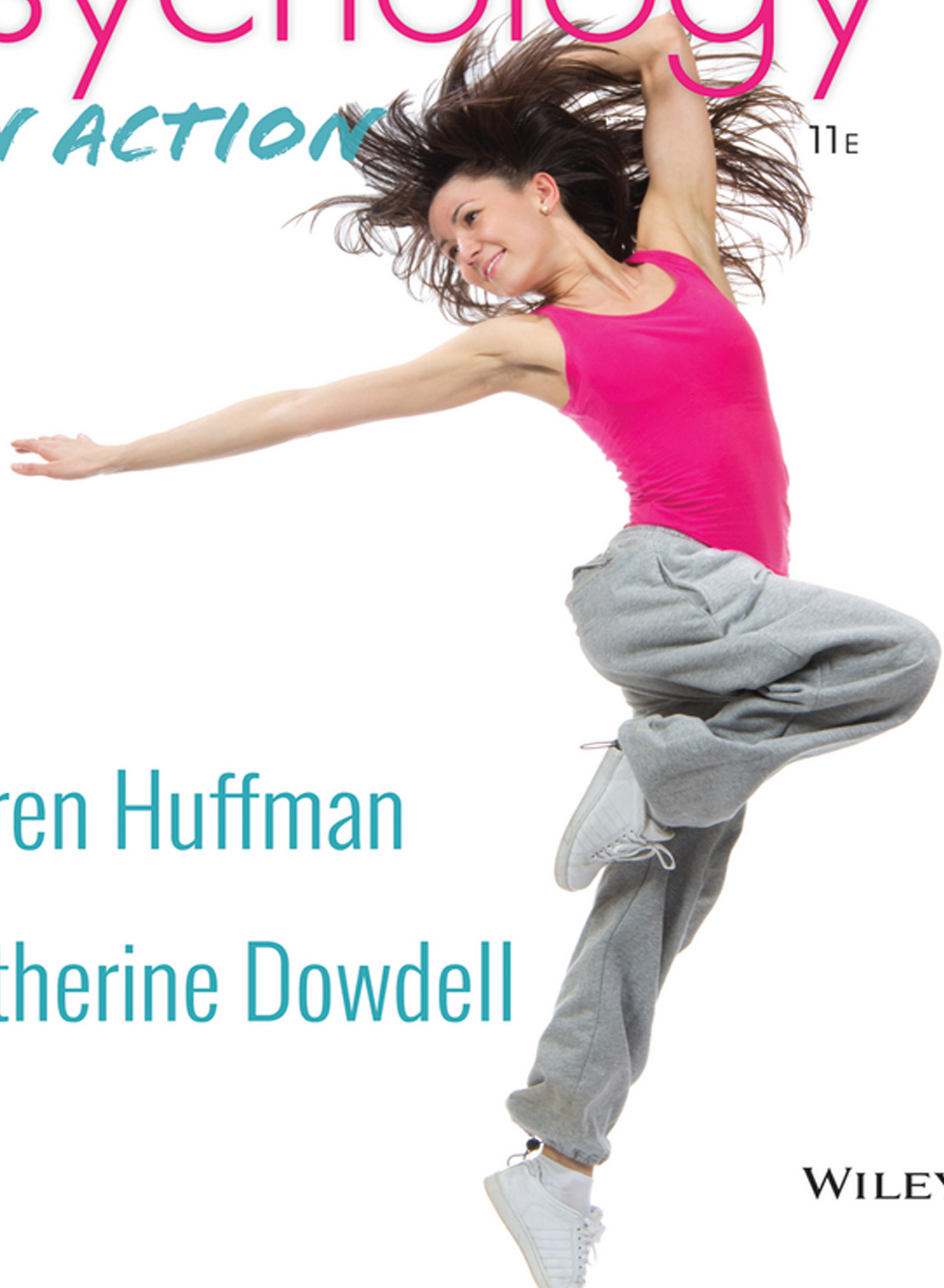


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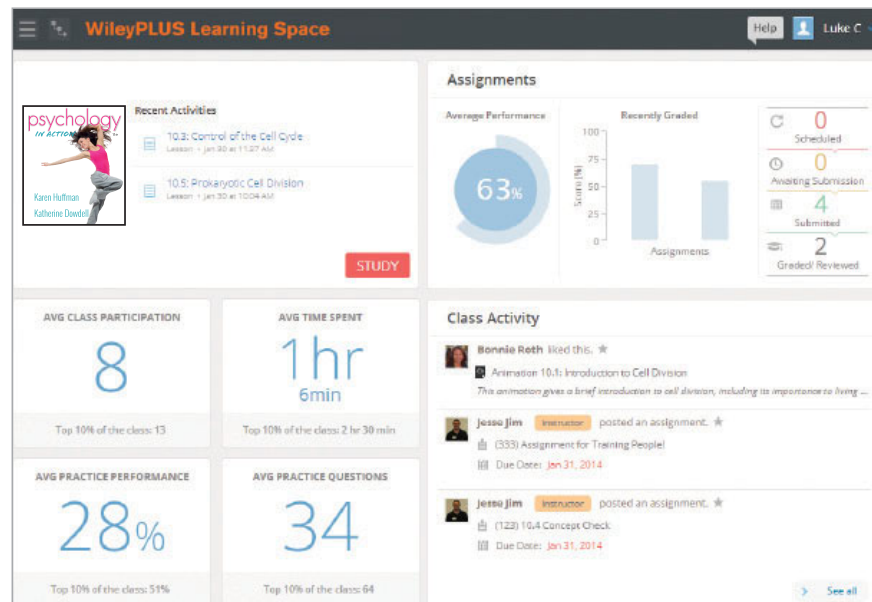
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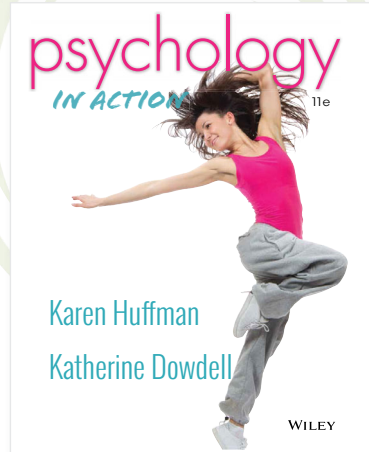
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Psychology in Action, 11TH EDITION

MEET THE AUTHORS



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AND NEW TO THE 11TH EDITION...



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has conducted numerous online presentations and live workshops. As a decade-long user of WileyPLUS, Professor Dowdell has served as a development consultant on everything from WileyPLUS functionality, to video content, instructional design, user-experience and faculty training.

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This book was typeset in 10/13 Janson Text at MPS Limited, Chennai, India and printed and bound by Quad Graphics. The cover was printed by Quad Graphics.

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978-1118-80153-6 (Main Book)
978-1119-00059-4 (Binder Ready Version)

Printed in the United States of America.
10 9 8 7 6 5 4 3 2 1



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Preface

“The journey is the treasure.”

—Lloyd Alexander, *The Golden Dream of Carlo Chuchio*

We’re thrilled that you have decided to join us on this journey through the fascinating field of psychology! We truly believe that psychology can enrich and improve virtually every aspect of our lives—work, play, home, college, national and international affairs, as well as our everyday interactions with others. But with such a large and complex field of study, this journey can be overwhelming. With a combined 50+ years of guiding students through introduction to psychology, we’ve discovered some of the very best ‘travel tips’ to ensure a successful, productive, and personalized journey that will engage and inspire you, the professor, and your students.

Our theme for this eleventh edition of *Psychology in Action*, “**A personal journey through psychology**,” continues our previous focus and strengths, active learning and student engagement, while emphasizing and incorporating all the elements of a well-planned journey.

- *A natural progression from point-to-point.* From the chapter overviews through the end-of-chapter enrichment activities, students are carefully guided through the course content.
- *Guideposts and signs leading the way.* Any traveler wants to be sure to hit the ‘must see’ destinations, but students often become confused about what’s important to know. *Psychology in Action* includes streamlined, in-text features that reduce distractions, while focusing student attention on the most important concepts.
- *Room for exploration and self-discovery.* This edition of *Psychology in Action* builds on the already strong foundation of engaging students through opportunities to ‘Try This Yourself’ — exercises designed to apply psychological principles to current events, media moments and personal experiences.
- *Something to take home or write home about.* By emphasizing active learning, inspiring engagement, and personalizing the journey through psychology, students will find

numerous “take home messages” to enrich their personal lives, as well as exciting topics that provide much to talk about with family and friends.

EXCITING, EVIDENCE-BASED, NEW FEATURES As in all previous editions, we’ve continued our well-known, evidence-based, self-testing features, such as *Test Yourself* review sections after each major head in the chapter, *Research Challenges*, and *Critical Thinking* exercises throughout each chapter. However, in this latest, eleventh edition, we’ve also included three NEW features in the end-of-chapter *Psychology Enrichment Activities* sections. These new features offer students additional guidance and feedback throughout their journey in psychology:

1. Each chapter ends with a NEW *Media Challenge* focused on popular Internet blogs, social media, and/or media reports, which helps students interpret their validity and reliability and to recognize how these reports have been filtered through a media lens.
2. Because the book is organized into chapters to match the subfields of psychology, it can be difficult for students to see how the material in one chapter is related to content throughout the text. Therefore, each chapter now includes a NEW feature, *Looking Back/Looking Ahead*, to help students see connections from concepts already covered to those yet to come.
3. In addition, feedback from instructors around the country shows that most students turn first to the end of the chapter to check out what they need to study. Therefore, we replaced the traditional end of chapter narrative summaries, which may mislead students into thinking they know more than they actually do, with a NEW feature—15 application quiz questions. These questions not only provide a general chapter summary, they also raise student awareness of all the material they need to study in order to perform well on chapter exams.

Furthermore, recent research shows that practice testing is one of the most effective study techniques (e.g., Dunlosky et al., 2013).

We hope you enjoy sharing this journey through psychology with us! We'd love to hear about your thoughts and experiences with *Psychology in Action, 11e*. Please contact us: Karen Huffman (khuffman@palomar.edu) and Katherine Dowdell (kdowdell@dmacc.edu).

Teaching and Learning Program

Psychology in Action, 11e is accompanied by a full menu of materials designed to facilitate the mastery of psychology.

WileyPLUS Learning Space

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ORION is great as:

- an adaptive **pre-lecture tool** that assesses your students' conceptual knowledge so they to come to class better prepared;

- a **personalized study guide** that helps students understand their strengths, as well as areas where they need to invest more time, especially in preparation for quizzes and exams.

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- **More than 30 Tutorial Videos**, featuring authors Karen Huffman and Katherine Dowdell, provide students with explanations and examples of some of the most challenging concepts in psychology. These 3- to 5-minute videos reflect the richness and diversity of psychology, from the steps of the experimental method to the interaction of genes and our environment, to the sources of stress.
- **20 Virtual Field Trips** allow students to view psychological concepts in the real world—as they've never seen them before. These 5- to 10-minute virtual field trips include visits to places such as a neuroimaging center, a film studio where 3-D movies are created, and a sleep laboratory, to name only a few.
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- **15 Wiley Psychology Animations** have been developed around key concepts and themes in psychology. The animations go beyond what is presented in the book, providing additional visual examples and descriptive narration.

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- The **Instructor's Manual**, prepared by Ronn Newby of Des Moines Area Community College, is carefully crafted to help instructors maximize student learning. It provides teaching suggestions for each chapter of the text, including lecture starters, lecture extensions, classroom discussions and activities, out of the classroom assignments, Internet and print resources, and more!
- **Lecture PowerPoint™ Presentations**, prepared by Nicholas Greco of Columbia College of Missouri, Lake County Campus, and Katie Townsend-Merino of Palomar College, provide a combination of key concepts, figures and tables, and examples from each chapter of the textbook.
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- **Gradebook: WileyPLUS** provides instant access to the latest reports on trends in class performance, student use of course materials, and progress toward learning objectives, helping inform decisions and drive classroom discussions.

For more information on what WileyPLUS Learning Space can do to help your students reach their potential, please visit www.wileyplus.com

Additional Student Resources Available with WileyPLUS Learning Space

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- **Interactive flashcards** allow students to easily test their knowledge of key vocabulary terms.
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Acknowledgments

Reviewers: To the professors who reviewed material and who gave their time and constructive criticism, we offer our sincere appreciation. This text is much stronger, clearer, and tighter thanks to their efforts. We are deeply indebted to the following individuals, and trust that they will recognize their contributions throughout the text.

Mary Beth Ahlum, *Nebraska Wesleyan University*; Roxanna Anderson, *Palm Beach State College*; Susan Antaramian, *Christopher Newport University*; Darin Baskin, *Lone Star College*; Matthew Bell, *Santa Clara University*; Barbara Boccaccio, *Tunxis Community College*; Amy Bradshaw Hoppock, *Embry-Riddle Aeronautical University*; Courtney Brewer, *Suffolk County Community College*; Melissa Brown, *State University of New York, College at Brockport*; Michael Cassens, *Irvine Valley College*; Wanda Clark, *South Plains College*; Herb Coleman, *Austin Community College*; Lorry Cology, *Owens Community College*; Rosalyn Davis, *Indiana University, Kokomo*; Ben Denkinger, *Augsburg College*; Michael Dudley, *Southern Illinois University, Edwardsville*; Sylvia Edwards-Borens, *Texas State Technical College, Waco*; Daniella Errett, *Pennsylvania Highlands Community College*; Rebecca Ewing, *Central Georgia Technical College*; Linda Fayard, *Mississippi Gulf Coast Community College*; Johnathan Forbey, *Ball State University*; Jamie Franco-Zamudio, *Spring Hill College*; William Fry, *Youngstown State University*; Janet Gebelt, *Westfield State University*; William Goggin, *University of Southern Mississippi*; Jill Haasch, *Elizabeth City State University*; Kate Halverson, *Des Moines Area Community College*; Becky Howell, *Forsyth Technical Community College*; Vivian Hsu, *Rutgers, The State University of New Jersey*; Dominique Hubbard, *Northern Virginia Community College, Alexandria*; Sierra Iwanicki, *Eastern Michigan University*; Alisha Janowsky, *University of Central Florida*; Joan Jensen, *Central Piedmont Community College*; Robert Rex Johnson, *Delaware County Community College*; Karen Jolley, *Central Georgia Technical College*; Deana Julka, *University of Portland*; Kristina Klassen, *North Idaho College*; Julie Learn, *Indiana University of Pennsylvania*; James Leone, *Bridgewater State University*; Bernard Levin, *Blue Ridge Community College*; Carolyn Lorente, *Northern Virginia Community College*; Alex Marvin, *Seminole State College of Florida*; Daniel McConnell, *University of Central Florida*; Mark McKellop, *Juniata College*; Ticily Medley, *Tarrant County Community College, South Campus*; Amy Meeks, *Texas State University*; Elisabeth Morray, *Boston College*; Gabe Mydland, *Dakota State University*; Ronn Newby, *Des Moines Area Community College*; Mason Niblack, *Salish-Kootenai College*; Caroline Olko, *Nassau Community College*; Mary-Ellen O’Sullivan-Vollemans, *Housatonic Community College*

and *Southern Connecticut University*; Alison Pepper, *University of Montana, Missoula College*; Doug Peterson, *University of South Dakota*; Susan Poulin, *Central Main Medical Center College of Nursing and Health Professions*; Chris K. Randall, *Kennesaw State University*; Matthew Rhoads, *Arkansas State University*; Nicole Rodiles, *Imperial Valley College*; Theresa Rufrano-Ruffner, *Indiana University of Pennsylvania*; Sharon Sanders, *University of Cincinnati, Clermont College*; Hildur Schilling, *Fitchburg State University*; Sharon Sexton, *Texas States Technical College*; David Shepard, *South Texas College*; Jessica Siegel, *University of the South*; Stuart Silverberg, *Westmoreland County Community College*; Amy Skinner, *Central Alabama Community College*; Nelly Sta Maria, *Suffolk County Community College*; Cari Stevenson, *Kankakee Community College*; John Story, *Bluegrass Community and Technical College*; Eva Szeli, *Arizona State University*; Rachelle Tannenbaum, *Anne Arundel Community College*; Kim Taylor, *Spokane Falls Community College*; Jane Theriault, *University of Massachusetts, Lowell*; Sherri Toman, *United Tribes Technical College*; Katie Townsend-Merino, *Palomar College*; Victoria Van Wie, *Lone Star College, CyFair*; Catherine Wehlburg, *Texas Christian University*; John Wright, *Washington State University*; Jason Young, *Hunter College*.

Special Thanks

- We’d like to offer our very special thank you to the superb editorial and production teams at John Wiley & Sons. Like any cooperative effort, writing a book requires an immense support team, and we are deeply grateful to this remarkable group of people: Mary Ann Price, Senior Photo Editor; Maureen Eide, Senior Designer; Beth Tripmacher, Product Designer; Kristen Mucci, Editorial Assistant; and a host of others. Each of these individuals helped enormously in the production of this text. Without them, this book and its wide assortment of ancillaries would not have been possible.
- Our deepest gratitude also goes out to Chris Johnson, Executive Editor. We’re continually impressed by, and eternally grateful for, his invaluable feedback, suggestions, and thoughtful guidance from beginning to end. His enthusiasm and steadfast support also kept our spirits up when time was short and demands were high. Best of all, he’s a fun guy and delightful work partner!
- We’re deeply indebted to Margaret Barrett, Senior Marketing Manager, who handles all the ins and outs of marketing. Her creativity, insights, and unflagging energy are an inspiration to all who know her.
- *Psychology in Action* also could not exist without a great ancillary author team. We gratefully acknowledge

the expertise and immense talents of our Instructor Demonstration Videos director, Melissa Patton of Eastern Florida State College; Test Bank author, Stuart Silverberg of Westmoreland County Community College; Instructor's Resource Guide author, Ronn Newby of Des Moines Area Community College; PowerPoint authors, Nicholas Greco of Columbia College of Missouri, Lake County Campus, and Katie Townsend-Merino of Palomar College; and Practice Test author, Kate Halverson of Des Moines Area Community College.

- The staff at Furino Production deserves a special note of thanks – especially, Jeanine Furino. Their careful and professional approach was critical to the successful production of this book. Jeanine supervised this book from manuscript through bound book, with great patience and incredible grace.
- We'd also like to express our heartfelt appreciation to the hundreds of faculty across the country who contributed their constructive ideas to *Psychology in Action, 11e*, and to our many students over all the years. They've taught us what students want to know, and inspired us to write this book.
- Finally, all the hard work of the entire staff, and months of writing, producing, and marketing of this book, would be wasted without an energetic and dedicated sales staff. We wish to sincerely thank all the publishing representatives for their tireless efforts and good humor. It's a true pleasure to work with such a remarkable group of people.

Personal Acknowledgments

-
- From Katherine Dowdell: Many thanks to my friend, mentor, and co-author, Karen Huffman, for being my personal guide on this incredible journey. I'd also like to express my deep appreciation to my children, Jane and

Vaughn Hommerding, for sharing their unique perspectives and feedback on the manuscript, and to my friends and colleagues, for their input, insight, and advice. And finally, my love and gratitude to my husband, Mark Hommerding, for his unfailing support, love, and encouragement – not to mention the late night runs to the copy center!

- From Karen Huffman: I welcome Katherine Dowdell to the shared authorship of the eleventh edition, and sincerely thank her for her companionship and invaluable contributions. It's been a great and interesting journey!

In truth, the writing of this (and all editions of *Psychology in Action*) has been a group effort involving the input and support of my wonderful friends, family, and valued colleagues. To each person, I offer my most sincere thanks: Amy Beeman, Joline Bourdages, Sky Chafin, Haydn Davis, Mike Garza, Teresa Jacob, Jim Matiya, Lou Milstein, Kandis Mutter, Tyler Mutter, Roger Morrisette, Katie Townsend-Merino, Maria Pok, Fred Rose, Jamie West, Kathy Young. They provided personal friendship, feedback, careful editing, library research, and a unique sense of what should and should not go into an introduction to psychology text.

A special note of appreciation goes to my dear friend and colleague, Tom Frangicetto at Northampton Community College. His co-authoring of the critical thinking Prologue, and full authorship of most of the critical thinking exercises for each chapter, provided invaluable, “hands on” opportunities for our students to practice and develop their critical thinking skills.

Finally, I send a big hug and continuing appreciation to Richard Hosey and Rita Jeffries. Their careful editing, constructive feedback, professional research skills, and shared authorship were essential to this revision. Last, and definitely not least, I thank my beloved husband, Bill Barnard. My professional life and personal happiness are in your hands.

Prologue

Successful Living Through Critical Thinking

Co-authored with Thomas Frangicetto (and generous contributions from his students at Northampton Community College, Bethlehem, PA)

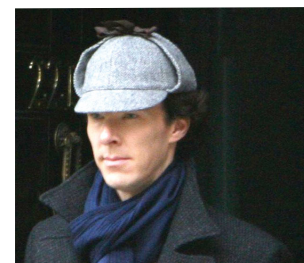
“Sherlock Holmes is not a cold, calculating, self-gratifying machine. He cares for Watson...and for Mrs. Hudson. He has a conscience... In other words, Holmes has emotions-and attachments-like the rest of us. What he's better at is controlling them and only letting them show under very specific circumstances.”

MARIA KONNIKOVA (2012), “STOP CALLING SHERLOCK HOLMES A SOCIOPATH!”

Psychologist Maria Konnikova also could have said that Sherlock Holmes – the famous fictional detective created by Sir Arthur Conan Doyle and popularized in numerous movies, books, and TV shows – is an excellent *critical thinker*. In applying fundamental, psychological principles of deduction, perception, skepticism, and logic, Holmes realized that emotions could be the enemy of sound reasoning (Kellogg, 1986). Even the most sublime emotion of all, *love*, is not to be trusted. In one story, Holmes says to his best friend and crime-solving companion, Dr. John Watson, “Love is an emotional thing, and whatever is emotional is opposed to that cold reason which I place above all things.”

Why are we opening this Prologue on Critical Thinking with a discussion of emotions? We believe, as Sherlock Holmes did, that our capacity for objective reason is compromised when we are highly emotional (Halpern, 2014; Paul & Elder, 2002). What about Sherlock Holmes’ love life? Although he “cared deeply” about special people in his life, he apparently never experienced *romantic love*. Had Holmes been a real person working with Dr. John Gottman (a preeminent authority on love and romantic relationships—see Chapter 16), and had he applied his critical thinking skills to his love life, he may have been more successful. Effective critical thinking is the best route to finding lasting love, as well as the best antidote to self-defeating, repetitive thoughts, feelings and actions. Unlike the common use of “critical” as a negative type of criticism and fault finding, critical thinking is a positive, life-enhancing process and key to success in all parts of our lives.

What exactly is critical thinking? We define it as: *Thinking about our feelings, actions, and thoughts so we can clarify and improve them* (adapted from Chaffee, 1988, p. 29). As you can see in **Figure 1**, there are 3 main categories of critical thinking, with at least 15 overlapping **critical thinking components (CTCs)**: Affective (feelings/emotions), Behavioral (actions), and Cognitive (thoughts).



Benedict Cumberbatch as Sherlock



John Gottman as John Gottman

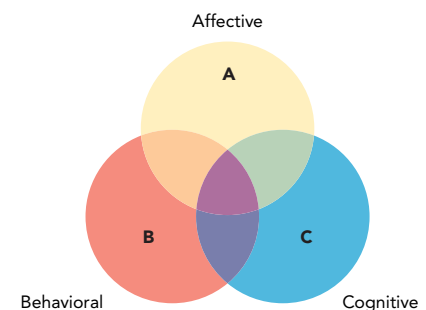


Figure 1 ABCs of Critical Thinking

15 Critical Thinking Components (CTCs)

(Note: Most CTCs include personal examples generously provided by students at Northampton Community College.)

Affective Components (Emotional foundation for critical thinking)

1. **Empathize and Demonstrate Altruism:** Critical thinkers are empathic. They try to understand others' feelings, thoughts, and behaviors. Noncritical thinkers view everything in relation to themselves, which is known as "egocentrism" (Chapter 13). The ability to consider the perspective of another person is the most effective antidote to egocentric thinking. *There are children who lag behind in language development. It's best to empathize. When I am a teacher, there are going to be many times where I need to know that differences are "okay."*

KAYLA ANN FELTEN

Can you see how empathy would naturally lead to altruism—actions designed to help others with no obvious benefit to the helper (Chapter 16)? Once we stand in another's shoes and mirror their emotions, we naturally want to help them.

2. **Welcome Divergent Views and Critical Dialogue:** Critical thinkers examine issues from every angle, especially opposing viewpoints. This quality is especially valuable in decision-making and avoiding groupthink (Chapter 16). *Most Americans don't try to understand the sociocultural influences of suicide bombers. They believe that martyrs are crazy, while Palestinians believe that martyrdom is to be idolized. My decision to believe that martyrdom is a form of self-expression may clash with the views of many, but as an American, I have the right to believe what I want.*

SOPHIA BLANCHET

Critical thinkers also actively question others, challenge opinions, and welcome questions and challenges in return. Socratic questioning is an important type of critical dialogue, which deeply probes the meaning, justification, or logical strength of an argument (Elder & Paul, 2007). It is easy to avoid such time-consuming dialogues, but they are a vital part of intellectually healthy relationships. *My mother has been calling me for the last year because she is dying. It has taken a long time to warm up to her because of the past. After many years, we are finally expressing our feelings with each other. This has been gratifying because we have become friends. My hope is that when the end comes, we will know that, despite our faults, we really loved each other.*

TIM WALKER

3. **Tolerate Ambiguity, but not Magical Thinking:** Formal education often trains us to look for a single "right" answer (aka *convergent thinking*—Chapter 8). But critical thinkers know that many issues are too complex to have one right answer. They value qualifiers such as "probably" and "not very likely." *A big difference between high school and college level thinking is tolerating ambiguity. In high school, we were often taught there was one right answer. In college, we learn that things are more complex. We also learn that some questions do not even have an "answer" or may have multiple answers.*

CHEREEN NAWROCKI

Tolerating ambiguity does not mean that all beliefs and opinions are equally valid. Despite scientific consensus on many

issues, noncritical thinkers often resort to *magical thinking*, which makes unwarranted links between one event—some action we've taken—and some unconnected result (Riggio, 2014). Consider superstitious behaviors, the belief in supernatural forces—such as ghosts, alien abductions, possession by spiritual entities—or even winning big one time at gambling and expecting to win repeatedly (Sagan, 1996; Shermer & Gould, 2007). *The problem with magical thinking is that we can believe that our actions are caused by the magical force instead of being due to us or the social environment. Reliance on magical thinking to explain things leads to self-deception and a lack of insight.*

RONALD RIGGIO

4. **Appreciate Eclecticism and Synthesize:** Critical thinkers are not bound to one way of thinking. They appreciate and select what appears to be the best or most useful option when faced with competing ideas and approaches. For example, a psychotherapist might have training in one theoretical perspective, but also use techniques from other perspectives when more appropriate for the problems presented. This CTC goes beyond *welcoming divergent views*; it also involves analyzing all potential sources for value and content.

Critical thinkers are also able to combine or "synthesize" various elements into a useful composite. *Understanding a suicidal person is the key to saving them. Critical thinkers "recognize that comprehension comes from combining various elements into a useful composite." By seeing patterns or "warning signs"—such as different symptoms of depression and changes in behavior—you can recognize suicidal thinking.*

MICELLE PASCOE

5. **Value Emotional Intelligence (EI):** Defined as "the ability to know and manage one's emotions, empathize with others, and maintain satisfying relationships," emotional intelligence (Chapter 12) can serve as the bridge between our intelligence and emotional reactions. *I think increasing children's emotional intelligence is a superb idea—especially a focus on managing aggressive impulses. The ability to manage aggressiveness means you are well on your way toward learning to control your feelings and recognizing the feelings of others too.*

AMY HARDING

Behavioral Components (Actions necessary for critical thinking)

6. **Listen Actively and Cultivate Trust:** Critical thinkers fully engage their thoughts, feelings, and actions when listening to another person. They ask questions, nonverbally affirm what they hear, and request clarification. *My brother was diagnosed with a rare kidney disease, and I tried my hardest to communicate with him and appreciate his thoughts and feelings. When he would try to talk about his feelings, I would often interrupt or tell him what he should think or feel. I was trying to focus on my need to control my own feelings when I should have been doing what he needed the most from me: active listening.*

TONI SNEAD

In addition to active listening, being both trusting and trustworthy are essential qualities to bring to all meaningful relationships. One caution: Not everyone is worthy of your total trust. It is a privilege that must be earned over time and trial. For Gottman, trust is not something that just “grows” between people; rather, it is the “specific state that exists when you are both willing to change your own behavior to benefit your partner”—in other words, “you have each other’s back” (Gottman, 2012).

7. **Employ Precise Terms and Define Problems Accurately:**

Precise terms help critical thinkers identify issues clearly so they can be objectively defined and empirically tested. When two people argue about an issue, they are often defining it differently without even knowing it. *I have had a Japanese girlfriend for the last year and a half. Our cultures are very different and at times we do not understand each other. But, if we remain open and help each other appreciate what words like “love” and “commitment” mean to us, we can learn how to understand each other better.*

ANAR AKHUNDOV

A critical thinker also tries to frame the issues as accurately as possible to prevent confusion and to lay the foundation for gathering relevant information (see CTC #8). This CTC appears to contradict *tolerating ambiguity* (see CTC #3), but critical thinkers are able to tolerate ambiguity until it is possible to *define problems accurately*.

8. **Gather Information and Delay Judgment until Adequate Data are Available:**

Impulsivity is a major obstacle to good critical thinking. Rash judgments about others, impulse purchases of a new car or home, uninformed choices for political candidates, or “falling in love at first sight” can all be costly mistakes that we may regret for many years. A critical thinker does not make snap judgments. Instead, he or she collects up-to-date, relevant information on all sides of an issue and delays decisions or judgment until adequate information is available. *I am a white male. I have met African Americans I don’t like, I have met Asians I don’t like, I have met Hispanics I don’t like, and yes, I have met whites I don’t like. So if I don’t like an entire race of people because I don’t like certain people of that race, then I shouldn’t like my own race either, because there are people of my race I don’t like. You cannot judge a race by its worst representatives. I know I would not want my whole race judged by “White Power,” KKK members. Maybe someday we will just have one race—the human race.*

RYAN UMHOLTZ

9. **Cultivate Open-Mindedness and Modify Judgments in Light of New Information:**

Critical thinkers are willing to examine their own thinking and abandon or *modify their judgments* if compelling evidence contradicts them. Noncritical thinkers stubbornly stick to their beliefs and often *value self-interest above the truth*. The ability to say, “I’m rethinking my opinion,” reflects the open-minded flexibility of a good critical thinker. *For much of high school, I procrastinated. However, I procrastinate less now that I am in college. I know now that these assignments are for my benefit and that a certain level of self-motivation is required*

in order to succeed in life. I am paying for my education, so I may as well get as much out of it as I can.

TOM SHIMER

- 10. Accept Change:** Critical thinkers remain open to the need for adjustment throughout our life cycle. Because critical thinkers fully trust the processes of reasoned inquiry, they are willing to use these skills to examine even their most deeply held beliefs, and to modify these beliefs when evidence and experience contradict them. *It’s easy to tell a woman to get out of a bad relationship because she doesn’t deserve to be abused. It’s much harder when you’re the one in the relationship. It’s important for the abused woman to stop trying to “change” the man, thinking the situation will get better. It’s vital not to be stuck in a toxic situation and accepting change is the first step.*

KATRINA KELLY

Cognitive Components (Thought processes required for critical thinking)

11. **Recognize Personal Biases and Value Truth above Self-Interest:**

Being an effective critical thinker does not mean the absence of bias, but rather the willingness to recognize and correct it. *We may think we are hitting the benchmarks on social issues when we drop a “bill or two in the bucket” and consider our job done. Some of us view the suffering of others as the result of their own actions. Over-generalizing that all “purple people” are lazy and all “orange people” are uncivilized reflects bias... [where] there is no room for empathy or simple kindness. Unless we recognize our personal biases, instead of hiding behind them as a cover for a lack of humanness, we will never witness another’s oppression and “feel their pain.”*

MARY ELLEN ALLEN

Critical thinkers also avoid the tendency to cater to our self-interests, while ignoring conflicting information. We must recognize that, even when it appears otherwise, the “truth” is always in our self-interest. *No matter what my interest was in watching my friends do drugs, I valued the truth against their reasons for why I should begin to smoke with them. Anytime I felt tempted, I valued what my mother told me. The truth was in front of my eyes. Family members that were homeless, indulging in illegal drugs, were the truth for me. I valued my life more than I wanted to fit in.*

NICOLE BOUVET

- 12. Recognize Fact versus Opinion and Resist Overgeneralization:** *Facts* are statements that are supported by objective evidence. *Opinions* are statements that express how a person feels about an issue or what someone *believes* to be true. It is easy to have an uninformed opinion about any subject, but critical thinkers seek out and evaluate facts before forming their opinions.

Overgeneralization is applying an experience to other situations that are only superficially similar. It’s also a form of “tunnel vision”—failing to see the bigger picture because you see just a small sample of the whole. *While watching a rerun of*

“Jersey Shore,” I made an over-generalization about “Jersey guys”! The show convinced me that every Jersey boy in his twenties was a meathead without moral values and who only cared about his looks. I met a Jersey boy and automatically thought he was like one of the guys from the show. Turns out he was an educated man who happened to come from New Jersey.

CAITIE STONEBACK

- 13. Analyze Data for Value and Content and Apply Knowledge to New Situations:** By evaluating the nature of evidence and the credibility of sources, critical thinkers recognize blatant appeals to emotion, unsupported claims, and faulty logic. They also can spot sources that contradict themselves, or have a vested interest in selling a product, idea, or viewpoint that is only partially accurate (a “half-truth”). *This is an important CTC when it comes to choosing a religion because it takes a full analysis of a religious system in order to make the right choice. If I break down all of a religion’s content for its inherent value, I will be making a well-informed decision.*

ALI NABAVIAN

Noncritical thinkers can often provide correct answers, repeat definitions, and carry out calculations, yet they are unable to transfer their knowledge to new situations because of an inability to “synthesize” seemingly unrelated content (see #4). *History teaches that war rarely puts an end to a conflict. America’s experience in Iraq argues that military action against Iran means inviting more trouble. Iran would retaliate, inviting*

a tit-for-tat escalation, putting American interests in great danger. Polls tell us most Americans prefer diplomatic options.

NIVEDITA “MINU” MAHATO

- 14. Independent Thinking:** Rather than passively accepting the beliefs of others or being easily manipulated, critical thinkers are independent. They hold firm to their own values, while recognizing the difference between being independent and just being stubborn (Sagan, 1996; Shermer & Gould, 2007). *All my life, I was a follower. I did what everyone else did—the designer clothes, the make up, the highlights, etc. Instead of thinking independently, I went with the crowd. And that was one of my greatest downfalls.*

COURTNEY FISHER

- 15. Metacognition** (aka *reflective thinking*) involves analyzing your mental processes—*thinking about your own thinking*. Critical thinkers who are motivated to examine and trace the origin of their beliefs can often be heard saying things like: “What was I thinking?” or “I don’t know why I believe that, I’ll have to think about it.” *My dad and I had a torn relationship following my parents’ divorce. I couldn’t live with my mother anymore, so I thought about living with my dad. I began employing meta-cognition. I wanted to understand my anger toward him. I realized when we fought, it was just frustration. I decided to move in with my dad, and I’m happy to say our relationship has changed dramatically for the better. Using critical thinking made a huge difference.*

LAURA MARKLEY

NEW and CONTINUING Special Features,
PSYCHOLOGY IN ACTION, 11e

Chapter Title	Research Challenge	Media Challenge
1. Introduction and Research Methods	Politics and Dating Relationships (p. 31)	Is College Worth It? (pp. 39–40)
2. Neuroscience and Biological Foundations	Phineas Gage—Myths Versus Facts (p. 72)	The (Invisible) Plague of Concussion (pp. 78–79)
3. Stress and Health Psychology	Stressing About Stress? (p. 99)	Are We Denying the Dangers of Stress? (pp. 110–111)
4. Sensation and Perception	Hope for Alzheimer’s Disease? (p. 126)	Astrology and Crime (p. 144)
5. States of Consciousness	Why Driving and Cell Phone Use Just Don’t Mix (152)	Teen Night Owls (pp. 176–177)
6. Learning	Cognitive-Social Learning and Human Sexuality (p. 207)	The Return of the Working Class Hero (pp. 211–212)
7. Memory	Do We “Remember” What We Want to Remember? (p. 238)	How Memorists Mold the Truth (pp. 243–244)
8. Thinking, Language, and Intelligence	IQ Versus Lifetime Success (p. 273)	How Social Media is Ruining Our Minds (pp. 275–276)
9. Life Span Development I	Attachment, Deprivation, and Development (p. 305)	Older and Slower? (pp. 310–311)
10. Life Span Development II	Embodied Morality: Clean Hands, Pure Heart (p. 319)	Millennials: Not the Marrying Kind? (pp. 338–339)
11. Gender and Human Sexuality	First Sexual Experiences (p. 354)	Scarcity of Women in Science? (p. 374)
12. Motivation and Emotion	Eating Problems and Early Learning (p. 391)	Mirror, Mirror on the Wall? (p. 404)
13. Personality	Do Animals Have Unique Personalities? (p. 420)	Can Personality Predict Health? (p. 436)
14. Psychological Disorders	Creativity and Mental Disorders (p. 448)	Lefties and Psychotic Disorders (pp. 469–470)
15. Therapy	Can Writing Save Your Marriage? (p. 494)	Finding Treatment Grows Harder (p. 500)
16. Social Psychology	Love and the Internet (p. 532)	When Science Becomes News (pp. 534–535)

1

Introduction and Research Methods

Welcome to the exciting world of *Psychology in Action*. As the cover of this text and its name imply, psychology is a *living*, dynamic field that affects every part of our lives—our relationships at home, college, and work, as well as politics, television, movies, newspapers, radio, and the Internet.

When we took our first general psychology courses, we didn't realize or fully appreciate its invaluable personal applications and incredible range of topics. Like you, perhaps, we assumed all psychologists were therapists and were expecting to study mostly abnormal behavior.

Today, as two college psychology professors, we find that most of our students share many of these same expectations—and misconceptions. Psychologists certainly do study and treat abnormal behavior. But we also study sleep, dreaming, stress, health, drugs, personality, sexuality, motivation, emotion, learning, memory, childhood, aging, death, love, conformity, intelligence, creativity, and so much more.

Our goal as your textbook authors is to serve as your personal "tour guides" to all these fascinating topics. We will guide you on a fast-paced journey through all the major fields of psychology, along with exciting forays into little-known or previously uncharted territories filled with intriguing insights into yourself and the world around you. Be sure to pack your bags with an ample supply of curiosity, enthusiasm, and an open-minded spirit of adventure. That's all the supplies you'll need for what promises to be the most exciting and unforgettable trip of your academic lifetime!



As you're reading through this text and participating in this psychological journey, we invite you to let us know how your study of psychology (and this text) affects you and your life. You can reach us at khuffman@palomar.edu and kdowdell@dmacc.edu. We look forward to hearing from you. Warmest regards,



Courtesy of Karen Huffman

Karen R. Huffman



Courtesy of Katherine Dowdell

Katherine Dowdell



CHAPTER OUTLINE

LEARNING OBJECTIVES

Introducing Psychology

Psychology—Past and Present
Careers in Psychology

SUMMARIZE psychology, its past and present, and its current career options.

- **DEFINE** psychology, critical thinking, and pseudopsychologies.
- **REVIEW** structuralism, functionalism, and modern psychology's seven major perspectives.
- **DISCUSS** the contributions of women and minorities to psychology.
- **DESCRIBE** the biopsychosocial model, along with individualistic and collectivistic cultures.
- **SUMMARIZE** psychology's major career options.

The Science of Psychology

The Scientific Method
Psychology's Four Main Goals

DISCUSS the key principles underlying the science of psychology.

- **COMPARE** the fundamental goals of basic and applied research.
- **DESCRIBE** the scientific method, its key terms, and its six steps.
- **REVIEW** psychology's four main goals.

Research Methods

Descriptive Research
Correlational Research
Experimental Research
Research Challenge: Politics and Dating Relationships
Ethical Guidelines

SUMMARIZE psychology's three major research methods.

- **REVIEW** descriptive research and its four key methods.
- **DISCUSS** correlational research and the correlation coefficient.
- **IDENTIFY** the key terms and components of experimental research.
- **DESCRIBE** the ethical concerns and guidelines for psychological research.

Tools for Student Success

Study Habits
Time Management
Grade Improvement
Attitude Adjustment

REVIEW the key strategies for student success.

- **DESCRIBE** the steps you can take to improve your study habits.
- **DISCUSS** ways to improve your time management.
- **DISCUSS** the key factors in grade improvement.
- **EXPLAIN** why attitude adjustment is important to student success.

Psychology Enrichment Activities

Media Challenge: Is College Worth It? Chapter Review:
Critical Thinking Exercise Application Quiz
Looking Back/Looking Ahead Key Terms

CHAPTER OVERVIEW

What do you think about psychology? What are you hoping to learn in this course and text? One of the many things we enjoy about teaching general psychology, AND writing this text, is helping students overcome their initial misconceptions about our field. We also love sharing all the invaluable insights and discoveries of psychological science, which have the power to literally change your life!

Given that this first chapter is an overview of the entire field of psychology and this text, we must begin with a formal definition of psychology, followed by a brief history of the beginnings of psychology as a scientific discipline. Next, we'll see how modern psychology has developed into seven major perspectives, as well as many different specialties and careers. Then we explore the scientific method and how psychologists apply this method when conducting research. We close with a brief overview of the top "Tools for Student Success." These techniques will help you master the material in this (and all) textbooks, and will increase your performance on exams in this (and all) classes. Be sure to carefully study this section. We care about you and want you to succeed!



WHY STUDY PSYCHOLOGY

The study of psychology will:

- **Increase your understanding of yourself and others.** The Greek philosopher Socrates admonished long ago, "Know thyself." Studying psychology will greatly contribute to your understanding (and appreciation) of yourself and others.
- **Better your social relations and enhance your career.** Thanks to years of scientific research and application, psychology has developed numerous guidelines and techniques that will improve your relationships with friends, family, and coworkers, while also improving your professional life.
- **Broaden your general education.** Psychology is an integral part of today's political, social, and economic world. Understanding its principles and concepts is essential to becoming an educated, well-informed person.
- **Improve your critical thinking.** Would you like to become a more independent



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thinker, a better decision maker, and a more effective problem solver? These are only a few of the many critical thinking skills that are enhanced through a study of psychology.



STUDY TIP

Learning Objectives

Each section of every chapter contains learning objectives, which you should attempt to answer in your own words as you read that section. Summarizing your answers to these objectives will keep you focused, and greatly improve your mastery of the material.

Psychology The scientific study of behavior and mental processes.

Introducing Psychology

LEARNING OBJECTIVES While reading the upcoming sections, respond to each Learning Objective in your own words. Then compare your responses to those found at www.wiley.com/college/huffman.

SUMMARIZE psychology, its past and present, and its current career options.

- **DEFINE** psychology, critical thinking, and pseudopsychologies.
- **REVIEW** structuralism, functionalism, and modern psychology's seven major perspectives.
- **DISCUSS** the contributions of women and minorities to psychology.
- **DESCRIBE** the biopsychosocial model, along with individualistic and collectivistic cultures.
- **SUMMARIZE** psychology's major career options.

The term **psychology** derives from the roots *psyche*, meaning "mind," and *logos*, meaning "word." Modern psychology is most commonly defined as the *scientific study of behavior and mental processes*. *Scientific* is a key feature of the definition because psychologists

follow strict scientific procedures to collect and analyze their data. *Behavior* (such as crying, hitting, and sleeping) can be directly observed. *Mental processes* are private, internal experiences that cannot be directly observed (like feelings, thoughts, and memories).

For many psychologists, the most important part of the definition of psychology is the word *scientific*. Psychology places high value on *empirical evidence* that can be objectively tested and evaluated. Psychologists also emphasize **critical thinking**, *the process of objectively evaluating, comparing, analyzing, and synthesizing information* (Halpern, 2014; Schick & Vaughn, 2014).

Be careful not to confuse psychology with *pseudopsychologies*, which are based on common beliefs, folk wisdom, or superstitions. (*Pseudo* means “false.”) These sometimes give the appearance of science, but they do not follow the basics of the scientific method. Examples include purported psychic powers, horoscopes, mediums, and self-help and “pop psych” statements such as “I’m mostly right-brained” or “We use only 10% of our brain.” Given the popularity of these misleading beliefs, be sure to test your own possible misperceptions in the following “Myth Busters” section. We offer these unique opportunities throughout this text. Be sure to test yourself each time they appear. Doing so will increase your overall understanding of psychology and also improve your critical thinking skills by helping you sort the scientific facts from the many myths and pseudopsychologies.

How did you do on the Myth Busters quiz? Our students often miss several questions because they rely on common sense, personal experience, or media reports of “pop psychology.” Mistakes also are made when they confuse scientific psychology with *pseudopsychologies*, which include:

- *Psychics* supposedly sensitive to supernatural forces. *Mediums* claiming to be channels of communication between the earthly and spiritual worlds.

Critical Thinking The process of objectively evaluating, comparing, analyzing, and synthesizing information.



(c) Christine Glade/Stockphoto

Test Your Critical Thinking

1. Have you heard that dog owners are healthier and happier than non-dog owners? Can you think of an alternative explanation, other than their pets, for why dog owners might be healthier?
2. People often confuse critical thinking with simply being critical and argumentative. How would you explain the true meaning and value of critical thinking?

PSYCHOLOGY AND YOU MYTH BUSTERS

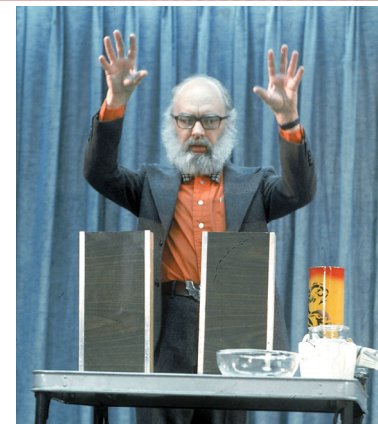


Test Yourself

True or False?

- | | |
|---|---|
| <p>_____ 1. Your first hunch on a multiple-choice test is your best guess (Chapter 1).</p> <p>_____ 2. Most of us use only 10% of our brains (Chapter 2).</p> <p>_____ 3. Advertisers and politicians often use subliminal persuasion to influence our behavior (Chapter 4).</p> <p>_____ 4. Most brain activity stops during sleep (Chapter 5).</p> <p>_____ 5. Eye witness testimony is highly reliable (Chapter 7).</p> <p>_____ 6. Most middle-aged people experience a midlife crisis (Chapter 10).</p> <p>_____ 7. Polygraph (“lie detector”) tests can accurately and reliably reveal whether or not a person is lying (Chapter 12).</p> | <p>_____ 8. People who threaten suicide seldom follow through with it (Chapter 14).</p> <p>_____ 9. People with schizophrenia have multiple personalities (Chapter 14).</p> <p>_____ 10. Modern electroconvulsive (“shock”) therapy is a physically dangerous and ineffective therapy (Chapter 15).</p> <p>_____ 11. Similarity is one of the best predictors of satisfaction in long-term relationships (Chapter 16).</p> <p>_____ 12. In an emergency, as the number of bystanders increases, your chance of getting help decreases (Chapter 16).</p> |
|---|---|

Answers: 1–10 are false, 11 and 12 are true. (Details provided in designated chapters.)



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The magician James Randi has dedicated his life to educating the public about fraudulent pseudopsychologists. Along with the prestigious MacArthur Foundation, Randi has offered \$1 million to “anyone who proves a genuine psychic power under proper observing conditions” (Randi, 2014; The Amazing Meeting, 2011). Even after many years, the money has never been collected.

- *Palmists* reportedly able to predict a person’s future or character from the lines on the palms.
- *Astrologers* claiming the positions of the stars and planets influence our personalities and future events.

For some, horoscopes or palmists are simple entertainment. Unfortunately, some true believers seek guidance and waste large sums of money on charlatans purporting to know the future. Broken-hearted families also have lost valuable time and emotional energy on psychics claiming they could locate their missing children. As you can see, distinguishing scientific psychology from pseudopsychology is vitally important (Lilienfeld et al., 2010; Loftus, 2010; Smith, 2010).

Psychology—Past and Present

Humans have always been interested in human nature. Most of the great historical scholars, from Socrates and Aristotle to Bacon and Descartes, asked questions that we would today call psychological. What motivates people? How do we think and problem solve? Where do our emotions and reason reside? Do our emotions control us, or are they something we can control? Interest in such topics remained largely among philosophers, theologians, and writers for several thousand years. However, in the late nineteenth century, psychology began to emerge as a separate scientific discipline.

Throughout its short history, psychologists have adopted several perspectives on the “appropriate” topics for psychological research and the “proper” research methods. As a student, you may find these multiple (and sometimes contradictory) approaches frustrating and confusing. However, diversity and debate have always been the life blood of science and scientific progress.

Psychology’s Past

In this very brief overview of the history of psychology, we’ll begin in 1879, which is generally considered to be when the science of psychology was born (Benjamin, 2014). Why is this date so important? During this year, Wilhelm Wundt (1832–1920), a German philosopher-physician, conducted the first experiments and measurements of the workings of the human brain. These experiments led to the academic discipline of psychology, and the birth of psychological science.

During these experiments, Wundt and his colleagues focused on how we form sensations, images, and feelings using a method called *introspection*, which means “looking inward.” If you had been one of Wundt’s laboratory participants trained in introspection, you might have been presented with the sound of a clicking metronome and told to focus solely on the clicks. Then, while listening to the clicks, you would have been asked to think about and report all your conscious thoughts, sensations, and feelings.



TRY THIS YOURSELF

Why Do We Need Multiple and Competing Perspectives?

What do you see in the drawing to the right? Do you see two profiles facing each other or a white vase? Your ability to see both figures is

similar to a psychologist’s ability to study behavior and mental processes from a number of different perspectives.



Courtesy Kasier Porcelain, Ltd

How is this type of introspection scientific? The experiments were conducted in a laboratory setting using many of the standardized controls we'll describe later on in this chapter.

A student of Wundt's, Edward Titchener, brought his ideas to the United States. Titchener's approach, now known as *structuralism*, sought to identify the basic building blocks, or "structures," of mental life through introspection and then to determine how these elements combine to form the whole of experience. Because introspection could not be used to study animals, children, or more complex mental disorders, however, structuralism failed as a working psychological approach. Although short-lived, it did establish a model for studying mental processes scientifically.

Structuralism's intellectual successor, *functionalism*, studied the way the mind functions to enable humans and other animals to adapt to their environment. William James was the leading force in the functionalist school (**Figure 1.1**). Although functionalism also eventually declined, it expanded the scope of psychology to include research on emotions and observable behaviors, initiated the psychological testing movement, and influenced modern education and industry.

During the late 1800s and early 1900s, while functionalism was prominent in the United States, the **psychoanalytic perspective** was forming in Europe. Its founder, Austrian physician Sigmund Freud, believed that a part of the human mind, the unconscious, contains thoughts, memories, and desires that lie outside personal awareness, yet still exert great influence. For example, according to Freud, a man who is cheating on his wife might slip up and say, "I wish you were her," when he consciously planned to say, "I wish you were here." Such seemingly meaningless, so-called "Freudian slips" supposedly reveal a person's true unconscious desires and motives.

Freud also believed many psychological problems are caused by unconscious sexual or aggressive motives and conflicts between "acceptable" and "unacceptable" behaviors (Chapter 13). His theory led to a system of therapy known as *psychoanalysis* (Chapter 15).

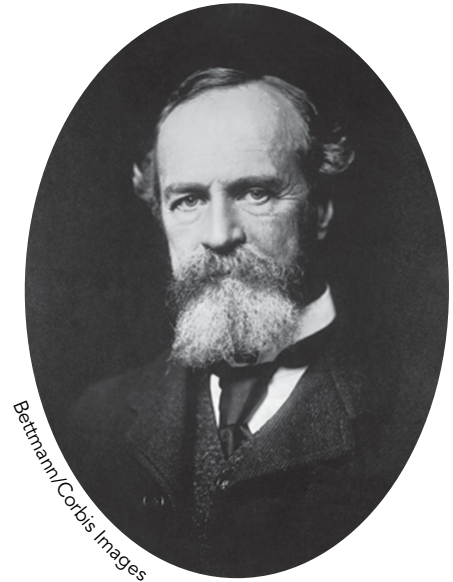
Modern Psychology

As summarized in **Table 1.1**, contemporary psychology reflects seven major perspectives: *psychodynamic*, *behavioral*, *humanistic*, *cognitive*, *biological*, *evolutionary*, and *sociocultural*. Although there are numerous differences among these seven perspectives, most psychologists recognize the value of each orientation and agree that no one view has all the answers.

Freud's nonscientific approach and emphasis on sexual and aggressive impulses have long been controversial, and today there are few strictly Freudian psychoanalysts left. However, the broad features of his theory remain in the modern **psychodynamic perspective**. The general goal of psychodynamic psychologists is to explore unconscious *dynamics*—internal motives, conflicts, and past experiences.

In the early 1900s, another major perspective appeared that dramatically shaped the course of modern psychology. Unlike earlier approaches, the **behavioral perspective** emphasizes objective, observable environmental influences on overt behavior. Behaviorism's founder, John B. Watson (1913), rejected the practice of introspection

Figure 1.1 William James (1842–1910) William James broadened psychology to include animal behavior and biological processes. In the late 1870s, James established the first psychology laboratory in the United States, at Harvard University.



Psychoanalytic Perspective An approach to understanding behavior and mental processes developed by Freud, which focuses on unconscious processes and unresolved conflicts.

Psychodynamic Perspective An approach to understanding behavior and mental processes that emphasizes unconscious dynamics, internal motives, conflicts, and past experiences; actions are viewed as stemming from inherited instincts, biological drives, and attempts to resolve conflicts between personal needs and social requirements.

Behavioral Perspective An approach to understanding behavior and mental processes that emphasizes objective, observable environmental influences on overt behavior.


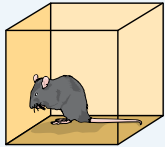

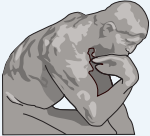





STUDY TIP

Key Terms and Running Glossary

Pay close attention to all key terms and concepts, which are boldfaced in the text, and then defined again in the margin. Key terms from all chapters also appear in a cumulative glossary at the end of this text.

TABLE 1.1 MODERN PSYCHOLOGY'S SEVEN MAJOR PERSPECTIVES

Perspectives	Major Emphases	Sample Research Questions	
Psychodynamic	Unconscious dynamics, motives, conflicts, and past experiences	How do adult personality traits or psychological problems reflect unconscious processes and early childhood experiences?	
Behavioral	Objective, observable, environmental influences on overt behavior; stimulus-response relationships and consequences for behavior	How do we learn both our good and bad habits? How can we increase desirable behaviors and decrease undesirable ones?	
Humanistic	Free will, self-actualization, and human nature as naturally positive and growth seeking	How can we promote a client's capacity for self-actualization and understanding of his or her own development? How can we promote international peace and reduce violence?	
Cognitive	Thinking, perceiving, problem solving, memory, language, and information processing	How do our thoughts and interpretations affect how we respond in certain situations? How can we improve how we process, store, and retrieve information?	
Biological	Genetic and biological processes in the brain and other parts of the nervous system	How might changes in neurotransmitters or damage to parts of the brain lead to psychological problems and changes in behavior and mental processes?	
Evolutionary	Natural selection, adaptation, and evolution of behavior and mental processes	How does natural selection help explain why we love and help certain people, but hurt others? Do we have specific genes for aggression and altruism?	
Sociocultural	Social interaction and the cultural determinants of behavior and mental processes	How do the values and beliefs transmitted from our social and cultural environments affect our everyday psychological processes?	

and the influence of unconscious forces. Instead, Watson adopted Russian physiologist Ivan Pavlov's concept of *conditioning* (Chapter 6) to explain behavior as a result of observable stimuli (in the environment) and observable responses (behavioral actions).

Most early behaviorist research was focused on learning; nonhuman animals were ideal subjects for this research. One of the best-known behaviorists, B. F. Skinner, was convinced that behaviorist approaches could be used to “shape” human behavior (**Figure 1.2**).

As you'll discover in Chapters 6 and 15, therapeutic techniques rooted in the behavioristic perspective have been most successful in treating observable behavioral problems, such as those related to phobias and alcoholism (Kiefer & Dinter, 2013; May et al., 2013; Sarafino, 2012).

Although the psychoanalytic and behavioral perspectives dominated U.S. psychology for some time, in the 1950s a new approach emerged—the **humanistic perspective**, which stresses *free will* (voluntarily chosen behavior) and *self-actualization* (an inborn drive to develop all one’s talents and capabilities). According to Carl Rogers and Abraham Maslow, two key figures with this perspective, all individuals naturally strive to develop and move toward self-actualization. Like psychoanalysis, humanistic psychology developed an influential theory of personality, and its own form of psychotherapy (Chapters 13 and 15). The humanistic approach also led the way to a contemporary research specialty known as **positive psychology**—the study of optimal human functioning (**Figure 1.3**) (Cummins, 2013; Diener, 2008; Downey & Chang, 2014; Seligman, 2003, 2011; Taylor & Sherman, 2008).

One of the most influential modern approaches, the **cognitive perspective**, recalls psychology’s earliest days in that it emphasizes thoughts, perception, and information processing (Galotti, 2014; Sternberg, 2012). Modern cognitive psychologists study the ways we gather, encode, and store information using a vast array of mental processes. These include perception, memory, imagery, concept formation, problem solving, reasoning, decision making, and language. Many cognitive psychologists also use an *information-processing approach*. They compare the mind to a computer that sequentially takes in information, processes it, and then produces a response.

During the past few decades, scientists have explored the role of biological factors in almost every area of psychology. Using sophisticated tools and technologies, scientists who adopt this **biological perspective** examine behavior through the lens of genetics and biological processes in the brain and other parts of the nervous system.

Figure 1.3 What makes us happy? Research in positive psychology finds that our happiness increases when we give to others. When adults are given money and told to spend it on others, they experience higher levels of happiness than do those who are told to spend it on themselves (Dunn et al., 2008). Amazingly enough, even children as young as 2 years of age are happier when they give treats such as Goldfish crackers to other children than when they keep the treats for themselves (Aknin et al., 2012). Other research finds that those who experience more positive emotions also live longer than those with more negative emotions (Diener & Chan, 2011).



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Figure 1.2 B. F. Skinner (1904–1990) B. F. Skinner was one of the most influential psychologists of the twentieth century. Here he uses the so-called “Skinner box” to train a rat to press a lever for a reward.



Nima Leen/Time Life Pictures/Getty Images



STUDY TIP

Illustrations

Do not skip over photos, figures, and tables. They visually reinforce important concepts and often contain material that may appear on exams.

Humanistic Perspective An approach to understanding behavior and mental processes that perceives human nature as naturally positive and growth seeking; it emphasizes free will and self-actualization.

Positive Psychology The study of optimal human functioning; it emphasizes positive emotions, traits, and institutions.

Cognitive Perspective An approach to understanding behavior and mental processes that focuses on thinking, perceiving, and information processing.

Biological Perspective An approach to understanding behavior and mental processes that focuses on genetics and biological processes in the brain and other parts of the nervous system.