

Understanding Psychology

Twelfth Edition

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Preface

Continued Focus on Basic Unifying Concepts

In this new edition, we continue to focus on three unifying, basic concepts, which have been woven throughout every edition of our texts:

- 1. Psychology is a science that is rapidly evolving.** From the thousands of articles that have appeared during the past several years, we selected more than 300 new references for this edition, almost all of which are from 2013–2016. Examples of new material include common myths about psychology, the “replication crisis,” the influence of color on psychological functioning, neuroimaging of dreaming, effects of marijuana, binge drinking, increased heroin use, mindful meditation, role of images and concepts in thinking, Kahneman and Tversky’s System 1 and System 2, multitasking and cellphone use while driving, “brain training,” eating disorders, sexual orientation, attachment theory, early- and late-maturers, youth violence, personality change in young adulthood, the changing role of marriage, Holland’s approach to career choice, cognitive-social learning theories, preparing for the impact of climate change, resilience, group walks in nature, the effects of mental health stigma, diagnosis of gender dysphoria, specific phobias, positive and negative symptoms of schizophrenia, basis of systematic desensitization, and combating “fake news.”
- 2. Human behavior and thought are diverse, varied, and affected by culture.** We have continued to give close attention to diversity. Woven throughout the chapters we emphasize the importance of understanding the role culture, gender, and human diversity play in shaping virtually every aspect of human behavior including: cognition, learning, memory, emotion, motivation, stress, mental illness, sexuality, development, perception, and drug effects.
- 3. The study of psychology involves active thinking, questioning, and problem solving.** We retained all of the “Thinking Critically” exercises and now encourage students to actively weigh in through Journal Prompts tied to these features in Revel. The topics encourage the reader to engage in genuine critical thinking by questioning the methods used to gather data, considering possible alternative explanations for findings, and imagining further research that might shed additional light on the phenomenon under study.

Continuing Attention to Enduring Issues

We believe that an important part of active learning is for students to recognize recurring themes that run through the material they are reading. In Chapter 1, we introduce a set of

five **Enduring Issues** that cut across and unite all subfields of psychology (see pages 7–8):

- **Person–Situation:** To what extent is behavior caused by processes that occur inside the person, such as thoughts, emotions, and genes? In contrast, to what extent is behavior caused or triggered by factors outside the person, such as incentives, cues in the environment, and the presence of other people?
- **Nature–Nurture:** Is the person we become a product of innate, inborn tendencies, or a reflection of experience and upbringing?
- **Stability–Change:** Are the characteristics we develop in childhood more or less permanent and fixed, or do we change in predictable (and unpredictable) ways over the course of our lives?
- **Diversity–Universality:** Because we are all human, each person is like every other person. But in some respects, each person is only like certain other people. And in other respects, each of us is like no other person. Thus, anywhere humans exist there will be both similarity and diversity.
- **Mind–Body:** How are mind and body connected? Many psychologists are fascinated by the relationship between what we experience, such as thoughts and feelings, and biological processes, such as activity in the nervous system.

These five issues represent enduring themes in the history of psychology. Depending on the events and intellectual climate of a given time period, one or another of these issues has assumed special prominence. For example, the role of genetics (heredity) is receiving much greater attention today than it has in the past. Diversity is also an issue of much greater concern, as is the role of biological processes.

Throughout this book, we will highlight the importance of these matters. Each chapter opens with a section highlighting the enduring issues to be encountered in that chapter. Several times in each chapter we will call the reader’s attention to the way in which the topic under consideration—whether it be new discoveries about communication within the nervous system, research into how we learn, or the reason that people abuse drugs—reflects one of these issues. In this way, we will show the surprising unity and coherence of the diverse and exciting science of psychology.

LEARNING OBJECTIVES

The chapter learning objectives were carefully written to cover the content of each chapter and to ensure that students who master the objectives will indeed have a thorough grasp of the material. The objectives also help to organize the supplementary material, allowing for easy customization by instructors.

OPENING VIGNETTES

Each chapter of our text begins with an opening vignette. Reviewers have often commented on how useful it is to have the

vignette woven throughout the chapter to help students understand and apply information.

New to This Edition

With each new edition, we strive to make the text as current as possible. This is always a challenge because psychology is changing so rapidly. We have cited more than 300 new references in this edition in an effort to capture the most important new developments. We have also updated numerous figures with the most recent data available.

We also strive to improve the book based on suggestions from the professors and students who use the current edition. We were especially fortunate to have extremely thoughtful and helpful comments and suggestions from a dozen reviewers. We have taken their input to heart in every chapter with what we believe are significant improvements.

We have added a number of features that we hope will engage students more fully in what they are learning. There are dozens of new surveys, Journal Prompts, videos, and animations as can be seen in the list of new content below. The expanded Revel edition provides even more interactive features designed to increase student involvement.

At the same time, our original goals for this book remain the same. We wanted to present a scientific, accurate, and thorough overview of the essential concepts of psychology; to use engaging language that students can easily comprehend; to be current without being trendy; and to write clearly and accessibly about psychology and its concrete, real-life applications—without being condescending to the introductory-level student.

CHAPTER 1 The Science of Psychology

- Chapter reorganized and new material added to increase student involvement/interest
- New chapter introduction
- New survey: What Do You Know About Psychology?
- New material on subfields of psychology
- New Explore the Concept: Major Subfields of Psychology
- New section Critical Thinking: Thinking Like a Scientist
- New Social Explorer: Percentage of Women Recipients of PhDs in Psychology 1950–2010
- New Journal Prompt: Thinking Critically About Psychology and Minority Students
- New survey: Participating in a Research Survey
- New video: Independent vs. Dependent Variables
- New section: A Replication Crisis?
- New material on the importance of sampling/diversity
- New Journal Prompt: Thinking Critically About Internet Users
- New end-of-chapter shared writing assignment
- New flashcards for key terms
- 5 revised end-of-module quizzes and a new end-of-chapter quiz
- 17 new references

CHAPTER 2 The Biological Basis of Behavior

- New video: Structure of the Neuron
- New video: Sensory and Motor Neurons
- New Journal Prompt: Thinking Critically About Mirror Neurons
- New video: The Neural Impulse Action Potential
- New video: The Synapse
- New video: Reuptake of Dopamine
- New Explore the Concept: The Divisions of the Brain
- New figure displaying the four lobes of the cerebrum
- New Explore the Concept: The Four Lobes of the Cerebrum
- New figure of the limbic system displaying additional features
- New glossary term: cingulate cortex
- New figure of sympathetic and parasympathetic nervous system
- New Journal Prompt: Thinking Critically About Tools for Studying the Brain
- New video: The Spinal Cord Reflex
- New Explore the Concept: Functions of the Parasympathetic and Sympathetic Divisions of the Nervous System
- New survey: Do You Fight or Fly?
- New figure of the endocrine system
- New Explore the Concept: The Glands of the Endocrine System
- New video: Chromosomes and DNA
- New Journal Prompt: Thinking Critically About Media Accounts of Research
- New end-of-chapter shared writing assignment
- New flashcards for key terms
- 5 revised end-of-module quizzes and a new end-of-chapter quiz
- 29 new references

CHAPTER 3 Sensation and Perception

- New material at the start of the chapter that distinguishes sensation from perception
- New survey: Which Senses Do You Use?
- New Journal Prompt: Thinking Critically About Advertising and Subconscious Messages
- New video: Structure of the Eye
- New Explore the Concept: Interactive Eye Anatomy
- New material on the influence of color on psychological functioning
- New Explore the Concept: Color Vision in Different Species
- New Explore the Concept: Sound
- New Journal Prompt: Thinking Critically About an Ancient Question

- New video: Cochlear Implant
- New Journal Prompt: Thinking Critically About Pheromones
- New video: The Tongue and Taste Buds
- New Explore the Concept: Binocular Cues to Depth Perception
- New end-of-chapter shared writing assignment
- New flashcards for key terms
- 5 revised end-of-module quizzes and a new end-of-chapter quiz
- 9 new references

CHAPTER 4 States of Consciousness

- New survey: What Altered States Have You Experienced?
- New video: Sleep Stages
- Updated terminology revising the stages of sleep
- New Journal Prompt: Thinking Critically About Sleep Deprivation
- New video: Sleep Disorders
- New Journal Prompt: Thinking Critically About Sleep Loss and Illness
- New survey: Are Dreams Meaningful?
- New material on the neuroimaging of dreaming
- New Explore the Concept: Activation and Synthesis Theory of Dreaming
- New material on increased potency of marijuana
- New survey: What Drugs Have You Used?
- New Social Explorer: Teenage Use of Alcohol
- Revised and updated material on Binge Drinking
- New Social Explorer: Persons Killed in Alcohol-Related Traffic Crashes
- New material on increased heroin use in the United States
- New Social Explorer: Teenage Use of Ecstasy
- New Social Explorer: Teenage Use of Marijuana
- New material on the effects of the early use of marijuana
- New Journal Prompt: Teenage Use of Marijuana
- New material on the use of mindful meditation to relieve chronic pain
- New material on the clinical applications of hypnosis
- New end-of-chapter shared writing assignment
- New flashcards for key terms
- 4 revised end-of-module quizzes and a new end-of-chapter quiz
- 29 new references

CHAPTER 5 Learning

- New Explore the Concept: Elements in Classical Conditioning
- New video: Classical Conditioning: An Involuntary Response

- New Explore the Concept: Elements of Operant Conditioning
- New video: Negative Reinforcement
- New Journal Prompt: Thinking Critically About Corporal Punishment
- New Journal Prompt: Biofeedback and Neurofeedback
- New video: Schedules of Reinforcement
- New Explore the Concept: Examples of Reinforcement in Everyday Life
- New Journal Prompt: Thinking Critically About Reinforcement Schedules
- New Social Explorer: Response Acquisition and Extinction in Classical Conditioning
- New Social Explorer: Results of the Tolman and Honzik Study
- New Social Explorer: Results of Bandura's Study
- New survey: What Learning Techniques Do You Use?
- New end-of-chapter shared writing assignment
- New flashcards for key terms
- 4 revised end-of-module quizzes and a new end-of-chapter quiz
- 6 new references

CHAPTER 6 Memory

- New video: Inattentional Blindness
- New video: Improving Your Memory Using Mnemonics
- New Journal Prompt: Thinking Critically About Types of Memory
- New video: The Neuroscience of Memory
- New Explore the Concept: The Biological Basis of Memory
- New video: Reasons for Forgetting
- New material on music as a retrieval cue
- New Journal Prompt: Thinking Critically About Eyewitness Testimony
- New survey: What Do You Remember?
- New end-of-chapter shared writing assignment
- New flashcards for key terms
- 6 revised end-of-module quizzes and a new end-of-chapter quiz
- 12 new references

CHAPTER 7 Cognition and Mental Abilities

- Extensively rewritten and reorganized to reduce length, increase student involvement and interest, and build stronger bridges between sections of the chapter
- New chapter introduction
- New video: Cognitive Advantages of Multilingualism
- New material on the role of images and concepts in thinking

- Additional examples of problem solving to clarify concepts
- New Journal Prompt: Thinking Critically About Solving Problems
- Clearer explanation of compensatory decision making
- New material on Kahneman and Tversky’s System 1 and System 2 (thinking fast and slow)
- New material on multitasking and cellphone use while driving
- Explore the Concept: Measuring Intelligence
- New Journal Prompt: Thinking Critically About Multiple Intelligences
- New Social Explorer: IQ Scores and Family Relationships
- New material on “brain training”
- New Journal Prompt: Thinking Critically About the Flynn Effect
- New Journal Prompt: Thinking Critically About International Comparisons of School Achievement
- New end-of-chapter shared writing assignment
- New flashcards for key terms
- 7 revised end-of-module quizzes and a new end-of-chapter quiz
- 27 new references

CHAPTER 8 Motivation and Emotion

- New survey: What Motivates You?
- New Journal Prompt: Thinking Critically About Primary Drives
- New video: Maslow’s Hierarchy of Needs
- New Summary Table: Perspectives on Motivation
- New material on eating disorders
- New figure on rising obesity among American youth
- New video: The Human Sexual Response Cycle
- New material on sexual orientation
- New video: Sexual Orientation
- New video: Nature/Nurture of Sexual Orientation
- New video: Factors Influencing Aggression
- New survey: How Do You Deal with Your Emotions?
- New material on how the brain reads the face
- New Summary Table: Theories of Emotion
- New Journal Prompt: Thinking Critically About Nonverbal Communication of Emotion
- New video: Display Rules
- New end-of-chapter shared writing assignment
- New flashcards for key terms
- 5 revised end-of-module quizzes and a new end-of-chapter quiz
- 21 new references

CHAPTER 9 Life-Span Development

- Extensively rewritten and reorganized to reduce length
- New Explore the Concept: Advantages and Disadvantages of Different Types of Developmental Research Methods
- Additional examples of teratogens
- New video: Newborn Reflexes
- New Social Explorer: Synaptic Density in the Human Brain from Infancy to Adulthood
- New Explore the Concept: Piaget’s Stages of Cognitive Development
- Expanded coverage of attachment theory
- New video: Attachment
- New Explore the Concept: Erickson’s Eight Psychosocial Stages
- New video: Parenting Styles
- New survey: Gender and Sexuality
- New Journal Prompt: Thinking Critically About Television’s Effects
- New material on early- and late-maturers
- New Social Explorer: Sex Among High School Students
- New material on youth violence
- New Journal Prompt: Thinking Critically About Kids Who Kill
- New material on personality change in young adulthood
- New material on the ways in which the role of marriage is changing
- New Social Explorer: Marital Satisfaction
- New material on Holland’s approach to career choice
- New data on dual-career families
- New Social Explorer: Psychological Well-Being Across the Life-Span
- New end-of-chapter shared writing assignment
- New flashcards for key terms
- 7 revised end-of-module quizzes and a new end-of-chapter quiz
- 48 new references

CHAPTER 10 Motivation and Emotion

- New survey: What Has Shaped Your Personality?
- New material on the Big Five Dimensions of Personality
- New material on cognitive-social learning theories
- New Journal Prompt: Thinking Critically About Cultural Universals
- New Explore the Concept: Theories of Personality
- New video: The Rorschach Test
- New end-of-chapter shared writing assignment
- New flashcards for key terms

- 5 revised end-of-module quizzes and a new end-of-chapter quiz
- 14 new references

CHAPTER 11 Stress and Health Psychology

- New Social Explorer: Sources of Stress in America
- New survey: The Undergraduate Stress Questionnaire
- New material on ways health professionals are preparing for the impact of climate change
- New Journal Prompt: Thinking Critically About Road Rage and You
- New Explore the Concept: Types of Conflict
- New material on learning to be resilient
- New material on the benefits of group walks in nature
- New Journal Prompt: Thinking Critically About Group Walks in Nature
- New Explore the Concept: Coping with Stress
- New Social Explorer: Mental Trauma in Societies at War
- New Journal Prompt: Thinking Critically About Posttraumatic Stress
- New end-of-chapter shared writing assignment
- New flashcards for key terms
- 6 revised end-of-module quizzes and a new end-of-chapter quiz
- 30 new references

CHAPTER 12 Psychological Disorders

- New survey: Attitudes Toward and Experiences with Psychological Disorders
- New video: Controversies Surrounding the DSM
- All new section and material: The Effects of Stigma on a Diagnosis of Mental Illness
- New Social Explorer: Gender and Race Differences in the Suicide Rate Across the Life Span
- New table: Some Common Specific Phobias
- New video: Panic Attacks
- New material addressing the diagnosis of gender dysphoria
- New video: Gender Dysphoria
- New Journal Prompt: Thinking Critically About Causation
- New information describing the positive and negative symptoms of schizophrenia
- New video: Schizophrenia
- New Journal Prompt: Thinking Critically About Genius and Mental Disorders
- New end-of-chapter shared writing assignment

- New flashcards for key terms
- 3 revised end-of-module quizzes and a new end-of-chapter quiz
- 32 new references

CHAPTER 13 Therapies

- New interactive using therapy dialogs
- New information on basis of systematic desensitization
- New introduction to cognitive-behavioral therapy
- New Social Explorer: Percent of Adults Participating in Mental Health Treatment
- Updated list of resources for finding mental health professionals
- New Journal Prompt: Thinking Critically About Survey Results
- New Social Explorer: Duration of Therapy and Improvement
- New Journal Prompt: Thinking Critically About Access to Mental Health Care
- New video: Electroconvulsive Therapy
- New Explore the Concept: Major Perspectives on Therapy
- New survey: How Do You Take Care of Your Mental Health?
- New end-of-chapter shared writing assignment
- New flashcards for key terms
- 8 revised end-of-module quizzes and 1 new end-of-chapter quiz
- 11 new references

CHAPTER 14 Social Psychology

- New video: Cognitive Dissonance
- New Journal Prompt: Thinking Critically About Attitudes Toward Smoking
- New Applied Psychology box: Combating the Impact of Fake News
- New video: Asch's Experiment on Conformity
- New video: Obedience to Authority
- New video: The Stanford Prison Experiment
- New Journal Prompt: Thinking Critically About Helping Someone in Distress
- New survey: Could You Be a Hero?
- New end-of-chapter shared writing assignment
- New flashcards for key terms
- 4 revised end of chapter quizzes and a new end-of-module quiz
- 31 references



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About the Authors

Charles G. Morris received his B.A. from Yale University (1962) and his M.A. (1964) and Ph.D. (1965) in psychology from the University of Illinois. He joined the University of Michigan in 1965 where he served until his retirement in 2002. From 1972–1977, he served as Associate Dean in the College of Literature, Science and the Arts. From 1980–1990, he served as Associate Chair of the Department of Psychology. Upon his retirement in 2002, he was appointed Emeritus Professor. He is a Fellow of the American Psychological Association and the American Psychological Society.

Morris has written more than two dozen books, numerous articles, and more than 30 papers and presentations. His books include *Psychology: An Introduction*, *Understanding Psychology*, *Basic Psychology*, *Psychology: Concepts and Applications*, *Psychology: The Core*, and *Contemporary Psychology and Effective Behavior*.

His early research centered on leadership, group interaction, and group problem solving. More recently, his publications and presentations have focused on various aspects of undergraduate

education, on contemporary views of leadership, and on the “Big 5” personality traits.

Albert A. Maisto, the Carnegie Foundation's U.S. Professor of the Year for 1997–1998, is the Bonnie E. Cone Distinguished Professor for Teaching at the University of North Carolina at Charlotte. Maisto earned both his Ph.D. and M.A. in Psychology from the University of Alabama.

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Earlier in his career, he served as a visiting Professor to the University of Nottingham in England, and he spent two years on the faculty of the University of Connecticut. Throughout his career, Dr. Maisto has distinguished himself as an exemplary instructor of general psychology, winning the prestigious Bank of America Award for Teaching Excellence.

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Charles G. Morris

Albert A. Maisto