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INVITATION TO PSYCHOLOGY

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THIRD EDITION

CAROLE WADE

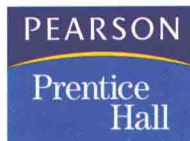
CAROL TAVRIS

STUDY EDITION

INVITATION TO PSYCHOLOGY

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THIRD EDITION



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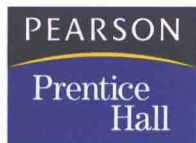
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TO THE INSTRUCTOR

Psychology textbooks have always had a little problem with length. William James's two-volume classic, *Principles of Psychology* (1890), took him twelve long years to write and weighed in at a hefty 1,393 pages. (And today's students think *they* have it hard!) Just two years after it was published, James followed it with *Psychology, Briefer Course*, which was much shorter, under 500 pages. But James was not happy with his briefer book; in a letter to his publishers, he complained that he had left out "all bibliography and experimental details, all metaphysical subtleties and digressions, all quotations, all humor and pathos, all *interest* in short. . . ." (quoted in Weiten & Wight, 1992).

The great James was probably too hard on himself; he was entirely incapable of writing anything dull or uninteresting. Nevertheless, we kept his words in mind as we were working on our own "briefer" introduction to psychology. From the outset, we were guided by a philosophy that we hoped would help us avoid some of the pitfalls of the genre:

1. A brief book should have not only fewer chapters than a longer book but also its own meaningful organization.
2. Students at all levels need critical-thinking tools for evaluating psychological issues intelligently.
3. Brief or long, a textbook needs to use examples, analogies, lively writing, and a strong narrative sense to pull students into the material and make it relevant to their lives.
4. Students remember more if they learn actively.
5. Research on culture, gender, and ethnicity is as integral to psychology as is research on the brain, genetics, and hormones.

In the rest of this preface, we describe how we have tried to translate our philosophy about writing this book into reality, and what is new in this second edition.

1. Brevity and Organization

We know that instructors often feel hard pressed to cover all of the material of a 17- or 18-chapter introductory text in a semester or quarter. The 14 chapters in this book cover all the major topics in introductory psychology, but organized differently than in our 17-chapter edition. We wanted to do two things: engage students quickly and provide a logical "scaffolding" for the diverse topics in psychology. The first chapter, which introduces students to the field and to the fundamentals of critical and scientific thinking, is followed by six sections, each consisting of two chapters

(or in one case, three). The title of each section invites the reader to consider how the discipline of psychology can illuminate aspects of his or her own life and provides the reader with a personal frame of reference for assimilating the information:

- **PART ONE: YOUR SELF** examines major theories of personality (Chapter 2) and development (Chapter 3). These are extremely high-interest topics for students, and will draw them into the course right away. Moreover, starting off with these chapters allows us to avoid redundancy in coverage of the major schools of psychology—biological, learning, cognitive, sociocultural, and psychodynamic. Instead of introducing these perspectives in the first chapter and then having to explain them again in a much later personality chapter, we cover them once, in this section.
- **PART TWO: YOUR BODY** explores the many ways in which the brain, neurons, and hormones affect psychological functioning (Chapter 4), body rhythms and states of consciousness (Chapter 5), and the neurological and psychological underpinnings of sensation and perception (Chapter 6).
- **PART THREE: YOUR MIND** discusses the impressive ways in which human beings think and reason—and why they so often fail to think and reason well (Chapter 7)—and explores the puzzles and paradoxes of memory (Chapter 8).
- **PART FOUR: YOUR ENVIRONMENT** covers basic principles of learning (Chapter 9) and the impact of social and cultural contexts on behavior (Chapter 10). Combining learning and social psychology in the same part is a break from convention, but we think it makes wonderful sense, for these two fields share an emphasis on external influences on behavior.
- **PART FIVE: YOUR MENTAL HEALTH** reviews the major mental and emotional disorders (Chapter 11) and evaluates the therapies designed to treat them (Chapter 12).
- **PART SIX: YOUR LIFE** shows how mind, body, and environment influence emotions, stress, and health (Chapter 13) and the fundamental motives that drive people: Eating and appetite, love and sex, and work and achievement (Chapter 14).

Naturally, we could not include every topic that might be found in a longer book, but we have retained those that

are truly essential in an introductory course. In most cases, you will find these topics in the chapters where you expect them to be, but there are a few exceptions. For example, eating disorders are not discussed in the chapter on psychological disorders; instead, we discuss them in the context of psychological, genetic, and cultural factors in eating, overweight, and dieting (Chapter 14). If at first you do not see a topic that interests you, we urge you to look for it in the table of contents or the index.

2. Critical and Creative Thinking

Since we introduced critical thinking in the first edition of our longer book, in the 1980s, we have been gratified to see its place in the study of psychology grow. Without critical-thinking skills, learning ends at the classroom door.

In this book, too, our goal is to get students to reflect on what they learn, resist leaping to conclusions on the basis of personal experience alone (so tempting in psychological matters), apply rigorous standards of evidence, and listen to competing views. As in our longer book, we introduce eight basic guidelines to critical and creative thinking right away, in the first chapter, and then teach and model these guidelines throughout the book.

We use a critical-thinking icon—a lightbulb—together with a “tab” like the one in the sample on this page—to draw the reader’s attention to some (but not all) of the critical-thinking discussions in the text. The lightbulb and tab are meant to say to students, “Listen up! As you read about this topic, you will need to be especially careful about assumptions, evidence, and conclusions.” The critical-thinking lightbulb also appears in Quick Quizzes (see the discussion of Active Learning on page xi) to alert students to quiz items that give them practice in critical thinking.

True critical thinking, we have always maintained, cannot be reduced to a set of rhetorical questions or to a formula for analyzing studies. It is a *process of evaluating claims and ideas, and thus it must be woven into a book's narrative*. We try to model critical thinking for students in our evaluations not only of popular but unsupported ideas in the popular culture, for example about ESP and "PMS," but also in our evaluations of unsupported academic beliefs, such as the notion that the sexes differ in moral reasoning (they don't), that projective tests like the Rorschach and anatomically detailed dolls are reliable and valid ways of assessing personality and emotional disorders (they aren't), or that the effective ingredient of the popular therapy EMDR is the finger-waving by the therapist (it isn't). Likewise, we try to convey the importance of critical thinking and empirical evidence in our coverage of psychological issues that have evoked emotional debate, such as children's eyewitness testimony, multiple personality disorder, "recovered"

Table 12.1.

The increasing popularity of drugs as a method of treatment poses a problem for clinical psychologists, who, unlike psychiatrists, are not currently licensed to prescribe medication (except in the state of New Mexico). Many psychologists are now lobbying for prescription rights, arguing that they should have access to the full range of treatment possibilities (DeLeon & Wiggins, 1996). But they have run into resistance from the medical profession, which argues that even if psychologists get more training, they will not be qualified to prescribe medication. Many psychologists too are concerned about the medicalizing of their field and want psychology to remain a distinct alternative to psychiatry (DeNelsky, 1996).

Some Cautions About Drug Treatments

Without question, drugs have rescued some people from emotional despair, suicide, obsessive-compulsive disorder, and panic attacks. They have enabled severely depressed or mentally disturbed people to function and respond to psychotherapy. Yet many psychiatrists and drug companies are trumpeting the benefits of medication without informing the public of its limitations, so a few words of caution are in order.

1 *The placebo effect.* New drugs, like new psychotherapies, often promise quick and effective cures, as was the case with the arrival of Clozaril, Xanax, and Prozac. But the **placebo effect** (see Chapter 1) ensures that many people will respond positively to a new drug just because of the enthusiasm surrounding it and their own expectations that the drug will make them feel better. After

turn out to be neither as widely applicable with each new generation of each new "miracle" depressant, including Moncrieff, 2001).

In fact, some in the effectiveness of the placebo effect (Kirsch & researchers who question the placebo effect acknowledge that the placebo effect is commonly believed to be about half of all drug effects. In fact, only about half of the placebo effect corresponds to the specific drug (Hollon, Thase,

2 *High dropout* and *low response* rates have short-term antidepressant effects. In a study of these drugs' unpleasing side effects, two-thirds of people (Glenmullen, 2000) are likely to relapse, especially if they don't know how to cope with the side effects (Glenmullen et al., 1999).

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memories, parental versus peer influence on children, the role of biology in addiction, definitions of racism and sexism, and many others.

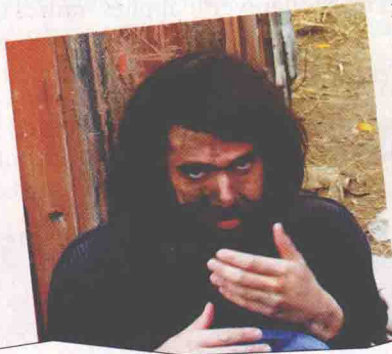
3. Liveliness and Relevance

Virginia Woolf once said that fiction is not dropped like a pebble upon the ground, but, like a spider's web, is attached to life at all four corners. The same principle applies to good textbook writing. Authors of texts at all levels have a unique opportunity to combine scholarly rigor and authority with warmth and compassion in conveying what psychologists know (and still seek to know) about the predicaments and puzzles of life.

Right from the outset, we want students to see that psychology can deepen our understanding of those predicaments and puzzles. Its lessons apply to the world, and to us all as individuals. Each chapter therefore begins with a feature called **Psychology in the News**, a real news item—for example, about a 63-year-old woman giving birth, a rape victim whose mistaken eyewitness testimony sent an innocent man to prison for 11 years, a college president arrested for smoking marijuana, a child who died during a session of “rebirthing” therapy in Colorado, a Mob leader

Psychology In The News

“American Taliban” Sentenced to 20 Years



fight against the Northern Alliance.

His lawyers and family claim that Lindh was a lonely, somewhat lost young man on a spiritual quest who got in over his head when he went to the Middle

In his 21 years,

Mujahid. In his midteens, in his hometown of San Anselmo, California, he became a Muslim and began wearing white robes, calling himself Suleyman al-Lindh. After studying at the Islamic Center of San Francisco, he told his parents he wanted to go to the Middle East and become a

who successfully feigned mental illness for years to escape prison.

We use these stories to raise issues that will be addressed in the chapter. Then, at the end of the chapter, we revisit the opening story, using concepts and findings that the reader has been studying, to show how they illuminate the issues raised. We think this device helps promote critical thinking and also helps students appreciate that psychology is indeed “attached to life at all four corners.”

At the end of each chapter, another feature, called **Taking Psychology With You**, draws on research reported in the chapter to tackle practical topics, such as living with chronic pain (Chapter 6), eliminating bad habits (Chapter 9), getting along with people of other cultures (Chapter 10), and evaluating self-help programs and books (Chapter 12).

→ TAKING PSYCHOLOGY WITH YOU ←

TRAVELS ACROSS THE CULTURAL DIVIDE

A French salesman worked for a company that was bought by Americans. When the new American manager ordered him to step up his sales within the next three months, the employee quit in a huff, taking his customers with him. Why? In France, it takes years to develop customers; in family-owned businesses, relationships with customers may span generations. The American wanted instant results, as Americans often do, but the French salesman knew this was impossible and quit. The American view was “He wasn’t up to the job; he’s lazy and disloyal, so he stole my customers.” The French view was “There is no point in explaining anything to a person who is so stupid as to think you can acquire loyal customers in three months” (Hall & Hall, 1987).

Or suppose that you are shopping in the Middle East or Latin America, where bargaining on a price is the usual practice. If you are not used to bargaining, the experience is likely to be exasperating—you will not know whether you got taken or got a great deal. On the other hand, if you are from a bargaining culture, you will feel just as exasperated if a seller offers you a flat price. “Where’s the fun in this?” you’ll say. “The whole human transaction of shopping is gone!”

Whichever kind of culture you come from, you may need a “translator” to help you navigate the unfamiliar system. In Los Angeles, a physician we know could not persuade his Iranian patients that office fees are fixed, not negotiable. They kept offering him half, then 60 percent . . . and each time he said “no”

but most of us will still feel uncomfortable trying to change our own ways.

• **Avoid stereotyping.** Try not to let your awareness of general cultural differences cause you to overlook individual variations within cultures. During a dreary Boston winter, Roger Brown (1986) went to the Bahamas for a vacation. To his surprise, he found the people he met unfriendly, rude, and sullen. As a social psychologist, he came up with a situational attribution for their behavior: He decided that the reason was that Bahamians had to deal with spoiled, demanding foreigners. He tried out this hypothesis on a cab driver. The cab driver looked at Brown in amazement, smiled cheerfully, and told him that Bahamians don’t mind

4. Active Learning

One of the soundest findings about learning is that you can’t just sit there like a sack of potatoes while it happens. You have to be actively involved, whether practicing the new skill or encoding new material. Our textbook includes several pedagogical features that encourage students to become actively involved in what they are reading.

What’s Ahead introduces each major section within a chapter with a set of brief questions. These are not merely rhetorical but are intended to be provocative or intriguing enough to arouse students’ curiosity and draw them into the material: Why do some people get depressed even though they “have it all”? Why are people who are chronically angry and mistrustful their own worst enemy? What is the “Big Lie,” and why does it influence so many people?

Looking Back, at the end of each chapter, lists all of the *What’s Ahead* questions along with page numbers to show where the material for each question was covered. By using this feature, students can check their retention and can easily review if they find that they can’t answer a question. Some instructors may want to turn some of these questions into essay or short-answer test items or written assignments.

Quick Quizzes have been retained and adapted from our longer text because of their track record in promoting active learning. These periodic self-tests encourage students to check their progress while they are reading and to go

back and review if necessary. The quizzes do more than test for memorization of definitions; they tell students whether they comprehend the issues. Mindful of the common tendency to skip quizzes or to peek at the answers, we have used various formats and have included entertaining examples in order to motivate students to test themselves.

As mentioned earlier, many of the quizzes also include critical-thinking questions, identified by the lightbulb symbol. They invite the student to reflect on the implications of findings and to consider how psychological principles might illuminate real-life issues. For example: What kinds of questions should a critical thinker ask about a new drug for depression? If a woman's job performance is declining, what else besides low achievement might be the reason? Why should consumers be cautious about accepting the success of a therapy, self-help program, or drug on the basis of some individual's enthusiastic testimonial?

Get Involved exercises provide an entertaining approach to active learning. Some consist of quick demonstrations (e.g., swing a flashlight in a dark closet to see how briefly images remain in sensory memory); some are simple mini-studies (e.g., violate a social norm and see what happens); and some help students relate course material to their own lives (e.g., if you drink, list the motives you have for doing so). Instructors may want to assign some of these exercises to the entire class and then discuss the results and what they mean.

5. Mainstreaming Culture, Gender, and Biology

Of course, all introductory textbooks are divided into chapters that cover particular topics or subfields, such as the brain, emotion, developmental psychology, and social psychology. Increasingly, however, some areas of investigation can no longer be squeezed into a single chapter, because they are relevant to topics throughout the course. This is especially true of findings from the "bookends" of human behavior, culture and biology, as well as research on gender, that little subject of immense interest!

Where possible, therefore, we have tried to integrate research in these areas wherever it applies, rather than relegating studies on gender, culture, or biology to an intellectual ghetto of separate chapters or boxed features.

GENDER

For examples of how we treat gender issues, see our discussions of:

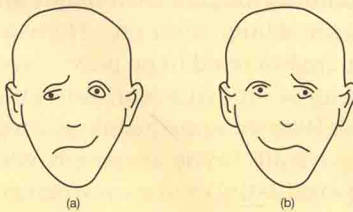
- Male-female similarities in moral reasoning (p. 86)
- Sex differences in the brain (pp. 133–135)
- Gender and emotion (pp. 428–429)
- Evolutionary theories of sexual behavior (pp. 458–460)
- Weight and eating disorders in women and men (pp. 469–470)

For example, we cover many gender differences in this book—in pain, sexual attitudes and motives, sexual coercion, body satisfaction, depression, antisocial personality disorder, children's play preferences, and ways of expressing love, intimacy, and emotion, to mention just a few. (You will find many other topics in the index.) We do not equate

stroke damage in these regions could recognize all of the basic facial expressions except for disgust, mining its emotional importance, and making the initial decision to approach or withdraw from a person or situation (Adolphs, 2001; LeDoux, 1996).

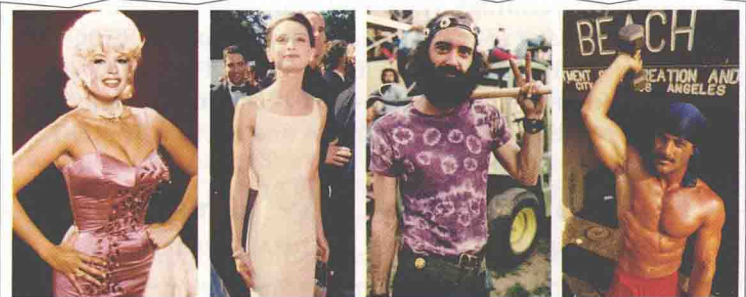
GET INVOLVED! TURN ON YOUR RIGHT HEMISPHERE

These faces have expressions of happiness on one side and sadness on the other. Look at the nose of each face; which face looks happier? Which face looks sadder?



You are likely to see face b as the happier one and face a as the sadder one. The likely reason is that in most people the left side of a picture is processed by the right side of the brain, where recognition of emotional expression primarily occurs (see Chapter 4; Oatley & Jenkins, 1996).

Other pedagogical features include **graphic illustrations** of complex concepts; a **running glossary** that defines boldfaced technical terms on the pages where they occur for handy reference and study; a **cumulative glossary** at the back of the book; a list of **key terms** at the end of each chapter with page numbers so that students can find the sections where the terms are covered; **chapter outlines**; and **chapter summaries** in paragraph form to help students review major concepts.



Should a woman be voluptuous and curvy or slim as a reed? Should a man be thin and unmuscular or strong and buff? Genes and evolution cannot explain cultural changes in attitudes toward the ideal body. During the 1950s, actresses like Jayne Mansfield embodied the post-war ideal: curvy, buxom, and "womanly." Today, many women struggle to look like Callista Flockhart: skinny, angular, and boyish. Men, too, have been caught up in body-image changes. The soft and scrawny hippie ideal of the 1960s is a far cry from today's muscular, macho ideal.

weakness (Crandall & Martinez, 1996). And they associate the curvy, big-breasted female body with femininity, nurturance, and motherhood. Hence big breasts are fashionable in eras that celebrate women's role as mothers—such as after World War II, when women were encouraged to give up their wartime jobs and have many children (Stearns, 1997). However, among many whites, femininity is also associated, alas, with incompetence. Thus, whenever women have entered traditionally male

extremely overweight or starving to be underweight can both be harmful.

Cultures that regard overweight as a sign of health and sexiness are obviously more accepting of people who are heavy. But obesity is now a serious health problem of epidemic proportions. When combined with a lack of aerobic fitness, it is a leading risk factor in diabetes, high blood pressure, heart disease, stroke, cancer, infertility, sleep apnea, and many other disorders. About 67 per-

“gender” with “women,” either! We have been particularly attentive to research on the psychology of men, for example by considering the underdiagnosis of male depression and the rise of eating disorders and distorted body images in young men. In many cases, we have tried to go beyond mere description of differences, by examining competing explanations for them: Biological influences, biological and evolutionary influences, social roles, gender socialization, gender schemas, and the power of current situations and experiences to shape people’s choices and lives.

Nor do we focus exclusively on gender *differences*. Many differences, though reliable, are trivial in terms of real-life importance. And gender *similarities*, though they are often overlooked, are every bit as important and interesting as the eternal search for differences. We therefore include findings on similarities, too—for example, that men and women do not, overall, differ in moral reasoning (Chapter 3), mood swings in the course of an average month (Chapter 5), or obedience to authority (Chapter 10).

CULTURE

For examples of how we treat culture, see our discussions of:

- Attitudes toward achievement (pp. 58–59)
- Cultural influences on personality (pp. 59–62)
- Ethnic identity and acculturation (pp. 336–337)
- Ethnocentrism (pp. 337)
- Addiction rates and drug abuse (pp. 373–374)

In recent years—and certainly in the aftermath of 9/11—most psychologists have come to appreciate the profound influence of culture on all aspects of life, from non-verbal behavior to the deepest attitudes about how the world should be. Thus we raise empirical findings about culture and ethnicity, as topics warrant, throughout the book: For example, in our discussions of addiction, mental disorders, social norms (e.g., for cleanliness, risk, and conversational distance), emotional expression, group differences in IQ scores and academic achievement, motivational conflicts, personality, psychotherapy, rules about time, attitudes toward weight and the ideal body, and the effectiveness of medication. (Again, we refer you to the index for a complete listing of topics.) In addition, Chapter 2 highlights cultural factors in personality and Chapter 10 contains extended discussions of ethnocentrism, prejudice, and cross-cultural relations.

For us, the scientific study of cultural diversity is not synonymous with the popular movement called multiculturalism. The study of culture, in our view, should increase students’ understanding of what culture means, and of how and why ethnic and national groups differ, and why no group is inherently better, kinder, or more moral than an-

other. Thus we try to apply critical thinking to our own coverage of culture, avoiding the twin temptations of ethnocentrism and stereotyping.

BIOLOGY

For examples of how we cover biological research, see our discussions of:

- Genetics and personality (pp. 51–54)
- Stem cells and the production of new neurons (pp. 115–116)
- Schizophrenia (pp. 380–382)
- Sexual desire and behavior (pp. 456–458)
- Weight and body shape (pp. 466–467)

Anyone who is awake and conscious knows that we are in the midst of a biomedical revolution that is transforming science and psychology. Findings from the Human Genome Project, studies of behavioral genetics, astonishing discoveries about the brain, technologies such as PET scans and fMRIs, the proliferation of medications for psychological disorders—all have had a profound influence on our understanding of human behavior and on interventions to help people with chronic problems. This work, too, can no longer be confined to a single chapter; accordingly, we report new findings from the biological front wherever they are relevant throughout the book: In our discussions of the brain, memory, emotion, stress, child development, aging, mental illness, personality, and many other topics. But just as we do with culture and gender, we apply principles of critical thinking to this domain of research, too. Thus we caution students about the dangers of reducing complex behaviors solely to biology, overgeneralizing from limited data, failing to consider other explanations, and oversimplifying solutions (e.g., as promises of “miracle” drugs often do).

What’s New in This Edition?

In this third edition of *Invitation to Psychology*, we have retained the text’s basic approach, organization, and pedagogy. We have made no changes just for the sake of making changes! Many of the book’s features have been tested by time and student reaction; students and instructors like them. However, in response to requests from many instructors, we did make one major change: We added a chapter on states of consciousness (Body Rhythms and Mental States, Chapter 5), a topic that is hugely popular with students. In the second edition, much of this chapter’s material—on body rhythms, sleep and dreams, psychotropic drugs, and hypnosis—was distributed throughout the book, but many teachers wanted them to be all in one place.

Of course, this third edition contains many new chapter-opening stories. And throughout the book we have added

the latest research on cutting-edge issues and controversies, from findings on stem cells and neuronal growth throughout life to research showing why well-meaning interventions in the aftermath of trauma so often fail or even backfire. A detailed explanation of all deletions, additions, and modifications in the third edition is available to adopters of the second edition, so that no one will have to guess why we made particular changes. We hope this support will make the transition from the previous edition to this one as painless as possible. You can obtain this information from your Prentice Hall representative or by writing to: Marketing Manager, Psychology; Prentice Hall Publishers; One Lake Street; Upper Saddle River, New Jersey 07458.

Instructor and Student Supplements to accompany *Invitation to Psychology*

This edition's supplements package has been created to provide you and your students with the best teaching and learning materials, both in print and media formats.

Print and Media Supplements for the Instructor

NEW OneKey New to this edition is Prentice Hall's inclusive online resource, OneKey for *Invitation to Psychology, Third Edition*, which offers instructors and students all of their resources—all in one place—all organized to accompany this text. With **OneKey**, you will enliven your lectures with more presentation material than you ever imagined, as your students build a customized study plan designed to help them prepare for—and perform better on—exams. OneKey is available for instructors by going to www.prenhall.com/onekey and following the instructions on the page. Students get OneKey with an access code, available for free, that is bundled with the text. See your Prentice Hall representative for further information.

NEW Instructor's Resource Binder This binder includes an exhaustive collection of teaching resources for both new and experienced instructors. Organized by chapter, the binder includes the Instructor's Resource Manual, Test Item File, Prentice Hall's Introductory Psychology Transparencies, Instructor's Resource CD-ROM, and TestGen computerized testing software. All of these resources are described below.

Instructor's Resource Manual Created by Kerri Goodwin of Loyola College of Maryland, this manual includes the following resources for each text chapter: Introducing the chapter; learning objectives; lecture suggestions and discussion topics; classroom activities, demonstrations, and exercises; out-of-class assignments and projects; multimedia

resources; video resources; transparency masters; and handouts. Designed to make your lectures more effective and to save you preparation time, this extensive resource gathers together the most effective activities and strategies for teaching your Introductory Psychology course.

Test Item File Created by Scott Johnson of John Wood Community College, Kerri Goodwin of Loyola College of Maryland and Stephanie Johnson of Southeast Community College of Nebraska, this test bank contains over 4,500 multiple choice, true/false, and short-answer essay questions. Each question references the relevant section and page number in the text; provides a key for level of difficulty; and lists the question type—factual, conceptual, or applied.

NEW Prentice Hall's TestGen Available on one dual-platform CD-ROM, this test-generator program provides instructors with "best in class" features in an easy-to-use program. You will be able to create tests using the TestGen Wizard and easily select questions with drag-and-drop or point-and-click functionality. You can also add or modify test questions using the built-in Question Editor. TestGen also offers algorithmic functionality, which allows for the creation of unlimited versions of a single test. The Quiz Master feature allows for online test delivery. TestGen comes complete with an instructor's gradebook and full technical support.

NEW Instructor's Resource Center on CD-ROM Included in the Instructor's Resource Binder, and as a stand alone item, this valuable, time-saving resource provides you with electronic versions of a variety of teaching resources all in one place so that you can customize your lecture notes, PowerPoint slides, and media presentations. This CD-ROM includes PowerPoint slides customized for the Third Edition and electronic versions of the artwork from the text, the Overhead Transparencies, the Instructor's Resource Manual, and the Test Item File.

PowerPoint Slides Created by H. Lynn Bradman of Metropolitan Community College of Omaha, each chapter's presentations highlight the key points covered in the text. The slides are provided in two versions—one with the chapter graphics and one without—to give you flexibility in preparing your lectures. Available on the Instructor's Resource Center on CD-ROM or on online at www.prenhall.com.

Prentice Hall's Introductory Psychology Transparencies Designed for use in large lecture settings, this set of over 130 full-color transparencies includes illustrations from the text as well as images from a variety of other sources. Available in acetate form, on the Instructor's Resource Center on CD-ROM, or online at www.prenhall.com.

Online Course Management with WebCT, BlackBoard, or CourseCompas Instructors interested in using on-

line course management have several options, all free upon adoption of the text. Each course comes preloaded with text-specific tests and can be fully customized for your course. Contact your Prentice Hall representative or visit www.prenhall.com/demo for more information.

Video Resources for Instructors

Prentice Hall has an exciting, extensive video and media library that is available to qualified adopters of *Invitation to Psychology, Third Edition*. For complete listings of all of our film offerings, or for details about premium Video Packages that are available with adoptions of the textbook, contact your local Prentice Hall sales representative or e-mail us at psych_service@prenhall.com.

NEW Lecture Launcher Video for Introductory Psychology This new video consists of short clips covering all major topics in introductory psychology. The clips have been selected from *Films for Humanities and Sciences* and edited to provide brief and compelling images and stories to enhance your lectures.

Films for Humanities and Sciences and the PBS Video Library This is an extensive collection of films and documentaries on a wide array of topics in the humanities and sciences.

The Brain Video Series This series of eight one-hour programs blends interviews with world-famous brain scientists and dramatic reenactments of landmark cases in medical history. Programs include "The Enlightened Machine," "The Two Brains," "Vision and Movement," "Madness," "Rhythms and Drives," "States of Mind," "Stress and Emotion," and "Learning and Memory."

The Discovering Psychology Video Series This series, produced in association with the American Psychological Association, consists of 13 tapes, each containing two half-hour segments.

ABC News Videos for Introductory Psychology, Series III This series consists of segments from the *ABC Nightly News with Peter Jennings*, *Nightline*, *20/20*, *Prime Time Live*, and *The Health Show*.

NEW Special Packages Prentice Hall is pleased to offer adopters of *Invitation to Psychology* various combinations of videos and films, depending on how many copies of the text are adopted. Each of these packages comes with the Lecture Launcher Video and with *Movies as Illustrations for Introductory Psychology*, by Steven V. Rouse. This guide is full of wonderful suggestions on how to use videos in class to illustrate psychological topics and issues.

Silver Video Package (25- to 99-copy adoption): Your choice of one *ABC News* video, one popular film, and one video from *Films for the Humanities and Sciences* or *PBS*.

Gold Video Package (100- to 499-copy adoption): Your choice of one *ABC News* video, two popular films, and three videos from *Films for the Humanities and Sciences* or *PBS*.

Platinum Video Package (500 copies or more): Your choice of one *ABC News* video, two popular films, and five videos from *Films for the Humanities and Sciences* or *PBS*.

Print and Media Supplements for the Student

Study Guide Written by Kathy Dematrakis of Albuquerque Technical Vocational Institute, this student study guide helps students master the core concepts presented. For each text chapter, there are learning objectives, a brief chapter summary, a preview outline, and three different practice tests.

Companion Web Site at www.prenhall.com/wade Created by Sonya Lott-Harrison of Community College of Philadelphia, this online study guide allows students to review each chapter's material, take practice tests, research topics for course projects, and more. The *Invitation to Psychology, Third Edition* Companion Web site includes the following resources for each chapter: chapter objectives, interactive lectures, five different types of quizzes that provide immediate, text-specific feedback and coaching comments, WebEssays, WebDestinations, NetSearch, new FlashCards, and new Live!Psych Activities (described below). Access to the Web site is free and unrestricted to all students.

Video Classics in Psychology CD-ROM Using the power of video to clarify key concepts presented in the text, this CD-ROM offers original footage of some of the best-known classic experiments in psychology, including clips of Milgram's obedience study, Watson's Little Albert, Bandura's BoBo doll, Pavlov's dog, Harlow's monkeys, and others. In addition, students can see interviews with famous psychologists such as B. F. Skinner, Carl Rogers, Erik Erikson, Carl Jung, and others. Each video is preceded by background information on the importance of that experiment or researcher to the field and is followed by questions that connect the video to concepts presented in the text. The Video Classics in Psychology CD-ROM can be packaged free with *Invitation to Psychology*. Contact your local sales representative for the value pack ISBN.

NEW Live!Psych Activities Indicated by symbols in the margins of the text, these highly interactive media simulations, animations, and activities were developed to teach the key concepts—and often the concepts students find most challenging—crucial to understanding psychology. Designed to get students to interact with the material and to appeal to different learning styles, these media activities were created in

consultation with psychology instructors and carefully reviewed by a board of experts to ensure accuracy and pedagogical effectiveness. Chapter-specific Live!Psych activities can be found on the Companion Web site at www.prenhall.com/wade or on OneKey at www.prenhall.com/onekey. A special thank you goes to Lynne Blesz-Vestal, the content author, and to the members of our Live!Psych review board: Kim Ainsworth-Darnell, Georgia State University; Eric J. Chudler, University of Washington; Margaret Gatz, University of Southern California; Karen Hoblit, Victoria Community College; Gail Knapp, Mott Community College; John Krantz, Hanover College; Nancy Simpson, Trident Technical College; and Chuck Slem, California Polytechnic, San Luis Obispo.

NEW The Prentice Hall Guide to Evaluating Online Resources with Research Navigator: Psychology, 2004

This guide provides students with a hands-on introduction to the Internet, teaches students how to critically evaluate online resources, and guides students through the research process for three different types of research projects using Research Navigator. Access to Research Navigator, a customized research database for students of psychology described below, comes free with this guide.

Research Navigator™: Reliable, Relevant and Resourceful

Prentice Hall's new Research Navigator helps your students make the most of current research. Complete with extensive help on the research process and three exclusive databases full of relevant and reliable source material—including EBSCO's *Content Select* academic journal database, *The New York Times* search-by-subject archive and the *Best of the Web Link Library*—Research Navigator is the one-stop research solution for your students. To take a tour of Research Navigator, go to www.researchnavigator.com.

Supplementary Texts

Contact your Prentice Hall representative to package any of these supplementary texts with *Invitation to Psychology*:

NEW TIME Special Edition: Psychology Prentice Hall and *TIME* Magazine are pleased to offer you and your students a chance to examine today's most current and compelling issues in an exciting way. *TIME Special Edition: Psychology* offers a selection of 15 *TIME* articles on today's most current issues and debates in the field of psychology. Free when packaged with this text.

NEW Current Directions in Psychology: Readings from the American Psychological Society

This exciting collection of short articles from *Current Directions in Psychological Science*, a flagship publication of the American Psychological Society, is an excellent assortment of timely, brief, state-of-the-art research reports on important topics in psychology. Free when packaged with this text.

Psychobabble and Biobunk, Second Edition by Carol Tavris. This collection of opinion essays and book reviews written for *The Los Angeles Times*, *The New York Times*, *Scientific American*, and other publications encourages debate in the classroom by applying psychological research and the principles of scientific and critical thinking to issues in the news.

Forty Studies that Changed Psychology, Fifth Edition

by Roger Hock of Mendocino College. Presenting the seminal research studies that have shaped modern psychological study, this brief supplement provides an overview of the environment that gave rise to each study, its experimental design, its findings, and its impact on current thinking in the discipline.

The Psychology Major: Career options and strategies for success, Second Edition

by R. Eric Landrum of Idaho State University and Stephen Davis of Emporia State University. This 160-page paperback provides valuable information on career options available to psychology majors, tips for improving academic performance, and a guide to the APA style of research reporting.

Experiencing Psychology by Gary Brannigan of State University of New York at Plattsburgh. This hands-on activity book contains 39 active learning experiences corresponding to major topics in psychology to provide students with hands-on experience in "doing" psychology.

How to Think Like a Psychologist: Critical thinking in psychology, Second Edition

by Donald McBurney of University of Pittsburgh. This unique supplementary text uses a question-answer format to explore some of the most common questions students ask about psychology.

Acknowledgments

Like any other cooperative effort, writing a book requires a support team. We are indebted to the following reviewers for their many insightful and substantive suggestions during the development of this and previous editions of *Invitation to Psychology*. (Please note that the affiliations of some individuals may have changed since they reviewed our book.)

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We are delighted with the book's design, inside and out. Our heartfelt gratitude to Laura Gardner for giving this edition its engaging new look while keeping its visual con-

nection to the earlier edition, and for her work on the beautiful, warm, *inviting* cover. Additionally, we would like to thank electronic artist Maria Piper for her artistic contributions to the overall appearance of the book.

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We hope that you will enjoy reading and using *Invitation to Psychology*, and that your students will find it a true invitation to the field we love. We welcome your reactions, experiences using it, and suggestions for improvements or for teaching from it.

Carole Wade
Carol Tavis

TO THE STUDENT

If you are reading this introduction, you are starting your introductory psychology course on the right foot. It always helps to get a general picture of what you are about to read before charging forward.

Our goal in this book is to guide you to think critically and imaginatively about psychological issues, and to help you apply what you learn to your own life and the world around you. We ourselves have never gotten over our initial excitement about psychology, and we have done everything we can think of to make the field as absorbing for you as it is for us. However, what you bring to this book is as important as what we have written—we can pitch ideas at you, but you have to step up to the plate to connect with them. This text will remain only a collection of pages with ink on them unless you choose to read actively. The more involved you are in your own learning, the more successful the book and your course will be, and the more enjoyable, too.

Getting Involved

To encourage you to read and study actively, we have included some special features:

- Every chapter opens with **Psychology in the News**, an actual story from the media related to issues that will be discussed in the chapter. *Do not skip these stories!* We return to them at the end of the chapter, to show you how findings from psychology might help you understand each story in particular and others like it that you will encounter. How do you feel about a 63-year-old woman who gives birth to a baby? Why would a rich man who could easily attract consenting sexual partners nonetheless commit rape? What motivated Lance Armstrong to recover from cancer and go on to win the Tour de France bicycle race—five times? As you read the chapter, try to link its findings and ideas to the opening story and come up with your own insights.
- Each chapter contains several **Get Involved** exercises, entertaining little experiments or explorations you can do that demonstrate what you are reading about. In Chapter 2, for instance, you get to see where you fall on an inventory of basic personality traits, and in Chapter 12, we will show you how your own thoughts affect your moods. Some Get Involved exercises take only a minute; others are “mini-studies” that you can do by observing or interviewing others.

- Before each major section, a feature called **What’s Ahead** lists some preview questions to stir your curiosity and indicate what that section will cover. For example: Why does paying children for good grades sometimes backfire? Do people remember better when they’re hypnotized? What do psychologists think is the “sexist sex organ”? Do men and women differ in the ability to love? When you finish the chapter, you will encounter these questions again, under the heading **Looking Back**. Use this list as a self-test; if you can’t answer a question, go to the page indicated after the question and review the material.
- In Chapter 1, we will introduce you to the basic guidelines of **critical and creative thinking**—the principles we hope will help you distinguish unsupported claims or “psychobabble” from good, scientific reasoning. The identifying icon for critical thinking is a lightbulb. Throughout the book, some (but not all) of our critical-thinking discussions are signaled in the text by a small tab that includes the lightbulb and the topic being critically examined, like the one shown here. We will be telling you about many lively and passionate debates in psychology—about sex and gender differences, therapy, memory, “multiple personality disorder,” and many other topics—and we hope our coverage of these debates will increase your involvement with the ongoing discoveries of psychology.



Thinking Critically About Drug Treatments

cerned about the medicalizing of their field and want psychology to remain a distinct alternative to psychiatry (DeNelsky, 1996).

Some Cautions About Drug Treatments

Without question, drugs have rescued some people from emotional despair, suicide, obsessive-compulsive disorder, and panic attacks. They have enabled severely depressed or mentally disturbed people to function and respond to psychotherapy. Yet many psychiatrists and drug companies are trumpeting the benefits of medication without informing the public of its limitations, so a few words of caution are in order.

1 *The placebo effect.* New drugs, like new psychotherapies, often promise quick and effective cures, as was the case with the arrival of Clozaril, Xanax, and Prozac. But the **placebo effect** (see Chapter 1) ensures that many people will respond positively to a new drug just because of the enthusiasm surrounding it and their own expectations that the drug will make them feel better. After

tively to any given of them, only about 25% of people taking these drugs (Hollon, Thase,

2 *High dropout rates.* Many people who have short-term antidepressant drug treatment drop out of these drugs’ unpleasurable side effects. Two-thirds of people who take antidepressants (Glenmullen, 2000) are likely to relapse, especially if they do not know how to cope with their symptoms (Glenmullen, 1999).

3 *Dosage problems.* Many people find the therapeutic dose of a drug is not enough but not too high. The fact that a drug may be metabolized differently by old people and young people (Willie et al., 1999) is a problem. Ming Lin moved from China to the United States and was amazed to

- Every chapter contains several **Quick Quizzes** that test your understanding, retention, and ability to apply what you have read to examples. Do not let the word “quiz” give you a sinking feeling. These quizzes are for your practical use and even, we hope, for your enjoyment. When you have trouble with a question, do not go on; pause right then and there, review what you have read, and then try again.
- Some of the Quick Quizzes contain a *critical-thinking item*, denoted by the lightbulb symbol. The answers we give for these items are only suggestions; feel free to come up with different ones. Quick Quizzes containing critical-thinking items are not really so quick, because they ask you to reflect on what you have read and to apply the critical-thinking guidelines described in Chapter 1. But if you take the time to respond thoughtfully to them, we think you will become more engaged with the material, learn more, and become a more sophisticated user of psychology.
- At the end of each chapter, a feature called **Taking Psychology with You** draws on research to suggest ways you can apply what you have learned to everyday problems and concerns (such as how to boost your motivation or improve your memory) as well as more serious ones, such as how to live with chronic pain or help a friend who seems suicidal.

How To Study

In our years of teaching, we have found that certain study strategies can vastly improve learning, and so we offer the following suggestions. (Reading Chapter 8, on memory, and Chapter 9, on learning, will also be helpful.)

- Before starting a chapter, read the chapter title and major headings to get an idea of what is in store. Browse through the chapter, looking at the pictures and reading the headings.
- Do not read the text as you might read a novel, taking in large chunks at a sitting. To get the most from your studying, we recommend that you read only a part of each chapter at a time.
- Instead of simply reading silently, nodding along saying “hmmmm” to yourself, try to restate what you have read in your own words at the end of each major section. Some people find it helpful to write down main points. Others prefer to recite main points aloud to someone else—or even into a tape recorder. Do not count on getting by with just one reading of a chapter. Most people

need to go through the material at least twice, and then review the main points several times before an exam.

- When you have finished a chapter, read the **Summary**. Some students tell us they find it useful to write down their own summaries first, then compare them with the book’s. Use the list of **Key Terms** at the end of each chapter as a checklist. Try to define and discuss each term in the list to see how well you understand and remember it. If you need to review a term, a page number is given to tell you where it is first mentioned in the chapter. Finally, review the **Looking Back** questions to be sure you can answer them.
- Important new terms in this textbook are printed in **boldface** and are defined in the margin of the page on which they appear or on the facing page. The **marginal glossary** permits you to find these terms and concepts easily, and will help you when you study for exams. A complete glossary also appears at the end of the book.
- The **Study Guide** for this book, available at your bookstore, is an excellent learning resource. It contains review materials, exercises, and practice tests to help you understand and apply the concepts in the book.
- If you are assigned a term project or a report, you may need to track down some references or do further reading. Throughout the book, discussions of studies and theories include *citations* in parentheses that look like this: (Aardvark & Zebra, 2001). A citation tells you who the authors of a book or paper are and when their work was published. The full reference can then be looked up in the alphabetical **Bibliography** at the end of the book. At the back of the book you will also find a *Name Index* and a *Subject Index*. The name index lists the name of every author cited and the pages where each person’s work is discussed. If you remember the name of a psychologist but not where he or she was mentioned, look up the name in the index. The subject index lists all the major topics mentioned in the book. If you want to review material on, say, depression, you can look up “depression” in the subject index and find each place it is mentioned.

We have done our utmost to convey our own enthusiasm about psychology, but, in the end, it is your efforts as much as ours that will determine whether you find psychology to be exciting or boring, and whether the field will make a difference in your own life. This book is our way of inviting you into the world of psychology. Our warmest welcome!

Carole Wade
Carol Tavris

CONTENTS AT A GLANCE

PART ONE Your Self

At the heart of psychology lies a question: What is a person? This section shows how psychologists from five schools of thought address this question. What traits define personality, and where do they come from? What milestones occur on the way to becoming a person?

PART TWO Your Body

We cannot understand our psychological selves without understanding our physical selves. These chapters describe how brain activity, neurons, and hormones affect your psychological functioning, and how you are able to sense and perceive the world around you.

PART THREE Your Mind

"I think, therefore I am," said the philosopher René Descartes. This section discusses the impressive ways in which human beings think—and why they so often fail to think and reason well—and explores the puzzles and paradoxes of memory.

PART FOUR Your Environment

Even unsociable hermits are influenced by their surroundings and by other people. In these chapters you will learn how physical and social environments—from the immediate situation to the larger cultural context—affect your actions and attitudes.

PART FIVE Your Mental Health

At some point, many of us struggle with psychological problems, which range from everyday difficulties to incapacitating conditions. This part describes the major mental and emotional disorders and evaluates the therapies that have been designed to treat them.

PART SIX Your Life

A satisfying life depends on having healthy emotions, coping well with stress, and knowing how to reach your goals. In these closing chapters, we see how the influences discussed in the previous units—personality, body, mind, and environment—affect your emotions, well-being, and four of life's fundamental motives: love, sex, eating, and work.

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PART ONE Your Self

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