

Psychology

3rd Edition



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Psychology

Third Edition

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Preface

In our years of team teaching introductory psychology, we have found that it is both the single most important course in the undergraduate psychology curriculum and, at the same time, the most difficult to teach.

The goals of the introductory course are ambitious: to introduce students to the structure of contemporary psychology, to present the central concepts and theories of the discipline, and to outline the empirical tools that psychologists use. In addition, the instructor will want to communicate a sense of the accomplishments, promises, and continuing vitality of a discipline that takes as its subject matter every aspect of human behavior and cognition.

Achieving these goals is difficult for two reasons. One is the challenge of presenting the richness of the discipline without overwhelming students with the vast and diverse number of terms and concepts traditionally covered in the introductory course. A second reason is that well-meaning efforts to simplify the material may lead students to regard psychology as a loose collection of distinct fields, rather than as a unified discipline.

The adoption of the first and second editions of *Psychology* in colleges and universities throughout the United States and Canada leads us to believe that our solutions to these challenges have been well received by both instructors and students. These solutions fall into two general classes: (1) a focus on psychology as an integrated discipline and (2) careful attention to pedagogical principles.

Our focus on psychology as an integrated discipline is expressed in several ways. We have organized the material in a manner that emphasizes the major perspectives that unify and inspire all research in the subfields within psychology. We have also taken great care to emphasize the research methods that guide psychological inquiry into the questions

posed by human behavior and cognition. We believe that introductory psychology can and should be taught as a subject unified in the way psychologists frame questions and seek answers.

In addition, a major aim of this text is to demonstrate in its exposition that the subfields of psychology are mutually supportive and overlapping. For example, the student will find neurochemistry discussed in chapters on brain and behavior, psychological disorders, and treatment. Theory and research on learned helplessness informs discussions in chapters on learning, health and stress, and psychological disorders. Hypotheses derived from psychoanalytic theory are discussed in fully half the chapters. Problems of human memory are addressed in chapters on memory, development, and social cognition.

Nor does this text distinguish in any structured way between psychology and its applications. We have no special sections or boxes devoted to “showing the relevance” of what psychologists do and think. In this way, we hope to communicate to the student that “applied psychology” is not a different kind of psychology but rather flows naturally from the principles and methods of general psychology. Beyond this, the message is that psychology is inherently relevant and interesting independent of the particular question or topic being addressed.

Our second strategy in writing this book, our careful attention to pedagogy, will not spare the student from the complexity of psychology. Rather, we have worked to present this information in a manner that promotes comprehension and assimilation. Within chapters, we have taken great pains to provide overviews and to use principles and theories to provide a framework within which information can be organized and put into perspective. We have also paid particular

attention to the sequencing of topics and to the transitions between them. Within topics we have followed a flexible scheme of previewing, discussing, exemplifying, drawing implications, and summarizing. Terms and concepts are defined and given meaning within the expository context. Our examples are more often than not drawn from research, which encompasses both classic and exemplary contemporary studies. These research examples are used both to illuminate important concepts and to illustrate for the student the unique contribution of psychology as an intellectual discipline.

We have in this edition incorporated into the text several pedagogical devices designed to make the text and the subject matter more accessible for students. Thus, each chapter now begins with a visual outline that provides a broad overall picture of the topics that will be covered in the chapter, their sequence, and their relationship to one another. The illustrations that appear in the visual outline are intended to reinforce the important chapter topics and concepts. On the page following the visual outline are lists of the key individuals, key research, and key terms that will be discussed in the chapter. These lists can be used as previews of material to be covered in the chapter and as study aids for chapter review.

Within the chapter text, key terms are printed in **boldface type** and definitions are underlined in color. Thus, students can easily pick out not only the term but also its definition. A page-referenced glossary also appears at the end of the book. Finally, the paragraph-style summary at the end of each chapter is organized by first-level headings. Students using the summaries to review the chapter material will find this material grouped in easy-to-manage “chunks.”

In addition to incorporating these pedagogical principles and devices, we have also sought to make the text engaging to the reader. We have not hesitated, where appropriate, to address the reader directly, to ask rhetorical questions, or to exemplify by reference to college students’ common experiences and concerns.

In preparing this third edition, we have received a large number of very helpful suggestions from users of the first and second editions. More often than not, we have followed their advice to add or to delete, to sim-

plify or to elaborate, to reorganize or to fine tune. We thank them for helping us strengthen the book. Virtually every chapter has undergone significant revision with the aim of enhancing its accessibility, balance, and currency. As examples, chapter 2—Brain and Behavior—contains a new section on sex differences in the brain; chapter 4—Motivation and Emotion—includes a new section on work motivation and job satisfaction; chapter 5—States of Consciousness—features new material on theories of dreaming; chapter 7—Human Memory—now includes discussions of procedural and declarative memory as well as autobiographical memory; chapter 9—Intelligence—includes a discussion of theories of multiple intelligences; chapter 11—Adolescence, Adulthood, and Aging—covers the topic of cognitive development throughout adulthood and features a new section on the challenges of aging; chapter 12—Social Cognition—contains a section on romantic and companionate love; chapter 14—Personality and Assessment—features a discussion of assessing self-actualization; chapter 15—Health and Stress—includes material on the new field of health psychology; and chapter 16—Major Psychological Disorders—reflects the changes and revisions of DSM-III-R.

This edition comprises 17 chapters organized into four parts, plus an introductory chapter on history, methods, and perspectives. Part 1 discusses the relationship of biological processes to behavior and mental activity. Here we examine the central nervous system (chapter 2), followed by chapters on sensation and perception (3), motivation and emotion (4), and states of consciousness (5). Part 2 deals with learning and cognition, containing chapters on conditioning and learning (6), human memory (7), thinking and language (8), and human intelligence (9). Part 3 recognizes the connection between human development and social interaction. Here we present chapters on infancy and childhood (10), adolescence, adulthood, and aging (11), social cognition (12), and social influence (13). Part 4 surveys personality, psychological disorders, and treatment. It includes chapters on personality and assessment (14), health and stress (15), psychopathology (16), and therapy (17). Finally, we have provided an appendix dealing with research methods and statistics in psychology.

Acknowledgments

We would like to thank our editors at Scott, Foresman who guided us through the planning and completion of this edition. Psychology editor Scott Hardy helped immeasurably in defining the audience for and structure of the book, as well as in organizing a creative package of ancillary materials. Betty Slack, our developmental editor, wisely and patiently shaped the multitude of revisions the book has undergone and in addition guided the development of the new ancillary materials. We appreciate their patience, encouragement, good humor, and effective direction. Carol Leon, project editor, applied the finishing touches by expertly copyediting the entire manuscript and managing the project throughout the complexities of the production process. Other members of the Scott, Foresman staff who contributed their talents to this project include Sandy Schneider, picture researcher, who provided suggestions for and obtained the photographs used in the book, and Heidi Fieschko, designer, who is responsible for the visual clarity and elegance of the book design.

We were also fortunate to have the services of Keith E. Stanovich, who skillfully revised the appendix on Methods and Statistics in Psychology.

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A special acknowledgment goes to the psychologists who have contributed to a supplementary package of outstanding quality. We are confident that their efforts will result in improved learning and performance by students and in crucial time saved by instructors. Authors of the supplementary materials include Ron Peters, Michael O'Boyle, Rick Gibbons, and Meg Gerard of Iowa State University, who worked together to revise the Student's Guide. William H. Calhoun of the University of Tennessee at Knoxville revised

the Instructor's Manual. A team of psychologists from Wichita State University, including Gary Greenberg, James Klingsporn, and Marilyn Turner, contributed test questions for the Ory Testing Program. We also thank John Ory for once again reviewing and coordinating all test questions.

Finally, we want to thank the many colleagues who reviewed our manuscript and gave generously of their time and knowledge. To all, we extend our gratitude.

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The Visual Outline

A chapter outline is a standard pedagogical device used to provide a preview of the topics to be covered in the chapter, their sequence, and their relationship to one another. The **Visual Outline** extends this pedagogical aid one step further by using illustrations (figures, photographs, charts, graphs, etc.) to serve as visual signposts for the important chapter topics listed in the outline. The idea behind the **Visual Outline** is that, by studying the outline, you will preview not only the words of the chapter but also the visual elements that will be used to illustrate and reinforce the chapter text. Each illustration used in the **Visual Outline** will be repeated in expanded form in the chapter text. For example, in the **Visual Outline** for the chapter on conditioning and learning (6), one of the illustrations is of a simple T-maze. In the **Visual Outline** this illustration is unlabeled (see p. 206), but when this illustration is repeated in the chapter text, the labels are added (see p. 209). The intent of using details of illustrations in the **Visual Outline** is to encourage you to wonder, to question how or why a particular illustration relates to a topic. Why, for example, does a picture of a dog appear beneath the heading "Pavlov's Experiments"? In the chapter text for that section, you will see the full picture, which shows that the dog is in Pavlov's laboratory and that Pavlov himself is observing the experiment. The chapter text explains the significance of the picture and the photograph reinforces the text discussion.

The **Visual Outline** is intended primarily as a study aid to make your studying both easier and more interesting. By reading carefully through the outline and studying the illustrations you will have an idea of the main topics and subtopics that will be covered in the chapter. Begin reading each outline in the far left-hand corner and read each column down

before you move to the next column to the right. Let's examine each component of the **Visual Outline** to get an idea of its purpose and its potential usefulness to you as a study and organizational aid.

1. In the broad band at the top of the left-hand page is the number and title of the chapter you will be previewing.

6 Conditioning and Learning

2. In the first left-hand column, immediately below the chapter number and title, is the term and definition of the major subject matter of the chapter. Sometimes there will be a single major concept in the outline; at other times a second major concept will be introduced and defined at another point in the **Visual Outline**.

What is Learning?

a relatively permanent change in immediate or potential behavior that results from experience

3. Following the definition of the major chapter concept is the first main chapter heading, which introduces the first main topic of the chapter. This heading is printed in **boldface type** and marked with a rule.

Classical Conditioning

4. Beneath each main heading are subheadings, printed in **boldface** but slightly smaller type.

Classical Conditioning

Pavlov's Experiments

5. Beneath some of the subheadings are sub-subheadings, which identify the subtopics to be covered in that section of the chapter. Notice the illustrations that accompany some of these subheadings and sub-subheadings; they are the visual signposts for the important concepts in the chapter. All of the images that appear in the **Visual Outline** will be repeated in expanded form in the chapter text, thus providing a further link between the illustration and the relevant text material.

Classical Conditioning

Pavlov's Experiments

reflex

unconditioned response (UR)

unconditioned stimulus (US)

conditioned response (CR)

conditioned stimulus (CS)

6. Each Visual Outline ends with the heading "Summary," printed in **boldface type** and marked with a rule. When you see this heading, you will know that you have reached the end of the **Visual Outline**.

Summary



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1 Welcome to Psychology

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Brain, Behavior, and Consciousness

2 Brain and Behavior

3 Sensation and Perception

4 Motivation and Emotion

5 States of Consciousness

PART TWO

Learning and Cognition

6 Conditioning and Learning

7 Human Memory

8 Thinking and Language

9 Intelligence

PART THREE

Human Development and Social Interaction

10 Infancy and Childhood

11 Adolescence, Adulthood, and Aging

12 Social Cognition

13 Social Influence

PART FOUR

Personality, Psychological Disorders, and Treatment

14 Personality and Assessment

15 Health and Stress

16 Major Psychological Disorders

17 Treatment of Psychological Disorders

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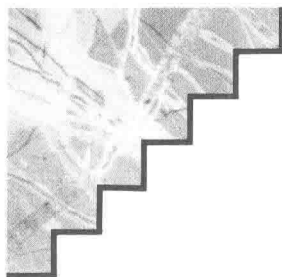
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