

Preface to the Seventh Edition

■ To the Student

Psychology is a large and rapidly growing field. It is at once familiar, exotic, commonplace, surprising, and challenging. Most of all, psychology is changing. Indeed, this book can be no more than a "snapshot" of a colorful passing scene. And yet, change makes psychology especially fascinating: What, really, could be more intriguing than our evolving understanding of human behavior?

Psychology is about each of us. Psychology asks, "How can we step outside of ourselves for a more objective look at how we live, think, and act?" Psychologists believe the answer is through careful thought, observation, and inquiry. As simple as that may seem, it is the guiding light for everything that follows in this book.

I sincerely hope that you will find psychology as fascinating as I do. In this text, I have done all that I could imagine to make your first encounter with psychology enjoyable and worthwhile. To help you get off to a good start, Chapter 1 includes a discussion of how to study effectively. The ideas covered there will help you get the most out of this text, class lectures, and your psychology course as a whole. In the remaining chapters, I hope that the delight I have found in my own students' curiosity, insights, imagination, and interests will be apparent. Please view this book as a long letter from me to you. It is, in a very real sense, written about you, for you, and to you.

■ To the Instructor

This book is designed to promote an interest in human behavior, to facilitate learning psychology, and to encourage critical thinking. If you are already familiar with its format, a description of Seventh Edition

changes follows shortly. If the text is unfamiliar, a brief sketch of its design and underlying philosophy is in order.

A Book for Students As an instructor I have learned that selecting a textbook is half the battle in teaching a course. A good text does much of the work of imparting information to students. This frees class time for discussion and it leaves students asking for more. When a book overwhelms students or cools their interest, teaching and learning become uphill battles. For this reason, I have worked hard to make this a clear, readable, and interesting text.

I believe an important question to ask of the introductory course is "What will students remember next year, or in 10 years?" Consequently, *Introduction to Psychology* gives students a clear grasp of major concepts, rather than burying them in details. At the same time, it provides a broad overview that reflects psychology's diversity. I think students will find this book full of intellectual challenge, and teachers will find traditional topics covered to their satisfaction. In addition, I have made a special effort to relate psychology to common experiences and to practical problems of daily life.

A major feature of this book is the *Applications* section in each chapter. These high-interest features bridge the gap between psychological theory and practical applications. I believe students have every right to ask, "Does this mean anything to me? Can I use it? Why should I learn it if I can't?" The Applications sections in this text spell out how students can use the principles of psychology. By doing so, they breathe life into its concepts.

At the end of each chapter you will find a separate *Exploration*. These brief articles cover controversies, current issues, topics from psychology's frontiers, or subjects likely to promote critical thinking and discus-

sion. In essence, they serve as supplemental readings within the text, to provide a taste of changing issues and ideas in psychology. Because Explorations conclude each chapter, they are easy to assign or delete at your discretion.

■ A Format for Learning

Before this book first appeared, psychology texts made surprisingly little use of cognitive principles to teach psychology. My use of learning aids is based on a belief that students can be guided into more effective study and reading habits while learning course content. Each chapter in this text is built around the well-known SQ3R study-reading formula. In addition to helping students learn psychology, this format promotes valuable study skills. Student response to the format has been very positive, with many students reporting that they transfer SQ3R techniques to other texts as well.

Notice how the time-tested steps of the SQ3R method—*survey, question, read, recite, and review*—underlie the design of each chapter.

Survey A short *Chapter Preview* arouses interest, gives an overview of the chapter, and focuses attention on the task at hand. An outline, titled *In This Chapter*, accompanies the Preview and lists upcoming topics. After that, a list of *Survey Questions* spotlights major issues so that students will read with a purpose.

Question Throughout each chapter, *Guide Questions* act as advance organizers that prime students to look for important ideas as they read. This helps ensure that reading is an active learning experience. Guide Questions also create a dialogue in which student questions and reactions are anticipated. This clarifies difficult points—in a lively give-and-take between questions and responses. And, significantly, many Guide Questions model critical thinking skills, to encourage reflection and inquiry.

Read The readability of each chapter has been carefully controlled for maximum student involvement and comprehension. I have made every effort to keep the text as clear and accessible as possible. To further facilitate comprehension, the text employs a full array of traditional learning aids. These include boldfaced type and phonetic pronunciations for important terms, bulleted summaries, a detailed glossary, summary tables, a complete index, and a robust illustration program. In addition, figure and table references in the text are marked with small geometric shapes so that students can easily return to the point where they were reading. This feature also allows readers to start with

a figure or table and easily find the place in the text where it is discussed.

Throughout the text, highlighted margin definitions provide a *running glossary* of key terms. Margin definitions are provided to enhance reading comprehension. For instance, students can use them to differentiate between terms that are easily confused, such as *negative reinforcement* and *punishment*. The running glossary also makes it easy for students to review important terms and concepts before tests.

At several points in each chapter, special accentuated *Highlights* discuss recent research, interesting topics, and original viewpoints. All Highlights are placed exactly where they should be read. Students do not need to search for a separate “box” of information. Highlights are stimulating but nonintrusive supplements to the main text. I have classified them as follows: “A Closer Look At,” “Focus on a Controversy,” “Research Frontier,” “Cultural Diversity,” “Using Psychology,” “Research Classic,” “Truth or Fiction,” “Critical Thinking,” and “Rate Yourself.” As these headings imply, Highlights enrich each chapter and encourage critical thinking.

Recite Every few pages, a *Learning Check* allows students to test their understanding and recall of the preceding discussion. Learning Checks are short, non-comprehensive quizzes that require students to stop and actively process information. Students who miss any questions are encouraged to backtrack and clarify their understanding before reading more. Completing each Learning Check serves as a form of recitation to enhance learning. It also provides feedback so that students can gauge their progress.

A course in psychology naturally contributes to the development of critical thinking abilities. To further facilitate critical thinking, each Learning Check in the Seventh Edition concludes with a *Critical Thinking Question*. These stimulating questions challenge students to think critically and analytically about psychology. Each Critical Thinking Question includes a brief answer with which students can compare their own. Many of these answers are based on recent research and are informative in their own right.

Review As mentioned earlier, an Applications section completes the core of each chapter. Applications show students how psychological concepts relate to practical problems, including problems in their own lives. Through these discussions, students review and extend the ideas they have learned. Applications help reinforce and consolidate learning by illustrating psychology's practicality.

An Exploration follows each Applications section. In most cases, students must be familiar with chapter concepts to fully appreciate an Exploration. This again

motivates students to review what they have learned and to broaden their understanding.

To complete the review phase of the SQ3R method, a point-by-point *Chapter Summary* provides a concise synopsis of all major topics. The Chapter Summary is organized around the same Survey Questions posed at the beginning of the chapter. This brings the SQ3R process full-circle and provides closure with respect to the learning objectives of each chapter.

■ What's New in the Seventh Edition?

Personality development is marked by an intricate interplay of continuity and change. Likewise, the "personality" of *Introduction to Psychology* will seem at times both familiar and novel to those who know it well. Naturally, the Seventh Edition carries forward the best features and topics of previous editions. In addition, I have revised the Seventh Edition in the following ways:

- The text is reorganized from 26 chapters to 22 chapters.
- All discussions of abnormal behavior and other relevant topics are updated to correspond with DSM-IV (1994).
- Numerous research updates appear throughout the text.
- New information on gender and diversity issues augments the text's already substantial coverage of these topics.
- Critical thinking skills are given more emphasis, especially in Chapter 2.
- Each Learning Check now concludes with a Critical Thinking Question, followed by an informative answer.
- A full running glossary now appears in page margins.
- All chapters benefit from improved art and photographs, as well as new cartoons.
- Larger pages allow for added content and new features, while maintaining the text's readability and visual appeal.
- An expanded Glossary, with improved definitions, covers virtually all important terms in the text.

The comments that follow provide more details about some of the changes noted here.

Reorganization For this edition, I combined eight former chapters into four new chapters. In each instance, my goal was to offer a more streamlined presentation of closely-related topics. The old and new chapters are as follows:

- Former Chapters 7 and 8 ("Conditioning and Learning I" and "Conditioning and Learning II") are combined in new Chapter 7, "Conditioning and Learning."
- Former Chapters 11 and 12 ("Motivation" and "Emotion") are combined in new Chapter 10, "Motivation and Emotion."
- Former Chapters 16 and 17 ("Dimensions of Personality" and "Theories of Personality") are combined in new Chapter 15, "Personality."
- Former Chapters 21 and 22 ("Insight Therapies" and "Behavior Therapy") are combined in new Chapter 18, "Therapies."

An added benefit of this reorganization is that many instructors will find it easier to harmonize reading assignments with their course outlines.

Design This revision benefits from further refinements in the chapter format. The treatment of *Highlights* has been improved. *Applications* have been redesigned to more clearly integrate them into the core of each chapter. The new running glossary adds significantly to the text's pedagogy. In addition, new or improved art and photographs supply valuable information at many points in the text.

Critical Thinking The active, questioning nature of the SQ3R method is, in itself, an inducement to think critically. Many of the *Guide Questions* that introduce topics in the text act as models of critical thinking. More important, the *Exploration* for Chapter 1 specifically discusses critical thinking skills. This sets the stage for Chapter 2, "Research Methods and Critical Thinking," which is actually a short course on how to think clearly about behavior. Chapter 9, "Cognition and Creativity," also discusses many topics that focus on thinking skills. In addition, several *Explorations* critically evaluate controversial topics. Throughout the text, many *Highlights* present topics that students should approach with healthy skepticism. And, as mentioned earlier, every Learning Check concludes with a Critical Thinking Question. Taken together, these features will help students gain thinking skills of lasting value.

Human Diversity Student populations increasingly reflect the multicultural, multifaceted nature of contemporary society. The Seventh Edition of *Introduction to Psychology* includes numerous discussions of human diversity, including differences in race, ethnicity, culture, gender, ability, sexual orientation, and age. Too often, such differences needlessly divide people into opposing groups. My intent throughout the text is to discourage stereotyping, prejudice, discrimination, and intolerance. Numerous topics and exam-

motivates students to review what they have learned and to broaden their understanding.

To complete the review phase of the SQ3R method, a point-by-point *Chapter Summary* provides a concise synopsis of all major topics. The Chapter Summary is organized around the same Survey Questions posed at the beginning of the chapter. This brings the SQ3R process full-circle and provides closure with respect to the learning objectives of each chapter.

■ What's New in the Seventh Edition?

Personality development is marked by an intricate interplay of continuity and change. Likewise, the "personality" of *Introduction to Psychology* will seem at times both familiar and novel to those who know it well. Naturally, the Seventh Edition carries forward the best features and topics of previous editions. In addition, I have revised the Seventh Edition in the following ways:

- The text is reorganized from 26 chapters to 22 chapters.
- All discussions of abnormal behavior and other relevant topics are updated to correspond with DSM-IV (1994).
- Numerous research updates appear throughout the text.
- New information on gender and diversity issues augments the text's already substantial coverage of these topics.
- Critical thinking skills are given more emphasis, especially in Chapter 2.
- Each Learning Check now concludes with a Critical Thinking Question, followed by an informative answer.
- A full running glossary now appears in page margins.
- All chapters benefit from improved art and photographs, as well as new cartoons.
- Larger pages allow for added content and new features, while maintaining the text's readability and visual appeal.
- An expanded Glossary, with improved definitions, covers virtually all important terms in the text.

The comments that follow provide more details about some of the changes noted here.

Reorganization For this edition, I combined eight former chapters into four new chapters. In each instance, my goal was to offer a more streamlined presentation of closely-related topics. The old and new chapters are as follows:

- Former Chapters 7 and 8 ("Conditioning and Learning I" and "Conditioning and Learning II") are combined in new Chapter 7, "Conditioning and Learning."
- Former Chapters 11 and 12 ("Motivation" and "Emotion") are combined in new Chapter 10, "Motivation and Emotion."
- Former Chapters 16 and 17 ("Dimensions of Personality" and "Theories of Personality") are combined in new Chapter 15, "Personality."
- Former Chapters 21 and 22 ("Insight Therapies" and "Behavior Therapy") are combined in new Chapter 18, "Therapies."

An added benefit of this reorganization is that many instructors will find it easier to harmonize reading assignments with their course outlines.

Design This revision benefits from further refinements in the chapter format. The treatment of *Highlights* has been improved. *Applications* have been redesigned to more clearly integrate them into the core of each chapter. The new running glossary adds significantly to the text's pedagogy. In addition, new or improved art and photographs supply valuable information at many points in the text.

Critical Thinking The active, questioning nature of the SQ3R method is, in itself, an inducement to think critically. Many of the *Guide Questions* that introduce topics in the text act as models of critical thinking. More important, the *Exploration* for Chapter 1 specifically discusses critical thinking skills. This sets the stage for Chapter 2, "Research Methods and Critical Thinking," which is actually a short course on how to think clearly about behavior. Chapter 9, "Cognition and Creativity," also discusses many topics that focus on thinking skills. In addition, several *Explorations* critically evaluate controversial topics. Throughout the text, many *Highlights* present topics that students should approach with healthy skepticism. And, as mentioned earlier, every Learning Check concludes with a Critical Thinking Question. Taken together, these features will help students gain thinking skills of lasting value.

Human Diversity Student populations increasingly reflect the multicultural, multifaceted nature of contemporary society. The Seventh Edition of *Introduction to Psychology* includes numerous discussions of human diversity, including differences in race, ethnicity, culture, gender, ability, sexual orientation, and age. Too often, such differences needlessly divide people into opposing groups. My intent throughout the text is to discourage stereotyping, prejudice, discrimination, and intolerance. Numerous topics and exam-

ples in the Seventh Edition encourage students to appreciate social, physical, and cultural differences and to accept them as a natural part of being human. Nine Highlights, one Application, one Exploration, and large portions of Chapters 13, 19, and 20 are devoted to discussions of human diversity.

■ New Topics and Updated Coverage

In addition to the improvements already noted, my general goal for this revision was to report psychology's latest ideas, insights, and findings. As this defines a virtual deluge of information, I tried to be very selective about what I included. To make the grade, information had to be conceptually significant or inherently fascinating—or preferably both. Almost every chapter of the Seventh Edition contains new ideas that I believe meet these criteria. I have drawn on hundreds of new references (many as recent as 1994 and some in press) for this revision.

New Highlights Nineteen Highlights in this edition are new or substantially revised. New and revised Highlights include the following titles:

- Ch. 1 Women in Psychology
The Challenge of Human Diversity
- Ch. 2 Is There a Gender Bias in Psychological Research?
- Ch. 3 The Risky Side of the Brain
- Ch. 4 Pheromones—A Sixth Sense?
- Ch. 5 The “Boiled Frog Syndrome”
- Ch. 6 Eliminating Nightmares
- Ch. 12 The Impact of Poverty
- Ch. 13 Near-Death Experiences—Back from the Brink
- Ch. 15 Personality—When Is the Plaster Set?
- Ch. 16 The Politics of “Madness”
Are the Mentally Ill Prone to Violence?
- Ch. 17 Psychiatric “Wonder Drugs”
- Ch. 18 “Psych Jockeys” and Telephone Counselors
- Ch. 19 Genes, the Brain, and Sexual Orientation
Rape Myths and Facts

Other New Contents A new Chapter Preview, “The Time Machine,” provides a better introduction to life-span development. Two Applications are substantially revised in this edition. These are “Handedness—If Your Brain Is Right, What’s Left?” (Chapter 3) and “Behavioral Self-Management” (Chapter 7). Chapter 8 ends with an important new Exploration titled “The Recovered Memory/False Memory De-

bate.” This provocative new Exploration airs both sides of the debate and reports the latest information on the validity of recovered memories. Chapter 9 also has a new Exploration: “Animal Intelligence,” which presents some fascinating new information on apparent symbolic thought by a chimp.

Chapter Notes Publication of DSM-IV alone would have necessitated the revision of *Introduction to Psychology*. I am pleased to report, however, that every chapter of the Seventh Edition has been enhanced. The following list spotlights some of the more prominent new topics that appear in this edition.

- Ch. 1 Brief new coverage of the science and profession of psychology, scientist-practitioner model, psychiatric social workers, cultural psychology, effective note-taking, goal-setting, quality of studying; new Highlight: The Challenge of Human Diversity.
- Ch. 2 New art and examples clarify major elements of the scientific method, correlation, and critical thinking; new table lists basic ethical guidelines for psychological researchers; new Highlight: Is There a Gender Bias in Psychological Research?
- Ch. 3 New art and text provide a more detailed description of the action potential and synapses; new discussion of volume transmission; improved art shows reflex arc, corpus callosum, primary motor and somatosensory cortex, limbic system; brief new coverage of reticular formation, brain size, pineal gland, anabolic steroids; enlarged and updated discussion of handedness; new Highlight: The Risky Side of the Brain; updated Highlight on hypopituitary dwarfism.
- Ch. 4 New art clarifies the nature of elementary visual features, blind spot, rods and cones, organ of Corti, hair cells, olfactory receptors; new Highlight: Pheromones—A Sixth Sense?
- Ch. 5 Improved art clarifies pictorial depth cues, relative size, motion parallax, Ponzo illusion; newly defined Gestalt principle, “common region,” presented; new summary of how perceptual principles apply to daily living, “Becoming a Better ‘Eyewitness’ to Life;” new Highlight: The “Boiled Frog Syndrome.”
- Ch. 6 Brief updates on SIDS, caffeine, smoking, alcohol, hallucinogens, marijuana, dream interpretation; new Highlight: Eliminating Nightmares; updated Highlight: Behavioral Remedies for Insomnia.

- Ch. 7 Streamlined discussion of conditioning and learning combines old Chapters 7 and 8; new art explains operant reinforcement; new research on the effects of violence portrayed in the "Power Rangers" TV program; revised discussion of self-management and how to break bad habits.
- Ch. 8 Maintenance rehearsal and elaborative rehearsal now distinguished; types of LTM now discussed in chapter; transfer of training moved to this chapter; important update on flashbulb memories; major new Exploration: The Recovered Memory/False Memory Debate.
- Ch. 9 Brief updates on mental imagery, artificial intelligence, expertise, creative thinking; discussion of animal intelligence collected in a new Exploration, with new information on apparent symbolic thought by a chimp.
- Ch. 10 Combines old Chapters 11 & 12; new information on the role of the hypothalamic nuclei in controlling hunger; new table helps identify eating disorders; new information on jet lag, links between motivation and emotion, facial expressions.
- Ch. 11 Reorganized; new information on behavioral risk factors, health campaigns, wellness, psychoneuroimmunology; updated discussion of psychosomatic disorders; biofeedback now discussed in this chapter; Applications offers new coverage of the *Undergraduate Stress Questionnaire*, information on guided imagery.
- Ch. 12 Research updates on many topics; new tables throughout chapter spell out implications of developmental principles for parents and caregivers; new information on quality of day care, parentese; new Highlight: The Impact of Poverty.
- Ch. 13 New Chapter Preview; updates on ADHD, autism, child abuse, life goals, menopause, adult cognitive development, hospice, euthanasia; new Highlight: Near-Death Experiences.
- Ch. 14 New discussion of aptitude tests places cognitive ability testing in perspective; new table updates Stanford-Binet ability areas and subtests; update on the Larry P. case.
- Ch. 15 New Highlight: Personality—When Is the Plaster Set?; combines old Chapters 16 and 17 for a better integration of personality theories and assessment; updates of twin research, honesty testing.
- Ch. 16 Reorganized discussion of abnormality and psychopathology; discussions of mental disorders and tables revised to match DSM-IV; new table illustrates various levels of dysfunction; new information on sociopathy, rape, phobias, stress disorders; new Highlight: Are the Mentally Ill Prone to Violence?; revised Highlight: The Politics of "Madness."
- Ch. 17 Updates on lead poisoning, the stress-vulnerability model, SAD, schizophrenia, hospitalization, suicide; revised discussion of mood disorders reflects DSM-IV terminology; new Highlight: Psychiatric "Wonder Drugs," critically examines costs and benefits of drug therapy.
- Ch. 18 Reorganized; combines old Chapters 21 and 22 for balanced coverage of insight therapies and behavioral therapies; revised Highlight offers cautions about telephone counselors; updated Application explains how to find competent psychological help.
- Ch. 19 Numerous updates and new art based on data from the *Janus Report* and the 1994 University of Chicago survey on sexual behavior; discussion of androgyny updated and moved to this chapter; major new discussion of sexual orientations; Applications section on sexual dysfunctions completely revised to reflect contemporary terminology, remedies, and data; new Highlight: Genes, the Brain, and Sexual Orientation; new Highlight: Rape Myths and Facts.
- Ch. 20 Research updates on norms, cultural differences in spatial behavior, social comparisons (including upward and downward comparisons), groupthink; interesting new discussion of evolutionary psychology and evolved patterns of mate selection.
- Ch. 21 Updates on cognitive dissonance, cults, stereotypes; enlarged discussion of the effects of TV as a model for prosocial and antisocial behavior.
- Ch. 22 Updates on biodata, personal interviews, employment testing, job enrichment, consumerism; new discussion of pollution and toxic environments; efficient learning of motor skills now discussed in connection with sports psychology.

To summarize, I have tried to update and enhance *Introduction to Psychology* while retaining its existing strengths. I hope that you will be pleased with the final result.