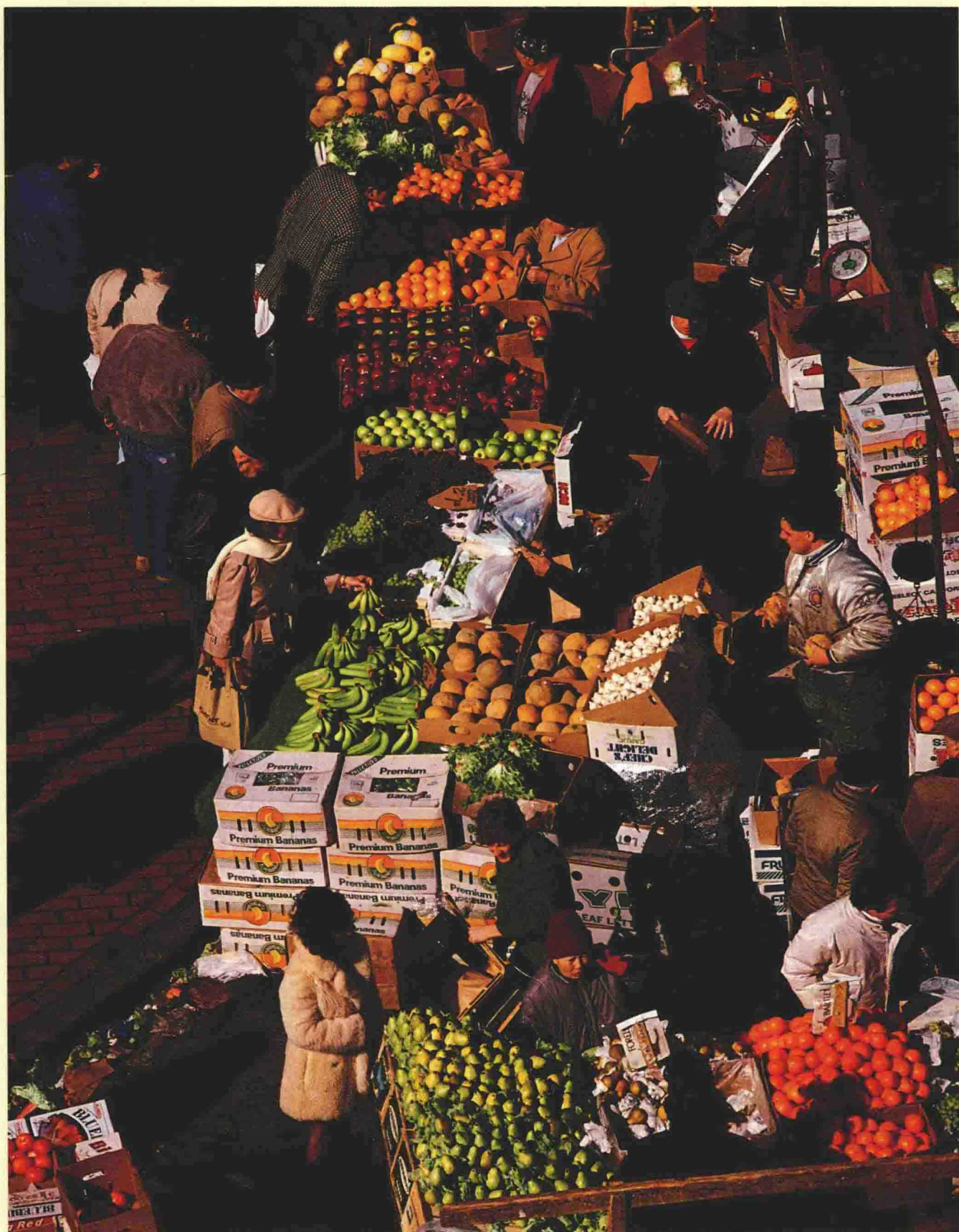
Following are some of the topics discussed in relation to gender differences

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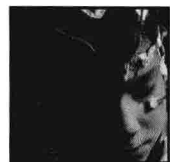
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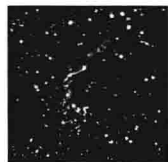


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