教育·心理影印版系列教材

人格心理学

影印版

Personality

(Sixth Edition)

Jerry M. Burger

中国轻工业出版社

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图书在版编目(CIP)数据

人格心理学 = Personality / （美）伯格（Burger, J. M.）著. —影印本. —北京：中国轻工业出版社，2005.5
（教育 · 心理影印版系列教材）
ISBN 7-5019-4814-3

Ⅰ. 人 ... Ⅱ. 伯 ... Ⅲ. 人格心理学－教材－英文
Ⅳ. B848

中国版本图书馆CIP数据核字（2005）第018955号

总 策 划：石 铁
策划编辑：孙 琦
责任编辑：孙 琦　　审读人：袁幼新　　责任监读：张乃柬
责任监印：刘智颖

出版发行：中国轻工业出版社（北京东长安街6号，邮编：100740）
印　　刷：北京天竺颖华印刷厂
经　　销：各地新华书店
版　　次：2005年5月第1版　　2005年5月第1次印刷
开　　本：787 × 1000　1/16　　印张：38.25
字　　数：580千字
书　　号：ISBN 7-5019-4814-3/B · 051　　定价：69.00元
著作权合同登记 图字：01-2005-1548
咨询电话：010-65595090，65262933
发行电话：010-65141375，85119845
网　　址：http://www.chlip.com.cn
E-mail：club@chlip.com.cn
如发现图书残缺请直接与我社读者服务部（邮购）联系调换

内 容 简 介

本书作者Jerry M. Burger教授在人格心理学的研究领域中很有建树，他笔下的这本《人格心理学》是美国最畅销的心理学教材之一。该书从理论、应用、评价三个角度出发，对精神分析理论、特质理论、生物学流派、行为主义、人本主义和认知理论等六种主要的人格理论流派进行了全面而系统的介绍。作者行文流畅，语言通俗易懂，叙述深入浅出，引人入胜，并融入了丰富的生活案例，凸显了本书的实用性、可读性和趣味性。

To Marlene

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Preface

Lately, each time I cross the Golden Gate Bridge, I think about this book. The bridge spans 8,981 feet across the entrance to the San Francisco Bay, with towers that rise 1,120 feet above the water. By popular lore, the painters hired to maintain the bridge's famous orange appearance have been handed a never-ending task. Because fog and wind and sea hammer the bridge daily, it's said that when the painters finally finish the job, it's time to start over. Although smaller in scope, this book has come to require a similar never-ending maintenance. Today, personality is a vibrant and healthy field that spills into other areas of psychology as well as into other disciplines. As a result, chronicling developments in the field becomes a year-round commitment. However, perhaps also like the bridge, the underlying structure of the book remains the same. Briefly, here's what's new this time around, as well as what's stayed the same.

What's New?

As in previous revisions, each chapter has been updated to reflect new research findings and new developments in the field. More than 300 new references have been added to this edition. Developments in the field are also reflected in the three new personality inventories in the sixth edition—the Achievement Goals Questionnaire (Chapter 8), the Distress Disclosure Index (Chapter 12), and the Relationship-Interdependent Self-Construal Scale (Chapter 16).

Of course, some sections of the book require more revision than others. Those familiar with the previous edition will notice extensive changes in a number of places. Chapter 5 includes more analysis of reliability and validity for the Myers-Briggs Type Indicator, reflecting some of the growing criticism of the scale. A new research topic in Chapter 6, "Psychoanalytic Concepts and Aggression," incorporates many concepts covered in previous editions—frustration, displacement, catharsis—but focuses more on recent research findings and less on the original

frustration-aggression hypothesis. Chapter 8 now includes an extensive discussion of achievement goals, an elaboration on research tying anger and hostility to health problems, and a presentation of the recent debate on the relation between positive and negative affect. New longitudinal research examining the relation between temperament and personality is presented in Chapter 9. New developments in research on self-disclosure have been added to Chapter 12. In particular, you'll find a discussion on whether therapists should disclose personal information to their clients and recent studies exploring the reasons why disclosing traumatic experiences has health and psychological benefits. Chapter 13 has been rewritten to place less emphasis on behaviorism and more on the bridge between traditional behaviorism and cognitive approaches to personality. New developments in learned helplessness research, especially findings from neuropsychology, are reviewed in Chapter 15. A rewritten Chapter 16 places more emphasis on cognitive representations of the self than previous editions, including a presentation of Higgins' self-discrepancy theory. Finally, the assessment section in that chapter has been expanded to cover repertory grid techniques beyond the REP test.

What's the Same?

The philosophy that guided the organization and writing of the first five editions remains. I wrote this book to organize within one textbook the two approaches typically taken by instructors of undergraduate personality courses. Many instructors focus on the great theories and theorists—Freud, Jung, Rogers, Skinner, and so on. Students in these classes gain insight into the structure of the mind and issues of human nature, as well as a background for understanding psychological disorders and psychotherapy. However, these students are likely to be puzzled when they pick up a current journal of personality research only to find they recognize few, if any, of the topics. Other instructors emphasize personality research. Students learn about current studies on individual differences and personality processes. But they probably see little relationship between the abstract theories they may touch upon in class and the research topics that are the focus of the course.

However, these two approaches to teaching the course do not represent separate disciplines that happen to share the word *personality* in their titles. Indeed, the structure of this book is designed to demonstrate that the classic theories stimulate research and that the research findings often shape the development and acceptance of the theories. Limiting a student's attention to either theory or research provides an unfortunately narrow view of the field.

Something else that remains from the earlier editions is my belief that students learn about research best by seeing *programs* of research rather than a few isolated examples. Twenty-six research programs are covered in the seven research chapters in this edition. In each case I have tried to illustrate how the questions being investigated are connected to a larger theory, how early researchers developed their initial hypotheses and investigations, and how experimental findings led to new

questions, refined hypotheses, and ultimately a greater understanding of the topic. Through this process, students are exposed to some of the problems researchers encounter, the fact that experimental results are often equivocal, and a realistic picture of researchers who don't always agree on how to interpret findings.

I have also retained and expanded many of the features of the previous editions in this sixth edition. Each of the theory chapters contains a section on application and a section on assessment. These sections demonstrate how the sometimes abstract theories relate to everyday concerns and issues and how each approach to understanding personality brings with it unique assumptions and problems when measuring relevant personality variables. I've retained the personality tests students can take and score themselves. There are now 15 "Assessing Your Own Personality" boxes scattered throughout the book. I've discovered in my own teaching that discussions about social anxiety mean a lot more to students when they know first how they scored on a social anxiety test. This hands-on experience not only gives students a better idea of how personality assessment works, but often generates a little healthy skepticism about relying too heavily on such measures. I've retained the biographies of the prominent personality theorists in this edition. Feedback from students indicates that knowing something about the person behind the theory helps to make the theory come alive. I've noticed how my own students enjoy speculating about how the theorist's life affected the development of the theory. Students and instructors also tell me they like the "In the News" boxes I introduced two editions ago. Consequently, these have been retained as well.

Acknowledgments

Thanks are extended to all the people who helped with the production of this book. This includes the many colleagues who reviewed various parts of the manuscript: Jason Baker, Texas Tech University; Linda Crothers, Humboldt State University; Howard Ehrlichman, Queens College; Joseph Fitzgerald, Wayne State University; and James Reid, Washington University in St. Louis. And, as always, I thank Marlene and Adam, whose understanding and support through all six editions have made this book possible.

About the Author

Jerry M. Burger is professor of psychology at Santa Clara University. He is the author of dozens of journal articles and book chapters and the 1992 book *Desire for Control: Personality, Social and Clinical Perspectives.* He has been on the editorial board of the *Journal of Personality* and the *Personality and Social Psychology Bulletin* and has served as an associate editor for the "Personality Processes and Individual Difference" section of the *Journal of Personality and Social Psychology.* In his spare time he likes to run, read, and write. You can send comments about the book to him via e-mail at jburger@scu.edu.

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