

As a reporter, there is no beat I'd rather cover than psychology. Week by week, new information surprises us with discoveries about how the brain's chemical messengers control moods, about animal abilities, about unconscious ("automatic") thinking, about the roots and fruits of happiness, about the effects of stress on our capacity to fight disease. Indeed, this book, following the field, has changed dramatically since I set to work on the first edition nearly 20 years ago. Today's psychological science is more attuned to the relative effects of nature and nurture, to gender and cultural diversity, and to the neuroscience revolution. We today can also harness new ways to present information, both in books and via electronic media. These changes are exhilarating! Keeping up with new discoveries and technologies fills each day and connects me with many colleagues and friends.

The thousands of instructors and millions of students across the globe who have studied this book have contributed immensely to its development. Much of this has occurred spontaneously, through correspondence and conversations. Dozens of formal reviews from teaching psychologists and researchers around the world have also aided each revision. I look forward to continuing feedback as we strive, over future editions, to create an ever better book.

Throughout its five editions, however, my vision for *Exploring Psychology* has not wavered: *to merge rigorous science with a broad human perspective in a book that engages both mind and heart*. My aim has been to create a state-of-the-art introduction to psychology, written with sensitivity to students' needs and interests. I aspire to help students understand and appreciate the wonder of important phenomena of their lives. I also want to convey the inquisitive, caring spirit in which psychologists *do* psychology. The study of psychology, I believe, enhances our abilities to restrain intuition with critical thinking, judgmentalism with compassion, and illusion with understanding.

Believing with Thoreau that "anything living is easily and naturally expressed in popular language," I seek to communicate psychology's scholarship with crisp narrative and vivid storytelling. Writing as a solo author, I hope to tell psychology's story in a way that is warmly personal as well as rigorously scientific. I love to reflect on connections between psychology and other realms, such as literature, philosophy, history, sports, religion, politics, and popular culture. And I love to provoke thought, to play with words, and to laugh.

What's New?

This new edition retains its predecessor's voice, and much of its content and organization. Yet change is reflected on every page. In addition to the several hundred new references in this edition and updates on every page, I have introduced the following major changes to *Exploring Psychology*, fifth edition:

NEW Chapter 3, The Nature and Nurture of Behavior

Introducing psychology in the new millennium calls for an understanding of the relative effects of nature and nurture on so many of our behaviors. This new chapter introduces students to the nature and nurture concepts that they will encounter throughout the book. I have taken a developmental approach, attempting to weave new thinking and research—from evolutionary psychology and behavior genetics on the "nature" side, and gender and cultural influences on the "nurture" side—into a coherent story of the origins of our human kinship and our human diversity. Later chapters apply these concepts when considering topics such as the evolutionary psychology of sleep, the genetics of altruism, gender and intelligence domains, and culture and physique. For a complete list of integrated coverage of these issues, see the tables on pages xiv and xv.

Increasingly Global Perspective on Psychology

For this and succeeding editions I also am working to offer a world-based psychology for our worldwide student readership. Thus, I continually search the world for research findings and text and photo examples, conscious that readers may be in Melbourne, Sheffield, Vancouver, or Nairobi. North American and European examples come easily, given that I reside in the United States, maintain contact with friends and colleagues in Canada, subscribe to several European periodicals, and live periodically in the United Kingdom. But this edition also offers 44 mentions of Australia and New Zealand. We are all citizens of a shrinking world, thanks to increased migration and the growing global economy. Thus, American students, too, benefit from information and examples that internationalize their world-consciousness. And if psychology seeks to explain *human* behavior (not just American or Canadian or Australian behavior), the broader the scope of studies presented, the more accurate is our picture of this world's people. My aim is to expose all students to the world beyond their own country. Thus, I continue to welcome input and suggestions from all readers.

Enhanced Critical Thinking Coverage

I introduce students to critical thinking in a very natural way throughout the book, with even more in this edition to encourage active learning of critical thinking principles.

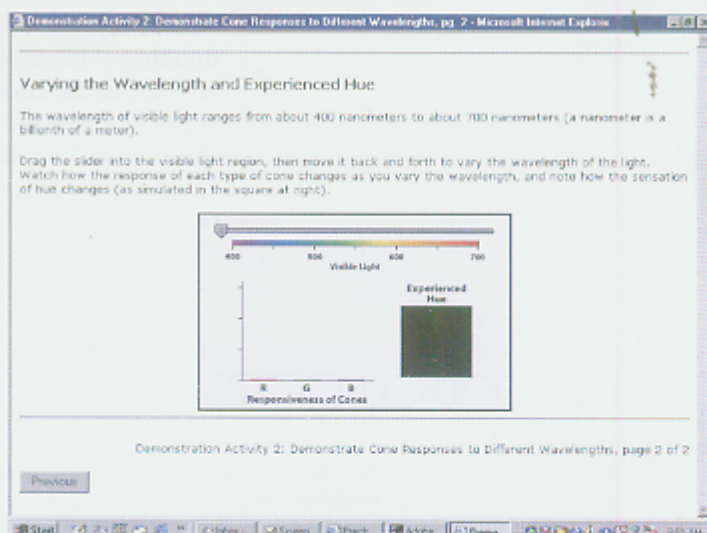
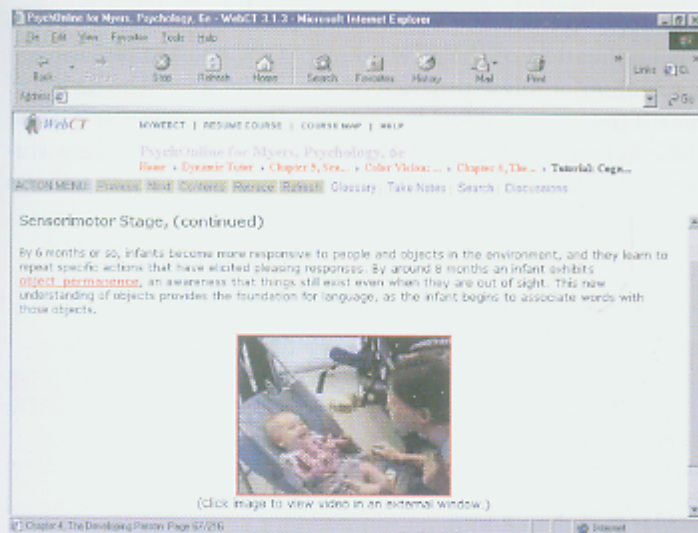
- *Chapter 1 takes a unique, critical thinking approach to introducing students to psychology's research methods, emphasizing the fallacies of our everyday intuition and common sense and, thus, the need for psychological science. Critical thinking is introduced as a key term in this chapter (p. 10).*
- *"Thinking Critically About . . ." boxes are found throughout the book, modeling for students a critical approach to some key issues in psychology. For example, see the new box "Thinking Critically About: Do Video Games Teach or Release Violence?" on p. 560.*
- *Detective-style stories throughout the narrative get students thinking critically about psychology's key research questions.*
- *"Apply this" style questions and activities and "Think about it" style discussions keep students active in their study of each chapter.*
- *Critical examinations of pop psychology spark interest and provide important lessons in thinking critically about everyday topics.*
- *The Appendix on Statistical Reasoning encourages students to "focus on thinking smarter by applying simple statistical principles to everyday reasoning" (pp. A-1–A-8).*

See Table 4 on page xv for a complete list of this text's coverage of critical thinking topics and Thinking Critically About boxes.

New, Comprehensive Online Teaching and Learning Resources

Wonderful new online resources authored by Thomas Ludwig (Hope College) and a team of contributors cover the key topics in *Exploring Psychology*, fifth edition. With *PsychOnline* you pick and choose from a buffet of resources that can be used as a component of a more traditional lecture-based course, or as a complete online course.

Choose from 93 **interactive tutorials**, which review the key concepts in each chapter. Dozens of **Demonstrations, Simulations, Critical Thinking Activities**, and data-collecting **Research Projects** give students an opportunity to learn the core concepts hands-on (Figure 1). Students have many opportunities for review. *PsychOnline* includes hundreds of periodic **Concept Checks** within



the tutorials, a **Practice Quiz** and key concept **Flashcards** at the end of each tutorial, and drag-and-drop-style **labeling** of anatomical and other art.

PsychOnline includes an **Instructor's Resource Library**, with numerous illustrations available in an easy-to-pick-up format for lecture presentations.

Additional resources within *PsychOnline* include:

- **Psychology in the News**—summaries of general news and journal news about human behavior
- **Psychology in Everyday Life**—stories, jokes, and anecdotes related to teaching and learning specific, important topics in the introductory course
- **Psychology Around the Globe**—cross-cultural and international applications
- **Psychology on the Web**—carefully selected, informative sites keyed to important topics in this book
- **Psychology Forum**—with discussion topics designed to encourage student participation

Successful SQ3R Study Aids

1. Exploring *Psychology's* complete system of learning aids includes numbered "preview questions," which appear in this format throughout the book.

Exploring Psychology has retained its popular system of study aids, integrated into an SQ3R structure that augments the narrative without disrupting it. Each chapter opens with a chapter outline that enables students to quickly *survey* its major topics. Numbered preview *questions* at the start of each new major topic define the learning objectives that will guide students as they *read*. *Rehearse It* quizzes at the end of each major section will stimulate students to rehearse what they have learned (see sample on page xviii from Chapter 1). These test items offer a novel combination of crisp review of key ideas and practice with the multiple-choice test format. The chapter-ending *Review* answers each of the numbered preview questions and is followed by answers for each of the *Rehearse It* multiple-choice questions. All **key terms** are defined in the margins for ready reference while students are being introduced to the new term in the narrative (see sample at right). Periodic "Thinking Critically About,"

figure 1
PsychOnline sample screens

The video in the screen at left (from the "Cognitive Development in Infancy and Childhood" tutorial) allows students to watch a baby displaying the beginnings of object permanence. At right (from a Demonstration activity in "Color Vision"), students can interact with wavelength, cone response, and experienced hue until they understand how and why they affect each other. Note in both screens that there is always just enough text to put the images and interactions into a meaningful context for students.

In the margins of this book, students will find interesting and informative review notes, and quotes from researchers and others that will encourage them to be active learners and apply what they are learning.

► **key terms** Look for a complete definition of each important term in the margin near its introduction in the narrative.