

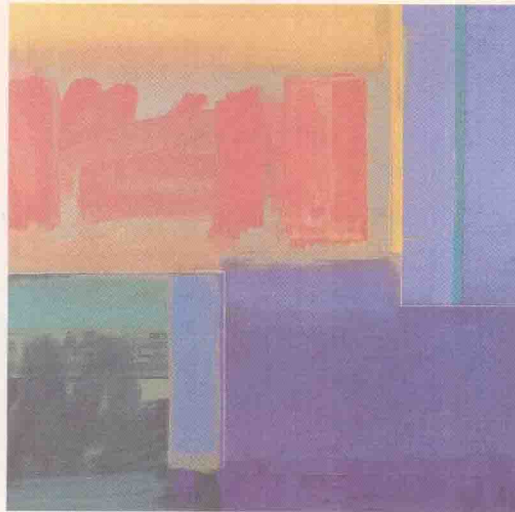
An abstract painting featuring large, textured blocks of color. The top half is dominated by a large red block on the left and a blue block on the right, separated by a vertical yellow line. Below the red block is a green block, and below the blue block is a dark blue block. The bottom half of the painting is a solid dark blue block. The word "PSYCHOLOGY" is written in large, white, serif capital letters across the bottom of the painting.

PSYCHOLOGY

LESTER A. LEFTON LINDA BRANNON

Psychology

Eighth Edition



BOSTON NEW YORK SAN FRANCISCO
MEXICO CITY MONTREAL TORONTO LONDON MADRID MUNICH PARIS
HONG KONG SINGAPORE TOKYO CAPE TOWN SYDNEY

Executive Editor: Carolyn Merrill
Editorial Assistant: Kate Edwards
Marketing Manager: Wendy Gordon
Developmental Editor: Kelly Perkins
Senior Editorial Production Administrator: Deborah Brown
Composition Buyer: Linda Cox
Manufacturing Buyer: Megan Cochran
Cover Administrator: Linda Knowles
Text Design and Electronic Composition: Deborah Schneck
Editorial Production Service: Susan McNally
Photo Researcher: Laurie Frankenthaler
Copy Editor: Susanna Brougham

For related titles and support materials, visit our online catalog at
www.ablongman.com

Copyright © 2003, 2000, 1997, 1994, 1991, 1985, 1982, 1979 by Pearson
Education, Inc.

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

To obtain permission(s) to use material from this work, please submit a written request to Allyn and Bacon, Permissions Department, 75 Arlington Street, Boston, MA 02116 or fax your request to 617-848-7320.

Between the time Website information is gathered and then published, it is not unusual for some sites to have closed. Also, the transcription of URLs can result in unintended typographical errors. The publisher would appreciate notification where these errors occur so that they may be corrected in subsequent editions.

Library of Congress Cataloging-in-Publication Data

Lefton, Lester A.
Psychology / Lester A. Lefton, Linda Brannon. – 8th ed.
p. cm.
Includes bibliographical references and index.
ISBN 0-205-34643-X
1. Psychology. I. Brannon, Linda II. Title

BF121.L424 2002
150–dc21

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1 VHP 08 07 06 05 04 03 02

Photo credits appear on page 739, which should be considered an extension of the copyright page.

Psychology

Preface

The completely revised eighth edition of *Psychology* is the result of a new and exciting partnership between Linda Brannon—the author of *Gender* (third edition, Allyn & Bacon) and co-author of a textbook on health psychology—and me, Lester Lefton. Linda’s expertise in the fields of diversity and gender studies has been essential to the substantial integration of these issues in the eighth edition. Moreover, her engaging writing style and fresh approach to the field of general psychology have greatly enhanced every subject covered in the book. Together, we **thoroughly updated and rewrote** every chapter in order to bring the eighth edition of *Psychology* into the 21st century and to address the most recent topics and concerns in the field today.

Why This Book Was Written

The goal of this book is to help students appreciate the exciting field of psychology, to increase their knowledge, and to stimulate their interest and understanding of human behavior and mental processes. The complexity of psychology makes the task hard, but our love for this discipline makes the task a joy. To share our enthusiasm and appreciation for psychology, we have chosen to focus on four themes that help explain and present psychology.

Four Major Themes

The 21st-century world is diverse and increasingly more connected. Issues of diversity crop up everywhere in the field of psychology and help make it the varied, complicated, and challenging field that it is. We use the following themes to organize our presentation of diversity and interconnection in psychology:

- the complex relationship between nature and nurture
- the changing impact and definition of diversity
- the importance of evolutionary and biological topics within the field of psychology
- the relevance of psychology in students’ everyday life and the importance of critical thinking

What's New in the Eighth Edition and Why

Because it is so important to keep current with new directions in psychology, we have **totally rewritten** the book based on our colleagues' reviews of the previous edition as well as reviews of our competitors. Though the seventh edition of *Psychology* was very well received by both students and the instructors, we felt that the eighth edition needed substantial revision in order to stay attuned to the needs of students and professors in the upcoming years. To achieve this goal, we wrote completely new opening stories that focus on current news events, updated or completely rewrote all the boxed features, and stayed up-to-date on new research and theories—making the eighth edition as current as possible.

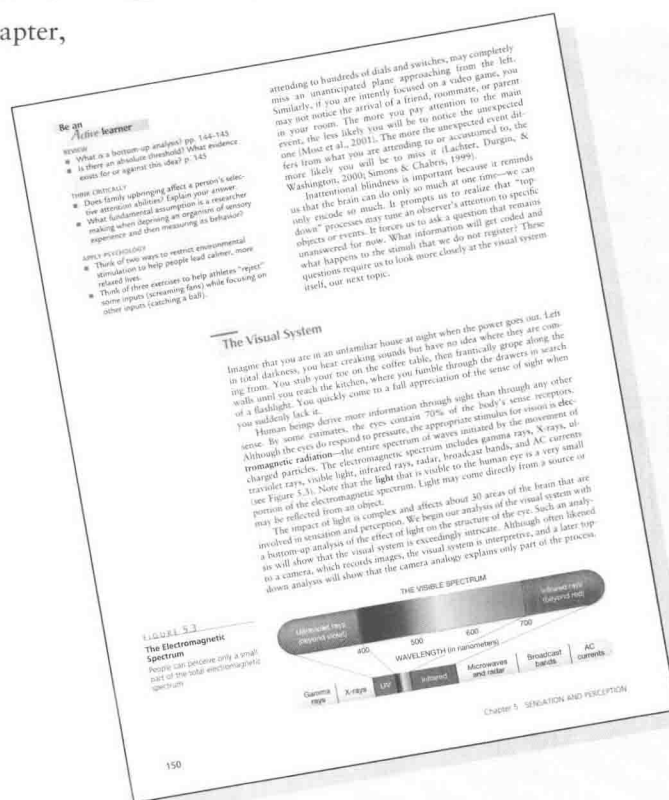
Our Goals: Be an Active Learner

Because Linda and I both teach introductory psychology, we remain engaged with the course material and have, for years, experimented with various presentation methods. We share a mutual goal: to encourage the student to *be an active learner*. To accomplish this in the eighth edition, we did the following:

- Used a personal voice in our writing and shared our own points of view on various aspects of the field
- Added a new text feature called **Be an Active Learner** to encourage students to become actively involved in the learning process, to be responsible for their own learning, and to make psychology meaningful by linking information they are learning to their own life experiences, which is a theme of our text
- Emphasized and expanded upon aspects of psychology that might be particularly relevant to students' lives in a new feature called **Psychology in Action**
- Added a new **Point/Counterpoint** feature to each chapter, encouraging students to actively consider psychological controversies on their own
- Included interactive figures, labeled **For the Active Learner**
- Let real-life students and recent grads tell how they use psychology in their own lives in a new feature called **Student Voices**

New Features to the Eighth Edition

We also updated **all** the features in the book and added several brand-new features for the eighth edition.



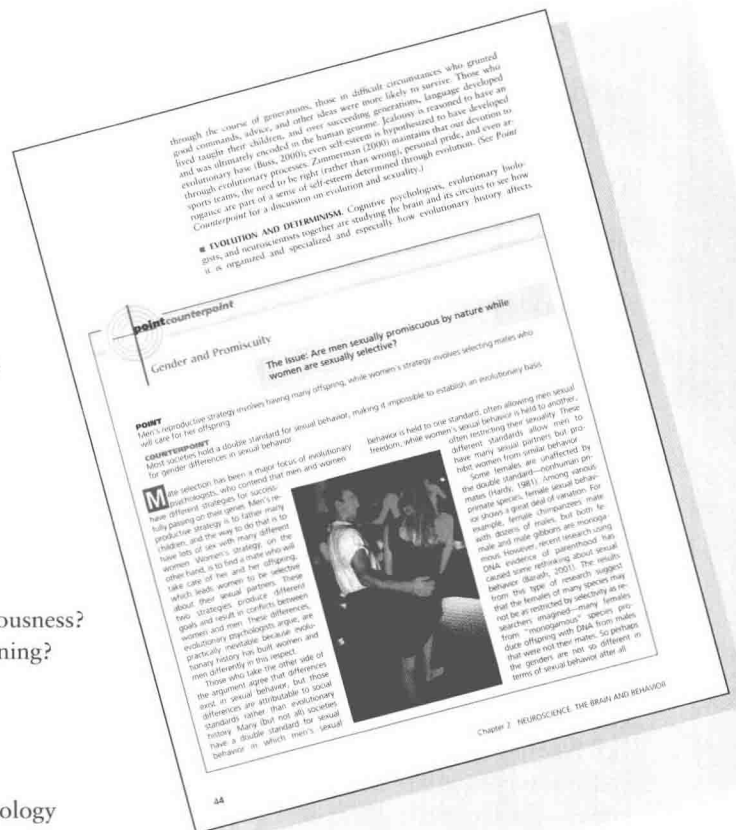
Point/Counterpoint

The new *Point/Counterpoint* feature focuses on controversial issues in psychology, such as ethics in animal research, whether men are naturally promiscuous, whether homosexuality is biologically based or learned, and whether Ritalin really helps people with ADHD. We discuss both sides of the issue and present the latest research results.

- Chapter 1 Research with Nonhuman Animals
- Chapter 2 Gender and Promiscuity
- Chapter 3 Ritalin—Use or Abuse?
- Chapter 4 Adolescent Medical Decision Making
- Chapter 5 Does Subliminal Advertising Work?
- Chapter 6 Is Hypnosis an Altered State of Consciousness?
- Chapter 7 Men and Women—Differences in Learning?
- Chapter 8 Recovered Memories
- Chapter 9 Can Computers Think?
- Chapter 10 One or Many Intelligences?
- Chapter 11 The Basis of Homosexuality
- Chapter 12 Freud's Continuing Relevance to Psychology
- Chapter 13 Do Television Program Content Rating Systems Work?
- Chapter 14 Alternative Medicine
- Chapter 15 Multiple Personality Disorder—Is It Real?
- Chapter 16 Controlled Drinking and Alcoholism
- Chapter 17 The Internet and Social Isolation

Be an Active Learner

Be an Active Learner reminds students to pause, answer questions, and think about what they have just learned. Some questions review material the students have just read, others encourage students to think critically, yet others ask students to apply what they have learned to their own lives.



Introduction to Research Basics

We believe that research is a cornerstone of psychology, and the eighth edition of *Psychology* reflects an increased emphasis on its role. We reviewed every citation from the seventh edition and revised and updated all citations that correspond to the latest research in the field. We kept citations of classic studies from the history of psychological research.

We also believe that the research method should be contextualized within a book and that it is more important to focus on the analysis process rather than on actual data. To accomplish this, Linda Brannon has updated and rewritten the research information that appeared in Chapter 1. It now appears as a series of research lessons—one per chapter—called Introduction to Research Basics. Each box highlights a different research method used in psychological research, and connects it with chapter-related content. These boxes, as a group, stand as a series of lessons in research methodology.

Research Method

- Chapter 1 To Sleep, Perchance to Experiment
- Chapter 2 Correlation Is Not Causation
- Chapter 3 Understanding the Danger
- Chapter 4 Sibling Influences During Early Adolescence
- Chapter 5 Have You Ever Smelled a Color?
- Chapter 6 Caught in a Maze
- Chapter 8 Testing Very Long-Term Memory

- Chapter 9 Acquiring a First Language

- Chapter 10 Seeing What You Expect to See
- Chapter 11 Sex Surveys

- Chapter 12 Are Personality Traits Stable?

- Chapter 13 Internet Use and Sociability

- Chapter 14 Racism and Reactivity
- Chapter 15 Cross-Cultural Factors in a Diagnosis
- Chapter 16 Prevention Instead of Treatment?
- Chapter 17 Sex Discrimination in Employment Interviews

- Experimental
- Correlational
- Cross-Sectional Study
- Longitudinal and Cross-Sectional
- Experimental
- Descriptive
- Ex Post Facto
- Design
- Naturalistic
- Observation
- Experimental
- Survey and Sampling
- Longitudinal
- Study
- Ex Post Facto
- Design
- Experimental
- Case Study
- Experimental
- Meta-Analysis



Psychology in Action

Psychology in Action boxes focus on how psychology can be applied to everyday life. We want students to leave their general psychology class with more than just memorized facts; we want them to gain a pronounced appreciation for the relationship between the theory they have learned and the lives they are leading.

- Chapter 1 Using Psychological Knowledge to Improve Performance
- Chapter 2 Left-Handed in a Right-Handed World
- Chapter 3 Children Read Emotional Cues Well
- Chapter 3 Gender Stereotypes
- Chapter 4 The Legacy of Divorce
- Chapter 6 Sentenced to Meditate
- Chapter 7 Getting Rid of Phobias
- Chapter 7 Creating Fluid, Flexible Thinking
- Chapter 8 Improving Justice
- Chapter 9 Be a Critical Thinker
- Chapter 9 Deaf People and Cochlear Implants
- Chapter 10 The Abecedarian Intervention
- Chapter 11 Lie Detectors and Emotion
- Chapter 12 Seeing Violence, Doing Violence
- Chapter 13 Why We Listen to What "They" Say
- Chapter 14 Psychology and the Aftermath of September 11
- Chapter 15 Preventing Suicide
- Chapter 16 Choosing a Therapist
- Chapter 16 A Token Economy
- Chapter 17 Who Is at Risk for Excessive Drinking?

Student Voices

Student Voices is a new feature, found in the margins of the text. Current college students and recent graduates discuss why studying psychology is important to them and how they actively apply it in their own lives.



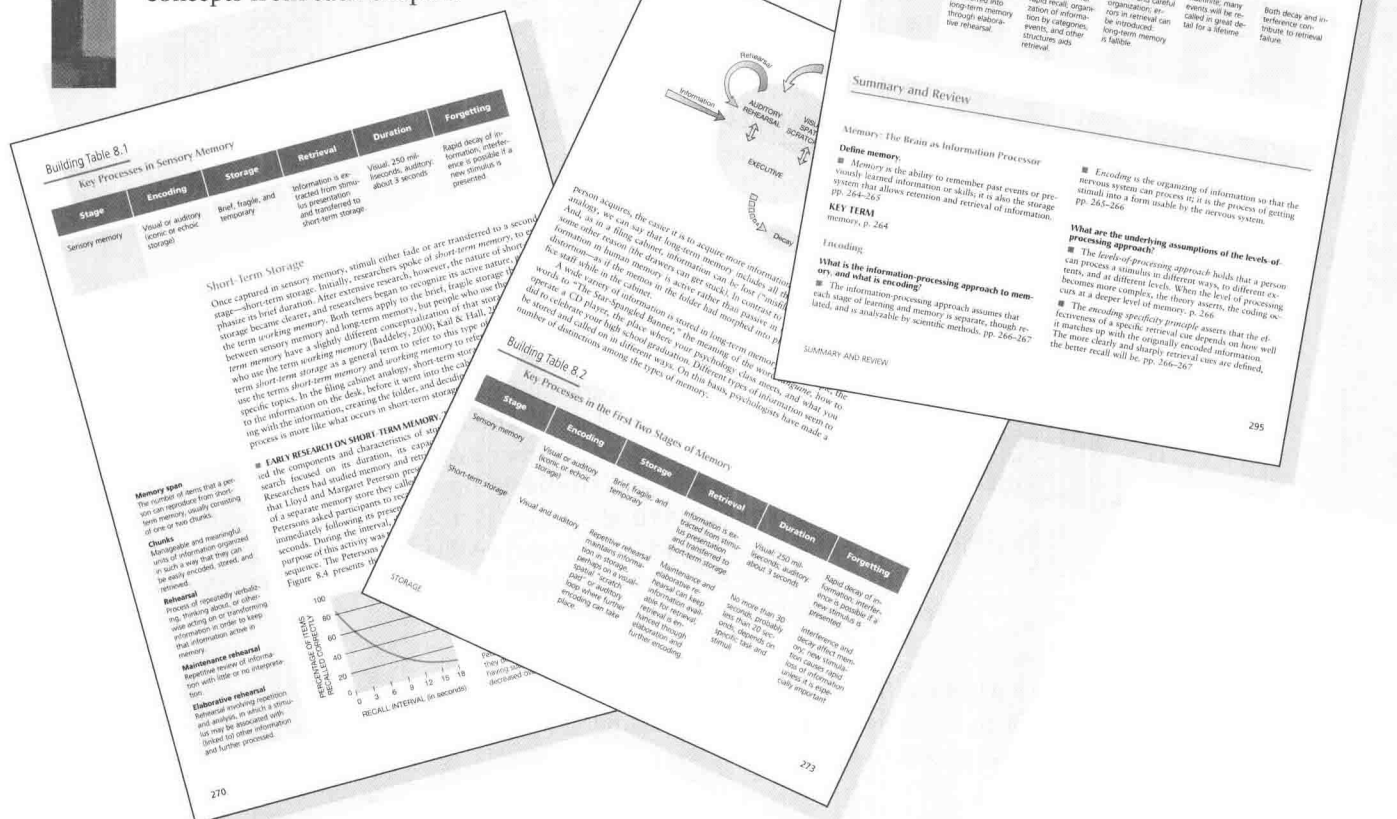
The *Brain and Behavior* box reinforces one of the main themes of the text: the important role of biological and evolutionary topics within the rapidly changing field of psychology. The box introduces students to the role of recent research and touches upon topics such as geography and dyslexia, the aging brain and Alzheimer's disease, and neuroimaging and mental disorders.

- Chapter 1 We've Come a Long Way
- Chapter 2 The Special Case of Twins
- Chapter 3 Critical Periods
- Chapter 4 The Prevalence of Eating Disorders
- Chapter 5 Geography and Dyslexia
- Chapter 5 Seeing Pain
- Chapter 6 Drug Addiction
- Chapter 7 Conditioning in Addicts
- Chapter 8 The Aging Brain and Alzheimer's Disease
- Chapter 9 Is Cognition Hardwired in Any Way?
- Chapter 10 Art, Creativity, and Intelligence
- Chapter 11 Experiencing and Recognizing Fear
- Chapter 12 The Genetics of Personality Traits
- Chapter 13 Biological Aspects of Human Aggression
- Chapter 14 Psychoneuroimmunology
- Chapter 15 Neuroimaging and Mental Disorders—It's All in Your Brain
- Chapter 16 A Best-Selling Medication—Prozac
- Chapter 17 Forensic Psychology—DNA and the Law



Building Tables

This feature, popular in previous editions, synthesizes the information presented in each chapter in a chart that provides a review at a glance. Aptly named, *Building Tables* build fact upon fact to ensure that students retain the most important concepts from each chapter.



Reorganization of the Eighth Edition

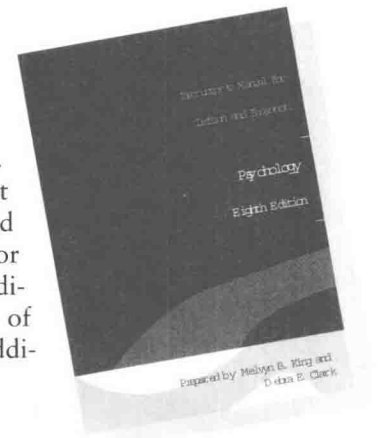
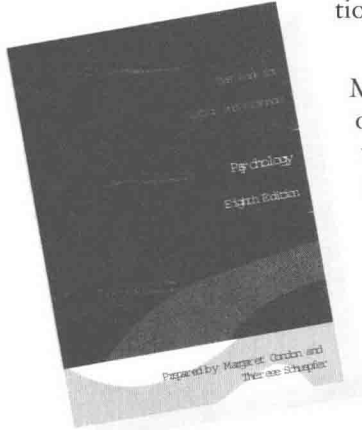
The chapters on child development and on adolescent and adult development now follow the chapter on brain and behavior, in order to underscore the importance of development in the study of psychology and to introduce the complex relationship between nature and nurture. However, every chapter in the book has been written so that it can either stand alone or be read in sequence with others. Also, every chapter has been rewritten with the aim of providing a more structured approach, with a smoother, more cohesive flow of information. We have attempted to match the internal structure of each chapter with the way teachers present material.

Twentieth-Century American Artwork

Art and psychology can both be viewed as windows to the soul. The eighth edition capitalizes on this connection by drawing students into each chapter through the visual language of the 20th-century American artist. A carefully chosen piece of art appears at the beginning of each chapter, representing the glorious diversity of modern psychology. The art selections span the portfolios of a varied group of 20th-century artists. Both men and women are represented, as well as artists of various ethnicities and those who are famous as well as less well known. The idea is this: When students view the works of artists such as Jonathan Greene, Ruby Pearl, Andy Warhol, Margaret Sargent, and Jacob Lawrence, we want them to *feel* psychology as it moves through our modern age.

Supplements for Instructors

The *Instructor's Resource Manual*, written by Melvyn B. King of State University of New York–Cortland and Debra E. Clark, has been completely revamped for this edition. Each chapter begins with a valuable grid correlating the text to every print and media supplement available. King and Clark continue to correlate ancillary materials and instructor resources throughout their detailed lecture outlines. In addition, the *Instructor's Resource Manual* contains a wealth of activities, handouts, and numerous additional teaching aids.



Margaret Condon and Therese Scheupfer of Northeastern Illinois University have developed a lengthy *Test Bank*. Many of the items have been classroom-tested. More than 2,000 multiple-choice questions are available; to make the items more challenging to students, the authors have added a fifth answer option to each question. In addition, they have crafted numerous true/false, short answer, and longer essay questions to flesh out this robust *Test Bank*, which is also available on a dual platform CD-ROM. This computerized version is available with Tamarack's easy-to-use TestGen software, which lets you prepare tests for printing as well for network and online testing and has full editing capability for Windows and Macintosh.

The Allyn & Bacon Introduction to Psychology Transparency Set contains 200 full-color transparencies and is available upon adoption of the text from your local Allyn & Bacon sales representative.

The Allyn & Bacon Interactive Video, a 90-minute tape with on-screen critical thinking questions, has been developed to accompany Psychology. The accompanying video user's guide offers suggestions for using the video in class and contains a summary of each video segment.

Course Compass, *BlackBoard*, *WebCT*—Allyn & Bacon's course management systems—combine premium online content with enhanced class management tools such as quizzing and grading, syllabus building, and results reporting. See www.abinteractive.com for more information.

The *Digital Media Archive 3.0* is a CD-ROM that contains hundreds of full-color digitized images, as well as video clips, audio clips, web links, activities, and lecture outlines to enhance introductory psychology lectures.

A *PowerPoint* CD-ROM presentation for Windows, which includes an electronic copy of the *Instructor's Resource Manual*, as well as a link to the book's companion website, was prepared by Albert M. Bugaj of University of Wisconsin–Marinette and is available to adopters of the book.

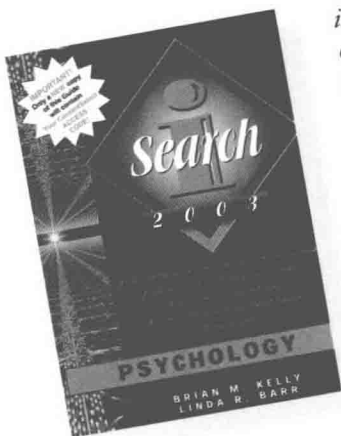
A *Companion Website* was designed to accompany this eighth edition. Access is available with the purchase of a new textbook; available on this free site is an on-line study guide, which includes chapter learning objectives and multiple-choice questions. The site also contains video, interactive activities, and web links. See www.ablongman.com/lefton8e for a sample of the site.

Mind Matters CD-ROM was developed by James Hilton of the University of Michigan and Charles Perdue of West Virginia University, this CD-ROM is available to be packaged with your text. A unique learning tool, the CD-ROM helps students explore psychology by combining interactivity with clear explanation, fostering active learning and reinforcing core concepts. Visit www.abacon.com/mindmatters for sample activities. Both a print copy and a downloadable copy of a *Faculty Guide* are available.

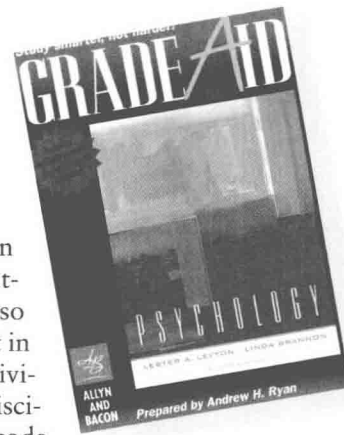
Allyn & Bacon Video Library makes available to instructors an extensive videotape library. Please see your local Allyn & Bacon sales representative for details regarding the video policy.

Supplements for Students

Grade Aid, a workbook by Andy Ryan, a police psychologist who teaches at the University of South Carolina, actively involves students in the learning process. For each chapter, *Grade Aid* features chapter summaries, learning objectives, activities and exercises, practice tests, and short answer/essay questions, to help students grasp the concepts in the text.



iSearch for Psychology contains material on conducting web searches and critically evaluating and documenting Internet sources. It also contains material specific to using the Internet in the study of psychology through Internet activities, as well as lists of URLs related to the discipline. The *iSearch* also contains an access code for entrance to ContentSelect, Pearson Education's online database of peer reviewed and discipline-specific journals. Students can conduct online research anywhere and any time they have an internet connection.



Psych Tutor, a service of Allyn & Bacon, provides free tutoring for students who purchase a new text.

Qualified college psychology instructors tutor students on all material covered in the text, including art and figures. The Tutor Center provides tutoring assistance by phone, fax, e-mail, and the Internet, during Tutor Center hours. Students who bought used books can purchase the Psych Tutor for \$25 at www.aw.com/tutorcenter.

Premium Resource CD combines a compilation of chapter-specific video clips with critical thinking questions, and links directly to the companion website. Clips include coverage of such topics as the human genome project, anorexia, alcoholism in teens, a gender study, hypnosis, lucid dreaming, phobias, and more.

Acknowledgments

We thank the following people who prepared special marketing reviews to assist us in gauging trends in the field and to provide us with their own valuable input to our draft manuscript of the eighth edition:

Lee Fernandez, Modesto Junior College
Alicia Grandey, Pennsylvania State University
Emmett Lampkin, Kirkwood Community College
Jerry Marshall, Green River Community College
Mark Mitchell, Clarion University
Merryl Patterson, Austin Community College

We also thank the following people who reviewed the seventh edition in preparation for our writing of the eighth edition:

Joseph Bilotta, Western Kentucky University
Victor Broderick, Ferris State University
Brad Caskey, University of Wisconsin–River Falls
Stephen Chew, Samford University
David Coddington, Midwestern State University
Patrick R. Conley, University of Illinois–Chicago
Randolph R. Cornelius, Vassar College
Orlando Correa, Hartford Community College
Tamara J. Ferguson, Utah State University
Scott Geller, Virginia Polytechnic Institute and State University
Judy Gentry, Columbus State Community College
Harvey Ginsburg, University of Southwest Texas State
Ronald Jacques, Brigham Young University–Idaho
James Johnson, Illinois State University–Normal
Edward Harmon Jones, University of Wisconsin–Madison
Tracy L. Kahan, Santa Clara University
Kevin Keating, Broward Community College
Melvyn B. King, SUNY–Cortland
Stephen Klein, Mississippi State University
Gary Levy, University of Wyoming
Michele Lewis, Northern Virginia Community College
Fred Medway, University of South Carolina
Jeffrey Mio, California State Polytechnic University–Pomona
Margie Nauta, Illinois State University
Shannon Rich, Texas Woman's University
Deborah Richardson, University of Georgia
Larry Rosenblum, University of California–Riverside
Alan Searleman, St. Lawrence University
Michael Selby, California Polytechnic State University
N. Clayton Silver, University of Nevada–Las Vegas
Pamela Stewart, Northern Virginia Community College–Annandale
W. Scott Terry, University of North Carolina–Charlotte
Michelle Tomarelli, Texas A&M University
German Torres, SUNY–Buffalo
Kim Ujcich, Middle Tennessee State University
Lisa Whitten, SUNY–Old Westbury
Michael Zickar, Bowling Green State University

We owe a huge debt of thanks to the people at Allyn and Bacon for their support, guidance, and assistance. Carolyn Merrill's confidence, management, support, and careful handling have been essentially important for both of us. A first-class editor and publisher, she is also a first-class person. Kelly Perkins and Anne Weaver helped us think creatively and write carefully; their insights were helpful. Allyn and Bacon's production department reinvigorated the eighth edition with the professional skills of designer/page maker Deborah Schneck and copy editor Susanna Brougham. Susan McNally facilitated the process of production at a time that we appreciated a calm, smooth, and methodical force. We also thank Joyce Nilsen and Marcie Mealia for their dedicated efforts in selling our book.

Students always deserve thanks because they teach us, and we acknowledge that situation and thank them for doing so. We thank Grant Bursek and Chris May who helped in library research. We thank several staffers, including Maxine Cogar and Pat Harrison, who helped us with logistical support. We also owe thanks to our colleagues in our psychology departments, who offered expert advice and cheerleading, each at the appropriate times. Several colleagues were especially helpful to me (LB), including Jess Feist, Diana Odom Gunn, Patrick Moreno, Cam Melville, Dena Matzenbacher, and Jan Disney.

We have friends and relatives who have supported and inspired us in various ways through the years, and their love, encouragement, and friendship mean a great deal to us. I (LL) thank Gene and Lois Green, Al and Susan Waxenberg, Stephen and Nancy Guerrero, Marcy and Jason Mallett. I also thank Frank Provenzano, Len Rosen, Ed Caress, Sandi Kirschner, and Bill Barke—each in his or her own way has helped me enormously. I thank my friend, mentor, and teacher Arnold Rubin for his enduring support; his untimely passing has left a gulf in many people's lives. And my love to my daughters, Sarah and Jesse, who inspire and bring me pride every day.

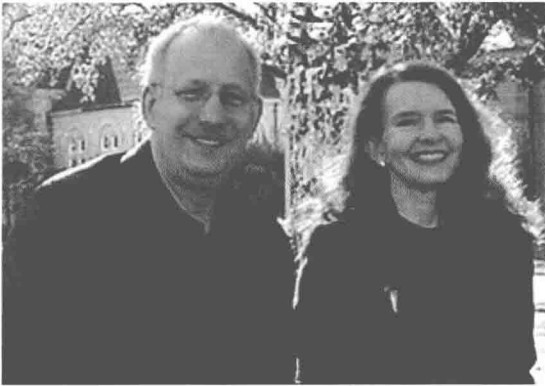
Our spouses deserve special recognition. Linda Lefton and Barry Humphus have encouraged and supported us in this daunting task, and they deserve even more than the love and thanks that we offer. They are our friends, lovers, and spouses—they are our best friends. What more can we say?

*Lester A. Lefton
Linda Brannon*

Two Careers in Psychology

I love teaching psychology. I hope my students here at Tulane University like the way I do it. My teaching technique and style began over three decades ago. My career in psychology began with a survey of sexual attitudes that I conducted in high school. I passed out questionnaires to the juniors and seniors, who were to respond anonymously. Then I spent days poring over, collating, and summarizing the data—which I, of course, found fascinating.

At Northeastern University in Boston, I majored in psychology and was particularly interested in clinical psychology. I took courses in traditional experimental psychology—learning, physiology, perception—but especially enjoyed abnormal psychology, child development, and personality. While in college, I worked in a treatment center for emotionally disturbed children. The work was hard, emotionally grueling, and stressful, and the pay wasn't particularly good—thus, the direct delivery of mental health services began to lose some of its appeal for me. Later, as a laboratory assistant, I collected and analyzed data for a psychologist doing research in vision. In contrast to my counseling experience, hunting for answers to scientific questions and collecting data were activities that held my interest.



My graduate studies at the University of Rochester included research in perception, and I studied visual information processing. In graduate school, my intellectual skills were sharpened and my interests were focused and refined. After earning my PhD, I became a faculty member at the University of South Carolina. My research in cognitive psychology involved studying perceptual phenomena such as eye movements. Now at Tulane University, I teach, do research, and write psychology textbooks. My goal is to share my excitement about psychology in the classroom, in my textbooks, and in professional journals.

Over time, my interests have changed, as I'm sure yours will. At first, I was interested in the delivery of mental health services to children. Later, I focused on applied research issues, such as eye movements among learning-disabled readers. But my primary focus remains in basic research issues. My evolving interests have spanned the three major areas in which psychologists work: applied research, human services, and experimental psychology—topics I present throughout the text.

I am married to a wonderful woman and have two daughters. I have applied in my family life much of what I have learned in my profession. My family hasn't been angry about it, although from time to time my "psychologizing" about issues can be annoying, I'm sure. I'm an avid bicyclist and computer hacker and occasional photographer. My life has generally revolved around my work and my family—not

necessarily in that order. You'll probably gather that from many of the stories and examples I relate in this text.

I invite you to share in my excitement and my enthusiasm for psychology. Stay focused, read closely, and think critically. As you read, think about how the text relates to your own experiences—drawing personal connections to what you read will make it more meaningful. And please feel free to write me: *Lefton@tulane.edu*. Good luck!

Lester Lefton

My career in psychology began when I kept taking psychology courses as an undergraduate at the University of Texas at Austin. I was going to be a drama major, but I just couldn't stay away from the psychology courses because I was intrigued by how people understand the world in terms of language. Other areas of psychology, such as social psychology and child development, were almost equally exciting. Deciding which one to pursue was difficult, but I chose the program in human experimental psychology at the University of Texas at Austin.

During my years in graduate school, I was involved in researching language and cognitive processes. I spent many hours in the laboratory, collecting and analyzing data, and attempting to understand. The results of research studies fascinated me. I loved the data, and the printouts, and the patterns that the analyses revealed.

Toward the end of my doctoral studies, I got to teach a course in introductory psychology, and I also discovered that I loved teaching. When I finished my doctoral degree, I went to McNeese State University in Lake Charles, Louisiana. McNeese emphasizes teaching, and I taught a variety of courses, specializing in experimental psychology and biopsychology as well as continuing to teach introductory psychology.

In the early 1980s, I became interested in the developing field of health psychology. Along with Jess Feist, one of my colleagues in the department of psychology, I began to write a textbook for this new area. The result is *Health Psychology: An Introduction to Behavior and Health*, which is now in its fifth edition.

When I was a graduate student, a minority of students were women, but that situation changed, bringing changes to the entire field of psychology. It was exciting to be part of that transition and to watch women come into the discipline in large numbers. My research interest turned to gender issues, and an editor at Allyn and Bacon persuaded me that I should write a textbook on the topic. *Gender: Psychological Perspectives* is the result, and the course that I teach on the psychology of gender is one of my favorites.

I teach, do research in the area of gender, and write textbooks. In 1998, I was selected to be Distinguished Professor of the year at McNeese State University. I am married to a terrific guy, Barry Humphus, who has encouraged and helped me do things I did not think I could do, such as write three textbooks. I love movies (and movie trivia) and find wine both delicious and fascinating. I am an occasional hiker and reluctant jogger.

My students never stop teaching me, and I am grateful to them. Both Lester and I invite you to share our excitement and enthusiasm for psychology. If you want to tell me anything, contact me at *lbrannon@lightwire.net*.

Linda Brannon